

Cambridge
First Certificate
Examination
Practice 3

Teacher's Book

*University of Cambridge
Local Examinations Syndicate*

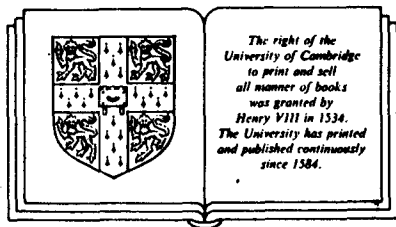
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Introduction

The tests in *Cambridge First Certificate Examination Practice 3* are designed to familiarise students with the style and format of the First Certificate in English (FCE) examination papers and to provide them with practice in examination techniques. The tests can be used in class for pre-examination practice and discussion, as 'mock examinations', or by students working alone using the Teacher's Book as a key. The tests are reproduced exactly as they appear in the examination.

A suggested mark scheme for each of the tests is provided in the Teacher's Book, but it must be emphasised that no fully authoritative assessment of students can be based on this. In the FCE examination itself a series of complex statistical procedures is carried out to correlate a candidate's performance in all five papers, and such procedures cannot be accurately reproduced by the teacher working alone.

The current FCE examination syllabus was introduced in 1975 and modified in 1984. Broadly speaking, there are four different ideas underlying the syllabus:

- a) the now universal acceptance of communicative approaches in the EFL classroom, which is reflected in and, indeed, encouraged by the FCE examination;
- b) the increased prominence of listening and speaking skills in classrooms, reflected in the one-third weighting in the examination;
- c) the view that reading and listening texts should be taken from authentic sources within a candidate's range of experience, and not be specifically written, abridged or over-literary;
- d) the need to avoid culture bias in the examination, confirming the status of English as an international language.

The ways in which these ideas are embodied in the examination itself are outlined on pages 2 to 11 and can be seen in the practice tests in the Student's Book.

The Teacher's Book contains:

- a suggested mark scheme and answer key for each paper;
- complete transcripts of the recorded Listening Comprehension tests;
- instructions on the handling of the Interview.

The two accompanying cassettes contain the recordings for the Listening Comprehension tests: the tests cannot be used without the appropriate cassette.

The First Certificate Examination

The chart below gives an outline of how each paper of the FCE examination is assessed. In the examination the final assessment of any candidate is reached only on the basis of total performance in all five papers and after the marks have been carefully correlated and adjusted to establish correct weightings and grading levels. Adjustments are also made to offset the effect of random guessing in multiple-choice and true/false questions. Such procedures are clearly impracticable for the teacher working alone. However, the information in the chart below and throughout the Teacher's Book can be used as a guide to an approximate assessment of a candidate's likely level of performance.

The complete examination carries a total of 180 marks.

<i>Name of paper</i>	<i>Time</i>	<i>Total marks</i>	<i>Assessment</i>
<i>Paper 1</i> Reading Comprehension	1 hour	40	A mark contributing to a pass grading in the whole examination is normally about 60% of the possible score for this paper.
<i>Paper 2</i> Composition	1½ hours	40	An impression mark is given, following a grading scale for each composition. On average, pass candidates score about 40% of the total and very good candidates 75–90%.
<i>Paper 3</i> Use of English	2 hours	40	This paper is marked according to a detailed scale and on an impression mark for the final question. On average, pass candidates score 50–60% of the paper total.
<i>Paper 4</i> Listening Comprehension	20 to 30 minutes	20	This paper is marked according to a detailed mark scheme with varied weightings for items. On average, pass candidates score about 60% of the paper total.
<i>Paper 5</i> Interview	15 to 20 minutes	40	An impression mark is given on each of six grading scales. On average, pass candidates score about 60% of the paper total.

Paper 1: Reading Comprehension (1 hour)

Paper 1 is in multiple-choice form, with four-choice items as follows: Section A with 25 questions, each consisting of a sentence with a blank to be filled, and Section B with 15 questions on three or more reading passages.

Section A tests candidates' knowledge of English vocabulary (including synonyms, antonyms, collocations and phrasal verbs) as well as their knowledge of grammatical rules and constraints.

Section B tests candidates' general understanding of the gist of passages as well as their understanding of specific information given. The passages vary in length, character and density and are drawn from a variety of authentic sources, including fiction, non-fiction, newspapers, magazines, brochures, leaflets and advertisements. The third passage may include information presented in a diagram, map or chart. In all the tests there is an attempt to avoid culture bias.

Marking

Section A carries a total possible mark of 25; the 15 questions in Section B count double, giving a final raw total (scaled to 40) of 55. An incorrect answer gains no mark, but no marks are specifically deducted for wrong answers. The final 'raw' total of 55 is scaled down to a maximum of 40.

Exam preparation

It is important not to practise this type of test to excess, but merely to accustom students to its requirements and tempo. Multiple-choice questions have more value as a testing device than as a teaching method, and excessive practice in doing this type of test is unlikely to improve students' ability to read English more efficiently. Time should be devoted in class, therefore, to improving students' reading skills and not just their ability to answer reading comprehension questions.

Students should be given experience of reading authentic texts of the kind shown in *Cambridge First Certificate Examination Practice 3* and given help in learning how to understand them. Such help may include teaching students how to understand the gist of a passage and how to extract the main points of information from it without necessarily understanding every single word they read.

Paper 2: Composition (1½ hours)

From a choice of five topics, two compositions – each of between 120 and 180 words – are to be written in the 1½ hours allotted. The choice of topics includes a letter, a description, a narrative, a straightforward discursive composition, or quasi-spoken language in the form of a speech or monologue. There is an additional choice of topic based on optional reading, as specified in the examination Regulations for each year.

The advantage for candidates of choosing to read one of the books selected for the exam is that it may offer them an enjoyable and worthwhile reading experience, increasing language awareness, as well as a wider range of topics to choose from in Paper 2. Candidates may also have the chance to refer to their reading in the Interview (see page 9).

Marking

An impression mark out of 20 is given for each composition, using the scale shown below. This mark is based on an overall impression of the language used, including the range and appropriateness of vocabulary, sentence and paragraph structure and correctness of grammar, spelling and punctuation. Individual mistakes are not penalised but count in the overall impression. It is the language used, not the content, which is the main concern, and marks are not taken off for unorthodox opinions or illogical arguments. However, the inclusion of irrelevant material which seems to have been learnt by heart does lose marks.

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Over-short compositions will lose marks, as may over-long ones because they often contain more mistakes or are badly structured. The chart below shows the scale used to assess each composition.

<i>Language</i>		<i>Task</i>
18-20	Natural English with minimal errors.	Full realisation of task.
16-17	More than a collection of simple sentences, with good vocabulary and structures. Some occasional lapses.	
11-15	Sufficient naturalness of English and not many errors.	Simple but accurate realisation of the task.
8-10	Communication established despite some errors.	Task reasonably attempted.
5-7	Lack of control / frequent basic errors.	Task only partly realised (by neglect of the rubric).
1-4	Incoherence.	Gross irrelevance, and/or too short for language assessment.

The following sample compositions taken from the Syndicate's reports illustrate the quality of language which typifies candidates in the six categories indicated above.

18 MARKS

What do you think have been the main changes in people's lives since your grandparents were young?

My grandparents were born in the twenties of this century. During these last sixty years, a lot of changes have occurred in people's lives, due to the scientific and technological progress.

The everyday life has become easier: the means of transport have been improved and travel has become quicker and safer; there has been more comfort in the houses, and in general, the human beings' conditions have lost much of their toughness. Medicine has made a great step forward and all sorts of inventions - which my grandparents couldn't even dream of have become a reality.

On the other hand, the means of destruction have been improved, too: bombs and weapons are now much more efficient. Some illnesses are still incurable, and others, which were completely unknown sixty years ago, have appeared. There is less manual work now - but people have become more and more nervous. Obviously, the progress has got its price.

With respect to these changes, and as far as the most important aim of the humanity seems to be the progress, a question should be asked: are people now happier than before?

Examiner's comments:

This composition shows an ability to control structure and use appropriate lexis. There is evidence of a planned approach to the topic.

The following two pairs of compositions show how candidates of different abilities treated the same topic.

The information a travel agent gave you about your recent holiday was wrong. Write a letter to him describing the problems you had.

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16 MARKS

27, rue Pierre Leroux
75007 Paris

13 June, 1988

Dear Sir,

I have just arrived from Spain where I spent the last month on holiday and I am writing to you to complain about the information you gave me concerning my holiday.

You told me you had booked a room for me in "the best hotel of Barcelona." – I even remember your own words! Arriving there, I was very disappointed to see that the hotel was a small, dark one situated in a dirty unsafe quarter. And, to my horror, I was told that no room had been booked for me. They even didn't know who you are!

In addition, the woman whose address you gave me and who was supposed to be my interpreter had left her place ten months ago!

I wouldn't tell you how difficult it was to find a hotel and how silly I felt being alone and unable to make myself understood!

There is no need either to tell you that I had an awful holiday and you are entirely responsible of that. I will soon write to the manager and ask him to take the right measures against you.

Yours sincerely,

Examiner's comments:

Despite minor grammatical and lexical lapses the candidate has tackled the task very well and used appropriate style and vocabulary. A sound piece of work.

8 MARKS

29 Mill Field
Folkestone
Kent CT20 1EU

14 June, 1988

London Travel
10 London Road
London W1

Dear Sir,

I am writing to complain about the information that you gave me about my holiday. When I booked it, you told me that the departure of flight was 9.00pm, but the information I received today show me that it is 9.00am.

If the departure time had been the morning, I wouldn't have decided to go, because I live in Folkestone now and it takes me more than two hours to go to Gatwick by train. (I always use train, because it is cheaper than taxi.) Also when people use a aeroplane, they must check in by one and a half hours before the departure. If the departure time is 9.00am, I must get up at 5.00am. As you know I am 60 years old, and as I get tired easily, it is very hard for me to get up in the early morning. So whenever I go on a holiday, I decide my holiday according to the departure time of flight. Though I used to stay a hotel and spend one night before so as not to be tired, I think it is that I lose my money.

Could you change the flight time, or if not so, could you possibly refund my money for my holiday?

I look forward to hearing from you.

Yours faithfully,

Examiner's comments:

A confused account because of inability to use tenses correctly. The holiday is not over so the task has not been completed satisfactorily. (-2 marks for this : 10 - 2 = 8)

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Imagine you have been called up to do military service. How will you spend your last day of freedom as a civilian?

15 MARKS

In most countries, military service is an obligation (for men). You have to spend about one year of your life inside the walls of a military base. Most of the men are "allergic" to this idea and can't get used to the idea of being "cut" from the world, family and friends, and live in a place where you can't think, you can only obey.

As far as I'm concerned, I'll spend my last day of freedom with all my mates and my family. I think that giving a party is the best way to say goodbye in a pleasant atmosphere of fun and happiness. No tears, no regrets, only laughs, jokes, music, and pints of beer until the last minute of freedom. Everybody has to enjoy the party. In a way it'll be like the last day of freedom before getting married when you say goodbye to your childhood. After the military service, you won't be a boy anymore but a man.

Examiner's comments:

There are some good ideas here which are reasonably well ordered. There are, however, some basic structural errors.

10 MARKS

Dear Diary,

I've just been called to do my military service and I only have one day left before I leave.

I'll get up early tomorrow so that I can do everything I planned before leaving.

Before breakfast I'll go for a jog in the park with my brother to fix the beautiful lake and the flowers in my memory. Then I'll have breakfast with all the family as usual. Mummy will boil me an egg, cook some bacon and make a whole tea pot. I want to remember the smells and the atmosphere of that moment of the day.

Then I'll go to visit my grandmother to say goodbye and tell her I'd miss her while I'm gone.

Then I'll phone John, my best friend, and ask him to go to the museum and have lunch with me. I may phone Richard as well.

After that I'll call Sally to invite her to the cinema and will both come back home to have supper with all my family. I'll probably go to bed early because my train is leaving at 9 a.m.

Goodbye!

Examiner's comments:

A clear simple account with a few errors. A definite pass but not extended enough to get it into a higher category.

11 MARKS

You are asked to give a talk to a group of school children on the importance of road safety. What advice do you give them?

Listen to me please! Will you? You have never seen me before but pay attention, because what I am going to tell you is very important. What I want to explain to you is how staying safe in the street. In fact it is not complicated you have just to respect some easy rules. It is like a game. All of you have remarked that our streets are very busy with many lorries, cars and motorbikes. That is just the reason for which you have to be careful. At any time, a car can knock you down if you are not careful neither the driver is.

First, cross every street at zebra crossing. Before crossing look right and left, if there is no traffic light. If you are afraid of being knocked down ask an adult for help. If there is a traffic light wait until the light turns green for pedestrians. Never cross roundabout, highway and very busy streets without an adult, anyway don't do it! It is the most dangerous thing to do.

Second, walk always on the pavement. If you are with your mother hold her hand and keep it! On the pavement if you are not running, playing football or playing with a ball, there is no risk of being knocked down by any vehicle. Anyway we never know what could happen, consequently, in the street, be careful! That is the best advice I can give. Be always aware of the danger, and never forget that vehicles can kill. Thank you for listening to me, next time we will speak about how staying safe at home.

Examiner's comments:

A reasonable attempt to complete the task using the appropriate register. This is marred by frequent errors which make for confusing reading at times.

6 MARKS

Describe a day at work or at school when everything went wrong. Explain what happened to you and how the day ended.

It was five years ago in a little town, in south of France, just before an exam. It was a sunny day and very warm too. As we were seating in our classroom, we had seen suddenly our headmaster rushed into the class and ordered us not to panic. It was right away very agitated. Then, he asked us to take all our things and go very quickly in the middle of the school yard. We were wondering what was happening while we were running down the steps. As we arrived in the yard we saw our mates standing there without moving and watching the roof. Suddenly, as we were right in the middle of the yard, we saw a big flame coming out of the roof. The school was in fire. In fact the main problem was that the fire alarm did not fonction at all.

Examiner's comments:

A weak essay which shows an inability to control the language. The task has not been attempted satisfactorily.

4 MARKS

'Every family should have a computer in the home.' Do you agree?

First of all, I'm trying to explain in few words "What a computer is?"

It's a machine which was invented about sixty years ago. It was invented for helping people in their work, particularly by the technical industry. Bit by bit the computer became indispensable among the ingeniers because of the rapidity of calculate thing and accuracy of the result.

Nowdays in 1989 the computer is not only used by the industries but by everybody who wants a tools that permit him or her to find a lot of information to treat them, to calculate them and so on. For instance, if you are the manager of an hotel and you want to find out how many people are in the hotel, how many day they are staying, how long they are going to stay. You have to push only four buttons on your computer set which is composed of a monitor, a keyboard, the computer itself usually fitted under the monitor and all the things is connected together by cable with plugs systeme. Then you have to insert into the computer a disk which contens your programme.

In conclusion of that, in my opinion, it's a very useful machine for the people who needs it But I don't think every family should have a computer in the home although now every children are taught how to use a computer.

Examiner's comments:

Most of this essay does not attempt to answer the question. The candidate is penalised for irrelevance as well as inaccuracy.

Exam preparation

Students should be given practice in writing compositions on all the different types of topics at the required length (about 150 words) and within the time available (about 45 minutes), and in developing the skill of using language appropriate to, say, a narrative, a formal letter or a speech. In the case of candidates intending to choose in the actual exam one of the topics based on optional reading, suitable practice questions should be devised for them to discuss and write about, based on the current syllabus (published in the Regulations each year).

Paper 3: Use of English (2 hours)

This paper contains a number of exercises which test candidates' active control of English usage and grammatical structures, and a directed writing exercise testing their ability to extract specified information from a text and present it in continuous prose with coherence and the right emphasis.

The exercises include a blank-filling exercise based on a passage (a cloze exercise modified to place emphasis on structural items), a transformation exercise on sentences involving verb forms, prepositions, inversion, comparatives, etc., and other exercises involving word formation, constructing sentences to form a letter, writing part of a dialogue, changing sentences from direct to reported speech or vice versa, and correct choice of structure and vocabulary within associated areas. The range of exercise types is illustrated in *Cambridge First Certificate Practice 3*.

For the final exercise candidates study a text, often containing an illustration, map or diagram, from which they extract the required information. This information is then rewritten in the spaces provided on the answer sheet. These spaces determine the way in which each part of the answer is written as well as its content by, for example, giving the first words of each paragraph that candidates have to complete. This question is in effect a composition exercise depending on information retrieval with a realistic background, standard to all candidates and thus offsetting the open choice of topic in Paper 2.

Marking

The maximum possible mark for Paper 3 may vary between 75 and 90 (later scaled down to a weighted total of 40), with the directed exercise carrying 15 to 20 marks. The latter is given one or more impression marks, along the lines indicated, and attention is given to coverage of relevant points, coherent linking and accuracy of language; an appropriate amount of direct quotation from the text is allowed. Detailed mark schemes are given in this book for each of the five Use of English papers.

Exam preparation

It should be noted that many of the exercises in Paper 3 have more value as testing devices than as classroom exercises. Too much emphasis on such exercises in class may not increase students' language awareness or communicative skills. In particular, the modified cloze test (Question 1) should not be over-practised in class.

In preparing for the directed writing exercise, students should be given practice in extracting information from a variety of different texts and presenting it as two or more paragraphs in their own words.

Paper 4: Listening Comprehension (20 to 30 minutes)

In this paper a cassette recording is played to candidates while they complete an answer sheet. Candidates listen to three or four authentic or simulated-authentic texts, complete with all necessary spoken instructions; each text is normally heard twice on the cassette. The texts include broadcasts, conversations, discussions, announcements and telephone calls. As far as possible, these avoid culture bias and provide a fair test of listening comprehension as a basic skill. The questions include reordering or matching information, labelling and blank-filling, as well as multiple-choice and true/false questions. The questions test

candidates' ability to extract information from the texts, to interpret the speakers' attitudes or intentions and to recognise the meaning of stress and intonation patterns.

Marking

The final total of 20 marks (which involves the adjustment of raw scores to allow for appropriate weighting parity between test versions and to offset the guessing factor in multiple-choice or true/false questions) gives, together with Paper 5, one third of the total marks in the exam. A complete mark scheme is given in this book for each of the five Listening Comprehension papers.

Exam preparation

Students should become accustomed to the form and tempo of the recordings used in the examination. In particular, they should be exposed to recordings of speakers using unsimplified English, spoken at a natural speed. They should realise that understanding spoken English involves extracting the main points of information from a text and does not necessarily depend on understanding every word that is spoken. Classroom practice using task-based exercises is recommended.

This Teacher's Book contains transcripts of the recordings used in *Cambridge First Certificate Examination Practice 3*. These are included only to help teachers handle the tests confidently and see what each piece is about and how long it lasts. The transcripts should *not* be used to help students to 'spot the answers' to the questions. Many questions depend on interpreting what is heard on the tape, including the stress and intonation of the speakers, which cannot be shown in a transcript.

Note: The recordings of the two cassettes that accompany *Cambridge First Certificate Examination Practice 3* follow the format of the exam exactly. Each text is heard twice with 15–20 seconds of silence before and after each hearing, during which students can read through the questions or task and write down their answers. There are also full spoken instructions on the cassettes.

Paper 5: Interview (15 to 20 minutes)

The Interview consists of a theme-based conversation between the candidate and the examiner, or in the case of group Interviews, among the candidates with occasional intervention by the examiner. Prompt material consisting of photographs, short passages, authentic texts and problem-solving activities are used to stimulate and guide the discussion. This form of syllabus incorporates developments made over a long period, notably the changes of 1984 which included increased weighting for the Interview, a change of format and an increased time allowance.

In 1984 and June 1985 the three sections of the Interview (Picture Conversation; Reading Aloud; Structured Communication Activity) were separately assessed and the reading aloud of a short prose passage was a standard feature, on which the pronunciation assessment was specifically based. The present format emphasises discussion, and reading aloud is no longer a requirement. Candidates are now assessed over all the tasks set by marking scales related to six specific performance areas (see marking section on pages 11 and 12).

Provision is made for centres to opt for the Interview to be taken *either* in the usual candidate/examiner form or in groups of two or three candidates with an examiner. The

The First Certificate Examination

added realism of a group Interview is strongly recommended, but organisational difficulties may make it impracticable for some centres and it is therefore treated as an option. (Instructions will be issued by each centre accordingly.) The increased amount of 'candidate talking time' generated and reduction in 'examiner talking time' mean that group Interviews can be accomplished relatively quickly and do not need to take proportionately longer than an examiner/candidate Interview. The examiner is thus also able to concentrate more on assessing the candidates and less on guiding (or leading) the conversation.

Procedure

The examiner's material consists of a number of 'packages' or theme-based sets of photographs and other prompts from which the complete Interview is conducted. The photographs have sets of suggested questions and follow-up topics, not all of which need be used. The conversation should move from specific commentary on the situation shown in the picture to associated themes, with the candidate encouraged to speak freely. Emphasis on the factual aspects of the photographs and questions about, for example, what is visible in the background, are avoided. It should be remembered that it is the candidates' language skills that are being tested, not their personality, intelligence or knowledge of the world.

Candidates are then referred to one or more of the passages and asked to comment on them and/or to link the themes of the passages to the photographs where appropriate. Reading aloud of the passages is not required.

The Interview is completed either by a discussion of a piece of authentic material, for example, a leaflet, advertisement, extract from a newspaper or magazine, and/or a communicative activity using a variety of visual and verbal stimuli. The range of activities includes participation in a role-playing exercise, finding out information, giving and exchanging opinions, and problem-solving discussion. There is often an 'information gap' between the participants, leading to a realistic exchange of information and ideas between candidates (where the test is taken as a group) or between candidate and examiner.

The passages and activity prompts include some related to the optional background reading (see *Paper 2: Composition*). Provision is also being made in the Syndicate's current development work on oral testing for candidates to present project work as a basis for discussion during the Interview.

Cambridge First Certificate Examination Practice 3 contains five sample 'packages' of oral examiner's material (and two optional reading-based 'packages'), which demonstrate the variety of passages and activity prompts used in the examination. Teachers may wish to prepare additional material (photographs, passages, realia) from other sources within the theme of each package to provide students with actual rather than copied material.

Marking

Candidates are marked by impression on different aspects of their spoken English throughout the Interview, as shown in the scales given below. The 'raw' maximum of 30 is scaled to a final total of 40.

1 Fluency

<p>5 Virtually native-speaker speed and rhythm in everyday contexts though there may be some hesitation when speaking on more abstract topics.</p> <p>4 In everyday contexts speaks with minimal hesitation. Hesitation when discussing abstract topics does not demand unreasonable patience of the listener.</p> <p>3 Does not hesitate unreasonably in everyday contexts though may experience some difficulty with more abstract topics.</p>
<p>2 Unacceptable hesitation even in everyday contexts.</p> <p>1 Speech very disconnected.</p> <p>0 Not capable of connected speech.</p>

2 Grammatical accuracy

<p>5 Few if any errors over a wide range of structures, including tenses, prepositions etc. Completely sufficient to deal with everyday contexts and more than adequate for abstract topics.</p> <p>4 Basic structures sound though more difficult structures may sometimes be inaccurate.</p> <p>3 Basic structures sufficiently controlled to deal adequately with everyday contexts though difficulty experienced with more complex structures.</p>
<p>2 Basic structures often inaccurate in everyday contexts. More complex structures rarely attempted or grossly inaccurate.</p> <p>1 Gross distortion of basic structures.</p> <p>0 No awareness of basic grammatical functions.</p>

3 Pronunciation: Sentences

<p>5 Near-native stress-timing, rhythm, and placing of stress, intonation patterns and range of pitch within sentence, natural linking of phrases.</p> <p>4 Good stress-timing, rhythm, placing of stress, intonation etc. so that in spite of sounding foreign, speech is easily understood.</p> <p>3 Stress-timing, rhythm, placing of stress, intonation etc. noticeably foreign but can mostly be understood.</p>
<p>2 Unacceptably foreign speech patterns predominate, with incorrect phrasing impeding interpretation. Often difficult to understand.</p> <p>1 Stress and intonation so foreign that little is comprehensible.</p> <p>0 Not intelligible, through faulty stress and intonation.</p>

4 Pronunciation: Individual sounds

<p>5 All individual sounds virtually as a native-speaker.</p> <p>4 Individual sounds sufficiently well pronounced for clear and easy understanding.</p> <p>3 Sounds sufficiently correct for broad understanding.</p>
<p>2 Poor pronunciation of individual sounds.</p> <p>1 Pronunciation so poor that it represents only a crude approximation to English sounds.</p> <p>0 Unintelligible.</p>

5 Interactive communication

<p>5 Wholly effective at communicating in everyday contexts. Largely effective in communicating on more abstract topics.</p> <p>4 Communicates effectively in everyday contexts but lapses sometimes when dealing with more abstract topics.</p> <p>3 Communicates adequately in everyday contexts but experiences some difficulty in discussing more abstract topics.</p>
<p>2 Experiences difficulty in communicating even in everyday contexts.</p> <p>1 Rarely able to communicate even at a basic level.</p> <p>0 Communicates nothing.</p>

6 Vocabulary resource

<p>5 Wide and appropriate range of vocabulary for everyday tasks and rarely searching for vocabulary when discussing more abstract topics.</p> <p>4 Shows few gaps in vocabulary for everyday tasks though more abstract topics reveal weaknesses.</p> <p>3 Vocabulary adequate for everyday tasks though may experience difficulty when discussing more abstract topics.</p>
<p>2 Vocabulary often insufficient to accomplish even everyday tasks.</p> <p>1 Severe lack of vocabulary makes it almost impossible to communicate.</p> <p>0 Vocabulary too slight for even minimal communication.</p>