



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

Experts in Language Assessment

# Certificate in Advanced English

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**Examination Report** 0150 Syllabus

December 2006

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# **Certificate in Advanced English**

**Examination Report**

**Syllabus 0150**

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## **WEBSITE REFERENCE**

This report can be accessed through the Cambridge ESOL website at:

[www.CambridgeESOL.org](http://www.CambridgeESOL.org)

## INTRODUCTION

This report provides a general view of how candidates performed overall and on each paper in the December 2006 session, and offers guidance on the preparation of candidates.

The overall pass rate for Syllabus 0150 was **71.43%**.

The following table gives details of the percentage of candidates at each grade.

<b>0150</b>	
<b>GRADE</b>	<b>PERCENTAGE</b>
A	8.05
B	13.98
C	49.40
D	10.47
E	18.10

### • **Grading**

Grading took place during January 2007 (approximately six weeks after the examinations).

The five CAE papers total 200 marks, after weighting. Papers 1-5 are each weighted to 40 marks. It is important to note that candidates do not 'pass' or 'fail' in a particular paper or component, but rather in the examination as a whole. A candidate's overall CAE grade is based on the aggregate score gained by the candidate across all five papers.

The overall grades (A, B, C, D and E) are set using the following information:

- statistics on the candidature
- statistics on the overall candidate performance
- statistics on individual questions, for those parts of the examination for which this is appropriate (Papers 1, 3 and 4)
- the advice of the Principal Examiners based on the performance of candidates, and on the recommendation of examiners where this is relevant (Papers 2 and 5)
- comparison with statistics from previous years' examination performance and candidature.

Results are reported as three passing grades (A, B and C) and two failing grades (D and E). The minimum successful performance which a candidate typically requires in order to achieve a grade C corresponds to about 60% of the total marks. Every candidate is provided with a Statement of Results, which includes a graphical display of the candidate's performance in each component. These are shown against the scale Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper.

### • **Special Consideration**

Special Consideration can be given to candidates affected by adverse circumstances immediately before or during an examination. Examples of acceptable reasons for giving Special Consideration include illness and bereavement. All applications for Special Consideration must be made through the local Centre as soon as possible after the examination affected.

- **Irregular Conduct**

The cases of candidates who are suspected of copying, collusion or breaking the examination regulations in some other way will be considered by the Cambridge ESOL Malpractice Committee. Results may be withheld because further investigation is needed or because of infringement of the regulations.

- **Notification of Results**

Candidates' Statements of Results are issued through their local Centre approximately two months after the examination has been taken. Certificates are issued about six weeks after the issue of Statements of Results. Requests for a check on results may be made through the local Centre, within one month of the issue of Statements of Results.

Cambridge ESOL produces the following documents which may be of use to teachers or institutions preparing candidates for CAE:

- *Regulations* (produced annually, for information on dates, etc.)
- *CAE Handbook* (for detailed information on the examination and sample materials)
- *Examination Report* (produced twice a year)
- *Past Paper Pack* (available approximately 10 weeks after each examination session, including Question Papers 1-4, sample Speaking test materials, answer keys, CD and tapescript for Paper 4, and Paper 2 mark schemes and sample scripts).

**Users of this Examination Report may find it useful to refer simultaneously to the relevant Past Paper Pack.** This, together with further copies of this report, is available from the Centre through which candidates entered, or can be purchased using the order form online at [www.CambridgeESOL.org](http://www.CambridgeESOL.org)

If you do not have access to the internet, you can obtain an order form from:

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Feedback on this report is very welcome and should be sent to the Reports Co-ordinator, Cambridge ESOL, at the above address. Please use the feedback form at the end of this report.

## PAPER 1 – READING

Part	Task Type and Focus	Number of Questions	Task Format
1	Multiple matching <i>Main focus:</i> specific information	14	A text preceded by multiple-matching questions. Candidates must match a prompt from one list to a prompt in another list, or match prompts to sections in the text.
2	Gapped text <i>Main focus:</i> text structure	6	A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.
3	Multiple choice <i>Main focus:</i> detail, gist, opinion/attitude	7	A text followed by four-option multiple-choice questions.
4	Multiple matching <i>Main focus:</i> specific information	18	As Part 1.

The CAE Reading Paper is designed to test the following reading skills:

- ability to form an overall impression by skimming text
- ability to retrieve specific information by scanning text
- ability to interpret text for inference, attitude and style
- ability to demonstrate understanding of text as a whole
- ability to select relevant information required to perform a task
- ability to demonstrate understanding of how text structure operates
- ability to deduce meaning from context.

Authentic texts are used for the CAE Reading Paper and are edited as little as possible for the purposes of test construction. The texts are of a number of types, including giving information, expressing an opinion/making a comment, description, advice/instructions and narrative. One or more of these text types may be combined to form a composite text. Sources of texts include newspapers (broadsheet and popular), magazines, journals, non-literary books, leaflets, brochures, etc. Texts selected do not assume specialist knowledge of a subject.

The format of the CAE Reading Paper is based on four texts, totalling approximately 3,000 words. There are 40–50 questions of varied types: multiple choice, gapped text and multiple matching. The paper consists of one multiple-choice task, one gapped-text task, and two multiple-matching tasks.

Each multiple-matching question is single-weighted; multiple-choice and gapped-text questions are double-weighted. The maximum raw mark is scaled to 40.

Candidates are required to transfer their answers onto an answer sheet, as instructed on the question paper. Candidates' responses are then computer-scanned.

Candidates are allowed 75 minutes for the processing of texts, completion of tasks and transfer of responses to the separate answer sheet. Centres are not required to return question papers together with the answer sheets; **candidates must therefore ensure that they transfer all their answers to their answer sheet within the 75 minutes allowed for Paper 1.**

- **Candidate Performance**

The CAE Reading Paper is designed to test understanding of text at paragraph and whole-text level, not only at sentence level. The multiple-matching tasks, especially those testing understanding of opinion as well as of information, will often require candidates to read an extended section of text, or collate what has been read over a number of short sections of text. Similarly, the multiple-choice and gapped-text tasks require candidates to look beyond the immediate context for an answer. Each part of the paper is text-based; the texts are drawn from a range of mainly contemporary sources, written for different purposes, and presented in different formats.

In this version of the Reading Paper, candidates generally coped well with the tasks. Overall, candidates found Part 1 (multiple matching) slightly more challenging.

### **Part 1, Questions 1-14: Extraordinary individuals**

Multiple-matching tasks focus on the candidates' ability to retrieve specific information from the text. This part was the most challenging for candidates with Question 2 proving to be the most challenging question. The answer can be found in section D, in which the writer refers to 'those rare achievers who maintain equilibrium in their lives'. Weaker candidates thought that the answer was in E but there is no mention there of extraordinary people having unproblematic lives. Candidates need to match the question to the text and to be able to underline the part of the text where the answer is found.

Question 4 also proved difficult for some candidates. The answer is in section C where the writer refers to 'the likelihood that one's ideas or works will be distorted'. Candidates may not have understood the word 'distorted'. However, this is a word which a candidate at advanced level could be expected to be familiar with or to be able to deduce from the text.

### **Part 2, Questions 15-20: Fit for what?**

The gapped-paragraph task focuses on text structure. Candidates generally coped very well with this task. Question 18 was found to be the most challenging by weaker candidates. The answer to 18 is F. The paragraph before 18 talks about the need for good training for instructors. The paragraph after 18 goes on to talk about the range of courses available for instructors. F quotes a trainer discussing the problems with the courses on offer. There is a link from F: 'and there are hundreds of courses on offer' to the paragraph after 18: 'At one end of the scale, ..... is necessary.'

Question 16 was handled well. Candidates correctly identified that the answer was B, as this continues the theme of the writer going on a training course. The link after 16: 'This training base...' refers back to the 13 days' tuition in B. It is important that candidates check that the chosen paragraph fits with the text on both sides of the gap. There is a tendency for weaker candidates to only check that the first part of the gapped paragraph fits with the text and not to read on to check that the gapped paragraph fits with the next section in the text.

### **Part 3, Questions 21-27: How I found my true voice**

This four-option multiple-choice task focused on candidates' detailed comprehension. Candidates handled this task extremely well. Weaker candidates found Question 23 most problematic. The answer B is found in the third paragraph: 'The mumblers were the worst.' Although 'mumblers' is a fairly difficult word, it does appear in the sentence above 'with a droner, a whisperer or a mumbler'. This gives the candidate some help in decoding what a 'mumbler' might be. Candidates should try to read around a word they are not sure about, as low frequency words usually have further support in the text. Weaker candidates thought the answer to 23 was C, but although the speakers

did think of interpreters as 'a machine' there is no suggestion that the writer thinks this is 'the wrong idea'.

#### **Part 4, Questions 28-45: Wildlife in danger**

This multiple-matching task focuses on candidates' ability to retrieve specific information from the text. The candidates performed well on most questions in this task. Question 31 caused some difficulties for weaker candidates. The answer is found in D: 'This personalised account of his projects elegantly...' Weaker candidates simply matched 'narrative' in the question with the word 'narrative' in A, with the result that they failed to get the correct answer. It is highly unlikely that finding the answer to a question will be simply a matter of matching a word in the question with one in the text. Students should be made aware of this.

Questions 40 and 41 also proved challenging for some candidates. The answers are in sections B and D and candidates were required to find evidence in the sections of 'a light, anecdotal style together with discussion of weightier topics'. In D this occurs in the penultimate line of the second paragraph: 'the blend of humorous storytelling with serious comment'. In B the answer is in two places: 'One of the many amusing moments ..... a monkey', and also 'Spalding also discusses the green ethics ..... of the animals themselves.' Candidates need to check that they answer both parts of a question and read through the sections very carefully, not limiting themselves to one phrase or sentence.

#### **• RECOMMENDATIONS FOR CANDIDATE PREPARATION**

When preparing for the CAE Reading Paper, students should be encouraged to read for interest and to develop their own views on a wide range of topics. When reading, they should aim to identify the writer's purpose and to distinguish different types of writing, e.g. factual, descriptive, argumentative, etc. They also need practice in recognising main ideas, as this will help them anticipate the type of question that they may be asked.

• **DOs and DON'Ts for CAE PAPER 1 – READING**

- |              |   |
|--------------|---|
| <b>DO</b>    | skim through each text and highlight any 'key' pieces of information.   |
| <b>DO</b>    | interact with the text and form an opinion on what you're reading.  |
| <b>DO</b>    | underline important words in the question and make sure that you have a clear understanding of their meaning.   |
| <b>DO</b>    | ensure that information is <b>stated</b> in the text, if the question refers to something that is 'said' or 'stated'.   |
| <b>DO</b>    | check that the answer you've chosen covers all parts of the question.   |
| <b>DO</b>    | read around the part of the text that you think contains the answer, in order to be sure that you haven't missed anything important.                            |
| <b>DO</b>    | leave difficult questions to the end of the task, and then come back to them.   |
| <b>DO</b>    | leave time to double-check your answers to challenging questions.   |
| <b>DO</b>    | read any subtitles because they'll help set the context for the text.   |
| <b>DON'T</b> | be put off by vocabulary you don't know. Continue reading the text to see whether the meaning becomes clear.  |
| <b>DON'T</b> | attempt any question without reading it at least twice.   |
| <b>DON'T</b> | try to answer questions without close reference to the text.  |
| <b>DON'T</b> | spend too much time on any one part of the paper.   |
| <b>DON'T</b> | assume that matching individual words or phrases in a question with the same or similar words in the text means that you've located the answer to the question. |

## PAPER 2 – WRITING

Part	Task Type and Focus	Number of Tasks and Length	Task Format
1	Applying information contained in the input, selecting and summarising input, comparing items of information; task types from the following: newspaper and magazine articles, contributions to leaflets and brochures, notices, announcements, personal notes and messages, formal and informal letters, reports, proposals, reviews, instructions, directions, competition entries, information sheets, memos.	One compulsory task.  Approx. 250 words in total.	A contextualised writing task giving candidates guidance to the content through instructions and one or more texts and/or visual prompts.
2	Task types as for Part 1.	Four questions from which candidates choose one.  Approx. 250 words.	A contextualised writing task specified in no more than 80 words.

CAE Paper 2 is designed to test a candidate's ability to write continuous English appropriate to a given task. The questions supply candidates with sufficient information, both about the content of a task and the target reader, to enable them to decide on an appropriate style and register. The questions also give precise guidelines as to the content of the particular task. Candidates are allowed two hours to produce a total of 500 words across two questions.

Each paper has a compulsory Part 1 and a choice from four questions in Part 2. Part 1 requires candidates to process up to 400 words of input material, using the information appropriately in order to carry out the task. Part 2 covers a range of task types, such as articles, reports and leaflets, and includes a work-orientated task as one of the four questions.

In assessing answers, each question is given a mark out of five by two independent examiners. The marks are then added to give a final mark out of ten for each piece of writing. The 0-5 scale General Mark Scheme that is used describes performance in terms of both language and content. There is also a Task-specific Mark Scheme for each question, which describes 'satisfactory' Band 3 performance.

In Part 1, the assessment focus is on content, effective organisation of input, appropriacy to the intended audience, and accuracy, whereas in Part 2, the focus is mainly on content, range, and style/register, with attention paid to how successfully the candidate has produced the text type required. Candidates have more scope in Part 2 to display their linguistic competence and there is more latitude in the interpretation of the task.

### • Candidate Performance

Part 1 asked candidates to write a letter to the editor of a newspaper, commenting on two alternative proposals for car parking arrangements in a town. The task involved taking into account information given in an announcement from the newspaper together with some comments collected from local people. Candidates had to process the information provided and to use the language of evaluation, recommendation and justification in their answers.

The choices in Part 2 offered a range of task types and topics. Candidates were required to select from: a proposal for new language learning facilities in a college, a contribution to a book on how the world is changing, an article about the advantages and disadvantages of being famous and a text for a leaflet relating to energy use in a company.

In Part 2, the article was by far the most popular question and was attempted by 51% of the candidates. The proposal was the next most popular task, attracting 34% of the candidates. The contribution to the book and the text for a leaflet attracted 8% and 7% of the candidature respectively.

Overall, candidates coped well. There were many good examples of natural use of language and of well-organised writing, showing excellent use of cohesive devices and an ambitious range of vocabulary and structure. Unfortunately, there were also a number of instances of very poor handwriting with some examples of scripts where large sections of writing were almost illegible.

### **Part 1, Question 1**

On the whole, candidates performed better in this part than in the Part 2 questions and a majority achieved a mark of satisfactory or above. The task was generally well understood although some candidates did not seem to know what a park and ride car park facility would be. Some candidates failed to recommend one of the proposals and the task was not, therefore, completed. Other candidates made a recommendation that was different from either of the two options they were supposed to choose from. Many candidates did recommend one of the options provided but failed to give reasons for their recommendation, which would have earned them a higher mark.

Stronger candidates used the input judiciously, covering and developing all the points of the question while showing a range of vocabulary appropriate to the situation. They paid due care to the organisation of their letter and the editor would have been well informed as to the reasons for their choice.

Weaker candidates tended to rely on the language of the input and showed little attempt to produce a range of language or structure. They also made many basic errors in grammar and spelling.

### **Part 2, Question 2**

This was a popular task and it provided a wide range of marks. The majority of candidates who answered this question wrote a response that was satisfactory or better. Although most candidates appreciated what they were being asked to do, a number wrote about learning in general rather than about language learning.

Stronger candidates covered and developed all the points. They explained clearly how they had made their choice, demonstrating a range of language appropriate to the facilities under discussion.

Weaker candidates tended to write in short, simple sentences and to make basic errors which occasionally made it difficult for the reader to be sure as to exactly what idea the writer was trying to convey.

### **Part 2, Question 3**

This was not a popular task but candidates who chose it tended to write good answers, and there were a number of exceptionally good responses. Candidates who attempted the question often showed considerable interest in changes that have taken place in their region and their contributions reflected their interest and enthusiasm, thus giving their work a positive tone.

Candidates took a number of innovative approaches, with some focusing on historical changes and others on technological or social changes.

Stronger candidates developed all the points and used a wide range of appropriate vocabulary and structure, producing a piece of writing that would have interested and informed the target reader.

Weaker candidates tended to write a rather general essay which did not reflect any particular area. A number of candidates did not seem to understand the meaning of 'region' as a geographical area.

#### **Part 2, Question 4**

This was by far the most popular question and it produced a wide range of answers. However, the average mark was slightly lower than for any of the other tasks on the paper.

Stronger candidates managed to display a wide range of vocabulary and structure appropriate to the theme of fame and its advantages and disadvantages. They were able to develop all the points effectively, producing a well-organised article that would succeed in engaging the reader.

Weaker candidates displayed poor control of grammar, making mistakes with basic verb forms. Many of the weaker candidates were unable to use the word 'worth' accurately. Some candidates produced answers that were not balanced in terms of content. Often the element of 'how to deal with the problems caused by fame' was either barely addressed or completely omitted, with the whole article focusing simply on the benefits and drawbacks of fame.

#### **Part 2, Question 5**

As this question focuses on the world of work, it is appropriate that it should have been the least popular choice as relatively few candidates have the work experience that is required to produce a good answer. The majority of candidates who chose this question produced a response that was satisfactory or better.

Stronger candidates clearly had knowledge of a work situation and could put that knowledge to appropriate use in their leaflets. They also demonstrated a good range of vocabulary appropriate to the task and were able to ensure that there was a persuasive tone to their work.

Weaker candidates appeared to have no real knowledge of the world of work and consequently were unable to display an adequate grasp of appropriate vocabulary and structure. Their answers were simplistic in style and contained frequent basic errors with regard to accuracy.

#### **• RECOMMENDATIONS FOR CANDIDATE PREPARATION**

When preparing for the CAE Writing Paper, students should be given guidance and practice in writing a range of genres, e.g. review, article, report, etc. and in writing for different audiences. When writing, they should focus on their reason for writing, i.e. what they are trying to achieve: to persuade, to entertain, to inform, etc. They also need practice in extracting the salient points from input material and in organising their answer effectively. In other words they need to focus on **what** they have to write (the content), **why** they are writing (their purpose) and **who** they are writing for (their target reader).

It may help students to have a full appreciation of the criteria they are being marked on, i.e. content, which means addressing all the points specified by the question, organisation and cohesion, range of vocabulary and structure, register and effect on target reader. Providing regular feedback on their work in terms of these five criteria may help students to bear them in mind when they have to write their actual exam answers. As candidates have to write their answers in a booklet, they need to be told that they must write to the word limit provided, rather than attempting to fill all the space, which is likely to lead to overlong and less well-planned work.

- **DOs and DON'Ts for CAE PAPER 2 – WRITING**

- |              |  |
|--------------|--|
| <b>DO</b>    | read the question very carefully and note all the aspects of it which must be addressed.   |
| <b>DO</b>    | think carefully about who you're writing to in both Parts 1 and 2 and what your purpose for writing is. This will help you to select the appropriate approach for your answer.                                     |
| <b>DO</b>    | avoid copying parts of the input in Part 1.  |
| <b>DO</b>    | paraphrase the relevant parts of the Part 1 input that you need to use in your answer, remembering that sometimes you'll need to change the register of the input, making your writing either more or less formal. |
| <b>DO</b>    | make sure that you know the conventions of writing in formats such as letter, report, proposal and article, which are regularly tested in CAE Paper 2.   |
| <b>DO</b>    | spend time choosing the Part 2 question where you'll best be able to demonstrate a range of vocabulary and structure.  |
| <b>DO</b>    | read the question very carefully and make sure that you do exactly what you're asked to do.  |
| <b>DO</b>    | try to avoid basic errors of grammar and spelling.   |
| <b>DO</b>    | allow yourself time to check your work carefully, paying particular attention to the mistakes that you know you tend to make.  |
| <b>DO</b>    | write clearly and make any corrections neatly.   |
| <b>DO</b>    | write the number of words required by the exam – it's better to spend extra time planning and checking your work rather than attempting to write more.   |
| <b>DON'T</b> | throw marks away by writing illegibly.   |
| <b>DON'T</b> | attempt to answer the work-related question (Question 5) unless you have relevant experience of a work situation.  |

## PAPER 3 – ENGLISH IN USE

Part	Task Type and Focus	Number of Questions	Task Format
1	Multiple-choice cloze An emphasis on lexis	15	A modified cloze text of approximately 250 words containing 15 gaps and followed by 15 four-option multiple-choice questions.
2	Open cloze An emphasis on structure	15	A modified cloze text of approximately 250 words containing 15 gaps.
3	Error correction An emphasis on structure, lexis and punctuation	16	A text of approximately 200 words containing errors which must be identified, as specified in the instructions, e.g. extra words, misspellings, punctuation errors, etc.
4	Word formation An emphasis on lexis	15	Two short texts of up to 130 words each. Candidates must form an appropriate word to complete each gap using the given prompt words.
5	Register transfer An emphasis on register	13	Two texts, each about 150 words in length. The first may include information in tabular form, and is followed by an incomplete (gapped) text providing the same information in a different register which candidates must complete.
6	Gapped text An emphasis on cohesion and coherence	6	A text of about 300 words with gaps at phrase and/or sentence level followed by a list of 9 options. Candidates must select the correct options from the list to complete the text.

The English in Use paper is designed to test the ability to apply knowledge of the language system, including control of grammar, lexis, stylistic features, spelling, punctuation, cohesion, coherence and formulaic language.

### Response Format

Candidates record their answers on a separate answer sheet, which is processed by trained markers and then computer-scanned. For each part of the paper, candidates put their answers directly onto the answer sheet. They either mark a letter or write one or two words next to the appropriate question number. The inclusion of example answers on the question paper is designed to provide support to candidates.

## Timing

Candidates are expected to complete all six parts of the paper in the allotted time of 1 hour 30 minutes. Any answers filled in on the question paper should be transferred to the answer sheet within the given time.

## Marking

Marking of the answer sheets is carried out by a team of carefully selected and trained markers who refer to a Mark Scheme. Markers are monitored by an experienced examiner and, where necessary, minor revisions are made to the Mark Scheme.

- **Candidate Performance**

### **Part 1, Questions 1-15: Cinema in the 1970s**

#### **Multiple-choice Cloze**

Generally, candidates coped well with this part of the paper. Questions 3 and 14 posed few problems, while Questions 7 and 12 were more challenging.

### **Part 2, Questions 16-30: Birdsong**

#### **Open Cloze**

Generally, candidates coped well with this part of the paper. Questions 17, 19, 23 and 30 posed few problems, while Questions 18, 20 and 28 were more challenging. In Question 18, a number of candidates wrote 'one' rather than 'another', failing to take in the meaning of the whole context. It is important to read the text carefully, focusing on the meaning of the whole sentence, paragraph and text, rather than only concentrating on the meaning of phrases in isolation.

### **Part 3, Questions 31-46: Making fire**

#### **Error Correction**

Generally, candidates performed well on this part of the paper. Questions 34, 41 and 46 posed few problems, while Question 42 was more challenging. Many weaker candidates thought this was a correct line. It is important that candidates read and follow the instructions for showing their answers for this part carefully and write only the unnecessary word on their answer sheet. If candidates think a line is correct, it is important that they indicate this with a tick (✓).

### **Part 4a, Questions 47-53: Getting your money back**

### **Part 4b, Questions 54-61: Technology**

#### **Word Formation**

On the whole, candidates coped well with this part although they found it one of the more challenging parts of the paper. Questions 54 and 61 posed few problems, while Questions 52 and 55 were found less straightforward. Accurate spelling is essential in this part. Some candidates lost marks even though they had provided the appropriate word, because they had misspelled it. This was often the case with Questions 55, 56 and 58. Candidates also lost marks on Question 56 if they failed to provide the plural form of the noun, and on Question 53 if they provided the plural form in error. In Question 51, many candidates recognised that a negative prefix was required but wrote 'in-', 'un-' or 'mis-' rather than the correct 'dis-'.

## Part 5, Questions 62-74: Celebration Party

### Register Transfer

Candidates found this one of the more challenging parts of the paper, with Questions 63, 64, 69 and 72 posing the most problems. In Questions 62 and 63, some weaker candidates lost the mark because, although they provided a correct verb ('thank' and 'planned') they omitted the object. In some cases, candidates lost marks because they misspelled their answer. Those candidates who used words, or derivatives of words, from the first text in their answers also lost marks. For example in Question 69, some candidates used 'dawn' in their answer, but 'dawn' occurs in the first text and they should have found an expression meaning the same thing in this context (e.g. 'when the *sun came up*'). Candidates performed best on Questions 67 and 74.

## Part 6, Questions 75-80: Accidents and personality type

### Gapped Text

This was the part of the paper in which candidates performed best. The most challenging question was Question 80. In this question, some weaker candidates put C or G rather than D, not taking into account the development of the ideas in the whole text. To do well in this part, it is necessary to focus both on the meaning of individual sentences and of the complete text.

### ● RECOMMENDATIONS FOR CANDIDATE PREPARATION

Students at CAE level of English are expected to read extensively so as to be able to use a wide range of vocabulary in different contexts and to manipulate structure and form accurately. These skills are tested in different ways on the paper:

#### Vocabulary

- In Part 1, collocation is tested, as well as knowledge of phrasal/prepositional verbs and recognition of lexical appropriacy and shades of meaning.
- Part 4 is a word-building task. The candidate has to understand the surrounding context in order to produce the correct class of word and also to recognise whether a negative affix or a plural form is required. Accurate spelling is essential.
- In Part 5, the candidate is required to manipulate vocabulary within a defined stylistic context. It is essential that candidates take note of the instructions, which warn them **not** to include in their answers words, or derivatives of words, which occur in the first text.

To be successful in these parts, students need to build up their active vocabulary. Developing an efficient personal system of recording newly acquired vocabulary will help the learning process. Students should also be encouraged to pay attention to correct spelling.

#### Structure and Form

- In the Part 2 open cloze task, candidates should be encouraged to check that their answers are correct in the context of the whole sentence, paragraph and text. Providing an answer which is correct only in the context of the immediate phrase is often not sufficient.
- In Part 3, the focus is on correct structure and form, including spelling and punctuation. Again, students should be encouraged to look at the whole context. Activities which involve students correcting their own or other students' work are useful for sensitising them to error identification and correction. Students should also be encouraged to study the examples given for this part so that they are aware of how to show their answers on the answer sheet.

- In Part 5, candidates are required to manipulate structure and form, as well as vocabulary, within a defined stylistic context. Any activities which focus on different ways of expressing the same ideas in different registers (formal and informal) would be useful.
- Part 6 concentrates on the grammatical and semantic appropriateness of phrases within a text. Activities which encourage students to move from focusing on ideas at phrase level to the wider context would be relevant.

- **DOs and DON'Ts for CAE PAPER 3 – ENGLISH IN USE**

- |              |   |
|--------------|---|
| <b>DO</b>    | think about a variety of ways in which you can develop your English outside the classroom.  |
| <b>DO</b>    | think about how you learn vocabulary best, and then develop strategies to help this process.  |
| <b>DO</b>    | read the whole surrounding context before deciding on an answer.  |
| <b>DO</b>    | consider the options carefully in Part 1 before choosing your answer.   |
| <b>DO</b>    | remember that in Part 4 at least one question will probably test the use of prefixes.   |
| <b>DO</b>    | check your spelling, as incorrectly spelled words will lose you marks.  |
| <b>DO</b>    | make sure your handwriting is clear and easy to read.   |
| <b>DO</b>    | study the examples carefully in Part 3 to make sure you know how to show your answers on the answer sheet.  |
| <b>DO</b>    | make sure you transfer your answers to the answer sheet as you finish each part of the test.  |
| <b>DON'T</b> | use words, or derivatives of words, from the first text in Part 5 when you're completing the gaps in the second text. The purpose of the task is that you should use different words. |
| <b>DON'T</b> | wait until the end to copy all your answers onto your answer sheet.   |

## PAPER 4 – LISTENING

Part	Task Type and Focus	Number of Questions	Text Type
1	Sentence completion, note completion	8–10	A monologue of approximately 2 minutes, heard twice, from the following range of text types: announcements, radio broadcasts, telephone messages, speeches, talks, lectures, etc.
	Understanding specific information		
2	Sentence completion, note completion	8–10	A monologue of approximately 2 minutes, heard once only, from the range of text types above.
	Understanding specific information		
3	Sentence completion, multiple choice	6–10	A conversation between 2 or 3 speakers, of approximately 4 minutes, heard twice, from the following text types: interviews, discussions.
	Understanding specific information, gist and attitude		
4	Multiple matching, multiple choice	10	A series of themed monologues, of approximately 30 seconds each; the whole sequence is heard twice.  In the multiple-matching format there are two tasks; the questions require selection of the correct option from a list of eight. In the multiple-choice format there are ten questions with two questions for each speaker. The questions require selection of the correct option from a choice of three.
	Identifying speakers and topics, interpreting context, recognising function and attitude		

The Listening Paper is based on recorded material taken from various authentic contexts and is designed to test a range of listening skills. The test lasts around 45 minutes and contains up to 40 questions. There are four parts to the test and a range of text and task types is represented. Parts 1, 3 and 4 are heard twice, whilst Part 2 is heard once only. All instructions and pauses are recorded onto the CD, as is the ten minutes copying-up time at the end. Where candidates hear texts twice, these are also repeated on the CD.

Parts 1 and 2 feature informational texts of 2–3 minutes in length. Tasks in these parts are designed to test the retrieval of detailed information from the text. Part 3 texts are longer and feature interacting speakers in interviews and discussions. Tasks here test the understanding of feelings and opinions as well as information from the text. Part 4 features five short monologues on a theme, and the focus is on the understanding of gist.

Candidates record their answers in one of two ways. In some parts of the test, they are required to write a word or short phrase in response to a written prompt. In such tasks, candidates copy the target words only onto the answer sheet. In other parts of the test, candidates must choose the

appropriate answer from those provided. In this case, candidates write only the appropriate letter (A, B, C, etc.) onto the answer sheet.

Although the four-part format of the test is fixed, with each part containing text types of a defined type, variation in task type is possible. In Parts 1 and 2, tasks may be either sentence- or note-completion, for example, whereas in Part 3 either four-option multiple-choice questions or a sentence-completion task may be found. Part 4 tasks involve either three-option multiple-choice or multiple-matching tasks. This should be borne in mind when considering the notes below, which relate to one particular test.

In tasks where candidates are required to produce written answers, the questions follow the order of information presented in the text, and answers will be actual words heard on the recording. Candidates who paraphrase the information may still get the mark, but only if their answers are fully meaningful in the context of the question prompts. Answers generally focus on concrete pieces of information or stated opinions and are designed to be short and to fit comfortably into the space on the answer sheet. Candidates should be discouraged from attempting long answers. Correct spelling is expected at this level although some minor variations are allowed, especially in proper names. Care is taken, however, not to focus on words that cause undue spelling difficulties as answers, and both US and British English spellings are accepted.

## **Test A**

- **Candidate Performance**

### **Part 1, Questions 1-8: Australia to Antarctica**

This was a sentence-completion task based on a radio report about a trip to Antarctica. Stronger candidates had few problems with the task, which was generally well answered. Questions 5 and 6 were very well answered, whilst Questions 7 and 8 turned out to be the most challenging. In Question 7, some candidates retrieved incorrect information from the text, writing words like 'penguins' as answers, whilst those who wrote 'the temperature' and 'the groom's pressure' for this question had clearly located, but not understood, the key information in context. Some candidates only wrote part of what was required; for example in Question 8, some candidates gave the answer 'thirty-seven' but didn't add the word 'metres/meters' and so failed to provide precise enough information about the length of the boat to get the mark.

### **Part 2, Questions 9-16: The Eagle**

This was a sentence-completion task based on a talk about a bird of prey. Although this is the once-heard section of the test, which candidates often find challenging, this task was generally well answered. Candidates coped well with Questions 13, 14 and 16, whereas Questions 11, 12 and 15 were more challenging. Where candidates failed to get the mark, this generally reflected a weakness in listening skills, e.g. where the answers 'birds' and 'lamps' were given for Question 15, or where candidates retrieved incorrect information from the text, for example writing 'tourists' in Question 16 or 'coasts' in Question 10. Students should be encouraged to read the sentences carefully in the pause before the recording is played and to think about both the context and type of information needed to complete the sentences; for example, candidates who wrote the answer 'dream' for Question 13 had clearly not noticed that this word was already in the sentence. Some weaker candidates had difficulties in the spelling of quite common words, for example writing 'sky lift' for Question 12 and so losing the mark.

### **Part 3, Questions 17-22: Rachel Keane**

This was a four-option multiple-choice task based on a radio interview with an illustrator and writer of children's books. Questions focused on the opinions and feelings of the main speaker, as well as on detailed information from the text. The questions were generally well answered. Questions 18 and 19 proved the most challenging, while candidates coped particularly well with Question 20 – picking up on the force of the speaker's answer about her early career. Information from this type of text is often summarised in multiple-choice questions through the use of adjectives describing feelings and attitudes, verbs of opinion and reporting verbs, for example in Question 22. Encouraging student awareness of, and sensitivity to, the use of such words to summarise the ideas expressed in the text is an important aspect of preparation for this task.

### **Part 4, Questions 23-32: Unusual dream homes**

This was a multiple-matching task based on five short extracts in which five speakers are talking about an unusual home they would like to live in. Strong candidates coped well with the two tasks, particularly with Questions 23, 24, 28, 31 and 32, whilst Questions 29 and 30 proved to be the most challenging. In Question 23, candidates successfully picked up on the fact that the speaker would like to live 'on top of a hill' from where he could 'see for miles' – and used this to correctly identify the answer F: spectacular views – even though the actual words were not mentioned in the text. It is worth reminding students that this task focuses on gist listening skills. They may not understand every word and expression in the texts, but they have probably understood more than they realise of the speaker's general message, and will therefore often choose the correct answer even if they cannot be absolutely sure why. As with Part 3, awareness of, and sensitivity to the type of language used in the questions will help candidates feel prepared for this task. Once again, reporting verbs and adjectives of feeling and opinion are useful, as are the kind of abstract nouns that summarise ideas from the text.

## **• RECOMMENDATIONS FOR CANDIDATE PREPARATION**

Listening tests are designed to give an objective assessment of an individual's listening skills. So, in preparing for the Listening test, it is important to focus on developing listening skills in general, as well as familiarising students with the format of the exam. Students should be exposed to a range of different listenings, if possible, from a range of authentic sources, as each Listening test comprises a range of listening texts on different topics in different contexts. The focus of preparation should not be only on detailed listening; gist understanding of a text delivered at a natural speed is a valuable skill, and could form the basis of classroom discussion activities – which themselves can also provide an invaluable source of listening practice.

The ability of students to understand what they hear can improve dramatically if they are regularly exposed to audio or audiovisual materials: the more English they hear, delivered at natural speed in a variety of voices and contexts, the more practised they will become in extracting key information and gist meaning, even when they may not be able to decode every single word or phrase. These skills are essential to students at CAE level.

A daily learning programme which includes a 'hearing English' component from audio recordings may help prepare students for the Listening test. Students should be exposed to varieties of English, to speakers of different ages and backgrounds and to the language of different contexts, e.g. formal announcements, lectures, less-formal talks, informal discussions, interviews, etc.

Students should be encouraged to deal with texts in different ways, depending on the nature of the listening task. For example, they might listen to a text once for gist, producing a summary of the main ideas or attitudes expressed. They could then be asked to listen to the same text again, this time retrieving specific information.

Make students aware of how much they themselves bring to a listening task. Encourage them to make predictions about listening texts from their own experience and world knowledge. In terms of

examination technique, encourage students to read and think about the task information on the question paper, and within the questions. These will provide information about the speaker, topic and context of the listening. Encourage students to use this information to help them tune in to the text quickly when they hear it, and also to predict answers to the questions. When they listen, students can check whether their predictions were accurate.

Remind candidates that they should use the pause before each recording to read through the task carefully, so they are prepared for what they hear. Encourage them to use the task on the question paper to guide them through the listening text and keep their place as they answer the questions.

Remind candidates that in Parts 1, 2 and 3, the questions are in the same order as the information in the listening – and therefore reflect the structure of the listening. Raise candidates' awareness of how speakers signal topic changes, give detailed information, or express feelings and opinions, so candidates can follow how the messages communicated by speakers are often reflected and targeted by the questions on the page.

Help candidates to prepare for a listening task by identifying the information that is asked for in each question, so that they are ready to pay attention and retrieve the answers as they listen.

Remind candidates that in sentence- and note-completion tasks, they should write clearly when they copy their answers onto the answer sheet, using capital letters if their handwriting is not very clear. Only letters should be written on the mark sheet for multiple-choice and multiple-matching tasks.

Encourage candidates to answer all the questions, even if they are not sure – there are no marks deducted for wrong answers and candidates may have been able to predict or understand more than they think.

• **DOs and DON'Ts for CAE PAPER 4 – LISTENING**

**For all parts of the test:**

- DO** listen to, and read, the instructions. Make sure you understand what you have to do.
- DO** think about the topic, the speaker(s) and the context as you read the questions. This will help you when you listen.
- DO** use the pause before each listening to read the questions through and think about the type of answer that's required.
- DO** remember that your final answer is the one on the answer sheet. Copy carefully and check that you've followed the numbering correctly.
- DON'T** leave a blank space on the answer sheet. If you're not sure of an answer, you can guess. You don't lose marks for wrong answers and you've probably understood more than you think.

**For sentence-completion and note-completion tasks:**

- DO** remember that the information on the page follows the recording. It's there to help you.
- DO** check that your answer makes sense in the gap. Look at the information both before and after the gap when checking your answer.
- DO** check that your answer is correctly spelled.
- DO** copy only the missing words onto the answer sheet.
- DO** try to use the actual words you hear on the recording.
- DO** remember that Part 2 is only heard once.
- DON'T** try to write a long answer. Answers will be single words, numbers or short phrases which fit comfortably into the box.
- DON'T** write numbers out as words – it wastes time and you're more likely to make a mistake (i.e. write '21', not 'twenty-one').
- DON'T** repeat information which is already printed on the page.
- DON'T** panic in Part 2. There's enough time to write your answers as you listen.

**For multiple-choice tasks:**

**DO** remember that the questions follow the order of the recording.

**DON'T** copy the wording of the answer onto the answer sheet. Only one letter (A, B, C, etc.) is needed for each answer.

**For multiple-matching tasks:**

**DO** remember that there are two tasks and that the recording is heard twice.

**DO** read through both tasks in the pause before you hear the recording for the first time.

**DO** remember that there are two questions for each speaker, one in Task 1 and one in Task 2.

**DON'T** copy the wording of the answer onto the answer sheet. Only one letter (A, B, C, etc.) is needed for each answer.

## PAPER 5 – SPEAKING

Part	Task Type and Focus	Length	Task Format
1	Three-way conversation between the candidates and the interlocutor  Using general interactional and social language	3 minutes	The candidates are asked to respond to one another's questions about themselves, and respond to the interlocutor's questions.
2	Individual long turns with brief responses from the second candidate  Using transactional language, comparing, contrasting and speculating	4 minutes	Each candidate in turn is given a task with visual prompts. They talk about the prompts for about one minute; the second candidate responds as specified.
3	Two-way interaction between the candidates  Negotiating and collaborating; reaching agreement or 'agreeing to disagree'	4 minutes	The candidates are given visual and/or written prompts to set up a problem-solving task, involving sequencing, ranking, comparing and contrasting, selecting, etc. Based on this output, candidates are asked about their decisions.
4	Three-way conversation between the candidates and the interlocutor  Explaining, summarising, developing the discussion	4 minutes	The topic area from Part 3 is opened up by discussing wider issues.

The CAE Speaking test is conducted with pairs of candidates by two Oral Examiners: an interlocutor and an assessor. The test takes approximately 15 minutes and is divided into four parts.

**Part 1** – social interaction (about 3 minutes)

**Part 2** – individual long turns with reciprocal brief responses (about 4 minutes)

**Part 3** – two-way collaborative task, turn-taking and negotiating the outcome to an opinion/reasoning/problem-solving activity (about 4 minutes)

**Part 4** – three-way discussion on the issues raised in Part 3, with the questions becoming broader and often more abstract as the discussion develops (about 4 minutes)

The Speaking test is marked out of 40, with marks awarded by the assessor on a scale of 0-5 for four separate criteria: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication. The interlocutor provides a mark for Global Achievement for each candidate on a scale of 0-5 at the end of the test. Combining the analytical marks of the assessor and a global mark from the interlocutor gives a balanced view of candidate performance. Raw marks are later scaled to a mark out of 40.

- **Materials**

The test materials for the December 2006 session comprised twenty Part 2 tasks and ten Part 3 and 4 tasks. Two Part 2 tasks were 'shared' tasks: that is, each candidate is given the same task but the visual stimuli are different.

All tasks are designed to elicit language of a suitably advanced level and range. The tasks are open and speculative, ranging beyond pure description, and give candidates the chance to demonstrate their range of language.

- **Candidate Interaction**

Candidates observed by Team Leaders were, on the whole, at ease when the test began, even when paired with candidates they did not know. Candidates who know each other well and those who have only just met perform equally well in Part 1. After a brief exchange of information with the interlocutor, candidates ask each other one or two questions about topics of general interest. The interlocutor then goes on to ask candidates further questions.

Occasionally, candidates are reluctant to interact with each other and feel that they need to address the interlocutor or the assessor. On the other hand, some over-enthusiastic candidates sometimes tend to dominate the interaction. However, when doing the Part 3 task, most candidates realise that they are expected to talk to each other, and invite their partner to contribute to the interaction, as well as take an active part in the interaction themselves. Any candidate not taking up the opportunity to interact in Parts 1 and 3 is invited by the interlocutor to say more in Part 4.

- **Candidate Performance**

Candidates' performance in the Speaking test is often affected by their failure to listen carefully to what they are asked to do, or to raise the level of their performance above the purely descriptive or mundane, particularly in Parts 2 and 3. Most CAE candidates are well prepared and highly motivated, both of which have a positive effect on their performance. In addition, the structure of the test gives candidates ample opportunity to demonstrate their capabilities. Candidates who fail to take up these opportunities will not do so well in the Speaking test.

## **Part 1**

This part worked equally well with candidates who knew each other and those who did not. The strongest candidates were those who were able to develop the interaction by picking up comments made by their partner to produce a natural and more extended conversation (particularly in the second section of Part 1, where candidates are invited to ask each other about something), and those who made an attempt to answer the questions fully without pausing for too long to think about what they were going to say.

## **Part 2**

Stronger, well-prepared candidates took full advantage of their opportunity to talk for one minute in Part 2, although weaker or less committed candidates sometimes failed to listen carefully and do what they were asked to do, or did not focus on the more speculative elements of the tasks. These

candidates, therefore, found it more difficult either to sustain their 'long turn' for one minute, or to express their ideas effectively.

All Part 2 task types were 'Compare, contrast and speculate'.

### Part 3

This collaborative task gives both candidates the opportunity to negotiate and co-operate with each other, discussing the allotted task fully, openly and clearly. Candidates who perform well are those who do not merely agree with their partner but who express their own views and opinions, or develop their partner's comments. Well-prepared candidates are often able to generate more ideas, thus producing a more varied sample of language with a wider range of structures and vocabulary, and avoiding unproductive silences.

Stronger candidates made use of the visuals (without itemising each one for its own sake, or making repeated reference to them) by including them naturally in their discussion, and giving valid reasons for evaluating, accepting or rejecting them.

Candidates who listened carefully and followed instructions, who showed they could handle a range of structures and vocabulary, and took the task seriously, performed well. Those who performed less well had not listened to the instructions carefully and occasionally ran out of ideas, forgetting what they had been asked to do, or they simply did not take the task seriously enough.

All Part 3 task types were 'Discuss, evaluate and select'.

### Part 4

By this stage of the Speaking test, candidates are usually relaxed and more confident and most were able to contribute to the discussion with some authority. The interlocutor may draw out a more reticent or apparently weaker candidate to redress any perceived imbalance in candidate contributions. Candidates, however, should not assume that they have under-performed if the interlocutor begins Part 4 by addressing the first question to them. Candidates rarely 'dried up' at this stage; some even appeared eager to continue the discussion, although the interlocutor was tactfully trying to draw the test to a close. Oral Examiners are provided with a range of questions, both to ensure test security, and to provide ample opportunities for candidates to show what they can do.

#### • Comments on Released Test Materials

### Part 1

Candidates find the first section of Part 1 a relaxing start to the test and have few problems answering these questions. Occasionally, however, they experience difficulty asking each other questions, as they are required to do in the second section. Candidates who handled this section well did not merely repeat the words of the prompt question but formulated their own question. For example, when told:

'Now I'd like you to ask **each other** something about tourism in each other's country.'

they did not merely ask:

'What about tourism in your country?'

but produced questions like:

'How important is tourism in your country?'

Candidates who performed well in the third section of Part 1 were able to answer quickly and confidently. For example, when asked:

'Which teacher will you always remember?'

they did not merely reply:

'Oh, my English teacher.'

but produced a more extended response, e.g.

'I suppose the teacher who influenced me most – and that would be my English teacher. It was because of her that I developed a real liking for the subject.'

## Part 2

### Using models (Compare, contrast and speculate)

In this task, candidates were each given the same set of visuals, which showed people using models for different reasons. Candidate A was asked to compare and contrast two or three of the visuals, saying why the people were using the models, and how difficult it might be for the people to manage without them.

Candidates who did well did not merely describe the people and the models, but compared and contrasted the visuals, speculating as to why the people were making use of the models, and how difficult it would be to do what they were doing without the models. For example [when talking about the visual in the bottom left-hand corner]: 'In this picture, two doctors are training to help a patient who might have had a heart attack. They are practising on a dummy patient so that they will know exactly what to do in a real emergency. Obviously it is very difficult for doctors to train for emergencies using a real patient because if they made a mistake it could be fatal. However, [when talking about the visual in the top left-hand corner] in this picture, the man is probably an architect and the model will help him to complete his designs for the large building complex. He could manage without the model, especially in these days of computer generated models. But it probably helps him to be more creative and exact if he uses the model.'

A simple description of the visuals with a few short comments was not enough, e.g. 'These people are practising using some equipment in a hospital. It's very useful for them to have a model. This is an architect with a model. He doesn't really need a model because he can draw the buildings on a computer.'

Candidate B was asked which model they thought was the most useful to the people. Most candidates gave a brief response, selecting one of the situations and pointing out which model they considered the most useful and adding that without it, people could not really do what they were doing at all well.

### Recording information (Compare, contrast and speculate)

In this task, candidates were each given another set of visuals to look at. The visuals showed people recording information. Candidate B was asked to compare and contrast two or three of the visuals, saying what kind of information the people might be recording, and why it might be necessary to do this.

Candidates who did well did not merely describe the visuals, but compared and contrasted them, speculating about the kind of information which was being recorded, and why it might be essential to do so. For example [when talking about the visual in the middle at the top]: 'In this picture, people are probably recording important details of an archaeological site. It's difficult to see exactly what they might be excavating but it's really important to record the exact details of every object they find, otherwise it will be impossible to identify them later. But it's rather different in this situation [when talking about the visual in the top left-hand corner]. Here they are obviously checking the growth of a baby bird. It could be in some kind of wildlife sanctuary. The details recorded will show if the chick is making good progress.'

A simple description of the visuals with a single short comment was not enough, e.g. 'These people are working on an ancient site and finding important objects from the past. In this picture, they are recording how much the bird has grown since it was born. It might be important for its survival.'

Candidate A was asked which type of information they thought was the most difficult to record. Most candidates gave a brief response, selecting one of the visuals and making a brief comment about the difficulty of trying to record information in that particular situation.

## **Parts 3 and 4**

### **Environmental awareness (Discuss, speculate and select)**

#### **Part 3**

Candidates were shown some artwork visuals illustrating choices people make which have an impact on the environment. Their task was to talk about how easy it is for people to be environmentally friendly in the different areas shown, and then decide in which two areas the right choice was the most important.

Candidates who did well did not simply describe what the visuals showed, e.g. 'This is healthy eating, this picture makes us think about what kind of transport to use and this one is whether to recycle things. Yes, they are all important choices.' Instead, they evaluated how easy it was to be environmentally friendly when making the different choices, and invited their partners to comment, e.g. 'This picture shows how effectively things can be recycled if you are well organised and the right kind of equipment is provided. But you have to live in an area where the authorities are prepared to do that. So maybe it's all a question of having the right attitude. What's your opinion?'

Almost all the visuals were considered to represent choices that individuals have to make in their everyday lives. For example, organic vegetables were thought to be better than non-organic food, and crop spraying was thought to be much less desirable than growing your own vegetables but candidates commented that this was not always possible, especially for people living in urban areas. Candidates who did less well did not fully explore both the desirability of and the difficulties involved in making the right choice in each case, or tried to reach a decision too early about the two areas in which making the right choice was the most important. The decision should be the conclusion of the discussion, not a decision to make at the beginning of the task, leaving the candidates with little else to talk about.

#### **Part 4**

Candidates who gave good performances were able to talk about the following:

- how they thought people could be encouraged to use environmentally-friendly products, e.g. 'I think it's all a question of educating people when they are young. If people can be taught the right kind of attitudes when they are at school, for example, they'll turn out to be the kind of people who will protect the world they live in.'
- what they thought would persuade more people to use public transport, e.g. 'What we need to do is make public transport more reliable, more comfortable and cheaper. That way nobody would need or even want to drive their car into the city centre.'
- what can be done to make children more environmentally aware, e.g. 'I think parents can do a great deal to encourage their children to be more environmentally aware. There are so many wildlife parks and natural history museums that are enjoyable to visit but which also encourage children to respect their surroundings. And even everyday things like recycling rubbish at home can be useful.'
- whether they thought the environment could only be saved through international co-operation, e.g. 'I have no doubt that this is the only way we can really protect our environment. It makes no sense for one country to have policies in place to protect the environment when another is continuing to pollute the atmosphere.'

- how optimistic they were about the future of our planet, e.g. 'I think I am quite optimistic. Obviously, we will have to make sure that we do everything possible to protect it but it has survived for far longer than we humans have so I don't think it will disappear in the near future.'

Most candidates were asked at least four of the five questions.

## • RECOMMENDATIONS FOR CANDIDATE PREPARATION

Candidates should be aware that Oral Examiners can only base their assessment on what they hear, and that candidates who fail to take up opportunities to show what they are capable of will under-perform.

Candidates should not feel disadvantaged because they cannot remember or do not know the occasional word. Credit is given for paraphrasing and substituting vocabulary, especially if it is communicatively effective.

Candidates should be advised to avoid strategies which prevent them from producing an extended sample of language, e.g.

Examiner: 'What has been your most memorable travel experience?'

Candidate A: 'A journey to Russia.'

They should also avoid merely repeating what they have already said, or echoing what their partner has said, particularly with short responses:

e.g. Candidate A: 'A journey to Russia.'  
Candidate B: 'I went to Russia, too.'

Repetition, followed by supporting comments is, however, possible.

e.g. Candidate B: 'I went to Russia, too. It was one of the most memorable holidays I have ever had and very different from anywhere else I'd ever been.'

Candidates should be encouraged to respond to the visual stimuli and express their own personal reactions to them.

Students should be trained to listen carefully to the instructions they are given and try to remember what they have to do. Describing visuals is always only a part of a task and candidates should not neglect the more speculative elements of the task. Simply describing visuals will not give candidates the opportunity to show their linguistic capabilities.

Candidates should be aware that long silences and frequent pauses, particularly in Part 2, will reduce their opportunities to perform well. Even if candidates have few ideas, they should be prepared to comment on what the interlocutor has asked them or what their partner has said, where appropriate, and 'think aloud' rather than say nothing or very little.

Students should be encouraged to practise a variety of paired or group activities in class. Familiarity with the format of the Speaking test usually helps candidates give a more effective performance.

Candidates must be made aware that attempts to dominate the test, e.g. by not giving their partner an opportunity to speak, will be penalised; this will not be regarded by Oral Examiners as advanced spoken proficiency. Candidates should show sensitivity to the norms of turn-taking and should respond appropriately to each other's utterances, not cut across what their partner is saying, interrupt impolitely, or indulge in long monologues during a collaborative task.

Candidates who find themselves paired with reticent partners are advised to try to draw out their partners by trying to include them in the conversation and by creating opportunities for them to

speak, e.g.

What's your opinion? / ..., don't you think so? / Maybe you don't agree.

Candidates should be made aware that over-rising intonation when asking more personal questions, particularly in Part 1, can often sound aggressive and interrogating. Students would benefit from practising asking questions in a non-intimidating and encouraging manner with appropriate intonation patterns.

Candidates should also be advised to speak clearly and loudly enough for the Oral Examiners to hear them, especially when looking at the visual stimuli in Part 2, and during the collaborative task in Part 3. Examiners cannot assess candidates they cannot hear.

Candidates are assessed on their own individual performance according to the established criteria and are not assessed in relation to each other. Candidates are never penalised because they have difficulty in understanding their partner. It is, however, important that candidates do not interrupt their partner to ask for clarification in Part 2, the 'long turn', where interruption would deprive their partner of the chance to speak for one minute.

Finally, candidates should not be afraid to ask for repetition if they have not heard what the interlocutor has said. However, candidates should not need to ask the interlocutor to repeat everything and should make every effort to follow the interlocutor's instructions as they are being given. Furthermore, candidates should be aware that interlocutors are not permitted to rephrase or simplify instructions in an attempt to explain their meaning.

• **DOs and DON'Ts for CAE PAPER 5 – SPEAKING**

- |              |  |
|--------------|--|
| <b>DO</b>    | smile at the examiners as you enter the room and sit down. This will help you to relax.  |
| <b>DO</b>    | expand on your responses, rather than give short answers.  |
| <b>DO</b>    | take advantage of every opportunity to show what you can do.   |
| <b>DO</b>    | listen carefully to each part of the task and try to remember what you have to do.   |
| <b>DO</b>    | speak clearly and loudly enough for the examiners to hear you throughout the test.   |
| <b>DO</b>    | ask for repetition but <b>only</b> if you're uncertain about what to do.   |
| <b>DO</b>    | try to relax and concentrate on the test, even if you're nervous.  |
| <b>DO</b>    | use a range of grammatical forms and vocabulary throughout the test.   |
| <b>DO</b>    | try to reformulate rather than just repeat the examiner's indirect question in the second section of Part 1.   |
| <b>DON'T</b> | begin your Part 2 long turn by saying: 'I'm going to choose this picture and this picture.' Just start to do the task and it'll become obvious which pictures you're talking about.                              |
| <b>DON'T</b> | giggle or laugh too much while you're talking. This can make it difficult for the examiners to hear you.   |
| <b>DON'T</b> | talk about all the pictures in Part 2 if the examiner only asks you to talk about two or three out of four or five. Describing all the pictures will not give you enough time to do the other parts of the task. |
| <b>DON'T</b> | pause too long before saying something. You'll lose valuable time if you do this.  |
| <b>DON'T</b> | cut across what your partner is saying in Part 3. Allow your partner time to speak.  |
| <b>DON'T</b> | reach a decision too early in Part 3. Evaluate all the pictures before making your final decision.   |
| <b>DON'T</b> | ask the Oral Examiner how well you've done in the test. Examiners aren't allowed to make any comment on performance.   |

## FEEDBACK FORM

### CAE Examination Report – December 2006

We are interested in hearing your views on how useful this report has been.

We would be most grateful if you could briefly answer the following questions and return a photocopy of this page to the following address:

University of Cambridge  
ESOL Examinations  
Reports Co-ordinator  
1 Hills Road  
Cambridge  
CB1 2EU

Fax: ++44 (0)1223 460278

1. Please describe your situation (e.g. EFL/ESOL teacher, Director of Studies, Examinations Officer, Local Secretary).
  
2. Have you prepared candidates for CAE? YES/NO
  
3. Do you plan to prepare candidates for CAE in the future? YES/NO
  
4. How have you used this report (e.g. to provide feedback to other teachers, for examination practice, etc.)?
  
5. Which parts of this report did you find most useful?
  
6. Which parts are not so useful?
  
7. What extra information would you like to see included in this report?
  
8. (Optional) Your name .....
- Centre .....

Thank you.