

Test 4

Note: In the examination, there will be both an assessor and an interlocutor in the room.
The visual material for **Test 4** appears on pages C10 and C11 (Part 2), and C12 (Part 3).

Part 1 2 minutes (3 minutes for groups of three)

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague
And your names are?
Can I have your mark sheets, please? Thank you.

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

First, we'd like to know something about you.

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

Habits and routines

- Do you like to be busy every day? (Why? / Why not?)
- What sport do you enjoy playing? (Why do you like doing that?)
- Do you enjoy watching TV? (What's your favourite programme?) (Why do you like it?)
- Do you ever meet your friends in the evenings after school? (What do you do together?)

The weekend

- Do you prefer to spend time with your family or with your friends at the weekend? (Why?)
- Are there a lot of interesting things to do in your town at the weekend? (What do you do there?)
- Do you often have to do homework at the weekend? (How do you feel about that?)
- Can you tell us something about what you're planning to do next weekend?

The future

- What are you going to do after school today? (Why?)
- What would you like to do for your next birthday? (Why?)
- Is there something you'd like to learn in the future? (What would you like to learn?) (Why?)
- What would you like to do when you leave school? (Why?)

Part 2 4 minutes (6 minutes for groups of three)**Studying science**
Spending time alone

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

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

Indicate pictures 4A and 4B on page C10 to Candidate A.

I'd like you to compare the photographs, and say what you think the advantages are of studying science in these ways.

All right?

Candidate A: [1 minute]

Interlocutor: Thank you.

(Candidate B), do you enjoy studying science? (Why?)

Candidate B: [Approximately 30 seconds]

Interlocutor: Thank you.

Now, (Candidate B), here are your photographs. They show people spending time on their own.

Indicate pictures 4C and 4D on page C11 to Candidate B.

I'd like you to compare the photographs, and say why you think these people have decided to spend time on their own.

All right?

Candidate B: [1 minute]

Interlocutor: Thank you.

(Candidate A), do you like spending time on your own? (Why?)

Candidate A: [Approximately 30 seconds]

Interlocutor: Thank you.

Parts 3 and 4

Spending time outdoors

Part 3 4 minutes (5 minutes for groups of three)

Interlocutor: Now, I'd like you to talk about something together for about two minutes. [3 minutes for groups of three]

Some people think teenagers should spend most of their free time outdoors with their friends. Here are some things they think about and a question for you to discuss. First you have some time to look at the task.

Indicate the visual 4E on page C12 to the candidates. Allow 15 seconds.

Now, talk to each other about whether teenagers should spend most of their free time outdoors with their friends.

Candidates: [2 minutes / 3 minutes for groups of three]

Interlocutor: Thank you. Now you have about a minute to decide what you think is the most important reason for teenagers to spend their free time outdoors with their friends.

Candidates: [1 minute]

Interlocutor: Thank you.

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

Interlocutor: Use the following questions, in order, as appropriate:

- Do you and your friends spend a lot of your time doing outdoor activities? (Why? / Why not?)
- Should students have to do outdoor sports lessons at school? (Why? / Why not?)
- Do you think it's a good idea for families to go on holidays where they spend a lot of time outside, for example camping holidays? (Why? / Why not?)
- Is growing up in the countryside better for children than living in cities? (Why? / Why not?)
- Some people say that it is important for big cities to have good parks. Do you agree? (Why? / Why not?)
- Do you think it's true that if people spent more time outside, they'd care more about protecting the environment? (Why? / Why not?)

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

Marks and results

Reading and Use of English

Candidates record their answers on a separate answer sheet. One mark is given for each correct answer in Parts 1, 2, 3 and 7. For Part 4, candidates are awarded a mark of 2, 1 or 0 for each question according to the accuracy of their response. Correct spelling is required in Parts 2, 3 and 4. Two marks are given for each correct answer in Parts 5 and 6.

Candidates will receive separate scores for Reading and for Use of English. The total marks candidates achieve for each section are converted into a score on the Cambridge English Scale. These are equally weighted when calculating the overall score on the scale (an average of the individual scores for the four skills and Use of English).

Writing

Examiners look at four aspects of your writing: Content, Communicative Achievement, Organisation and Language.

- Content focuses on how well you have fulfilled the task, in other words if you have done what you were asked to do.
- Communicative Achievement focuses on how appropriate the writing is for the task and whether you have used the appropriate register.
- Organisation focuses on the way you put the piece of writing together, in other words if it is logical and ordered.
- Language focuses on your vocabulary and grammar. This includes the range of language as well as how accurate it is.

For each of the subscales, the examiner gives a maximum of 5 marks. Examiners use the following assessment scale:

B2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	Performance shares features of Bands 3 and 5.			

What are the advantages of studying science in these ways?

4A

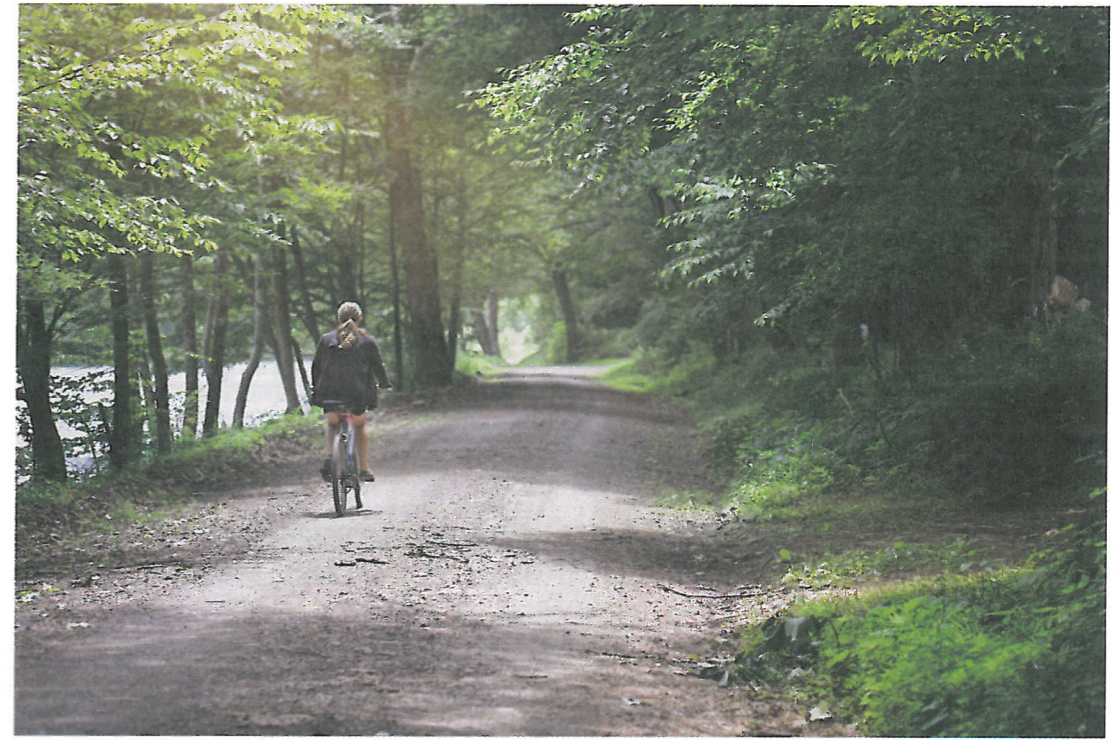


4B

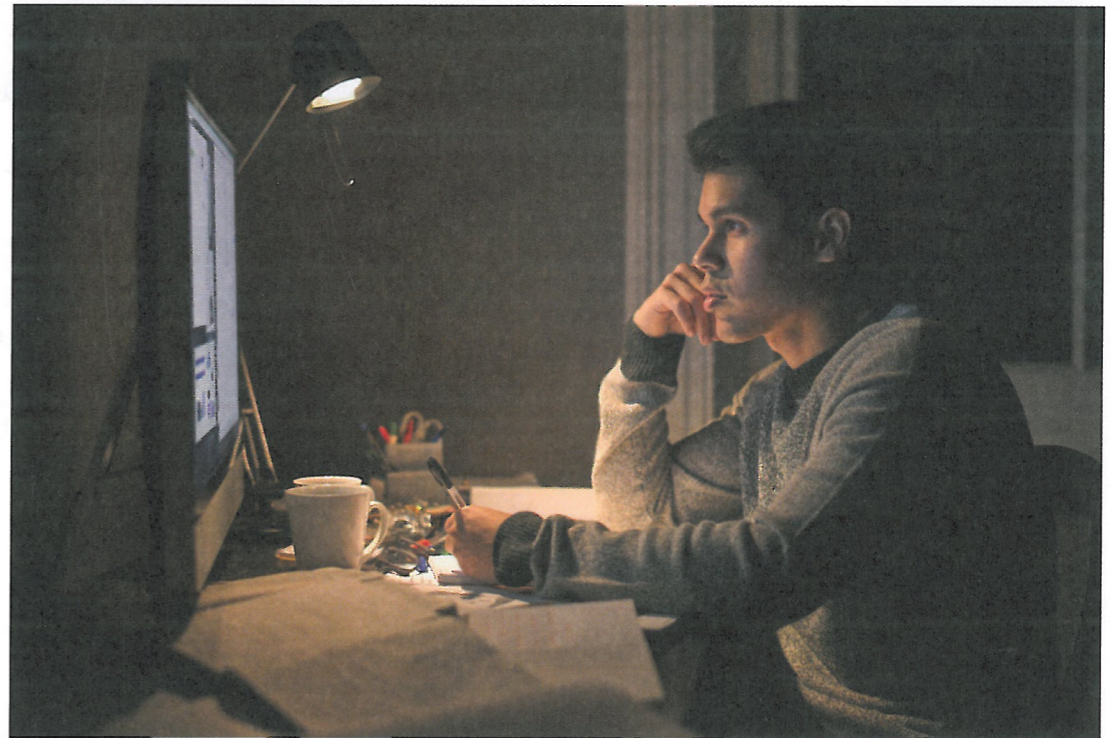


Why have these people decided to spend time on their own?

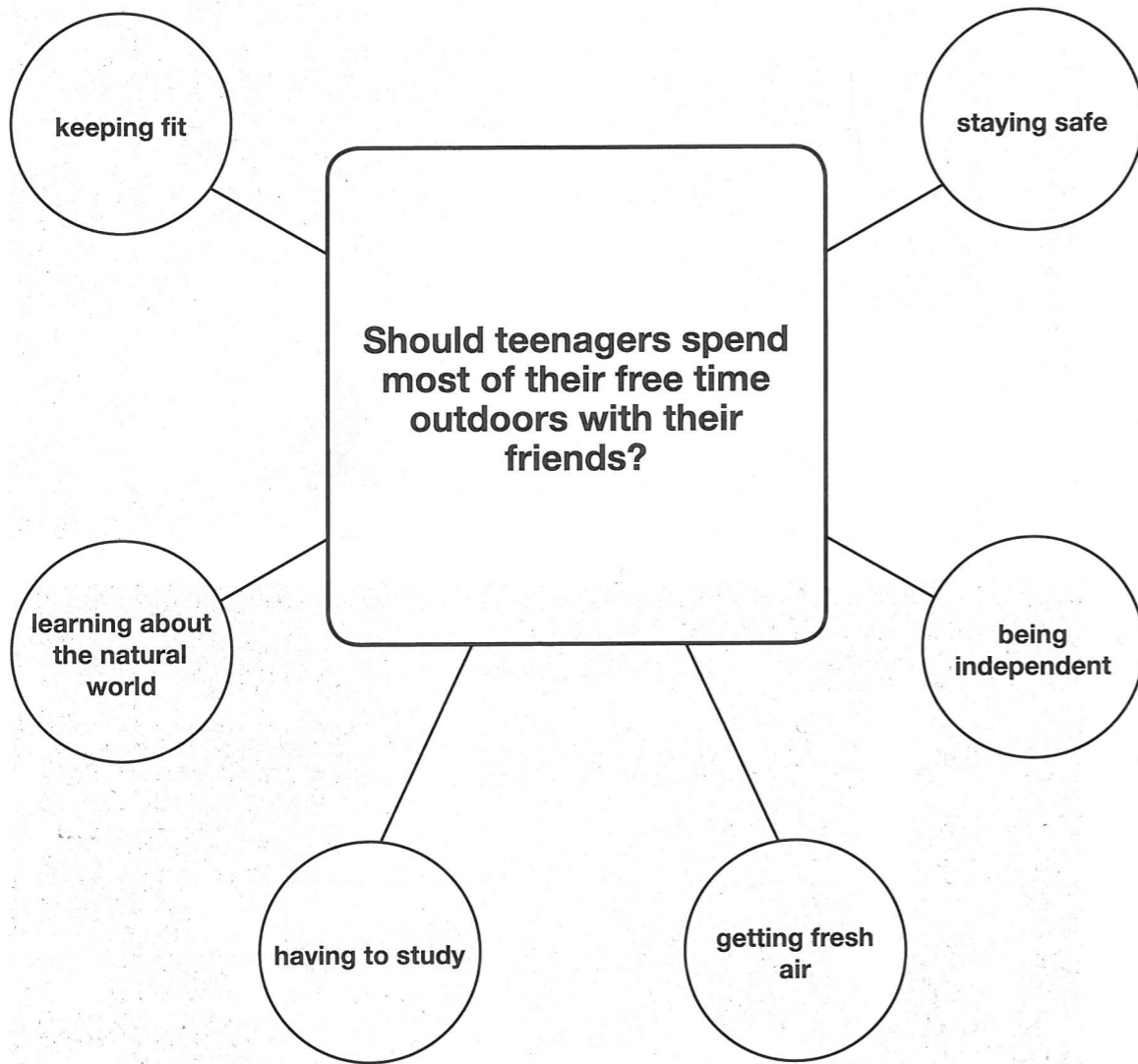
4C



4D



4E



Cambridge English



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What do we do?

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