

Organization The essay is well organized and coherent and uses a variety of cohesive devices, referencing, pronouns, substitution and conjunctions to link the ideas across the text. Organization patterns are used to generally good effect, with positive and negative opinions being given. The essay has a generally good overall structure, with a clear opening paragraph setting out the topic of the essay. Two points are developed in the main body, but the conclusion is brief.

Language A good range of vocabulary is used appropriately, including some effective collocations. There is a range of simple and complex grammatical forms used with control and flexibility to communicate specific ideas.

Part 2 p115

The answers should address these points:

Question 2

Content The review should describe a computer game.

Communicative achievement Neutral language. Review format suitable for readers of an English-language computer games website.

Organization Clear organization and paragraphing, with use of linking words where appropriate.

Language Describing, giving instructions, making recommendations.

Sample answer

Personally, I'm not interested in playing computer games. I had being thought most of computer games were very violent, moreover were not educational. For this reason, I hasn't played computer games at all before I met 'Brain Game'.

Now, I would like to recommend you the game that was the most interesting computer game I've played before.

The game is originally form Japan.

The game consists of two parts, the first one is brain test part. The other one is a brain practice part. On the brain test part, you can estimate your brain through different kinds of games.

For example, you can see many shadows and pictures and then you try and guess which shadow is match for each picture using the special stick, the other game is that you can solve the problem using a diagram or cube.

There is a teacher. Basically, the teacher leads this game.

After the brain test, you can get you result from the teacher. The teacher would tell you that what is your weakness. (In my case was math.)

On the second part, you can practice your weakness part according to your test result.

When you practice using the variety kind of game, the teacher give you some comments that how can you improve your ability.

I think the teacher makes the game more lively. After the game, your result, on the other hand, the your highest record is stored, and is compared with other people.

If someone who find a practical game without violence I recommend this game.

(257 words)

Examiner's commentary

Content All parts of the question are addressed, and there is sufficient expansion with relevant examples given.

Communicative achievement Accuracy is variable. Errors tend to be due to ambition, but are fairly numerous and this interferes with the natural flow of the writing. The response is entirely appropriate in tone for its intended audience.

Organization The text is well organized into paragraphs, each of which has a logical focus. A range of cohesive devices is used with some skill.

Language Reasonable range of grammar and a good range of suitable vocabulary.

Question 3

Content The letter to a penfriend should talk about a hobby or interest.

Communicative achievement Informal language. Letter format.

Organization Clear organization and paragraphing, with use of linking words where appropriate.

Language Describing, explaining, giving reasons.

Sample answer

Dear Melissa,

Thank you for your letter. I was really pleased to hear anything about you

How are you?

You wrote me that you are interested in my favorite hobby. That's why I write you know.

Since 6 years I have been playing the flute. First I had taken some lessons in our music school but when I finished my secondary school and began my apprenticeship I stopped with my lessons and joined a music group. In this music group we are about 45 people from the age of 16 to 80. So we play together with young and old. That's one reason why I like this group. The other reason is that I prefer playing in a group. My only problem is that I don't like to train at home so sometimes it's very difficult for my. At the moment I really miss my music group because usually one a week we meet us to practice the songs. Now you now what my hobby is. Do you play also a music instrument? And what is your favorite hobby or interest? I'm looking forward to hearing you soon.

Best wishes

(190 words)

Examiner's commentary

Content All content points are covered with some expansion.

Communicative achievement Register is consistently appropriate (friendly, informal). The target reader would be informed.

Organization A range of cohesive devices is used, including reference and substitution. Paragraphing is not totally effective, but the message is conveyed clearly and logically.

Language Fairly good range of structures and vocabulary. There is some first language interference (*Since 6 years I have been playing ... we meet us to practice the songs, Do you play also ...?*). Generally, however, the language is well controlled.

Question 4

Content The article should describe a traditional family celebration.

Communicative achievement Neutral language. Article format. Suitable for readers of an international magazine.

Organization Clear organization and paragraphing, with use of linking words where appropriate.

Language Describing, explaining, giving reasons.

Sample answer

It's very important to celebrate of birthday without any exception all around the world.

In Korea, especially, we have a special birthday for children.

We have two specific days. The one is the first birthay, the another one is 100th day since the children was born.

Apart from modern society, at the last generation their health was very weak, so many children died before over the 100 days, because they have severe diseases.

On 100th day since they were born, their parents and many relatives hold a big party for their children who suffer from many dieases.

As the same reason, 1st birthday as well very important celebration day in Korea.

In 1st birthday, we eat special rice cake which is called bak-soul-ki, and children wear the special dress that is called han-bok.

Even if the children's health very improving than before.

1st birthday is still important us. But 100th day's case their meaning is getting weaker.

(158 words)

Examiner's commentary

Content All parts of the question are addressed and there are some good examples and plenty of expansion.

Communicative achievement Register is consistently appropriate throughout.

Organization Cohesion is variable. The sentences do not flow naturally and there is limited flexibility, although a range of cohesive devices is attempted.

Language There is a good range of relevant vocabulary which is generally used appropriately. Some less common lexical items are used.

Simple sentences are usually quite accurate, but problems can arise with verb-noun agreement and tense use (sometimes changes within a sentence, e.g. *so many children died [...] because they have severe diseases*). However, errors do not prevent communication.

Question 5

The answer should address these points:

Content The review should give information about the text/film and an evaluation of it.

Communicative achievement The answer should be fairly informal style. Clear ideas and holds reader's attention.

Organization Clear organization and paragraphs, with a variety of linking words.

Language There should be a variety of vocabulary and grammar, with some complex sentences.

Sample answer

First of all, I have to say that this movie is very romantic so if you are not interested in love stories, I wouldn't recommend it. Nevertheless, for those people who love romance and beautiful scenery in the background, they should definitely see this movie.

In my opinion, the plot is really exciting as you can't predict what happens next so it keeps you interested. The characters are acted very well and the music makes it feel sensitive and full of love. From my point of view, it can be very challenging to make a film of such a famous book. However, in this case it has been made very well.

I don't want to tell you the whole story as that will be pointless. But I can tell you that you can expect a truly amazing love story with lots of surprises. It is also quite funny sometimes.

What can I add? Just enjoy it. I am sure you will definitely like it.

(164 words)

Content Mentions the plot, type of story and supports opinions about the film/story and why friends may or may not like it.

Communication Style is appropriately informal used consistently. Enthusiasm for the film is expressed clearly and reader's attention is held.

Organization Ideas are clearly organized (*First of all*) and paragraphs are used quite well. There is a variety of linking words (*so, however*).

Language Variety of vocabulary (*challenging, truly amazing*). A good range of simple and more complex sentences are used to good effect.

Listening

Part 1 p116

- C** The speaker mentions a good view of the stage, collecting something at the door, and after the show.

A The girl mentions that the train might be late.

B The girl asks about places to eat after the show.
- B** The report mentions flames and that millions of litres of water are being ... dropped from aircraft onto the affected area.

A The report mentions heavy rain, but says that here, in July, that is just not going to happen.

C Villages are under threat of being cut off by the flames, not by water, which is being taken from a local lake to try to control the fire.
- A** It is the fact that dessert still hasn't arrived that isn't good enough, and also the side salad arriving after the main course spoiled the meal.

B If the service had been good, it would have been quite a nice meal; the speaker does not say that there was anything wrong with the quality of the food.

C The speaker says I would like to have the bill now, please, so we know the bill has not yet been received.
- C** The speaker says her friend Keith invited some of us round ... in the end there must have been over fifty of us there. Most people brought their own music, which meant we had lots of different kinds of things to listen to. This implies that there was a party.

A Keith is a friend ... from school, but they were at his home in the evening, not at school.

B The speaker says that the evening was much better than going to a disco.
- A** The boy regrets not trying the activity before. He says: All in all, I had a good time, though. I wish I'd had a go at it earlier.

B The boy mentions that he felt really sore after the climb, but this is not his overall feeling.

C The boy's sister advised him to do exercises, but he didn't take this advice.
- C** The girl doesn't want to go to the beach today, as there isn't time, and then suggests a swim at the pool at the sports centre.

A The girl says there's nothing else to do except spend all day in the house but is talking about Monday, not today.

B The boy suggests the beach, because it's a lovely day and the sea will be warm enough for a swim, but the girl would rather do that at the pool.

- 7 B The speaker thinks her money *must have fallen out* of her pocket because she hasn't *done anything else with it*.
 A The speaker took some money with her because she was *going to buy a few things*, but *in the end* [she] *didn't*.
 C The speaker lent Karen some money *last week*, not today.
- 8 B The speaker asks listeners to listen to extracts from *songs that were all first released in the same year* and identify the year. The *lucky winner* will be chosen later in the programme.
 A The speaker explains how the competition works, but doesn't give advice.
 C The winner will receive free tickets to a concert; they do not have to buy them.

Part 2 p117

- 9 **young people** An indirect object is required. *What we're going to do is explain what astronomy is and, we hope, make it more interesting for young people.*
- 10 **Tuesday** The phrase *the last ... in July* requires a day to complete it. ... *it'll be on the last Thursday in July, is that right? ... it's been brought forward a couple of days to the Tuesday.*
- 11 **sun** The definite article indicates that a noun is required. *Starting* suggests the first thing. ... *we'll be starting early in the evening, weather permitting, by having a look at the sun.*
- 12 **museum** The definite article indicates that a noun is required. *Will they be observing the night sky straight after that? ... No. First, Dr Margaret Fraser will give a short talk ... then there will be a quick tour of the museum. Quick tour and visit are synonyms.*
- 13 **midnight** The preposition *until* indicates that a time reference is required. *Assuming it isn't [cloudy], we'll carry on until midnight.*
- 14 **coat** The indefinite article indicates that a noun is required. ... *I'd advise everyone to have a coat with them.*
- 15 **tea and coffee/refreshments** The adjective *free* indicates that a noun is required. *Is there anything else that people should bring ... ? Some refreshments, perhaps? ... tea and coffee will be available free of charge. Available and provided are synonyms.*
- 16 **space** The phrase *lack of*, meaning not having much, requires a noun to complete it. *There won't be very many [tickets], though; we just don't have the space.*
- 17 **e mail/e-mail/email** The phrasal verb *obtained by* indicates that a method of delivery is required. ... *as soon as we receive an email from somebody requesting a ticket, we'll send them one, or at most two, immediately.*
- 18 **2 years/two years** The phrase *from now* indicates that a time period is required. ... *we can't have one next year because we're booked up all summer, but possibly in two years' time.*

Part 3 p118

- 19 D The speaker was at sea in a small boat, and says that the crew of a fishing boat *offered to take me back to the town if I liked, but I said no*.
- 20 E The speaker saw other *skiers turning left across the slope, and took a chance and followed them*.
- 21 A The speaker called the emergency services and says that *they told me to stay where I was*. Then a *rescue helicopter arrived and picked me up*.

- 22 F The speaker had done a survival exercise before and *did what I'd been taught* to make a shelter.
- 23 C The speaker had *read the chapter about deserts in a survival guide* and followed its advice *to rest during the heat of the day*. The speaker stayed in a cave *until the sun went down*.
 B, G, and H are not used.

Part 4 p119

- 24 C She says: *It was really about making a difference to people's lives, especially those who couldn't fully look after themselves.*
 A Everyone she knew said that she *must be mad*, so we know that her friends did not do this.
 B She says that she *didn't really mind* where they sent her.
- 25 A She *printed it out, filled it in, and posted it that afternoon*.
 B She *had a phone call from the human resources manager*, but it was *the next morning*, after she had sent the application form.
 C She found the application form online but printed it out, explaining: *I don't like giving out so much personal information online.*
- 26 B Prior to being accepted for training, she says *there would be an interview*.
 A She *had a formal letter from them a couple of days later*, i.e. after the interview, asking her to *go for a medical*.
 C They asked her to *go for a medical, and then to go to their training centre out in the countryside a week after that*.
- 27 B The training course *lasted a whole fortnight*.
 A She went to the training centre *a week after her medical examination*.
 C She went to the equator three weeks after her training course: *three weeks later I was off to work in a village about 200 kilometres from the equator.*
- 28 C She says that she and others going to the same place *spent a couple of hours in the departure lounge trying to hide our nerves by laughing about the things that'd happened on the course*.
 A She *knew the work that lay ahead would at times be tiring*, but she does not mention being tired at the airport.
 B She says that they knew what to expect and adds: *I don't think we were scared.*
- 29 B They *had to sleep eight to a very small room* and she was an only child, so that *took some getting used to*.
 A *The food ... was different*, but she is *a vegetarian, so a meat-free diet ... was fine*.
 C She says she *was prepared for life without showers or even tap water*.
- 30 A The project was *setting up a local health centre*, and she believes that *the centre will benefit [the local people] greatly for a long time to come*.
 B She was worried that they weren't going to finish it on time, but emphasizes that they did, and that *it's something [they'll] always be proud of*.
 C The project was carried out *with the inhabitants of the village*.

Practice Test 5

Reading and Use of English

Part 1 p122

- 0 C **reflect** Here, the verb *reflect* means *indicate, show or be a sign of*.
- 1 B **considered** The verb *consider* is not followed by a preposition or particle, and means the thing was thought about in a particular way. *Regarded* would have the same meaning if followed by *as*.
- 2 C **awarded** If you *award something to someone*, you give it as a prize in a contest. The phrase *reward someone with something* is used when someone does something good, such as returning a lost object.
- 3 D **case** The correct phrase is *be the case*, i.e. be the true or stated situation.
- 4 C **combined** The verb *combine* is followed by *with* and means *to mix with*, following logically from *is rarely found in pure form*.
- 5 D **hope** The phrase *in the hope of* means having a belief that something might come true.
- 6 C **fashion** The phrase *go out of fashion* means that something is no longer commonly used or believed, etc.
- 7 D **treating** To *treat* an injury or illness is to use a method or substance to help improve or cure it.
- 8 B **prevents** To *prevent* is to stop something happening before it begins. If you *avoid* something, you keep yourself away from it.

Part 2 p123

- 0 **since** The present perfect *have continued* is used with *since*, followed by a date or time.
- 9 **which/that** The relative pronouns *which* or *that* refer back to *technology*, and complete the defining relative clause.
- 10 **up** The phrasal verb *come up with* means *to find or produce an answer, solution or new idea*.
- 11 **rather** The correct phrase is *rather than* and means *instead of*.
- 12 **this/that** The pronoun *this/that* refers back to *products [being] created by teams of people*.
- 13 **those** The plural pronoun is needed here to mean *the people (involved)*.
- 14 **can/could** The modal forms *can* or *could* are needed here to express ability.
- 15 **if** *If* completes the second conditional sentence here: *if (something) were to happen ... (something) would happen*.
- 16 **in** The correct phrase is *in the future*. We use the preposition *in* when referring to time.

Part 3 p124

- 0 **competitive** The adjective form is needed following *is* and the adverb *highly*.
- 17 **successful** The adjective form is needed following *are*, describing 5% (of students).
- 18 **confidence** The noun form is needed following the preposition *with* and the superlative structure *the most*.
- 19 **awareness** The noun form is needed following the indefinite article *a* and the adjective *greater*.

- 20 **encouragement** The noun form is needed as an object following *offer*, and also to pair correctly with the noun *support*.
- 21 **introduction** The noun form is needed following the indefinite article *an*.
- 22 **suitable** The adjective form is needed following *is*; the phrase *be suitable for* means *be appropriate for*.
- 23 **surprisingly** An adverb is needed to complete the phrase introduced with *not*; the phrase *not surprisingly* means *it is not a surprise that*.
- 24 **widen** The bare infinitive verb form is needed after *to*.

Part 4 p125

- 0 **since I last went** The present perfect negative in the first sentence becomes a simple past affirmative, because the last time the action was carried out is given.
- 25 **does it take to/will it take to** *How long something takes* means *how much time is needed to do something*.
- 26 **must have left them** The past modal form *must have* + past participle is needed, with the object *them* referring to *the keys*.
- 27 **haven't/have not been in contact** The phrase *lose touch* means *not be in contact*; the simple past in the first sentence changes to present perfect because of the time expression *for many years*.
- 28 **it up to you** *Leave it up to someone* means that you let that person make a decision about something.
- 29 **to be as good as/would be as good as** Following the negative form of the verb *expect*, the infinitive (*to be*) or conditional form (*would be*) are possible. The comparative form (*better than*) in the first sentence becomes *as good as* in the second.
- 30 **unusual for him to be** Because the subject of the new sentence is *it, he is* changes to *for him to be* following the adjective *unusual*.

Part 5 p126

- 31 C **Paragraph 1**
 The writer states: *for Jerry Wilkins it was a chance meeting with another photographer which led him to take up the profession*.
 A Jerry says: *I wasn't particularly interested in any art subjects at all, even though my father had been a keen painter*, suggesting his father's example had had no influence on him.
 B *A friend talked [him] into going with him ... to a talk by [a] famous photographer*, but did not persuade him to take up photography.
 D The writer states: *Many people know from an early age what they are destined to do*, but this was not the case for Jerry.
- 32 A **Paragraph 2**
 Jerry says that you can't just take photos *when the feeling takes you*, and that *you've got to regard it as a profession*; this suggests having discipline.
 B Jerry says that working with other photographers *helped [him] make a little progress* but not that this is necessary.
 C Jerry mentions *getting your camera out when the feeling takes you* but says that he realizes a photographer needs to have a more professional attitude to taking photographs.

D Jerry says that his *first efforts were absolutely awful*, but does not say that being very self-critical is a necessary part of being a photographer.

33 B Paragraph 3

Jerry says the experience of playing near the rainforest drew him to *the animals that pose more of a threat* and led to him specializing in photographing big cats.

A He was excited and nervous at the thought of encountering wild animals, but the result was that he felt *drawn to the animals that pose more of a threat*.

C He says that the environment influenced his interest in animals, not that he learnt a lot about it.

D He mentions playing near the forest, but does not say he made up games.

34 A Paragraph 3

To be in two minds about something means that you aren't sure what you think about something. The fact that he *didn't expect anyone to be interested* suggests that he had doubts or was unsure about selling his photographs.

B The fact that Jerry *didn't expect anyone to be interested* shows that he was not determined to sell his photographs.

C The fact that Jerry *didn't expect anyone to be interested* shows that he was not excited about selling his photographs.

D There is no suggestion that Jerry was thinking deeply about the idea of selling his photographs.

35 C Paragraph 4

Jerry says *South Africa affected [his] work dramatically*. His new focus on colour and landscapes *has influenced [his] photos ever since*, showing that the experience changed him.

A Jerry says he *felt a strong pull towards the colours and the landscapes*, but he did not move to South Africa.

B Following his trip to South Africa, Jerry now arranges *trips abroad for groups of photographers, at specially discounted prices*. However, these are not all based in South Africa.

D Jerry now arranges *trips for groups of photographers* but these are not people he met in South Africa.

36 D Paragraph 5

Jerry says that *knowing what it is that you're aiming for will definitely help you*. *Knowing* suggests having an idea.

A Jerry says that animals *rarely stay in one place for long*, not that the photographer should keep still.

B Jerry says that *going out and snapping at random* is not the best approach.

C Jerry does not say it always takes time to find a suitable subject, but that you should *be prepared to wait quite a while to get the picture you want*.

Part 6 p128

37 C The phrases *This huge effort* and *peak of fitness* refer back to the writer's point about training *very hard ... before the flight*. *At exactly the right time* refers forward to the fact that *the moment had arrived*.

38 F The phrase *There was no time* refers back to the time reference *how long we had to wait*. *We were too busy ...* in the sentence following the gap explains why *there was no time to think or to feel frightened*.

39 A The crew's arrangement not to have *anything to do* refers back to the fact that previous crews had a lot to do and would *get behind schedule because of the amount ... they had to handle*. *This allowed us* refers back to the fact that the crew had nothing to do.

40 D The phrase *Not only ... but ...* gives examples introduced by the phrase *So much can go wrong*, and this is emphasized further following the gap: *To add to the pressure ...*

41 E The paragraph describes leaving the craft and stepping onto the surface of Mars. The question of *what it was really going to be like* is answered with *it turned out to be ...* following the gap.

42 G The word *that* refers back to *plant the flag*. The fact that they *had never rehearsed* this act is echoed in the phrase *Everything else had been planned in great detail, but not this*, which follows the gap.

Part 7 p130

43 B The writer describes how *... at the age of eight Frances was performing in front of famous musicians [and] didn't show the slightest sign of nerves*.

44 A Natalia says: *I'd love to do all the normal things that other girls my age get up to, but it's simply no longer possible*.

45 B Frances says: *I hope my music is not only pleasant to listen to, but also worth playing*. The writer states this is *what drives her to ensure that every piece of music she writes allows each individual instrument to play an important part*.

46 C Jenny says being on stage doesn't come naturally to her: *I have to work really hard at it, and I feel really self-conscious*.

47 D The writer says *Jasmine's fans are curious to find out what experiences have led to her songs*, but [she's] *not going to reveal anything*.

48 C Jenny says: *I used to have some really weird and scary dreams, and still do occasionally. But I suppose that can also be an inspiration when you're writing music*.

49 A Natalia's always been able to sing, but can't explain where she gets her talent from: *I don't have any relatives who are even slightly musical*.

50 D Jasmine says: *It's always good to have something to fall back on if your career doesn't take off*.

51 D Jasmine says: *I think everyone should have their own relationship with the music. It isn't mine any more. The main thing is that everyone gets from it what they want to*.

52 A Natalia says: *... I didn't get any encouragement. One of my relatives completely disapproved of my passion for music ...*

Writing

Part 1 p132

Question 1

The answer should address these points:

Content The essay should discuss the positive and/or negative aspects of part-time work for students.

Communicative achievement The answer should be in essay format, using neutral or formal register.

Organization Clear organization and paragraphing, with use of linking words where appropriate.

The essay should consider both sides of the argument before giving an opinion in the final paragraph.

Language There should be level-appropriate vocabulary and use of functional language to express opinion, express contrast, make additional points, evaluate, and conclude.

Sample answer

Most people think that students should work in a part-time job while they are studying in the university, whereas from the point of view of others, students must concentrate on their studies in order to not have any distraction. I will discuss both points of view and express my own opinion.

On the one hand, if students have the opportunity to have a part-time job, and if this job is related with their studies, it is useful for them, as well as, they can improve their personal skills. Furthermore, an other advantage is that it will not be difficult for them to get a job after they degree so, they have the experience and they know how to do the work.

On the other hand, sometimes, when students start to work, they don't have time enough to study and in consequence, they can not do their best in their exams. In fact, there are a lot of students who have this problem.

On balance, I believe that to have a part-time job while you are a student, it is positive because you can earn your own money. Apart from that, this job should have a relation with yours knowledge, otherwise you are wasting your time. (206 words)

Examiner's commentary

Content The candidate answers the question very competently, putting forward both advantages and disadvantages of students having a part-time job and coming to a clear conclusion.

The target reader would be fully informed as to the writer's views on part-time jobs for students although the candidate does not fully develop their own idea as the third content point.

Communicative achievement The essay is very well written, using the conventions of the task effectively to hold the target reader's attention. The language is formal throughout and the topic is treated in an appropriate way. Balanced views and opinions are given, and the candidate also suggests scenarios to support certain views.

Both straightforward and more complex, abstract ideas are communicated clearly to the reader.

Organization One of the candidate's strengths is an ability to use a wide variety of linking words and phrases which help the essay flow quite impressively (*whereas, on the one hand, furthermore, [another] advantage is that ..., on balance, apart from that, otherwise*).

Language There is a fairly good range of grammar and vocabulary on display (*in order not to have any distraction, do their best in their exams, otherwise you are wasting your time*). There are a number of non-impeding errors which do not distract the reader or lead to the possibility of misunderstandings.

Part 2 p133

Question 2

Content The article should describe a memorable party that the candidate helped to organize.

Communicative achievement Neutral language. Article format, with a magazine reader as the target reader.

Organization Clear organization and paragraphing, with use of linking words where appropriate.

Language Describing, comparing, explaining, giving reasons.

Sample answer

On Saturday, just after the sunrise, more than 2000 invited people could enjoy a spectacular firework above the 'Chataux du Vin' in Cambridge.

This was only the beginning of an amazing evening dedicated to sir MacDuck Jr birthday. The host could taste a variety of exotic food from Brazil to Chinese dishes.

The main course was a delicious chicken cooked with orange sauce. The best course was the dessert. The table where all sweets were laid was 30 meter long.

A 50 Element's orchestra had the hard job; to entertain the people for more than 6 hours, making a relaxed ambience.

The castle was very candy decorated and lighted with many candles and fireplaces. People could move inside the court and go to the top of the main tower and enjoy a beautiful view over the city.

MacDuck Jr has received a lot of presents but the most significant was a new Bugatti Veyron in value of 2 million of Pounds. At the End Everyone was satisfied, in particular, MacDuck Senior who said 'The majority age is the most important birthday in our live, fortunately happen only once!' (192 words)

Examiner's commentary

Content Unfortunately, the candidate has misinterpreted the question and invented a story about a party for a fictional character. There is no reference to the candidate helping to organize the party and so the answer is largely irrelevant.

Communicative achievement The register is appropriate for a story but probably not for an article. The target reader would not be informed about a party which the candidate helped to organize, as this is clearly a story rather than an account of an actual event. This would make a rather negative impression on the reader.

Organization Some linking words and phrases are used successfully, but there is no great range. The paragraphing is sometimes not very logical, with two short paragraphs about the food when one would have been sufficient.

Language There are several minor language errors, but they rarely prevent the writer's ideas from being communicated clearly.

Question 3

Content The story should begin with the sentence provided and include a description and a surprise.

Communicative achievement Neutral language. Story format.

Organization Clear organization and paragraphing, with use of linking words where appropriate.

Language Narrative tenses, description.

Sample answer

It was 15 of December when every English school in Cambridge was making a important exam as well know as CFE for all the foreign students. There was Emily from Spain trying to do her best, but this time she was worried because she really wanted to pass it.

Two days before, everybody in the classroom was asking to the teacher who they could do to improve their english as well as to feel more confidence about their knowledge, but nothing was enough for them because the time was coming so fast that nobody could imagine before.

Emily made a shock question to the teacher 'what would happen if I decided not to take the CFE next December?' Everybody was in silence for a minute and suddenly the teacher answered: 'I think everyone have every chance to do it, and I am sure, each one can do it! leave the experience!'

In that moment, she (Emily) realized if she didn't take action now, it would be too late.

(168 words)