



Cambridge English Certificate

Handbook for Teachers

Version 2

Contents

3	Preface	3	University of Cambridge ESOL Examinations
3	Introduction to Cambridge ESOL	3	Key features of Cambridge ESOL tests
4	The level of the CEC	9	Use of different varieties of English
7	The Content of the CEC	9	Marks and results
8	The format of the CEC	9	Candidates with special requirements
9	The focus of assessment		
11	Inventory of Functions, Notions and Communicative Tasks	15	Topics
12	Inventory of Grammatical Area	15	Lexis
16	General description	20	Reading Part 5
17	Structure and tasks – Reading	21	Structure and tasks – Writing
18	Preparation – Reading	21	Preparation – Writing
18	Reading Part 1	22	Writing Part 1
19	Reading Part 2	22	Writing Part 2
19	Reading Part 3	23	Writing Part 3
19	Reading Part 4		
26	General description	28	Part 2
27	Structure and tasks	28	Part 3
27	Preparation	29	Part 4
28	Part 1		
30	General description	33	Part 3
31	Structure and tasks	33	Part 4
32	Preparation	34	The group format of the speaking test
32	Part 1	34	Assessment
32	Part 2		

INTRODUCTION TO CAMBRIDGE ESOL

TEST CONTENT AND PROCESSING

LANGUAGE SPECIFICATIONS

READING AND WRITING

LISTENING

SPEAKING

Preface

This handbook is for anyone who is preparing candidates for the Cambridge English Certificate (CEC). The introduction gives an overview of the CEC and its place within Cambridge ESOL. This is followed by a focus on each paper and advice on preparation.

Further information on the test, including sample papers, can be found at www.CambridgeESOL.org/CEC.

Introduction to Cambridge ESOL

▪ University of Cambridge ESOL Examinations

University of Cambridge ESOL Examinations is a department of the University of Cambridge, and has provided tests in English for speakers of other languages since 1913. Its extensive range of tests, certificates and diplomas for learners and teachers of English is recognised and used by higher education institutions and corporations across the world. In 2012 over 4 million people took Cambridge ESOL tests at centres in over 135 countries.

Cambridge ESOL's systems and processes for designing, developing and delivering tests and assessment services are certified as meeting the internationally recognised ISO9001:2000 standard for quality management. Cambridge ESOL is also a member of the Association of Language Testers in Europe (ALTE), an association of institutions within Europe, each of which produces tests and certification for language learners.

The tests cover all four language skills – listening, speaking, reading and writing. They include a range of tasks which assess candidates' ability to use English, so that in preparing for the tests, candidates develop the skills they need to make practical use of the language in a variety of contexts. Above all, what the Cambridge ESOL tests assess is the ability to communicate effectively in English.

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

▪ Key Features of Cambridge ESOL tests

Cambridge ESOL undertakes to:

- assess skills which are directly relevant to the range of uses for which learners will need the language they have learnt, and which cover the four language skills – listening, speaking, reading and writing – as well as knowledge of language structure and use;

- provide accurate and consistent assessment of each language skill at the appropriate level;
- relate the tests to the teaching curriculum in such a way that they encourage positive learning experiences, and to seek to achieve a positive impact wherever possible;
- endeavour to be fair to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

Cambridge ESOL tests are designed around four essential qualities: validity, reliability, impact and practicality.

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

Test content and processing

▪ The level of the CEC

The Association of Language Testers in Europe (ALTE) has developed a framework covering six levels of language proficiency aligned to the Council of Europe Common European Framework (CEFR). Cambridge ESOL's long and close relationship with the CEFR is outlined in the *Cambridge ESOL et le CECRL* document. The CEC is a general proficiency test which certifies at Levels B1 and A2 of this framework.

Long-term research carried out by ALTE has shown what language learners can typically do at each level. The sections below give some examples at B1 and A2 level of typical general ability plus ability in each of the skill areas and in a range of contexts (social & tourist, work and study).

Level B1

The type of materials a B1 candidate can deal with

The text types which can be handled by the learner at this level include street signs and public notices, product packaging, forms, posters, brochures, city guides and instructions on how to do things, as well as informal letters and newspaper and magazine texts such as articles, features and weather forecasts. The kinds of listening texts the learner needs to understand are announcements made at railway stations and airports, traffic information given on the radio, public announcements made at sporting events or pop concerts and instructions given by police or customs officials. At this level, candidates need to be able to not only pick out facts, but also to understand opinions, attitudes, moods and wishes.

What a B1 candidate can do

Learners at this level, if travelling as tourists, can get all the information needed from a tourist information centre, as long as it is of a straightforward, non-specialised nature. Similarly, if taking part in a guided tour, they can understand the main points of a commentary and ask questions in order to get more information, as long as no specialised technical language is needed. They can deal with most situations likely to arise when making travel arrangements through a travel agent or when actually travelling. In the context of work they can state requirements within their own job area, and ask questions of a fact-finding nature. In a meeting, they can take part in a discussion which involves the exchange of factual information or receiving instructions, but they may have difficulty dealing with anything unpredictable or unfamiliar.

Where telephone calls are concerned, predictability is also important at this level, and as long as only routine matters are involved, the learner can receive and pass on messages. They can write simple personal letters such as 'thank-you' letters, but only within a more or less standard format.

Typical abilities	Listening and Speaking	Reading and Writing
Overall general ability	CAN understand straightforward instructions or public announcements. CAN express opinions on abstract/cultural matters in a limited way or offer advice within a known area.	CAN understand routine information and articles. CAN write letters or make notes on familiar or predictable matters.
Social & Tourist	CAN identify the main topic of a news broadcast on TV if there is a strong visual element. CAN ask for information about accommodation and travel.	CAN understand factual articles in newspapers, routine letters from hotels and letters expressing personal opinions. CAN write letters on a limited range of predictable topics related to personal experience.

Work	CAN follow a simple presentation/demonstration.	CAN understand the general meaning of non-routine letters and theoretical articles within own work area.
	CAN offer advice to clients within own job area on simple matters.	CAN make reasonably accurate notes at a meeting or seminar where the subject matter is familiar and predictable.
Study	CAN understand instructions on classes and assignments given by a teacher or lecturer.	CAN understand most information of a factual nature in his/her study area.
	CAN take part in a seminar or tutorial using simple language.	CAN take basic notes in a lecture.

Level A2

The type of materials an A2 candidate can deal with

A language user at this level needs to be able to read simple texts, many of which are of the kind needed for survival in day-to-day life or while travelling in a foreign country. These include street signs and public notices, product packaging, forms, posters, brochures, city guides and instructions on how to make a phone call. The user should also be able to deal with personal messages written as letters or postcards, and gain some information from informative texts taken from newspapers and magazines. Where listening skills are concerned, a user needs to understand the basic facts given in announcements such as at railway stations and airports, traffic information given on the radio, and public announcements made at sporting events or pop concerts.

What an A2 candidate can do

In the context of work, a language user at this level can handle basic enquiries related to their own familiar job area, dealing, for example, with questions about prices, quantities of goods ordered, or delivery dates. In a meeting, they could provide straightforward facts if asked directly, but cannot follow a discussion. On the telephone, they could take the name of a caller and note down a simple message including a phone number.

If travelling as a tourist, a user is able to find out what time a tour starts and how much something costs. They can understand the outline of the information given on a guided tour, as long as it is in a predictable context, but can ask only very simple questions to get more information.

They can express their own likes and dislikes, but only in simple terms.

Where reading is concerned, at this level the user can understand the gist of a tourist brochure with the help of a dictionary, to the extent of being able to identify the starting and finishing times of a guided tour and what will be seen on the tour. They can write very simple personal letters, expressing thanks, or a basic message, although there may be elementary mistakes.

Typical abilities	Listening and Speaking	Reading and Writing
Overall general ability	CAN understand simple questions and instructions. CAN express simple opinions or requirements in a familiar context.	CAN understand straightforward information within a known area. CAN complete forms and write short simple letters or postcards related to personal information.
Social & Tourist	CAN understand straightforward directions, provided that these are not lengthy or complex. CAN express likes and dislikes in familiar contexts using simple language.	CAN understand straightforward information on food, standard menus, road signs and messages on automatic cash machines. CAN complete most forms related to personal information.
Work	CAN understand the general meaning of a presentation made at a conference if the language is simple and backed up by visuals or video. CAN state simple requirements within own job area.	CAN understand most short reports or manuals of a predictable nature within his/her own area of expertise. CAN write a short, comprehensible note of request to a colleague or a known contact in another company.
Study	CAN understand basic instructions on class times, dates and room numbers. CAN express simple opinions using expressions such as 'I don't agree'.	CAN understand the general meaning of a simplified text book or article, reading very slowly. CAN write a very short simple narrative or description.

▪ The content of the CEC

In real life, language is used in context, and the forms of language vary according to that context. The assessment aims of Cambridge ESOL tests therefore reflect a view of language proficiency in terms of a language user's overall communicative ability; at the same time, for the purposes of practical language assessment, the notion of overall ability is subdivided into different skills and subskills. This 'skills and components' view is well established in the language research and teaching literature.

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

Writing ability is also regarded as a linguistic, cognitive, social and cultural phenomenon that takes place in a specific context and for a particular purpose. Like Reading and

Listening, CEC Writing involves a series of interactions between the task and the writers, who are required to draw on different aspects of their knowledge and experience to produce a written performance for evaluation.

Like Writing, Speaking involves multiple competencies including vocabulary and grammatical knowledge, phonological control, knowledge of discourse, and pragmatic awareness, which are particularly distinct from their equivalents in the written language. Since speaking generally involves reciprocal oral interaction with others, it is assessed directly in the CEC, through a face-to-face encounter between candidates and markers.

Each of the four skills tested in the CEC provide a unique contribution to a profile of overall communicative language ability that defines what a candidate can do at this level.

▪ The format of the CEC

Paper	Timing	Content	Test Focus
Reading/ Writing	1 hour 30 minutes	<i>Reading.</i> Five parts test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts. <i>Writing.</i> Three parts test a range of writing skills.	Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level. Assessment of candidates' ability to produce straightforward written English, ranging from producing variations on simple sentences to pieces of continuous text.
Listening	30 minutes (approx.)	Four parts ranging from short exchanges to longer dialogues and monologues.	Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.
Speaking	10 - 12 minutes per pair of candidates*	Four parts. In Part 1, candidates interact with a marker; in Parts 2 & 4 they interact with another candidate. In Part 3, they have an extended individual long turn.	Assessment of candidates' ability to express themselves in order to carry out functions at B1 and A2 level; to ask and to understand questions and make appropriate responses; to talk freely on matters of personal interest.

*(13-15 minutes for groups of 3 – see p34)

▪ The focus of assessment

Candidates are assessed:

- on their language skills, not their personality, intelligence or knowledge of the world. They must, however, be prepared to respond to the tasks set.
- according to their *actual* performance and *not* according to what markers feel they may be capable of producing under other circumstances.
- on their own individual performance and not in relation to other candidates.
- positively. While markers do note errors, they also judge how effective candidates are as communicators and identify their strengths within the level being tested.

▪ Use of different varieties of English

Candidates can respond to tasks in varieties of English which would enable them to function in international contexts. Candidates are expected to use a particular variety with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word in the same written response to a given task.

▪ Marks and results

The final mark a candidate receives in the CEC is an aggregate of the marks obtained in each of the three papers (Reading & Writing, Listening, and Speaking). There is no minimum pass mark for individual papers. Each skill (Reading, Writing, Listening and Speaking) carries equal weighting, providing 25% of the total marks each.

Results are reported as two passing grades (B1 Pass and A2 Pass) and one failing grade (Fail), and are set according to the following information:

- statistics on candidature
- statistics on the overall performance
- statistics on individual items, for those parts of the test for which this is appropriate (Reading and Listening)

▪ Candidates with special requirements

Candidates with disabilities/difficulties which may adversely affect their performance or that of their speaking test partner may require special arrangements. On receiving notification that special arrangements are necessary, Cambridge ESOL Special Circumstances Unit will supply schools with specially modified test materials (e.g.

Braille questions papers, CDs with extra pauses or Speaking test materials for use with single candidates) as well as advice on conducting tests with candidates with special requirements.

Language Specifications

▪ Inventory of Functions, Notions and Communicative Tasks

Note that 'talking' is used below to refer to BOTH speaking and writing.

greeting people and responding to greetings (in person and on the phone)	talking about what people are doing at the moment
introducing oneself and other people	talking about past events and states in the past, recent activities and completed actions
asking for and giving personal details: (full) name, age, address, names of relatives and friends, occupation, etc.	understanding and producing simple narratives
understanding and completing forms giving personal details	reporting what people say
understanding and writing letters, giving personal details	talking about future or imaginary situations
describing education, qualifications and skills	talking about future plans or intentions
describing people (personal appearance, qualities)	making predictions
asking and answering questions about personal possessions	identifying and describing accommodation (houses, flats, rooms, furniture, etc.)
asking for repetition and clarification	buying and selling things (costs, measurements and amounts)
re-stating what has been said	talking about food and ordering meals
checking on meaning and intention	talking about the weather
helping others to express their ideas	talking about one's health
interrupting a conversation	following and giving simple instructions
starting a new topic	understanding simple signs and notices
changing the topic	asking the way and giving directions
resuming or continuing the topic	asking for and giving travel information
asking for and giving the spelling and meaning of words	asking for and giving simple information about places
counting and using numbers	identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)
asking and telling people the time, day and/or date	making comparisons and expressing degrees of difference
asking for and giving information about routines and habits	talking about how to operate things
understanding and writing diaries and letters giving information about everyday activities	describing simple processes
	expressing purpose, cause and result, and giving reasons

drawing simple conclusions and making recommendations

making and granting/refusing simple requests

making and responding to offers and suggestions

expressing and responding to thanks

giving and responding to invitations

giving advice

giving warnings and prohibitions

persuading and asking/telling people to do something

expressing obligation and lack of obligation

asking and giving/refusing permission to do something

making and responding to apologies and excuses

expressing agreement and disagreement, and contradicting people

paying compliments

criticising and complaining

sympathising

expressing preferences, likes and dislikes (especially about hobbies and leisure activities)

talking about physical and emotional feelings

expressing opinions and making choices

expressing needs and wants

expressing (in)ability in the present and in the past

talking about (im)probability and (im)possibility

expressing degrees of certainty and doubt

▪ **Inventory of Grammatical Areas**

Verbs

regular and irregular forms

Modals

can (ability; requests; permission)

could (ability; possibility; polite requests)

would (polite requests)

will (offer)

shall (suggestion; offer)

should (advice)

may (possibility)

might (possibility)

have (got) to (obligation)

ought to (obligation)

must (obligation)

mustn't (prohibition)

need (necessity)

needn't (lack of necessity)

used to + infinitive (past habits)

Tenses

Present simple: states, habits, systems and processes (and verbs not used in the continuous form)

Present continuous: future plans and activities, present actions

Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since

Past simple: past events

Past continuous: parallel past actions, continuous actions interrupted by the past simple tense

Past perfect simple: narrative, reported speech

Future with going to

Future with present continuous and present simple

Future with will and shall: offers, promises, predictions, etc.

Verb Forms

Affirmative, interrogative, negative

Imperatives

Infinitives (with and without to) after verbs and adjectives

Gerunds (-ing form) after verbs and prepositions

Gerunds as subjects and objects

Passive forms: present and past simple

Verb + object + infinitive
give/take/send/bring/show + direct/indirect object

Causative have/get

So/nor with auxiliaries

Compound Verb Patterns

Phrasal verbs/verbs with prepositions

Conditional Sentences

Type 0: An iron bar expands if/when you heat it.

Type 1: If you do that again, I'll leave.

Type 2: I would tell you the answer if I knew it.

If I were you, I wouldn't do that again.

Simple Reported Speech

Statements, questions and commands: say, ask, tell

He said that he felt ill.

I asked her if I could leave.

No one told me what to do.

Indirect and embedded questions: know, wonder

Do you know what he said?

I wondered what he would do next.

Interrogatives

What, What (+ noun)

Where; When

Who; Whose; Which

How; How much; How many; How often; How long; etc.

Why

(including the interrogative forms of all tenses and modals listed)

Nouns

Singular and plural (regular and irregular forms)

Countable and uncountable nouns with some and any

Abstract nouns

Compound nouns

Complex noun phrases

Genitive: 's & s'

Double genitive: a friend of theirs

Pronouns

Personal (subject, object, possessive)

Reflexive and emphatic: myself, etc.

Impersonal: it, there

Demonstrative: this, that, these, those
Quantitative: one, something, everybody, etc.
Indefinite: some, any, something, one, etc.
Relative: who, which, that, whom, whose

Determiners

a + countable nouns
the + countable/uncountable nouns

Adjectives

Colour, size, shape, quality, nationality
Predicative and attributive
Cardinal and ordinal numbers
Possessive: my, your, his, her, etc.
Demonstrative: this, that, these, those
Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.
Comparative and superlative forms (regular and irregular): (not) as . . . as, not . . . enough to, too . . . to
Order of adjectives
Participles as adjectives
Compound adjectives

Adverbs

Regular and irregular forms
Manner: quickly, carefully, etc.
Frequency: often, never, twice a day, etc.
Definite time: now, last week, etc.
Indefinite time: already, just, yet, etc.
Degree: very, too, rather, etc.
Place: here, there, etc.
Direction: left, right, along, etc.
Sequence: first, next, etc.

Sentence adverbs: too, either, etc.
Pre-verbal, post-verbal and end-position adverbs
Comparative and superlative forms (regular and irregular)

Prepositions

Location: to, on, inside, next to, at (home), etc.
Time: at, on, in, during, etc.
Direction: to, into out of, from, etc.
Instrument: by, with
Miscellaneous: like, as, due to, owing to, etc.
Prepositional phrases: at the beginning of, by means of, etc.
Prepositions preceding nouns and adjectives: by car, for sale, at last, etc.
Prepositions following (i) nouns and adjectives: advice on, afraid of, etc. (ii) verbs: laugh at, ask for, etc.

Connectives

and, but, or, either . . . or
when, while, until, before, after, as soon as
where
because, since, as, for
so that, (in order) to
so, so . . . that, such . . . that
if, unless
although, while

Note that students will meet forms other than those listed above in CEC, on which they will not be directly tested.

▪ Topics

Clothes

Daily life

Education

Entertainment and media

Environment

Food and drink

Free time

Health, medicine and exercise

Hobbies and leisure

House and home

Language

People

Personal feelings, opinions and experiences

Personal identification

Places and buildings

Relations with other people

Services

Shopping

Social interaction

Sport

The natural world

Transport

Travel and holidays

Weather

Work and Jobs

This list should not be considered exhaustive.

▪ Lexis

The CEC includes items which normally occur in the everyday vocabulary of native-speakers using English today.

Candidates should know the lexis appropriate to their personal requirements, for example, nationalities, hobbies, likes and dislikes.

Note that the consistent use of American pronunciation, spelling and lexis is acceptable in CEC.

The CEC Reading and Writing Paper

▪ **General description**

The **Reading** component is designed to test a broad range of reading skills. Texts are drawn wherever possible from the real world and are adapted as necessary to the level of the CEC. To this end, item writers work with a grammatical syllabus and a vocabulary list, which is updated annually to reflect common usage.

Using the structures and topics listed in this Handbook, candidates should be able to understand public notices and signs; to read short texts of a factual nature and show understanding of the content; to demonstrate understanding of the structure of the language as it is used to express notions of relative time, space, possession, etc.; to scan factual material for information in order to perform relevant tasks, disregarding redundant or irrelevant material; to read texts of an imaginative or emotional character and to appreciate the central sense of the text, the attitude of the writer to the material and the effect it is intended to have on the reader.

The topics of the texts fall within the list of topics given on page 15. Every effort is made to ensure that all texts used in the CEC are accessible worldwide and of interest to different age groups. Each test task is pretested on large numbers of students before going live, to monitor its suitability and level.

In the **Writing** component candidates should be able to give information, report events, and describe people, objects and places as well as convey reactions to situations, express hopes, regrets, pleasure, etc. They should also be able to use the words they know appropriately and accurately in different written contexts, and be capable of producing variations on simple sentences.

▪ **Structure and tasks - Reading**

The Reading component consists of 35 questions, with five separate reading tasks in all, each with a different task type and assessment focus:

Part	Task Type and Format	Task Focus	Marks available
1	<i>Three-option multiple choice</i> Five very short discrete texts: signs and messages, postcards, notes, emails, labels etc., plus one example.	Reading real-world notices and other short texts for the main message.	5
2	<i>Matching</i> Five items in the form of descriptions of people to match to eight short adapted-authentic texts.	Reading multiple texts for specific information and detailed comprehension.	5
3	<i>True/False</i> Ten items with an adapted-authentic long text.	Processing a factual text. Scanning for specific information while disregarding redundant material.	10
4	<i>Four-option multiple choice</i> Five items with an adapted-authentic long text.	Reading for detailed comprehension; understanding attitude, opinion and writer purpose. Reading for gist, inference and global meaning.	5
5	<i>Four-option multiple choice cloze</i> Ten items, plus an integrated example, with an adapted-authentic text drawn from a variety of sources. The text is of factual or narrative nature.	Understanding of vocabulary and grammar in a short text, and understanding the lexico-structural patterns in the text.	10

▪ Preparation - Reading

To prepare for the Reading component, students should be exposed to a variety of authentic texts, drawn from newspapers and magazines, non-fiction books, and other sources of factual material, such as leaflets, brochures and websites. It is also recommended that students practise reading (and writing) short communicative messages, including notes, cards and e-mails.

As the Reading component places some emphasis on skimming and scanning skills, it is important for students to be given practice in these skills, working with texts of different lengths to obtain specific information. It should be stressed to students that they do not need to process every word of the text: they may read an article on history purely to find particular dates or a brochure to check on different locations.

It is essential that candidates familiarise themselves with the instructions on the front page of the question paper and read the individual instructions for each part very carefully. Where an example is given, it is advisable to study it before embarking on the task. Candidates should also know how to mark their answers on the separate answer sheet, so that in the test they can do this quickly and accurately. No extra time is allowed during the Reading component for the transfer of answers, and candidates may prefer to transfer their answers at the end of each part.

When doing final preparation for the test, it is helpful to discuss timing with students and to get them to consider how to divide up the time between the various parts of the paper. Broadly speaking, it is envisaged that candidates will spend approximately 50 minutes on the Reading component and 40 minutes on the Writing component.

Reading Part 1

Part 1 tests the candidate's understanding of various kinds of short texts: authentic notices and signs, packaging information (for example, instructions on a food package or a label on a medicine bottle), and communicative messages (notes, e-mails, cards and postcards). Accompanying each text is a multiple-choice question with three options, A, B and C.

When candidates attempt a question in this part, they should first read the text carefully and think about the situation in which it would appear. A text is often accompanied by visual information as to its context, for example showing its location, and this may also help candidates to guess the purpose of the text. After thinking about the general meaning in this way, candidates should read all three options and compare each one with the text before choosing their answer. As a final check, candidates should re-read both text and their choice of answer, to decide whether the chosen option is really 'what the text says'.

Reading Part 2

Part 2 tests the candidate's detailed comprehension of factual material. Candidates are presented with five short descriptions of people and have to match this content to five of eight short texts on a particular topic. The topic is usually to do with goods and services of some kind, for example purchasing books, visiting museums, staying in hotels or choosing holidays. Candidates should begin Part 2 by reading through the five descriptions of the people. They should then read through all eight texts carefully, underlining any matches within them. In order to choose the correct text, candidates will need to check that all the requirements given in the description are met by it. Candidates should be warned against 'wordspotting' – that is, they should avoid making quick matches at word level and instead read each text carefully, thinking about alternative ways of saying the same thing, i.e. paraphrasing.

Reading Part 3

Part 3 tests the ability to work with a longer, factual text, looking for precise information. The information to be found is usually practical in nature, resembling the type of task with which people are often confronted in real life. Frequently, these texts take the form of brochure extracts, advertisements in magazines and website information.

There are ten questions, which are single-sentence statements about the text. The task is made more authentic by putting these questions before the text, in order to encourage candidates to read them first and then scan the text to find each answer. The information given in the text follows the same order as the content of the questions.

In this part, candidates may well meet some unfamiliar vocabulary. However, they will not be required to understand such vocabulary in order to answer a question correctly. When they meet an unfamiliar word or phrase, therefore, they should not be put off, and should concentrate on obtaining the specific information required from the text.

Reading Part 4

Part 4 presents candidates with a text which goes beyond the provision of factual information, and expresses an opinion or attitude. There are five multiple-choice questions with four options, A, B, C and D. In answering these questions, candidates will demonstrate whether they have understood the writer's purpose, the writer's attitude or opinion, or an opinion quoted by the writer, and both the detailed and global meaning of the text.

This part requires candidates to read the text very carefully indeed. After a first fairly quick reading, to find out the topic and general meaning of the text, candidates should think about the writer's purpose and the meaning of the text as a whole. Having established this, candidates should read the text once again, this time much more carefully. After this second reading of the text, candidates should deal with the

questions one by one, checking their choice of answer each time with the text. It may be more practical for candidates to consider the first and last questions together, in that the first focuses on writer purpose and the last on global meaning. The other three questions follow the order of information given in the text and one of the three will focus on attitude or opinion.

Reading Part 5

In Part 5, candidates read a short text containing ten numbered spaces and an example. There is a four-option multiple-choice question for each numbered space, given after the text. The spaces are designed to test mainly vocabulary, but also grammatical points such as pronouns, modal verbs, connectives and prepositions.

Before attempting to answer the ten questions, candidates should read through the whole text to establish its topic and general meaning. After this, they should go back to the beginning of the text and consider the example. Then they should work through the ten questions, trying to select the correct word to fit in each space. It may often be necessary to read a complete sentence before settling on their choice of answer. Once candidates have decided on an answer, they should check that the remaining three options do not fit in the space. Having completed all ten questions, candidates should read the whole text again with their answers, to check that it makes sense.

▪ Structure and tasks - Writing

The Writing component consists of three parts, each with a different task type and assessment focus:

Part	Task Type and Format	Task Focus	Marks available
1	<p><i>Sentence transformations</i></p> <p>Five items, plus an integrated example, that are theme-related. Candidates are given sentences and then asked to complete similar sentences using a different structural pattern so that the sentence still has the same meaning.</p>	Control and understanding of grammatical structures. Rephrasing and reformulating information.	5
2	<p><i>Short communicative message</i></p> <p>Candidates are prompted to write a short message in the form of a postcard, note, email etc. The prompt takes the form of a rubric or short input text to respond to.</p>	A short piece of writing of 35 - 45 words focusing on communication of specific pieces of information.	5
3	<p><i>A longer piece of continuous writing</i></p> <p>Candidates are presented with a choice of two questions, an informal letter or a story.</p> <p>Candidates are primarily assessed on their ability to use and control a range of Threshold-level language. Coherent organisation, spelling and punctuation are also assessed.</p>	Writing about 100 words focusing on control and range of language.	15

▪ Preparation - Writing

It is important that candidates leave themselves enough time to answer all three parts of the Writing component as this carries the same weighting as the Reading component i.e. 25% of the total test. It is also important that candidates realise that Writing Part 3 carries 15 marks out of the total of 25. It is suggested that candidates spend at least 40 minutes on the Writing component.

Parts 2 and 3 of the Writing component focus on extended writing and candidates need to think carefully about who the target reader is for each task and try to write in an appropriate style and tone.

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

Writing Part 1

Part 1 focuses on grammatical precision and requires candidates to complete five sentences, all sharing a common theme or topic. For each question, candidates are given a complete sentence, together with a 'gapped' sentence below it. Candidates should write between one and three words to fill this gap. The second sentence, when complete, must mean the same as the first sentence.

In order to gain a mark for each question:

- candidates must not write more than three words in their answer .
- spelling and grammar must be accurate
- candidates can use either upper or lower case writing.

Writing Part 2

Candidates are asked to produce a short communicative message (e.g. an email to a friend) of between 35 and 45 words in length. They are told who they are writing to and why, and must include three content points, which are laid out with bullets in the question. In order to obtain full marks (5/5), candidates must clearly and appropriately communicate all three content points to the reader.

Because the focus is on communication (language is assessed in greater detail in Part 3), language errors are penalised only in so far as they affect communication and require effort on the part of the reader. Non-impeding errors are not penalised.

Candidates will lose marks if their answers fall outside the word limits: a short answer is likely to be missing at least one content point, and an overlong one will lack clarity by containing superfluous information.

Practice should be given in class, with students comparing answers with each other and redrafting what they have written as a result. The General Mark Scheme below is used in conjunction with a task specific mark scheme.

Writing Part 2: General Mark Scheme	
5	All content elements covered appropriately. Message clearly communicated to reader.
4	All content elements adequately dealt with. Message communicated successfully, on the whole.
3	All content elements attempted. Message requires some effort by the reader. OR One content element omitted but others clearly communicated.
2	Two content elements omitted, or unsuccessfully dealt with. Message only partly communicated to reader. OR Script may be slightly short (20-25 words)
1	Little relevant content and/or message requires excessive effort by the reader, or short (10-19 words).
0	Totally irrelevant or totally incomprehensible or too short (under 10 words).

Writing Part 3

Part 3 offers candidates a choice of task: either a story or an informal letter. For the story, candidates are given either a short title or the first sentence, for example:

- Your teacher has asked you to write a story for homework.
- Your story must begin with this sentence.
As the concert finished, I heard someone call my name.
- Write your **story** on your answer sheet.

For the informal letter, candidates are given an extract of a letter from a friend of theirs, which provides the topic they must write about. Questions may be included to focus their ideas, for example:

- This is part of a letter you receive from your penfriend.
 - Now write a letter, answering your penfriend's questions.
- My sister's getting married next week and we are all excited about the wedding. Tell me about weddings in your country. What do people wear? Do they eat special food?
- Write your **letter** on your answer sheet.

Both tasks require an answer of about 100 words. For answers that are below length (fewer than 80 words), the marker adjusts the maximum mark and the mark given proportionately. Longer answers are not automatically penalised, but may contain some irrelevant material. Candidates should be advised to keep to the task set, rather than include 'pre-learned' text, which may well not fit as part of their answer. Answers that do not fulfil the task cannot receive top marks.

Candidates should be encouraged to choose the task which best suits their interests. They should consider the context e.g. topic, as well as the range of language e.g. lexis, that a good answer would require.

For the story, candidates are given either a short title or the first sentence. The answer must be recognisably linked in content to the question and candidates should pay particular attention to any names or pronouns given in the title or sentence. If, for example, the sentence is written in the third person, the candidate will need to construct his or her story accordingly.

To gain practice and confidence in story-writing, candidates should be encouraged to write short pieces for homework on a regular basis. They will also benefit from reading simplified readers in English, which will give them ideas for how to develop and end a story.

For the informal letter, candidates are given an extract of a letter from a friend of theirs, which provides the topic they must write about: for example, a couple of questions may be included, to focus their ideas. Candidates must keep to the topic or they will lose marks.

To practise their letter-writing, candidates should be encouraged to write to penfriends or 'e-pals' on a regular basis. In addition, they should have opportunities in class to think about the language and organisation of such a letter, with examples of appropriate opening and closing formulae provided, as well as useful phrases of greeting and leave-taking.

As already stressed, it is important for candidates to show ambition. They could gain top marks by including a range of tenses, appropriate expressions and different vocabulary, even if their answer is not flawless. Non-impeding errors, whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors which interfere with communication or cause a breakdown in communication are treated more seriously.

Marks for Part 3 are given according to the mark scheme below. The band score is translated to a mark out of 15.

Band	Criteria - Writing Part 3
5	The candidate's writing fully achieves the desired effect on the target reader. The use of language will be confident and ambitious for the level, including a wide range of structures and vocabulary within the task set. Coherence, within the constraints of the level, will be achieved by the use of simple linking devices, and the response will be well organised. Errors which do occur will be minor and non-impeding, perhaps due to ambitious attempts at more complex language. Overall, no effort will be required of the reader.
4	The candidate's writing will achieve the desired effect on the target reader. The use of language will be fairly ambitious for the level, including a range of structures and vocabulary within the task set. There will be some linking of sentences and evidence of organisation. Some errors will occur, although these will be generally non-impeding. Overall, only a little effort will be required of the reader.
3	The candidate's writing may struggle at times to achieve the desired effect on the target reader. The use of language, including the range of structure and vocabulary, will be unambitious, or, if ambitious, it will be flawed. There will be some attempt at organisation but the linking of sentences will not always be maintained. A number of errors may be present, although these will be mostly non-impeding. Overall, some effort will be required of the reader.
2	The candidate's writing struggles to achieve the desired effect on the target reader. The use of language, including the range of structure and vocabulary, will tend to be simplistic, limited, or repetitive. The response may be incoherent, and include erratic use of punctuation. There will be numerous errors which will sometimes impede communication. Overall, considerable effort will be required of the reader.
1	The candidate's writing has a negative effect on the target reader. The use of language will be severely restricted, and there will be no evidence of a range of structures and vocabulary. The response will be seriously incoherent, and may include an absence of punctuation. Language will be very poorly controlled and the response will be difficult to understand. Overall, excessive effort will be required of the reader.
0	There may be too little language for assessment, or the response may be totally illegible; the content may be impossible to understand, or completely irrelevant to the task.

The CEC Listening Paper

▪ General description

The Listening paper consists of four parts and a total of ten listening texts. The paper has a standard structure and format so that candidates will know what to expect in each part. The range of texts and task types reflects the variety of listening situations which candidates at this level can be expected to deal with.

Candidates should be able to understand and respond to public announcements; to show precise understanding of short factual utterances and to make identifications on the basis of these; to extract information of a factual nature (times, dates, etc.) from speech which will contain redundancies and language outside the defined limits of PET; to understand the sense of a dialogue and show appreciation of the attitudes and intentions of the speakers.

The instructions for each task are heard on the recording, as well as being written on the page. In the case of Part 1, there is also an example text and task to show candidates how their answers should be recorded. In Parts 2, 3 and 4, the instructions are followed by a pause, during which the candidates should read the questions in that part. Candidates should use this time to think about the context and the questions, as this will help them to understand the listening text when they hear it. This reflects what happens in real-life listening situations when we bring knowledge of context, speaker, etc. to what we hear.

▪ Structure and tasks

The Listening component consists of 25 questions, with four separate listening tasks in all, each with a different task type and assessment focus:

Part	Task Type and Format	Task Focus	Marks available
1	<p><i>Multiple choice (discrete)</i></p> <p>Short neutral or informal monologues or dialogues.</p> <p>Seven discrete three-option multiple-choice items with visuals, plus one example.</p>	Listening to identify key information from short exchanges.	7
2	<p><i>Multiple choice</i></p> <p>Longer monologue or interview (with one main speaker).</p> <p>Six three-option multiple-choice items.</p>	Listening to identify specific information and detailed meaning.	6
3	<p><i>Gap-fill</i></p> <p>Longer monologue.</p> <p>Six gaps to fill in. Candidates need to write one or more words in each space.</p>	Listening to identify, understand and interpret information.	6
4	<p><i>True/false</i></p> <p>Longer informal dialogue.</p> <p>Candidates need to decide whether six statements are correct or incorrect.</p>	Listening for detailed meaning, and to identify the attitudes and opinions of the speakers.	6

▪ Preparation

Classroom activities which help candidates to identify and understand the type of text they are listening to, and the purpose of the task they are asked to do, will help them to adopt the most appropriate listening strategies. This, in turn, will help them approach the tasks with confidence.

The best preparation for the listening paper is exposure to, and engagement with, authentic spoken English at an appropriate level of difficulty. Classroom discussion activities provide a good authentic source of listening practice, as does listening to the teacher, but this should be supplemented with listening texts on tape, drawn from a range of contexts, that give practice in understanding different voices and styles of delivery.

Candidates should be familiar with the format of the paper and the task types. It is, therefore, valuable to work through a sample paper before the test takes place. This also gives students some practice in completing the answer sheets.

Part 1

The first part of the test comprises seven short listening texts, each accompanied by a question and three visual images. Candidates listen to the text and then choose the visual image which best answers the question in the context of what they have heard. Candidates indicate the correct answer by ticking the box beneath the appropriate visual. There is also a text and question as an example.

Part 1 texts, which may be monologues or dialogues, are short extracts taken from daily life. They may include, for example, conversations at home or between friends, radio announcements, parts of talks, exchanges in shops, etc. The task requires candidates to listen for specific information in the text which will answer the question. Each text is repeated on the tape. Candidates should be encouraged to listen for gist initially, choosing the best option as they do so. They should then check carefully on the second listening to ensure that their answer is correct. Candidates will need to understand the key information in the text in order to arrive at the correct answer.

Part 2

In this part of the test candidates listen to a longer text which may be either a monologue, or an interview with questions from a radio presenter. Texts are taken from a range of contexts, and will be largely informational in focus. Some may be informational monologues, such as radio announcements and recorded messages, providing information about places and events, whilst others may be extracts from talks or radio programmes, in which people are talking about their lives, interests or experiences. The text is heard twice.

Candidates have to answer six multiple-choice questions as they listen to the text, choosing the correct answer from a choice of three options. Most questions require candidates to locate and understand specific information from the text, although occasionally a question may focus on a very clearly stated attitude or opinion. To arrive at the correct answer, candidates will need to understand the detailed meaning of the text. They should therefore listen for gist initially, choosing the best option for each question as they do so. They should then check carefully that their answers are correct as they listen for the second time.

Part 3

In this part of the test candidates listen to a longer recording which will take the form of an informational monologue. Texts are taken from a range of contexts, and may be radio announcements and recorded messages, providing information about places and events, or they may be extracts from talks or radio programmes, in which people are talking about courses, trips or holiday activities. The text is heard twice.

Candidates are presented with a page of notes summarising the content of the recording from which six pieces of information have been removed. As they listen,

candidates fill in the numbered gaps on the page with words from the recording which complete the missing information.

Most keys are single words, numbers or very short noun phrases. Correct spelling of high-frequency words (e.g. Monday) is required. With lower-frequency words, acceptable misspellings will have been determined to demonstrate recognition of the word in question rather than simple phonetic transcription without understanding. Both British and American forms of spelling are acceptable, and correct use of upper and lower cases is not tested. Common abbreviations (e.g. kg, km) are acceptable.

Only concrete pieces of information are tested, so candidates are not being tested on their ability to manipulate grammatical structures, nor are they expected to interpret or reproduce language in elliptical note form. In all cases, the words that candidates need to write will be heard on the recording in the form that they need to be written.

Candidates should be encouraged to use the information on the page to guide them through the text as they listen. Having listened to the rubric, candidates should read through the written information in the pause before the text is played. This should enable them to make predictions about the sort of language and information they are going to hear, which will help them to feel prepared for the answers when they come.

The task requires candidates to locate and record specific information from the text, whilst ignoring other parts of the text that include redundant information.

Part 4

In this part of the test candidates listen to a longer text which will take the form of an informal dialogue, usually between two people of similar age and status. There is generally one male and one female speaker to aid identification and the conversation typically focuses on everyday concerns that affect the speakers. The conversation is informal in nature and generally involves speakers discussing their attitudes and opinions on a given topic, as they agree and disagree on certain points.

As candidates listen to the text they look at a series of six statements which report the attitudes and opinions of the speakers. Candidates must decide whether these statements are true or false in the context of what they hear, and tick the appropriate box. The text is heard twice.

The task calls for an understanding of the gist of a conversation containing less formal language and the correct identification of attitudes, opinions and agreement. Candidates will need to locate and understand detailed meaning in order to make the correct choice for each question. They should therefore listen for gist initially, choosing the best option for each question as they do so. They should then check carefully that their answers are correct as they listen for the second time.

The CEC Speaking Test

▪ General description

In the Speaking Test, candidates are marked in pairs by two markers. One of the markers acts as *interlocutor*, managing the interaction and assessing the candidates using the global achievement assessment scale. The second acts as *assessor*, assessing the candidates using the analytical assessment scales but taking no part in the interaction. Each marker gives marks independently, adding to the reliability of the test.

Taking the speaking test with another candidate has a number of advantages. One is that it can be less intimidating to talk to another candidate than just to the interlocutor. More importantly, the paired format allows more variety of interaction. Sometimes the candidates have to speak to the interlocutor and sometimes they have to speak to each other. Instead of just having the interlocutor asking questions and the candidate answering them, by using pairs candidates can ask each other questions, answer each other's questions, agree, disagree, and so on.

▪ **Structure and tasks**

The test takes between 10 and 12 minutes (13-15 minutes for groups of 3 – see p34) and consists of four parts which are designed to elicit a wide range of speaking skills from the candidates.

	Task type and format	Candidate Output	
		Discourse Features	Functions
Part 1 2-3 mins *(3-4 mins)	Interview Interlocutor asks candidates questions in turn	<ul style="list-style-type: none"> ▪ responding to questions ▪ expanding on responses 	<ul style="list-style-type: none"> ▪ giving personal information ▪ talking about present circumstances, past experiences and future plans
Part 2 2-3 mins *(3 mins)	Collaborative task Interlocutor shows candidates a set of line drawings and sets a collaborative task for the candidates	<ul style="list-style-type: none"> ▪ turn-taking and responding appropriately ▪ negotiating 	<ul style="list-style-type: none"> ▪ making and responding to suggestions ▪ discussing alternatives ▪ making recommendations ▪ negotiating agreement
Part 3 3 mins *(4 mins)	Individual long turn Interlocutor gives each candidate in turn a photograph for them to talk about for around a minute	<ul style="list-style-type: none"> ▪ sustaining a long turn ▪ managing discourse ▪ coherence and clarity of message ▪ organisation of language and ideas ▪ accuracy and appropriacy of linguistic resources 	<ul style="list-style-type: none"> ▪ describing people, places and situations ▪ naming personal characteristics, objects and activities ▪ paraphrasing words and ideas if necessary ▪ explaining and giving reasons
Part 4 3 mins *(3-4 mins)	Discussion Interlocutor initiates a discussion between the two candidates on a topic related to the Part 3 photographs	<ul style="list-style-type: none"> ▪ initiating and responding appropriately ▪ developing topics 	<ul style="list-style-type: none"> ▪ exchanging information, preferences and opinions ▪ expressing and justifying opinions ▪ agreeing and/or disagreeing

* Times in brackets refer to interviews with groups of three candidates (see p34).

▪ Preparation

Part 1: Interview

The test begins with a general conversation led by the interlocutor, who asks the candidates questions about their personal details, daily routines, likes and dislikes, etc. Candidates are addressed in turn and are not expected to talk to each other at this stage. At the beginning of the test, candidates are asked to spell all or part of their name.

The purpose of this conversation is to test the language of simple social interaction, and to enable each candidate to make an initial contribution to the test, using simple everyday language. As they are talking about themselves using familiar language, this conversation should help to settle the candidates, enabling them to overcome any initial nervousness.

Although the interlocutor's questions are designed to elicit short rather than extended responses, candidates should be discouraged from giving 1-word answers in this part. Especially when asked about their daily routines or their likes and dislikes, candidates should be encouraged to extend their answers with reasons and examples.

This part of the test assesses the candidates' ability to take part in spontaneous communication in an everyday setting. Candidates who find opportunities to socialise with others in an English-speaking environment will be well prepared for this part of the test. Where this is not possible, however, such situations need to be recreated in the classroom through structured speaking tasks that practise appropriate language in a similar context. Candidates should be discouraged, however, from preparing rehearsed speeches as these will sound unnatural and will probably fail to answer the specific questions asked.

Part 2: Collaborative task

This part of the test takes the form of a simulated situation where the candidates are asked, for example, to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement with their partner. It is not a role-play activity, however, as candidates will always be giving their own views and opinions about an imaginary situation, rather than assuming an unfamiliar role.

In this part of the test, the candidates speak to each other. The interlocutor sets up the task, repeating the instructions whilst candidates look at the prompt material. The interlocutor then takes no further part in the interaction. In the event of a complete breakdown in the interaction, the interlocutor may subtly intervene to redirect the students, but will not take part in the task itself. Candidates are expected to engage with the task independently, negotiating turns and eliciting opinions from each other.

A sheet of visual prompts is given to the candidates which is designed to generate ideas and provide the basis for the discussion. Candidates may, however, introduce

their own ideas if they wish. Candidates are assessed on their ability to take part in the task, rather than on the outcome of their discussions, and so it is not necessary for them to complete the task in the time given. Candidates are assessed on their use of appropriate language and interactive strategies, not on their ideas.

All classroom discussions in pairs and groups will provide preparation for this part of the test. Candidates should be encouraged to make positive contributions that move the discussion forward by picking up on each other's ideas. Candidates should learn to discuss the situation fully with their partners, using the range of visual prompts to extend the discussion, before coming to a conclusion. It is useful to point out to candidates that if they rush to reach a conclusion too soon, opportunities to demonstrate their language skills may be lost – and it is these skills rather than the outcome of the discussion which are being assessed.

Part 3: Individual Long Turn

In this part of the test, each candidate is given one colour photograph to describe. The photographs will depict everyday situations and candidates are asked to give a simple description of what they can see in their photograph. This part of the test allows candidates to demonstrate both their range of vocabulary and their ability to organise language in a long turn. Their descriptions are expected to be simple, however, and candidates at this level are not expected to speculate about the context or talk about any wider issues raised by the scenes depicted.

Candidates should be encouraged to describe the people and activities in the photographs as fully as possible. They should imagine that they are describing the photograph to someone who can't see it, naming all the objects and including illustrative detail such as colours, people's clothes, time of day, weather, etc.

Whilst the photographs will not call for difficult or specialised vocabulary, candidates will be given credit for the ability to use paraphrase or other appropriate strategies to deal with items of vocabulary which they do not know or cannot call to mind. Candidates should therefore be given plenty of classroom practice in both the language of description and strategies for dealing with unknown vocabulary.

The photographs will have a common theme, which candidates will be told, but will differ in terms of their detailed content. Although this theme establishes a common starting point for Part 4, the photographs are returned to the interlocutor at the end of Part 3 and play no further part in the test.

Part 4: Discussion

In this part of the test, the candidates speak to each other. The interlocutor sets up the task, then takes no further part. The theme established in Part 3 is now used as the starting point for a general conversation in which the candidates discuss their own likes and dislikes, experiences, etc. Candidates are expected to engage with the task

independently, negotiating turns and eliciting opinions from each other. In the event of a complete breakdown in the interaction, the interlocutor may subtly intervene to redirect the students with further prompts, but will not take part in the task itself. Candidates should be able to talk about their interests and enthusiasms and give reasons for their views and preferences. Credit will be given for the use of appropriate interactive strategies and candidates should be encouraged to elicit the views of their partner(s), pick up on their partner's points and show interest in what their partner(s) is/are saying, as well as talking about themselves

If, at any time during the test, candidates have difficulty in understanding an instruction, question or response, they should ask the interlocutor or their partner to repeat what was said. Marks will not normally be lost for the occasional request for repetition.

▪ **The group format of the Speaking Test**

Where there is an uneven number of candidates at a test centre, the final Speaking Test will be with a group of three candidates rather than a pair. The group format is **not** an option which can be employed in any other circumstance.

The format of the group test is the same as for the standard test, but extra time is specified in the materials (see timings in brackets in the test structure and tasks table above).

▪ **Assessment**

Throughout the test, candidates are assessed on their language skills, not their personality, intelligence or knowledge of the world. They must, however, be prepared to develop the conversation, where appropriate, and respond to the tasks set. Prepared speeches are not acceptable. Candidates are assessed on their own individual performance and not in relation to each other. Assessment is based on performance in the whole test, and is not related to performance in particular parts of the test.

Both markers assess the candidates according to criteria which are interpreted at CEC level. The interlocutor awards a mark for global achievement, whilst the assessor awards marks according to four analytical criteria: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication.

Grammar and Vocabulary

This scale refers to the accurate and appropriate use of grammatical forms and vocabulary. It also includes the range of both grammatical forms and vocabulary. Performance is viewed in terms of the overall effectiveness of the language used in dealing with the tasks.

Discourse Management

This scale refers to the coherence, extent and relevance of each candidate's individual contribution. On this scale the candidate's ability to maintain a coherent flow of language is assessed, either within a single utterance or over a string of utterances. Also assessed here is how relevant the contributions are to what has gone before.

Pronunciation

This scale refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements. This includes stress, rhythm and intonation, as well as individual sounds. Markers put themselves in the position of the non-language specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate. Different varieties of English, e.g. British, North American, Australian etc., are acceptable, provided they are used consistently throughout the test.

Interactive Communication

This scale refers to the candidate's ability to use language to achieve meaningful communication. This includes initiating and responding without undue hesitation, the ability to use interactive strategies to maintain or repair communication, and sensitivity to the norms of turn-taking.

Global Achievement

This scale refers to the candidate's overall effectiveness in dealing with the tasks in the four separate parts of the CEC Speaking Test. The global mark is an independent impression mark which reflects the assessment of the candidate's performance from the interlocutor's perspective. The interlocutor gives one global mark for each candidate's performance across all parts of the test.

