



Cambridge Assessment
English

C1 Advanced

Cambridge

English Qualifications

C1 Advanced

Handbook for teachers



Pre
A1



Cambridge Assessment
English

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English Qualifications

Your path to learning English, step by step

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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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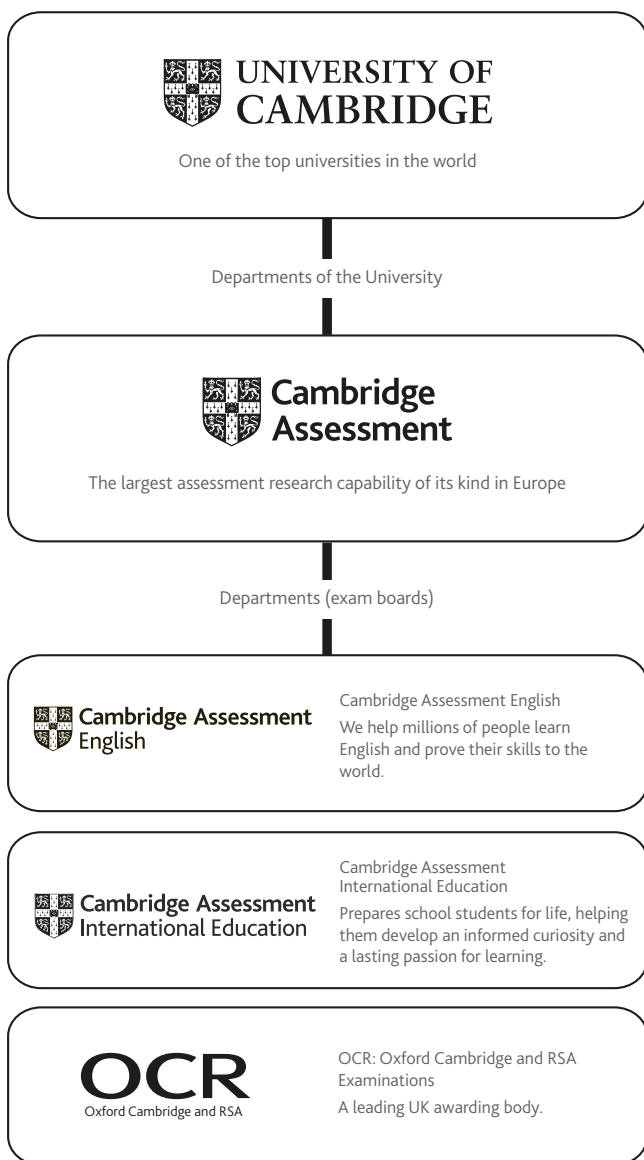
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About Cambridge Assessment English

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.



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.

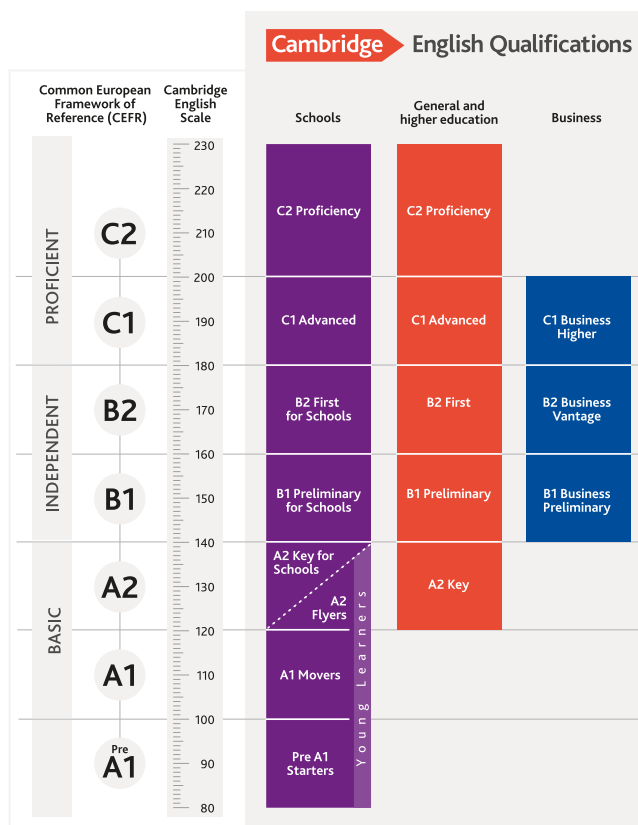
Our qualifications are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world.

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



C1 Advanced – an overview

C1 Advanced was originally introduced in 1991 and is a high-level qualification that is officially recognised by universities, employers and governments around the world. It proves that a candidate has a high level of English for use in academic or professional settings.

Exam formats

C1 Advanced can be taken as either a paper-based or computer-based exam.

Who is the exam for?

C1 Advanced is aimed at learners who need to show they can:

- follow an academic course at university level
- communicate effectively at managerial and professional level
- participate with confidence in workplace meetings or academic tutorials and seminars
- carry out complex and challenging research
- stand out and differentiate themselves.

Who recognises the exam?

The C1 Advanced certificate is recognised around the world as a high-level qualification in English.

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?

C1 Advanced is targeted at Level C1 on the CEFR.

Achieving a certificate at this level proves that a candidate has reached a very advanced level of English required in demanding academic and professional settings.

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 skills and Use of English.
- 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 exam papers
- 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 C1 Advanced 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

C1 Advanced is a rigorous and thorough test of English at Level C1. 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: 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 30 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 30 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: 15 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

C1 Advanced gives detailed, meaningful results.

	Overall length	Number of tasks/parts	Number of items
C1 Advanced			
Reading and Use of English	1 hour 30 mins	8	56
Writing	1 hour 30 mins	2	2
Listening	approx 40 mins	4	30
Speaking	15 mins	4	–
Total	total approx 3 hours 55 mins		

All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels B2 and C2 (Cambridge English Scale scores of 160–210) also receive a **certificate**.

Grade A: Cambridge English Scale scores of 200–210
Candidates sometimes show ability beyond Level C1. If a candidate achieves a Grade A in their exam, they will receive the Certificate in Advanced English stating that they demonstrated ability at Level C2.

Grade B or C: Cambridge English Scale scores of 180–199
If a candidate achieves Grade B or C in their exam, they will be awarded the Certificate in Advanced English at Level C1.

CEFR Level B2: Cambridge English Scale scores of 160–179
If a candidate's performance is below Level C1, but falls within Level B2, they will receive a Cambridge English certificate stating that they demonstrated ability at Level B2.

Can Do summary

What can candidates do at Level C1?

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	CAN read quickly enough to cope with an academic course, and CAN take reasonably accurate notes in meetings or write a piece of work which shows an ability to communicate.	CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.
Social and tourist	CAN understand complex opinions/arguments as expressed in serious newspapers. CAN write most letters they are likely to be asked to do; such errors as occur will not prevent understanding of the message.	CAN pick up nuances of meaning/opinion. CAN keep up conversations of a casual nature for an extended period of time and discuss abstract/cultural topics with a good degree of fluency and range of expression.
Work	CAN understand the general meaning of more complex articles without serious misunderstanding. CAN, given enough time, write a report that communicates the desired message.	CAN follow discussion and argument with only occasional need for clarification, employing good compensation strategies to overcome inadequacies. CAN deal with unpredictable questions.
Study	CAN scan texts for relevant information, and grasp main topic of text. CAN write a piece of work whose message can be followed throughout.	CAN follow up questions by probing for more detail. CAN make critical remarks/express disagreement without causing offence.

Paper 1:

1 hour 30 mins

Reading and Use of English tasks


The paper contains eight parts. The Reading section consists of Parts 1, 5, 6, 7 and 8 of the paper. The Use of English section consists of Parts 2, 3 and 4.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	8	8	Multiple-choice cloze	Vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.	A modified cloze containing eight gaps followed by eight 4-option multiple-choice items.
2	8	8	Open cloze	Awareness and control of grammar with some focus on vocabulary.	A modified cloze test containing eight gaps.
3	8	8	Word formation	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 stems of the missing words are 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 three to six words, one of which is a given 'key' word.
5	6	12	Multiple choice	Detail, opinion, attitude, tone, purpose, main idea, implication, text organisation features (exemplification, comparison, reference).	A text followed by six 4-option multiple-choice questions.
6	4	8	Cross-text multiple matching	Understanding of opinion and attitude; comparing and contrasting of opinions and attitudes across texts.	Four short texts, followed by multiple-matching questions. Candidates must read across texts to match a prompt to elements in the texts.
7	6	12	Gapped text	Cohesion, coherence, text structure, global meaning.	A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.
8	10	10	Multiple matching	Detail, opinion, attitude, specific information.	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
Total	56	78			

The eight 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 19**


 **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 19**

 **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 parts of the Use of English component, must be correct.

PART 3 Word formation

In this part, there is an emphasis on vocabulary.

 **Sample task and answer key: pages 13 and 19**


 **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 19**

 **Each correct answer in Part 4 receives 0, 1 or 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 three and six 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 answers 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 the understanding of a long text, including detail, opinion, tone, purpose, main idea, implication, attitude, and also text organisation features such as exemplification, comparison and reference.

 **Sample task and answer key: pages 15 and 19**


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

Part 5 consists of one long text, drawn from a variety of sources which include fiction. The text is followed by six 4-option multiple-choice questions which are presented in the same order as the information in the text so that candidates can follow the development of the text.

This task tests detailed understanding, including opinions and attitudes expressed; the ability to distinguish between, for example, apparently similar viewpoints, outcomes or reasons. Candidates should be able to deduce meaning from context and interpret the text for inference and style. They should also be able to understand text organisation features such as exemplification, comparison and reference, including lexical reference. The final question may depend on interpretation of the text as a whole, e.g. the writer's purpose, attitude or opinion.

PART 6 Cross-text multiple matching

In this part, there is an emphasis on identifying opinions and attitudes expressed across texts.

 **Sample task and answer key: pages 16 and 19**

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

Part 6 consists of four short texts, on a related theme, followed by multiple-matching prompts. In total, there are four questions.

Candidates must read across texts to match a prompt to elements in the texts. The prompts require candidates to read across the four texts to understand the opinions and attitudes expressed in order to identify agreement and disagreement between the writers. The items only provide information on the subject of the opinion, not the opinion itself: this is for the candidate to identify. Candidates may need to identify an opinion expressed in one of the texts and then identify which other text shares or contradicts

this opinion, or they may need to identify which text differs from the other three in terms of an expressed opinion.

PART 7 Gapped text

In this part, there is an emphasis on understanding how texts are structured and the ability to follow text development.



Sample task and answer key: pages 17 and 19



Each correct answer in Part 7 receives 2 marks.

Part 7 consists of one long gapped text from which six paragraphs of equal length have been removed and placed in jumbled order after the text, together with a seventh paragraph which does not fit in any of the gaps. The text is usually from a non-fiction source (including journalism). This part tests comprehension of text structure, cohesion, coherence and global meaning.

Candidates are required to decide from where in the text each paragraph has been removed. Each paragraph may be used only once, and there is one paragraph that candidates do not need to use.

Candidates need to read the gapped text first in order to gain an overall idea of the structure and the meaning of the text, and to notice carefully the information and ideas before and after each gap as well as throughout the whole of the gapped text. They should then decide which paragraphs fit the gaps, remembering that each letter may only be used once and that there is one paragraph which they will not need to use.

PART 8 Multiple matching

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



Sample task and answer key: pages 18 and 19



Each correct answer in Part 8 receives 1 mark.

Part 8 consists of one or two sets of questions followed by a single page of text: the text may be continuous, or divided into sections, or consist of a group of short texts. In total, there are 10 questions and four to six options.

Candidates are required to match the questions with the relevant information from the text. To do this, they need to understand detail, attitude or opinion in the 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.

In addition to the use of letters, e.g. A–F, the range of possible answers may be presented in the form of a list of, for example, names or people or places, titles of books or films or types of occupation.

Preparation

General

- The texts in Parts 1, 2, 3, 5, 6, 7 and 8 all have titles. Encourage your students to pay attention to each title as it will indicate the main theme of the text.
- Encourage your students to read through each text (Parts 1, 2 and 3) carefully before beginning to answer the questions so that they have a clear idea of what it is about.
- In Parts 2 and 4, there may be more than one permissible answer for a question. However, students should only give one answer

for each question. If they give two answers, and one of them is incorrect, they will not be given a mark. If they want to change an answer, they should rub it out.

- All parts of the paper have detailed instructions and the Use of English component also has completed examples. These should be studied carefully so that your students know what kind of answers they are expected to give and how they should show them on the answer sheet.
- Your students should be encouraged to read extensively so that they build up a wide vocabulary and become familiar with the many uses of different structures. This should enable them to deal with a range of lexical items and grammatical structures in a variety of text types.
- Your students should read as widely as possible both in class and at home. This will enable them to become familiar with a wide range of language. In class encourage your students to interact fully with each text by focusing on pre-reading questions. This will help train them in prediction techniques.
- It is helpful to introduce a programme of reading at home. As part of the weekly homework assignments, an idea might be to introduce a reading scheme which involves the students in providing verbal or written reviews on the texts they have read. These could include: unabridged short stories or novels, newspaper and magazine articles, non-fiction, etc. Where possible, your students should be encouraged to follow up on their hobbies and interests by reading magazines or looking on the internet for articles in English about sport, computers, fashion, etc. Research in these areas could also lead to a series of short class talks or articles for a class project. A class or school magazine may also encourage interest in reading.
- It is important to make sure your students are familiar with the format of the Reading component. It will be helpful to spend time going through sample papers. The Reading component has a standard structure and format so that students will know what to expect in each part of the paper.
- 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. They should be encouraged to read a text without thinking that they need to understand every word. Students often spend time worrying about the text at word level rather than trying to get a more global view of what it is about. Focus your students' attention on understanding the overall function and message of texts or sections of texts.
- Your students need to read the instructions, title and sub-title of each reading text carefully. This is meant to give them an idea of what to expect from the text; it will tell them where the pieces come from and/or what the text is about. If there is a visual, it is usually included to help with a reference in the text that the students may not be familiar with, for example, a photo of a certain animal or place.
- Students should develop an efficient personal system for recording the new vocabulary they learn. They should record as much detail as possible, including information about complementation and collocations of the words learned.
- Encourage your students to plan their time carefully and not to 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.

- It is important that your students are familiar with the instructions on the front page of the question paper, and for each part of the test. Your students should also be familiar with the technique of indicating their answers on the separate answer sheet so that they can do this quickly and accurately. Students need to be shown how to do this and have practice doing this in a timed exercise. They must record their answers on 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.
- When your students are familiar with the different task types, it is a good idea to discuss which part(s) take them longer to complete. Following this discussion you can suggest possible timings for each task. Your students need to be reminded that Parts 4, 5, 6 and 7 are allocated 2 marks per question, while Parts 1, 2, 3 and 8 are allocated 1 mark per question. Students at C1 Advanced level need to process large quantities of text in a defined time-scale and therefore need practice in planning their time carefully.
- Remind your students to check the spelling of their answers as incorrect spelling will lose them marks.
- Remind your students that handwriting should be clear so that it can be read easily by the markers.

By part

PART 1

- When studying vocabulary in preparation for the paper, your students should pay attention to collocation, the different shades of meaning within sets of similar words, and complementation (e.g. whether words are followed by a certain preposition, or by a gerund or an infinitive, etc.).
- Advise your students to consider all the options carefully before deciding on an answer. Some of the options may be very tempting, but only one will be semantically and grammatically correct in that particular context.

PART 2

- Any preparation task which promotes grammatical accuracy is useful, especially those which focus on verb forms and the use of auxiliary and modal verbs, pronouns, prepositions, conjunctions, modifiers and determiners.
- Remind your students that only one word is required for each answer. Answers of more than one word will not earn the mark.
- Some gaps in this part can be filled by referring just to the immediate phrase or sentence, but others will require understanding of the paragraph or whole text.

PART 3

- Preparation tasks which promote familiarity with the principles of word formation (use of prefixes, suffixes, internal changes, compounding) will be helpful.
- Remind your students that they need to understand the context of each gap in the text to decide which class of word (noun, verb, adjective or adverb) is required.

- Sometimes a plural form or a specific part of a verb will be required.
- Sometimes a negative prefix will be required. There is usually at least one word requiring a negative prefix in each Part 3 task, so advise your students to look out for these.

PART 4

- Transformation tasks which increase awareness of expressions with parallel or synonymous meanings, and develop flexibility in the use of language, are good preparation for this part.
- Remind your students that the key word **MUST** be used in each answer and that the key word may **NOT** be changed in any way.
- Also remind your students that their answer must **NOT** exceed six words. Contractions count as two words.

PART 5

- Your students should familiarise themselves with a wide range of sources, registers, topics and lexical fields. Preparation should include practice in reading a text quickly for a first overall impression, followed by close reading of the text in order to prevent any misunderstanding.
- Your students should read each question and underline the part of the text which answers the question. They should then look at the options and decide which one is the closest in answering the question. Students often make the mistake of only briefly referring to the text when answering a question, and just choose an answer which sounds plausible or reflects their own ideas. It is often useful to ask each student to justify their answer to the rest of the class.
- Ask your students to check the questions which take the form of incomplete sentences very carefully; the whole sentence has to match what is written in the text and not just the phrase in option A, B, C or D.
- Make sure that your students read texts in which opinion, attitudes and feelings are expressed, e.g. interviews with famous people talking about how they began their careers and what made them successful, or short stories about how characters feel about the situation they find themselves in. Activities which focus on recognising and evaluating attitude and opinion and which enhance your students' abilities to infer underlying meaning will also be helpful.
- Your students should be given practice in text organisation features. For example, there may be a question which tests the ability to differentiate between a main idea and an example, or one which asks the students to connect an abstract argument with a concrete illustration. Items may test comparison and contrast, both literal and metaphorical or the understanding of cohesive devices and structures.
- It is important that your students avoid just matching words in the text with words in the question or option.

PART 6

- Your students should familiarise themselves with texts which give different views on a related theme – such as different reviews of the same book or four experts giving their opinion on a subject.
- The texts will have an academic flavour without presuming in-depth subject-specific knowledge, so practice in dealing with both the complexity of vocabulary and the structures, such as noun phrases, commonly found in academic texts, will be useful.

- Students should be encouraged to read the texts first of all to determine the general attitude of each writer to the subject under discussion. Underlining the part or parts of a text which give an opinion or attitude and then identifying whether this is negative or positive is helpful.
- Your students should then look at each question and underline the key words. If a question is asking for 'a similar or different opinion to' for example, writer C, on a subject, they should underline what aspect of C's opinion is being tested and then identify and underline that opinion in C. The task will then involve looking at all the other writers and identifying the similar or different opinion.
- Discourage your students from selecting an answer solely on the basis of matching a word in the question with a word in the text, since careful reading of a particular part of the text is required to ensure an accurate match in terms of meaning.
- Give your students plenty of opportunity to read articles and reviews where different people discuss work, books, hobbies, etc. Ask your students to prepare their own questions, perhaps as a homework exercise to be used later in class. This will help them gain a better understanding of how the test is constructed and will also give them some insight into what clues they need to look for when doing this part.

PART 7

- Your students should be encouraged to read the text as a whole, and not to focus on each gap separately. They need to understand that getting an idea of the structure and understanding the development of the theme of the text are both important prerequisites to doing the task. Students frequently make the wrong choices by selecting an option which fits the text before the gap, and neglecting to check that the text after the gap follows on smoothly.
- Sometimes your students will need to choose carefully between two paragraphs as possible answers and will need practice in making decisions about which is the most logical paragraph to fill the particular gap. Give your students plenty of practice in recognising a wide range of linguistic devices which mark the logical and cohesive development of a text, e.g. words and phrases indicating time, cause and effect, contrasting arguments, paraphrasing of vocabulary, use of pronouns, repetition and the use of verb tenses.
- You should alert your students to the dangers of approaching the gapped-text task as an exercise requiring them merely to identify extracts from the text and sections in the text containing the same words, including names and dates. The task is designed to test understanding of the development of ideas, opinion and events rather than the recognition of individual words.

PART 8

- Your students will need practice in skimming and scanning texts in order to prepare for the multiple-matching task. They should practise scanning texts for the particular information required and not feel that they must read every word in the text. It is also important that they have enough practice in timing their reading.
- Remind your students that the questions for the multiple-matching task are printed before the text so that the candidates know what to look for in the text.
- Draw your students' attention to the particular wording of questions, since these are intended to lead the reader to specific information, and to disregard irrelevant information. It can be helpful for students to underline key words in the questions as this helps when trying to find the information in the text which provides the answers.
- Sometimes a question may consist of two parts, for example: a writer's surprise at being confronted by a difficult situation. Students may find evidence of a difficult situation in a section of the text but fail to realise that it may be the wrong section as no surprise is expressed in that part. It is important that your students understand that they need to find a paraphrase of the whole question, not just one part.

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 straight B common C everyday D conventional

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

Studying black bears

After years studying North America's black bears in the (0) way, wildlife biologist Luke Robertson felt no closer to understanding the creatures. He realised that he had to (1) their trust. Abandoning scientific detachment, he took the daring step of forming relationships with the animals, bringing them food to gain their acceptance.

The (2) this has given him into their behaviour has allowed him to dispel certain myths about bears. (3) to popular belief, he contends that bears do not (4) as much for fruit as previously supposed. He also (5) claims that they are ferocious. He says that people should not be (6) by behaviour such as swatting paws on the ground, as this is a defensive, rather than an aggressive, act.

However, Robertson is no sentimentalist. After devoting years of his life to the bears, he is under no (7) about their feelings for him. It is clear that their interest in him does not (8) beyond the food he brings.

- 1 A catch B win C achieve D receive
- 2 A perception B awareness C insight D vision
- 3 A Opposite B Opposed C Contrary D Contradictory
- 4 A care B bother C desire D hope
- 5 A concludes B disputes C reasons D argues
- 6 A misguided B misled C misdirected D misinformed
- 7 A error B doubt C illusion D impression
- 8 A expand B spread C widen D extend

Part 2

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

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

Example: 0 I S

The origin of language

The truth (0) nobody really knows how language first began. Did we all start talking at around the same time (9) of the manner in which our brains had begun to develop?

Although there is a lack of clear evidence, people have come up with various theories about the origins of language. One recent theory is that human beings have evolved in (10) a way that we are programmed for language from the moment of birth. In (11) words, language came about as a result of an evolutionary change in our brains at some stage.

Language (12) well be programmed into the brain but, (13) this, people still need stimulus from others around them. From studies, we know that (14) children are isolated from human contact and have not learnt to construct sentences before they are ten, it is doubtful they will ever do so. This research shows, if (15) else, that language is a social activity, not something invented (16) isolation.

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 P R O F E S S I O N A L

Training sports champions

What are the abilities that a (0) sports person needs? To **PROFESSION** guarantee that opponents can be (17) , speed, stamina and agility are essential, not to mention outstanding natural talent. Both a

rigorous and comprehensive (18) regime and a highly nutritious

diet are vital for top-level performance. It is carbohydrates, rather than

proteins and fat, that provide athletes with the (19) they need to

compete. This means that pasta is more (20) than eggs or

meat. Such a diet enables them to move very energetically when

required. Failure to follow a sensible diet can result in the (21)

to maintain stamina. **ABLE**

Regular training to increase muscular (22) is also a vital part of a

professional's regime, and this is (23) done by exercising with

weights. Sports people are prone to injury but a quality training regime

can ensure that the (24) of these can be minimised. **SEVERE**

Part 4

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

Example:

0 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example: **INSISTED ON SPEAKING**

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

25 My brother now earns far less than he did when he was younger.

NEARLY

My brother much now as he did when he was younger.

26 They are demolishing the old bus station and replacing it with a new one.

PULLED

The old bus station is with a new one.

27 The number of students now at university has reached an all-time high, apparently.

THE

The number of students now at university is been, apparently.

28 I'm disappointed with the Fishers' new album when I compare it to their previous one.

COMPARISON

I think the Fishers' new album is their previous one.

29 Anna got the job even though she didn't have much experience in public relations.

SPITE

Anna got the job of experience in public relations.

30 'I must warn you how dangerous it is to cycle at night without any lights,' said the police officer to Max.

DANGERS

Max received a at night without any lights from the police officer.

Part 5

You are going to read the introduction to a book about the history of colour. 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.

Introduction to a book about the history of colour

This book examines how the ever-changing role of colour in society has been reflected in manuscripts, stained glass, clothing, painting and popular culture. Colour is a natural phenomenon, of course, but it is also a complex cultural construct that resists generalization and, indeed, analysis itself. No doubt this is why serious works devoted to colour are rare, and rarer still are those that aim to study it in historical context. Many authors search for the universal or archetypal truths they imagine reside in colour, but for the historian, such truths do not exist. Colour is first and foremost a social phenomenon. There is no transcultural truth to colour perception, despite what many books based on poorly grasped neurobiology or – even worse – on pseudoscientific pop psychology would have us believe. Such books unfortunately clutter the bibliography on the subject, and even do it harm.

The silence of historians on the subject of colour, or more particularly their difficulty in conceiving colour as a subject separate from other historical phenomena, is the result of three different sets of problems. The first concerns documentation and preservation. We see the colours transmitted to us by the past as time has altered them and not as they were originally. Moreover, we see them under light conditions that often are entirely different from those known by past societies. And finally, over the decades we have developed the habit of looking at objects from the past in black-and-white photographs and, despite the current diffusion of colour photography, our ways of thinking about and reacting to these objects seem to have remained more or less black and white.

The second set of problems concerns methodology. As soon as the historian seeks to study colour, he must grapple with a host of factors all at once: physics; chemistry; materials, and techniques of production, as well as iconography, ideology, and the symbolic meanings that colours convey. How to make sense of all of these elements? How can one establish an analytical model facilitating the study of images and coloured objects? No researcher, no method, has yet been able to resolve these problems, because among the numerous facts pertaining to colour, a researcher tends to select those facts that support his study and to conveniently forget those that contradict it. This is clearly a poor way to conduct research. And it is made worse by the temptation to apply to the objects and images of a given historical period information found in texts of that period. The proper method – at least in the first phase of analysis – is to proceed as do palaeontologists (who must study cave paintings without the aid of texts): by extrapolating from the images and the objects themselves a logic and a system based on various concrete factors such as the rate of occurrence of particular objects and motifs, their distribution and disposition. In short, one undertakes the internal structural analysis with which any study of an image or coloured object should begin.

The third set of problems is philosophical: it is wrong to project our own conceptions and definitions of colour onto the images, objects and monuments of past centuries. Our judgements and values are not those of previous societies (and no doubt they will change again in the future). For the writer-historian looking at the definitions and taxonomy of colour, the danger of anachronism is very real. For example, the spectrum with its natural order of colours was unknown before the seventeenth century, while the notion of primary and secondary colours did not become common until the nineteenth century. These are not eternal notions but stages in the ever-changing history of knowledge.

I have reflected on such issues at greater length in my previous work, so while the present book does address certain of them, for the most part it is devoted to other topics. Nor is it concerned only with the history of colour in images and artworks – in any case that area still has many gaps to be filled. Rather, the aim of this book is to examine all kinds of objects in order to consider the different facets of the history of colour and to show how far beyond the artistic sphere this history reaches. The history of painting is one thing; that of colour is another, much larger, question. Most studies devoted to the history of colour err in considering only the pictorial, artistic or scientific realms. But the lessons to be learned from colour and its real interest lie elsewhere.

- 31 What problem regarding colour does the writer explain in the first paragraph?
- A Our view of colour is strongly affected by changing fashion.
 B Analysis is complicated by the bewildering number of natural colours.
 C Colours can have different associations in different parts of the world.
 D Certain popular books have dismissed colour as insignificant.
- 32 What is the first reason the writer gives for the lack of academic work on the history of colour?
- A There are problems of reliability associated with the artefacts available.
 B Historians have seen colour as being outside their field of expertise.
 C Colour has been rather looked down upon as a fit subject for academic study.
 D Very little documentation exists for historians to use.
- 33 The writer suggests that the priority when conducting historical research on colour is to
- A ignore the interpretations of other modern day historians.
 B focus one's interest as far back as the prehistoric era.
 C find some way of organising the mass of available data.
 D relate pictures to information from other sources.
- 34 In the fourth paragraph, the writer says that the historian writing about colour should be careful
- A not to analyse in an old-fashioned way.
 B when making basic distinctions between key ideas.
 C not to make unwise predictions.
 D when using certain terms and concepts.
- 35 In the fifth paragraph, the writer says there needs to be further research done on
- A the history of colour in relation to objects in the world around us.
 B the concerns he has raised in an earlier publication.
 C the many ways in which artists have used colour over the years.
 D the relationship between artistic works and the history of colour.
- 36 An idea recurring in the text is that people who have studied colour have
- A failed to keep up with scientific developments.
 B not understood its global significance.
 C found it difficult to be fully objective.
 D been muddled about their basic aims.

Part 6

You are going to read four reviews of a book about how architecture can affect the emotions. For questions 37 – 40, choose from the reviews A – D. The reviews may be chosen more than once.

The Architecture of Happiness

Four reviewers comment on philosopher Alain De Botton's book

A Alain de Botton is a brave and highly intelligent writer who writes about complex subjects, clarifying the arcane for the layman. Now, with typical self-assurance, he has turned to the subject of architecture. The essential theme of his book is how architecture influences mood and behaviour. It is not about the specifically architectural characteristics of space and design, but much more about the emotions that architecture inspires in the users of buildings. Yet architects do not normally talk nowadays very much about emotion and beauty. They talk about design and function. De Botton's message, then, is fairly simple but worthwhile precisely because it is simple, readable and timely. His commendable aim is to encourage architects, and society more generally, to pay more attention to the psychological consequences of design in architecture: architecture should be treated as something that affects all our lives, our happiness and well-being.

B Alain de Botton raises important, previously unasked, questions concerning the quest for beauty in architecture, or its rejection or denial. Yet one is left with the feeling that he needed the help and support of earlier authors on the subject to walk him across the daunting threshold of architecture itself. And he is given to making extraordinary claims: 'Architecture is perplexing ... in how inconsistent is its capacity to generate the happiness on which its claim to our attention is founded.' If architecture's capacity to generate happiness is inconsistent, this might be because happiness has rarely been something architects think about. De Botton never once discusses the importance of such dull, yet determining, matters as finance or planning laws, much less inventions such as the lift or reinforced concrete. He appears to believe that architects are still masters of their art, when increasingly they are cogs in a global machine for building in which beauty, and how de Botton feels about it, are increasingly beside the point.

C In *The Architecture of Happiness*, Alain de Botton has a great time making bold and amusing judgements about architecture, with lavish and imaginative references, but anyone in search of privileged insights into the substance of building design should be warned that he is not looking at drain schedules or pipe runs. He worries away, as many architects do, at how inert material things can convey meaning and alter consciousness. Although he is a rigorous thinker, most of de Botton's revelations, such as the contradictions in Le Corbusier's theory and practice, are not particularly new. However, this is an engaging and intelligent book on architecture and something everyone, professionals within the field in particular, should read.

D Do we want our buildings merely to shelter us, or do we also want them to speak to us? Can the right sort of architecture even improve our character? Music mirrors the dynamics of our emotional lives. Mightn't architecture work the same way? De Botton thinks so, and in *The Architecture of Happiness* he makes the most of this theme on his jolly trip through the world of architecture. De Botton certainly writes with conviction and, while focusing on happiness can be a lovely way to make sense of architectural beauty, it probably won't be of much help in resolving conflicts of taste.

Which reviewer

has a different opinion from the others on the confidence with which de Botton discusses architecture?

37

shares reviewer A's opinion whether architects should take note of de Botton's ideas?

38

expresses a similar view to reviewer B regarding the extent to which architects share de Botton's concerns?

39

has a different view to reviewer C on the originality of some of de Botton's ideas?

40

Part 7

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A – G** the one which fits each gap (**41 – 46**). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

Scottish Wildcat

On my living-room wall I have a painting of a wildcat by John Holmes of which I am extremely fond. It depicts a snarling, spitting animal, teeth bared and back arched: a taut coiled spring ready to unleash some unknown fury.

41

However, the physical differences are tangible. The wildcat is a much larger animal, weighing in some cases up to seven kilos, the same as a typical male fox. The coat pattern is superficially similar to a domestic tabby cat but it is all stripes and no spots. The tail is thicker and blunter, with three to five black rings. The animal has an altogether heavier look.

The Scottish wildcat was originally distinguished as a separate subspecies in 1912, but it is now generally recognised that there is little difference between the Scottish and other European populations. According to an excellent report on the wildcat printed in 1991, the animals originally occurred in a variety of habitats throughout Europe.

42

It was during the nineteenth century, with the establishment of many estates used by landowners for hunting, that the wildcat became a nuisance and its rapid decline really began; 198 wildcats were killed in three years in the area of Glengarry, for example. However, things were later to improve for the species.

43

The future is by no means secure, though, and recent evidence suggests that the wildcat is particularly vulnerable to local eradication, especially in the remoter parts of northern and

western Scotland. This is a cause for real concern, given that the animals in these areas have less contact with domestic cats and are therefore purer.

44

Part of the problem stems from the fact that the accepted physical description of the species originates from the selective nature of the examination process by the British Natural History Museum at the start of the century, and this has been used as the type-definition for the animal ever since. Animals that did not conform to that large blunt-tailed 'tabby' description were discarded as not being wildcats. In other words, an artificial collection of specimens was built up, exhibiting the features considered typical of the wildcat.

The current research aims to resolve this potential problem. It is attempting to find out whether there are any physical features which characterise the so-called wild-living cats.

45

But what of his lifestyle? Wildcat kittens are usually born in May/June in a secluded den, secreted in a gap amongst boulders. Another favourite location is in the roots of a tree.

46

Rabbits are a favourite prey, and some of the best areas to see wildcats are at rabbit warrens close to the forest and moorland edge. Mice, small birds and even insects also form a large part of the diet, and the animal may occasionally take young deer.

The wildcat is one of the Scottish Highlands' most exciting animals. Catch a glimpse of one and the memory will linger forever.

A

The recruitment of men to the armed forces during the conflict in Europe from 1914 to 1918 meant there was very little persecution, since gamekeepers went off to fight. As the number of gamekeepers decreased, the wildcat began to increase its range, recolonising many of its former haunts. Extinction was narrowly averted.

B

The wildcat waits for a while in rapt concentration, ears twitching and eyes watching, seeing everything and hearing everything, trying to detect the tell-tale movement of a vole or a mouse. But there is nothing, and in another leap he disappears into the gloom.

C

The results, which are expected shortly, will be fascinating. But anyone who has seen a wildcat will be in little doubt that there is indeed a unique and distinctive animal living in the Scottish Highlands, whatever his background.

D

They probably used deciduous and coniferous woodland for shelter, particularly in winter, and hunted over more open areas such as forest edge, open woodland, thickets and scrub, grassy areas and marsh. The wildcat was probably driven into more mountainous areas by a combination of deforestation and persecution.

E

As the animals emerge, their curiosity is aroused by every movement and rustle in the vegetation. Later they will accompany their mother on hunting trips, learning quickly, and soon become adept hunters themselves.

F

This is what makes many people think that the wildcat is a species in its own right. Research currently being undertaken by Scottish Natural Heritage is investigating whether the wildcat really is distinct from its home-living cousin, or whether it is nothing more than a wild-living form of the domestic cat.

G

It is a typical image most folk have of the beast, but it is very much a false one, for the wildcat is little more than a bigger version of the domestic cat, and probably shows his anger as often.



Part 8

You are going to read a magazine article in which five career consultants give advice about starting a career. For questions 47 – 56, choose from the consultants (A – E). The consultants may be chosen more than once.

Mark your answers on the separate answer sheet.

Which consultant makes the following statements?

Keep your final objective in mind when you are planning to change jobs.

47

It takes time to become familiar with the characteristics of a company you have joined.

48

You should demonstrate determination to improve your job prospects.

49

Make sure your approach for information is positive in tone.

50

It is not certain that you will be given very much support in your job initially.

51

Stay optimistic in spite of setbacks.

52

Promotion isn't the only way to increase your expertise.

53

Ask for information about your shortcomings.

54

Some information you are given may not give a complete picture.

55

It will be some time before you start giving your employers their money's worth.

56

Starting out on your career

Are you a graduate trying to plan out the best career path for yourself? We've asked five careers consultants to give some tips on how to go about it.

Consultant A

A university degree is no guarantee of a job, and job hunting in itself requires a whole set of skills. If you find you are not getting past the first interview, ask yourself what is happening. Is it a failure to communicate or are there some skills you lack? Once you see patterns emerging it will help you decide whether the gaps you have identified can be filled relatively easily. If you cannot work out what the mismatch is, get back to the selection panel with more probing questions, and find out what you need to do to bring yourself up to the level of qualification that would make you more attractive to them: but be careful to make this sound like a genuine request rather than a challenge or complaint.

Consultant B

Do not be too dispirited if you are turned down for a job, but think about the reasons the employers give. They often say it is because others are 'better qualified', but they use the term loosely. Those who made the second interview might have been studying the same subject as you and be of similar ability level, but they had something which made them a closer match to the selector's ideal. That could be experience gained through projects or vacation work, or it might be that they were better at communicating what they could offer. Do not take the comments at face value: think back to the interviews that generated them and make a list of where you think the shortfall in your performance lies. With this sort of analytical approach you will eventually get your foot in the door.

Consultant C

Deciding how long you should stay in your first job is a tough call. Stay too long and future employers may question your drive and ambition. Of course, it depends where you are aiming. There can be advantages in moving sideways rather than up, if you want to gain

real depth of knowledge. If you are a graduate, spending five or six years in the same job is not too long provided that you take full advantage of the experience. However, do not use this as an excuse for apathy. Graduates sometimes fail to take ownership of their careers and take the initiative. It is up to you to make the most of what's available within a company, and to monitor your progress in case you need to move on. This applies particularly if you are still not sure where your career path lies.

Consultant D

It is helpful to think through what kind of experience you need to get your dream job and it is not a problem to move around to a certain extent. But in the early stages of your career you need a definite strategy for reaching your goal, so think about that carefully before deciding to move on from your first job. You must cultivate patience to master any role. There is no guarantee that you will get adequate training, and research has shown that if you do not receive proper help in a new role, it can take 18 months to master it.

Consultant E

A prospective employer does not want to see that you have changed jobs every six months with no thread running between them. You need to be able to demonstrate the quality of your experience to a future employer, and too many moves too quickly can be a bad thing. In any company it takes three to six months for a new employee to get up to speed with the structure and the culture of the company. From the company's perspective, they will not receive any return on the investment in your salary until you have been there for 18 months. This is when they begin to get most value from you – you are still fired up and enthusiastic. If you leave after six months it has not been a good investment – and may make other employers wary.

Assessment

Answer key

Reading and Use of English sample paper 1

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

Q	Part 2
9	BECAUSE
10	SUCH
11	OTHER
12	COULD/MAY/MIGHT
13	DESPITE
14	IF/WHEN/WHENEVER
15	NOTHING/LITTLE
16	IN

Q	Part 3
17	OVERCOME
18	FITNESS
19	ENDURANCE
20	BENEFICIAL
21	INABILITY
22	STRENGTH
23	TYPICALLY
24	SEVERITY

Q	Part 4
25	DOES NOT/DOESN'T EARN NEARLY SO/AS DOES NOT/DOESN'T MAKE NEARLY SO/AS
26	BEING PULLED DOWN AND (BEING) REPLACED/TO BE REPLACED TO BE PULLED DOWN AND REPLACED
27	THE HIGHEST (THAT/WHICH) IT HAS EVER/IT'S EVER
28	DISAPPOINTING/ A DISAPPOINTMENT IN COMPARISON WITH/TO
29	IN SPITE OF A/HER LACK
30	WARNING ABOUT/REGARDING/ CONCERNING THE DANGERS OF/WHEN CYCLING

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

Q	Part 6
37	B
38	C
39	A
40	B

Q	Part 7
41	G
42	D
43	A
44	F
45	C
46	E

Q	Part 8
47	D
48	E
49	C
50	A
51	D
52	B
53	C
54	A
55	B
56	E

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 deposits B piles C stores D stocks

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

New uses for salt mines

Geological (0) of salt were formed millions of years ago, when what is now land, lay under the sea. It is hard to believe that salt is now such a cheap (1) , because centuries ago it was the commercial (2) of today's oil. The men who mined salt became wealthy and, although the work was (3) and frequently dangerous, a job in a salt mine was highly (4)

Nowadays, the specific microclimates in disused mines have been (5) for the treatment of respiratory illnesses such as asthma, and the silent, dark surroundings in a mine are considered (6) in encouraging patients to relax.

In addition, some disused mines have been (7) to different commercial enterprises, although keeping up-to-date with the technology of mining is essential to (8) visitors' safety. Some of the largest underground chambers even host concerts, conferences and business meetings.

- | | | | | | | | | |
|---|---|------------|---|-------------|---|------------|---|------------|
| 1 | A | provision | B | utility | C | material | D | commodity |
| 2 | A | match | B | similarity | C | parallel | D | equivalent |
| 3 | A | critical | B | demanding | C | extreme | D | straining |
| 4 | A | regarded | B | admired | C | approved | D | honoured |
| 5 | A | exploited | B | extracted | C | exposed | D | extended |
| 6 | A | profitable | B | agreeable | C | beneficial | D | popular |
| 7 | A | put down | B | turned over | C | made out | D | set about |
| 8 | A | enable | B | retain | C | ensure | D | support |

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 T O

Managing change

Most people find change unsettling and difficult (0) Many societies have experienced (9) rapid change in the early years of the 21st century that life can feel very daunting (10) times. Various commentators have (11) forward suggestions for coping with change on a personal level.

One suggestion involves thinking of three solutions to a problem, rather (12) two. Apparently, many people faced (13) change respond by considering two possible courses of action, but invariably tend to reject both of these. However, thinking instead of three potential solutions is a strategy which, according to research, provides a reliable way of finding a solution to the initial problem.

Another strategy advocates learning to avoid set patterns of routine behaviour. Something simple, (14) taking another route to work at (15) once a week, is seen as encouraging confidence in the face of uncertainty. (16) the simplicity of these ideas, they nevertheless help prepare people mentally to manage major change if necessary.

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 D I S S I M I L A R

Fashion and Science

At first glance science and fashion could not be more (0) Science is generally considered to be a (17) that is slow-paced, serious and worthy, whereas fashion is frivolous, impulsive and often (18)

But fashion owes more to science than some (19) might like to admit. Fashion houses adopt new materials in order to (20) themselves from their various (21) One designer recently showed off a liquid that can be used to produce clothes that are seamless.

As cotton is (22) having to compete with other crops for land, and oil-based fabrics become less acceptable, scientists are working to develop (23) for these products. Sportswear, for example, has been transformed thanks to the use of (24) materials and scientific designs, greatly improving the performance of athletes.

SIMILAR
PURSUE
PREDICT

ENTHUSE
DISTINCT
COMPETE

INCREASE
REPLACE
INNOVATE

Part 4

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

Example:

0 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example: 0

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

25 As long as you explain the process clearly at the conference, your boss will be pleased.

GIVE

If the process at the conference, your boss will be pleased.

26 They say that a visitor to the national art gallery damaged an 18th-century painting.

ALLEGED

A visitor to the national art gallery an 18th-century painting.

27 I really don't mind whether Jill chooses to come on holiday with us or not.

DIFFERENCE

It really whether Jill chooses to come on holiday with us or not.

28 Without the help that Joe gave me, I don't think I'd have finished the course.

BEEEN

If it help, I don't think I'd have finished the course.

29 We can assure our customers that we will take every possible measure to maintain the quality of the products on our shelves.

TAKES

We can assure our customers that we will to maintain the quality of the products on our shelves.

30 Following some complaints by local residents, the government withdrew its proposal to build a new runway at the airport.

LIGHT

The government's proposal to build a new runway at the airport some complaints by local residents.

Part 5

You are going to read a review of two books about the internet. 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.

The internet today

James Baxter reviews two books about the internet: *Rewire* by Ethan Zuckerman, and *Untangling the Web* by Aleks Krotoski.

Open a street map of any city and you see a diagram of all the possible routes one could take in traversing or exploring it. Superimpose on the street map the actual traffic flows that are observed and you see quite a different city: one of flows. The flows show how people actually travel in the city, as distinct from how they could. This helps in thinking about the internet and digital technology generally. In itself, the technology has vast possibilities, as several recent books emphasise, but what we actually wind up doing with it is, at any point in time, largely unknown.

Ethan Zuckerman is excited by the possibilities the web provides for linking far-flung populations, for sampling different ways of life, for making us all digital cosmopolitans. His central thesis, however, is that while the internet does, in principle, enable everyone to become genuinely cosmopolitan, in practice it does nothing of the kind. As the philosopher Anthony Appiah puts it, true cosmopolitanism 'challenges us to embrace what is rich, productive and creative' about differences; in other words, to go beyond merely being tolerant of those who are different. Much of the early part of *Rewire* is taken up with demonstrating the extent to which the internet, and our use of it, fails that test.

line 13

'We shape our tools,' said the philosopher Marshall McLuhan, 'and afterwards they shape us.' This adage is corroborated every time most of us go online. We've built information tools (like search and social networking systems) that embody our biases towards things that affect those who are closest to us. They give us the information we think we want, but not necessarily the information we might need.

Despite all the connectivity, we are probably as ignorant about other societies as we were when television and newspapers were our main information sources. In fact, Zuckerman argues, in some ways we were better then, because serious mainstream media outlets saw it as their professional duty to 'curate' the flow of news; there were editorial gatekeepers who determined a 'news agenda' of what was and wasn't important. But, as the internet went mainstream, we switched from curation to search, and the traditional gatekeepers became less powerful. In some respects, this was good because it weakened large multimedia conglomerates, but it had the unanticipated consequence of increasing the power of digital search tools – and, indirectly, the power of the corporations providing them.

Zuckerman – a true cosmopolitan who co-founded a web service dedicated to realising the net's capacity to enable anyone's voice to be heard – provides an instructive contrast to excessively optimistic narratives about the transformative power of networked technology, and a powerful diagnosis of what's wrong. Where he runs out of steam somewhat is in contemplating possible solutions, of which he identifies three: 'transparent translation' – simply automated, accurate translation between all languages; 'bridge figures' – bloggers who explain ideas from one culture to another; and 'engineered serendipity' – basically, technology for enabling us to escape from filters that limit search and networking systems. Eventually, the technology will deliver transparent translation; cloning Ethan Zuckerman would provide a supply of bridge figures, but, for now, we will have to make do with pale imitations. Engineering serendipity, however, is a tougher proposition.

line 36

Aleks Krotoski might be able to help. She is a keen observer of our information ecosystem, and has been doing the conference rounds with an intriguing contraption called the 'Serendipity Engine', which is two parts art installation and one part teaching tool. *Untangling the Web* is a collection of 17 thoughtful essays on the impact of comprehensive networking on our lives. They cover the spectrum of stuff we need to think about – from the obvious (like privacy, identity and the social impact of the net) to topics which don't receive enough attention (for example, what medics, with a sniff, call 'cyberchondria' – how the net can increase health anxieties).

line 38

Although she's a glamorous media 'star' (having fronted a TV series about the internet), people underestimate Krotoski at their peril. She's a rare combination of academic, geek, reporter and essayist, which her chapter on the concept of friendship online exemplifies: she's read what the key social theorists say on the subject, but she's also alert to what she experiences as 'emotional anaemia' – 'the sense that...you might not feel the online love from the people you should, because your nearest and dearest may be drowned out in the ocean of sociability.' Which, in a way, brings us back to Zuckerman's thoughts about the difference between what networked technology could do and what it actually does.

line 40

31 The reviewer starts with the metaphor of a city map in order to illustrate

- A the difficulty in understanding the complexity of the internet.
- B the degree to which the internet changes as time passes.
- C the difference between potential and real internet use.
- D the importance of the internet in people's lives today.

32 What do the words 'that test' in line 13 refer to?

- A providing more widespread access to information connecting in a substantial way with other cultures
- B establishing principles for developing the internet
- C accepting that not everyone in the world is the same
- D

33 What point is made about the internet in the third paragraph?

- A People often struggle to find what they are looking for on it.
- B It influences how people relate to family and friends.
- C All users have some responsibility for its evolution.
- D The way in which it works is far from neutral.

34 What does the reviewer suggest about Zuckerman in the fifth paragraph?

- A His recommendations are less impressive than his analysis.
- B He uses terms that are harder to understand than need be.
- C He has the same failings that he identifies in other people.
- D His account of important developments is too negative.

35 Which of the following words is used to suggest disapproval?

- A rounds (line 36)
- B contraption (line 36)
- C stuff (line 38)
- D sniff (line 40)

36 What does the reviewer suggest about Aleks Krotoski in the final paragraph?

- A Her insight into the nature of online friendship is perceptive.
- B She has been influenced by Ethan Zuckerman.
- C People are often misled by her academic credentials.
- D She takes on too many different roles.

Part 6

You are going to read four extracts from articles in which academics discuss the contribution the arts (music, painting, literature, etc.) make to society. For questions 37 – 40, choose from the academics A – D. The academics may be chosen more than once.

Mark your answers on the separate answer sheet.

The Contribution of the Arts to Society

A Lana Esslett

The arts matter because they link society to its past, a people to its inherited store of ideas, images and words; yet the arts challenge those links in order to find ways of exploring new paths and ventures. I remain sceptical of claims that humanity's love of the arts somehow reflects some inherent inclination, fundamental to the human race. However, exposure to and study of the arts does strengthen the individual and fosters independence in the face of the pressures of the mass, the characterless, the undifferentiated. And just as the sciences support the technology sector, the arts stimulate the growth of a creative sector in the economy. Yet, true as this is, it seems to me to miss the point. The value of the arts is not to be defined as if they were just another economic lever to be pulled. The arts can fail every measurable objective set by economists, yet retain their intrinsic value to humanity.

B Seth North

Without a doubt, the arts are at the very centre of society and immate in every human being. My personal, though admittedly controversial, belief is that the benefits to both individuals and society of studying science and technology, in preference to arts subjects, are vastly overrated. It must be said, however, that despite the claims frequently made for the civilising power of the arts, to my mind the obvious question arises: Why are people who are undeniably intolerant and selfish still capable of enjoying poetry or appreciating good music? For me, a more convincing argument in favour of the arts concerns their economic value. Needless to say, discovering how much the arts contribute to society in this way involves gathering a vast amount of data and then evaluating how much this affects the economy as a whole, which is by no means straightforward.

C Heather Charlton

It goes without saying that end-products of artistic endeavour can be seen as commodities which can be traded and exported, and so add to the wealth of individuals and societies. While this is undeniably a substantial argument in favour of the arts, we should not lose sight of those equally fundamental contributions they make which cannot be easily translated into measurable social and economic value. Anthropologists have never found a society without the arts in one form or another. They have concluded, and I have no reason not to concur, that humanity has a natural aesthetic sense which is biologically determined. It is by the exercise of this sense that we create works of art which symbolise social meanings and over time pass on values which help to give the community its sense of identity, and which contribute enormously to its self-respect.

D Mike Konecki

Studies have long linked involvement in the arts to increased complexity of thinking and greater self-esteem. Nobody today, and rightly so in my view, would challenge the huge importance of maths and science as core disciplines. Nevertheless, sole emphasis on these in preference to the arts fails to promote the integrated left/right-brain thinking in students that the future increasingly demands, and on which a healthy economy now undoubtedly relies. More significantly, I believe that in an age of dull uniformity, the arts enable each person to express his or her uniqueness. Yet while these benefits are enormous, we participate in the arts because of an instinctive human need for inspiration, delight, joy. The arts are an enlightening and humanising force, encouraging us to come together with people whose beliefs and lives may be different from our own. They encourage us to listen and to celebrate what connects us, instead of retreating behind what drives us apart.

Which academic

has a different view from North regarding the effect of the arts on behaviour towards others?

37

has a different view from Konecki on the value of studying the arts compared to other academic subjects?

38

expresses a different opinion to the others on whether the human species has a genetic predisposition towards the arts?

39

expresses a similar view to Esslett on how the arts relate to demands to conform?

40

Part 7

You are going to read an extract from a magazine article about Macquarie Island. Six paragraphs have been removed from the extract. Choose from the paragraphs **A – G** the one which fits each gap (41 – 46). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

Macquarie Island

Journalist Matthew Denholm joins a group of scientists, attempting to save Macquarie Island, which lies halfway between Australia and Antarctica.

I am stumbling, blinded by tiny missiles of ice and snow driven horizontally into my face by a howling gale. One minute I'm blown backwards. The next I'm leaping skyward in undignified panic as a foot narrowly misses an outraged elephant seal. Squinting painfully through torchlight, I've little hope of seeing the beasts.

41

Later, inside a cosy hut, sporting a patch over the sorer of my eyes, I have to admit that it probably is. This is, after all, the sub-Antarctic. Or to be precise, Macquarie Island: a sliver of land conjured abruptly from the vast wilderness of the Southern Ocean. The darkest, coldest months are generally the quietest time of year for human activity here, but this year is different. I'm with a team of scientists who are undertaking a seemingly impossible task: to rid the entire island of every rabbit, rat and mouse.

42

Next morning, I abruptly change my mind, however, when I awake to a view that justifies the three-day voyage to this remote outpost of Australia. After overnight snowfalls the island is painted white, from highland plateaus, with frozen lakes, to rocky black sand and pebble shore. All glistens in rare sub-Antarctic sunshine. Besides, the previous afternoon's discomforts were entirely our own fault.

43

The delay while we doubled back made it impossible to reach the hut before dusk. I had also blundered, deciding snow goggles were unnecessary. We had been taught a valuable lesson. While officially part of Australia, this island is a different world. Different rules apply. Every move must be planned and precautions taken because of the dangers posed by climate and terrain.

44

This extreme isolation means no activity is easy on the island. Our first challenge was getting ashore as there is no safe anchorage. But when we eventually reached the beach, I could instantly see that the island's reputation as 'the Galápagos of the south' is justified. Over the next few days, seals, penguins and a host of seabirds are a constant presence. As in the Galápagos Islands, some species are abundant – there are an estimated 100,000 seals and four million penguins. Though hunted in the past, these days the main threat to the island's fauna comes not from man but from our legacy.

45

Unaccustomed to the herbivores' teeth, the island flora has been overgrazed and reduced to stubble. The hills and plateaus are pock-marked with holes and soft surfaces are undermined by their burrows. On this treeless island, the overgrazing has also left the homes of native birds exposed. Petrel and albatross chicks are thus more vulnerable to predation and the harsh elements. The devastation reached such a point that in 2007 the World Heritage Convention discussed whether the island should lose its World Heritage status.

46

However, the status was also conferred because of its 'outstanding natural beauty and aesthetic importance'. Given that the wild hillsides that should be lushly covered are bare, and are animated not by the movement of wind in tussock but by rabbits running amok, it is not surprising that the world was beginning to ask whether the description still applied.

A This is mainly in the form of rabbits. Introduced in 1877 as a food source, they took to the island with gusto. Recent estimates of the rabbit population, before the eradication program began, ranged from 100,000 to 150,000.

B It's a realisation that makes all the more impressive the endeavours of the first explorers to come here. Here at Brothers Point, perched on a headland off the island's east coast, we could be the last humans on Earth. In a geographical sense, we very nearly are.

C The walk – just under 10km from the research station to the cabin – wasn't meant to be in darkness. Some time after setting out, however, my photographer realised he had left a piece of camera equipment behind.

D It's one of the most ambitious programs of its type ever attempted. A worthy project indeed, but as the intense winds rage outside, I can empathise with Captain Douglass, an early visitor to the island. Arriving in 1822, Douglass called Macquarie 'the most wretched place'.

E The resultant landslips have devastating consequences. They have harmed hundreds of penguins as well as destroying nesting sites leaving local wildlife at risk. I begin to realise just how damaged this wilderness is.

F At night, they are indistinguishable from the rocks that cover the ground; only their gurgling barks tell me when to jump. As I lose feeling in my fingers, numbed by glacial temperatures, I ask myself: Is this what I sailed to the bottom of the world for?

G Macquarie achieved the listing 10 years earlier, partly in recognition of the fact that it is a geological freak. The island is ocean floor forced to the surface by the convergence of two tectonic plates – an ongoing process.



Part 8

You are going to read an article by a psychologist about laughter. For questions 47 – 56, choose from the sections (A – D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

Which section

- comments on which person laughs within a verbal exchange?
- uses a comparison with other physical functions to support an idea?
- gives reasons why understanding laughter supplies very useful insights?
- refers to someone who understood the self-perpetuating nature of laughter?
- cites a study that involved watching people without their knowledge?
- describes laughter having a detrimental effect?
- criticises other research for failing to consider a key function of laughter?
- explains that laughing does not usually take precedence over speaking?
- describes people observing themselves?
- encourages checking that a proposition is correct?

Why do people laugh?

Psychologist Robert Provine writes about why and when we laugh.

- A** In 1962, what began as an isolated fit of laughter in a group of schoolgirls in Tanzania rapidly rose to epidemic proportions. Contagious laughter spread from one individual to the next and between communities. Fluctuating in intensity, the laughter epidemic lasted for around two and a half years and during this time at least 14 schools were closed and about 1,000 people afflicted. Laughter epidemics, big and small, are universal. Laughter yoga, an innovation of Madan Kataria of Mumbai, taps into contagious laughter for his *Laughter Yoga* clubs. Members gather in public places to engage in laughter exercises to energise the body and improve health. Kataria realised that only laughter is needed to stimulate laughter – no jokes are necessary. When we hear laughter, we become beasts of the herd, mindlessly laughing in turn, producing a behavioural chain reaction that sweeps through our group.
- B** Laughter is a rich source of information about complex social relationships, if you know where to look. Learning to 'read' laughter is particularly valuable because laughter is involuntary and hard to fake, providing uncensored, honest accounts of what people really think about each other. It is a decidedly social signal. The social context of laughter was established by 72 student volunteers in my classes, who recorded their own laughter, its time of occurrence and social circumstance in small notebooks (laugh logbooks) during a one-week period. The sociality of laughter was striking. My logbook keepers laughed about 30 times more when they were around others than when they were alone – laughter almost disappeared among solitary subjects.
- C** Further clues about the social context of laughter came from the surreptitious observation of 1,200 instances of conversational laughter among anonymous people in public places. My colleagues and I noted the gender of the speaker and audience (listener), whether the speaker or the audience laughed, and what was said immediately before laughter occurred. Contrary to expectation, most conversational laughter was not a response to jokes or humorous stories. Fewer than 20% of pre-laugh comments were remotely joke-like or humorous. Most laughter followed banal remarks such as 'Are you sure?' and 'It was nice meeting you too.' Mutual playfulness, in-group feeling and positive emotional tone – not comedy – mark the social settings of most naturally occurring laughter. Another counterintuitive discovery was that the average speaker laughs about 46% more often than the audience. This contrasts with the scenario in stand-up comedy – a type of comedy performance in which a non-laughing speaker presents jokes to a laughing audience. Comedy performance in general proves an inadequate model for everyday conversational laughter. Analyses that focus only on audience behaviour (a common approach) are obviously limited because they neglect the social nature of the laughing relationship.
- D** Amazingly, we somehow navigate society, laughing at just the right times, while not consciously knowing what we are doing. In our sample of 1,200 laughter episodes, the speaker and the audience seldom interrupted the phrase structure of speech with a ha-ha. Thus, a speaker may say 'You are wearing that! Ha-ha', but rarely 'You are wearing... ha-ha... that?'. The occurrence of laughter during pauses, at the end of phrases, and before and after statements and questions suggests that a neurologically based process governs the placement of laughter. Speech is dominant over laughter because it has priority access to the single vocalisation channel, and laughter does not violate the integrity of phrase structure. Laughter in speech is similar to punctuation in written communication. If punctuation of speech by laughter seems unlikely, consider that breathing and coughing also punctuate speech. Better yet, why not test my theory of punctuation by examining the placement of laughter in conversation around you, focusing on the placement of ha-ha laughs. It's a good thing that these competing actions are neurologically orchestrated. How complicated would our lives be if we had to plan when to breathe, talk and laugh.

Assessment

Answer key

Reading and Use of English sample paper 2

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

Q	Part 2
9	SUCH
10	AT
11	PUT
12	THAN
13	WITH/BY
14	LIKE
15	LEAST
16	DESPITE

Q	Part 3
17	PURSUIT
18	UNPREDICTABLE
19	ENTHUSIASTS
20	DISTINGUISH
21	COMPETITORS
22	INCREASINGLY
23	REPLACEMENTS
24	INNOVATIVE

Q	Part 4
25	YOU GIVE A CLEAR EXPLANATION OF/ ABOUT
26	IS ALLEGED TO HAVE DAMAGED
27	MAKES NO/(VERY) LITTLE DIFFERENCE TO ME
28	HADN'T/HAD NOT BEEN FOR JOE'S
29	DO WHAT(EVER)/ EVERYTHING/ALL/ ANYTHING IT TAKES
30	WAS WITHDRAWN IN (THE) LIGHT OF

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

Q	Part 6
37	D
38	B
39	A
40	D

Q	Part 7
41	F
42	D
43	C
44	B
45	A
46	G

Q	Part 8
47	C
48	D
49	B
50	A
51	C
52	A
53	C
54	D
55	B
56	D



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Candidate Name	<input type="text"/>	Candidate Number	<input type="text"/>
Centre Name	<input type="text"/>	Centre Number	<input type="text"/>
Examination Title	<input type="text"/>	Examination Details	<input type="text"/>
Candidate Signature	<input type="text"/>	Assessment Date	<input type="text"/>

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

Advanced Reading and Use of English Candidate Answer

Part 1	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions

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

Parts 1, 5, 6, 7 and 8:
 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 B C D

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

For parts 2 and 3, write one letter in each box.

Part 2	Do not write below this line
9	<input type="text"/>
10	<input type="text"/>
11	<input type="text"/>
12	<input type="text"/>
13	<input type="text"/>
14	<input type="text"/>
15	<input type="text"/>
16	<input type="text"/>

Continues over

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Part 3

Do not write below here				
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 4

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25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 5

A	B	C	D
31	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 6

A	B	C	D
37	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 7

A	B	C	D	E	F	G
41	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 8

A	B	C	D	E	F
47	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Paper 2:


1 hour 30 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.

Part	Number of questions	Task types	Format
1	1	Writing an essay with a discursive focus.	<p>Candidates are required to write an essay, between 220 and 260 words, based on two points given in the input text. They will be asked to explain which of the two points is more important and to give reasons for their opinion.</p> <p>There is a word limit of between 220–260 words</p>
2	1	Writing one from a number of possible text types based on a contextualised writing task.	<p>Candidates have a choice of task. The tasks provide candidates with a clear context, topic, purpose and target reader for their writing.</p> <p>The output text types are:</p> <ul style="list-style-type: none">• letter/email• proposal• report• review. <p>There is a word limit of between 220–260 words</p>

The two parts of the Writing paper

 Each question on the Writing paper carries equal marks.

Expected word length

Candidates are asked to write 220–260 words for Part 1 and 220–260 words for Part 2.

Writing approximately the right number of words is an integral part of task achievement. If significantly fewer words are written, this is likely to mean that the task has not been successfully completed. If significantly more words are written, there is likely to be irrelevance, repetition of ideas, or poor organisation.

PART 1 Compulsory task

 *Sample task and scripts: pages 33 and 39–41*

Task type and focus

Candidates are required to write an essay based on two of the bullet points. They will be asked to explain which of the two points is more important in a given respect, and to give reasons for their opinion.

The main purpose of the essay task is to allow candidates to underline relevant salient issues on a topic, and to support an argument with subsidiary points and reasons. An essay should be well organised, with an introduction, clear development, and an appropriate conclusion.


The essay task is constructed to enable candidates to demonstrate their ability to write at the level of the C1 Advanced Writing test. Candidates should be careful to read every part of the task and not to omit any required development of the topic.

Task format

The Part 1 task will be an essay on a given topic. There will be no choice of tasks in this part.

The task will outline a topic which is to be written about as a follow-up to an academic activity, such as attending a panel discussion or watching a documentary. A set of notes on the topic will be provided, consisting of three bullet points plus three short opinions related to the bullet points.

PART 2 Questions 2–4

 *Sample tasks and scripts: pages 33 and 42–44*

Task type and focus

Part 2 tasks may include any of the following: a letter/email, a proposal, a report or a review. The different task types are intended to provide frameworks in which candidates can put together and develop their ideas on a topic, with a specific purpose for writing and target reader in mind.

Candidates will be expected to show awareness of the style and tone required by a task, and must be prepared to demonstrate appropriate use of two or more of the following functions as specified in the task: describing, evaluating, hypothesising, persuading, expressing opinion, comparing, giving advice, justifying and judging priorities.

Task format

Part 2 consists of three tasks from which candidates must choose one. Each task in Part 2 specifies a context, a purpose for writing and a target reader. Attention to every element in the question is essential for an effective response, and candidates should be careful to choose language which is appropriate to the chosen task.

Preparation

General

- Candidates write most effectively when they choose tasks and topics suited to their interests and experience. When preparing your students for the examination, it is important to make sure they are familiar with the paper and the range of task types and topics. Your students will benefit from guidance on the particular features of each task type, and on appropriate style and tone for different purposes and target readers.
- Train your students to read the questions carefully, to underline the most important parts, and then to plan an answer which addresses all the points required by the task. This will help them produce well-structured and appropriately balanced answers which deal adequately with each point they need to address.
- Remind your students that they should not reproduce a piece of writing that they have done in class on the same topic. It is essential that students fully address the specific task in the exam, and a pre-learned answer is very unlikely to meet the exact requirements.
- Your students will need to practise developing points as fully as possible in order to demonstrate a range of structures and vocabulary, and in order to communicate more complex ideas where appropriate to the task.
- Linking ideas effectively is also something your students will need guidance with. The flow of ideas in their writing should be logical and easy for the reader to follow. At the level of the C1 Advanced Writing paper, this can include, but should not be limited to, overt linking words and phrases. Using a variety of cohesive devices and organisational patterns is also important.
- Your students should be encouraged to use a range of complex language where appropriate. If they make mistakes when using complex language, the examiner will give credit for the attempt, provided that the mistakes do not impede communication.
- The time allowed for the Writing paper is designed to be sufficient for candidates to make brief plans and then write two responses. It is not designed to include time for other activities such as making fair copies or counting words. Each question on the Writing paper carries equal marks so your students should practise planning the time they spend on each question carefully.
- Candidates should write legibly so that their answers can be marked, but the quality of their handwriting is not assessed in the test. It is not important in the exam whether candidates' writing is joined up or not, or whether they write in upper or lower case characters.
- Remind your students that in the exam they must write their answers on the lined pages in the separate answer sheets for Writing. There is no need to make a *fair copy* of a response, and copying what has already been written is a waste of time in the exam. If a candidate needs to make an alteration to what they have written, they should cross out the relevant words. The Writing Examiners will then ignore those words. Crossing out

and making legible alterations will not have a negative effect on a candidate's mark.

- Counting words wastes time in an examination and leads to clumsy alterations to what a candidate has already written. Students need practice in writing tasks within the word limit so that they know when they have written an appropriate amount.
- Spelling errors and faulty punctuation are not specifically penalised, but students should be aware that mistakes in these areas can impede communication and/or have a negative effect on the target reader. Remind them of the importance of checking their work for such errors.
- American and other varieties of English usage and spelling are acceptable.
- Make sure your students have practice in answering questions without the use of dictionaries. Dictionaries are not allowed in the C1 Advanced examination.

By part

PART 1

- Train your students to read the whole of the task before they move on to planning their answer. They will need practice in reading the input, looking carefully at all the instructions, and then going on to decide how to organise and develop the information.
- Candidates should select two of the bullet points and base their essay on those two points. They should not attempt to discuss more than two of the bullet points, as this would lead to the essay being less developed than required.
- Candidates may, if they wish, use the opinions in the task input to help develop their essay, but they should do so in their own words as far as possible. No credit is given for language which has been obviously lifted from the question. Your students should therefore be given practice in using their own words when using information from the input.

PART 2

- It is important that your students familiarise themselves with the different task types that appear on the paper, and are confident that they know the differences between them. Since not all task types appear on every paper, it is important for them to have experience of writing all the different types.
- It is worth giving your students some practice in selecting which task to do in Part 2. They should be encouraged to look at the task types and topic areas and to consider which register, functions, grammatical structures and vocabulary are required by each task. They can then select the task which they feel they can complete most successfully.
- Your students need to think carefully about who the target reader is for each task and try to write in an appropriate way. Is the target reader somebody they know, or a stranger, or someone in a position of authority? Do they need to present difficult information, or are they trying to persuade somebody to do something? It is important to have a balance between the functions required by the task and the relationship with the target reader. A pre-learned response on a similar topic is unlikely to meet the requirements of the specific task in the exam.

Task types in the C1 Advanced Writing paper	Preparation
<p>An essay in the C1 Advanced Writing paper is usually written for an academic tutor and may be written as a follow-up to a class activity, such as attending a seminar or watching a documentary. The main purpose of the task is to underline relevant salient issues on the stated topic, and to support an argument with subsidiary points and reasons. An essay should be well organised, with an introduction, clear development and an appropriate conclusion. It should hold the target reader's attention and communicate complex ideas using an appropriate range of vocabulary and structures.</p>	<p>Essays need to present an argument and give reasons for this. Your students need to be taught to give opinions and to agree or disagree in a formal or neutral register. They should be advised that they are free to agree or disagree with the opinions given in the task, or discuss both sides.</p> <p>Effective planning and paragraphing is important in essay writing, as is the appropriate use of linking words and phrases. Students also need practice in writing appropriate opening and concluding paragraphs.</p>
<p>A letter/an email is written in response to the situation outlined in the task. Letters/emails in the C1 Advanced Writing paper will require a response which is consistently appropriate for the specified target reader. Candidates can expect to be asked to write to, for example, the editor of a newspaper or magazine, to the director of a company, to a school or college principal, or to a peer. Letters/emails will not be limited to a narrative element, but will also require candidates to carry out other functions, for example, to reassure somebody, to correct a misunderstanding, or to justify a course of action.</p>	<p>Letters/emails may include a narrative element which details personal experience, e.g. to a newspaper or magazine; others may be more concerned with giving factual information. When a response is framed as an email, letter-writing conventions such as an opening salutation, clear paragraphing and closing phrasing are always important.</p>
<p>A proposal may be written for a peer group (such as colleagues or club members), or for a supervisor (such as a boss or a college principal). Candidates will be expected to make one or more suggestions, supported by factual information and evaluation, in order to persuade the reader of a course of action. Students should work on functional language for evaluating and for making suggestions, and will need to be able to use a range of persuasive language.</p>	<p>Proposals are often structured in a similar way to reports and should be clearly organised under headings. Students should be taught how to make polite recommendations and suggestions and how to use a range of persuasive language.</p>
<p>A report may be written for a superior (e.g. a boss or college principal) or a peer group (e.g. club members or colleagues). The content of a report is to some extent factual and draws on the prompt material, but there will be scope for candidates to make use of their own ideas and experience. Candidates will be asked to do more than describe a situation; they may be asked to evaluate to what extent a particular aim has been achieved, or to suggest an alternative course of action.</p>	<p>Students need to be taught a report format, with the use of headings where appropriate. They should also work on specific vocabulary areas such as transport, leisure and entertainment, and learn how to make suggestions and recommendations.</p>
<p>A review may be about a book, magazine, film, play or concert; it may also be about a product or a service. A review in the C1 Advanced Writing paper does not merely ask for a general description of the thing reviewed, but requires an evaluation of its suitability for a particular purpose or audience. The target reader is specified in the task, and candidates should be encouraged to use this information when choosing appropriate ideas and language to include in their response.</p>	<p>Students should be encouraged to read as wide a range of reviews as possible, such as those for holidays, books, television programmes and consumer goods. They need to be taught the use of appropriate adjectives, and how to describe and explain. They also need to know how to give an opinion, positive or negative, and make a recommendation.</p>

Part 1

You **must** answer this question. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet.

- 1 Your class has attended a panel discussion on facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?

- museums
- sports centres
- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody."

"Sports centres mean healthier people."

"A town needs green spaces – parks are great for everybody."

Write an essay discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for local authorities to give money to, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

- 2 You have just completed six months in a new job. In preparation for a progress meeting, you have been asked to write a report to your manager.

Your report should explain what you feel you have achieved in the job so far, describe any problems you have had, and suggest any future training that would be suitable.

Write your **report**.

- 3 You see the following announcement on a website, *Great Lives*:

Reviews wanted

Send us a review of a book or film that focuses on somebody who has made an important contribution to society.

Did you learn anything new about the person's life from the book or film? Did the book or film help you understand why this person made their important contribution?

Write your **review**.

- 4 You have received a letter from an English friend:

...

My new job is great, and next month I get to travel on business. Guess what – I'm actually coming to your town for a week!

I'll be free some evenings and one weekend. I want to make the most of this opportunity, so I'd like your advice please: where to go, what to do, and why?

Cheers,
Chris

Write your **letter** in reply. You do not need to include postal addresses.

Assessment

Assessment of Writing

Examiners and marking

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

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

Assessment scales

Examiners mark tasks using assessment scales that were developed with explicit reference to the Common European Framework of Reference (CEFR). The scales, which are used across the spectrum of the Writing tests for Cambridge English Qualifications for general and higher education, and business, 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>

C1 Advanced Writing Examiners use the following assessment scale, extracted from the one on the previous page:

C1	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 with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
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 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.
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 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.
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 means 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 are words, phrases, basic tenses and simple clauses.

Complex grammatical forms are 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 refers to the ability to consistently use grammar accurately and appropriately to convey intended meaning.

Range

Range refers to 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.

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

Question 1

Candidate A

Nowadays, many facilities could use money from local authorities. There are people who claim that cultural institutions should receive more money than other facilities. But which ones should receive more investment is open to debate.

On the one hand, museums should be the institutions that need to receive a lot of money because people have lost the interest in visiting and promoting them. In a world where true values are not respected as they should be, it is important to remember what really matters. Moreover, the young men should be aware of the importance of knowing basic things in different domains. For example, science and history museums provide people very interesting informations. Therefore, in order to have well-informed teenagers, the local authorities should give money to museums. With that money, it can be organised events like the day of open museums.

On the other hand, green spaces should also receive money from local authorities. Mainly because in big cities, where the air is very polluted trees can absorb many of the gases produced leading to a much healthier environment. Furthermore, there can be built spaces for kids to play and also running tracks for people who cannot afford to go to gym. It is important for people to keep doing exercises in open air and in my opinion, parks are the best place.

All in all, as far as I am concerned the most important facility that should receive investment from local authority are the museums.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader is fully informed. The candidate discusses two of the proposed facilities (museums and parks), and chooses one of them (museums) to benefit from the extra funding. The candidate discusses the reasons why each one should receive the money: <i>science and history museums provide people very interesting informations; in order to have well-informed teenagers, the local authorities should give money to museums; trees can absorb many of the gases produced leading to a much healthier environment; running tracks for people who cannot afford to go to gym</i> . The final decision is made in the final paragraph.
Communicative Achievement	3	The conventions of essay writing are used well. There is a clear opening paragraph and a strong conclusion which leaves no room for doubt as to where the money should go: <i>... as far as I am concerned the most important facility that should receive investment from local authority are the museums</i> . The register is consistently formal and the essay has an objective tone, giving opinions and providing supporting statements with evidence. The clear paragraphing helps to hold the target reader's attention and communicate both straightforward and more complex ideas in a logical manner.
Organisation	3	The text is well organised and coherent, and uses a variety of cohesive devices to generally good effect. The ideas are clearly introduced: <i>Nowadays; On the one hand; Moreover; For example; Therefore; On the other hand; Furthermore; All in all</i> . There is a mix of long and short sentences, and some of the shorter ones could benefit from being combined. Organisational patterns are evident in the choice of language. For example, in the first paragraph it is stated that <i>many facilities could use money from local authorities</i> . This then narrows to become <i>cultural institutions should receive more money</i> , and then the final sentence uses substitution to set out the main idea: <i>But which ones should receive more investment is open to debate</i> .
Language	2	There is a range of relevant vocabulary, but this is not always used successfully to communicate full ideas. Take for example <i>In a world where true values are not respected as they should be, it is important to remember what really matters</i> . Although this has an appropriate tone and is accurate, it has little relevance to the text as a whole and adds no extra information. A range of simple and some more complex grammatical structures is used with control. However, there are a few word order and pronoun problems, such as <i>it can be organised events; there can be built</i> . There are also errors with plurals and articles, but these do not impede communication: <i>the most important facility ... are the museums; afford to go to gym; exercises in open air</i> .

Question 1

Candidate B

Facilities in need of funds

Having listened to today's radio programme about facilities that need financial help, I realised that sports centers and public gardens have been neglected over the years by the local authorities.

There are few sports centers out there that meet the right characteristics that a good sports center must have. This is one of the many reasons that people avoid sport. We see lots of kids nowadays suffering from obesity and other health problems caused by the simple fact that they don't do sport.

Another reason for this is that people have nowhere to go out for a walk or to run in a nice place. Public gardens, parks for example are also lacking in numbers. The ones that are already there are not very nice and they don't look very good.

I think that by improving this two facilities the population can benefit from this. By creating more sports centers, there will be some more jobs offered, and some kids might even follow a sports career. By making more public gardens people can get out more often and spend some good quality time relaxing.

I think that local authorities should invest money in both facilities because, this is a good way to increase the populations health.

Subscale	Mark	Commentary
Content	3	All content is relevant to the task and the target reader is on the whole informed. The candidate has not made a final selection between the two facilities. However, he makes a relevant choice (namely, to fund both facilities), and justifies this decision with evidence throughout the essay: <i>This is one of the many reasons that people avoid sport ... Another reason for this is that people have nowhere ...</i>
Communicative Achievement	4	The conventions of essay writing are evident and the target reader's attention is held throughout. The opening statement sets up the context of the essay, and the candidate chooses two of the facilities to discuss (parks and sports centres). The candidate links these two aspects throughout the essay, and this linking is effective in communicating more complex ideas which relate to both facilities. For example: <i>sports centers and public gardens have been neglected over the years; people avoid sport ... Another reason for this is that people have nowhere to go out for a walk</i> . The arguments are backed up and supported with evidence either from personal experience or from the input text. A consistent register is used, and the overall tone is suitably persuasive and objective.
Organisation	4	The text is well organised and coherent. Fairly subtle organisational patterns and cohesive devices are used, rather than overt linking words: for example, relative clauses/pronouns, substitution and ellipsis. For example: <i>Having listened to ... I realised that; We see lots of kids nowadays suffering from obesity ... caused by; Another reason for this is; The ones that are</i> . Some sentences are quite short and could have been connected to make the text more fluid at times: <i>Public gardens, parks for example are also lacking in numbers. The ones ...</i> , but the overall effect is good.
Language	3	There is a range of vocabulary and some less common lexis, which is collocated appropriately: <i>neglected over the years; suffering from obesity; the simple fact that; lacking in numbers; follow a sports career; quality time</i> . There is also a range of simple and more complex grammatical structures used with control. Although there is slight awkwardness in places and a few errors, these do not cause the reader difficulty: <i>that meet the right characteristics that a good sports center must have</i> .

Question 1

Candidate C

In regard of a recent discussion about the facilities, which are financially supported by local authorities, I would like to write a few of my personal thoughts. Whether we are talking about sports centres or public gardens, there is no doubt that they are both a good thing to have in the city and should both be supported somehow. The only question then is which one of these is more important, what are the pros and cons of each one?

Let me start with the sport centres as I think these are a bit more problematic. Obviously, in our times where lots of people spend days sitting in their office staring at a computer, some sort of physical training is very important. We have to balance that shift in our lifestyles. The problem I see with supporting the sports centres is the number of activities that you can do at these days. There is almost countless list of either individual or team sports that we can think of, and each centre is usually designed for a specific type or at least a group of sports similar in its nature. Therefore I think that it is too difficult to support them equally and we can't say which activity is better than the others either. Another reason for not financing sports as much as green parks is their commercial use. What I mean by that is that we usually pay for everything the centre offers us to do and therefore they are more able to last from their own money than gardens.

Regarding of the green spaces, the situation is much clearer I think. Every city needs gardens where people can sit and relax, but nobody is going to pay a tax for just walking around.

These factors lead me to my conclusion, that the public gardens are definitely a facility which should be financed from public money, whereas in the case of sports centres, the situation is questionable.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader would be fully informed. The candidate discusses two of the options (sports centres and green spaces). Although the essay is slightly unbalanced, focusing mainly on sports centres, this is justified in the essay: <i>Let me start with the sport centres as I think these are a bit more problematic</i> . Likewise, the brief treatment of parks is explained, and what follows is enough to inform the reader fully: <i>Regarding of the green spaces, the situation is much clearer</i> .
Communicative Achievement	4	The conventions of the communicative task are used effectively, holding the target reader's attention with ease. The register and tone are consistent and the language choices are sufficiently formal and appropriate throughout, particularly the opening and closing paragraphs; <i>The only question then is which one of these is more important, what are the pros and cons of each one?; These factors lead me to my conclusion</i> . There is lots of personal opinion, rather than objective opinion based on a generally assumed view: <i>I would like to write a few of my personal thoughts; I think these are; The problem I see</i> , but straightforward and more complex ideas are nevertheless communicated. A more objective approach would have been more suited to this essay task, which is to discuss the idea in general terms rather than in the candidate's own experience.
Organisation	4	The essay is well organised and coherent, and the different ideas are clearly signposted throughout: <i>Let me start with; Therefore; Another reason; Regarding</i> . The target reader can easily follow the argument. The paragraphs are internally well constructed, and are linked together appropriately. In terms of organisational patterns, the overall effect is generally good, rather than good throughout, due to the imbalance of length between the second and third paragraphs.
Language	4	A range of vocabulary, including less common lexis, is used effectively, although not always precisely: <i>We have to balance that shift in our lifestyles</i> . A wide range of simple and complex grammatical forms is used with control and flexibility, particularly in terms of sentence construction: <i>Obviously, in our times where lots of people spend days sitting in their office staring at a computer, some sort of physical training is very important</i> . Although there are occasional errors, these are often slips and do not impede communication: <i>you can do at these days; There is almost countless list</i> .

Question 2

Candidate D

My job at the wolcraft company

This report is about my new job as a product designer at the wolcraft company and about my first six months of work experience.

The working conditions

When I first came here for an interview I got very impressed by the architecture of the main building. This still excites me every day when I go in to get to my room where I have been working from the first day on.

I really like the working atmosphere in here not just because my colleagues are very friendly and we do lots of projects in groups. When started working here six months ago my task was to design little products, for instance screwdrivers. But now I am allowed to work on bigger and more important projects which motivates me to put a lot of effort in my work. For me there is only one problem concerning my job at the wolcraft company. We have many workers coming here by car so it is really hard to get my car parked if I am not very early in the morning. For me there is no possibility to get here with public transport because in my home town there isn't even a small train station.

Future training

I have already had a training to improve my skills concerning the work with the new computer programme. I think the company should continue offering these training so we can keep up to date.

So all in all, I am very happy with my job here.

Subscale	Mark	Commentary
Content	4	<p>There are some minor irrelevances, particularly at the beginning of the report about working conditions and what the building looks like but the target reader would be fully informed about how the candidate feels about this job.</p> <p>The candidate explains what they have achieved in their job (<i>now I am allowed to work on bigger and more important projects</i>). A problem is described, but it is not completely relevant to the actual job they are doing (<i>it is really hard to get my car parked</i>) and is probably not an issue that their manager can resolve. Suggestions are made for further training (<i>the company should continue offering these training so we can keep up to date</i>).</p>
Communicative Achievement	2	<p>The layout of the report uses the conventions of the task effectively. There is a title, an introductory overview of the report, sub-headings and a conclusion. The register slips occasionally (<i>I got very impressed; This still excites me; I am very happy with my job here</i>) and the second point about car parking is not relevant in a progress report to a manager.</p> <p>The report is polite, generally formal, and it communicates straightforward ideas which hold the reader's attention.</p>
Organisation	2	<p>The text is well organised and coherent. The structure is clear and logical, dealing with each point individually and using a variety of cohesive devices and linking words.</p> <p>There are examples of both external and internal cohesion in the use of headings and referencing within paragraphs to reduce repetition (<i>When I first came here... This still; I really like... not just because; my colleagues... we do; my task was... now I am allowed</i>).</p>
Language	2	<p>There is a range of suitable everyday vocabulary used appropriately (<i>working atmosphere; colleagues; projects; task; motivates</i>).</p> <p>There is a range of simple and some more complex grammatical forms (<i>where I have been working</i>) used with control. There are some errors (<i>a training; these training</i>) but these do not impede communication.</p>

Question 3

Candidate E

Who doesn't like to watch, even from time to time, an old movie starring an iconic actors and actresses known all over the world? Marylin Monroe, Elizabeth Taylor, Audrey Hepburn – we know them all. Although the last one might be known as well as for not only being an actress, but also a volunteer helping to fight hunger in Africa. Her latest biography – „Audrey's Hepburn life" tells us the story of a girl, who has made an amazing career, became beloved by millions, won several Oscar awards and was considered to be a fashion icon. Nevertheless this is not everything that she achieved. Audrey always wanted to help other people. This is why after ending her career she decided to help people, who needed this help more than anyone else. The book tells us the story of years of exhausting work in Somalia – for people who needed her help the most. Douzens of photograph present how much she cared about them. The most surprising for me, was the fact that she honestly did not do it to have better public opinion, she was never boasting about it. But thanks to her fame, more and more people started to get interested in poor districts of Africa. The result was magnificent. Her whole life is an amazing example of how hard work pays off. Probably this is why the book turned out to be such a success. I recommend it to anyone interested in her career and life, I promise you won't regret it!

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>This review is based on a biography of Audrey Hepburn and describes her work in Africa, helping people in need. This is an appropriate choice because the subject of the book has made a contribution to society.</p> <p>The first point (Did you learn anything new?), is addressed by the candidate when they describe what they found 'surprising' (<i>she honestly did not do it to have better public opinion</i>). The second point is more implicit in the text because we are told that [<i>she</i>] <i>always wanted to help</i>, which implies why she made this important contribution.</p>
Communicative Achievement	3	<p>The conventions of the task are used effectively to hold the target reader's attention and there are examples of descriptive language, language of explanation and a recommendation at the end. The register is neutral, and the tone is engaging (<i>Who doesn't like to watch; The book tells us the story of; Douzens of photograph; The result was magnificent; I promise you won't regret it!</i>) which has a positive effect.</p> <p>Both straightforward and some more complex ideas are communicated clearly (<i>Although the last one might be known as well as for not only being an actress, but also a volunteer helping to fight hunger in Africa; but thanks to her fame, more and more people started to get interested in</i>).</p>
Organisation	3	<p>The text is well organised and coherent. Despite only having one paragraph, there are breaks in the text and a variety of cohesive devices are used to signal connections and changes in topic (<i>Although; but also; Her latest; Nevertheless; This is why; But thanks to; The result was; I recommend</i>).</p> <p>Organisational patterns are evident in the construction of some of the longer sentences where information is contrasted or developed (<i>Her latest biography – „Audrey's Hepburn life" tells us the story of a girl, who has made an amazing career, became beloved by millions, won several Oscar awards and was considered to be a fashion icon</i>).</p>
Language	3	<p>There is a range of vocabulary, including some less common lexis used appropriately (<i>iconic actors; beloved by millions; years of exhausting work; Douzens of; boasting about it; poor districts; hard work pays off</i>).</p> <p>There is a range of simple and more complex grammatical forms used with control and flexibility, particularly in the construction of extended sentences which communicate the more complex ideas.</p> <p>There are some errors, mainly spelling, but these do not impede communication.</p>

Question 4

Candidate F

Hi, Chris!

Congratulations on getting a new job! And it is great you are finally getting a chance to visit our town.

First of all, you absolutely need to visit our new waterpark „Aqua 3000“, it's got all the awesome waterslides, the most amazing shapes and heights. We have different kinds of saunas there as well, if you fancy. As it is winter already, visiting the waterpark can be a nice opportunity to relax and warm your bones a little.

Secondly, I would advise you to visit our new 5D cinema. I remember, you have told me once you'd really love to visit one of those, well, here is your chance! It is an exciting and unforgettable experience, you'll be sitting in a moving chair, feel the wind or even water dripping down on your head. I know you are a big fan of horror movies, and our cinema has a large choice of them.

On your free weekend you should visit our famous club „31/11“. At the time of your visit there will be performing an awesome DJ Skream, you have probably heard of him. The club itself is a superb place to hang out at and to dance. The bartender makes the most delicious cocktails in the world, I swear.

I hope some of my suggestions will proof useful to you. May be on one of your free evenings you will find time to stop by my house and we'll have a nice chat about your new job.

Take care,

Julia

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate responds to Chris's letter and explains where he should go and why: the water park to relax; the cinema because it's a new experience; a club because it's great.</p> <p>The 'what to do' aspect is mostly implicit in the description of these places (<i>different kinds of saunas; you are a big fan of horror movies; hang out at and to dance; stop by my house</i>). Chris would have a list of suggestions and be able to make an informed decision about what to do.</p>
Communicative Achievement	4	<p>The conventions of an informal letter are used to communicate in an effective way (<i>Congratulations on getting a new job!; you absolutely need to; if you fancy; I swear</i>). The tone of the letter is friendly, informal and informative and is consistently appropriate throughout. There are not many complex ideas expressed, which does not allow enough flexibility to be demonstrated.</p> <p>There is language of advice, persuasion and description which holds the target reader's attention with ease.</p>
Organisation	4	<p>The letter is a well-organised and coherent whole. The text suggests three activities and deals with each one separately, explaining what the activity is, what is special about it and why Chris would enjoy it on this trip.</p> <p>There is a variety of cohesive devices used and organisational patterns are used to generally good effect. The three paragraphs are developed in a similar way, making the text flow and showing good internal cohesion with the use of referencing and substitution (<i>I would advise you to visit our new 5D cinema ... you'd really love to visit one of those ... It is an exciting and unforgettable experience</i>).</p>
Language	4	<p>There is a range of vocabulary which is suitable for the task and which is used to good effect (<i>awesome waterslides; if you fancy; warm your bones; water dripping down; superb place; the most delicious cocktails</i>).</p> <p>There is a range of simple and complex grammatical forms used appropriately with control and flexibility.</p> <p>There are some errors, but these are mainly related to the candidate attempting less common words or structures (<i>there will be performing; proof useful to you</i>) but these do not impede communication.</p>

Part 1

You **must** answer this question. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet.

- 1 Your class has listened to a radio discussion about how adults can be a good influence on younger people. You have made the notes below:

Ways adults can influence how younger people behave:

- giving rules
- setting an example
- offering advice

Some opinions expressed in the discussion:

"Sometimes it's fun to break the rules!"

"If you admire somebody, you try to behave like them."

"Young people don't always listen."

Write an essay discussing **two** of the ways in your notes that adults can influence younger people's behaviour. You should **explain which way you think is more effective, giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

- 2 There are plans to demolish an old and unused building in the town where you are a student. You feel that the building should be saved. You decide to write a proposal for the town council explaining why you think the building should be preserved, suggesting what could be done to modernise it and saying how the building could benefit the local people.

Write your **proposal**.

- 3 You have just finished a three-week study and work programme in an English-speaking country. You studied English language in the mornings and worked for a local company in the afternoons. The programme organiser has asked you to write a report about your experience. In your report, you should evaluate the programme, explaining which part of the programme was more useful, and suggest changes you would recommend for next year's programme.

Write your **report**.

- 4 A travel website has asked you to write a review of a holiday resort you have been to, explaining what kinds of people the resort is likely to appeal to, and which aspects of the resort you would most recommend to other visitors. You should also suggest at least one way in which you feel the resort could be improved.

Write your **review**.

Question 1

Candidate A

Adults can influence younger people in a good way, but also in a bad way. There are various possibilities how this can happen.

On the one hand, setting a good example is a quite useful way, because younger people will be able to see the adult's behaviours and ways of thinking. They will see and feel the adult's values and lives and may decide to become like them someday or at least to try to behave and think like adults.

On the other hand, offering advices seems to be the better way for me, how adults can influence younger people. Because, setting a good example to follow can be useful, but it also is pretty exhausting for adults and they may have some pressure as well. In addition, it's just an opportunity for younger people, because they'll decide rather they want to become like these adults or not.

In my opinion, younger people should try to learn how life works on their own. This will lead to more failures, but in my opinion, failing is normal and necessary. Of course this way of influencing is more exhausting for younger people, but I guess they'll figure out how to do things on their own.

Failures are crucial for learning and for success, therefore I think that adults just should offer advices and show them, that they believe in them. That's going to encourage younger people and they will try to learn and believe in themselves. That's why I think, that offering advices is the better way how adults can influence younger people.

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate chooses two of the ways adults can influence how younger people behave from the input material (setting a good example and offering advice). These are discussed in turn and the reasons for choosing each one are explained with both positive and negative aspects highlighted (<i>younger people will be able to see the adult's behaviours and ways of thinking; but it also is pretty exhausting for adults</i>).</p> <p>The candidate states clearly which way they think is better (<i>offering advices seems to be the better way for me; therefore I think that adults just should offer advices and show them</i>), which fulfils the content criteria of the question.</p>
Communicative Achievement	3	<p>The essay is written using the conventions of the communicative task effectively. The essay has a neutral tone and uses appropriate phrases to introduce and connect ideas through the text (<i>On the one hand; On the other hand; In my opinion</i>).</p> <p>The essay topic is clearly communicated in the first paragraph and the main points are developed in separate paragraphs. The candidate justifies his opinions clearly and straightforward ideas are communicated to the reader, holding their attention. However, there are a couple of slips in register (<i>I guess they'll figure out; pretty exhausting</i>).</p> <p>The conclusion restates the candidate's own opinion about which way is better, after giving some examples to support their view.</p>
Organisation	3	<p>The text is well organised and coherent. The structure of the essay is logical and cohesive devices are used to connect the ideas within and across sentences (<i>decide to become like them; or at least to try; can be useful, but it also is; In addition</i>).</p> <p>Organisational patterns are used to generally good effect. In the latter part of the essay, failure is discussed (<i>in my opinion, failing is normal and necessary</i>) and then the effects of failure on young people are explored. The idea of failing is repeated in the final paragraph (<i>Failures are crucial</i>) to support the candidate's conclusion.</p>
Language	2	<p>There is a range of vocabulary used appropriately, but there is some awkwardness of expression at times, either due to word choice or word order (<i>there are various possibilities how this can happen; a quite useful way; advices; but it also is; they'll decide rather they want; adults just should</i>).</p> <p>Some grammatical forms are used with control, such as present tenses and modals, but there are errors when more complex forms or expressions are attempted. However, the errors do not impede communication.</p>

Question 1

Candidate B

Many people are complaining about the younger generation, because they don't behave the right way. But nobody thinks about this topic, in the right way. How should the younger generation know what is right and what is wrong? How should they know how to behave the right way?

The answer is that they need some help. Without help they can not get it and nothing would change.

Through many satirical television programmes children and teenager get a wrong impression of what is right or wrong. Most of the television programmes are not helpful for the improvement of the behaviour of young people. But adults should check what their children are like. They should offer them some advice.

Most teacher are looking after their pupils, but there are always some who don't. I think that teacher should be able to help their students and influence them.

Beneath teachers and parents there are also other parts of the family which should be there for the child. It is more important to a child, but even "older" people are doing it. You will always copy your parents, family and other important people in your life. So every person which is in your life, is an example for you whether it is a good example or not.

All in all I think that it is more effective and even more important to be a good example to follow.

If you offer some advise to somebody, they will be shy at first, afterwards they will be thankful for it. But they will always copy you, or behave like you in certain ways. It just happens and otherwise we wouldn't learn.

Subscale	Mark	Commentary
Content	4	<p>All the content is relevant and the target reader is on the whole informed.</p> <p>The essay discusses two of the ways in which adults can influence younger people's behaviour (setting a good example and offering advice). These are discussed and adults in different settings are used to exemplify certain points (<i>satirical television programmes; teacher; parents; other parts of the family; important people in your life</i>). Both positive and negative aspects are discussed but the second point (setting a good example), is not as clearly expressed as the first.</p> <p>An opinion is offered as to which way is best (<i>I think that it is more effective and even more important to be a good example to follow</i>) but this is not supported by clear positive reasons as to why the candidate thinks this (<i>But they will always copy you, or behave like you in certain ways. It just happens and otherwise we wouldn't learn</i>).</p> <p>Both choices are mentioned in the conclusion, and the first seems to be more positive and therefore contradicts the opinion of the candidate. As a result of this, the reader would not be fully informed as to which way the candidate thinks is more effective.</p>
Communicative Achievement	2	<p>The conventions of the communicative task are used to hold the reader's attention. The register is consistent and there is some good use of rhetorical questions (<i>How should the younger generation know ... ?</i>) in the first paragraph, which engages the reader with the topic.</p> <p>There are some appropriate phrases used to introduce ideas and language of opinion, and explanation is used to communicate straightforward ideas (<i>The answer is; Through many; All in all</i>). There is some repetition of information and not many complex ideas are expressed or attempted.</p>
Organisation	2	<p>The text is generally well organised and coherent and is structured with an introduction, main body and a conclusion. The main points are developed through the text using a variety of cohesive devices, questions and answers, relative pronouns and conjunctions (<i>they; their children; They should offer them; but there are always some who don't; there are also; So</i>).</p> <p>There is some repetition of key ideas at the beginning (<i>the right way</i>) and substitution could be used here to improve the flow of the text.</p>
Language	4	<p>There is a range of everyday vocabulary which is used appropriately to express the main ideas. There are some errors in the use of some lexis (<i>behave the right way; Beneath</i>), but there is also some less common lexis used appropriately (<i>are complaining about; satirical television programmes; should be there for the child</i>).</p> <p>There is a range of simple and some complex grammatical forms used with a good degree of control and although there are errors, these do not impede communication.</p>

Question 1

Candidate C

Many parents, struggle with bringing up their child into be responsible adults and are unsure how to influence them. There are of course, many ways of influencing young adults, and I want to present and discuss two of them: giving rules to obey and offering your children advice.

First of all, it has to be said that advice is easy to ignore, and that children especially in their adolescent years, don't even want advice, and will tell you so, too: 'I don't need your help', they will say to you or even shout at you. Kids often feel misunderstood they think their parents can't understand them, because they are 'too old'. If your son or daughter has a problem, it is important to make him or her feel that you do understand and only want their best and are, therefore, offering some advice, hoping it will help them. Then again, there are rules. Rules can be placed differently, they don't need to be a stone-hard barrier to your child's freedom. Adolescents will often bend rules or utterly break them all because they need this certain feeling of rebellion and freedom. Rules also help the maturing of the conscience. If a child doesn't need to follow rules, it's conscience will never mature and it will not know wrong from right. If, however you place rules, and punishments should they not be followed, your son or daughter will learn not to steal, to be home on time simply because he or she doesn't want to be punished. Don't overdo it, though. Placing too hard punishments could also lead to destruction of the conscience your child never being able to make it's own decisions.

I think that giving rules to obey is the best way of influencing young people. Wherever you go, you find certain rules. Not every rule is absolutely sensible, but while growing older, your child will learn by itself which rules should be followed and will follow them of free choice.

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate chooses two of the ways adults can influence younger people (offering advice and giving them rules to obey). Negative aspects of both choices are described and this is balanced with a more positive aspect of each option (it's important to make children feel someone does understand; rules help with maturity).</p> <p>In the conclusion, the candidate offers their own opinion on which way is more effective (<i>giving rules to obey is the best way</i>) and explains why (<i>Not every rule is absolutely sensible, but while growing older, your child will learn by itself which rules should be followed</i>).</p>
Communicative Achievement	4	<p>Essay-writing conventions are used effectively to communicate ideas clearly. The register is mostly consistent despite the candidate offering advice (<i>Don't overdo it, though</i>). Overall the language of explanation, opinion and justification is appropriate for this essay and holds the reader's attention.</p> <p>There is a mix of straightforward and complex ideas running through the paragraphs. The topic under discussion is introduced and the main points are clearly signposted throughout by using appropriate phrases (<i>I want to present and discuss two of them; First of all; Then again; If, however</i>) and the conclusion offers a summary of the candidate's opinion.</p>
Organisation	4	<p>The text is well organised and coherent, and the candidate makes good use of a variety of cohesive devices to show connections between ideas across sentences and paragraphs, including referencing, punctuation and conjunctions (<i>There are of course ... ; First of all, it has to be said that ... ; ... and are, therefore, offering some advice</i>).</p> <p>More complex organisational patterns are used to generally good effect, particularly when presenting positive and negative aspects of one topic (<i>If, however you place rules, and punishments ... your son or daughter will learn not to ... Placing too hard punishments could also lead to destruction</i>).</p>
Language	4	<p>There is a range of vocabulary, including less common lexis which is used effectively (<i>struggle with bringing up; advice is easy to ignore; bend rules; feeling of rebellion; maturing of the conscience</i>).</p> <p>There is a range of simple and more complex grammatical forms which are used with control and flexibility (<i>will learn by itself which rules should be followed and will follow them of free choice</i>). There are occasional errors but these do not impede communication and are sometimes due to ambition or are slips.</p>

Question 2

Candidate D

To: Municipal council
 From: Matheus Rezende
 Subject: Municipal Library

Introduction

I come through this letter to make an appeal for the not destruction of the Municipal Library's building.

Historical Interests

One of the reasons why the building should be preserved is because of its touching past. It was built with only imported material of best quality, and it was the second library in the country. It was also, for more than a hundred years, the biggest and more luxurious public building in the whole country. For its characteristic seventeenth century building and for its importance in the past, it is still studied and visited by historians.

Benefits for Community

The building is located right in the middle of the town, so it is accessible for the entire population, and it is also the biggest building in town, and it can surely support more books than any other building.

By destructing the building it would with absolutly no doubt be a huge loss of books and culture.

Improvements

There is no point arguing that the building is quite old-fashioned and could use some improvements. It could really use some painting and repairing on the wall and floor, however, the best would be making some technological improvements, such as elevators, computers and an electronic "finding books" system.

Conclusion

To sum up, there are plenty of reasons why the library should be preserved, it benefits the people, the history and the culture, and I would be pleased if you took my letter in consideration.

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate addresses and develops each of the points from the input in an appropriate way (The building should be preserved due to its historical significance. It would benefit the local community because it is the largest building in the town and it is accessible for all people). The suggestions to modernise it include technological improvements and re-decorating.</p> <p>The target reader would be able to consider the information put forward and make a decision.</p>
Communicative Achievement	2	<p>Although the text mentions a letter, the conventions of a proposal are evident and language of suggestion and persuasion is used.</p> <p>The focus of this proposal tends to be on the past rather than on the future. There should be more emphasis on how this building could make a huge difference to the town and the community if it were preserved and modernised.</p> <p>The register and tone are appropriate and the use of headings is suitable in this context. The target reader's attention is held and straightforward ideas are communicated.</p>
Organisation	3	<p>The text is well organised and coherent. There is good use of sub-headings and each section is focused on a separate aspect of the question.</p> <p>Within the paragraphs, there is a variety of cohesive devices and more complex organisational patterns are used for emphasising important points (<i>For its characteristic seventeenth century building and for its importance in the past, it is still studied; By destructing the building it would with absolutly no doubt ... ; it benefits the people, the history and the culture</i>) to generally good effect.</p>
Language	2	<p>There is a range of vocabulary used appropriately (<i>imported material; entire population; huge loss; no point arguing</i>). Some less common lexis is attempted but is not always successful (<i>its touching past; more luxurious; destructing</i>).</p> <p>There is a range of simple and complex grammatical forms used with control. There are also some errors (<i>an appeal for the not destruction; use some painting and repairing on the wall</i>) but these do not impede communication.</p>

Question 3

Candidate E

Report on the three-week study and work programme

Introduction

The purpose of this report is to evaluate the efficiency of the three week study and work programme. It is based on my personal experience, which I received while taking part in the aforementioned programme.

General Findings

The programme as a whole was very engaging and helpful. As it took place in the language environment, many aspects of the English-language, which will not be taught in the class room, could be learned through this programme.

Points worthy of praise

The programme has found many businesses, with which they cooperate, therefore I could choose between many companies in which to complete the work part of the programme. While working for a company I learned a substantial amount of phrases and other jargon specific to that field, which makes the programme very useful, should you manage to be employed by a company, which deals with a subject you are interested in.

Issues

No issues can be raised about the work part of the programme. However the English classes that take place in the morning offer no substantial benefit over classes taken in my home country, even if they are taught by a native speaker.

Suggestions

Firstly the organizer of the programme should increase the amount of time, that is spent working during the programme and reduce the amount of classes taken. Moreover the organizer should keep finding more companies with which to cooperate, to make the programme attractive to more people with different interests.

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate addresses the question and evaluates the usefulness of the programme, compares the benefits of the lessons and the work experience, and finally suggests what could be done to improve the programme.</p> <p>The report is written from a personal perspective, using the candidate's experience to inform the reader. The recommendation reflects this but also adds a more general suggestion (<i>the organizer should keep finding more companies with which to cooperate</i>).</p>
Communicative Achievement	4	<p>The text uses the conventions of report writing to communicate ideas effectively. There is good use of a title and sub-headings, each section is focused on one topic. There is a range of language of evaluation, comparison and suggestion which is used to fulfil all the communicative purposes of the task.</p> <p>The target reader's attention is held and both straightforward and more complex ideas are expressed using an appropriate tone and register.</p>
Organisation	4	<p>The text is a well-organised and coherent whole. Good use is made of appropriate organisational patterns for the genre in terms of layout, such as sub-headings and the order of information, with general points being mentioned before specific ones.</p> <p>A variety of cohesive devices, relative clauses and referencing are used to connect the ideas across and within sentences (<i>While working for a company I learned ... ; ... which makes the programme</i>). The structure of the report overall is clear and logical.</p>
Language	3	<p>There is a range of vocabulary which is used appropriately to describe the programme and how the candidate feels about it. Certain points are paraphrased rather than repeated, showing a flexible approach to language (<i>Points worthy of praise; a substantial amount; specific to that field; substantial benefit</i>).</p> <p>There is a range of simple and some complex grammatical forms used with control. The overall tone of the report is quite formal and this is in part achieved by the choice of expressions and the use of passives and modals.</p> <p>There are some errors, but these do not impede communication.</p>

Question 4

Candidate F

A dream holiday

Have you ever thought of yourself sitting under a palmier tree with a long drink and with an endless tourquise-green water in front of you?

I've got this experience of my life last year when my husband and me decided to have a dream holiday and we chose Dominican Republic, more specific Punta Cana as our destination.

We have to choose from a lot of resorts, but finnaly we made up our mind for Palladium Resort which is an enormous, stunning complex of villas, all having their own terrace.

There are six restaurants with their specific and open-bars all over the place, but 'the piece of resistance' is the pool – big, clean, with chaise longs directly in the water and, of course, with its own bar. If you'll come at Palladium, it's a must.

I have the chance to try scuba-diving and I can tell you that it was the most thrilling moment of mine. Swimming along with lots of tiny creatures of the sea, seeing one sheep?? sinked and transformed into a refugee ?? for small fish, not to mention the corals, was a dream-life come true.

There are also lots of places to visit, like cacao and coffee farms in the mountains where you arrive in big, old trucks with their engines working accordingly. It's an experience that is worthwhile – full of flavours, colours and joy. Also, you can learn something about the history of the island. Small children are offering you flowers and they lead the way to the farms for a penny.

Only a weak point – there were few chaiselongues on the beach, but apart from that, I can tell you – is a dream holiday.

Subscale	Mark	Commentary
Content	2	<p>There are some minor irrelevancies in this review as the candidate mainly focuses on describing their own experiences whilst on holiday. There are descriptions of trips and the resort, and due to the positive angle taken, it is implicit that the candidate recommends these activities.</p> <p>At the end the candidate writes that there were not enough chaise longues on the beach but there is no explicit suggestion of how this could be improved.</p> <p>The target reader is on the whole informed about these two points.</p> <p>The first point about what type of people the resort would appeal to is completely omitted, possibly due to misinterpretation. The candidate describes what they were looking for in a holiday resort and why this one was suitable, but doesn't expand on this. The target reader is minimally informed about this point.</p>
Communicative Achievement	3	<p>The candidate uses the conventions of the communicative task effectively to hold the target reader's attention, although some of the points are not fully addressed. There is a positive tone throughout which is reflected in the choice of language used (<i>stunning complex; the most thrilling moment; full of flavours ...</i>) and the register is consistently neutral.</p> <p>There is language of description, opinion and evaluation used to effectively communicate straightforward ideas about the topic.</p>
Organisation	2	<p>The review is generally well organised and coherent.</p> <p>The text is connected with a variety of linking words and cohesive devices, including relative clauses and linking words used at sentence level to connect ideas (<i>and; but apart from that; not to mention; Also</i>).</p>
Language	3	<p>There is a range of vocabulary, including less common lexis, used appropriately, particularly when describing the resort (<i>endless tourquise-green water; dream holiday; stunning complex of villas</i>). There is a confusing vocabulary error (<i>one sheep [ship] sinked and transformed into a refugee for small fish</i>) but this may be linked to pronunciation and in the context of scuba diving, it is unlikely to impede.</p> <p>There is a range of simple and some complex grammatical forms used with a good degree of control. Although the review is written in both past and present tenses, errors very rarely impede communication.</p>

Paper 3:

approximately 40 mins

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	6	6	Multiple choice	Feeling, attitude, opinion, purpose, function, agreement, course of action, gist, detail, etc.	Three short extracts from exchanges between interacting speakers with two multiple-choice questions on each extract.
2	8	8	Sentence completion	Specific information, stated opinion.	A monologue lasting approximately 3 minutes. Candidates are required to complete the sentences with information heard on the recording.
3	6	6	Multiple choice	Attitude, opinion, agreement, gist, feeling, speaker purpose, function, detail.	A conversation between two or more speakers of approximately 4 minutes. There are six multiple-choice questions, each with four options.
4	10	10	Multiple matching	Gist, attitude and opinion, main points, speaker purpose, feeling, interpreting context.	Five short themed monologues, of approximately 30 seconds each. Each multiple-matching task requires selection of the correct options from a list of eight.
Total	30	30			

The four parts of the Listening paper

Part 1 Multiple choice

This part tests the candidate's ability to listen to short dialogues and show understanding of gist, detail, function, agreement and course of action, as well as the speakers' purpose, feelings, attitudes and opinions.


 **Sample task page 59, tapescript pages 62*, and answer key page 65.**

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

Part 1 consists of three unrelated short texts. These texts are approximately 1 minute in length and involve two speakers. Texts are taken from a wide range of real-life contexts and, therefore, contain a correspondingly wide range of topics, voices and styles of delivery. There are two 3-option multiple-choice questions on each text.

Part 2 Sentence completion

This part tests the candidate's ability to follow the main points of a text and retrieve specific information and stated opinion.

 **Sample task page 60, tapescript pages 62–63*, and answer key page 65.**


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


Part 2 features an informational monologue of approximately 3 minutes in length. Texts typically take the form of talks, lectures or broadcasts, aimed at a non-specialist audience, and are delivered in a neutral or semi-formal style.

A series of eight independent sentences reports the main ideas from the text and candidates show their understanding of what they have heard by completing gaps in these sentences. There is one gap per sentence, which is completed by a single word or short phrase from the listening text. The task focuses on the retrieval of specific information, and stated opinions from the text and questions follow the order of information presented in the text. Correct spelling is expected at this level. Both US and British English spellings are accepted.

Part 3 Multiple choice

This part tests the candidate's ability to listen to longer interviews and discussions, and primarily show understanding of the speakers' attitudes and opinions. Agreement, gist, feeling, purpose, function and detail may also be tested.

 **Sample task page 60, tapescript pages 63–64*, and answer key page 65.**


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

Part 3 features interviews and discussions, involving two or more speakers. The text is approximately 3–4 minutes in length and typically takes the form of a broadcast interview or discussion aimed at a non-specialist audience.

A series of six 4-option multiple-choice questions focuses on the attitude and opinions of speakers, both explicitly stated and implied. The questions may also focus on either detailed or gist understanding, and test feeling, purpose, function and agreement. Questions follow the order of information presented in the text.

PART 4 Multiple matching

This part tests the candidate's ability to identify the gist of a number of short texts on a theme, e.g. by identifying main points, gist, attitude and opinion.

 **Sample task page 61, tapescript page 64*, and answer key page 65.**

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

Part 4 consists of a series of five short monologues on a theme. The text is 3–4 minutes in length with each monologue lasting approximately 30 seconds. The monologues represent spontaneous speech, delivered in an informal spoken style by speakers with a range of backgrounds and voices. There are two parallel multiple-matching tasks, each with a different focus. In each case, the correct option has to be chosen from a list of eight.

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

*The audio files for the sample papers are available at cambridgeenglish.org/exams-and-tests/advanced/preparation

Preparation

General

- The instructions for each task are given on the question paper and are also heard on the recording. This includes information about the speakers, the topic and the context of the text. Before each text is heard, candidates will have time to read through and think about the questions. The length of this preparation time is indicated on the recording. Candidates should use this time to familiarise themselves with the task and begin to make predictions about what 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.
- Classroom discussion activities in the target language provide an invaluable source of listening practice. Students' ability to understand what they hear can improve dramatically if they are regularly exposed to audio materials: the more English they hear, delivered at natural speed in a variety of voices and contexts, the more confident they will become in extracting key information and gist meaning, even when they are not able to decode every single word or phrase. These skills are essential to learners at C1 Advanced level.
- A daily learning programme which includes a 'hearing English' component from audio recordings will help prepare your students for the Listening test. Your students should be exposed to varieties of English, to speakers of different ages and backgrounds, and to the language of different contexts, e.g. formal announcements, lectures, less formal talks, informal discussions, interviews, etc.
- Your students should be encouraged to deal with texts in different ways, depending on the nature of the listening task. For example, they might listen to a text once for gist, producing a summary of the main ideas or attitudes expressed. They could then be asked to listen to the same text again, this time retrieving specific information.

- Make your students aware of how much they themselves bring to a listening task. Encourage them to make predictions about listening texts from their own experience and world knowledge. The instruction provides information about the speaker, topic and context. Encourage your students to use this information to help them tune into the text quickly when they hear it. Remind your students that they should use the pause before each recording to read through the task carefully, so they are prepared for what they hear. Encourage them to use the task on the question paper to guide them through the listening text and keep their place as they answer the questions.
- Remind your students that in long texts, the questions come in the same order as the information in the recording, and therefore reflect the structure of the text. Help them to identify discourse markers, interviewers' questions and other textual features that structure a text and are often reflected in the layout and wording of the task on the page.
- Remind your students that in sentence-completion tasks they should write their answers clearly in CAPITAL LETTERS.
- Encourage your students to answer all the questions, even if they are not sure, as there are no marks deducted for wrong answers and it may be that they have understood more than they think.

By part

PART 1

- Remind your students that they need to listen to the whole extract carefully once through before choosing their answers; that they should not assume too soon that they have heard the correct answer. Remind them that because the two questions each have a different focus, information relevant to the answers could come from different parts of the recording, so they may not be able to answer the questions 'in sequence' as they would in a longer text.
- Similarly, your students should be wary of choosing an answer simply because it contains words and phrases heard on the recording. Rather, they should read through the questions before they listen and think about what they are being asked to listen for. This could be the speaker's purpose, attitudes and opinions, the gist of an argument, or perhaps whether or not the speakers agree about a certain point under discussion.
- Very few questions will test the literal meaning of the text alone; most will require candidates to think about what is said and relate it to the ideas presented in the options. Therefore, encourage your students to mark one answer to each question at the end of the first listening, even if they're not sure it is correct. The second listening can then be used to confirm this answer or not.

PART 2

- Remind your students that the task instruction and the set of sentences on the page provide a lot of information about what they are going to hear. Encourage them to use the preparation time wisely. One way of doing this is to give them pre-listening tasks in the classroom that will help them to think about likely vocabulary and other language features associated with the topic and context. For example, they can look at the information in the instruction and try to visualise the speaker and the situation; to imagine the kind of information that might be given, and the type of language that might be used.
- Encourage your students to read through the set of sentences and think about the type of information that is missing. Remind

them that most questions will focus on concrete pieces of information (e.g. nouns, proper names, etc.) and will generally be single words or very short noun groups (e.g. adjective plus noun), and that usually no more than three words are required.

- Tell your students not to try and write long answers and not to repeat information which is already on the page. Some students try to paraphrase the information they hear rather than using the actual words on the recording. This is not a good idea. The ability to produce paraphrase is not a skill that is tested in this task; the answers are the actual words heard on the recording.
- In sentence-completion tasks, the word(s) students write must complete the sentence logically and grammatically. By using the actual words on the recording, students can complete the sentences without worrying too much about the grammar. They should, however, check that they have heard the correct form of the word. For example, if students do not hear clearly whether a word is singular or plural, they should check the rest of the sentence to see which is required.

PART 3

- This is the longest part of the Listening test, and your students should be given plenty of exposure to longer interviews and discussions. Students need to follow the line of development in these texts and recognise when the conversation has moved on from one particular aspect of the issue being discussed to another. For example, on a first listening in class, your students can listen simply for the number of issues discussed, what they are, and where the natural breaks in the interaction come, as well as each speaker's general attitude towards those issues.
- In multiple-choice tasks, encourage your students to concentrate on the question stems, rather than the options in their preparation, so that they can listen for the answer in the text and then match this to the closest option.
- The multiple-choice questions will use language that paraphrases and reports ideas from the text. As the texts often focus on the attitudes and opinions of speakers, which are discussed at length, your students need to have a good command of the meaning and use of the type of language used to report these ideas succinctly in the questions. They will, for example, need to understand such words as reporting verbs (e.g. *regrets, admits, resents*, etc.), adjectives and adverbs describing attitudes and feelings (e.g. *disappointed, frustrated, unexpected*, etc.), words used to report opinions (e.g. *insists, suggests, denies*, etc.), and degrees of certainty (e.g. *doubtful, convinced*, etc.)

PART 4

- Remind your students that they will hear five different speakers, but that the texts will have a thematic link. In this part of the test, the whole series of texts is heard once and then the whole series is repeated.
- Encourage your students to think about the theme of the texts and to think about the kinds of attitudes and ideas that they expect to hear in connection with the topic in question.
- Remind your students that they will be listening for gist meaning rather than detail in these texts, so although they may not understand every word, they should be able to pick out the speaker's main point, feeling, attitude or opinion.
- In order to help your students to develop this skill of gist listening, it may not always be helpful to go through the text with them afterwards, as close analysis of the language of the texts will not help them to develop the most appropriate listening strategies. As in Part 3, a sound knowledge of the type

of words used to report attitudes and feelings in the questions will help your students in this part.

- Remind your students that they must answer both tasks and that they will only hear the series of monologues twice. They can choose how they approach the tasks, however, perhaps attempting one task on each listening, or perhaps approaching both tasks simultaneously, answering the most accessible questions on the first listening and the more challenging questions when the recording is repeated.
- Research has shown that different candidates approach this task in different ways, with equal success, so avoid imposing one particular strategy on them. Classroom activities could focus, for example, on helping your students to identify the best method of approaching this task for themselves.

Part 1

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

Extract One

You hear two friends discussing the topic of marketing.

- 1 Which aspect of college publicity material do the friends disagree about?
- A how useful the environmental rating system is
 - B how well the different courses are described
 - C how visually attractive the brochures are
- 2 In the woman's opinion, companies link themselves with charities in order to
- A boost their profits.
 - B improve their image in society.
 - C distract attention away from other issues.

Extract Two

You hear two friends talking about ways of keeping fit.

- 3 What is the woman's criticism of exercising in gyms?
- A Members get limited access to the facilities.
 - B The membership cost is too high for the services offered.
 - C It encourages exercise habits that lead to unhealthy lifestyles.
- 4 How does the man respond to his friend's criticism?
- A He objects to her making sweeping generalisations about gyms.
 - B He questions the value of excessive gym attendance.
 - C He suspects she'd enjoy a different type of gym.

Extract Three

You hear a woman telling a friend about living in her capital city as a student.

- 5 What is she doing during the conversation?
- A admitting to regrets about her choice of place to study
 - B complaining about challenges she's had to face
 - C expressing her admiration for people in the city
- 6 Why does the man give the example of trees?
- A to support her main point
 - B to present a counter-argument to hers
 - C to express a reservation about her interpretation

Part 2

You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7 – 14, complete the sentences with a word or short phrase.

TRIP TO SOUTH AFRICA

- As well as his research project, Josh planned to write a (7)
for a website while he was in Africa.
- Josh's group planned to check out a particular region after a (8)
that had occurred there.
- Josh was surprised to see (9)
being grown in the first area they visited.
- Josh describes the vehicle they travelled in as a (10)
when they went in search of specimens.
- Josh uses the word (11)
to give us an idea of the shape of the leaves he found.
- Josh was particularly impressed by one type of flower which was
(12) in colour.
- Josh uses the word (13)
to convey his feelings about an area of vegetation he studied.
- Josh really appreciated the view he got from the (14)
of his accommodation.

Part 3

You will hear an interview in which two journalists called Jenny Langdon and Peter Sharples are talking about their work. For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 What does Jenny say about the story which made her name?
A She'd been on the lookout for just such a lucky break.
B She resented colleagues trying to take the credit for it.
C She wasn't actually responsible for the finished article.
D She asked for a more prestigious job on the strength of it.
- 16 What does Jenny suggest about the editor she worked for on her first national daily newspaper?
A He respected her for standing up to him.
B He tended to blame her for things unfairly.
C He wasn't as unreasonable as everyone says.
D He taught her the value of constructive criticism.
- 17 When Jenny got her own daily column on the newspaper, she felt
A satisfied that the good work she'd done elsewhere had been recognised.
B relieved that it was only likely to be a short-term appointment.
C determined to prove exactly what she was capable of.
D unsure of her ability to make a success of it.
- 18 Peter thinks he got a job on *Carp Magazine* thanks to
A his academic achievements at college.
B his practical knowledge of everyday journalism.
C his familiarity with the interests of its main target audience.
D his understanding of how best to present himself at interview.
- 19 Peter and Jenny agree that courses in journalism
A need to be supplemented by first-hand experience.
B are attractive because they lead to paid employment.
C are of little value compared to working on a student newspaper.
D provide an opportunity for writers to address contentious issues.
- 20 When asked about their novels, Peter and Jenny reveal
A an ambition to gain recognition for their craft.
B a desire to develop careers outside journalism.
C a need to prove how versatile they are as writers.
D a wish to keep their journalism fresh and appealing.

Part 4

You will hear five short extracts in which people are talking about changing their jobs.

TASK ONE

For questions 21 – 25, choose from the list (A – H) the reason each speaker gives for changing job.

TASK TWO

For questions 26 – 30, choose from the list (A – H) what each speaker feels about their new job.

While you listen you must complete both tasks.

A unfriendly colleagues

B poor holiday entitlement

C lacking a sense of purpose

D needing more of a challenge

E the workload

F disagreements with superiors

G no prospect of advancement

H the physical environment

Speaker 1 21

Speaker 2 22

Speaker 3 23

Speaker 4 24

Speaker 5 25

A encouraged by early results

B hopeful about future success

C delighted by a change in lifestyle

D relieved the initial uncertainty is over

E glad to be helping other people

F grateful for an increase in salary

G happy to feel in control

H satisfied with the training received

Speaker 1 26

Speaker 2 27

Speaker 3 28

Speaker 4 29

Speaker 5 30



Tapescript – sample test 1

This is the C1 Advanced Listening test.

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

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

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

You'll hear each piece twice.

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

You'll have 5 minutes at the end of the test to copy your answers onto the separate answer sheet.

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

Extract 1.

You hear two friends discussing the topic of marketing.

Now look at Questions 1 and 2.

- F:** Hi, Daniel – how are things? Have you applied for college yet?
- M:** Well, I can't decide which one to go for. Lots of colleges have sent me their glossy brochures ... and I see they now go on about how environmentally friendly they are; in fact they've got a star rating system for this one ...
- F:** Mmm ... they're trying to attract as much interest as possible, though I'm not sure that would have much impact on my choice ... ultimately the course has to be the right one, though I can see they need to compete ...
- M:** Well, yes, but if I was torn between two courses the new rating could decide it. It's good they're thinking about these issues ... and the marketing people are certainly shouting about it!
- F:** It's getting like the commercial sector – those companies who sponsor a charity for example, trying to persuade consumers that just by buying their products, they're doing their bit for charity and can ignore other causes. I don't know if it increases sales, but the cynic in me reckons many companies just want to appear softer in the public eye, so they make a lot of noise about their charitable credentials.

Repeat Extract 1.

Extract 2.

You hear two friends talking about ways of keeping fit.

Now look at Questions 3 and 4.

- F:** Are you still going to the gym, Frank?
- M:** Yes, but not as often as I should be.
- F:** That's the problem, isn't it? I've heard that the dropout

rate among gym members is very high even in those really expensive, luxury health centres. Anyway, gyms aren't the answer. I'm sure the real key is to build exercise into your daily routine, by doing something simple like walking to the mall or taking the stairs rather than the elevator – or doing sport. And another thing, people tend to think that a sixty-minute workout entitles them to laze around for the rest of the day or eat a lot and then undo all the good they might've done, but people who exercise little and often don't fall into the same trap.

- M:** That's all very well, Mary, but what about the people who don't give up on the gym and who actually feel the benefit, and quite enjoy the comradeship? Each to his own, you know. If you'd just give it another shot, you might find it suited you too.

Repeat Extract 2.

Extract 3.

You hear a woman telling a friend about living in her capital city as a student.

Now look at Questions 5 and 6.

- M:** What did you study at university, Alicia?
- F:** Horticulture – plants and things. I was based at a regional one, but I also spent time studying in the capital.
- M:** Seems a strange place to go if you want to grow things – the middle of a huge city.
- F:** Mmm, that's what my fellow students said! I mean, I know it wasn't ideal. It's a harsh climate – winters are bitterly cold, and the summer's sweltering, with little rain. But folks in the city are just determined to grow stuff – on rooftops, balconies, wherever. They'll just garden anywhere they can. It was a reminder of the strong spirit of gardeners.
- M:** Come to think of it, I do remember noticing the way some of the trees ... er ... were looked after there. Instead of bare bits of ground around urban trees, they seem to take great pride in filling the earth around them with flowers.
- F:** And all that's done by the residents themselves. It's as if every tree is to be celebrated.
- M:** I wouldn't go that far. Not all parts of the city are like that.

Repeat Extract 3.

That is the end of Part 1.

Now look at Part 2.

You'll hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For Questions 7–14, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2.

- M:** Hi everyone. My name's Josh Brady, and recently I was lucky enough to go on a botany trip to South Africa with my tutor and other students from my university, to gather data for the research project we'd been involved in all year. I didn't post my diary or blog on the university website, because I'd promised to submit a report on my return, which would appear there, and I was working on that from Day One.

We were going to explore a beautiful region of coastal countryside that had previously been affected, not by drought as is common on some parts of the African continent I've studied, but by fire. We wanted to see how the flora and other life forms there had recovered – in fact, some plants growing there are dependent on this kind of event to trigger their germination.

When we first saw the landscape however, we felt rather confused. Much of the area seemed to be cultivated fields, principally of red tea rather than the colourful flowers we'd been led to expect. Sensing our confusion, our tutor reassured us that we'd soon be off to a wilder area where we'd see a more striking range of specimens. We'd imagined this would involve being taken around in a kind of minibus, or even a van and trailer, but in fact what we boarded was what I can only describe as a safari truck and we headed out into the natural vegetation.

When we arrived and started walking through the vegetation, I found the shape of the leaves rather a surprise – coastal plants can often be tough, with leaves coming to a point like sharp knives, but these resembled needles more than anything else. That meant I was inadequately dressed for walking through them, in thin trousers. I was also totally unprepared for the amazing scent that the plants gave off. By the end of that trip, I'd lost count of how many species we'd come across – small delicate pink specimens, bright yellow heathers, one with deep orange blooms, the mental image of which will stay with me forever, and bright crimson wild specimens.

The local farmers are totally committed to protecting the flowers and plants that have colonised the area. Conservationists call it shrubland, in other words a vast area of vegetation that now has a rich array of plant species, but that sounds a bit negative for a place that to me seemed like a paradise.

One drawback was that, although the bedrooms in our hostel each had a balcony, the view was of the back yard, with a small garden beyond – which was hardly impressive. But by way of compensation the roof offered a spectacular vantage point over the surrounding scenery. We spent every evening watching the sun go down from there – a magical end to each fantastic day.

Anyway, the trip was the most amazing I've ever done ...
[fade]

Now you'll hear Part 2 again.

Repeat Part 2.

That's the end of Part 2.

Now turn to Part 3.

You'll hear an interview in which two journalists called Jenny Langdon and Peter Sharples are talking about their work. For Questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3.

Int: Today we're looking at careers in journalism. My guests are Jenny Langdon and Peter Sharples, both regular columnists on major publications. Jenny, you made your name really young, didn't you?

F: Relatively, yes. I was a raw recruit on the local paper when a scandal broke concerning a celebrity living nearby. Out of the blue I found myself with a scoop on my hands. Basically, I found the guy, interviewed him, then hid him someplace where reporters on rival papers wouldn't find him. When the story broke next day, the editorial team had actually cobbled the front-page story together from my notes, but it was attributed to me by name. Before I knew what was happening, I'd been headhunted by a national daily. It was a turning point alright – but I can hardly claim it as a shrewd career move or anything!

Int: And the editor at that national daily was a notoriously bad-tempered individual ...

F: Well, there's no denying he deserved that reputation! I mean, having landed a dream job, I was really thrown in at the deep end! My desk was right outside his office, so I was first in the firing line if anything went wrong – even stuff I'd had no hand in! But I knew better than to argue, and was thick-skinned enough not to take it personally. Anyway that's what the paper was like, always on the edge, and I really flourished in that environment.

Int: Eventually getting your own daily column ...

F: ... and that's where I really came into my own. I mean, I'd done stints on the sports desk, been celebrity correspondent – the works. Actually, I only got offered the column as a stop-gap when my predecessor left under a cloud. But I was desperate to hold on to it. And it came at just the right time – if it'd been earlier, I'd never have had the nerve or the experience to make it my own.

Int: Let's bring Peter in here. You started off on the celebrity magazine called *Carp*, didn't you?

M: I did. Ostensibly thanks to a speculative letter to the editor when I was still a student. Actually, I'd been doing stuff for a student newspaper all through university. Skills I learnt there stood me in good stead. When *Carp Magazine* called me for interview, my approach to college news convinced them I was in touch with reality – you know, budgets, deadlines, all that – that's what swung it in my favour – it wasn't just having my finger on the pulse as far as youth culture was concerned – important as that was at *Carp*.

Int: Can I ask you both whether you'd say courses in journalism are worth doing? Jenny?

F: Well, I wanted to write and a journalism course seemed a reasonable enough starting point. Journalism is at least paid up front – unlike some forms of writing, and there's no denying that was an incentive. So, yes, I did one. And, you know, if I hadn't, who knows if I'd have been able to handle the stuff thrown at me when I first arrived at the newspaper – it does give you that grounding. But I wouldn't say it taught me everything I needed. Fortunately a stint on the student newspaper filled in the gaps.

M: ... as is so often the case. They're often criticised for taking too strong a line on issues, but they're invaluable because they give you that free rein, and you're generally writing from the heart rather than for the money. I'd say by all means do a course, theorise all you like in the classroom, but just bear in mind that it's no substitute for getting out there – for developing your own style.

Int: Now you've both recently published novels – is this a change of direction?

F: People keep asking that. I like to think that, much as I rate myself as a journalist and feel I have nothing left to prove, I'm still up for the next thing that comes along. I'll never be a prize-winning novelist, but having a go at it keeps me on my toes. It would be easy enough to get stale doing a column like mine, but that does remain my grand passion – I don't know about you Peter, but I'm hardly thinking of moving on.

M: Well, I expect there's people who'd say we should stand aside to give up-and-coming writers a chance. But, no, I'm not. I'd go along with the idea of diversification keeping you nimble though, and I'm not making great claims for my novel either. But I would take issue with the idea that journalism itself holds no further challenge. I wish I had your confidence Jenny – I'm always telling myself that I'm only as good as my last piece and there's no room for complacency.

Int: And there we must leave it. Thank you both ... Coming up now ... [fade]

Now you'll hear Part 3 again.

Repeat Part 3.

That's the end of Part 3.

Now turn to Part 4.

Part 4 consists of two tasks. You'll hear five short extracts in which people are talking about changing their jobs. Look at Task 1. For Questions 21–25, choose from the list (A–H) the reason each speaker gives for changing job. Now look at Task 2. For questions 26–30, choose from the list (A–H) what each speaker feels about their new job. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4.

Speaker 1 After college I worked in a bank to make money. It's a great job if you like sitting at the same desk every day, surrounded by the same familiar faces. I got plenty of annual leave and the work itself was quite demanding, but one day I woke up and realised that it didn't amount to much, and was really pretty pointless. Handing in my notice was the next logical step. I set up as a freelance photographer – a job I'd always dreamed of. After the first six months or so of sheer panic, I feel much calmer; this will always be a risky job, but ultimately a far more rewarding one – not financially, mind you!

Speaker 2 The family car sales business was the obvious and safe career route for me, even though we didn't always see eye to eye. I'd no complaints about the money, but that didn't stop me looking at what other people were doing and thinking 'Now that's something I'd really like to get my teeth into'. And that's how I got into rally driving really. I went to rally school part-time, then got signed up by a rally team. That's when I left the motor business, not without a bit of soul-searching! I miss the family, but looking at myself now – travelling the world, maybe even having the chance to make millions, living on the edge – what's not to love?

Speaker 3 I've always worked in the music industry – but was never made to feel very welcome in the marketing department. I guess my face didn't fit, although I was doing well enough. Then by chance I heard a band playing in my local venue and thought they were great – I got them signed up and suddenly realised this was exactly the type of work that suited me and my abilities – searching for talent, giving kids a start in the business I loved. So, after a while I left the company to do just that – on a freelance basis. Pay's not bad – it's possible to negotiate good percentages – but that's not why I do it.

Speaker 4 I worked in a busy studio as a radio copywriter – it was challenging and fun, but frustrating because it wasn't leading anywhere career-wise. I was spotted by one of the radio executives – he liked my way with words and gave me the chance of a presenting slot on a general interest show. I jumped at it, but underestimated the skills involved – without training it's proving a steep learning curve! It would've been better to work as an intern for free for a while to learn the ropes, but it's all about seizing the moment – too good an opportunity to miss. Now I've got a foot in the door, I'm pretty optimistic about making a go of it.

Speaker 5 I had a responsible job that I'd worked hard for – most people would consider being an eye surgeon pretty rewarding, both financially and emotionally. I wasn't keen to leave, but the long shifts and the sheer volume of patients got me down. I wanted to use my knowledge and experience in other ways. I did some research on the effects of sunlight on children's eyes and eventually started up my own business. We manufacture a range of sunglasses designed to protect children's eyes against harmful rays. I'm my own boss, so I call the shots, which suits me down to the ground. I have to be strict with myself about taking holidays though!

Now you'll hear Part 4 again.

Repeat Part 4.

That's the end of Part 4.

There'll 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'll remind you when there's 1 minute left, so that you're sure to finish in time.

You have one more minute left.

That's 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	A
2	B
3	C
4	A
5	C
6	A

Q	Part 2
7	REPORT
8	FIRE
9	(RED) TEA
10	SAFARI TRUCK
11	NEEDLE(S)
12	(DEEP) ORANGE
13	PARADISE
14	ROOF

Q	Part 3
15	C
16	B
17	C
18	B
19	A
20	D

Q	Part 4
21	C
22	D
23	A
24	G
25	E
26	D
27	C
28	E
29	B
30	G

Part 1

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

Extract One

You hear two students talking about a work-experience scheme they took part in.

- 1 Why does the girl regret her choice of company?
 - A The office was poorly equipped.
 - B The staff tended to ignore her.
 - C The work lacked variety.
- 2 They both think that the work-experience scheme has
 - A been good preparation for a future job.
 - B made them appreciate student life more.
 - C taught them a lot about the business world.

Extract Two

You hear part of a discussion programme in which two journalists are talking about the world's wetlands.

- 3 What does the man think about wetlands?
 - A They would benefit from more visitors.
 - B Their beauty is artistically important.
 - C They serve only a limited purpose.
- 4 What is the woman doing?
 - A explaining how easily wetlands can be restored
 - B suggesting why wetlands are disappearing
 - C describing the way wetlands are exploited

Extract Three

You overhear a woman showing a friend one of her childhood photos.

- 5 What point is she making about the photo?
 - A It is an accurate portrait of her family life then.
 - B It looks more posed than she remembers.
 - C It perfectly captures a brief moment.
- 6 As a result of looking at the photo, she realises that
 - A possessions acquire a significance beyond their practical usefulness.
 - B it's a mistake to become too attached to objects.
 - C objects from that era lasted longer.

Part 2

You will hear a chemical engineering student called Jack Byers talking about his course and a research project he took part in during his summer vacation. For questions 7 – 14, complete the sentences with a word or short phrase.

JACK'S VACATION PROJECT

Jack says it was his special interest in the issue of (7) that led him to choose his degree subject.

Jack thinks he'll be reluctant to work in the (8) industry in the future, due to his interest in conservation.

Jack hopes that his future work will help various (9) to be processed in a better way.

Jack says that people sometimes mistake pieces of plastic on beaches for (10)

Jack says that plastic on beaches which is (11) in colour has usually been in the sea longest.

Jack uses the term (12) plastics when talking about the kind of items he thinks should be eliminated.

Jack thought that part of a (13) was the most interesting piece of rubbish he found during the project.

While cleaning the beach, Jack was asked to examine the (14) which was lying on the sand.

Part 3

You will hear part of an interview with two sports psychologists called Tessa Paine and Ryan Moss. For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 Tessa feels that it's important to teach runners meditation strategies because these
- A allow energy to be conserved.
 - B promote a focus on good technique.
 - C encourage an open-minded attitude.
 - D prevent past anxieties affecting performance.
- 16 Ryan believes that many kids in the USA stop participating in sport because
- A their parents don't follow their progress keenly enough.
 - B they find less active leisure pursuits more appealing.
 - C they feel under too much pressure to win.
 - D their peers begin to lose interest in it.
- 17 When asked about elite high-school programmes, Ryan reveals that he's
- A confident that they will achieve a lasting effect.
 - B unsure whether they will improve the reputation of coaching.
 - C pleased that they may involve more young people in running.
 - D concerned how little attention they pay to less able participants.
- 18 What has Tessa learned through her own experience of running races?
- A Competitors can be seen as an asset.
 - B Competition is needed in all aspects of life.
 - C Winning is the primary goal of human activities.
 - D Winners should take responsibility for their actions.
- 19 What is the focus of Tessa's recent book on sports psychology?
- A a re-evaluation of how to design a stimulating exercise routine
 - B an analysis of ways to improve a sportsperson's morale
 - C a short account of how a common concept evolved
 - D an overview of the latest thinking in the subject
- 20 Tessa and Ryan agree that a real champion is someone who
- A isn't afraid of taking a chance.
 - B gives up everything for their sport.
 - C practises until perfection is reached.
 - D doesn't resent other people's triumphs.

Part 4

You will hear five short extracts in which people are talking about evening courses they attended.

TASK ONE

For questions 21 – 25, choose from the list (A – H) each speaker's main reason for attending the course.

TASK TWO

For questions 26 – 30, choose from the list (A – H) what surprised each speaker about the course they did.

While you listen you must complete both tasks.

- A to take on a new challenge
- B to improve job prospects
- C to impress a family member
- D to build on existing skills
- E to have a better social life
- F to keep someone company
- G to prove someone wrong
- H to explore a new environment

Speaker 1 21

Speaker 2 22

Speaker 3 23

Speaker 4 24

Speaker 5 25

- A the chance to make useful contacts

- B the unexpected extra costs

- C the teaching methods used

- D the venues for the classes

- E the rate of progress achieved

- F the attitude of other participants

- G the relevance to other activities

- H the possibilities for further study

Speaker 1 26

Speaker 2 27

Speaker 3 28

Speaker 4 29

Speaker 5 30



Download the audio files for the sample paper here:
cambridgeenglish.org/exams-and-tests/advanced/preparation

Tapescript – sample test 2

This is the C1 Advanced 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'll hear each piece twice.

Remember, while you are listening, write your answers on the question paper.

You'll have 5 minutes at the end of the test to copy your answers onto the separate answer sheet.

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

Extract 1.

You hear two students talking about a work-experience scheme they took part in.

Now look at Questions 1 and 2.

M: So how did your work-experience placement turn out?

F: Well, all I can say is, I'm glad it's over and it's a relief to be back at college. I worked for a friend of my dad's – one thing I've learned is, listen to advice. Because I think I should've gone to a company with a recognised work-experience programme. At Bloom's they were friendly enough, but didn't quite know what to do with me, how to treat me. There was nothing set up, so I generally ended up filing. I mean it's a mindless task – I didn't mind that – but it's hardly the sort of thing to give someone an overview of what's available jobwise in an office. I suppose you mixed with business tycoons and have come back with big ideas.

M: Well, not exactly, though there were things I did learn, and I feel I know a bit more about what to expect. I spent time in several departments – I can see myself going in for finance – eventually, but not for a while yet. There seemed so many constraints – I was amazed by the dress code, for instance. Here at college I'm glad to be back on familiar ground. Having said that, now what about that coursework assignment ...

Repeat Extract 1.

Extract 2.

You hear part of a discussion programme in which two journalists are talking about the world's wetlands.

Now look at Questions 3 and 4.

M: There's too much fuss over wetlands – they're only boggy, rather sad wet areas visited by geeks and birdwatchers but few others. I know nature buffs get excited over them, but aren't they mostly useless places? I read they only take up less than one per cent of the Earth's surface anyway. Accepted they're visually stunning – there's

something about a watery landscape that seems to speak to something deep in the human psyche. But spending vast amounts of money to preserve them for ducks ...

F: Wetlands are certainly good for ducks, but what about people? Sun plus water equals life – but we manage that equation very badly. When it rains, we seem bent on getting rid of the stuff – swishing it out to sea – but wetlands hold water and release it slowly. I'm not even going into their fish stocks, or their role in flood control ... You'd think we'd hang on to them – instead they're being degraded faster than other eco-systems. But put water back, birds zoom in, the land recovers virtually in front of your eyes. It's such a pity people are unaware that reversing the damage can be so straightforward. And the beauty you mentioned – that goes without saying.

Repeat Extract 2.

Extract 3.

You overhear a woman showing a friend one of her childhood photos.

Now look at Questions 5 and 6.

M: Is this a picture of your family on a camping holiday, Sarah?

F: Yeah – I came across it recently, when I was clearing out the cupboards. That's me in the centre – it was my fourth birthday, I think. I love it – it's just a fragment in time, isn't it, shot almost by accident, but it's much more intriguing than any carefully set-up photo could be.

M: Mmm, there's your parents, and ... uncles and aunts in the background?

F: Yeah, all smiling – you'd never imagine they didn't get on, would you? Anyway, I didn't notice at first, but now I do recognise much of the stuff that followed us around on camping holidays – the battered saucepan, the old flask that's now in my garage, gathering dust 'cos I can't bear to part with it.

M: Mmm, I guess every family has its own collection of familiar objects like that – the flotsam of life.

F: Yeah, but now I see them as old friends, and that's got me looking around my house in a different way, imagining my young son feeling like that – looking fondly on our stuff as mementos of our shared lives together.

Repeat Extract 3.

That's the end of Part 1.

Now turn to Part 2.

You'll hear a chemical engineering student called Jack Byers talking about his course and a research project he took part in during his summer vacation.

For Questions 7–14, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2.

M: Hello, everyone! My name's Jack Byers. I'm here today to tell you about the project I worked on during my vacation, which was linked to my university studies. OK, let me backtrack a bit – I'm currently doing a degree in chemical engineering. I've always wondered how we'll solve problems such as sustainable energy, and in particular

climate change, which I think was really the key factor in influencing my choice of degree subject.

After graduation, I could go on to find a job in areas such as pharmaceuticals, the mobile-phone industry or even in the oil industry. At the moment, though, the last of those seems less appealing because I'm very committed to nature conservation. I somehow feel there might be a conflict of interest there.

Anyway, I'm looking forward to being able to make a contribution to the responsible processing of raw materials and I'm not just talking about fossil fuels here – that would be great. However, the work I do might also have negative effects on the environment – and that brings me neatly on to my project on the beach.

My tutor advised me to join a relevant project during the summer vacation to gain experience I'd need after I graduated, so I decided I'd apply to help clean up some beaches near where I live, to get some first-hand experience of the devastating effects of litter on coastal eco-systems. And some of the biggest polluters, I discovered, are particles of plastic that end up in our seas. They can be found washed up on beaches all over the world but are often assumed to be small stones. These pellets of plastic sometimes called 'nurdles' enter the marine environment in factory waste.

Most of the nurdles we collected were white and the whiter they are, the newer they are. They soon start to yellow and the brown ones have generally been in the sea for many years, whereas black ones are likely to contain tar – so that's not such a secure indication of age.

But the fact remains that these things don't break down or decompose in any way. And sea creatures end up eating these with their food, with dire consequences. This really brought home to me the need for more ecologically friendly plastic materials rather than what are referred to as single-use plastics, such as supermarket carrier bags and wrappers, which should be phased out of production.

I have to say, too, that I wasn't prepared for the amount of other rubbish I found on the beach. Some of it wasn't that unusual, like the cartons and drink cans left behind, but I also came across a large chunk off a surfboard, and I did start to wonder what the back story was there!

While I was working on the beach, I was lucky enough to meet a conservationist called Martin, who told me all about the various rocks and shells on the beach, before getting me to look closely at the seaweed – it was all over the sand and of course very interesting from a chemical engineering point of view. Then we investigated some rock pools, where we came across a number of small animals.

So before I go on to ... [fade]

Now you'll hear Part 2 again.

Repeat Part 2.

That's the end of Part 2.

Now turn to Part 3.

You'll hear part of an interview with two sports psychologists called Tessa Paine and Ryan Moss. For Questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3.

- Int:** As part of our series on jobs connected with sport we have two sports psychologists, Tessa Paine and Ryan Moss, with us today. Firstly, you work mainly with runners, don't you Tessa? How can sports psychology help runners?
- F:** I introduce a number of what I call meditation strategies. This allows runners to clear their minds and visualise how they want to run – smoothly, without pushing too hard initially. In this way, they're prepared, and a lot of problems are ironed out. Just like in job interviews – being prepared for the questions is less stressful than being unprepared. These tools enable you to 'be in the moment', rather than letting your mind wander into irrelevant areas.
- Int:** Now Ryan – you work across a wide range of sports and age groups – what are the obstacles that prevent people from realising their potential in sport?
- M:** Let's start with kids. Some coaches and well-meaning parents are unaware of the effect they have. From them comes the obsession with coming first which actually burns kids out and turns them off just when they should be getting started. There are over thirty-five million kids aged six to fifteen participating in sports in the US. Yet, by the age of sixteen over 75% of them have dropped out. Most have just stopped competing because this focus on achievement means it's no longer fun. On the other hand, a positive attitude from a coach or a parent can be really infectious.
- Int:** There's a lot of emphasis today on creating what are known as elite high-school sports programmes. What's your view on this, Ryan?
- M:** Well, on paper they look fantastic. More high schools are starting to compete for prestigious awards and are likely to continue to do so – that's great for the winners of course. And the coaches earn a name for themselves if their teams make the grade, which I suspect is what motivates some. But do they care about the future development of the kids and whether or not they continue to be involved after high school? What they fail to take on board is the idea that a team flourishes as a whole. Every athlete has a contribution to make and that includes those that haven't a hope of getting on the medals boards. They learn from each other in my view.
- Int:** As a runner yourself Tessa, what important lessons have you learned?
- F:** Actually running's taught me a lot. It teaches you to become something other than ordinary. It also teaches you accountability – that is, to do the right thing, which is something that's missing today. And running teaches you to see your competitors as partners. They help you to push yourself further than you would've done without them, so you sometimes end up in a position you'd only dreamed of. That's why I believe in sincerely thanking other runners after the race.
- Int:** You've just written a book entitled *Sports Psychology for All*. What message did you want to convey?
- F:** It's my first book and I wasn't sure initially what angle to take. You know, a number of books focus on how to motivate yourself when things aren't going well with training. That's certainly something sports psychology can help with. I felt, though, that there were plenty of manuals out there about that. I talked to some colleagues about

investigating the 'no gain without pain' idea, which is so familiar now, you know, the notion that an athlete who goes through the pain barrier will come out stronger. I wanted to investigate when that idea actually originated in different cultures and how it developed, but people thought that angle would be too obscure, so I dismissed it initially. The idea wouldn't go away though, so a condensed version of it to suit athletes with limited time is what I eventually put together. Focusing on getting the most out of the daily workout is an interesting issue too – certainly a topic I'd like to explore at some point.

Int: Now, a question for both of you – what's the essence of a true champion?

F: Well, I think champions have to do their best to position themselves for personal, and crucially, also for team victory too. The author Ray Bradbury used the image of standing on a high cliff and having to decide whether to walk away or to jump. Of course, he doesn't mean this literally! Champions need a hundred percent commitment – there's no half measures!

M: There's no denying that – if you back away, you get nothing, but if you step off, you might actually fly. That works for sports too. It's often said that any decent athlete can become a champion by putting in the necessary time and effort to prepare properly for their event. I'm sure hard work leads to huge progress, though being a star's on another plane in my view.

F: Yes, I'd go along with that.

Int: Tessa, Ryan, there we must leave it. Thank you very much for appearing today ... [fade]

Repeat Part 3.

That's the end of Part 3.

Now turn to Part 4.

Part 4 consists of two tasks. You'll hear five short extracts in which people are talking about evening courses they attended. Look at Task 1. For Questions 21–25, choose from the list (A–H) each speaker's main reason for attending the course. Now look at Task 2. For Questions 26–30, choose from the list (A–H) what surprised each speaker about the course they did. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4.

Speaker 1 To be honest, poetry's never really been my thing, you know, but my girlfriend, she was pretty keen – but not to go on her own 'cos she's just so shy about meeting new people. The teacher was just brilliant, as everyone was saying. He had this really, like, neat way of explaining some really hard ideas. And the poems were about all sorts, not just sappy love and that, but modern things too, yeah, teenage issues, relevant stuff and that. And you'll never guess what happened ... after only a couple of weeks he had me, yeah me, producing my own poems ... Honest! It was just, well, fantastic.

Speaker 2 Having recently moved here, I was keen to attend the city guided walks course, because to be honest I didn't have the first idea about the place – and I wanted to get the whole story, right from the

beginning. It turned out to be a real tour de force – an action-packed gallop through local history, in the places events happened. But there was a strange mix of fellow students. One or two of them – well I couldn't see why they bothered coming frankly, always moaning about how exhausted they were, the high fees, and why couldn't we just look at the usual tourist stuff. They'd have been better off staying home watching TV.

Speaker 3 For anyone who has a passion for music and wants to expand their musical horizons, I'd certainly recommend this course. I can read music and I've been a pretty good violinist for ages, but always fancied trying the guitar – not really taking it up, just having a go. Abby, the friendly, enthusiastic tutor, put us all at ease. We were a varied bunch, young and old, male and female, with assorted backgrounds, abilities and experience, but she managed it effortlessly. The totally unexpected icing on the cake? Well, one thing has led to another, and we all got to play alongside professional musicians, some of whom have even invited me to play with them elsewhere.

Speaker 4 A basic psychology course sounded likely to be a dull affair, but my brother recommended this one – and the reality was very different. Much of it, as he'd promised, was directly relevant to workplace human resources issues – and you need to know this stuff nowadays to get on – which is why I was there. The tutor was superb, if unconventional – we had to act out scenes from childhood and discuss holiday disasters – once even sing a song – bizarre! But it all worked a treat – it's certainly given me confidence for other things I might have to do in the future. Plenty of food for thought too – might try the advanced level next year.

Speaker 5 Languages aren't really my thing, you know, but the Spanish course was rather enjoyable. Everything was very relaxed, and socialising outside class was encouraged, so I made several new friends. But what topped it for me, and I really hadn't been expecting it, were the local Spanish restaurants the tutor occasionally used as a setting for his otherwise pretty standard lessons. Going there really broke down barriers and got us using the language. Plus great food and friendly service – though obviously a bit pricey! What's more, my Spanish friend's really impressed – she now accepts that she underestimated me – which was my aim all along!

Now you'll hear Part 4 again.

Repeat Part 4.

That's the end of Part 4.

There'll 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'll remind you when there's 1 minute left, so that you're sure to finish in time.

You have one more minute left.

That's 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	B
3	C
4	A
5	C
6	A

Q	Part 2
7	CLIMATE CHANGE
8	OIL
9	RAW MATERIALS
10	(SMALL) STONES
11	BROWN
12	SINGLE(-)USE
13	SURF(-)BOARD
14	SEAWEED

Q	Part 3
15	B
16	C
17	D
18	A
19	C
20	A

Q	Part 4
21	F
22	H
23	D
24	B
25	G
26	E
27	F
28	A
29	C
30	D

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 short 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 3 photographs and asked to talk about any 2 of them.	The focus is on organising a larger unit of discourse; comparing, describing, expressing opinions and speculating.
3	4 minutes	A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in a discussion and a decision-making task. The conversation is divided into a discussion phase (2 minutes) and a decision phase (1 minute). Candidates are given approximately 15 seconds to initially read the task before starting to speak.	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	5 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 C1 Advanced Speaking test (two examiners and two candidates) offers candidates the opportunity to demonstrate, in a controlled but friendly environment, their ability to use their spoken language skills effectively in a range of contexts. The test takes 15 minutes. One examiner, the interlocutor, conducts the test and gives a global assessment of each candidate's performance. The other, the assessor, does not take any part in the interaction but focuses solely on listening to, and making an assessment of, each candidate's oral proficiency.

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

The standard format is two examiners and two candidates, but in cases where there is an uneven number of candidates, the Speaking test may be taken by three candidates together instead of two. Examiners are trained to ensure each candidate has the same opportunity to speak whether they are in pairs or in groups of three. When three candidates are tested together, the test format, test material and procedure will remain unchanged, but the timing will be longer: 23 minutes instead of 15.

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 general social and interactional language.

 **Sample task and assessment criteria: pages 78 and 85**

Part 1 gives candidates the opportunity to show their ability to use general social and interactional language and talk about themselves and their interests, experiences, plans for the future, etc. The interlocutor asks candidates for some information about themselves, then widens the scope of the questions by asking about, e.g. candidates' leisure activities, studies, travel and holiday experiences, and daily life. 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 78 and 85**

In Part 2, candidates are given the opportunity to speak for 1 minute without interruption. Each candidate is asked to compare two colour photographs from a choice of three, 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 in

appropriate language. The listening candidate is also asked to comment briefly (for about 30 seconds) after their partner's long turn. They should not, however, speak during their partner's long turn.

Candidates will always be asked to speculate about something which relates to the focus of the visuals. They will never be asked to merely describe the visuals.

PART 3 Collaborative task

This part tests the candidates' ability to engage in a discussion and to work towards a negotiated decision.

 **Sample task and assessment criteria: pages 80 and 85**


In Part 3, candidates are given spoken instructions and provided with written prompts to form the basis for two tasks which they carry out together. They are expected to discuss some or all of the prompts in relation to a question, expressing and justifying opinions, evaluating and speculating. They are then asked another question which will engage them in negotiating towards a decision related to the written prompts that they have previously discussed.

The instructions for the first task will begin with the words: *Here are some ... and a question for you to discuss.* The sheet with the written prompts and a central question will then be placed in front of the candidates. The candidates are given 15 seconds to read the question and the prompts. This is made clear to the candidates with the instruction: *First you have some time to look at the task.* The task gives candidates the opportunity to show their range of language and their ability to invite the opinions and ideas of their partner. Candidates are expected to share the interaction in this way and to initiate and respond appropriately.

After the candidates have discussed the question with relation to the prompts they will be given another task in which they are asked to make a decision. The instruction for this will be: *Now you have about a minute to decide ...* The decision will be related to the prompts they have just been discussing. They are assessed on their ability to use the language of negotiation and collaboration while doing this. However, they are not penalised if they fail to reach a negotiated decision. There is no right or wrong answer to the task.

PART 4 Discussion

This part tests the candidates' ability to engage in a discussion based on the topics or issues raised in the collaborative task in Part 3.

 **Sample task and assessment criteria: pages 80 and 85**

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 often focus on more abstract issues as the discussion develops.

This part of the test gives candidates an opportunity to show their ability to exchange information, express and justify their opinions, and agree or disagree with one another. It also provides candidates with an opportunity to show that they are capable of discussing topics and certain issues in more depth than in the earlier parts of the test.

Preparation

General

- It is essential that your students are given plenty of practice in class in participating in group and pair activities. This will help them interact effectively with their partners by initiating

discussion and responding appropriately to their partner's, and the interlocutor's, comments and questions. Pair and group activities should, therefore, be a regular part of classroom learning.

- Your students should be made aware that they need to listen carefully to the interlocutor's questions and instructions and refer to the written prompts on the tasks to remind them of what they have to do in the task.
- Your students should be encouraged to react to visuals they are given to support the tasks, and relate the visuals to the tasks rather than simply describe them.
- Your students should be familiar with the test format and be fully aware of what is expected of them in each part. They should also be equipped with the right kind of language for each part of the test, e.g. giving personal information, exchanging information and opinions, giving reasons, speculating, agreeing and disagreeing politely, justifying opinions and negotiating. This will ensure that they are in a good position to show the examiners what they are capable of.
- Encourage your students to speak clearly so that they can be heard by both the interlocutor and the assessor.
- It is essential that students do not pause for too long before they begin speaking. A short pause to gather their thoughts is acceptable, but anything longer than this will give them less time to produce a suitable sample of language. Being able to paraphrase if they do not know or cannot remember a word, and extending their responses rather than giving a one-word answer, will help your students participate more effectively in the Speaking test.
- Give your students a 'mock' Speaking test so that they experience taking part in an interaction of this length and understand how they have to move between different types of interaction and task focus.
- To ensure that all candidates are treated in the same way, the interlocutor keeps to a scripted frame (as shown in the sample papers). However, you can remind your students that they can ask the examiner to repeat the instructions or a question.

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, examiners will ask candidates one or two questions about themselves, for example where they live, to help them relax. They will then ask some further questions about, for example, their leisure time, their studies, their future plans, travel and holiday experiences, their daily routine. Encourage your students to respond promptly with answers which are as complete (not just one word) and spontaneous as possible. Rehearsed speeches should be avoided as these are easily spotted and they might be inappropriate for the questions 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, long train journeys, joining a new class, starting a new job. Your

students should be made aware that they should react naturally and give full answers but not answers which are too long and dominate the interaction.

- Train your students to 'think on their feet' and answer a question quickly even if they have never thought about a particular subject before. Give them written examples of unsuitable candidate responses and ask them to improve on them. For example:

Interlocutor: What do you hope to be doing in five years' time?

Candidate: Er ... I don't know. ×

Candidate: ... ✓

- Give your students role-cards with the name of a celebrity and tell them they must pretend to be the person written on the card. Their task is to interview each other in pairs or small groups and find out as much as possible about each other in a given time. This will help them to sustain an interaction in a less familiar situation.
- Advise your students to try and use a variety of appropriate tenses, structures and vocabulary in this part of the test. This will create a good impression and give them confidence to tackle the other parts of the test.

PART 2

- Give your students plenty of practice in talking for a minute on a set subject or 'holding the floor'. Get your students to time each other so they can gain a sense of how long to talk to fill their minute. Students sometimes finish their long turn too early as they have little idea what speaking for a minute entails.
- Ask your students to collect pictures from newspapers, magazines and the internet and use these in class to practise comparing them. Ask your students to group pictures into sets and imagine what they might be asked to talk about in a Part 2 task in the exam.
- Help your students to gain confidence and project their voices by asking them to stand at the back of the classroom and give a short 1-minute presentation on a topic of their choice. The other students must listen carefully then ask a question based on the presentation.
- Students need to be clear about what is considered an adequate response, e.g. their response needs to go beyond the level of pure description and contain a speculative element. For example:

This picture shows two people who are on an expedition. They have to work together to achieve their goal.

is not as impressive as:

These people look like they're on an expedition to the North Pole or they might be climbing a mountain together. This could be a personal challenge, a kind of dream for them, or they might be doing it because they have work to do during the trip – like doing some research into animal life or the natural world, so they could be friends or they could be colleagues. Either way, their relationship must be very strong. Their lives could depend on how well they co-operate with each other if there is an emergency.

- Tell your students not to adopt 'closure' techniques such as *That's all!* They should keep talking until the interlocutor says *Thank you*. In this way, they will maximise the time available for their 1-minute long turn.
- Make sure that your students have plenty of practice in organising their ideas coherently. Teaching them useful phrases

for linking ideas and comparing pictures will help them. They can build up their own lists of suitable phrases throughout the course, thus ensuring that they have a range of language and structures to draw on when necessary.

PART 3

- Encourage your students to make use of conversation fillers to give themselves time to think, e.g. *Well, now, let me see*. Tell them, however, not to over-use these as this will limit their range of language. Your students should also make use of strategies which invite their partner to contribute to the discussion but do not give the impression that they are relying on their partner to do all the work.
- Act out a scenario with one of your students in which you either constantly interrupt what they are saying or say almost nothing at all. Tell the student that they should deal politely with your interruptions or try to encourage you to say something. The other students can then repeat the exercise in pairs or groups. This will provide invaluable training in managing and developing an interaction.
- Ask your students to keep a notebook in which they list a variety of functional language, e.g. ways of interrupting politely, or ways of asking their partner for their opinion. Encourage them to use as many different ways of doing things as possible to avoid repetition.
- Advise your students not to try to rush through all the prompts in their discussion. It is better to deal with several of them in depth than to try to deal with all of them superficially. There is no requirement to talk about all five prompts – the emphasis should be on developing a more meaningful discussion rather than ‘ticking off’ the prompts.
- Your students should be encouraged to engage with as wide a range of written-prompt ideas as possible and express ideas and opinions of their own. Simply agreeing or disagreeing with their partner, or echoing what their partner has said, while being a natural thing to do, will not enable them to show what they themselves can do.

PART 4

- After doing a Part 3 task, ask your students to try to predict what kind of questions they think they might be asked in Part 4. They could do this in groups and then compare their ideas with those of another group. This will help them prepare for what they might be asked to talk about in Part 4.
- Tell your students they are not being assessed on their ideas, but they should be aware that examiners can only assess them on the language they produce.
- Encourage your students to listen to each other's responses to questions in Part 4 and join in to develop a discussion if it is appropriate. They must be aware, however, of not interrupting their partner before they have given a full answer and also not to dominate the discussion.
- Divide your students into pairs or groups of three and give them a controversial statement to discuss, e.g. *Cars should be banned*. This will encourage them to express opinions about topics they may never have thought of.
- Photocopy an article from an English-language newspaper, magazine or website and get your students to discuss the article in small groups. When they have finished, they can compare their ideas with those of another group.

- Set up a regular debating session in class and give your students 1 minute to stand up and argue for or against a particular topic, e.g. *Global warming will mean the end of the world as we know it*. At the end of the debate, take a vote on who has put forward the most convincing arguments.
- Train your students to react immediately to the questions they are asked, or give themselves a little time to think aloud by saying things like, *Well that's something I've never really thought about but, on reflection, I'd say that ...*
- It is important to give your students practice sessions which are the same length as the whole test. Tell your students that the impression they make at the end of the test is equally as important as the one they make at the beginning.

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.

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

Select one or two questions and ask candidates in turn, as appropriate.

- Where are you from?
- What do you do here/there?
- How long have you been studying English?
- What do you enjoy most about learning English?

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

- What free time activity do you most enjoy? (Why?)
- What sort of work would you like to do in the future? (Why?)
- Do you think you spend too much time working or studying? (Why? / Why not?)
- Do you like using the internet to keep in touch with people?
- Have you celebrated anything recently? (How?)
- If you could travel to one country in the world, where would you go? (Why?)
- How important is it to you to spend time with your family? (Why? / Why not?)
- Who do you think has had the greatest influence on your life? (Why?)

1 Attending special events 2 Different ways of learning

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 three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They show people attending special events.

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

I'd like you to compare two of the pictures, and say what the people might find interesting about these events, and how difficult the events might be to organise.

All right?

Candidate A

⌚ 1 minute

Interlocutor

Thank you.

(Candidate B), which of these events do you think would attract the largest audience? (Why?)

Candidate B

⌚ approximately 30 seconds

Interlocutor

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

Now, (Candidate B), here are your pictures. They show people learning in different ways.

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

I'd like you to compare two of the pictures, and say how the students might react to these different ways of learning, and how effective these ways of learning might be.

All right?

Candidate B

⌚ 1 minute

Interlocutor

Thank you.

(Candidate A), which way of learning do you think will be the most memorable? (Why?)

Candidate A

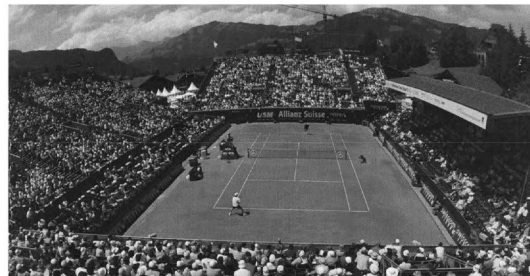
⌚ approximately 30 seconds

Interlocutor

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

- What might the people find interesting about these events?
- How difficult might the events be to organise?

1



- How might the students react to these different ways of learning?
- How effective might these ways of learning be?

2



21 Ways of communicating

Part 3 4 minutes (6 minutes for groups of three)
Part 4 5 minutes (8 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 different ways in which people communicate 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 the **advantages and disadvantages of communicating in these different ways**.

Candidates

⌚ 2 minutes
(3 minutes for groups of three)

Interlocutor

Thank you. Now you have about a minute (2 minutes for groups of three) to decide which **two ways of communicating are the least effective**.

Candidates

⌚ 1 minute
(2 minutes for groups of three)

Interlocutor

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

Part 4

Interlocutor

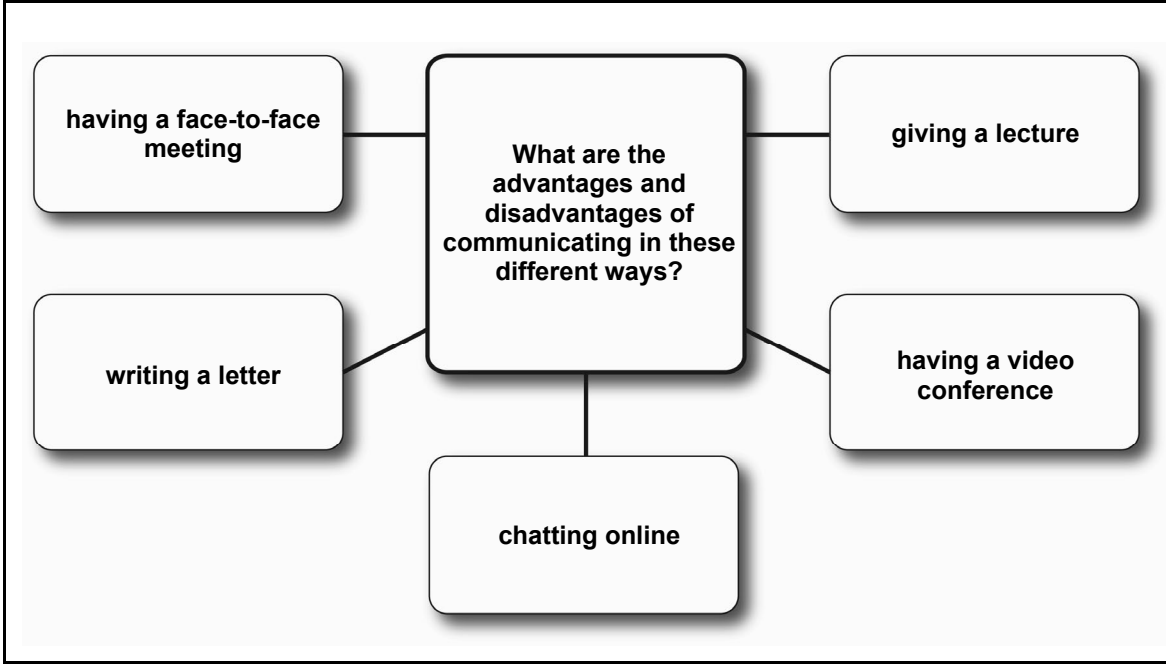
Use the following questions, in order, as appropriate:

- Do you think it's important to have good communication skills to do a job well? (Why? / Why not?)
- Some people say that because of modern technology we are losing our communication skills. What's your opinion? (Why? / Why not?)
- Do you think people can be taught good communication skills or is it something we are born with? (Why? / Why not?)
- How important do you think it is for families to find time to communicate with each other? (Why? / Why not?)
- Do you think that all children should be taught at least one foreign language at school? (Why? / Why not?)
- Do you think that it's likely that one day there will be an international 'world language' that everyone speaks? (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?
- How about you?



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.

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

Select one or two questions and ask candidates in turn, as appropriate.

- **Where are you from?**
- **What do you do here/there?**
- **How long have you been studying English?**
- **What do you enjoy most about learning English?**

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

- **What has been your most interesting travel experience? (Why?)**
- **Do you prefer to get the news from newspapers, television or the internet? (Why?)**
- **What do you think is the best way to keep in touch with friends and family? (Why?)**
- **How important do you think it is to speak more than one language? (Why?)**
- **What did you like most about the area where you grew up?**
- **Who has more influence on your life – your friends or your family? (Why?)**
- **What do you hope to be doing in five years' time?**
- **Do you ever wish you were rich and famous? (Why? /Why not?)**

1 Doing things together
2 Student life

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 three pictures. I'd like you to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

(Candidate A), it's your turn first. Here are your pictures. They show **people doing things together**.

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

I'd like you to compare **two** of the pictures, and say **why the people might be doing these things together, and how the people might be feeling**.

All right?

Candidate A
⌚ 1 minute

.....

Interlocutor
Thank you.

(Candidate B), in which situation do you think the people benefit most from being together? (Why?)

Candidate B
⌚ approximately 30 seconds

.....

Interlocutor

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

Now, (Candidate B), here are your pictures. They show **students doing different activities**.

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

I'd like you to compare **two** of the pictures, and say **how students can benefit from doing these different activities, and how helpful the activities might be in preparing them for their future lives**.

All right?

Candidate B
⌚ 1 minute

.....

Interlocutor

Thank you.

(Candidate A), **which of these activities do you think is most useful? (Why?)**

Candidate A
⌚ approximately 30 seconds

.....

Interlocutor

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

- Why might the people be doing these things together?
- How might the people be feeling?

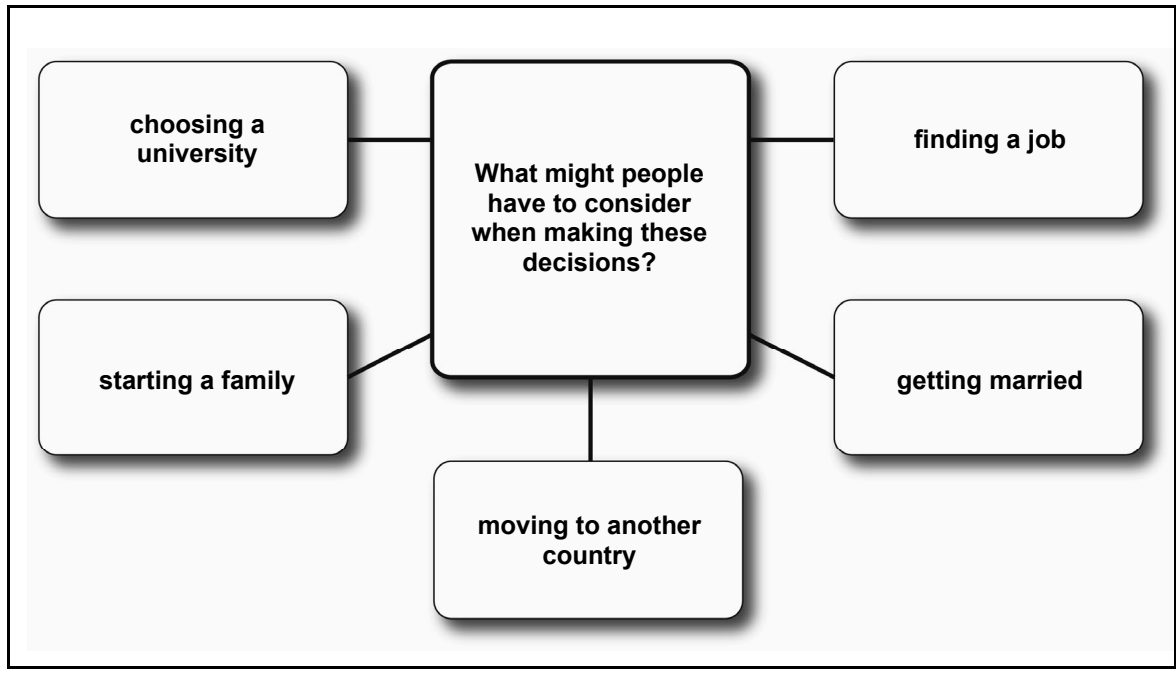
1



- How can students benefit from doing these different activities?
- How helpful might the activities be in preparing them for their future lives?

2





Part 3 4 minutes (6 minutes for groups of three)
Part 4 5 minutes (8 minutes for groups of three)

21 Making decisions

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 that people often have to make decisions 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 **what people might have to consider when making these decisions**.

Candidates

⌚ 2 minutes (3 minutes for groups of three)

Interlocutor

Thank you. Now you have about a minute (2 minutes for groups of three) to decide in which situation it is most important to make the right decision.

Candidates

⌚ 1 minute (2 minutes for 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:

- Is it best for people to make decisions on their own or to ask others for advice? (Why? / Why not?)
- Some people think it is best to plan their lives carefully; others prefer to make spontaneous decisions. What is your opinion? (Why? / Why not?)
- Why do you think some people find it harder to make decisions than others?
- Do you think countries should work together to solve environmental problems? (Why? / Why not?)
- How do you think young people can be helped to take on responsibilities?
- Do you think that people whose jobs involve making important decisions should be highly paid? (Why? / Why not?)

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

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:

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

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

Assessment for C1 Advanced 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 C1 Advanced (shown on page 85) are extracted from the overall Speaking scales on page 86.

C1 Advanced Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 86:

C1	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
5	Maintains control of a wide range of grammatical forms.	Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Interacts with ease, linking contributions to those of other speakers. Widens the scope of 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 a range of simple and some complex grammatical forms.	Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
2	<i>Performance shares features of Bands 1 and 3.</i>				
1	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.	Uses appropriate vocabulary to give and exchange views, but only when talking about 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.
0	<i>Performance below Band 1.</i>				

C1	Global achievement
5	Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and easy to follow.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	Handles communication on a range of familiar and unfamiliar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	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.
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**POR**tant. Word stress can also distinguish between words, e.g. pro**TEST** vs **PR**Otest. 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.



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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

Advanced 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:

Grammatical Resource	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 <input type="radio"/>
Lexical Resource	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 <input type="radio"/>
Discourse Management	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 <input type="radio"/>
Pronunciation	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 <input type="radio"/>
Interactive Communication	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 <input type="radio"/>
Global Achievement	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 <input type="radio"/>

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

Part 3 21 22 23 24 25 26 27 28

Assessor's number

Test Format
Examiners: Candidates

Number of 2nd Candidate

2 : 2

Interlocutor's number

2 : 3

Number of 3rd Candidate

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C1 Advanced 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.

Closure techniques

techniques used to draw a conversation to a close, e.g. *That's all.*

Cloze test

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

Coherence

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

Collaborative task

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

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 C1 Advanced Paper 2 Part 1 compulsory question, which must be included in the candidate's letter or email.

Conversational fillers

a word or sound filling a pause in an utterance or conversation, e.g. *er, you know.*

Discourse

written or spoken communication.

Discrete sentences

sentences not connected by context or meaning.

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 C1 Advanced 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.

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

Multiple choice

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

Multiple matching

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

Neutral style

a writing style with no specific features of formality or informality.

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.

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 C1 Advanced level a report in Paper 2 Part 2 should be clearly organised into paragraphs/sections and may include headings.

Rhetorical/stylistic devices

techniques used in a text to achieve a particular effect.

Sentence transformations

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

Stem word

the word at the end of each line in C1 Advanced Paper 3 Part 3, which is the basis for the word that has to be formed.

Style

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

Summary task

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

Target reader

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

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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