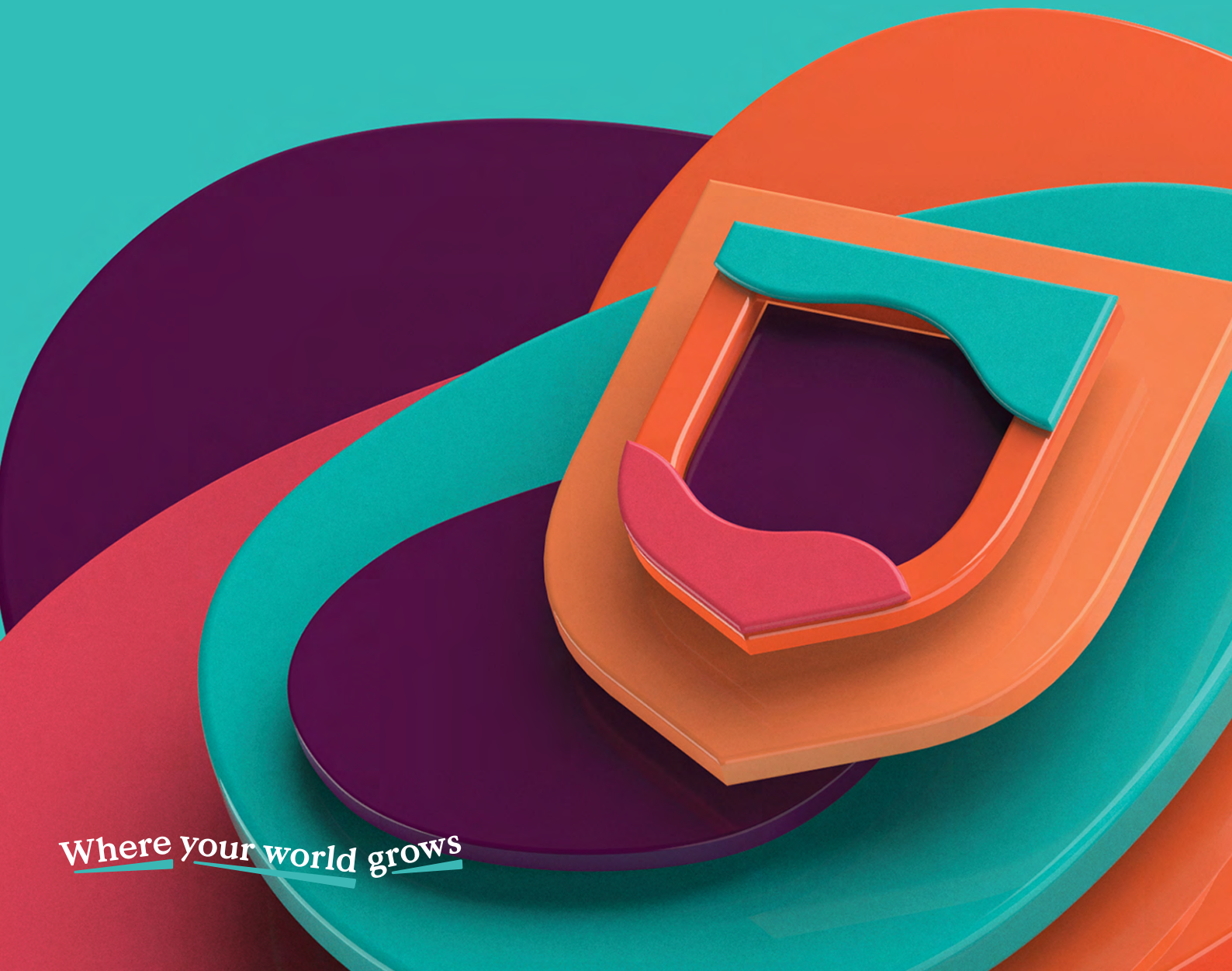
CAMBRIDGE English

Cambridge English Qualifications

C2 Proficiency

Handbook for teachers for exams



Where your world grows

CAMBRIDGE English

Cambridge English Qualifications

Reach your goals, step by step



C2 Proficiency

C1 Advanced

B2 First for Schools

B1 Preliminary for Schools

A2 Flyers

A2 Key for Schools

A1 Movers

Pre A1 Starters

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 component 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 component.

Preparing learners

The Preparing learners pages give information and advice about what teachers can do to prepare their learners for the exam. There are also links to useful websites to find additional materials. You'll find suggested exam strategies to help learners perform to the best of their ability on the day.

Advice by task

The Advice by task sections include advice and tips on how to prepare for each task, as well as example screenshots from the digital sample tests. To access the complete Digital Exam, please go to **camengli.sh/47JFkmT**

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 components there is information about the assessment criteria, and for Writing there are example answers for you to refer to or use with your learners.

02 About Cambridge
03 C2 Proficiency – an overview
04 Exam support
05 About the exam

Component 1: Reading and Use of English

07 Tasks
08 Preparing learners
10 Advice by task
17 Sample paper and assessment

Component 2: Writing

25 Tasks
26 Preparing learners
27 Advice by task
29 Sample paper and assessment

Component 3: Listening

44 Tasks
45 Preparing learners
46 Advice by task
50 Sample paper and assessment

Component 4: Speaking

59 Tasks
60 Preparing learners
61 Advice by task
64 Sample paper and assessment
70 Speaking assessment glossary of terms
73 Glossary

About Cambridge

To learn English is to enjoy and experience a language that opens up opportunities across the world.

Together with teachers and our partners, we're here to engage and inspire millions of people throughout their entire learning journey. We help them confidently prove their skills to the world.

We believe that language is at the heart of being human, and English can unlock a lifetime of experiences. We help individuals everywhere connect, communicate and come closer together.

Where your world grows.

- 5.5 million assessments taken every year
- Accepted by over 25,000 organisations worldwide
- 2,455 exam centres in 130 countries
- Over 50,000 preparation centres



Cambridge English Qualifications Digital

Discover an enhanced exam experience with flexible test dates and faster results.

cambridgeenglish.org/qualifications-digital

Cambridge Digital

English Qualifications

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.

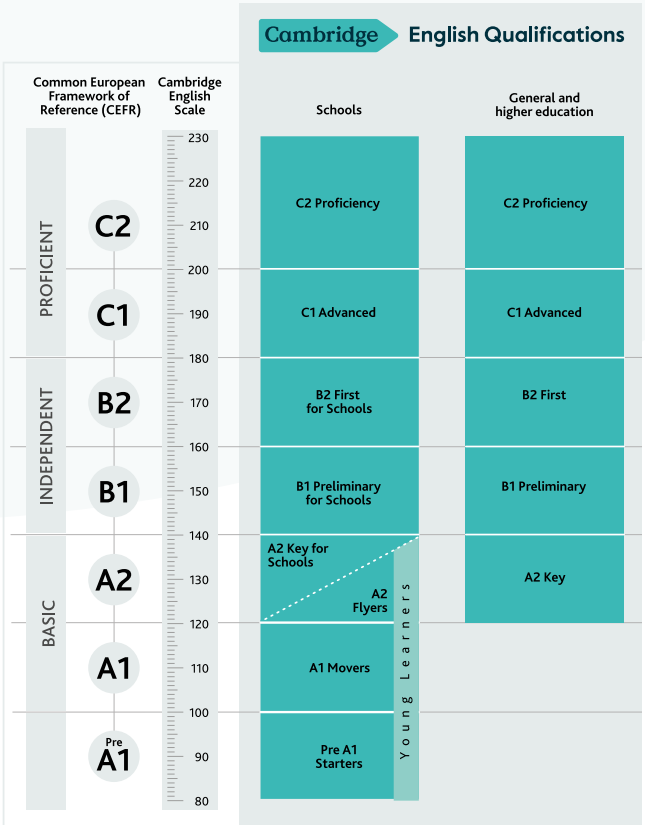
Our qualifications are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world.

We have Cambridge English Qualifications for:

- Schools
- General and higher education

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**



C2 Proficiency – an overview

C2 Proficiency was originally offered in 1913 and is a high-level qualification that is officially recognised by universities, employers and governments around the world. It proves that a candidate has an extremely high level of English for use in academic or professional settings.

Exam formats

C2 Proficiency can be taken as either a digital or paper-based exam.

Who is the exam for?

C2 Proficiency is aimed at learners who have achieved an extremely high level of skill in the English language, who want to show they can:

- study demanding subjects at the highest levels, including postgraduate and PhD programmes
- actively engage in academic life by participating confidently in tutorials and seminars
- lead on complex and challenging research projects
- negotiate and persuade effectively at senior management level in international business settings.

Who recognises the exam?

The C2 Proficiency certificate is recognised around the world as proof of an extremely high level of skill in the English language. It is also accepted by a wide range of educational institutions for study purposes.

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

What level is the exam?

C2 Proficiency is targeted at Level C2 on the CEFR. Achieving a certificate at this level proves that a candidate has reached a highly advanced level of English required in a wide range of academic and professional settings.

Statements of Results

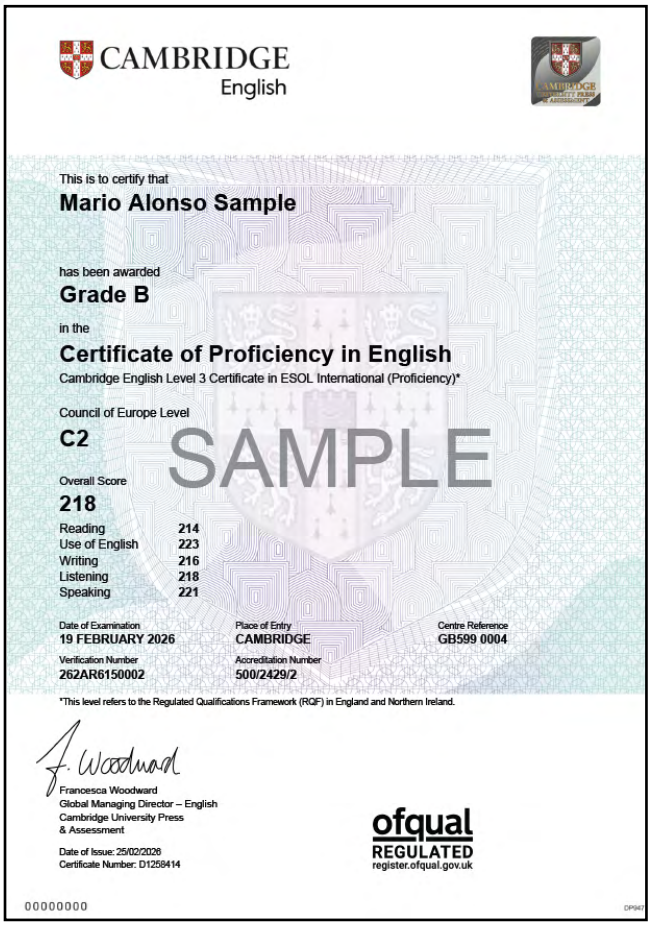
The Statement of Results shows the candidate's:

- 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
- if your exam centre takes your photo on the day of the exam, it will appear on your Statement of Results.

Certificates

The certificate shows the candidate's:

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


CAMBRIDGE English

This is to certify that
Mario Alonso Sample

has been awarded
Grade B

in the
Certificate of Proficiency in English
Cambridge English Level 3 Certificate in ESOL International (Proficiency)*

Council of Europe Level
C2

SAMPLE

Overall Score
218

Reading	214
Use of English	223
Writing	216
Listening	218
Speaking	221

Date of Examination: 19 FEBRUARY 2026
Place of Entry: CAMBRIDGE
Centre Reference: GB599 0004
Verification Number: 262AR6150002
Accreditation Number: 500/2429/2

*This level refers to the Regulated Qualifications Framework (RQF) in England and Northern Ireland.

Francesca Woodward
Global Managing Director – English
Cambridge University Press
& Assessment

Date of Issue: 25/02/2026
Certificate Number: D1258414

ofqual REGULATED
register.ofqual.gov.uk

00000000

Access Arrangements

Cambridge English Qualifications are designed to be fair to all test takers. For more information about special circumstances, go to **https://www.cambridgeenglish.org/help/access-arrangements/**

Exam support

Official Cambridge English Qualification preparation materials

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

cambridgeenglish.org/exam-preparation

Find our digital and paper-based sample tests on the C2 Proficiency preparation page.

Support for teachers

The exam preparation pages for each level provide user-friendly, free resources for all teachers preparing for our exams. They include:

Exam information – format, timing, number of questions, task types, mark scheme of each component.

Sample tests – paper-based and digital formats.

Exam tutorial videos – a step-by-step guide to completing the digital exams.

Teaching tips for the Cambridge English Qualifications Digital – a booklet with teaching tips to help you prepare students for the Cambridge English Qualifications Digital.

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

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

Webinars – a wide range of exam-specific webinars for both new and experienced teachers.

Exam Preparation Journey – teaching tips, resources and advice to help make sure your students are exam day ready.

Follow us on social media:

For teachers:

Facebook Teacher | Instagram Teacher for teaching resources, engaging classroom activities and inspiring stories from teachers like you around the world.

https://www.facebook.com/CambridgeEnglishTeaching/

https://www.instagram.com/cambridgeenglishteaching/

For learners:

Facebook Learner | Instagram Learner for fresh learning content – from grammar tips and vocabulary builders to pronunciation videos.

https://www.facebook.com/CambridgeEnglish/

https://www.instagram.com/cambridgeenglish/

cambridgeenglish.org/learning-english

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 2,455 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

C2 Proficiency is a rigorous and thorough test of English at Level C2. 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 components: Reading and Use of English, Writing, Listening and Speaking. The overall performance is calculated by averaging the scores achieved in Reading, Writing, Listening, Speaking and Use of English. The weighting of each of the four skills and Use of English is equal.

Detailed information on each test component 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. Candidates' use of English is tested by tasks which show how well they can control thier grammar and vocabulary.

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 conversations, lectures, seminars, broadcasts and talks.

Speaking: 16 minutes (pairs) / 24 minutes (groups of three)

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 candidate's overall communicative language ability at this level.

Marks and results

C2 Proficiency gives detailed, meaningful results.

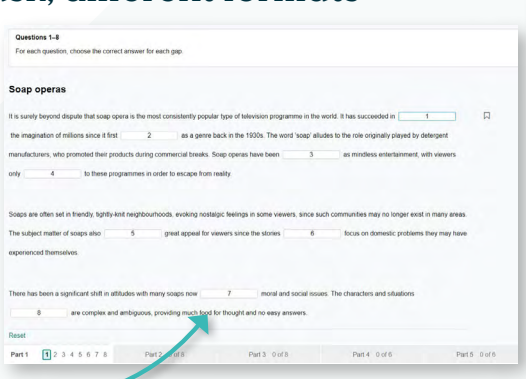
	OVERALL LENGTH	NUMBER OF TASKS/ PARTS	NUMBER OF ITEMS
C2 Proficiency			
Reading and Use of English	1 hour 30 mins	7	53
Writing	1 hour 30 mins	2	2
Listening	approx 40 mins	4	30
Speaking	16 mins	3	–
TOTAL	approx 3 hours 56 mins		

All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels C1 and C2 (Cambridge English Scale scores of 180–230) also receive a **certificate**.

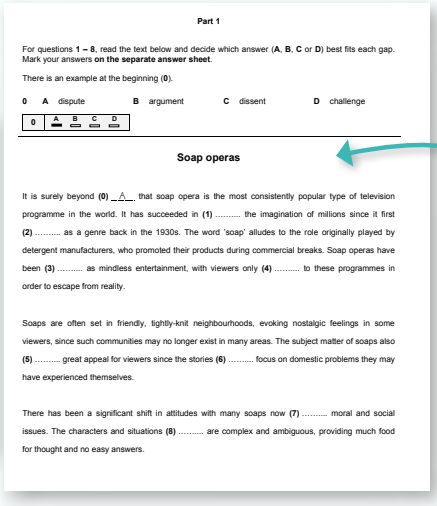
Grade A, B or C: Cambridge English Scale scores of 200–230
If a candidate achieves a Grade A, B or C in their exam, they will receive the Certificate of Proficiency in English at Level C2.

CEFR Level C1: Cambridge English Scale scores of 180–199
If a candidate's performance is below Level C2, but falls within Level C1, they will receive a Cambridge English certificate stating that they demonstrated ability at Level C1.

Digital vs paper-based: Same task, different formats



Digital exam



Paper-based exam

Can Do summary

What can candidates do at Level C2?

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.

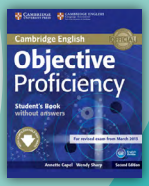
TYPICAL ABILITIES	READING AND WRITING	LISTENING AND SPEAKING
Overall general ability	CAN understand documents, correspondence and reports, including the finer points of complex texts. CAN write letters on any subject and full notes of meetings or seminars with good expression and accuracy.	CAN advise on or talk about sensitive issues, understanding colloquial references and dealing confidently with hostile questions.
Social and Tourist	CAN (for example, when looking for accommodation) understand a tenancy agreement in detail, including its main implications. CAN write letters on any subject with good expression and accuracy.	CAN talk about complex or sensitive issues without awkwardness.
Work	CAN understand reports and articles likely to be encountered during his/her work, including complex ideas expressed in complex language. CAN make full and accurate notes and continue to participate in a meeting or seminar.	CAN advise on/handle complex, delicate or contentious issues, such as legal or financial matters, to the extent that he/she has the necessary specialist knowledge.
Study	CAN access all sources of information quickly and reliably. CAN make accurate and complete notes during the course of a lecture, seminar or tutorial.	CAN understand colloquial asides and cultural allusions.

CAMBRIDGE

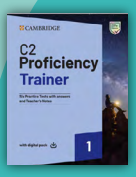
Official Cambridge Exam Preparation

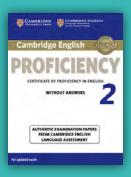
Build students' confidence with **official exam preparation materials**

Exam preparation courses
Build the skills for success



Practice materials
Put skills to the test and get exam ready







Get started

Reading and Use of English tasks

1 hour 30 mins

The component 1 contains seven parts. The Reading section consists of Parts 1,5,6 and 7 of the component. 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	The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.	A single text with eight gaps. Candidates must choose one word or phrase from a set of four to fill each gap.
2	8	8	Open cloze	The main focus is on awareness and control of grammar with some focus on vocabulary.	A modified cloze test consisting of a text with eight gaps. Candidates think of the word which best fits each gap.
3	8	8	Word formation	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.	A text containing eight gaps. Each gap corresponds to a word. The 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	The focus is on grammar, vocabulary and collocation.	Six discrete items with a lead-in sentence and a gapped response to complete in 3–8 words including a given 'key' word.
5	6	12	Multiple choice	The focus is on the understanding of detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication and text organisation features (exemplification, reference).	A text followed by six 4-option multiple-choice questions.
6	7	14	Gapped text	The focus is on the understanding of cohesion, coherence, text structure and 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 sentences have been removed.
7	10	10	Multiple matching	Understanding of detail, opinion, attitude and specific information.	A text, or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
TOTAL	53	72			

Tips for preparing learners for the Reading and Use of English component

- ✔ Regular and effective use of an advanced monolingual English dictionary is essential, not only to clarify the meaning of new words but also to extend knowledge of collocations, fixed phrases, and features of lexico-grammar such as dependent prepositions. However, students should also be aware of alternative techniques for coping with unfamiliar vocabulary, such as the use of contextual clues.
- ✔ For all parts of the Use of English section, students need to analyse language at both sentence and paragraph level, and read texts critically in order to develop sensitivity to, for example, word combinations, collocations and idioms. They also need to increase their awareness of appropriacy in the selection of language and to be able to analyse the use of modality and tenses. Encouraging students to read a wide variety of text types will help them develop their ability to understand the language system and how this system can be manipulated.
- ✔ There are three texts in the Use of English section, which are largely contemporary and taken from journalistic, academic and literary sources. The titles are meant to give candidates an early idea of what to expect from the text, and to help them use their predictive reading skills. Encourage candidates to read through the whole of any text in the Use of English section to gain a clear idea of what it is about before they begin to answer any of the questions.
- ✔ Candidates may think that, for certain questions in the Use of English section, more than one answer is possible. However, they should not give more than one answer as they will lose marks if they do.
- ✔ In the Use of English section all spellings must be correct as this is an important aspect of accuracy.
- ✔ For the Reading section, both in class and at home, students need to read as widely as possible. This will enable them to become familiar with a wide range of language. The Reading section includes a range of text types, so students should aim to read a variety of authentic texts including modern fiction, short stories, non-fiction books such as biographies and articles from newspapers and magazines. The internet provides access to news and feature articles from the press of the UK and other English-speaking countries. Students should be encouraged to follow their own interests while reading outside the classroom, e.g. looking on the internet for articles in English on work, technology, music etc. Extensive reading can be supported by asking students to provide verbal or written feedback on their reading, or by using it as the basis for classroom discussion. Students can also be encouraged to share texts and information on good text sources between themselves.
- ✔ As well as practising intensive reading skills focusing on detail, students should be encouraged to discuss the main points of longer texts and summarise paragraphs, concentrating on overall understanding and progression of ideas within the argument or narrative.
- ✔ Students should be aware of the different reading strategies required by different types of question, and it is also useful for them to experiment with alternative ways of dealing with texts so that they can decide which ones suit them best.
- ✔ Timing is also important. The Reading section requires processing large quantities of text in a defined time scale and students therefore need practice in planning and using their time properly.

Completing the digital test
(digital test only)

- All answers are typed directly onto the computer.
- Candidates may take pens and pencils and water in a clear, see-through bottle into the exam room, but nothing else (including bags and anything electronic).
- Candidates should listen carefully to the instructions which the invigilator gives and follow the instructions on the computer screen.
- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may make notes on paper during the exam. They must leave these notes on their desk at the end of the exam.
- Sometimes candidates may decide that the answer they have written is wrong and wish to change it. This can easily be done in all parts of the test by clicking on a different option or by deleting and rewriting the answer.
- Give your students practice in using the digital platform so they are familiar with the different features before exam day. The questions they have answered or left are indicated at the bottom of the screen so they can easily go back and complete unanswered questions.

Completing the answer sheet
(paper-based test only)

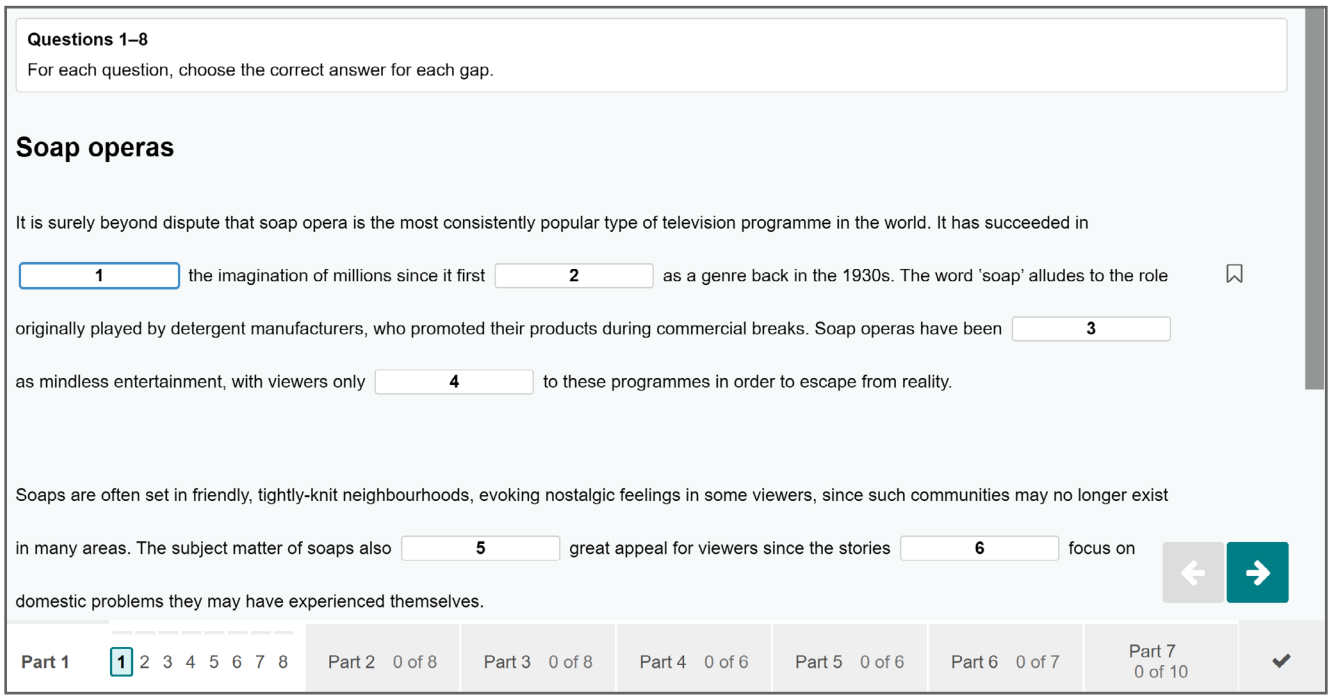
- All answers must go on an answer sheet.
- Candidates can complete the various parts of the test in any order, but it is probably better to do them in the order of the question paper to avoid the possibility of putting answers in the wrong sections of the answer sheets.
- Students should be familiar with the technique of filling in lozenges on the separate answer sheet so that they can do this quickly and accurately. (They may write on the question paper during the examination, but their notes will not be marked.) Some students prefer to transfer their answers at the end of each task rather than wait until they have completed the whole paper, but either way they must complete the transfer of answers within the time allowed for the whole paper. The answer sheets are scanned by an Optical Mark Reader. If a question is left blank, or if a candidate fills in more than one lozenge for a question, the answer sheet is rejected and checked manually. Candidates should always check that they have written the answer next to the appropriate question number.
- Candidates should write in a soft pencil (B or HB) on the answer sheets. If they wish to change a word answer in the Use of English section, they should rub it out using an eraser and write the correct answer instead. If candidates cross out an answer instead of rubbing it out, they should do this clearly. It is not a good idea to alter the word itself, as this will make it unclear. Candidates should not put the word in brackets, as this may appear to be an alternative answer and they will lose marks.

Advice by task

This section shows example screenshots from the C2 Proficiency Digital exam. To access the complete digital sample test, please scan the QR code, or go to **camengli.sh/47JFkmT**

See these tasks in full from page 17.

Reading and Use of English Part 1



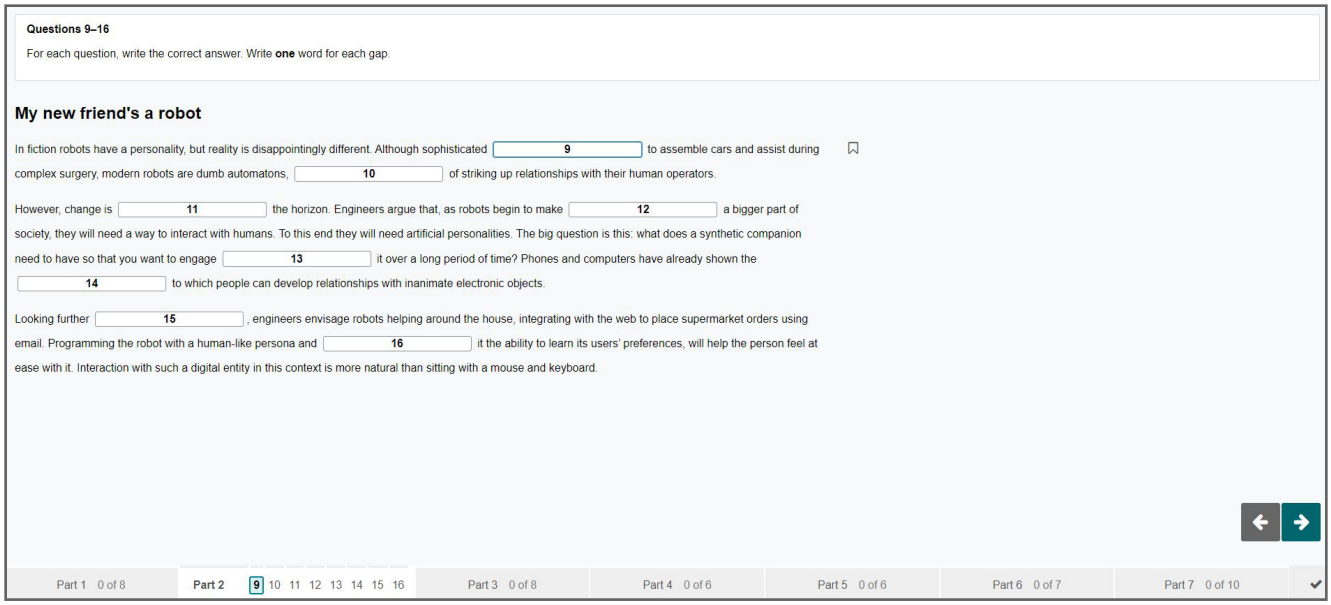
THE TASK

- In this part, the focus of the gapped words is lexical or lexico-grammatical.
- Part 1 requires candidates to complete eight gaps in a text by selecting the correct word (or phrase in the case of whole phrasal verbs or linkers) from a set of four options.
- Candidates choose the answer that correctly fits the meaning within a phrase or sentence, and may also have to take into account the broader context of the previous or following sentences or the whole text. Some questions focus on the meaning of individual words in context. Others focus more on fixed language such as fixed phrases, collocations and idioms. Lexico-grammar is also tested through phrasal verbs and linkers. A grammatical element may also be present in the choice of the correct option; the answer may be correct because, for example, it agrees with a following preposition or is the only one of four verbs which fits the structural pattern.

HOW TO APPROACH THE TASK

- Students should be aware of the different aspects of vocabulary tested in this part of the component. Questions testing semantic meaning through context require careful reading of the whole text. This is particularly important in the case of linkers. Equally, students should be aware that the missing word(s) may form part of an idiom, fixed phrase or collocation, so they should always check the words around the gap carefully.
- Students should discuss different methods of recording and recycling vocabulary and be encouraged to experiment with different techniques. Effective use of a good up-to-date monolingual dictionary is essential, and dictionary work may be particularly useful to check and extend knowledge of lexis.
- As well as learning new words, students should extend their knowledge of collocations, fixed phrases and idioms. Reading and listening texts used in skills work activities should be analysed afterwards for useful chunks of language.
- A useful pre-reading activity is for the teacher to extract a number of two-word collocations from a text and separate and jumble them. The students can then be asked to predict the original collocations before reading the text to check. Alternatively, a number of collocations, idioms and fixed phrases can be extracted from the text and written on the board with one word in each gap. Students can predict the missing words and then check with the text.

Reading and Use of English Part 2



Questions 9–16

For each question, write the correct answer. Write **one** word for each gap.

My new friend's a robot

In fiction robots have a personality, but reality is disappointingly different. Although sophisticated [9] to assemble cars and assist during complex surgery, modern robots are dumb automatons, [10] of striking up relationships with their human operators.

However, change is [11] the horizon. Engineers argue that, as robots begin to make [12] a bigger part of society, they will need a way to interact with humans. To this end they will need artificial personalities. The big question is this: what does a synthetic companion need to have so that you want to engage [13] it over a long period of time? Phones and computers have already shown the [14] to which people can develop relationships with inanimate electronic objects.

Looking further [15], engineers envisage robots helping around the house, integrating with the web to place supermarket orders using email. Programming the robot with a human-like persona and [16] it the ability to learn its users' preferences, will help the person feel at ease with it. Interaction with such a digital entity in this context is more natural than sitting with a mouse and keyboard.

Part 1 0 of 8 | Part 2 9 10 11 12 13 14 15 16 | Part 3 0 of 8 | Part 4 0 of 6 | Part 5 0 of 6 | Part 6 0 of 7 | Part 7 0 of 10

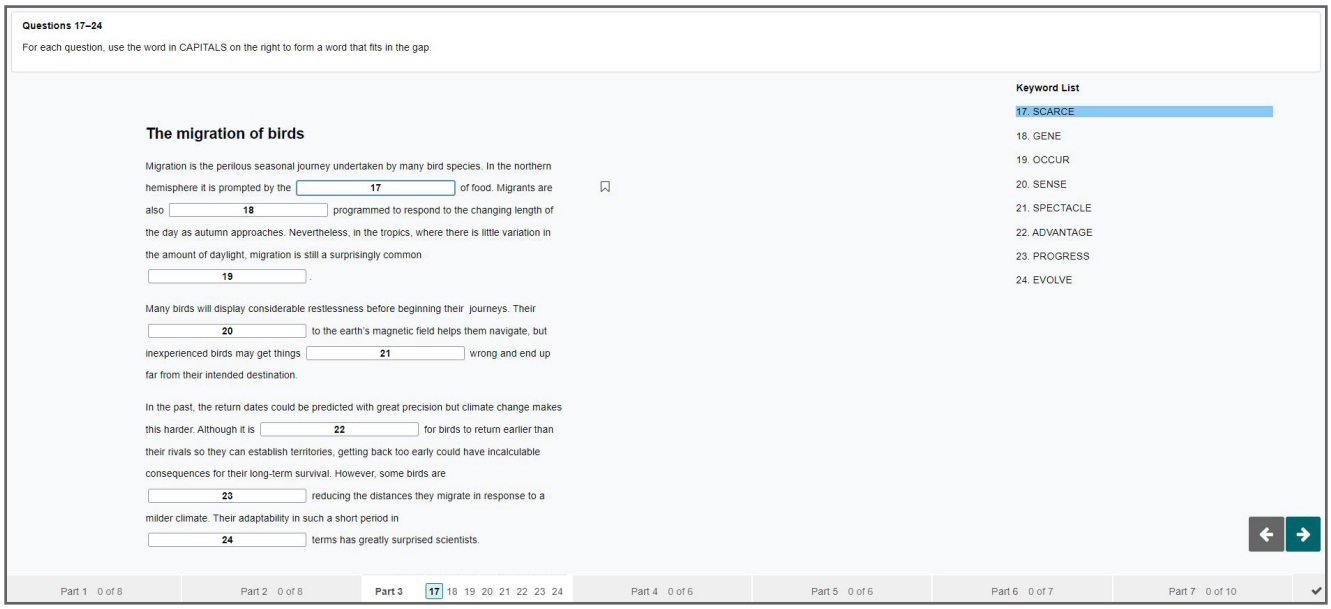
THE TASK

- In this part, the focus of the gapped words is grammatical or lexico-grammatical.
- Part 2 is a text containing eight gaps. 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. A single word is needed to fill each gap – never a phrase or contraction. There may be more than one acceptable word for a gap, as given in the mark scheme. Candidates must write their answers in capital letters on the answer sheet.

HOW TO APPROACH THE TASK

- Students should treat the open cloze as they would any reading text, and look at the title and the whole text before attempting to fill in any gaps. This will help them to understand what the text is about, and make it easier for them to fill in the gaps. Emphasise that they should always keep in mind the meaning of the whole text when doing the task.
- Students should always read the complete sentence that contains the gap before deciding on their answer, and should always check for the possibility of negatives, conditionals or other structures that might put forward the opposite point of view. They may need to look for a referent, a name, place, pronoun, (he/they, etc.) in another part of the sentence and, in this case, they should make sure that the word they write in the gap agrees with that subject. Contracted forms like n't and 'd are not acceptable answers and only full forms of words should be used.
- Students need to pay particular attention to the words before and after the gap, as they may form part of an expression that is completed by the missing word.
- Remind students that they must only use one word to fill in each gap, and therefore they will not be expected to use a contraction. If they are not sure of an answer, advise them to leave it blank and move on to the next question. Then, when they check their work after doing the task, they should read the whole text through again. This may give them the clue they need to fill in the word they are not sure of.
- In class, encourage students to note down and learn words and expressions in context, especially grammatical patterns and fixed phrases. It is also useful if they mark such phrases in texts that they read.

Reading and Use of English Part 3



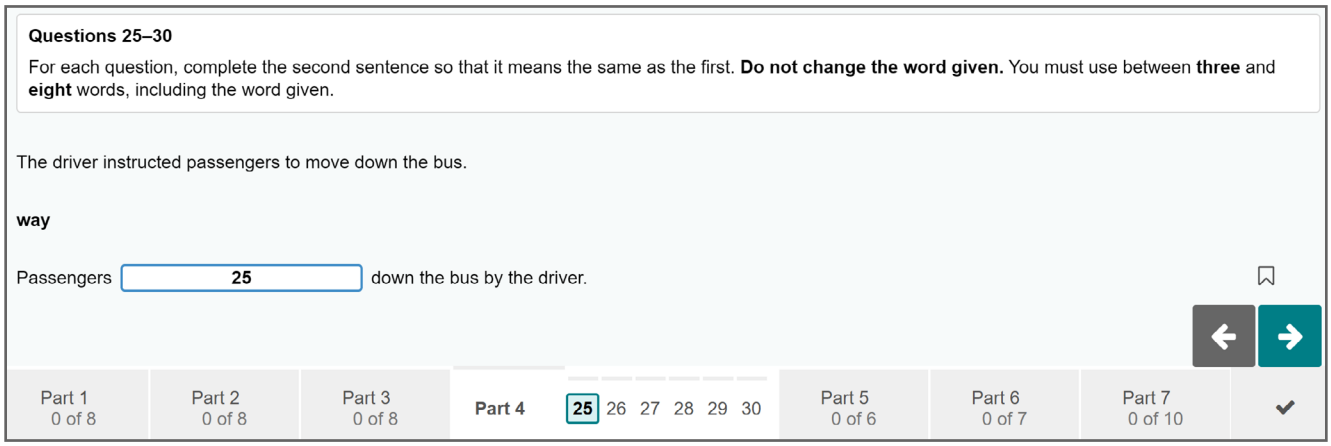
THE TASK

- In this part, the focus is mainly lexical (e.g. affixation, compounding).
- Part 3 is a word-building task, consisting of a text with eight gaps. The types of word-building involve not just the addition of affixes (e.g. *honest* to *dishonesty* or *person* to *impersonal*), but also internal changes (e.g. *strong* to *strengthened*) and compounding (e.g. *rain* to *raindrop* or *set* to *outset*). Any number of changes may be made to the stem word (e.g. *doubt* to *undoubtedly* is three changes) and candidates may be required to demonstrate understanding of the text beyond sentence level. Candidates type their answers in the gaps, or write their answers in capital letters on the answer sheet.

HOW TO APPROACH THE TASK

- Students should read the whole text before attempting to fill in any gaps. Some questions, such as making the base word negative, require careful reading beyond sentence level.
- Students should be made aware of the range of words that can be formed from the same base word, including the negative forms, e.g. *friend–friendship–friendliness–friendly–befriend–unfriendly*. This can be done by preparing tasks in which all such possible words are given in a separate box. Alternatively, students can research and come up with the words themselves. It can be useful to give students particular words to research individually or in pairs, using a good English dictionary.
- Encourage students to note down all parts of a new word when they come across it in a reading text and not just the base form.

Reading and Use of English Part 4



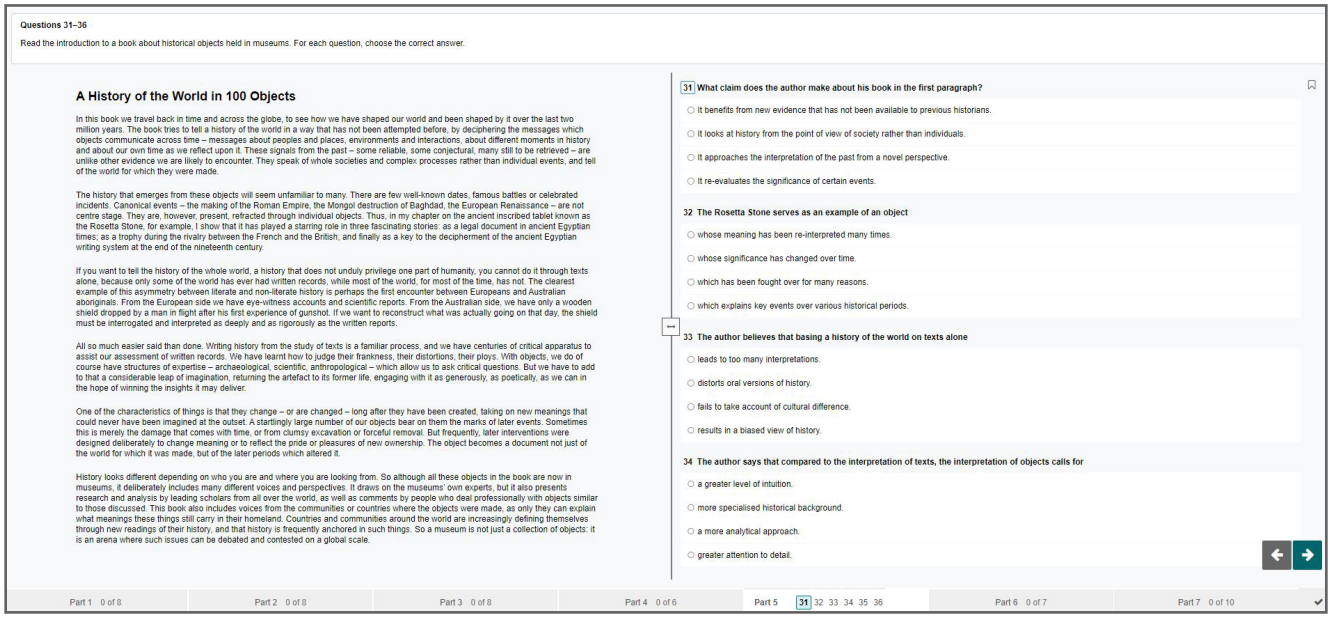
THE TASK

- In this part, the focus is on grammar and vocabulary.
- Part 4 consists of six key word transformations. Each question contains three parts: a lead-in sentence, a key word and a second response sentence of which only the beginning and end are given. Candidates have to fill the gap in the second sentence so that it is similar in meaning to the lead-in sentence. The key word must be used. Candidates are required to manipulate structures and lexical phrases in their answer, e.g. a verb in the given sentence might need to be changed to a noun. They can use between three and eight words including the given key word. The key word must not be changed in any way and candidates must type their answers in the gap, or write their answers on the answer sheet.

HOW TO APPROACH THE TASK

- Remind students that the answer must consist of three, four, five, six, seven or eight words. If they write more than eight words they will not be awarded the marks. Remind them that contractions count as two words (don't = do not). Each transformation is divided into two parts, each worth 1 mark, so a candidate may score 0, 1 or 2 marks depending on the accuracy of the response.
- Candidates must use the key word in their answer and they must not change it in any way. If they do not use it or if they alter it, they will not be awarded the marks. When they write their answers on the answer sheet they should only write the words that are needed to fill the gap and not the whole sentence.
- Remind students to pay careful attention to the frame for the answer, especially any verb in the final part of the second sentence as it may indicate whether a verb in the gap should be singular or plural. They should also take particular note of the words immediately before and after the gap.
- In preparing for this part of the component, give your students practice in paraphrase use. You could ask them to rewrite sentences from texts they have read, or rewrite sentences from their own or a partner's written work. You can also use tapescripts from listening activities: give students a paraphrase of a sentence and ask them to listen and identify the original.

Reading and Use of English Part 5



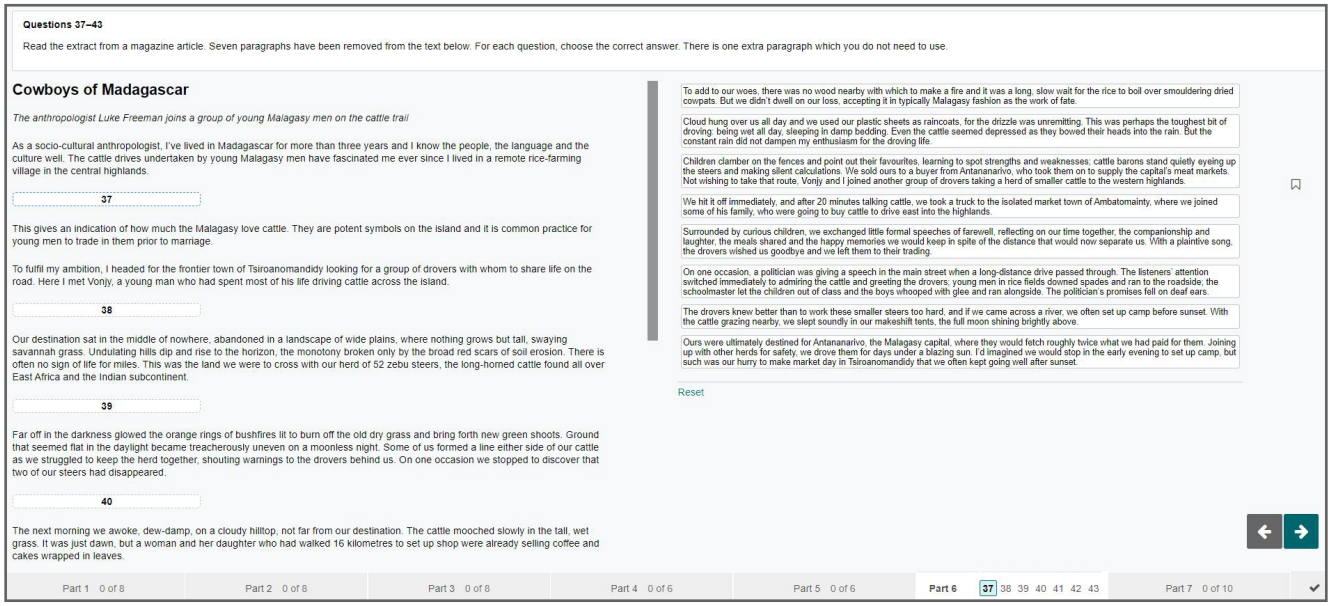
THE TASK

- This part tests candidates' detailed understanding of a long text, including its purpose and organisation and the opinions and attitudes expressed within it.
- Part 5 consists of one longer text followed by six multiple-choice questions which test detailed understanding of the text, including opinions and attitudes expressed within it. The text has a title and may also have a subheading. Candidates need to read the text closely to understand exactly what the writer is saying and in order to distinguish between apparently similar viewpoints or reasons in the options. 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. The questions are presented in the same order as the information in the text and the final question may depend on interpretation of the text as a whole, e.g. the writer's purpose, attitude or opinion.

HOW TO APPROACH THE TASK

- Preparation for the multiple-choice task 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 misunderstandings which may lead students to choose a wrong answer. They must be aware of the need to check each option against the evidence of the text.
- When answering the questions, some students find it useful to consider a possible answer by first looking only at the stem and not at the options. They then underline the part of the text which gives the answer, and finally compare this with the options. However, they must be aware that it is also necessary to check each option against the evidence of the text.
- Students need to read texts in which opinion, attitudes and feelings are expressed, e.g. interviews with famous people, short stories which focus on how characters feel about the situations they find themselves in, and magazine articles in which there is a strong authorial voice or viewpoint. Activities which focus on recognising and evaluating attitude and opinion and inferring underlying meaning will be helpful. Students can also be encouraged to identify similar features in texts of their own choice, and to work in groups to prepare questions (not necessarily multiple choice) focusing on these features.
- Part 5 texts often contain complex ideas, and in the classroom students should be encouraged to discuss these and relate them to their own experience and world knowledge both before and after reading.
- Students will find it helpful to analyse and discuss structural/organisational features of texts, at paragraph level and beyond. For example, there may be a question which tests the ability to recognise a main idea and an example of it, or one which involves comparing or contrasting ideas or examples.

Reading and Use of English Part 6



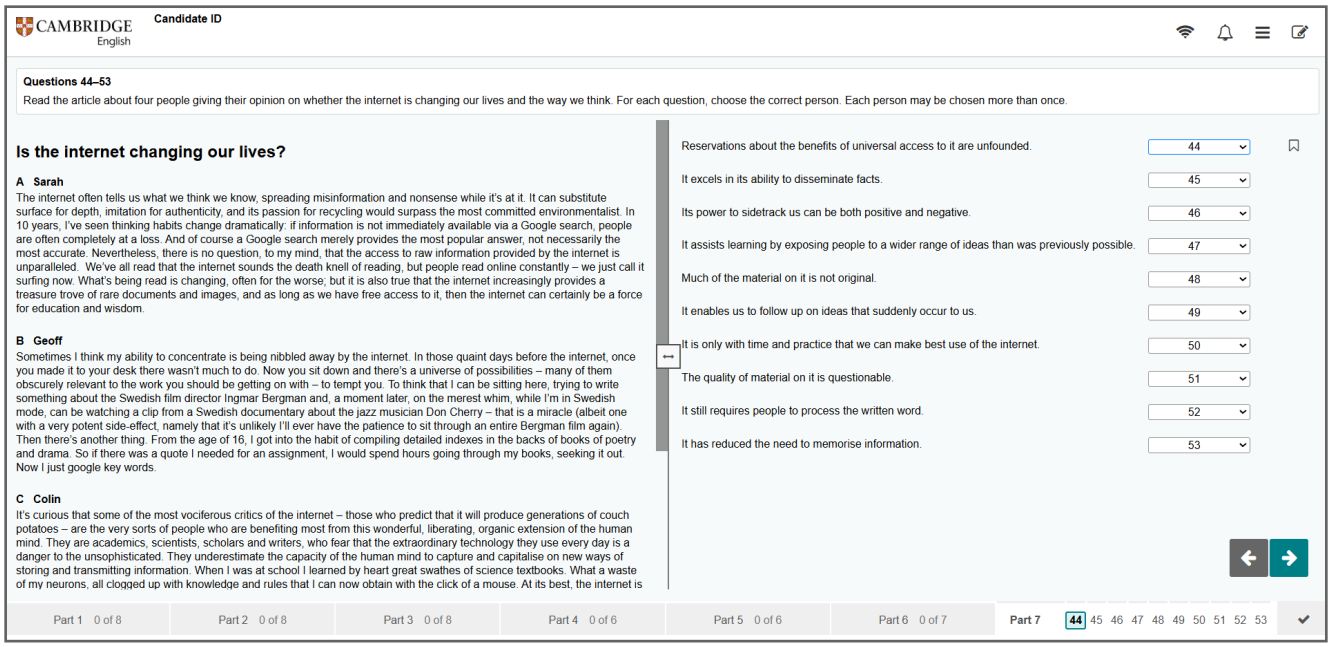
THE TASK

- This part tests candidates' understanding of text structure and their ability to follow text development.
- Part 6 requires candidates to select from eight options the correct extract to fit in each of the seven gaps in the text. There is only one correct answer for each gap. There is no example answer. The task consists of a gapped text followed by the extracts from the text and one further extract which does not fit in any of the gaps. The text has a title and may also have a sub-heading. Candidates need to read the gapped text first in order to gain an overall idea of the structure and meaning of the text, noticing carefully the information and ideas before and after each gap as well as their development throughout the whole of the gapped text. They should then decide which extract fits each gap, and write the appropriate letter in each gap. They should remember that each extract may only be used once and that there is one extract that they will not need to use.

HOW TO APPROACH THE TASK

- Encourage your students to read the main (base) text first so that they gain an overall idea of the structure and development of the theme or argument of the text, before starting to do the task. They should pay attention to the information and ideas before and after each gap as well as throughout the whole of the gapped text. Students frequently make the wrong choice by selecting options which fit the text before the gap, and neglecting to check that the text after the gap follows on smoothly.
- Students should be trained to consider the development of the text as a whole, and not to focus on each gap independently. Students should keep on referring to the developing argument in the base text. Sometimes students will need to choose carefully between two extracts as possible answers, and will need to make decisions about which is the most logical extract to fill the particular gap. They should not rule out an answer for consideration on the grounds that they have already used it, as the earlier use may be incorrect.
- Practice is needed in recognition of a wide range of linguistic devices which mark the logical and cohesive development of a text, e.g. words and phrases indicating sequence of events, cause and effect, premise and conclusion. In class, the task can be adapted by photocopying the text and cutting up the paragraphs, which gives students additional visual support and allows them to compare alternatives more easily. If this activity is done in pairs or groups, students will also be encouraged to justify their combinations and links to one another. It is very important to look at a variety of complete texts from different sources (magazines, books, fiction) and to analyse and discuss in the classroom their style, structure and organisation.
- Candidates should beware of approaching the gapped-text task as an exercise requiring them merely to identify extracts from the text and sections in the text which contain the same words, names or dates. The task is designed to test understanding of the development of ideas, opinions and events rather than the superficial recognition of individual words.

Reading and Use of English Part 7



THE TASK

- This part tests candidates' ability to locate specific information, detail, opinion and attitude in a text or a group of short texts.
- Part 7 consists of a single page of text divided into sections and a set of 10 questions. The text is divided into four to six sections – the 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 questions, and locate a section of text where that idea is expressed. At the same time they need to discount 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 other words, there may be several questions with the answer A, for example. There are three main text types: different people giving their views on a topic; a single text divided into sections; and extracts from a single text, such as a book or long article.

HOW TO APPROACH THE TASK

- Students need to practise skimming and scanning texts in order to prepare for this task. They should practise scanning texts for the particular information required and not feel that they must read every word in the text. Each section of text will contain some redundant information.
- The internet is an ideal medium and source for reading materials, as it encourages easy access of texts and quick reading to find the information one is seeking. As well as skimming and scanning articles, students can read to find common features in different articles or read to locate different views on a particular topic.
- Questions for the multiple-matching task are printed before the text so that the candidates know what to look for in the text. However, there are various ways of doing this task and students should be encouraged to try different techniques.
- Sometimes a question may have two elements, such as a writer's surprise at being confronted by a difficult situation. Students may find evidence of a difficult situation in a particular section of the text and think they have found the answer even though no surprise is expressed. Thus it is important to train students in finding a paraphrase of the whole idea in the question, not just one element of it.
- Students should be discouraged 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.
- Students could work towards creating their own multiple-matching text, by interviewing each other and converting their notes into four people's views on an aspect of, e.g. work or university life. Students could then write their own questions on these texts for other groups to read and answer.

Part 1

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. Mark your answers **on the separate answer sheet**.

There is an example at the beginning (**0**).

0 **A** dispute **B** argument **C** dissent **D** challenge

0	A	B	C	D
	■			

Soap operas

It is surely beyond **(0)** ...A... that soap opera is the most consistently popular type of television programme in the world. It has succeeded in **(1)** ……... the imagination of millions since it first **(2)** ……... as a genre back in the 1930s. The word 'soap' alludes to the role originally played by detergent manufacturers, who promoted their products during commercial breaks. Soap operas have been **(3)** ……... as mindless entertainment, with viewers only **(4)** ……... to these programmes in order to escape from reality.

Soaps are often set in friendly, tightly-knit neighbourhoods, evoking nostalgic feelings in some viewers, since such communities may no longer exist in many areas. The subject matter of soaps also **(5)** ……... great appeal for viewers since the stories **(6)** ……... focus on domestic problems they may have experienced themselves.

There has been a significant shift in attitudes with many soaps now **(7)** ……... moral and social issues. The characters and situations **(8)** ……... are complex and ambiguous, providing much food for thought and no easy answers.

1	**A**	commanding	**B**	capturing	**C**	carrying	**D**	conquering
2	**A**	originated	**B**	emerged	**C**	established	**D**	inaugurated
3	**A**	disregarded	**B**	deplored	**C**	disapproved	**D**	dismissed
4	**A**	resorting	**B**	applying	**C**	resigning	**D**	adopting
5	**A**	catches	**B**	holds	**C**	bears	**D**	brings
6	**A**	permanently	**B**	uniformly	**C**	perpetually	**D**	invariably
7	**A**	enquiring	**B**	addressing	**C**	commenting	**D**	interpreting
8	**A**	symbolised	**B**	illustrated	**C**	depicted	**D**	represented

Turn over ►

Part 2

For questions **9 – 16**, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (**0**). Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: **0** B U T

My new friend's a robot

In fiction robots have a personality, **(0)** BUT reality is disappointingly different. Although sophisticated **(9)** ……... to assemble cars and assist during complex surgery, modern robots are dumb automatons, **(10)** ……... of striking up relationships with their human operators.

However, change is **(11)** ……... the horizon. Engineers argue that, as robots begin to make **(12)** ……... a bigger part of society, they will need a way to interact with humans. To this end they will need artificial personalities. The big question is this: what does a synthetic companion need to have so that you want to engage **(13)** ……... it over a long period of time? Phones and computers have already shown the **(14)** ……... to which people can develop relationships with inanimate electronic objects.

Looking further **(15)** ……... , engineers envisage robots helping around the house, integrating with the web to place supermarket orders using email. Programming the robot with a human-like persona and **(16)** ……... it the ability to learn its users' preferences, will help the person feel at ease with it. Interaction with such a digital entity in this context is more natural than sitting with a mouse and keyboard.

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 space in the same line. There is an example at the beginning (**0**). Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: **0** S E A S O N A L

The migration of birds

Migration is the perilous **(0)** SEASONAL journey undertaken by many bird species. In the northern hemisphere it is prompted by the **(17)** ……... of food. Migrants are also **(18)** ……... programmed to respond to the changing length of the day as autumn approaches. Nevertheless, in the tropics, where there is little variation in the amount of daylight, migration is still a surprisingly common **(19)** ……... . **SEASON** **SCARCE** **GENE** **OCCUR**

Many birds will display considerable restlessness before beginning their journeys. Their **(20)** ……... to the earth's magnetic field helps them navigate, but inexperienced birds may get things **(21)** ……... wrong and end up far from their intended destination. **SENSE** **SPECTACLE**

In the past, the return dates could be predicted with great precision but climate change makes this harder. Although it is **(22)** ……... for birds to return earlier than their rivals so they can establish territories, getting back too early could have incalculable consequences for their long-term survival. However, some birds are **(23)** ……... reducing the distances they migrate in response to a milder climate. Their adaptability in such a short period in **(24)** ……... terms has greatly surprised scientists. **ADVANTAGE** **PROGRESS** **EVOLVE**

Turn over ►

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 **eight** words, including the word given. Here is an example (**0**).

Example:

0 Do you mind if I watch you while you paint?

objection

Do you …… you while you paint?

0	have any objection to my watching

Write **only** the missing words **on the separate answer sheet**.

---

25 The driver instructed passengers to move down the bus.

way

Passengers …… down the bus by the driver.

26 Mira tried to stay out of the argument between her two colleagues.

sides

Mira tried …… between her two colleagues.

27 A lack of support is threatening the success of the carnival.

under

The carnival's …… support.

28 The manager refused to discuss his decision further.

open

The manager stated that his decision …… discussion.

29 Please text me when you get home, even if it's very late.

how

No …… when you get home, please text me.

30 I just saw Emma for a moment as she walked past the restaurant.

caught

I just …… as she walked past the restaurant.

Turn over ►

Part 5

You are going to read an introduction to a book about historical objects held in museums. 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**.

A History of the World in 100 Objects

In this book we travel back in time and across the globe, to see how we have shaped our world and been shaped by it over the last two million years. The book tries to tell a history of the world in a way that has not been attempted before, by deciphering the messages which objects communicate across time – messages about peoples and places, environments and interactions, about different moments in history and about our own time as we reflect upon it. These signals from the past – some reliable, some conjectural, many still to be retrieved – are unlike other evidence we are likely to encounter. They speak of whole societies and complex processes rather than individual events, and tell of the world for which they were made.

The history that emerges from these objects will seem unfamiliar to many. There are few well-known dates, famous battles or celebrated incidents. Canonical events – the making of the Roman Empire, the Mongol destruction of Baghdad, the European Renaissance – are not centre stage. They are, however, present, refracted through individual objects. Thus, in my chapter on the ancient inscribed tablet known as the Rosetta Stone, for example, I show that it has played a starring role in three fascinating stories: as a legal document in ancient Egyptian times; as a trophy during the rivalry between the French and the British; and finally as a key to the decipherment of the ancient Egyptian writing system at the end of the 19th century.

If you want to tell the history of the whole world, a history that does not unduly privilege one part of humanity, you cannot do it through texts alone, because only some of the world has ever had written records, while most of the world, for most of the time, has not. The clearest example of this asymmetry between literate and non-literate history is perhaps the first encounter between Europeans and Australian aboriginals. From the European side we have eye-witness accounts and scientific reports. From the Australian side, we have only a wooden shield dropped by a man in flight after his first experience of gunshot. If we want to reconstruct what was actually going on that day, the shield must be interrogated and interpreted as deeply and as rigorously as the written reports.

All so much easier said than done. Writing history from the study of texts is a familiar process, and we have centuries of critical apparatus to assist our assessment of written records. We have learnt how to judge their frankness, their distortions, their ploys. With objects, we do of course have structures of expertise – archaeological, scientific, anthropological – which allow us to ask critical questions. But we have to add to that a considerable leap of imagination, returning the artefact to its former life, engaging with it as generously, as poetically, as we can in the hope of winning the insights it may deliver.

One of the characteristics of things is that they change – or are changed – long after they have been created, taking on new meanings that could never have been imagined at the outset. A startlingly large number of our objects bear on them the marks of later events. Sometimes this is merely the damage that comes with time, or from clumsy excavation or forceful removal. But frequently, later interventions were designed deliberately to change meaning or to reflect the pride or pleasures of new ownership. The object becomes a document not just of the world for which it was made, but of the later periods which altered it.

History looks different depending on who you are and where you are looking from. So although all these objects in the book are now in museums, it deliberately includes many different voices and perspectives. It draws on the museums' own experts, but it also presents research and analysis by leading scholars from all over the world, as well as comments by people who deal professionally with objects similar to those discussed. This book also includes voices from the communities or countries where the objects were made, as only they can explain what meanings these things still carry in their homeland. Countries and communities around the world are increasingly defining themselves through new readings of their history, and that history is frequently anchored in such things. So a museum is not just a collection of objects: it is an arena where such issues can be debated and contested on a global scale.

31 What claim does the author make about his book in the first paragraph?

A It benefits from new evidence that has not been available to previous historians.
B It looks at history from the point of view of society rather than individuals.
C It approaches the interpretation of the past from a novel perspective.
D It re-evaluates the significance of certain events.

32 The Rosetta Stone serves as an example of an object

A whose meaning has been re-interpreted many times.
B whose significance has changed over time.
C which has been fought over for many reasons.
D which explains key events over various historical periods.

33 The author believes that basing a history of the world on texts alone

A leads to too many interpretations.
B distorts oral versions of history.
C fails to take account of cultural difference.
D results in a biased view of history.

34 The author says that compared to the interpretation of texts, the interpretation of objects calls for

A a greater level of intuition.
B more specialised historical background.
C a more analytical approach.
D greater attention to detail.

35 What is the author's attitude to the fact that objects often change over time?

A He welcomes this as a further layer of significance.
B He regrets that so many objects have been accidentally damaged.
C He believes that this makes it easier to judge the importance of the object.
D He deplores the fact that people have deliberately altered ancient artefacts.

36 Why does the author include comments from people who live in the area where the object was made?

A They can throw light on its original function.
B They have the skills needed to re-create it.
C They help us see it in its wider cultural context.
D They feel ideas related to it have been neglected.

Turn over ►

Part 6

You are going to read an extract from a magazine article. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A – H** the one which fits each gap (**37 – 43**). There is one extra paragraph which you do not need to use. Mark your answers **on the separate answer sheet**.

Cowboys of Madagascar

The anthropologist Luke Freeman joins a group of young Malagasy men on the cattle trail.

As a socio-cultural anthropologist, I've lived in Madagascar for more than three years and I know the people, the language and the culture well. The cattle drives undertaken by young Malagasy men have fascinated me ever since I lived in a remote rice-farming village in the central highlands.

37 _____

This gives an indication of how much the Malagasy love cattle. They are potent symbols on the island and it is common practice for young men to trade in them prior to marriage.

To fulfil my ambition, I headed for the frontier town of Tsiroanomandidy looking for a group of drovers with whom to share life on the road. Here I met Vonjy, a young man who had spent most of his life driving cattle across the island.

38 _____

Our destination sat in the middle of nowhere, abandoned in a landscape of wide plains, where nothing grows but tall, swaying savannah grass. Undulating hills dip and rise to the horizon, the monotony broken only by the broad red scars of soil erosion. There is often no sign of life for miles. This was the land we were to cross with our herd of 52 zebu steers, the long-horned cattle found all over East Africa and the Indian subcontinent.

39 _____

Far off in the darkness glowed the orange rings of bushfires lit to burn off the old dry grass and bring forth new green shoots. Ground that seemed flat in the daylight became treacherously uneven on a moonless night. Some of us formed a line either side of our cattle as we struggled to keep the herd together, shouting warnings to the drovers behind us. On one occasion we stopped to discover that two of our steers had disappeared.

40 _____

The next morning we awoke, dew-damp, on a cloudy hilltop, not far from our destination. The cattle mooched slowly in the tall, wet grass. It was just dawn, but a woman and her daughter who had walked 16 kilometres to set up shop were already selling coffee and cakes wrapped in leaves.

Tsiroanomandidy hosts the largest cattle market in Madagascar. Every Wednesday, a huge cloud of dust hangs over the town, raised by the hundreds of cattle pressed into the wooden corrals.

41 _____

This was an easier journey, a slow wandering over the highest peaks of central Madagascar. The head drover was a laid-back languorous man who didn't raise an eyebrow when he heard I was joining his team; we nicknamed him the President. Our somewhat haphazard meanderings through the hinterland came to a sudden end when, passing through a village near Firavahana, the President found a buyer for his cattle. It would take a couple of days to sort out the paperwork, so Vonjy and I decided to leave him to it.

42 _____

From there, we got a lift 400 kilometres by road down to Madagascar's second biggest cattle market at Ambalavao, where Vonjy had more family in the trade. We joined them on another cattle drive up through the central highlands along Madagascar's main north-south road.

The highlands are the most crowded part of the island; every last hectare of land has been carved into neat rice terraces that scale the hillsides. From here, our journey took us eastwards into the forest.

43 _____

I learnt that such minor hardships were easily overcome as my body became conditioned to the rhythm of the road: walking at cattle pace, prodding and coaxing the beasts; listening to the drovers' soft talk.

If there's a lesson to be learnt from the young men with whom I travelled, it's just how simple travelling can be. Over the hundreds of kilometres I travelled with the drovers, I never heard a cross word or an argument. You don't need a whole lot to be happy on such a journey.

A To add to our woes, there was no wood nearby with which to make a fire and it was a long, slow wait for the rice to boil over smouldering dried cowpats. But we didn't dwell on our loss, accepting it in typically Malagasy fashion as the work of fate.

B Cloud hung over us all day and we used our plastic sheets as raincoats, for the drizzle was unremitting. This was perhaps the toughest bit of droving: being wet all day, sleeping in damp bedding. Even the cattle seemed depressed as they bowed their heads into the rain. But the constant rain did not dampen my enthusiasm for the droving life.

C Children clamber on the fences and point out their favourites, learning to spot strengths and weaknesses; cattle barons stand quietly eyeing up the steers and making silent calculations. We sold ours to a buyer from Antananarivo, who took them on to supply the capital's meat markets. Not wishing to take that route, Vonjy and I joined another group of drovers taking a herd of smaller cattle to the western highlands.

D We hit it off immediately, and after 20 minutes talking cattle, we took a truck to the isolated market town of Ambatomainty, where we joined some of his family, who were going to buy cattle to drive east into the highlands.

E Surrounded by curious children, we exchanged little formal speeches of farewell, reflecting on our time together, the companionship and laughter, the meals shared and the happy memories we would keep in spite of the distance that would now separate us. With a plaintive song, the drovers wished us goodbye and we left them to their trading.

F On one occasion, a politician was giving a speech in the main street when a long-distance drive passed through. The listeners' attention switched immediately to admiring the cattle and greeting the drovers; young men in rice fields downed spades and ran to the roadside; the schoolmaster let the children out of class and the boys whooped with glee and ran alongside. The politician's promises fell on deaf ears.

G The drovers knew better than to work these smaller steers too hard, and if we came across a river, we often set up camp before sunset. With the cattle grazing nearby, we slept soundly in our makeshift tents, the full moon shining brightly above.

H Ours were ultimately destined for Antananarivo, the Malagasy capital, where they would fetch roughly twice what we had paid for them. Joining up with other herds for safety, we drove them for days under a blazing sun. I'd imagined we would stop in the early evening to set up camp, but such was our hurry to make market day in Tsiroanomandidy that we often kept going well after sunset.

Turn over ►

Part 7

You are going to read an article about whether the internet is changing our lives and the way we think. For questions **44 – 53**, choose from the people (**A – D**). The people may be chosen more than once.

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

Which person gives each of these opinions about the internet?

Reservations about the benefits of universal access to it are unfounded.	44
It excels in its ability to disseminate facts.	45
Its power to sidetrack us can be both positive and negative.	46
It assists learning by exposing people to a wider range of ideas than was previously possible.	47
Much of the material on it is not original.	48
It enables us to follow up on ideas that suddenly occur to us.	49
It is only with time and practice that we can make best use of the internet.	50
The quality of material on it is questionable.	51
It still requires people to process the written word.	52
It has reduced the need to memorise information.	53

Is the internet changing our lives?

A Sarah

The internet often tells us what we think we know, spreading misinformation and nonsense while it's at it. It can substitute surface for depth, imitation for authenticity, and its passion for recycling would surpass the most committed environmentalist. In 10 years, I've seen thinking habits change dramatically: if information is not immediately available via a Google search, people are often completely at a loss. And of course a Google search merely provides the most popular answer, not necessarily the most accurate. Nevertheless, there is no question, to my mind, that the access to raw information provided by the internet is unparalleled. We've all read that the internet sounds the death knell of reading, but people read online constantly – we just call it surfing now. What's being read is changing, often for the worse; but it is also true that the internet increasingly provides a treasure trove of rare documents and images, and as long as we have free access to it, then the internet can certainly be a force for education and wisdom.

B Geoff

Sometimes I think my ability to concentrate is being nibbled away by the internet. In those quaint days before the internet, once you made it to your desk there wasn't much to do. Now you sit down and there's a universe of possibilities – many of them obscurely relevant to the work you should be getting on with – to tempt you. To think that I can be sitting here, trying to write something about the Swedish film director Ingmar Bergman and, a moment later, on the merest whim, while I'm in Swedish mode, can be watching a clip from a Swedish documentary about the jazz musician Don Cherry – that is a miracle (albeit one with a very potent side-effect, namely that it's unlikely I'll ever have the patience to sit through an entire Bergman film again). Then there's another thing. From the age of 16, I got into the habit of compiling detailed indexes in the backs of books of poetry and drama. So if there was a quote I needed for an assignment, I would spend hours going through my books, seeking it out. Now I just google key words.

C Colin

It's curious that some of the most vociferous critics of the internet – those who predict that it will produce generations of couch potatoes – are the very sorts of people who are benefiting most from this wonderful, liberating, organic extension of the human mind. They are academics, scientists, scholars and writers, who fear that the extraordinary technology they use every day is a danger to the unsophisticated. They underestimate the capacity of the human mind to capture and capitalise on new ways of storing and transmitting information. When I was at school I learned by heart great swathes of science textbooks. What a waste of my neurons, all clogged up with knowledge and rules that I can now obtain with the click of a mouse. At its best, the internet is no threat to our minds. It is another liberating extension of them, as significant as books, the abacus or the pocket calculator.

D Ian

The evidence that the internet has a deleterious effect on the brain is zero. In fact, by looking at the way human beings gain knowledge in general, you would probably argue the opposite. The opportunity to have multiple sources of information or opinion at your fingertips, and to dip into these rather than trawl laboriously through a whole book, is highly conducive to the acquisition of knowledge. It is being argued by some that the information coming into the brain from the internet is the wrong kind of information. It's too short, it doesn't have enough depth, so there is a qualitative loss. It's an interesting point, but the only way you could argue it is to say that people are misusing the internet. It's a bit like saying to someone who's never seen a car before and has no idea what it is: "Why don't you take it for a drive and you'll find out?" If you seek information on the internet like that, there's a good chance you'll have a crash. But that's because your experience has yet to grasp what a car is.

Assessment

Answer key

Answer Key for both digital screenshots and paper-based sample test.

Please note that the digital exams do not use letters for the multiple choice options.

Reading and Use of English sample paper 2

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

Q	PART 2
9	enough
10	incapable
11	on
12	up
13	with
14	extent / degree
15	ahead / forward
16	giving

Q	PART 3
17	scarcity / scarceness
18	genetically
19	occurrence
20	sensitivity
21	spectacularly
22	advantageous
23	progressively
24	evolutionary

Q	PART 4
25	were instructed / told to | make their way
26	not to take sides / to avoid taking sides | in the argument
27	success is under threat | due to / because of / owing to (a/the) lack of
28	was not | open to further
29	matter how | late it is / may be / might be
30	caught a glimpse / caught sight | of Emma

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

Q	PART 6
37	F
38	D
39	H
40	A
41	C
42	E
43	B

Q	PART 7
44	C
45	A
46	B
47	D
48	A
49	B
50	D
51	A
52	A
53	C

3145

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE

Page 1 of 2

CAMBRIDGE English

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

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

Proficiency Reading and Use of English Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

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

Parts 1, 5, 6 and 7:
Mark ONE letter for each question.
For example, if you think A is the right answer to the question, mark your answer sheet like this: 0 A ○ ○ ○

Parts 2, 3 and 4: Write your answer clearly in CAPITAL LETTERS.
For parts 2 and 3, write one letter in each box. 0 EXAMPLE

Part 1

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

Part 2

Do not write below here

9		9 1 0 ○ ○
10		10 1 0 ○ ○
11		11 1 0 ○ ○
12		12 1 0 ○ ○
13		13 1 0 ○ ○
14		14 1 0 ○ ○
15		15 1 0 ○ ○
16		16 1 0 ○ ○

Continues over →

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK BELOW THIS LINE

Page 1 of 2

3145

3145

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE

Page 2 of 2

Part 3

Do not write below here

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

Part 4

Do not write below here

25		25 2 1 0 ○ ○ ○
26		26 2 1 0 ○ ○ ○
27		27 2 1 0 ○ ○ ○
28		28 2 1 0 ○ ○ ○
29		29 2 1 0 ○ ○ ○
30		30 2 1 0 ○ ○ ○

Part 5

	A	B	C	D
31	○	○	○	○
32	○	○	○	○
33	○	○	○	○
34	○	○	○	○
35	○	○	○	○
36	○	○	○	○

Part 6

	A	B	C	D	E	F	G	H
37	○	○	○	○	○	○	○	○
38	○	○	○	○	○	○	○	○
39	○	○	○	○	○	○	○	○
40	○	○	○	○	○	○	○	○
41	○	○	○	○	○	○	○	○
42	○	○	○	○	○	○	○	○
43	○	○	○	○	○	○	○	○

Part 7

	A	B	C	D	E	F
44	○	○	○	○	○	○
45	○	○	○	○	○	○
46	○	○	○	○	○	○
47	○	○	○	○	○	○
48	○	○	○	○	○	○
49	○	○	○	○	○	○
50	○	○	○	○	○	○
51	○	○	○	○	○	○
52	○	○	○	○	○	○
53	○	○	○	○	○	○

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK BELOW THIS LINE

Page 2 of 2

3145

Writing tasks

1 hour 30 mins

The writing test 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	NUMBER OF MARKS	TASK TYPES	FOCUS	FORMAT
1	1	20	Writing a compulsory essay 240–280 words	The task focus is discursive.	Candidates are required to write an essay summarising and evaluating the key ideas contained in two texts of approximately 100 words each.
2	1	20	Writing (choose one task from a choice of three) 280–320 words	The focus is on writing one of the following: an article, a semi-formal letter, a formal letter, a report or a review.	Contextualised writing tasks, each specified in no more than 70 words.
TOTAL	2	40			

Tips for preparing learners for the Writing test

- ✔ Candidates need to read the question very carefully in order to perform the task effectively. Students need practice in identifying what the task is and what needs to be addressed.
- ✔ It is important that students are familiar with the format of the component, the different requirements of Part 1 and Part 2 and the range of text types used so that in Part 2 they can make the best choice from the questions which are available.
- ✔ Candidates should get into the habit of planning their answers thoroughly before they begin to write. This will encourage an organised and coherent approach and prevent irrelevant digression. Practice in writing to time will help prepare students to answer the question under examination conditions, produce the appropriate number of words required in the time set and avoid the possibility of running out of time.
- ✔ The various task types which appear on the paper require the use of a range of language functions, for example, the language of persuasion, description, recommendation and comparison. Students should be given guidance in identifying these, and practice in using them.
- ✔ Remind your students that correct spelling and punctuation are important. If spelling errors or faulty punctuation impede communication, then this will be reflected in the mark awarded. Candidates are expected to use a particular variety of English with some degree of consistency.
- ✔ Familiarity with the assessment criteria can be another useful part of preparation. Candidates are assessed on a scale incorporating four analytic criteria: Content, Communicative Achievement, Organisation and Language.

Completing the digital test
(digital test only)

- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may take pens and pencils and water in a clear, see-through bottle into the exam room, but nothing else (including bags and anything electronic).
- Students should be given timed practice of typing and editing their answers on screen so they are comfortable completing the tasks in the time available.
- The word count appears on the screen as students are typing. However, they still need practice in writing tasks within the word limit so that they know when they have written an appropriate amount.

Completing the answer sheet
(paper-based test only)

- Candidates write their answers on the separate answer sheets. Answers should be written in pen.
- 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. Those words will be ignored. Crossing out and making legible alterations will not have a negative effect on a candidate's mark.

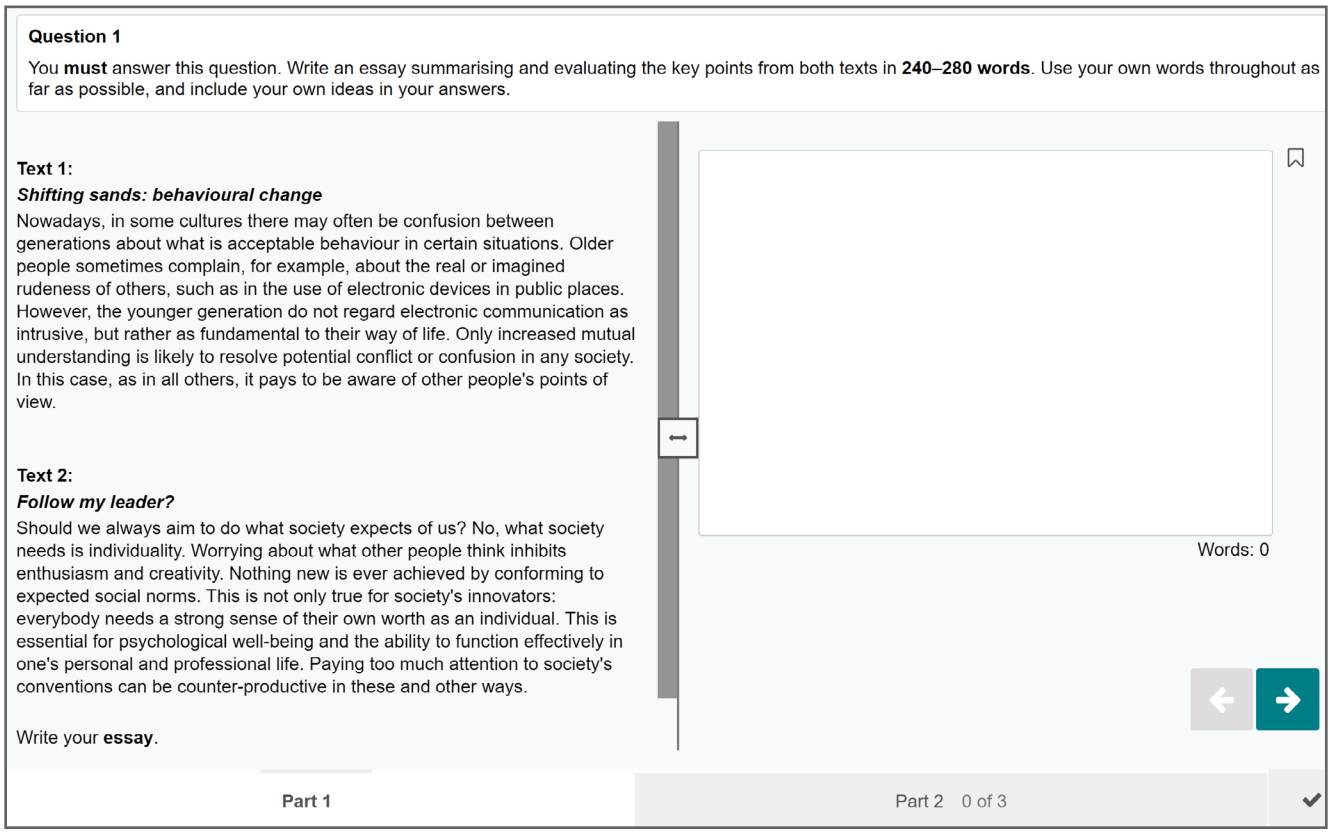
Expected word length

The specified word range is intended as a guide. If significantly fewer words are written, this is likely to mean that the task has not been successfully completed. However, in the context of the new Cambridge English Writing mark scheme, candidates are not explicitly penalised for the length of their response. Exceeding the recommended word range is therefore acceptable (though if there is resulting irrelevance, repetition or poor organisation, these may be penalised).

Advice by task

This section shows example screenshots from the C2 Proficiency Digital exam. To access the complete digital sample test, please scan the QR code, or go to **camengli.sh/47JFkmT**

Writing Part 1 - Compulsory task



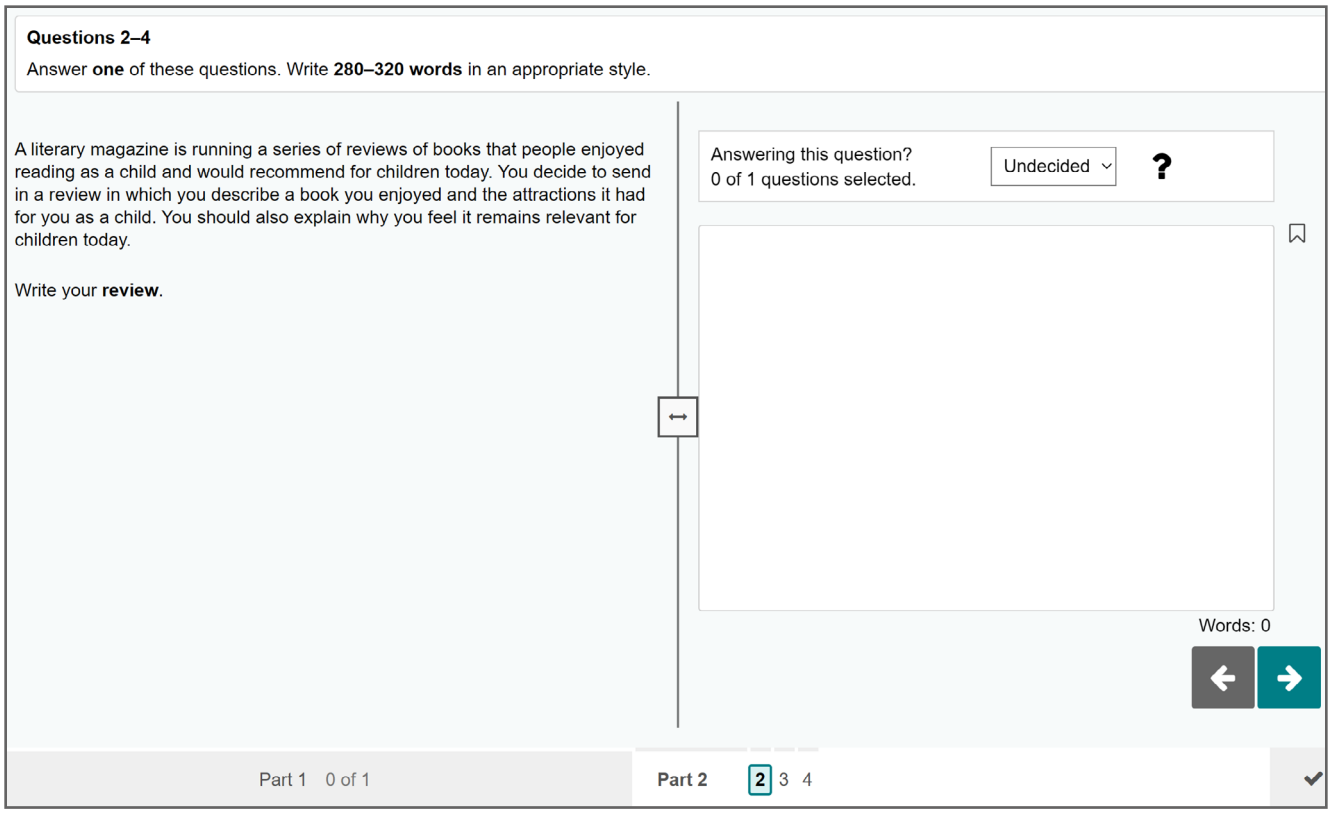
THE TASK

- In Part 1, candidates are asked to write an essay. The question in Part 1 always has a discursive focus. Discursive writing is a style used in academic writing and it requires the high level of language competence appropriate at C2 level. In addition, the ability to identify key points from a text is considered important at C2 level. The CEFR states that at this level candidates should be able to 'summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result'.
- This part tests the candidate's ability to write an essay, summarising and evaluating the key points from two texts and including their own ideas in the answer.

HOW TO APPROACH THE TASK

- Candidates are required to base their answers on input material which will take the form of two texts, each approximately 100 words long. The texts will be based on a variety of authentic, contemporary sources. Since the task focus is on productive language, the input will be well within the reading competence of candidates at this level.
- Candidates should be trained to read the two input texts very carefully. Each text, approximately 100 words in length, will present contrasting or complementary views on a topic. It is important that students learn to identify the key points in each of the texts, as these points will form the basis of a candidate's essay. Candidates must integrate a summary of these points, an evaluation of the abstract arguments involved and their own ideas on the topic in a coherent essay.
- Candidates may, of course, use key words from the question, but must avoid 'lifting' whole segments of the input. No credit will be given for language or ideas that have not been appropriately expanded on or integrated into their writing.
- Because of the discursive focus of this part of the paper, students need to be equipped to discuss a range of topics. Reading and discussing articles in English on a variety of issues will help them to develop their ideas and extend their vocabulary in order to cover the arguments raised in the texts.

Writing Part 2 - Choice of three tasks



THE TASK

- In Part 2, candidates have a choice of task. The different task types are intended to provide the candidates with a clear context, topic, purpose and target reader for their writing. For questions 2–4, the task types used are article, letter, report and review. The characteristics of each are detailed on page 29.
- The input for the questions in Part 2 is considerably shorter than in Part 1, and will not be more than 70 words in length. The rubric for each question will define the purpose for writing, identify the target reader and therefore indicate the appropriate format and register required in the answer.

HOW TO APPROACH THE TASK

- There is considerable choice on this part of the paper: advise your students to choose task types and topics that appeal to their interests and experience.
- Make sure students know how important it is to read the questions very carefully and to identify, before they begin to plan their answers, what they hope to achieve through writing (the purpose of the task), to whom they are writing (the target reader) and their role as writer.
- The question identifies the context, the writer's role and the target reader, which helps the candidate to choose the appropriate register. It is also very important that students learn to distinguish between the various task types required by the questions in Part 2. Even though a candidate may display an excellent command of the language, an answer will only achieve a high mark if all the above factors are taken into account.
- The questions in Part 2 are shorter than in Part 1, but just as much care is required in reading them. Candidates who do not read a question carefully enough may seize on a familiar topic and start the task before they have identified exactly what is required. It is always the case that there are at least two, if not three elements in these questions, and only candidates who produce an answer dealing adequately with all elements of the question can expect to gain a higher mark.
- Encourage your students to use a wide variety of grammatical structures and language functions and to explore the use of a range of vocabulary and expression.

TASK TYPES IN THE C2 PROFICIENCY WRITING TEST PART 2	PREPARATION
An article is written on a particular theme in a style which makes it suitable for publication in an English-language newspaper, magazine or newsletter. The question identifies the topic for the article, and the type of publication mentioned gives the candidate guidance as to the appropriate register to be used – for example, how academic or lively the article should be. The purpose of an article is to convey information; it may contain some description and/or narrative, and candidates should bear in mind the need to engage the interest of their readers.	Students should be reminded that a successful **article** interests and engages the reader, often with some description, narration and anecdote. In some cases, a personal angle will be appropriate and a catchy title will attract the reader's attention. However, remind students that there are many different types of article, and that they should check carefully to see what kind of publication they are being asked to write for. An article in an academic publication will have a very different style and choice of language from one in an international magazine. It may be appropriate to use headings for the various sections in an article; whether this is done or not, the article needs to be well planned and paragraphed. Reading and discussing a range of articles from a variety of publications will be useful preparation here.
A letter is written in response to the situation outlined in the question. Letters in the C2 Proficiency Writing component will require a response which is consistently appropriate for the specified target reader, and candidates can expect to be asked to write letters to, for example, the editor of a newspaper or magazine, to the director of an international company, or to a school or college principal. A letter to a newspaper or magazine may well include a narrative element which details personal experience; other letters may be more concerned with giving factual information.	It is important that a **letter** begins and ends appropriately: it may be appropriate at the beginning to explain the reason for writing, and the letter should have a suitable conclusion. Students should be encouraged to read and discuss letters in newspapers and magazines as this may help make them aware of the style of writing required.
A report is written for a specified audience. This may be a superior, for example, a boss at work, or members of a peer group, colleagues or fellow class members. The question identifies the subject of the report and specifies the areas to be covered. The content of a report is mainly factual and draws on the prompt material, but there will be scope for candidates to make use of their own ideas and experience.	The purpose of the **report** must be identified so that the correct information can be selected; establishing the identity of the target reader will ensure that a suitable style and choice of language is used. It is also important for students to read the context carefully to identify their role as writer. A report should be well organised and clearly arranged in sections and students should be given practice in achieving this, perhaps by using section headings; they should also be given practice in writing an effective conclusion. Students should also be encouraged to develop an awareness of the language commonly used in reports, for example the language of describing, comparing, analysing and making recommendations.
A review may be about a book, magazine, film, play, or concert, but it may also be about, for example, an exhibition. The target reader is specified in the question, so the candidate knows not only what register is appropriate, but also has an idea about the kind of information to include. A review does not merely require a general description of, for example, an event or publication, but it specifies the particular aspects to be considered. For example, the review may employ narrative, as well as descriptive and evaluative language, and a range of vocabulary relating, for example, to literature and the media such as cinema or TV.	In order to become familiar with what is required of a **review**, students should read and discuss a range of reviews such as can be found in various magazines and newspapers. The language appropriate to a review will include, for example, language for describing, narrating and evaluating, and students should try to extend their vocabulary to include that related to literature and the media.

These indications of readership and purpose are not comprehensive, but are intended to give some guidelines to the different task types.

Part 1

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in **240 – 280 words on the separate answer sheet**.

1

Shifting sands: behavioural change

Nowadays, in some cultures there may often be confusion between generations about what is acceptable behaviour in certain situations. Older people sometimes complain, for example, about the real or imagined rudeness of others, such as in the use of electronic devices in public places. However, the younger generation do not regard electronic communication as intrusive, but rather as fundamental to their way of life. Only increased mutual understanding is likely to resolve potential conflict or confusion in any society. In this case, as in all others, it pays to be aware of other people's points of view.

Follow my leader?

Should we always aim to do what society expects of us? No, what society needs is individuality. Worrying about what other people think inhibits enthusiasm and creativity. Nothing new is ever achieved by conforming to expected social norms. This is not only true for society's innovators: everybody needs a strong sense of their own worth as an individual. This is essential for psychological well-being and the ability to function effectively in one's personal and professional life. Paying too much attention to society's conventions can be counter-productive in these and other ways.

Write your **essay**.

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **280 – 320** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

---

2 A literary magazine is running a series of reviews of books that people enjoyed reading as a child and would recommend for children today. You decide to send in a review in which you describe a book you enjoyed and the attractions it had for you as a child. You should also explain why you feel it remains relevant for children today.

Write your **review**.

3 A jobs fair was recently held in your town for international organisations and companies to promote careers available for young people. You have been asked to write a report of the jobs fair for your college website. You should briefly describe the event and identify two or three promotions of particular interest and relevance. You should also evaluate the extent to which such events can open young people's minds to new challenges and career opportunities.

Write your **report**.

4 An international travel magazine is running a series of articles on alternatives to travelling by plane. The magazine has invited readers to send in articles briefly describing a memorable long-distance train or bus journey they have made. The article should explain the advantages of travelling a long distance by train or bus and consider whether in general travelling to your destination more slowly may result in a more satisfying travel experience.

Write your **article**.

Assessment

Assessment scales

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

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

Responses are marked on each subscale from 0 to 5.

When being marked, the length of responses and varieties of English are taken into account:

- 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.
- Candidates should also aim to use a range of tenses, expressions and vocabulary, even if these contain some minor mistakes. It's important for candidates to show the full range of their language ability and to be ambitious in their use of language.
- Non-impeding errors, which do not affect communication, will not necessarily be penalised. These include spelling, grammar or punctuation errors. However, errors which interfere with or cause a breakdown in communication will be treated more severely.

The subscale **Content** is common to all levels:

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

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

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

The following assessment scale, extracted from the one on the previous page, is used for marking candidate responses.

C2	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
4	*Performance shares features of Bands 3 and 5.*			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task 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.
2	*Performance shares features of Bands 1 and 3.*			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task 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.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*		

Writing mark scheme

Glossary of terms

1. General

Generally

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

Flexibility

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

2. Content

Relevant

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

Target reader

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

Informed

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

3. Communicative Achievement

Conventions of the communicative task

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

Holding the target reader's attention

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

Communicative purpose

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

Straightforward and complex ideas

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

4. Organisation

Linking words, cohesive devices and organisational patterns

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

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

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

5. Language

Vocabulary

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

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

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

Appropriacy of vocabulary

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

Grammatical forms

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

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

Grammatical control

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

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

Range

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

Overuse

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

Errors and slips

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

Impede communication

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

Sample answers and comments for both digital screenshots and paper-based sample test.

Question 1

Candidate A

Behavioural Change

Our modern life often poses us a question – what is acceptable in terms of behaviour considering the fast pace at which modern society changes. Besides, the shift towards the cult of individuality has been obvious for the past years.

Nowadays, we are all aware of the fact that society is made up of different generations each of which has their own preferences and habits deeply ingrained in their consciousness. In this connection the generation gap is considered to be a perennial problem. It is a well-known fact younger generations are more technologically advanced than the previous ones, moreover the young are quicker on the uptake and more resilient to ever changing demands of our life. Despite that, I am inclined to believe that only by being tolerant to each other and accepting the right of each generation to adhere to their own set of beliefs and ideas we will be able to peacefully co-exist in society.

At last society has recognised the need for each member to be an individual. Throughout the history of humanity members of society have had to fit the mould and conform to the set of principles and beliefs accepted. For example, even 50 years ago woman's only domain was household chores. Nowadays, we are relieved to see that women are equal members of society fulfilling their potential and rising thru the ranks. Some of them even manage to achieve dizzy heights.

In conclusion, our society is moving forward by leaps and bounds, patterns of behaviour and social norms are changing as well. So, only by coming to terms with the above-mentioned we, all members of it, won't be deemed as misfits and relish our existence in the society.

Comments

SUBSCALE	MARK	COMMENTARY
Content	**4**	All content is relevant to the task, although the final key point is not addressed. Nevertheless, the target reader would be informed.
Communicative Achievement	**3**	Uses the conventions of the essay with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease and fulfilling all communicative purposes as set out in the task. The register is occasionally uneven (*rising thru the ranks, dizzy heights*).
Organisation	**3**	The text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility (*In this connection, the above-mentioned, moreover, For example, Throughout the history of humanity*) though *Despite that* does not seem to be employed correctly.
Language	**2**	A wide range of vocabulary, including less common lexis, is used effectively, and sometimes with style (*deeply ingrained in their consciousness, perennial problem, quicker on the uptake, adhere to their own set of beliefs, fit the mould, fulfilling their potential, by leaps and bounds, social norms, coming to terms*). Uses a range of simple and complex grammatical forms with control and flexibility. Grammatical and lexical errors are present but do not impede communication.

Question 1

Candidate B

The term 'society' describes a group of people having something in common – a birdwatchers' society shares a pastime, society in a more general rather more sociological sense shares a set of values. So, by definition, a certain degree of conformity is needed: If no-one adhered to such values (or nobody shared the pastime) there would be no society. However, conforming to social norms, meant to uphold the values, requires these to be meaningful and the meaning of norms will change just like the people making up a society will change. After all, the norms are just a reflection of the people living according to them. Consequently, adherence for adherence's sake is wrong and this is where individuality comes into play. Norms have to be critically reviewed, lest they become stifling. So indeed, conformity does not bring about progress. Yet individuality has to take into account others' individuality as well, that is to say, one's own ends where that of others begins. While this limits the degree of individuality of any single person within a society, it allows society to exist as such in the face of individuality. Just as individuality – being, being treated as and seeing oneself as an individual – is vital for a person's health, so it is for society, which should be made up of healthy individuals. Older individuals might disagree with younger ones about which values bear which weight or indeed about which values they share at all. This might be due to values having changed between the time when the older ones were raised and 'imprinted' with values and the time when that was the case for younger ones. But it might also be that the actual values (norms) haven't changed that much but are rather expressed differently. Most of the time, norms drift rather than leapfrog towards new meaning. Still, the perception is a disagreement. The rise of electronic equipment in public places illustrates this. Whereas older people might consider it unacceptable, it is normal for younger ones. Yet at the heart of the matter is not the issue whether such devices are used or not but how – sensitively and with respect for others, or not. And I think that most people would agree that sometimes they do not want to be disturbed – and that is the value that is still shared. In everyday life, such disagreement can only be resolved by communicating. Communication is a two-way process and, as such, requires understanding, awareness and respect for other people's views.

Comments

SUBSCALE	MARK	COMMENTARY
Content	5	Target reader is fully informed. All content is relevant to the task.
Communicative Achievement	4	Uses the conventions of the essay to communicate complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.
Organisation	4	Text is a well-organised, coherent whole, using a wide variety of cohesive devices and organisational patterns with flexibility (*The term 'society' describes …, So, by definition, However, Consequently, Yet, Whereas, Yet at the heart of the matter is not …*). Clear paragraphing would have enhanced coherence further.
Language	5	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style (*in a … sociological sense, individuality comes into play, critically reviewed, stifling, leapfrog towards*). Use of grammar is sophisticated, fully controlled and natural (*Just as … so it is for, But it might also be that …*). Any inaccuracies occur only as slips (*being, being*).

Question 1

Candidate C

The over-arching theme of these two texts is social behaviour.

The first considers the fact that different groups of society have different ideas about what is acceptable behaviour. What is normal for one set of people may appear rude to another group. This text makes the point that it is important to appreciate that others may have differing viewpoints, claiming that such awareness can help to avoid social conflicts. The second text looks at the issue from a contrasting angle. It argues against the desirability of behaving in socially acceptable ways. Its contention is that being too concerned about social conventions stifles individuality and may even have a negative effect on our own psychological health.

In my opinion, there is little to disagree with in the first text. It is an undeniable fact that behavioural norms vary across generations, classes and cultures and it is also true that understanding and tolerance provide the soundest basis for our approach to social difference.

The second text is possibly more contentious. While it may be the case that some people are over-concerned about etiquette and unimportant social rules, I feel that some conventions for social behaviour have a positive impact on everyone's lives. It all depends on the type of rule. I do not feel that it is important to know which way you 'should' tip your bowl when eating soup or when you should or shouldn't wear gloves but I do think it is desirable to say please and thank you and to behave in a considerate way towards one's fellows. In other words, I think that basic social conventions serve a useful purpose but that they should be used to oil our interactions rather than becoming too much of an end in themselves.

Comments

SUBSCALE	MARK	COMMENTARY
Content	5	Target reader is fully informed. All content is relevant to the task.
Communicative Achievement	4	Uses conventions of the essay to communicate complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.
Organisation	4	Text is a well-organised, coherent whole, using a wide range of cohesive devices and organisational patterns with flexibility.
Language	5	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style (*over-arching theme, differing viewpoints, contentious, an end in themselves*). Use of grammar is sophisticated, fully controlled and completely natural.

Question 1

Candidate D

How should we behave in society? Should we follow social norms or should we use our own individual judgement to decide what is the appropriate way to conduct ourselves?

Some people find it very important to obey the rules of etiquette, to do what others consider proper. There are people – often the older generation – who get very upset when others do not follow social conventions, when they, for example, speak loudly on mobile phones in public places or lick their fingers or queue jump.

However, it should be noted that the things that irritate people will vary from one society to the next; the rules of queue behavour, for instance, are very different in London, Moscow and Istanbul, and how it is acceptable to use a mobile phone differs considerably from one society to the next. Similarly, it is important to remember that social conventions change over time. It was once considered improper to eat on the street but now no-one pays the slightest attention to someone walking along munching a sandwich or an apple. The key to avoiding conflict, it seems, is imaginative empathy.

In general, it is counter-productive to worry too much about what the socially acceptable way to behave might be in any given situation. It can stop you thinking about what is the moral way to behave as you may become more focused on what is 'proper' rather than on what is right. You can also start suppressing your own important individuality and originality as you become unhealthily anxious about what others might be thinking.

The rules that do not – and should not – change are those regarding behaviour that has an effect on others. Dropping litter, for example, or pushing someone out of the way should always be condemned as inappropriate behaviour

Comments

SUBSCALE	MARK	COMMENTARY
Content	5	Target reader is fully informed. All content is relevant to the task.
Communicative Achievement	5	Demonstrates complete command of the conventions of the essay. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes. Effective use of opening question to engage the reader's attention.
Organisation	5	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility (*Some people …, However, Similarly, The key …, In general*). Paragraph divisions clearly support the internal organisation of the argument, which integrates evaluation of key points and writer's own views subtly and fluently. Opening question clearly addressed and returned to in the conclusion.
Language	5	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style (*social norms, conduct ourselves, obey the rules of etiquette, imaginative empathy, unhealthily anxious, inappropriate behaviour*). Use of grammar is sophisticated, fully controlled and completely natural.

Question 2

Candidate E

Childhood Book

One of my favourite childhood books is the 'Six Bullerby Children' written by Astrid Lindergren, a famous Swedish author. The story is set in a three-farm remote village of Bullerby in Sweden.

The narrator is a seven-year-old girl, Lisa who, with her parents and two older brothers – Lasse and Bosse, lives in one of the houses. Lisa describes the daily life of the children in Bullerby which – contrary to what one might think when imagining life in a small, remote village – is far from boring. The children have plenty of funny ideas, which often lead to amusing adventures.

Although the book was included in the compulsory school literature when I was a child (which often meant long, boring reads), I have truly enjoyed the adventures of Lisa and her friends. Despite very limited resources (the story is set in 1930s when children did not have many toys, not to mention a TV or video games!) the children always come up with exciting games or things to play with. This is something I admired and wished I could do when reading the book.

Another thing which appealed to me as a child was the natural childlike way in which Lisa (or Astrid Lindgren, the author) could tell the story connecting effortlessly with the young readers.

Despite the environment in which the children live nowadays has changed considerably since 1930s, children will always be children and if the book has appealed to so many young generations since it was published, I believe it will retain its impact. It can be more, even more relevant today, when children are presented with things to play, instead of inventing games themselves. Reading the book could definitely wake up their innate creativity.

'Six Bullerby Children' could, however, also be more relavent to adults who would like to either 'return' to their childhood for a little while, or be able to connect with their own children a bit better.

Comments

SUBSCALE	MARK	COMMENTARY
Content	5	All content is relevant to the task. The target reader is fully informed.
Communicative Achievement	4	The conventions of the review are used with sufficient flexibility to communicate complex ideas in an effective and convincing way, holding the reader's attention with ease, fulfilling all communicative purposes.
Organisation	3	The text is a well-organised, coherent whole which uses a variety of cohesive devices and organisational patterns with flexibility (*contrary to what one might think, Although, however, This is something, Another thing*) although there are instances when they are not used accurately (*Despite, not to mention*).
Language	4	A range of vocabulary, including less common lexis, is used effectively and precisely (limited resources, effortlessly, remote village, come up with). A wide range of simple and complex grammatical forms are used with full control, flexibility and some sophistication (*wished I could, far from boring, contrary to what one might think when imagining life in . . .*). There are a few slips (*since 1930s, I have truly enjoyed*).

Question 3

Candidate F

Jobs Fair

Recent Jobs Fair

Last weekend there was a Jobs Fair in the Town Hall. Over 100 different international companies and organisations had stands giving information about the careers they can offer young people. There were plenty people on each stand to answer questions and to give advice and there was also a wealth of promotional literature available, The Fair also arranged a series of work-related talks, films and other events in the course of the weekend.

Promotions of particular interest

All in all it was an excellent event. There were two stands that I personally found particularly interesting and relevant. The first was one promoting opportunities for language teaching abroad. This is something that I and a number of fellow-students have been seriously considering. We were able to find out there about what qualifications we would need, what kind of working conditions we could expect and where there might be interesting vacancies for us to apply for.

The second stand that drew my particular attention was one for a charity offering young people opportunities to gain experience of other countries and cultures while helping on a range of voluntary projects abroad. These projects included medical, environmental, construction and educational work in a number of different countries. I was able to talk to several young people who had already participated in such work and gained a very positive impression of the benefits of taking part.

Value of such events

In my opinion such events are of great benefit to young people. They inform us about opportunities that we might not otherwise have known about. They expand our horizons in terms of what we can aspire to. Several of my friends, for example, left the event feeling that their career plans had been transformed by what they have discovered during the Jobs Fair. We all agreed that our eyes had been opened to new opportunities in a very valuable way.

Comments

SUBSCALE	MARK	COMMENTARY
Content	5	All content is relevant to the task. The target reader is fully informed.
Communicative Achievement	4	A good command of the conventions of a report is demonstrated. Complex ideas are communicated in an effective way, holding the reader's attention with ease and fulfilling all communicative purposes. The style is appropriately formal throughout and the use of appropriate headings shows that a suitable format has been adopted.
Organisation	3	The text is a well-organised and coherent whole that uses a variety of cohesive devices and organisational patterns with flexibility (*All in all, This is something that …, in terms of, In my opinion*) although, in the final paragraph, a range of cohesive devices is somewhat lacking.
Language	4	A range of vocabulary, including less common lexis, is used effectively and precisely (*a wealth of promotional literature, work-related talks, stands, fellow-students, vacancies*). The use of grammar is often sophisticated, fully controlled and completely natural (*… that we might not otherwise have known about, left the event feeling that their career plans had been transformed by …*).

Question 4

Candidate G

Long-distance Travel

The Scottish writer, Robert Louis Stevenson, used to say that he travelled 'not to go anywhere but to go.' In other words he loved travelling for its own sake. Although I enjoy being at a new destination, I agree that the journey there can be the most exciting and rewarding part of any holiday.

Some years ago I studied Russian at university and used to travel frequently to Russia. I usually went by train, by far the cheapest way to get there then. This involved a three-day train journey across the Channel and then over the North European Plain through Belgium, Germany, Poland and Byelorus to Moscow. The train from Ostend was a Russian one and once on board you felt as if you were already in Russia, especially as you poured yourself a glass of tea from the samovar at the end of each carriage and made yourself comfortable for the two nights you'd spend in your sleeping compartment.

I loved the sense of gradually making my way into a different world. Towns and villages became less frequent and fields turned into forests as we chugged eastwards. The children who waved at the train as it passed began to have high Slav cheekbones. Travelling slowly gives you time to savour the gradual changes, to think about where you're going or where you've just been, to adapt to a new way of being. This opportunity to reflect is immensely enriching.

These days it's cheaper to hop on a plane than a train and you can now get to Russia in three hours instead of three days. Lunch in London and dinner in Moscow has become possible thanks to the jet engine. In many ways the journey could be seen as easier now. But in my opinion travelling by rail is still much more satisfying, providing a real sense of the distance – both geographical and social – between different countries.

Comments

SUBSCALE	MARK	COMMENTARY
Content	5	All content is relevant to the task and the target reader is fully informed.
Communicative Achievement	5	A complete command of the conventions of the article is demonstrated, with ideas communicated in an effective and convincing way, holding the target reader's attention with ease and fulfilling all communicative purposes. The introduction is particularly effective, with the reader drawn in by the use of a highly appropriate and interesting quotation from a famous writer.
Organisation	4	The text is organised very well and is coherent throughout, using a good range of cohesive devices and organisational patterns with flexibility (*Although, Some years ago, But in my opinion, These days*).
Language	5	A wide range of vocabulary including less common lexis is used effectively, precisely and with style (*chugged eastwards, immensely enriching, hop on a plane, to savour, samovar, for its own sake*). The use of grammar is sophisticated, fully controlled and completely natural. It is worth noting that there are no grammatical errors at all, not even slips.

Question 4

Candidate H

Jobs Fair

Long-distance Travel

With the rapid pace in which technology has been developing over the last decades, air travel has become more and more affordable to the hoi polloi. This is particularly true since the spread of the 'no-frills' airlines which have taken over Europe by storm. Air travel offers relatively cheap and fast journey to its passengers, which explains its recent rise. But are these journeys pleasant ones? Recent opinion polls show they are not. People are unhappy about the weight and size limits on luggage, numerous changes, stress related to queues to check-in, security and then to the gate …. The largest ache for air passengers, however, seems to be the lack of human interaction amid the 'de-humanising feel' of the airports.

I recently had an opportunity – and a pleasure – to travel by train to a family wedding in Germany. Despite the fact the journey took 6 hours longer than it would by plane, it was a truly enjoyable experience. The rail track passed through beautiful, green mountain valleys, offering amazing views of numerous castles perched on the mountain sides and the views of medieval towns. I have also met a few very nice local people who entertained me during the journey with interesting and funny stories of their family weddings.

Thanks to excellent views and the people I travelled with, the journey felt unbelievably short. There are many advantages of travelling long distances by train, most of which overweight the largest disadvantage to some – namely the length of the journey. First of all – one is able to meet interesting people and engage in long conversations – a train journey seems to be a more welcoming environment for social interaction than a quick flight is. Secondly, whilst passing through the towns and villages rather than flying over them one is able to better experience the culture. There are also practical advantages – like the lack of strict luggage restrictions, less queues and the ability to open the window to get some fresh air. There are also less problems with the leg space and a possibility to stretch them by strolling to the restaurant carriage or up and down the train.

To conclude, train travel could lead to a better travel experience comparing to the aircraft, under the condition that the passenger is open to experiencing the journey and is able to sacrifice a bit more time travelling.

Comments

SUBSCALE	MARK	COMMENTARY
Content	5	All the content is relevant to the task. Target reader is fully informed.
Communicative Achievement	3	The conventions of the article are used with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes. The final paragraph is more appropriate to the conclusion of an essay rather than an article, but generally the style is appropriate for an article written to engage and hold a reader's interest.
Organisation	3	The text is a well-organised, coherent whole which uses a variety of cohesive devices and organisational patterns with flexibility (*First of all, namely, Thanks to*). There are a couple of instances of incorrectly used cohesive devices (*comparing to, under the condition that*) and the third paragraph could have been divided into two for greater clarity.
Language	2	A wide range of vocabulary, including less common lexis, is used effectively and with fluency (*'no-frills' airlines, de-humanising, perched on the mountain sides, social interaction, engage in long conversations, strolling*). However, there are examples of incorrectly chosen words (*ache, overweight*) and in a few places vocabulary is repetitive (*views*). A wide range of both simple and complex grammatical forms is used with control and flexibility. Occasional errors do not impede communication.

Component 3:

Listening tasks

approximately 40 mins (including 2 minutes to check your answers in the digital test, and 5 minutes to transfer your answers in the paper-based test)

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

PART	NUMBER OF QUESTIONS	NUMBER OF MARKS	TASK TYPES	FOCUS	FORMAT
1	6	6	Three-option multiple choice	The focus is on gist, detail, function, purpose, topic, speaker, feeling, attitude, opinion, etc.	Three short unrelated texts lasting approximately 1 minute each, consisting of either monologues or exchanges between interacting speakers. There are two multiple-choice questions per text, each with three options.
2	9	9	Sentence completion	The focus is on detail and stated opinion.	A monologue lasting 3–4 minutes.
3	5	5	Four-option multiple choice	The focus is on opinion, gist, detail, inference and agreement.	A text involving interacting speakers lasting 3–4 minutes.
4	10	10	Multiple matching	The focus is on gist, attitude, main points and interpreting context.	Five short themed monologues, of approximately 35 seconds each. There are two multiple-matching tasks. Each multiple-matching task requires selection of the five correct options from a list of eight.
TOTAL	30	30			

Tips for preparing learners for the Listening test

- ✔ The best preparation for the Listening test is exposure to, and engagement with, a wide range of spoken English, including a range of voices, accents and styles of delivery. News broadcasts, documentaries and discussions can be used as suitable texts, as can light entertainment and drama broadcast in English. Classroom discussion activities also provide an invaluable source of listening practice.
- ✔ Candidates should familiarise themselves with the format of the test and the task types, which are always the same. It is helpful to work through a sample paper before the examination takes place and to have practice in using the digital platform or completing answer sheets.
- ✔ Students should listen to a range of text types and accents regularly as a variety of voices, styles of delivery and accents will be heard in each Listening component to reflect the various contexts presented in the recordings, as appropriate to the international contexts of the test takers.
- ✔ Build up students' confidence in listening by grading listening tasks from easy to more challenging.
- ✔ Make students aware of how much they themselves bring to a listening task. For example, discuss with them what they expect to hear in a particular context.
- ✔ Students should practise listening to and reading the rubric so that they are sure they understand what they are listening for, and what they have to do. The instructions for each task are given on the screen or 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.
- ✔ Remind students that they should use the time allowed before each part to read through the questions carefully, so that they know what to listen out for.
- ✔ As students listen to texts, encourage them to concentrate on what the speakers say, and to listen for both stated and implied attitudes and opinions, especially in Parts 1, 3 and 4.
- ✔ Train students to follow the questions through as they listen to a text so that they can 'locate' the answer to each question.
- ✔ Encourage students to confirm their answers when they listen to each text for the second time.
- ✔ Students should get used to answering all the questions, even if they are not sure – they have probably understood more than they think.
- ✔ Text types consist of monologues or interacting speakers, in the style of interviews, discussions, conversations, radio plays, talks, speeches, lectures, commentaries, documentaries, instructions.

Completing the digital test
(digital test only)

- Candidates mark or type all their answers directly onto the computer.
- Candidates may take pens and pencils and water in a clear, see-through bottle into the exam room, but nothing else (including bags and anything electronic).
- Candidates should listen carefully to the instructions which the invigilator gives and follow the instructions on the computer screen.
- Candidates should check that they can hear the test properly. If they cannot hear the recording, they should raise their hand and inform the invigilator immediately.
- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may make notes on paper during the exam, for example if they want to write down two alternative answers where they are unsure. They must leave these notes on their desk at the end of the exam.
- Make sure students have plenty of practice listening on headphones. They can do this individually through homework tasks but they should also have some practice in class as a group.

Completing the answer sheet
(paper-based test only)

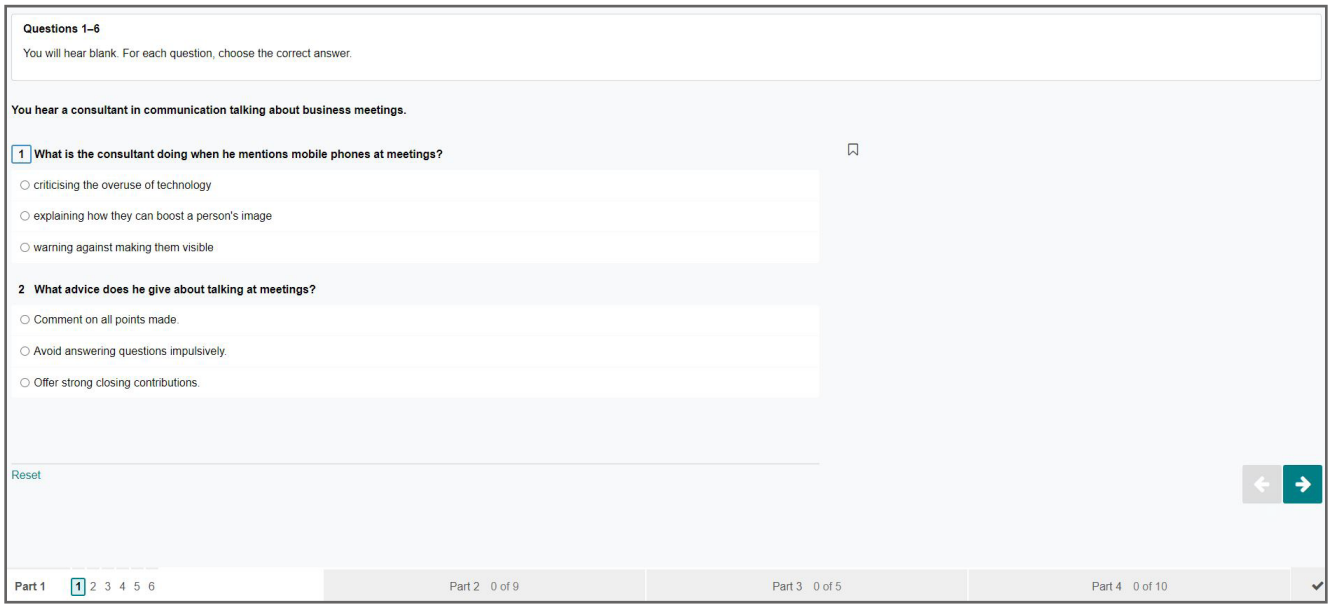
- Candidates are advised to write their answers in the spaces provided on the question paper while listening. There will be 5 minutes at the end of the test to copy the answers onto the separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or short phrase in a box on the answer sheet.

Advice by task

This section shows example screenshots from the C2 Proficiency Digital exam. To access the complete digital sample test, please scan the QR code, or go to **camengli.sh/47JFkmT**

See these tasks in full from page 50.

Listening Part 1



THE TASK

- Part 1 tests candidates' ability to listen for a variety of focuses.
- The six questions in this part relate to three separate texts (two questions per text). The texts may be self-contained or may be extracts from longer texts. The three texts are a mixture of monologues and texts with interacting speakers. Candidates should read the introductory sentence carefully as this gives information which will help to contextualise what they will hear. Each question focuses on a different aspect of each text, for example:

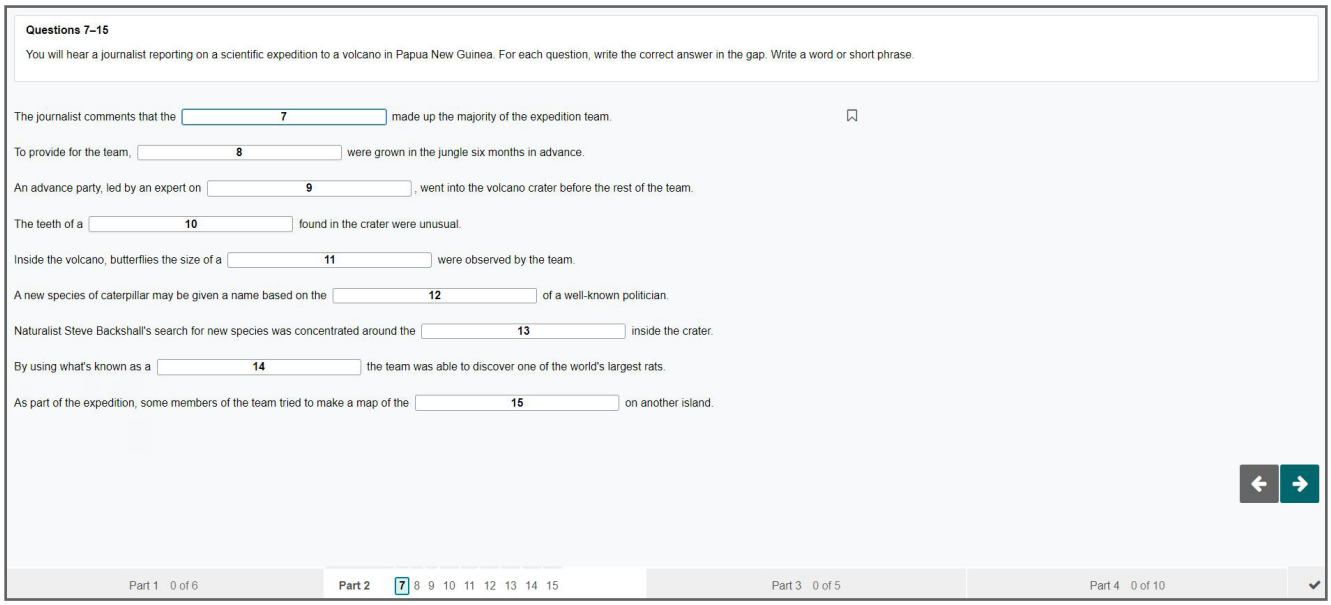
  What is the speaker's attitude to those who complain?

  In the speaker's opinion, what explains the team's recent lack of success?

HOW TO APPROACH THE TASK

- Candidates should be very wary of choosing an answer just because it contains a word or phrase which they hear on the recording. They should listen to the whole text carefully and then choose the answer. Similarly, they should not answer the question 'too soon', and perhaps jump to the wrong conclusion.
- Candidates can prepare for this part by listening to a range of short extracts of speech and concentrating on the main points of what they hear, as well as predicting the purpose of the text and the attitudes and opinions expressed.
- Working with the tapescript, marking where the correct answer is located, can help candidates gain confidence in their listening skills. This could then be followed by discussion of the reasons for the distractors being wrong.

Listening Part 2



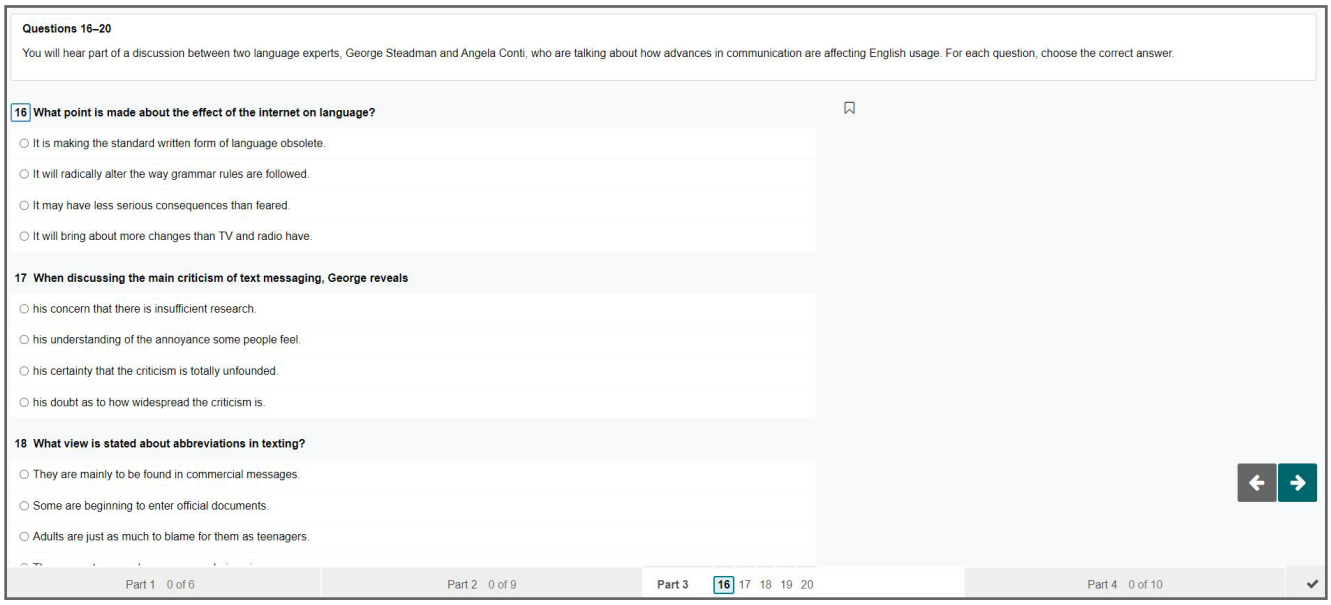
THE TASK

- Part 2 tests candidates' ability to listen for specific words or phrases and produce written answers in response to the sentences.
- Candidates listen to a monologue of an informative nature, aimed at a non-specialist audience. The nine questions in this part take the form of incomplete sentences. The candidates show their understanding of what they have heard by completing gaps in these sentences. Answers are short, generally in the form of single words or noun groups. They must be spelled correctly and must fit into the grammatical structure of the sentence. The questions follow the order of the information in the text and candidates write down the words that are heard on the recording.

HOW TO APPROACH THE TASK

- Tasks such as gap-filling exercises which focus on retrieving facts from an informative text will prepare students for this part.
- Candidates need to get into the habit of reading what is before and after the gap in the sentence so that they do not attempt to repeat information which is already in the sentence, and to check that what they have written fits into the grammatical structure of the sentence.
- Candidates should be discouraged from attempting to write long or complicated answers.
- Remind students that they should write the actual word or words they hear.
- Remind students that they should write their answers clearly when they copy them onto the answer sheet, using capital letters if they are not sure about their handwriting.

Listening Part 3



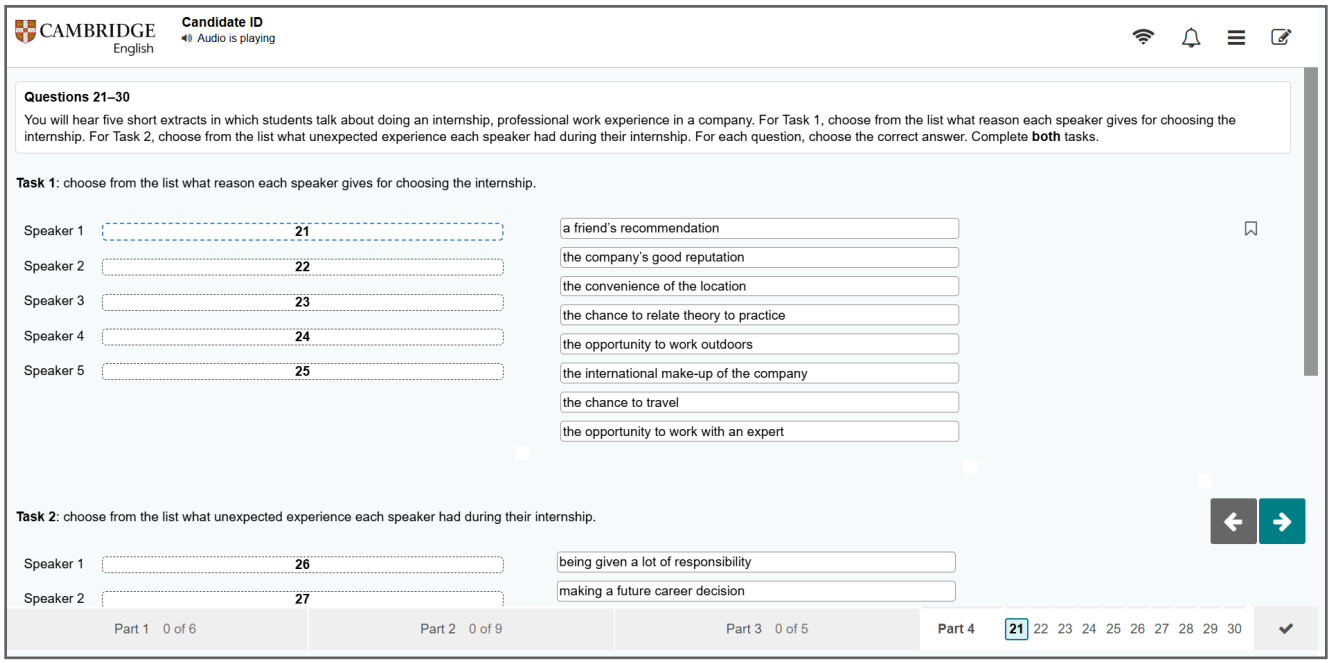
THE TASK

- Part 3 tests candidates' ability to listen for opinion, gist, detail and inference.
- Candidates listen to a text in which opinions and attitudes are expressed, both implicitly and explicitly. The five 4-option multiple-choice questions in this part focus on detailed understanding of points raised. Questions follow the order of the information heard in the text, but the final question may test global understanding of the text as a whole.

HOW TO APPROACH THE TASK

- Classroom preparation for Part 3 could include initially focusing on the question and not the options. This encourages students to concentrate on the focus of the question and really listen to what the speaker says about this point.
- Students should listen carefully to locate where the answer to the question lies. You could ask students to raise their hands when they hear the 'cue' (the first reference) for the next question.
- Summarising what the speaker(s) say is valuable practice for this part.
- It is useful for students to work with texts where opinions are stated indirectly rather than directly and to practise 'listening between the lines'.
- If the answer to a question cannot be heard during the first listening, encourage students to mentally leave that point and refocus on the next question. The second listening allows students the opportunity to finalise their answers.

Listening Part 4



THE TASK

- Part 4 tests candidates' ability to identify the gist of a number of short texts on a theme by identifying main points and interpreting context.
- 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 35 seconds. The monologues represent spontaneous speech, delivered 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 task in either order. Each task focuses on a different aspect of gist understanding, for example: interpreting attitudes, identifying main points and opinions.

HOW TO APPROACH THE TASK

- Remind students that they will hear five different speakers, but that the texts 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 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 students that they will be listening for gist meaning in these texts. Activities which require students to pick out a speaker's main point, feeling, attitude or opinion are very useful.
- Remind 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: approaching both tasks simultaneously, answering the most accessible questions on the first listening and the more challenging questions when the recording is repeated, attempting one task on each listening.
- 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 on helping students identify the best method of approaching this task for them.

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 a consultant in communication talking about business meetings.

1 What is the consultant doing when he mentions mobile phones at meetings?

A criticising the overuse of technology

B explaining how they can boost a person's image

C warning against making them visible

2 What advice does he give about talking at meetings?

A Comment on all points made.

B Avoid answering questions impulsively.

C Offer strong closing contributions.

Extract Two

You hear an ecologist, Todd Howell, talking about his new educational organisation 'Green Adventure'.

3 Todd believes that the public's concern about climate change

A is increasing rapidly.

B is becoming too simplistic.

C is being undermined by commercial interests.

4 When talking about introducing ecology to schoolchildren, Todd reveals

A his amusement at their naïve answers.

B his delight in their straightforward reactions.

C his concern about the content of the curriculum.

Extract Three

You hear a photographer talking about the art of photography.

5 What approach is she advocating?

A gaining inspiration from paintings

B ensuring photographs have a clearly-defined subject

C selecting seemingly trivial subjects

6 Why does she mention globalisation?

A to lament the decline in strong local images available to photographers

B to suggest that it enhances the fascination with certain photographic images

C to remind photographers of the need to work to the highest standards

Part 2

You will hear a journalist reporting on a scientific expedition to a volcano in Papua New Guinea.
For questions **7 – 15**, complete the sentences with a word or short phrase.

The journalist comments that the **(7)** ..... made up the majority of the expedition team.

To provide for the team, **(8)** ..... were grown in the jungle six months in advance.

An advance party, led by an expert on **(9)** ..... , went into the volcano crater before the rest of the team.

The teeth of a **(10)** ..... found in the crater were unusual.

Inside the volcano, butterflies the size of a **(11)** ..... were observed by the team.

A new species of caterpillar may be given a name based on the **(12)** ..... of a well-known politician.

Naturalist Steve Backshall's search for new species was concentrated around the **(13)** ..... inside the crater.

By using what's known as a **(14)** ..... the team was able to discover one of the world's largest rats.

As part of the expedition, some members of the team tried to make a map of the **(15)** ..... on another island.

Part 3

You will hear part of a discussion between two language experts, George Steadman and Angela Conti, who are talking about how advances in communication are affecting English usage.
For questions **16 – 20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

16 What point is made about the effect of the internet on language?

A It is making the standard written form of language obsolete.
B It will radically alter the way grammar rules are followed.
C It may have less serious consequences than feared.
D It will bring about more changes than TV and radio have.

17 When discussing the main criticism of text messaging, George reveals

A his concern that there is insufficient research.
B his understanding of the annoyance some people feel.
C his certainty that the criticism is totally unfounded.
D his doubt as to how widespread the criticism is.

18 What view is stated about abbreviations in texting?

A They are mainly to be found in commercial messages.
B Some are beginning to enter official documents.
C Adults are just as much to blame for them as teenagers.
D They are not as novel as many people imagine.

19 When discussing the new genre of text-poetry, both researchers agree that

A limiting a poem to a fixed number of letters is unhelpful.
B it will never match some of the traditional verse forms.
C it has potential if the writer is gifted.
D the means of delivery is effective.

20 What final conclusion do both the researchers reach about the state of English today?

A Language development need no longer be a concern in schools.
B The negative predictions about its decline are mistaken.
C Children's written style is improving significantly.
D The pace of change is unprecedented.

Part 4

You will hear five short extracts in which students talk about doing an internship, professional work experience in a company.

TASK ONE

For questions **21 – 25**, choose from the list (**A – H**), what reason each speaker gives for choosing the internship.

TASK TWO

For questions **26 – 30**, choose from the list (**A – H**), what unexpected experience each speaker had during their internship.

While you listen, you must complete both tasks.

A a friend's recommendation

B the company's good reputation

C the convenience of the location

D the chance to relate theory to practice

E the opportunity to work outdoors

F the international make-up of the company

G the chance to travel

H the opportunity to work with an expert

Speaker 1 ____ **21**

Speaker 2 ____ **22**

Speaker 3 ____ **23**

Speaker 4 ____ **24**

Speaker 5 ____ **25**

A being given a lot of responsibility

B making a future career decision

C making life-long friends

D attending high-level meetings

E using cutting-edge technology

F making useful contacts

G being offered a permanent job

H winning an award

Speaker 1 ____ **26**

Speaker 2 ____ **27**

Speaker 3 ____ **28**

Speaker 4 ____ **29**

Speaker 5 ____ **30**

Download the audio files for the sample paper here:
camengli.sh/47JFkmT

Audio script

Cambridge Certificate of Proficiency in English Listening Test.

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

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

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

You will hear each piece twice.

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

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

Now open your question paper and look at Part 1.

You will hear 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

Conducting yourself effectively at business meetings is about ensuring your presence is felt. Be aware of sitting up rather than slouching, but maintain a relaxed appearance. Spreading papers around looks chaotic, and there's a tendency to suppose having phones on the table in front of you makes you look important and in demand. It hints more at a propensity to get diverted from the issues at hand. A notepad and pen will be more effectual in suggesting you're on the ball, as will placing yourself in the eye-line of movers and shakers and looking focused.

Have a glass of water to hand, as this will keep you alert and will also check your urge to blurt something out without due consideration. You want your observations to be valid and articulate, so a well-judged sip before responding can ensure against anything too off-the-cuff. Do contribute in the early stages of the meeting as the longer you hold off the harder it gets to chip in, and you could get left behind. It's best to come up with ideas that appear to demonstrate foresight and that you think others will deem sensible and go along with.

Extract two

F: Why did you decide to start a green learning organisation to target schoolchildren?

M: We're in a time now where everyone's talking about climate change, but everything's been refined to four words: carbon, energy, transport and offset. That's all I ever hear and people believe that by focusing on these, our planet will be healthy again. So we need a concerted effort to introduce a programme that's about investigative learning, not prescribed pathways. The challenge is how we market the message in a way that will resonate and compete. Because we're bombarded by advertising messages 24 hours a day.

F: Are you trying to get your learning programme into the school curriculum?

M: I'm in two minds because it would be awful if it became just another class, like 'Oh no, we've got ecology today!' I love going to schools though, that's the payback, sitting with kids. They have an amazing perspective on things. We grow more cynical as we grow older and have preconceived ideas about what's possible and what's not. Kids are like, 'Why are we cutting down trees if it's bad for the Earth? We must stop right now.'

Extract three

Many people are hampered by what they think of as a fit and proper subject for the camera. But, it can be healthy for your creativity to apply the same kind of attention and effort you might to a so-called 'important' subject or spectacle, to instead, the mundane stuff that most people ignore. The idea of finding the extraordinary simply by giving the ordinary your full attention began with surrealist painters in the 1920s.

This has even more resonance now, with the onset of globalisation, which may homogenise things in one way, but also means that the remaining differences between cultures are often found in the simplest things. A henna stencil, used as body decoration for special occasions, may be unremarkable in Asia, but in the West it makes an image oddly intriguing. Even so, as has always been true, it's not enough just to find something and make a snapshot of it. For the photography of the ordinary to work, it's more important than ever to give the image your full imaginative and skilful treatment. The best photographers often do this instinctively.

That is the end of Part 1.

Now turn to Part 2.

You will hear a journalist reporting on a scientific expedition to a volcano in Papua New Guinea.

For Questions 7–15, complete the sentences with a word or short phrase.

You now have 45 seconds in which to look at Part 2.

Biologists had long harboured a hunch that the extinct volcano of Mount Bosavi in the jungles of Papua New Guinea could contain a treasure trove of undiscovered species. Its high crater walls meant that animals contained within them have evolved in isolation for thousands of years. Scientists had never been inside and so an expedition was planned involving a team of biologists and naturalists, but the TV crew, who would film it for a documentary series, outnumbered them all.

The producer was charged with sorting out the logistics of the mission. He and a researcher flew by helicopter to the nearest village, a 4-day trek from the volcano, and sought the permission of local people to film there.

Concerned not to consume the local resources, they also

arranged for sweet potatoes to be planted, reducing the quantities of rice and canned food that would need to be flown in. After six months, the harvested yield would sustain expedition members during their time there. A base camp was established near the village and eventually the rest of the team arrived.

Local tribespeople were employed, who, though they had some knowledge of the crater, had always judged it too inaccessible to visit regularly. An advance party headed out to locate somewhere a helicopter could land. In charge was a skilled climbing professional who, with the help of local hunters, would scale the mountainside and enter the crater itself. Once inside, they found an area where a helicopter could land.

The time was then right for the others to head for the crater. Flying in, they were greeted by vegetation dripping with diverse life-forms. The volcano teemed with so much life that it took just 30 seconds to discover a new species of frog, and even then they almost squashed it.

By the time they re-emerged from the crater this would be just one of 16 frog species catalogued for the first time, including one with long pointed teeth more akin to a snake's. Despite being hot, dirty and sweating for much of the time, the naturalists were ecstatic. The jungle within the crater walls revealed stick insects the length of a human forearm or huge fat-lipped fish that looked as if they'd swallowed an octopus. Butterflies, some with dimensions closer to those of a paperback, fluttered everywhere, many of which were already documented.

Most biologists consider it an achievement to name one new species, but in rainforests as remote as this the discoveries seemed endless. They also had the daunting task of assigning names to their finds. One caterpillar awaiting cataloguing provided a source of amusement. The hairy creature bore more than a passing resemblance to the eyebrows of a political figure and could well provide inspiration for its ultimate labelling.

One of the team's naturalists, Steve Backshall, chanced upon a tree kangaroo as he combed the areas alongside the streams for unfamiliar creatures. Tree kangaroos are notoriously wary of people, but this one was unfazed by the team's presence, confirming suspicions that the crater walls had effectively cut off the animals living within, allowing them to remain innocent of the danger humans could represent.

The most exciting discovery was of a giant rat recorded rummaging around on the forest floor, after being captured by what's known in the trade as a camera trap. Members of the team were awed by its size and suspected it could be a new species but needed to see the animal in the flesh to be sure. Trackers caught a live specimen which measured 82 cm from nose to tail and weighed around 1.5 kilos.

After a fortnight within Bosavi's crater, some of the group visited the island of New Britain, several hundred kilometres to the east of New Guinea. The volcano there is active and their goal was to observe its activity, and chart the caves there, believed to be the deepest in the southern hemisphere, and a likely location for further incredible discoveries. Sudden spectacular volcanic activity, however, forced them to make a premature departure, bringing this remarkable expedition to a close.

Now you will hear Part 2 again.

That is the end of Part 2.

Now turn to Part 3.

You will hear part of a discussion between two language experts, George Steadman and Angela Conti, who are talking about how advances in communication are affecting English usage.

For Questions 16–20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 1 minute in which to look at Part 3.

M1: It's great to welcome two researchers from the university linguistics department, Angela and George, to lead our discussion of what's happening to our language today. Folks are pointing to communication on the internet as evidence of a language collapse. Are they right, Angela?

F: Well, traditionally we've had two mediums – speech and writing. Now we have a third – electronic communication – producing a fundamental difference in the way language is communicated. The internet's many things: emails, chat rooms and so on. In each you see a new form of language – an amalgam of writing and speech, if you like, with its own conventions. What do you think, George?

M2: Throughout history, technology has allowed us to do new things with language, starting with printing in the 15th century, via the telephone to broadcasting. Just think of all the varieties of usage on radio and television that have come into existence. But with each advance there have been people who've prophesised doom. Now naysayers are proclaiming that the net is allowing the language structures to fall apart. But we're in a transitional period, so the jury's still out.

F: Another thing that people are moaning about is the language in text messaging.

M2: There's a difference, in my view. All the usual stuff people worry about with language, has some basis. If somebody says, 'Splitting infinitives is making the language go down the drain,' it's because people do actually split infinitives. With text messaging though, it's people fantasising. Their main criticism is, 'Texts are full of strange made-up words and misspellings.' They firmly believe that, although they've probably never texted. And one of the first planks of my research was to examine large quantities of texts, to find that more than 90% of words have standard spelling. So it's a myth.

F: But texts do contain some abbreviations and they're what people find salient about them.

M2: That's a fair point, but there are other aspects of the myth too. Some people believe that the culprits are

teenagers who are forcing the language into unknown directions. Though if you look into it, as I have, you find virtually every commonly used abbreviation has roots that go way, way back.

F: And interestingly, if we did a survey of texting, we'd find the amount kids generate is probably under 20%. Adults of all ages text now, and institutions text more than everyone put together – that's texts sent by companies and the stock market, or universities and broadcasters. When you consider the etiquette, most of these organisations bar abbreviations, because they're concerned they cause ambiguity.

M2: Well, what about this new 'literary' genre – text-poetry? What's your take on it?

F: Its supporters say the length constraint in text-poetry fosters economy of expression, just as other tightly constrained forms of poetry do. To say a text-poem must be written within 160 characters at first seems just as pointless as to say a poem must be 14 lines, but put the form into the hands of a master, and the result can be magic. Of course, text-poetry has some way to go before it matches traditional forms, but they've had quite a head-start!

M2: There's something unparalleled about it. This is nothing to do with the use of texting language or length. It's more the way the short lines have an individual force. With a text-poem you stay focused on each line as it appears on the tiny illuminated screen. It can be very powerful, though, of course, most are nauseating rubbish. So what's new?

F: So, what conclusion can we reach?

M2: As far as linguistics is concerned, we need to observe the rapid changes and do research. There are still an extraordinary number of doom-laden prophecies about damage to the language that things like texting are unleashing. But research has begun to dispel these notions. The most important finding is that texting doesn't erode children's language. In fact, it improves it in certain aspects. The latest studies have found strong links between text language and the skills underlying success in standard English in pre-teenage children. The more short forms in their messages, the higher they scored on reading and vocabulary. And the younger they received their first phone, the better.

F: People assume that children are learning poor spelling and non-standard grammatical structures. They fail to realise that before you can write and play with short forms, you need a sense of how the sounds of your language relate to the letters. If you're aware that your texting behaviour is different, you must have already intuited that there's such a thing as a standard.

Now you will hear Part 3 again.

That is the end of Part 3.

Now turn to Part 4.

Part 4 consists of two tasks.

You will hear five short extracts in which students talk about doing an internship, professional work experience in a company.

Look at Task 1. For Questions 21–25, choose from the list (A–H) what reason each speaker gives for choosing the internship.

Now look at Task 2. For Questions 26–30, choose from the list (A–H) what unexpected experience each speaker had during their internship.

While you listen you must complete both tasks.

You now have 45 seconds in which to look at Part 4.

Speaker 1

I've just got back from my internship in New Zealand. I'm studying environmental policy and when I was looking for an internship, I was determined not to spend my time cooped up in some dingy office so when I saw the amount of fieldwork this one involved, I went for it. I had to go and talk to dairy farmers and analyse damage caused by flooding using some very complicated – for me – technology! One of the scientists I worked with wants me to take up a post monitoring water quality when I've completed my studies. I'd never thought of living in New Zealand permanently – I'll have to see.

Speaker 2

I'd always wanted to go to vet school, ever since I was really little, but never really thought beyond that. And funnily enough, it's only when I went on my internship and worked in a bird sanctuary that I realised that rehabilitating native birds was where I saw my future. In fact, I must email someone I know who's doing just that in Spain; perhaps she can put me in touch with some organisations. The internship's lived up to my expectations in every sense. I knew that a leading zoologist was working at the sanctuary and I got to work with her on several occasions – so my dream came true!

Speaker 3

I chose to do an internship at a photographic studio next to the art school where I study in New York. The fact it's on my doorstep is a bonus but that wasn't the deciding factor when choosing. They get photographers, designers, technicians from everywhere and it was that global perspective on photography that I was after. It was pretty scary at first; I'd go into a meeting and by the end of it I'd find that I'd been allocated a project to manage. Nothing had prepared me for that. OK, there were people to support me, but until I asked for help, I was just expected to get on with it.

Speaker 4

My internship was one of the best experiences I've had so far. It motivated me to study hard and as a result I've now got a really well-paid job in a financial institution. It was crucial for me to find something that would give me hands-

on experience of what we were covering in lectures and my placement gave me just that. What I didn't see coming was the fact that in my second month there I was nominated and chosen for the National Honour Society. I was thrilled especially because I know that the panel of judges was made up of some really famous business people.

Speaker 5

A friend had warned me that research science internships can mean working day in, day out, in the same lab somewhere. That's why the most important criterion when selecting my internship was that it had to be in a large company where I could go to branches in different cities and broaden my experience that way. The knock-on effect of that, that I hadn't thought about was that I'd got to work with some of the latest microscopes and scanners. So both my life-long ambitions were fulfilled during my internship. I've now got to make sure that the 'real' job I've applied for lives up to that experience.

Now you'll hear Part 4 again.

That is the end of Part 4.

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

You have one more minute left.

That is the end of the test.

Please stop now.

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

Assessment

Answer key

Answer Key for both digital screenshots and paper-based sample test.

Please note that the digital exams do not use letters for the multiple choice options.

Listening sample test

Q	PART 1
1	C
2	B
3	B
4	B
5	C
6	B

Q	PART 2
7	tv/film crew
8	sweet potatoes
9	climbing
10	frog
11	paperback (book)
12	eyebrows
13	streams
14	camera trap
15	caves

Q	PART 3
16	C
17	C
18	D
19	C
20	B

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

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

58968

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE

CAMBRIDGE English

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

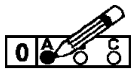
Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ○

Proficiency Listening Candidate Answer Sheet

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

Parts 1, 3 and **4:**
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:



Part 2:
Write your answer clearly in CAPITAL LETTERS.

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

For example:



Turn this sheet over to start

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK BELOW THIS LINE

58968

58968

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE

Part 1

	A	B	C
1	○	○	○
2	○	○	○
3	○	○	○
4	○	○	○
5	○	○	○
6	○	○	○

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

		Do not write below here
7		7 1 0 ○ ○
8		8 1 0 ○ ○
9		9 1 0 ○ ○
10		10 1 0 ○ ○
11		11 1 0 ○ ○
12		12 1 0 ○ ○
13		13 1 0 ○ ○
14		14 1 0 ○ ○
15		15 1 0 ○ ○

Part 3

	A	B	C	D
16	○	○	○	○
17	○	○	○	○
18	○	○	○	○
19	○	○	○	○
20	○	○	○	○

Part 4

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

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK BELOW THIS LINE

58968

Speaking tasks

16 minutes (pairs) **/ 24 minutes** (groups of three)

The Speaking test contains three parts. There are always two examiners. Candidates are usually assessed in pairs, however if there is an uneven number of candidates, candidates can be assessed in groups of three. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or setting up the tasks for candidates. The other acts as assessor and does not join in the conversation. The tasks consist of short exchanges with the examiner; a collaborative task involving both candidates; a 2-minute long turn and follow-up discussion. Candidates are assessed on their performance throughout the test.

PART	TIMING	TASK TYPE AND INTERACTION	FOCUS
1	2 minutes (or 3 minutes for groups of three)	A conversation between the interlocutor and each candidate (spoken questions).	General interactional and social language.
2	4 minutes (or approx. 6 minutes for groups of three)	A two-way conversation between the candidates. The candidates are given instructions with written and visual stimuli, which are used in a decision-making task.	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.
3	10 minutes (2-minute long turn for each candidate and approximately 6 minutes following the long turns) (or approx. 15 minutes for groups of three)	An individual long turn for each candidate followed by a discussion on topics related to the long turns. Each candidate in turn is given a written question to respond to. The interlocutor leads a discussion to explore further the topics of the long turns.	Organising a larger unit of discourse, expressing and justifying opinions, developing topics.

Tips for preparing learners for the Speaking test

- ✔ Classroom activities which involve students working in pairs and small groups will give them practice in skills such as sensitivity to turn-taking and responding appropriately to their partners, which is essential to success in the Speaking test.
- ✔ Ensure students have the opportunity to work with different partners in the class.
- ✔ Make sure your students are familiar with the format of each part of the test. They should be aware of the interaction patterns (in Part 1 they speak to the interlocutor, in Part 2 to each other, and in Part 3 to each other and the interlocutor).
- ✔ It is helpful for the students to know the timings for each part.
- ✔ Encourage your students to speak clearly and audibly so that they can be heard by both the interlocutor and assessor, and to paraphrase when they do not know or cannot remember a word.
- ✔ Train your students to listen carefully to the instructions so that they know precisely what they have to talk about.
- ✔ In order to make a fair and accurate assessment of candidates' performance, the examiners must be given a reasonable amount of language to assess. Remind students it is their responsibility to give a good account of themselves.
- ✔ Remind students that they can ask for clarification of instructions before they begin a task.

Format

The paired format of the C2 Proficiency 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 16 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.

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 materials and procedure will remain unchanged but the timing will be longer: 24 minutes instead of 16.

The Speaking test consists of three 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.

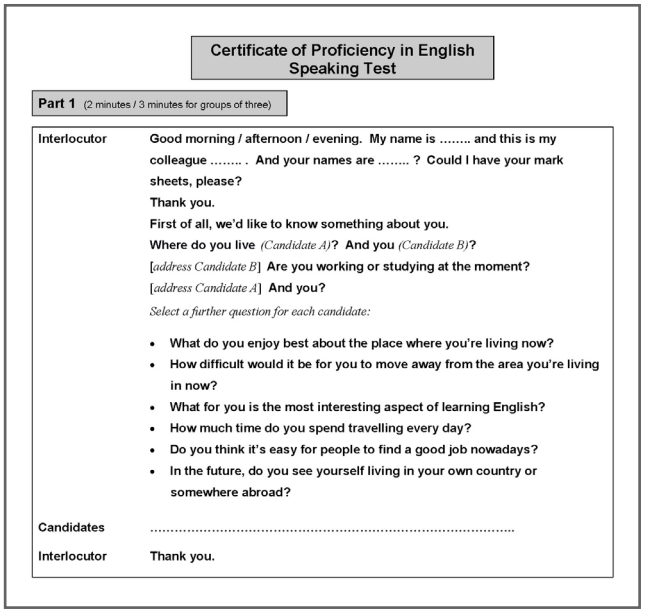
At the end of the Speaking test, candidates are thanked for attending, but are given no indication of the level of their achievement.

Advice by task

This section shows example screenshots from the C2 Proficiency exam. To access the complete sample test, please scan the QR code, or go to **camengli.sh/47JFkmT**

See these tasks in full from page 64.

Speaking Part 1 - Interview



Certificate of Proficiency in English
Speaking Test

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor	Good morning / afternoon / evening. My name is …… and this is my colleague …… . And your names are …… ? Could I have your mark sheets, please? Thank you. First of all, we'd like to know something about you. Where do you live *(Candidate A)*? And you *(Candidate B)*? [*address Candidate B*] Are you working or studying at the moment? [*address Candidate A*] And you? *Select a further question for each candidate:* • What do you enjoy best about the place where you're living now? • How difficult would it be for you to move away from the area you're living in now? • What for you is the most interesting aspect of learning English? • How much time do you spend travelling every day? • Do you think it's easy for people to find a good job nowadays? • In the future, do you see yourself living in your own country or somewhere abroad?
Candidates	……
Interlocutor	Thank you.

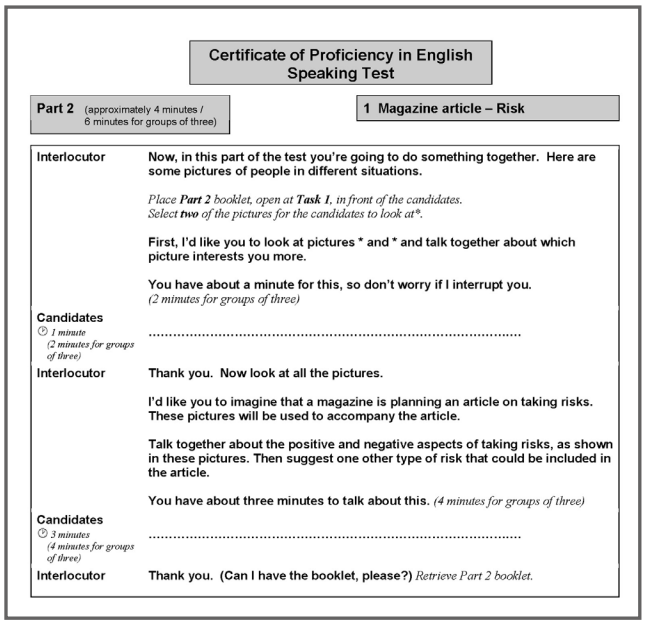
THE TASK

- This part tests candidate's ability to provide information about themselves.
- Part 1 of the test consists of an initial greeting, establishing where the candidates live, and whether they are working or studying at the moment. The interlocutor then asks one question, selected from a list of six, to each candidate in turn.
- The candidates do not need to talk to each other in this part of the test, though they may if they wish.

HOW TO APPROACH THE TASK

- After the initial greeting, examiners will ask candidates where they live and whether they are working or studying at the moment. Candidates will then be asked one question each about their everyday life, work and study experience, where they are living, interests etc.
- In class, students can practise interviewing each other using questions similar to those in the same task on page 64.

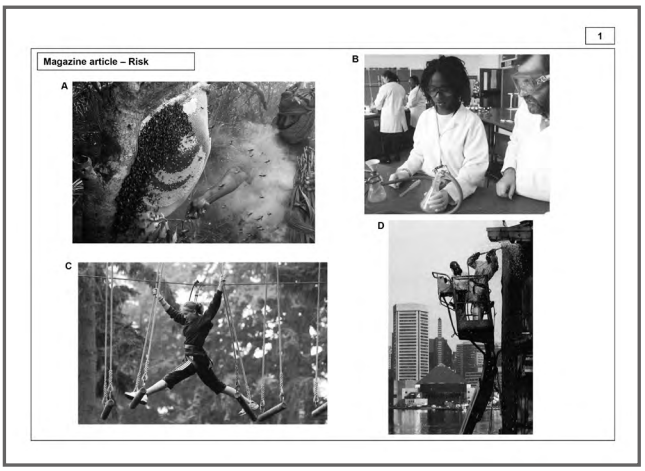
Speaking Part 2 - Collaborative task



Certificate of Proficiency in English Speaking Test

Part 2 (approximately 4 minutes / 6 minutes for groups of three) — **1 Magazine article – Risk**

Interlocutor	**Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.** *Place **Part 2** booklet, open at **Task 1**, in front of the candidates. Select **two** of the pictures for the candidates to look at*.* **First, I'd like you to look at pictures * and * and talk together about which picture interests you more.** **You have about a minute for this, so don't worry if I interrupt you.** *(2 minutes for groups of three)*
Candidates *1 minute (2 minutes for groups of three)*	.....
Interlocutor	**Thank you. Now look at all the pictures.** **I'd like you to imagine that a magazine is planning an article on taking risks. These pictures will be used to accompany the article.** **Talk together about the positive and negative aspects of taking risks, as shown in these pictures. Then suggest one other type of risk that could be included in the article.** **You have about three minutes to talk about this.** *(4 minutes for groups of three)*
Candidates *3 minutes (4 minutes for groups of three)*	.....
Interlocutor	**Thank you. (Can I have the booklet, please?)** *Retrieve Part 2 booklet.*



THE TASK

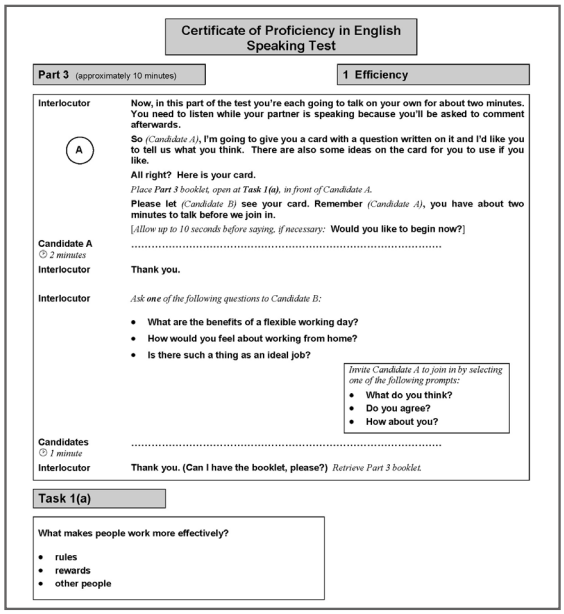
- This part tests candidate's ability to engage in a discussion and to work towards a negotiated decision.
- In Part 2 the candidates are given spoken instructions and are provided with a visual stimulus (one or several photographs) to form the basis for a task which they carry out together.
- First, the candidates are asked a question which focuses on their reaction to aspects of a maximum of two pictures, and they are given 1 minute to talk about this. After this, the interlocutor gives the candidates spoken instructions for a decision-making task.
- Candidates are expected to work together towards a negotiated completion of the task and are assessed on their speaking skills while doing this; there is no right or wrong answer to the task.
- The task gives candidates the opportunity to show their range of language (speculating, evaluating, comparing, giving opinions, eliciting, negotiating, etc.) and their ability to manage a discussion.

HOW TO APPROACH THE TASK

- Teach your students to listen carefully to the instructions and to carry them out. Students should be aware that their response to the first 1-minute focus question that accompanies the visuals sheet needs to go beyond the level of pure description and contain a speculative element.
- Train your students to take notice of the title on the visuals sheet. First of all, it is very useful in helping them remember the examiner's instructions. Secondly, information given in the title about the context or audience (e.g. Magazine article) will help students to keep their discussion focused, and to ensure that the outcome is appropriate.
- It is very important that the students interact with each other in this task. All classroom discussion in pairs and small groups provides excellent preparation. Students should know how to make positive contributions to move a discussion forward, and show a willingness to take turns, inviting others to speak, listening and responding, as well as initiating discussion themselves.
- Encourage students to be good listeners. They should be able to pick up on their partner's points.
- Set up classroom activities that allow students to express their reactions to and opinions about pictures.
- Encourage students to discuss the messages portrayed in visuals. Choose two or three thematically linked pictures from your coursebook, or cut them out of a magazine (or get students to bring some into class); ask students to talk about the aspects of the theme that the pictures illustrate.
- Equip students with the functional language needed to manage a discussion, i.e. how to move forward, re-direct if necessary, manage the conclusion, etc.

This section shows example screenshots for Candidate A. To access the complete sample test, go to **camengli.sh/47JFkmT**

Speaking Part 3 - Long turn and discussion



Certificate of Proficiency in English
Speaking Test

Part 3 (approximately 10 minutes) | **1 Efficiency**

Interlocutor (A): Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So *(Candidate A)*, I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card.

Place Part 3 booklet, open at Task 1(a), in front of Candidate A.

Please let *(Candidate B)* see your card. Remember *(Candidate A)*, you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?*]*

Candidate A (2 minutes): .....

Interlocutor: Thank you.

Interlocutor: *Ask **one** of the following questions to Candidate B:*

- What are the benefits of a flexible working day?
- How would you feel about working from home?
- Is there such a thing as an ideal job?

Invite Candidate A to join in by selecting one of the following prompts:

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

Candidates (1 minute): .....

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

Task 1(a)

What makes people work more effectively?

- rules
- rewards
- other people

THE TASK

- This part tests candidate's ability to produce an extended piece of discourse.
- In Part 3 of the test, each candidate is given the opportunity to speak for 2 minutes without interruption. Each candidate in turn is given a card with a question on it, and there are also some ideas on the card which the candidates can make use of if they choose.
- Candidates should be aware that they must not speak during their partner's long turn. The listening candidate needs to pay attention while their partner is speaking as they will be asked a follow-up question after their partner has spoken. The candidate who has just finished their long turn will then be invited to join in.
- In this part, candidates need to be able to organise their thoughts and ideas, and express themselves coherently in appropriate language in the given time. Following both candidates' long turns and follow-up questions, the interlocutor leads a discussion which further explores the topics of the long turns.

HOW TO APPROACH THE TASK

- Remind students they can allow themselves up to 10 seconds before they need to speak. Some students find it helpful to read the question out loud as a way of getting started.
- Brainstorming activities in class will give students practice in getting ideas quickly.
- After the question on the card, there are three bulleted points; these are ideas which support the question. Remind students that they do not need to use these points if they don't want to. As a classroom activity, remove the bullet points. This focuses the students' attention on the main question.
- Encourage students to focus on structuring extended contributions, for example by using linking, counter-argument and summing up.
- In order to give students practice in getting the feel of how long 2 minutes is, put them in pairs – one as a speaker and one as a time-keeper.
- In the discussion that follows the long turns, the interlocutor will ask questions addressed to both candidates. He/she might not use the candidates' names so students must be prepared to take it in turns to be the initial responder and the one who reacts to that response. In class, make sure paired students get practice in being both the first speaker to react to a question, and the second.
- Remind your students that this is not a test of knowledge. It is quite acceptable to admit to not knowing much about a particular topic, but this should be followed by some sort of opinion in order to provide a large enough sample of language for assessment.
- After your students have both done their long turns, read them the rubric that introduces the discussion phase ('Now, to finish the test, we're going to talk about ... in general'). Ask pairs of students to write five or six discussion questions on the topic. These sets can be exchanged within the class and discussed.

Certificate of Proficiency in English Speaking Test

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor	**Good morning / afternoon / evening. My name is …….. and this is my colleague …….. . And your names are …….. ? Could I have your mark sheets, please?** **Thank you.** **First of all, we'd like to know something about you.** **Where do you live** *(Candidate A)*? **And you** *(Candidate B)*? [*address Candidate B*] **Are you working or studying at the moment?** [*address Candidate A*] **And you?** *Select a further question for each candidate:* • **What do you enjoy best about the place where you're living now?** • **How difficult would it be for you to move away from the area you're living in now?** • **What for you is the most interesting aspect of learning English?** • **How much time do you spend travelling every day?** • **Do you think it's easy for people to find a good job nowadays?** • **In the future, do you see yourself living in your own country or somewhere abroad?**
Candidates	……
Interlocutor	**Thank you.**

Certificate of Proficiency in English Speaking Test

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

1 Magazine article – Risk

Interlocutor	**Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.** *Place* ***Part 2*** *booklet, open at* ***Task 1****, in front of the candidates.* *Select* ***two*** *of the pictures for the candidates to look at*.* **First, I'd like you to look at pictures * and * and talk together about which picture interests you more.** **You have about a minute for this, so don't worry if I interrupt you.** *(2 minutes for groups of three)*
Candidates *1 minute (2 minutes for groups of three)*	……
Interlocutor	**Thank you. Now look at all the pictures.** **I'd like you to imagine that a magazine is planning an article on taking risks. These pictures will be used to accompany the article.** **Talk together about the positive and negative aspects of taking risks, as shown in these pictures. Then suggest one other type of risk that could be included in the article.** **You have about three minutes to talk about this.** *(4 minutes for groups of three)*
Candidates *3 minutes (4 minutes for groups of three)*	……
Interlocutor	**Thank you. (Can I have the booklet, please?)** *Retrieve Part 2 booklet.*

1

Magazine article – Risk

A



B



C



D



Certificate of Proficiency in English Speaking Test

Part 3 (approximately 10 minutes)

1 Efficiency

Interlocutor Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

(A)

So *(Candidate A)*, I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card.

*Place **Part 3** booklet, open at **Task 1(a)**, in front of Candidate A.*

Please let *(Candidate B)* see your card. Remember *(Candidate A)*, you have about two minutes to talk before we join in.

[*Allow up to 10 seconds before saying, if necessary:* Would you like to begin now?]

Candidate A ..... *2 minutes*

Interlocutor Thank you.

Interlocutor *Ask **one** of the following questions to Candidate B:*

- What are the benefits of a flexible working day?
- How would you feel about working from home?
- Is there such a thing as an ideal job?

Invite Candidate A to join in by selecting one of the following prompts:
- What do you think?
- Do you agree?
- How about you?

Candidates ..... *1 minute*

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

Task 1(a)

What makes people work more effectively?

- rules
- rewards
- other people

1 Efficiency (cont.)

Interlocutor Now *(Candidate B)*, it's your turn to be given a question. Here is your card.

*Place **Part 3** booklet, open at **Task 1(b)**, in front of Candidate B.*

(B)

Please let *(Candidate A)* see your card. Remember *(Candidate B)*, you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

[*Allow up to 10 seconds before saying, if necessary:* Would you like to begin now?]

Candidate B ..... *2 minutes*

Interlocutor Thank you.

Interlocutor *Ask **one** of the following questions to Candidate A:*

- Do you think there should be a charge for using private cars in city centres?
- How easy is it for people to commute to work where you live?
- Which do you believe run more efficiently – publicly operated or privately operated transport services?

Invite Candidate B to join in by selecting one of the following prompts:
- What do you think?
- Do you agree?
- How about you?

Candidates ..... *1 minute*

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

Task 1(b)

How can city transport systems be made to work better?

- investment
- staffing
- organisation

Interlocutor Now, to finish the test, we're going to talk about 'efficiency' in general.

Address a selection of the following questions to both candidates:

up to 4 minutes

- In what ways do you think modern technology helps our world to function efficiently?
- What personal skills do people need to make their lives run smoothly?
- When things go wrong these days, people often want financial compensation. Do you agree with this attitude?
- They say money makes the world go round. How much truth is there in this?
- In what ways can the design of a building help people work better?
- What group of people do you think contributes most to the society we live in today?

Interlocutor 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 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.

C2	GLOBAL ACHIEVEMENT
5	Handles communication on all topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources with flexibility to express complex ideas and concepts and produce extended and coherent discourse.
4	*Performance shares features of Bands 3 and 5.*
3	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 and coherent discourse.
2	*Performance shares features of Bands 1 and 3.*
1	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.
0	*Performance below Band 1.*

Assessment for C2 Proficiency 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 C2 Proficiency (shown on the following page) are extracted from the overall Speaking scales on page 69.

C2 Proficiency Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on the next page:

C2	GRAMMATICAL RESOURCE	LEXICAL RESOURCE	DISCOURSE MANAGEMENT	PRONUNCIATION	INTERACTIVE COMMUNICATION
5	Maintains control of a wide range of grammatical forms and uses them with flexibility.	Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
4	*Performance shares features of Bands 3 and 5.*				
3	Maintains control of a wide range of grammatical forms.	Uses a range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
2	*Performance shares features of Bands 1 and 3.*				
1	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a limited 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 generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
0	*Performance below Band 1.*				

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

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. imPORtant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. *WHY is that one important?* versus *Why is THAT one important?*

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

5. Interactive Communication

Development of the interaction

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

Initiating and responding

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

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

Prompting and supporting

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

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

Turn and simple exchange

Turn: everything a person says before someone else speaks.

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

Mark sheet

11735

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE

CAMBRIDGE English

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 ○

Proficiency 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** ○	**1.0** ○	**1.5** ○	**2.0** ○	**2.5** ○	**3.0** ○	**3.5** ○	**4.0** ○	**4.5** ○	**5.0** ○
Lexical Resource	**0** ○	**1.0** ○	**1.5** ○	**2.0** ○	**2.5** ○	**3.0** ○	**3.5** ○	**4.0** ○	**4.5** ○	**5.0** ○
Discourse Management	**0** ○	**1.0** ○	**1.5** ○	**2.0** ○	**2.5** ○	**3.0** ○	**3.5** ○	**4.0** ○	**4.5** ○	**5.0** ○
Pronunciation	**0** ○	**1.0** ○	**1.5** ○	**2.0** ○	**2.5** ○	**3.0** ○	**3.5** ○	**4.0** ○	**4.5** ○	**5.0** ○
Interactive Communication	**0** ○	**1.0** ○	**1.5** ○	**2.0** ○	**2.5** ○	**3.0** ○	**3.5** ○	**4.0** ○	**4.5** ○	**5.0** ○
Global Achievement	**0** ○	**1.0** ○	**1.5** ○	**2.0** ○	**2.5** ○	**3.0** ○	**3.5** ○	**4.0** ○	**4.5** ○	**5.0** ○

Test materials used:

Part 2 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○

Part 3 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○ 17 ○

Assessor's number

Test Format

Examiners:Candidates

2 : 2 ○

2 : 3 ○

Number of 2nd Candidate

Interlocutor's number

Number of 3rd Candidate

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK BELOW THIS LINE

11735

C2 Proficiency glossary

Affixation

adding prefixes or suffixes to a base word to make it fit a particular context.

Answer sheet

the form on which candidates record their responses.

Assessor

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

Cloze test

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

Coherence

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

Collaborative task

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

Collocation

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

Comprehension questions

short questions testing information selection, linking and sentence construction.

Discourse

written or spoken communication.

Discrete sentences

sentences not connected by context or meaning.

Distractor

each incorrect option in a multiple-choice item.

Gap-filling item

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

Gist

the central theme or meaning of the text.

Impeding error

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

Input material

the text which candidates have to base their answers on in the C2 Proficiency Writing questions.

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 e.g. C2 Proficiency Listening Part 1 has six items.

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.

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.

Productive task

a task which provides candidates with a stimulus to which the response is a piece of written or spoken language. As well as the Writing and Speaking tasks, productive tasks are found in C2 Proficiency Reading and Use of English, and Listening.

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.

Rhetorical/stylistic devices

techniques used in a text to achieve a particular effect.

Rubrics

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

Sentence transformation

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 C2 Proficiency Reading and Use of English 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.

Transactional letter

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

Trialling

a stage in the development of test materials at which tasks for the Writing or Speaking components are tried out with representative samples of students to determine their suitability as te

Acronyms

ALTE

The Association of Language Testers in Europe.

CEFR

Common European Framework of Reference.

EFL

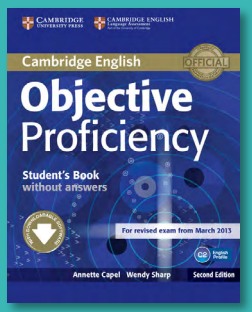
English as a Foreign Language.

ESOL

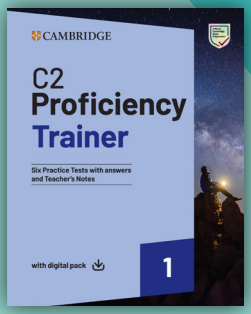
English for Speakers of Other Languages.

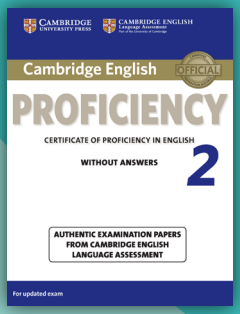
Discover our range of Official Cambridge Exam Preparation materials

Official Cambridge Exam Preparation Courses



Official Cambridge Exam Practice







Find out more: cambridge.org/exams



Where your world grows

Find out more at
cambridge.org/english

We believe that English can unlock a lifetime of experiences and, together with teachers and our partners, we help people to learn and confidently prove their skills to the world.

Where your world grows

CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

© 2026 Cambridge University Press & Assessment
ENG/04485-62/V6/SEP26

All details are correct at the time of going to print.