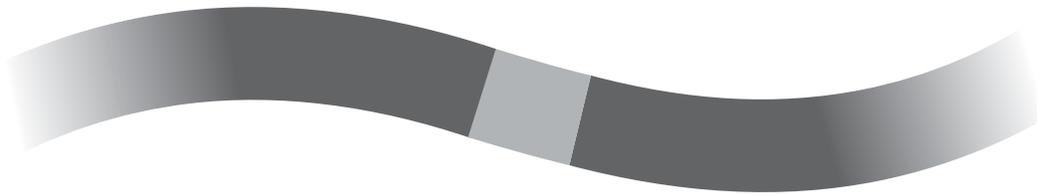




UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Certificate in Advanced English



Information for candidates
for examinations from December 2008

Information for Candidates – CAE

Why take the Certificate in Advanced English (CAE)?

CAE recognises that you have the ability to communicate with confidence in English and deal with most aspects of everyday life. It is the right exam for you if you want to develop your English to an advanced level, whether for work or study purposes.

CAE is at Level C1 of the Council of Europe's **Common European Framework of Reference for Languages** (CEFR). This means that when you pass CAE, you are able to use English effectively in social and professional situations and in higher education.

Why take a Cambridge ESOL exam?

Develop effective communication skills

- The Cambridge ESOL exams cover all four language skills – listening, speaking, reading and writing – as well as testing your use of grammar and vocabulary. They include a range of different types of question which test how well you can use English, so that you develop the full range of skills you need to communicate effectively in a variety of contexts.

A world of opportunity

- Thousands of employers, universities and government departments around the world recognise Cambridge ESOL examinations, so a Cambridge ESOL exam is a valuable qualification to have when you need to provide evidence of your level of English for a job or when you apply for a place to study.

Quality you can trust

- We test all our questions on candidates before we put them into a 'live' examination. This makes sure that they are fair, at the right level, that the content is suitable for all candidates and that you have enough time to answer them. You can therefore be sure that your result is a true measure of your level of English.

University of Cambridge ESOL Examinations (Cambridge ESOL) offers the world's leading range of qualifications for learners and teachers of English. More than 2 million people in over 130 countries take Cambridge ESOL exams each year.

What does CAE involve?

This booklet is a brief introduction to CAE. We show examples from each part of the exam, but in some cases we do not show the full text or all the questions. You can find more detailed information about CAE, as well as a full CAE sample paper, on our Candidate Support website at:

www.candidates.CambridgeESOL.org

	<i>Content</i>	<i>Time allowed</i>	<i>Marks (% of total)</i>
Paper 1: Reading	4 parts/34 questions	1 hour 15 minutes	20%
Paper 2: Writing	2 parts: Part 1 – one compulsory question Part 2 – one from a choice of four questions	1 hour 30 minutes	20%
Paper 3: Use of English	5 parts/50 questions	1 hour	20%
Paper 4: Listening	4 parts/30 questions	40 minutes (approx.)	20%
Paper 5: Speaking	4 parts	15 minutes per pair of candidates	20%

Paper 1: Reading

Time: 1 hour 15 minutes

Part 1

In Part 1 of the Reading paper, there are three short texts for you to read. All the texts share a broad common theme, but come from different sources and may vary in style. Each text is followed by two multiple-choice questions and you have to identify the correct answer in each case from a choice of four possible answers.

In the example below we show you the first text from a series of three texts, all of which were concerned in some way with scientific research. Read the text and try to answer the two questions which follow. Choose the correct answer (A, B, C or D).

YOUNG ENVIRONMENTAL JOURNALIST COMPETITION

HOW TO ENTER:

- If you're aged 16-25, we're looking for original articles of 1,000 words (or less) with an environmental or conservation theme. The closing date for entries is 30 December 2006.
 - Your article should show proof of investigative research, rather than relying solely on information from the internet and phone interviews. You don't have to go far; a report on pollution in a local stream would be as valid as a piece about the remotest rainforest.
 - Your article should show you are passionate and knowledgeable about environmental issues. It should also be objective and accurate, while being creative enough to hold the reader's interest. We are not looking for 'think pieces' or opinion columns.
 - Your aim should be to advance understanding and awareness of environmental issues. You should be able to convey complex ideas to readers of this general interest magazine in an engaging and authoritative manner.
 - Facts or information contained in short-listed articles will be checked.
 - Read the rules carefully.
- 1 Before entering for the competition, young people must have
- A** conducted some relevant research in their local area.
 - B** gained a qualification in environmental research.
 - C** uncovered some of the evidence in their research themselves.
 - D** consulted a number of specialists on the subject under research.
- 2 The articles submitted must
- A** focus on straightforward concepts.
 - B** include a range of views.
 - C** be accessible to non-specialists.
 - D** reveal the writer's standpoint.

Part 2

In this part of the Reading paper you have to read one long text which has some gaps. This is followed by some extracts and you have to decide which extract best fits each gap. It is important to understand the structure of the text and the development of the theme as this will help you to make your choice. There will always be one extra extract which does not fit any of the gaps.

In the example below, you have to read part of a magazine article in which there are three missing paragraphs (7–9). Read the four paragraphs after the text and decide which paragraph (A–D) belongs in each space. In the exam, the text is longer, there are six paragraphs missing and you will have seven paragraphs to choose from. There will always be one paragraph which does not fit any of the spaces.

When the hippos roar, start paddling!

Richard Jackson and his wife spent their honeymoon going down the Zambezi river in a canoe.

'They say this is a good test of a relationship,' said Tim as he handed me the paddle. I wasn't sure that such a tough challenge was what was needed on a honeymoon, but it was too late to go back. My wife, Leigh, and I were standing with our guide, Tim Came, on the banks of the Zambezi near the Zambia/Botswana border. This was to be the highlight of our honeymoon: a safari downriver, ending at the point where David Livingstone first saw the Victoria Falls.

7

Neither of us had any canoeing experience. Tentatively we set off downstream, paddling with more enthusiasm than expertise. Soon we heard the first distant rumblings of what seemed like thunder. 'Is that Victoria Falls?' we inquired naïvely. 'No,' said Tim dismissively. 'That's our first rapid.' Easy, we thought. Wrong!

8

- A** Luckily we could make our mistakes in privacy as, apart from Tim and another couple, for two days we were alone. Our only other company was the array of bird and animal life. The paddling was fairly gentle and when we got tired, Tim would lead us to the shore and open a cool-box containing a picnic lunch.
- B** We had a 4-metre aluminium canoe to ourselves. It was a small craft for such a mighty river, but quite big enough to house the odd domestic dispute. Couples had, it seemed, ended similar trips arguing rather than paddling. But it wasn't just newly-weds at risk. Tim assured us that a group of comedians from North America had failed to see the funny side too.

The canoe plotted a crazed path as we careered from side to side, our best efforts seeming only to add to our plight. This was the first of many rapids, all relatively minor, all enjoyably challenging for tourists like us.

9

The overnight stops would mean mooring at a deserted island in the middle of the river, where Tim's willing support team would be waiting, having erected a camp and got the water warm for our bucket showers. As the ice slowly melted in the drinks, restaurant-quality food would appear from a cooker using hot coals. Then people would begin to relax, and the day's stories would take on epic proportions.

...

- C** But number 150 had other ideas. As we hugged the bank he dropped under the water. We expected him to re-surface in the same spot, as the others had done. Instead, there was a sudden roar and he emerged lunging towards the canoe.
- D** Over the next hour or so the noise grew to terrifying dimensions. By the time we edged around the bend to confront it, we were convinced we would be faced with mountains of white water. Instead, despite all the sound and fury, the Zambezi seemed only slightly ruffled by a line of small rocks.

Part 3

In Part 3 you have a single page of text to read and this is followed by seven multiple-choice questions. Each question has four options and you have to choose the right answer. The questions follow the order of the information in the text.

In the example below, you have to read a newspaper article about a politician being trained to appear on TV. We show you the first part of the article and the first two questions. Read the article and try to answer the questions (13–14). For each question, you have to choose A, B, C or D. Remember that the text will be longer in the exam and there will be five more questions like this to answer.

Groomed for TV

Martyn Harris looks back on his experience of being trained to appear on TV.

I am terrible on TV. I slouch, sneer, stammer, fidget, forget my lines and swallow the ends of my words. It rankles, because I know inside I am scintillating, sensitive and sincere. Television can make any fool look like an intellectual. Newsreaders can contrive to look nice and even the worst presenters can seem sensible, but I come over as a shifty subversive. The single television programme I have presented was so awful that even my mother couldn't find a good word for it. After a catastrophic radio show last year, when I addressed the interviewer by the wrong name throughout, I swore I'd never do broadcasting again.

Until now, that is. I have my first novel out next month, which is called *Do It Again*, and the PR

people inform me you just have to get out there and promote it. Scotland one day, the south coast of England the next. It's going to be hectic and I have to get my act together. Which is how I find myself being scrutinised for televisual potential by two svelte creatures from Public Image Ltd, while cameraman Alastair focuses on my trembling upper lip. Public Image is the outfit which has been teaching MPs how to look good on TV. They also groom executives from major companies in everything from corporate presentations to handling broadcast interrogation, but as far as I'm concerned, if they can make politicians look like real people, they are good enough for me.

...

- 13** The writer believes that one reason he is terrible on TV is that
- A** he doesn't make enough effort to perform well.
 - B** he can't help being rude to interviewers.
 - C** his personality seems unappealing to viewers.
 - D** his personality differs from that of newsreaders and presenters.
- 14** The writer has become involved with Public Image Ltd because
- A** he wants to find out what such companies do.
 - B** he has been told that it is in his interests to do so.
 - C** he is intrigued by the work they do for politicians.
 - D** he has been told that the company is good at promoting novels.

Part 4

In Part 4 you have to read one or two sets of questions, followed by a single page of text. The text may be divided into sections or may be a group of short texts. There will be 15 questions and four to eight sections or short texts. You have to match each question to the part of the text where you can find the information.

In the example below, you have to read an article which contains reviews of crime novels (A–D). For questions 20–24 below, you have to decide in which review you can find the information mentioned. In the real exam, there will be more text to read and ten more questions. You may choose each review more than once.

In which review are the following mentioned?

a book successfully adapted for another medium	20	<input type="text"/>
characters whose ideal world seems totally secure	21	<input type="text"/>
a gripping book which introduces an impressive main character	22	<input type="text"/>
a character whose intuition is challenged	23	<input type="text"/>
an original and provocative line in storytelling	24	<input type="text"/>

CHILLING READS TO LOOK OUT FOR

Some recommendations from the latest batch of crime novels.

A Minette Walters is one of the most acclaimed writers in British crime fiction whose books like *The Sculptress* have made successful transitions to our TV screens. Preoccupied with developing strong plots and characterisation rather than with crime itself, she has created some disturbing and innovative psychological narratives. *The Shape of Snakes* is set in the winter of 1978. Once again Walters uses her narrative skills to lead the reader astray (there is a clever use of correspondence between characters), before resolving the mystery in her latest intricately plotted bestseller which is full of suspense. Once again she shows why she is such a star of British crime fiction.

B Elizabeth Woodcraft's feisty barrister heroine in *Good Bad Woman*, Frankie, is a diehard Motown music fan. As the title suggests, despite her job on the right side of the law, she ends up on the wrong side – arrested for murder. No favourite of the police – who are happy to see her go down – in order to prove her innocence she must solve the case, one that involves an old friend and some uncomfortable truths a bit too close to home. *Good Bad Woman* is an enthralling, fast-paced contemporary thriller that presents a great new heroine to the genre.

C *Black Dog* is Stephen Booth's hugely accomplished debut, now published in paperback. It follows the mysterious disappearance of teenager Laura Vernon in the Peak District. Ben Cooper, a young Detective Constable, has known the villagers all his life, but his instinctive feelings about the case are called into question by the arrival of Diane Fry, a ruthlessly ambitious detective from another division. As the investigation twists and turns, Ben and Diane discover that to understand the present, they must also understand the past – and, in a world where none of the suspects is entirely innocent, misery and suffering can be the only outcome.

D Andrew Roth's deservedly celebrated Roth Trilogy has drawn to a close with the paperback publication of the third book, *The Office*, set in a 1950s cathedral city. Janet Byfield has everything that Wendy Appleyard lacks: she's beautiful, she has a handsome husband, and an adorable little daughter, Rosie. At first it seems to Wendy as though nothing can touch the Byfields' perfect existence, but old sins gradually come back to haunt the present, and new sins are bred in their place. The shadows seep through the neighbourhood and only Wendy, the outsider looking in, is able to glimpse the truth. But can she grasp its twisted logic in time to prevent a tragedy whose roots lie buried deep in the past?

Paper 2: Writing

Time: 1 hour 30 minutes

Part 1 – Compulsory task

For this part of the Writing paper, you have to write 180–220 words based on the input material provided. You may be asked to write one of the following types of text: an article, a letter, a report, a proposal.

The input material may be a combination of texts, notes and graphs or diagrams. The texts may include extracts from letters, articles, notes or memos, advertisements, emails, diaries or data from surveys or questionnaires. You should read all of it carefully and decide which information is important for your answer. You also need to think about the style, layout and register for the format in which you need to write.

In the example below, you have to imagine that you are a student at an international college. The social committee is planning a weekend trip and has asked you to write a proposal suggesting a suitable venue. You have asked students what kind of trip they would like. Below are the notes you made about the students' comments and the advertisements for the two venues which have been suggested. You have to read all this information and then, using it appropriately, write your proposal to the committee. You should describe the two choices and recommend one of them, giving reasons for your choice.

Students' comments:

- I need exercise after all the studying!
- Peace and quiet!
- Shopping - for presents
- Good food
- Entertainment - cinema? concert?

BRIAR PARK HOTEL

In beautiful grounds
just outside Leightonbury

Tennis courts
Swimming pool
Free bus to and from city centre
International menu

LAKESIDE ACTIVITY CENTRE

Self-catering chalets
Woodland setting

Ideal for
walking, canoeing, sailing

On-site food shop

Part 2

In Part 2, you can choose one of the four options. For each one there is a context, a purpose for writing and a target reader.

The last question in Part 2 is a choice of two options based on the set texts. Each question is based on one of the two set texts.

In the example below, you can choose to write a reference (Question 2), a competition entry (Question 3) or a letter of application (Question 4). If you prefer to write about one of the two set books you have read, you should look at Question 5 which gives you a choice (a or b) between writing a review or an essay.

- 2 You have been asked to provide a reference for a friend of yours who has applied for a job as a receptionist in an English language college. The person appointed will be good at dealing with a range of different people and will have excellent administrative skills.

You should include information about your friend's character and personal qualities and skills, their previous relevant experience and reasons why they should be considered for this job.

Write your **reference**.

- 3 You see the following announcement in an international magazine:

GREAT SCIENTISTS COMPETITION

We are planning a series of TV programmes about the 10 greatest scientists of all time. Which scientist would you nominate to be included in the series? Write to us describing this person's achievements and explaining why you feel he or she should be included.

Write your **competition entry**.

- 4 You see this advertisement in an international student magazine.

HOST FAMILIES WANTED

We are inviting applications from families who would like to offer accommodation to international students during their stay in your country. If you are interested, please write answering the following questions:

- What do you think are the advantages for a student of staying with a host family compared with college accommodation?
- What qualities is it necessary for a successful host family to have?
- Why would you like to host international students?

Mr S Martin
Hosts International Ltd.

Write your **letter of application**.

- 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 following page.

(a) *The Pelican Brief* by John Grisham

A bookshop website has invited its readers to send in a review of a book. You decide to write a review of *The Pelican Brief*, briefly outlining the plot and saying whether or not you recommend it to other readers and why.

Write your **review**.

(b) *Lucky Jim* by Kingsley Amis

Your teacher has asked you to write an essay saying which character in *Lucky Jim* you find most interesting. You should describe this character and say why you think he or she is the most interesting character in the story.

Write your **essay**.

Paper 3: Use of English

Time: 1 hour

Part 1

In Part 1 you have a text to read in which there are 12 numbered gaps (plus one gap as an example). Each gap represents a missing word or phrase. For each gap, there are four possible answers and you have to choose which word or phrase fills the gap correctly.

In the example below, you have the first part of a text about music and the brain. The first gap (0) is an example and the answer was C ('indicated'). For each of the other numbered gaps (1–6) you have four choices (A, B, C or D). In the exam, the text is longer and there will be six more questions like the ones below.

What we know about music and the brain

Work on the human brain has **(0)** how different parts are centres of activity for different skills, feelings, perceptions and so on. It has also been shown that the left and right halves, or hemispheres, of the brain are **(1)** for different functions. While language is processed in the left, or analytical hemisphere, music is processed in the right, or emotional hemisphere. **(2)** of music like tone, pitch and melody are all probably processed in different parts of the brain. Some features of musical experience are processed not just in the auditory parts of the brain, but in the visual ones. We don't yet fully understand the **(3)** of this.

The tempo of music seems to be **(4)** related to its emotional impact, with fast music often **(5)** as happier and slower music as sadder. It is the same with the major biological rhythm of the body: our heart **(6)** quickens when we're happy, but slows when we're sad.

...

- | | | | | |
|---|----------------|----------------|---------------|----------------|
| 1 | A amenable | B dependable | C responsible | D reliable |
| 2 | A Views | B Aspects | C Factors | D Pieces |
| 3 | A expectations | B implications | C assumptions | D propositions |
| 4 | A surely | B plainly | C evidently | D directly |
| 5 | A felt | B endured | C encountered | D touched |
| 6 | A pulse | B speed | C pace | D rate |

Part 2

Part 2 consists of a text with 15 numbered gaps and you have to think of a single word which will fill each gap correctly.

In the example below, you have the first part of a text about mosquitoes. The correct answer for the first gap (0) is 'by'. Read the rest of the text and try to work out what the answers are for questions 13–22. In the exam, the text is longer and there are five more gaps for which you have to find the right missing word.

Mosquitoes

According to the World Health Organization, malaria, a disease spread **(0)** mosquitoes, affects millions of people every year. Everyone knows how irritating the noise made by a mosquito, **(13)** by a painful reaction to its bite, can be. It is astonishing that so **(14)** is known about why mosquitoes are drawn to or driven away from people, given **(15)** level of distress and disease caused by these insects. We know that the most effective chemical **(16)** protecting people against mosquitoes is *diethyltoluamide*, commonly shortened **(17)** *deet*. **(18)** *deet* works well, it has some serious drawbacks: it can damage clothes and some people are allergic to it.

Scientists know that mosquitoes find some people more attractive than others, but they do not know **(19)** this should be. They also know that people vary in **(20)** reactions to mosquito bites. One person has a painful swelling while **(21)** who is bitten by the same mosquito **(22)** hardly notice.

...

Part 3

Part 3 consists of one text in which there are gaps. There is an example to show you what you have to do. To the right of the text there are prompt words which you have to use to form the missing word. In the exam, the text has a total of 10 gaps for you to complete, plus an example.

The text below is about a an ancient tree. For the example (0), the prompt at the end of the line is 'COMPARE' and the answer you need is 'comparison'. Read the text and try to find the the correct words for the other gaps (28–37).



An ancient tree

In Totteridge, in north London, there is a yew tree estimated to be between 1,000 and 2,000 years old. This tree, however, is a mere youngster in (0) with others of the species. The record in the UK is held by a yew in Scotland that is thought to be between 4,000 and 5,000 years old. However, such trees are becoming (28) rare and the Totteridge specimen was considered of (29) importance to be named in 1999 as one of the 41 'great trees' in London. Like many yews, the Totteridge tree (30) predates the buildings around it and its exact age is unknown.

The Totteridge tree needs little (31) Some of its outer branches hang down so low that they have taken root. But this is part of the tree's natural architecture and contributes to its (32) in high winds. With the best of (33) , ancient yew sites are often tidied up with no benefit to the tree. Dead branches are not (34) shed by the tree and their wood harbours a multitude of insects, an inseparable part of the old tree's natural (35) Something of the tree's history is lost with the (36) of dead wood. After all, the decaying, twisted and (37) parts give the tree character.

COMPARE

INCREASE

SUFFICE

DOUBT

MAINTAIN

STABLE

INTEND

READY

DIVERSE

REMOVE

ATTRACT

Part 4

Part 4 tests your knowledge of vocabulary. There is an example at the beginning to show you what to do. You then have five questions. Each question contains three sentences, each of which has a missing word. For all three sentences, the missing word is the same and it must be the same part of speech.

Below we show you the first three questions from a typical Part 4 task. See if you can find the right word for questions 38–40. In the real exam, there will be two more questions for you to answer.

38 I can't see the of all this paperwork, can you?

I was so frustrated that I was on the of giving up, but my piano teacher persuaded me to keep on practising.

Now, let's move on to the final for discussion at this meeting.

39 I think it's to say that not everyone in the boardroom agreed with the decision about the site of the new factory.

Rita complained that it was not that she had a smaller company car than her colleagues.

My husband looks nothing like his brothers and sisters because he is so

40 The workers at the car factory are at present in negotiations to improve their position.

As the business expanded and more staff were required, the company the services of a recruitment agency.

When my brother and his new girlfriend announced that they were it took the whole family by surprise.

Part 5

In Part 5, you have to rewrite a sentence so that the meaning is the same, but it is written in different words. There are eight sentences for you to rewrite in this way. Each sentence is followed by a 'key' word and a second sentence with a gap in the middle. You have to use this key word to complete the second sentence so that it means the same as the first sentence.

Below we give you four examples of questions from this part of the Use of English paper. Remember that there will be four more questions in your exam.

- 43 There were a lot of things that we had to think about before we could accept their offer.

OBLIGED

There were several things that we
consideration before we could accept their offer.

- 44 Do you think you could help me to fill in this application form?

WONDERING

I me a hand filling in this application form.

- 45 I know that it was wrong of me to shout in front of the customers.

RAISED

I know that I should in front of the customers.

- 46 If you need any help, you can always call me.

HESITATE

If you need any help, me.

Paper 4: Listening

Time: 40 minutes (approximately)

If you have access to the internet, you can find the recordings for the tasks below on the Cambridge ESOL Candidate Support website at:

www.candidates.CambridgeESOL.org

Part 1

In Part 1 of the Listening test, you have to listen to three separate recordings. Each recording lasts about one minute and will involve more than one speaker. For each recording there are two multiple-choice questions, each with three options.

Below we show you the questions which you would have to answer for one of the three recordings.

Extract One

You hear two people on a music programme talking about the singer Nancy Graham.

1 What is the man's opinion of Nancy's second album?

- A He thinks it is very experimental.
- B He appreciates the continuity of style.
- C He wonders if she is lacking inspiration.

 1

2 What do the two speakers agree about?

- A the freshness of the music
- B the lack of real emotion in the music
- C the calming effect of the music on the listener

 2

Part 2

In Part 2 you hear a monologue lasting approximately 2–2½ minutes. You have to listen very carefully for specific words or phrases and write the information down to complete eight sentences.

In the example below, you see part of a Part 2 task relating to a recording of a marine wildlife photographer called Bruce Hind, who is talking about his work. You have to listen to the recording and complete the sentences with the correct information. In the exam there will be four more sentences to complete.

MARINE WILDLIFE PHOTOGRAPHER

Bruce says that 7 is the most important aspect of his work.

Before going on a trip, Bruce makes 8 of the photographs he hopes to take.

Knowing the type of photographs he wants to take helps Bruce to choose the right 9

Bruce disagrees with people who say his way of taking photographs is not 10

Part 3

In Part 3, you will hear a conversation between two or three speakers. The conversation lasts approximately 4 minutes. There are then six multiple-choice questions, each with four possible answers, and you have to decide which the right one is. The questions focus on the attitude and opinions of the speakers.

In the example below, the task relates to a recording of a radio interview, in which the comedian and writer Jane Clarkson is talking about her work. You have to listen to the interview and try to decide which the correct answer (A, B, C or D) is for each question (15–17). Remember that there will be three more questions in the real exam.

15 What did Jane find difficult about writing a book?

- A She couldn't travel around the country.
- B She didn't get any instant reaction to her work.
- C She had to spend time looking after her daughter.
- D She found the process itself very challenging.

16 According to Jane, why did some critics dislike her novel?

- A They didn't think the book was funny.
- B They were dismissive of her initial success.
- C They thought her male colleagues were better writers.
- D They thought she should stick to being a comedian.

17 Which aspect of Jane's work as a comedian helped her to write?

- A her patience
- B her ability to listen
- C her habit of watching people
- D her rational way of thinking

Results Online

Don't forget that you can now get your CAE results online from Cambridge ESOL, as soon as they become available! You can find out more about Results Online and register at:

[CambridgeESOL-results.org/Members/Login.aspx](https://www.cambridgeesol.org/Members/Login.aspx)

To register for Results Online, you need an ID number and a secret number. These are in a letter which your centre will give you. It's a good idea to register as soon as possible because the website is very busy on the day when we release the results.

Part 4

In Part 4 you have to listen to five short recordings and complete two tasks. Each recording has a different speaker but they all have a common theme. For each task you have to choose the correct answer for each of the five speakers from a list of eight possible answers.

In the example below, there are five short extracts in which people are talking about keeping fit. For Task One (Questions 21–25), you have to choose from the list of options (A–H) who each speaker is. For Task Two (Questions 26–30), you have to decide what each speaker is expressing (A–H).

TASK ONE

For questions 21–25, choose from the list A–H the person who is speaking.

- A an artist
- B a fitness instructor
- C a sales manager
- D a childminder
- E a doctor
- F an office cleaner
- G a secretary
- H a retired person

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

TASK TWO

For questions 26–30, choose from the list A–H what each speaker is expressing.

While you listen you must complete both tasks.

- A a pride in personal achievements
- B indifference to current trends
- C an enjoyment of a daily routine
- D a commitment to taking regular exercise
- E a desire to improve his or her diet
- F awareness of his or her health problems
- G a reluctance to admit failure
- H resentment of another person's attitude

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

Paper 5: Speaking

Time: 15 minutes per pair of candidates

You take the Speaking test in a pair with another candidate. There are two examiners and one of them does not take part in the interaction but assesses your performance according to four analytical scales. The other examiner conducts the test and tells you what you have to do. This examiner also gives you a global mark for your performance in the test as a whole.

Part 1 – Interview

In this first part of the Speaking test, you have the opportunity to talk about your interests, studies or career. The examiner will ask you for some information about yourself and give you prompts to ask the other candidate some questions. The examiner will also ask you for your opinion on certain topics.

Part 2 – Long turn

In this part of the test you each have to speak for 1 minute without interruption. The examiner will give you a set of pictures and asks you to talk about them. You may be asked to describe, compare or contrast the pictures, and to make a further comment about them. Your partner will get a different set of pictures, but you should pay attention when they are speaking because the examiner will ask each of you to comment for about 20 seconds after the other has spoken.

In the example below, the pictures show people travelling by train. You have to compare two of the pictures and say what different aspects of train travel they show and how the people might be feeling. The question for the other candidate is which picture best shows the advantages of travelling by train and why.

- What different aspects of train travel do they show?
- How might the people be feeling?

1



Part 3 – Collaborative task

This part tests your ability to take part in a discussion with the other candidate and reach a decision. You have to work with the other candidate to carry out a task based on some pictures which the examiner will give you. You have to talk for about 4 minutes.

In the example below, the examiner gives you both a set of pictures which show the different ways in which computers affect our lives. You have to talk together about how the pictures show the role of computers nowadays. You then have to decide which picture best reflects the difference computers have made to our lives.

- How do these pictures show the role of computers nowadays?
- Which picture best reflects the difference computers have made to our lives?

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Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both questions.

Some examples of the questions the examiner might ask after the task about the role of computers in Part 3 would be:

- What are the advantages and disadvantages of shopping by computer?
- A lot of personal information about all of us is now kept on computers. Do you find this worrying? ... (Why?/Why not?)

Preparing for CAE

If you would like more practice material to help you prepare for the CAE exam, there are past paper packs available to buy which include an audio CD of the Listening test. You can find more information, prices and details of how to order on our website at:

www.CambridgeESOL.org/resources/past-papers.html

Next steps

We wish you every success in taking CAE and we hope that you will take other Cambridge ESOL exams in future. The Certificate of Proficiency in English (CPE) is the next level of the Cambridge exams. You can find more information about CPE on our website at:

www.CambridgeESOL.org/exams/general-english/cpe.html

What people have said about Cambridge ESOL exams

I am working in an international environment which requires me to continuously improve my English. ... After the exam I got the motivation to study more English and then decided to enroll in an MBA conducted in English. The certificate helped me to complete my enrollment procedures as a proof of my English level.

Phan Hoang Hoa, Vietnam

I decided to take the examination because I want to certify my degree of knowledge in English. I chose Cambridge ESOL examinations because I think it's one of the most important.

Roberto Civerchia, Italy

I decide to take the examination to get a proof of knowledge of English on a high level in order to being admitted entrance to courses of post-graduate study in English or to universities in English speaking countries. My decision for Cambridge was determined by personal recommendation and the general reputation and worldwide recognition of Cambridge examinations.

Alexandra Vaeth, Spain

Companies who have used Cambridge ESOL exams

3M	Disney	PricewaterhouseCoopers
Adidas	DuPont	Procter & Gamble
Agfa-Gevaert	Ericsson	Rank Xerox
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Carrefour	IBM	Unilever
Citibank	Johnson & Johnson	Vodafone
Coca-Cola	KPMG	World Bank
Colgate-Palmolive	Microsoft	World Health Organization (WHO)
Credit Suisse	Mobil Oil	World Wide Fund for Nature (WWF)
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