



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English **First** *for Schools*

Specifications and Sample Papers
for examinations from January 2015

Ready for success in the real world

First Certificate in English (FCE) for Schools
CEFR Level B2

Exam content and overview

Paper/timing	Test content	Test focus
1 READING AND USE OF ENGLISH 1 hr 15 mins	Part 1 A modified cloze test containing eight gaps followed by eight multiple-choice questions.	Candidates are expected to be able to: demonstrate the ability to apply their knowledge and control of the language system by completing a number of tasks at text and sentence level; demonstrate a variety of reading skills including understanding of specific information, text organisation features, implication, attitude and text structure.
	Part 2 A modified cloze test containing eight gaps.	
	Part 3 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.	
	Part 4 Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word.	
	Part 5 A text followed by six 4-option multiple-choice questions.	
	Part 6 A text from which six sentences have been removed and placed in jumbled order, together with an additional sentence, after the text.	
	Part 7 A text or several short texts, preceded by 10 multiple-matching questions.	
2 WRITING 1 hr 20 mins	Part 1 One compulsory question.	Candidates are given input in the form of an essay title to respond to, along with accompanying notes to guide their writing.
	Part 2 Candidates choose one task from a choice of four questions (including a set text option).	Candidates are expected to be able to write non-specialised text types such as an article, an informal letter, a review or a story.
3 LISTENING Approx. 40 mins	Part 1 A series of eight short, unrelated extracts from monologues or exchanges between interacting speakers. There is one multiple-choice question per extract.	Candidates are expected to be able to show understanding of feeling, attitude, detail, opinion, purpose, agreement, gist, function, topic, specific information, etc.
	Part 2 A monologue with a sentence completion task which has ten questions.	
	Part 3 Five short, related monologues, with five multiple-matching questions. There are three distractors.	
	Part 4 An interview or an exchange between two speakers with seven multiple-choice questions.	
4 SPEAKING 14 mins	Part 1 A conversation between the interlocutor and each candidate (spoken questions).	Candidates are expected to be able to respond to questions and to interact in conversational English.
	Part 2 An individual 'long turn' for each candidate, followed by a response from the second candidate (visual and written stimuli with spoken instructions).	
	Part 3 A two-way conversation between the candidates (written stimuli, with spoken instructions).	
	Part 4 A discussion on topics related to Part 3 (spoken questions).	

Preface

This booklet contains specifications and sample papers for the revised *Cambridge English: First for Schools* examination, also known as *First Certificate in English (FCE) for Schools*. The revised version of the exam will be introduced for the first time in January 2015.

Further information on the examination will be issued in the form of:

- a comprehensive *Cambridge English: First for Schools Handbook for Teachers* containing an additional set of sample papers
- an extensive programme of webinars, seminars and conference presentations.

If you need any further copies of this booklet, please email marketingresources@cambridgeenglish.org

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Introduction

Cambridge English: First for Schools was launched in 2011 as a version of *Cambridge English: First* with exam content and topics specifically targeted at the interests and experience levels of school-age learners.

This booklet gives information on the outcome of the latest revision of *Cambridge English: First for Schools*. Changes will be introduced from January 2015.

The purpose of the revision project

The purpose of the project was to revise *Cambridge English: First for Schools* in order to ensure that it continues to meet the needs of candidates, teachers, centres and other users in terms of content and length.

The aims were to ensure the updated examination:

- is suitable for use for further study purposes
- is suitable for use for higher education foundation or pathway courses
- is suitable for those who want to start working in an English-speaking environment
- retains appropriate and specific testing focuses for each paper
- is thoroughly validated and reflects the most up-to-date methodological approach to communicative language testing
- is more user-friendly in terms of its length.

The outcome is as follows, and is the result of extensive research, consultation with users, and trialling of exam material.

The process of the project

The project has included the following main stages:

1. Data collection, e.g. market information including questionnaires sent to teachers and Centre Exams Managers; information on candidates collected on Candidate Information Sheets.
2. The development of examination specifications, including the development of the test construct, test content and the definition of the test focuses; the development, production, editing and trialling of draft task types and materials; and research into the validity and reliability of the material and assessment procedures.
3. The production of examination support materials, including public specifications, and training materials for writers of examination materials and examiners.

Throughout the project, we have gathered feedback on our proposals for the examination by holding consultation meetings with stakeholders. During trialling, teachers and students were asked to complete questionnaires on trial materials.

Key changes – at a glance

These are the key changes to the *Cambridge English: First for Schools* examination that will be introduced in January 2015.

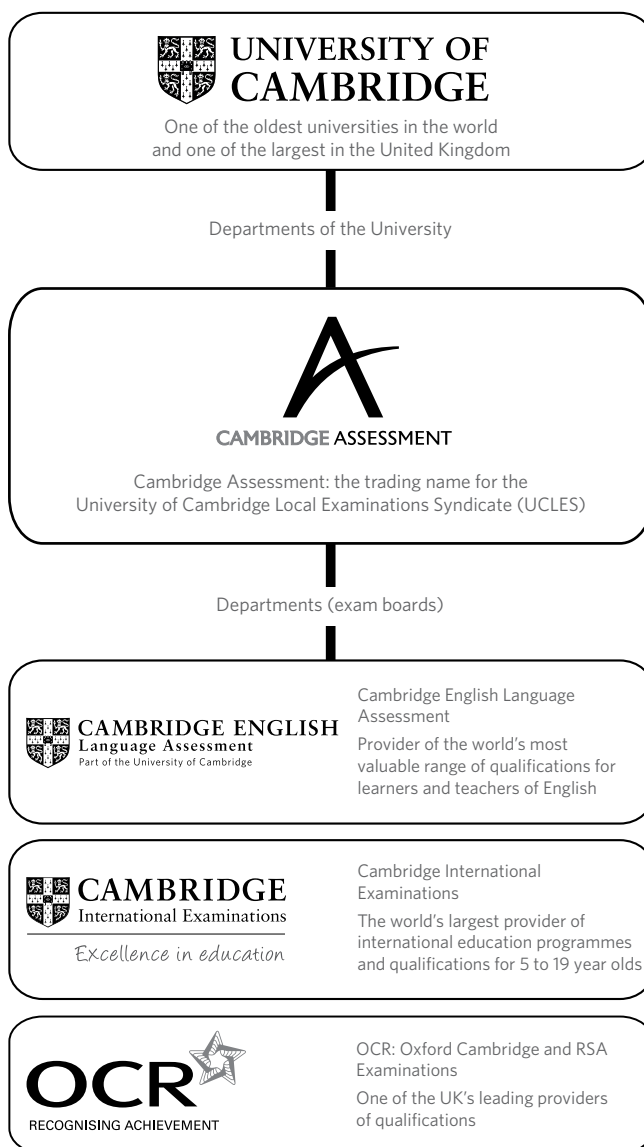
- *Cambridge English: First for Schools* will have four papers instead of five. Reading and Use of English have been combined into a single paper assessing language knowledge and reading skills, and all of the tasks in the current papers have been retained in modified formats in the new Reading and Use of English paper.

- The new *Cambridge English: First for Schools* exam will be shorter than the previous examination by approximately 30 minutes. However, careful exam design means that *Cambridge English: First for Schools* still assesses at exactly the same high level, and retains all of the language and skills coverage as the current exam. In addition, new tasks and testing focuses have been introduced in the Writing and Speaking papers.

About Cambridge English Language Assessment

Cambridge English: First for Schools is developed by Cambridge English Language Assessment, part of the University of Cambridge.

We are one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 160 countries around the world every year.



What level is the exam?

Cambridge English: First for Schools is targeted at Level B2 on the CEFR scale. Level B2 is required in everyday written and spoken situations and achieving a certificate at this level proves that a candidate is becoming skilled in English.

What can candidates do at Level B2?

The Association of Language Testers in Europe (ALTE) has carried out research to determine what language learners can typically do at each CEFR level. It has described these abilities in a series of Can Do statements using examples taken from real-life situations.

Cambridge English Language Assessment, as one of the founding members of ALTE, uses this framework as a way of ensuring its exams reflect real-life language skills.

Examples of Can Do statements at Level B2

Typical abilities	Reading and Writing	Listening and Speaking
Overall general ability	CAN express views, feelings, and opinions effectively in writing and give reasons. CAN find relevant information in texts.	CAN identify the expression of feelings and attitudes such as criticism, disapproval, agreement, and so on. CAN start, have and end conversations on familiar topics.
Social and Leisure	CAN write emails and letters which are more or less formal, according to how well he/she knows the person he/she is writing to (for example to get information he/she needs for a school project or about a social activity). CAN write about events and experiences in a detailed and readable way.	CAN follow TV programmes and films if they are spoken at normal speed and in standard English. CAN understand and discuss the stories in films, books, and TV programmes with his/her friends.
School and Study	CAN write essays on topics he/she has clear opinions about, and present his/her argument. CAN read and understand factual texts on topics he/she is not familiar with, if he/she can use a dictionary. CAN make simple notes for study purposes, capturing the most important points.	CAN ask for factual information and understand the answer. CAN ask for clarification and further explanation and will probably understand the answer.

Exam content and processing

Cambridge English: First for Schools is a rigorous and thorough test of English at Level B2. It covers all four language skills – reading, writing, listening and speaking and includes a fifth element focusing on the candidate's understanding of the structure of the language. Preparing for *Cambridge English: First for Schools* helps candidates develop the skills they need to use English to communicate effectively in a variety of practical contexts.

Factors affecting the design of the examination

Analysis of *Cambridge English: First for Schools* candidate information data and market survey questionnaires showed consistent agreement

on administrative aspects of the examination and how the revised examination could best reflect candidates' needs and interests.

The updated examination has incorporated the insights provided by this information and aims to provide:

- coverage of candidates' needs and interests
- coverage of language abilities underlying these needs and interests in reading, control of language systems (grammar and vocabulary), writing, listening and speaking
- reliable assessment across a wide range of testing focuses
- positive educational impact
- ease of administration
- a more user-friendly experience for candidates.

A thorough test of all areas of language ability

There are four papers: Reading and Use of English, Writing, Listening and Speaking. The Reading and Use of English paper carries 40% of the marks, while Writing, Listening, and Speaking each carry 20% of the marks. Detailed information on each test and sample papers follow later in this booklet, but the overall focus of each test is as follows:

Reading and Use of English: 1 hour 15 minutes

Candidates need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines.

Writing: 1 hour 20 minutes

Candidates have to show that they can produce two different pieces of writing: a compulsory task in Part 1, and one from a choice of four in Part 2.

Listening: 40 minutes (approximately)

Candidates need to show they can understand the meaning of a range of spoken material, including lectures, radio broadcasts, speeches and talks.

Speaking: 14 minutes

Candidates take the Speaking test with another candidate or in a group of three, and are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

Each of these four test components provides a unique contribution to a profile of overall communicative language ability that defines what a candidate can do at this level.

International English

English is used in a wide range of international contexts. To reflect this, candidates' responses to tasks in Cambridge English exams are acceptable in all varieties and accents of English, provided they do not interfere with communication. Materials used feature a range of accents and texts from English-speaking countries, including the UK, North America and Australia. US and other versions of spelling are accepted if used consistently.

Marks and results

Cambridge English: First for Schools gives detailed, meaningful results. All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels B1 and C1 will also receive a **certificate**.

Statement of Results

The Statement of Results outlines:

- the candidate's result; this result is based on the total score gained by the candidate in all four papers

- a graphical display of the candidate's performance in each skill (shown against the scale Exceptional – Good – Borderline – Weak)
- a standardised score out of 100 which allows candidates to see exactly how they performed.

Certificates

We have made enhancements to the way we report the results of our exams because we believe it is important to recognise candidates' achievements.

The Common European Framework of Reference		Cambridge English: First	
C Proficient user	C2	Grade A Grade B Grade C	Ready for success in the real world
	C1		
B Independent user	B2		
	B1	Level B1	
A Basic user	A2		
	A1		

Candidates receive the same certificate as candidates who have taken *Cambridge English: First*.

Cambridge English: First – Level C1

Exceptional candidates sometimes show ability beyond B2 level. If a candidate achieves grade A in their exam, they will receive the *First Certificate in English* stating that they demonstrated ability at Level C1.

Cambridge English: First – Level B2

If a candidate achieves grade B or C in their exam, they will be awarded the *First Certificate in English* at Level B2.

Level B1 Certificate

If a candidate performance is below Level B2, but falls within Level B1, they will receive a certificate stating that they demonstrated ability at B1 level.

Special circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:

- **Special arrangements**
These are available for candidates with a permanent or long-term disability. Consult the Centre Exams Manager (CEM) in your area for more details as soon as you become aware of a candidate who may need special arrangements.
- **Special consideration**
We will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.
- **Malpractice**
We will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results are being investigated.

Exam support

Cambridge English

Official Cambridge English exam preparation materials

To support teachers and help learners prepare for their exams, Cambridge English Language Assessment and Cambridge University Press have developed a range of official support materials including coursebooks and practice tests. These official materials are available in both print and digital formats.

www.cambridgeenglish.org/prepare-and-practise

Support for teachers

Teaching support website

This website provides an invaluable, user-friendly, free resource for all teachers preparing for our exams. It includes:

General information – handbook for teachers, sample papers, exam reports

Detailed information – format, timing, number of questions, task types, mark scheme of each paper

Advice for teachers – developing students' skills and preparing them for the exam

Downloadable lessons – a lesson for every part of every paper

Teaching qualifications – the whole range of Cambridge English Teaching Qualifications

Seminars and webinars – a wide range of exam-specific seminars and live and recorded webinars for new and experienced teachers.

www.teachers.cambridgeenglish.org



Cambridge English Teacher for professional development

Developed by Cambridge University Press and Cambridge English Language Assessment, Cambridge English Teacher provides opportunities for English teachers to engage in continuing professional development through online courses, share best practice and network with other ELT professionals worldwide.

For more information on how to become a Cambridge English Teacher, visit www.cambridgeenglishteacher.org

Support for candidates

How to prepare for Cambridge English: First (FCE) for Schools

To help candidates feel really prepared for *Cambridge English: First for Schools*, there is a range of exam preparation resources and services on our website, including:

- official Cambridge English exam preparation materials
- tips and FAQs for each exam paper: Reading and Use of English, Writing, Listening, and Speaking
- sample papers
- Information for candidates leaflet/PDF.

www.cambridgeenglish.org/firstforschools



Facebook

Students can also join our active Facebook community to get tips on English language learning and take part in fun and topical quizzes.

www.facebook.com/CambridgeEnglish

Further information

Contact your local authorised exam centre, or Cambridge English Language Assessment direct (using the contact details on the back cover of this booklet) for:

- copies of the regulations
- details of entry procedure
- exam dates
- current fees
- more information about *Cambridge English: First for Schools* and other Cambridge English exams.

Exam sessions

Cambridge English: First for Schools is available as a paper-based or computer-based test. Candidates must be entered through an authorised exam centre. Find your nearest centre at

www.cambridgeenglish.org/centres

Reading and Use of English

General description

FORMAT	The paper contains seven parts. For Parts 1 to 3, the test contains texts with accompanying grammar and vocabulary tasks. Part 4 consists of separate items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains a range of texts and accompanying reading comprehension tasks.
TIMING	1 hour 15 minutes
NO. OF PARTS	7
NO. OF QUESTIONS	52
TASK TYPES	Multiple-choice cloze, open cloze, word formation, key word transformation, multiple choice, gapped text, multiple matching.
WORD COUNT	2,200–2,500
MARKS	Parts 1–3 – each correct answer receives 1 mark; Part 4 – each correct answer receives up to 2 marks. For Parts 5–6, each correct answer receives 2 marks; for Part 7, each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE	Multiple-choice cloze
FOCUS	The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.
FORMAT	A modified cloze test containing eight gaps. There are 4-option multiple-choice items for each gap.
NO. OF QS	8

PART 2

TASK TYPE	Open cloze
FOCUS	The main focus is on awareness and control of grammar with some focus on vocabulary.
FORMAT	A modified cloze test containing eight gaps.
NO. OF QS	8

Structure and tasks (cont.)

PART 3

TASK TYPE	Word formation
FOCUS	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.
FORMAT	A text containing eight gaps. Each gap corresponds to a word. The stem of the missing word is given beside the text and must be changed to form the missing word.
NO. OF QS	8

PART 4

TASK TYPE	Key word transformation
FOCUS	The focus is on grammar, vocabulary and collocation.
FORMAT	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word.
NO. OF QS	6

PART 5

TASK TYPE	Multiple choice
FOCUS	Detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication, text organisation features (exemplification, reference).
FORMAT	A text followed by six 4-option multiple-choice questions.
NO. OF QS	6

PART 6

TASK TYPE	Gapped text
FOCUS	Cohesion, coherence, text structure.
FORMAT	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed.
NO. OF QS	6

PART 7

TASK TYPE	Multiple matching
FOCUS	Detail, opinion, specific information, implication.
FORMAT	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
NO. OF QS	10

READING AND USE OF ENGLISH

2

Reading and Use of English • Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0

A swappedB variedC replacedD differed

0

A☒B☐C☐D☐

Ballet dancer by chance

After five years of karate lessons, Hans Jensen, 13, (0) his black belt for ballet shoes. Hans (1) his first public performance only a year ago when he danced in 'The Nutcracker' with the local dance school. Hans's mother said 'He was actually helping (2) his little sister. She was very shy on stage until her brother was given a small part as a soldier. Hans enjoyed it so much that he (3) himself in ballet classes.'

Hans has already (4) attention in the ballet world and recently won a scholarship to join the Royal Ballet School. He loves it there and is working hard to increase his (5) of dance steps. 'I want to become stronger, (6) experience and learn as much as I can,' he said.

His teacher, Yevgen Gregorevic, who has danced professionally in a variety of lead (7) , said, 'Hans has natural ability and always works hard.' Hans has (8) himself the goal of one day dancing for the Bolshoi Ballet.

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3

1

A gaveB showedC putD passed

2

A withB outC offD on

3

A enrolledB admittedC enteredD introduced

4

A paidB achievedC takenD attracted

5

A rangeB volumeC totalD scale

6

A collectB raiseC addD gain

7

A postsB jobsC rolesD places

8

A setB thoughtC decidedD put

Turn over ▶

READING AND USE OF ENGLISH

4

Reading and Use of English • Part 2

For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 I T S

Camels

The most distinctive feature of a camel is the hump, or humps, on (0) back. In these humps camels store fat (9) is used as energy when they don't have access to food. They can put (10) with very difficult conditions, drinking only a little (11) no water for up to seven days. When they reach a place where they can drink, they soak up water (12) a sponge – they can drink 135 litres in 13 minutes! And their mouths are (13) tough that they can eat most types of plant.

Camels (14) thought by many to have poor hearing. But although their ears are small, their hearing is actually very sharp. Camels can be almost any shade of brown, from pale cream to almost black and they have long necks to allow them to reach high branches. Despite the (15) that camels can be trained as useful working animals, they don't always do (16) is expected!

5

Reading and Use of English • 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 gap 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 K I L L F U L

Playing chess

Have you ever played chess? Some say you need to be very (0) to play it well but it is quite easy to learn. I started learning when I was only six years old and it helped me develop my powers of (17) If you want to achieve (18) as a chess player, the main requirement is an ability to analyse a situation (19) Chess even helped me find various (20) to the mathematical problems I was given for homework.

At first, one of my big problems was not having enough (21) Learning chess at school taught me the importance of waiting to make the right move! My teacher was critical of my tendency not to think (22) before making a move. I discovered that every single error in chess gets instant (23) , enabling your opponent to take control and putting you at a great (24) in the game.

SKILL
CONCENTRATE
SUCCEED
EFFECTIVE
SOLVE
PATIENT
CARE
PUNISH
ADVANTAGE

Turn over ►

READING AND USE OF ENGLISH

6

Reading and Use of English • 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 **two** and **five** words, including the word given. Here is an example (0).

Example:

0

Prizes are given out when the school year finishes.

PLACE

Prize giving end of each school year.

The gap can be filled by the words 'takes place at the', so you write:

0

TAKES PLACE AT THE

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

25

It's been over six months since I last saw Dan.

SEEN

Iover six months.

26

The match went ahead despite the wet weather.

EVEN

The match went ahead raining.

27

'You took the last piece of chocolate!' Hannah said to Paul.

ACCUSED

Hannah the last piece of chocolate.

7

28

Marian only arrived at the party at 9 o'clock, so her friends were a bit annoyed.

TURN

Marian at the party until 9 o'clock, so her friends were a bit annoyed.

29

I only went to see that film because you told me how good it was.

HAVE

I to see that film if you hadn't told me how good it was.

30

Advance payment isn't necessary for attendance at school clubs.

IN

You don't need..... to attend school clubs.

READING AND USE OF ENGLISH

9

- 31 What is the writer's purpose in the first paragraph?
- A to explain why Sandy was in this difficult situation
 - B to give relevant details of Sandy's character
 - C to introduce the fact that Sandy was facing a challenge
 - D to describe how Sandy was planning to solve a problem
- 32 What does the writer suggest about Sandy's clothes?
- A They made it unlikely that she would be spotted.
 - B She was wearing them because she belonged to a skiing team.
 - C They were too heavy for the conditions.
 - D She had chosen them with care.
- 33 The writer says that Sandy 'reached herself' in line 33 to show that she
- A felt sorry for herself.
 - B was annoyed with herself.
 - C was angry with Michael.
 - D was worried about Michael.
- 34 Why did Sandy start skiing down the slope?
- A She began moving by accident.
 - B She thought it was the only option she had.
 - C She didn't realise how fast she would have to go.
 - D She didn't want to admit it was too difficult for her.
- 35 How did Sandy try to cope as she skied down the slope?
- A She focused on staying upright.
 - B She asked if anyone could help her.
 - C She did her best to reach the bottom quickly.
 - D She remembered advice from her skiing lessons.
- 36 What do we learn about Sandy in the final paragraph?
- A She is an adventurous person.
 - B She prefers books to sport.
 - C She admires a character from fiction.
 - D She wishes she skied better than Simone.

Turn over ▶

8

Reading and Use of English • Part 5

You are going to read an extract from a novel about an American teenager called Sandy, who is on a skiing trip. 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.

'How did I ever manage to get myself into this?' Sandy wondered aloud and then groaned, although no one was there to hear her. She looked down again from the top of the slope and quickly shut her eyes to block out the sight. 'Help!' she said pleadingly in barely more than a whisper with her eyes still closed. 'Michael? Anyone? Please, oh please... somebody help me out of this mess!' She was louder the second time, but without anyone nearby to respond – not even Michael, her best friend – it did little to resolve her present dilemma.

At thirteen, short-haired Sandy was quite tall for her age, but thin, which only gave her an appearance of greater height. At the moment, she was dressed in a colorful, thick winter jacket that had a bold bright pink and white design sweeping across a purple background. Her smooth water-repellent pants were the same purple color as her jacket – it was obviously a fashionable, co-ordinated outfit. Warm dark purple gloves covered her hands, and her attire was topped off – literally – with a purple ski hat, scarf and stylish ski goggles. If anyone had been around to see her, dressed the way she was, she would have been clearly visible from a long distance away against the almost solid white backdrop of snow surrounding her.

Sandy opened her eyes and glanced again at the sign posted near her at the top of the slope: it was a triple diamond slope, an expert-level ski run. How had she ended up there? She reproached herself that Michael had at least shown enough sense to get off the ski lift at an earlier opportunity to go down a more moderate slope. Absorbed by the view from near the top of the Sierra Nevada Mountain range in the Lake Tahoe area – shared between California on the west side of the range and Nevada on the east –

she had foolishly decided to ride the lift up a little further and had found herself facing this ski slope, one that was well above her slightly more than beginner-level skier abilities.

Sandy sighed deeply, tightly gripped her ski poles in her gloved hands, pointed her skis straight, and pushed back on the poles in her hands enough to cause herself to inch forward as all other avenues seemed to be closed to her. Once more than half of the length of her skis was sticking out into the air – only their back ends were still making contact with the snow at the slope's top – her balance began shifting forward, her skis followed, and she found herself rapidly picking up speed as she headed straight down the excessively challenging slope.

'How am I supposed to slow down?' Sandy shouted, but with the wind whipping by and the trees rushing past on either side of her, she could hardly hear herself. Everything she had learned about skiing in the previous two days seemed to have faded from her mind. Concentrating only on maintaining her balance, she kept her skis pointed straight downhill, which unfortunately only made her pick up more speed on the steep, icy slope.

'Simone would know how to ski expertly down this slippery slope', Sandy thought as she tried to imagine herself as Simone, international spy and heroine of the *Simone LeClerc* adventure series that Sandy loved to read. Coming up ahead of her, Sandy saw the ski lift which Michael had gotten off earlier. She desperately hoped she would find her friend among the skiers and snowboarders waiting there and she would be able to stop.

line 33

READING AND USE OF ENGLISH

10

Reading and Use of English • Part 6

You are going to read an article about a schoolboy who has come up with a clever invention. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use. Mark your answers **on the separate answer sheet**.

Young Inventor

Schoolboy Tim Freeman has come up with a clever idea to improve the efficiency of school buses.

Tim Freeman was just twelve years old when he came up with a revolutionary idea that would make school buses more energy efficient. This would not only save money, but also help the environment. Five years later, the schoolboy finally saw his dream come true.

It all began when Tim did a short summer course on aerodynamics, the study of the movement of air around objects. **37** He realised that the perfect candidate was his school bus. It had a very square front which meant it did not use petrol efficiently, only travelling 3km per litre, compared to a private car that can average about 8.5km per litre. He decided it was high time the vehicle was improved.

After thinking about it for a while, Tim came up with the idea of attaching a large piece of strong transparent plastic to the front of the vehicle, covering the windscreen. It would help redirect the flow of air around the bus and thus make it move forwards more easily. **38** At least, that was the theory.

While his science teachers loved the idea, Tim needed to find enough money to build a model and test it. **39** Helped by his older sister Alice, he managed to obtain a grant from an organisation that helps young people develop new ideas.

Over the next year, Tim used the money to build a

small-scale model of his invention. He did tests on it by attaching it to a mini toy school bus and seeing how it performed in a little wind tunnel he built in his garage. **40** Because of this he knew he now needed to step it up and create a life-sized version that could be put to the test on a real bus.

By the time Tim was fifteen, he had set up a team of young engineers like himself, and been helped by his sister and his local community to obtain another grant to develop his idea further. While Tim and his team were able to build the initial versions, they soon realised that they needed some expert help to really get going. **41** The person who volunteered was the one who had inspired Tim to start thinking about the project in the first place. She had taught him on the summer course when he was twelve. Along with two of her engineering students she worked with Tim through the summer to finally help him realise his dream.

The final version of Tim's invention looks rather different from his original idea. Instead of a transparent piece of plastic that covers the windscreen of the bus, it is a smooth ramp-shaped 'hat' that gets fixed to the roof of the bus. **42**

In tests done on virtual and real roads it has helped increase the efficiency of school bus fuel use by 10–20%. Maybe this ingenious device will eventually help other buses and even cars become more fuel-efficient!

11

- A** So they began writing to local universities to see if anyone would provide the advice and knowledge they needed.

B This made it clear to them that the design would have to be changed.

C This prompted him to look for a way to use what he had learned.

D The data from these were good and his idea was looking promising.
- E** He knew that was the only way to see if his design really worked.

F This design provides the same benefits but costs less to manufacture and install.

G In this way, the bus would become more energy efficient.

Turn over ►

READING AND USE OF ENGLISH

12

Reading and Use of English • Part 7

You are going to read an article about four teenagers who went to different summer camps. For questions 43 – 52, choose from the teenagers (A – D). The teenagers may be chosen more than once.

Mark your answers on the separate answer sheet.

Which teenager

felt relieved they were kept so busy?

was pleased to have achieved something hard but worthwhile?

found that observing other people's work encouraged them?

helped to produce something that proved popular?

got through an activity very promptly?

says the main location for their activities particularly appealed to them?

stresses how much opportunity they had to use new knowledge?

was unwilling to complain about a lack of variety?

mentions everyone being obliged to complete certain chores daily?

appreciated coming across something interesting by chance?

43

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13

Teenage Summer Camps

A Adam – Nature Camp

We helped on a nature reserve for a week. We did different things every day, but I did get a bit fed up because we had cheese sandwiches every lunchtime. I kept quiet about it though because I didn't want to seem awkward. I was starving by twelve every day anyway, and it really was good fun, although we worked incredibly hard. One day, the schedule was changed at the last minute, and instead of our planned activity, we all helped the staff finish cutting the reeds by the lake. That was the toughest day – and also the best. They actually needed our help, we weren't just being kept occupied. Every day, we took it in turns to cook, in teams of five. When it was our team's turn, we made a simple dinner of pasta and salad for everyone. Judging by the fact that there was none left, we didn't do too badly!

B Sarah – Culture Camp

Every morning we had the same breakfast, and then cleaned up the camp. Nobody could opt out and it was only when it was all completely tidy that we could head off for the day. The first time we went into the city, we were split into teams and given lists of things to spot, like statues, squares and other landmarks. With some help from the local residents, it wasn't too demanding – my team found almost all of the items on our list and came second. We also got to know our way around, so I thought it was a clever idea. I'd been worried I might miss my parents, but there was something going on nearly every minute and I hardly got time to think about them. We went to different museums and galleries in and around the city every day, and in the evenings we cooked or went out for pizzas. It was a great chance to learn about another country and its history.

C Oliver – Language Camp

We stayed with families who had kids our own age, and because they were on a mid-term break they came with us on all the trips. So apart from when we were actually in a language class, we were spending time with our new friends. It was a great way to practise the language we had been working on in the classroom. We also had to do a quiz on the last day – we were put into teams and given clues to help us find places around the town. Our team finished early, so we waited for everyone else in a café in the main square. While we were there, a film crew arrived and started filming! I can't wait to see it when it comes out – we were sitting outside, so we might even be in it!

D Malika – Theatre Camp

We stayed in a youth centre in the suburbs, and went into the centre of town by bus every day. It was a good way to see a bit of the city, and it didn't take long to get to the theatre where we had our classes. I loved the atmosphere in the old building, and we could wander around during our breaks and watch rehearsals. The actors we saw were brilliant, and it was inspiring to watch them before we went back into our own classes. The emphasis was definitely on having fun, but we still learned a great deal and I'm looking forward to putting it all into practice at my school drama club next term! The food at the centre could have been better, but I don't think anyone minded much.

READING AND USE OF ENGLISH

Answer key

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

Q	Part Two
9	which/that
10	up
11	or
12	like
13	so
14	are
15	fact
16	what

Q	Part Three
17	concentration
18	success
19	effectively
20	solutions
21	patience
22	carefully
23	punishment
24	disadvantage

Q	Part Four
25	have not/haven't seen Dan/him/her for/in
26	even though it is/was/had been OR even after/when it started/had started
27	accused Paul/him/her of taking/having taken/eating/having eaten
28	didn't/did not turn up
29	wouldn't / would not have gone / been
30	to pay in advance

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

Q	Part Six
37	C
38	G
39	E
40	D
41	A
42	F

Q	Part Seven
43	B
44	A
45	D
46	A
47	C
48	D
49	C
50	A
51	B
52	C

Writing

General description

FORMAT	The paper contains two parts.
TIMING	1 hour 20 minutes
NO. OF PARTS	2
NO. OF QUESTIONS	Candidates are required to complete two tasks: a compulsory task in Part 1 and one task from a choice of four in Part 2.
TASK TYPES	A range from the following: article; email/letter; essay; review; story.
MARKS	Each question on this paper carries equal marks.

Structure and tasks

PART 1

TASK TYPE AND FOCUS Writing an essay giving opinion and providing reasons for the opinion.

FORMAT Candidates are required to write an essay giving their opinion on the essay title using the ideas given and providing an idea of their own. The essay title will be based around subjects that teenagers can reasonably be expected to have an opinion on.

LENGTH 140–190 words

PART 2

TASK TYPE AND FOCUS Writing one from a number of possible text types based on: a contextualised writing task or a question related to a set text.

FORMAT Candidates have a choice of task. In questions 2–4, the tasks provide candidates with a clear context, topic, purpose and target reader for their writing. Question 5 consists of a task based on a set text. The output text types are:

- article
- email/letter
- essay
- review
- story.

LENGTH 140–190 words

Task types in the Writing paper

The different task types are intended to provide frameworks for candidates so that they can put together and develop their ideas on a topic with a purpose for writing and a target reader in mind. These indications of readership and purpose are not comprehensive, but are intended to provide some guidance about the different task types.

AN ARTICLE is usually written for an English-language magazine aimed at teenagers, and the reader is assumed to have similar interests to the writer. The main purpose is to interest and engage the reader, so there should be some opinion or comment.

AN EMAIL is written in response to the situation outlined in the input information. Candidates can expect to write to, for example, a school principal or an English-speaking friend.

AN ESSAY is always written for the teacher. It should be well organised, with an introduction, the candidate's opinion on the ideas given, the candidate's own idea and an appropriate conclusion.

The set text question may be in the form of an essay and the content should focus on a particular aspect of the set text, this could be the development of characters, relationships, themes or significance of events.

A LETTER is written in response to the situation outlined in the question. Letters in the *Cambridge English: First for Schools* Writing paper will require a response which is consistently appropriate in register and tone for the specified target reader. Candidates can expect to be asked to write letters to, for example, an English-speaking friend, a classmate, a school principal, or a magazine editor.

A REVIEW is usually written for an English-language magazine, newspaper or website. The main purpose is to describe and express a personal opinion about something which the writer has experienced (e.g. a film, a holiday, a product, a website etc.) and to give the reader a clear impression of what the item discussed is like. Description and explanation are key functions for this task, and a review will normally include a recommendation to the reader.

A STORY is usually written for an English language magazine or website for teenagers. The main purpose is to engage the interest of the reader. Effective answers have a clear storyline which links coherently to the first sentence, successfully uses the prompts provided and demonstrates a sound grasp of narrative tenses.

For all task types, questions are constructed to enable candidates to display their English language proficiency at CEFR B2 level; candidates should take special care to read every part of each question, and not to omit any required development of the topic.

WRITING

Writing • Part 1

You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style **on the separate answer sheet**.

- 1** In your English class you have been talking about education. Now your English teacher has asked you to write an essay for homework.
- Write your essay using **all** the notes and giving reasons for your point of view.



Some parents teach their children at home rather than sending them to school.
Is this a good or a bad thing for the children?

Notes

Write about:

1. having a parent as a teacher
2. making friends
3. (your own idea)

Writing • Part 2

Write an answer to **one** of the questions **2 – 5** in this part. Write your answer in **140 – 190** 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** You have received a letter from your English-speaking pen friend.

Can you help me with a class project? I have to write about places which are special to people. Can you tell me about a place that is special to you? Where is it? What does it look like? It doesn't have to be a famous place. Just explain why it's important to you.

Write soon, Sam

Write your **letter**.

- 3** You see this advert in an international fashion magazine:

Reviews Wanted

Teenage Clothes Shop

We are looking for reviews of a clothes shop for teenagers where you live. Your review should include information about what the shop looks like, the kind of clothes it sells and the shop assistants. Would you recommend this shop to other people your age?

The best reviews will be published in next month's magazine.

Write your **review**.

- 4** You have seen this announcement in a new English-language magazine for young people.

Stories wanted

We are looking for stories for our new English-language magazine for young people. Your story must **begin** with this sentence:

Tom got off the train and as the train left, he realised he was holding the wrong suitcase.

Your story must include:

- an address
- a surprise

Write your **story**.

- 5** Answer the following question based on the title below.

Macbeth by William Shakespeare

Your English class has had a discussion about the story of *Macbeth*. Now your teacher has given you this essay for homework:

Which character do you find most interesting in *Macbeth* and why?

Write your **essay**.

Assessment of Writing

Examiners and marking

Writing Examiners (WEs) undergo a rigorous process of training and certification before they are invited to mark. Once accepted, they are supervised by Team Leaders (TLs) who are in turn led by a Principal Examiner (PE), who guides and monitors the marking process.

WEs mark candidate responses in a secure online marking environment. The software randomly allocates candidate responses to ensure that individual examiners do not receive a concentration of good or weak responses, or of any one language group. The software also allows for examiners' marking to be monitored for quality and consistency. During the marking period, the PE and TLs are able to view their team's progress and to offer support and advice, as required.

Assessment scales

Examiners mark tasks using assessment scales that were developed with explicit reference to the Common European Framework of Reference for Languages (CEFR). The scales, which are used across the spectrum of our General English, Academic and Professional English and Business English Writing tests, consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

- **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- **Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

When marking the tasks, examiners take into account length of responses and varieties of English:

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not, for example, switch from using a British spelling of a word to an American spelling of the same word.

The subscale Content is common to all levels:

Content	
5	All content is relevant to the task. Target reader is fully informed.
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.
0	Content is totally irrelevant. Target reader is not informed.

The remaining three subscales (Communicative Achievement, Organisation, and Language) have descriptors specific to each CEFR level:

CEFR level	Communicative Achievement	Organisation	Language
	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
C2	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
C1	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
B2	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
B1	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
A2	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.

Cambridge English: First for Schools Writing Examiners use the following assessment scale, extracted from the one on the previous page:

B2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

Writing assessment

Glossary of terms

1. GENERAL

Generally	Generally is a qualifier meaning not in every way or instance. Thus, 'generally appropriately' refers to performance that is not as good as 'appropriately'.
Flexibility	Flexible and flexibly refer to the ability to adapt – whether language, organisational devices, or task conventions – rather than using the same form over and over, thus evidencing better control and a wider repertoire of the resource. Flexibility allows a candidate to better achieve communicative goals.

2. CONTENT

Relevant	Relevant means related or relatable to required content points and/or task requirements.
Target reader	The target reader is the hypothetical reader set up in the task, e.g. a magazine's readership, your English teacher.
Informed	The target reader is informed if content points and/or task requirements are addressed and appropriately developed. Some content points do not require much development (e.g. "state what is x") while others require it ("describe", "explain").

3. COMMUNICATIVE ACHIEVEMENT

Conventions of the communicative task	Conventions of the communicative task include such things as genre, format, register, and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and use the right tone for the communicative purpose.
Holding the target reader's attention	Holding the target reader's attention is used in the positive sense and refers to the quality of a text that allows a reader to derive meaning and not be distracted. It does not refer to texts that force a reader to read closely because they are difficult to follow or make sense of.
Communicative purpose	Communicative purpose refers to the communicative requirements as set out in the task, e.g. make a complaint, suggest alternatives.
Straightforward and complex ideas	Straightforward ideas are those which relate to relatively limited subject matter, usually concrete in nature, and which require simpler rhetorical devices to communicate. Complex ideas are those which are of a more abstract nature, or which cover a wider subject area, requiring more rhetorical resources to bring together and express.

4. ORGANISATION

Linking words, cohesive devices, and organisational patterns	<p>Linking words are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provide explicit linkage. They can range from basic high frequency items (such as "and", "but") to basic and phrasal items (such as "because", "first of all", "finally").</p> <p>Cohesive devices refers to more sophisticated linking words and phrases (e.g. "moreover", "it may appear", "as a result"), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. <i>There are two women in the picture. The one on the right...</i>), ellipsis (e.g. <i>The first car he owned was a convertible, the second a family car.</i>), or repetition.</p> <p>Organisational patterns refers to less-explicit ways of achieving connection at the between sentence level and beyond, e.g. arranging sentences in climactic order, the use of parallelism, using a rhetorical question to set up a new paragraph.</p>
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5. LANGUAGE

Vocabulary	<p>Basic vocabulary refers to vocabulary used for survival purposes, for simple transactions, and the like.</p> <p>Everyday vocabulary refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain.</p> <p>Less common lexis refers to vocabulary items that appear less often in the relevant domain. These items often help to express ideas more succinctly and precisely.</p>
Appropriacy of vocabulary	Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in <i>I'm very sensible to noise</i> , the word <i>sensible</i> is inappropriate as the word should be <i>sensitive</i> . Another example would be <i>Today's big snow makes getting around the city difficult</i> . The phrase <i>getting around</i> is well suited to this situation. However, <i>big snow</i> is inappropriate as <i>big</i> and <i>snow</i> are not used together. <i>Heavy snow</i> would be appropriate.
Grammatical forms	<p>Simple grammatical forms: words, phrases, basic tenses and simple clauses.</p> <p>Complex grammatical forms: longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.</p>
Grammatical control	<p>Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.</p> <p>Where language specifications are provided at lower levels (as in <i>Cambridge English: Key (KET)</i> and <i>Cambridge English: Preliminary (PET)</i>), candidates may have control of only the simplest exponents of the listed forms.</p>
Range	Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
Overuse	Overuse refers to those cases where candidates repeatedly use the same word because they do not have the resources to use another term or phrase the same idea in another way. Some words may unavoidably appear often as a result of being the topic of the task; that is not covered by the term overuse here.
Errors and slips	Errors are systematic mistakes. Slips are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
Impede communication	<p>Impede communication means getting in the way of meaning.</p> <p>Meaning can still be determined indicates that some effort is required from the reader to determine meaning.</p>

WRITING | QUESTION 1

Question 1

Candidate A

In my opinion studying at home is not a bad things because you are the only student and your parents, who becomes your teacher, can help you better than a "normal" teacher with more students; you don't have to wait for other students who don't do their homework or students who don't understand something.

By the way there is a bad thing: studying on your own doesn't let you meet other children and making friends becomes harder. A "normal" student stay with other people 5 or 6 hours per day, so he or she must learn how to approche with other children.

At the end this kind of school improve the relation between parents and his son because they study together so the son can see also his parents trying to learn his school subject and also the parents become important figures for the child, not just because they teach the education, but because they teach history, geography and maths, too.

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader is fully informed. The candidate discusses the advantages of being taught by your parents, <i>your parents, who becomes your teacher, can help you better than a "normal" teacher</i> . They then go on to explain the difficulties of making friends if you are home schooled, <i>making friends becomes harder</i> . The candidate also includes their own idea, suggesting that families become closer through this type of contact, <i>this kind of school improve the relation between parents and his son because they study together</i> .
Communicative Achievement	3	The conventions of essay writing are evident in this response. There are three ideas which are dealt with separately and an attempt is made to introduce the ideas in a formal way. This helps to hold the target reader's attention and communicate straightforward ideas. The topic is clearly stated in the first sentence and is referred to throughout. The essay is written from a general perspective and uses examples to support statements made by the writer, such as, <i>In my opinion studying at home is not a bad things because you are the only student</i> .
Organisation	3	The text is generally well organised through the use of linkers and cohesive devices, although these are not always used correctly, for example <i>By the way</i> ; <i>At the end</i> , which are not appropriate in this context. There is a variety of linkers within the text, <i>because, so, not just ...but because</i> and there is also some use of relative clauses, <i>other students who don't do their homework or students who don't understand something</i> . The text is coherent and the main message moves forward logically.
Language	3	There is a range of everyday, relevant vocabulary, which is used appropriately within the context of the question, <i>students, teachers, subjects, homework, study</i> and some collocations are used correctly as well. There is a range of simple and some more complex grammatical forms, there is use of the gerund and there is accurate use of modal verbs, <i>you don't have to wait; can help you better than; she or he must learn how to</i> and comparatives. There are a number of errors with plurals and verb agreement, but these are non-impeding.

WRITING | QUESTION 1

Question 1

Candidate B

Nowadays, more and more parents make the choice to teach their children at home rather than sending them to school. Through this unusual form of education, there must be on a hand, advantages and on the other hand disadvantages.

First, children who don't go to school don't have the same obligations at all. They don't have to wake up as early as the pupils because even if they are going to work, they will stay at home. Moreover they only know two teachers who are their parents. Therefore, maybe it may be interesting to have differents point of view from others teachers. Besides, the question parents have to ask themselves before deciding to teach their children, is if they have the knowledges required enough. But finally, we must admit the fact that learning at home must be less impressive than at school because there is no competition.

In addition, going to school is also a way to meet people of your age and to make friends. It makes you know other people than only your family. Friends are such important in the children's life. You can talk about so many things with them whereas you wouldn't talk about with your parents.

So that learning at school is for sure a way of education. But to my mind, going to school prepare much more childen to the real life for the future.

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader is fully informed. The candidate discusses the disadvantages of having parents as teachers, covering aspects such as parental knowledge of the subjects and discipline to study. They discuss the importance of making friends outside the home. They also discuss other ideas of their own, such as the convenience of not having to wake up early, and possible effects on learning as a result of not having competition, as well as <i>school prepare much more children to the real life for the future</i> .
Communicative Achievement	4	The conventions of the communicative task are used effectively: there is an introductory paragraph setting out the scope of the essay and there is a good conclusion which summarises the view of the writer. The register is consistently formal and this holds the target reader's attention. Some of the ideas expressed are attempting to be more complex, but there is a lack of language control at times, which means that they are not always successfully communicated, for example <i>Through this unusual form of education, there must be on a hand, advantages and on the other hand disadvantages; Therefore, maybe it may be interesting to have differents point of view from others teachers; we must admit the fact that learning at home must be less impressive than at school</i> . Straightforward ideas are communicated well.
Organisation	4	The text is well organised and coherent, using a variety of cohesive devices, <i>Nowadays; Through this; First; Moreover; Therefore; But finally; In addition</i> . Referencing pronouns and relative clauses are also used to generally good effect, <i>They don't have to wake up as early as the pupils because even if they are going to work, they will stay at home</i> . However, at times the cohesive devices are not used appropriately, for example, <i>on a hand, advantages and on the other hand disadvantages; So that</i> , and some of the sentences are short when they could be joined together to create a more cohesive whole, <i>Moreover they only know two teachers who are their parents. Therefore, maybe it may be interesting....</i> Some punctuation is incorrect.
Language	3	There is a range of everyday, relevant vocabulary and there is some attempt to use less common lexis at times, although this is not always successful, <i>obligations; knowledges required enough; impressive; it makes you know other people; a way of education; prepare much more children</i> . There is evidence of simple and complex grammatical structures, used with a good degree of control and where there are errors, these are often due to ambition, trying to extend the range of language in general and do not impede communication.

WRITING | QUESTION 1

Question 1

Candidate C

Everybody knows that studying is the most important thing, also the most usefull in your life. People with school education can better reach for working place, sometimes easly, but the most important thing is that a person, in my opinion, should work with other people same age, they have to speak to each other, giving their own opinion, make mistakes together to avoid future mistakes, which not happen with parents the teachers.

I will may be wrong, but making friends at school is better than anywhere else: children will be always excited, also better educated (of course it depends on the teacher)

It's a common idea that children, normally, prefer going to school rather than study at home

Summing my own ideas I am sure that private teacher are able to teach you much more things than in a public school (which is normally made up of thirty children per clas room) but for the school education I am clearly sure that studying together is the best thing to do.

Examiner comments

Subscale	Mark	Commentary
Content	4	The content in this response is relevant to the task and the target reader is on the whole informed. The candidate discusses the disadvantage of having parents as teachers, not having people the same age to talk to and work with. The candidate states that <i>making friends at school is better</i> , but does not fully inform the reader on this point. The candidate could have developed this point to fully inform the reader while staying within the word count limit. The candidate also offers their own idea – children's learning preferences (<i>prefer going to school rather than study at home</i>) and benefits of the teacher focusing on one child rather than on many children.
Communicative Achievement	2	This response is written in an essay format, there is an introduction and an attempt at a conclusion. The register is neutral and it is written in quite general terms so the conventions of the essay format are used in generally appropriate ways. Straightforward ideas are communicated but the target reader's attention is not held at all times as the errors distract, for example, <i>People with school education can better reach for working place, sometimes easly</i> , and sometimes statements are made which have little connection to the rest of the text, for example, <i>children will be always excited, also better educated; It's a common idea that children, normally, prefer going to school rather than study at home</i> . This interrupts the reader's attention as there is no explanation offered as to why these statements are made or why they could be true.
Organisation	2	The text uses a variety of linking words and some cohesive devices, <i>but; in my opinion; also; Summing my own ideas</i> and it is connected within sentences and generally coherent. There is a lack of connection between sentences and paragraphs at times, for example the second and third paragraphs are stand-alone sentences. There is an attempt to write longer, more complex sentences, but the punctuation is not always used accurately, particularly in the first paragraph, <i>but the most important thing is that a person, in my opinion, should work with other people same age, they have to speak to each other, giving their own opinion, make mistakes together to avoid future mistakes</i> .
Language	2	There is a range of relevant everyday vocabulary, generally used appropriately, <i>studying, private teacher, educated, make mistakes</i> . Simple grammatical forms, (present simple and continuous, gerunds) are used with a good degree of control. There are a few more complex grammatical structures, <i>making friends at school is better than anywhere else; private teacher are able to teach; to avoid future mistakes</i> , but there are also a number of errors, which, although noticeable, generally do not impede communication, for example <i>teach you much more things; I am clearly sure; I will may be wrong</i> .

Listening

General description

FORMAT	The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.
TIMING	Approximately 40 minutes
NO. OF PARTS	4
NO. OF QUESTIONS	30
TASK TYPES	Multiple choice, sentence completion, multiple matching.
TEXT TYPES	<i>Monologues:</i> answerphone messages, radio documentaries and features, news, public announcements, stories and anecdotes, talks. <i>Interacting speakers:</i> conversations, interviews, discussions, radio plays.
ANSWER FORMAT	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 a separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in capital letters in a box on the answer sheet.
RECORDING INFORMATION	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 and, for some items, predict some of the things they are likely to hear. 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.
MARKS	Each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE	Multiple choice
FOCUS	The focus is on genre, identifying speaker feeling, attitude, topic, opinion, purpose, agreement between speakers, gist and detail.
FORMAT	A series of short unrelated extracts, of approximately 30 seconds each, from monologues or exchanges between interacting speakers. There is one multiple-choice question per text, each with three options.
NO. OF QS	8

PART 2

TASK TYPE	Sentence completion
FOCUS	The focus is on detail, identifying specific information and stated opinion.
FORMAT	A monologue lasting 3–4 minutes. Candidates are required to complete the sentences with information heard on the recording.
NO. OF QS	10

PART 3

TASK TYPE	Multiple matching
FOCUS	The focus is on identifying attitude, opinion, gist, purpose, feeling, main points and detail.
FORMAT	Five short related monologues of approximately 30 seconds each. There are five questions which require the selection of the correct option from a list of eight.
NO. OF QS	5

PART 4

TASK TYPE	Multiple choice
FOCUS	The focus is on identifying opinion, attitude, detail, gist, main idea and specific information.
FORMAT	An interview or exchange between two speakers and lasting 3–4 minutes. There are seven 3-option multiple-choice questions.
NO. OF QS	7

LISTENING

2

Listening • Part 1

Questions 1 – 8

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (A, B or C).

1

You hear a young singer talking about his childhood.
What is he grateful for?

A being encouraged to sing by his father

B being exposed to music at an early age

C inheriting his mother's talent as a singer

2

You overhear a girl talking on the phone about a clothes shop.
She thinks her friend would appreciate

A the helpful attitude of the staff.

B the lively atmosphere created by the music.

C the low prices compared to other shops.

3

You hear part of an interview with a farmer.
What is he doing?

A describing his lifestyle

B justifying his choice of career

C promoting an event he's involved in

4

You hear two friends talking about a school concert.
How does the girl feel?

A worried that she hasn't done enough practice

B nervous about performing in front of her family

C concerned that her clarinet doesn't sound right

3

5

You hear a news report about a football club.
Who has suggested a change in club policy?

A the club's doctor

B the club's supporters

C the club's new manager

6

You hear two friends talking about a newspaper for teenagers.
What do they agree about?

A how boring it is to read one regularly

B how interesting it would be to write for it

C how important it is to keep up with the news

7

You hear a boy telling a friend about climbing a mountain with his father.
What does he remember most clearly about reaching the top?

A being glad that he'd followed his father's advice

B feeling quite a bit of physical discomfort

C enjoying the beauty of the scenery around him

8

You hear a teacher talking about an environmental project.
Why is she talking to her class?

A to encourage them to remain involved in the project

B to inform them about changes to the project

C to remind them about a future project

Turn over ▶

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LISTENING

5

Listening • Part 3

Questions 19 – 23

You will hear five short extracts in which people are talking about photography. For questions 19 – 23, choose from the list (A – H) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

- A Learning to use new photographic software is fun.

Speaker 1

19
- B I have found some useful advice online.

Speaker 2

20
- C Photography helps me to remember events.

Speaker 3

21
- D It's my goal to become an expert in photography.

Speaker 4

22
- E Doing photography means I go to new places.

Speaker 5

23
- F I can express original artistic ideas through photography.
- G My friends have helped me to develop my skills.
- H Taking photos gives me more confidence.

Turn over ►

4

Listening • Part 2

Questions 9 – 18

You will hear a student called Duncan Heap talking about his recent trip to Iceland to study sea birds called puffins. For questions 9 – 18, complete the sentences with a word or short phrase.

Puffins

- Duncan uses the word (9) to describe the puffin's appearance out of the water.
- Duncan was surprised to learn a puffin's (10) can help it to change direction when flying.
- Duncan explains that puffins create (11) as a place to make their nests.
- Duncan agrees with people who think adult puffins make a noise like that of a (12) to leave their nests.
- Duncan was surprised to find out that young puffins are driven by (13) to guide them.
- Duncan says that puffins leaving the nest at night have always used (14) to guide them.
- In town, (15) are the most dangerous places for young puffins to land.
- Duncan was amused to see someone using an open (16) to rescue young puffins.
- Injured puffins are cared for in a (17) in the town.
- Duncan's favourite souvenir of his trip is a puffin (18) which he says is really cute.

LISTENING

6

Listening • Part 4

Questions 24 – 30

You will hear an interview with a teenager called Luke Fuller, who's talking about working as a junior reporter for his local radio station. For questions 24 – 30, choose the best answer (A, B or C).

- 24 What was the aim of Luke's work at the radio station?

A to encourage teenagers to have a media career

B to help teenagers find out about well-known people

C to make teenagers realise how interesting their lives are
- 25 Luke says the most difficult thing to learn was how to

A speak in the right way.

B write the scripts.

C handle the equipment.
- 26 What problem did Luke expect to have when he reported from his school?

A a negative reaction from his teachers

B not enough events to talk about

C feeling uncomfortable in the role
- 27 What surprised Luke when he started interviewing people?

A how honest they were with him

B how confident they seemed to be

C how well-prepared they were
- 28 When changes were made to what he'd recorded, Luke felt

A concerned they might upset other people.

B annoyed as nobody asked him his opinions.

C convinced that they were probably necessary.

7

- 29 What does Luke say about the whole experience of being a reporter?

A He regrets complaining about certain aspects of it.

B He gained a lot from the various demands made on him.

C It suited him because he's curious about others.
- 30 As a result of his experience, Luke realises that a radio reporter

A should make an effort to meet listeners.

B needs to use language imaginatively.

C has to use music to create a mood.

LISTENING

Script

This is the Cambridge First Certificate in English for Schools Listening Test.

SAMPLE TEST.

I'm going to give you the instructions for this test.

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

At the start of each piece you'll hear this sound:

— *** —

You'll hear each piece twice.

*Remember, while you're listening, write your answers on the question paper. You'll have **five** 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.

PAUSE 5 SECONDS

Now open your question paper and look at Part One.

PAUSE 5 SECONDS

You'll hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

1

You hear a young singer talking about his childhood.

PAUSE 2 SECONDS

— *** —

When I was a little kid, my father used to watch a lot of old movies and I sat with him and loved them too, especially the musicals. So you see, my career was inspired by him in a way and these old movies played a big part in my life. They were the reason I wanted to learn to sing, though my dad never suggested it to me. There's no musical background in my family, though my mother could sing, but she didn't have much ability really – it was just fun for her. I think my parents must have looked at me and thought: 'where did that come from?'

PAUSE 2 SECONDS

— *** —

TAPE REPEAT

PAUSE 2 SECONDS

2

You overhear a girl talking on the phone about a clothes shop.

PAUSE 2 SECONDS

— *** —

Well, I think that new clothes store called *Smart Girls* is certainly a place where you can be sure of picking up a bargain or two, though most of the shops in the mall have them at the moment. The assistants are friendly and they really know about fashion, instead of just pretending to be cool! They're honest too and don't just tell you that you look great all the time. I like the music they play 'cos it sort of puts you in the mood as soon as you

walk in, though I don't think it's your thing – you might prefer somewhere a bit quieter.

PAUSE 2 SECONDS

— *** —

TAPE REPEAT

PAUSE 2 SECONDS

3

You hear part of an interview with a farmer.

PAUSE 2 SECONDS

— *** —

F: So Josh, for our teenage listeners, who live in towns and cities, tell us about what it's like living on a farm.

M: Well actually you can come along and experience it for yourself this weekend. There's going to be something called an Open Farm Day. More than 450 farms all over the country will be open to the public and you can go along and meet the animals, ride on a tractor, learn about cheese making and wool spinning, all that sort of thing. Who knows it might even persuade a few to think about farming as a career. It's not an easy life but it's a good one.

PAUSE 2 SECONDS

— *** —

TAPE REPEAT

PAUSE 2 SECONDS

4

You hear two friends talking about a school concert.

PAUSE 2 SECONDS

— *** —

M Hi Judy! Are you ready for the school concert tomorrow? I've been practising all week so I think it'll be OK.

F There are a few tricky bits in that new piece of music we'll be playing. I'm getting my head round it, though. My clarinet was making a funny noise but I've got it sorted now. That could've been embarrassing.

M I'm a bit worried about my solo part, especially with all those people watching.

F Imagine how awful it would be to make a mistake with your mum and dad there! I'm not so bothered about strangers, though.

M Just stay cool. If you mess up, just keep going like nothing's happened.

PAUSE 2 SECONDS

— *** —

TAPE REPEAT

PAUSE 2 SECONDS

LISTENING

5

You hear a news report about a football club.

PAUSE 2 SECONDS

— *** —

Fast food is off the menu for everyone at Park Town Rangers football club! The new manager of the club has coached in many countries around the world and has picked up some ideas from his travels in Europe and Asia. He has banned the players from eating meat when they are preparing for important games. He thinks this will strengthen their physical condition and improve the team's results, a view shared by our medical experts in the studio today. Now the club have decided to go a step further and have stopped selling burgers in the stadium, a move which may not be popular with all the young fans!

PAUSE 2 SECONDS

— *** —

TAPE REPEAT

PAUSE 2 SECONDS

6

You hear two friends talking about a newspaper for teenagers.

PAUSE 2 SECONDS

— *** —

M I read this great newspaper the other day.**F** A newspaper? Isn't it full of dull stuff?**M** It's aimed at our age group, actually, so it presents the news in a way that's easy to understand – so it's a good way to find out what's going on in the world. It's interactive too.**F** Really?**M** Yeah, you can write reports for it and they include the best ones in the paper. Cool, huh?**F** If you like writing I suppose. Not a talent of mine.**M** So you don't bother with the news then?**F** Oh I wouldn't say that. I do follow it – just as long as it doesn't seem too much like schoolwork.

PAUSE 2 SECONDS

— *** —

TAPE REPEAT

PAUSE 2 SECONDS

7

You hear a boy telling a friend about climbing a mountain with his father.

PAUSE 2 SECONDS

— *** —

F How often do you go mountain climbing?**M** My dad and I go climbing together a lot, which is really cool 'cos I get plenty of time to talk with him. I remember the last mountain we climbed together, he was telling me about how you can only really enjoy the wonderful scenery once you get to the

top, 'cos when you're just halfway up you're concentrating on the climb. I was really sore, and I just wanted to quit, but I carried on to the top so I could admire the beautiful view – but my legs were aching so much I couldn't appreciate it fully, or my dad's wise words.

PAUSE 2 SECONDS

— *** —

TAPE REPEAT

PAUSE 2 SECONDS

8

You hear a teacher talking about an environmental project.

PAUSE 2 SECONDS

— *** —

Right everyone, I'm sure you'll agree it was great fun enhancing our school grounds with the butterfly garden, and I hope you all got something out of it and are more aware of your natural environment now. What you've achieved is much appreciated and the project will continue so I'd like you to keep thinking about things we can do to maintain the garden. The idea is to keep it going for future students at the school so all suggestions are welcome. I think you'll all agree it's been a great success – which I hope we can repeat in the future.

PAUSE 2 SECONDS

— *** —

TAPE REPEAT

PAUSE 2 SECONDS

*That is the end of Part One**Now turn to Part Two.*

PAUSE 5 SECONDS

You'll hear a student called Duncan Heap talking about his recent trip to Iceland to study sea birds called puffins. For questions 9–18, complete the sentences with a word or short phrase.

You now have forty-five seconds to look at Part Two.

PAUSE 45 SECONDS

— *** —

Do you like sea birds? If so, you'll love puffins. They spend most of their lives at sea, but last August I was lucky enough to see them up close, when I visited the Westmann Islands, in Iceland, where they build their nests.

First of all though, a few facts about puffins. They have a squat black-and-white body, short wings and a large colourful beak, which I think makes them look really funny on dry land. But puffins are built more to swim underwater than to fly or walk. When you see them swimming, it's an impressive sight. Their wings help them propel themselves through the water.

I didn't expect their feet to be used when they were flying, except perhaps just to moderate their speed, like brakes, but actually they use them to alter their direction in the air! In the water, puffins can dive deep, holding their breath for up to two minutes, to catch fish.

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When spring comes, puffins can be seen on high cliffs on the Westmann Islands, making their nests. It's quite a sight, I'm told. I wasn't aware of this, but puffins nest underground rather than on cliff top ledges as I'd imagined.

Each female puffin lays just one egg in its nest each year, which the pair watches over for six weeks, day and night. While they wait, you can hear them underground making noises that might be like talking – loud growling calls, almost like laughter, which some describe as sounding like a cow, and I tend to agree! Young puffins, though, once hatched, sound more like a duck or a goose, 'peeping' for food from their parents. They dig holes, so their nests are very well protected.

I was told that, as winter beckons, their parents leave them behind and fly off to sea, but apparently it's hunger rather than loneliness that makes young puffins fly from their nests. That's something I didn't expect.

And this is what I saw when I was there. In the daytime I watched young puffins diving off the cliffs to gain enough speed for flight, as they headed out to sea. At night-time, though, which is when most of them fly off it was a different story. The thing is, puffins instinctively use the stars for navigation, but the lights of a town can fool them and make them head in the wrong direction, so the young puffins end up landing all over the place. Some puffins land on the beaches where they are easily rescued. Others aren't so lucky. If it's on the roads, cars aren't so much of a problem as people know to drive extra slowly at this time of year. But gardens present more of a threat. They're dark and there are lurking cats.

So I helped the local teenagers, who are allowed to stay out late, and we roamed around the town with cardboard shoe boxes, rescuing young puffins as we went. I even saw one boy putting a young puffin in an upturned umbrella, which made me laugh! They didn't seem to mind being handled and it's not unusual for a single teenager to catch ten birds in one evening. After a night spent as guests of their rescuers, with the box as a temporary bed, we carried the young birds down to the beach and threw them up high. It was a really rewarding experience to see them glide towards the sea and freedom.

Sometimes the puffins aren't ready for release, if they've been injured or whatever. In which case, they get taken to the local museum, which becomes a sort of puffin hotel for a few days each year.

You can buy all sorts of puffin souvenirs on the islands. I took some great photographs of the birds, one of which is now the screensaver on my computer – I've got a puffin mouse-mat too, that's really cute – a much better souvenir than a puffin T-shirt or baseball cap – that's the sort of thing most people buy.

Anyway, before I go onto . . . [fade]

PAUSE 10 SECONDS

Now you'll hear Part Two again.

— *** —

REPEAT INSERT

PAUSE 5 SECONDS

That is the end of Part Two.

Now turn to Part Three.

PAUSE 5 SECONDS

You'll hear five extracts in which people are talking about photography. For questions 19–23, choose from the list (A–H) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

You now have thirty seconds to look at Part Three.

PAUSE 30 SECONDS

— *** —

Speaker 1

PAUSE 2 SECONDS

F: I fell in love with photography when I was thirteen and I've been doing it as a hobby ever since. I might even do it for a career but I know I've still got a lot to learn about it. I just know I really like it and it motivates me to get out there, do different things and stuff like that – you know, visit unusual locations, where I might not otherwise have gone, if I wasn't into photography. Once I've taken a load of shots, I find it really satisfying to look at them all on screen afterwards and choose the best ones.

PAUSE 3 SECONDS

Speaker 2

PAUSE 2 SECONDS

M: I always photograph things that mean something to me; friends, places I've been, things I've done. I've taken some amazing shots of musicians at concerts, trying to capture the atmosphere of the music and the crowd. It's a way of freezing a moment in time with just one click – like a record, keeping the past alive for me. I love giving friends pictures of themselves in different situations. Everyone says I'm becoming a real expert, but I don't think about that. My parents also give me lots of encouragement – they're going to get me a new camera, 'cos the one I've got right now isn't exactly the latest model.

PAUSE 3 SECONDS

Speaker 3

PAUSE 2 SECONDS

F: I usually have an idea in my mind of what I want to see in a photo, and I'll concentrate on trying to get that picture. It might be a friend in an interesting place, or a scene from nature, whatever. I know for some people it's tricky to come up with something truly original, but I actually feel more sure of myself and what I'm doing when I'm behind the camera. I also feel a sense of calmness somehow, when I'm sitting at my laptop editing my pictures and sharing them with friends online – I just get totally absorbed in the whole process, and forget all about what's going on outside.

PAUSE 3 SECONDS

Speaker 4

PAUSE 2 SECONDS

M: I'm lucky 'cos I learnt to use a camera when I was about five-years-old, so I'm pretty confident in my abilities. Obviously,

LISTENING

there's still room for improvement, but I'm no great perfectionist. For me, it's about using the equipment to show what I think and feel, but also using my imagination to create something unique. The technology's always developing, and almost everybody's learnt to use a camera of some sort these days, but I don't think people understand the power of what they can do. It's not just about getting snaps of events or new places – or else you just end up with a picture that's been taken a thousand times before.

PAUSE 3 SECONDS

Speaker 5

PAUSE 2 SECONDS

F: I used to enjoy just looking at photos, but then I discovered the amazing stuff you can do on computers or with a camera – I've taught myself loads – I get pleasure out of solving puzzles, and playing around, experimenting to see how it all works. It's not about trying to be creative, but more about amusing myself with what I can do. I can't say I'm some expert photographer, but I do post lots of the pictures I take on various websites for friends to look at, 'cos everybody gets something out of seeing themselves, and remembering places they went to, or things they did.

PAUSE 10 SECONDS

Now you'll hear Part Three again.

— *** —

TAPE REPEAT

PAUSE 5 SECONDS

*That's the end of Part Three.**Now turn to Part Four.*

PAUSE 5 SECONDS

You'll hear an interview with a teenager called Luke Fuller, who's talking about working as a junior reporter for his local radio station. For questions 24–30, choose the best answer (A, B or C).

You now have one minute to look at Part Four.

PAUSE 1 MINUTE

— *** —

Int: My guest today is Luke Fuller, who's seventeen and who's just spent a month working as a junior reporter for his local radio station. It sounds fascinating. What was the purpose of what you were doing, Luke?

Luke: Well, the radio station in my town wanted to encourage teenagers to have a go at being reporters. This meant taking your microphone everywhere and talking to people about what was happening in their lives. The whole idea was to focus on ordinary teenagers and not local celebrities or anyone like that. It was about making us see that everyone has a story that's worth telling. Some of us might go on to work at a radio station, but that wasn't really the purpose.

Int: So, how did you prepare?

Luke: Well, we had a bit of training. Of course I had to familiarise myself with the equipment, but I'm quite good with technical stuff so that wasn't too much of a problem. The weird thing was having to practise being natural and relaxed. I'd never thought

about how hard that would be. We were told to be spontaneous rather than write a script or anything like that. I must admit I love writing, so I did jot down some ideas anyway!

Int: How did you feel about the idea of reporting from your school?

Luke: Well, it meant I'd be the centre of attention for a few days, which I wasn't looking forward to because I'm rather shy. These reports weren't part of my school work, but my teachers seemed quite keen on the idea anyway, and one or two gave me some advice. And there was plenty of stuff going on at school. It's a lively place so there was no shortage of stuff to talk about.

Int: So what happened when you did your first interviews with people at school?

Luke: As soon as I got the microphone out, even my most talkative friends tended to go all self-conscious. Sometimes I had to begin recording a few minutes before the start of the interview just to put people at their ease. There wasn't always time to explain things to them before the interview, so sometimes one or two of them didn't feel ready. But you know, in the end people often opened up and revealed much more than I'd expected, which was great.

Int: What happens after you've recorded something? Is it edited or changed in any way?

Luke: Everything you record has to be carefully edited. Luckily I got the chance to work on this with producers at the station so it wasn't as if I'd no control over the content, although it only went out on the radio a week later, it wasn't live. Even so, kids I'd talked to at school wanted to know that anything silly or embarrassing they said wouldn't be broadcast. Unfortunately sometimes even good stuff had to be cut because time's very limited! That's a pity, but I understood the reasons for it.

Int: So, overall did you enjoy being a reporter?

Luke: Sure, it was a lot of fun. My mum says I liked it because it gave me permission to ask loads of personal questions but I think she's just joking. What was really cool about it was that I had to be a journalist, a producer and an engineer all at the same time and each role needed specific skills. I never complained about having to do everything. Yeah, it was hard work, but I didn't mind.

Int: And has it changed your attitude to radio at all?

Luke: Some of my friends think the radio is just for music. But I've never thought like that. It can make you feel like someone is talking directly to you. I hope that's how people will feel when they hear me! What I've learnt is that because there are no pictures, you have to be creative and pay attention to the words you use. It made me appreciate how good radio reporters have to be at expressing themselves. That's not to say there's no place for music.

Int: Great talking to you Luke.

PAUSE 10 SECONDS

Now you'll hear Part Four again.

— *** —

REPEAT INSERT

LISTENING

PAUSE 5 SECONDS

That's the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left, so that you're sure to finish in time.

PAUSE 4 MINUTES

You have one more minute left.

PAUSE 1 MINUTE

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

LISTENING

Answer key

Q	Part One	Q	Part Two	Q	Part Three	Q	Part Four
1	B	9	funny	19	E	24	C
2	A	10	feet	20	C	25	A
3	C	11	holes	21	H	26	C
4	B	12	(a) cow	22	F	27	A
5	C	13	being hungry hunger (rather than loneliness) (not loneliness)	23	A	28	C
6	C	14	(the) stars			29	B
7	B	15	(the) (dark) gardens (with (lurking) cats)			30	B
8	A	16	(upturned) umbrella				
		17	(local) museum				
		18	(puffin) mouse(-)mat				

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

Speaking

General description

FORMAT	The Speaking test contains four parts.
TIMING	14 minutes
NO. OF PARTS	4
INTERACTION PATTERN	Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or providing cues for candidates. The other acts as assessor and does not join in the conversation.
TASK TYPES	Short exchanges with the interlocutor and with the other candidate; a 1-minute individual 'long turn'; a collaborative task involving the two candidates; a discussion.
MARKS	Candidates are assessed on their performance throughout.

Structure and tasks

PART 1

TASK TYPE AND FORMAT	A conversation between the interlocutor and each candidate (spoken questions).
FOCUS	The focus is on general interactional and social language.
TIMING	2 minutes

PART 2

TASK TYPE AND FORMAT	An individual 'long turn' by each candidate with a response from the second candidate. In turn, the candidates are given a pair of photographs to talk about.
FOCUS	The focus is on organising a larger unit of discourse, comparing, describing and expressing opinions.
TIMING	A 1-minute 'long turn' for each candidate, plus a 30-second response from the second candidate. The total time for Part 2 is 4 minutes.

PART 3

TASK TYPE AND FORMAT	A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in discussion and decision-making tasks.
FOCUS	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.
TIMING	A 2-minute discussion followed by a 1-minute decision-making task. The total time for Part 3 is 4 minutes.

PART 4

TASK TYPE AND FORMAT	A discussion on topics related to the collaborative task (spoken questions).
FOCUS	The focus is on expressing and justifying opinions, agreeing and/or disagreeing and speculating.
TIMING	4 minutes

SPEAKING

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

1 Trying to win
2 Spending time outside

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

Interlocutor

In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show **people trying to win in different situations**.

Place *Part 2* booklet, open at *Task 1*, in front of Candidate A.

I'd like you to compare the photographs, and say **what you think might be difficult for the people about trying to win in these situations**.

All right?

.....

Thank you.

(Candidate B), **which sport would you prefer to do? (Why?)**

.....

Candidate A
⌚ 1 minute
Interlocutor

(Candidate B), **which sport would you prefer to do? (Why?)**

.....

Candidate B
⌚ approximately 30 seconds
Interlocutor

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

Now, (Candidate B), here are your photographs. They show **people spending time outside in different situations**.

Place *Part 2* booklet, open at *Task 2*, in front of Candidate B.

I'd like you to compare the photographs, and say **what you think the people are enjoying about spending time outside in these situations**.

All right?

.....

Thank you.

(Candidate A), **which of these things would you prefer to do? (Why?)**

.....

Candidate A
⌚ approximately 30 seconds
Interlocutor

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

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

1 Trying to win
2 Spending time outside

Good morning/afternoon/evening. My name is and this is my colleague

And your names are?

Can I have your mark sheets, please?

Thank you.

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

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

People you know

- Who are you most like in your family? Tell us about him/her.
- Do you have a best friend? (What do you like about him/her?)
- Who do you spend time with after school? (What do you do together?)
- Tell us about a good teacher you've had.

Things you like

- What's your favourite subject at school? (Why do you like it?)
- Do you like reading? (What do you like to read?) (Why?)
- Do you enjoy using the internet in your free time? (Why? / Why not?)
- Tell us about the things you like doing at the weekend.

Places you go to

- Do you like your school? (Why? / Why not?)
- Are there any nice places to go in (candidate's area)? (What are they?) (Why do you like them?)
- Have you been anywhere nice recently? (Where did you go?) (Why?)
- Where would you like to go for your next holiday (Why would you like to go there?)

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SPEAKING

2

What are the people enjoying about spending time outside in these situations?



1

What might be difficult for the people about trying to win in these situations?



SPEAKING

21

Why might students want to learn to do these skills?

draw well

play a sport

cook a meal

play a musical instrument

speak another foreign language

21 After-school classes

Part 3 4 minutes (5 minutes for groups of three)

Part 4 4 minutes (6 minutes for groups of three)

Part 3

Interlocutor

Now, I'd like you to talk about something together for about two minutes (3 minutes for groups of three).

I'd like you to imagine that a school is going to start some after-school classes to encourage their students to learn new skills. Here are some ideas for the classes and a question for you to discuss. First you have some time to look at the task.

Place Part 3 booklet, open at Task 21, in front of the candidates. Allow 15 seconds.

Now, talk to each other about why students might want to learn to do these skills.

.....

Candidates

2 minutes (3 minutes for groups of three)

.....

Interlocutor

Thank you. Now you have about a minute to decide which two would be the easiest to learn to do well?

.....

Candidates

1 minute (for pairs and groups of three)

.....

Interlocutor

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

Part 4

Interlocutor

Use the following questions, in order, as appropriate:

Do you think classes like these would be popular with students? (Why? / Why not?)

How important do you think it is for people to try new activities? (Why?)

Why do you think some people don't like to try new things?

A lot of people enjoy doing sport after school. Do you think this is a good thing? (Why? / Why not?)

What do students enjoy doing after school in (candidate's country)? (Why?)

Do you think it's better to go out and do things after school or is it better to stay at home? (Why?)

Thank you. That is the end of the test.

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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 Language Assessment 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:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication

The interlocutor awards a mark for Global Achievement using the Global Achievement scale.

Assessment for *Cambridge English: First for Schools* 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 *Cambridge English: First for Schools* (shown on page 40) are extracted from the overall Speaking scales on page 41.

Cambridge English: First for Schools Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 41.

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar 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 appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1.</i>			

B2	Global Achievement
5	Handles communication on a range of familiar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
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.

Speaking assessment

Glossary of terms

1. GENERAL

Conveying basic meaning	Conveying basic meaning: the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.
Situations and topics	<p>Everyday situations: situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to school or work, taking part in leisure activities. A <i>Cambridge English: Key (KET)</i> task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.</p> <p>Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. <i>Cambridge English: First (FCE)</i> tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.</p> <p>Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. <i>Cambridge English: Advanced (CAE)</i> tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.</p> <p>Abstract topics: topics which include ideas rather than concrete situations or events. <i>Cambridge English: Proficiency (CPE)</i> tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.</p>
Utterance	Utterance: people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language.

2. GRAMMAR AND VOCABULARY

Appropriacy of vocabulary	Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in the utterance <i>I'm very sensible to noise</i> , the word <i>sensible</i> is inappropriate as the word should be <i>sensitive</i> . Another example would be <i>Today's big snow makes getting around the city difficult</i> . The phrase <i>getting around</i> is well suited to this situation. However, <i>big snow</i> is inappropriate as <i>big</i> and <i>snow</i> are not used together. <i>Heavy snow</i> would be appropriate.
Flexibility	Flexibility: the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.
Grammatical control	<p>Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.</p> <p>Where language specifications are provided at lower levels (as in <i>Cambridge English: Key (KET)</i> and <i>Cambridge English: Preliminary (PET)</i>), candidates may have control of only the simplest exponents of the listed forms.</p> <p>Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning, the production of one part of a complex form incorrectly or the use of some complex forms correctly and some incorrectly.</p> <p>Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.</p>

2. GRAMMAR AND VOCABULARY (cont.)

Grammatical forms	<p>Simple grammatical forms: words, phrases, basic tenses and simple clauses.</p> <p>Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.</p>
Range	Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

3. DISCOURSE MANAGEMENT

Coherence and cohesion	<p>Coherence and cohesion are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.</p> <p>Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.</p> <p>Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition (<i>and, in addition, moreover</i>); consequence (<i>so, therefore, as a result</i>); order of information (<i>first, second, next, finally</i>).</p> <p>At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. <i>and, but, or, then, finally</i>) but also with more sophisticated devices (e.g. <i>therefore, moreover, as a result, in addition, however, on the other hand</i>).</p> <p>Related vocabulary: the use of several items from the same lexical set, e.g. <i>train, station, platform, carriage</i>; or <i>study, learn, revise</i>.</p> <p>Grammatical devices: essentially the use of reference pronouns (e.g. <i>it, this, one</i>) and articles (e.g. <i>There are two women in the picture. The one on the right . . .</i>).</p> <p>Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. <i>you know, you see, actually, basically, I mean, well, anyway, like</i>.</p>
Extent/extended stretches of language	Extent/extended stretches of language: the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.
Relevance	Relevance: a contribution that is related to the task and not about something completely different.
Repetition	Repetition: repeating the same idea instead of introducing new ideas to develop the topic.

4. PRONUNCIATION

Intelligible	Intelligible: a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.
Phonological features	<p>Phonological features include the pronunciation of individual sounds, word and sentence stress and intonation.</p> <p>Individual sounds are:</p> <ul style="list-style-type: none"> • Pronounced vowels, e.g. the /æ/ in cat or the /e/ in bed • Diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in host or the /eɪ/ in hate • Consonants, e.g. the /k/ in cut or the /f/ in fish. <p>Stress: the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. imPORTant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. <i>WHY is that one important?</i> versus <i>Why is THAT one important?</i></p> <p>Intonation: The way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.</p>

5. INTERACTIVE COMMUNICATION

Development of the interaction	Development of the interaction: actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus, or to something the other candidate/interlocutor has said, or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. <i>What about bringing a camera for the holiday?</i> or <i>Why's that?</i>).
Initiating and Responding	<p>Initiating: starting a new turn by introducing a new idea or a new development of the current topic.</p> <p>Responding: replying or reacting to what the other candidate or the interlocutor has said.</p>
Prompting and Supporting	<p>Prompting: instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution.</p> <p>Supporting: instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.</p>
Turn and Simple exchange	<p>Turn: everything a person says before someone else speaks.</p> <p>Simple exchange: a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question-answer, suggestion-agreement.</p>



Cambridge English: First for Schools is a version of *Cambridge English: First*, also known as *First Certificate in English (FCE)*, that has been developed with exam content and topics targeted at the interests of school-aged learners. It is at Level B2 of the Common European Framework of Reference for Languages (CEFR) published by the Council of Europe.

Cambridge English: First has been accredited by Ofqual, the statutory regulatory authority for external qualifications in England and its counterparts in Wales and Northern Ireland; for more information, see www.ofqual.gov.uk

Cambridge English
Language Assessment
1 Hills Road
Cambridge
CB1 2EU
United Kingdom
www.cambridgeenglish.org/help

www.cambridgeenglish.org

© UCLES 2013 | CE/1118/3Y06

ISBN 978-1-908791-12-2



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