



Certificate of Proficiency in English

Examination Report 0301 Syllabus

December 2007

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Examination Report

Syllabus 0301

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WEBSITE REFERENCE

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

www.cambridgeesol.org

INTRODUCTION

This report is intended to provide a general view of how candidates performed on each paper in the December 2007 session, and to offer guidance on the preparation of candidates.

The overall pass rate for Syllabus 0301 was **45.92%**.

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

0301	
GRADE	PERCENTAGE
A	2.96
B	3.74
C	39.22
D	10.67
E	43.41

- **Grading**

Grading took place during January 2008 (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 mark schemes and sample scripts).

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

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	Four-option multiple-choice lexical cloze 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.	Idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision	18
2	Four-option multiple choice Four texts on one theme from a range of sources. Two four-option multiple-choice questions on each text.	Detail, opinion, attitude, tone, purpose, main idea, implication, text organisation features (exemplification, comparison, reference)	8
3	Gapped text 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.	Cohesion, coherence, text structure, global meaning	7
4	Four-option multiple choice One text with seven four-option multiple-choice questions.	As Part 2	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 Part 1 the most challenging part of the paper, 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 aspects of lexis that might be tested, which are listed under Task Focus in the CPE Handbook.

The internet in the workplace is a fairly formal text about employees' personal use of the internet. Candidates coped well with all the questions on this text, especially Question 1, which tests semantic precision, and Question 6, which tests knowledge of collocation. Some candidates were unfamiliar with the fixed phrase tested in Question 5 and chose C rather than the correct answer, which is D.

The job advertisement in **Media sales opportunity** proved more challenging. For Question 8, many candidates were tempted by B. However, the correct collocation is 'a key lifestyle and recruitment player' and so the answer is A. Students should be encouraged to read the whole phrase when thinking about collocations; on some occasions, as in this example, the collocation may not be with directly adjacent words. Question 10, which tests semantic precision, proved very challenging. The correct answer is A.

Candidates coped slightly better with **Clouds**, a more academic text, although the fixed phrase 'a man of many parts' tested in Question 13 challenged some candidates. For Question 15, which tests semantic precision, some candidates chose B or C. The correct answer is D. Candidates coped much better with Question 18, which also tests semantic precision.

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 challenging situations.

Muddy Waters' dispute with his record company is about a business dispute. Candidates generally coped well with the first question, but found Question 20 more challenging. This question requires understanding of implication. Some candidates chose D but, although we are told that Muddy had signed away his rights in a contract without realising what he was doing, there is nothing in the text to suggest that the legal case was based on the idea of misunderstanding. We are told that the case 'was settled out of court to their partial satisfaction'. In this sentence 'their' refers to Cameron and Muddy, and so we know that some of their demands were agreed to. The correct answer is therefore A.

In **Overlanding**, which is about a challenging situation met while travelling, candidates performed very well on Question 21, which tests attitude, but less so on Question 22. Some chose C, but there is nothing in the text to support this. The correct answer, A, depends on understanding the last sentence of the text, 'I was hooked'.

The Courtroom is about a man facing a mental challenge – a trial. For Question 23, which tests understanding of detail, some candidates were tempted by D, but there is nothing in the text to support the idea that the man is pretending. In fact we are told nothing of his thoughts – only of the different ways in which other people interpreted his behaviour. The correct answer is C, supported in the text by 'he showed nothing and did not appear moved at all.' Question 24 tests understanding of attitude.

Stronger candidates chose B, the correct answer, which is supported by the reference in the last paragraph to the understanding by the local reporter of the 'air of contempt' that 'blew from the out-of-town reporters towards the citizens in the gallery.' Weaker candidates were attracted by C, but while the writer mentions that the out-of-town reporters were not prepared to

adopt formal dress just because it was expected of them, there is nothing to support the idea of their negative attitude towards formal dress when worn by the locals.

Riding North Face is about a jockey about to take part in a race. Candidates performed well on Question 25, but were more challenged by Question 26, which tests the attitude of the narrator towards his horse in the text as a whole. Weaker candidates chose B, but in fact the key is D. This is supported in the first paragraph, where we are told that the ‘telepathy’ between the narrator and North Face was always strong, suggesting his awareness of the horse’s different moods, and also in the second paragraph where he predicts the way the horse’s mood may – or may not – change during the race.

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 sub-title for the text **On Blueberry Hill** tells us that it is an article about a family business that is based on blueberries. The text describes how the business grew from the time the first bushes were planted to the present, and the different products for which the blueberries are used. Achievement of the task depends on understanding the chronological stages of the development of the business, and also the structure of that part of the text dealing with blueberry products.

Overall, candidates performed very well on this part of the test, especially Questions 27, 28 and 32. For Question 29, some candidates chose B. However, the reference to people being able to see and taste the berries does not follow on from the last sentence in the preceding paragraph, which is about England as a whole rather than David’s farm. The correct answer is G. B also tempted some candidates for Question 30, but again there is no link with the preceding sentence. The correct answer is C, in which the ‘annoying incursions’ refers back to the account of the animals stealing the blueberries in the preceding text. Question 31 was the most challenging, and careful reading was necessary to rule out option H. This is incorrect as it refers to ‘these spin-off products’ while the preceding paragraph refers to only one spin-off product – the fruit juice. (The berries themselves are also referred to, but they are not a ‘spin-off’ product.) The paragraph above Question 33 refers to numerous spin-off products, including different types of preserves and sauces, and H is therefore the key to Question 33.

Part 4, Questions 34-40

This part tests candidates’ detailed understanding of a long text, including attitudes and opinions. The text **Fictional Failure** is an extract from a newspaper article commenting on the way an awards ceremony for British fiction reflects the present state of literary culture. Question 34 tests candidates’ understanding of implication. The text describes how publishers ‘lament the exclusion of their own great novels from the shortlist’, but the rest of the paragraph suggests that for the publishers to refer to their novels as ‘great’ is misleading, since the novels published during the year were all mediocre. The correct answer is therefore B.

Question 35, which focuses on detail, challenged some candidates. Many of the weaker ones chose D. However, the second paragraph does not describe the pressure publishers put on their writers to produce new work. Instead it focuses on a later stage of the publication process – how the publishers exaggerate the value of work that has been produced in order to increase sales, which leads to the public having an ‘unreasonable expectation’ of the work even before it ‘enters the world’. The correct answer is therefore A.

Candidates coped well with Question 36, which tests the main idea of the third paragraph. For Question 37, which focuses on the fourth paragraph and tests understanding of detail, some candidates chose D. Much of the paragraph is certainly discussing the ‘human preoccupation with past and events and circumstances’, but the writer does not actually explain these – instead he says ‘one wonders what lies behind this...’ and the question of why humans have

this preoccupation is left open. The correct answer is B; the writer admits that the present ‘will always carry the imprint of the past’ – i.e. that history has some contemporary significance.

Question 38 tests understanding of the main idea of the fifth paragraph. The correct answer, C, is supported in the text by ‘There is certainly no single commanding presence...’. Candidates who chose A perhaps misunderstood the part of the paragraph referring to ‘cultural self-denigration’; this does not refer to a real situation but to a possible over-pessimism which the writer says should be avoided. For Question 39, the candidates needed to read the end of the sixth paragraph carefully, where the writer says that the characters of modern authors are ‘cartoons’ – the authors do not attempt ‘the task of representing how people actually talk, think and interact with one another’. The correct answer is therefore D.

Most candidates coped well with the final question, although some were attracted by C, perhaps because of the phrase ‘judge themselves by yardsticks laid down by their peers’ in the last paragraph. However, J G Ballard is not saying that this leads to literary excellence – he is contrasting this approach of the ‘career novelists’ to that of the novelists who produce the best work – the ‘independent spirits’, and so A is the correct answer.

● 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 **On Blueberry Hill** could read: ‘The text describes how a blueberry farm was established and explains how the business developed and the different products for which the blueberries are used.’

- **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'll 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 Parts 2, 3 or 4 that, if the same word appears in the text as well as in an option, this means you've 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 the bottom, middle 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 an essay in response to comments made during a class discussion on the topic of people having jobs while they are studying. Candidates were asked to address the three following specific points raised by the comments as well as giving their own views: working while studying offers useful life and work experience, it helps pay for shopping and/or holidays and although working makes it hard to study, it is a necessity.

The topic proved familiar to all the candidates and the majority were able to respond appropriately, addressing all three points, although in a few cases the candidates' own views on the topic were unclear. On the whole, responses were in keeping with essay format and register. Strong candidates were able to demonstrate their range of expression, clearly developing their own ideas and linking points skilfully. These candidates used a wide range of structures to convey their ideas in addition to incorporating original viewpoints in their discussion. Weaker candidates relied on restating or 'lifting' the input with little development of the points, or failed to justify or exemplify their ideas. It was also noted that these candidates often included apparently formulaic or learned chunks of language to pad out their answers and included inappropriate linking words such as 'although' instead of 'however', 'except for' instead of 'apart from', 'despite' instead of 'in addition'. A few candidates misunderstood 'useful life and work experience' and wrote about how a job encourages a useful life. Some candidates focused on work and wrote little on studying at the same time, and a few candidates wrote generally on the theme of studying and working without addressing the content points, an approach which was penalised.

Overall, this was a successful topic which enabled strong candidates to demonstrate a range of vocabulary and structure effectively, and weaker candidates to produce an adequate response. Answers to Question 1 achieved the second highest average mark on the paper.

An important point to be aware of is that the main focus of the compulsory question is discursive. Candidates are expected to produce a piece of writing which evaluates and assesses all the points put forward, as well as expanding on these with the candidate's own views and opinion without relying on 'lifting' the input.

Part 2

The most popular question in Part 2 was Question 4, the article, which was answered by 58.96% of the candidates. The least popular, excluding the set text questions, was Question 2, the review, answered by 13.42% of the candidates. Question 3, the letter, was answered by 26.14% of the candidates. The set text question, Question 5b on *Goodnight Mr Tom* by Michelle Magorian, was the most popular of the set text questions.

Question 2

This question gave candidates the opportunity to write a review for readers of *Filmspeak*, an international magazine. Candidates were asked to review a film which they had found inspiring, explaining how and why it had affected them. Stronger candidates who produced sophisticated responses used a wide range of vocabulary and structures to produce an effective review, which combined the description of an inspiring film with an evaluation of how it had influenced their lives. Weaker candidates did not address the two parts of the question but simply recounted the plot of the film, and paid minimal attention to the question strand which required them to analyse and evaluate the film's influence. Some candidates ignored the genre completely and did not write a review.

Question 3

This question required candidates to write a letter for the readers of a popular magazine briefly describing an unnecessary purchase, explaining why they had bought it and considering whether there are ever positive consequences of such a purchase. Most candidates wrote in the appropriate genre making early reference to their reason for writing and incorporating a suitable conclusion. Once again, strong candidates produced successful answers which addressed all the strands in the question, moving from the personal to the general. Weaker candidates either omitted or failed to link their personal experience with writing about the 'positive consequences' in terms of evaluating and justifying unnecessary purchases. Similar weak responses moved away from the task entirely to discuss the power of advertising, which was not the focus of the question.

Question 4

This question, the most popular in Part 2, gave candidates the opportunity to write an article for a music magazine describing the role music plays in their lives, and why they love music. The question provided strong candidates with scope to write impressive articles in a consistent register and demonstrate their range and control of music vocabulary appropriate to the task. Most candidates gave their article a title, some of which were very effective, others less so. Weaker candidates tended to produce rambling articles of a general nature which were poorly organised, written in an inconsistent style and which failed to address the task.

Questions 5a, 5b and 5c

Question 5a on *Clear Light of Day* required candidates to write a review for their book club of the novel as one which explores the theme of dreams and ambitions by focusing on Raja's childhood dreams for the future and saying how far they thought Raja achieved his ambitions. This question was the least well-answered of the set text questions.

In Question 5b, on *Goodnight Mr Tom*, candidates were asked to write a report for the organiser of their reading group recommending a novel in which the characters are changed by circumstances beyond their control. They were asked to briefly explain the events which change William's and Tom's lives, and describe how their relationship develops in the light of these events. This question was the most popular of the set text questions giving strong candidates ample opportunity to demonstrate their knowledge of the novel.

In Question 5c, on *The Cryptographer*, candidates were asked to write a letter for readers of a literary magazine on the importance of minor characters in the novel. Candidates were given a choice of two out of three of the following characters: Lawrence Hinde, Carl Caunt and Nathan Law, and asked to explain why each of their chosen characters was significant. Candidates who chose Question 5c achieved the highest average mark on the paper.

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

strands in the question; strong candidates address all the strands with relevant reference to examples from the text to support their answers.

● **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 essay, 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 cursorily, 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, and 4 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 still a small number of candidates who write totally irrelevant responses with no evidence that they have 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**

- | | |
|--------------|---|
| 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're being asked to write. |
| DO | organise your ideas and make a plan before you begin to write. |
| DO | remember in Part 1 to use the content points as the basis for developing your own ideas. |
| DO | make sure in Part 2 that you deal with all parts of the question. |
| DO | try to write in an appropriate style that'll 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 haven't 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: Sleeping Problems

Open Cloze

Candidates coped very well with this task. Questions 1, 4 and 5 proved challenging, though these were balanced by Questions 9, 12, 13 and 15, which candidates found far more accessible.

Question 1 relied on recognising a fixed phrase; answers such as 'truth', 'fact' and 'belief' suggested that candidates had understood the part of speech required to fill the gap but were not familiar with the word 'rule' in the phrase 'as a general rule'. Similarly, in Question 4, candidates recognised that a preposition was required to complete the phrasal verb 'shake off' with the sense of getting rid of 'minor ailments such as coughs and colds'. Many candidates wrote 'away', 'out' or 'from'. Question 5 required careful reading of the whole sentence to understand the comparison the writer was making between smokers and non-smokers who experience difficulty trying to fall asleep. There was a wide range of incorrect answers such as 'instead', 'opposite', 'unlike' and 'whereas', which suggested that candidates had overlooked the word 'with' after the gap, which forced the correct answer 'compared'.

Part 2, Questions 16-25: Dress Codes

Word Formation

Candidates coped well with Part 2, although some questions, namely 18, 21 and 23 proved more challenging than Questions 16, 22 and 25.

Question 18, which was the most challenging, required the word 'accountant'. Strong candidates wrote the correct noun in the context 'the offices of an accountant', but there were many wrong answers such as 'accountance', 'account' and 'accounting'. Candidates who wrote answers such as 'counter', 'countancy' and 'discount' overlooked the support provided by the indefinite article 'an' before the gap. In Question 21, candidates needed to form a plural noun from the root word 'acquaint' to fit the context of 'friends and acquaintances'. Strong candidates wrote this correctly but weaker candidates frequently produced 'acquaintants'. Questions 22, 23 and 24 all required negative prefixes as well as the addition of a suffix. Question 22, 'unaffected', was very well answered; Questions 23 and 24, 'inflexible' and 'unacceptable' respectively, were more challenging.

Understanding the context and following what the writer is saying are essential to deciding whether or not the word requires a negative prefix; strong candidates recognised that 'inflexible' was the correct adjective in Question 23 as they had understood the force of 'rigid'; however, many candidates wrote 'flexible' revealing that they had not read the sentence carefully enough. The prefix 'un-' was needed in Question 24 as well as other changes to form 'unacceptable' from 'accept'.

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. Strong candidates avoided the temptation to settle for a word which appeared to work in one or two of the sentences without carefully checking whether it was equally appropriate in the third. The most demanding question was 30, the most accessible were Questions 26, 27 and 28. In Question 30, many candidates settled for 'give', which suggested they had overlooked the fact that this did not fit the second sentence; the correct answer was 'deliver'. In Question 29, the second most challenging question, many weak candidates wrote 'side' which only fitted the third sentence; the correct answer was 'face'.

Part 4, Questions 32-39

'Key' Word Transformations

Candidates coped particularly well with this part of the paper and appeared to have little difficulty in identifying the target structures. Question 39 proved the most challenging and Questions 32, 36 and 37 the most accessible. In Question 35, candidates recognised the transformation required, with the majority correctly producing 'for the time' to gain both marks. In Question 34, the first part of the transformed sentence needed 'could have got' not 'should', but in the second part of the transformation 'repaired', 'fixed' or 'mended' were all acceptable alternatives. In contrast to Question 35, Question 39 relied more on manipulation of elements within the original sentence in order to complete the second sentence correctly. Three different adjectives qualifying 'funds' – 'enough', 'adequate' or 'sufficient' – were all acceptable to gain the first mark. The second mark relied on using the structure 'to cover + putting', but inclusion of 'the cost(s) of' between the infinitive and the -ing form was also acceptable and fell within the eight word limit.

It is important to remember that the sentence produced after transformation must reflect the meaning of the original one.

Part 5, Questions 40-44: Clocks and Time

Comprehension Questions and Summary Writing Task

In the short answer questions, Questions 40, 41 and 43 were generally well done; Question 42 was the most challenging and Question 43 the least.

In Question 42, a number of candidates wrote about railway stations too literally and did not explain the use of the image of a crowded railway station to show how complex and busy people's lives are.

The two texts generated four possible content points for the summary, Question 44; the maximum mark awarded for content was 4. Although all the four points were referred to by strong candidates, many candidates found some points more accessible than others; according to the Principal Examiner, most candidates identified two or three points. The point which eluded many candidates was contained in the first text and related to the realisation that 'personal time is a highly marketable commodity', in other words that people can sell their time as it has a financial value.

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.

Although the quality of the summary writing varied, strong candidates produced well-written answers which were concise, well-organised, and made good use of linking and self expression to show clear understanding of the task. Weak candidates demonstrated language skills below the required standard with basic errors in verb forms, particles and linking devices. A small number of candidates wrote at length around a single point or wrote irrelevantly, sometimes in the first person, with no reference to the content points contained in the texts. Some 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:

- poor expression and incorrect punctuation which obscure the clarity of the message
- elementary mistakes in grammar: for example, absence of subject-verb agreement, indiscriminate mixing of tenses, misuse of prepositions
- weak linking and reliance on inappropriate or pedestrian linking devices
- 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. 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 Question 40.

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 write the correct number of words required if a question states what is required in selecting a phrase from the text. |
| 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	<p>Three-option multiple choice</p> <p>Four short extracts from monologues or texts involving interacting speakers with two questions on each extract.</p>	<p>Gist, detail, function, purpose, topic, speaker, addressee, feeling, attitude, opinion, etc.</p>	8
2	<p>Sentence completion</p> <p>Candidates complete gaps in sentences with information from a monologue or prompted monologue.</p>	<p>Specific information, stated opinion</p>	9
3	<p>Four-option multiple choice</p> <p>A text involving interacting speakers (e.g. interview) with multiple-choice questions.</p>	<p>Opinion, gist, detail, inference</p>	5
4	<p>Three-way matching</p> <p>Candidates match statements on a text to either of two speakers or to both when they express agreement.</p>	<p>Stated and non-stated opinion, agreement and disagreement</p>	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 found this part of the test quite challenging. However, they did very well on Question 2. This question asked candidates why the speaker compares himself to a sponge. Candidates understood that when the speaker said, 'I suppose that means that my nerves are stretched to the limit, but I like ...', it meant that option A, to emphasise 'temporary nervous exhaustion', was the correct answer. Candidates found Question 6 quite challenging. Question 6 asked candidates what the speaker suggests about innovation in the company. In order to answer correctly, candidates had to understand that the speaker's sentence 'Innovation, therefore, implies a readiness to make unprompted changes to what already exists', meant option B, 'It requires a certain mentality on the part of the staff', was correct. Weaker candidates chose option A. The reason for this may be that when candidates heard 'And in a sector like ours ...' they did not understand what 'a sector like ours' referred to. In fact, it referred to business as a whole, not just one department within business.

Part 2, Questions 9-17

This was a sentence-completion task based on a radio interview with a woman who makes hot-air balloons. Candidates did very well on this part of the test. They performed best on Question 14, but less well on Question 13. The answer to Question 13 was 'burner test'. Weaker candidates, either through misunderstanding or mishearing, wrote 'burnal', 'burners', or 'burna', instead of 'burner'.

Part 3, Questions 18-22

This was a four-option multiple-choice task based on an interview with a writer. Candidates did quite well on this part of the test, especially on Question 19. However, candidates found Question 20 more challenging. The correct answer to Question 20, 'What brought about Sandra's intense burst of creativity in her mid-twenties?' is B, 'Her previous years of painstaking work came to fruition.' The answer is heard when the speaker says, 'If you've been scribbling for ages as I had been, think of it as piano practice, and then one day, you can play.' Weaker candidates chose option A, which demonstrates a misunderstanding of the previous sentences when the speaker talks about moving to London. Candidates also found Question 21 quite challenging but less so than Question 20.

Part 4, Questions 23-28

This was a three-way matching task where candidates matched opinions expressed by two friends discussing the reasons why pop music is so popular 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 23 and 25. However, candidates found Question 26 more challenging. The answer to Question 26 is B, because Renate says 'I think a lot of parents are anti classical music Prejudices like that get passed on', and Tony then agrees by saying, 'I can see the home influence is the crucial one there.'

● 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 be good preparation. They help candidates realise that seeing one individual word on the question paper and then hearing the same word on the recording does not necessarily mean that that is the answer. 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, vocabulary 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, 'paper' or 'raincoats'.

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 based on a small piece of text. 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 the question is a paraphrase of the speaker's opinion and where 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's 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're not sure, you've 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 for paraphrases of the questions in Part 4. |
| 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.

The questions ranged from the factual to the more speculative and candidates had to be ready to answer promptly as there was not much time for reflection. There did not seem to be any questions that caused problems and candidates did well on this part.

Part 2 Magazine article – Having it all

Part 2 is based on visual material and lasts 4 minutes (6 minutes for groups of three). It is a collaborative task for which the candidates share responsibility. It has two phases: a one-minute interaction which should produce some speculative language, and a three-minute discussion followed by a decision.

This task had four visuals. In Phase one, examiners selected two visuals and candidates speculated on how the people might feel about having their photograph taken. All four visuals generated good responses. Suggestions from candidates included ‘they’re probably proud of their achievement and happy to be photographed’ (Picture A) and ‘They’re focused on their game and probably unaware of anyone else’ (Picture B). Candidates need to remember to answer the focus question and not just describe the visuals as this does not produce the required language of speculation.

The Phase two main task set up a discussion on ways in which the people did or did not ‘have it all’, and which of the experiences would be most interesting to read about in the magazine article. Candidates had a lot to say about Pictures A, C and D. Stronger candidates discussed the apparent lack of facilities/opportunities in Picture B and brought out the idea that maybe for those children they did not need anything more than just a ball to play with in order, at that moment, to ‘have it all’. There was a variety of opinions expressed with Picture C: ‘Maybe the woman was trying to have it all with a career and a family and maybe the child was not getting the attention he wanted.’

When reaching a decision, weaker candidates often just said ‘I think Pictures D and A would be good’, whereas strong candidates resisted the temptation to simply name the visuals. They summarised their discussion and the aspects that they thought the readers would find most interesting and then related this to the relevant visuals. As part of the decision-making process, it was natural for candidates to give reasons for their choice and, again, stronger candidates were better at doing this.

Part 3 Spreading the news

This part lasts approximately 12 minutes (18 minutes for a group of three) and consists of a 2-minute long turn for each candidate, followed by a general discussion.

The topic, Spreading the News, was generally dealt with well. In answering the question on Card A, most candidates found the prompts easy to incorporate into their talks – candidates had strong opinions on whether or not it was important to know the latest ‘gossip’, and had plenty to say about the importance of being up-to-date with the news. Some stronger candidates developed the idea that, perhaps for peace of mind, it was better not to know too much about ‘current affairs’. Candidates who are able to look at the other side of the question, i.e. argue the opposite point, often bring an interesting dimension to their talk.

Card B was quite well answered, although weaker candidates talked about the ‘importance’ rather than ‘reliability’ of different news sources. It is important for candidates to read the question and make sure their answer is relevant. Candidates had most to say about the first prompt (‘the internet’) as it seemed a popular source of the news. Many candidates felt TV was an easy way to access the news but some felt that it was not always reliable because ‘with 24 hour coverage, news was changing all the time, so how do you know if it’s true?’

The ‘long turn’ questions were well answered, particularly when candidates were able to illustrate their ideas with personal experience or examples.

The questions at the end of this part enabled candidates to converse in a more informal way and to expand their ideas on the topic of spreading the news. Interaction between candidates in response to the examiner’s question usually produced some interesting ideas and a good opportunity to demonstrate their range of language.

• 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 interests and 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. A one or 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.). It is important that students do not simply describe the pictures. Students could work in groups of three, with one monitoring the other two to check how much language of speculation they use and/or how much time they spend simply describing what they see in the pictures.

With the main task, the most important thing that students need to practise is talking about the issues that come out of the pictures. 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. When it comes to the decision-making part of the task, students need practice in referring back to what was said in the discussion in order to choose, reject, suggest, etc. This means, for example, students being able to say, 'I think the experience and importance of friendship would be most interesting for the magazine article...'

Students also need to understand what it is they are being asked to do. Teachers could read out the instructions for the task and ask 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 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.

Students have different approaches to giving their two-minute talk. The following are suggestions for practice:

- 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. A formal presentation is not expected but a talk that progresses coherently and logically is what students should aim for.

- 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. One way to ensure that the two minutes are filled is for students to practise using the prompts and talking about each one for, say, 45 seconds.

- talking about the main question on the card. It might be helpful for students to underline the main word(s) in the question in order to keep themselves to the point. 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 with your partner in Part 2 and the general discussion after the long-turns, i.e. follow-up, expand, question, agree, disagree, comment. |
| DO | remember to use the title on the Part 2 visuals page to keep yourself on track. |
| DO | talk about the <i>issues/aspects</i> behind the visuals. |
| DO | listen to what your partner is saying during his/her 2-minute turn so you can comment afterwards. |
| DO | stay focused on 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 your long turn. |
| DON'T | dominate the action in Part 2, or the general discussion after the long turns, and leave your partner sitting in silence for too long. |
| 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 | start answering your partner's long turn question when invited by the examiner to comment. Your remarks should be comments, additions etc. |

FEEDBACK FORM

CPE Examination Report – December 2007

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.