

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.

Family and friends

- Who are you most like in your family? (In what ways are you similar?)
- Do you go on holiday with your family? (Why? / Why not?)
- Have you done anything interesting with your friends recently? (What did you do with them?)
- Tell me about a really good friend of yours. (Do you share the same interests?)

Your interests

- Is there a sport or hobby you enjoy doing? (What do you do?) (Why do you like it?)
- If you could learn a new skill, what would you choose to do? (Why?)
- Do you like reading? (What do you read?) (Why do you like it?)
- Have you seen a good film recently? (Tell me about it.)

Future plans

- Have you got any plans for this weekend? (What are you going to do?)
- Are you going to go on holiday this year? (Where are you going to go?)
- Is there anything you'd like to study in the future? (Why?)
- Which country would you most like to visit in the future? (Do you think you'll go there one day?) (Why? / Why not?)

Part 2 4 minutes (6 minutes for groups of three)**Beautiful places**
Listening to music

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 spending time in different beautiful places.

Indicate the pictures on page C10 to the candidates.

I'd like you to compare the photographs, and say what the people are enjoying about spending time in these beautiful places.

All right?

Candidate A: [1 minute.]

Interlocutor: Thank you.

(Candidate B), do you enjoy spending time in the countryside? (Why? / Why not?)

Candidate B: [Approximately 30 seconds.]

Interlocutor: Thank you.

Now, (Candidate B), here are your photographs. They show people listening to music in different situations.

Indicate the pictures on page C11 to the candidates.

I'd like you to compare the photographs, and say why you think the people are listening to music in these situations.

All right?

Candidate B: [1 minute.]

Interlocutor: Thank you.

(Candidate A), would you like to go to a classical concert? (Why? / Why not?)

Candidate A: [Approximately 30 seconds.]

Interlocutor: Thank you.

Parts 3 and 4 8 minutes (11 minutes for groups of three)

Part 3

Holiday at home

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

Some people spend their holidays in their own country, instead of travelling to other countries. 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 text on page C12 to the candidates. Allow 15 seconds.

Now, talk to each other about whether people should have holidays in their own country instead of travelling to other countries.

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 best reason for having a holiday in your country.

Candidates: [1 minute (for pairs and groups of three).]

Interlocutor: Thank you.

Part 4

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

- Where do people in your country go on their holidays? (Why do they like it there?)
- Some people say that holidays are for having fun, not for learning about other cultures. What do you think?
- Do you think it's best to have one long holiday each year or several short ones? (Why?)
- Do you think it is important to find out a lot of information about the place you are visiting on holiday? (Why? / Why not?)
- Is it a good idea to go on holiday to the same place every year? (Why? / Why not?)
- Do you think it is important to speak the language of the country you are visiting? (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 people enjoying about spending time in these beautiful places?

4A



4B



Why are the people listening to music in these situations?

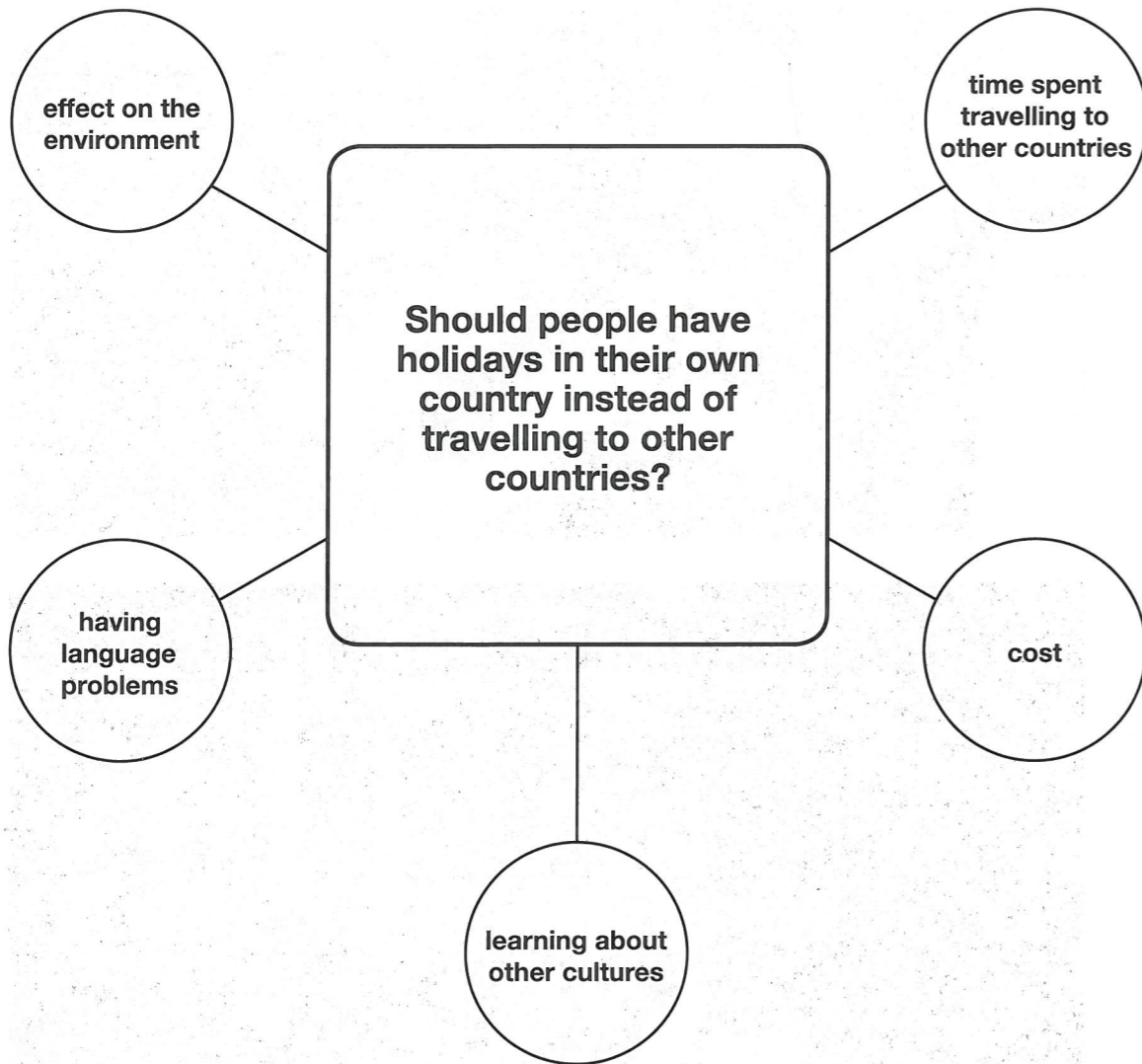
4C



4D



4E



Cambridge English



OFFICIAL EXAM PREPARATION MATERIALS

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What do we do?

Together, Cambridge University Press and Cambridge English Language Assessment bring you official preparation materials for Cambridge English exams and IELTS.

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