



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Certificate of Proficiency in English

Examination Report 0301 Syllabus

June 2008

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Certificate of Proficiency in English

Examination Report

Syllabus 0301

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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 2008 session, and to offer guidance on the preparation of candidates.

The overall pass rate for Syllabus 0301 was **51.96%**.

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

0301	
GRADE	PERCENTAGE
A	3.75
B	5.27
C	42.94
D	10.10
E	37.94

• Grading

Grading took place during July 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	<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>	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 contemporary sources, written for different purposes, and presented in different formats.

On this version of the Reading paper, candidates found Parts 1 and 2 more challenging than the last two parts, but all four parts fell within the acceptable level of difficulty for CPE.

Part 1, Questions 1-18

In this part, candidates not only have to choose the answer that correctly fits the gap in a sentence, but they may also have to take into account the broader context of the previous or following sentences, or even of the whole text.

The information society is a text written in a fairly formal, academic style. Candidates found this the most challenging of the three texts. They coped well with the first three questions, which test semantic precision (Questions 1 and 3) and collocation (Question 2). For Question 4, which also tests semantic precision, weaker candidates were tempted by C. However, the word with the correct meaning in this context is A. The linker tested in Question 5 challenged many candidates, some of whom chose D. Careful reading of the text as a whole, and particularly the preceding sentence, is necessary to establish the correct key, which is C. For Question 6, some candidates chose A or B, but the verb collocating with the noun 'writing' in this sentence is D.

Formula One racing is a less formal text, demanding knowledge of phrasal verbs, collocation and idiom, and was also quite challenging to candidates. Some candidates were unsure of the answer to Question 7, which tests a phrasal verb. The correct answer is A. For Question 8, some candidates were tempted by C, 'overtake', perhaps because of the general topic of the text, but in this sentence the correct answer is D. For Question 9, not all candidates were familiar with the fixed phrase 'heroes and villains' and weaker candidates chose B, 'scoundrels', instead. Candidates coped better with Questions 10 and 11 but not all were familiar with the idiom tested in Question 12. Some correctly identified the political meaning of 'party' in this context but then chose A, 'policy', maybe believing this to be the best collocation. However, stronger candidates were able to look back at the preceding verb and identify the idiom 'toe the party line', and chose B, the correct answer.

Candidates coped best with the third text, **Gardening in Britain**, dealing well with the linker tested in Question 13. Some were unfamiliar with the metaphorical use of 'grow' as a synonym for 'develop' and chose B for Question 14 instead. The phrasal verb tested in Question 15 also proved challenging; candidates who chose B had a good idea of the meaning required but failed to recognise that the phrasal verb with the meaning of having general presence or prevalence is 'to run through', so the key is D.

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. The extracts are taken from a range of different sources. These extracts are all concerned with the arts.

Candidates found this the most challenging part of the paper. They coped very well with the two questions focussing on detail in the first extract, **CD Review**. For Question 22 in **The sculpture of Louise Nevelson**, some candidates were tempted by A. The second paragraph says that in sculpture, being innovative 'does not in itself determine ... worth'. Here 'determine' does not mean 'is a necessary part of'; instead it means 'guarantee'. The correct answer is therefore B.

Artists Bite Back is an extract about theatre critics. For Question 23, some candidates were tempted by C. However, the paragraph refers to the influence of a minority of critics on readers'

attitudes to criticism as a whole – not to the influence of some critics on others. In order to get the correct answer, A, it is necessary to identify that in the phrase ‘why it is held in such low esteem’, the pronoun ‘it’ refers to ‘the critical voice overall’. Question 24 challenged many candidates. Candidates who chose B may have been basing their answer on the adjective ‘uneasy’ in the last sentence – but that refers to the possible style of an artist’s reply rather than a lack of courage on the part of the artist. Nor is the writer saying that an ‘uneasy and edgy’ response would be inappropriate (C). The correct answer, D, is supported by the statement in paragraph 2 that the proposed articles by artists might be objected to because they are ‘tedious’.

Question 25 in **Travel Exhibition** challenged some candidates. The correct answer, A, is supported in the text by the long sentence at the end of the first paragraph. Candidates needed to identify that this is saying the ‘act of travelling’ is the work of art and ‘the tangible evidence of it’ – i.e. what is seen in the gallery – is ‘merely a by-product’. The correct answer is therefore A. Question 26 requires careful reading of the whole of the second paragraph in order to identify the writer’s attitude to the work being exhibited. The writer identifies himself with those who feel that the aesthetic satisfaction to be gained from the artist’s work exhibited here is merely ‘minimal’. This is in contrast with the ‘exquisitely calculated’ works which the artist frequently shows, which are referred to earlier in the paragraph. The correct answer is therefore B.

Part 3, Questions 27-33

At CPE level, the gapped-text task tests understanding of text structure and the ability to predict text development. This text, **Games at Twilight**, is an extract from a novel set in India and describes a hide-and-seek game played by a group of children. At the beginning, the main focus of the extract is on the leader of the children, a boy called Raghu, but it then shifts to one of the younger children, called Ravi. Since all the children referred to are boys, very careful consideration of pronoun referents is necessary in order to find out which of the children ‘he’ refers to in the different paragraphs.

Candidates coped well with Question 27, recognising that ‘he’ at the beginning of paragraph E refers to ‘small Manu’. For Question 28 candidates were tempted by C. However, in C the subject of ‘He chuckled aloud at his own temerity’ cannot be Manu, who we know from the preceding paragraph is weeping. Nor can the pronoun refer to Raghu, who is far too confident to be astonished at his own bravery. The correct paragraph, H, describes Raghu’s reaction to Manu’s outburst, and his subsequent action. Question 29 also challenged candidates, some of whom chose G. However, the use of ‘also’ in the first sentence in G, together with the comparative adjectives there, does not link to any awareness of more definable or recognisable ‘horrors’ in the previous paragraph. The correct answer is C; it is Ravi who chuckles at his (unusual) temerity in escaping his pursuer by slipping through the crack into the shed.

Candidates generally coped well with the remaining four questions. Successful candidates were able to identify Ravi’s gradual shifts in mood from the initial fear described in A, which is the key to Question 30. He then dreams of winning the game, described in D, the key to Question 31, and then realises that he has missed his chance to win, explained in paragraph F, which is the key to Question 32.

Part 4, Questions 34-40

This part tests candidates’ detailed understanding of a long text, including attitudes and opinions. The text **When one mind is better than two** is a newspaper article about literary collaborations. Candidates coped very well with this part of the paper, especially Questions 34 and 36, which focus on implication and detail respectively, and Questions 39 and 40, which focus on the main ideas and implications of the text. For Question 35, some candidates were tempted by A. This seems an attractive answer, but is not supported by the text. There is no suggestion that either Conrad or Ford lacked individual talent, nor that film or TV writers lack talent. However, the third paragraph does tell us that a major attraction of collaboration is the chance it offers ‘to escape the loneliness of the writing life’. The correct answer is therefore D.

Question 37 focuses on the implication of one phrase from the text. Some candidates chose B, but this is a fairly extreme statement and 'is bound to be' is not supported by the text. What the writer is commenting on in a tentative way here is Sean French's statement that he found it 'hugely liberating' when he 'suddenly found the confidence to be more daring' through writing with his wife, and the key is therefore A. For Question 38, some weaker candidates were tempted by C, perhaps influenced by the reference to 'the bland, flattening standardised style' in the last sentence of that paragraph. However, this refers to the possible results of collaboration, not to reasons for seeking it. The key, D, is supported earlier in the paragraph by the reference to collaboration coming from the effort to delay or avoid the situation where a novelist is face-to-face with 'a blank screen'. 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. 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 lexicogrammar 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. 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 **Games at Twilight** could read: 'The extract describes how a small boy finds a secure place to hide away in a game of hide and seek and dreams of how he will win the game, but finds when he eventually emerges that the other children have forgotten about him and are no longer interested in the game.'

- **DOs and DON'Ts for CPE PAPER 1 – READING**

- | | |
|--------------|--|
| DO | read the sources, titles and subtitles of the texts where given; they are there to help you. |
| DO | read each text carefully before you answer the questions to get the overall sense of it. This includes Part 3, the gapped-text task. |
| DO | remember that, in Part 1, the missing word(s) may be forming part of an idiom, fixed phrase or collocation, so always check the words around the gap carefully. |
| DO | remember that, in Part 1, the missing word(s) must fit the context of the passage, so always check that the completed sentence makes sense in the passage as a whole. |
| DO | read the questions carefully in Part 2 and Part 4, and check each option against the text before rejecting it. |
| DO | keep an overall idea of the development of the text in Part 3. You will need to check that the extracts chosen to fill the gaps in the base text follow the progression of the argument or narrative as a whole. |
| DON'T | assume in 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>	<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 a letter in response to comments made in their local English language newspaper on the topic of plans for a modern housing development in a city famous for its historic buildings. Candidates were asked to address three specific points raised by the comments as well as giving their own views: modern buildings should be constructed to fit in with old buildings, buildings should reflect the society we live in, historic buildings should be demolished to create more space.

The topic proved accessible to all the candidates and the majority were able to respond appropriately, addressing all three points. There was generally good attention paid to register, and responses were in keeping with a letter format.

Strong candidates were able to demonstrate their range of expression, clearly developing their own ideas and discussing aspects of design and aesthetics in relation to the first content point. These candidates used a wide range of structures to convey their ideas in addition to incorporating original viewpoints in their discussion. Similarly, strong candidates were able to discuss aspects of modern lifestyles such as single parent families, work/life balance and people living longer. Some imaginative responses referred to eco-friendly buildings and the needs of those with disabilities. The third content point was generally well developed, although some candidates focused on the negative aspects of knocking down old buildings without assessing the alternatives such as building on the city outskirts.

Weaker candidates relied on restating or 'lifting' the input with little development of the points, or failed to justify or exemplify their ideas, particularly in relation to the first content point. Some weaker candidates struggled to express their ideas coherently so that the content points were obscured or else entirely omitted, or simply relied on writing that they agreed with a content point.

Stronger candidates understood that the target reader was the editor of the newspaper, whereas weaker candidates misunderstood the target reader and addressed their letter to either the city council or the building developers. Candidates who wrote convincingly also concluded their letter effectively with expressions such as 'I look forward to seeing my comments published in your paper' or 'I look forward to reading your readers' responses to my comments'. Weaker candidates frequently omitted appropriate closing expressions or wrote generally on the cultural importance of historic buildings with little reference to the specific content points.

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

Part 2

The most popular question in Part 2 was Question 4, the proposal, which was answered by 55.29% of the candidates. The least popular, excluding the set text questions, was Question 2, the report, answered by 3.97% of the candidates. Question 3, the article, was answered by 39.30% of the candidates. The set text question, Question 5c on *Girl with a Pearl Earring* by Tracy Chevalier, was the most popular of the set text questions.

Question 2

This question gave candidates the opportunity to write a report for an international travel magazine. Candidates were asked to describe a maximum of three national customs and traditions in their own country and to explain what they understood about the origins and significance of these customs and traditions.

Stronger candidates produced balanced responses which developed all the content points; many were able to go beyond a personal account and wrote interesting and informative reports. Their reports were well-organised with clear paragraphing and sub-headings. Weaker candidates, some of whom overlooked the report format, wrote straightforward descriptions and explanations, but the largely narrative content of such responses limited the range of language used, and did not address the origins or significance of the traditions they had chosen.

Question 3

This question required candidates to contribute an article to their college newspaper which was running a series of articles entitled *Childhood – Then and Now*. They were asked to write about how the types of popular toys had changed since they were a child, and how changes in society were reflected in the kinds of toys children play with. Stronger candidates wrote in detail about their own experience of toys from their past, and went on to explain some complex ideas on the relationship between changes in society and the toys that children play with. Such responses included the language of hypothesis and evaluation, demonstrated a good range of structure and vocabulary, were clearly organised and led to an appropriate conclusion. Weaker candidates relied on simple descriptions and comparisons or wrote very generally on play habits rather than types of toys, without addressing the changes in society which was the focus of the second strand to the question.

Question 4

This question, the most popular in Part 2, gave candidates the opportunity to write a proposal to the Principal of their international college, who was thinking of closing down the College Sports Centre, to suggest ways of making the Centre more popular.

The question provided strong candidates with scope to expand on the ideas included in the input, and many wrote imaginatively and persuasively. Some weaker candidates understood that the Centre had already closed or wrote to persuade the Principal of the benefits of keeping fit without reference to the various issues as to why the Sports Centre was under-used.

Questions 5a, 5b and 5c

Question 5a on *Goodnight Mr Tom* required candidates to write a review for the editor of their college magazine of books which feature unusual relationships. Strong candidates used a wide range of language for explaining and evaluating the unusual friendship between Willie and Zach, supported by two or three episodes from the novel to illustrate their argument. Weaker candidates relied on narrating the story without focusing on the relationship between the two boys and without selecting relevant episodes.

In Question 5b, on *The Cryptographer*, candidates were asked to write an essay for their tutor comparing the first meeting between Anna Moore and John Law in his London office with their last meeting on the island of Coll. Furthermore, they had to explain what Anna learns about John on each occasion and assess how much her views changed in the time between each meeting.

In Question 5c, *Girl with a Pearl Earring*, candidates were asked to write an article for their college magazine focusing on Griet's life as a maid in the Vermeer household, explaining the limitations placed on her by her position as a servant for the family. Strong candidates referred to a wide range of episodes in the novel, introduced the issue of 'limitations' early on and developed the theme well with an appropriate conclusion. Weaker candidates wrote simple narratives rather than articles and did not develop the theme of 'limitations'. In a few cases candidates made only superficial reference to the novel or made no reference to the text other than its title, choosing to write on the topic of 'the unfairness of the life of a maid in the past'.

For the set text questions, candidates need to have not only a good knowledge of the text; they must also be able to refer clearly to examples from the text in order to illustrate the aspects focused on in the question. 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 letter, 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 some candidates do not read the question carefully enough but seize on a familiar topic and start the task before they have identified exactly what is required. It is always the case that there are at least two parts or strands to these questions, and usually it is the second or third 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.

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 and 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: Language Learning

Open Cloze

Candidates coped very well with this task. Questions 6 and 7 proved the most challenging, though these were balanced by Questions 1, 12 and 15, which candidates found far more accessible.

Question 6 relied on recognising the structure 'get + object + past participle'; in this context candidates had to supply 'get' to complete the structure 'anything done'. Question 7 required understanding the structure 'in so ...' and supplying the present participle 'doing' in order to complete it correctly. Although these two questions were demanding, strong candidates coped well. Stronger candidates also coped well with the collocation tested in Question 3; there were two acceptable answers to complete the expression 'to a certain extent/degree' but weaker candidates produced 'limit', 'point' or 'level' and in many cases wrote 'extend'. Similarly, in Question 11, weaker candidates wrote 'place' instead of the correct determiner, 'other', to complete the expression 'at some time or ...'; 'another' was also an acceptable answer.

Part 2, Questions 16-25: Clive Nichols – New Photographic Exhibition

Word Formation

Candidates coped very well with Part 2, although two questions, namely 17 and 18, proved more challenging than the others.

Question 17 required the word 'exceptionally'. Many candidates overlooked the fact that an adverbial suffix was necessary and wrote 'exceptional' instead. Question 18, which was the most challenging, needed the word 'indulgence', which was supplied by strong candidates. In Question 24, some candidates who recognised the suffix needed to form the noun 'weirdness' from the root word 'weird' incorrectly inserted an 'i' between the root word and the suffix. Question 25 was handled well by strong candidates, but weaker candidates wrote 'outter' or 'outta' instead of 'outer' from the root word 'out', to complete the phrase 'outer space'. The prefix 'im-' and the appropriate suffixes were correctly included by many candidates to form 'imperfections' in Question 20 from 'perfect', and likewise the correct affixes in Question 23 to form 'unconventional' from 'convention'.

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 31; the most accessible were Questions 26 and 27.

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 35 proved the most challenging and Questions 32, 33 and 37 the most accessible. In Question 35, only strong candidates correctly transformed 'discuss' into the phrasal verb 'get through' in the second part of the sentence. Many candidates also failed to use an appropriate adjective such as 'short', 'limited' or 'tight' in the first part of the transformation and wrote 'little'. In Question 39, a surprisingly large number of candidates omitted to include an appropriate adjective before 'decline', so forfeiting the mark for the first part of the transformation; 'significant', 'sharp', 'marked' and 'notable' were all acceptable alternative answers.

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

Part 5, Questions 40-44: Robots

Comprehension Questions and Summary Writing Task

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

In Question 40, a paraphrase of 'cater for our every whim' was required. Many candidates appeared to overlook the fact that the question asked for an explanation of this phrase 'in this context' and so an explanation without reference to robots was not acceptable. In Question 41, candidates were asked to find a 'four-word phrase' in the text and those who wrote longer answers were penalised. In Question 42, some reference to robots killing, destroying or defeating each other was necessary, rather than simply 'fighting'.

The two texts generated five possible content points for the summary, Question 44; the maximum mark awarded for content was 4. Some strong candidates identified all five points and, according to the Principal Examiner, most candidates identified two or three points and understood the arguments put forward by each writer as well as the summary question itself.

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.

Strong candidates produced well-written answers which were concise, well-expressed and relevant, making good use of linking and self expression to show clear understanding of the task and writing very well-constructed summaries. Only a small number of candidates demonstrated inadequate language skills below the required standard with basic errors in verb

forms, particles and linking devices. A similarly 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), ignoring 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:

- irrelevant answers which do not focus on the question asked or which deal with only a single point at considerable length
- failure to express points in the candidate's own words, relying instead on extensive lifting from the texts
- over-length answers with little or no attempt at concise writing; answers which exceed the prescribed limit of 70 words are unlikely to achieve a high score
- inadequate overall organisation which reflects no real attempt to bring together the ideas from both texts.

• 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 by using more than eight words, candidates 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 to note that questions such as Question 40, asking for an explanation of the writer's words, are always rooted in the texts. Equally important are questions which ask candidates to quote from the text using a prescribed number

of words in a phrase: appropriate answers are those which provide the precise number of words required by the question, as in Question 41.

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

- **Marking**

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

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

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

- **Candidate Performance**

Test A

Part 1, Questions 1-8

Candidates did well on this part, especially on Question 1. This question asked candidates what the presenter suggests about the problem she describes. Candidates understood that when the speaker said 'The villains of the piece seem to be, in descending order of significance: pesticides, acid rain, ozone depletion and habitat loss', it meant that option C, 'Various factors contribute to a greater or lesser degree', was the correct answer.

Candidates found Question 4 quite challenging. Question 4 asked candidates to complete the sentence 'The expert says that most people who become successful sweet-pea growers...'. In order to answer correctly, candidates had to understand that the speaker's phrase 'quite a bit of good-humoured rivalry', meant option B, 'show a competitive streak', was the correct option. Weaker candidates chose option C. The reason for this may be that candidates misunderstood 'They're all amateurs of course, and what little spare time they have they spend on their sweet peas. And I think they get a fair return for the hours they put in.' These sentences say that they have a busy life and in the little free time they have, they grow sweet peas, but they do not 'devote their working lives to it'.

Part 2, Questions 9-17

Candidates did very well on this part of the test. They performed best on Question 13, but less well on Question 15. The answer to Question 15 was '(illegal) (gold) miners/mining'. Weaker candidates had problems with spelling.

Part 3, Questions 18-22

Candidates found this part of the test quite challenging, especially Question 21. The correct answer to Question 21, 'What is Eric's attitude to pop groups in general?', is D, 'They are not particularly important.' The answer is heard when the speaker says, 'But in the end it's just a pop group, innit? One person leaving, it had happened before.' Weaker candidates chose option C, which demonstrates a misunderstanding of the previous sentence when the speaker says 'A group is greater than the sum of its parts.' Candidates performed best on Question 20.

Part 4, Questions 23-28

Candidates did very well on this part of the test, especially on Questions 23 and 26. However, candidates found Question 24 more challenging. The answer to Question 24 is B, because Simon says 'So we kept strictly to our tiny budget. It was do-able...', and Daisy then agrees by saying 'it can be done on a shoestring'.

● 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. Activities where students work on paraphrase can also be a great help. 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 the spelling of your answers 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 (an assessor and an 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 City poster – Alternative transport

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 a single visual. In Phase one, examiners asked candidates to speculate on 'how unusual you think this form of transport is'. This generated a variety of responses. Candidates commented that bicycles were not unusual but maybe the trailer at the back was more so. Some candidates suggested it was not a good method of transporting children as it was impossible for parents to keep an eye on them.

The Phase two main task set up a discussion on the positive and negative merits of using this visual for a poster to promote the use of alternative transport in a city. Candidates talked about the positive issues: using a non-polluting method of transport, taking the kids with you, being independent, etc. The negative issues that were discussed focused more on the lack of suitability of the visual for the poster. Comments from candidates included: 'it's not good to show the countryside on a city poster', 'the trailer would be dangerous in the city' and 'the children would get pollution in their faces'.

When reaching a decision, most candidates decided that this was not a suitable visual for the poster. Stronger candidates made this decision having discussed both the pros and cons. Other candidates came to a decision without a measured discussion and spent more time thinking of possible different images. Candidates who rejected this visual came up with alternatives which included: bicycles in special lanes in the city, people on rollerblades, etc. Again, stronger candidates did not simply list alternatives but discussed why they thought a particular image might be more appropriate for the poster.

Part 3 Work

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. This task was suitable for groups of three.

In answering the question on Card A, candidates seemed to find the prompts easy to incorporate into their talks – candidates had strong opinions on the importance of 'personal satisfaction', many saying that without it, a job was not worth doing. Other candidates talked about earning enough money from a job to provide the pleasurable things in life; others said that 'if you earn good money, you should stick to the job even if it's not enjoyable'. Candidates had plenty to say and used all three prompts with ease.

The question on Card B was also well answered and all three prompts seemed easy to use. Interestingly, male and female candidates often brought different ideas to this subject, with the latter talking a lot about the difficulties of having a full-time job and bringing up a family. Candidates also mentioned that the kind of job you were doing was important.

The vast majority of candidates at this level are young and a long way from retirement age, but the question on Card C produced many thoughtful answers and was again well done. The prompts provided a lot of support and candidates had no problem talking for two minutes.

The 'long turn' questions were well answered, particularly when candidates were able to illustrate their ideas with personal experience, opinion 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 work. Interaction between candidates in response to examiners' questions 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 exam. Candidates who are under-prepared will, generally speaking, not perform as well as they could do. 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, they could touch on 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...'; 'Don't you think...', 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.

For Phase two, 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 we should take into account the fact the picture shows a positive image with regard to transport and maybe that's something to consider for the poster.'

Students also need to understand what it is they are being asked to do. One way of doing this is for teachers to read out the instructions for a task and to ask students to summarise what they have heard. They also 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. Students need to be aware that interaction is key in this part; long speeches are not appropriate. 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 CPE coursebooks. Classroom discussion on these topics will be useful in giving students the ideas and confidence to speak in the exam.

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

- structure 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.

- fill 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.

- talk 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 in Part 3. |
| 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. Be a listener as well as a speaker. |
| 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. |
| DON'T | always be the first to answer the examiner's questions. Allow/invite your partner to contribute. |

FEEDBACK FORM

CPE Examination Report – June 2008

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, Centre Exams Manager).

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.