



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Certificate of Proficiency in English

Examination Report 0300 Syllabus

June 2007

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Certificate of Proficiency in English

Examination Report

Syllabus 0300

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WEBSITE REFERENCE

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INTRODUCTION

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

The overall pass rate for Syllabus 0300 was **70.49%**.

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

0300	
GRADE	PERCENTAGE
A	08.03%
B	17.37%
C	45.09%
D	9.65%
E	19.86%

• **Grading**

Grading took place during July 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 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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PAPER 1 – READING

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

- **Marking**

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

• Candidate Performance

The CPE Reading paper aims to test comprehension at word, phrase, sentence, paragraph and whole text level. Each part of the paper is text-based; the texts are drawn from a range of contemporary sources, written for different purposes, and presented in different formats.

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

Part 1, Questions 1-18

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

Candidates performed best on the first text, **The Lifeadventure Convertible Travel Pack**, which is an advertisement. They coped particularly well with the collocations in Questions 5 and 6, and with the linker in Question 1, but found the fixed phrase in Question 2 more challenging. The expression 'to make do with something', means to manage with something even if it is not ideal. Weaker candidates chose C instead of the correct answer, A.

The second text, **Useless Technology?**, was more challenging. For Question 7, weaker candidates were attracted by A and B, but the correct phrase in this context is 'come into contact with', so the key is C. For Question 8, candidates needed to think about the meaning of the whole of the first paragraph in order to choose the correct adverb. Some candidates were tempted by D, 'equally', but in the correct answer, B, 'indeed' is used to introduce additional information that further emphasises the undesirability of mobile phones. Question 9, which depends on knowledge of complementation, and Question 11, which tests the fixed phrase 'the worlds beyond' were done well by most candidates.

In **Birds**, candidates did well on Question 13, which focuses on collocation, and Question 18, which tests semantic precision. However, in Question 14, which also tests semantic precision, many candidates were tempted by A. The correct answer here is B, 'transforming scientists' understanding'. The idiom tested in Question 16 also appeared to be unfamiliar to some of the weaker candidates, who chose B rather than the correct answer, A.

Part 2, Questions 19-26

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

Candidates coped well with Question 19 on the first text, **On the trail of William Stukeley**, but found Question 20 more challenging. Weaker candidates chose D, but this is incorrect; the writer is positive about seventeenth century antiquarian studies, saying they had 'intellectual vigour'. The correct answer, A, is supported by the beginning of paragraph 2, in particular '... words which would analyse and pronounce upon the way in which antiquarian studies declined ... with special reference to the career of William Stukeley'. In Question 22, on **New Oxford History of Music**, some candidates were attracted by D, but although the last sentence tells us that current

thinking sees music as ‘shaped by contemporary conditions’, this is not the same as being entirely restricted to them. The correct answer is A – the music is no longer seen as ‘merely embryonic’ and we now have a ‘deeper understanding’ of it. Question 23 in **Leonardo da Vinci (1452-1519) and the Mona Lisa** focuses on the writer’s opinion. Some candidates chose C, but although the meaning of Mona Lisa has, according to the writer, been partly created by its various interpreters, there is nothing in the text to suggest that they have misinterpreted it. The correct answer is D. In **The Need for Family History** the correct answer for Question 25 is B, which reflects the text’s reference to people wishing to ‘find the objective truth concerning the actual ancestors’. For Question 26, weaker candidates went for all the distractors (A, B and C) in more or less equal measures. However, only the key, D, reflects the comparison made in the last sentence of the text where we are told that the ‘busts of bogus ancestors’ were used ‘rather in the way that’ people later bought portraits in antique shops, with the implication that they pretended the people in the pictures were their ancestors.

Part 3, Questions 27-33

At CPE level, the gapped-text task tests understanding of how texts are structured and the ability to predict text development. Consequently, it may be necessary to consider large sections of the text, or even the overall organisation, in order to reconstitute a particular part of the text. The magazine article, **Out in the cold**, describes a lake in Antarctica containing water that has never been touched by humans. The article covers some of the issues involved in penetrating the ice covering the surface of the lake in order to analyse the water below.

Most candidates were able to identify the correct paragraph for Question 27. For Question 28, some candidates chose G, which appears to follow on as it also describes action against drilling into the lake, but there is nothing in the preceding text to support the reference to ‘a similar coalition’ in paragraph G. The correct answer is E. For Question 29, paragraph D follows on from the previous paragraph by describing a prototype device that could perform the type of drilling activity described there, and the problems involved in using it. This is the correct answer. Some candidates chose B, but there is nothing in the preceding text to support the reference in B to ‘all this infrastructure’. However, the text goes on to refer to the need for ‘new buildings, runways and a fuel depot’, making B the correct answer for Question 30. Some candidates chose D here, possibly because of the repetition of ‘testing’ in D and ‘test’ in the first sentence below Question 30, but the text has moved on from discussion of technology to discussion of costs, so the paragraph does not fit the structure of the text as a whole. For Question 31, some candidates chose H, but this is incorrect because of the reference to ‘these other lakes’. There is no reference to any other lakes until the following paragraph, and H is therefore the correct answer to Question 32. The most challenging question was the last one. Here many candidates were tempted by F. However, by this stage the discussion of the ‘other lakes’ is over and both the preceding and following paragraphs refer to Lake Vostok only. The correct answer, C, continues the description of things that scientists have only recently discovered about Lake Vostok.

Part 4 Questions 34-40

This part tests candidates’ detailed understanding of a long text, including attitudes and opinions. The newspaper article, **Golf Caddies**, describes the traditional job of the person who assists a golf player during a game, and the way in which the job is changing nowadays. This was the most challenging part of the Reading paper for many candidates, especially Question 34, which tests the candidates’ understanding of tone and implication. In order to get the correct answer, B, candidates had to understand the writer’s implication that the caddie is superior to the ordinary, ‘common or garden’ doctor or dentist. A is incorrect because the writer is suggesting in the text that qualifications are redundant for caddies, C is in this context positive about the caddies but does not

compare them with any other occupation, and D is an ironic reference to a future, undesirable state of affairs.

Question 35, which also tests implication, again challenged some candidates. The second paragraph describes the nature of those who were caddies in the past; they were unqualified and not academic but they 'flourished and flowered' on the golf links. However, they will no longer be allowed to do the job once formal qualifications are required. The correct answer is therefore A. Candidates coped well with Question 36, which focuses on detail, but were more challenged by Question 37, which tests understanding of the writer's opinion. They were tempted by D, probably on the basis of the reference to 'slapstick humour' at the beginning of the fourth paragraph. However, this relates to the Scottish Qualifications Authority, not the Links Trust. To get the correct answer, C, it is necessary to identify the critical force of the phrase 'since they have all but institutionalised every other aspect of the game in the town'. For Question 40, which tests understanding of the writer's purpose in the text as a whole, weaker candidates were attracted by C. However, the writer is not writing about caddies in general. The entire article focuses on the type of people who have historically worked as caddies on the St Andrew's links, and the tone throughout is admiring of their special nature, and regretful that the type of person who does the job is likely to change. The correct answer is therefore D.

● 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 and include study of related word-groups and collocates if appropriate, as well as consideration of the way that linking words operate to clarify meaning at text level. Attention should be paid to informal and colloquial language as well as to more literary styles, and to broadening awareness of the uses of frequent vocabulary items as well as to studying words used in more specialised contexts. Regular use of an up-to-date advanced monolingual English dictionary is essential, not only to clarify the meaning of new words but also to extend knowledge of collocations, fixed phrases, and features of lexico-grammar such as dependent prepositions.

Students should be encouraged to summarise the main points of longer texts, concentrating on overall understanding and progression of ideas within an argument or narrative, as well as practising intensive reading skills focusing on detail. Attention should be drawn to the lexical features of discourse for both short and longer texts, such as the use of superordinates and synonyms, as well as to grammatical features of discourse. Studying how multiple-choice questions work, and how to eliminate distractors, can be a useful task when preparing for Parts 2 and 4, and students should also be aware of the different reading skills that may be tested by such questions. For Part 3, students can work on their predictive skills by reading the base text and predicting the content areas of the gaps, as well as studying textual coherence and cohesion in detail. It may also be useful to ask students to prepare a short summary of a completed Part 3 text. For example, a summary of **Out in the cold** could read: 'The text describes the importance of the untouched water below the ice in Lake Vostok and summarises the arguments for and against sending probes through the ice to test the water.'

• **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 have located the answer. |
| DON'T | try to answer any questions without referring carefully to the text. |
| DON'T | spend too much time on any one part of the paper. |
| DON'T | forget to record your answers on the separate answer sheet. |

PAPER 2 – WRITING

PART	TASK TYPES AND FORMAT	TASK FOCUS	NUMBER OF QUESTIONS
1	<p>Question 1</p> <p>Writing one of the following:</p> <ul style="list-style-type: none"> • an article • an essay • a letter • a proposal <p>A contextualised writing task giving candidates guidance to the context through instructions and a text or texts which may be supported by visual prompts. The textual input is approximately 100 words.</p>	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"> • 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>	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 an article to the editor of a magazine in response to readers' comments about childhood influences which had previously appeared in the magazine. Candidates were expected to deal with the three main points expressed in the comments: as adults we often do the opposite of what we are taught as children, the effect of upbringing on character and being responsible for the kind of adult we become.

The topic raised issues with which all candidates were able to identify. Strong candidates addressed all the points, developed the ideas with skilful linking of points, and often drew on their own experience as children or parents. These candidates succeeded in elaborating on the points within the genre of an article, using a wide range of structures to convey their ideas. Weaker candidates tended to restate or lift the points with little development of ideas, or wrote generally on the theme of childhood without addressing the content points. Some candidates omitted one of the content points, very often the third point, and consequently were given a task penalty. Overall, candidates coped well with the compulsory Part 1 task.

Part 2

The most popular question in Part 2 was Question 2, the letter, which was chosen by 60.6% of the candidates; less popular, excluding the set text questions, was Question 3, the review, which was chosen by 14.7% of the candidates. The report, Question 4, was chosen by 21.6%; of the candidates who answered one of the set text questions, Question 5b on *Goodnight Mr Tom* by Michelle Magorian was the most popular.

Question 2

This question required candidates to write a letter for readers of an international magazine which had been running a series of articles looking at the different places where people live. Contributors were asked to describe the area they lived in and evaluate the quality of life it offered them. There were a number of very good or excellent responses, which used a range of language and developed all the points, describing the area and giving an evaluation of the quality of life. Weaker candidates failed to address both strands in the question and simply wrote a description of their area in the style of a travel brochure with little or no reference to the quality of life. Similarly, weaker candidates did not identify where the area was or wrote general rather than personal accounts of the quality of life.

Question 3

Despite the fact that this question attracted fewer candidates than Question 2, some candidates produced excellent responses; indeed candidates who chose this question achieved the second highest average mark on the paper. Candidates were asked to write a review of a TV programme for an international media arts magazine. The review had to explain the programme's popularity in attracting viewers. Sophisticated answers

used a wide range of vocabulary and structures which combined a description of the TV programme with reasons for its popularity. In many good responses, reasons for the programme's popularity were embedded in the description of the programme. Weaker candidates lost sight of the review focus and described the programme with little analysis of why it attracted viewers.

Question 4

This question asked candidates to write a report for their college website describing a recent visit by students from another country who had visited their college and stayed with local families. The report had to evaluate how both visitors and colleges can benefit from such visits. The question offered scope for strong candidates to use a wide range of expressions to write interesting and detailed reports which would impress the target reader. Some candidates made good use of the fact that the report was for a website, for example, giving a hyperlink for further information. In some cases weaker candidates tended to concentrate on the visit itself and frequently omitted the benefit to colleges. Similarly, some weak candidates gave a day-by-day account of the visit followed by a short evaluation, but failed to address all the requirements of the task. These candidates found it difficult to move from the evaluation of the specific visit to benefits to colleges and visitors in general. Some candidates failed to organise and structure their reports sufficiently.

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

In Question 5a, on *Clear Light of Day*, some candidates produced very good responses. They wrote confidently using a wide range of vocabulary and structure, organising their ideas skilfully and, supporting their views with relevant reference to the text. Weaker responses revealed that candidates were not sufficiently familiar with the text and struggled with both language and ideas.

In Question 5b, on *Goodnight Mr Tom*, a number of candidates wrote impressive articles using an extensive range to write a thoughtful and well-organised response which succeeded in describing how Willie's view of the world changes through his experiences in Little Weirworld, with reference to his relationship with three characters. Candidates who chose this question achieved the highest average mark on the paper. Some weaker candidates lacked the language to respond at the level, or simply reproduced the story and so did not address the requirements of the task.

Question 5c, on *The Cryptographer*, gave candidates the opportunity to write a letter on the character of John Law and evaluate how his position of power affects his relationship with Anneli and Nathan. Some candidates found it difficult to support their ideas with relevant references to the text and many answers lacked focus.

It was encouraging to see that candidates who chose to answer a set text question demonstrated that they had read the text and there were no candidates in this administration who wrote about their own imaginary novels.

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.

• RECOMMENDATIONS FOR CANDIDATE PREPARATION

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

Students need practice in identifying what the task is and what needs to be addressed. The question identifies the context, the writer's role and the target reader, which helps the candidate to choose the appropriate register. It is also very important that students learn to distinguish between the various task types required by the questions. Even though a candidate may display an excellent command of the language, an answer will only achieve a high mark if all the above factors are taken into account.

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 all the input 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 article, candidates had to address all three points in the context of childhood influences. It is important for candidates to remember that, in Part 1, they should avoid 'lifting' the input word for word.

Part 2

The questions in Part 2 are shorter in terms of input, but just as much care is required in reading them. It is apparent that many candidates do not read the question carefully enough and consequently do not appreciate that there are at least two parts or strands to these questions, and usually it is the second or third strand, often omitted or treated rather 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.

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

PAPER 3 – USE OF ENGLISH

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

- **Marking**

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

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

- **Candidate Performance**

Part 1, Questions 1-15: The Study of Dress

Open Cloze

In general, candidates coped extremely well with this task. Questions 7, 8 and 9 proved the most challenging, but these were balanced by Questions 4, 10 and 14 which candidates found far more accessible.

The most common wrong answer given for Question 9, 'despite', reflects an important consideration in preparing candidates for this part of the paper: namely, very careful reading of the passage is essential, particularly at sentence level, in order to follow both the writer's argument and to ensure the correct grammatical structure when selecting a word to fill the gap. It is vital to understand the context of the word required to fill the gap. Candidates writing 'despite' overlooked the fact that the rest of the sentence does not follow either grammatically or in terms of the writer's argument; the word required to fill the gap correctly is one of three possibilities: 'Given', 'Considering' or 'Seeing'. In Question 8, the most common wrong answer was 'small', which reflected a lack of familiarity with the fixed expression 'by and large'. However, Questions 5, 11 and 13 allowed for both 'mention'/'say', 'account'/'consideration' and 'come'/'got' respectively. In fact, Question 13, which tested a phrasal verb, was well answered by the majority of candidates.

Part 2, Questions 16-25: Octopuses

Word Formation

Many candidates dealt very well with this section of the paper. Questions 22 and 24 proved to be the most challenging; however, Questions 16, 18 and 25 were readily accessible. In Question 22, many candidates overlooked the need for the prefix 'extra' when transforming 'ordinary' and wrote 'ordinarily'; the suffix was correct but 'extraordinarily' was required to fit with the force of '...baby octopuses are ...vulnerable'. Candidates who paid careful attention to the complete text, and read the sentence which immediately followed, 'Out of about 300,000 eggs, only about two will survive...', appreciated the force of the writer's argument and added the correct prefix 'extra(-)'.

Spelling was a problem in Question 20, with many candidates writing 'subtely' instead of 'subtly'. A common wrong answer to Question 24 was 'length' as opposed to the correct noun 'longevity' in the context of the average lifespan of an octopus. In Question 18, weaker candidates wrote 'solving' instead of 'solutions'. Overall, however, candidates were successful in recognising the correct form of words required for this part of the test.

Part 3, Questions 26-31

Gapped Sentences

Generally speaking, candidates performed very well on this part of the paper, and many avoided the temptation to find a word that would fill only one of the gaps and settle on this for the answer, thus ignoring the purpose of the task. Question 31 was the most challenging, followed by Question 29. In the case of Question 31, weaker candidates, who clearly recognised that an adjective was required, offered a wide range including 'fun', 'easy', 'soft' and 'good', none of which fitted all three sentences; the correct answer was 'light'. In Question 29, some candidates who appeared to recognise what was required wrote the incorrect noun 'deliverance' instead of 'delivery'. Candidates found Question 26 the most accessible.

Part 4, Questions 32-39

'Key' Word Transformations

The majority of candidates scored very well on this part of the paper. The most demanding question proved to be Question 38 and the least challenging were Questions 32 and 35. In Question 38, many candidates who were able to deal correctly with 'for granted' had problems with the first part of the transformation, which required 'is/gets taken'. In Question 36, the phrasal verb which was required to transform the original sentence also caused problems. Instead of using 'came/went down with' or 'had come/gone down with', many candidates used inappropriate verbs such as 'fell', 'got', 'lay', or inserted 'a' before 'flu'. In Question 33, however, some candidates omitted the article where it was required before 'shadow'. In Question 37, some candidates overlooked the need for the inversion after the adverbial expression 'At no point', or if they used the auxiliary 'did', forfeited the mark by writing 'pretended' instead of 'pretend'. In Question 39, the most common error was the omission of 'as' in the second part of the transformation, or the use of 'to be' instead of 'being,' which was not essential after 'as' in any case.

Part 5, Questions 40-44:

Comprehension Questions and Summary Writing Task

Candidates coped very well with this part of the paper. Out of the short answer questions, Question 40 was the most challenging, Question 41 the least challenging and Questions 42 and 43 were answered competently by most candidates. The answers to Question 40 revealed that many candidates still find difficulty in identifying the difference between a phrase and a sentence. In previous reports, attention has been drawn to the need for candidates to understand that a question which asks them to find a phrase cannot be answered by copying out a complete sentence from the text. Strong candidates who answered Question 43 noted both ideas of 'sleeplessness' by identifying 'the inability to sleep' (insomnia) as well as 'staying awake on purpose'. Weaker candidates relied on offering only one of the differences, but both ideas were essential for the mark.

The Principal Examiner makes the point that it is not uncommon for candidates to ignore the instruction to 'answer with a word' and to write whole sentences, as happened with some candidates in Question 41. Nevertheless, strong candidates performed well in answering the short questions relevantly and clearly.

The two texts generated four possible content points for the summary, Question 44. Strong candidates identified all four points and wrote highly competent answers; despite some inadequately structured summaries, the majority of candidates were able to identify the summary points. Strong candidates wrote summaries which fulfilled all the

main criteria; they were well-written, concise, coherent, suitably linked, competently organised and reworded with few grammar and spelling mistakes. The summaries written by weaker candidates were marred by more frequent errors, awkward expression and were often over length.

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.

Common issues still arise in the writing of summaries which are worth restating:

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

• **RECOMMENDATIONS FOR CANDIDATE PREPARATION**

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

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

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

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

In preparation for Part 4, students should get used to reformulating and manipulating sentence structures. It is important to remember that the reformulated sentence must be as similar as possible in meaning to the original sentence. Care must be taken not to overlook adjectives and adverbs, for example. Between three and eight words are to be used and using more than eight words will be penalised. Additionally, the prompt word must not be altered in any way.

The short answer questions in Part 5 rarely need to be answered with complete sentences, but it is important to answer them fully. Students also need practice in identifying exactly what they are being asked to do and to understand that a question which asks them to pick out a **phrase** is not answered by writing a complete sentence.

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

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

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

PAPER 4 – LISTENING

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

- **Marking**

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

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

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

- **Candidate Performance**

Test A

Part 1, Questions 1-8

The four short listening extracts in Part 1 provide a variety of text types and voices as well as a range of focuses across the eight questions. Candidates did well on this part of the test, especially on Question 1. This question asked candidates what, in the speaker's opinion, is one of the difficulties for young musicians and most candidates equated the listening text sentence, '...people ... automatically think' with the answer A, 'the public prejudge them'. However, candidates found Questions 6 and 7 quite challenging. Question 6 asked candidates how the speaker feels about diners, and, in order to answer the question, candidates had to understand that the names of the diners are 'invitations to eat' and the speaker says 'I've accepted both of these invitations more times than I really care to admit.' This means the answer B, 'guilty about the amount of time he spends in them' is correct. Weaker candidates went for answer C. This means they were probably focussed on the individual words, 'blasé' and 'back-handed' but did not process the whole phrase 'blasé back-handed affection'. The answer to Question 7, 'What does Andrea particularly enjoy about playing the role of the villain?' is found in the text, 'Nothing matches up to venting all your angst and anger out in a character ...'. Weaker candidates chose option B. These candidates may have lacked the lexical resource to process this part of the text.

Part 2, Questions 9-17

This was a sentence-completion task based on part of a talk about a rare species of snail. Candidates did quite well on this part of the test. They performed best on Question 17, but less well on Question 11. The answer for Question 11 was '(commercial) plantations'. Weaker candidates went for either the distractor 'native vegetation' or they misspelled 'commercial'.

Part 3, Questions 18-22

This was a four-option multiple-choice task based on an interview with a writer of children's books. Again candidates did quite well on this part of the test, especially on Question 18. However, candidates found Question 20 more challenging. The correct answer to Question 20, 'How does Jenny feel about film versions of books?' is D, 'She believes they cannot do justice to the original.' This answer is heard when Jenny confirms what the interviewer says, 'But isn't it the nature of films that they will always be slightly less than the book?', by saying, 'Oh, far more than slightly less.' Weaker candidates chose options A and C.

Part 4, Questions 23-28

This was a three-way matching task where candidates matched opinions expressed by two people discussing traffic problems in British towns 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 25. However, candidates found Question 27 more challenging. The answer to Question 27 is J, because John says '... car ownership is aspirational ...' This question requires candidates to think about the meaning of 'aspirational' and then conclude that, in John's opinion, 'expecting people to part with their cars is not the answer'.

● 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, 'plantations' or 'breeding colony'.

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. 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 task with only one or two pictures) 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 of the candidates. There is only about a minute allowed for the answer, so candidates should be forthcoming with their responses. If the examiner does not ask the question directly to one candidate by name, then either candidate can give their answer first with the other candidate being prepared to add something.

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

• **Comments on Released Test Materials**

Part 2 Magazine article – Fashion industry

This task had five visuals. In Phase one, examiners selected two visuals and asked candidates to talk about what might happen in the next 30 minutes. Suggestions from candidates included: 'I guess the room won't look tidy for much longer' (Picture E); 'They'll probably be having a break from work' (Picture B); 'She might have shown this dress to the audience and changed into another one' (Picture C). Candidates need to remember to answer the focus question and not just describe the picture. This does not produce the required language of speculation.

The Phase two main task asked candidates to discuss the aspects relating to the fashion industry that the pictures portrayed and then to decide which two aspects relating to the fashion industry would be best to include in a magazine article.

Pictures C and E produced a lot of discussion as candidates seemed to be able to identify with these images. With Picture E, candidates talked about how a love of fashion can start as a child, and how 'trying on mother's clothes is part of growing up and discovering things about themselves'. Stronger candidates were able to relate Picture A to the importance of the fashion industry targeting young people, and how sports clothes are seen as 'cool'. With Picture B, weaker candidates talked about the manufacture of clothes but did not extend their discussion into the areas of working conditions within the industry (pay, hours, possible exploitation, etc.). Picture D produced some interesting comments ranging from 'It represents the history of fashion' to 'Fashion didn't really exist – everyone just wore the same, almost like a uniform.'

When reaching a decision, weaker candidates often just said 'I think Picture C and E', whereas strong candidates resisted the temptation to simply name the pictures. They summarised their discussion and the aspects that they thought the article should concentrate on and then related this to the relevant pictures. 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 Isolation

This topic was generally dealt with well. In answering the question on Card A, most candidates, not surprisingly, reacted negatively to the idea of living in any isolated place but had lots to say. The prompts were easily incorporated into most talks – 'social life' or the absence of one was particularly well developed. Stronger candidates used the third prompt ('cost') in different ways – thinking about the cheaper cost of living because there was little to spend money on, but also mentioning the increased travel costs and the cost of bringing in supplies to an isolated place. Some candidates pointed out that 'living in an isolated place doesn't necessarily mean you're on your own' and went on to expand on this point.

Card B was well answered. Many candidates could identify with adapting to a new environment, often citing moving to another country as an example. Candidates mentioned climate, conditions, language and culture as issues which caused difficulty. Some candidates mentioned that 'you often move because you're looking for something different and often the new environment doesn't meet your expectations'. The prompt 'communication' was often interpreted to mean 'foreign language' and less frequently to mean cultural misunderstandings. With 'attitudes' some candidates mentioned that attitudes can change when you are in a new environment, while others maintained 'all difficulties can be overcome if you're open-minded'.

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

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 isolation. Candidate/candidate interaction in response to the examiner's question usually produces 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.) 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 aspects the article should focus on are first the issue of how fashion targets young people particularly and second'.

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.

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. 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 | interact with your partner in Part 2 and the general discussion after the long-turns, i.e. follow-up, expand, question, agree, disagree, comment . |
| DO | refer to the title on the Part 2 visuals page to keep yourself on track. |
| DO | remember to talk about the issues/aspects behind the visuals. |
| DO | listen to what your partner is saying during his/her 2-minute turn so you can comment afterwards. |
| DO | answer the <i>main</i> question on the card in Part 3. |
| DO | be prepared to speak for <i>two</i> minutes. |
| DO | use (but not overuse) your personal experience to back up some of your points in Part 3. |
| 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 | always be the first to answer the examiner's questions. |

FEEDBACK FORM

CPE Examination Report – June 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.