



Certificate of Proficiency in English

Examination Report 0300 Syllabus

December 2006

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Examination Report

Syllabus 0300

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WEBSITE REFERENCE

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INTRODUCTION

This report is intended to provide a general view of how candidates performed on each paper in the December 2006 session, and to offer guidance on the preparation of candidates.

The overall pass rate for Syllabus 0300 was **69.84%**.

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

0300	
GRADE	PERCENTAGE
A	8.74%
B	15.88%
C	45.22%
D	10.05%
E	20.11%

• **Grading**

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

The five CPE papers total 200 marks, after weighting. Papers 1-5 are each weighted to 40 marks. A candidate's overall CPE grade is based on the total score gained by the candidate across all five papers. 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.

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; Paper 3, Part 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 CPE:

- *Regulations* (produced annually, for information on dates, etc.)
- *CPE 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, answer keys, CD and tapescript for Paper 4, and Paper 2 markschemes 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**

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 TYPES AND FORMAT	TASK FOCUS	NUMBER OF QUESTIONS
1	<p>Four-option multiple-choice lexical cloze</p> <p>Three texts each containing six gaps. Each gap corresponds to a word or phrase and candidates must select the correct answer from the four options given.</p>	<p>Idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision</p>	18
2	<p>Four-option multiple choice</p> <p>Four texts on one theme from a range of sources.</p> <p>Two four-option multiple-choice questions on each text.</p>	<p>Detail, opinion, attitude, tone, purpose, main idea, implication, text organisation features (exemplification, comparison, reference)</p>	8
3	<p>Gapped text</p> <p>One 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.</p>	<p>Cohesion, coherence, text structure, global meaning</p>	7
4	<p>Four-option multiple choice</p> <p>One text with seven four-option multiple-choice questions.</p>	<p>As Part 2</p>	7

- **Marking**

Candidates record their answers on a separate answer sheet, which is scanned by computer. Questions in Parts 2, 3 and 4 carry two marks each. Questions in Part 1 carry one mark each. The total score is adjusted to give a mark out of 40.

• Candidate Performance

The CPE Reading paper aims to test comprehension at word, phrase, sentence, paragraph and whole text level. 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.

On this version of the Reading paper, candidates generally coped well with the tasks. All four parts fell within the acceptable level of difficulty for CPE. Candidates found Part 4 the most challenging, but coped well with the gapped text in Part 3.

Part 1, Questions 1-18

In Part 1, candidates not only have to choose the answer that correctly fits the gap in a sentence, but may also have to take into account the broader context of the previous or following sentences, or even of the whole text. It is important that candidates are familiar with the range of question types that might be tested, which are listed in the CPE Handbook. The three texts will come from a variety of sources, and candidates should be aware that this may affect the register and the type of lexis tested.

The first text, **Cabin Crew Open Day**, was a job advertisement written in a fairly informal style. Candidates found this the most challenging of the three texts. They coped well with the collocation in Question 6, but found the collocation in Question 2 more challenging. Weaker candidates chose A instead of the correct answer, D. For Question 1, which tests a fixed phrase, some candidates chose D but the correct answer in this case is B. Question 5, which tests a linker, was the most challenging in this part of the paper. Many candidates chose C, which has the correct meaning but does not fit the sentence grammatically. The correct answer, D, is grammatically correct and also more appropriate in neutral and informal English. For Question 4, some candidates chose A, possibly thinking of the phrase 'come to terms with'. However, the correct answer in this context is C, 'get to grips with'.

Candidates generally coped well with the second text, **Books for Babies**, especially Question 9, which focuses on collocation, and Question 10, which tests semantic precision. Some did not recognise that Question 7 was testing an idiom and chose A rather than the correct answer, B. The most challenging question on this text, however, was Question 12, which focuses on the use of the common word 'get' in the expression 'get into the habit'.

In **Teddy Bear Clinic**, many candidates appeared unfamiliar with the fixed phrase tested in Question 14. The collocation 'by prior arrangement' in Question 17 also challenged some weaker candidates, as did Question 15, which tests semantic precision. However, candidates coped well with the collocations in Questions 13 and 18.

Part 2, Questions 19-26

Questions on the four short texts in Part 2 may focus on understanding of the whole text, text organisation, or a specific part of the text. The theme of this set of extracts is science.

Candidates coped well with both questions on the first text, **Science Fiction**, which compares two pieces of fiction based on a similar idea. However, **Heavenly Errors**, a critical review of a book on astronomy, proved more challenging. For Question 21, some candidates were tempted by D, 'reactionary'. However, there is nothing in the text to support the idea that Comins was opposed to social or political change which the word 'reactionary' suggests. The text tells us that Comins has evolved a teaching style that involves concentrating on 'the common mistakes people make about astronomy and

putting them right'. The correct answer is therefore C. For Question 22, which focuses on the attitude of the reviewer, some candidates were tempted by A and C. However, there is nothing in the text to support the idea that the author of *Heavenly Errors* is dismissive of astronomy, so A is incorrect, and the only examples referred to are the 'bloopers' – the examples of common mistakes made by students of astronomy – which are in the part of the book seen as most successful by the writer. The correct answer, B, comes from the writer's reference to Comins' lack of success in explaining the frequency of astronomical mistakes, and to his 'trite and superficial' approach.

Man and Nature is an evaluation of a nineteenth-century book on the environment. Candidates generally coped well with Question 23, but found Question 24 rather more challenging. Weaker candidates were tempted by B and C. In order to identify the correct answer, A, candidates needed to read carefully in order to establish that 'it' in line 9 of the text refers back to 'human impact on the earth', and that this is the area in which Marsh 'broke new ground'.

The last text, **The place of science**, deals with the moral aspects of science. Question 25 again requires understanding of text cohesion, in particular what is referred to by 'such action' at the end of the first paragraph. Stronger candidates were able to recognise that this refers to the accepting of 'strictures on the practice of science', and thus chose the correct answer, A. For Question 26, many candidates were attracted by D, perhaps on the basis of the statement by the writer of the book being referred to that 'we should abandon science as we know it'. However, this writer is not dismissing the achievements of science, but rather saying that these achievements have been so powerful that he and others are in danger of being overawed by them. The correct answer is C.

Part 3, Questions 27-33

At CPE level, the gapped-text task tests understanding of how texts are structured and the ability to predict text development. Consequently, it may be necessary to consider large sections of the text, or even the overall organisation, in order to reconstitute a particular part of the text. The newspaper article used in this part of the Reading Paper, **They're playing my symphony**, is an account of how ordinary members of the public commission pieces of music.

After an introduction establishing the general topic, the text continues with an account of how one man, Gerry Martin, commissioned music from a composer called Simon Bellamy. The text later describes how a second member of the public, Michael Galloway, commissioned a piece of music from another composer. Since the two sections of the text describe broadly similar processes, careful attention must be paid to the linking of ideas in the text.

Most candidates were able to identify the correct extracts for Questions 28, 30 and 33. For Question 27, some candidates were tempted by C, but there is nothing in the preceding paragraph to which the comment by the speaker in C, 'On top of that ...,' could refer. C was also incorrectly given as the key to Question 29 by some candidates, and to Question 31 by others, but is incorrect in both cases for the same reason. For Question 32, some candidates chose G. However, the text tells us that Michael Galloway initially rang William Mival to ask him to recommend a composer, not to ask him to actually write a piece of music. Paragraph D explains how this situation changed, and is the correct answer.

Part 4 Questions 34-40

This part tests candidates' detailed understanding of a long text, including attitudes and opinions. The newspaper article **Travel Books** starts with a description of the writer's own experience of producing travel books, and goes on to discuss the effect of recent

trends in both publishing and tourism on the work of travel writers in more general terms.

Most candidates coped well with Question 34, although some were tempted by B, possibly misunderstanding the final sentence in the first paragraph, where the writer says that her own experiences would have been made worthless if she had tried to repeat her first journey. Question 35 requires close reading of the second paragraph. Good candidates understood that the sentence, 'That intention was rendered ludicrous from the word go', refers to the writer's intention to study a group of nomads 'over a long period of time in isolation from their wider context'. Since she was unable to carry out this intention, the correct answer is A.

Question 36 depends on understanding the first sentence of the third paragraph. The writer's experience in writing her second book 'confirmed my view that the best one could do was subvert a decadent genre'. The 'decadent genre' is travel writing. Some candidates chose C, but this is incorrect as her view does not change, but is confirmed. For Question 37, some weaker candidates were tempted by B, possibly feeling that creativity is likely to be a relevant factor in discussion of books. However, in fact this paragraph of the text is about classification and taxonomies. The writer's main point here is that the publishing industry seeks to impose clear distinctions between genres whereas in fact the ambivalent nature of books means they often fail to fall into one clear category. The correct answer is therefore D.

Candidates coped well with Question 38, which focused on implication. Weaker candidates were attracted by C in Question 39, perhaps influenced by the reference to Chatwin insisting on calling *Songlines* a novel. Here, however, the writer is justifying Chatwin's 'fibbing', since Chatwin does not claim his work is non-fiction. What the writer does criticise is the situation when 'veracity is less important than the need to show off'. The correct answer is therefore A. For Question 40, which tests the ability to connect abstract argument with concrete illustration, candidates were tempted by B and D. However, in order to answer this question it is first necessary to identify what the writer is actually proposing - a 'literature of movement' which extends to the 'fuzziest borders' of travel writing. This literature would include characters who would not normally appear in the usual type of travel writing, which is what the writer is referring to in C, the key, by 'You would not catch them at a travel writers' party'.

● RECOMMENDATIONS FOR CANDIDATE PREPARATION

When preparing for the CPE Reading paper, students should be encouraged to read as widely as possible, covering a range of sources and styles. The CPE Handbook includes a list of possible sources, together with test focuses for each part. Teachers and students should note, however, that no single CPE Reading paper will necessarily cover all the options listed in the Handbook.

Vocabulary development work should always try to place new items of lexis in context, studying related word-groups and collocates if appropriate, and considering the way that linking words operate to clarify meaning at text level. Attention should be paid to informal and colloquial language as well as to more literary styles, and to broadening awareness of the uses of frequent vocabulary items as well as to studying words used in more specialised contexts. Regular use of an up-to-date 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.

Students should be encouraged to summarise the main points of longer texts, concentrating on overall understanding and progression of ideas within an argument or narrative, as well as practising intensive reading skills focusing on detail. Attention

should be drawn to the lexical and grammatical features of discourse for both short and longer texts. Studying how multiple-choice questions work, and how to eliminate distractors, might be a useful task when preparing for Parts 2 and 4, and students should also be aware of the different reading skills that may be tested by such questions. For Part 3, students can work on their predictive skills by reading the base text and predicting the content areas of the gaps, as well as studying textual coherence and cohesion in detail.

• **DOs and DON'Ts for CPE PAPER 1 READING**

- | | |
|--------------|--|
| DO | read the sources, titles and sub-titles of the texts where given; they are there to help you. |
| DO | read each text carefully before you answer the questions to get the overall sense of it. This includes Part 3, the gapped-text task. |
| DO | remember that, in Part 1, the missing word(s) may be forming part of an idiom, fixed phrase or collocation, so always check the words around the gap carefully. |
| DO | remember that in Part 1, the missing word(s) must fit the context of the passage, so always check that the completed sentence makes sense in the passage as a whole. |
| DO | read the questions carefully in Part 2 and Part 4, and check each option against the text before rejecting it. |
| DO | keep an overall idea of the development of the text in Part 3. You will need to check that the extracts chosen to fill the gaps in the base text follow the progression of the argument or narrative as a whole. |
| DON'T | assume in Part 2 or Part 4 that, if the same word appears in the text as well as in an option, this means you have located the answer. |
| DON'T | try to answer any questions without referring carefully to the text. |
| DON'T | spend too much time on any one part of the paper. |
| DON'T | forget to record your answers on the separate answer sheet. |

PAPER 2 – WRITING

PART	TASK TYPES AND FORMAT	TASK FOCUS	NUMBER OF QUESTIONS
1	<p>Question 1</p> <p>Writing one of the following:</p> <ul style="list-style-type: none"> • an article • an essay • a letter • a proposal <p>A contextualised writing task giving candidates guidance to the context through instructions and a text or texts which may be supported by visual prompts. The textual input is approximately 100 words.</p>	<p>Discursive – presenting and developing arguments, expressing and supporting opinions, evaluating ideas, etc.</p>	<p>1 compulsory task</p> <p>300-350 words</p>
2	<p>Questions 2-4</p> <p>Writing one of the following:</p> <ul style="list-style-type: none"> • an article • a letter • a proposal • a review • a report <p>Question 5</p> <p>Writing one of the following:</p> <ul style="list-style-type: none"> • an article • an essay • a letter • a review • a report <p>Contextualised writing tasks, each specified in no more than 70 words.</p>	<p>Describing, persuading, narrating, evaluating, making recommendations, giving information, summarising, etc.</p>	<p>4 questions from which candidates choose one.</p> <p>Question 5 includes a task on each of three set texts.</p> <p>300-350 words</p>

• Marking

All scripts are marked by experienced examiners, who must attend a training and standardisation session before they commence any marking. Examiners award marks according to a General Mark Scheme, which has detailed Performance Bands from 0-5, where Band 3 describes a 'satisfactory' level. Within the bands, examiners place the script more exactly at bottom, mid or top of the band range, e.g., 3.1, 3.2, 3.3. These scores are converted to provide a mark out of 20 for each piece of writing.

Examiners also use a Task-specific Mark Scheme for each question which covers content, range, register, format, organisation and cohesion, and effect on the target reader. Examples of the mark schemes are included in the CPE Past Paper Pack which is available for order from the Cambridge ESOL website. Candidates are penalised for dealing inadequately with the requirements of the Task-specific Mark Scheme.

Examiners work in small teams and are monitored and advised by Team Leaders, who in turn are monitored by the Principal Examiner.

- **Candidate Performance**

Part 1, Question 1

This compulsory question required candidates to write a letter to the editor of an international magazine called *Food and Health* in response to points made in an extract from an article which had appeared in the magazine. Candidates were expected to deal with the three main points expressed in the extract: you should enjoy your food and eat what you like, conflicting advice from 'experts' on what is considered healthy and unhealthy, and whether ignoring the research done to encourage healthy eating habits would be irresponsible.

The topic of food and health was familiar to all candidates. Strong candidates succeeded in writing an effective and engaging discussion within the letter format; they used a wide range of structures to convey their ideas and fully addressed the points. The most able candidates managed to write a sophisticated response which both addressed the specific points required, and furthermore opened up the discussion beyond these points. Weaker candidates did little more than paraphrase the points and demonstrated little development of the ideas. Overall, candidates coped well with the compulsory Part 1 task.

Part 2

The most popular question in Part 2 was Question 3, the article, which was chosen by 45% of the candidates; less popular, excluding the set text questions, was Question 4, the report, which was chosen by 20% of the candidates. The proposal, Question 2, was chosen by 31%; of the candidates who answered one of the set text questions, Question 5b on *Bel Canto* by Ann Patchett was the most popular.

Question 2

This question required candidates to write a proposal for the Principal of their international college, who had invited students to suggest the title and content of two new courses, to explain their interest in them and why they would prove popular and useful options for students. The strongest candidates were able to write a realistic proposal using a range of language and register appropriate to the task, and they addressed all the requirements of the question. The task offered support to candidates with a clear framework and also ideas of subjects which they could include in their proposal if they wished. Nevertheless, some candidates overlooked the part of the question which required them to explain their personal interest in the proposed courses and were penalised for the omission. The various requirements of each question require different writing skills, and, in order for candidates to get the mark they deserve, it is essential that they identify and address all the requirements of a question so they can demonstrate their control of the different skills required.

Question 3

Some candidates produced excellent responses to this question. They were asked to write an article entitled 'My Personal Challenge' for a magazine which was publishing a series of articles based on readers' accounts of challenges they had faced in the past, and what they had learnt from their experience. There was a wide variety of responses which included both parts of the question and used a wide range of expression. In some cases what was learnt from the experience was implicit in the way the candidate developed their answer. However, there were some candidates who did not deal with the second strand of the question and were therefore considered to have submitted an inadequate response. Weaker candidates lost focus of the question entirely and simply wrote a story about an event in their life. The most successful candidates clearly identified the two parts to the question and dealt effectively with each part.

Question 4

This question asked candidates to write a report for the sports editor of an international sports magazine on the quality of sports facilities in their country, the level of people's interest in watching and taking part in sports and the significance of sport in national life. Although not the most popular question, it attracted some candidates who succeeded in writing an interesting and detailed report which covered all the points required and would have informed the specified target reader. Once again, weak candidates failed to address all the requirements of the question, or did not structure their response in the appropriate format for a report. A few candidates concentrated on only one sport and many candidates either omitted to deal with 'the significance of sport in national life' or dealt with the point very cursorily.

Part 2, Questions 5a, 5b and 5c

In Question 5a, on *An Inspector Calls*, some candidates wrote successful letters, and demonstrated that they had a thorough understanding of the text and were well-prepared. Weaker responses revealed that candidates were not sufficiently familiar with the play and therefore could not clearly refer to 'the part an awareness of guilt plays in both plot and character development' in order to answer the question.

In Question 5b, on *Bel Canto*, a number of candidates wrote very good articles; this question attracted the second highest mean score of the whole paper. The best responses addressed both parts of the question, briefly describing the development of a significant relationship between any two characters and going on to explain why that relationship would have been unlikely in the outside world. Weak candidates failed to deal with the second strand of the question.

Question 5c, on *Clear Light of Day*, gave candidates who were thoroughly familiar with the text, the opportunity to write effective reviews describing two or three scenes and explaining 'how the characters, story and setting make the novel a suitable choice for a film'. Some candidates wrote well, but weaker candidates overlooked the specific requirements of the question and relied on writing a narrative which was not what the task required.

The Principal Examiner once again drew attention to the fact that some candidates chose to answer Question 5, although it was evident that they had not read the text.

For the set text questions, candidates need to have not only a good knowledge of the text; they must also be able to refer clearly to examples from the text in order to illustrate the aspects focused on in the question.

● RECOMMENDATIONS FOR CANDIDATE PREPARATION

Candidates need to read the question very carefully in order to perform the task set effectively. Examiners continue to comment on the numbers of candidates who ignore or fail to respond to all the requirements of the task they have been set.

Students need practice in identifying what the task is and what needs to be addressed. 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. 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.

Students 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 Task Specific and General Mark Schemes, which are published in the CPE Past Paper Pack, describe the requirements of each task and give information about the linguistic aspects that are expected at this level – the range of vocabulary, collocation and expression, variety of structure, and cohesion.

Part 1

It is important that candidates spend some time reading all the input carefully in order to identify the main points which need to be included. Careful reading of the question will establish important details; for example, in this Question 1, the letter had to consider three specific points in relation to food and health. It is important for candidates to remember that, in Part 1, their ideas must be integrated into a piece of discursive writing of the appropriate task type.

Part 2

The questions in Part 2 are shorter, but just as much care is required in reading them. It is apparent that many candidates do not read the question carefully enough but 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 parts or strands to these questions, and usually it is the second or third strand, often omitted or treated rather superficially, which gives the question its CPE dimension. It is only candidates who produce a balanced answer dealing adequately with all parts of the question who can expect to gain a mark in the higher bands.

For candidates who choose to tackle questions on the set texts, it is just as important as for the other questions to identify the requirements of the task, which includes considering the target reader specified. Students can prepare for these questions by discussing themes which run through the book, and then, by identifying events or characters which exemplify these ideas.

There are always a small number of candidates who write about their own imaginary novels, who have clearly not read the set text, and who are awarded zero for this response. Candidates who have not prepared a set text should always choose one of the other Part 2 questions: 2, 3 or 4.

• **DOs and DON'Ts for CPE PAPER 2 WRITING**

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|--------------|--|
| DO | read the questions very carefully. |
| DO | decide exactly what information you are being asked to consider or give. |
| DO | identify the target reader, your role as writer and your purpose in writing. |
| DO | check what task type you are being asked to write. |
| DO | organise your ideas and make a plan before you begin to write. |
| DO | remember in Part 1 to address the content points and, in a proposal, make sure you make and justify your choice. |
| DO | make sure in Part 2 that you deal with all parts of the question. |
| DO | try to write in an appropriate style that will make a positive impression on the reader. |
| DO | leave time to check through your work. |
| DON'T | include irrelevant discussions or points. |
| DON'T | forget that spelling and punctuation (and layout in a report and proposal) are important. |
| DON'T | ignore the need for legible handwriting and clear presentation. |
| DON'T | choose a set text question (5a, 5b, 5c) if you have not prepared the text. |

PAPER 3 – USE OF ENGLISH

PART	TASK TYPES AND FORMAT	TASK FOCUS	NUMBER OF QUESTIONS
1	<p>Open cloze</p> <p>A text containing fifteen gaps. Each gap corresponds to a word. Candidates must write the missing word.</p>	Grammatical/lexico-grammatical	15
2	<p>Word formation</p> <p>A text containing ten gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be transformed to provide the missing word.</p>	Lexical e.g. affixation, compounding	10
3	<p>Gapped sentences</p> <p>Questions are made up of three discrete sentences. Each sentence contains one gap. The gapped word is common to the three sentences. Candidates must write one word which is appropriate in all three sentences.</p>	Lexical e.g. collocation, phrasal verbs, word combinations, polysemy	6
4	<p>'Key' word transformations</p> <p>Discrete questions with a lead-in sentence and a gapped response to complete, using a given word.</p>	Lexical/lexico-grammatical	8
5	<p>Comprehension questions and summary writing task</p> <p>Two texts with two questions on each text. The summary task requires selection of relevant information from both texts.</p>	<p>Question focus: awareness of use of language, recognising and understanding the force of lexical items, rhetorical and stylistic devices and referencing</p> <p>Summary: tests information selection, linking, sentence construction</p>	4 questions on the texts and 1 summary writing task.

- **Marking**

Questions 1-25 carry one mark each. Questions 26-31 carry two marks. Questions 32-39 are marked on a scale 0-1-2. Questions 40-43 are weighted to two marks each, and Question 44 carries 14 marks. The total score is adjusted to give a mark out of 40.

Candidates write their answers on two separate answer sheets, one for Parts 1-3 and one for Parts 4-5. Marking of Parts 1-3 is carried out by a team of carefully selected and trained markers. For the duration of the marking period, at least one experienced examiner is present to advise and monitor the markers. All answer sheets pass through a double-marking process. Parts 4 and 5 are marked by experienced examiners, who have been trained and have undergone standardisation before they commence marking. Examiners work in small teams and are monitored and advised by Team Leaders, who in turn are monitored by the Principal Examiner.

- **Candidate Performance**

Part 1, Questions 1-15: The Story of Fire

Open Cloze

In general, candidates coped very well with this task. Questions 12 and 13 proved the most challenging, but these were balanced by Questions 5 and 7 which candidates found far more accessible.

The most common wrong answer given for Question 15, 'able', reflects an important consideration in preparing candidates for this part of the paper: namely, very careful reading of the passage is essential, particularly at sentence level, in order to follow the writer's argument. It is vital to understand the context of the word required to fill the gap. Candidates writing 'able' overlooked the fact that 'able' cannot be followed by 'of' and the word required to fill the gap correctly is 'capable'. In Question 8, some candidates wrote 'it's', which reflected carelessness, given that 'its' was the correct answer. However, both Questions 2 and 6 allowed for both 'to'/'in' and 'make' respectively. It is worth noting that the most challenging question tested a phrasal verb, namely Question 12, 'goes by', and Question 13, which many candidates also found challenging, required careful reading of the sentence in order to understand that 'within' was required.

Part 2, Questions 16-25: Aubergines

Word Formation

Many candidates dealt well with this section of the paper. Questions 18 and 20 proved to be the most challenging; however, Questions 16, 17 and 23 were readily accessible. In Question 16, many candidates added a negative prefix to 'surprisingly' which did not fit with the force of 'yet it is a versatile ingredient'. Attention to the text should also have alerted candidates to the fact that the gap is preceded by 'a' and not 'an'. Spelling was a problem in Question 20 with many candidates writing 'absorbation' or 'absorbition' instead of 'absorption'. A common wrong answer to Question 19 was 'succulency' as opposed to the correct noun 'succulence', and, in Question 21, weaker candidates wrote 'customised' instead of 'customary'. Question 24, 'spherical', proved more accessible for many candidates, and in Question 22, both 'subtlety' and 'subtleness' were acceptable. Overall, candidates were successful in recognising the correct form of words required for this part of the test.

Part 3, Questions 26-31

Gapped Sentences

Generally speaking, candidates performed very well on this part of the paper, and many avoided the temptation to find a word that would fill only one of the gaps and settle on this for the answer, thus ignoring the purpose of the task. Moreover, the Co-ordinating Examiner did not report a wide range of common wrong answers, suggesting that the more focused approach to tackling the questions, (noted in the previous report), has continued. Question 29 was marginally more challenging than Question 30; in the case of Question 30, weaker candidates who clearly recognised that a past tense was required, struggled to produce the correct spelling 'caught' and wrote 'catched' or 'cought' instead. Candidates found Question 26 the most accessible.

Part 4, Questions 32-39

'Key' Word Transformations

The majority of candidates scored reasonably well on this part of the paper. The most demanding question proved to be Question 34 and the least challenging were Questions 32 and 35. In Question 34, many candidates had problems with the first part of the transformation, which required the 'a great deal'/'a good deal', and wrote 'a big deal', which is an inappropriate collocation. There was also some confusion about the required comparative 'less' in the second part of the transformation with weaker candidates writing 'more'. In Question 36, some candidates who had understood the transformation required, opted for inappropriate adjectives such as 'favourable' or 'great' to qualify 'chances', as opposed to 'high' or 'good'. In Question 39, the most common error was the use of the active simple past, whereas the structure required the passive 'was being led' in the first part of the transformation. In the light of the comment on Question 30 in Part 3, it is worth noting that many candidates had problems spelling 'led' and wrote 'lead' instead. Although Question 37 did not prove unduly challenging, a common error was to use 'sense' as a verb in the first part of the transformation with candidates writing '...sense it would be pointless to discuss' as opposed to '...see no sense...' or '...not see any sense...'. In general, it appears that candidates find questions requiring very brief and economical answers, such as Question 34, to be the most challenging of these transformations.

Part 5, Questions 40-44: Weather

Comprehension Questions and Summary Writing Task

Candidates coped well with this part of the paper. The short answer Questions 40 and 43 were answered competently by most candidates. In Question 41, some candidates overlooked the instruction to explain the relevant part of the text in their own words. The Principal Examiner makes the point that candidates who fail to express the required answer in their own words or who express their answers so poorly that the target information is not clear, cannot be given credit. Nevertheless, strong candidates performed well in answering the short questions relevantly and clearly.

The two texts generated five possible content points for the summary, Question 44; the maximum mark awarded for content was 4. Strong candidates identified all five points and the majority of candidates identified at least two or three points.

Failure to identify the summary points has a direct impact on the band score awarded for summary skills: omission of content points will restrict the overall band that can be awarded. Similarly, exceeding the indicated word limit will restrict the overall band

score. Each band, however, allows for a range within that band; for example 4.1 or 4.2 (within Band 4), depending on how well the candidate demonstrates appropriate summary skills.

According to the Principal Examiner, only a small number of candidates demonstrated inadequate language skills below the required standard with basic errors in verb forms, particles and linking devices. A number of candidates made good use of self-expression which made it clear that they had understood the texts, and strong candidates who were clearly on top of the material and fully understood the task produced well-constructed summaries.

There are common issues arising in the writing of summaries which the Principal Examiner draws attention to:

- irrelevant answers that do not focus on the question asked or deal with only a single point at considerable length, despite the question in this case requiring candidates to address both calamitous weather and its impact on mood
- failure to use self-expression, relying instead on extensive lifting of phrases from the texts or rambling around the topic without making any definite points
- over-length answers with no attempt at concise writing
- weak overall organisation in which candidates deal with the summary text by text, with little real attempt to bring together the ideas from both texts
- inappropriate presentation in which the summary resembles a series of separate sentences in the form of notes, or even mini-paragraphs rather than a single coherent paragraph incorporating effective and appropriate linking devices.

• RECOMMENDATIONS FOR CANDIDATE PREPARATION

Thorough reading is essential throughout the paper: texts, instructions, discrete questions, short answer questions and the instruction for the summary all repay close reading; students should become accustomed to reading carefully before beginning any task.

In Part 1, candidates who do not first read the text in order to establish the general argument presented may concentrate on finding a word which will fill the gap, and ignore the possibility that it may not fit the overall context. It is important, therefore, to pay close attention to the writer's argument at both sentence and whole-text level. Gaining familiarity with fixed phrases, collocations and grammatical patterns will also help prepare students to cope with Part 1.

Similar close attention to the whole text and to surrounding sentences is necessary in Part 2. This will enable candidates to determine whether the word required is, for example, an adjective or an adverb; whether, if it is a noun, it needs to be singular or plural; and whether the sense of the argument requires the word to have a negative prefix. Candidates must be prepared not only to add prefixes and suffixes, but also, as appropriate, to make internal changes to the spelling of the given word.

The important thing for candidates to remember about Part 3, the gapped sentences task, is that the word they supply **must** fit in all three sentences, as illustrated in the example given on the question paper. Preparation for this part of the paper should concentrate on collocations, phrasal verbs and words which can have different meanings depending on the context in which they are used.

In preparation for Part 4, students should get used to reformulating and manipulating

sentence structures. It is important to remember that the reformulated sentence must be as similar as possible in meaning to the original sentence. Care must be taken not to overlook adjectives and adverbs, for example. Between three and eight words are to be used and using more than eight words will be penalised. Additionally, the prompt word must not be altered in any way.

The short answer questions in Part 5 rarely need to be answered with complete sentences, but it is important to answer them fully. Students also need practice in identifying exactly what information they are being asked to provide, and when they need to be able to express ideas from the text in their own words as in Questions 41 and 43 on this paper.

The summary task tests candidates' ability to select and organise relevant information and, for this, students should be trained to read the summary instruction very carefully. The Mark Scheme for the summary makes it clear that, to achieve a high mark, a summary must be wholly relevant, well-organised, rely on the candidate's own words as far as possible and be concisely written **within the word limit stated**. These are all skills students will need to develop and practise, and they will need to become accustomed to selecting particular information from both texts, remembering that they will not be asked to summarise the whole of a writer's argument, but to concentrate on specific points within it.

• **DOs and DON'Ts for CPE PAPER 3 USE OF ENGLISH**

- | | |
|--------------|---|
| DO | allow yourself time to read the instructions, texts and questions very carefully. |
| DO | read over the whole text in Parts 1, 2 and 5 to make sure you understand what the texts are saying before you try to answer the questions. |
| DO | remember that the missing words in Part 1 are likely to have a grammatical focus and not a purely lexical one. |
| DO | make sure you think about all the changes a word may require in Part 2: prefix, suffix, internal change, singular or plural forms for a noun, adverb, adjective, participle, etc. |
| DO | make sure that the same word fits all three sentences in Part 3. |
| DO | make sure your reformulated sentence has the same meaning as the original sentence in Part 4. |
| DO | read the short answer questions and the summary instruction very carefully in Part 5. |
| DO | make sure you understand the difference between a sentence and a phrase. |
| DO | select relevant information for the summary from both texts in Part 5. |
| DO | make sure you transfer your answers accurately from the question paper to your answer sheet, that you use CAPITAL letters where appropriate and that your letters are clearly formed and unambiguous. Correct spelling and clear handwriting are essential. |
| DON'T | alter the word given in Part 4. |
| DON'T | write more than eight words, including the given word, in Part 4. |
| DON'T | quote more words than necessary from the text in short answer questions in Part 5. |
| DON'T | write too few or too many words when you answer the summary question. |

PAPER 4 – LISTENING

PART	TASK TYPES AND FORMAT	TASK FOCUS	NUMBER OF QUESTIONS
1	Three-option multiple choice Four short extracts from monologues or texts involving interacting speakers with two questions on each extract.	Gist, detail, function, purpose, topic, speaker, addressee, feeling, attitude, opinion, etc.	8
2	Sentence completion Candidates complete gaps in sentences with information from a monologue or prompted monologue.	Specific information, stated opinion	9
3	Four-option multiple choice A text involving interacting speakers (e.g. interview) with multiple-choice questions.	Opinion, gist, detail, inference	5
4	Three-way matching Candidates match statements on a text to either of two speakers or to both when they express agreement.	Stated and non-stated opinion, agreement and disagreement	6

- **Marking**

Candidates write their answers on a separate sheet, which is marked according to a detailed mark scheme and then scanned by a computer.

Each question carries one mark. The total score is adjusted to give a mark out of 40.

For security reasons, more than one version of the Paper 4 Listening test is made available at each session. As with all other CPE papers, rigorous checks are built into the question paper production process to ensure that all versions of the test are of comparable content and difficulty. In addition, for Paper 4, the marks are adjusted to ensure that there is no advantage or disadvantage to candidates taking one particular version.

- **Candidate Performance**

Test A

Part 1, Questions 1-8

The four short listening extracts in Part 1 provide a variety of text types and voices as well as a range of focuses across the eight questions. Candidates did well on this part of the test, especially on Question 4. This question asked candidates how the woman felt about her status as an employee and most candidates equated the listening text sentence, ‘...felt like an insult to my integrity and dignity’ with the answer C, ‘annoyed that she was not trusted to behave responsibly’. However, candidates found Questions 2 and 8 quite challenging. Question 2 asked candidates why the speaker mentions Canterbury, and, in order to answer the question, candidates had to understand the whole of the second part of the listening text. Weaker candidates went for all options in more or less equal measure. This means they were probably unable to consider this part of the text as a whole and answer a global question on it. The answer to Question 8, ‘...what explains skydiving’s lasting attraction?’ is found in the text, ‘...the marvellous feeling from floating above the earth ...’. Weaker candidates chose option B, ‘the recurring feeling of excitement’. This is clearly wrong as the text says, ‘After a few times, skydiving loses its initial thrill’. The wrong choice might have been made either by not reading the question carefully or candidates answered according to their own impression of skydiving rather than that stated on the recording.

Part 2, Questions 9-17

This was a sentence-completion task based on part of a lecture on soap and its role in society. Candidates found this part of the test quite challenging. They performed best on Question 13, but less well on Questions 10 and 15. The answer for Question 10 was ‘(brand) names’ and comes from the text, ‘Some of the earliest brand names were given to soap’. Some candidates missed the ‘s’ off the answer. A two-word answer might have proved challenging or perhaps the phrase was unknown to some candidates. The answer to Question 15 was ‘herbal’ and some candidates did not get the mark because they wrote ‘herbal fragrances’ and so duplicated the word ‘smells’ in the question.

Part 3, Questions 18-22

This was a four-option multiple-choice task based on an interview with the owner of a chain of mobile-phone shops. Candidates did quite well on this part of the test, especially on Question 19. However, candidates found Question 21 more challenging. The correct answer to Question 21, ‘Why did Jerry ask the company’s Public Relations Officer to leave?’ is B, ‘Her work was unsatisfactory’. This answer is heard when the speaker says, ‘But the bottom line is that in business you’re judged by results, and she just wasn’t up to it’. Weaker candidates chose A, ‘She gave confidential information to the press’. Before they heard the answer, candidates heard that she was indiscrete in what she said to the press. However, candidates had to keep listening, understand the phrase ‘the bottom line’ and then hear the answer.

Part 4, Questions 23-28

This was a three-way matching task where candidates matched opinions expressed when two people are discussing a book they read recently to either of the speakers, or to both when they express agreement. Candidates did quite well on this part of the test, especially on Questions 24 and 25. However, candidates found Question 23 more challenging. The answer to Question 23 is B, since both speakers express the opinion that ‘The storyline is the novel’s strength’. The woman says, ‘I suppose the book is redeemed by the narrative’, and the man agrees when he says, ‘A cliff-hanger at the end of every chapter – kept me going’. The challenge lies in understanding that ‘the

narrative' equates to 'the storyline' and understanding 'a cliff-hanger at the end of every chapter – kept me going'. Candidates were not required to know the word 'cliff-hanger'; the idea was supported with 'kept me going'.

● RECOMMENDATIONS FOR CANDIDATE PREPARATION

Part 1

Candidates should be encouraged to read the information contained in the introductory sentence for each extract carefully as this will help contextualise what they are about to hear. Tasks where students predict what they are going to listen to are invaluable preparation for Part 1. Moreover, in the examination, candidates should read each question carefully before listening. The questions may focus, for example, on gist, detail, function, feeling, attitude, opinion or purpose. Candidates have to be ready for each of the four texts in Part 1.

Candidates should listen to the whole text attentively, read the question very carefully and then choose an answer. Tasks where students summarise the content of texts can help prepare them for questions which test global understanding of a part or all of the text. Teachers should give students plenty of practice in dealing with a range of text types and focuses so that candidates are prepared for the varying character and pace of texts within Part 1.

Part 2

In Part 2, candidates are required to listen to an informative text and produce written answers by completing nine independent sentences. Texts may be either monologues or prompted monologues, typically a talk, lecture or broadcast. A contextualising rubric sets the scene in terms of speaker, topic and context. Candidates should be reminded that questions are chronological and follow the order of information presented in the text.

Answers are short, generally in the form of single words or noun groups, must be spelled correctly (both US and British English spellings are accepted) and must fit into the grammatical structure of the sentence. For example, singular/plural forms must be respected and the correct part of speech, e.g. noun or adjective, must be used. Candidates are not asked to make grammatical transformations from text to task in sentence-completion tasks.

Candidates are not expected to rephrase what they hear and should therefore focus on writing down the key information as it is heard in the text. Pronunciation tasks, including listening to words which contain silent letters or tasks which focus on the endings of words, can help students prepare for listening and writing down accurately what they have heard.

The keys tend to be concrete items of information, for example, 'furniture' or 'packaging'.

In preparing for this part of the test, candidates should be encouraged to read the question very carefully and, when they have completed the gap, check that the sentence makes sense and that the grammar and spelling are correct. It is important that candidates' handwriting is legible.

Part 3

Part 3 consists of one text with interacting speakers. Texts typically take the form of broadcast interviews and discussions in which opinions and attitudes are expressed, both explicitly and implicitly. A series of five four-option multiple-choice questions

focuses on detailed understanding of the text. Questions follow the order of the text, although the final question may test global understanding of the text as a whole.

In preparing candidates for this part, activities which encourage students to listen to a whole 'paragraph' or 'chunk' of text before they decide on the answer are very useful. This type of practice may help candidates avoid the problem of choosing an answer too quickly. In addition, candidates should read the question and options very carefully so that their answer is a correct interpretation of what they hear. Classroom preparation could take the form of a discussion about why the wrong options are wrong.

Part 4

Part 4 consists of one text with interacting speakers. In order to facilitate identification, there is always one male speaker and one female speaker. The texts typically take the form of informal discussions in which opinions about a topic are exchanged and agreement or disagreement is expressed. A series of six statements summarises the main points raised in the text and forms the basis of a three-way matching task. Candidates are asked to match each statement to the speaker who expresses that view, or to indicate where the speakers are in agreement.

In preparing candidates for this part, activities which focus on identifying agreement and disagreement are particularly useful. Students should also have practice in recognising paraphrase because when both speakers agree, the second speaker often restates the opinion but uses different words. Classroom discussions where students have to express their opinions and agree and disagree with others are very useful preparation for this part.

• **DOs and DON'Ts for CPE PAPER 4 LISTENING**

- | | |
|--------------|---|
| DO | listen to and read the rubric. Make sure you understand what you are listening for and 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 time allowed before hearing each recording to read through all the questions carefully and think about the type of answer that is required. |
| DO | concentrate on understanding what speakers say, and listen for both stated and implied attitudes or opinions. |
| DO | check that your idea of what the correct answer is when you first hear the recording is confirmed when you hear it for the second time. |
| DO | answer all the questions – even if you are not sure, you have probably understood more than you think. |
| DO | write the actual word you hear on the recording in Part 2. |
| DO | check that the completed sentence makes sense in Part 2. |
| DO | make sure you copy your answers accurately onto the answer sheet. |
| DO | listen carefully to check whether the speakers in Part 4 agree as this will give you a <i>Both</i> answer. |
| DON'T | keep thinking about questions from one part of the Listening test when the next part starts. |
| DON'T | choose an answer too soon. |
| DON'T | duplicate what is in the question in Part 2. |

PAPER 5 – SPEAKING

PART	TASK TYPES AND FORMAT	TASK FOCUS	TIMING
1	<p>Conversation between the Interlocutor and each candidate</p> <p>The Interlocutor encourages the candidates to give information about themselves and to express personal opinions.</p>	General interaction and social language	3 minutes
2	<p>Two-way conversation between the candidates</p> <p>The candidates are given visual and spoken prompts, which are used in a decision-making task.</p>	Speculating, evaluating, comparing, giving opinions, decision-making, etc.	4 minutes
3	<p>Long turn from each candidate followed by a discussion on topics related to the long turns</p> <p>Each candidate in turn is given a written question to respond to. Candidates engage in a discussion to explore further the topics of the long turns.</p>	Organising a larger unit of discourse, expressing and justifying opinions, developing topics	<p>2-minute long turn for each candidate</p> <p>8 minutes following the long turns</p>

- **Marking**

The Speaking tests are conducted by trained examiners, who attend annual co-ordination sessions to ensure that standards are maintained.

Assessment is based on performance in the whole test, and is not related to performance in particular parts of the test. There are two examiners (Assessor and Interlocutor), and each one makes an independent assessment of each candidate's performance. The Assessor awards marks for each of five criteria: Grammatical Resource, Lexical Resource, Discourse Management, Pronunciation and Interactive Communication. The Interlocutor awards each candidate one Global mark. Raw marks are later weighted to a mark out of 40.

- **Candidate Performance**

Part 1

This is a 3-minute part (4 minutes for groups of three); the interaction takes place between examiner and candidate. It gives each candidate the opportunity to 'warm up' by answering questions on familiar topics such as their work, study, current lives, hopes for the future, etc. Usually the examiner asks a question to each candidate in turn (three questions per candidate is normal). The questions range from the factual to the more speculative but candidates should be ready to answer promptly as time does not allow for much reflection.

Part 2

This part lasts 4 minutes (6 minutes for groups of three) and is a collaborative task for which the candidates share responsibility. It has two phases:

- Phase one takes 1 minute (2 minutes for groups of three). Candidates are directed to two visuals (except in the case of a single picture task) and are asked a question. The question focuses on one aspect which allows candidates to use the language of speculation rather than description.
- Phase two lasts 3 minutes (4 minutes for groups of three). Candidates are expected to discuss the issues portrayed in the visuals and then to reach a decision based on their discussion. The task may be based on a single visual or a number of them. It is important for candidates to take note of this in order to apportion their three minutes accordingly. They should aim to say something about all the visuals (including the ones used in Phase one) in order to reach an informed decision.

Part 3

This part lasts approximately 12 minutes (18 minutes for a group of three). Each candidate is expected to speak for two minutes in answer to a written question on a card. There are also some prompt ideas on the card to help the candidates but they do not have to use these ideas if they do not want to. In practice, most candidates do use some or all of the given prompts. There is no preparation time given, although candidates will be given up to 10 seconds before being invited to start, and no notes can be made. If a contribution is significantly shorter than the two minutes allowed, examiners will wait to allow time for the candidates to continue. If a candidate speaks for longer than the two minutes, the examiner will interrupt. When speaking, a candidate can address the examiner or the listening candidate, but the latter must not make any contribution during the 2-minute talk.

After each long turn, the listening candidate is asked a question which allows for some sort of comment on or reaction to what their partner has just said. Approximately one minute is allowed for this. The examiner then addresses another question to both/all candidates. There is only about a minute allowed for the answer, so candidates should be forthcoming with their responses. If the examiner does not ask the question directly to one candidate by name, then either candidate can give their answer first with the other candidate being prepared to add something.

The final phase of this part is a general discussion that develops from the topic of the long turns. The number of questions that the examiner asks will depend on how much of the 19 minutes (28 minutes for a group of three) remains, and how fully the candidates extend their responses.

- **Comments on Released Test Materials**

Part 2 Magazine articles – Application: International City of Culture

This task had three visuals. In Phase one, examiners selected two visuals and candidates were asked to speculate about why the photographs might have been taken. Suggestions from candidates included ‘to show international diversity’ (Photo B); ‘a travel agency illustrating countries with big buildings’ (Photo A); ‘community life within a big city’ (Photo C). Candidates needed to bear in mind that the question asked ‘**why** the photographs might have been taken’. They needed to give some suggested reasons and not just describe what they saw.

The Phase two main task asked candidates to discuss the importance of aspects of city life as illustrated in the three photographs. They were also asked to suggest two other aspects that they consider important and which would support an application to become an International City of Culture.

Photo C was the one that produced the fullest responses. Candidates discussed the importance of green spaces, places to relax in a city. Strong candidates also commented on the coming together of different peoples, nationalities, colours, cultures in the picture with the emphasis on living together in harmony as an important aspect of city life.

With Photos A and B, weaker candidates had less to say. In some cases they couldn't decide what aspect of city life the pictures were showing, limiting their contributions to 'big buildings, modern architecture' and 'a shopping centre'. They were not able to relate this to how important these aspects of city life are and how they might be significant in the application to be an international city of culture.

Strong candidates, however, commented on the appropriateness (or lack of) of the three existing photos 'putting up a few flags isn't good enough to represent an interest in international culture'. In this way, candidates were showing that they had remembered the reason for the discussion and were able to discuss in context.

Some candidates did not have time, or did not remember to come up with suggestions for two other aspects to be included in the application. Those that did had many different ideas – concerts, festivals, signs in different languages, etc. Referring to the title at the top of the candidate's copy is important as a way of keeping the task in mind.

Part 3 Knowledge

This topic was generally dealt with well. Candidates seemed to have a lot to say about both prompt cards.

With Card A, the prompts were easily incorporated into the 2-minute talks. Many candidates referred to their own experiences with teachers. Stronger candidates made reference to the qualities needed 'in today's world', and this led to a certain amount of comparison language. Candidates often related the third prompt ('strength') to today's world when they talked about 'the need for a teacher to be a policeman' and 'having to tackle bullies, and aggression from parents'.

With Card B, again, candidates used the three prompts well. Some candidates brought a different slant to the first prompt, 'socialising', and talked about it in the after-work context. The second prompt, 'in difficult situations', made some candidates think that this was the best/only way that you got to know a person really well.

Candidates did well on both these tasks, particularly when they were able to talk in general about the topic and to illustrate their ideas through personal experience/example.

The questions at the end of this part enabled candidates to extend their thoughts on the subject of knowledge. Natural interaction between examiner and candidates and candidate to candidate produced some interesting ideas. These questions really allowed candidates to 'show off' their range of language in a natural context.

● RECOMMENDATIONS FOR CANDIDATE PREPARATION

All candidates need to know the format, timings and aims of each part of the test. If candidates know what to expect, they will give themselves the best chance in the live test. Candidates who are under-prepared will, generally speaking, not perform as well as they could have. They need to be aware of their responsibility to take part in the interaction as fully as possible, as examiners can only make an assessment on what they hear. It is useful if students can practise in the classroom in pairs and in threes.

Part 1

Students should practise answering questions about themselves, their lives, their hopes for the future, etc. In order to avoid spending too much time thinking about what to say (time is limited in Part 1), they need to have some ready answers to the common questions. Students need to bear in mind that a one to two sentence answer is usually sufficient. Where a question asks for an opinion, it is a good idea for students to practise stating their opinion and backing it up with a reason, explanation, comment, etc.

Part 2

For the Phase one question, students can prepare by speculating about pictures in their course books. For example, why they think the photo was taken, who might have taken it, what sounds they might hear in that situation, what might happen in the next ten minutes. The kind of language students will need for this part is the language of speculation (I would imagine; It could have been; It's probably; I guess, etc.)

With the main task, the most important thing that students need to practise is talking about issues surrounding photographs. While a certain amount of description is inevitable, the ability to talk about what aspect of the topic the photo is illustrating is the most important thing. So, for example, not too much of 'there are many modern buildings in this city' but more of 'the modern buildings show that the city is not stuck in the past, but is part of today's world, and is maybe a place that is open to new ideas'.

Students also need to understand what it is they are being asked to do. Useful practice here would be for the instructions for the task to be read out and then for students to summarise what they have heard. They need to make use of the title that is printed on the visual sheet to help them to keep their responses relevant. Working in pairs or small groups will give them the opportunity to express their opinions, elicit information or opinion from others, react to what others in the groups have said, etc. Useful practice can be carried out with task-based classroom activities that allow for discussion followed by decision.

Part 3

The topics that are used for the two-minute talks are those that appear in most Certificate of Proficiency in English coursebooks. Classroom discussion on these topics will be useful in giving students the ideas and confidence to speak in the live test.

The areas where practice/preparation is important are:

- structuring the talk; how to begin, how to make a point and back it up with an illustration or example, maybe from their own personal experience, and how to conclude, rather than just stop.
- managing /filling two minutes. Get students to work in pairs. The listener can time the speaker and also be prepared to make a comment on the talk after the speaker has finished.
- talking about the main question on the card. The three prompts below the question are there for support and do not *need* to be used. Useful practice would be for students

to speak for two minutes without any prompts; this will help them to realise that it is the question itself that is the most important thing.

- **DOs and DON'Ts for CPE PAPER 5 SPEAKING**

- | | |
|--------------|---|
| DO | familiarise yourself with the different parts of the test, and the timings. |
| DO | work <i>with</i> your partner in Part 2. It is a collaborative task, so help each other. |
| DO | refer to the title on the Part 2 visuals page to keep yourself on track. |
| DO | listen to what your partner is saying during his/her 2-minute turn so you can comment afterwards. |
| DO | answer the <i>main</i> question on the card in Part 3. |
| DO | be prepared to speak for <i>two</i> minutes. |
| DO | use (but not overuse) your personal experience to back up some of your points in Part 3. |
| DO | feel free to disagree with your partner – but express your disagreement sensitively. |
| DON'T | describe the visuals in Part 2. |
| DON'T | rush to make a decision in Part 2 without having first discussed all the options. |
| DON'T | speak during your partner's 2-minute long turn |
| DON'T | always be the first to answer the examiner's questions. |

FEEDBACK FORM

CPE 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 CPE? YES/NO

3. Do you plan to prepare candidates for CPE 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/School

Thank you.