

Reading and Use of English tasks

For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and discrete items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains texts and accompanying reading comprehension tasks.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	8	8	Multiple-choice cloze	The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.	A single text with eight gaps. Candidates must choose one word or phrase from a set of four to fill each gap.
2	8	8	Open cloze	The main focus is on awareness and control of grammar with some focus on vocabulary.	A modified cloze test consisting of a text with eight gaps. Candidates think of the word which best fits each gap.
3	8	8	Word formation	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.	A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.
4	6	12	Key word transformations	The focus is on grammar, vocabulary and collocation.	Six discrete items with a lead-in sentence and a gapped response to complete in 3–8 words including a given 'key' word.
5	6	12	Multiple choice	The focus is on the understanding of detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication, text organisation features (exemplification, reference).	A text followed by six 4-option multiple-choice questions.
6	7	14	Gapped text	The focus is on the understanding of cohesion, coherence, text structure and global meaning.	A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the sentences have been removed.
7	10	10	Multiple matching	Understanding of detail, opinion, attitude and specific information.	A text, or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
Total	53	72			

Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

There is an example at the beginning (0).

0 A dispute B argument C dissent D challenge

0	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
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Soap operas

It is surely beyond (0) that soap opera is the most consistently popular type of television programme in the world. It has succeeded in (1) the imagination of millions since it first (2) as a genre back in the 1930s. The word 'soap' alludes to the role originally played by detergent manufacturers, who promoted their products during commercial breaks. Soap operas have been (3) as mindless entertainment, with viewers only (4) to these programmes in order to escape from reality.

Soaps are often set in friendly, tightly-knit neighbourhoods, evoking nostalgic feelings in some viewers, since such communities may no longer exist in many areas. The subject matter of soaps also (5) great appeal for viewers since the stories (6) focus on domestic problems they may have experienced themselves.

There has been a significant shift in attitudes with many soaps now (7) moral and social issues. The characters and situations (8) are complex and ambiguous, providing much food for thought and no easy answers.

- | | | | | |
|---|---------------|---------------|---------------|----------------|
| 1 | A commanding | B capturing | C carrying | D conquering |
| 2 | A originated | B emerged | C established | D inaugurated |
| 3 | A disregarded | B deplored | C disapproved | D dismissed |
| 4 | A resorting | B applying | C resigning | D adopting |
| 5 | A catches | B holds | C bears | D brings |
| 6 | A permanently | B uniformly | C perpetually | D invariably |
| 7 | A enquiring | B addressing | C commenting | D interpreting |
| 8 | A symbolised | B illustrated | C depicted | D represented |

Turn over ►

Part 2

For questions 9 – 16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 B U T

My new friend's a robot

In fiction robots have a personality, (0) **BUT** reality is disappointingly different. Although sophisticated (9) to assemble cars and assist during complex surgery, modern robots are dumb automatons, (10) of striking up relationships with their human operators.

However, change is (11) the horizon. Engineers argue that, as robots begin to make (12) a bigger part of society, they will need a way to interact with humans. To this end they will need artificial personalities. The big question is this: what does a synthetic companion need to have so that you want to engage (13) it over a long period of time? Phones and computers have already shown the (14) to which people can develop relationships with inanimate electronic objects.

Looking further (15) , engineers envisage robots helping around the house, integrating with the web to place supermarket orders using email. Programming the robot with a human-like persona and (16) it the ability to learn its users' preferences, will help the person feel at ease with it. Interaction with such a digital entity in this context is more natural than sitting with a mouse and keyboard.

Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 S E A S O N A L

The migration of birds

Migration is the perilous (0) **SEASONAL** journey undertaken by many bird species. In the northern hemisphere it is prompted by the (17) of food. **SCARCE**

Migrants are also (18) programmed to respond to the changing length of the day as autumn approaches. Nevertheless, in the tropics, where there is little variation in the amount of daylight, migration is still a surprisingly common (19)

Many birds will display considerable restlessness before beginning their journeys. Their (20) to the earth's magnetic field helps them navigate, but inexperienced birds may get things (21) wrong and end up far from their intended destination. **OCCUR** **SENSE** **SPECTACLE**

In the past, the return dates could be predicted with great precision but climate change makes this harder. Although it is (22) for birds to return earlier than their rivals so they can establish territories, getting back too early could have incalculable consequences for their long-term survival. However, some birds are (23) reducing the distances they migrate in response to a milder climate. Their adaptability in such a short period in (24) terms has greatly surprised scientists. **ADVANTAGE** **PROGRESS** **EVOLVE**

Turn over ▶

Part 4

For questions 25 – 30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (0).

Example:

0 Do you mind if I watch you while you paint?

objection

Do you you while you paint?

0 have any *objection* to my watching

Write **only** the missing words on the separate answer sheet.

25 The driver instructed passengers to move down the bus.

way

Passengers down the bus by the driver.

26 Mira tried to stay out of the argument between her two colleagues.

sides

Mira tried between her two colleagues.

27 A lack of support is threatening the success of the carnival.

under

The carnival's support.

28 The manager refused to discuss his decision further.

open

The manager stated that his decision discussion.

29 Please text me when you get home, even if it's very late.

how

No when you get home, please text me.

30 I just saw Emma for a moment as she walked past the restaurant.

caught

I just as she walked past the restaurant.

Turn over ►

Part 5

You are going to read an introduction to a book about historical objects held in museums. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

A History of the World in 100 Objects

In this book we travel back in time and across the globe, to see how we have shaped our world and been shaped by it over the last two million years. The book tries to tell a history of the world in a way that has not been attempted before, by deciphering the messages which objects communicate across time – messages about peoples and places, environments and interactions, about different moments in history and about our own time as we reflect upon it. These signals from the past – some reliable, some conjectural, many still to be retrieved – are unlike other evidence we are likely to encounter. They speak of whole societies and complex processes rather than individual events, and tell of the world for which they were made.

The history that emerges from these objects will seem unfamiliar to many. There are few well-known dates, famous battles or celebrated incidents. Canonical events – the making of the Roman Empire, the Mongol destruction of Baghdad, the European Renaissance – are not centre stage. They are, however, present, refracted through individual objects. Thus, in my chapter on the ancient inscribed tablet known as the Rosetta Stone, for example, I show that it has played a starring role in three fascinating stories: as a legal document in ancient Egyptian times; as a trophy during the rivalry between the French and the British; and finally as a key to the decipherment of the ancient Egyptian writing system at the end of the 19th century.

If you want to tell the history of the whole world, a history that does not unduly privilege one part of humanity, you cannot do it through texts alone, because only some of the world has ever had written records, while most of the world, for most of the time, has not. The clearest example of this asymmetry between literate and non-literate history is perhaps the first encounter between Europeans and Australian aboriginals. From the European side we have eye-witness accounts and scientific reports. From the Australian side, we have only a wooden shield dropped by a man in flight after his first experience of gunshot. If we want to reconstruct what was actually going on that day, the shield must be interrogated and interpreted as deeply and as rigorously as the written reports.

All so much easier said than done. Writing history from the study of texts is a familiar process, and we have centuries of critical apparatus to assist our assessment of written records. We have learnt how to judge their frankness, their distortions, their ploys. With objects, we do of course have structures of expertise – archaeological, scientific, anthropological – which allow us to ask critical questions. But we have to add to that a considerable leap of imagination, returning the artefact to its former life, engaging with it as generously, as poetically, as we can in the hope of winning the insights it may deliver.

One of the characteristics of things is that they change – or are changed – long after they have been created, taking on new meanings that could never have been imagined at the outset. A startlingly large number of our objects bear on them the marks of later events. Sometimes this is merely the damage that comes with time, or from clumsy excavation or forceful removal. But frequently, later interventions were designed deliberately to change meaning or to reflect the pride or pleasures of new ownership. The object becomes a document not just of the world for which it was made, but of the later periods which altered it.

History looks different depending on who you are and where you are looking from. So although all these objects in the book are now in museums, it deliberately includes many different voices and perspectives. It draws on the museums' own experts, but it also presents research and analysis by leading scholars from all over the world, as well as comments by people who deal professionally with objects similar to those discussed. This book also includes voices from the communities or countries where the objects were made, as only they can explain what meanings these things still carry in their homeland. Countries and communities around the world are increasingly defining themselves through new readings of their history, and that history is frequently anchored in such things. So a museum is not just a collection of objects; it is an arena where such issues can be debated and contested on a global scale.

31 What claim does the author make about his book in the first paragraph?

- A It benefits from new evidence that has not been available to previous historians.
- B It looks at history from the point of view of society rather than individuals.
- C It approaches the interpretation of the past from a novel perspective.
- D It re-evaluates the significance of certain events.

32 The Rosetta Stone serves as an example of an object

- A whose meaning has been re-interpreted many times.
- B whose significance has changed over time.
- C which has been fought over for many reasons.
- D which explains key events over various historical periods.

33 The author believes that basing a history of the world on texts alone

- A leads to too many interpretations.
- B distorts oral versions of history.
- C fails to take account of cultural difference.
- D results in a biased view of history.

34 The author says that compared to the interpretation of texts, the interpretation of objects calls for

- A a greater level of intuition.
- B more specialised historical background.
- C a more analytical approach.
- D greater attention to detail.

35 What is the author's attitude to the fact that objects often change over time?

- A He welcomes this as a further layer of significance.
- B He regrets that so many objects have been accidentally damaged.
- C He believes that this makes it easier to judge the importance of the object.
- D He deplores the fact that people have deliberately altered ancient artefacts.

36 Why does the author include comments from people who live in the area where the object was made?

- A They can throw light on its original function.
- B They have the skills needed to re-create it.
- C They help us see it in its wider cultural context.
- D They feel ideas related to it have been neglected.

Turn over ►

Part 6

You are going to read an extract from a magazine article. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A – H** the one which fits each gap (37 – 43). There is one extra paragraph which you do not need to use. Mark your answers on the separate answer sheet.

Cowboys of Madagascar

The anthropologist Luke Freeman joins a group of young Malagasy men on the cattle trail.

As a socio-cultural anthropologist, I've lived in Madagascar for more than three years and I know the people, the language and the culture well. The cattle drives undertaken by young Malagasy men have fascinated me ever since I lived in a remote rice-farming village in the central highlands.

37

This gives an indication of how much the Malagasy love cattle. They are potent symbols on the island and it is common practice for young men to trade in them prior to marriage.

To fulfil my ambition, I headed for the frontier town of Tsiroanomandidy looking for a group of drovers with whom to share life on the road. Here I met Vonjy, a young man who had spent most of his life driving cattle across the island.

38

Our destination sat in the middle of nowhere, abandoned in a landscape of wide plains, where nothing grows but tall, swaying savannah grass. Undulating hills dip and rise to the horizon, the monotony broken only by the broad red scars of soil erosion. There is often no sign of life for miles. This was the land we were to cross with our herd of 52 zebu steers, the long-horned cattle found all over East Africa and the Indian subcontinent.

39

Far off in the darkness glowed the orange rings of bushfires lit to burn off the old dry grass and bring forth new green shoots. Ground that seemed flat in the daylight became treacherously uneven on a moonless night. Some of us formed a line either side of our cattle as we struggled to keep the herd together, shouting warnings to the drovers behind us. On one occasion we stopped to discover that two of our steers had disappeared.

40

The next morning we awoke, dew-damp, on a cloudy hilltop, not far from our destination. The cattle mooched slowly in the tall, wet grass. It was just dawn, but a woman and her daughter who had walked

16 kilometres to set up shop were already selling coffee and cakes wrapped in leaves.

Tsiroanomandidy hosts the largest cattle market in Madagascar. Every Wednesday, a huge cloud of dust hangs over the town, raised by the hundreds of cattle pressed into the wooden corrals.

41

This was an easier journey, a slow wandering over the highest peaks of central Madagascar. The head drover was a laid-back languorous man who didn't raise an eyebrow when he heard I was joining his team; we nicknamed him the President. Our somewhat haphazard meanderings through the hinterland came to a sudden end when, passing through a village near Firavahana, the President found a buyer for his cattle. It would take a couple of days to sort out the paperwork, so Vonjy and I decided to leave him to it.

42

From there, we got a lift 400 kilometres by road down to Madagascar's second biggest cattle market at Ambalavao, where Vonjy had more family in the trade. We joined them on another cattle drive up through the central highlands along Madagascar's main north-south road.

The highlands are the most crowded part of the island; every last hectare of land has been carved into neat rice terraces that scale the hillsides. From here, our journey took us eastwards into the forest.

43

I learnt that such minor hardships were easily overcome as my body became conditioned to the rhythm of the road: walking at cattle pace, prodding and coaxing the beasts; listening to the drovers' soft talk.

If there's a lesson to be learnt from the young men with whom I travelled, it's just how simple travelling can be. Over the hundreds of kilometres I travelled with the drovers, I never heard a cross word or an argument. You don't need a whole lot to be happy on such a journey.

A To add to our woes, there was no wood nearby with which to make a fire and it was a long, slow wait for the rice to boil over smouldering dried cowpats. But we didn't dwell on our loss, accepting it in typically Malagasy fashion as the work of fate.

B Cloud hung over us all day and we used our plastic sheets as raincoats, for the drizzle was unremitting. This was perhaps the toughest bit of droving: being wet all day, sleeping in damp bedding. Even the cattle seemed depressed as they bowed their heads into the rain. But the constant rain did not dampen my enthusiasm for the droving life.

C Children clamber on the fences and point out their favourites, learning to spot strengths and weaknesses; cattle barons stand quietly eyeing up the steers and making silent calculations. We sold ours to a buyer from Antananarivo, who took them on to supply the capital's meat markets. Not wishing to take that route, Vonjy and I joined another group of drovers taking a herd of smaller cattle to the western highlands.

D We hit it off immediately, and after 20 minutes talking cattle, we took a truck to the isolated market town of Ambatomanjy, where we joined some of his family, who were going to buy cattle to drive east into the highlands.

E Surrounded by curious children, we exchanged little formal speeches of farewell, reflecting on our time together, the companionship and laughter, the meals shared and the happy memories we would keep in spite of the distance that would now separate us. With a plaintive song, the drovers wished us goodbye and we left them to their trading.

F On one occasion, a politician was giving a speech in the main street when a long-distance drive passed through. The listeners' attention switched immediately to admiring the cattle and greeting the drovers; young men in rice fields downed spades and ran to the roadside; the schoolmaster let the children out of class and the boys whooped with glee and ran alongside. The politician's promises fell on deaf ears.

G The drovers knew better than to work these smaller steers too hard, and if we came across a river, we often set up camp before sunset. With the cattle grazing nearby, we slept soundly in our makeshift tents, the full moon shining brightly above.

H Ours were ultimately destined for Antananarivo, the Malagasy capital, where they would fetch roughly twice what we had paid for them. Joining up with other herds for safety, we drove them for days under a blazing sun. I'd imagined we would stop in the early evening to set up camp, but such was our hurry to make market day in Tsiroanomandidy that we often kept going well after sunset.

Turn over ►

Part 7

You are going to read an article about whether the internet is changing our lives and the way we think. For questions 44 – 53, choose from the people (A – D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person gives each of these opinions about the internet?

Reservations about the benefits of universal access to it are unfounded.

44

It excels in its ability to disseminate facts.

45

Its power to sidetrack us can be both positive and negative.

46

It assists learning by exposing people to a wider range of ideas than was previously possible.

47

Much of the material on it is not original.

48

It enables us to follow up on ideas that suddenly occur to us.

49

It is only with time and practice that we can make best use of the internet.

50

The quality of material on it is questionable.

51

It still requires people to process the written word.

52

It has reduced the need to memorise information.

53

Is the internet changing our lives?

A Sarah

The internet often tells us what we think we know, spreading misinformation and nonsense while it's at it. It can substitute surface for depth, imitation for authenticity, and its passion for recycling would surpass the most committed environmentalist. In 10 years, I've seen thinking habits change dramatically: if information is not immediately available via a Google search, people are often completely at a loss. And of course a Google search merely provides the most popular answer, not necessarily the most accurate. Nevertheless, there is no question, to my mind, that the access to raw information provided by the internet is unparalleled. We've all read that the internet sounds the death knell of reading, but people read online constantly – we just call it surfing now. What's being read is changing, often for the worse, but it is also true that the internet increasingly provides a treasure trove of rare documents and images, and as long as we have free access to it, then the internet can certainly be a force for education and wisdom.

B Geoff

Sometimes I think my ability to concentrate is being nibbled away by the internet. In those quiet days before the internet, once you made it to your desk there wasn't much to do. Now you sit down and there's a universe of possibilities – many of them obscurely relevant to the work you should be getting on with – to tempt you. To think that I can be sitting here, trying to write something about the Swedish film director Ingmar Bergman and, a moment later, on the merest whim, while I'm in Swedish mode, can be watching a clip from a Swedish documentary about the jazz musician Don Cherry – that is a miracle (albeit one with a very potent side-effect, namely that it's unlikely I'll ever have the patience to sit through an entire Bergman film again). Then there's another thing. From the age of 16, I got into the habit of compiling detailed indexes in the backs of books of poetry and drama. So if there was a quote I needed for an assignment, I would spend hours going through my books, seeking it out. Now I just google key words.

C Collin

It's curious that some of the most vociferous critics of the internet – those who predict that it will produce generations of couch potatoes – are the very sorts of people who are benefiting most from this wonderful, liberating, organic extension of the human mind. They are academics, scientists, scholars and writers, who fear that the extraordinary technology they use every day is a danger to the unsophisticated. They underestimate the capacity of the human mind to capture and capitalise on new ways of storing and transmitting information. When I was at school I learned by heart great swathes of science textbooks. What a waste of my neurons, all clogged up with knowledge and rules that I can now obtain with the click of a mouse. At its best, the internet is no threat to our minds. It is another liberating extension of them, as significant as books, the abacus or the pocket calculator.

D Ian

The evidence that the internet has a deleterious effect on the brain is zero. In fact, by looking at the way human beings gain knowledge in general, you would probably argue the opposite. The opportunity to have multiple sources of information or opinion at your fingertips, and to dip into these rather than trawl laboriously through a whole book, is highly conducive to the acquisition of knowledge. It is being argued by some that the information coming into the brain from the internet is the wrong kind of information. It's too short, it doesn't have enough depth, so there is a qualitative loss. It's an interesting point, but the only way you could argue it is to say that people are misusing the internet. It's a bit like saying to someone who's never seen a car before and has no idea what it is: "Why don't you take it for a drive and you'll find out?" If you seek information on the internet like that, there's a good chance you'll have a crash. But that's because your experience has yet to grasp what a car is.

Assessment

Answer key

Q	Part 1
1	B
2	B
3	D
4	A
5	B
6	D
7	B
8	C

Q	Part 2
9	enough
10	incapable
11	on
12	up
13	with
14	extent / degree
15	ahead / forward
16	giving

Q	Part 3
17	scarcity / scarceness
18	genetically
19	occurrence
20	sensitivity
21	spectacularly
22	advantageous
23	progressively
24	evolutionary

Q	Part 4
25	were instructed / told to make their way
26	not to take sides / to avoid taking sides in the argument
27	success is under threat due to / because of / owing to (a/the) lack of
28	was not open to further
29	matter how late it is / may be / might be
30	caught a glimpse / caught sight of Emma

Q	Part 5
31	C
32	B
33	D
34	A
35	A
36	C

Q	Part 6
37	F
38	D
39	H
40	A
41	C
42	E
43	B

Q	Part 7
44	C
45	A
46	B
47	D
48	A
49	B
50	D
51	A
52	A
53	C

Paper 2:

1 hour 30 mins

Writing tasks

The paper contains two parts. Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of four in Part 2. Candidates write their answers on the separate answer sheets. Answers should be written in pen.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	1	20	Writing a compulsory essay. 240–280 words	The task focus is discursive.	Candidates are required to write an essay summarising and evaluating the key ideas contained in two texts of approximately 100 words each.
2	1	20	Writing (choose one task from a choice of five) 280–320 words	The focus is on writing one of the following: an article, an informal letter, a formal letter, a report, a review.	Contextualised writing tasks, each specified in no more than 70 words.
Total	2	40			

Part 1

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in **240 – 280 words on the separate answer sheet.**

1

Shifting sands: behavioural change

Nowadays, in some cultures there may often be confusion between generations about what is acceptable behaviour in certain situations. Older people sometimes complain, for example, about the real or imagined rudeness of others, such as in the use of electronic devices in public places. However, the younger generation do not regard electronic communication as intrusive, but rather as fundamental to their way of life. Only increased mutual understanding is likely to resolve potential conflict or confusion in any society. In this case, as in all others, it pays to be aware of other people's points of view.

Follow my leader?

Should we always aim to do what society expects of us? No, what society needs is individuality. Worrying about what other people think inhibits enthusiasm and creativity. Nothing new is ever achieved by conforming to expected social norms. This is not only true for society's innovators: everybody needs a strong sense of their own worth as an individual. This is essential for psychological well-being and the ability to function effectively in one's personal and professional life. Paying too much attention to society's conventions can be counter-productive in these and other ways.

Write your **essay**.

Part 2

Write an answer to **one** of the questions **2 – 5** in this part. Write your answer in **280 – 320** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

2 A literary magazine is running a series of reviews of books that people enjoyed reading as a child and would recommend for children today. You decide to send in a review in which you describe a book you enjoyed and the attractions it had for you as a child. You should also explain why you feel it remains relevant for children today.

Write your **review**.

3 A jobs fair was recently held in your town for international organisations and companies to promote careers available for young people. You have been asked to write a report of the jobs fair for your college website. You should briefly describe the event and identify two or three promotions of particular interest and relevance. You should also evaluate the extent to which such events can open young people's minds to new challenges and career opportunities.

Write your **report**.

4 An international travel magazine is running a series of articles on alternatives to travelling by plane. The magazine has invited readers to send in articles briefly describing a memorable long-distance train or bus journey they have made. The article should explain the advantages of travelling a long distance by train or bus and consider whether in general travelling to your destination more slowly may result in a more satisfying travel experience.

Write your **article**.

5 Write an answer to **one** of the following two questions based on **one** of the titles below. Write **5(a)** or **5(b)** at the beginning of your answer.

(a) Marc Norman and Tom Stoppard: *Shakespeare In Love*

'A broad river divides my lovers.' Viola is in love with Will because she admires his poetry. Will is in love with Viola because she inspires his writing.

Write an **essay** for your English-language tutor. You should evaluate the extent to which you agree with this judgement of the relationship between Will and Viola, making reference to two or three particular events in the screenplay.

Write your **essay**.

(b) Philip K. Dick: *Do Androids Dream Of Electric Sheep?*

The English book club to which you belong has asked members to write reports on books with interesting titles. You decide to write about *Do Androids Dream of Electric Sheep?* You should briefly describe the story, explain the significance of the title and assess how far the title successfully conveys what the story is about.

Write your **report**.

Paper 3:

approximately 40 mins
(plus 5 minutes to transfer answers)

Listening tasks

The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.

Text types consist of monologues or interacting speakers, in the style of interviews, discussions, conversations, radio plays, talks, speeches, lectures, commentaries, documentaries, instructions.

Candidates are advised to write their answers in the spaces provided on the question paper while listening. There will be 5 minutes at the end of the test to copy the answers onto the separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or short phrase in a box on the answer sheet.

The instructions for each task are given in the question paper, and are also heard on the recording. These instructions include the announcement of pauses of specified lengths, during which candidates can familiarise themselves with the task. A variety of voices, styles of delivery and accents will be heard in each Listening paper to reflect the various contexts presented in the recordings, as appropriate to the international contexts of the test takers.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	6	6	Three-option multiple choice	The focus is on gist, detail, function, purpose, topic, speaker, feeling, attitude, opinion, etc.	Three short unrelated texts lasting approximately 1 minute each, consisting of either monologues or exchanges between interacting speakers. There are two multiple-choice questions per text, each with three options.
2	9	9	Sentence completion	The focus is on detail and stated opinion.	A monologue lasting 3–4 minutes.
3	5	5	Four-option multiple choice	The focus is on opinion, gist, detail, inference and agreement.	A text involving interacting speakers lasting 3–4 minutes.
4	10	10	Multiple matching	The focus is on gist, attitude, main points and interpreting context.	Five short themed monologues, of approximately 35 seconds each. There are two multiple-matching tasks. Each multiple-matching task requires selection of the five correct options from a list of eight.
Total	30	30			

Part 1

You will hear three different extracts.

For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear a consultant in communication talking about business meetings.

1 What is the consultant doing when he mentions mobile phones at meetings?

- A criticising the overuse of technology
- B explaining how they can boost a person's image
- C warning against making them visible

2 What advice does he give about talking at meetings?

- A Comment on all points made.
- B Avoid answering questions impulsively.
- C Offer strong closing contributions.

Extract Two

You hear an ecologist, Todd Howell, talking about his new educational organisation 'Green Adventure'.

3 Todd believes that the public's concern about climate change

- A is increasing rapidly.
- B is becoming too simplistic.
- C is being undermined by commercial interests.

4 When talking about introducing ecology to schoolchildren, Todd reveals

- A his amusement at their naive answers.
- B his delight in their straightforward reactions.
- C his concern about the content of the curriculum.

Extract Three

You hear a photographer talking about the art of photography.

5 What approach is she advocating?

- A gaining inspiration from paintings
- B ensuring photographs have a clearly-defined subject
- C selecting seemingly trivial subjects

6 Why does she mention globalisation?

- A to lament the decline in strong local images available to photographers
- B to suggest that it enhances the fascination with certain photographic images
- C to remind photographers of the need to work to the highest standards

Part 2

You will hear a journalist reporting on a scientific expedition to a volcano in Papua New Guinea. For questions 7 – 15, complete the sentences with a word or short phrase.

The journalist comments that the (7) made up the majority of the expedition team.

To provide for the team, (8) were grown in the jungle six months in advance.

An advance party, led by an expert on (9), went into the volcano crater before the rest of the team.

The teeth of a (10) found in the crater were unusual.

Inside the volcano, butterflies the size of a (11) were observed by the team.

A new species of caterpillar may be given a name based on the (12) of a well-known politician.

Naturalist Steve Backshall's search for new species was concentrated around the (13) inside the crater.

By using what's known as a (14), the team was able to discover one of the world's largest rats.

As part of the expedition, some members of the team tried to make a map of the (15) on another island.

Part 3

You will hear part of a discussion between two language experts, George Steadman and Angela Conti, who are talking about how advances in communication are affecting English usage. For questions 16 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

16 What point is made about the effect of the internet on language?

- A It is making the standard written form of language obsolete.
- B It will radically alter the way grammar rules are followed.
- C It may have less serious consequences than feared.
- D It will bring about more changes than TV and radio have.

17 When discussing the main criticism of text messaging, George reveals

- A his concern that there is insufficient research.
- B his understanding of the annoyance some people feel.
- C his certainty that the criticism is totally unfounded.
- D his doubt as to how widespread the criticism is.

18 What view is stated about abbreviations in texting?

- A They are mainly to be found in commercial messages.
- B Some are beginning to enter official documents.
- C Adults are just as much to blame for them as teenagers.
- D They are not as novel as many people imagine.

19 When discussing the new genre of text-poetry, both researchers agree that

- A limiting a poem to a fixed number of letters is unhelpful.
- B it will never match some of the traditional verse forms.
- C it has potential if the writer is gifted.
- D the means of delivery is effective.

20 What final conclusion do both the researchers reach about the state of English today?

- A Language development need no longer be a concern in schools.
- B The negative predictions about its decline are mistaken.
- C Children's written style is improving significantly.
- D The pace of change is unprecedented.

Part 4

You will hear five short extracts in which students talk about doing an internship, professional work experience in a company.

TASK ONE

For questions **21 – 25**, choose from the list (**A – H**), what reason each speaker gives for choosing the internship.

TASK TWO

For questions **26 – 30**, choose from the list (**A – H**), what unexpected experience each speaker had during their internship.

While you listen, you must complete both tasks.

A a friend's recommendation

B the company's good reputation

C the convenience of the location

D the chance to relate theory to practice

E the opportunity to work outdoors

F the international make-up of the company

G the chance to travel

H the opportunity to work with an expert

A being given a lot of responsibility

B making a future career decision

C making life-long friends

D attending high-level meetings

E using cutting-edge technology

F making useful contacts

G being offered a permanent job

H winning an award

Speaker 1

	21
--	----

Speaker 2

	22
--	----

Speaker 3

	23
--	----

Speaker 4

	24
--	----

Speaker 5

	25
--	----

Speaker 1

	26
--	----

Speaker 2

	27
--	----

Speaker 3

	28
--	----

Speaker 4

	29
--	----

Speaker 5

	30
--	----



Download the audio files for the sample paper here:
cambridgeenglish.org/proficiency-handbook-audio

Tapescript

Cambridge Certificate of Proficiency in English Listening Test.

I am going to give you the instructions for this test.

I shall introduce each part of the test and give you time to look at the questions.

At the start of each piece you will hear this sound:

You will hear each piece twice.

Remember, while you are listening, write your answers on the question paper. You will have 5 minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

You will hear three different extracts. For Questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract one

Conducting yourself effectively at business meetings is about ensuring your presence is felt. Be aware of sitting up rather than slouching, but maintain a relaxed appearance. Spreading papers around looks chaotic, and there's a tendency to suppose having phones on the table in front of you makes you look important and in demand. It hints more at a propensity to get diverted from the issues at hand. A notepad and pen will be more effectual in suggesting you're on the ball, as will placing yourself in the eye-line of movers and shakers and looking focused.

Have a glass of water to hand, as this will keep you alert and will also check your urge to blurt something out without due consideration. You want your observations to be valid and articulate, so a well-judged sip before responding can ensure against anything too off-the-cuff. Do contribute in the early stages of the meeting as the longer you hold off the harder it gets to chip in, and you could get left behind. It's best to come up with ideas that appear to demonstrate foresight and that you think others will deem sensible and go along with.

Extract two

- F:** Why did you decide to start a green learning organisation to target schoolchildren?
- M:** We're in a time now where everyone's talking about climate change, but everything's been refined to four words: carbon, energy, transport and offset. That's all I ever hear and people believe that by focusing on these, our planet will be healthy again. So we need a concerted effort to introduce a programme that's about investigative learning, not prescribed pathways. The challenge is how we market the message in a way that will resonate and compete. Because we're bombarded by advertising messages 24 hours a day.
- F:** Are you trying to get your learning programme into the school curriculum?
- M:** I'm in two minds because it would be awful if it became just another class, like 'Oh no, we've got ecology today!' I love going to schools though, that's the payback, sitting

with kids. They have an amazing perspective on things. We grow more cynical as we grow older and have preconceived ideas about what's possible and what's not. Kids are like, 'Why are we cutting down trees if it's bad for the Earth? We must stop right now.'

Extract three

Many people are hampered by what they think of as a fit and proper subject for the camera. But, it can be healthy for your creativity to apply the same kind of attention and effort you might to a so-called 'important' subject or spectacle, to instead, the mundane stuff that most people ignore. The idea of finding the extraordinary simply by giving the ordinary your full attention began with surrealist painters in the 1920s.

This has even more resonance now, with the onset of globalisation, which may homogenise things in one way, but also means that the remaining differences between cultures are often found in the simplest things. A henna stencil, used as body decoration for special occasions, may be unremarkable in Asia, but in the West it makes an image oddly intriguing. Even so, as has always been true, it's not enough just to find something and make a snapshot of it. For the photography of the ordinary to work, it's more important than ever to give the image your full imaginative and skilful treatment. The best photographers often do this instinctively.

That is the end of Part 1.

Now turn to Part 2.

You will hear a journalist reporting on a scientific expedition to a volcano in Papua New Guinea.

For Questions 7–15, complete the sentences with a word or short phrase.

You now have 45 seconds in which to look at Part 2.

Biologists had long harboured a hunch that the extinct volcano of Mount Bosavi in the jungles of Papua New Guinea could contain a treasure trove of undiscovered species. Its high crater walls meant that animals contained within them have evolved in isolation for thousands of years. Scientists had never been inside and so an expedition was planned involving a team of biologists and naturalists, but the TV crew, who would film it for a documentary series, outnumbered them all.

The producer was charged with sorting out the logistics of the mission. He and a researcher flew by helicopter to the nearest village, a 4-day trek from the volcano, and sought the permission of local people to film there.

Concerned not to consume the local resources, they also arranged for sweet potatoes to be planted, reducing the quantities of rice and canned food that would need to be flown in. After six months, the harvested yield would sustain expedition members during their time there. A base camp was established near the village and eventually the rest of the team arrived.

Local tribespeople were employed, who, though they had some knowledge of the crater, had always judged it too inaccessible to visit regularly. An advance party headed out to locate somewhere a helicopter could land. In charge was a skilled climbing professional who, with the help of local hunters, would scale the mountainside and enter the crater itself. Once inside, they found an area where a helicopter could land.

The time was then right for the others to head for the crater. Flying in, they were greeted by vegetation dripping with diverse life-forms. The volcano teemed with so much life that it took just 30 seconds to discover a new species of frog, and even then they almost squashed it.

By the time they re-emerged from the crater this would be just one of 16 frog species catalogued for the first time, including one with long pointed teeth more akin to a snake's. Despite being hot, dirty and sweating for much of the time, the naturalists were ecstatic. The jungle within the crater walls revealed stick insects the length of a human forearm or huge fat-lipped fish that looked as if they'd swallowed an octopus. Butterflies, some with dimensions closer to those of a paperback, fluttered everywhere, many of which were already documented.

Most biologists consider it an achievement to name one new species, but in rainforests as remote as this the discoveries seemed endless. They also had the daunting task of assigning names to their finds. One caterpillar awaiting cataloguing provided a source of amusement. The hairy creature bore more than a passing resemblance to the eyebrows of a political figure and could well provide inspiration for its ultimate labelling.

One of the team's naturalists, Steve Backshall, chanced upon a tree kangaroo as he combed the areas alongside the streams for unfamiliar creatures. Tree kangaroos are notoriously wary of people, but this one was unfazed by the team's presence, confirming suspicions that the crater walls had effectively cut off the animals living within, allowing them to remain innocent of the danger humans could represent.

The most exciting discovery was of a giant rat recorded rummaging around on the forest floor, after being captured by what's known in the trade as a camera trap. Members of the team were awed by its size and suspected it could be a new species but needed to see the animal in the flesh to be sure. Trackers caught a live specimen which measured 82 cm from nose to tail and weighed around 1.5 kilos.

After a fortnight within Bosavi's crater, some of the group visited the island of New Britain, several hundred kilometres to the east of New Guinea. The volcano there is active and their goal was to observe its activity, and chart the caves there, believed to be the deepest in the southern hemisphere, and a likely location for further incredible discoveries. Sudden spectacular volcanic activity, however, forced them to make a premature departure, bringing this remarkable expedition to a close.

Now you will hear Part 2 again.

That is the end of Part 2.

Now turn to Part 3.

You will hear part of a discussion between two language experts, George Steadman and Angela Conti, who are talking about how advances in communication are affecting English usage.

For Questions 16–20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 1 minute in which to look at Part 3.

M1: It's great to welcome two researchers from the university linguistics department, Angela and George, to lead our discussion of what's happening to our language today. Folks are pointing to communication on the internet as evidence of a language collapse. Are they right, Angela?

F: Well, traditionally we've had two mediums – speech and writing. Now we have a third – electronic communication – producing a fundamental difference in the way language is communicated. The internet's many things: emails, chat rooms and so on. In each you see a new form of language – an amalgam of writing and speech, if you like, with its own conventions. What do you think, George?

M2: Throughout history, technology has allowed us to do new things with language, starting with printing in the 15th century, via the telephone to broadcasting. Just think of all the varieties of usage on radio and television that have come into existence. But with each advance there have been people who've prophesied doom. Now naysayers are proclaiming that the net is allowing the language structures to fall apart. But we're in a transitional period, so the jury's still out.

F: Another thing that people are moaning about is the language in text messaging.

M2: There's a difference, in my view. All the usual stuff people worry about with language, has some basis. If somebody says, 'Splitting infinitives is making the language go down the drain,' it's because people do actually split infinitives. With text messaging though, it's people fantasising. Their main criticism is, 'Texts are full of strange made-up words and misspellings.' They firmly believe that, although they've probably never texted. And one of the first planks of my research was to examine large quantities of texts, to find that more than 90% of words have standard spelling. So it's a myth.

F: But texts do contain some abbreviations and they're what people find salient about them.

M2: That's a fair point, but there are other aspects of the myth too. Some people believe that the culprits are teenagers who are forcing the language into unknown directions. Though if you look into it, as I have, you find virtually every commonly used abbreviation has roots that go way, way back.

F: And interestingly, if we did a survey of texting, we'd find the amount kids generate is probably under 20%. Adults of all ages text now, and institutions text more than everyone put together – that's texts sent by companies and the stock market, or universities and broadcasters. When you consider the etiquette, most of these organisations bar abbreviations, because they're concerned they cause ambiguity.

M2: Well, what about this new 'literary' genre – text-poetry? What's your take on it?

F: Its supporters say the length constraint in text-poetry fosters economy of expression, just as other tightly constrained forms of poetry do. To say a text-poem must be written within 160 characters at first seems just as pointless as to say a poem must be 14 lines, but put the form into the hands of a master, and the result can be magic. Of course, text-poetry has some way to go before it matches traditional forms, but they've had quite a head-start!

M2: There's something unparalleled about it. This is nothing to do with the use of texting language or length. It's more the way the short lines have an individual force. With a text-poem you stay focused on each line as it appears on the tiny illuminated screen. It can be very powerful, though, of course, most are nauseating rubbish. So what's new?

F: So, what conclusion can we reach?

M2: As far as linguistics is concerned, we need to observe the rapid changes and do research. There are still an extraordinary number of doom-laden prophecies about damage to the language that things like texting are unleashing. But research has begun to dispel these notions. The most important finding is that texting doesn't erode children's language. In fact, it improves it in certain aspects. The latest studies have found strong links between text language and the skills underlying success in standard English in pre-teenage children. The more short forms in their messages, the higher they scored on reading and vocabulary. And the younger they received their first phone, the better.

F: People assume that children are learning poor spelling and non-standard grammatical structures. They fail to realise that before you can write and play with short forms, you need a sense of how the sounds of your language relate to the letters. If you're aware that your texting behaviour is different, you must have already intuited that there's such a thing as a standard.

Now you will hear Part 3 again.

That is the end of Part 3.

Now turn to Part 4.

Part 4 consists of two tasks.

You will hear five short extracts in which students talk about doing an internship, professional work experience in a company.

Look at Task 1. For Questions 21–25, choose from the list (A–H) what reason each speaker gives for choosing the internship.

Now look at Task 2. For Questions 26–30, choose from the list (A–H) what unexpected experience each speaker had during their internship.

While you listen you must complete both tasks.

You now have 45 seconds in which to look at Part 4.

Speaker 1

I've just got back from my internship in New Zealand. I'm studying environmental policy and when I was looking for an internship, I was determined not to spend my time cooped up in some dingy office so when I saw the amount of fieldwork this one involved, I went for it. I had to go and talk to dairy farmers and analyse damage caused by flooding using some very complicated – for me – technology! One of the scientists I worked with wants me to take up a post monitoring water quality when I've completed my studies. I'd never thought of living in New Zealand permanently – I'll have to see.

Speaker 2

I'd always wanted to go to vet school, ever since I was really little, but never really thought beyond that. And funnily enough, it's only when I went on my internship and worked in a bird sanctuary that I realised that rehabilitating native birds was where I saw my future. In fact, I must email someone I know who's doing just that in Spain; perhaps she can put me in touch with some organisations. The internship's lived up to my expectations in every sense. I knew that a leading zoologist was working at the sanctuary and I got to work with her on several occasions – so my dream came true!

Speaker 3

I chose to do an internship at a photographic studio next to the art school where I study in New York. The fact it's on my doorstep is a bonus but that wasn't the deciding factor when choosing. They get photographers, designers, technicians from everywhere and it was that global perspective on photography that I was after. It was pretty scary at first; I'd go into a meeting and by the end of it I'd find that I'd been allocated a project to manage. Nothing had prepared me for that. OK, there were people to support me, but until I asked for help, I was just expected to get on with it.

Speaker 4

My internship was one of the best experiences I've had so far. It motivated me to study hard and as a result I've now got a really well-paid job in a financial institution. It was crucial for me to find something that would give me hands-on experience of what we were covering in lectures and my placement gave me just that. What I didn't see coming was the fact that in my second month there I was nominated and chosen for the National Honour Society. I was thrilled especially because I know that the panel of judges was made up of some really famous business people.

Speaker 5

A friend had warned me that research science internships can mean working day in, day out, in the same lab somewhere. That's why the most important criterion when selecting my internship was that it had to be in a large company where I could go to branches in different cities and broaden my experience that way. The knock-on effect of that, that I hadn't thought about was that I'd got to work with some of the latest microscopes and scanners. So both my life-long ambitions were fulfilled during my internship. I've now got to make sure that the 'real' job I've applied for lives up to that experience.

Now you will hear Part 4 again.

That is the end of Part 4.

There will now be a pause of 5 minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is 1 minute left, so that you are sure to finish in time.

You have one more minute left.

That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Assessment

Answer key

Q	Part 1
1	C
2	B
3	B
4	B
5	C
6	B

Q	Part 2
7	tv/film crew
8	sweet potatoes
9	climbing
10	frog
11	paperback (book)
12	eyebrows
13	streams
14	camera trap
15	caves

Q	Part 3
16	C
17	C
18	D
19	C
20	B

Q	Part 4
21	E
22	H
23	F
24	D
25	G
26	G
27	B
28	A
29	H
30	E

In Part 2, bracketed words do not have to appear in the answer.

Speaking tasks

The Speaking test contains three parts for two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or setting up the tasks for candidates. The other acts as assessor and does not join in the conversation. The tasks consist of short exchanges with the examiner; a collaborative task involving both candidates; a 2-minute long turn and follow-up discussion. Candidates are assessed on their performance throughout the test.

Part	Timing	Task type and format	Focus
1	2 minutes	A conversation between the interlocutor and each candidate (spoken questions).	General interactional and social language.
2	4 minutes	A two-way conversation between the candidates. The candidates are given instructions with written and visual stimuli, which are used in a decision-making task.	The focus is on sustaining an interaction; exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.
3	10 minutes (2-minute long turn for each candidate and approximately 6 minutes following the long turns).	An individual long turn from each candidate followed by a discussion on topics related to the long turns. Each candidate in turn is given a written question to respond to. The interlocutor leads a discussion to explore further the topics of the long turns.	Organising a larger unit of discourse, expressing and justifying opinions, developing topics.
Total	16		

Certificate of Proficiency in English Speaking Test

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor
 Good morning / afternoon / evening. My name is and this is my colleague And your names are ? Could I have your mark sheets, please?
 Thank you.

First of all, we'd like to know something about you.

Where are you from (Candidate A)? And you (Candidate B)?

[address Candidate B] Are you working or studying at the moment?

[address Candidate A] And you?

Select a further question for each candidate:

- What do you enjoy best about the place where you're living now?
- How difficult would it be for you to move away from the area you're living in now?
- What for you is the most interesting aspect of learning English?
- How much time do you spend travelling every day?
- Do you think it's easy for people to find a good job nowadays?
- In the future, do you see yourself living in your own country or somewhere abroad?

Candidates

Interlocutor
 Thank you.

Certificate of Proficiency in English Speaking Test

Part 2 (approximately 4 minutes / 6 minutes for groups of three)

1 Magazine article – Risk

Interlocutor
 Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.

Place Part 2 booklet, open at Task 1, in front of the candidates.
 Select two of the pictures for the candidates to look at*.

First, I'd like you to look at pictures * and * and talk together about which picture interests you more.

You have about a minute for this, so don't worry if I interrupt you.
 (2 minutes for groups of three)

Candidates

⌚ 1 minute
 (2 minutes for groups of three)

Interlocutor
 Thank you. Now look at all the pictures.

I'd like you to imagine that a magazine is planning an article on taking risks. These pictures will be used to accompany the article.

Talk together about the positive and negative aspects of taking risks, as shown in these pictures. Then suggest one other type of risk that could be included in the article.

You have about three minutes to talk about this. (4 minutes for groups of three)

Candidates

⌚ 3 minutes
 (4 minutes for groups of three)

Interlocutor
 Thank you. (Can I have the booklet, please?) Retrieve Part 2 booklet.

Magazine article – Risk



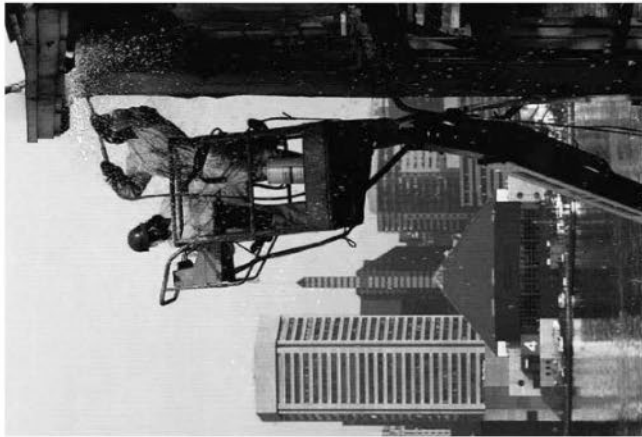
A



B



C



D

Certificate of Proficiency in English Speaking Test

Part 3 (approximately 10 minutes)

1 Efficiency

Interlocutor
 Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So (Candidate A), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card.

Place Part 3 booklet, open at Task 1(a), in front of Candidate A.

Please let (Candidate B) see your card. Remember (Candidate A), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate A
 ⌚ 2 minutes
Interlocutor

Thank you.

Ask one of the following questions to Candidate B:

- What are the benefits of a flexible working day?
- How would you feel about working from home?
- Is there such a thing as an ideal job?

Invite Candidate A to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates
 ⌚ 1 minute
Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve Part 3 booklet.

Task 1(a)

What makes people work more effectively?

- rules
- rewards
- other people

1 Efficiency (cont.)

Interlocutor
 Now (Candidate B), it's your turn to be given a question. Here is your card.
 Place Part 3 booklet, open at Task 1(b), in front of Candidate B.

Please let (Candidate A) see your card. Remember (Candidate B), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate B
 ⌚ 2 minutes
Interlocutor

Thank you.

Ask one of the following questions to Candidate A:

- Do you think there should be a charge for using private cars in city centres?
- How easy is it for people to commute to work where you live?
- Which do you believe run more efficiently – publicly operated or privately operated transport services?

Invite Candidate B to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates
 ⌚ 1 minute
Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve Part 3 booklet.

Task 1(b)

How can city transport systems be made to work better?

- investment
- staffing
- organisation

Interlocutor

Now, to finish the test, we're going to talk about 'efficiency' in general.

Address a selection of the following questions to both candidates:

- In what ways do you think modern technology helps our world to function efficiently?
- What personal skills do people need to make their lives run smoothly?
- When things go wrong these days, people often want financial compensation. Do you agree with this attitude?
- They say money makes the world go round. How much truth is there in this?
- In what ways can the design of a building help people work better?
- What group of people do you think contributes most to the society we live in today?

Thank you. That is the end of the test.

Interlocutor

⌚ up to 4 minutes

Assessment of Speaking

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge English for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- Grammatical Resource
- Lexical Resource
- Discourse Management
- Pronunciation
- Interactive Communication

The interlocutor awards a mark for global achievement using the global achievement scale.

Assessment for C2 Proficiency is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for C2 Proficiency (shown on the following page) are extracted from the overall Speaking scales on page 59.



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Page 1 of 1



Candidate Name

Candidate Number

Centre Name

Centre Number

Examination Title

Examination Details

Assessment Date

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here

Proficiency Speaking Mark Sheet

Date of test:

Month: 1 2 3 4 5 6 7 8 9 10 11 12

Day: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Marks Awarded:

Grammatical Resource	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Lexical Resource	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Discourse Management	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Pronunciation	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Interactive Communication	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Global Achievement	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0

Test materials used: Part 2 1 2 3 4 5 6 7

Part 3 11 12 13 14 15 16 17

Assessor's number

Test Format
Examiners: Candidates

Number of 2nd Candidate

2 : 2

Interlocutor's number

2 : 3

Number of 3rd Candidate

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C2 Proficiency Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on the next page:

C2	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
5	Maintains control of a wide range of grammatical forms and uses them with flexibility.	Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers.	Is intelligible. Phonological features are used effectively to convey and enhance meaning.	Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>				
3	Maintains control of a wide range of grammatical forms.	Uses a range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
2	<i>Performance shares features of Bands 1 and 3.</i>				
1	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a limited range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
0	<i>Performance below Band 1.</i>				

C2	Global achievement
5	Handles communication on all topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources with flexibility to express complex ideas and concepts and produce extended and coherent discourse.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation. Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended and coherent discourse.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	Handles communication on a range of familiar and unfamiliar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
0	<i>Performance below Band 1.</i>

Overall Speaking scales

	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms and uses them with flexibility. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. 	<ul style="list-style-type: none"> Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C2	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
C1	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. 	<ul style="list-style-type: none"> Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
Grammar and Vocabulary					
B2	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses appropriate vocabulary to give and exchange views, on a range of familiar topics. 		<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 		<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
A2	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 			<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
A1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 			<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.