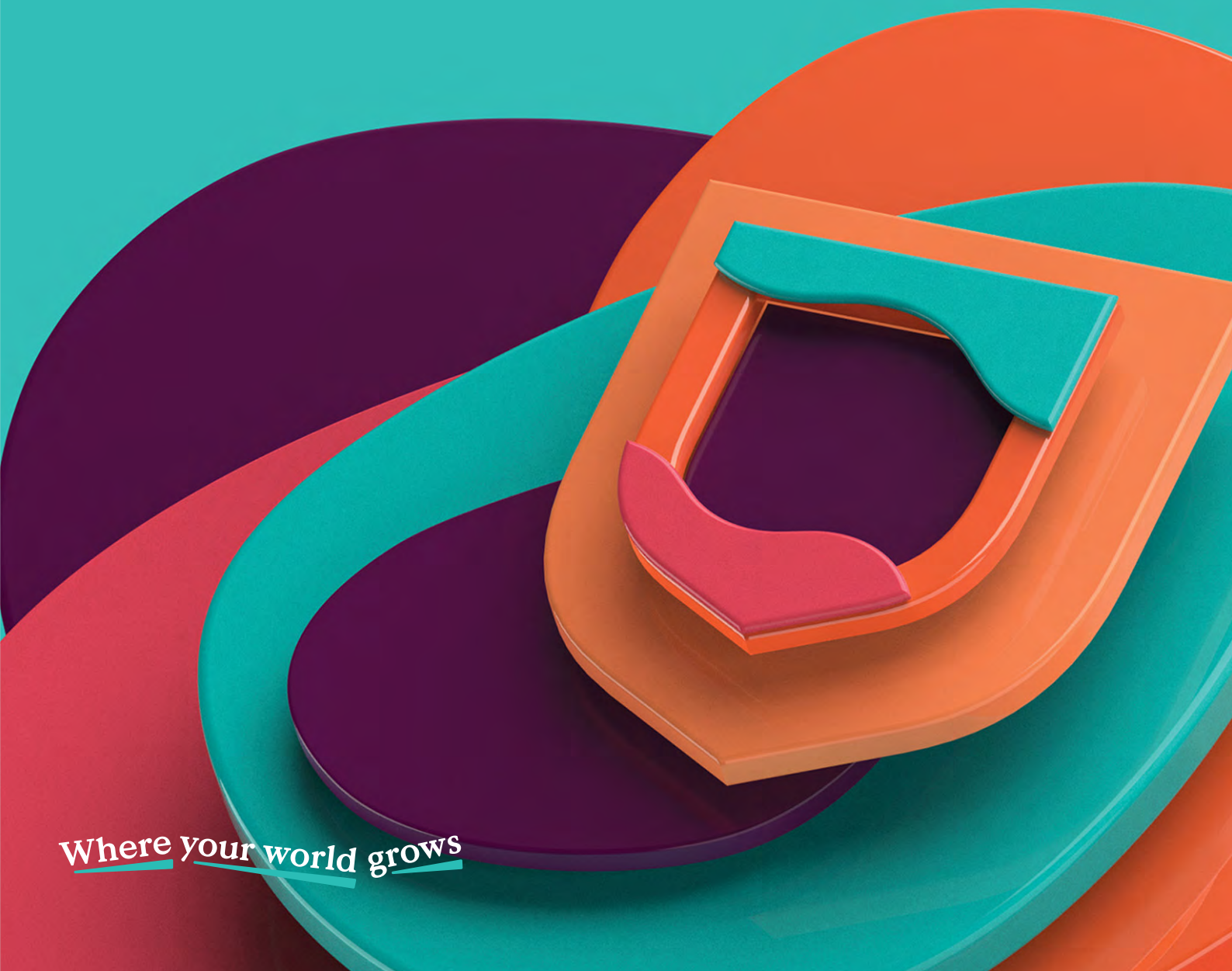
CAMBRIDGE English

Cambridge English Qualifications

B1 Preliminary

Handbook for teachers for exams



Where your world grows

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English

Build your confidence in English, one step at a time

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B2 First for Schools

B1 Preliminary for Schools

A2 Flyers

A2 Key for Schools

A1 Movers

Pre A1 Starters

Cambridge
English Qualifications

Make the most of your handbook

The best way to get the most from your handbook is to use the digital version. The digital version is updated more regularly.

The digital version contains links which take you straight to related pages if you want to find out more. For example, you can read about Part 1 of the Reading paper in the Tasks section, then click on the link to take you straight to a sample Reading Part 1 task. There are also links which take you to useful websites and resources.

Tasks

The Tasks pages give information about the exam format and what is tested in each part of the paper.

Preparing learners

The Preparing learners pages give information and advice about what teachers can do to prepare their learners for the exam. There are also links to useful websites to find additional materials. You'll find suggested exam strategies to help learners perform to the best of their ability on the day.

Advice by task

The Advice by task sections include advice and tips on how to prepare for each task, as well as example screenshots from the digital sample tests. To access the complete Digital Exam, please go to **camengli.sh/45DUPuM**

Sample paper and assessment

The Sample paper and assessment section includes a sample paper for each of the four components as well as answer keys for the Reading and Use of English and Listening components. For the Writing and Speaking papers there is information about the assessment criteria, and for Writing there are example answers for you to refer to or use with your learners.

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About Cambridge

To learn English is to enjoy and experience a language that opens up opportunities across the world.

Together with teachers and our partners, we're here to engage and inspire millions of people throughout their entire learning journey. We help them confidently prove their skills to the world.

We believe that language is at the heart of being human, and English can unlock a lifetime of experiences. We help individuals everywhere connect, communicate and come closer together.

Where your world grows.

- 5.5 million assessments taken every year
- Accepted by over 25,000 organisations worldwide
- 2,800 exam centres in 130 countries
- Over 50,000 preparation centres

Cambridge English Qualifications Digital

Discover an enhanced exam experience with on-demand test dates and faster results.

cambridge.org/exams

Cambridge Digital
English Qualifications

Cambridge

English Qualifications

Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding.

Our unique approach encourages continuous progression with a clear path to improving language skills. Each of our qualifications focuses on a level of the Common European Framework of Reference (CEFR), enabling learners to develop and build speaking, writing, reading and listening skills.

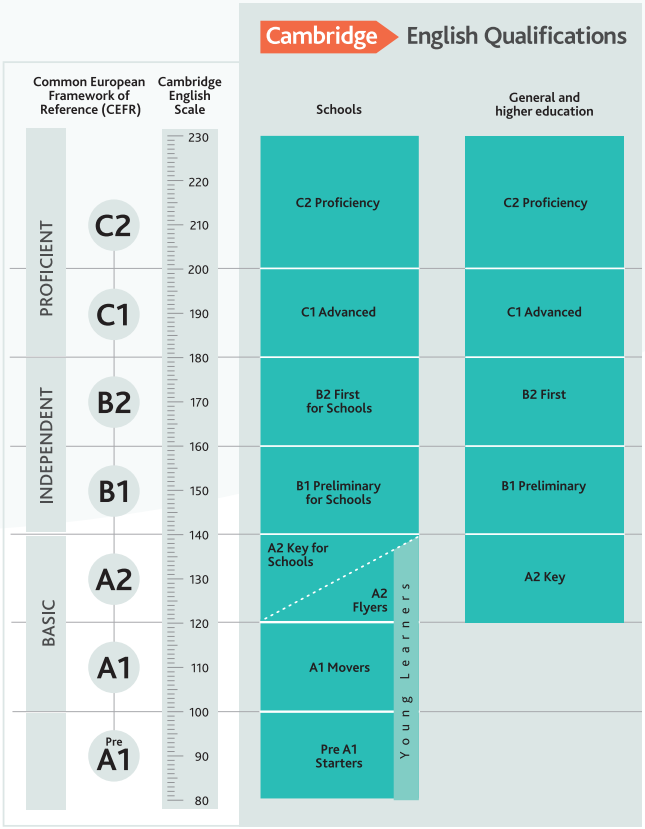
Our qualifications are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world.

We have Cambridge English Qualifications for:

- Schools
- General and higher education

Whether learners are planning to live, work or study in their own country or abroad, our qualifications prove they have the English language skills to succeed.

To find out more about Cambridge English Qualifications and the CEFR, go to **cambridgeenglish.org/cefr**



B1 Preliminary – an overview

B1 Preliminary is an intermediate level qualification in practical everyday English language skills. It follows on as a progression from A2 Key and gives learners confidence to study for taking higher level Cambridge English Qualifications such as B2 First.

Exam formats

B1 Preliminary can be taken as either a digital or paper-based exam.

Who is the exam for?

B1 Preliminary is aimed at learners who want to show they can:

- read simple textbooks and articles in English
- write emails and articles on everyday subjects
- understand factual information
- show awareness of opinions and mood in spoken and written English.

Who recognises the exam?

The B1 Preliminary certificate is recognised around the world as proof of intermediate level English skills for industrial, administrative and service-based employment. It is also accepted by a wide range of educational institutions for study purposes.

Cambridge English Qualifications are accepted and trusted by thousands of organisations worldwide. For more information about recognition go to **cambridgeenglish.org/recognition**

What level is the exam?

B1 Preliminary is targeted at Level B1 on the CEFR. Achieving a certificate at this intermediate level proves that a candidate has mastered the basics in English and now has practical language skills for everyday use.

Statements of Results

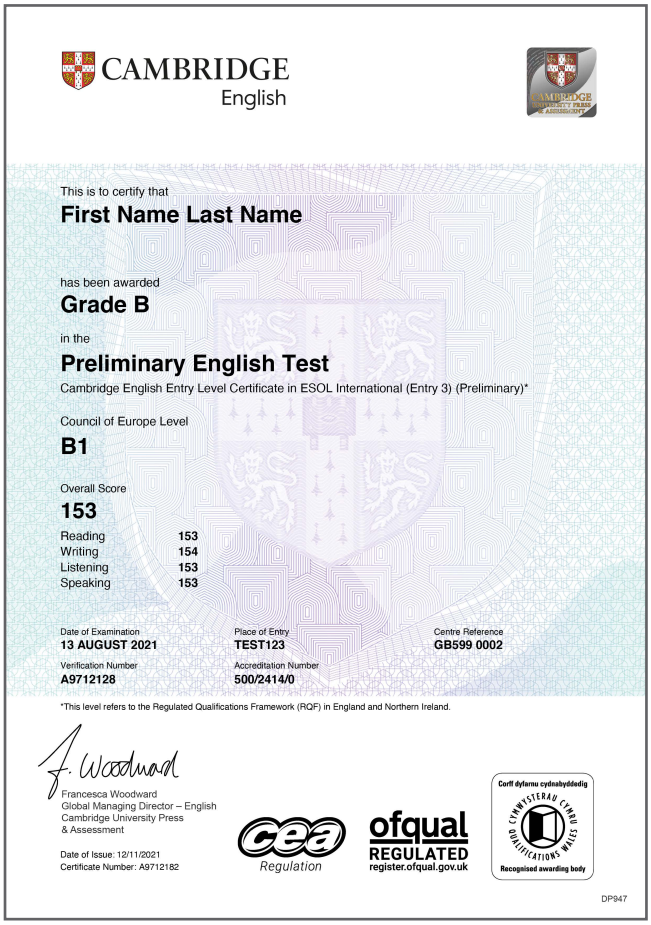
The Statement of Results shows the candidate's:

- score on the Cambridge English Scale for their performance in each of the four skills and Use of English
- score on the Cambridge English Scale for their overall performance in the exam. This overall score is the average of the separate scores given for each of the four skills and Use of English
- grade – this is based on the candidate's overall score
- level on the CEFR – this is also based on the overall score.

Certificates

The certificate shows the candidate's:

- score on the Cambridge English Scale for each of the four skills and Use of English
- overall score on the Cambridge English Scale
- grade
- level on the CEFR
- level on the UK National Qualifications Framework (NQF).



CAMBRIDGE English

This is to certify that
First Name Last Name

has been awarded
Grade B

in the
Preliminary English Test
Cambridge English Entry Level Certificate in ESOL International (Entry 3) (Preliminary)*

Council of Europe Level
B1

Overall Score
153

Reading	153
Writing	154
Listening	153
Speaking	153

Date of Examination: **13 AUGUST 2021**
Place of Entry: **TEST123**
Centre Reference: **GB599 0002**
Verification Number: **A9712128**
Accreditation Number: **500/2414/0**

*This level refers to the Regulated Qualifications Framework (RQF) in England and Northern Ireland.

F. Woodward
Francesca Woodward
Global Managing Director – English
Cambridge University Press & Assessment

Date of Issue: 12/11/2021
Certificate Number: A9712182

Regulation
ofqual REGULATED register.ofqual.gov.uk
Recognised awarding body

DP947

Special requirements

Cambridge English Qualifications are designed to be fair to all test takers. For more information about special circumstances, go to **cambridgeenglish.org/help/special-requirements/**

Exam support

Official Cambridge English Qualification preparation materials

To support teachers and help learners prepare for their exams, we have developed a range of official support materials including coursebooks and practice tests. These official materials are available in both digital and print formats.

cambridgeenglish.org/exam-preparation

Find our digital and paper-based sample papers on the B1 Preliminary preparation page.

Support for teachers

The exam preparation pages for each level provide user-friendly, free resources for all teachers preparing for our exams. They include:

General information – handbooks for teachers, sample papers.

Detailed exam information – format, timing, number of questions, task types, mark scheme of each paper.

Exam tutorial videos – a step by step guide to completing the digital exams.

Teaching tips for the Cambridge English Qualifications Digital – a booklet with teaching tips to help you prepare students for the Cambridge English Qualifications Digital.

Cambridge English Qualifications Digital FAQs – here you can find answers to the most important questions about Cambridge English Qualifications Digital.

Advice for teachers – developing students' skills and preparing them for the exam.

Downloadable lessons – a lesson for every part of every paper.

Teaching qualifications – a comprehensive range of qualifications for new teachers and career development for more experienced teachers.

Webinars – a wide range of exam-specific webinars for both new and experienced teachers.

Teacher development – resources to support teachers in their Continuing Professional Development.

camengli.sh/45DUPuM

Facebook for teachers

Teachers can join our community on Facebook for free resources, activities and tips to help prepare learners for Cambridge English Qualifications.

facebook.com/CambridgeEnglishTeaching

Free support for candidates

We provide learners with a wealth of exam resources and preparation materials throughout our website, including exam advice, sample papers, candidate guides, games and online learning resources.

cambridgeenglish.org/learning-english

Facebook for learners

Learners joining our lively Facebook community can get tips, take part in quizzes and talk to other English language learners and support and preparation for students taking the digital test.

facebook.com/CambridgeEnglish

Registering candidates for an exam

Exam entries must be made through an authorised Cambridge English examination centre.

Centre staff have all the latest information about our exams, and can provide you with:

- details of entry procedures
- copies of the exam regulations
- exam dates
- current fees
- more information about B1 Preliminary and other Cambridge English Qualifications.

We have more than 2,800 centres in over 130 countries – all are required to meet our high standards of exam administration, integrity, security and customer service. Find your nearest centre at **cambridgeenglish.org/centresearch**

Further information

If your local authorised exam centre is unable to answer your question, please contact our helpdesk:

cambridgeenglish.org/help

About the exam

B1 Preliminary is a rigorous and thorough test of English at Level B1. It covers all four language skills – reading, writing, listening and speaking.

A thorough test of all areas of language ability

There are four papers: detailed information on each test paper is provided later in this handbook, but the overall focus of each test is as follows:

Reading and Use of English: 1 hour 15 minutes

Candidates need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines.

Writing: 45 minutes

Candidates need to be able to respond to an email and to write either an article or a story.

Listening: 30 minutes (approximately)

Candidates need to show they can follow and understand a range of spoken materials including announcements and discussions about everyday life.

Speaking: 12–17 minutes

Candidates take the Speaking test with another candidate or in a group of three. They are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

Each of the four test components contributes to a profile which defines the candidate's overall communicative language ability at this level.

Marks and results

B1 Preliminary gives detailed, meaningful results.

	OVERALL LENGTH	NUMBER OF TASKS/ PARTS	NUMBER OF ITEMS
B1 Preliminary			
Reading	45 mins	6	32
Writing	45 mins	2	–
Listening	approx 30 mins	4	25
Speaking	12–17 mins	4	–
TOTAL	approx 2 hrs 12 mins		

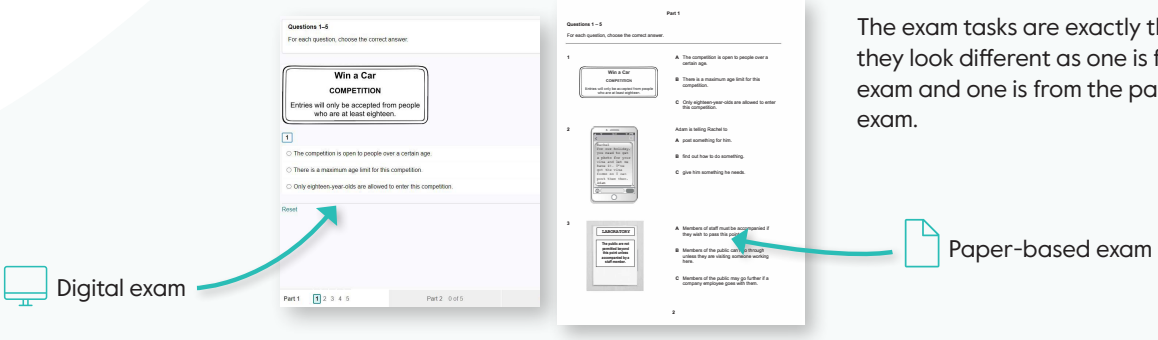
All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels A2 and B2 (Cambridge English Scale scores of 140–170) also receive a **certificate**.

Grade A: Cambridge English Scale scores of 160–170
Candidates sometimes show ability beyond Level B1. If a candidate achieves a Grade A in their exam, they will receive the Preliminary English Test certificate stating that they demonstrated ability at Level B2.

Grades B and C: Cambridge English Scale scores of 140–159
If a candidate achieves a Grade B or Grade C in their exam, they will receive the Preliminary English Test certificate at Level B1.

CEFR Level A2: Cambridge English Scale scores of 120–139
If a candidate's performance is below Level B1, but falls within Level A2, they will receive a Cambridge English certificate stating that they demonstrated ability at Level A2.

Digital vs paper-based: Same task, different formats



The exam tasks are exactly the same, but they look different as one is from the digital exam and one is from the paper-based exam.

Can Do summary

What can candidates do at Level B1?

The Association of Language Testers in Europe (ALTE) has researched what language learners can typically do at each CEFR level. They have described each level of ability using Can Do statements, with examples taken from everyday life. Cambridge English, as one of the founding members of ALTE, uses this framework to ensure its exams reflect real-life language skills.

TYPICAL ABILITIES	READING AND WRITING	LISTENING AND SPEAKING
Overall general ability	CAN understand routine information and articles. CAN write letters and emails or make notes on familiar or predictable matters.	CAN understand straightforward instructions or public announcements. CAN express simple opinions on abstract/ cultural matters in a limited way.
Social and Tourist	CAN understand factual articles in newspapers, routine letters from hotels and letters expressing personal opinions. CAN write letters and emails on a limited range of predictable topics related to personal experience.	CAN identify the main topic of a news broadcast on TV if there is a strong visual element. CAN ask for information about accommodation and travel.
Work	CAN understand the general meaning of non-routine letters and theoretical articles within own work area. CAN make reasonably accurate notes at a meeting or seminar where the subject matter is familiar and predictable.	CAN follow a simple presentation/ demonstration. CAN offer advice to clients within own job area on simple matters.
Study	CAN understand most information of a factual nature in his/her study area. CAN take basic notes in a lecture.	CAN understand instructions on classes and assignments given by a teacher or lecturer. CAN take part in a seminar or tutorial using simple language.

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Learn more

Paper 1:

Reading tasks

45 mins

PART	NUMBER OF QUESTIONS	NUMBER OF MARKS	TASK TYPES	WHAT DO CANDIDATES HAVE TO DO?
1	5	5	3-option multiple choice	Read five real-world notices, messages and other short texts for the main message.
2	5	5	Matching	Match five descriptions of people to eight short texts on a particular topic, showing detailed comprehension.
3	5	5	4-option multiple choice	Read a longer text for detailed comprehension, gist, inference and global meaning, as well as writer's attitude and opinion.
4	5	5	Gapped text	Read a longer text from which five sentences have been removed. Show understanding of how a coherent and well-structured text is formed.
5	6	6	4-option multiple-choice cloze	Read a shorter text and choose the correct vocabulary items to complete gaps. An element of grammatical knowledge may be tested, e.g. complementation.
6	6	6	Open cloze	Read a shorter text and complete six gaps using one word for each gap. Show knowledge of grammatical structures, phrasal verbs and fixed phrases.
TOTAL	32	32		

Preparing learners

Advice for teachers

Writers use the **inventory of grammatical areas** and the **vocabulary list** when preparing tasks so they are suitable for learners at B1 level, the level of B1 Preliminary.

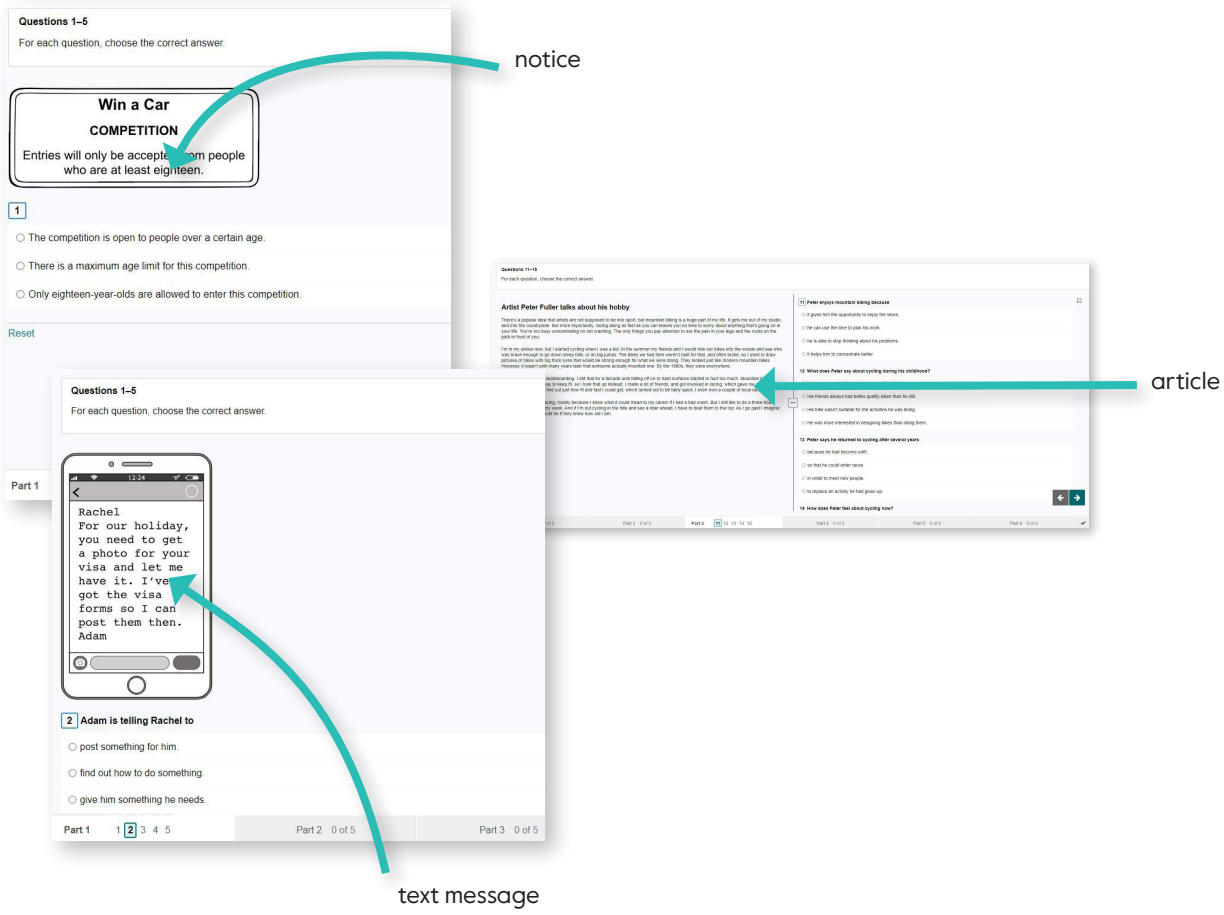
Whenever possible, the texts used in the Reading paper are adapted from authentic reading texts. They may include:

- notices and signs (*Part 1*)
- packaging information (*Part 1*)
- notes, emails, cards, text messages and postcards (*Parts 1, 5, 6*)
- newspapers and magazines (*Parts 2, 3, 4*)
- simplified encyclopaedias and other non-fiction books (*Parts 3, 5*)
- brochures and leaflets (*Parts 2, 3*)
- websites (*Parts 1, 2, 3, 4, 5*).

Teachers may need to adapt texts to make them suitable for B1-level learners. The **vocabulary list** and the **language specifications** can help teachers to identify suitable language areas. The **vocabulary list** is updated annually.ly.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.



Tips for preparing learners for the Reading paper

- ✔ Give learners a wide range of text types to read, both authentic and adapted. For example, notes and messages on social media websites, information leaflets, graded readers and articles.
- ✔ Help learners practise skimming and scanning both shorter and longer texts. Encourage learners to develop a habit of always skimming a text first to get a general understanding.
- ✔ Give learners practice reading texts with unfamiliar vocabulary, learning to ignore words which are not important for the task.
- ✔ Encourage your learners to read instructions carefully. Ask them to highlight key words by hand, or on the computer using the highlighting tool, and use examples to help them understand what to do.
- ✔ Give learners practice doing timed exercises and exam tasks where they need to manage their own time.
- ✔ Help learners think about the different ways they read texts. For example, if they are reading an information leaflet then ask them to find some specific information. If they are reading a message, ask them to think how they would reply to it.
- ✔ Help your learners to work out the meaning of new words by using the rest of the text. Encourage them not to use a dictionary for every new word.

Completing the digital test
(digital test only)

- All answers are typed directly onto the computer.
- Candidates may take pens and pencils and water in a clear, see-through bottle into the exam room, but nothing else (including bags and anything electronic).
- Candidates should listen carefully to the instructions which the invigilator gives and follow the instructions on the computer screen.
- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may make notes on paper during the exam. They must leave these notes on their desk at the end of the exam.

Completing the answer sheet
(paper-based test only)

- All answers must go on an answer sheet.
- Candidates should use a pencil to complete the answer sheet.
- There is no additional time allowed for completing the answer sheet: candidates must do this within the 45 minutes allowed for the test.
- For the Reading component, candidates shade a lozenge on the answer sheet to show their answer for Parts 1–5 and write their answers on the correct part of the answer sheet for Part 6.

Quick links to resources

Learners

camengli.sh/45DUPuM	• Information for candidates guide

Teachers

camengli.sh/45DUPuM	• Vocabulary list (including topics list)
cambridgeenglish.org/teaching-english/resources-for-teachers	• Free teaching resources • Lesson plans

Language specifications: Page 67

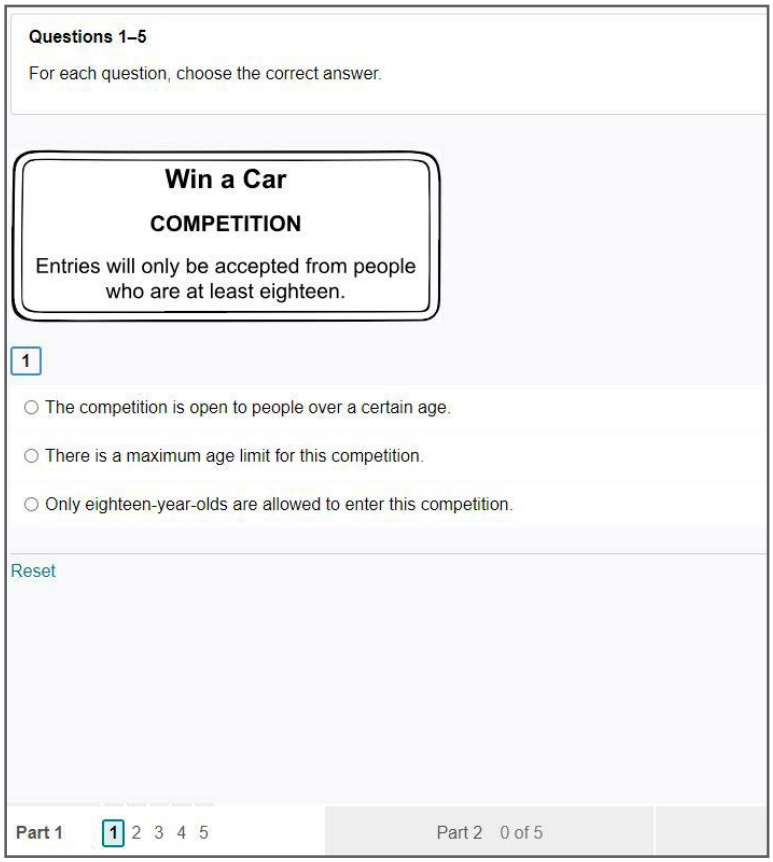
Topics list: Page 69

Advice by task

This section shows example screenshots from the B1 Preliminary Digital exam. Please scan the QR code, or click on the link to access the full sample test. **camengli.sh/45DUPuM**

Candidates should practise these exam strategies regularly in class. See these tasks in full from page 14.

Reading Part 1



THE TASK

- In Part 1, candidates have five short texts. With each text is one multiple-choice question with three options each.

HOW TO APPROACH THE TASK

- Candidates should read the text and decide what situation it would appear in.
- Candidates can use the visual information (layout, location etc.) to help identify the context.
- Next Candidates should read the three options.
- Candidates then need to compare each option with the text before choosing an answer.
- Explain that it is important to read the chosen option again to check that the meanings match.

ASSESSMENT

- This part tests the candidate's understanding of various kinds of short texts.

Reading Part 2

THE TASK

- In Part 2, candidates have five short descriptions of people and have to match this content to five of eight short texts on a particular topic.

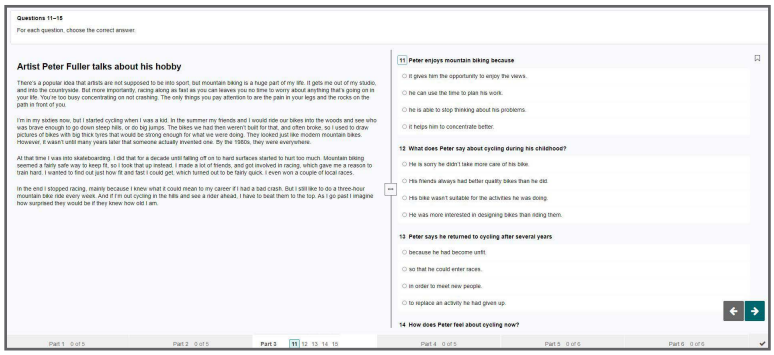
HOW TO APPROACH THE TASK

- Candidates should begin by reading the five descriptions of the people.
- Next, candidates need to read all eight texts carefully, underlining any matches between these and anything in the descriptions of the people.
- Candidates should then compare the description again with any possible matches. They need to check that the text meets all the requirements of the description.
- Candidates should avoid using one or two identical words in the description and the text to choose an answer ('word-spotting'). Instead they need to focus on the meaning of the whole text.

ASSESSMENT

- This part tests the candidate's detailed comprehension of factual material.

Reading Part 3



THE TASK

- In Part 3, candidates have a text which expresses an opinion or attitude. There are five multiple-choice questions with four options to choose from.

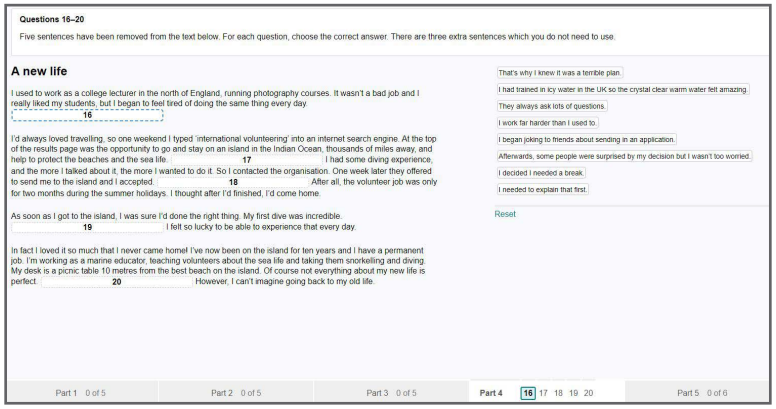
HOW TO APPROACH THE TASK

- Candidates should begin by skimming the text to find out the topic and general meaning.
- Candidates should then read the text again, much more carefully.
- It's important to deal with the questions one by one, comparing each option with the text before choosing one.
- Candidates should carefully re-check their choice of answer with the text.
- Questions 11, 12, 13 and 14 follow the order of information in the text.
- Question 15 focuses on global meaning.

ASSESSMENT

- Candidates need to demonstrate they have understood the writer's attitude or opinion, or an opinion quoted by the writer, and both the detailed and global meaning of the text.

Reading Part 4



THE TASK

- In Part 4, candidates read a longer text that has five numbered spaces where sentences have been removed. Following the text there are eight sentences. Candidates have to find the missing five sentences. There will be three sentences that the candidates do not need to use.

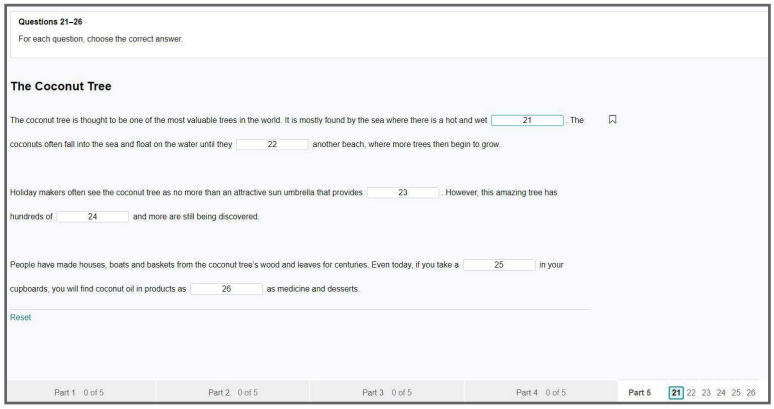
HOW TO APPROACH THE TASK

- Candidates should read the whole text to understand the narrative.
- Candidates should look at each numbered space in turn and select one of the sentences to fit the gap.
- Candidates need to check that the sentence they have selected fits with the text before and after the gap, both grammatically and in relation to the narrative or argument presented in the text.
- After choosing a sentence, candidates should decide why the other seven sentences don't fit.
- Once all the gaps are completed, candidates should read the text again to make sure it makes sense.

ASSESSMENT

- Candidates need to show that they can follow the narrative of a text and the attitudes and opinions contained within it, and that they understand how a coherent, well-structured text is formed.

Reading Part 5


Questions 21–26

For each question, choose the correct answer.

The Coconut Tree

The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet 21 . The coconuts often fall into the sea and float on the water until they 22 another beach, where more trees then begin to grow.

Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides 23 . However, this amazing tree has hundreds of 24 and more are still being discovered.

People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a 25 in your cupboards, you will find coconut oil in products as 26 as medicine and desserts.

Reset

Part 1 0 of 5 Part 2 0 of 5 Part 3 0 of 5 Part 4 0 of 5 Part 5 21 22 23 24 25 26

THE TASK

- In Part 5, candidates read a short text with six numbered spaces.

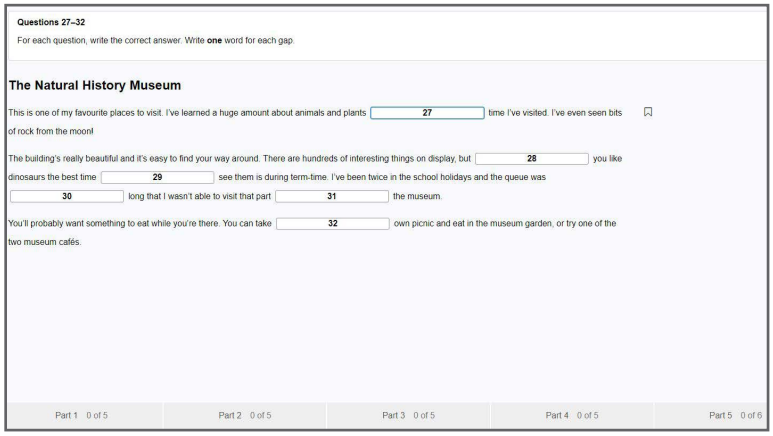
HOW TO APPROACH THE TASK

- First candidates should skim the text to find out the topic and general meaning.
- Candidates should work through the six questions, reading the whole sentence to choose the correct word to complete the gap.
- After choosing an answer, candidates need to check the other three options and decide why they are wrong.
- Once all the gaps are completed, candidates should read the whole text again to make sure it makes sense.

ASSESSMENT

- The spaces are designed to test mainly vocabulary, but also an element of grammatical knowledge may be tested, e.g. complementation.

Reading Part 6


Questions 27–32

For each question, write the correct answer. Write **one** word for each gap.

The Natural History Museum

This is one of my favourite places to visit. I've learned a huge amount about animals and plants 27 time I've visited. I've even seen bits of rock from the moon!

The building's really beautiful and it's easy to find your way around. There are hundreds of interesting things on display, but 28 you like dinosaurs the best time 29 see them is during term-time. I've been twice in the school holidays and the queue was 30 long that I wasn't able to visit that part 31 the museum.

You'll probably want something to eat while you're there. You can take 32 own picnic and eat in the museum garden, or try one of the two museum cafés.

Part 1 0 of 5 Part 2 0 of 5 Part 3 0 of 5 Part 4 0 of 5 Part 5 0 of 6

THE TASK

- In Part 6, candidates read a short text with six numbered spaces.

HOW TO APPROACH THE TASK

- Candidates should skim read the whole text to find out the topic and general meaning.
- Candidates should look at each gap in turn and think of a single word that makes sense in the gap.
- Candidates should make sure that their spelling is correct.
- Once the gaps are completed, candidates should read the text again to make sure it makes sense.

ASSESSMENT

- The task is designed to test candidates' knowledge of grammatical structures but there is also some testing of phrasal verbs and common fixed phrases.

Part 1

Questions 1 – 5

For each question, choose the correct answer.

1

A The competition is open to people over a certain age.

B There is a maximum age limit for this competition.

C Only eighteen-year-olds are allowed to enter this competition.

2

Adam is telling Rachel to

A post something for him.

B find out how to do something.

C give him something he needs.

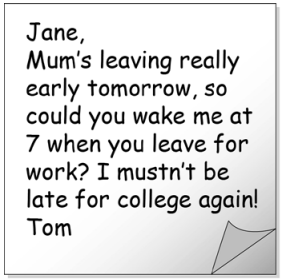
3

A Members of staff must be accompanied if they wish to pass this point.

B Members of the public can't go through unless they are visiting someone working here.

C Members of the public may go further if a company employee goes with them.

4



A Tom wants to persuade Jane to take him to college tomorrow morning.

B Tom would like Jane to do him a favour tomorrow morning.

C Tom is reminding Jane they have to get up early tomorrow morning.

5

A The Careers Centre will give you a copy of any advertisement on this board.

B This board is used to advertise the work done by the Careers Centre.

C If you ask the Careers Centre, you can advertise for free on this board.

Turn over ►

Questions 6 – 10

For each question, choose the correct answer.

The people below all want to visit a city market.
On the opposite page there are descriptions of eight markets.
Decide which market would be the most suitable for the people below.

6

Jenny wants to buy locally-produced food traditional to the area. She needs somewhere convenient to eat, and as she's sightseeing in the city, the market shouldn't be far from local attractions.

7

Matt wants a market where he can get something to wear at reasonable prices, and something hot to eat. He's also keen on music, and likes finding rare recordings by different bands.

8

Sammie wants to visit a market after spending the day in the city. He would like to photograph a historic place, and buy a painting by someone unknown.

9

Alexia is looking for a really special necklace for her grandmother's birthday. She'd like to spend the whole day at the market, and wants to avoid the cold by staying inside.

10

Ella is looking for objects from other countries for her friends. She'd like to choose a second-hand book to read on the journey home, and wants a snack at the market, too.

City Markets

A **Beckfield Market**
This market's world-famous for second-hand camera equipment and books on photography. As well as an amazing range of cameras, we have old pictures of local places of interest for you to buy, and of course the stall owners are happy to give you advice for free! Don't miss our hot soup stall in cold weather.

B **Rosewell Hill**
Our market's in an amazing building that's hundreds of years old. Visitors find our late-night opening hours convenient, and there are always performers entertaining the crowds. We've recently opened more stalls specializing in pictures both from well-known artists and also those beginning their careers.

C **Camberwall Market**
There's lots to see in this interesting indoor market, so it's open from morning until late, in a fantastic modern setting. Find everything from rare gold and silver jewellery to designer clothes – although the prices aren't cheap, the quality's excellent. After shopping, enjoy a meal in a nearby restaurant.

D **Cobbledown Road**
A small market that's open in all weathers. Come and find something really fantastic – treat yourself or someone special! We have a wide selection of jewellery and musical instruments, produced locally by highly-skilled people, and home-made cakes to enjoy.

E **Oldford Lane**
Situated in the historic city centre, you'll find a wide range of jewellery and clothes. Arrive early to avoid disappointment – bargains are found in the morning, and the stalls pack up after lunch. If the weather's good, enjoy watching the world go by, although it gets very busy in the tourist season.

F **Purford Market**
Close to museums and art galleries, this is the place to buy something for lunch, as well as fresh fruit and special breads. Try the region's famous cheese – the producers are there with advice on different types. Eat on the seats situated around the market, watching the colourful scene and enjoying music from local bands.

G **Teddingley Market**
Situated under historic city walls, in this busy market you'll find a huge selection of great-value new and second-hand clothes. There are also stalls offering unusual albums by international singers, often hard to find in shops. Our world-food area allows you to taste food from abroad, cooked in front of you by international chefs.

H **Frome Place**
Stalls open during normal daytime shopping hours so, depending on the weather, there's plenty to entertain you the whole day. Try our sandwich bar if you're hungry, and look for an old copy of something by a favourite author. We also have gifts from all over the world.

Turn over ►

Part 3

Questions 11 – 15

For each question, choose the correct answer.

Artist Peter Fuller talks about his hobby

There's a popular idea that artists are not supposed to be into sport, but mountain biking is a huge part of my life. It gets me out of my studio, and into the countryside. But more importantly, racing along as fast as you can leaves you no time to worry about anything that's going on in your life. You're too busy concentrating on not crashing. The only things you pay attention to are the pain in your legs and the rocks on the path in front of you.

I'm in my sixties now, but I started cycling when I was a kid. In the summer my friends and I would ride our bikes into the woods and see who was brave enough to go down steep hills, or do big jumps. The bikes we had then weren't built for that, and often broke, so I used to draw pictures of bikes with big thick tyres that would be strong enough for what we were doing. They looked just like modern mountain bikes. However, it wasn't until many years later that someone actually invented one. By the 1980s, they were everywhere.

At that time I was into skateboarding. I did that for a decade until falling off on to hard surfaces started to hurt too much. Mountain biking seemed a fairly safe way to keep fit, so I took that up instead. I made a lot of friends, and got involved in racing, which gave me a reason to train hard. I wanted to find out just how fit and fast I could get, which turned out to be fairly quick. I even won a couple of local races.

In the end I stopped racing, mainly because I knew what it could mean to my career if I had a bad crash. But I still like to do a three-hour mountain bike ride every week. And if I'm out cycling in the hills and see a rider ahead, I have to beat them to the top. As I go past I imagine how surprised they would be if they knew how old I am.

11 Peter enjoys mountain biking because

A it gives him the opportunity to enjoy the views.
B he can use the time to plan his work.
C he is able to stop thinking about his problems.
D it helps him to concentrate better.

12 What does Peter say about cycling during his childhood?

A He is sorry he didn't take more care of his bike.
B His friends always had better quality bikes than he did.
C His bike wasn't suitable for the activities he was doing.
D He was more interested in designing bikes than riding them.

13 Peter says he returned to cycling after several years

A because he had become unfit.
B so that he could enter races.
C in order to meet new people.
D to replace an activity he had given up.

14 How does Peter feel about cycling now?

A He is proud that he is still so fast.
B He is keen to do less now that he is older.
C He regrets the fact that he can no longer compete.
D He wishes more people were involved in the sport.

15 What would be a good introduction to this article?

A

For Peter Fuller, nothing matters more than mountain biking, not even his career. Here, in his own words, he tells us why.

B

Artist Peter Fuller takes mountain biking pretty seriously. Here he describes how it all began and what he gets out of it.

C

In this article, Peter Fuller explains how he became an artist only as a result of his interest in mountain biking.

D

After discovering mountain biking late in life, Peter Fuller gave up art for a while to concentrate on getting as good as possible.

Turn over ►

Part 4

Questions 16 – 20

Five sentences have been removed from the text below.
For each question, choose the correct answer.
There are three extra sentences which you do not need to use.

A new life

I used to work as a college lecturer in the north of England, running photography courses. It wasn't a bad job and I really liked my students, but I began to feel tired of doing the same thing every day. **16** ☐

I'd always loved travelling, so one weekend I typed 'international volunteering' into an internet search engine. At the top of the results page was the opportunity to go and stay on an island in the Indian Ocean, thousands of miles away, and help to protect the beaches and the sea life. **17** ☐ I had some diving experience, and the more I talked about it, the more I wanted to do it. So I contacted the organisation. One week later they offered to send me to the island and I accepted. **18** ☐ After all, the volunteer job was only for two months during the summer holidays. I thought after I'd finished, I'd come home.

As soon as I got to the island, I was sure I'd done the right thing. My first dive was incredible. **19** ☐ I felt so lucky to be able to experience that every day.

In fact I loved it so much that I never came home! I've now been on the island for ten years and I have a permanent job. I'm working as a marine educator, teaching volunteers about the sea life and taking them snorkelling and diving. My desk is a picnic table 10 metres from the best beach on the island. Of course not everything about my new life is perfect. **20** ☐ However, I can't imagine going back to my old life.

A	That's why I knew it was a terrible plan.
B	I had trained in icy water in the UK so the crystal clear warm water felt amazing.
C	They always ask lots of questions.
D	I work far harder than I used to.
E	I began joking to friends about sending in an application.
F	Afterwards, some people were surprised by my decision but I wasn't too worried.
G	I decided I needed a break.
H	I needed to explain that first.

Part 5

Questions 21 – 26

For each question, choose the correct answer.

The Coconut Tree

The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet **(21)** …… . The coconuts often fall into the sea and float on the water until they **(22)** …… another beach, where more trees then begin to grow.

Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides **(23)** …… . However, this amazing tree has hundreds of **(24)** …… and more are still being discovered.

People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a **(25)** …… in your cupboards, you will find coconut oil in products as **(26)** …… as medicine and desserts.

21	**A**	temperature	**B**	condition	**C**	climate	**D**	weather
22	**A**	reach	**B**	go	**C**	travel	**D**	arrive
23	**A**	cloud	**B**	shade	**C**	dark	**D**	cold
24	**A**	uses	**B**	jobs	**C**	roles	**D**	things
25	**A**	scene	**B**	sight	**C**	look	**D**	view
26	**A**	opposite	**B**	separate	**C**	strange	**D**	different

Part 6

Questions 27 – 32

For each question, write the correct answer.
Write **one** word for each gap.

The Natural History Museum

This is one of my favourite places to visit. I've learned a huge amount about animals and plants **(27)** …… time I've visited. I've even seen bits of rock from the moon!

The building's really beautiful and it's easy to find your way around. There are hundreds of interesting things on display, but **(28)** …… you like dinosaurs the best time **(29)** …… see them is during term-time. I've been twice in the school holidays and the queue was **(30)** …… long that I wasn't able to visit that part **(31)** …… the museum.

You'll probably want something to eat while you're there. You can take **(32)** …… own picnic and eat in the museum garden, or try one of the two museum cafés.

Assessment

Answer key

You can find the complete digital sample test on the B1 Preliminary preparation page: **camengli.sh/45DUPuM**

Please note that the digital exams do not use letters for the multiple choice options.

Q	PART 1
1	A
2	C
3	C
4	B
5	A

Q	PART 2
6	F
7	G
8	B
9	C
10	H

Q	PART 3
11	C
12	C
13	D
14	A
15	B

Q	PART 4
16	G
17	E
18	F
19	B
20	D

Q	PART 5
21	C
22	A
23	B
24	A
25	C
26	D

Q	PART 6
27	every/each
28	if
29	to
30	so
31	of
32	your

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Page 1 of 2

CAMBRIDGE English

Candidate Name		Candidate Number	
Centre Name		Centre Number	
Examination Title		Examination Details	
Candidate Signature		Assessment Date	

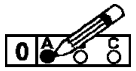
Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ○

Preliminary Reading Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB)
Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3, 4 and 5:
Mark ONE letter for each answer.
For example: If you think A is the right answer to the question, mark your answer sheet like this:



Turn over for Part 6:
Write your answers clearly in the spaces next to the numbers (27 to 32) on Page 2.

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	A ○	B ○	C ○	D ○
12	A ○	B ○	C ○	D ○
13	A ○	B ○	C ○	D ○
14	A ○	B ○	C ○	D ○
15	A ○	B ○	C ○	D ○

Part 4								
16	A ○	B ○	C ○	D ○	E ○	F ○	G ○	H ○
17	A ○	B ○	C ○	D ○	E ○	F ○	G ○	H ○
18	A ○	B ○	C ○	D ○	E ○	F ○	G ○	H ○
19	A ○	B ○	C ○	D ○	E ○	F ○	G ○	H ○
20	A ○	B ○	C ○	D ○	E ○	F ○	G ○	H ○

Part 5				
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 ○
26	A ○	B ○	C ○	D ○

Turn over for Part 6 ➞

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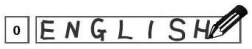
Page 2 of 2

For Part 6:
Write your answers clearly in the spaces next to the numbers (27 to 32) like this:



Write your answers in CAPITAL LETTERS.

Part 6		Do not write below here
27		27 1 ○ 0 ○
28		28 1 ○ 0 ○
29		29 1 ○ 0 ○
30		30 1 ○ 0 ○
31		31 1 ○ 0 ○
32		32 1 ○ 0 ○

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Paper 2:

Writing tasks

45 mins

PART	NUMBER OF QUESTIONS	NUMBER OF MARKS	TASK TYPES	WHAT DO CANDIDATES HAVE TO DO?
1	1	20	An email	**Write about 100 words**, answering the email and notes provided. Candidates are assessed using four subscales: Content, Communicative Achievement, Organisation and Language.
2	1	20	Choose between an article or a story	**Write about 100 words**, answering the question of their choosing. Candidates are assessed using four subscales: Content, Communicative Achievement, Organisation and Language.
TOTAL	2	40		

Tips for preparing learners for the Writing test

- ✔ Learners should be very familiar with the writing tasks and their requirements before they take the exam.
- ✔ Learners should aim to write roughly the required number of words. This will ensure that they don't leave out important information (for example, a content point in Part 1), nor that their message becomes unclear by including irrelevant information. In the digital exams the words are counted on the screen. For the paper-based exams learners should practise writing approximately the right amount so they don't waste time counting words.
- ✔ The word length is a guide which learners should aim for.

For email-writing:

- Learners should write to penfriends or online friends regularly.
- Learners should read and notice the organisation of emails, including typical language and phrases used for opening and closing an email.

For article-writing:

- Learners should plan and write short article-like texts regularly, on subjects which interest them.
- Learners should read articles, for example in magazines and on websites. They can use these to identify how article-like texts are organised and what other language features they have.

For story-writing:

- Learners should plan and write short stories regularly, both at home and in class.
- Learners should also read short stories, for example simplified readers in English. They can use these to identify how stories start, develop and end.

Completing the digital test
(digital test only)

- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may take pens and pencils and water in a clear, see-through bottle into the exam room, but nothing else (including bags and anything electronic).
- Students should be given timed practice of typing and editing their answers on screen so they are comfortable completing the tasks in the time available.

Completing the answer sheet
(paper-based test only)

- The questions are in a booklet. The answers are written in a separate booklet with lined pages.
- Learners must use clear handwriting so that their answers can be read easily. The most important thing is that their handwriting is clear; they can write in upper or lower case, and it does not matter whether their writing is joined up or not.
- Any corrections they make should be clear so that they can be easily understood and followed.

Quick links to resources

Learners

camengli.sh/45DUPuM

- Information for candidates guide

Teachers

camengli.sh/45DUPuM

cambridgeenglish.org/teaching-english/resources-for-teachers

- Vocabulary list (including topics list)
- Free teaching resources
- Lesson plans

Language specifications: Page 67

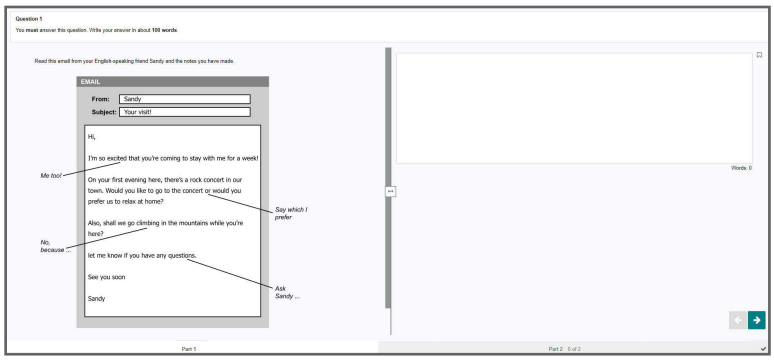
Topics list: Page 69

Advice by task

This section shows example screenshots from the B1 Preliminary Digital exam. Please scan the QR code, or click on the link to access the full sample test. **camengli.sh/45DUPuM**

See these tasks in full from page 24.

Writing Part 1 - Compulsory task



THE TASK

- Candidates must answer this question.
- They are required to deal with input material of 100–120 words.
- The input consists of a standard rubric, an email and a set of four prompts presented as notes linked by lines to the appropriate parts of the input email text.
- The task gives candidates the context, who they are writing to, why they are writing, and four key content points.
- Candidates must include the four content points in a response of around 100 words.
- The task requires candidates to demonstrate the ability to handle the language of functions. For example, agreeing, disagreeing, giving an opinion, offering and explaining.

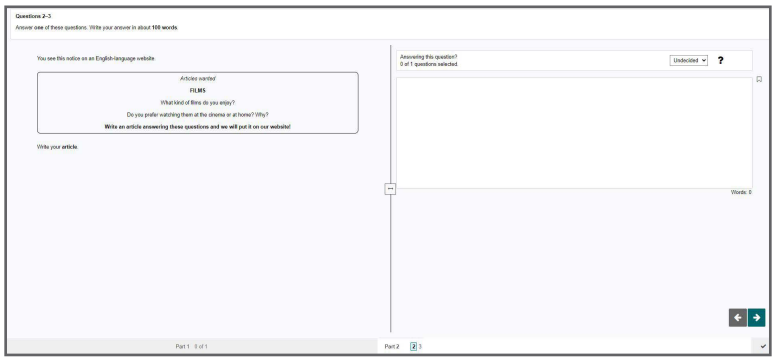
HOW TO APPROACH THE TASK

- Before candidates write their reply, they should make sure they are clear about who they are writing to, why they are writing and what they need to include in their reply.
- Candidates should read the email carefully and ensure they answer the four prompts.
- Candidates should not learn a pre-prepared answer, which may not fit the task in the exam.
- Candidates should practise planning their answers carefully before writing, to ensure answers are well organised and contain relevant content.
- Candidates should also practise writing timed answers within the recommended word length.
- It's a good idea for them to practise evaluating their own and others' answers, with close reference to the question. For example, they can look at sample answers or at each other's answers, identifying what the writer did well, and what they could improve in terms of organisation, language and communication.
- After writing, candidates should read through their answer to ensure that the meaning is clear and that they have included all the content points.

ASSESSMENT

- Answers are assessed using the assessment scales, which consist of four subscales: Content, Communicative Achievement, Organisation and Language.
- Candidates should aim to use a range of tenses, expressions and vocabulary, even if these contain some minor mistakes. It's important for candidates to show the full range of their language ability and to be ambitious in their use of language.
- Non-impeding errors, which do not affect communication, will not necessarily be penalised. These include spelling, grammar or punctuation errors. However, errors which interfere with or cause a breakdown in communication will be treated more severely.

Writing Part 2 - Choice of two tasks



THE TASK

- Candidates choose either an article or a story. They must write around 100 words.
- For the article, candidates read an announcement from a magazine or website. This gives the topic that they must write about. For example, there may be a couple of questions that they should respond to.
- For the story, candidates are given the first sentence of the story. They must continue the story with clear links to the opening sentence.

HOW TO APPROACH THE TASK

- Candidates should practise planning their answers carefully before writing, to ensure answers are well organised and contain relevant content.
- Candidates should also practise writing timed answers within the recommended word length.
- It's a good idea for them to practise evaluating their own and others' answers, with close reference to the question. For example, they can look at sample answers or at each other's answers, identifying what the writer did well, and what they could improve in terms of organisation, language and communication.
- Candidates should choose the task which best suits them and their interests. They should consider the topic as well as the language demands, (e.g. vocabulary), in the two questions before choosing.
- When writing the story, candidates should pay close attention to any names or pronouns used in the opening sentence, and ensure their stories follow the same pattern. For example, if the story begins in the third person, it should continue that way.

ASSESSMENT

- Answers are assessed using the assessment scales, which consist of four subscales: Content, Communicative Achievement, Organisation and Language.
- Candidates should aim to use a range of tenses, expressions and vocabulary, even if these contain some minor mistakes. It's important for candidates to show the full range of their language ability and to be ambitious in their use of language.
- Non-impeding errors, which do not affect communication, will not necessarily be penalised. These include spelling, grammar or punctuation errors. However, errors which interfere with or cause a breakdown in communication will be treated more severely.

Part 1

You **must** answer this question.

Write your answer in about **100 words** on the answer sheet.

Question 1

Read this email from your English-speaking friend Sandy and the notes you have made.

EMAIL

From: Sandy

Subject: Your visit!

Hi,

I'm so excited that you're coming to stay with me for a week!

Me too!

On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?

Say which I prefer

Also, shall we go climbing in the mountains while you're here?

No, because …

Let me know if you have any questions.

Ask Sandy …

See you soon

Sandy

Write your **email** to Sandy using **all the notes**.

Part 2

Choose **one** of these questions.

Write your answer in about **100 words** on the answer sheet.

Question 2

You see this notice on an English-language website.

Articles wanted!

FILMS

What kind of films do you enjoy?

Do you prefer watching them at the cinema or at home? Why?

Write an article answering these questions and we will put it on our website!

Write your **article**.

Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

As the plane flew lower, Lou saw the golden beaches of the island below.

Write your **story**.

Assessment

Assessment scales

'Tasks are marked using assessment scales that were developed with explicit reference to the Common European Framework of Reference (CEFR). The scales consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

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

Responses are marked on each subscale from 0 to 5.

When the tasks are being marked, the length of responses and varieties of English are taken into account:

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not, for example, switch from using a British spelling of a word to an American spelling of the same word.

The subscale **Content** is common to all levels:

	CONTENT
5	• All content is relevant to the task. • Target reader is fully informed.
3	• Minor irrelevances and/or omissions may be present. • Target reader is on the whole informed.
1	• Irrelevances and misinterpretation of task may be present. • Target reader is minimally informed.
0	• Content is totally irrelevant. • Target reader is not informed.

The remaining three subscales (Communicative Achievement, Organisation, and Language) have descriptors specific to each CEFR level:

CEFR LEVEL	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
C2	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
C1	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.
B2	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
B1	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
A2	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.

The following assessment scale, extracted from the one on the previous page, is used for marking candidate responses.

B1	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 to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	*Performance shares features of Bands 3 and 5.*			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	*Performance shares features of Bands 1 and 3.*			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*		

Writing mark scheme

Glossary of terms

1. General

Generally

Generally is a qualifier meaning not in every way or instance. Thus, *generally appropriately* refers to performance that is not as good as '*appropriately*'.

Flexibility

Flexible and **flexibly** refer to the ability to adapt – whether language, organisational devices, or task conventions – rather than using the same form over and over, thus evidencing better control and a wider repertoire of the resource. Flexibility allows a candidate to better achieve communicative goals.

2. Content

Relevant

Relevant means related or relatable to required content points and/or task requirements.

Target reader

The **target reader** is the hypothetical reader set up in the task, e.g. a magazine's readership, your English teacher.

Informed

The target reader is **informed** if content points and/or task requirements are addressed and appropriately developed. Some content points do not require much development *(e.g. state what is x)* while others require it *(describe, explain)*.

3. Communicative Achievement

Conventions of the communicative task

Conventions of the communicative task include such things as genre, format, register and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and use the right tone for the communicative purpose.

Holding the target reader's attention

Holding the target reader's attention is used in the positive sense and refers to the quality of a text that allows a reader to derive meaning and not be distracted. It does not refer to texts that force a reader to read closely because they are difficult to follow or make sense of.

Communicative purpose

Communicative purpose refers to the communicative requirements as set out in the task, e.g. *make a complaint*, *suggest alternatives*.

Straightforward and complex ideas

Straightforward ideas are those which relate to relatively limited subject matter, usually concrete in nature, and which require simpler rhetorical devices to communicate. **Complex ideas** are those which are of a more abstract nature, or which cover a wider subject area, requiring more rhetorical resources to bring together and express.

4. Organisation

Linking words, cohesive devices and organisational patterns

Linking words are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provides explicit linkage. They can range from basic high-frequency items (such as *and, but*) to basic and phrasal items (such as *because, first of all, finally*).

Cohesive devices refers to more sophisticated linking words and phrases (e.g. *moreover, it may appear, as a result*), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. *There are two women in the picture. The one on the right* ...), ellipsis (e.g. *The first car he owned was a convertible, or the second a family car*), or repetition.

Organisational patterns refers to less-explicit ways of achieving connection at the between-sentence level and beyond, e.g. arranging sentences in climactic order, the use of parallelism, using a rhetorical question to set up a new paragraph.

5. Language

Vocabulary

Basic vocabulary refers to vocabulary used for survival purposes, for simple transactions, and the like.

Everyday vocabulary refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain.

Less common lexis refers to vocabulary items that appear less often in the relevant domain. These items often help to express ideas more succinctly and precisely.

Appropriacy of vocabulary

Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.

Grammatical forms

Simple grammatical forms: words, phrases, basic tenses and simple clauses.

Complex grammatical forms: longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

Grammatical control

Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.

Where language specifications are provided at lower levels (as in A2 Key and B1 Preliminary), candidates may have control of only the simplest exponents of the listed forms.

Range

Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

Overuse

Overuse refers to those cases where candidates repeatedly use the same word because they do not have the resources to use another term or phrase the same idea in another way. Some words may unavoidably appear often as a result of being the topic of the task; that is not covered by the term overuse here.

Errors and slips

Errors are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.

Impede communication

Impede communication means getting in the way of meaning. Meaning can still be determined indicates that some effort is required from the reader to determine meaning.

Sample answers and comments

Part 1 – Email

Candidate A

Hi my dearest friend,

I'm excited about that as you.

Of course I can go. I don't prefer to listen only one genre of music for too long, so, if concert will annoy me, I will go, I suppose you don't mind. You know, I don't depend on kinds of music, I listen what I like to, but still, I don't mind about rock.

We can go for climbing for sure, but If you're meaning climbing by ropes and pickaxes, I'm out. I'm afraid of heights. If you have something on your mind please offer me.

I'm looking forward for next week.

Alex

Comments

SUBSCALE	MARK	COMMENTARY
Content	**4**	The content is relevant to the task, but the final point, which requires the candidate to ask for some information, has not been fully addressed. There is an attempt at this point, *If you have something on your mind please offer me*, but it is not a question that the reader needs to respond to, and it is not clearly expressed. As such, the task has not been completely fulfilled, but the target reader is on the whole informed.
Communicative Achievement	**3**	The conventions of an informal email to a friend, such as a friendly tone, a consistent register and appropriate opening and closing salutations, *Hi my dearest friend*; *Of course*; *You know*, *I don't*; *for sure*; *I'm out*; *I'm looking forward for next week*, are used in generally appropriate ways to communicate straightforward ideas. There are some negative comments, *so*, *if concert will annoy me*, *I will go*, which could be expressed in a more polite way, but the general ideas are communicated.
Organisation	**2**	The text is connected and generally coherent. The four notes are addressed and paragraphs are used to generally good effect. The text is connected using high-frequency linking words, *so*; *but*; *If* and there is some good use of punctuation, *for too long*, so, *if concert will annoy me*, *I will go*.
Language	**2**	Everyday vocabulary is used generally appropriately, *genre*; *annoy*; *don't mind*; *pickaxes*; *afraid of heights*, although there is some lifting from the input text, *excited about that*; *I don't prefer*. Simple grammatical forms are used with some degree of control, including attempts at forming conditional clauses, *if concert will annoy me*, *I will go*; *If you're meaning … I'm out*; *If you have something on your mind*, *please offer me*. There are a number of errors with prepositions and word choices, *I don't depend on kinds of music*; *for climbing*; *please offer me*, which leads to a lack of clarity at times. For example, I will go is ambiguous as it could mean I will leave the concert or *I will go* to the concert, so meaning is unclear at times.

Part 1 – Email

Candidate B

Hi Sandy,

I can't wait for coming to stay with you too. I'm sure it will be an awsome week!

I find really exciting going to the rock concert and I think it would be a great idea, better than staying at home and relax.

Two months ago I broke my left leg and I'm still recovering, so I'm affraid that I won't be able to go climbing mountains with you, although I want it so bad! The funny thing is that I broke my leg climbing the Alps, in France, with my family.

Speaking of family, can you e-mail me how is yours? I haven't seen them for a while.

Answer me soon,

Nicolas

Comments

SUBSCALE	MARK	COMMENTARY
Content	5	All content is relevant to the task. The candidate has responded to each of the notes and supplied extra information where necessary. There is a reason given as to why they would prefer to go to the concert, better than staying home and relax, and a detailed explanation as to why they don't want to go climbing, *I broke my left leg and I'm still recovering*. There is a question at the end of the letter and although it is not about staying at Sandy's house or the activities, it makes sense in this context and it requires a response from the reader. The target reader is fully informed.
Communicative Achievement	5	The conventions of an informal email to a friend, such as a friendly, positive tone and a consistent register, as well as referring back to the input email, *I can't wait for coming to stay with you too*, are used to hold the target reader's attention and communicate straightforward ideas. The tone is particularly engaging with phrases such as, *it will be an awsome week*; *it would be a great idea*; *I want it so bad*; *The funny thing is*; *Speaking of family*, which indicate friendship and familiarity.
Organisation	5	The text is generally well organised and coherent. There is a variety of linking words and cohesive devices, such as reference pronouns, used to link ideas across sentences and paragraphs, *it will be*; *although I want it so bad*; *with my family*. *Speaking of family*; *haven't seen them*.
Language	5	A range of everyday vocabulary is used appropriately to express the candidate's feelings, *can't wait*; *really exciting*; *months*; *the Alps*, despite the occasional spelling mistake, *awsome*; *affraid*. A range of simple and some complex grammatical forms is used with a good degree of control, I*'m sure it will be*; *better than staying*; *I broke my left leg and I'm still recovering*; *I won't be able to go climbing*; *I haven't seen them for a while*. Although there are a few errors with tense control, omitted pronouns and word order, *I can't wait for coming*; *I find really exciting*; *I want it*; *how is yours*, these do not impede communication and are often due to attempting more ambitious structures.

Part 2 – Article

Candidate C

Hi, my name is Antem. I likes watch films, but there are little cinemas in our city.

I prefer watch fantastic films at the cinema in 3D, because they realise and interesting. My favourite filmes are 'star wars', 'hobbit' and, Harry Potter and the half-blood prince'

I prefer watch films at the cinema park in Alatir. If you ask: Why do you like watch film at the cinema park? I answer, that I like eat pop-corn and ice-cream. Else, I like go to the cinema with my family. It's very funny! We go to the cinema one time a month, and two times a week on holiday.

Comments

SUBSCALE	MARK	COMMENTARY
Content	5	All content is relevant to the task. The target reader is fully informed about what sort of films the candidate enjoys watching, *fantastic films*, where they like watching them, *at the cinema park*, and why, *I like eat pop-corn and ice-cream.*
Communicative Achievement	2	The conventions of article writing, such as describing personal experiences and expressing opinions, are used generally appropriately to communicate simple ideas, *I prefer watch*; *My favourite filmes are*. There is an attempt to engage the reader directly through the use of phrases such as, *If you ask ... I answer, that ... ; It's very funny*!
Organisation	2	The text is connected and coherent. Basic linking words are used within the text to connect some of the ideas, *because*; *and*. There is some attempt to paragraph and punctuate the text, but this is not always successful as there are single sentences which are not integrated into the text, *I prefer watch filmes at the cinema park in Alatir*.
Language	2	A range of everyday vocabulary, suitable for the topic, is used generally appropriately, *fantastic films*; *cinema park*; *pop-corn and ice-cream*; *one time a month*; *two times a week on holiday*. Simple grammatical forms, such as the present simple, are used with some degree of control, although there is not much variety in terms of tenses, *I likes watch*; *I prefer watch*; *My favourite filmes are*; *I like go to the*; *We go to the*. Errors are noticeable, but meaning can still be determined, *they realise and interesting*; *Else, I like go*.

Part 2 – Article

Candidate D

Films

There are many types of films, most adults like to watch romance films and most children likes to watch cartoons but for me, I like to watch romance and musical films.

I prefer watching them at the cinema because of the sound effects and the screens are so much bigger than our house one, sometimes the film even look so real. When you are going to an outting with your friends, you can buy the food and the drinks there but I don't like to eat the popcorn there.

However, when my parents don't want to go to the cinema, I have no choice but to watch it at home.

Comments

SUBSCALE	MARK	COMMENTARY
Content	5	All content is relevant to the task. The target reader is fully informed about what sort of films the candidate enjoys watching, *romance and musical films*, where they like watching them, *at the cinema*, and why, *because of the sound effects*.
Communicative Achievement	4	The conventions of article writing, such as describing personal experiences and expressing opinions, as well as an engaging tone, are used to communicate straightforward ideas, *most adults like to ... but for me*; *the film even look so real*. There is a sense of disappointment in the final sentence, which the reader could sympathise with, *I have no choice but to watch it at home*, making the comparison between the two venues very clear.
Organisation	4	The text is generally well organised and coherent. There is a clear structure to the text, including a general introduction and a summarising conclusion. Basic linking words and a limited number of cohesive devices are used within the text to connect some of the ideas, particularly when comparing the two options of cinema and home and what different people like watching, m*ost adults like to ...but for me*, *I like*; *them*; *because*; *and*; *so much bigger than our house*; *there*; *However*.
Language	4	A range of everyday vocabulary, suitable for the topic, is used appropriately, *romance*; *cartoons*; *musical*; *sound effects*; *screens*; *popcorn*. A range of simple and some more complex grammatical forms, such as comparative structures, is used with a good degree of control, although the text is mainly written in the present tense, *most adults like to watch romance films and most children likes to watch cartoons*, *but for me*, *I like*; *so much bigger than our house*; *you can buy the food and the drinks there but I don't like*; *I have no choice but to watch it at home*. Errors are present, but they do not impede communication, *children likes*; *than our house one*; *outting*.

Part 2 – Story

Candidate E

As the plane flew lower, Lou saw the golden beaches of the island below. He was surprised and a bit afraid of this fact.

The plane sat on the beach and Lou stood on the beach. Everything was made of gold including palms and stones on the island. He wanted to take some stones with him to be rich but as he got one of them the stones started getting gray. Lou got nervous and he decided to put the stone on the beach again. The stones turned to gold.

Then he entered deeper to the beach. He saw some golden fruits, but he didn't picked because he knew the result. He took some photos of the beach and showed them to the scientists after he arrived home. He became an explorer. Lou became rich and after that he had a beautiful life.

Comments

SUBSCALE	MARK	COMMENTARY
Content	5	All content is relevant to the task. The target reader is fully informed and the story follows on logically from the prompt sentence.
Communicative Achievement	4	The conventions of a story, such as narrative tenses, surprising elements and descriptive language, are used generally appropriately to communicate straightforward ideas and hold the target reader's attention, *He was surprised and a bit afraid*; *Everything was made of gold*; *Lou got nervous*; *after he arrived home*; *Lou became rich and after that he had a beautiful life*.
Organisation	4	The text is connected and coherent, using a variety of linking words and cohesive devices such as sequential discourse markers to explain the narrative, *this fact*; *including*; *but as he got one of them*; *on the beach again*; *Then*; *but*; *after*.
Language	4	A range of everyday vocabulary is used appropriately, *made of gold*; *palms*; *rich*; *nervous*; *turned to*; *result*; *showed*; *scientists*; *explorer*; *a beautiful life*. Simple grammatical forms are used with a good degree of control, *He wanted to take some stones with him*; *he decided to put*; *He took some photos of the beach*. Errors do not impede communication, *The plane sat on the beach*; *entered deeper to*; *he didn't picked*.

Part 2 – Story

Candidate F

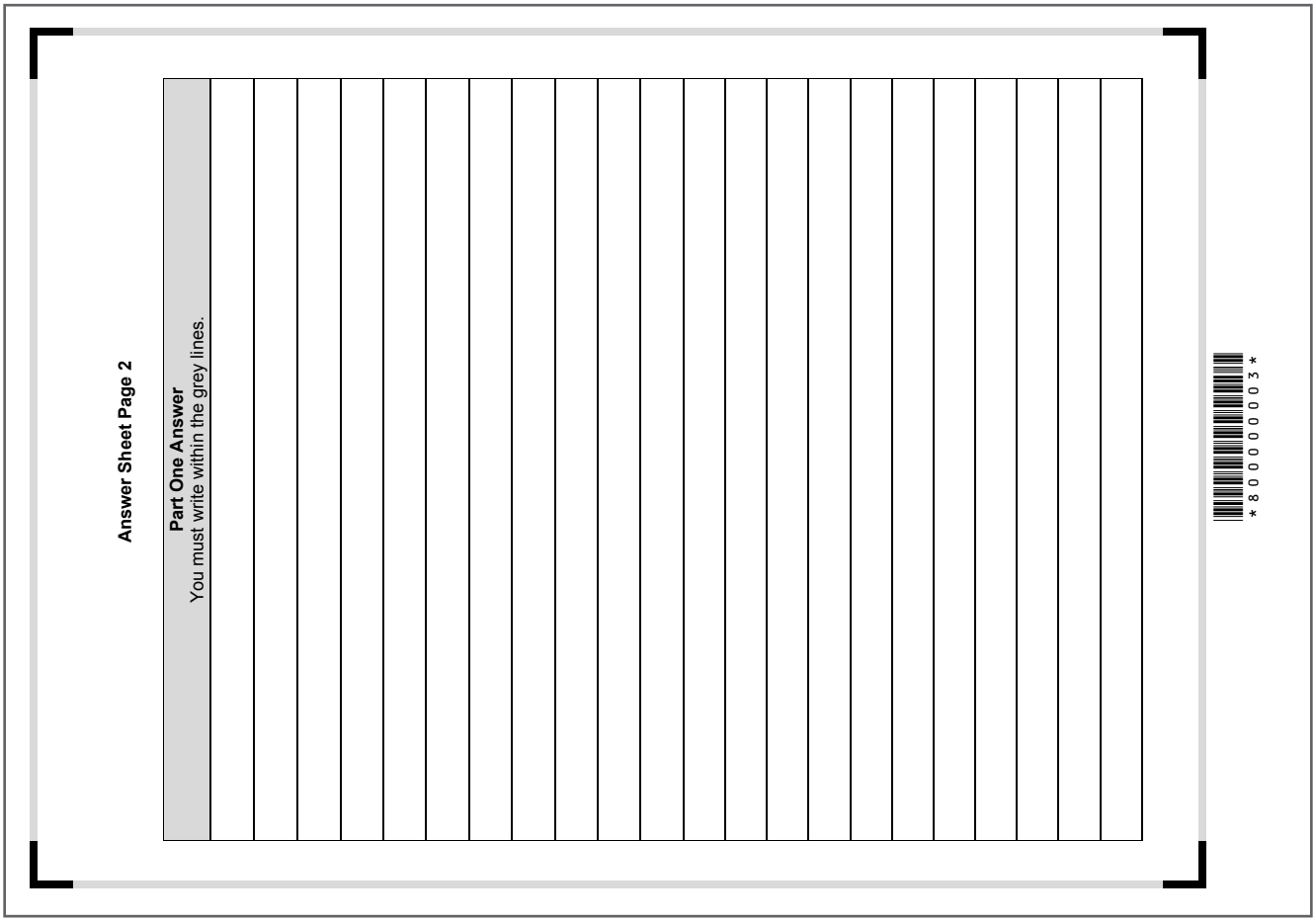
As the plane flew lower, Lou saw the golden beaches of the island below. She standed up then ran to the pilot. She said: 'Can you land in here?' The pilot said 'No I can't. This island didn't on the map.'

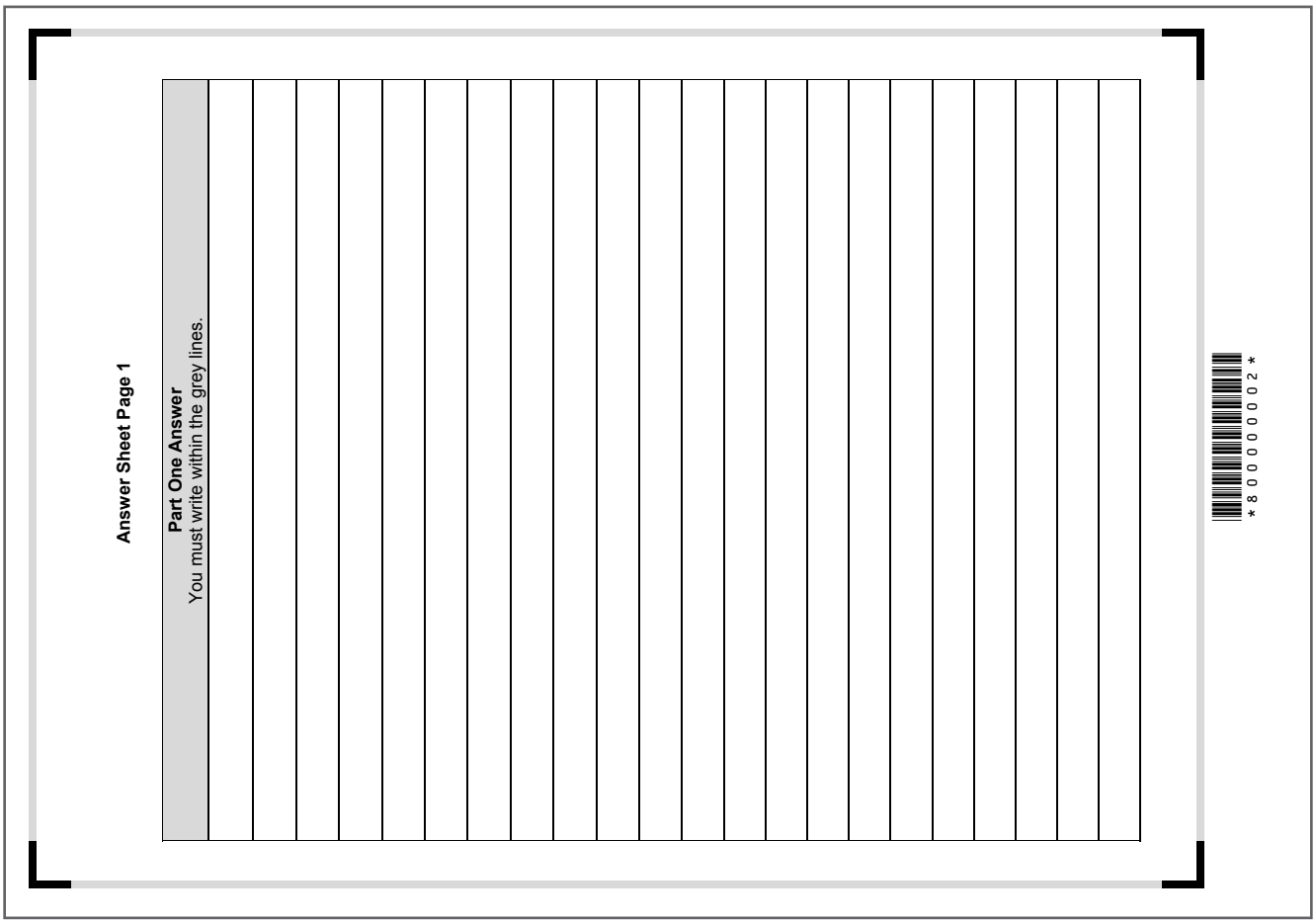
Lou heared that then cried. Everyone in the plan saw that and asked Lou why her wanted landed here. Lou said it was the way her choses to come why the plane didn't. Now she on that she was chosse the third plan to go but exacly her plan was on the first. The pilot finally for her landed on this island and flew away. Lou was happy and went to the golden beaches.

Comments

SUBSCALE	MARK	COMMENTARY
Content	5	All content is relevant to the task. The story follows on logically from the prompt sentence. The target reader is fully informed.
Communicative Achievement	2	The conventions of a story, such as use of direct speech and narrative tenses, are used in generally appropriate ways to communicate simple ideas. Direct speech is used to add interest to the narrative, but the limited control of language affects the overall communicative achievement.
Organisation	3	The text is connected and coherent, using basic linking words and a limited number of cohesive devices, *She standed up then ran*; *Lou heared that then cried*; *saw that and asked*; *Now*; *The pilot finally for her landed on this island*.
Language	2	Everyday vocabulary is used generally appropriately, though occasionally certain lexis is overused, *ran*; *said*; *cried*. Simple grammatical forms are used with a degree of control, *She standed up then ran to the pilot*; *This island didn't on the map*. The errors are noticeable. In some cases the meaning can still be determined, *This island didn't on the map*; *Everyone in the plan*; *why her wanted landed here*. At times the errors impede meaning, *Now she on that she was chosse the third plan to go but exacly her plan was on the first*.

Paper-based answer sheet





Paper 3:

Listening tasks

approximately 30 mins (plus 2 minutes to check your answers in the digital test, and 6 minutes to transfer your answers for the paper based exam)

PART	NUMBER OF QUESTIONS	NUMBER OF MARKS	TASK TYPES	FOCUS FORMAT
1	7	7	3-option multiple choice	Identify key information in **seven short monologues or dialogues** and choose the correct visual.
2	6	6	3-option multiple choice	**Listen to six short dialogues** and understand the gist of each.
3	6	6	Gap fill	**Listen to a monologue** and complete six gaps.
4	6	6	3-option multiple choice	**Listen to an interview** for a detailed understanding of meaning and to identify attitudes and opinions.
TOTAL	25	25		

Preparing learners

Advice for teachers

The texts and tasks in the Listening paper reflect the variety of listening situations which learners at B1 level are expected to deal with. Teachers should ensure that learners are exposed to a range of listening situations and interactions.

The texts may include:

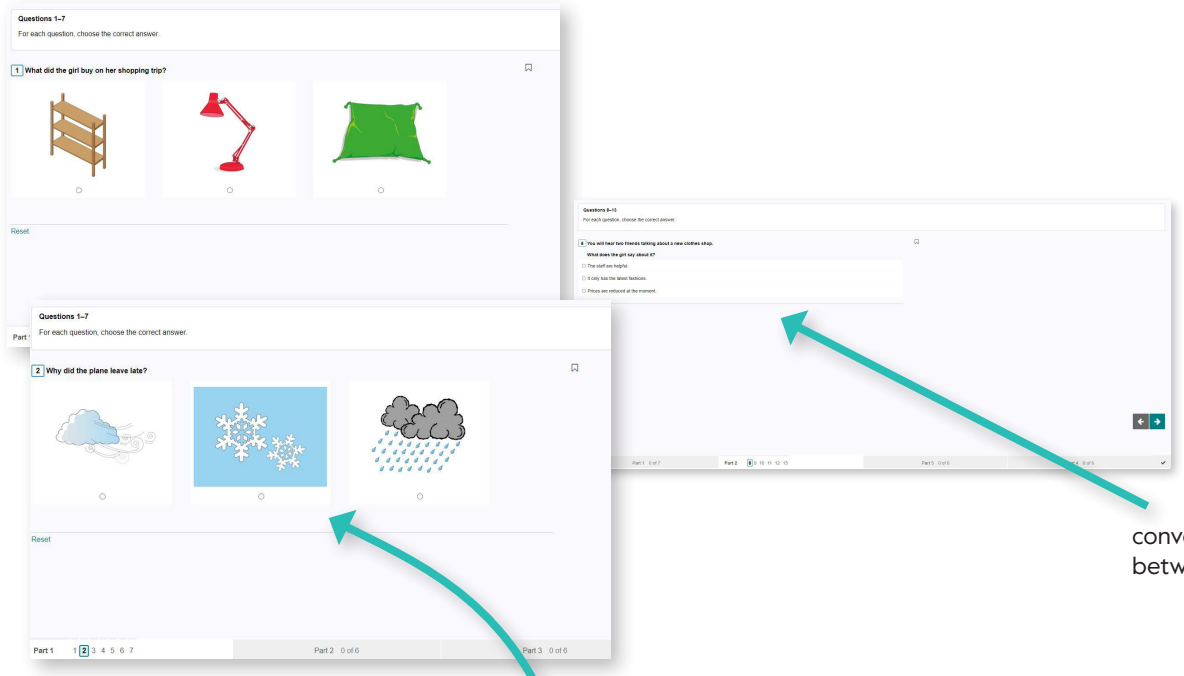
- conversations at home or between friends (*Parts 1, 2*)
- radio announcements (*Parts 1, 3*)
- parts of talks (*Part 3*)
- exchanges in shops (*Part 1*)
- informational talks or radio programmes (*Part 3*)
- interviews with questions from a radio presenter (*Part 4*)
- recorded messages (*Parts 1, 3*).

Also note the following:

- the recordings will contain a range of standard native-speaker accents. Learners should practise listening to a variety of accents
- when selecting listening material, teachers can use the **topics list** to help them identify suitable topics to use with learners
- teachers may find that the Inventory of functions, notions and communicative tasks in the **language specifications** helps them to identify different listening situations for learners to work with
- Free teaching resources and lesson plans are available on the **Cambridge English website**.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.



Tips for preparing learners for the Listening paper

- ✔ Help learners identify and understand the type of text they are listening to. They should also identify the purpose of the task that they have to do. Together, these activities will help them to choose the most appropriate listening strategies for the tasks in the exam.
- ✔ Use classroom discussion activities and listening to the teacher to help to develop listening skills. However, learners must also listen to a range of recordings to prepare for the content of the exam.
- ✔ Make sure learners read the instructions on the question paper, and listen to them on the recording so they are completely clear about what they have to do.
- ✔ All the texts in the exam are heard twice. Remind learners to use both listenings to refine their answers.
- ✔ Use the transcript of the recording once learners have completed a task. It can be useful to look at it to identify key phrases, cues, distraction, etc.
- ✔ Encourage learners not to leave blank spaces. They won't lose marks for a wrong answer. Ask learners to check they have an answer, as they might have understood more than they think.
- ✔ Practise different types of listening to develop your learners' listening skills. Testing should not be the only focus.

Completing the digital test
(digital test only)

- Candidates mark or type all their answers directly onto the computer.
- Candidates may take pens and pencils and water in a clear, see-through bottle into the exam room, but nothing else (including bags and anything electronic).
- Candidates should listen carefully to the instructions which the invigilator gives and follow the instructions on the computer screen.
- Candidates should check that they can hear the test properly. If they cannot hear the recording, they should raise their hand and inform the invigilator immediately.
- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may make notes on paper during the exam, for example if they want to write down two alternative answers where they are unsure. They must leave these notes on their desk at the end of the exam.

Completing the answer sheet
(paper-based test only)

- Candidates doing the paper-based test should practise transferring their answers to the answer sheet.
- All answers must go on an answer sheet.
- Candidates should write their answers on the question paper as they listen.
- Candidates then have 6 minutes at the end of the test to copy these answers onto the answer sheet.
- Candidates should use a pencil to complete the answer sheet.
- For Parts 1, 2 and 4, candidates shade a lozenge on the answer sheet to show their answer.
- For Part 3, candidates write their answers on the answer sheet.

Quick links to resources

Learners

camengli.sh/45DUPuM

- Information for candidates guide

Teachers

camengli.sh/45DUPuM

cambridgeenglish.org/teaching-english/resources-for-teachers

- Vocabulary list (including topics list)
- Free teaching resources
- Lesson plans

Language specifications: Page 67

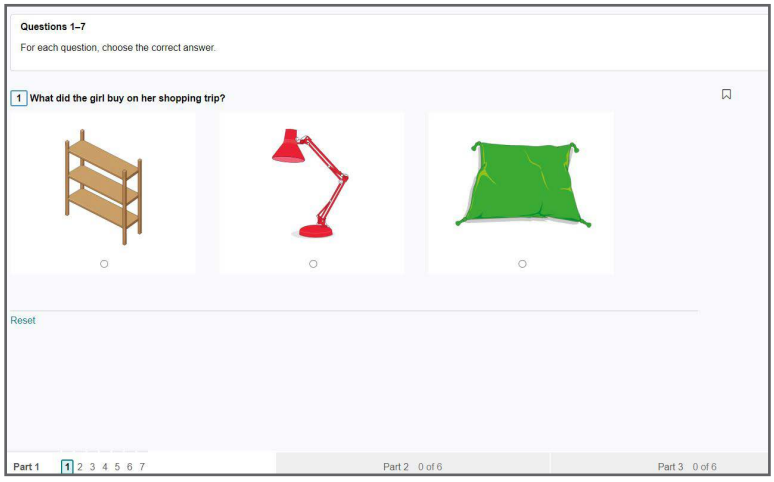
Topics list: Page 69

Advice by task

This section shows example screenshots from the B1 Preliminary Digital exam. Please scan the QR code, or click on the link to access the full sample test. **camengli.sh/45DUPuM**

See these tasks in full from page 48.

Listening Part 1



THE TASK

- In Part 1 there are seven short listening texts, each with a question and three visual images. Each recording is played twice.
- Candidates listen to the text, then choose the visual image which best answers the question in the context of what they heard.

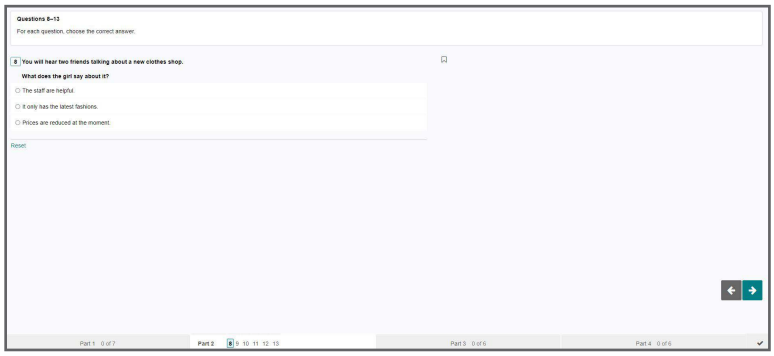
HOW TO APPROACH THE TASK

- While listening for the first/second time, candidates need to listen for gist, choosing the best option.
- While listening for the first/second time, candidates need to check the answer is correct, focusing on the key information in the text.
- They should repeat this process for the remaining questions.

ASSESSMENT

- The task requires candidates to listen for specific information in the text.

Listening Part 2



THE TASK

- In Part 2, there are six short dialogues each with a context sentence, as well as a question or a sentence to complete and three options.
- Candidates listen to the text, then choose the option which best answers the question or completes the sentence.

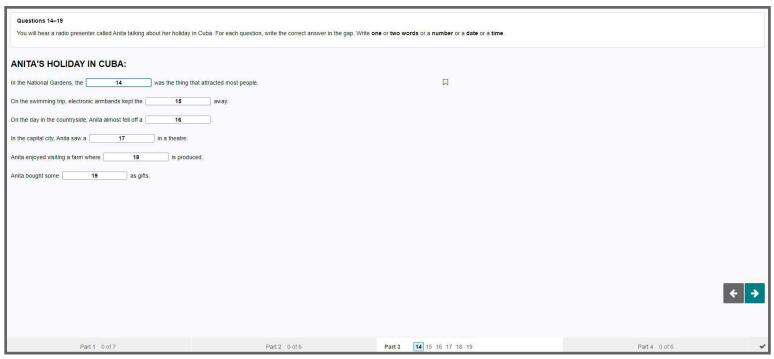
HOW TO APPROACH THE TASK

- While listening for the first/second time, candidates need to focus on gist understanding and choose the best option.
- While listening for the first/second time, candidates need to check the answer is correct.
- They should repeat the process for the remaining questions.

ASSESSMENT

- The task requires candidates to be able to listen for gist.

Listening Part 3



THE TASK

- In Part 3, candidates have a page of notes or sentences, summarising the content of the text, from which six pieces of information have been removed. As they listen, they fill in the numbered gaps with words from the text which complete the missing information.
- Most keys are single words, numbers or very short noun phrases.

HOW TO APPROACH THE TASK

- Candidates should begin by reading and listening to the instructions, then use the pause to read the text on the page, thinking about the context and predicting the sort of language and information they are going to hear. This may be information about places and events, or people talking about courses, trips or holiday activities.
- Candidates can use the order of the information on the page to help them follow the recording.
- While listening for the first/second time, candidates should note down single words, numbers or very short noun phrases to complete each gap. They need to keep the answers short.
- The words they need to complete the gaps are heard on the recording. Candidates shouldn't try to manipulate the language or write in note form.
- While listening for the first/second time, candidates should check that their answers make sense in the context of the completed note or sentence and that each answer contains a concrete piece of information.
- It's important for them to check the spelling of words. Words which are spelled out must be correct.

ASSESSMENT

- The task requires candidates to locate and record specific information from the text.

Listening Part 4

THE TASK

- In Part 4 candidates listen to a longer text, which will be an interview.
- Candidates have to answer six multiple-choice questions as they listen to the text, choosing the correct answer from a choice of three options.
- The texts are from a range of contexts, and are largely informational.

HOW TO APPROACH THE TASK

- First, candidates need to read and listen to the instructions, then use the pause to read the questions and think about the context. This may be information about places and events or people's lives, interests and experiences.
- Candidates need to focus on a detailed understanding of the meaning of the text. While listening for the first/second time, candidates should listen for gist and choose the best option for each question.
- While listening for the first/second time, candidates need to check all their answers carefully, focusing on detailed understanding and stated attitudes or opinions.

ASSESSMENT

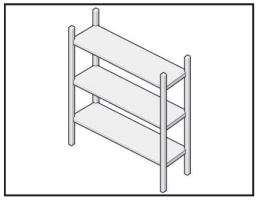
- To arrive at the correct answer, candidates will need a detailed understanding of the meaning of the text.

Part 1

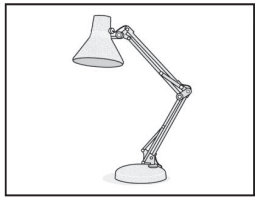
Questions 1 – 7

For each question, choose the correct answer.

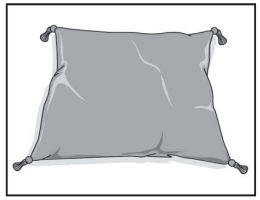
1 What did the girl buy on her shopping trip?



A

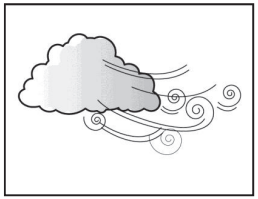


B

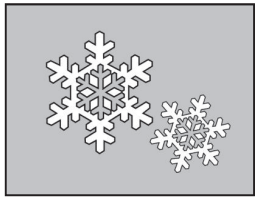


C

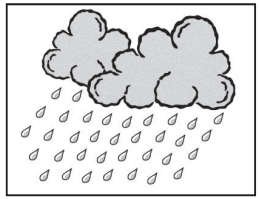
2 Why did the plane leave late?



A



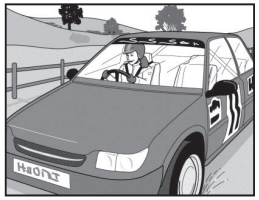
B



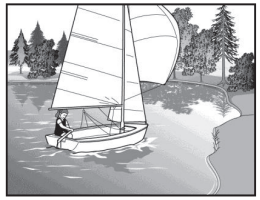
C

3 What activity does the woman want to book for the weekend?

A

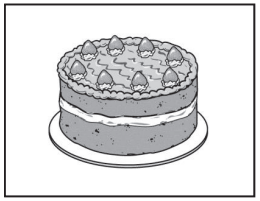


B

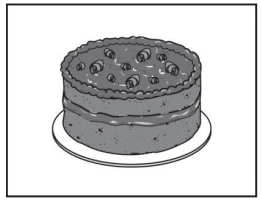


C

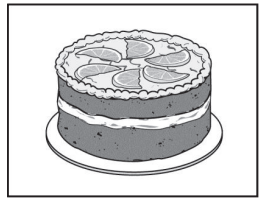
4 Which cake will the girl order?



A



B



C

5 How much must customers spend to get a free gift?

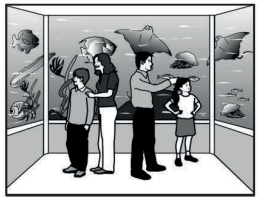
A

B

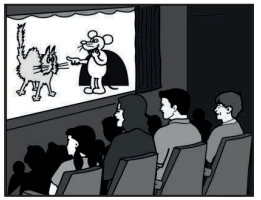
C

6 What did the family do on Sunday?

A



B



C

7 Which programme is on first?

A

B

C

Turn over ►

Part 2

Questions 8 – 13

For each question, choose the correct answer.

---

8 You will hear two friends talking about a new clothes shop
What does the girl say about it?

A The staff are helpful.

B It only has the latest fashions.

C Prices are reduced at the moment.

9 You will hear two friends talking about a pop band's website.
They think the site would be better if

A its information was up to date.

B it was easier to buy concert tickets.

C the band members answered messages.

10 You will hear a woman telling a friend about an art competition she's won.
How does she feel about it?

A upset that the prize isn't valuable

B excited that the judges liked her picture

C disappointed that she can't use the prize

11 You will hear two friends talking about the girl's flatmate.
The girl thinks that her flatmate

A is too untidy.

B talks too much.

C plays music too loud.

12 You will hear two friends talking about a football match.
They agree that their team lost because

A the players weren't confident enough.

B they were missing some key players.

C the players didn't do the right training.

13 You will hear two friends talking about a tennis match they played.
The boy wants the girl to

A help him to get fitter.

B practise with him more often.

C enter more competitions with him.

Part 3

Questions 14 – 19

For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time.**

You will hear a radio presenter called Anita talking about her holiday in Cuba.

ANITA'S HOLIDAY IN CUBA:

In the National Gardens, the **(14)** ..... was the thing that attracted most people.

On the swimming trip, electronic armbands kept the **(15)** ..... away.

On the day in the countryside, Anita almost fell off a **(16)** ..... .

In the capital city, Anita saw a **(17)** ..... in a theatre.

Anita enjoyed visiting a farm where **(18)** ..... is produced.

Anita bought some **(19)** ..... as gifts.

Part 4

Questions 20 – 25

For each question, choose the correct answer.

You will hear an interview with a woman called Vicky Prince, a champion swimmer who now works as a swimming coach.

20 Vicky first went in for competitions because

A she had joined a swimming club.
B her parents were keen on swimming.
C her swimming teacher encouraged her.

21 As a teenager, Vicky's training involved

A exercising on land as well as in the water.
B going without meals during the day.
C travelling to a pool once a day.

22 What did Vicky find hard about her training programme?

A She couldn't go on school trips.
B She lost some of her friends.
C She missed lots of parties.

23 What helped Vicky to do well in the national finals?

A She was not expected to win.
B She trained harder than usual.
C She wanted to take a cup home.

24 As a swimming coach, Vicky thinks she's best at teaching people

A to deal with failure.
B to improve their technique.
C to get swimming qualifications.

25 Why has Vicky started doing long-distance swimming?

A She needed to get fit again.
B She thought it would be fun.
C She wanted to do some travelling.

Paper-based answer sheet

64089

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Page 1 of 1

CAMBRIDGE English

Candidate Name		**Candidate Number**	
Centre Name		**Centre Number**	
Examination Title		**Examination Details**	
Candidate Signature		**Assessment Date**	

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ○

Preliminary Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB). Rub out any answer you want to change with an eraser.

For Parts 1, 2 and 4:

Mark one letter for each answer. For example: If you think **A** is the right answer to the question, mark your answer sheet like this:

For Part 3:

Write your answers clearly in the spaces next to the numbers (14 to 19) like this:

Write your answers in CAPITAL LETTERS.

Part 1

	A	B	C
1	○	○	○
2	○	○	○
3	○	○	○
4	○	○	○
5	○	○	○
6	○	○	○
7	○	○	○

Part 2

	A	B	C
8	○	○	○
9	○	○	○
10	○	○	○
11	○	○	○
12	○	○	○
13	○	○	○

Part 3

		Do not write below here
14		14 1 ○ 0 ○
15		15 1 ○ 0 ○
16		16 1 ○ 0 ○
17		17 1 ○ 0 ○
18		18 1 ○ 0 ○
19		19 1 ○ 0 ○

Part 4

	A	B	C
20	○	○	○
21	○	○	○
22	○	○	○
23	○	○	○
24	○	○	○
25	○	○	○

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Page 1 of 1

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Download the audio files for the sample paper here:
cambridgeenglish.org/images/505234-b1-preliminary-2020-listening-test-audio.mp3

Audio script

Cambridge Assessment English, Preliminary English Test, Listening, Sample test.

There are four parts to the test. You will hear each part twice.

We will now stop for a moment.

Please ask any questions now, because you must not speak during the test.

Now look at the instructions for Part 1.

For each question, choose the correct answer.

Look at Question 1.

1: What did the girl buy on her shopping trip?

M: Hi Lucy. Have you been shopping?

F: Yeah ... getting stuff for my room at college ...

M: What's it like?

F: Well not large! There's a bed, a desk, but nowhere to put books. And there's only one big light in the ceiling. I'd prefer to have a lamp on my desk, so that's what I got today. If I've got enough money, I'll get some bookshelves next week. They had some lovely big cushions on special offer in the department store – I nearly got one today actually – so maybe the bookshelves can wait ...

Now listen again.

2: Why did the plane leave late?

M: Good morning. This is your captain speaking. I'd just like to apologise for the late departure of the flight. As you know, we had to wait for the runway to be cleared of snow before we could take off and get on our way. We'll arrive in Manchester in about an hour, and we're told the weather on the ground isn't good – there's heavy rain in the city, and we're expecting strong winds at the airport as we land, but we shouldn't be too far behind schedule. Thanks for your attention.

Now listen again.

3: What activity does the woman want to book for the weekend?

F: Hello, I'm just ringing to book an activity at your leisure centre for the weekend. I was hoping to book a sailing lesson, but I understand from your website they're all full, so I'm wondering if there are any cycles available to hire instead – there's no information about those. I'd really like to join one of the group rides through the forest – I think I'd enjoy that more than the car racing I tried last time. Could you ring me back to confirm? Many thanks.

Now listen again.

4: Which cake will the girl order?

M: Have you chosen a cake yet?

F: I'm not sure. I guess you're having the lemon one?

M: How did you know?

F: Because you always do!

M: I suppose I do! So what about you?

F: Hmm, I might try the one with the strawberries on.

M: You had that last time and you weren't keen on it, remember? I'd go for the chocolate cake if I were you.

F: Mmm, the chocolate one does look good. Might be a bit sweet, though. Oh, I think I'll have the same as you.

Now listen again.

5: How much must customers spend to get a free gift?

F: Stacy's Supermarket has some wonderful offers for you today. Buy six bottles of Stacy's own fruit juice, in any of our great-tasting natural flavours, and the price will be only £9.99 – that's a huge saving. And we have a mystery present for all shoppers. To get yours, buy goods today with a total of at least £19.99 and we will reward you. And take a look at our special party food – buy everything for a birthday meal for six, including a cake, for as little as £29.99.

Now listen again.

6: What did the family do on Sunday?

F: Did you have a good day out on Sunday with the children?

M: Yes! We'd planned to go and see the big fish at the Sea-Life Centre – which opened recently – and then go and see a film. We got to the Sea-Life Centre, and it was so full, we were told to come back an hour later. We did, and it was worth the wait. Much more fun for the children than the art gallery we saw some weeks ago. Couldn't get to the cinema, though, but we had a good day.

Now listen again.

7: Which programme is on first?

M: Good evening. It's eight o'clock and time for tonight's news. There's something for all tastes coming up later on. If you're staying up late tonight, then you can catch a repeat of last Saturday's *Come Dancing* programme. If you don't have the energy for that, then stay on this channel for *Quiz Challenge* with teams from Manchester and Oxford competing in the final. Before that, however, you can watch Lucas Wilson preparing some traditional Polish dishes. But now, here's the eight o'clock news.

Now listen again.

That is the end of Part 1.

Now look at Part 2. For each question, choose the correct answer.

8: You will hear two friends talking about a new clothes shop.

M: I see you've been to that new clothes store in the

shopping centre.

F: Oh, you saw the logo on these bags! Yes, it's really popular. I got a couple of tops and some trousers.

M: Who did you go with?

F: On my own, but the assistants were nice – telling me whether things suited me or not, and getting me to try different sizes. The coolest most fashionable stuff has already gone, but I was glad I found things I liked that didn't cost too much. They weren't expensive compared to some things there.

M: I'd better tell my sister to get down there.

Now listen again.

9: You will hear two friends talking about a pop band's website.

M: I've got tickets for the Blue Angels concert on Saturday. Would you like to go?

F: Yes, great! How did you get them?

M: From their website.

F: I tried to do that once but I had to give up. It wouldn't let me pay for some reason.

M: Yeah, it's confusing. I had to phone the help line. They showed me how to do it.

F: They should just make it simpler. Otherwise I've no problem with the website. It posts new stories about the band members nearly every day.

M: Yeah, and some of the replies to fans from the two guitar players are really funny.

Now listen again.

10: You will hear a woman telling a friend about an art competition she's won.

F: You'll never guess. I've won first prize in that art competition I went in for.

M: Wow! Congratulations! What's the prize?

F: A weekend in New York with free entrance to all the art galleries there.

M: That's fantastic!

F: I know. But I have to go before the end of the month and I can't get the time off work.

M: Oh, no!

F: Yes, I can't believe I have to miss such a great chance.

M: At least you know the judges thought highly of your work.

F: I suppose so, but it wasn't one of my best pictures.

Now listen again.

11: You will hear two friends talking about the girl's flatmate.

F: My flatmate's driving me crazy!

M: I can't believe that! She's so shy.

F: Yes, never says a word – I do all the talking. I've got nothing to complain about there!

M: She has her music a bit loud. I can see that'd be annoying when you're trying to study.

F: Actually, it's the way she never picks anything up that bothers me. Her stuff is all over the living room and bathroom as well as her bedroom. Her music helps me concentrate, so I don't mind that.

M: You should speak to her.

Now listen again.

12: You will hear two friends talking about a football match.

M: Not a great day for our team.

F: Well, they didn't win. But, actually, considering how many guys couldn't play because of injury, they didn't do so badly.

M: They played well actually. I heard they're putting more effort into their training programme, and we're beginning to see the benefits of that.

F: That's right. I think the main trouble they had tonight is that they just don't believe enough in their own ability.

M: Yeah.

Now listen again.

13: You will hear two friends talking about a tennis match they played.

F: Pity we didn't win, but we played quite well.

M: You played well – I was rubbish. I need to practise a lot harder.

F: It's difficult to find a time when we're both free for more practice.

M: I know. And I must improve my fitness first. You can run all over the court and attack every ball. I'm not a good athlete like you. How do you do it?

F: Well, I go to the gym four times a week.

M: That's what I need! Can I come with you? I want to be in really good shape for our next competition.

F: Sure.

Now listen again.

That is the end of Part 2.

Now look at Part 3.

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

Look at Questions 14 to 19 now. You have 20 seconds.

You will hear a radio presenter called Anita talking about her holiday in Cuba.

F: Hi everyone! Anita here. On today's programme I'm going to tell you about the week I've just spent in Cuba.

We arrived on Sunday, and on Monday morning we

went on our first visit, this was the National Gardens. These are full of trees and flowers and there was a fantastic waterfall that everyone stopped to admire, although the rainforest exhibition was the bit I liked best.

On the second day we went on a trip in a sailing boat to swim with dolphins. We had a very exciting time – we had to wear special electronic arm-bands to keep off any sharks! No-one saw any ... fortunately!

We had the option of travelling to a river valley in the countryside west of Havana the following day; I felt a bit worried as the programme included crossing a range of hills by horse and I haven't ridden much. We met a noisy motorbike on the track, but I managed to stay on somehow!

On Thursday there was a day's visit to the capital city: I loved the atmosphere of the shops and restaurants. We went to a theatre to see a musical in the afternoon – luckily not a serious play, which would be difficult for me, though my Spanish is improving.

On Friday, we went on a visit to a farm. I thought we were going to see coffee being grown, but in the end we went to a farm that produces sugar. It was OK though. We had lunch there. It was quite a celebration with guitars and delicious food.

Saturday was free for us to explore. I found a street full of jewellery workshops and bought a few rings to take back as presents for people back home. I was sorry later that I hadn't bought any of the beautiful leather belts back! Maybe next time.

Now listen again

That is the end of Part 3.

Now look at Part 4.

For each question, choose the correct answer.

Look at Questions 20 to 25 now.

You have 45 seconds.

You will hear an interview with a woman called Vicky Prince, a champion swimmer who now works as a swimming coach.

M: I'm talking to champion swimmer Vicky Prince, who started competitive swimming as a teenager. Why swimming, Vicky?

F: Well, though my parents are interested in sport, they aren't great swimmers themselves, and we didn't go swimming that often. I learned at school like everyone else, and just seemed to be good at it, so my teacher persuaded me to go in for competitions. I mean I did join a swimming club later, but that wasn't where it all started.

M: Did you have to do lots of training?

F: I did. I used to get up at five to go to the pool, which was a 35 minute drive from our house, where I'd swim till eight. I'd have breakfast in the car while Mum was driving me to school. After classes, I did exercises in the school gym to build my strength, before lunch. Then later on, it was back to the pool for another three hours.

M: So it was a hard training programme?

F: Yes, it meant I couldn't go to things like parties because I had to get up so early, but I got used to that. Much harder was losing two of the friends I'd known since I was very young because I couldn't go out much. That was tough. I also missed school trips to France though I did get to go there later, so it didn't matter in the end.

M: But you won a national competition?

F: Yes, I was in the team that took first prize in the national finals. I always swam for enjoyment, so I was surprised to find myself holding up a cup! I hadn't swum that well in the semi-finals, so I guess the crowd were more interested in the other swimmers in my race. So that made it easier to do well. Of course, I'd trained hard too, but I always did.

M: And now you're a coach, teaching other people.

F: Yes, I've just done a qualification to be a coach, but passing on my own experience is how I can really help them. And because I've both won and lost in competitions, and recovered from that, it's something I can share with people. Winning isn't just about technique.

M: And you've taken up long-distance swimming?

F: Yes, just as a hobby. I mean I do want to maintain my fitness levels, but that wasn't the main reason for choosing it. And long-distance swimming in the sea isn't all fun – it can be hard work – but you do get to see some wonderful places, and that's what attracted me to it.

Now you'll hear Part 4 again.

That is the end of Part 4.

You now have 6 minutes to write your answers on the answer sheet.

You have one more minute.

That is the end of the test.

Assessment

Answer key

Please note that the digital exams do not use letters for the multiple choice options.

Q	PART 1
1	B
2	B
3	A
4	C
5	B
6	B
7	C

Q	PART 3
8	A
9	B
10	C
11	A
12	A
13	A

Q	PART 3
14	(a/an/the) (fantastic) waterfall(s)
15	(a/an/the) shark(s)
16	(a/an/the/her) horse
17	(a/an/the) musical (show/play)
18	sugar
19	(some) ring(s)

Q	PART 4
20	C
21	A
22	B
23	A
24	A
25	C

Paper 4:

Speaking tasks

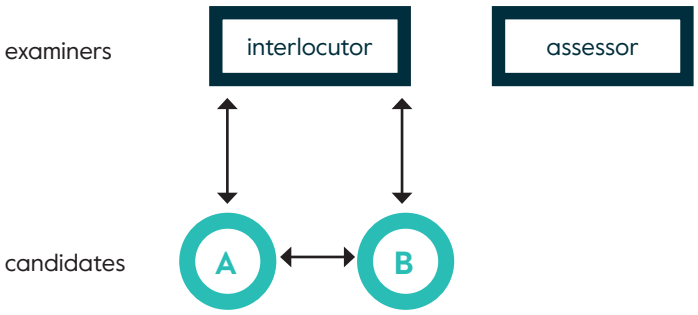
12 – 17 mins

PART	TIMING	INTERACTION	TASK TYPES	WHAT DO CANDIDATES HAVE TO DO?
1	2 minutes	Interlocutor ↓ Candidate	Interlocutor asks questions to each candidate in turn	**Respond to questions**, giving factual or personal information.
2	*3 minutes*	Candidate extended turn	Extended turn	**Describe one colour photograph**, talking for about 1 minute.
3	*4 minutes*	Candidate ↕ Candidate	Discussion task with visual stimulus	**Make and respond to suggestions**, discuss alternatives and negotiate agreement.
4	3 minutes	Candidate ↕ Candidate	General conversation	**Discuss** likes, dislikes, experiences, opinions, habits, etc.

Preparing learners

Advice for teachers

- The standard format for the Speaking test is two candidates and two examiners.
- One examiner is the interlocutor, who manages the interaction and speaks directly with the candidates. The interlocutor sets up the tasks and gives the candidates their instructions.
- The other examiner is the assessor, who does not join in the conversation, but assesses the candidates' performances.



- Candidates are usually assessed in pairs and occasionally in groups of three. When there are three candidates, the test format is unchanged but the timing will be longer: 15–17 minutes instead of 10–12 minutes. Examiners are trained to ensure each candidate has the same opportunity to speak whether they are in pairs or in groups of three.
- There are a number of packs of materials from which examiners can choose tasks in any one session.
- When selecting topics and resources for speaking practice, teachers can use the **topics list** to help them identify suitable topics to use with learners.
- Free teaching resources and lesson plans are available on the **Cambridge English website**.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.

Tips for preparing learners for the Speaking paper

- ✔ Give your learners practice speaking English in a range of contexts and, as much as possible, with a range of different people. These can be simulated through classroom activities, e.g. role plays.
- ✔ Use classroom activities which focus on listening and responding to questions, expanding answers and helping to keep a conversation going.
- ✔ Watch videos of sample candidates, and do 'mock tests' to help your learners become very familiar with the format of the Speaking test.
- ✔ If learners have any difficulty in understanding an instruction or response, they should ask the interlocutor or their partner to repeat what they said. This will not normally result in any loss of marks.
- ✔ Give your learners practice talking about a picture for a minute – they can record and listen to themselves to see how well they are doing and what they need to improve. Make sure they know how to describe things well.
- ✔ Encourage learners not to learn set pieces for the exam. These will sound unnatural and probably won't answer the specific questions asked.

Quick links to resources

Learners

camengli.sh/45DUPuM

- Information for candidates guide

Teachers

camengli.sh/45DUPuM

cambridgeenglish.org/teaching-english/resources-for-teachers

- Vocabulary list (including topics list)
- Free teaching resources
- Lesson plans

Language specifications: Page 67

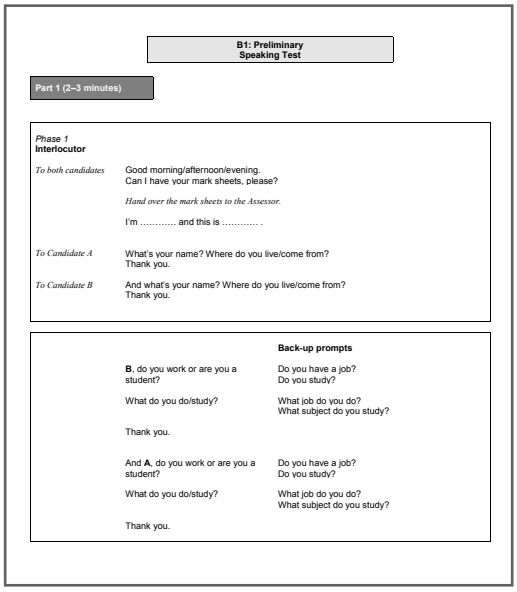
Topics list: Page 69

Advice by task

This section shows example screenshots from the B1 Preliminary exam. Please scan the QR code, or click on the link to access the full sample test. **camengli.sh/45DUPuM**

See these tasks in full from page 59.

Speaking Part 1



B1: Preliminary
Speaking Test

Part 1 (2–3 minutes)

Phase 1
Interlocutor

To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please?
	Hand over the mark sheets to the Assessor.
	I'm ..... and this is ..... .
To Candidate A	What's your name? Where do you live/come from? Thank you.
To Candidate B	And what's your name? Where do you live/come from? Thank you.

	Back-up prompts
B, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	
And **A**, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	

THE TASK

- In Part 1, the interlocutor leads a general conversation with each of the candidates.
- The interlocutor asks questions about their personal details, daily routines, likes, dislikes, etc.
- The interlocutor speaks to the candidates in turn.
- Candidates respond directly to the interlocutor – they do not talk to each other in this task.

HOW TO APPROACH THE TASK

- It's normal for candidates to feel nervous at the beginning of the Speaking test. This conversation uses everyday, simple language and so is designed to help to settle them into the test.
- Candidates should listen carefully to the questions and give relevant answers.
- Candidates should avoid giving one-word answers, but try to extend their answers with reasons and examples wherever possible. However, they are not expected to give very long answers at this stage.

ASSESSMENT

- This part of the test assesses the candidates' ability to take part in spontaneous communication in an everyday setting.

Speaking Part 2

Speaking Test 1 | **Part 2 (2–3 minutes)**

1A Learning a language

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people learning a language.**

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

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A .....
approx. 1 minute

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve **Part 2** booklet.*

1B At a party

Interlocutor **B**, here is your photograph. It shows **people at a party.**

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

A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B .....
approx. 1 minute

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve **Part 2** booklet.*

1A

1B

THE TASK

- In Part 2, the interlocutor instructs each candidate in turn.
- The candidates take turns to speak for about 1 minute each.
- Each candidate is given one colour photograph to describe. The photographs show everyday situations which are relevant to the age group.
- The candidates describe what they can see in their photograph.
- When they have finished, they give their photograph back to the interlocutor.

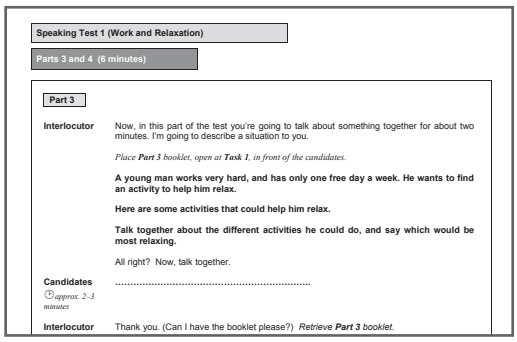
HOW TO APPROACH THE TASK

- Candidates should keep their descriptions simple, and should not speculate about the context or talk about any wider issues raised by the photographs.
- Candidates should use this part of the test to show their range of vocabulary.
- Candidates should describe the people and activities in the photographs as fully as possible. They should imagine they are describing the photograph to someone who can't see it. This may include naming all the objects, describing colours, clothing, time of day, weather, etc.
- Candidates can also show their ability to organise their language using simple connectives.
- If candidates can't recall a certain word, they will be given credit if they can use paraphrase or other strategies to deal with items of vocabulary that they don't know or can't remember.

ASSESSMENT

- All criteria are assessed in this part of the test.

Speaking Part 3



Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidates.*

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

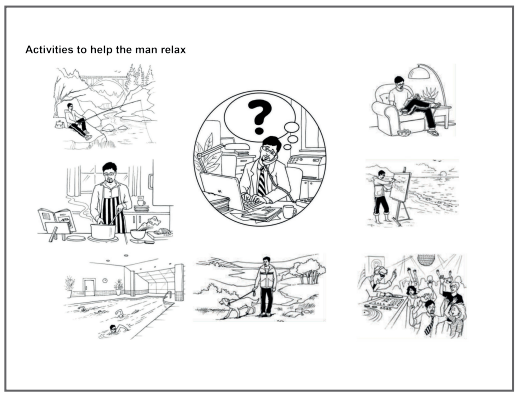
Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates .....

approx. 2–3 minutes

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve **Part 3** booklet.*



THE TASK

- In Part 3, the interlocutor sets up the task, but does not take part in the interaction.
- The interlocutor reads the instructions once, setting up the situation, while the candidates look at the prompt material. The prompt material is a set of images which is designed to generate the candidates' own ideas about an imaginary situation.
- The candidates discuss their ideas together, making and responding to suggestions, discussing alternatives, making recommendations and negotiating agreement.
- Candidates may bring in their own ideas, and should negotiate turns and elicit each other's ideas.
- The interlocutor will allow candidates time to discuss the task. The whole task takes 4 minutes.
- If the interaction breaks down, the interlocutor will help to redirect the candidates but will not take part in the task itself.

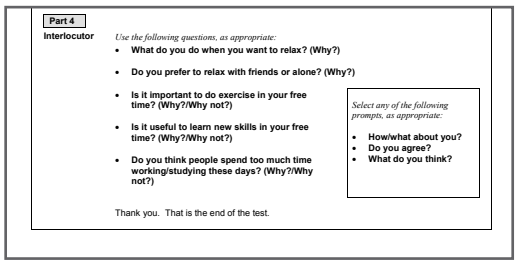
HOW TO APPROACH THE TASK

- Candidates should concentrate on taking part fully in the task, rather than completing it. They are assessed on their use of appropriate language and interactive strategies, not their ideas.
- Candidates should respond to each other's ideas and move the discussion forward by, for example, giving their opinion on their partner's idea or asking a question.
- Candidates should discuss all the visual prompts, and not try to come to a conclusion too quickly. If they do this, they will not give themselves the opportunity to show their full range of language ability.
- Candidates should not worry if the interlocutor stops them before they have reached a conclusion. This is because they have filled the allocated time. They are not assessed on whether they complete the task.

ASSESSMENT

- Candidates are assessed on their use of appropriate language and interactive strategies, not on their ideas.

Speaking Part 4



Part 4

Interlocutor

Use the following questions, as appropriate:

- **What do you do when you want to relax? (Why?)**
- **Do you prefer to relax with friends or alone? (Why?)**
- **Is it important to do exercise in your free time? (Why?/Why not?)**
- **Is it useful to learn new skills in your free time? (Why?/Why not?)**
- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

THE TASK

- In Part 4, the interlocutor directs the interaction by asking questions which encourage the candidates to discuss further and broaden the topic introduced in Part 3.
- The questions will focus on candidates' likes/dislikes, habits and opinions.
- The questions can be addressed to one or both candidates sequentially or simultaneously.
- The candidates are expected to respond either individually or interact with each other.
- This part lasts for about 3 minutes in total.

HOW TO APPROACH THE TASK

- Candidates should listen carefully to the questions and give their answers.
- Candidates are encouraged to talk about their personal experiences, express their own likes and dislikes, and share their opinions in this part of the test.
- Candidates are encouraged to give full answers to the questions asked. They can do this by keeping useful question words in their heads, e.g. Why...? This will allow candidates to give full contributions. The interlocutor will often ask this question if candidates fail to give more than a minimal response.
- Candidates should remember that there are no right answers to the questions and they will not be judged on their opinions, only on the language they use to express themselves.

ASSESSMENT

- All criteria are assessed in this part of the test.

B1: Preliminary
Speaking Test

Part 1 (2–3 minutes)

Phase 1
Interlocutor

To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please?
	Hand over the mark sheets to the Assessor.
	I'm ..... and this is ..... .
To Candidate A	What's your name? Where do you live/come from? Thank you.
To Candidate B	And what's your name? Where do you live/come from? Thank you.

	Back-up prompts
B, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	
And **A**, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	

Phase 2
Interlocutor

Select one or more questions from the list to ask each candidate.
Ask Candidate A first.

	Back-up prompts
How do you get to work/school/university every day?	Do you usually travel by car? (Why/Why not?)
What did you do yesterday evening/last weekend?	Did you do anything yesterday evening/last weekend? What?
Do you think that English will be useful for you in the future? (Why/Why not?)	Will you use English in the future? (Why?/Why not?)
Tell us about the people you live with.	Do you live with friends/your family?
Thank you.	

Speaking Test 1 | **Part 2 (2–3 minutes)**

1A Learning a language

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people learning a language.**

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

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A .....
approx. 1 minute

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve **Part 2** booklet.*

1B At a party

Interlocutor **B**, here is your photograph. It shows **people at a party.**

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

A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B .....
approx. 1 minute

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve **Part 2** booklet.*

1A

1B

Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidates.*

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates ……

approx. 2–3 minutes

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve **Part 3** booklet.*

Part 4

Interlocutor *Use the following questions, as appropriate:*

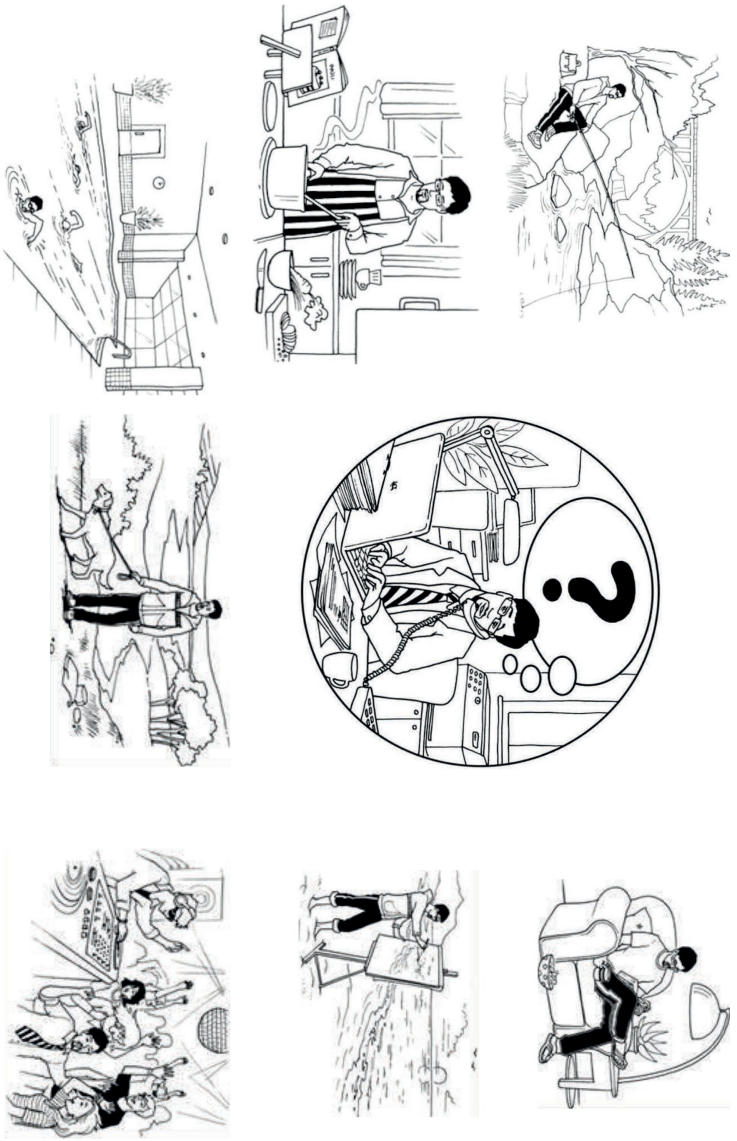
- **What do you do when you want to relax? (Why?)**
- **Do you prefer to relax with friends or alone? (Why?)**
- **Is it important to do exercise in your free time? (Why?/Why not?)**
- **Is it useful to learn new skills in your free time? (Why?/Why not?)**
- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Activities to help the man relax



Assessment

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge Assessment English for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication.

The interlocutor awards a mark for global achievement using the global achievement scale.

B1	GLOBAL ACHIEVEMENT
5	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
4	*Performance shares features of Bands 3 and 5.*
3	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
2	*Performance shares features of Bands 1 and 3.*
1	Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses.
0	*Performance below Band 1.*

Assessment for B1 Preliminary is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for B1 Preliminary (shown on the next page) are extracted from the overall Speaking scales on page 64.

B1 Preliminary Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 64.

B1	GRAMMAR AND VOCABULARY	DISCOURSE MANAGEMENT	PRONUNCIATION	INTERACTIVE COMMUNICATION
5	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.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	*Performance below Band 1.*			

CEFR LEVEL	GRAMMATICAL RESOURCE	LEXICAL RESOURCE	DISCOURSE MANAGEMENT	PRONUNCIATION	INTERACTIVE COMMUNICATION
	• Maintains control of a wide range of grammatical forms and uses them with flexibility.	• Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	• Produces extended stretches of language with flexibility and ease and very little hesitation. • Contributions are relevant, coherent, varied and detailed. • Makes full and effective use of a wide range of cohesive devices and discourse markers.	• Is intelligible. • Phonological features are used effectively to convey and enhance meaning.	• Interacts with ease by skilfully interweaving his/her contributions into the conversation. • Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C2	• Maintains control of a wide range of grammatical forms.	• Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics.	• Produces extended stretches of language with ease and with very little hesitation. • Contributions are relevant, coherent and varied. • Uses a wide range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Interacts with ease, linking contributions to those of other speakers. • Widens the scope of the interaction and negotiates towards an outcome.
C1	• Shows a good degree of control of a range of simple and some complex grammatical forms.	• Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
	GRAMMAR AND VOCABULARY				
B2	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses appropriate vocabulary to give and exchange views, on a range of familiar topics.		• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.		• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
A2	• Shows sufficient control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations.			• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
A1	• Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases.			• Has very limited control of phonological features and is often unintelligible.	• Has considerable difficulty maintaining simple exchanges. • Requires additional prompting and support.

Speaking assessment

Glossary of terms

1. General

Conveying basic meaning

Conveying basic meaning: the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.

Situations and topics

Everyday situations: situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to work, taking part in leisure activities. An A2 Key for Schools task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.

Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. B2 First tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.

Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. C1 Advanced tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.

Abstract topics: topics which include ideas rather than concrete situations or events. C2 Proficiency tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.

Utterance

Utterance: people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language.

2. Grammar and Vocabulary

Appropriacy of vocabulary

Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in the utterance *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.

Flexibility

Flexibility: the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.

Grammatical control

Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.

Where language specifications are provided at lower levels *(as in A2 Key for Schools and B1 Preliminary)*, candidates may have control of only the simplest exponents of the listed forms.

Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning; the production of one part of a complex form incorrectly; or the use of some complex forms correctly and some incorrectly.

Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.

Grammatical forms

Simple grammatical forms: words, phrases, basic tenses and simple clauses.

Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

Range

Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

3. Discourse Management

Coherence and cohesion

Coherence and cohesion are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.

Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.

Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition *(and, in addition, moreover); consequence (so, therefore, as a result); order of information (first, second, next, finally).*

At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. *and, but, or, then, finally*) but also with more sophisticated devices (e.g. *therefore, moreover, as a result, in addition, however, on the other hand*).

Related vocabulary: the use of several items from the same lexical set, e.g. train, station, platform, carriage; or study, learn, revise.

Grammatical devices: essentially the use of reference pronouns *(e.g. it, this, one) and articles (e.g. There are two women in the picture. The one on the right ...)*.

Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. *you know, you see, actually, basically, I mean, well, anyway, like*.

Extent/extended stretches of language

Extent/extended stretches of language: the amount of language produced by a candidate which should be appropriate to the task. Long-turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.

Relevance

Relevance: a contribution that is related to the task and not about something completely different.

Repetition

Repetition: repeating the same idea instead of introducing new ideas to develop the topic.

4. Pronunciation

Intelligible

Intelligible: a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.

Phonological features

Phonological features include the pronunciation of individual sounds, word and sentence stress and intonation.

Individual sounds are:

pronounced vowels, e.g. the /æ/ in *cat* or the /e/ in *bed*

diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in *host* or the /eɪ/ in *hate*

consonants, e.g. the /k/ in *cut* or the /f/ in *fish*.

Stress: the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. imPORtant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. *WHY is that one important?* versus *Why is THAT one important?*

Intonation: the way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.

5. Interactive Communication

Development of the interaction

Development of the interaction: actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus or to something the other candidate/interlocutor has said; or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. *What about bringing a camera for the holiday? or Why's that?*).

Initiating and responding

Initiating: starting a new turn by introducing a new idea or a new development of the current topic.

Responding: replying or reacting to what the other candidate or the interlocutor has said.

Prompting and supporting

Prompting: instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution.

Supporting: instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.

Turn and simple exchange

Turn: everything a person says before someone else speaks.

Simple exchange: a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question–answer, suggestion–agreement.

Language specifications

Candidates who are successful in B1 Preliminary should be able to communicate satisfactorily in most everyday situations with both native and non-native speakers of English.

The following is a list of the language specifications that the B1 Preliminary examination is based on.

Inventory of functions, notions and communicative tasks

Note that 'talking' is used below to refer to BOTH speaking and writing.

greeting people and responding to greetings (in person and on the phone)

introducing oneself and other people

asking for and giving personal details: (full) name, age, address, names of relatives and friends, etc.

understanding and completing forms giving personal details

understanding and writing letters, giving personal details

describing education, qualifications and skills

describing people (personal appearance, qualities)

asking and answering questions about personal possessions

asking for repetition and clarification

re-stating what has been said

checking on meaning and intention

helping others to express their ideas

interrupting a conversation

starting a new topic

changing the topic

resuming or continuing the topic

asking for and giving the spelling and meaning of words

counting and using numbers

asking and telling people the time, day and/or date

asking for and giving information about routines and habits

understanding and writing diaries and letters giving information about everyday activities

talking about what people are doing at the moment

talking about past events and states in the past, recent activities and completed actions

understanding and producing simple narratives

reporting what people say

talking about future or imaginary situations

talking about future plans or intentions

making predictions

identifying and describing accommodation (houses, flats, rooms, furniture, etc.)

buying and selling things (costs, measurements and amounts)

talking about food and meals

talking about the weather

talking about one's health

following and giving simple instructions

understanding simple signs and notices

asking the way and giving directions

asking for and giving travel information

asking for and giving simple information about places

identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)

making comparisons and expressing degrees of difference

talking about how to operate things

describing simple processes

expressing purpose, cause and result, and giving reasons

drawing simple conclusions and making recommendations

making and granting/refusing simple requests

making and responding to offers and suggestions

expressing and responding to thanks

giving and responding to invitations

giving advice

giving warnings and prohibitions

persuading and asking/telling people to do something

expressing obligation and lack of obligation

asking and giving/refusing permission to do something

making and responding to apologies and excuses

expressing agreement and disagreement, and contradicting people

paying compliments

criticising and complaining

sympathising

expressing preferences, likes and dislikes (especially about hobbies and leisure activities)

talking about physical and emotional feelings

expressing opinions and making choices

expressing needs and wants

expressing (in)ability in the present and in the past

talking about (im)probability and (im)possibility

expressing degrees of certainty and doubt

Inventory of grammatical areas

Verbs

Regular and irregular forms

Modals

can (ability; requests; permission)

could (ability; polite requests)

would (polite requests)

will (future)

shall (suggestion; offer)

should (advice)

may (possibility)

might (possibility)

have (got) *to* (obligation)

ought to (obligation)

must (obligation)

mustn't (prohibition)

need (necessity)

needn't (lack of necessity)

used to + infinitive (past habits)

Tenses

Present simple: states, habits, systems and processes and with future meaning (and verbs not used in the continuous form)

Present continuous: present actions and future meaning

Present perfect simple: recent past with *just*, indefinite past with *yet, already, never, ever*; unfinished past with *for* and *since*

Past simple: past events

Past continuous: parallel past actions, continuous actions interrupted by the past simple tense

Future with *going to*

Future with *will* and *shall*: offers, promises, predictions, etc.

Was/were going to

Verb forms

Affirmative, interrogative, negative

Imperatives

Infinitives (with and without *to*) after verbs and adjectives

Gerunds (-ing form) after verbs and prepositions

Gerunds as subjects and objects

Passive forms: present and past simple

Modal passive

Verb + object + infinitive *give/take/send/bring/show* + *direct/indirect object*

Causative *have/get*

So/nor with auxiliaries

Compound verb patterns

Phrasal verbs/verbs with prepositions

Compound verb patterns

Type 0: A*n iron bar expands if/when you heat it.*

Type 1: *If you do that again, I'll leave.*

Type 2: *I would tell you the answer if I knew i*t.

If I were you, I wouldn't do that again.

Simple reported speech

Statements, questions and commands: *say, ask, tell*

He said that he felt ill.

I asked her if I could leave.

No one told me what to do.

Indirect and embedded questions: *know, wonder*

Do you know what he said?

I wondered what he would do next.

Interrogatives

What; What (+ noun)

Where; When

Who; Whose; Which

How; How much; How many; How often; How long; etc.

Why

(including the interrogative forms of all tenses and modals listed)

Nouns

Singular and plural (regular and irregular forms)

Countable and uncountable nouns with *some* and *any*

Abstract nouns

Compound nouns

Complex noun phrases

Genitive: 's and s'

Double genitive: *a friend of theirs*

Pronouns

Personal (subject, object, possessive)

Reflexive and emphatic: *myself*, etc.

Impersonal: *it, there*

Demonstrative: *this, that, these, those*

Quantitative: *one, something, everybody, etc.*

Indefinite: *some, any, something, one, etc.*

Relative: *who, which, that*

Determiners

a + countable nouns

the + countable/uncountable nouns

Adjectives

Colour, size, shape, quality, nationality

Predicative and attributive

Cardinal and ordinal numbers

Possessive: *my, your, his, her,* etc.

Demonstrative: *this, that, these, those*

Quantitative: *some, any, many, much, a few, a lot of, all, other, every,* etc.

Comparative and superlative forms (regular and irregular)

(not) as ... as, not ... enough to, too . . . to

Order of adjectives

Participles as adjectives

Compound adjectives

Adverbs

Regular and irregular forms

Manner: *quickly, carefully,* etc.

Frequency: *often, never, twice a day,* etc.

Definite time: *now, last week,* etc.

Indefinite time: *already, just, yet,* etc.

Degree: *very, too, rather,* etc.

Place: *here, there,* etc.

Direction: *left, right,* etc.

Sequence: *first, next,* etc.

Sentence adverbs: *too*, *either*, etc.

Pre-verbal, post-verbal and end-position adverbs

Comparative and superlative forms (regular and irregular)

Prepositions

Location: *to, on, inside, next to, at (home),* etc.

Time: *at, on, in, during,* etc.

Direction: *to, into, out of, from,* etc.

Instrument: *by, with*

Miscellaneous: *like, about*, etc.

Prepositional phrases: *at the beginning of, by means of,* etc.

Prepositions preceding nouns and adjectives: *by car, for sale, on holiday,* etc.

Prepositions following (i) nouns and adjectives*: advice on, afraid of,* etc. (ii) verbs: *laugh at, ask for*, etc.

Connectives

and, but, or, either ... or

when, while, until, before, after, as soon as

where

because, since, as, for

so that, (in order) to

so, so ... that, such ... that

if, unless

although, while, whereas

Note that students will meet forms other than those listed above in B1 Preliminary, on which they will not be directly tested.

Topics

Clothes

Daily life

Education

Entertainment and media

Environment

Food and drink

Free time

Health, medicine and exercise

Hobbies and leisure

House and home

Language

People

Personal feelings, experiences and opinions

Personal identification

Places and buildings

Relations with other people

Services

Shopping

Social interaction

Sport

The natural world

Transport

Travel and holidays

Weather

Lexis

The B1 Preliminary and B1 Preliminary for Schools examinations include items which normally occur in the everyday vocabulary of native speakers using English today.

Candidates should know the lexis appropriate to their personal requirements, for example, nationalities, hobbies, likes and dislikes.

Note that the consistent use of American pronunciation, spelling and lexis is acceptable in B1 Preliminary and B1 Preliminary for Schools.

A list of vocabulary that could appear in the B1 Preliminary and B1 Preliminary for Schools examinations is available on our website:

cambridgeenglish.org/exams/preliminary/preparation

The list does not provide an exhaustive list of all the words which appear in B1 Preliminary and B1 Preliminary for Schools question papers, and candidates should not confine their study of vocabulary to the list alone.

International English

English is used in a wide range of international contexts. To reflect this, candidates' responses to tasks in Cambridge English Qualifications are acceptable in all varieties and accents of English, provided they do not interfere with communication. Materials used feature a range of accents and texts from English-speaking countries, including the UK, North America and Australia. US and other versions of spelling are accepted if used consistently.

B1 Preliminary glossary

Answer sheet

the form on which candidates record their responses.

Assessor

the Speaking test examiner who assigns a score to a candidate's performance, using analytical criteria to do so.

Cloze test

a type of gap-filling task in which whole words have been removed from a text and which candidates must replace.

Coherence

language which is coherent is well planned and clear, and all the parts or ideas fit well so that they form a united whole.

Collaborative task

the opportunity in the Speaking test for the candidates to engage in a discussion and work together towards a negotiated outcome of the task set.

Discourse

written or spoken communication.

Gap-filling item

any type of item which requires the candidate to insert some written material – letters, numbers, single words, phrases, sentences or paragraphs – into spaces in the text. The response may be supplied by the candidate or selected from a set of options.

Gist

the central theme or meaning of the text.

Impeding error

an error which prevents the reader from understanding the word or phrase.

Interlocutor

the Speaking test examiner who conducts the test and makes a global assessment of each candidate's performance.

Item

each testing point in a test which is given a separate mark or marks.

Key

the correct answer to an item.

Lexical

adjective from lexis, meaning to do with vocabulary.

Long turn

the opportunity in the Speaking test for a candidate to talk uninterrupted for a period of time, enabling them to produce an extended piece of discourse.

Lozenge

the space on the mark sheet which candidates must fill in to indicate their answer to a multiple-choice question.

Multiple choice

a task where candidates are given a set of several possible answers of which only one is correct.

Multiple matching

a task in which a number of questions or sentence-completion items, generally based on a reading text, are set. The responses are provided in the form of a bank of words or phrases, each of which can be used an unlimited number of times.

Opening and closing formulae

the expressions, either formal or informal, that are usually used to open and close letters, e.g. *Dear Maria ... With best wishes from ..., or Dear Mr Dakari ... Yours sincerely ...*

Options

the individual words in the set of possible answers for a multiple-choice item.

Paraphrase

to give the meaning of something using different words.

Pretesting

a stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty.

Prompt sentence

the complete sentence given as the opening line of a story in B1 Preliminary Writing Part 2.

Referencing

the technique of using 'referents'.

Referent

a word or term that refers to another person, place, etc.

Register

the tone of a piece of writing. The register should be appropriate for the task and target reader, e.g. a letter of application is written in a formal register.

Rubric

the instructions to an examination question which tell the candidate what to do when answering the question.

Target reader

the intended recipient of a piece of writing. It is important to ensure that the effect of a written task on a target reader is a positive one.

Acronyms

ALTE

The Association of Language Testers in Europe.

CEFR

Common European Framework of Reference.

EFL

English as a Foreign Language.

ESOL

English for Speakers of Other Languages.

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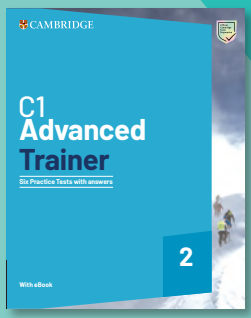

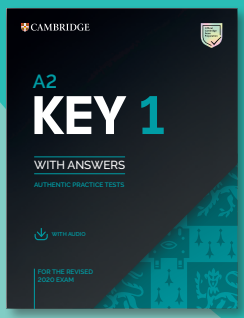

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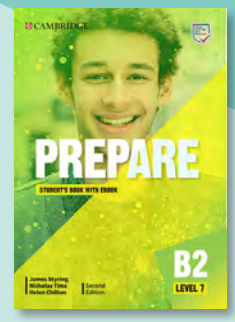

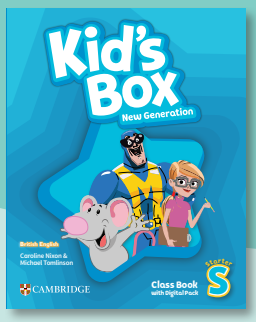

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ENG/04485-58/V1/SEP23

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