



# Certificate of Proficiency in English

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**Examination Report 0301 Syllabus**

December 2006

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**Syllabus 0301**

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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 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 0301 was **45.56%**.

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

<b>0301</b>	
<b>GRADE</b>	<b>PERCENTAGE</b>
A	2.83%
B	3.72%
C	39.01%
D	10.65%
E	43.79%

### • **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](http://www.CambridgeESOL.org)

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

Cambridge ESOL Information  
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website: [www.CambridgeESOL.org](http://www.CambridgeESOL.org)

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 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. Overall, candidates found Parts 2 and 4 more challenging than the other two parts but all four parts fell within the acceptable level of difficulty for CPE.

### Part 1, Questions 1-18

In this part, candidates not only have to choose the answer that correctly fits the gap in a sentence, but they 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.

**Classical music and the young** is a summary of research into the attitude of young people to live classical music. Questions 2 and 6 both test phrasal verbs. Candidates found Question 2 challenging, with some failing to recognise the correct answer, B, which conveys the idea that the nature of the setting may stop some fans from being interested in concerts. They coped better with the phrasal verb 'tune in' tested in Question 6, and also with the collocation which was the focus of Question 4. It is particularly important for candidates to read the whole passage carefully when a question focuses on a linker. For Question 5, the correct answer, C, depends on understanding that the idea expressed in the second paragraph, of people continuing to be uninterested in live classical music even when they get older, is an even more serious problem than the lack of attendance of young people at concerts described in the first paragraph.

In **Coaching**, some candidates had problems with Question 7, which tests the expression 'to have/get/enjoy a good press', and weaker candidates were also challenged by Question 10. Some chose D, but this does not fit the meaning of the sentence as a whole, and is also incorrect because of the preceding preposition 'in'. The correct answer is C. Candidates coped well with Question 8, which tests semantic precision, and Question 11, which focuses on a collocation.

Question 13 in **Leonardo da Vinci** also tests collocation. Here, weaker candidates failed to recognise that the noun phrase 'the whole range' requires the verb 'spanned' and were attracted by A or C instead of the key, B. The idiomatic use of the phrase 'to come of age' tested in Question 15 also challenged some candidates, who chose A or D instead of B, the correct answer. Question 14, which focuses on semantic precision, was well done by most candidates, as was Question 16, which tests collocation.

### Part 2, Questions 19-26

Questions on the four short texts in Part 2 may focus on understanding of the whole text, a specific part of the text, or text organisation. These extracts are all concerned with popular culture – fiction, film, music and television.

Question 19 on **Popular fiction** focuses on understanding detail. Some candidates were attracted by B, but while according to the text this is true of popular fiction, it is not a belief which has now been shown to be a misconception, so it is not a correct answer to the question. The correct answer is A, supported in the text by the phrase 'is the result of wishful thinking...'. Question 20 tests the main idea of the second paragraph and was generally well done by candidates.

Questions 21 and 22 on **Clint Eastwood** both focus on detail, and were done well by the majority of candidates, but Question 23 on **Music Review** was more challenging. This question tests understanding of the writer's opinion. Weaker candidates chose B, perhaps tempted by the phrase 'has a chronic reluctance to differentiate...'. However, this sentence is concerned with the general inability of those involved in the world of pop music to distinguish between what is new and what is artistically worthwhile, not with current changes. The correct answer, C, reflects the point made at the end of the first paragraph: that we are so engrossed in looking for revolutionary developments that we miss 'the most significant music of our time'.

**New police drama** is a review of a television series. For Question 25, some candidates were attracted by A, perhaps misunderstanding the sentence 'A soap is not about stories; it is about episodes'. However, there is nothing in this sentence – or elsewhere in the text – to support the idea that the soap opera aims to *disguise* the narrative. The following sentence from the text – 'The frame is far less important than the flow' – supports the idea that it is actually the momentum of the soap opera that is crucial to its success. The key is therefore B. For Question 26, which focuses on the writer's opinion, weaker candidates were attracted by D, but there is nothing in the text that tells us that the writer finds the subject matter predictable. The correct answer, A, reflects the writer's comment that 'the action shifts robotically back and forth from place to place and theme to theme'.

### Part 3, Questions 27-33

At CPE level, the gapped-text task tests understanding of text structure and the ability to predict text development. The rubric for this text, **In search of our Musical Roots**, tells us that it is an article about the evolution of music. The text is concerned with evidence for the existence of music at a very early stage of human development, and describes several archaeological findings which may or may not provide such evidence. Achievement of the task depends on understanding the relationship between the details of each finding to the comments on their archaeological significance.

The text describes a number of different findings, and in order to cope with the task, candidates needed to establish what the different findings are, what distinguishes them, and why they are regarded as significant. The base text refers to thigh bones discovered in Slovenia, bones found at other Neanderthal sites, hollow tubes fashioned from bird and chamois bones, and 'delicately made bone pipes'. In addition, Option D mentions 'a 40,000- to 50,000-year-old mammoth bone'.

Candidates coped very well with Questions 27 and 28, which deal with the part of the text that establishes the basic topic. For Question 29, weaker candidates were tempted by C, perhaps on the basis that the base text mentions a 'primitive flute' and C refers to 'flautists'. However, there is nothing in the base text to support the tentative conclusion in C that 'the Neanderthals were not flautists after all'. The correct answer is F, which challenges the view given in the base text about the civilised nature of the Neanderthals.

The most challenging question on this text was Question 30. Many candidates chose B, which contains information about markings on bones that may seem to link to both the previous and following paragraphs in the base text. However, the final sentence in B, 'Interpretation of this new evidence therefore clearly contradicts previously convincing theories' does not link to either the preceding or following paragraphs. The correct answer is D, which gives further supporting evidence to the idea expressed in the previous paragraph. Some candidates chose D for Question 31, but this is ruled out as there is no referent in D for 'Evidence of their music...' in the following paragraph. The correct answer here is C. For Question 32, some candidates chose H. Like the preceding and following paragraphs, this is concerned with the mechanics of wind instruments, but it is ruled out by the phrase 'Such reservations notwithstanding...' in the following paragraph. The last sentence of H does not describe reservations, but rather support for the argument that the pipes could produce music. The correct answer, E,

ends with a description of one archaeologist's reservations about 'the dangers of jumping to easy conclusions...' which links to the following paragraph. For Question 33, some candidates chose D, but there is nothing in the preceding paragraph to support 'So it is significant...'. The correct answer is H, in which 'such pipes' refers back to the pipes found on the different sites mentioned in the preceding paragraph.

#### **Part 4, Questions 34-40**

This part tests candidates' detailed understanding of a long text, including attitudes and opinions. The text **Sports Photographer** is an extract from a book about sports journalism. For Question 34, some candidates chose A. However, there is nothing in the text to support the idea that the journalists are unable to change, only that neither they nor their editors see any need to change. The correct answer, C, reflects this idea.

The most challenging question on this text was Question 36. Weaker candidates chose D, perhaps misunderstanding the sentence 'They tend to shy away from it like frightened racehorses'. However, here, 'it' refers to the concept of journalism as art, not to the idea of mediocrity. The correct answer is B, supported by the phrase 'sports journalism tends not to go beyond the ordinary'.

Candidates coped well with Question 37, which tests the main idea of the fifth paragraph, but had more problems with Question 38, which focuses on text organisation, specifically the writer's use of exemplification. Weaker candidates were tempted by A and B. However, the writer's main point here is that editors may be unwilling to use a brilliant photograph if it shows an episode that fails to support the final result of the match. The photograph of the player being tackled as he was about to score might suggest, misleadingly, that his team lost the match. The correct answer is D.

For Question 40, some candidates chose A, but while the text as a whole does include the idea that McCabe pays attention to detail, there is nothing to support this in the final paragraph. The emphasis here is on McCabe's attitude in general – the fact that he 'becomes emotionally bound up in the event'. The correct answer is therefore C.

#### **• 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. 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. Studying how multiple-choice questions work, and how to eliminate distractors, might be a useful task when preparing for Parts 2 and 4. 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. It may also be useful to ask students

to prepare a short summary of a completed Part 3 text in one sentence. For example, a summary of **In search of our Musical Roots** could read: 'The text is concerned with evidence for the existence of music at a very early stage of human development, and describes several archaeological findings which may or may not provide such evidence'.

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

- |              |  |
|--------------|--|
| <b>DO</b>    | read the sources, titles and sub-titles of the texts where given; they are there to help you.  |
| <b>DO</b>    | read each text carefully before you answer the questions to get the overall sense of it. This includes Part 3, the gapped-text task.   |
| <b>DO</b>    | 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.   |
| <b>DO</b>    | 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.  |
| <b>DO</b>    | read the questions carefully in Part 2 and Part 4, and check each option against the text before rejecting it.   |
| <b>DO</b>    | 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. |
| <b>DON'T</b> | 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.   |
| <b>DON'T</b> | try to answer any questions without referring carefully to the text.   |
| <b>DON'T</b> | spend too much time on any one part of the paper.  |
| <b>DON'T</b> | 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"> <li>• an article</li> <li>• an essay</li> <li>• a letter</li> <li>• a proposal</li> </ul> <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>	Discursive – presenting and developing arguments, expressing and supporting opinions, evaluating ideas, etc.	1 compulsory task  300-350 words
2	<p>Questions 2-4</p> <p>Writing one of the following:</p> <ul style="list-style-type: none"> <li>• an article</li> <li>• a letter</li> <li>• a proposal</li> <li>• a review</li> <li>• a report</li> </ul> <p>Question 5</p> <p>Writing one of the following:</p> <ul style="list-style-type: none"> <li>• an article</li> <li>• an essay</li> <li>• a letter</li> <li>• a review</li> <li>• a report</li> </ul> <p>Contextualised writing tasks, each specified in no more than 70 words.</p>	Describing, persuading, narrating, evaluating, making recommendations, giving information, summarising, etc.	4 questions from which candidates choose one.  Question 5 includes a task on each of three set texts.  300-350 words

### • 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 proposal for their college principal in the context of how to organise an open day when a new centre at their college would be officially opened. The new centre consisted of a computer room, a recreation area and a sports hall. Candidates were asked to consider three specific points in their proposal so as to best promote the work of the college: which famous person to invite to open the centre, what activities to organise to make the event particularly memorable, and how the college would benefit from this open day in the future.

The topic proved familiar to all the candidates; the majority of candidates recognised what was required of a proposal and structured their response appropriately. Headings and sub-headings were used to organise the ideas and strong candidates demonstrated their ability to use formal vocabulary and a wide range of structures. Weaker candidates relied on writing their response in a more pedestrian way, but the three points which had to be addressed enabled them to deliver their proposal with a clear structure. Many candidates did not specify a particular famous person but used a generic term like 'singer' or 'footballer'. These candidates also limited the function of the famous person, like a footballer, to the sports hall, which revealed that they had not fully understood the phrase 'recreation area'. The most challenging part of the question was the consideration of how the college would benefit in the future. However, overall, the candidates coped well with this compulsory task: strong candidates were able to develop their responses very effectively and weaker candidates were able to produce an informed response.

An important point to be aware of is that the main focus of the compulsory question is discursive, and candidates are expected to produce a piece of writing which evaluates and assesses the ideas put forward, as well as expanding on these with the candidate's own views and opinion.

### **Part 2**

The most popular question in Part 2 was Question 4, the letter, which was answered by 71% of the candidates. The least popular, excluding the set text questions, was Question 3, the review, answered by 5% of the candidates. Question 2, the article, was answered by 22.3% of the candidates; of those who answered one of the set text questions, Question 5a on *An Inspector Calls* by J.B. Priestley, was the most popular.

The highest and very impressive mean score for a Part 2 question was achieved by the very few candidates who answered Question 5c on *Clear Light of Day*; otherwise Question 4 attracted the second highest mean score in Part 2.

## Question 2

This question gave candidates the opportunity to write an article for an English language magazine about an object which had come into their possession in an interesting or unusual way. Stronger candidates briefly described a realistic object followed by plausible explanations as to how it had come into their possession. Weaker candidates too often wrote a very minimal description of the object, and then appeared to rely on previously learnt narratives or digressions into the realms of fantasy for the second part of the question.

## Question 3

This question gave candidates the opportunity to write a review of a recently read novel set in an area they knew well for their local English-language newspaper. The question contained two strands: to identify in the novel the writer's use of local landscape, buildings and characters, and to comment on the effectiveness of these descriptions. This question attracted very few candidates and many of those who did attempt the task produced weak and often irrelevant responses.

Stronger candidates who had understood what was required were able to handle the different strands of the question. Weaker candidates simply wrote reviews of a book they had enjoyed, in some cases science fiction or other popular genres which were inappropriate for the task, and so revealed that had clearly not understood the question.

## Question 4

This question was by far the most popular. It required candidates to write a letter to their local newspaper for tourists, which was running a competition to find the *Restaurant of the Year*. Candidates had to describe the restaurant they wished to nominate, 'focusing on the food, the service and the atmosphere', and explaining how this popular restaurant had attracted a wide range of customers.

The Principal Examiner commented that the question generated some very good responses which gave detailed descriptions of a chosen restaurant, demonstrating a wide range of appropriate structures and vocabulary. Weaker candidates produced rather repetitive descriptions which were flawed by frequent errors in usage and expression. Not all candidates explained the attraction of the restaurant to a 'wide range of customers', but generally positive descriptions often covered the point implicitly. Those candidates who generalised about their favourite restaurant and failed to identify a specific one lost marks.

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

Question 5a, on *An Inspector Calls*, required candidates to write a report for their media studies course tutor on whether or not the play is suitable for the radio, and to consider how effective it would be without the visual dimension. Some candidates found it difficult to select appropriate references from the play to support their argument; strong candidates were able to write perceptively about the inadequacies of a radio adaptation, supporting their answer with clear reference to the play.

In Question 5b, on *Bel Canto*, candidates were asked to write an essay in which they discussed how far they agreed with the claim that, in the novel, 'a horrific imprisonment is transformed into an unexpected heaven on earth'. There were a number of candidates who wrote about imprisonment in general, without drawing on the novel to support their answers; this meant that their responses were irrelevant as there was no evidence of their having read the book. This question was the least well-answered of the set text questions.

In Question 5c, on *Clear Light of Day*, candidates were asked to write an article for an international literary magazine which was running a feature on 'strong, independent female characters in modern fiction'. Candidates were asked to describe Bim and explain 'how her character develops as she deals with the problems around her'. Strong candidates were those able both to describe Bim's character and to explain her development convincingly with reference to events in the novel.

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. 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.

Candidates should get into the habit of planning their answers thoroughly before they begin to write. This will encourage an organised and coherent approach and prevent irrelevant digression. Practice in writing to time will help prepare students to answer the question under examination conditions, produce the appropriate number of words required in the time set and avoid the possibility of running out of time.

The 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 the input very carefully and 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 proposal, there were three main points to develop. It is important for candidates to remember that in Part 1 the object is not merely to restate the content points, but to expand them and integrate them into a piece of discursive writing of the appropriate text 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 part, 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. On this paper, for example, in some answers to Questions 2, 3, 4 and 5, parts of the question were overlooked or less well developed. As a result, the respective tasks were not fully realised and some candidates were penalised.

For candidates who choose to tackle questions on the set texts, it is just as important as for the other questions to take note of the task type and target reader specified.

Students can prepare for these questions by considering 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 and who have clearly not read the set text. 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**

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

#### **Open Cloze**

Candidates coped reasonably well with this task. Questions 7, 14 and 15 proved challenging, though these were balanced by Questions 5, 8 and 9 which candidates found far more accessible.

Questions 9 and 12 which relied on recognising two different phrasal verbs were well answered, although the fixed phrases in Questions 14 and 15 were more challenging, especially so in Question 15 which tested the fixed phrase 'good measure'. In Question 10, both 'way(s)' and 'manner' were acceptable, and Question 13 also allowed 'Although', 'Though', 'Whilst' and 'While' as correct answers.

### **Part 2, Questions 16-25:      The Attraction of Maps**

#### **Word Formation**

As in Part 1, there were some questions which candidates found very challenging and others which were much more accessible. They found that the most demanding questions were 18, 22 and 25 but they coped very well with Questions 16, 20 and 24. Question 25, which was the most challenging, required the word 'exemplify', but many candidates who understood the need for a verb wrote 'exemplify'. In Question 19, candidates needed to form the adjective 'insignificant', and strong candidates understood that a negative prefix was required in addition to the suffix required to form the adjective from the verb 'signify'. Understanding the context and following what the writer is saying will indicate whether or not the word requires a negative prefix. In Question 24, weak candidates who knew the word which was required was a noun wrote 'geographist' instead of 'geographer'. Clear handwriting is essential throughout the paper, but it was noted that in answering Question 23 many candidates did not clearly distinguish 'N' from 'M' in writing the correct answer 'input'.

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

Candidates coped extremely well with this part of the paper and maintained the improvement in their knowledge of collocation noted in the previous report. They also avoided the temptation to settle for a word which appears to work in one or two of the sentences without carefully checking whether it is equally appropriate in the third. The most demanding question was 31, the most accessible were Questions 26 and 27.

### Part 4, Questions 32-39

#### 'Key' Word Transformations

Candidates coped very well with this part of the paper. They appeared to have little difficulty in identifying the target structures, although marks were lost through inaccurate spelling. Question 39 proved the most challenging and Questions 32 and 34 the most accessible. In Question 33, many candidates omitted 'been' in the first part of the transformation and also wrote 'in' and not 'on' in completing the structure 'on my mind'. In Question 34, the most common error was to overlook the need for the verb-subject inversion in the first part of the transformation '...had the city witnessed...', although many candidates omitted to include 'large' or another appropriate adjective in the second part of the sentence. Question 35 was well answered, but those who lost the first mark for this question produced a range of verbs such as 'draw', 'pick', 'turn' instead of 'bring'. In Question 38, strong candidates recognised that the transformation relied on a passive structure '...has been beaten...', whereas weaker candidates tried to use variations of 'lost' from the original structure, such as 'loses' or 'losses'.

It is important to remember that the sentence produced after transformation must reflect the meaning of the original one. In general, it appears that candidates find questions requiring very brief and economical answers, such as Question 37, more challenging than other transformations.

### Part 5, Questions 40-44: Colours

#### Comprehension Questions and Summary Writing Task

In the short answer questions, Questions 40 and 42 were generally well done, and Questions 41 and 43 were more challenging.

In Question 41, a number of candidates found it difficult to identify the word 'definitive' in line 15 of the first text; this was the answer required to contrast with 'loosely described' in line 11. Similarly, in Question 42 some candidates were not able to identify the phrase 'of all things' in line 8; the force of this phrase indicates the writer's surprise at the origin of the word 'blue'. In this question, weaker candidates were penalised for writing out the complete sentence which contained the target phrase without making it clear that they had identified the correct phrase. The Principal Examiner has drawn attention to the fact that many candidates continue to overlook the instruction which requires them to distinguish a **phrase** from a word or a sentence, a fact which has been emphasised in previous reports.

Vague or incorrect answers to Questions 40 and 43 resulted mainly from poor comprehension of the texts, together with an inability to distinguish between the statement and the example which followed it in the case of Question 43. The Principal Examiner again points out that candidates need to be reminded that, if they are asked to answer in their own words, they will be penalised for writing down whole sections from the text with no attempt to paraphrase.

The two texts generated five possible content points for the summary, Question 44; the maximum mark awarded for content was 4. Although all the five points were referred to by candidates, relatively few candidates identified more than two of them in their summary.

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, the majority of candidates produced concise and relevant summaries which were appropriately worded, reasonably well-constructed and made adequate use of linking devices to combine the points together coherently. However, a significant number of candidates continue to persist in writing at great length (90 words or more) and ignore the instruction in Question 44 which asks for a paragraph of between 50 – 70 words.

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

- poor expression and incorrect punctuation which obscure the clarity of the message
- frequent elementary mistakes in grammar: for example, absence of subject-verb agreement, indiscriminate mixing of tenses, misuse of prepositions
- spelling errors.

#### ● **RECOMMENDATIONS FOR CANDIDATE PREPARATION**

Thorough reading is essential throughout the paper: texts, instructions, discrete questions, short answer questions and the instructions for the summary all repay close reading, and 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 the 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; for example, adjectives and adverbs must not be overlooked. Between three and eight words are to be used and using more than eight words will be penalised. Additionally, the prompt word must be included and not 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 dealing with paraphrasing in context, as in Questions 40 and 43 on this paper, in order to be able to express ideas from the texts in their own words. It is also important, when asked to quote from the text, to do so appropriately, giving only the words required by the question as in Questions 41 and 42.

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**

- |              |   |
|--------------|---|
| <b>DO</b>    | allow yourself time to read the instructions, texts and questions very carefully.   |
| <b>DO</b>    | 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.  |
| <b>DO</b>    | remember that the missing words in Part 1 are likely to have a grammatical focus and not a purely lexical one.  |
| <b>DO</b>    | 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.   |
| <b>DO</b>    | make sure that the same word fits all three sentences in Part 3.  |
| <b>DO</b>    | make sure your reformulated sentence has the same meaning as the original sentence in Part 4.   |
| <b>DO</b>    | read the short answer questions and the summary instruction very carefully in Part 5.   |
| <b>DO</b>    | make sure you understand the difference between a sentence and a phrase.  |
| <b>DO</b>    | select relevant information for the summary from both texts in Part 5.  |
| <b>DO</b>    | 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. |
| <b>DON'T</b> | alter the word given in Part 4.   |
| <b>DON'T</b> | write more than eight words, including the given word, in Part 4.   |
| <b>DON'T</b> | quote more words than necessary from the text in short answer questions in Part 5.  |
| <b>DON'T</b> | 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 answer sheet, which is marked according to a detailed mark scheme and then scanned by 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 18 more challenging. The correct answer to Question 18, ‘Jerry believes that the key to his business success at school was’ is C, ‘finding someone whose talents he could use’. This answer is heard when the speaker says, ‘... so I hired a schoolmate with the gift of the gab to do it. After that, everything just seemed to fall into place’. Weaker candidates chose B, ‘selling goods which other students needed’. However, there is nothing in the text which says this, so candidates may have chosen B because it reflects their own experience rather than what is said on the recording.

### **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 Question 24. 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, students 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 and then require them to summarise it are very useful. This type of practice may help candidates avoid the problem of choosing an answer because it reflects what they think rather than what they hear. 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**

- |              |   |
|--------------|---|
| <b>DO</b>    | listen to and read the rubric. Make sure you understand what you are listening for and what you have to do.   |
| <b>DO</b>    | think about the topic, the speaker(s) and the context as you read the questions. This will help you when you listen.                                |
| <b>DO</b>    | 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. |
| <b>DO</b>    | concentrate on understanding what speakers say, and listen for both stated and implied attitudes or opinions.                                       |
| <b>DO</b>    | 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.             |
| <b>DO</b>    | answer all the questions – even if you are not sure, you have probably understood more than you think.  |
| <b>DO</b>    | write the actual word you hear on the recording in Part 2.  |
| <b>DO</b>    | check that the completed sentence makes sense in Part 2.  |
| <b>DO</b>    | make sure you copy your answers accurately onto the answer sheet.   |
| <b>DO</b>    | listen carefully to check whether the speakers in Part 4 agree as this will give you a <i>Both</i> answer.  |
| <b>DON'T</b> | keep thinking about questions from one part of the Listening test when the next part starts.  |
| <b>DON'T</b> | choose an answer too soon.  |
| <b>DON'T</b> | 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 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**

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