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specifications from Dec 1999)

CAMBRIDGE

CERTIFICATE IN ADVANCED ENGLISH

**TEACHER'S
BOOK**

4

EXAMINATION PAPERS FROM THE
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

THE BRITISH COUNCIL



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Introduction

The level of CAE

The Certificate in Advanced English (CAE) offers a high-level qualification for those wishing to use English for professional or study purposes. CAE is recognised by the majority of British universities for English language entrance requirements. CAE is also designed to encourage the development of the skills required by students progressing towards CPE (Certificate of Proficiency in English), with the emphasis very much on real-world tasks.

CAE candidates

In 1997 there were approximately 46,000 candidates for CAE throughout the world. The candidates for CAE come from a wide range of backgrounds and take the examination for a number of different reasons. The following points summarise the characteristics of the current CAE candidature.

Nationality

CAE is taken by candidates in more than 82 countries although the total number of nationalities represented by the candidature is over 180. The majority of these candidates enter for CAE in European and South American countries. Many candidates take the examination in the UK.

Age and gender

Most candidates (about 67%) are under 25 with the average being about 23 years old. In some countries the average age is lower (e.g. in Greece it is about 18 years old). About 68% of candidates are female.

Employment

Most candidates are students, although the proportion varies significantly from country to country.

Exam preparation

A large proportion of candidates (about 83%) undertake a preparatory course before taking the examination.

Reasons for taking CAE

Candidates' reasons for wanting an English language qualification at CAE level are roughly distributed as follows:

Introduction

- to gain employment (49%)
- for further study (35%)
- out of personal interest (15%)

The structure of CAE: an overview

UCLES (University of Cambridge Local Examinations Syndicate) has developed a series of examinations with similar characteristics spanning five levels. Within the series of five levels, CAE is at Cambridge Level 4:

| |
|------------------------------------------------------------------|
| Cambridge Level 5 Certificate of Proficiency in English (CPE) |
| Cambridge Level 4 Certificate in Advanced English (CAE) |
| Cambridge Level 3 First Certificate in English (FCE) |
| Cambridge Level 2 Preliminary English Test (PET) |
| Cambridge Level 1 Key English Test (KET) |

The CAE examination consists of five papers:

| | | |
|---------|-----------------------|----------------------------|
| Paper 1 | Reading | 1 hour 15 minutes |
| Paper 2 | Writing | 2 hours |
| Paper 3 | English in Use | 1 hour 30 minutes |
| Paper 4 | Listening | 45 minutes (approximately) |
| Paper 5 | Speaking | 15 minutes |

Paper 1 Reading

Candidates are expected to be able to read and understand texts taken from magazines, newspapers, leaflets, etc. They should demonstrate a variety of reading skills including skimming, scanning, deduction of meaning from context and selection of relevant information to complete the given task.

This paper consists of four parts, each containing one text (or several shorter pieces) and corresponding comprehension tasks: multiple matching, multiple choice and gapped text questions. The reading texts contain about 3,000 words in total.

Paper 2 Writing

Candidates are expected to complete non-specialist writing tasks such as letters, reports, reviews, instructions and announcements in response to the stimuli provided. Both audience and purpose are made clear in the task descriptions.

This paper consists of two writing tasks of approximately 250 words each.

Part 1 consists of one compulsory task based on a substantial reading input.

Part 2 consists of one task selected from a choice of four. Question 5 is always business related.

Paper 3 English in Use

Candidates are expected to demonstrate their knowledge of the language system, including vocabulary, grammar, spelling and punctuation, word-building, register and cohesion. The paper contains six parts and 80 questions in total.

Part 1 is based on a short text and consists of a four-option multiple-choice cloze which focuses on vocabulary.

Part 2 is based on a short text and consists of a gap-fill exercise at word level which focuses on grammar.

Part 3 is based on a short text and is designed to test the ability to proofread and correct samples of written English. There are two types of task, either of which may be used in a test. In the first, candidates have to identify additional words which are incorporated in the text. In the second, candidates have to identify errors of spelling and punctuation.

Part 4 is based on two short texts and consists of a gap-fill exercise which focuses on word-building.

Part 5 is based on two short texts; the first text provides the input for the second text, which is a gap-fill exercise. This task focuses on the ability to re-write a given text in a different register.

Part 6 is based on a short text and consists of a gap-fill exercise at phrase or sentence level.

Paper 4 Listening

Candidates are expected to understand each text as a whole, gain detailed understanding and appreciate gist and the attitude of the speaker. They must also be able to identify and interpret the context.

This paper contains four recorded texts of varying length and nature. Tests take the form of announcements, speeches, radio broadcasts, etc. There are

Introduction

between 30 and 40 matching, completion and multiple-choice questions in total.

Paper 5 Speaking

Candidates are examined in pairs by two examiners, one taking the part of the interlocutor and the other of the assessor. The four parts of the test are based on verbal prompts and visual stimuli. Candidates must be able to demonstrate a range of oral skills: interactional, social and transactional, as well as skills of negotiating and collaborating.

Marks

The five CAE papers total 200 marks, after weighting. Each paper is weighted to 40 marks.

Further information

CAE is held each year in June and December in more than 1300 centres worldwide. Special arrangements are available for disabled candidates. These may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the UCLES Local Secretary in your area for more details.

Copies of the regulations and details of entry procedure, current fees and further information about this and other Cambridge examinations can be obtained from the Local Secretary for UCLES examinations in your area, or from:

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In some areas, this information can also be obtained from the British Council.

CAE content and marking

Paper 1 Reading

The CAE Reading paper consists of four texts and between 40 and 50 questions. The time allowed to select answers and record them on the answer sheet is one hour and fifteen minutes.

Texts

The length of CAE texts varies from 450 words to 1,200 words, depending on the type of task; the total reading load for a set of four tasks varying in length, character and density is approximately 3,000 words.

A number of shorter texts, for example a set of thematically linked texts, may be brought together to form a CAE text.

The texts are intended to cover a range of recently published non-fiction material and to appear authentic in form, presentation and content. The nature of each text is described in general terms in the rubric which precedes it.

Texts may be of the following types:

- informational
- opinion/comment
- descriptive
- advice/instructional
- narrative
- imaginative/journalistic
- persuasive
- complaint
- combined, e.g. narrative/descriptive, information/opinion

Materials from leaflets, guides and advertisements may be included. Plans, diagrams and other visual stimuli are used where appropriate to illustrate the text; questions do not focus on visual elements.

Material used throughout CAE is as far as possible authentic and free of bias, and reflects the international flavour of the examination. The subject matter should not advantage or disadvantage certain groups of candidates, nor should it offend in areas such as religion, politics or sex.

Reading texts may contain some lexis unknown to candidates and understanding of these words may be tested if it can reasonably be expected that meaning can be deduced from context (one of the skills tested in the paper).

Test focus

- Forming an overall impression by skimming the text.
- Retrieving specific information by scanning the text.
- Interpreting the text for inference, attitude and style.
- Demonstrating an understanding of the text as a whole.
- Demonstrating an understanding of how text structure operates.
- Selecting the relevant information from the text required to perform a task.
- Deducing meaning from context.

Tasks

The Reading paper contains between 40 and 50 questions as follows:

| Part | Task | Number of questions | Task format |
|------|-------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Multiple matching | 12–18 | Candidates must match a prompt from one list to a prompt in another list, or match prompts to elements in the text. |
| 2 | Gapped text | 6 or 7 | Candidates must select appropriate paragraphs or sentences which have been removed from the text and jumbled. |
| 3 | Multiple choice | 5–7 | Candidates must answer four-option multiple-choice questions based on the text. |
| 4 | Multiple matching | 12–22 | Candidates must match a prompt from one list to a prompt in another list, or match prompts to elements in the text (as in Part 1). |

Multiple-choice and gapped-text questions follow the text. Multiple-matching questions precede the text.

The language level of the instructions and individual questions is within the range of CAE.

Marks

Candidates record their answers in pencil on a separate answer sheet. One mark is given for each correct answer to the multiple-matching tasks. Two marks are given for each correct answer to the multiple-choice and the gapped-text tasks. The total score is then weighted to 40 marks for the whole Reading paper.

Marking

The Reading paper is directly scanned by computer.

Paper 2 Writing

The CAE Writing paper requires candidates to answer two questions, each answer totalling approximately 250 words.

Test focus

Part 1 is a compulsory question in which candidates have to read and process what they have read. In **Part 2** there is a choice of four questions. All of the questions specify why the piece is to be written and whom it is to be written from and give guidelines as to appropriate content.

Parts 1 and 2 carry equal marks.

Tasks

In both sections candidates are asked to complete non-specialist tasks based on input drawn from a range of sources such as letters, notes and advertisements.

Presentation, register and style should be appropriate to the task and the effect on the target reader should always be borne in mind by the candidate.

In **Part 1** candidates are asked to produce one or more pieces of writing (approximately 250 words in all) in response to a practical reading input. The language of the reading input is well within the level expected of CAE candidates and supported by suitable layout e.g. newspaper column, programme of events, page from notepad. Satisfactory processing of this input will be required to complete the task(s) successfully. Candidates are asked to perform tasks requiring one or more of the following responses to the reading input:

- apply information contained in the input to another task.
- select and summarise information from the input.
- compare items of information from the input.

The range of writing activities includes formal and informal letters, personal notes and reports; more than one register may be required within **Part 1**.

In **Part 2** candidates are required to write a piece of approximately 250 words, in response to one of a choice of four specific stimuli. The range of writing activities includes articles, reports, letters, instructions, directions, reviews and leaflets. Question 5 is always business related. There are no tasks based on optional background reading texts in the CAE examination.

In order to complete the tasks successfully, candidates need to use the input provided in an appropriate way. They should avoid reproducing much of the input material in their answers.

Assessment

An impression mark is awarded to each piece of writing. Examiners use band descriptions similar to the ones below to assess language and task achievement.

The **general impression mark scheme** is used in conjunction with a **task-specific mark scheme**, which focuses on criteria specific to each particular task, including relevance, length, omissions, range of structure and vocabulary, and layout; following the conventions of writing letters, reports, etc., is part of task achievement.

Allowances are made for appropriate colloquialisms and American usage and spelling.

General impression mark scheme

| | |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Band 5 | Minimal errors: resourceful, controlled and natural use of language, showing good range of vocabulary and structure. Task fully completed, with good use of cohesive devices, consistently appropriate register. No relevant omissions. NB Not necessarily a flawless performance. Very positive effect on target reader. |
| Band 4 | Sufficiently natural, errors only when more complex language attempted. Some evidence of range of vocabulary and structure. Good realisation of task, only minor omissions. Attention paid to organisation and cohesion; register usually appropriate. Positive effect on target reader achieved. |
| Band 3 | Either (a) task reasonably achieved, accuracy of language satisfactory and adequate range of vocabulary and range of structures or (b) an ambitious attempt at the task, causing a number of non-impeding errors, but a good range of vocabulary and structure demonstrated. There may be minor omissions, but content clearly organised. Would achieve the required effect on target reader. |
| Band 2 | Some attempt at task but lack of expansion and/or notable omissions or irrelevancies. Noticeable lifting of language from the input, often inappropriately. Errors sometimes obscure communication and/or language is too elementary for this level. Content not clearly organised. Would have a negative effect on target reader. |
| Band 1 | Serious lack of control and/or frequent basic errors. Narrow range of language. Inadequate attempt at task. Very negative effect on target reader. |
| Band 0 | (a) Fewer than 50 words per question. or (b) Totally illegible work. or (c) Total irrelevance (often a previously prepared answer to a different question). |

All these comments should be interpreted at CAE level and referred to in conjunction with a task-specific mark scheme.

Marking

The panel of examiners is divided into small teams, each with a very experienced examiner as Team Leader. The Principal Examiner guides and monitors the marking process, which begins with a meeting of the Principal Examiner and the Team Leaders. This is held immediately after the examination and begins the process of establishing a common standard of assessment by the selection of sample scripts for all five questions in Paper 2. These are chosen to demonstrate the range of responses and different levels of competence, and a task-specific mark scheme is finalised for each individual question on the paper. This summarises the content, organisation, cohesion, range of structures and vocabulary, register and target reader implied by the question, in the form of top-band descriptors. The accuracy of language, including spelling and punctuation, is assessed on the general impression scale for all tasks. Markers discuss these individual mark schemes and refer to them regularly while they are working. A rigorous process of co-ordination and checking is carried out before and throughout the marking process.

Sample answers and examiner's comments

The following samples have been selected from students' answers to the writing tasks in Paper 2 of Tests 1–4 in the Student's Book. Explanatory notes have been added to show how the bands have been arrived at. The comments should be read in conjunction with the task-specific mark schemes included in the key (see pages 45–77 of this book).

Sample A (Test 1, Question 1 – two letters)

(a)

Dear Sir,

I am writing from Portugal to tell you a short story describing my adventure while on holiday in your magnificent country.

Last April I went to New Zealand and I was going to stay for about 3 weeks, however I had the misfortune of meeting one of your criminals.

I was staying at the Camping site Casanova and I had to take the bus from Auckland's bus station to get to town.

While I was waiting for the bus an old lady dropped her groceries. At that time I went to help her living all my things on a bench and when I came back my backpack was missing. Of course no one saw a thing!

It was a large, green backpack with badges from Japan, Bali and Australia. Nevertheless no one saw who took it!

Inside it I had my camera in a black case with 3 rolls of used film, I had my passport, a red leather address book, all my cloths, a 1999 diary and all my toiletries. In it I had everything I had brought with me except for my wallet which I carry with me all the time.

I reported it to the New Zealand police the next day, on the 14th of April. However, I returned to Portugal and only now did I receive my backpack in the mail with just my passport missing.

I was very surprised to know that it was not the police who had found my bag but someone who wanted to stay anonymous.

So I would like you to publish this letter in such a way that it will allow me to thank this person. Furthermore I would like to repay him the cost of sending the backpack to me.

I thank for your attention towards this matter.

Yours faithfully,
A. Beneyto

(b)

To whom it may concern,

I was in New Zealand in April of the present year, and on the 13th April I was assaulted and my backpack was stolen.

I reported my unfortunate encounter with this unknown man on the 14th of April to the New Zealand police and my statement was filed under the reference number: MG/JEB/148.

I returned to Portugal without my backpack. However an anonymous person has send it to me by mail but my passport - O-H-65839 is still missing.

I thank you for your cooperation and attention towards this matter and I await further developments in the investigation to find my passport.

Yours faithfully,
A. Beneyto

Comments

Content

- (a) Covers points required though includes some contradictory statements (how incident happened).
(b) Rather confused but emphasises passport details appropriately.

Organisation and cohesion

Rambling and somewhat repetitious. Effective opening to (a).

Range

Ambitious use of vocabulary (e.g. *anonymous*) marred by some basic spelling errors (e.g. *whyle*, *assalted*).

Register

As above.

Target reader

- (a) requires some patience to sift out salient facts.
(b) might be confused but would continue looking for passport.

Accuracy of language

Frequent non-impeding spelling and grammatical errors. (e.g. *Only now did I receive my backpack*)

Mark 3

Sample B (Test 1, Question 2 – review)

The best book I have ever read is called "Jenny's war". It is an adventurous one.

The story is about a woman called Jenny who's son joined the army without her willing. As soon as Jenny heard about it she did everything she could to prevent him. But it seems that it was already too late. The only thing she could do at that time was to join the army herself so as to find her son and try to change his mind about his decision.

But the worst was there to come and a war broke out. They send her son at the frontiers and soon was captured by the enemies. That made it difficult for her to reach him. After a lot of painful efforts she finally managed to find and take him away from the enemies territory alive. They lived happily since later the war came to an end.

I really enjoyed reading this book. It was not boring at all. On the contrary it always kept you alive and anxious to see what was going to happen next.

I was fascinated by this story because it shows you what a mother is able to do for her child. It emphasize how strong mothers love can be and how it can easily overcome everything standing on her way and lead to a final victory.

I am sure that as soon as you read it you will have the same opinion about this book.

Comments

Content

Summarises book in a simplistic way (by telling the plot), but does not cover other two aspects.

Organisation and cohesion

Not CAE level. Poorly linked, with inaccurate use of linkers (e.g. *But the worst was there to come . . .*).

Range

Limited.

Register

Neutral/appropriate.

Target reader

Would not feel particularly interested in reading book/plot and would not know why they would enjoy it.

Accuracy of language

Inaccurate within limited range (e.g. *who's son; they send her son at the frontiers; and soon was captured*)

Mark 1

Sample C (Test 4, Question 1 – formal letter)

Dear Ms Jane Dennis,

I am writing this letter mainly because I would like to express my feelings about the new programme of the club and also point out some things I believe that should be taken in account from you.

After serious discussion between the members of the club, we realised that there are some problems which have to be solved. We also came to the conclusion that some changes should be made. We believe so because only in this way, our club will be lively and popular with all the people just like it was when it was established!!

One of the main reasons these changes should be made is because there is the problem of the membership. As you already know, there haven't been any new members for the last 4 months. ... So we believe that something should be done about it. Another problem is that the average age of the committee is about 40 years, and the younger members would like some more lively meetings and activities. As far as the clubroom is concerned the only thing I have to say is that it isn't like the "ideal,, clubroom, I believe that if it was bigger and more comfortable it would really be good for us!! Lastly, the members of the club complain that the publicity for the club is not very interesting!

Having read carefully the "September programme,, I feel that some other activities like sports tournament or visit to a nightclub disco would also be some good suggestions for future programmes. A visit to a nightclub disco would give the opportunity to the young members of our club to enjoy themselves and also satisfy their desire for more lively meetings! On the other hand I believe that a sports tournament is exactly what most of our members need. In this way, they will have the chance to take up the hobby-sport they like and, have a really great time!!

Hope you realised what we think there are the changes that can make our club the BEST!!

Yours sincerely,
Anna Ferrara

Comments

Content

Adequate, good opening paragraph, attempt at tactful ending not altogether successful.

Organisation and cohesion

Good use of paragraphs.

Range

Good use of expressions for giving opinions and suggestions.

Register

Appropriate until final sentence.

Target reader

Positive effect.

Accuracy of language

Errors when more complex language attempted.

Mark 4

Sample D (Test 2, Question 1 – two letters)

(a) Work Placements Abroad Ltd

Dear sirs,

I have recently seen an advertisement of yours in the daily press. I am interested in working for a short time in an English-speaking African country and more specifically in Zimbabwe, with which I have many connections.

I have finished the Polytechnical School of Athens in 1998 and since then I have been working in a technical office in Athens as civil engineer. I have graduated in English - level CAE and I have made practice in the use of English as well as in computer, during my work in the office. So, I am interested in a job in an international technical company in Zimbabwe, concerning either technical studies or constructions.

It is very important for me to have this kind of work placement in order to gain experience and improve my skills as a professional. I will be available for that work place after September 1999. In any case I would like to be informed about at least a month before.

Looking forward for your reply.

Yours faithfully
K. Dolonen

(b) Dear Sheila,

I have just sent my application to W.P.A. for arranging a work placement for me in a technical company in Zimbabwe. I hope they will be able to find something really interesting for me.

I would like to ask you some information about living and accomodation in Zimbabwe. Do you think it will be easy for me to find a comfortable house but not too expensive? What are the usual charges for renting a house? Could you estimate what would be my monthly expences for living - as you know I don't like luxurius life anyway.

I hope I will have this job and be soon with you in Zimbabwe. Looking forward to meeting you.

Best regards
Katri

Comments

Content

- (a) Task fully completed. Very good opening paragraph.
- (b) Points well covered in friendly letter.

Organisation and cohesion

- (a) Well organised with excellent use of cohesive devices.
- (b) Good length, well organised.

Range

- (a) Good range of high level vocabulary and structure generally accurately used, e.g. *and more specifically in Zimbabwe, with which I have many connections.*
- (b) Further evidence of range, e.g. *What are the usual charges for renting a house?.*

Register

- (a) Appropriately formal.
- (b) Generally acceptable.

Target reader

- (a) Very positive effect achieved.
- (b) Positive effect achieved.

Accuracy of language

- (a) Not a flawless performance, with minor lapses, e.g. *I have finished in 1998.*
- (b) Some spelling errors, e.g. *expences; luxurius*, but these are non-impeding.

Mark 5

Sample E (Test 2, Question 5 – memo)

Dear Semira,

Hello. How are you now? You don't know how sorry I was when you told me that you were ill and you couldn't come with us.

We all here spent a great time. We are hear a whole week and everything goes well. Of course, the course, the accommodation and other facilities have provoked both positive and negative reactions from my colleagues. Fortunately are very close to each other.

Every morning we gathered all together and then we go to the hotel where the course takes place. Our experience until now is very good. We are learning thinks that we could not even imagine. The people who take place have a very good knowledge and they do their best for us. They have create a fantastic atmosphere which helps us a lot. But unfortunately we don't have so much time, some free time for other facilities. We return to our hotel at half past four in the afternoon and we have some time for rest.

The first day, in the afternoon we had a walk in the centre of the town but we didn't have time to buy everythink we wanted to. The next afternoon we stayed at the hotel but late at night we went to a bar. The following afternoon we went to an athletic centre where we had a great time. John fell down and hirt a little bit but fortunately it is not serious.

We have a week but we don't want this course to end I have missed you a lot. We all love you.

Yours

Maria

Comments

Content

Considerable lifting in second paragraph. Information not specific enough. Accommodation not dealt with. Some commiseration in opening paragraph.

Organisation and cohesion

Not a formal letter layout or a memo. Paragraphed.

Range

Limited and lacks relevant vocabulary.

Register

Too informal.

Target reader

Would need more details.

Accuracy of language

Erratic use of tenses, e.g. *Every morning we gathered all together and then we go ...* Other basic errors, e.g. *We are hear*; *We are learning thinks ...*

Mark 2

Sample F (Test 3, Question 1 – letter and note)

(a)

Dear Sir/Madam

As an ex-student at the KPD school, I feel obliged to write and explain how utterly wrong you were in the article in your local newspaper from September the 11th!

I don't know who has been your source of information, but one thing is for sure: it can't have been someone who knows very much about the KPD school. Two years ago I came to Cambridge with very basic knowledge in English. After six months full time study at the KPD School I managed to pass the CAE-examinations, and with excellent result.

I can assure you that without help from the brilliant teacher Andrea Whittaker, the friendly atmosphere and the high standard of the school this would have been impossible.

Ms. Whittaker is not only an outstanding English teacher, she also speaks German, French and Italian that gives her a good "feeling" about lots of the problems we students have in learning English, and not once did she come unprepared for the lessons! As far as I am concerned, this also goes for the rest of the teachers.

So at last, I would like to say something about the outings that the school organises.

During my six months as a pupil I went to a bustrip to London, including a visit at the Buckingham Palace. I also went to Stratford-upon-Avon and attended a guided tour round Cambridge. The guided tour was free, and the two bustrips were not very cheap but much more affordable than a similar trip organised by, for example a Travel Agency.

I am convinced that I'm not only speaking from own experience but also on behalf of many other former students at the KPD School.

Please do the principal Mrs. K. Driver, and the School justice and write another article. An article which tells the truth!

Yours sincerely,

Mrs Katarina Stronguin

ex-student at the KPD School of English, Cambridge

(b)

Dear Mrs. Driver,

I was so upset by the article in the Local newspaper. What dreadful things to say! Lies and assumptions, all of it!

Any way, I immediately wrote a letter to the newspaper explaining that they've got it all wrong. I asked them to write a new article with correct information.

Meanwhile I'll go on recommending your school to all I know as I've always done!

Wishing you, and all the teachers at the KPD School a Merry Christmas and a Happy New Year!

Yours sincerely,

Mrs. Katarina Stronguin

ex-student at your excellent school!

Comments

Content

- a) Expands appropriately on the points and writes forcefully.
- b) Very natural and positively reassuring.

Organisation and cohesion

- a) Excellent use of paragraphing. Extremely strong conclusion.
- b) An appropriate note with a very successful opening.

Range

Great variety in the expressions used, e.g. *utterly wrong; do someone justice*. Successful use of inversion, e.g. *not once did she come unprepared*. A lot of high level vocabulary, e.g. *assumptions; outstanding; affordable*.

Register

- a) Acceptable. Natural indignation overrides formality occasionally.
- b) Good, friendly note – semi-informal.

Target reader

- a) Reader would be convinced by the letter.
- b) Reader would be pleased to receive the note.

Accuracy of language

Occasional minor errors, e.g. *I am convinsed; So at last . . .*

Mark 5

Sample G (Test 3, Question 3 – review)

I was asked to select three currently available videos of different types and review them. It is not an easy work to do as there is such an incredible amount of new videos representing a variety of subjects. As the main purpose of watching videos is usually entertainment, I decided to concentrate on two cinema films and one musical concert.

Who does not like adventure and fast action? We were brought up with western moovies and probably they have a big sentimental value for us. And here we have "Dancing with the Woolves" - highly praised by critics and loved by the audience. Full-bloodied, romantic, forcing to reflection, deeply mooving - this is just a clumsy description of the variety of emotions which that film can give you. The story of a soldier who found his place on the Earth after the war, which always means distruction and tears. Among the Red Indians he leads a peaceful, happy life full of values which are denied by civilised society. He fights to help them against stupidity of possessive people trying to capture their land as he comes to realise that love, nature and faith is what really matters.

Another film I would like to recommend you, deals with a very serious subject. "Awakenings" presents mentally ill people deeply restricted in their moovements and thinking by coma. The sudden discovery of the cure gives them a little hope for a normal life. "Normal life" considered by others to be boring for them is like an access to heaven. This film is teaching us how to value simple things in our life and how to appreciate our health.

I am sure all of us like music - as we are young and enthusiastic. I found something special and differrent. It is suitable for one of the hot, summertime evenings. The concert of "Clannad" recorded in Royal Albert Hall might be a breathtaking experience for you. Quiet and soothing, giving a lot of reflections, very mysterious and original music of this Irish group will capture your heart straightaway.

I hope all of us of varied nationalities can find some international values in both films I recommended and admire the beauty of the Irish music - played by Clannad.

Comments

Content

All points covered well.

Organisation and cohesion

Good.

Range

Good.

Register

Appropriate.

Target reader

Would be well informed.

Accuracy of language

Not quite tight enough control of language. Repeated 'oo' error (n.b. not too serious an error). Punctuation, on the other hand, occasionally impedes communication e.g. in sentences beginning *Normal Life . . .* and *Quiet and soothing*.

Mark 4

Sample H (Test 3, Question 4 – directory entry)

EDUCATIONAL OPPORTUNITIES IN RUSSIA

INTRODUCTION

MY DEAR FRIEND I WOULD LIKE TO GIVE YOU SOME INFORMATION ABOUT DIFFERENT TYPES OF EDUCATIONAL OPPORTUNITIES IN MY COUNTRY.

UNIVERSATYS AND INSTITUTES.

THERE ARE A BIG CHOICE OF UNIVERSATYS AND INSTITUTES. ONE OF MOST FAMOUS AND POPULAR IS UNIVERSATY NAMED BY LONONOSOV M.V. YOU CAN CHOUSE ANY SUBJECTS IF YOU WOULD LIKE (HISTORY, LITERATURE, ECONOMICS, POLITICS, ART, MATHEMATICS, PHILOSOPHY). THE STAFF OF TEACHES IS VERY HIGHT (DOCTORS, PROFESSORS). EVERYBODY GRADUATED UNIVERSATY OR HAS TWO DIPLOMA. EVERY STUDENT SHOULD APPLY ONE YEAR BEFOR AND SEND APPLICATION FORM AND C.V. THE RESULTS OF THE ENDING SCHOOL SHOULD BE VERY HIGHT IT IS "A" LEVEL OF FORIEGN STUDENTS AND "RED DIPLOMA" FOR RUSSIAN STUDENTS. THE STUDENN WILL TAKE ONE OR TWO EXAMINATIONS. AND SHOULD PASS THE EDUCATION IS PAYEBLE. (THE GOVERNMENT OR COMPANY HAVE TO PAY). THE ENTERENCE TO UNIVERSATY OR INSTITUTES IS COMPERTETIVE.

UNIVERSATY NAMED BY P. LUMOMBO (SORRY FOR SPELLING) YOU CAN STADY DIFFERENT LANGUAGES HERE AND ANOTHER SUBJECTS. THE SYSTEM OF APPLYING THE SAME IN EVERY UNEVERSITY AND INSTITUTES.

COLLAGES.

OUR COUNTRY GIVES BIG VORAETY TO STUDY IN DIFFEREN COLLAGES. AND RECIEVE KNOWLEDGE IN MANY FILDS. (MATHEMATICS, ECONOMICS, PHISICS, HISTORY, COMPUTER SYSTEMS AND SO ON). THE THEACHERS ARE QUALIFIED TOO. FOR COLLAGES IT WILL BE ENOUGH "A" LEVEL FROM YOUR COUNTRY. YOU SHOULDN'T PASS THE EXAMS.

PLEASE SEE THE NEXT PAGE

FACILITIES IN UNEVERSATY AND COLLAGES.

THE FACILITIES ARE GOOD. THE STUDENTS CAN ATTEND THE SPORTS HOLLS AND SWIMMING PULL AND USE THE LIBRARIES. OUR COUNTRY HAS ONE OF THE BIGGEST LIBRARY IN THE WORLD (THE BIG COLLECTION OF THE BOOKS, - (MAGAZINES, NEWSPAPERS. TRANSLATEN ON THE MANY LANGUAGES.

ALSO YOU CAN HAVE GOOD REST DURING YOUR STADING AND HAVE OPPORTUNITIES TO VISIT FAMOUST PLACE IN ALL PART OF RUSSIA. THE PRICE IS NOT VERY EXPENSIVE.

DEAR YOUNG STUDENTS WE INVITE YOU TO OUR COUNTRY. YOU HAVE THE BIG CHOICE. IN OUR COUNTRY TO CONTINIER YOUR EDUCATION.

IF YOU WILL HAVE ANY QUISTIONS I WILL DO ALL MY BEST TO SEND YOU ALL INFORMATION ABOUT THE SYSTEM OF EDUCATION IN MY COUNTRY.

Comments

Content

Although potentially informative it is not easy to get a clear picture of the educational system.

Organisation and cohesion

Attempt at paragraphing and sub-headings.

Range

Not CAE level.

Register

Inappropriate use of first person.

Target reader

Very negative effect on target reader.

Accuracy of language

Frequent basic structural and spelling errors.

Mark 1

Sample 1 (Test 4, Question 2 – letter)

Dear Magdalene,

Thank you for your kind letter. I'm very happy about you going to Florida. It must be very exciting for you. It was for me when I went there four years ago. Anyway, I'll be waiting for a news from you.

Now, I want to explain you about that strike situation which was carried out by the National Teachers Union last month. They decided to boycott the secondary school exams unless the Department of Education would agree to their demands. They wanted to secure their jobs and a good quality of education. I'm sure you haven't heard about the plans which the Secretary of State is thinking of putting into reality. Cutting down the number of teaching staff, making classes bigger from 30 to 40 pupils, giving extra hours to already exhausted staff are only few of them. So as you can see, the teachers are fighting for better future not only for themselves but also for the growing generations of young Poles. Personally speaking, I don't know how parents with children cope these days? It must be very difficult for them. I don't worry about it as much as they do because I don't go to school any more and I don't have a child. It doesn't mean that I'm not interested on it. Everything what is happening now, will have its influence on the future. I believe the situation will be better with every year. Now it's more difficult because we have to start from the beginning in every part of our lives.

I hope that I helped you to understand the above mentioned problems. It's not easy for us so I can imagine your "poor" head full of black clouds. Are they white now?

Love from

Magda.

PS. I'll write to you a longer letter as soon as I complete my English exams.

Comment

Content

Doesn't deal with the reassuring or the coping parts of the question.

Organisation and cohesion

Very long paragraph which would be better broken up.

Range

Evidence of range in both vocabulary (*exhausted; growing generations; have influence on*) and structure.

Register

Appropriate.

Target reader

Would be informed but not reassured.

Accuracy of language

Quite good control of language. Would have got a better mark had she completed the task set.

Mark 3

Paper 3 English in Use

The CAE English in Use paper consists of six parts and 80 questions in total. The time allowed for completing all six parts is one and a half hours.

Test focus

This paper tests the ability to apply knowledge of the language system, including control of grammar, lexis, spelling, punctuation, register, word-building, cohesion, coherence, and formulaic language.

Tasks

All the tasks in Paper 3 are based on texts adapted from authentic sources.

Part 1

A four-option multiple-choice cloze containing 15 gaps with the focus on lexical words.

Part 2

A cloze test containing 15 gaps, with the focus on structural words.

Part 3

A task requiring candidates to recognise errors within a text; these may include errors of spelling and punctuation, or unnecessary words.

Part 4

A task containing two texts from which a number of words have been removed. Candidates are provided with a prompt word for each gap from which they must build an appropriate word to fill the space.

Part 5

A task requiring candidates to recognise and manipulate items of vocabulary in order to complete a second text so that it is stylistically appropriate in terms of both audience and purpose.

Part 6

A text from which a selection of phrases or short sentences have been removed and placed below the text along with several additional phrases. Candidates are required to identify the phrase or short sentence which has been removed.

Marks

One mark is given for each correct answer. The total mark is subsequently weighted to 40.

Marking

Candidates record their answers (either by selecting a letter or writing one or two words) on a separate answer sheet which is processed by trained markers and then scanned by computer. Draft mark schemes for **Parts 1, 3, 4 and 6** are wholly objective, with no possible alternatives. Draft mark schemes for **Parts 2 and 5** are drawn up in advance of the examination and are subsequently expanded to include acceptable alternatives following a careful analysis of candidate answers. An experienced co-ordinating examiner supervises the procedure throughout the marking period, and all answer sheets go through a double-marking process.

Paper 4 Listening

This paper tests the ability of candidates to understand the spoken standard English of educated native and non-native speakers, with a range of accents. Delivery is at normal, accessible speed, appropriate to context.

The paper is divided into four parts and is approximately 45 minutes in length. Each of the four parts consists of a recorded text and a series of questions; there is a total of 30 to 40 questions on the Listening Paper. **Parts 1, 3 and 4** are heard twice; **Part 2** is heard once only.

The instructions which begin each part of the Listening Paper are written and spoken. They give the general context for the input and explain the task. They are followed by a pause for the candidate to study the task for that part.

Candidates write their answers on the question paper while listening. Ten minutes are allowed at the end of the test for them to transfer their answers to an answer sheet.

Test focus

Part 1

- Understanding and application of specific information from the text.

Part 2

- Understanding and application of specific information from the text.

Part 3

- Understanding the text as a whole including gist and attitude, as well as directly stated information.

Part 4

- Understanding of context (including speaker identity), opinion, topic, language function, etc.

Texts

Different text types appropriate to the particular test focus are used in each part of the paper.

Part 1

One or more than one related text(s), delivered as monologue(s), to test the understanding of informational language. The range of text types includes: announcements, radio broadcasts, recorded telephone messages, speeches, talks, lectures, etc. The length of the input text is approximately two minutes; the text is heard twice.

Part 2

One text with key information which is usually given more than once within the text, to test the understanding of informational language. The text is generally a monologue, but may include prompts or brief questions from a second speaker. The range of text types includes those in Part 1, plus conversations. The length of the input text is approximately two minutes; the text is heard once only.

Part 3

Normally one longer text, usually with no more than three speakers interacting at one time. The range of text types includes those in Parts 1 and 2, plus interviews and meetings. The length of the text is approximately four minutes; the text is heard twice.

Part 4

A series of five short extracts related by topic, theme or context; the extracts vary in length, usually between 10 and 30 seconds each, with brief pauses between them. The series of extracts tests identification of context, topic, function, information, etc. The range of text types includes all those listed for Parts 1, 2 and 3. The length of the input text is approximately two minutes; the text is heard twice.

Tasks

Task types include note-taking, blank-filling, multiple-choice, multiple-matching, etc. Questions are answered by selecting a letter (A, B, C, etc.) or by writing a word, a number or short phrase (normally not more than three words). Accurate spelling in answers is required.

The tasks for the different parts of the paper are as follows:

Part 1

Questions test the understanding and application of specific information from the text. The questions usually involve form-filling and note-taking.

Part 2

Questions test the understanding and application of specific information from the text. The questions usually involve form-filling and note-taking.

Part 3

Questions test the understanding of the text as a whole, including gist, attitude and directly stated information. The questions may include short answers, short notes, sentence completion, and multiple choice.

Part 4

Questions test understanding of speaker identity, opinion, topic, language function, context, etc. The questions usually consist of two multiple-matching tasks, but may include multiple-choice.

Marks

One mark is given for each correct question. The total for any version of the Listening Paper is weighted to give a mark out of 40 for the paper.

For security reasons, several versions of the Listening Paper are used at each administration of the examination. Before grading, the performance of the candidates in each of the versions is compared and marks adjusted to compensate for any imbalance in levels of difficulty.

Marking

The paper is marked under the supervision of a co-ordinating examiner. A mark scheme for each version of the Listening Paper is drawn up in the light of pre-testing. This is adjusted at the beginning of the marking procedure to take account of actual candidate performance, and then finalised. All scripts are double-marked. Question papers may be scrutinised during the marking if there is any doubt about candidates' responses on the answer sheets.

Paper 5 Speaking Test

The CAE Speaking Test is conducted by two Oral Examiners (an Interlocutor and an Assessor), with pairs of candidates. The Interlocutor is responsible for conducting the Speaking Test and is also required to give a mark for each candidate's performance during the whole test. The Assessor is responsible for providing an analytical assessment of each candidate's performance and, after being introduced by the Interlocutor, takes no further part in the interaction.

The Speaking Test takes about 15 minutes for each pair of candidates and is divided into four parts:

Part 1 Social interaction

Part 2 Long turn

Part 3 Two-way discussion, negotiating the outcome to a problem-solving task

Part 4 Developing the theme of the discussion in Part 3

The visual prompts for **Parts 2 and 3** are usually in full colour and may be photographs, line drawings, diagrams, maps, posters, notices, etc., displayed individually or as part of a set.

Test focus

Interacting in conversational English in a range of contexts; demonstrating this through appropriate control of grammar, vocabulary, management of discourse, pronunciation and interactive communication.

Tasks

Tasks include different interaction patterns (examiner to candidate, candidate to candidate, etc.), different discourse types (short turn, long turn, etc.), and focus on different features, such as comparing and contrasting, exchanging information, stating and supporting an opinion, agreeing and disagreeing, hypothesising, expressing certainty and uncertainty, initiating and responding, collaborating, and turn-taking.

The purpose of Part 1 (about three minutes) is to test general interactional and transactional social language. The Interlocutor asks a few introductory questions of each candidate. The candidates are then directed to ask each other a number of questions on topics such as interests, hobbies, future plans, etc., and this may be followed by some further questions from the Interlocutor.

The purpose of Part 2 (three to four minutes) is to elicit a sample of transactional language from each candidate. Each candidate is given the opportunity to speak without interruption for about one minute.

Tasks are designed to range beyond pure description and may include the following task types:

- describe, speculate and identify
- describe, speculate and eliminate
- compare, contrast and hypothesise
- describe, hypothesise and comment

Sometimes the two Part 2 tasks will be completely independent of one another; sometimes they will form a ‘shared’ task, with related visual stimuli on a common theme sharing the same rubric.

The purpose of Part 3 (three to four minutes) is to elicit short transactional turns from each candidate by engaging them both in the same problem-solving activity. The tasks are designed to be open and speculative, ranging beyond pure description, and with no definite outcome, i.e. a problem-solving task with no precise answer. Candidates should be able to express their own views, invite the opinions and ideas of their partner and, where necessary or appropriate, negotiate a decision. The metalanguage of the exchange is as much a part of the test as the utterances directly connected with the prompt.

The purpose of Part 4 (three to four minutes) is to elicit a further sample of language from each candidate by encouraging them to take part in a wider discussion of the issues raised in Part 3.

At the end of the Speaking Test, candidates are thanked for attending but are given no indication of their level of achievement.

NB The CAE Speaking Test is designed for pairs of candidates. However, where a centre has an uneven number of candidates, the last three candidates will be examined together. This test takes 23 minutes. Oral Examiner packs contain shared tasks which are particularly appropriate for these groups of three.

Assessment and Marking

Throughout the Speaking Test, candidates are assessed on their language skills, not on their personality, intelligence, or knowledge of the world. Candidates must, however, be aware that Oral Examiners can only base their assessments on what they hear. Candidates who fail to exploit the opportunities to show what they are capable of will be assessed only on what they say, and not on what the Oral Examiner thinks they might be capable of saying.

Marks are awarded throughout the test according to the following assessment criteria:

Grammar and Vocabulary

This refers to the accurate and appropriate use of syntactic forms and vocabulary in order to meet the task requirements. The CAE tasks require the candidates to know enough grammar and vocabulary to produce accurate and appropriate language without halting to search for words or to construct syntactic forms.

Discourse Management

This refers to the ability to link ideas and language together to form coherent, connected speech. The length of the utterances will depend on the requirements of the task; in Part 2, for example, candidates are required to talk without interruption for one minute, while Part 3 tasks are likely to encourage short utterances.

Pronunciation

In general, this refers to the ability to produce comprehensive utterances. More specifically, this refers to the production of individual sounds, appropriate linking of words, word stress, stress timing, highlighting of words to indicate information or to enforce a message, and the use of contrasting pitch levels to convey the intended meaning.

Interactive Communication

This refers to the ability to interact in the discourse by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements. It includes the ability to use functional language to maintain or repair interaction, and a willingness to develop the conversation.

Global Achievement

In addition to the analytical scales there is the *Global Achievement* scale which is used only by the Interlocutor. This scale refers to the candidate's overall effectiveness in tackling the tasks in the four separate parts of the test.

Candidates are assessed on their own individual performance according to the established criteria and are not assessed in relation to each other. Assessments are made in relation to the whole test and not to performance in particular parts of the test. Marks for each scale are awarded out of five: the Assessor's marks are weighted singly and the Interlocutor's mark is double-weighted. Marks for the Speaking Test are subsequently weighted to produce a final mark out of 40.

After initial training, Oral Examiners are required to attend biannual co-ordination sessions to maintain standardisation of marking. These sessions involve watching and discussing sample Speaking Tests recorded on video, and then conducting mock tests with volunteer candidates. The sample tests on video are selected to demonstrate a range of task types and different levels of competence, and are pre-marked by a team of experienced Oral Examiners.

In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately fifteen Oral Examiners. Team Leaders give advice and support and also monitor Oral Examiners on a regular basis during live tests. The Team Leaders are responsible to a Senior Team Leader who is the professional representative of UCLES for the Speaking Tests. Senior Team Leaders are appointed by UCLES and attend annual co-ordination and development sessions in the UK. Team Leaders are appointed by the Senior Team Leader in consultation with the local administration.

Grading and results

Grading takes place once all scripts have been returned to UCLES and marking is complete. This is approximately six weeks after the examination. There are two main stages: grading and awards.

Grading

The five CAE papers total 200 marks, after weighting. Each paper represents 20% of the total marks available. For each paper, the grade boundaries (A, B, C, D and E) are set using the following information:

- Statistics on the candidature.
- Statistics on the overall candidate performance.
- Statistics on individual items, for those parts of the examination for which this is appropriate (Papers, 1, 3 and 4).
- The advice of Chief Examiners, based on the performance of candidates, and on the recommendation of examiners where this is relevant (Paper 2).
- Comparison with statistics from previous years' examination.

A candidate's overall CAE grade is based on the aggregate score gained by the candidate across all five papers.

Awards

The Awarding Committee deals with all cases presented for special consideration, e.g. temporary disability, unsatisfactory examination conditions, suspected collusion, etc. The committee can decide to ask for scripts to be re-marked, to check results, to change grades, to withhold results, etc. Results may be withheld because of infringement of regulations or because further investigation is needed. Centres are notified if a candidate's results have been scrutinised by the Awarding Committee.

Results

Results are reported as grades. There are three pass grades (A, B, C) and two fail grades (D and E). Results slips for candidates who pass provide an indication of those papers in which an outstanding performance has been achieved. Result slips for candidates who fail provide an indication of those papers in which they have performed well below average. The minimum successful performance which a candidate typically requires in order to achieve a grade C corresponds to about 60% of the total marks.

Paper 5 frameworks

Test 1

Note: In the examination, there will be both an Assessor and an Interlocutor in the room.

The following rubrics use plural forms, where appropriate, although it is realised that a teacher may often be working with an individual student for practice sessions.

The visual material for Test 1 appears on pages C1, C2 and C3 of the Student's Book.

Part 1 (3 minutes)

Interlocutor: 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.

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

(Select one or two questions as appropriate.)

- Do you know each other?
- Are you studying English in a school or college?
- Have you travelled far today?

Now, I'd like you to ask each other something about:

(Select two prompts initially, in any order, as appropriate.)

- the area in which you live
- your spare-time activities
- your attitude to sports
- your future plans

(Select further prompts to be used as necessary.)

- In what ways is your English useful to you?
- Have you ever travelled abroad?
- How easy is it for you to communicate with people from different countries?
- What will you be doing in two weeks' time?

Part 2 (4 minutes)

Interlocutor: In this part of the test I'm going to give each of you the chance to talk for about a minute and to comment briefly after your partner has spoken.

First, you will each have the same set of pictures to look at. They are both advertisements for travelling by ship.

Indicate the photographs on page C1 of the Student's Book to both candidates.

Interlocutor: (Candidate A), it's your turn first. I'd like you to compare and contrast the pictures, saying when you think they were produced and what kind of messages they convey.

Don't forget, you have about one minute for this.

All right? So, (Candidate A), would you start now, please?

Candidate A: [*Approximately one minute.*]

Interlocutor: Thank you.

Now, (Candidate B), can you tell us which advertisement appeals to you more?

Candidate B: [*Approximately 20 seconds.*]

Interlocutor: Thank you.

Now, I'm going to give each of you another set of pictures to look at. They show people using mobile phones.

Indicate the photographs on page C2 of the Student's Book to both candidates.

Now, (Candidate B), it's your turn. I'd like you to choose two or three of these people and talk about why you think they bought a mobile phone and how useful you think it is to them.

Don't forget, you have about one minute for this.

All right? So, (Candidate B), would you start now, please?

Candidate B: [*Approximately one minute.*]

Interlocutor: Thank you.

Now, (Candidate A), can you tell us if you think portable phones are useful?

Candidate A: [*Approximately 20 seconds.*]

Interlocutor: Thank you.

Part 3 (4 minutes)

Interlocutor: Now, I'd like you to discuss something between yourselves but please speak so that we can hear you.

I'd like you to imagine that you have been asked to plan a new, early-morning television or radio programme.

Indicate the material on page C3 of the Student's Book to both candidates.

Talk to each other about the style, content and duration of the programme and who the audience might be.

You have four minutes for this.

Candidates

A & B: [Four minutes.]

Interlocutor: Thank you.

So, what did you decide?

Part 4 (4 minutes)

Interlocutor: *Select any of the following questions as appropriate:*

- Which do you think is more popular, radio or television, and why?
- What sort of people might prefer early-morning television to early-morning radio?
- Why might some people not be interested in an early-morning programme?
- What advantages do you think the television has over other types of media?
- What are your feelings about advertising on the television and radio?

Thank you. That is the end of the test.

Test 2

Note: The material in Test 2 is suitable for use with groups of three students. In the examination, there will be both an Assessor and an Interlocutor in the room.

The following rubrics use plural forms, where appropriate, although it is realised that a teacher may often be working with an individual student for practice sessions.

The visual material for Test 2 appears on pages C4, C5, C7 and C9 of the Student's Book.

Part 1 (3 minutes, or 5 minutes for groups of three)

Interlocutor: 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.

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

(Select one or two questions as appropriate.)

- Do you know each other?
- Are you studying English in a school or college?
- Have you travelled far today?

Now, I'd like you to ask each other something about:

(Select two prompts initially, in any order, as appropriate.)

- the area in which you live
- your spare-time activities
- your attitude to sports
- your future plans

(Select further prompts to be used as necessary.)

- In what ways is your English useful to you?
- Have you ever travelled abroad?
- How easy is it for you to communicate with people from different countries?
- What will you be doing in two weeks' time?

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

NB ● Give one pair of pictures to each candidate *in turn* and, after the final long turn, elicit comments as indicated.

Interlocutor: In this part of the test, I'm going to give each of you the chance to talk for about a minute and to comment briefly after your partner(s) has/have spoken.

You will each see two pictures of different kinds of entertainment.

(Candidate A), it's your turn first. Here are your pictures.
Please let (Candidate(s) B (and C)) see them.

Indicate the photographs on page C4 of the Student's Book to Candidate A.

I'd like you to talk about your pictures, saying what sort of atmosphere is created, and what sort of person you think enjoys going to events like these.

Don't forget, you have about one minute for this.

Would you start now, please?

Candidate A: [Approximately one minute.]

Interlocutor: Thank you. Now, (Candidate B), here are your pictures. Please let (Candidate(s) A (and C)) see them.

Indicate the photographs on page C7 of the Student's Book to Candidate B.

Remember to say what sort of atmosphere is created and what sort of person you think enjoys going to events like these.

Would you start now, please?

Candidate B: [Approximately one minute.]

Interlocutor: Thank you. Now, (Candidate C), here are your pictures.
Again, please let (Candidate(s) A (and B)) see them.

Indicate the photographs on page C9 of the Student's Book to Candidate C.

Remember to say what sort of atmosphere is created and what sort of person enjoys going to events like these.

Would you start now, please?

Candidate C: [Approximately one minute.]

Interlocutor: Thank you. Now, would you like to look at each other's pictures again and say which of the events you would least enjoy going to?

You only have a very short time for this, so don't worry if I interrupt you.

Candidates

A & B: [Approximately one minute.]

or

Candidates

A, B & C: [Approximately two minutes.]

Interlocutor: Thank you.

Part 3 (4 minutes, or 6 minutes for groups of three)

Interlocutor: Now, I'd like you to discuss something between/among yourselves but please speak so that we can hear you.

I'd like you to imagine that a tourist development is to be built on an island just off the mainland.

Indicate the material on page C5 of the Student's Book to the candidates.

Look at the various suggestions for linking the island to the mainland and decide which **three** would be the best and explain why.

You have four minutes for this.

Candidates

A & B (& C): *[Four minutes, or six minutes for groups of three.]*

Interlocutor: Thank you.

So, which three did you choose?

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

Interlocutor: *Select any of the following questions as appropriate:*

- In what ways might some of these methods of transport be dangerous?
- How good an idea would it be to build a new tourist development in your area? Where do you think the best place to build it would be?
- What environmental considerations should one think about when building holiday developments like this?
- Are there any places where you think it is inappropriate to build theme parks and specially designed holiday resorts?
- Which of these methods of transport would you prefer to use and why?

Thank you. That is the end of the test.

Test 3

Note: In the examination, there will be both an Assessor and an Interlocutor in the room.

The following rubrics use plural forms, where appropriate, although it is realised that a teacher may often be working with an individual student for practice sessions.

The visual material for Test 3 appears on pages C6, C8, C10, C12 and C13 of the Student's Book.

Part 1 (3 minutes)

Interlocutor: 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.

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

(Select one or two questions as appropriate.)

- Do you know each other?
- Are you studying English in a school or college?
- Have you travelled far today?

Now, I'd like you to ask each other something about:

(Select two prompts initially, in any order, as appropriate.)

- the area in which you live
- your spare-time activities
- your attitude to sports
- your future plans

(Select further prompts to be used as necessary)

- In what ways is your English useful to you?
- Have you ever travelled abroad?
- How easy is it for you to communicate with people from different countries?
- What will you be doing in two weeks' time?

Part 2 (4 minutes)

Interlocutor: In this part of the test I'm going to give each of you the chance to talk for about a minute and to comment briefly after your partner has spoken.

First, you will each have the same set of pictures to look at. They show two different ways of shopping: going out to the shops and shopping by post.

Indicate the material on page C6 of the Student's Book to both candidates.

(Candidate A), it's your turn first. I'd like you to compare and contrast these pictures, saying what message you think the artist is trying to convey.

Don't forget, you have about one minute for this.

All right? So, (Candidate A), would you start now, please?

Candidate A: [Approximately one minute.]

Interlocutor: Thank you.

Now, (Candidate B), which of these ways of shopping would you prefer?

Candidate B: [Approximately twenty seconds.]

Interlocutor: Thank you.

Now, I'm going to give each of you another set of pictures to look at. They show a children's playground. Please do not show your pictures to each other.

(Candidate B), you have three pictures.

Indicate the photographs on page C8 of the Student's Book to Candidate B.

(Candidate A), you have the same three pictures plus an extra one.

Indicate the photographs on page C10 of the Student's Book to Candidate A.

I'd like you, (Candidate B), to describe your three pictures as fully as possible.

Don't forget, you have about one minute for this.

I'd like you, (Candidate A), to listen carefully and tell us which picture has not been described.

All right? So, (Candidate B), would you start now, please.

Candidate B: [Approximately one minute.]

Interlocutor: Thank you.

Now, (Candidate A), can you tell us which picture has not been described?

Candidate A: [Approximately twenty seconds.]

Interlocutor: Thank you.

Part 3 (4 minutes)

Interlocutor: Now, I'd like you to discuss something between/among yourselves but please speak so that we can hear you.

Here are some pictures of different types of pollution.

Indicate the photographs on pages C12 and C13 of the Student's Book to both candidates.

I'd like you to select some of them and talk together about the effects they are having on the world. Decide which type of pollution is likely to present the worst problems in the future and suggest how it may be controlled.

You have three or four minutes for this.

Candidates

A & B: [Four minutes.]

Interlocutor: Thank you.

So, what did you decide?

Part 4 (4 minutes)

Interlocutor: *Select any of the following questions as appropriate:*

- Are there any other types of pollution which you think are harmful?
- Who do you think should be responsible for controlling pollution?
- What can the ordinary person do to help preserve the environment?
- What sort of penalties should individuals and companies pay for polluting the Earth?
- How can we educate different age groups to be aware of the dangers to the environment?
- What is the greatest environmental problem in your country?

Thank you. That is the end of the test.

Test 4

Note: The material in Test 4 is suitable for use with groups of three students. In the examination, there will be both an Assessor and an Interlocutor in the room.

The following rubrics use plural forms, where appropriate, although it is realised that a teacher may often be working with an individual student for practice sessions.

The visual material for Test 4 appears on pages C11, C14, C15 and C16 of the Student's Book.

Part 1 (3 minutes, or 5 minutes for groups of three)

Interlocutor: 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.

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

(Select one of two questions as appropriate.)

- Do you know each other?
- Are you studying English in a school or college?
- Have you travelled far today?

Now, I'd like you to ask each other something about:

(Select two prompts initially, in any order, as appropriate.)

- the area in which you live
- your spare-time activities
- your attitude to sports
- your future plans

(Select further prompts to be used as necessary.)

- In what ways is your English useful to you?
- Have you ever travelled abroad?
- How easy is it for you to communicate with people from different countries?
- What will you be doing in two weeks' time?

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

NB ● Give one pair of pictures to each candidate *in turn* and, after the final long turn, elicit comments as indicated.

Interlocutor: In this part of the test I'm going to give each of you the chance to talk for about a minute and to comment briefly after your partner(s) has/have spoken.

You will each see a picture of someone being interviewed.

(Candidate A), it's your turn first. Here is your picture. Please let *(Candidate(s) B (and C))* see them.

Indicate the photograph on page C11 of the Student's Book to Candidate A

I'd like you to say as much as you can about the people in your picture, the kind of information the interviewer may be interested in, and the response he or she might get.

Don't forget, you have about one minute for this.

Would you start now, please?

Candidate A: [*Approximately one minute.*]

Interlocutor: Thank you. Now, (*Candidate B*), here is your picture. Please let (*Candidate(s) A (and C)*) see it.

Indicate the photograph on page C14 of the Student's Book to Candidate B.

Remember to say what kind of information the interviewer may be interested in and the response he or she might get.

Would you start now, please?

Candidate B: [*Approximately one minute.*]

Interlocutor: Thank you. Now, (*Candidate C*), here is your picture. Again, please let (*Candidate(s) A (and B)*) see it.

Indicate the photograph on page C16 of the Student's Book to Candidate C.

Remember to say what kind of information the interviewer may be interested in and the response he or she might get.

Would you start now, please?

Candidate C: [*Approximately one minute.*]

Interlocutor: Thank you. Now, would you like to look at each other's pictures again and say which of these people you would like to interview.

You only have a very short time for this, so don't worry if I interrupt you.

Candidates

A & B: [*Approximately one minute.*]

or

Candidates

A, B & C: [*Approximately two minutes.*]

Interlocutor: Thank you.

Part 3 (4 minutes, or 6 minutes for groups of three)

Interlocutor: Now, I'd like you to discuss something between/among yourselves but please speak so that we can hear you.

I'd like you to look at this advertisement and decide which courses are available at the college.

Indicate the material on page C15 of the Student's Book to the Candidates.

Talk about whether the courses are of a practical or academic nature and choose **two** or **three** which you think would be the most useful in helping someone to find a job nowadays.

You have three or four minutes for this.

Candidates

A & B (& C): *[Four minutes, or six minutes for groups of three.]*

Interlocutor: Thank you.

So, which did you choose?

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

Interlocutor: *Select any of the following questions as appropriate:*

- What skills do you think will be needed for jobs in the future?
- How have jobs changed over the last few years in your country?
- If both parents work full-time, what effect does this have on family life?
- What age do you consider to be suitable for retirement: 50, 55, 60, 65? Why?
- What kind of skills do you need for your chosen career?

Thank you. That is the end of the test.

Test 1 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 A 2 A/E 3 A/E 4 B/D 5 B/D 6 C 7 G 8 A
9 F/H 10 F/H 11 E 12 B 13 E 14 H 15 G

Part 2

16 H 17 B 18 G 19 A 20 D 21 F 22 C

Part 3

23 B 24 C 25 C 26 B 27 D

Part 4

28 A 29 E 30 B 31 C 32 A/E 33 A/E
34 B/E 35 B/E 36 B 37 C 38 A 39 E
40 A/B/D 41 A/B/D 42 A/B/D 43 B 44 E 45 D

Paper 2 Writing (2 hours)

Task-specific mark schemes

Question 1

Content (points covered)

Two letters

(a) A letter with at least a balanced reference to three points:

- description of what happened
- conveyance of thanks
- offer of repayment of costs.

Letters that do not mention ALL three can only get a mark of 2.

Suitable opening/close to letter, with appropriate introductory statement of who the writer is.

(b) A brief letter summarising the outcome, not merely a list of contents.

Should mention reference number, and must refer to missing passport to get a minimum mark of 3.

NB Candidates must do both (a) and (b) for a minimum mark of 3.

Organisation and cohesion

(a) Correct letter format (addresses not necessary) with clear paragraphs. Cohesive devices used effectively to link the details of the incident, the expression of thanks and the offer to repay the cost.

Test 1 Key

- (b) One paragraph sufficient, but well-balanced. Succinct emphasis on the passport being missing. Appropriate opening and closing statements.

Range

Shows clear contrast in expression between (a) and (b), avoiding repetition. Minimal lifting from the question paper with some paraphrasing.

Evidence of use of original expressions appropriate to each letter with competent use of both factual language and personal expression. Ability to summarise describing events clearly.

Register

- (a) Formal – could be fairly informal, but polite/consistent.
(b) Formal/neutral.

Target reader

- (a) Editor would be informed and interested enough to publish the letter.
(b) The police would be informed of the loss of the passport and connect it to the original incident.

Question 2

Content (points covered)

Clear summary including name of the book in question. For a minimum mark of 3, all three basic aspects of the task have to be included – name of book and summary, why others might enjoy it and what can be learned from it.

NB Book can be of any type (not only literature) but must be in English.

Organisation and cohesion

A purposeful opening and brief conclusion – an attempt to engage readers from the beginning. Cohesive connections of summary and other two points. Review format, not letter.

Paragraphs and/or sub-headings for three basic aspects, although second and third aspects may well be linked, and even embedded in the summary.

Ability to summarise, describing clearly what the book is about.

Range

Competent use of both factual language and the language of personal opinion. (The language of literary criticism is not expected.)

Register

Neutral or informal, appropriate to the chosen target audience – consistent. Some enthusiasm should be evident with a possible touch of rhetoric.

Target reader

Reader would be sufficiently informed and interested to form an opinion on the book and decide whether to read it.

Question 3

Content (points covered)

Should be 'anchored' geographically, mentioning country, and should be a contemporary challenge.

Should be a challenge faced by *young* people, not just the general public.

Candidates who write about more than one challenge may not fully complete task envisaged. If candidates interpret 'challenge' as 'problem', they should not automatically be penalised.

Organisation and cohesion

Appropriate paragraphing with a clear introduction and conclusion and a title other than Project 2000. There should be an attempt to engage readers from the beginning.

Range

Interesting opening with some original language. Relevant vocabulary (to whatever challenge is) and correct use of future tenses.

Narrative/descriptive language and some expressions of rhetoric or personal opinion.

Register

Fairly formal/neutral. Could be neutral/informal if young people's magazine.

Target reader

Readers of international magazine would be informed and interested.

Question 4

Content (points covered)

Proposal must cover the three bullet points:

- what places the video should show and why
- who it would be interesting to have interviewed on the video and why
- what is special about the character of candidate's town/city that the video should try to convey

NB i) Reason(s) for including particular places or interviews could be embedded in the naming/description(s) of choice(s).

- ii) Any reasonable interpretation of 'special' – subjective or objective – is acceptable; it is not necessary to show the town/city has proven cultural/national significance.

Organisation and cohesion

The proposal should be clearly organised with suitable paragraphing.

Acceptable to use letter or report format, with or without headings and subheadings.

Range

Description, opinion, and language of explanation.

Vocabulary relating to town/city life, atmosphere, human character and/or achievement.

Test 1 Key

Register

Consistently formal or neutral.

Target reader

Would be clearly informed about possible approaches to making a video of the candidate's town/city – and able to assess the recommendations seriously for substance and interest.

Question 5

Content (points covered)

Clear introduction explaining purpose of report.

Description of one specific location in another country, which should be stated. (Inappropriate to dwell exclusively on anecdotal experiences in a place, especially negative ones. Factual approach needed, not personal experience.)

For a mark of 3, the two basic aspects of the task have to be included:

- location, giving geographical details
- why it is suitable.

Any relevant feature (including communications, etc.) is acceptable.

Organisation and cohesion

Report format, not letter.

Clear layout, with possible sub-headings, and obvious paragraphing. Clear introduction explaining purpose of report. An introductory sentence in 'letter format' is acceptable.

Range

Vocabulary and structures appropriate for suggestion/recommendations and a clear explanation of why a location is suitable. Language describing a business situation. (Not necessarily complex structures.) 'Business' terminology appropriate to a proposal.

Register

Formal/neutral.

Target reader

Would understand all the points being made and have enough information to evaluate the choice of location.

Paper 3 English in Use (1 hour 30 minutes)

Part 1

1 D 2 A 3 B 4 C 5 D 6 A 7 A 8 A 9 C
10 A 11 B 12 A 13 D 14 B 15 A

Part 2

16 be 17 though/however 18 to 19 others/some/many/several
20 that/which 21 with 22 such 23 or 24 but 25 so
26 for 27 on/upon 28 which 29 long 30 suddenly/quickly

Part 3

31 **3** 32 of 33 it 34 **3** 35 to 36 round 37 **3**
 38 about 39 soon 40 for 41 not 42 **3** 43 could
 44 them 45 **3** 46 out

Part 4

47 increasingly 48 repetition 49 variety 50 significant
 51 memorizing/memorising 52 personally 53 underestimate
 54 scientists 55 global 56 ecological 57 admission
 58 additional 59 subscription 60 membership 61 reduction(s)

Part 5

62 taking over 63 offered 64 a degree/a qualification/qualifications
 65 head/leader 66 area/field 67 so well
 68 under you/to manage 69 trips abroad 70 (very) good/excellent
 71 cost much 72 discuss it 73 depends on
 74 arrive/be received/be in

Part 6

75 H 76 C 77 G 78 I 79 B 80 D

Paper 4 Listening (approximately 45 minutes)*Part 1*

1 a chemist's (shop)/chemist shop 2 1837
 3 genuine and original
 4 unwell/ill/sick/not (very) well
 5 (the) West Indies 6 only four/4 people/employees
 7 30,000 litres 8 three/3 years 9 long neck 10 glass

Part 2

11 1400 hrs/2 pm 12 (approximately/just under) 3½ hour(s)/3 hrs 30 min
 13 (very) comfortable/fine/OK 14 meal(s) (*plus*) wine
 15 (£) 20 (per) booking 16 refunded/returned/repaid (at ferry office)
 17 every/each hour
 18 (ferry) ticket(s) (as a proof)

Part 3

19 C 20 C 21 B 22 D 23 B 24 D 25 C 26 A

Part 4

27 A 28 E 29 H 30 G 31 D
 32 H 33 F 34 C 35 G 36 E

Transcript

This is the Cambridge Certificate in Advanced English Listening Test. Test One.

This paper requires you to listen to a selection of recorded material and answer the accompanying questions.

There are four parts to the test, One, Two, Three and Four. You will hear Part Two once only. All the other parts of the test will be heard twice.

There will be a pause before each part to allow you to look through the questions, and other pauses to let you think about your answers. At the end of every pause you will hear this sound.

tone

You should write your answers on the question paper. You will have ten minutes at the end to transfer your answers to the separate answer sheet.

The tape will now be stopped. You must ask any questions now as you will not be allowed to speak during the test.

[pause]

PART 1

Now open your question paper and look at Part One.

[pause]

Part One

You will hear a talk about a product called Akwaaba Sauce. For questions 1 to 10, complete the notes. You will hear the recording twice.

[pause]

tone

Announcer: ... And now Jan Yates discovers the origins of Akwaaba sauce.

Presenter: The Australians say it's absolutely brilliant on barbecues, the French claim it brings out the piquancy of steak tartare and there's nothing the Chinese like better than to dip their dim sum in it. In fact, Akwaaba sauce is a product that's on the tip of just about everyone's tongue.

Maurice Bond started it all on his return to the town of Charlton in England from India in 1835. At a chemist's shop in Tower Street he handed over a secret recipe for a special spicy sauce. Mr John Ford was behind the counter and so was Mr William Stott. They had the knowledge, they concocted the ingredients and they kept a little for themselves. One day, when they were clearing the cellar out, they found it, dusted it off, brought it back up, tried it and eureka – Akwaaba sauce.

They then began commercial production in 1837, each bottle bearing the words 'genuine and original' on labels. A High Court order would later prevent other sauce manufacturers from using these words. In 1904 came royal approval – the ultimate acclaim – and with the help of explorers, Akwaaba sauce started to reach many parts of the world. For example, a Colonel Middleton was on his way to China and he stopped off in Tibet to pay his respects to the high priest, the High Lama.

He found that the poor old High Lama was not very well, so he left him some of the sauce and proceeded on his way. He came back some two or three years later,

called in to see how things were and, lo and behold, the High Lama had made a miraculous recovery.

Until the 1950s Akwaaba sauce bottles were hand-wrapped in special paper. In the US, they continue the tradition to this day. The ingredients are on the bottle for all to see – molasses from the West Indies, anchovies from the Mediterranean, tamarinds from India. But what happens to these ingredients behind the closed doors of the Akwaaba factory remains a closely guarded secret known only to four key employees. Inside the ‘making house’, in vats holding 30,000 litres, the young sauce is matured for months on end. In two other locations there are the lines of ‘maturation vessels’, in which the separate ingredients stand for three years. Eventually, they’re brought together and slowly stirred.

They produce twelve million bottles a year in the UK alone and they make it under licence in the US, Canada and Australia. Its shelf life, they claim, is indefinite. They still pass on the original recipe by word of mouth and they still retain the distinctive long-necked glass chemist’s bottle. After all, to change the design or go for plastic would be to change a winning formula.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part One.

[pause]

PART 2

Part Two

You will hear an announcement about a change in transport arrangements. For questions 11 to 18, complete the notes the speaker is using. Listen very carefully as you will hear the recording ONCE only.

[pause]

tone

Announcer: Good morning ladies and gentlemen. First of all, on behalf of Seeways Midland let me apologise for keeping you waiting so long. I realise that you have been severely inconvenienced. The ferry will be sailing at 1400 hours, that’s two o’clock this afternoon. Journey time is estimated at just under three and a half hours. You will be entitled to compensation and hopefully you will be at your destination soon. We have organised a relief ferry, the Sealife. Passengers who booked cabins will unfortunately not be able to have cabins on the relief ferry as this is an older vessel and does not have cabin facilities. It is, however, a very comfortable ship so please don’t worry. On board you will all be entitled to a free meal with free wine, for those that want it.

On the subject of compensation: passengers will receive a fixed sum of twenty pounds per booking from Seeways, that’s twenty pounds per booking, not per person. Oh yes, and those passengers that booked cabins will have the cabin surcharge refunded to them at the ferry offices at the same time, on production of

the cabin ticket. Plus you can claim ten pounds for every hour that you had to wait, which will be paid by the travel insurance company – Medway Insurance, not Seeways, but Medway and their address is on your tickets. Please do not apply to the ferry company for this allowance. You can collect your £20 voucher from the Seeways office on arrival at your port of entry to Britain. Please have your tickets with you as proof of your booking; passengers without tickets will not be entitled to this compensation.

Please accept my apologies again – hopefully the dispute which has caused the delay will be settled soon. I do wish you a pleasant voyage and thank you for your co-operation.

[pause]

That is the end of Part Two.

[pause]

PART 3

Part Three

You will hear a woman on a radio programme interviewing a driving instructor about his job. For questions 19 to 26, choose the correct answer A, B, C or D. You will hear the recording twice.

[pause]

tone

Interviewer: We've invited Fred Watson, a driving instructor with over 20 years' experience to talk to us about learning to drive. Well, Fred, I suppose you must find your job frustrating at times!

Fred Watson: Not at all. I enjoy it most of the time, but of course, you do get the odd difficult customer. Most people are very impatient to pass the test as quickly as possible in order to keep their expenditure down.

Interviewer: Would you say it's expensive to learn to drive these days then?

Fred Watson: Well, it depends on several things. If you come to a private instructor like me, it's probably going to be a bit less expensive than going to one of the big schools. The thing is, people have usually heard of the big schools and trust their reputation, whereas I tend to rely more on personal recommendations.

Interviewer: Does that mean you have to try harder to get customers?

Fred Watson: Not now. When I started I had to, but in fact I'm fully booked at the moment as my prices are quite competitive.

Interviewer: Learning to drive is usually regarded as a rather nerve-racking experience for the learner. What do you think?

Fred Watson: Well, it can be! But I try to get my clients to unwind before the lesson. I ask them to sit quietly in the driver's seat for a few moments with their eyes closed. You'd be surprised how it changes some people. They feel much more ready to drive if they've had a few quiet moments.

Interviewer: Yes. I suppose some people are more nervous than others. What would you say makes people most nervous?

Fred Watson: Hard to say. Probably it's the fear of not being able to react fast enough. At first they're trying to master the controls of the car. Then they start worrying about whether they're in the right part of the road and whether they have signalled in time and so on.

- Interviewer: Yes, there seem to be so many things to remember at once. I remember thinking I'd never master all of it however long I practised.
- Fred Watson: Usually people master the controls fairly quickly, but they have to think more about what they're doing and until it feels almost automatic, they still make silly mistakes which occasionally lead to accidents.
- Interviewer: So how soon can you let a pupil take total control of the car?
- Fred Watson: It differs from one person to another, of course, but generally speaking I allow them to drive without dual control when I'm certain they can use the gears correctly, stop in an emergency and have reasonable awareness of other road-users.
- Interviewer: What kind of person makes a good driver then?
- Fred Watson: You're asking me to commit myself here, aren't you? Well, first of all, let me say I have no evidence to suggest that either men or women are better drivers. What I would say, though, is that a certain level of confidence is necessary, a belief that you can and will succeed, but it's dangerous to be over-confident and you can end up making wrong decisions. I'm afraid some young people are over-enthusiastic and start by driving too fast and taking risks. Now I have to warn them that this approach is not going to make them into a good driver. What I like to see is someone who is prepared to take time and patience to develop the skill.
- Interviewer: Do you think intelligence has anything to do with it?
- Fred Watson: Depends how you define it – do you mean academic ability or practical good sense?
- Interviewer: Well, I suppose I'm asking you whether either of these is relevant.
- Fred Watson: Practical good sense, alertness and confidence are more important, but you also need a reasonable memory as you have to get through the part of the test where you recognise signs and symbols. And of course you need to know them when you're a driver out there on your own.
- Interviewer: Yes. And with the volume of cars on the road today, quick reactions are essential too.
- Fred Watson: That's right. Driving is getting more demanding all the time, so we must make sure people learn efficiently in the first place, and give them value for money.
- Interviewer: Well, I'm sure Fred's pupils are getting value for money. Thank you for talking to us, Fred – and good luck to all you listeners who are about to take your driving test.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part Three.

[pause]

PART 4

Part Four

This part consists of two tasks. You will hear various people talking about the experience of winning something. Look at Task One.

For questions 27 to 31, match the extracts as you hear them with the people listed A to H.

Now look at Task Two. For questions 32 to 36, match the extracts as you hear them with the topics listed A to H.

You will hear the recording twice. While you listen you must complete both tasks.

[pause]

tone

Man: It was such a wonderful surprise when the letter arrived. I'd sent in a couple of pictures I'd taken in the garden while I was still in work and then forgotten about it. You never think it could really happen to you, do you? The money certainly came in handy until I found something else.

Woman: I was very sceptical when she first started going in for them. You know, when they're at that age and get these ideas you worry, don't you? I'd never really seen her as exceptionally clever or well-read. I suppose you don't with your own. She certainly doesn't get her brains from me and that's for sure!

Man: Well, we only started to play when we stopped working and we certainly never intended to go in for competitions. It's a game that suits people of our age, sort of slow moving, but good exercise. And then we both found that we not only enjoyed it but were rather good at it and so now we've got this cup. It's strange really.

Man: I don't know why mine turn out better than anyone else's. Perhaps it's something to do with the soil and of course it's not only a matter of size. To win they have to be perfect in every way and that comes from a lot of loving care and attention.

Woman: The idea came to me one day in the garden as I was jotting down a few ideas. I thought what would I do if I won a lot of money? Would it ruin everything or would it be a new beginning? It's ironic that it should win, but literary prizes are not in the big league financially, so I won't be having any of those problems myself.

[pause]

tone

Now you will hear the recording again. Remember, you must complete both tasks.

[The recording is repeated.]

[pause]

That is the end of Part Four. There will now be a ten minute pause to allow you to transfer your answers to the separate answer sheet. Be sure to follow the numbering of all the questions. The question papers and answer sheets will then be collected by your supervisor.

Teacher, pause the tape here for ten minutes. Remind your students when they have one minute left.

That is the end of the test.

Test 2 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 A 2 D/E 3 D/E 4 D 5 A/B 6 A/B 7 C 8 B/G
9 B/G 10 E/F 11 E/F 12 C 13 E 14 C

Part 2

15 D 16 F 17 E 18 G 19 B 20 C

Part 3

21 C 22 B 23 B 24 A 25 C

Part 4

26 C 27 B/E 28 B/E 29 B 30 D 31 C/D 32 C/D
33 A 34 B/D 35 B/D 36 A/E 37 A/E 38 C 39 E
40 C 41 B 42 A

Paper 2 Writing (2 hours)

Task-specific mark schemes

Question 1

Content (points covered)

Two letters

- (a) Explanation of who is writing and why. Reference to the advertisement. The application must deal with the four points in the advertisement: type of placement; when person is available; academic and/or work experience; benefits to be gained. Should also cover the skills in Sheila's letter, i.e. level of English, computer skills and connections with Zimbabwe (Sheila). Should **not** ask about expenses or a place to stay, as these are to be covered in Letter B.
- (b) Description of the action taken, but should avoid repetition of Letter A. Request for advice about where to stay and what would be a reasonable amount of expenses. Friendly greetings.

Both letters must be attempted for a minimum mark of 3.

Organisation and cohesion

- (a) Clear introduction. Paragraphs should group the information and ideas appropriately. Standard closing formula for an application.
- (b) Brief – perhaps two paragraphs.

Test 2 Key

Range

- (a) Language to give information. Persuasion. Some use of future tenses. Vocabulary to do with aspect of working life and work abroad.
- (b) Friendly expressions and requesting advice.

Register

- (a) Formal.
- (b) Informal.

Target reader

- (a) Would have a clear picture of the applicant and know whether he/she was suitable.
- (b) Would be pleased to receive the letter and be fully informed.

Question 2

Content (points covered)

Description of **more than one** family celebration remembered from childhood. Explanation of how such celebrations might be different for children today. **NB** Both the description (more than one celebration) and the explanation must be covered for a minimum mark of 3.

Organisation and cohesion

Title an advantage. Strong opening and ending. Different organisation possible: a paragraph on each celebration, including comparison with today OR paragraph(s) on the celebrations, followed by a paragraph on today.

Range

Language of description and past tense narrative (habitual past, e.g. 'used to' or 'would'). Language of comparison and contrast. Vocabulary relating to celebrations, if necessary with some explanation of local terms.

Register

Consistently semi-formal or formal.

Target reader

Would be interested and informed.

Question 3

Content (points covered)

Contribution should cover what to do and see in the countryside; where to stay; what the weather might be like. Area should be part of candidate's own country. As this is a contribution, area need not necessarily be named. Should be positive about the undiscovered nature of these places.

NB All three elements must be covered for a minimum mark of 3.

Organisation and cohesion

Continuous text with some sub-headings and/or clear paragraphing.

Range

Language of description and recommendation. Positive expressions. Vocabulary relating to travel and tourism.

Register

Neutral or semi-formal. NB Not appropriate to write in first person.

Target reader

Would be fully informed about the area.

Question 4

Content (points covered)

Report should cover the two questions (both for a minimum mark of 3): *Are today's young people watching too much TV?; What influences (good or bad) does TV have on the young?* Must relate to candidate's own area. Mention of the survey and who the fifty people were, including their ages. Some inclusion of number references or percentages.

Organisation and cohesion

Report format, though acceptable to begin as a letter. Clear paragraphing and/or sub-headings. Concluding paragraph.

Range

Language of description and giving information. Some evaluation/conclusions drawn from the survey findings. Use of number language. Vocabulary relating to entertainment and free time.

Register

Formal.

Target reader

Would have sufficient information about the candidate's area.

Question 5

Content (points covered)

Memo should cover own opinions and those of colleagues, thus including both positive and negative points. Mention of the course and the accommodation and other facilities (candidate to specify these). Recommendation or otherwise to senior colleague about the course. Commiserations about colleague's illness.

Organisation and cohesion

Sub-headings would be useful – memo should clearly differentiate the content elements and there should be a concluding paragraph at the end.

Range

Language of description. Some language of personal opinion and the reporting of other people's opinions. Evaluate expressions. Polite commiserating. Vocabulary to do with work and training.

Test 2 Key

Register

Formal.

Target reader

Would be cheered to see that she hadn't missed much and would have an accurate picture of the course.

Paper 3 English in Use (1 hour 30 minutes)

Part 1

1 C 2 D 3 A 4 B 5 B 6 D 7 B 8 A 9 C
10 D 11 C 12 D 13 A 14 C 15 B

Part 2

16 in 17 there 18 how 19 with 20 had 21 that/which
22 All 23 were 24 being 25 much/considerably/far 26 than
27 same 28 does/will 29 well 30 if/when

Part 3

31 Moore, explained 32 migratory 33 ✓ 34 dropped
35 ✓ 36 sites 37 ✓ 38 until 39 achieved? The 40 of
41 sources 42 ✓ 43 achieved, work 44 "We 45 account
46 we'll

Part 4

47 unimportant 48 fully 49 requirements 50 alphabetically
51 entry 52 surprisingly 53 subjective 54 currently
55 measurements 56 specialists 57 receipt 58 precise
59 populated 60 collection 61 hourly

Part 5

62 a maximum 63 in mind 64 humour/wit 65 high cost
66 is enclosed 67 no limit 68 be awarded/given/presented
69 accompanied 70 fee 71 reduced 72 local
73 closing date/deadline 74 announced/made public

Part 6

75 I 76 C 77 G 78 E 79 B 80 A

Paper 4 Listening (40 minutes approximately)

Part 1

- 1 exhibition of portraits/photographs 2 Theatre Royal
 3 As You Like It 4 (season of) classic films/movies 5 As They Were
 6 Media Centre, Bristol 7 The Disappearing Act 8 Out of the Wood
 9 Literature Festival 10 Ways With Words

Part 2

- 11 (the) Red Room 12 (the) Bicycle Museum 13 (indoor) market
 14 (an) open-air/outdoor restaurant 15 (as) river trip
 16 (the) Wooden House

Part 3

- 17 unpleasant/uncomfortable/formal/of an ordeal
 18 his (own) children/family 19 easy/simple 20 the background(s)
 21 play up to it/the camera *or* react/pose
 22 anger/bad temper 23 video technology
 24 collecting pictures/photos *or* making collections/putting collections together

Part 4

- 25 B 26 C 27 H 28 D 29 F
 30 F 31 H 32 C 33 E 34 A

Transcript

This is the Cambridge Certificate in Advanced English Listening Test. Test Two.

This paper requires you to listen to a selection of recorded material and answer the accompanying questions.

There are four parts to the test, One, Two, Three and Four. You will hear Part Two once only. All the other parts of the test will be heard twice.

There will be a pause before each part to allow you to look through the questions, and other pauses to let you think about your answers. At the end of every pause you will hear this sound.

tone

You should write your answers on the question paper. You will have ten minutes at the end to transfer your answers to the separate answer sheet.

The tape will now be stopped. You must ask any questions now as you will not be allowed to speak during the test.

[pause]

PART 1

Now open your question paper and look at Part One.

[pause]

Part One

You will hear a phone-in service called 'What's happening This Month'. For questions 1 to 10 look at the programme of events and fill in the information. You will hear the recording twice.

[pause]

tone

Announcer: Thank you for calling 'What's happening this month'. When the recording has finished, please replace your receiver. Should you wish to listen to the recording again, wait a few seconds and the information will be repeated.

The late Christian Donald's work still arouses great interest and this month sees the opening of an exhibition of his less well-known collection of portraits of his friends and celebrities. The exhibition entitled 'People I have known' will be held at International Studios. The entry fee is not cheap at ten pounds but a visit will make compulsive viewing for photo fanatics.

Boris Murimov, the great Russian artistic director, will be presenting 'As you like it' at the Theatre Royal in Central London. The production runs for two months before going on a world tour. A must for all lovers of Shakespeare!

The North Bank Theatre undertakes to stop those weekend blues with its season of classic greats entitled 'As They Were'. Saturday the 16th sees the start of the season and on Friday and Saturday evenings throughout the summer, a series of classic movies will be commanding the cinema screen. A real treat for cinema buffs!

A Festival of World Conservation will be held at the Media Centre, Bristol, on the 14th of this month. The main attraction will be 'The Disappearing Act', a film about the depletion of the world's resources followed by a debate about how to preserve our planet. There will be two guest speakers.

The Craft Council's touring exhibition 'Out of the Wood' takes trees as its theme. Jack Thompson's sculptures with leaves, Alison Wilson's furniture and Mark Gibb's giant fans are all on show. Catch them before the end of the month.

'Ways with Words' is a new Literature Festival to be held at the Dartington Centre in an area of outstanding natural beauty. The accommodation for guests on the week-long course is in a wonderful medieval building with stunning gardens. Guest speakers will include well-known writers speaking on such themes as 'Creating Utopias' and 'Soil and Toil'. Participation on a daily basis is also possible.

For further information about any of these events call 0273 - 616121.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part One.

[pause]

PART 2

Part Two

You will hear the representative of a travel company announcing changes to a holiday programme. For questions 11 to 16, write down where the events and activities will now take place.

Listen very carefully as you will hear the recording ONCE only.

[pause]

tone

Guide: Well, good afternoon ladies and gentlemen, on behalf of Pleasure Travel, may I welcome you to the beautiful resort of Budmouth. I'm sure you're really going to enjoy your stay here. And of course we've got so many exciting things for you to do here – you're really spoilt for choice, I'm afraid! Now could I just ask, have you all got your programmes? Good, fine, well perhaps I could just run through them with you. There are one or two little things we've had to change. No, really, hardly anything at all, in fact we've actually improved things, as I think you'll agree. So, I must just point out that *tomorrow* breakfast won't be served in the main dining room, but in the Red Room, so that we can have it all together because we need to make a punctual start for our excursion. Be in the foyer by 9.15 at the latest please, all ready for our coach trip to the Bicycle Museum. There's lots to see there and you can even ride some of the exhibits. And then, by popular request, some time to visit the newly renovated indoor market. You may remember that this was burnt down two years ago, but it's on our way and I know you all want to buy presents to take back with you. Then, although I know we said it'd be lunch in an *Italian* restaurant, we thought that, given the hot weather, it would be nice to eat out of doors so we've booked you in at an open-air restaurant. I've marked it on the town map that I'll be handing out in a minute. In the afternoon we'll be taking the river trip as on your programme but *not* visiting the old water mill – that's closed now unfortunately. And finally dinner back here in Budmouth, not in the hotel though, but at a restaurant we've only just discovered – 'The Wooden House' it's called, built entirely of wood as you might guess – and, of course, it's included in the price you've paid. Now, moving on to Day Two ...

[pause]

That is the end of Part Two.

[pause]

PART 3

Part Three

You will hear a radio programme about taking family photographs. For questions 17 to 24, complete the notes. You will hear the recording twice.

[pause]

tone

Presenter: We all have drawers full of snapshots but what are they? A piece of history, a record of happy memories or a testament to the fact that the camera can indeed lie?

Gerald McGovern is a professional photographer. Jane France is one of the editors of a book called *The History of Domestic Photography*. Jane, as an art form,

photography is really only just over a century old. How has it developed in domestic use?

- Jane: Well, it's developed by being all of those things that you mentioned really. People are looking for pictures that will record their families and their homes and so the photographic technology has got closer and closer to the home – more and more informal. So if you look at the early pictures in people's albums – those taken when grandmother was a girl – in everybody's albums you'll find these very stiff, posed portraits, some of them studio portraits, and then you look at contemporary pictures today, you know, you find the family at play, you find snapshots which show children laughing, you find the holiday pictures, so it's changed over the years, become more relaxed, less of an ordeal.
- Presenter: Gerald, is there a conflict, as there is in other artistic areas, between the low art of the domestic photographer and the high art of the professional?
- Gerald: No, there's no conflict. I, as a professional photographer, don't take any family snaps because my children would never pose for me. In my commercial work, when I go and photograph other people's children, they have respect for the photographer. My kids never had any respect for me as a photographer at all. And if it hadn't been for my wife with her instamatic camera taking pictures, I wouldn't have any record at all of their younger years. I detect a sort of use now more by women using very easy to use, throw away cameras almost, and certainly in my family it seems to be the women who are taking the pictures rather than the men.
- Jane: As Gerald says all the photographic companies, all the Kodak ads are directed at women. You know the kind of thing, even a woman can do this very simple photography. Taking pictures couldn't be easier these days.
- Presenter: What about these ones then that you've got here? You've actually brought pictures that your wife has taken.
- Gerald: Yes, these are not great photographs, but they are very important memories for me and they will be for my children – though they won't thank my wife for taking some of these poses. But it's interesting what you can do. The page here is a series of little cut-outs that my wife took. There's maybe twenty pictures here and they haven't all got great backgrounds. I mean, you were asking the difference between amateur and professional photography. Professional photography will have good backgrounds. Ruth would just go round and take pictures because they were good little fun moments and what she's done is cut out the best bits of it. She's got rid of, you know, the annoying chair in the background or whatever and just made one picture out of twenty bits of picture.
- Presenter: But they're all lovely, smiling, oh, not that you haven't got lovely, smiling children, but does the camera in a way tell us lies about ourselves?
- Gerald: You're right. People do play up to the camera and this is the greatest problem. Among this lot here, there aren't any pictures of children looking bad tempered. We do react to the camera. As soon as the camera comes out you sort of go into a pose, if you like. Probably that's their weakness really as family snaps.
- Jane: Or is it a weakness? Isn't that just what they are? I mean . . .
- Gerald: There's something missing. There's something missing from the family album. That is, anger, bad temper, you know the foul days, the sulks.
- Presenter: Very briefly. What about video? Do you think it's taking over from the camera?
- Gerald: I think so. And I think it's an interesting point. You know we were saying earlier about more women than men taking photos. Well, it'll be men that'll be making the videos.

- Jane: Because it's become hi-tech technology instead of the easy ...
Gerald: And men are the only ones capable of doing it.
Jane: In theory, in theory.
Gerald: That's right.
Jane: But in practice that's something that women, by becoming the recorders, I mean it's very much women who collected – it may have been the men in the early days that took the pictures, but very often, certainly we found that in the book it's the women that put the collections together. It's the women who've sort of made the history which they pass on.
Presenter: Jane France, Gerald McGovern, thank you both very much.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part Three.

[pause]

PART 4

Part Four

This part consists of two tasks. You will hear five short extracts in which various people are talking about some aspect of travelling. Look at Task One. For questions 25 to 29, match the extracts as you hear them with the people listed A to H.

Now look at Task Two. For questions 30 to 34, match the extracts as you hear them with the phrases listed A to H that best describe each speaker's comment.

You will hear the recording twice. While you listen you must complete both tasks.

[pause]

tone

- Man: Can't imagine why it takes you four hours – I mean, I can load up the samples, free offers and all the advertising literature, buzz up the motorway and be in the customer's office in three, and that's on a weekday!
- Woman: Obviously, planning any sort of military campaign involved sorting out communications – when you consider that London to Edinburgh was several days' forced march, rather than an hour by plane, before an army could begin to think about fighting. *Then* you begin to comprehend the difficulties of moving an army any distance at all, particularly when everything had to be carried on horseback!
- Man: They just don't think it can happen to them. It doesn't seem to matter how much is spent on trying to educate them, the idiots don't grasp it till they've had a smash. I

never cease to be amazed at the speeds people do – they even overtake our patrol cars, so what can you expect?

Man: Well, of course, you expect them to be lively, we all were at that age. It's the mess they leave behind on the seats, under the seats, sweets and chewing gum, and half of them leave their books – I fill a rubbish bag twice a day with their junk. I remind them every morning when they get off to take their rubbish with them but it doesn't seem to make much difference.

Woman: Well, unfortunately as we all know, cities are violent places sometimes, especially for women. So we started this service, by women and for women, and we get more customers every day, people who want to have peace of mind, getting to and from work, to the airport, getting home from parties, well, everything really. What's more, we offer a fixed fare so they know what it's going to cost even before we set off.

[pause]

tone

Now you will hear the recording again. Remember, you must complete both tasks.

[The recording is repeated.]

[pause]

That is the end of Part Four. There will now be a ten minute pause to allow you to transfer your answers to the separate answer sheet. Be sure to follow the numbering of all the questions. The question papers and answer sheets will then be collected by your supervisor.

Teacher, pause the tape here for ten minutes. Remind your students when they have one minute left.

That is the end of the test.

Test 3 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 F 2 A 3 F 4 B 5 E 6 E 7 A 8 C 9 D
10 B 11 D 12 C 13 A 14 B 15 D 16 F

Part 2

17 C 18 G 19 B 20 H 21 D 22 F 23 A

Part 3

24 B 25 A 26 D 27 C 28 A

Part 4

29 F/H 30 F/H 31 C/H 32 C/H 33 A/C
34 A/C 35 E 36 B 37 H 38 A/G
39 A/G 40 G 41 E 42 D 43 B

Paper 2 Writing (2 hours)

Task-specific mark schemes

Question 1

Content (points covered)

Two letters

(a) Explain who they are and why they are writing. Refer to the original article, including date. Mention the inaccuracies in the article, e.g.: teachers not lazy; students do pass exams; excursions once a month with group rates; food inexpensive and of good quality. Should ask who the source of these inaccuracies is or at least refer to it obliquely. A positive attitude to KPD should be expressed. May ask for a correction to be printed though this is not necessary.

(b) A concise description of the action that has been taken and an expression of sympathy and support.

NB Must attempt both the letter and the note for a minimum mark of 3.

Organisation and cohesion

(a) Letter format, though addresses not needed. Clear and appropriate introductory sentence. Paragraphs should follow a logical argument and the ideas should be organised appropriately. Strong conclusion.

(b) Brief – one paragraph.

Test 3 Key

Range

- (a) language of complaint and disagreement. Expressions of indignation. Vocabulary to do with aspects of school life.
- (b) Polite expressions of sympathy and support. Some language of indignation.

Register

- (a) Formal.
- (b) Semi-informal. Likely to have quite a friendly tone. Register will be defined by the opening to the note e.g. 'Dear Mrs Driver' and must be consistent.

Target reader

- (a) Would have an accurate picture of the school and would print a correction and/or an apology.
- (b) Would be reassured and pleased to receive the note.

Question 2

Content (points covered)

Report should cover **two** magazines, clearly stating the first and second choices. Both magazines should be named and the content of each adequately outlined. It is up to the candidates to make the magazines chosen sound real. Clear reasons should be given as to why the magazines would be of benefit to students.

NB Both content and benefits must be covered for a minimum mark of 3.

Organisation and cohesion

Report format, with information clearly set out. Suitable paragraphing – magazines can be dealt with separately or contrastively. Credit given for headings though these are not essential.

NB An introductory sentence in the form of a letter opening mentioning the competition is acceptable.

Range

Relevant vocabulary according to the magazines chosen.
Language of opinion and persuasion.

Register

Semi-formal or informal (for a college readership). Must be consistent.

Target reader

Would be informed about the magazines and be able to take a decision about them.

Question 3

Content (points covered)

Description of **three** videos of different types. Comments on why work colleagues or fellow-students might or might not want to watch them.

(If only one video, maximum of 2 marks; if only two videos, maximum of 3 marks.)

Organisation and cohesion

Some review-type introduction.
Reasonably similar space given to each video.
Linking of video quality/effect on colleagues.

Range

Evidence of range in vocabulary in summarising videos and expressing feelings about them. Range of structures needed to make review interesting.

Register

Could be formal or informal according to magazine type (work place, college) but tone should be consistent.

Target reader

Would be informed and have a clear idea whether each video would be worth watching or not.

Question 4

Content (points covered)

The directory is for students from abroad, who are 16+. Therefore, the entry should not merely be a description of the educational system. The country should be named and the information given of relevance to someone coming from abroad. Must cover 16+, and not just one sector. There should not be any introductory material on the SIMON directory, as this would be covered elsewhere in the book.

NB Penalise any excessive general material on the country concerned.

Organisation and cohesion

Clearly paragraphed and organised as a factual guide book type entry.

Range

Language of description and information. No personal opinions, though a positive description would be acceptable.

Register

Neutral or formal. Use of the first person singular verb forms inappropriate and the description should be impersonal.

Target reader

Would have a clear picture of what is available and know what action to take next.

Question 5

Content (points covered)

The job must be named or specific details about it given. Some description of the tasks involved in the job and the challenges.

NB 'Challenge' may be interpreted as opportunity or problem. A picture of the type of person best suited to the job. All three aspects of the task must be covered for a minimum of mark of 3.

Test 3 Key

It is not relevant to know why the person is leaving, so penalise if there is more than a brief reference to this.

Organisation and cohesion

Early reference to the job. Clear paragraphs. Headline or title an advantage.

Range

Vocabulary relating to that work area. Language of opinion.

Register

Register should be consistently informal or formal.

Target reader

Would be informed about the job and know whether it was suitable for them.

Paper 3 English in Use (1 hour 30 minutes)

Part 1

1 A 2 B 3 D 4 B 5 C 6 B 7 C 8 B 9 D
10 B 11 C 12 B 13 D 14 A 15 B

Part 2

16 an 17 can 18 one 19 any 20 have 21 when
22 but 23 This 24 which 25 while/whereas 26 as
27 ago 28 like 29 and 30 those

Part 3

31 ✓ 32 roots 33 leaves 34 bark, a 35 ✓
36 names 37 'heartwood' 38 year's 39 rises in 40 ✓
41 contrast, 42 ✓ 43 difference 44 cross-section
45 annual 46 their

Part 4

47 vacancies 48 consultants 49 applications/applicants
50 substantial 51 commitment 52 eagerness 53 package
54 closeness 55 spectacular 56 characterful/characteristic
57 rebuilt 58 stylistically 59 dominating 60 impressive
61 hesitation/hesitating

Part 5

62 make it/get 63 something/something else/another thing
64 leave 65 take part 66 a talk/a speech 67 the job/what

68 the end 69 a waste 70 enclosing 71 a favour 72 deal with
73 understand 74 a ring/a call

Part 6

75 H 76 C 77 I 78 D 79 F 80 B

Paper 4 Listening (40 minutes approximately)**Part 1**

1 don't/won't have to/needn't 2 one/one day (every Tuesday)
3 (a) taxi/(taxi)-cab 4 not insured *or* not included in/covered by insurance
5 (£) 140 – (£) 365
6 clean (rooms)/do (any) cleaning/change the linen/clean up/do the cleaning up
7 (using) watersports equipment 8 5%/5 per cent less

Part 2

9 first settlement/primitive settlement/huts (on the hill top)
10 port/harbour (and) military camp/centre/base
11 (remains of) lighthouse/light house (on the hill)
12 Romans left/went away/withdrew/departed
13 wool trade/trade of/in wool *or* wool exports/exporting/exportation
14 (was) destroyed/flooded/washed away
15 reconstruction/rebuilding/(building) new town
16 coastline changed/town stranded/sea disappeared
17 (popular) tourist/touristic/tourism centre/place/town

Part 3

18 (study of) grain trade/economics/cereal/crop production (in tropical countries)
19 (local) guide (and) interpreter (*either order*)
20 relief/relieved/(was) glad/happy
21 walking/walked/on foot/waded/without boots/shoes/barefoot(ed)
22 snakes/snake bites
23 involvement/(very) involved/sympathy/sympathetic/concern/concerned/
 compassion/compassionate/pity
24 impressed
25 government (sells at a lower price)/government officials
26 (international) charities/charity workers
27 nervous/apprehensive/scared/no confidence/wasn't (very) confident/afraid/
 unconfident/insecure/insecurity

Part 4

28 D 29 B 30 G 31 E 32 F
33 A 34 B 35 F 36 G 37 H

Transcript

This is the Cambridge Certificate in Advanced English Listening Test. Test Three.

This paper requires you to listen to a selection of recorded material and answer the accompanying questions.

There are four parts to the test, One, Two, Three and Four. You will hear Part Two once only. All the other parts of the test will be heard twice.

There will be a pause before each part to allow you to look through the questions, and other pauses to let you think about your answers. At the end of every pause you will hear this sound.

tone

You should write your answers on the question paper. You will have ten minutes at the end to transfer your answers to the separate answer sheet.

The tape will now be stopped. You must ask any questions now as you will not be allowed to speak during the test.

[pause]

PART 1

Now open your question paper and look at Part One.

[pause]

Part One

You will hear a travel company's information line recording giving details of its holidays in Crete. For questions 1 to 8, fill in the information. You will hear the recording twice.

[pause]

tone

Announcer: Welcome to our Cretan holiday information line. We thank you for calling and hope you have found something in our brochure to interest you. The following details might help you in your choice.

For those of you intending to fly direct to Crete from the UK, we would like to point out that all our flights operate on Tuesday and we will be flying from Manchester, Newcastle and Heathrow airports to Heraklion or Chania airport in Crete. Transport to accommodation within 10 kilometres of the airports is free, but for those wishing to book a holiday further afield, we ask for a small supplement to cover the additional cost of the taxi fare.

An alternative is to hire a car, which can be collected at the airport. We must emphasise, however, that comprehensive insurance does not cover either the tyres or windscreen of the car and that, should you cause damage to any of these, you will be required to pay the full cost of repairs, so please drive carefully! Hiring a car costs anything between 140 and 365 pounds per week, depending on the season and type of car.

All our villas and apartments are self-catering with fridges and cookers, though it should be mentioned that the cookers are small and have only two or three rings. The majority of our villas and apartments are cleaned six times a week and the linen is changed once a week. Clients staying in some of our resorts may use the

watersports equipment free of charge, and beginners' lessons, which can be paid for locally, are available every morning. On all our holidays we offer reductions for children aged eleven and under, and a five per cent reduction for senior citizens.

When you book we ask for a deposit of sixty pounds per person, plus insurance premium, as set out in our brochure.

If you would like more information, please ring us on 0501-5227.

Thank you for calling.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part One.

[pause]

PART 2

Part Two

You are on a tour of England and your coach has just arrived in Fancaster. The courier is telling you the history of the town before you explore it. For questions 9 to 17, complete the notes about the town. Listen very carefully as you will hear the recording ONCE only.

[pause]

tone

- Courier: Here we are in Fancaster. It's an historic place thousands of people visit every year. Let me tell you a bit about it before you explore. Do interrupt if there's anything you'd like to ask or don't understand. As you can see it's old, but 'How old is Fancaster?' people ask me. Well, it depends what you mean by Fancaster. In fact there was a very primitive settlement not far from where we are right now, between 2500 and 2250 BC.
- Passenger: How long ago?
- Courier: At the earliest 2500 and the latest 2250 BC, but it wasn't really a proper town, just huts on the hilltop, probably for defence.
- Passenger: How do we know?
- Courier: It was excavated a few years ago. Fancaster really started, as a recognisable sort of town, much later.
- As many of you may know the Romans arrived in Britain in the first century. Now, they built a harbour here in the first century, and also a military camp. It was quite important from the first till the fifth century.
- Passenger: Excuse me.
- Courier: Yes?
- Passenger: Can we see anything Roman?
- Courier: Yes, you can. There are some interesting remains of a lighthouse on the hill. The lighthouse was needed to guide ships, of course. Anyway, it was a kind of port and military camp for about three hundred years, and then in the fifth century the Romans went away and Fancaster almost disappeared for eight hundred years

after that. However, in the twelfth century there was a huge increase in the trade in wool and Fancaster grew rapidly as a wool exporting centre. And then there was a disaster. There was a great storm in 1287, and the town was destroyed when the sea flooded the whole town.

Passenger: Excuse me? You mean the *whole* town . . .

Courier: Yes, the whole town was washed away. So they decided to go ahead with a new town on safer ground right here, and they actually started it in the early 14th century. About 1320, I believe. But the problem was after twenty years the coastline changed and left the town sort of stranded inland. The sea just disappeared. That was in the 1340s or so. So it was useless as a port and Fancaster was just a sleepy little place till recently. The medieval buildings have therefore survived very well, which is why it's such a popular tourist centre. I'm sure you'll enjoy strolling around. Please be back here by 12.30 because . . .

[pause]

That is the end of Part Two.

[pause]

PART 3

Part Three

You will hear a radio interview with a university lecturer who was carrying out some research in a third world country when a flood disaster struck. For questions 18 to 27, complete the notes.

You will hear the recording twice.

[pause]

tone

Interviewer: Dr Emily Gardiner is an economist from Lancashire University. She specialises in the study of cereal production in tropical areas and spends a great deal of time abroad. Recently she went on a two-week trip to study the grain trade in a third-world country where she experienced a flood disaster at first hand. Dr Gardiner, tell us what happened.

Dr Gardiner: Well, when I was met at the airport, I was given a very tight timetable which involved travel to the provinces, all over the country in fact, although we started off in the capital. After about three or four days, my very good local guide and interpreter came with rather downcast faces and said that they didn't think we'd be able to go on our first trip to the East because the main city was waist-deep in water and the ferries that crossed the big rivers were unable to cross.

So, we decided to go the South instead. Now I'm rather glad that I never got there because the day after that, the main rail link was cut off and the lines were dangling limply into a really swollen river, which kept on rising.

Interviewer: How did it affect you, I mean, were you marooned?

Dr Gardiner: I was very lucky to be staying with a British family in the capital but the house where I was living was quite seriously affected.

The first day the water rose about half a metre, and the children paddled in it. Worms fled from it but were finally drowned and then eaten by big black ants which invaded the house.

Interviewer: Were you able to get around? Did you have to take a boat?

Dr Gardiner: No, I waded, well walked around actually, without any shoes! At first I was told that

I was a fool because of snakes and, of course a lot of the deaths there have been because of snake bites. But we were quite a long way from the rice-fields where the snakes abound, so I bargained on the fact that there wouldn't be too many!

Interviewer: You were, as you say, staying in a rich area of the capital, did you see what was happening in the poorer areas?

Dr Gardiner: I did indeed, and I felt very involved with it because we could see what was happening on the lower ground. The houses are really like tents made of rush matting supported by bamboo poles and as the flood water gets deeper, people are forced to move to higher and higher land taking their houses with them.

Interviewer: And what about food supplies?

Dr Gardiner: Well, I was of course studying the merchants and it was quite impressive how they had managed to move all their stock well above flood level and were able to double prices in some areas of the capital that were cut off. The price of grain varied by about a hundred percent, depending on where you were in the city. Now what the Government tries to do in these circumstances is two things: one is to try to sell some of its stock on the open market at low prices in a vain effort to bring down prices, and the other thing is to organise relief and soup kitchens in conjunction with the international charities.

Interviewer: How did you manage to get out because the airport was under water for a lot of the time and there just weren't any flights?

Dr Gardiner: I, of course, double reconfirmed my ticket out. But on the day itself I was told that the flight didn't exist and really only got out because there was a spare seat on another flight. As we taxied for take-off, the wings of the F28, which is by no means a large plane, were actually over the flood waters on the runway, which didn't inspire a great deal of confidence. So it was one of the most spirited take-offs I've ever had.

Interviewer: But you lived to tell the tale.

Dr Gardiner: Yes.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part Three.

[pause]

PART 4

Part Four

This part consists of two tasks. You will hear various people talking about education. Look at Task One. For questions 28 to 32, match the extracts as you hear them with the people listed A to H.

Now look at Task Two. For questions 33 to 37, match the extracts as you hear them with each speaker's intention listed A to H.

You will hear the recording twice. While you listen you must complete both tasks.

[pause]

tone

- Parent: What we really need to know is how hard to push her. We neither of us went to college ourselves, and we don't really know how much work they have to do. Is she doing enough homework? It seems like a lot to us, but as I say, we can't tell.
- Politician: The thing that concerns me is that higher education is not fitting young people for the world in which they are going to find themselves. It's no use their dreaming up fancy policies if they produce too many teachers and not enough mechanics. They should be more in touch with the real world: turning out people to fit jobs we want done in the manufacturing industries. We can't be expected to turn in a profit if we can't get the labour with the right skills.
- Museum curator: When I started, I thought they'd be difficult to handle, wandering about, trying to fiddle with things, touching the things on display. Actually, they're usually very well behaved. And they're much better informed than most members of the public. It's often a visit that ties in with a history project and sometimes I help the teacher ρ prepare worksheets. They ask some difficult questions, too, sometimes. It's quite challenging, in a pleasant sort of way.
- Sports coach: Well, we do sometimes get a youngster coming in from his school with glowing reports about how many junior records he's broken and so on. But we don't take too much notice of that. What we do is, we put everyone through three months of intensive training, mainly to get rid of all the bad habits they've picked up, and see they're really fit, and then we start selection and specialisation after that. We find it works very well.
- University professor: I know you've all been wondering about the details for next week. Well, I can now tell you that the Education Minister herself will be on the campus for most of the day on Wednesday, and she will be spending part of the morning in this faculty, looking in on some lectures and having coffee with us here in the common room. I myself will be lunching with her along with other department heads and the senior administrative staff.

[pause]

tone

Now you will hear the recording again. Remember, you must complete both tasks.

[The recording is repeated.]

[pause]

That is the end of Part Four. There will now be a ten minute pause to allow you to transfer your answers to the separate answer sheet. Be sure to follow the numbering of all the questions. The question papers and answer sheets will then be collected by your supervisor.

Teacher, pause the tape here for ten minutes. Remind your students when they have one minute left.

That is the end of the test.

Test 4 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 D 2 C 3 G 4 B 5 C 6 B 7 E 8 G
9 B 10 F 11 G 12 A 13 H

Part 2

14 E 15 C 16 F 17 A 18 H 19 D 20 G

Part 3

21 A 22 B 23 A 24 D 25 C

Part 4

26 E 27 G 28 H 29 A 30 H/J 31 H/J
32 E/F 33 E/F 34 B/C/D 35 B/C/D 36 B/C/D
37 D 38 F 39 C 40 J 41 A/I 42 A/I

Paper 2 Writing (2 hours)

Task-specific mark schemes

Question 1

Content (points covered)

Explain who they are and why they are writing.

Say why changes are needed – refer to the September programme and to all five problems in the notes. Give at least two or three suggestions for future activities, to be taken from the note, indicating why they would be successful.

Do not penalise if all nine are included.

Tactful ending.

Penalise lifting with expansion.

Organisation and cohesion

Carefully worded introduction.

One or more paragraphs on why changes are needed. Several possible ways of organising the letter:

- suggestions in one paragraph and reasons why following
- suggestions incorporated into outline of problems
- each suggestion with reason in a separate paragraph.

Test 4 Key

Range

Expressions of opinion, suggestion and tact.

Specific vocabulary relating to the suggestions and existing programme topics.

Register

Semi-formal – the club has a ‘friendly atmosphere’, so overly formal writing would not be appropriate (though the chairperson is probably an older person).

Target reader

Chairperson of the club should feel they have received constructive criticism and would take action to revitalise the club.

Question 2

Content (points covered)

Description of how a specified strike (a **general** strike acceptable) has affected one aspect of local life.

Reference to exaggerated reports.

Reassuring account of how people are coping (goes down to the next band if reassurance omitted).

Organisation and cohesion

Letter format, with introductory greeting and closing remark; bulk of letter clearly set out in paragraphs.

Range

Some specific vocabulary used to summarise effects of the strike; effective criticism of media coverage.

Register

Informal.

Target reader

Would feel informed and reassured.

Question 3

Content (points covered)

Recent improvements in facilities for visitors.

Detailed description which may include how things used to be in contrast to how they are now.

NB No irrelevant paragraphs about sun, scenery, etc!

Organisation and cohesion

Clear paragraphing, with lead-in and conclusion appropriate to article style.

Range

Language of comparison and contrast.

Original phrases for describing improvement.

Specific vocabulary for facilities e.g. relating to hotels, culture, travel.

Register

Consistently formal or informal according to type of magazine envisaged.

Target reader

Would feel informed and interested.

Question 4

Content (points covered)

Brief description of series – not appropriate to dwell on plot/content; should state title of series.

Other reasons why people should watch the series.

Positive encouragement to watch regularly.

Organisation and cohesion

Introductory paragraph on the series.

Clear focus to the argument, with separate paragraphs stating each reason.

Ending should be fairly forceful.

Range

Language of opinion and recommendation.

Vocabulary relevant to TV productions.

Register

Semi-formal review – aimed at colleagues.

Target reader

Should feel informed and enthused about the series.

Question 5

Content (points covered)

Types of employment available to school leavers in local area.

Pay and conditions.

Training possibilities.

Reference to young people's problems/opportunities in the job market.

NB Do not penalise if university graduates referred to.

Organisation and cohesion

Well-organised report. Credit for clear layout, e.g. use of headings.

Range

Description and comment.

Specialist vocabulary relating to work.

Register

Formal, impersonal report style.

Target reader

Should feel informed.

Paper 3 English in Use (1 hour 30 minutes)

Part 1

1 C 2 D 3 B 4 C 5 B 6 D 7 A 8 B
9 C 10 D 11 C 12 B 13 D 14 A 15 B

Part 2

16 Although/Though 17 the 18 such/this 19 just/now
20 who/that 21 while/when/whilst 22 after/during 23 to
24 another 25 on 26 with/by 27 to 28 However
29 so 30 even

Part 3

31 as 32 been 33 with 34 the 35 only 36 ✓
37 all 38 ✓ 39 for 40 ✓ 41 are 42 ✓ 43 ✓
44 both 45 to 46 be

Part 4

47 reliable 48 knowledgeable 49 explanations
50 comparison 51 satisfactory 52 biased 53 publication
54 saddest 55 hopelessly 56 inefficient 57 impatient
58 guaranteeing 59 disapproval 60 importance
61 appearance

Part 5

62 it out 63 your own 64 quickly/swiftly/promptly 65 soon a
66 stop/put down 67 get out 68 Check/Find/Identify
69 (should) find 70 outside of 71 think about 72 go back
73 safe/OK/all right/alright/permitted 74 are told/are informed

Part 6

75 B 76 I 77 D 78 E 79 C 80 H

Paper 4 Listening (40 minutes approximately)

Part 1

1 Business Matters 2 graphic design agency 3 six/6
4 interviewed 5 350 words
6 (business) colleague/relative/related/family
7 daytime phone/tel/number/no 8 June 15
9 September's/(the) September

Part 2

10 Science Park 11 flooding/floods/heavy rain/thunderstorm
12 season tickets 13 blocked/jammed/impassable
14 cancellation to flights 15 delayed
16 traffic delays/jams/holdups/congestion

Part 3

17 C 18 B 19 D 20 A 21 B 22 D

Part 4

23 B 24 A 25 C 26 A 27 C

28 A 29 B 30 B 31 A 32 C

Transcript

This is the Cambridge Certificate in Advanced English Listening Test. Test Four.

This paper requires you to listen to a selection of recorded material and answer the accompanying questions.

There are four parts to the test, One, Two, Three and Four. You will hear Part Two once only. All the other parts of the test will be heard twice.

There will be a pause before each part to allow you to look through the questions, and other pauses to let you think about your answers. At the end of every pause you will hear this sound.

tone

You should write your answers on the question paper. You will have ten minutes at the end to transfer your answers to the separate answer sheet.

The tape will now be stopped. You must ask any questions now as you will not be allowed to speak during the test.

[pause]

PART 1

[Now open your question paper and look at Part One.]

[pause]

Part One

You will hear part of a radio programme in which details of a competition are announced. For questions 1 to 9, complete the notes. You will hear the recording twice.

[pause]

tone

Presenter: ... and it's at this point in the programme that we come to the details of our annual competition. We want to hear from you if you're aged between eighteen and twenty-five years of age and you've started up your own business in the last year. Here on 'Business Matters' we're looking for a young man or a woman to win our 'Young Entrepreneur' award. Last year you may remember it was awarded to Yunus Ozal from Turkey who set up his own highly successful graphic design agency and now employs a staff of fifteen from his office based in Ankara. But we had entries from all over the world and all kinds of business enterprises. Keeping bees to microlighting; jewellery-making to fast food. We shortlisted six people out of more than three hundred entries and then sent our reporters to interview each

finalist to tell us in more detail how they had gone about raising capital, finding premises, advertising their business and impacting on the market.

Here's what you have to do. Send in your entry – it must be typed, on one side of the paper only – and tell us how you got your business enterprise off the ground. Maybe you employ other people, maybe you run it single-handed. Maybe you're small but growing. Maybe you're already into the export market.

Make it interesting reading! Remember we have to read through hundreds of entries and you'll want yours to be a memorable one in the minds of the judges. Keep your entry within 350 words. And when it's complete, get an independent witness to verify your entry by signing their name and occupation at the end. This must be someone who is not related to you and who is not a business colleague but who has known you for at least three years.

Don't forget to add your full name and address, the name and address of your business and give us your daytime phone number so that we can contact you if we need to. The closing date for entries is three months from now – that's June fifteen. If you want your entry returned eventually then send us an envelope addressed to yourself and enclose an international reply coupon. We'll be broadcasting the shortlisted entries the second week in July so stay tuned to 'Business Matters'. The name of the prizewinner will be announced two months after that, in September. Send your entries to 'Business Matters', P O Box 171 ...

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part One.

[pause]

PART 2

Part Two

You will hear a local radio broadcast about transport and travel. For questions 10 to 16, complete the notes using no more than three words in each gap. Listen very carefully as you will hear the recording ONCE only.

[pause]

tone

Announcer: And now at five to seven, today's round-up of the travel blackspots. And I'm afraid quite a few of you are going to experience some problems getting to work this morning. I'll begin with delays caused by roadworks. First of all, motorists heading for the Science Park are likely to be delayed on the approach road as there are roadworks with temporary traffic lights just half a mile from the Science Park entrance.

Next, bad news for commuters who use Stadley Station. The thunderstorms over the weekend have caused flooding which could be dangerous, so the station has had to be closed until the water can be pumped away. One ray of light is that commuters with season tickets will be able to use them on special buses between

seven and nine in the morning, which will run from outside the station into the city centre until the flooding has been dealt with, so if you're a regular, it shouldn't mean too much of a problem.

In Chorley village centre an articulated lorry has collided with a tanker on the main road, which is likely to remain impassable for some hours. The only advice at the moment is to steer well clear of Chorley this morning if you can, as there are no diversions, so, traffic queues will be severe until the road can be cleared.

At the airport, I'm glad to say, both internal and international flights are operating and there are no cancellations notified, in spite of the recent bad weather. However, I should warn you that delays are extremely likely on a number of international flights. Advice to travellers going abroad is to check in as normal, but take a good fat book just in case, I'm afraid.

Lastly, right in the centre of the city, there are problems on most roads. This is on account of the bomb scare during the night in Central Square. The area which was cordoned off has now been opened up, within the last half hour in fact, but traffic jams have already built up and are unlikely to clear before the end of the rush hour.

Well, in spite of all that, I hope your journey today isn't too terrible. Now to take us up to the news at seven, here is Gerry Morton with today's local weather outlook ...

[pause]

That is the end of Part Two.

[pause]

PART 3

Part Three

You will hear part of a radio programme about dancing. For questions 17 to 22, choose the correct answer A, B, C or D.

You will hear the recording twice.

[pause]

tone

- Presenter: Most of us dance at some time or other, but do you ever wonder why? What is it that makes us dance? In this report, that's what I'm looking into and I started at a night club, where I put that question to Shirley, who was just taking a break from the dance floor.
- Shirley: It all happens automatically. I don't know the scientific process but it's all to do with the rhythm. I mean, when you hear that drum and bass sound ... you know ... the hips start moving and the next thing you know you're dancing. You just feel like it and you have to get up and go with it. I mean, I'll dance to anything. I like everything from the latest sounds right back to the Fifties' rock'n'roll, as long as it's cheerful music.
- Presenter: The music is obviously a major factor in making people dance, but is it possible to predict what kind of music a particular crowd will dance to? I asked Tony Leach, who for twenty years has been the leader of a dance band who play at parties, weddings and other social gatherings.
- Tony: The time that I decide what our first song is going to be is approximately five seconds before we start it. I look around and I think yes, it feels like a slow song or

an old rock'n'roll song or a romantic ballad is right. Sometimes I change my mind later, though.

I might get to the end of a song thinking that we'll do a particular one next and then I see their physical attitudes on the dance floor and I think, 'No, wrong' and instantly swap to something else. Sometimes the way people react to a certain song will tell you a lot about the sorts of things they're going to dance to for the rest of the night.

Presenter: So creating the right mood is essential, but according to Tony, what makes us dance can also depend on other things.

Tony: Different social groups have different social rules. There are occasions where it's the done thing to dance and so it almost doesn't matter what's played. Then at other times, perhaps at company dances, you get people who are embarrassed about dancing in front of bosses. So there's one great social divide, which is between people who think you go onto the dance floor in order to make polite conversation with your partner and people who go onto the dance floor to fling their bodies around in time to music.

Presenter: Emma Phillips, a music journalist, thinks that dancing plays a very significant role in the lives of young people in particular.

Emma: There's a massive club scene going on. These kids, they need to release energy and they're doing it by dancing to their own kind of music. I mean, every generation needs its own soundtrack, one that just belongs to them.

Presenter: Emma believes, however, that what gets us on our feet depends not just on age but is also rooted deep within our cultural background.

Emma: I think dancing does break down the barriers but it also reveals some of the barriers. By the very fact that some people only dance to a certain kind of music, that reveals something about them, maybe their social background, you know, whereas other people might get up and dance to anything, which means they're a bit more open-minded about what's going on around them.

Presenter: So, finally, I asked both Tony and Emma, how they would sum up dancing.

Emma: If you look around the world, dance has been a very fulfilling, uplifting and spiritual thing from the beginning of time.

Tony: I think dancing should be seen as a physical reaction to music in a social situation. As long as people are happy then things like embarrassment just don't apply. I think it's the most amazing phenomenon. You only have to play the right music in the right situation and people get on the dance floor. I think it's a basic human instinct.

Presenter: And you might like to know that Tony and his band, The Kings of Swing, will be featured on Radio 2 this evening at 8.30.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

That is the end of Part Three.

[pause]

PART 4

Part Four

You will hear five short extracts in which different people are talking about performances that they have been to. For questions 23 to 32, choose the correct answer A, B, or C.

You will hear the recording twice.

[pause]

tone

- Woman: A friend of mine phoned up at the last minute and asked me if I wanted to go to this show. It was being put on by a group of South African singers who were touring this country for four weeks. My friend had heard they were brilliant and this would be the last chance to see them before they returned home. Well, when we arrived what struck me most was that the stage was completely bare, apart from a few microphone stands. And when they started, it was incredible. I've never really heard anything like it before. They just stood and sang and all the orchestral noises like drums and violin sounds they just made with their voices. I was completely spell-bound from beginning to end.
- Man: I'd been looking forward to this show for a long time. I used to be a big fan of James Hopper many years ago. I was hoping he'd do all the old familiar songs and I think the rest of the audience were too. The thing was, the rest of the band were completely out of time. They just kept losing the rhythm and some of the old songs were almost unrecognisable. It didn't help that you couldn't hear his guitar very well and all the voices were a bit distorted. But the audience couldn't get enough of it. They shouted their heads off – cheering and clapping. I was a bit disappointed though.
- Woman: This was an interesting experience. For a start, the theatre was in *Pelman Street*. Now I've walked up and down that street many times, but I never realised there was a theatre there. It was very intimate – it only holds a maximum of forty people. The show was a big success up in London last year, huge audiences, but unfortunately only a handful of people turned up for the performance *here*. I'm not surprised though – it was rather amateurish. They could have done with using at least a bit of make-up and learning their parts better. They relied on covering up their mistakes by really throwing themselves into their characters.
- Man: This was one of the few classical concerts that I decided to go to. As I sat there in the audience waiting for the performance to begin, I spotted quite a few of my colleagues who I hadn't realised appreciated that type of music. We sat there for quite a while because the concert was delayed for some reason. When the orchestra finally trooped in, I noticed that one of the trumpeters was Mary Brownlow who I'd been to school with. I was amazed because I never realised she was at all musical. But then I remembered that she did play the drums when she was younger and I think her brother played the violin. Unfortunately, Mary didn't play very well and made quite a few mistakes, especially in the first piece.
- Woman: Well, I thought I'd go to the circus. My friend has a couple of kids who were keen to see it and they invited me along. I quite enjoyed it really, even though it tied up a

whole afternoon. There were no animals, just clowns, acrobats, people throwing burning sticks in the air – you know the kind of thing. I think the acrobats made the greatest impact. They must train incredibly hard to achieve such levels of fitness. The whole show lasted a couple of hours which was about right, but I think we would have gone to the later show if it hadn't been for the kids.

[pause]

tone

Now you will hear the recording again.

[The recording is repeated.]

[pause]

*That is the end of Part Four. There will now be a ten minute pause to allow you to **transfer your answers to the separate answer sheet**. Be sure to follow the numbering of all the questions. The question papers and answer sheets will then be collected by your supervisor.*

Teacher, pause the tape here for ten minutes. Remind your students when they have one minute left.

That is the end of the test.

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