



First Certificate in English

FCE Specifications and Sample Papers for
examinations from December 2008

FCE content and overview

Part/timing	Content	Test focus
1 READING 1 hour	Part 1 A text followed by eight multiple-choice questions.	Candidates are expected to show understanding of specific information, text organisation features, tone, text structure.
	Part 2 A text from which seven sentences have been removed and placed in a jumbled order, together with an additional sentence, after the text.	
	Part 3 A text or several short texts preceded by 15 multiple-matching questions.	
2 WRITING 1 hour 20 minutes	Part 1 One compulsory question.	Candidates are expected to be able to write non-specialised text types such as article, essay, letter, email, report, review, short story, with a focus on advising, apologising, comparing, describing, explaining, expressing opinions, justifying, persuading, recommending, suggesting.
	Part 2 Candidates choose one task from a choice of five questions (including the set text options).	
3 USE OF ENGLISH 45 minutes	Part 1 A modified cloze test containing 12 gaps and followed by 12 multiple-choice items.	Candidates are expected to demonstrate the ability to apply their knowledge of the language system by completing a number of tasks.
	Part 2 A modified open cloze test containing 12 gaps.	
	Part 3 A text containing 10 gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.	
	Part 4 Eight separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key word'.	
4 LISTENING Approximately 40 minutes	Part 1 A series of eight short unrelated extracts from monologues or exchanges between interacting speakers. There is one multiple-choice question per extract.	Candidates are expected to be able to show understanding of attitude, detail, function, genre, gist, main idea, opinion, place, purpose, situation, specific information, relationship, topic, agreement etc.
	Part 2 A monologue or text involving interacting speakers, with a sentence completion task which has 10 questions.	
	Part 3 Five short related monologues, with five multiple-matching questions.	
	Part 4 A monologue or text involving interacting speakers, with seven multiple-choice questions.	
5 SPEAKING 14 minutes	Part 1 A conversation between the interlocutor and each candidate (spoken questions).	Candidates are expected to be able to respond to questions and to interact in conversational English.
	Part 2 An individual 'long turn' for each candidate, with a brief response from the second candidate (visual and written stimuli, with spoken instructions).	
	Part 3 A two-way conversation between the candidates (visual and written stimuli, with spoken instructions).	
	Part 4 A discussion on topics related to Part 3 (spoken questions).	

Preface

This booklet contains specifications and sample papers for changes to the First Certificate in English, which are to be introduced for the first time in December 2008.

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

- regular update bulletins
- a comprehensive FCE handbook containing an additional set of sample papers
- an extensive programme of seminars and conference presentations.

If you require additional CDs or further copies of this booklet, please email: ESOLinfo@CambridgeESOL.org

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Introduction

The First Certificate in English (FCE) was originally offered in 1939. Regular updating has allowed the examination to keep pace with changes in language teaching and testing, and the last major revision of FCE took place in 1996. Following the successful revision of the Certificate of Proficiency in English (CPE) in 2002 and in the light of feedback received, it was decided to review FCE and implement changes as appropriate.

This booklet gives information on the outcome of the review of FCE. Changes will be introduced in December 2008.

■ The purpose of the review project

The purpose of the project was to review FCE in order to ensure that it met the current needs of candidates, teachers, centres and other users in terms of content and length.

The aims were to:

- reflect developments in the field of language teaching and learning
- reflect developments in Cambridge ESOL's other General English examinations, e.g. the revision of CPE
- take account of information about candidates gained through the Candidate Information Sheets completed by all candidates at each administration of the examination
- ensure a thoroughly validated examination
- define a specific test focus for each part of each paper
- ensure the examination meets the needs of candidates and other users.

The outcome, in terms of benefits for the various areas and stakeholders, is the result of extensive research, and several rounds of consultation with all users, both online and face-to-face.

■ The process of the project

The project has included the following main stages:

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

Throughout the project, Cambridge ESOL has gathered feedback on its proposals for the examination by holding meetings with representatives of key ESOL organisations and English language specialists, and by holding consultative seminars with teachers and Directors of Studies. During trialling, teachers and students have been asked to complete questionnaires on trial materials.

■ Content of Cambridge ESOL General English examinations (FCE, CAE and CPE)

Cambridge ESOL examinations reflect a view of language proficiency in terms of a language user's overall communicative ability; at the same time, for the purposes of practical language assessment, the notion of overall ability is subdivided into different skills and subskills. This 'skills and components' view is well established in the language research and teaching literature.

Four main skills of Reading, Writing, Listening and Speaking are recognised, and each of these is assessed in a test component of the same name. Reading and Listening are multi-dimensional skills involving the interaction of the reader/listener's mental processing capacities with their language and content knowledge; further interaction takes place between the reader/listener and the external features of the text and task. Purpose and context for reading/listening shape these interactions and this is reflected in the FCE Reading and Listening components through the use of different text and task types which link to a relevant target language use context beyond the test.

Writing ability is also regarded as a linguistic, cognitive, social and cultural phenomenon that takes place in a specific context and for a particular purpose. Like Reading and Listening, FCE Writing involves a series of complex interactions between the task and the writers, who are required to draw on different aspects of their knowledge and experience to produce a written performance for evaluation.

Like Writing, Speaking involves multiple competences including vocabulary and grammatical knowledge, phonological control, knowledge of discourse, and pragmatic awareness, which are partially distinct from their equivalents in the written language. Since speaking generally involves reciprocal oral interaction with others, Speaking in FCE is assessed directly, through a face-to-face encounter between candidates and examiners.

A fifth test component in FCE (Use of English) focuses on the language knowledge structures or system(s) that underpin a user's communicative language ability in the written medium; these are sometimes referred to as 'enabling' (sub)skills and include knowledge of vocabulary, morphology, syntax, punctuation, and discourse structure.

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

■ The level of FCE

The updated FCE will measure the same level of general language ability as the current FCE and to the same standards.

FCE is at Level B2 of the Council of Europe Common European Framework of Reference for Languages, and a description of this level is given below in terms of:

- what material learners can handle
- what learners can be expected to be able to do.

The type of material an FCE candidate can deal with

At this level, a learner should be able to handle the main structures of the language with some confidence, demonstrate knowledge of a wide range of vocabulary and use appropriate communicative strategies in a variety of social situations. Their understanding of spoken language and written texts should go beyond being able to pick out items of factual information, and they should be able to distinguish between main and subsidiary points and between the gist of a text and specific detail. They should be able to produce written texts of various types, showing the ability to develop an argument as well as describe or recount events.

What an FCE candidate can do

Examinations at Level B2 are frequently used as proof that the learner can do office work or take a course of study in the medium of the language being learned. Learners at this level can be assumed to have sufficient ability to operate effectively in English in many clerical, secretarial and managerial posts.

The ALTE 'Can Do' Project

The Association of Language Testers in Europe (ALTE) has developed a framework which covers five levels of language proficiency aligned to the Council of Europe Common European Framework of Reference for Languages. (See Table 1.)

Table 1

Cambridge Main Suite	ALTE levels	CEF Levels
Certificate of Proficiency in English	5	C2
Certificate in Advanced English	4	C1
First Certificate in English	3	B2
Preliminary English Test	2	B1
Key English Test	1	A2

Research carried out by ALTE has shown what language learners can typically do at each level. Table 2 gives some examples at FCE level of typical general ability plus ability in each of the skill areas and in a range of contexts.

Table 2

'Can Do' summary

Typical abilities

Listening and Speaking

Reading and Writing

Overall general ability

CAN follow a talk on a familiar topic.

CAN scan texts for relevant information.

CAN keep up a conversation on a fairly wide range of topics.

CAN make notes while someone is talking, or write a letter including non-standard requests.

Social & Tourist

CAN ask for clarification and further explanation, and is likely to understand the answer.

CAN read the media for information quickly and with good understanding.

CAN keep up a conversation on a fairly wide range of topics.

CAN express opinions and give reasons.

Work

CAN ask for factual information and understand the answer.

CAN understand the general meaning of non-routine letters and understand most of the content.

CAN express own opinion, and present arguments to a limited extent.

CAN write a simple report of a factual nature and begin to evaluate, advise, etc.

Study

CAN answer predictable or factual questions.

CAN make simple notes that are of reasonable use for essay or revision purposes, capturing the most important points.

CAN check that all instructions are understood.

CAN present arguments, using a limited range of expression (vocabulary, grammatical structures).

■ Recognition

FCE has widespread recognition in commerce and industry, e.g. for public contact or secretarial work in banking, airlines, catering, etc. Many universities and other educational institutions recognise FCE for English language entrance requirements. More information about recognition is available from centres, British Council offices, Cambridge ESOL and from: www.CambridgeESOL.org

■ The FCE candidature

Information is collected about FCE candidates at each session, when candidates fill in a Candidate Information Sheet. The candidates for FCE 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 FCE candidature.

Nationality

FCE is taken by candidates throughout the world in about 100 countries, although the total number of nationalities represented in the candidature is over 200. The majority of these candidates enter for FCE in European and South American countries.

Age and Gender

The majority of candidates are aged between 15 and 17. About 58% of the candidates are female.

Education

Most candidates are students, although there are considerable differences in the proportion of students in different countries.

Preparation

A large proportion of candidates (about 88%) undertake a preparatory course before taking the examination.

Reasons for taking FCE

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

- to gain employment (32%)
- for further study (26%)
- out of personal interest (11%)
- other (31%).

Examination content and processing

■ Factors affecting the design of the examination

Analysis of FCE Candidate Information Sheets and FCE market survey questionnaires showed consistent agreement on the

kind of candidate taking FCE, on how the examination should reflect candidates' needs and interests, and on administrative aspects of the examination. Extensive research was also conducted into the current examination.

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

- coverage of candidates' needs and interests
- coverage of language abilities underlying these needs and interests (in reading, writing, language systems, listening and speaking)
- reliable assessment (range of testing focuses broadened)
- positive educational impact
- ease of examination administration
- an examination which is more user friendly for candidates in terms of its length.

■ Marks and results

In the updated examination:

- All the papers are equally weighted, each contributing 40 marks to the examination's overall total number of 200 marks.
- Paper 1, Paper 3 Part 1 and Paper 4 Parts 1, 3 and 4 are marked using objective procedures by scanning the answer sheets.
- Paper 3 Parts 2, 3 and 4 and Paper 4 Part 2 are clerically marked, that is, they are marked by a team of markers using a mark scheme, supervised by a co-ordinating examiner.
- Papers 2 and 5 are marked by examiners who have followed standardised induction, training and co-ordination procedures, and who make use of the criterion-referenced assessment scales outlined in the sections about each paper.
- Candidates are given statements of results which include the grades awarded and additional information on their performance.
- Certificates are issued to candidates gaining a passing grade: A, B or C.
- Certificates are not issued to candidates awarded the failing grades: D and E.

■ Administrative information

The changes to the FCE examination will be introduced in all centres in December 2008. Like the current FCE examination, it will be offered three times a year in March, June and December.

The FCE examination is shorter by approximately one hour.

PAPER 1

READING

GENERAL DESCRIPTION

Paper format	The paper contains three parts, with a range of texts and accompanying comprehension tasks. One part may contain two or more shorter related texts.
Timing	1 hour.
No. of parts	3.
No. of questions	30.
Task types	Multiple choice, gapped text, multiple matching.
Text types	From the following: newspaper and magazine articles, reports, fiction, advertisements, correspondence, messages, informational material (e.g. brochures, guides, manuals, etc.).
Length of texts	Approximately 550–700 words per text. Approximately 2,000 words overall.
Answer format	For all parts of this paper, candidates indicate their answers by shading the correct lozenges on the separate answer sheet.
Marks	Parts 1 and 2: each correct answer receives 2 marks. Part 3: each correct answer receives 1 mark.

STRUCTURE AND TASKS

PART 1

Task type and focus	Multiple choice. Detail, opinion, gist, attitude, tone, purpose, main idea, meaning from context, text organisation features (exemplification, comparison, reference).
Format	A text followed by four-option multiple-choice questions.
No. of Qs	8.

PART 2

Task type and focus	Gapped text. Text structure, cohesion and coherence.
Format	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the sentences have been removed.
No. of Qs	7.

PART 3

Task type and focus	Multiple matching. Specific information, detail, opinion and attitude.
Format	A text or several short texts preceded by multiple-matching questions. Candidates must match prompts to elements in the text.
No. of Qs	15.

PAPER 1: READING Part 1 (Questions 1–8)

Part 1

You are going to read an extract from a novel. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression.

There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon.

There were usually two or three jobs advertised in the *Veterinary Record* each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting

line 15 knowledge. So I had grabbed the lifeline unbelievably.

The driver crashed his gears again as we went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name; I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke – already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read *S. Farnon, Veterinary Surgeon* on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said – the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

PAPER 1: READING Part 1 (Questions 1–8)

- 1 As he travelled, the writer regretted his choice of
- A seat.
 - B clothes.
 - C career.
 - D means of transport.
- 2 What had surprised the writer about the job?
- A There had been no advertisement.
 - B He had been contacted by letter.
 - C There was an invitation to tea.
 - D He had been selected for interview.
- 3 The writer uses the phrase 'I had grabbed the lifeline' (line 15) to show that he felt
- A confident of his ability.
 - B ready to consider any offer.
 - C cautious about accepting the invitation.
 - D forced to make a decision unwillingly.
- 4 What impression had the writer previously had of Yorkshire?
- A It was a beautiful place.
 - B It was a boring place.
 - C It was a charming place.
 - D It was an unhappy place.
- 5 What did the writer find unusual about Darrowby?
- A the location of the bus stop
 - B the small number of shops
 - C the design of the square
 - D the lack of activity
- 6 What did the writer feel the guidebooks had missed about Darrowby?
- A the beauty of the houses
 - B the importance of the bridges
 - C the lovely views from the town
 - D the impressive public spaces
- 7 How did the writer recognise Skeldale House?
- A The name was on the door.
 - B It had red bricks.
 - C There was a certain plant outside.
 - D It stood alone.
- 8 How did the writer's attitude change during the passage?
- A He began to feel he might like living in Darrowby.
 - B He became less enthusiastic about the job.
 - C He realised his journey was likely to have been a waste of time.
 - D He started to look forward to having the interview.

Turn over ►

PAPER 1: READING Part 2 (Questions 9–15)

Part 2

You are going to read an article about a woman who is a downhill mountain-bike racer. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Downhill racer

Anna Jones tells of her move from skiing to downhill mountain biking and her rapid rise up the ranks to her current position as one of the top five downhill racers in the country.

At the age of seven I had learnt to ski and by fourteen I was competing internationally. When I was eighteen a close friend was injured in a ski race, and as a result, I gave up competitive skiing. To fill the gap that skiing had left I decided to swap two planks of wood for two wheels with big tyres.

My first race was a cross-country race in 1995. It wasn't an amazing success. **9** After entering a few more cross-country races, a local bike shop gave me a downhill bike to try. I entered a downhill race, fell off, but did reasonably well in the end, so I switched to downhill racing.

I think my skiing helped a lot as I was able to transfer several skills such as cornering and weight-balance to mountain biking. This year I'm riding for a famous British team and there are races almost every weekend from March through to September. **10** In fact, there's quite a lot of putting up tents in muddy fields.

Last season I was selected to represent Great Britain at both the European and World Championships. Both events were completely different from the UK race scene. **11** I was totally in awe, racing with the riders I had been following in magazines. The atmosphere was electric and I finished about mid-pack.

Mountain biking is a great sport to be in. People ask me if downhill racing is really scary. I say, 'Yes it is, and I love it.' Every time I race I scare myself silly and then say, 'Yeah let's do it again.'

When you're riding well, you are right on the edge, as close as you can be to being out of control. **12** However, you quickly learn how to do it so as not to injure yourself. And it's part of the learning process as you have to push yourself and try new skills to improve.

Initially, downhill racing wasn't taken seriously as a mountain-biking discipline. **13** But things are changing and riders are now realising that they need to train just as hard for downhill racing as they would do for cross-country.

The races are run over ground which is generally closer to vertical than horizontal, with jumps, drop-offs, holes, corners and nasty rocks and trees to test your nerves as well as technical skill. At the end of a run, which is between two and three minutes in this country your legs hurt so much they burn. **14** But in a race, you're so excited that you switch off to the pain until you've finished.

A lot of people think that you need to spend thousands of pounds to give downhill mountain biking a go. **15** A reasonable beginner's downhill bike will cost you around £400 and the basic equipment, of a cycle helmet, cycle shorts and gloves, around £150. Later on you may want to upgrade your bike and get a full-face crash helmet, since riders are now achieving speeds of up to 80 kilometres per hour.

PAPER 1: READING Part 2 (Questions 9–15)

- | | |
|--|--|
| <p>A I've fallen off more times than I care to remember.</p> <p>B I usually have to stop during practice sessions.</p> <p>C The courses were twice as long and the crowds were twice as big.</p> <p>D I'm not strong enough in my arms, so I've been doing a lot of upper-body training this year.</p> | <p>E The attitude was: how much skill do you need to sit on a saddle and point a bike in the same direction for a few minutes?</p> <p>F I finished last, but it didn't matter as I really enjoyed it.</p> <p>G Nothing could be further from the truth.</p> <p>H It's not all stardom and glamour, though.</p> |
|--|--|

Turn over ►

PAPER 1: READING Part 3 (Questions 16–30)**Part 3**

You are going to read a magazine article about people who collect things. For questions 16-30, choose from the people (A-D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person

had to re-start their collection?	16	<input type="text"/>
has provided useful advice on their subject?	17	<input type="text"/>
was misled by an early success?	18	<input type="text"/>
received an unexpected gift?	19	<input type="text"/>
admits to making little practical use of their collection?	20	<input type="text"/>
regrets the rapid disappearance of certain items?	21	<input type="text"/>
is aware that a fuller collection of items exists elsewhere?	22	<input type="text"/>
has a history of collecting different items?	23	<input type="text"/>
performed a favour for someone they knew?	24	<input type="text"/>
is a national expert on their subject?	25	<input type="text"/>
is aware that they form part of a growing group?	26	<input type="text"/>
insists on purchasing top-quality items?	27	<input type="text"/>
noticed items while looking for something else?	28	<input type="text"/>
has to protect their collection from damage?	29	<input type="text"/>
would like to create a hands-on display of their collection?	30	<input type="text"/>

The World of Collecting

- A** **Ron Barton** shares his home with about 200 sewing machines. His passion began when he was searching for bits of second-hand furniture and kept seeing 'beautiful old sewing machines that were next to nothing to buy'. He couldn't resist them. Then a friend had a machine that wouldn't work, so she asked Barton to look at it for her. At that stage he was not an authority on the subject, but he worked on it for three days and eventually got it going.
- Later he opened up a small stand in a London market. 'Most people seemed uninterested. Then a dealer came and bought everything I'd taken along. I thought, "Great! This is my future life." But after that I never sold another one there and ended up with a stall in another market which was only moderately successful.'
- Nowadays, he concentrates on domestic machines in their original box containers with their handbooks. He is often asked if he does any sewing with them. The answer is that, apart from making sure that they work, he rarely touches them.
- B** As a boy, **Chris Peters** collected hundreds of vintage cameras, mostly from jumble sales and dustbins. Later, when the time came to buy his first house, he had to sell his valuable collection in order to put down a deposit. A few years after, he took up the interest again and now has over a thousand cameras, the earliest dating from 1860.
- Now Peters 'just cannot stop collecting' and hopes to open his own photographic museum where members of the public will be able to touch and fiddle around with the cameras. Whilst acknowledging that the Royal Camera Collection in Bath is probably more extensive than his own, he points out that 'so few of the items are on show there at the same time that I think my own personal collection will easily rival it.'
- C** **Sylvia King** is one of the foremost authorities on plastics in Britain. She has, in every corner of her house, a striking collection of plastic objects of every kind, dating from the middle of the last century and illustrating the complex uses of plastic over the years.
- King's interest started when she was commissioned to write her first book. In order to do this, she had to start from scratch; so she attended a course on work machinery, maintaining that if she didn't understand plastics manufacture then nobody else would.
- As she gathered information for her book, she also began to collect pieces of plastic from every imaginable source: junk shops, arcades, and the cupboards of friends. She also collects 'because it is vital to keep examples. We live in an age of throw-away items: tape-recorders, cassettes, hair dryers – they are all replaced so quickly.'
- King's second book, *Classic Plastics: from Bakelite to High Tech*, is the first published guide to plastics collecting. It describes collections that can be visited and gives simple and safe home tests for identification.
- King admits that 'plastic is a mysterious substance and many people are frightened of it. Even so, the band of collectors is constantly expanding.'
- D** **Janet Pontin** already had twenty years of collecting one thing or another behind her when she started collecting 'art deco' fans in 1966. It happened when she went to an auction sale and saw a shoe-box filled with them. Someone else got them by offering a higher price and she was very cross. Later, to her astonishment, he went round to her flat and presented them to her. 'That was how it all started.' There were about five fans in the shoe-box and since then they've been exhibited in the first really big exhibition of 'art deco' in America. The fans are not normally on show, however, but are kept behind glass. They are extremely fragile and people are tempted to handle them. The idea is to have, one day, a black-lacquered room where they can be more easily seen.
- Pontin doesn't restrict herself to fans of a particular period, but she will only buy a fan if it is in excellent condition. The same rule applies to everything in her house.

PAPER 1: READING Answer keys**PART ONE**

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

PART TWO

- 9 F
- 10 H
- 11 C
- 12 A
- 13 E
- 14 B
- 15 G

PART THREE

- 16 B
- 17 C
- 18 A
- 19 D
- 20 A
- 21 C
- 22 B
- 23 D
- 24 A
- 25 C
- 26 C
- 27 D
- 28 A
- 29 D
- 30 B

PAPER 2

WRITING

GENERAL DESCRIPTION

Paper format	The paper contains two parts.
Timing	1 hour 20 minutes.
No. of parts	2.
No. of questions	Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of five in Part 2.
Task types	From the following: article, email, essay, letter, report, review, story. Each task has a given purpose and a target reader.
Answer format	The questions are in a booklet with lined pages for the answers. The blank pages at the back of the booklet can be used for writing notes or finishing answers, if necessary.
Marks	Each question on this paper carries equal marks.

STRUCTURE AND TASKS

PART 1

Task type and focus	QUESTION 1 Writing a letter or email. Focus on advising, apologising, comparing, describing, explaining, expressing opinions, justifying, persuading, recommending and suggesting.
Format	Candidates are required to deal with input material of up to 160 words. This may include material taken from advertisements, extracts from letters, emails, schedules, etc.
No. of tasks and length	One compulsory task. 120–150 words.

PART 2

Task type and focus	QUESTIONS 2–4 Writing one of the following: an article, an essay, a letter, a report, a review, a story. QUESTION 5 (Question 5 has two options) Writing one of the following, based on one of two prescribed reading texts: an article, an essay, a letter, a report, a review. Varying focuses according to the task, including: advising, comparing, describing, explaining, expressing opinions, justifying, recommending.
Format	A situationally based writing task specified in no more than 70 words.
No. of tasks and length	One task to be selected from a choice of five. 120–180 words.

Task types in the Writing paper

The different task types are intended to provide frameworks for the candidates so that they can put together and develop their ideas on a topic with a purpose for writing and a target reader in mind.

An ARTICLE is usually written for an English-language magazine or newsletter. The reader is assumed to have similar interests to the writer. The main purpose is to interest and engage the reader, so there should be some opinion or comment. Candidates may include some description and anecdote.

An EMAIL is written in response to the situation outlined in the input information. Candidates can expect to write to, for example, a college principal, an English-speaking friend or colleague. In email tasks, candidates will be expected to write grammatically correct sentences with accurate spelling and punctuation in a style suited to the situation and target reader. The abbreviated language used in text messages will not be considered appropriate to the task.

An ESSAY is usually written for a teacher, perhaps as a follow-up to a class activity, and would probably include some opinions and suggestions on the subject.

A LETTER is written in response to the situation outlined in the question. Letters will require a response which is consistently appropriate for the specified target reader, and candidates can expect to be asked to write letters to, for example, a potential employer (for a part-time or vacation job), a college principal, a magazine editor or English-speaking friend or colleague. A range of functions will be required, including giving and requesting information, expressing opinion, describing, explaining or suggesting.

A REPORT is usually written for a superior (e.g. a teacher) or a peer group (e.g. club members). Candidates will be expected to give some factual information and make some suggestions or recommendations of their own. A report should be clearly organised and include headings.

A REVIEW is usually written for an English-language magazine or newspaper. The main purpose is to describe and express a personal opinion about something which the writer has experienced, e.g. a film, holiday, website etc., and to give the reader a clear impression of what the item under review is like.

A SHORT STORY is usually written for an English-language magazine or anthology. The writer might be writing for a fee or in the hope of winning a prize, but the immediate purpose is to engage the interest of the reader.

These indications of readership and purpose are not comprehensive, but are intended to provide some guidelines to the different task types. It must be stressed that specialised writing skills are not expected of candidates at this level.

PAPER 2: WRITING Part 1 (Question 1)

Part 1

You **must** answer this question. Write your answer in **120-150** words in an appropriate style on the opposite page.

- 1 You have received an email from your English-speaking friend, Sara, who is planning to open a restaurant. Read Sara's email and the notes you have made. Then write an email to Sara, using **all** your notes.

email

From: Sara Martins
Sent: 15th March 2006
Subject: Restaurant

You remember how Alex and I have always wanted to open a restaurant – well, we're going to do it!

We want to serve food from different countries in our restaurant so we're planning to travel around to collect some ideas. We want to come to your country. When is the best time to come?

Say when and why

We want to find out what people cook at home every day. What's the best way for us to do that?

Suggest ...

We'd also like to go to some local restaurants which serve traditional food. Can you recommend one?

Yes, give details

When we open the restaurant in July, we'd like you to come. Will you be free?

No, because ...

Reply soon.

Sara

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PAPER 2: WRITING Part 2 (Questions 2–5)

Part 2

Write an answer to **one** of the questions 2-5 in this part. Write your answer in **120-180** words in an appropriate style on the opposite page. Put the question number in the box at the top of the page.

- 2 You have seen this announcement in an international magazine.

MY FAVOURITE TEACHER

Tell us about a favourite teacher of yours and say what you remember about him or her.

We will publish the most interesting articles next month.

Write your **article**.

- 3 You recently saw this notice in an English-language magazine called *Theatre World*.

Reviews needed!

Have you been to the theatre recently? If so, could you write us a review of the play you saw? Include information on the characters, costumes and story and say whether you would recommend the play to other people.

The best reviews will be published next month.

Write your **review**.

- 4 Your teacher has asked you to write a story for an international magazine. The story must **begin** with the following words:

Anna had a very special reason for getting up early the next day, so she set the alarm for 5 am.

Write your **story**.

- 5 Answer **one** of the following two questions based on **one** of the titles below. Write the letter (a) or (b) as well as the number 5 in the question box on the opposite page.

(a) *The Citadel* by A.J.Cronin

This is part of a letter from your English-speaking penfriend.

We are reading The Citadel in class. Didn't you say you've seen the film? What do you think of the main character, Andrew Manson?

Write a **letter** to your penfriend, giving your opinion. Do not write any postal addresses.

Write your **letter**.

(b) *Round the world in 80 days* by Jules Verne

Phileas Fogg and Passepartout are very different characters. Which one do you think enjoys the journey most? Write an **essay** saying who you think enjoys the journey most and why.

Write your **essay**.

Assessment

Candidates' answers are assessed with reference to two mark schemes: one based on the examiner's overall impression (the General Impression Mark Scheme), the other on the requirements of the particular task (the Task Specific Mark Scheme). The General Impression Mark Scheme summarises the content, organisation and cohesion, range of structures and vocabulary, register and format, and target reader indicated in the task. The Task Specific Mark Scheme focuses on criteria specific to each particular task. Examples of candidate responses, together with the Task Specific Mark Schemes, can be found on pages 21–26.

Candidates are penalised for dealing inadequately with the requirements of the Task Specific Mark Scheme. The accuracy of language, including spelling and punctuation, is assessed on the general impression scale for all tasks.

For answers that are below length, the examiner adjusts the maximum mark and the mark given proportionately. For answers that are over-length, the examiner draws a line at the approximate place where the correct length is reached and directs close assessment to what comes before this. However, credit is given for relevant material appearing later.

The examiner's first priority is to give credit for the candidate's efforts at communication, but candidates are penalised for inclusion of content irrelevant to the task set.

Marking

The panel of examiners is divided into small teams, each with a very experienced examiner as Team Leader. A Principal Examiner guides and monitors the marking process, beginning with a meeting of the Principal Examiner for the paper 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 and marking of sample scripts for all the 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 task on the paper. Examiners discuss these Task Specific and General Impression Mark Schemes and refer to them regularly while they are working.

During marking, each examiner is apportioned scripts chosen on a random basis from the whole entry in order to ensure there is no concentration of good or weak scripts or of one large centre from one country in the allocation of any one examiner. A rigorous process of co-ordination and checking is carried out before, during and after the marking process.

The FCE General Impression Mark Scheme is interpreted at Council of Europe Level B2.

A summary of the General Impression Mark Scheme is given below. Trained examiners, who are co-ordinated prior to each examination session, work with a more detailed version, which is subject to updating.

■ General Impression Mark Scheme (Draft)

BAND 5 For a Band 5 to be awarded, the candidate's writing fully achieves the desired effect on the target reader. All the content points required in the task are included* and expanded appropriately. Ideas are organised effectively, with the use of a variety of linking devices and a wide range of structure and vocabulary. The language is well developed, and any errors that do occur are minimal and perhaps due to ambitious attempts at more complex language. Register and format which is consistently appropriate to the purpose of the task and the audience is used.

BAND 4 For a Band 4 to be awarded, the candidate's writing achieves the desired effect on the target reader. All the content points required in the task are included*. Ideas are clearly organised, with the use of suitable linking devices and a good range of structure and vocabulary. Generally, the language is accurate, and any errors that do occur are mainly due to attempts at more complex language. Register and format which is, on the whole, appropriate to the purpose of the task and the audience is used.

BAND 3 For a Band 3 to be awarded, the candidate's writing, on the whole, achieves the desired effect on the target reader. All the content points required in the task are included*. Ideas are organised adequately, with the use of simple linking devices and an adequate range of structure and vocabulary. A number of errors may be present, but they do not impede communication. A reasonable, if not always successful, attempt is made at register and format which is appropriate to the purpose of the task and the audience.

BAND 2 For a Band 2 to be awarded, the candidate's writing does not clearly communicate the message to the target reader. Some content points required in the task are inadequately covered or omitted, and/or there is some irrelevant material. Ideas are inadequately organised, linking devices are rarely used, and the range of structure and vocabulary is limited. Errors distract the reader and may obscure communication at times. Attempts at appropriate register and format are unsuccessful or inconsistent.

BAND 1 For a Band 1 to be awarded, the candidate's writing has a very negative effect on the target reader. There is notable omission of content points and/or considerable irrelevance, possibly due to misinterpretation of the task. There is a lack of organisation or linking devices, and there is little evidence of language control. The range of structure and vocabulary is narrow, and frequent errors obscure communication. There is little or no awareness of appropriate register and format.

BAND 0 For a Band zero to be awarded, there is either too little language for assessment or the candidate's writing is totally irrelevant or totally illegible.

*Candidates who do not address all the content points will be penalised for dealing inadequately with the requirements of the task.

Candidates who fully satisfy the Band 3 descriptor will demonstrate an adequate performance in writing at FCE level.

PAPER 2: WRITING

Question 1 (sample script)

Mark scheme and sample script with examiner comments

QUESTION 1: CANDIDATE A

■ Content

The **email** should include all the points in the notes:

- say when it is best to visit (not necessary to say why)
- suggest best way(s) of finding out about food/cooking at home
- recommend restaurant(s) (not necessary to give details)
- decline invitation.

■ Organisation and cohesion

Clear organisation of ideas, with paragraphing and linking as appropriate to the task.

■ Appropriacy of register and format

Informal email with standard use of English grammatical and spelling conventions.

■ Range

Language of expressing enthusiasm, giving information, declining invitation, recommending, suggesting.

■ Target reader

Would be informed.

Candidate A

To: Sara Martins
Sent: 16th March
Subject: Restaurant

I just received your email and I'm too glad that you're making reality what you always wanted.

You asked me in your email when it is the best time to come. I think that it would be for you to come in the summer because during the summer we have many cooking festival.

You also mention that you want to meet people cooking everyday. That's possible basically if you go to our restaurant where everyday delicious meals are prepared.

Moreover, if you want to know what our traditional food is that's 'Briham' which contains many vegetables and it's very high in vitamins and carbohadratel.

Now as for your invitation I'm very sorry but that time I will be sitting my school exams.

I'd love to see you when you will come.

*Take care
Roman*

Examiner comments

■ Content

All points covered.

■ Accuracy

A number of non-distracting errors.

■ Range

Adequate range.

■ Organisation and cohesion

Effectively organised.

■ Awareness of audience

Appropriate to the task.

■ Target reader

Would be fully informed.

■ Marks awarded

Band 3.

PAPER 2: WRITING

Question 2 (sample script)

Mark scheme and sample script with examiner comments**QUESTION 2: CANDIDATE B****■ Content**

The **article** should give information about writer's favourite teacher saying what they remember about him/her.

■ Organisation and cohesion

Clear organisation of ideas with appropriate linking and paragraphing.

■ Range

Language of description, explanation and opinion.

■ Appropriacy of register and format

Any as long as consistent.

■ Target reader

Would be informed.

Candidate B

A Fantastic Teacher!

Can you imagine a school where every people enjoy themselves? Have you ever seen a funny teacher that transforms boring lessons into interesting ones?

For me it was real.

I went to high school in bergamo and I really enjoyed every day.

I only have to thank my teacher.

His name is Allesandro and he teached me italian and latin: apparently two boring subjects but not for me. Not with his way of teaching.

Everyday when he came in the classroom he has something funny to say to us. For example something about his last weekend or his private life. The lessons always started laughing. I felt really well during his lessons.

The he began to explain and the strange thing was everybody paid always attention very well to him and he makes all interesting.

His lessons were at the same time enjoyable, funny and interesting: that's wonderful.

I'll never forget him!

Examiner comments

■ Content

Good development of the task.

■ Accuracy

Generally accurate but some awkwardness of expression.

■ Range

A good range of structure and vocabulary.

■ Organisation and cohesion

Clearly organised.

■ Awareness of audience

Appropriate to the task.

■ Target reader

Would be fully informed.

■ Marks awarded

Band 4.

Mark scheme and sample script with examiner comments

QUESTION 3: CANDIDATE C

■ Content

The **review** should give information about a play seen at the theatre and may include information about characters, costumes and story as well as a possible recommendation.

■ Organisation and cohesion

Clear linking and paragraphing.

■ Appropriacy of register and format

Neutral or formal review.

■ Range

Language of description, explanation and opinion.

■ Target reader

Would be informed.

Candidate C

I recently went to the theatre to see a play. It was the best play I have ever seen. It is called 'The Spirits'. The story was very interesting and all the time I was thinking 'What will happen next?'

The stage and the costumes were very simple. All the players were wearing black and they all looked similar. Sometimes I was confuse about which character was on the stage until they started speaking. But there were only five people in this play so it wasn't a major problem.

The story was telling about a family and the spirits in their home. They started to be afraid of the spirits but later they became their friends. By the end of the drama, they were living happily together. It was a very touching drama.

I really recommend you to see this play. The acting was so good that you forget it isn't the real world. You will be amaze by the wonderful acting and the story, I am sure.

Examiner comments

■ Content

Good realisation of task.

■ Accuracy

Generally accurate with occasional errors in tense use.

■ Range

A very good range of structures and vocabulary.

■ Organisation and cohesion

Clearly organised with suitable use of cohesive devices.

■ Awareness of audience

Fully appropriate to the task.

■ Target reader

Achieves the desired effect.

■ Marks awarded

Band 5.

PAPER 2: WRITING

Question 4 (sample script)

Mark scheme and sample script with examiner comments**QUESTION 4: CANDIDATE D****■ Content**

The **story** should continue from the prompt sentence.

■ Organisation and cohesion

Could be minimally paragraphed.

Should reach a definite ending, even if it is somewhat open-ended.

■ Appropriacy of register and format

Consistently neutral or informal narrative.

■ Range

Past tenses. Vocabulary appropriate to the chosen topic of story.

■ Target reader

Would be able to follow the storyline.

Candidate D

Anna had a very special reason for getting up early the next day so she set the alarm for 5am. Anna had a boy friend, his name is hyuni. It was the first time that they would to go to a beach. Anna was expecting that, so she couldn't sleep well until 3am. They had promised to meet at the train station at 7am. But, she got up at 10am. She was suprised and called to him rapidly. He didn't received a phone. She went out at 10.30AM and reached train station at 11am. But he wasn't there. At the beginning she was annoy by the time went she was ansious him. She waitied him until 11am but he didn't come so she decided to go to his house. when she arrived his house she was surprised: the policeman was in his house. 'What happen in this house' she yelled, 'I don't know when I went around this way a man shouted to me so I was coming' the policeman whispered. She was getting frighten. And then they found man who lied down on the floor. He was sleeping. And there were some beer can next to him. The next day they were broken.

Examiner comments

■ Content

Story continues from prompt sentence.

■ Accuracy

A number of distracting and some impeding errors.

■ Range

Limited range of structures but some attempt at a range of vocabulary.

■ Organisation and cohesion

Lacks paragraphing.

■ Awareness of audience

Appropriate to the task.

■ Target reader

Reader may have some difficulty following storyline due to the number of errors.

■ Marks awarded

Band 2.

Mark scheme and sample script with examiner comments

QUESTION 5A: CANDIDATE E

■ Content

The **letter** should explain the writer's opinion of the main character, Andrew Manson.

■ Organisation and cohesion

Clear linking and paragraphing.

■ Appropriacy of register and format

Neutral or informal narrative.

■ Range

Language of description, explanation and opinion.

■ Target reader

Would be informed.

Candidate E

Dear Jenny,

I'm very happy you are reading the Citadel. I really loved this book. It is very interesting.

Andrew Manson is a doctor and he works very hardly at the start of the story. He fought for poor peoples and is very strong. Some people who are also doctors don't like him for these actions but he never stopped with them!

Later in the book he earned lots of money and became famous doctor. But he wasn't really happy I think. He's wife also wasn't happy with him. She thought money was too important to him.

However, in the end of the story, after a big mistake with a sergery and a man who died, Andrew turns again into a good man. He sees the truth and looks after poor people again. I think he has strong prinsiples and is really an excellent doctor with good character.

Do you agree? Write and tell me what you think?

Love

Una.

Examiner comments

■ Content

Good development of the task.

■ Accuracy

Generally accurate but with some awkwardness of expression.

■ Range

A good range attempted.

■ Organisation and cohesion

Well organised.

■ Awareness of audience

Fully appropriate to the task.

■ Target reader

Would be informed.

■ Marks awarded

Band 4.

PAPER 2: WRITING

Question 5b (sample script)

Mark scheme and sample script with examiner comments**QUESTION 5B: CANDIDATE F****■ Content**

The **essay** should explain which character enjoyed the journey more and why.

■ Organisation and cohesion

Clear organisation of ideas with suitable paragraphing and linking.

■ Appropriacy of register and format

Neutral essay.

■ Range

Language of description, explanation and opinion.

■ Target reader

Would be informed.

Candidate F

In the book, Phileas Fogg leaves London to travel round the world in 80 days. He goes for this travel because his friends want him to go on. He is rich man and he take one other man which is not rich - He's name is Passespartout. He is working to carry the luggages of Phileas Fogg. I think despite Passepartote is a poor man he has to work hard during the travel, and he is happier than Phileas Fogg. Phileas Fogg is always very stressing about rushing the journey. However, Passepartoute spends more time relaxing. Moreover, he talks a lot to locals people and makes friends with them. Phileas Fogg enjoys the journey too because he wins the play with his frinds but Passepartote has a really good time.

Examiner comments

■ Content

Good realisation of the task.

■ Accuracy

Generally accurate – errors do not impede.

■ Range

Limited range of structures and vocabulary.

■ Organisation and cohesion

Lacks paragraphing.

■ Awareness of audience

Appropriate to the task.

■ Target reader

Would be informed.

■ Marks awarded

Band 3.

PAPER 3

USE OF ENGLISH

GENERAL DESCRIPTION

Paper format	The paper contains four parts.
Timing	45 minutes.
No. of parts	4.
No. of questions	42.
Task types	Multiple-choice cloze, open cloze, word formation, key word transformations.
Answer format	Candidates may write on the question paper, but must transfer their answers to the separate answer sheet within the time limit. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in a box on the separate answer sheet.
Marks	Parts 1, 2, and 3: each correct answer receives 1 mark. Part 4: each answer receives up to 2 marks.

STRUCTURE AND TASKS

PART 1

Task type and focus	Multiple-choice cloze. Lexical/lexico-grammatical.
Format	A modified cloze test containing 12 gaps and followed by 12 four-option multiple-choice items.
No. of Qs	12.

PART 2

Task type and focus	Open cloze. Grammatical/lexico-grammatical.
Format	A modified cloze test containing 12 gaps.
No. of Qs	12.

PART 3

Task type and focus	Word formation. Lexical/lexico-grammatical.
Format	A text containing 10 gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.
No. of Qs	10.

PART 4

Task type and focus	Key word transformations. Lexical and grammatical.
Format	Eight separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key word'.
No. of Qs	8.

Part 1

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A called B named C referred D known

0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D

A love of travelling

For Nigel Portman, a love of travelling began with what's (0) a 'gap year'. In common with many other British teenagers, he chose to take a year out before (1) to study for his degree. After doing various jobs to (2) some money, he left home to gain some experience of life in different cultures, visiting America and Asia. The more adventurous the young person, the (3) the challenge they are likely to (4) themselves for the gap year, and for some, like Nigel, it can (5) in a thirst for adventure.

Now that his university course has (6) to an end, Nigel is just about to leave on a three-year trip that will take him (7) around the world. What's more, he plans to make the whole journey using only means of transport which are (8) by natural energy. In other words, he'll be (9) mostly on bicycles and his own legs; and when there's an ocean to cross, he won't be taking a (10) cut by climbing aboard a plane, he'll be joining the crew of a sailing ship (11)

As well as doing some mountain climbing and other outdoor pursuits along the way, Nigel hopes to (12) on to the people he meets the environmental message that lies behind the whole idea.

PAPER 3: USE OF ENGLISH Part 1 (Questions 1–12)

- | | | | | |
|----|-----------------|--------------|---------------|----------------|
| 1 | A settling down | B getting up | C taking over | D holding back |
| 2 | A achieve | B raise | C advance | D win |
| 3 | A stronger | B wider | C greater | D deeper |
| 4 | A put | B set | C aim | D place |
| 5 | A result | B lead | C cause | D create |
| 6 | A come | B turned | C reached | D brought |
| 7 | A just | B complete | C whole | D right |
| 8 | A pulled | B charged | C forced | D powered |
| 9 | A relying | B using | C attempting | D trying |
| 10 | A quick | B short | C brief | D swift |
| 11 | A anyway | B alike | C instead | D otherwise |
| 12 | A leave | B keep | C pass | D give |

Turn over ►

Part 2

For questions 13–24, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

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

Example: 0 A S

The temple in the lake

Lake Titicaca, often known (0) the 'holy lake', is situated in South America on the border between Bolivia and Peru. The lives of the people (13) tools and pottery have (14) found on its shores have long remained a mystery. However, scientists taking (15) in an exploration project at the lake have found what they believe to (16) a 1000-year-old temple under the water.

Divers from the expedition have discovered a 200-metre-long, 50-metre-wide building surrounded by a terrace for crops, a road and a wall. It is thought that the remains (17) those of a temple built by the Tihuanacu people who lived beside Lake Titicaca before it became a part (18) the much later Incan empire.

'The scientists have not yet had time to analyse the material sufficiently,' says project director, Soraya Aubi. 'But some have (19) forward the idea that the remains date from this period (20) to the fact that there are very similar ones elsewhere.'

The expedition has so (21) this year made more than 200 dives into water 30 metres deep (22) order to record the ancient remains on film. The film, (23) will later be studied in detail, (24) well provide important information about the region.

PAPER 3: USE OF ENGLISH Part 3 (Questions 25–34)

Part 3

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

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

Example: 0 S E L E C T I O N

Walking holidays

The *Real Walkers Company* offers a (0) of small group walking holidays which explore some delightful hidden corners of Europe, the Americas and Australasia. There is something for everyone to enjoy on these holidays, (25) of age or level of (26) The brochure includes various destinations and a range of itineraries. These range from sightseeing tours of (27) cities to undemanding walking trips in unspoilt coastal and country regions and, for the more (28) traveller, challenging mountain or hill-walking expeditions.

But it would be (29) to give the impression that these holidays are just about walking. According to the brochure, an (30) of walking is often the thing that brings together a group of like-minded people, who share the (31) of good companionship in (32) surroundings.

The company believes that its tour leaders are the key to its success. These people are (33) trained and are particularly keen to (34) that each individual traveller makes the most of their trip.

SELECT
REGARD
FIT
HISTORY
ADVENTURE
FAIR
ENJOY
PLEASE
ATTRACT
FULL
SURE

Turn over ►

Part 4

For questions 35–42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example: 0 W E R E D R I V E N I N T O T O W N B Y

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

35 The two boys were sitting by themselves in the classroom.

OWN

The two boys were sitting in the classroom.

36 'I have an interview tomorrow, so I ought to leave soon,' Yannis said.

BETTER

'I have an interview tomorrow, so I soon,' Yannis said.

37 The film will have started, so it's not worth going to the cinema now.

POINT

The film will have started, so in going to the cinema now.

38 Roberto arrived late this morning because his train was delayed.

TIME

If the train Roberto would not have arrived late this morning.

PAPER 3: USE OF ENGLISH Part 4 (Questions 35–42)

39 I had never met Pia's husband before.

FIRST

It I had ever met Pia's husband.

40 Abdul's mother didn't let him play on the computer until he had done his homework.

MADE

Abdul's mother his homework before he played on the computer.

41 Although the police chased them, the thieves didn't get caught.

EVEN

The thieves managed to get the police chased them.

42 Considering that Luke is so young, you must admit he's making excellent progress as a musician.

ACCOUNT

If you young Luke is, you must admit he's making excellent progress as a musician.

PAPER 3: USE OF ENGLISH Answer keys

PART ONE

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

PART TWO

- 13 whose
14 been
15 part
16 be
17 are
18 of
19 put
20 due/owing
21 far
22 in
23 which
24 may/might/could

PART THREE

- 25 regardless
26 fitness
27 historic/historical
28 adventurous
29 unfair
30 enjoyment
31 pleasure(s)
32 attractive
33 fully
34 ensure

PART FOUR

- 35 (all) on][their **own**
36 had/'d][**better** leave/go/set off
37 there's/is][no/little **point**
38 had been/come/arrived][on **time**
39 was][the **first** time (that)
40 **made** him/Abdul][do/finish/
complete
41 away][**even** though
42 take into **account**][how
][shows where the answer is split into
two parts for marking purposes.

PAPER 4

LISTENING

GENERAL DESCRIPTION

Paper format	The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.
Timing	Approximately 40 minutes.
No. of parts	4.
No. of questions	30.
Task types	Multiple choice, sentence completion, multiple matching.
Text types	<i>Monologues:</i> answerphone messages, information lines, commentaries, radio documentaries and features, instructions, lectures, news, public announcements, publicity and advertisements, reports, speeches, stories and anecdotes, talks. <i>Interacting speakers:</i> conversations, discussions, interviews, quizzes, radio plays, transactions.
Answer format	Candidates are advised to write their answers in the spaces provided on the question paper while listening. There will be 5 minutes at the end of the test to copy the answers onto a separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in a box on the answer sheet.
Recording information	The instructions for each task are given in the question paper, and are also heard on the recording. These instructions include the announcement of pauses of specified lengths, during which candidates can familiarise themselves with the task and, for some items, predict some of the things they are likely to hear. A variety of voices, styles of delivery and accents will be heard in each Listening paper to reflect the various contexts presented in the recordings, as appropriate to the international contexts of the test takers.
Marks	Each correct answer receives 1 mark.

STRUCTURE AND TASKS

PART 1

Task type and focus	Multiple choice. General gist, detail, function, purpose, attitude, opinion, relationship, topic, place, situation, genre, agreement etc.
Format	A series of short unrelated extracts, of approximately 30 seconds each, from monologues or exchanges between interacting speakers. There is one multiple-choice question per text, each with three options.
No. of Qs	8.

PART 2

Task type and focus	Sentence completion. Detail, specific information, stated opinion.
Format	A monologue or text involving interacting speakers and lasting approximately 3 minutes. Candidates are required to complete the sentences with information heard on the recording.
No. of Qs	10.

PART 3

Task type and focus	Multiple matching. General gist, detail, function, purpose, attitude, opinion, relationship, topic, place, situation, genre, agreement etc.
Format	Five short related monologues, of approximately 30 seconds each. The multiple-matching questions require selection of the correct option from a list of six.
No. of Qs	5.

PART 4

Task type and focus	Multiple choice. Opinion, attitude, gist, main idea, specific information.
Format	A monologue or text involving interacting speakers and lasting approximately 3 minutes. There are seven multiple-choice questions, each with three options.
No. of Qs	7.

PAPER 4: LISTENING Part 1 (Questions 1–8)**Part 1**

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

- 1 You hear a young man talking.

Why did he go back to college?

- A He needed a better job.
 B He needed an evening activity.
 C He needed new skills.

	1
--	---

- 2 You hear a man talking on the radio.

What is he?

- A an inventor
 B a company employee
 C a writer

	2
--	---

- 3 You hear someone talking on the radio about an artist.

How does the artist feel about his work?

- A He would like to exhibit it in an art gallery.
 B He wants to make his creations last longer.
 C He is happy to see his work destroyed.

	3
--	---

- 4 You hear a woman talking to her son.

Why is she talking to him?

- A to give him a warning
 B to refuse permission
 C to make a suggestion

	4
--	---

PAPER 4: LISTENING Part 1 (Questions 1–8)

- 5 You hear part of a lecture about the role of retired people in the economy.

What is the lecturer describing?

- A reasons why something is changing
B errors in statistical information
C disagreements between researchers

	5
--	---

- 6 You hear a chef being interviewed on the radio.

Why did he decide to become a chef?

- A to follow a family tradition
B to develop a natural talent
C to pursue his love of cooking

	6
--	---

- 7 You hear a teenager talking about the sport she plays.

How does she feel while she is playing the sport?

- A uncomfortable
B embarrassed
C confident

	7
--	---

- 8 You hear an explorer talking about a journey he is making.

How will he travel once he is across the river?

- A by motor vehicle
B on horseback
C on foot

	8
--	---

Turn over ►

PAPER 4: LISTENING Part 2 (Questions 9–18)**Part 2**

You will hear an interview with a woman called Helen Hunter who runs a summer camp for teenagers. For questions 9–18, complete the sentences.

SUMMER CAMPS

Helen says that people taking part in the summer camp usually sleep in a

	9
--	----------

The summer camp is a chance for teenagers to meet people and learn

	10
--	-----------

As an example of a practical activity, Helen tells us about a team which built a

	11
--	-----------

In the next camp, teams will work out problem-solving activities such as a

	12	with clues.
--	-----------	-------------

Helen gives the example of

	13	as the only typical sporting activity at the camp.
--	-----------	--

The day when teams can choose their own activities is called

	14
--	-----------

The summer camp is good for people who don't have opportunities or have little

	15
--	-----------

On 'Battle of the Bands' day, the teams make a pop record and a

	16
--	-----------

For the teenagers taking part, the camp lasts for

	17
--	-----------

You can book for a summer camp that will be held in the month of

	18
--	-----------

PAPER 4: LISTENING Part 3 (Questions 19–23)**Part 3**

You will hear five different people talking about a mistake they recently made. For questions 19–23, choose from the list (A–F) the type of mistake that each person made. Use the letters only once. There is one extra letter which you do not need to use.

A ignoring someone's advice	Speaker 1	<input type="text"/>	19
B failing to inform someone about something	Speaker 2	<input type="text"/>	20
C mistaking someone's identity	Speaker 3	<input type="text"/>	21
D arriving somewhere too early	Speaker 4	<input type="text"/>	22
E getting a particular date wrong	Speaker 5	<input type="text"/>	23
F losing something important			

Turn over ►

PAPER 4: LISTENING Part 4 (Questions 24–30)**Part 4**

You will hear an interview with a conservationist who has built a cable car in the rainforest. For questions 24–30, choose the best answer (A, B or C).

24 What feature of the cable car makes it particularly good for seeing wildlife in the rainforest?

- A the speed at which it moves
- B the height at which it travels
- C the distance that it covers

	24
--	----

25 What is the main aim of the cable car project?

- A to educate local people
- B to persuade people to save the rainforest
- C to raise money for other conservation projects

	25
--	----

26 What is the advantage of the project for the local people?

- A They can use the land if they want.
- B They can sell forest products to the visitors.
- C More work is available to them.

	26
--	----

27 Why was the cable car redesigned?

- A so that people could touch the trees
- B to avoid cutting down too much forest
- C because it had to be brought in by air

	27
--	----

28 How does Donald react to the suggestion that he has disturbed the wildlife?

- A He explains what happened in the past.
- B He criticises what happens elsewhere.
- C He denies that there's been any disturbance.

	28
--	----

PAPER 4: LISTENING Part 4 (Questions 24–30)

29 Why is Donald sure his project is a success?

- A This piece of forest has survived.
- B Animals have returned to the area.
- C Other projects have copied his ideas.

	29
--	----

30 Donald thinks the future survival of the rainforest will depend on

- A the size of the world's population.
- B the attitude of people towards it.
- C the size of the areas left as forest.

	30
--	----

PAPER 4: LISTENING

Sample tapescript

This is the Cambridge First Certificate in English Listening test.

SAMPLE TEST.

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

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

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

— *** —

You'll hear each piece twice.

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

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

PAUSE 5 SECONDS

Now open your question paper and look at Part 1.

PAUSE 5 SECONDS

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

One.

You hear a young man talking.
Why did he go back to college?

- A He needed a better job.
- B He needed an evening activity.
- C He needed new skills.

PAUSE 2 SECONDS

— *** —

I'd been thinking of starting on a course at college for a while. It's not easy to study when you are working full time ... and my only free time was after 6pm ... Then the company where I work gave me a promotion, and my new job involved managing staff, which I had no experience of. That's why I chose this subject. My degree is in engineering, you see. I still wasn't too sure I wanted to give up the only part of the day when I did absolutely nothing, but I'm actually enjoying going to college after work!

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 1
PAUSE 2 SECONDS

Two.

You hear a man talking on the radio.

What is he?

- A an inventor
- B a company employee
- C a writer

PAUSE 2 SECONDS

— *** —

I'm fighting in the courts to make it easier for people like me to protect their ideas. If you're a writer or a songwriter you own your own creation without paying a penny, but people who create mechanical objects have to fight for their rights and pay for them. That's fundamentally unfair. And I'm not doing this just to benefit myself – I'm doing it so that other individuals like me who work alone won't be disadvantaged by large companies with large budgets.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 2
PAUSE 2 SECONDS

Three.

You hear someone talking on the radio about an artist.
How does the artist feel about his work?

- A He would like to exhibit it in an art gallery.
- B He wants to make his creations last longer.
- C He is happy to see his work destroyed.

PAUSE 2 SECONDS

— *** —

Gennaro Naddeo is an unusual sort of artist. For a start his creations rarely survive more than a few weeks, and sometimes as little as a few hours. They either go stale, or they melt, or else they are devoured by the very people who most admire and appreciate them. Not surprising really, since his materials of choice are butter, chocolate, cake and sugar. With the help of a freezer his work would find itself in an art gallery. But Naddeo has very modest ambitions and the highest compliment he can hope to be paid is to have his works sliced up and swallowed.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 3
PAUSE 2 SECONDS

Four.

You hear a woman talking to her son.
Why is she talking to him?

- A to give him a warning
- B to refuse permission
- C to make a suggestion

PAUSE 2 SECONDS

— *** —

I know you really want to go on this climbing holiday, but will there be anyone with you who is a qualified climber, a guide? You hear of so many people getting into difficulties and on TV they're always warning people not to go alone into the mountains. Contact the mountain guide service, tell them where you're going and ask for information about the region. Get as much information as you can and then talk to me about it again.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 4

PAUSE 2 SECONDS

Five.

You hear part of a lecture about the role of retired people in the economy.

What is the lecturer describing?

- A reasons why something is changing
- B errors in statistical information
- C disagreements between researchers

PAUSE 2 SECONDS

— *** —

Well, basically, in Western countries the retired population is split. There's a significant minority who are really quite well off, and so they have consumer power, and we now see businesses like holiday companies, for example, targeting this group. But even the significant majority who are living off their pensions or savings and trying to make ends meet, are collectively powerful because there are so many of them, and they are demanding more specialised products from manufacturers who are having to design more of their products for people of this age range.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 5

PAUSE 2 SECONDS

Six.

You hear a chef being interviewed on the radio.

Why did he decide to become a chef?

- A to follow a family tradition
- B to develop a natural talent
- C to pursue his love of cooking

PAUSE 2 SECONDS

— *** —

Int: Was there a particular moment in your life when you thought – this is the job for me?

Chef: Well not really. My mother used to put these meals on the table that were inedible. Pastry that you couldn't cut through ... rice that came out of a pan in a lump.

Int: So it was a case of having to!

Chef: If we wanted to eat, yes. Of course, I realised eventually, 'Hey, I could do this'. I knew how to make things taste good. And that's what I wanted to build on when I went to college. Even though at the time, I found it a bit of a chore, you know, getting home from school you just wanted to go out with your mates.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 6

PAUSE 2 SECONDS

Seven.

You hear a teenager talking about the sport she plays.

How does she feel while she is playing the sport?

- A uncomfortable
- B embarrassed
- C confident

PAUSE 2 SECONDS

— *** —

For girls, it's never a case of going down the road to the nearest club, you have to find a club and travel to it. There aren't many so you have to make the effort. When people ask, 'Are you sporty?' I don't always admit to playing football. Somehow I feel awkward. Some females say, 'I can't understand why you do it, you'll get all dirty.' I started playing competitively when I was nine years old. There were some negative responses at first, but when people saw me play, they realised that once I'm on the field, I know exactly what I'm doing.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 7

PAUSE 2 SECONDS

Eight.

You hear an explorer talking about a journey he's making.

How will he travel once he's across the river?

- A by motor vehicle
- B on horseback
- C on foot

PAUSE 2 SECONDS

— *** —

The engine's full of water at the moment, it's very doubtful if any of the trucks can get across the river in this weather. The alternative is to carry all the stuff across using the old footbridge, which is perfectly possible ... just rather a slow business ... and then use horses rather than trucks for the rest of the trip; all the way instead of just the last 10 or 15 kilometres as was our original intention. We can always pick up the vehicles again on the way back down. They'll be safe enough here.

PAUSE 2 SECONDS

— *** —

REPEAT EXTRACT 8

PAUSE 2 SECONDS

That's the end of Part 1.

Now turn to Part 2.

PAUSE 5 SECONDS

You'll hear an interview with a woman called Helen Hunter who runs a summer camp for teenagers. For questions 9–18, complete the sentences.

You now have 45 seconds to look at Part 2.

PAUSE 45 SECONDS

— *** —

DJ: Now, if you're a teenager and you've got some free time this summer, then you might just be interested in joining a summer camp. I'm joined in the studio by Helen Hunter from the *Summer Camp Organisation*.
Helen ...

HH: Hello.

DJ: ... What exactly is a summer camp? Do you sleep in a tent, cook over an open fire, that sort of thing?

HH: Well, sorry to disappoint you, but these days, we prefer to take over a school, where participants sleep and get to take showers in the morning and all that, although camping might be one of the optional activities.

DJ: So what is a summer camp all about, if it's not the outdoor life?

HH: Well, the basic idea is to bring together all types of young people to take part in lots of fun team-based activities. It gives people the chance to make new friends and acquire new skills.

DJ: So the participants are all ... what age?

HH: Between 14 and 16.

DJ: And they're divided into teams. Tell us a few of the things that they get up to.

HH: Well, they do practical activities, for example last year one team had the task of building a tree house. They had to find the materials, work out how to do it, choose the tree and so on.

DJ: That sounds like fun. What else do they do?

HH: There are also problem-solving activities, for example on the next camp there'll be a mystery for groups to solve with clues planted all round the place for them to find.

DJ: Well it certainly sounds like you've got one or two interesting ideas, but what about if people would really rather do the typical sort of sports that we normally associate with summer camps, like watersports for example?

HH: We don't have as many of the outdoor sporting activities as other summer camps. Horse riding actually is the exception, lots of people seem to want to do that.

DJ: So they do get some choice in the matter?

HH: Oh yes. In fact we have one day when the team gets together in the morning and talks about the things they've always wanted to do and then with a small amount of money, they basically get to go out and try to make their dreams come true. We call it 'Dream Day', actually.

DJ: So how does the camp benefit those taking part?

HH: The camps are particularly suitable for young people who are lacking in opportunities, or for those who maybe don't have much self-confidence. We hope that by going away with a group of people and doing things that they would never normally do, they'll feel more able to try new things when they go home. For example, this year the last day of the course will be what we call 'Battle of the Bands' day.

DJ: What's that?

HH: The teams have to form their own pop group. They have to write their own song, with the help of some trained musicians and then record it and make their own pop video. Then in the evening, there'll be a kind of awards ceremony where the best one will be chosen.

DJ: How much time do people need to have available to take part in a camp?

HH: Well for the organisers, a camp lasts 10 days; the first two are training days for the staff, then the participants arrive, they stay for a week, and then there's a day's clearing up after they've gone home.

DJ: And if any teenagers listening are interested in taking part? What are the dates?

HH: We have camps all through the summer at about monthly intervals from June onwards. The next one will be coming up in mid-August, but that's actually fully booked so we're putting on an extra camp in September, and we're expecting that one to be very popular.

DJ: So anyone interested should put their name down really soon?

HH: That's right.

DJ: Helen, thank you for joining us. I hope it all goes well.

HH: Thanks.

PAUSE 10 SECONDS

Now you'll hear Part 2 again.

— *** —

REPEAT PART 2

PAUSE 5 SECONDS

That's the end of Part 2.

Now turn to Part 3.

PAUSE 5 SECONDS

You'll hear five different people talking about a mistake they recently made. For questions 19–23, choose from the list A–F the type of mistake that each person made. Use the letters only once. There is one extra letter which you do not need to use.

You now have 30 seconds to look at Part 3.

PAUSE 30 SECONDS

— *** —

Speaker 1

PAUSE 2 SECONDS

I'd arranged to meet Hannah by the clock tower and I made sure that I had plenty of time to get there. The last thing I wanted was to have her waiting around for me. After all, she would have had a much longer journey on the train. Anyway, I was still a bit late so I ran up to the clock tower, went up behind her and put my hands over her eyes to surprise her. And she was surprised because we didn't recognise each other at all ... I'd never seen this person before in my life. And Hannah, I found out later, was still sitting on a train somewhere ...

PAUSE 3 SECONDS

Speaker 2

PAUSE 2 SECONDS

We gave ourselves certain jobs. I packed the bags this time because last time we went away, John forgot to take any swimwear, while John got all the camera equipment ready. I left a list of things for my friend to do in the flat while we were away and John made all the security arrangements, set the answerphone and that sort of thing. And, of course, John had bought the tickets several weeks beforehand. I didn't see any need to double check anything but I will next time. Turning up at an airport to find that your flight left the day before is no laughing matter, I can tell you!

PAUSE 3 SECONDS

Speaker 3

PAUSE 2 SECONDS

The parts of the table were sitting there in a large brown

box waiting to be put together. Len had recommended that we wait until he got home but the instructions stated that there were just a few screws to fit and it would be ready to use, so I suggested that we got on with it. My sister and I fiddled with it for ages and we were getting nowhere. I then tried forcing it together the best way possible. It broke of course and I had to go out and buy another one ... brought it home and Len put it together in 5 minutes with no trouble at all. 'See', he said!

PAUSE 3 SECONDS

Speaker 4

PAUSE 2 SECONDS

I hadn't seen Kevin for 10 years so I was slightly worried that we wouldn't have anything in common any more. Silly really, because I haven't changed much over the years so why should he? When the day came and I drove to Petertown to see him, I was quite scared about the whole thing. After all, we'd been best friends at school and I wanted our meeting to be special. I got to the town centre and fished in my pocket for the scrap of paper that I'd written directions on and realised immediately that with all my nerves, I'd no idea where I'd put it. It wouldn't have been so bad if it hadn't had his phone number on it as well!

PAUSE 3 SECONDS

Speaker 5

PAUSE 2 SECONDS

Whatever people may tell you, there are some lessons in life that you have to learn by yourself. Like the time I decided to pay a surprise visit to my uncle in Paris. I guess I always like to see my friends even if they don't tell me they're coming. But Uncle Thomas was completely unprepared for me and was obviously disappointed that he had to share his very valuable time with a young niece. 'If he'd have known earlier, he could have taken me to see the sights of Paris', he'd said. But I think he would have preferred me not to have come at all. I shan't make that mistake again.

PAUSE 10 SECONDS

Now you'll hear Part 3 again.

— *** —

REPEAT PART 3

PAUSE 5 SECONDS

That is the end of Part 3.

Now turn to Part 4.

PAUSE 5 SECONDS

You'll hear an interview with a conservationist who has built a cable car in the rainforest. For questions 24–30, choose the best answer, A, B or C.

You now have 1 minute to look at Part 4.

PAUSE 1 MINUTE

— *** —

Int: For most of us, television films are the nearest we'll ever get to the wildlife of the tropical rainforest. That's why, after years of working as a biologist in the rainforest, Donald Parry's built a cable car which runs through the treetops, allowing people a much closer look at the wildlife. He described what the forest looks like from up there.

DP: This cable car travels for about a kilometre. It slowly takes you up through the dark, lower forest and then you come out into the treetops, so you get to see some of the most beautiful wildlife on our planet, living on the branches and trunks of the tall rainforest trees.

Int: And this is the sort of wildlife that you just wouldn't be able to see from the forest floor?

DP: Oh exactly. Many of the birds, insects and mammals found in a rainforest only live in the treetops, in the part that's over 30 metres above the ground.

Int: So why did you decide to put a cable car into the rainforest?

DP: Right now, as we know, there's a big problem with deforestation, with the cutting down of trees on a large scale. And one of the things that we need to do to stop that is to provide education. We've got a programme in place where we will bring students in from all over the world and tell them about the forest and they can see for themselves why it should be saved.

Int: So basically, you focus on conservation?

DP: And the other thing is in order to save the rainforest, we also have to supply another means of income to local people who would like to use the land. This project keeps fifty people in work, far more than would be employed on this amount of land otherwise. So this is a really good way to make the forest produce something for the local people without destroying it.

Int: How did you actually build this thing?

DP: This was quite an ambitious project because it involved getting a ski-lift from Switzerland and redesigning it so that it wouldn't damage the beauty of the site. It only cuts three metres into the forest on either side. We don't want you to touch the plants, but if you put your hand out, the forest is that close.

Int: And how did you actually manage to get it into the forest, because these are big structures aren't they?

DP: Well, to get in the big pieces, we used a helicopter.

Int: Really? ... Now obviously Don, you've taken great care not to disturb the rainforest, but simply having a cable car, and all that goes with it, must mean a certain amount of disturbance to the wildlife that lives here.

DP: Well ... I would say that just about anything you do in a rainforest would cause some kind of disturbance, but you should keep in mind the property that we have was purchased from private individuals who hunted here and cut down trees commercially. That kind of disturbance is much greater than any which we are causing.

Int: So, you think the project is a success?

DP: Well, in this case, I'm confident that if we hadn't been here, the area would have been cut down by now. And, as has been proved elsewhere, most of the animals become used to the visitors eventually. I see our project as a model for the future, a model of how to take a large number of people into sensitive habitats without causing too much disturbance to that habitat.

Int: But something is being lost to the needs of eco-tourism, isn't it?

DP: Given that the world population is growing, and natural places are reducing in size, I think we're really going to need systems like this if we are going to be able to show people the beauty of the planet in the future. Because only if they can be made to appreciate it will people value the rainforest and so want to protect it.

Int: Donald Parry who has built a cable car in the rainforest of ... [fade]

PAUSE 10 SECONDS

Now you'll hear Part 4 again.

— *** —

REPEAT PART 4

PAUSE 5 SECONDS

That is the end of Part 4.

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

PAUSE 4 MINUTES

You have 1 more minute left.

PAUSE 1 MINUTE

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

PAPER 4: LISTENING Answer keys

PART ONE

- 1 C
- 2 A
- 3 C
- 4 C
- 5 A
- 6 B
- 7 C
- 8 B

PART TWO

- 9 school
- 10 (new) skills
a (new) skill
(more) skills
- 11 tree house
house in a tree
- 12 mystery
- 13 (horse) riding
riding (horses)
going (horse) riding
riding a horse
- 14 (a/the/their) dream day
- 15 (self-) confidence
- 16 (pop) video (recording)
- 17 a/one week
seven/7 days
- 18 September/Sept

PART THREE

- 19 C
- 20 E
- 21 A
- 22 F
- 23 B

PART FOUR

- 24 B
- 25 B
- 26 C
- 27 B
- 28 A
- 29 A
- 30 B

PAPER 5

SPEAKING

GENERAL DESCRIPTION

Paper format	The Speaking test contains four parts.
Timing	14 minutes.
No. of parts	4.
Interaction pattern	Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or providing cues for the candidates. The other acts as assessor and does not join in the conversation.
Task types	Short exchanges with the interlocutor and with the other candidate; a 1 minute 'long turn'; a collaborative task involving the two candidates; a discussion.
Marks	Candidates are assessed on their performance throughout.

STRUCTURE AND TASKS

PART 1

Task type and format	A conversation between the interlocutor and each candidate (spoken questions).
Focus	General interactional and social language.
Timing	3 minutes.

PART 2

Task type and format	An individual 'long turn' for each candidate with a brief response from the second candidate. In turn, the candidates are given a pair of photographs to talk about.
Focus	Organising a larger unit of discourse; comparing, describing, expressing opinions.
Timing	A 1 minute 'long turn' for each candidate, plus 20-second response from the second candidate.

PART 3

Task type and format	A two-way conversation between the candidates. The candidates are given spoken instructions with written and visual stimuli, which are used in a decision-making task.
Focus	Sustaining an interaction; exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.
Timing	3 minutes.

PART 4

Task type and format	A discussion on topics related to the collaborative task (spoken questions).
Focus	Expressing and justifying opinions, agreeing and/or disagreeing.
Timing	4 minutes.

Part 1

3 minutes (5 minutes for groups of three)

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 something about you.

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

- What do you like about living (*here / name of candidate's home town*)?
- And what about you (*Candidate A/B*)?

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

Likes and dislikes

- Do you prefer to spend time on your own or with other people? (Why?)
- Do you like cooking? (What sort of things do you cook?)
- What's your favourite food? (Why do you like it?)
- Do you like going to parties? (Tell us about a good party you've been to.)
- Tell us about a day you've really enjoyed recently.

Education and Work

- Do you find it easy to study where you live? (Why? / Why not?)
- Is there something new you'd really like to learn about? (Why?)
- Are you happier doing mental or physical work? (Why?)
- Do you prefer working on your own or with other people? (Why?)
- What kind of work would you really like to do in the future? (Why?)

Part 1

3 minutes (5 minutes for groups of three)

Free Time

- Who do you spend your free time with? (What sort of things do you do together?)
- How much time do you spend at home? (What do you enjoy doing?)
- What sort of music do you listen to? (Why do you enjoy it?)
- Do you ever go to concerts? (What kind of concerts do you enjoy?)
..... (What do you like about them?)
- Where do you like listening to music? (Why?)
- Does anyone you know have an interesting hobby? (What does he/she do?)
- Have you got any plans for this weekend? (What are you going to do?)

Holidays and Travel

- Which area of your country would you like to get to know better? (Why?)
- What's the most interesting place you've visited near here? (Tell us about it.)
- Have you ever used your English on holiday? (Where were you?) (What did you use it for?)
- Do you like to plan your holidays carefully or do you prefer to just go? (Why?)
- Where would you really like to go on holiday in the future? (Why?)

Media

- How much TV do you watch in a week? (Would you prefer to watch more TV than that or less?) (Why?)
- Tell us about a TV programme you've seen recently.
- Do you have a favourite newspaper or magazine? (Why do you like it?)
- Do you use the Internet to learn new things? (What sort of things do you look for?)

1 Making music
2 Educational visits

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

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


(Candidate A), it's your turn first. Here are your photographs. They show **people making music in different ways**.

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

I'd like you to compare the photographs, and say **why you think the music is important to the different groups of people**.

All right?


Candidate A

 1 minute
.....

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

(Candidate B), **which type of music would you prefer to listen to?**

Candidate B

 approximately
20 seconds

Interlocutor Thank you.

Now, *(Candidate B)*, here are your photographs. They **show people of different ages on educational visits**.

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

I'd like you to compare the photographs, and say **what you think the people will learn on their visits**.

All right?


Candidate B

 1 minute
.....

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

(Candidate A), **which of these things would you like to learn about?**

Candidate A

 approximately
20 seconds

Interlocutor Thank you.

2

What will the people learn on their visits?



1

Why is the music important to the different groups of people?



21 Jon's café

Parts 3 and 4

7 minutes (9 minutes for groups of three)

Part 3

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

I'd like you to imagine that a local café wants to attract more people. Here are some of the suggestions they are considering.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates.

First, talk to each other about **how successful these suggestions might be**. Then decide **which two would attract most people**.

All right?

Candidates

🕒 3 minutes
(4 minutes for groups of three)

.....

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

Part 4

Interlocutor Select any of the following questions, as appropriate:

- **Would you like to spend time in a café like this?**
..... (Why? / Why not?)
- **Would you like to work in a café?**
..... (Why? / Why not?)
- **What sort of restaurants are most popular with visitors in your country?**
(Why?)
- **What sort of things do people complain about in cafés and restaurants?**
- **Young people usually go to different places to relax than older people. Why do you think that is?**
- **Some people say that going out to relax is a waste of time and money. Do you agree?** (Why? / Why not?)

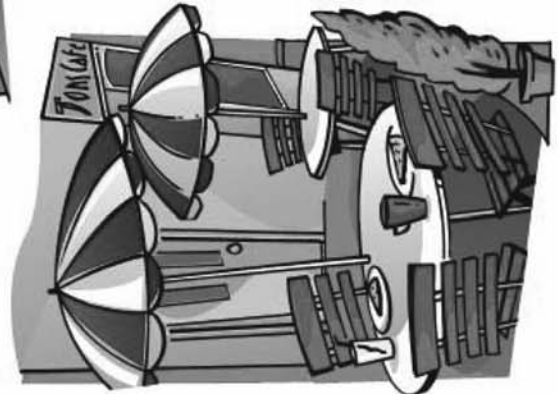
Select any of the following prompts, as appropriate:

- **What do you think?**
- **Do you agree?**
- **And you?**

Thank you. That is the end of the test.

21

- How successful might these suggestions be?
- Which two would attract most people?



Assessment

Throughout the test, candidates are assessed on their own individual performance and not in relation to each other, by two examiners. The assessor awards marks according to four analytical criteria:

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

The interlocutor awards a mark for Global Achievement.

■ Grammar and Vocabulary

This refers to the accurate and appropriate use of a range of grammatical forms and vocabulary. Performance is viewed in terms of the overall effectiveness of the language used in spoken interaction.

■ Discourse Management

This refers to the candidate's ability to link utterances together to form coherent speech, without undue hesitation. The utterances should be relevant to the tasks and should be arranged logically to develop the themes or arguments required by the tasks.

■ Pronunciation

This refers to the candidate's ability to produce intelligible utterances to fulfil the task requirements. This includes stress and intonation as well as individual sounds. Examiners put themselves in the position of the non-ESOL specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate.

■ Interactive Communication

This refers to the candidate's ability to take an active part in the development of the discourse. This requires the ability to participate in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately. This also refers to the deployment of strategies to maintain interaction at an appropriate level throughout the test so that the tasks can be fulfilled.

■ Global Achievement

This refers to the candidate's overall effectiveness in dealing with the tasks in the four separate parts of the FCE Speaking test. The global mark is an independent, impression mark which reflects the assessment of the candidate's performance from the interlocutor's perspective.

Marking

Assessment is based on performance in the whole test, and is not related to performance in particular parts of the test. In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately 15 Oral Examiners. Team Leaders give advice and support to Oral Examiners, as required. The Team Leaders are responsible to a Senior Team Leader, who is the professional representative of Cambridge ESOL for the Speaking tests. Senior Team Leaders are appointed by Cambridge ESOL and attend an annual co-ordination and development session in the UK. Team Leaders are appointed by the Senior Team Leader in consultation with the local administration.

After initial training of examiners, standardisation of marking is maintained by both annual examiner co-ordination sessions and by monitoring visits to centres by Team Leaders. During co-ordination sessions, examiners watch and discuss sample Speaking tests recorded on video and then conduct practice tests with volunteer candidates in order to establish a common standard of assessment. The sample tests on video are selected to demonstrate a range of nationalities and different levels of competence, and are pre-marked by a team of experienced assessors.