

Cambridge English Certificate

Paper	Name	Timing	Content	Test Focus
Paper 1	Reading/ Writing	1 hour 30 minutes	Reading: Five parts which test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts. Writing: Three parts which test a range of writing skills.	Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level. Assessment of candidates' ability to produce straightforward written English, ranging from producing variations on simple sentences to pieces of continuous text.
Paper 2	Listening	30 minutes (approx.)	Four parts ranging from short exchanges to longer dialogues and monologues.	Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.
Paper 3	Speaking	10–12 minutes per pair of candidates	Four parts: In Part 1, candidates interact with an examiner; In Parts 2 and 4 they interact with another candidate; In Part 3, they have an extended individual long turn.	Assessment of candidates' ability to express themselves in order to carry out functions at <i>Threshold</i> level. To ask and to understand questions and make appropriate responses. To talk freely on matters of personal interest.

The CEC Reading paper

Reading			
Part	Task Type and Format	Task Focus	Number of questions
1	Three-option multiple choice. Five very short discrete texts: signs and messages, postcards, notes, e-mails, labels etc., plus one example.	Reading real-world notices and other short texts for the main message.	5
2	Matching. Five items in the form of descriptions of people to match to eight short adapted-authentic texts.	Reading multiple texts for specific information and detailed comprehension.	5
3	True/False. Ten items with an adapted-authentic long text.	Processing a factual text. Scanning for specific information while disregarding redundant material.	10
4	Four-option multiple choice. Five items with an adapted-authentic long text.	Reading for detailed comprehension; understanding attitude, opinion and writer purpose. Reading for gist, inference and global meaning.	5
5	Four-option multiple-choice cloze. Ten items, plus an integrated example, with an adapted-authentic text drawn from a variety of sources. The text is of a factual or narrative nature.	Understanding of vocabulary and grammar in a short text, and understanding the lexico-structural patterns in the text.	10

Reading

Part 1

Questions 1-5

Look at the text in each question.

What does it say?

Mark the correct letter **A**, **B**, or **C** on your answer sheet.

Example:

0



- A You must stay with your luggage at all times.
- B Do not let someone else look after your luggage.
- C Remember your luggage when you leave.

Answer:

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

1



- A Tickets for the disco can be collected after tomorrow.
- B It is possible to reserve a disco ticket if you do so by tomorrow.
- C Reserved tickets for the disco must be paid for today.

2



- A Press the button after the doors close.
- B Press the button while the doors are closing.
- C Press the button to close the lift doors.

Questions 6-10

The people below are all looking for a book to buy. On the opposite page there are eight book reviews. Decide which book would be the most suitable for the following people. For questions 6-10, mark the correct letter (A-H) on your answer sheet.

6



Ali enjoys reading crime stories which are carefully written so that they hold his interest right to the end. He enjoys trying to guess who the criminal really is while he's reading.

7



Monica is a history teacher in London. She enjoys reading about the history of people in other parts of the world and how events changed their lives.

8



Silvia likes reading true stories which people have written about themselves. She's particularly interested in people who have had unusual or difficult lives.

9



Daniel is a computer salesman who spends a lot of time travelling abroad on planes. He enjoys detective stories which he can read easily as he gets interrupted a lot.

10



Takumi doesn't have much free time so he reads short stories which he can finish quickly. He likes reading stories about ordinary people and the things that happen to them in today's world.

Recommended New Books

A

London Alive

This author of many famous novels has now turned to writing short stories with great success. The stories tell of Londoners' daily lives and happen in eighteen different places – for example, one story takes place at a table in a café, another in the back of a taxi and another in a hospital.

C

The Missing Photograph

Another story about the well-known policeman, Inspector Manning. It is written in the same simple but successful way as the other Manning stories – I found it a bit disappointing as I guessed who the criminal was halfway through!

E

The Letter

The murder of a television star appears to be the work of thieves who are quickly caught. But they escape from prison and a young lawyer says she knows who the real criminals are. Written with intelligence, this story is so fast-moving that it demands the reader's complete attention.

G

The Last Journey

John Reynolds' final trip to the African Congo two years ago unfortunately ended in his death. For the first time since then, we hear about where he went and what happened to him from journalist Tim Holden, who has followed Reynolds' route.

B

Burnham's Great Days

Joseph Burnham is one of Britain's best-loved painters these days, but I was interested to read that during his lifetime it was not always so. Art historian Peter Harvey looks at how Burnham's work attracted interest at first but then became less popular.

D

Gone West

A serious look at one of the least-known regions of the United States. The author describes the empty villages which thousands left when they were persuaded by the railway companies to go West in search of new lives. The author manages to provide many interesting details about their history.

F

Let me tell you ...

The twenty stories in this collection describe the lives of different people who were born in London in 1825. Each story tells the life history of a different person. Although they are not true, they gave me a real feeling for what life used to be like for the ordinary person.

H

Free at Last!

Matthew Hunt, who spent half his life in jail for a crime he did not do, has written the moving story of his lengthy fight to be set free. Now out of prison, he has taken the advice of a judge to describe his experiences in a book.

Questions 11-20

Look at the sentences below about a journey to the Arctic on board a ship. Read the text on the opposite page to decide if each sentence is correct or incorrect. If it is correct, mark **A** on your answer sheet. If it is not correct, mark **B** on your answer sheet.

- 11 This trip is for people who like peace and quiet.
- 12 Many different activities are organised on board.
- 13 The voyage begins in Scotland.
- 14 The ship follows a fixed route.
- 15 There are different types of accommodation.
- 16 Passengers serve themselves in the dining room.
- 17 Whales can be seen in the morning near Tromsø.
- 18 There are some examples of traditional buildings in Tromsø.
- 19 The ship stays overnight in Tromsø.
- 20 Bear Island used to be a busy fishing centre.

Exploring the Arctic



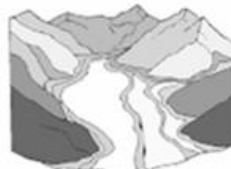
The Arctic is one of the few places in the world untouched by pollution where you can see nature at its wildest and most beautiful. Join our ship the *Northern Star* from 2 to 18 July, for a 17-day voyage to the Arctic. During the voyage you are able to relax and get away from it all. There are no parties or film-shows to attend, quizzes to enter, or entertainers to watch. However, we do have specialists on board who are willing to answer any of your questions about the Arctic and who will talk about the animals and birds that you see on the trip.

After setting off from Scotland, we go north along the coast of Norway to Bear Island. Along the way you'll see thousands of seabirds and wonderful scenery, with rivers of ice and huge cliffs. You will have the chance to see reindeer, polar bears, and other Arctic animals. Although we have a timetable, experience has shown that we may have to change our direction a little, depending on the weather and on which animals appear.

The *Northern Star* is a very special ship and our past voyages have been very popular. Our cabins all have the same excellent facilities, which include a private bathroom and refrigerator. Our chefs are happy to prepare any food for people on special diets. Choose just what you want to eat from the wide variety available from the dining room buffet. There is a library, shop, clinic and plenty of space for relaxation. If you need some exercise, why not go jogging every morning around the decks, or do some swimming in the indoor pool.

Prices include economy class air travel and 16 nights on board the *Northern Star*, all meals and excursions and all lectures.

Day 1	Board the <i>Northern Star</i> .
Days 2-7	We sail slowly north along the coast of Norway, stopping at places of interest.
Day 8	Tromsø. You need to get up at sunrise to see the whales as we sail towards Tromsø. Visit Tromsø to see the Arctic Museum, the cathedral and the beautiful old wooden houses. In the evening we sail away along the west coast to Bird Island, which is excellent for bird-watching.
Days 9-10	Bear Island. We arrive here in the early evening and stay overnight. Bear Island once had an active fishing industry, but today little of this remains. We will explore the island, looking out for Arctic flowers.
Days 11-16	Spitsbergen. A place of mountains and rivers of ice, it is home to a large variety of animals.
Day 17	Leave the ship in Spitsbergen and fly to London from Tromsø.



Questions 21-25

Read the text and questions below.

For each question, mark the correct letter A, B, C or D on your answer sheet.

Ainsley Harriott

I've always been a bit of an entertainer and played the funny man. I was a part-time comedian for years, so I learned how to stand in front of audiences. It made me sure of myself. I like being liked and I love making everyone smile.

I've lived in London all my life and have just moved to a larger house with my wife Clare and our two children, Jimmy and Madeleine. We spend a lot of time just singing and dancing around the house. I grew up with music because my dad is the pianist, Chester Harriott – who's still playing, by the way. My working day is divided between television and writing cook books, though TV takes most of my time. I spend about five days a fortnight working on the cooking programmes I appear in. I eat all sorts of things at home but I only buy quality food. When I'm cooking, I experiment with whatever is in the fridge – it's good practice for my TV series.

I'm a football fan and enjoy going to matches, but I'm a home-loving person really. I don't like going to the pub but we do go out to eat about twice a month. There's nothing better than a night at home playing with the children. I rarely go to bed before midnight. Late evening is when fresh thoughts on cooking usually come to me, so I often write or plan my programmes then. When I eventually get to bed, I have no trouble sleeping!

21 What is the writer's main purpose in writing the text?

- A to describe how he lives
- B to say what makes him laugh
- C to talk about his cooking ideas
- D to explain how he started in TV

22 What would a reader learn about Ainsley from the text?

- A He is a very good musician.
- B He likes to plan the family meals.
- C He is nervous about performing on stage.
- D He enjoys spending time with his family.

23 What does the writer say about himself?

- A He loves going out and meeting people.
- B He is very similar to his father.
- C He enjoys being popular.
- D He should go to bed earlier.

24 What does he say about his working life?

- A He would like to appear less on TV.
- B He gets his best ideas at certain times.
- C He prefers being a comedian.
- D He should practise cooking more.

25 Which of the following is the best description of the writer?

A

The popular TV comedian who enjoys cooking, watching football, and having a busy social life.

B

The TV cook who loves making people laugh, watching football and, above all, having a happy family life.

C

The singing TV cook who likes making jokes, playing with his children, and having an early night.

D

The cook and comedian who takes great care about the way he cooks his food and enjoys listening to music more than anything.

Part 5

Questions 26-35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 **A** everyone **B** someone **C** both **D** each

Answer: 0

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

Deep Sleep

Deep sleep is important for **(0)** The actual **(26)** of sleep you need depends **(27)** your age. A young child **(28)** to sleep ten to twelve hours, and a teenager about nine hours. Adults differ a lot in their sleeping **(29)** For most of them, seven to eight hours a night is **(30)** , but some sleep longer, while others manage with only four hours.

For a good night, having a comfortable **(31)** to sleep is very important. Also, there should be **(32)** of fresh air in the room. A warm drink sometimes helps people to sleep, **(33)** it is not a good idea to drink coffee immediately before going to bed.

(34) you have to travel a very long distance, try to go to bed earlier than usual the day before the **(35)** This will help you to feel more rested when you arrive.

- | | | | | |
|----|------------------|-----------------|-------------------|------------------|
| 26 | A size | B number | C amount | D sum |
| 27 | A on | B to | C in | D of |
| 28 | A could | B ought | C must | D should |
| 29 | A ways | B habits | C manners | D actions |
| 30 | A few | B well | C less | D enough |
| 31 | A point | B place | C position | D part |
| 32 | A plenty | B much | C many | D several |
| 33 | A because | B as | C although | D even |
| 34 | A Since | B Until | C After | D If |
| 35 | A journey | B voyage | C call | D visit |

[illegible]

Candidate Name

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature _____

Examination Title

Centre

Supervisor:

If the candidate is **ABSENT** or has **WITHDRAWN** shade here: ☐

Centre No.

Candidate No. _____

Examination Details

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

PET Paper 1 Reading and Writing Candidate Answer Sheet 1

Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

~~For Reading:~~

Mark **ONE** letter for each question.

For example, if you select D as the right answer to the question, mark your answer sheet like this:

0		A	C	D
---	---	---	---	---

Part 1		
1	A	B C
2	A	B C
3	A	B C
4	A	B C
5	A	B C

Part 2									
6	A	B	C	D	E	F	G	H	
7	A	B	C	D	E	F	G	H	
8	A	B	C	D	E	F	G	H	
9	A	B	C	D	E	F	G	H	
10	A	B	C	D	E	F	G	H	

Part 3	
11	$\frac{A}{B}$
12	$\frac{A}{B}$
13	$\frac{A}{B}$
14	$\frac{A}{B}$
15	$\frac{A}{B}$
16	$\frac{A}{B}$
17	$\frac{A}{B}$
18	$\frac{A}{B}$
19	$\frac{A}{B}$
20	$\frac{A}{B}$

Part 4				
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

Part 5				
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D

Continue on the other side of this sheet ➡

The CEC Listening paper

There are four parts to the CEC Listening test, each with a different task type and assessment focus:

Part	Task Type and Format	Task Focus	Marks available
1	Multiple choice (discrete). Short neutral or informal monologues or dialogues. Seven discrete three-option multiple-choice items with visuals, plus one example.	Listening to identify key information from short exchanges.	6
2	Multiple choice. Longer monologue or interview (with one main speaker). Six three-option multiple-choice items.	Listening to identify specific information and detailed meaning.	6
3	Gap-fill. Longer monologue. Six gaps to fill in. Candidates need to write one or more words in each space.	Listening to identify key information from short exchanges.	6
4	True/false. Longer informal dialogue. Candidates need to decide whether six statements are correct or incorrect.	Listening for detailed meaning, and to identify the attitudes and opinions of the speakers.	7

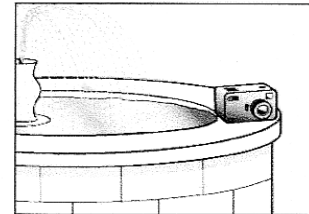
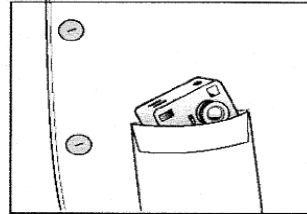
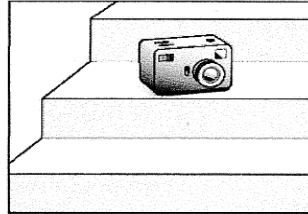
35 minutes

Part 1

Questions 1-7

There are seven questions in this part.
For each question there are three pictures and a short recording.
Choose the correct picture and put a tick (✓) in the box below it.

Example: Where did the man leave his camera?

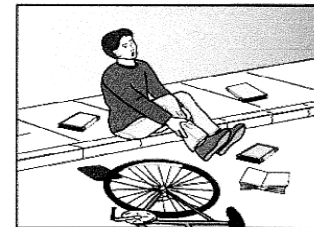
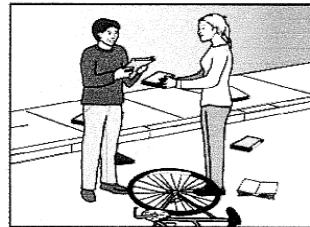
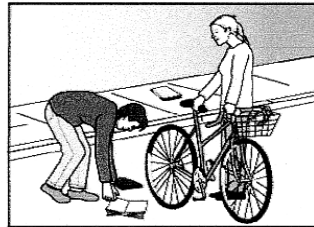


A ☒

B ☐

C ☐

1 What happened to Mark this afternoon?

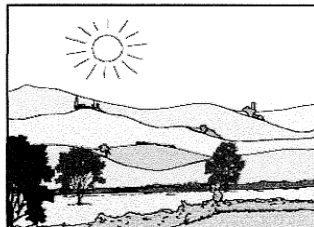


A ☐

B ☐

C ☐

2 What will the weather be like in the hills tomorrow?



A ☐

B ☐

C ☐

Part 2

Questions 8-13

You will hear a young man called Chris Peterson talking on the radio about what it's like to work in the kitchen of Irish chef, Steve O'Reilly.

For each question, put a tick (✓) in the correct box.

- | | | | | |
|----|---|---|----------------------------------|--------------------------|
| 8 | Chris found that working in Steve O'Reilly's restaurant kitchen was | A | very enjoyable. | <input type="checkbox"/> |
| | | B | too hard. | <input type="checkbox"/> |
| | | C | very amusing. | <input type="checkbox"/> |
| 9 | What was one of Chris's problems in the kitchen? | A | He made too much noise. | <input type="checkbox"/> |
| | | B | He couldn't find anything. | <input type="checkbox"/> |
| | | C | He prepared too many vegetables. | <input type="checkbox"/> |
| 10 | What is important to Steve about the biscuits? | A | learning to cook them | <input type="checkbox"/> |
| | | B | making them look good | <input type="checkbox"/> |
| | | C | checking they taste nice | <input type="checkbox"/> |
| 11 | Steve becomes angry when | A | the customers complain. | <input type="checkbox"/> |
| | | B | his cooks throw food away. | <input type="checkbox"/> |
| | | C | food isn't ready on time. | <input type="checkbox"/> |
| 12 | What do the kitchen staff say about Steve? | A | He should pay them more. | <input type="checkbox"/> |
| | | B | He is wrong to shout at them. | <input type="checkbox"/> |
| | | C | He teaches them many things. | <input type="checkbox"/> |
| 13 | Steve encourages his young cooks to | A | continue working for him. | <input type="checkbox"/> |
| | | B | train with other chefs. | <input type="checkbox"/> |
| | | C | learn from each other. | <input type="checkbox"/> |

Questions 14-19

You will hear the presenter of a travel programme talking about a coach tour of Tasmania.
For each question, fill in the missing information in the numbered space.

Tasmania

Visit to Tasmania

Before the trip: learn about the interesting (14) of Tasmania

Price of the tour with single bedroom: (15) £

- not included in the price: (16)

Things to do:

- Day 1:**
- spend the morning visiting the (17)
 - use the afternoon to see Hobart's cultural attractions

- Day 2:**
- travel to the west coast
 - do not miss the (18)

- Day 3:**
- trip to Cradle Mountain
 - cruise on the Gordon River
 - recommended outdoor activity: (19)

- Day 4:**
- scenic drive to the north coast where the tour ends

Part 4

Questions 20-25

Look at the six sentences for this part.

You will hear two friends, David and Sophie, talking about a DVD they have just watched.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

	A YES	B NO
20 David and Sophie agree the film was less good than they expected.	<input type="checkbox"/>	<input type="checkbox"/>
21 Sophie chose the film because George Clooney had directed it.	<input type="checkbox"/>	<input type="checkbox"/>
22 David and Sophie both liked the film maker's use of black and white.	<input type="checkbox"/>	<input type="checkbox"/>
23 Sophie thought more highly of the film's message than David did.	<input type="checkbox"/>	<input type="checkbox"/>
24 They would both like to see the film again sometime in the future.	<input type="checkbox"/>	<input type="checkbox"/>
25 Sophie usually prefers watching films at the cinema rather than on DVD.	<input type="checkbox"/>	<input type="checkbox"/>

Nom :

Prénom :

Né(e) le : / /

N° d'inscription :

Etablissement : Session :

Consigne pour l'identification :
Remplir soigneusement la zone d'identification en MAJUSCULE et au stylo feutre ou bille noir.

COMPREHENSION ORALE (Listening)

Vous devez recopier toutes vos réponses de compréhension orale (Listening) sur cette feuille.

Instructions

Utilisez un CRAYON (B ou HB).

Pour les parties 1, 2 et 4 :

Cochez UNE lettre pour chaque question.

Par exemple, si vous pensez que 'A' est la bonne réponse à la question, cochez la feuille de réponse comme ceci :

0 ☐ A ☐ B ☐ C

Pour la partie 3 :

Rédigez votre réponse clairement dans l'emplacement à côté du numéro de la question (14 à 19) comme ceci :

0 example

Part 1			Part 2			Part 3			Part 4		
1	A B C	<input type="checkbox"/>	8	A B C	<input type="checkbox"/>	14			20	A B	<input type="checkbox"/>
2	A B C	<input type="checkbox"/>	9	A B C	<input type="checkbox"/>	15			21	A B	<input type="checkbox"/>
3	A B C	<input type="checkbox"/>	10	A B C	<input type="checkbox"/>	16			22	A B	<input type="checkbox"/>
4	A B C	<input type="checkbox"/>	11	A B C	<input type="checkbox"/>	17			23	A B	<input type="checkbox"/>
5	A B C	<input type="checkbox"/>	12	A B C	<input type="checkbox"/>	18			24	A B	<input type="checkbox"/>
6	A B C	<input type="checkbox"/>	13	A B C	<input type="checkbox"/>	19			25	A B	<input type="checkbox"/>
7	A B C	<input type="checkbox"/>									

UNIQUEMENT CORRECTEURS

#	✓	#	✓
1		14	
2		15	
3		16	
4		17	
5		18	
6		19	
7		20	
8		21	
9		22	
10		23	
11		24	
12		25	
13			

Total: __ / 25

Corrigé par:

Date: _____

Verifié et saisi
par:

Date: _____

The CEC Speaking paper

- 2 candidats passent et sont évalués en même temps
- 3 candidats si le nombre total est impair (dernier groupe seulement)
- 2 examinateurs : *the assessor / the interlocutor*

Speaking Test format

	Task type and format	Candidate Output	
		Discourse Features	Functions
Part 1 2-3 mins <i>*(3-4 mins)</i>	Interview Interlocutor asks candidates questions in turn	<ul style="list-style-type: none"> ▪ responding to questions ▪ expanding on responses 	<ul style="list-style-type: none"> ▪ giving personal information ▪ talking about present circumstances, past experiences and future plans
Part 2 2-3 mins <i>*(3 mins)</i>	Collaborative task Interlocutor shows candidates a set of line drawings and sets a collaborative task for the candidates	<ul style="list-style-type: none"> ▪ turn-taking and responding appropriately ▪ negotiating 	<ul style="list-style-type: none"> ▪ making and responding to suggestions ▪ discussing alternatives ▪ making recommendations ▪ negotiating agreement
Part 3 3 mins <i>*(4 mins)</i>	Individual long turn Interlocutor gives each candidate in turn a photograph for them to talk about for around a minute	<ul style="list-style-type: none"> ▪ sustaining a long turn ▪ managing discourse ▪ coherence and clarity of message ▪ organisation of language and ideas ▪ accuracy and appropriacy of linguistic resources 	<ul style="list-style-type: none"> ▪ describing people, places and situations ▪ naming personal characteristics, objects and activities ▪ paraphrasing words and ideas if necessary ▪ explaining and giving reasons
Part 4 3 mins <i>*(3-4 mins)</i>	Discussion Interlocutor initiates a discussion between the two candidates on a topic related to the Part 3 photographs	<ul style="list-style-type: none"> ▪ initiating and responding appropriately ▪ developing topics 	<ul style="list-style-type: none"> ▪ exchanging information, preferences and opinions ▪ expressing and justifying opinions ▪ agreeing and/or disagreeing

-Conversation menée par *the interlocutor*

-Mode question / réponse (daily routine, likes and dislikes ...)

-Communication examinateur / candidat

-L'examineur s'adresse aux candidats l'un après l'autre

Phase 1
Interlocutor

A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?
(Hand over the mark sheets to the Assessor.)

A/B I'm and this is
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And, what's your name?
Thank you.

Back-up prompts

B [Candidate B], what's your surname?
How do you spell it?

Thank you.

A And [Candidate A], what's your surname?
How do you spell it?

Thank you.

How do you write your
family / second name?

(Ask the following questions. Ask A first.)

Where do you live / come from?

*[In the live test, there would be more
questions here.]*

Thank you.

(Repeat for B.)

Do you live in [this town]?

*[In the live test,
there would be more
questions here.]*

Part 1 - phase 2: question(s)

Phase 2

Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

Back-up prompts:

Do you enjoy studying English? Why (not)?

Do you like studying English? Why (not)?

Do you think that English will be useful for you in the future?

Will you use English in the future?

What did you do yesterday evening / last weekend?

Did you do anything yesterday evening / last weekend? What?

What do you enjoy doing in your free time?

What do you like to do in your free time?

Thank you.

(Introduction to Part 2)

In the next part, you are going to talk to each other.

Transition vers la deuxième partie

> Marquée par le script

Part 2 (2-3 minutes)

Interlocutor
Say to both candidates:

I'm going to describe a situation to you.

A friend wants to buy a **ticket** for a very popular **concert**. He has to wait for **hours** in a queue. Talk together about the things he can take **with him** and say how they would help him to **pass** the time.

Here is a picture with some ideas to help you.

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

Pause

I'll say that again.

A friend wants to buy a **ticket** for a very popular **concert**. He has to wait for **hours** in a queue. Talk together about the things he can take **with him** and say how they would help him to **pass** the time.

All right? Talk together.

*Allow the candidates enough time to complete the task without intervention.
Prompt only if necessary.*

Thank you. (Can I have the booklet please?)

Retrieve Part 2 booklet.

mots mis en relief dans la lecture du script

courte pause (à peu près 5 secondes) avant relecture de la tâche.

Part 2 (2-3 minutes)

Interlocutor

Say to both
candidates:

I'm going to describe a situation to you.

A friend wants to buy a **ticket** for a very popular **concert**. He has to wait for **hours** in a queue. Talk together about the things he can take **with him** and say how they would help him to **pass** the time.

Here is a picture with some ideas to help you.

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

Pause

I'll say that again.

A friend wants to buy a **ticket** for a very popular **concert**. He has to wait for **hours** in a queue. Talk together about the things he can take **with him** and say how they would help him to **pass** the time.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention.
Prompt only if necessary.

Thank you. (Can I have the booklet please?)

Retrieve Part 2 booklet.

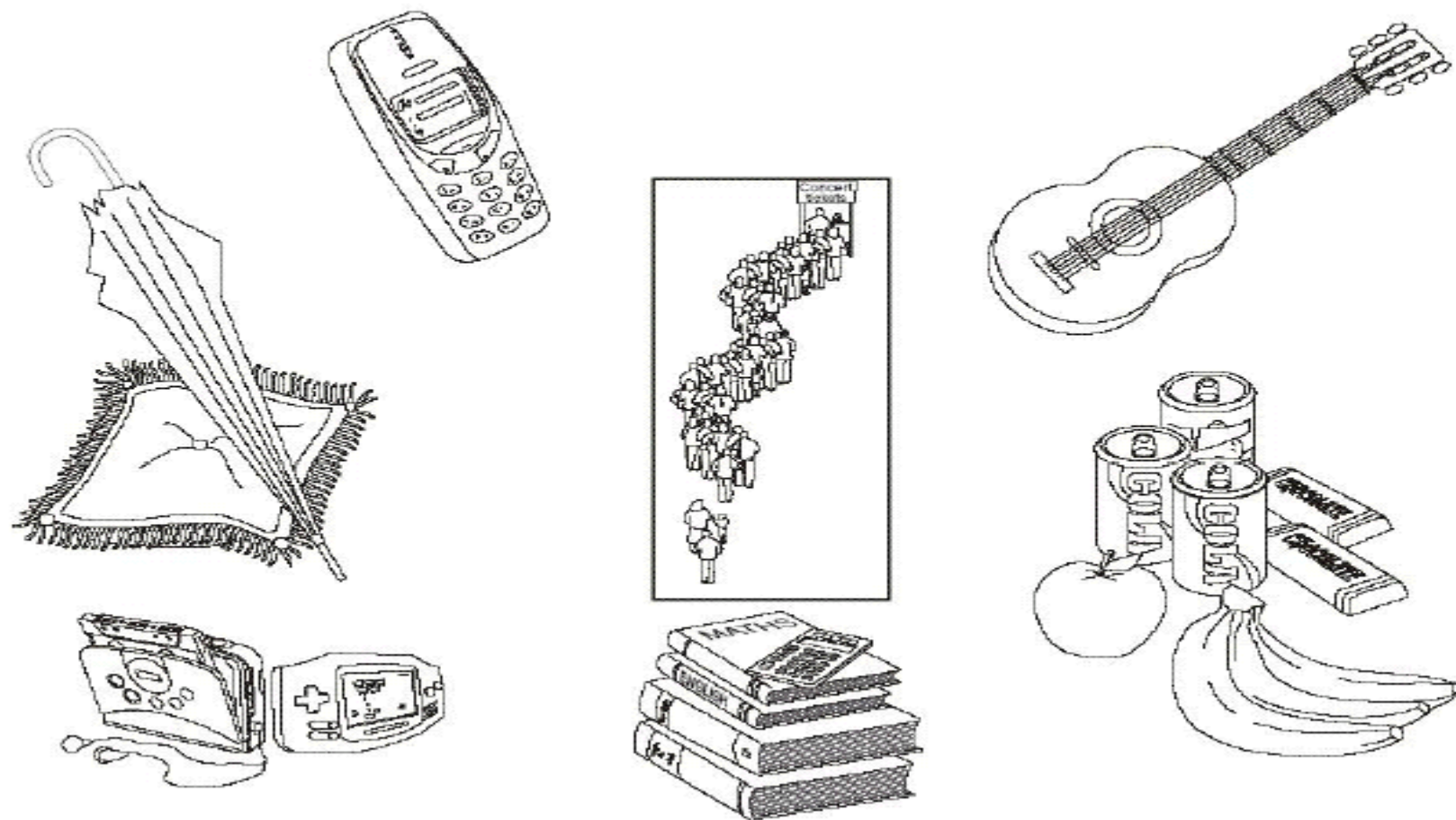
➤ parler des avantages des objets ou activités représentés sur les images par rapport à la situation

➤ possibilité d'introduire ses propres idées par rapport à la situation

➤ exprimer son point de vue, faire des suggestions, parler d'alternatives possibles et négocier une position commune / un accord avec son partenaire

➤ *The interlocutor ne prend pas part à la conversation*

> s'appuie sur des images



Part 2 (2-3 minutes)

Interlocutor

Say to both
candidates:

I'm going to describe a situation to you.

A friend wants to buy a **ticket** for a very popular **concert**. He has to wait for **hours** in a queue. Talk together about the things he can take **with him** and say how they would help him to **pass** the time.

Here is a picture with some ideas to help you.

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

Pause

I'll say that again.

A friend wants to buy a **ticket** for a very popular **concert**. He has to wait for **hours** in a queue. Talk together about the things he can take **with him** and say how they would help him to **pass** the time.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention.

~~Prompt only if necessary.~~

Thank you. (Can I have the booklet please?)

Retrieve Part 2 booklet.

Transition vers la 3^e
partie !

Part 3 (3 minutes)

Interlocutor
*Say to both
candidates:*

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people **at home**.

[Candidate A], here is your photograph. (Place **Part 3 booklet**, open at **Task 2A** in front of Candidate A.) Please show it to [Candidate B], but I'd like you to talk about it. [Candidate B], you just listen. I'll give you your photograph in a moment.

[Candidate A], please tell us what you can see in your photograph.

Le thème

(Candidate A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

PPC d'une minute.

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

Interlocutor

Now, [Candidate B], here is your photograph. It also shows people **at home**. (Place **Part 3 booklet**, open at **Task 1** in front of Candidate B.) Please show it to [Candidate A] and tell us what you can see in the photograph.

(Candidate B)

Approximately one minute

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate B.

Transition:
changement de
candidat

Image à décrire par candidat A

1A

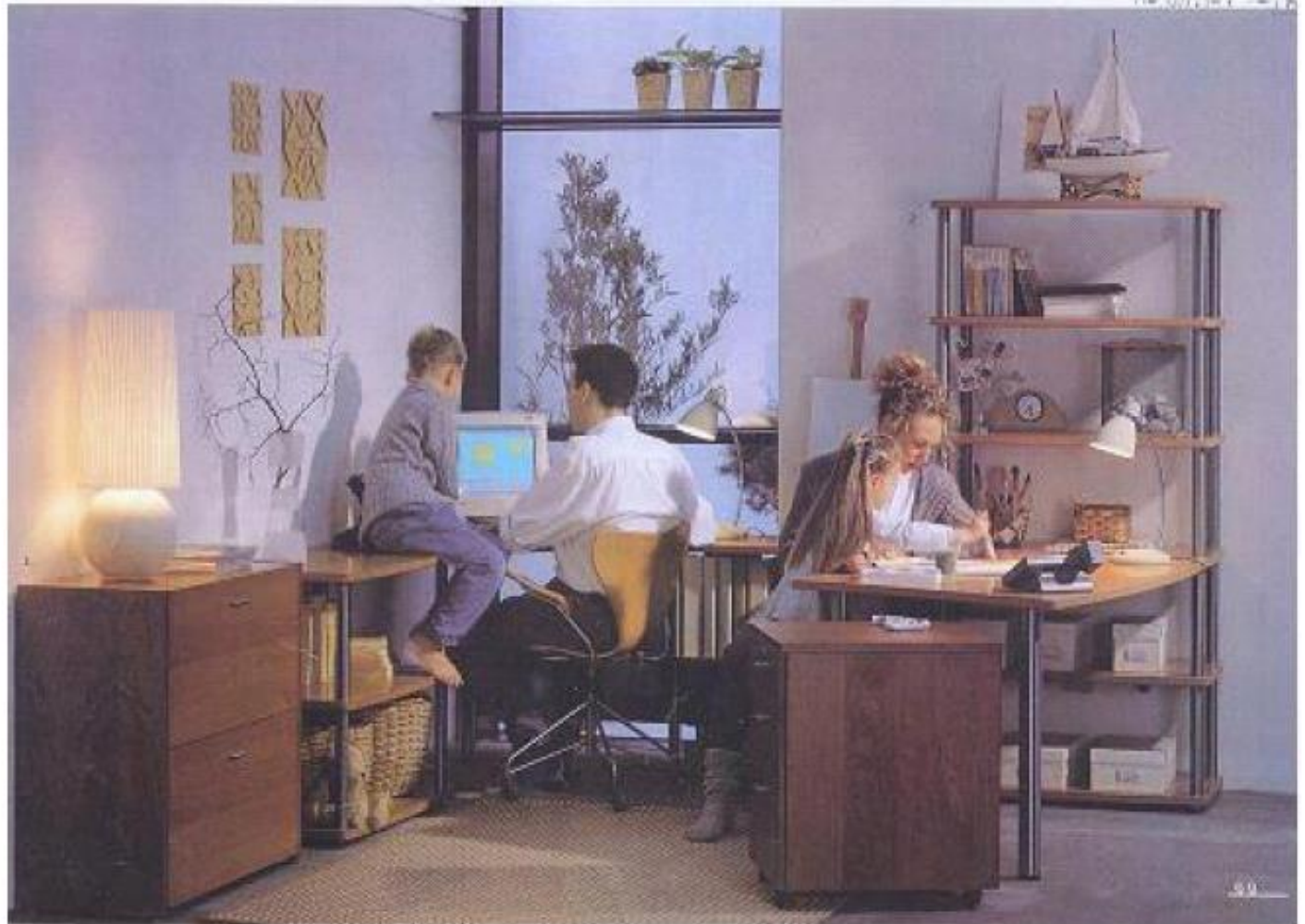
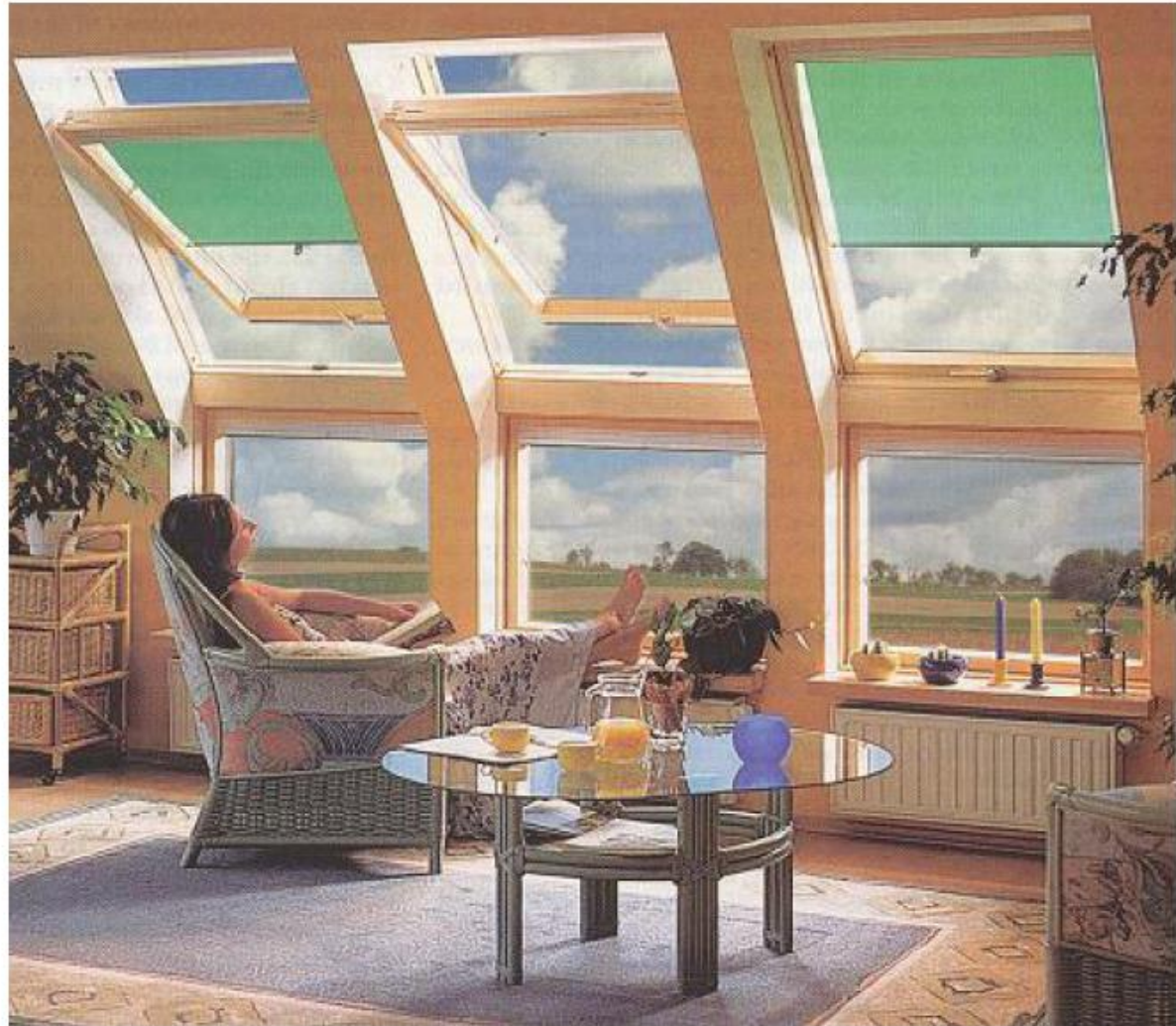


Image à décrire par candidat B

1B



Part 4 (3 minutes)

Interlocutor
Say to both candidates:


Your photographs showed people **at home**. Now, I'd like you to talk together about the place where **you** live and say what you **like** or **dislike** about it.

*Allow the candidates enough time to complete the task without intervention.
Prompt only if necessary.*

Thank you. That's the end of the test.

Back-up Prompts

1. Talk about the place where **you** live.
2. Talk about what you **like** / **dislike** about your home.
3. Talk about the **furniture** / **colours** in your home.
4. Talk about the **rooms** in your home.

 **Parts 3 & 4** should take about **6 minutes** together.

- Thème de la 3^e partie > point de départ d'une conversation

- Ce que vous aimez ou pas ; vos centres d'intérêt

- Les candidats doivent prendre l'initiative de la conversation, se répartir le temps de parole de façon convenable et équitable et échanger leurs avis.

Conversation entre les 2 candidats

Analytical Scales (to be used by the Assessor)

	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0
Grammar and Vocabulary <i>control</i> <i>range</i> <i>appropriacy</i>	Performance does not satisfy the Band 1 descriptor	<ul style="list-style-type: none">Shows only limited control of a few grammatical forms.Uses a vocabulary of isolated words and phrases.	Some features of 3.0 and some features of 1.0 in approximately equal measure. More features of 1.0 than of 3.0.			<ul style="list-style-type: none">Shows sufficient control of simple grammatical forms.Uses a limited range of appropriate vocabulary to talk about familiar topics.	Some features of 5.0 and some features of 3.0 in approximately equal measure. More features of 3.0 than of 5.0.			<ul style="list-style-type: none">Shows a good degree of control of simple grammatical forms.Uses a range of appropriate vocabulary when talking about familiar topics.	Some features of 7.0 and some features of 5.0 in approximately equal measure. More features of 5.0 than of 7.0.			<ul style="list-style-type: none">Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.Uses a range of appropriate vocabulary to give and exchange views on familiar topics.
Discourse Management <i>Extent</i> <i>Relevance</i> <i>Coherence</i> <i>Cohesion</i>		<ul style="list-style-type: none">Produces responses characterized by isolated, unconnected words and very frequent hesitation.Has difficulty conveying basic meaning.				<ul style="list-style-type: none">Produces responses which are characterised by short phrases and frequent hesitation.Repeats information or digresses from the topic.				<ul style="list-style-type: none">Produces responses which are extended beyond short phrases, despite hesitation.Contributions are mostly relevant, but there may be some repetition.Uses basic cohesive devices.				<ul style="list-style-type: none">Produces extended stretches of language despite some hesitation.Contributions are relevant despite some repetition.Uses a range of cohesive devices.
Pronunciation <i>Intonation</i> <i>Stress</i> <i>Individual sounds</i>		<ul style="list-style-type: none">Has very limited control of phonological features and is often unintelligible.				<ul style="list-style-type: none">Is mostly intelligible, despite limited control of phonological features				<ul style="list-style-type: none">Is mostly intelligible, and has some control of phonological features at both utterance and word levels.				<ul style="list-style-type: none">Is intelligible.Intonation is generally appropriateWord stress is generally accurately placed.Individual sounds are generally articulated clearly.
Interactive Communication <i>Initiating</i> <i>Responding</i> <i>Development</i>		<ul style="list-style-type: none">Has considerable difficulty maintaining simple exchanges.Requires additional prompting and support.				<ul style="list-style-type: none">Maintains simple exchanges, despite some difficulty.Requires prompting and support.				<ul style="list-style-type: none">Initiates and responds appropriately.Keeps the interaction going with very little prompting and support.				<ul style="list-style-type: none">Initiates and responds appropriately.Maintains and develops the interaction and negotiates towards an outcome with very little support.

Global Achievement Scale (to be used by the Interlocutor)

	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0
Global Achievement	Insufficient sample of spoken language.	<ul style="list-style-type: none"> Has difficulty conveying basic meaning even on very familiar or highly predictable topics. Responses are limited to short phrases or isolated words, with frequent hesitation and pauses. 	More features of 1.0 than of 3.0.	Some features of 3.0 and some features of 1.0 in approximately equal measure.	More features of 3.0 than of 1.0.	<ul style="list-style-type: none"> Able to convey basic meaning on very familiar or highly predictable topics. Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses. 	More features of 3.0 than of 5.0.	Some features of 5.0 and some features of 3.0 in approximately equal measure.	More features of 5.0 than of 3.0.	<ul style="list-style-type: none"> Able to handle communication on familiar topics, with some pauses and hesitation. Able to construct longer utterances but is not able to use complex language except in well-rehearsed utterances. 	More features of 5.0 than of 7.0.	Some features of 7.0 and some features of 5.0 in approximately equal measure.	More features of 7.0 than of 5.0.	<ul style="list-style-type: none"> Able to handle communication on familiar topics, with some pauses and hesitation. Able to organise extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.

Global achievement (the interlocutor)

Note qui correspond à une impression générale à donner dès la fin de l'oral.



Nom : _____

Prénom : _____

Numéro d'inscription : _____

Etablissement : _____

Session : _____

Candidate signature: _____

EXPRESSION ORALE (Speaking)

Date of test:

Month: 01 02 03 04 05 06 07 08 09 10 11 12

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Marks awarded:

Grammar and Vocabulary	<u>0</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>	<u>5.5</u>	<u>6.0</u>	<u>6.5</u>	<u>7.0</u>
Discourse Management	<u>0</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>	<u>5.5</u>	<u>6.0</u>	<u>6.5</u>	<u>7.0</u>
Pronunciation	<u>0</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>	<u>5.5</u>	<u>6.0</u>	<u>6.5</u>	<u>7.0</u>
Interactive Communication	<u>0</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>	<u>5.5</u>	<u>6.0</u>	<u>6.5</u>	<u>7.0</u>
Global Achievement	<u>0</u>	<u>1.0</u>	<u>1.5</u>	<u>2.0</u>	<u>2.5</u>	<u>3.0</u>	<u>3.5</u>	<u>4.0</u>	<u>4.5</u>	<u>5.0</u>	<u>5.5</u>	<u>6.0</u>	<u>6.5</u>	<u>7.0</u>

=

=

=

=

Marked by: _____

Date: _____

Total score checked
and entered into
LOTANET by: _____

Date: _____

Test materials used:

01 02 03 04 05 06 07 08

Test format:

Markers : Candidates

2 : 2

2 : 3

Total score =

Note assesseur

Note interlocuteur