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**General Description**

**Paper Format**

The paper contains five parts.

**Number of Questions**

44.

**Task Types**

Open cloze, word formation cloze, gapped sentences, sentence transformations, open-ended comprehension questions, and summary task.

**Answering**

Candidates write their answers on two answer sheets.

**Timing**

1 hour 30 minutes.

**Marks**

One mark is given for each correct answer in questions 1–25.

Two marks are given for each correct answer in questions 26–43.

Fourteen marks are given for question 44. Four marks are given for content and ten for summary writing skills.

Part	Task Type of Focus	Number of questions	Task Format
1	Open cloze  Grammatical/lexico-grammatical	15	A modified cloze text containing fifteen gaps.
2	Word formation  Lexical	10	A text containing ten gaps. Each gap corresponds to a word. The 'stems' of the missing words are given beside the text and must be transformed to provide the missing word.
3	Gapped sentences  Lexical (e.g. collocation, phrasal verbs, idioms, patterns in which lexical items occur)	6	Questions are made up of three discrete sentences. Each sentence contains one gap. The gapped word is common to the three sentences. Candidates must write one word which is appropriate in all three sentences.
4	Key word transformations  Lexical/lexico-grammatical	8	Discrete items with a lead-in sentence and a gapped response to complete using a given word.
5	Comprehension questions and summary writing task  Question focus: awareness of use of language (recognising and understanding the force of lexical items, rhetorical and stylistic devices and referencing). Summary tests information selection, linking, sentence construction.	4 questions on the texts and 1 summary writing task	Two texts with two questions on each text. The summary task requires selection of relevant information from both texts.

## ASSESSMENT OF SUMMARY WRITING TASK

For question 44, an impression mark for summary skills is awarded using the summary mark scheme on the following page. Content points are separately assessed; see Paper 3 Answer Key on page 52.

### Marking

Each piece of writing is assigned to a band between 0 and 5, as described on the following page, and can be awarded one of two performance levels within that band. For example, in Band 4, 4.1 represents weaker performance; while 4.2 represents stronger performance within Band 4.

### Length

50 to 70 words are asked for. Candidates producing very short or long summaries will be penalised, as specified on the mark scheme.

### Spelling and Punctuation

These are important aspects of accuracy and must be taken into account. Use of American spelling and usage is acceptable.

### Handwriting

If handwriting interferes with communication without preventing it, the candidate will be penalised. Totally illegible responses receive 0.

Please note that the following general mark scheme is a *draft version* only.

## Draft General Mark Scheme

This mark scheme is interpreted at CPE level and is used in conjunction with a content mark scheme.

5	<p>Outstanding realisation of the task set:</p> <ul style="list-style-type: none"><li>• Totally relevant</li><li>• Concise and totally coherent</li><li>• Skilfully organised, with effective use of linking devices</li><li>• Skilfully re-worded, where appropriate</li><li>• Virtually error-free</li></ul> <p>Clearly informs and requires no effort on the part of the reader.</p>
4	<p>Good realisation of the task set:</p> <ul style="list-style-type: none"><li>• Generally relevant</li><li>• Concise and generally coherent</li><li>• Well organised, with good use of linking devices</li><li>• Competently re-worded, where appropriate</li><li>• Minor non-impeding errors</li></ul> <p>Informs and requires minimal or no effort on the part of the reader.</p>
3	<p>Satisfactory realisation of the task set:</p> <ul style="list-style-type: none"><li>• Mostly relevant, with occasional digression</li><li>• Some attempt at concise writing and reasonably coherent</li><li>• Adequately organised, with some appropriate use of linking devices</li><li>• Adequately re-worded, where appropriate</li><li>• Occasional errors, mostly non-impeding</li></ul> <p>Adequately informs, though may require some effort on the part of the reader.</p>
2	<p>Inadequate attempt at the task set:</p> <ul style="list-style-type: none"><li>• Some irrelevance</li><li>• Little attempt at concise writing, so likely to be over-length and incoherent in places OR too short (25–35 words)</li><li>• Some attempt at organisation, but only limited use of appropriate linking devices and may use inappropriate listing or note format</li><li>• Inadequately re-worded and/or inappropriate lifting</li><li>• A number of errors, which sometimes impede communication</li></ul> <p>Partially informs, though requires considerable effort on the part of the reader.</p>
1	<p>Poor attempt at the task set:</p> <ul style="list-style-type: none"><li>• Considerable irrelevance</li><li>• No attempt at concise writing, so likely to be seriously over-length (more than 90 words) and seriously incoherent OR far too short (15–25 words)</li><li>• Poorly organised, with little or no use of appropriate linking devices and/or relies on listing or note format</li><li>• Poorly re-worded and/or over-reliance on lifting</li><li>• Numerous errors, which distract and impede communication</li></ul> <p>Fails to inform and requires excessive effort on the part of the reader.</p>
0	<p>Negligible or no attempt at the task set:</p> <ul style="list-style-type: none"><li>• Does not demonstrate summary skills</li><li>• Incomprehensible due to serious error</li><li>• Totally irrelevant</li><li>• Insufficient language to assess (fewer than 15 words)</li><li>• Totally illegible.</li></ul>
<p>A maximum of 2 points can be awarded within each of Bands 1–5.</p>	

Centre Number	Candidate Number

Candidate Name \_\_\_\_\_

**UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE**  
**Examinations in English as a Foreign Language**  
**CERTIFICATE OF PROFICIENCY IN ENGLISH**

PAPER 3 Use of English

**SAMPLE PAPER 1**

1 hour 30 minutes

Additional materials:  
Answer sheets  
Soft clean eraser  
Soft pencil (type B or HB is recommended)

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Do not open this booklet until you are told to do so.

Write your name, Centre number and candidate number in the spaces at the top of this page and on the answer sheets unless this has already been done for you.

There are forty-four questions in this paper.

Answer **all** questions.

Write your answers on the separate answer sheets. Use a soft pencil.

At the end of the test, you should hand in both the question paper and the answer sheets.

**INFORMATION FOR CANDIDATES**

Questions **1-25** carry one mark.

Questions **26-43** carry two marks.

Question **44** carries fourteen marks.

## Part 1

For questions **1-15**, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning **(0)**. Write your answers **on the separate answer sheet**.

Example:

<b>0</b>	as
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## GLOBAL ENGLISH

Global English exists **(0)** *as* a political and cultural reality. Many misguided theories attempt to explain why the English language should have succeeded internationally, whilst **(1)** ..... have not. Is it because there is **(2)** ..... inherently logical or beautiful about the structure of English? Does its simple grammar **(3)** ..... it easy to learn? Such ideas are misconceived. Latin was once a major international language, despite having a complicated grammatical structure, and English also presents learners **(4)** ..... all manner of real difficulties, **(5)** ..... least its spelling system. Ease **(6)** ..... learning, therefore, has little to **(7)** ..... with it. **(8)** ..... all, children learn to speak their mother tongue in approximately the same period of time, **(9)** ..... of their language.

English has spread not so **(10)** ..... for linguistic reasons, but rather because it has often found **(11)** ..... in the right place, at the right time. **(12)** ..... the 1960s, two developments have contributed to strengthening this global status. Firstly, in a number of countries, English is now used in addition to national or regional languages. As **(13)** ..... as this, an electronic revolution has taken **(14)** ..... It is estimated that **(15)** ..... the region of 80% of worldwide electronic communication is now in English.

## Part 2

For questions 16-25, read the texts below. Use the word given in **capitals** at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers **on the separate answer sheet**.

Example:

0	influential
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### A MUSICAL GENIUS

For many people, Ludwig van Beethoven (1770-1827) is the most (0) influential **INFLUENCE**  
figure in the history of western classical music. His (16) ..... talent was **ORDINARY**  
already clearly evident as a young man, (17) ..... surviving a somewhat **MERCY**  
unconventional (18) ..... during which his eccentric father would often force **BRING**  
him to take music lessons in the middle of the night.

The young Beethoven's ability won him the admiration of the leading  
contemporary musical figures. Throughout the 1790s, he worked hard to secure  
the interest of wealthy patrons. Such patronage (19) ..... him to concentrate **ABLE**  
on becoming a successful composer.

Whatever his awe-inspiring musical (20) ....., however, his personal life **ACHIEVE**  
was something of a disaster. His day-to-day (21) ..... with people **RELATE**  
invariably turned out to be rather turbulent. Although he apparently fell in  
love with a number of society women, the identity of the girl who lay closest to  
his heart remains (22) ..... to this day. **ELUDE**

However, just at the point when Beethoven was beginning to reap the rewards of  
his early endeavours, he had to come to terms with the crushing (23) ..... that **REALISE**  
his increasing deafness was (24) ..... . From that moment on, his music **CURE**  
displayed a (25) ..... change in style, becoming both heavier in tone and **STRIKE**  
larger in scale.

**Part 3**

For questions **26-31**, think of **one** word only which can be used appropriately in all three sentences. Here is an example (**0**).

**Example:**

**0** Some of the tourists are hoping to get compensation for the poor state of the hotel, and I think they have a very ..... case.

There's no point in trying to wade across the river, the current is far too .....

If you're asking me which of the candidates should get the job, I'm afraid I don't have any ..... views either way.

<b>0</b>	strong
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Write only the missing word on the separate answer sheet.

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**26** It is very difficult to fully ..... certain pieces of jazz music until you've heard them a good few times.

Although I'm always ready to lend a hand, Marta never really seems to ..... the things I do for her.

Given the market for decorative antiques, I'd say that the value of that beautiful vase is set to ..... considerably in the next few years.

**27** James is able to ..... an enormous amount of factual information in his head.

Although the old house has been completely renovated, care has been taken to ..... as many of the original features as possible.

When you're buying outdoor adventure clothing, the thing to look for is material that does not ..... a lot of moisture.



**28** With less than a minute of the football match to go, Phil managed to ..... the ball into the back of the net.

I think the best course of action would be to jump into the car and ..... for Bristol as soon as possible.

Louise has been asked to ..... an investigation into what went wrong on the night of the accident.

**29** Initially, few companies saw any potential in computers designed for the ..... rather than the office environment.

Although extremely independent, and well able to look after themselves, cats are generally classified as ..... animals.

Over the years, the proportion of foreign stories in this newspaper has declined as people have become more engrossed in ..... issues.

**30** The chess champion held off a serious ..... from his younger opponent in the last match of the tournament.

The chairman of the meeting seemed to regard questions from the audience as some kind of ..... to his authority.

You'll find some aspects of the job a real ..... , but we're confident that you can cope.

**31** Melanie practised her lines each day after school, getting increasingly nervous as the date of her audition ..... even closer.

Although Tim had been in the lead for most of the race, as they reached the final bend, Graham ..... level and threatened to overtake him.

On an impulse, Laurie ..... all the money out of his bank account and went to London, intending to spend every last penny of it.

**Part 4**

For questions **32-39**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (**0**).

**Example:**

**0** Mick will give you lots of excuses for being late but don't believe any of them.

**many**

No ..... Mick gives you for being late, don't believe any of them.

<b>0</b>	<i>matter how many excuses</i>
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Write **only** the missing words **on the separate answer sheet.**

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**32** The mistake in the accounts was not noticed until the figures were re-checked.

**light**

The mistake in the accounts only ..... the figures were re-checked.

**33** I had no problems at all during my trip to France.

**plan**

Everything ..... during my trip to France.

**34** The heavy downpour brought their picnic to an abrupt end.

**cut**

They had to ..... because of the heavy downpour.

35 The reforms will not succeed unless they are carefully planned.

**crucial**

Careful ..... of the reforms.

36 They think that Helen's brother stole the money.

**suspected**

Helen's brother ..... the money.

37 I feel completely exhausted when I've listened to Marion for half-an-hour.

**leaves**

Half-an-hour ..... completely exhausted.

38 Karen's schoolwork definitely seems to be improving this term.

**signs**

Karen's schoolwork ..... this term.

39 The old railway station is now a museum.

**turned**

The old railway station ..... a museum.

**Part 5**

For questions **40-44**, read the following texts on speaking in public. For questions **40-43**, answer with a word or short phrase. You do not need to write complete sentences. For question **44**, write a summary according to the instructions given.

Write your answers to questions **40-44 on the separate answer sheet.**

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Does the thought of making a presentation to a group of peers bring you out in a cold sweat? If so, you're not alone. The mere idea of having to 'stand and deliver' in front of others is enough to strike dread into the heart of even the most experienced business person, let alone students. Yet effective spoken communication is an essential skill for career success in today's business and academic environments.

So what can people do to add sparkle to their speaking skills and overcome this understandable but unfounded fear of speaking in public? The bad news is that presentation nerves are quite normal and you will probably always suffer from them. The good news is that interesting speakers are made and not born. You can learn the techniques that will turn you into a calm and convincing speaker.

The first step is to persuade yourself you can do it. Just like an actor waiting in the wings, or an athlete warming up for the big race, you need to get yourself on a confidence high. Try focusing your thoughts on moments of particular success during your life to date. Remember that the physical symptoms of nerves are most obvious to you. The audience won't see your knees knocking or your hands trembling, so don't worry about it. Some of the worst presentations are those where the speaker clearly hasn't devoted enough time to it beforehand. Let's face it; a presentation that's slung together half an hour before it's going to be delivered isn't going to impress anyone. *line 17*  
*line 18*

**40** In the first paragraph, what image of public speaking does the writer create?  
.....

**41** Explain in your own words why the writer has chosen to use the expression 'slung together' in lines 17-18.  
.....

Inexperienced public speakers generally rely too heavily on words, so that they overlook other features which give a successful speaker impact.

Research has indicated that words account for only 7% of the speaker's impact on the audience. A massive 55% of the speaker's impact is visual, i.e. how he looks, facial expression, gestures, body language, posture, etc., while 38% of impact comes from the voice; does the person sound trustworthy, is the voice varied and interesting to listen to?

This breakdown of the impact that a speaker has may sound unlikely, but imagine a *line 7* situation: you have returned a faulty item to a shop, and the shop assistant says, 'I'm sorry, I'll see what I can do'. If this is said in an uninterested voice as the assistant leans on the counter about to resume a conversation with a colleague, you won't feel confident that very much will happen. But an assistant who is standing up straight and looking directly at you will create an entirely different impression with the same words.

Think of your favourite teacher from school. The person who comes to mind is probably someone who was enthusiastic and animated, someone with both vocal and visual impact. Try recalling phone calls with people you've never met. Invariably, we make judgements about people based on their voices and how they sound. They might say, 'he seemed ill at ease' or 'she looked very confident' and often these opinions are formed before the speaker has said one word.

**42** What exactly does the phrase 'this breakdown' (line 7) describe?

.....

**43** Which **two** words in paragraph 4 echo the need for 'liveliness' mentioned in the first text?

.....

**44** In a paragraph of between **50 and 70** words, summarise **in your own words as far as possible**, the reasons given in the texts for why people perform badly when speaking in public. Write your summary **on the separate answer sheet**.

**Part 1**

1. others
2. something
3. make
4. with
5. not
6. of
7. do
8. After / after
9. regardless / irrespective
10. much
11. itself
12. Since / since
13. well
14. place
15. in

**Part 2**

16. extraordinary
17. mercifully
18. upbringing
19. enabled
20. achievement(s)
21. relationships
22. elusive
23. realisation
24. incurable
25. striking

**Part 3**

26. appreciate
27. retain
28. head
29. domestic
30. challenge
31. drew

**Part 4**

32. came to light (1) when / after / once (1)
33. went according (1) to plan (1)
34. cut short (1) their picnic (1) *or* cut their (1) picnic short (1)
35. planning is crucial (1) to / for the success (1)
36. is suspected (1) of having stolen / stealing (1)
37. (of) listening to Marion (1) leaves me (feeling) (1)
38. shows definite signs (1) of improvement / improving / having improved (1)
39. has (now) been (1) turned into (1)

Note that correct spelling is required for questions 1 to 39.

**Part 5**

40. image of fear / daunting / frightening / terrifying (image)
41. to give an idea of insufficient and last minute preparation
42. how the research was divided / split into categories / the analysis of the research
43. enthusiastic, animated
44. One mark is awarded for each of the following four content points:
  - (i) lack of preparation
  - (ii) lack of confidence / nerves
  - (iii) lack of attention to visual input
  - (iv) lack of attention to tone of voice

Up to ten marks are awarded for summary skills. See draft mark scheme on page 42.

Parts of answers which are in brackets are not essential to the key.



**Candidate Name**

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

**Candidate's signature** .....

**Centre No.**

**Candidate No.**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**Examination Title**

**Examination Details**

**Centre**

**Supervisor:**

If the candidate is ABSENT or has WITHDRAWN shade here

**Candidate Answer Sheet 1**

Part 1		Do not write here	Part 2		Do not write here
1		1	16		16
2		2	17		17
3		3	18		18
4		4	19		19
5		5	20		20
6		6	21		21
7		7	22		22
8		8	23		23
9		9	24		24
10		10	25		25
11		11			
12		12			
13		13			
14		14			
15		15			
Part 3			Do not write here		
26		26			
27		27			
28		28			
29		29			
30		30			
31		31			

Turn over for Part 4



Part 4		Do not write here			
32		32	<u>0</u>	<u>1</u>	<u>2</u>
33		33	<u>0</u>	<u>1</u>	<u>2</u>
34		34	<u>0</u>	<u>1</u>	<u>2</u>
35		35	<u>0</u>	<u>1</u>	<u>2</u>
36		36	<u>0</u>	<u>1</u>	<u>2</u>
37		37	<u>0</u>	<u>1</u>	<u>2</u>
38		38	<u>0</u>	<u>1</u>	<u>2</u>
39		39	<u>0</u>	<u>1</u>	<u>2</u>

Write your answers to Part 5 on Candidate Answer Sheet 2 →





**Candidate Name**

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

**Candidate's signature** .....

**Examination Title**

**Centre**

**Supervisor:**

If the candidate is ABSENT or has WITHDRAWN shade here =

**Centre No.**

**Candidate No.**

**Examination Details**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**Candidate Answer Sheet 2**

Part 5: questions 40-43		Do not write here
40	.....	40
41	.....	41
42	.....	42
43	.....	43

**Turn over for Part 5: question 44** →

**Part 5: question 44**

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**For Examiner use only**

**Marks**

Content	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
---------	----------	----------	----------	----------	----------

Language	<u>0</u>	<u>1.1</u>	<u>1.2</u>	<u>2.1</u>	<u>2.2</u>	<u>3.1</u>	<u>3.2</u>	<u>4.1</u>	<u>4.2</u>	<u>5.1</u>	<u>5.2</u>
----------	----------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------

**Examiner Number**

<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>

**Signature** .....

## CANDIDATE A

People perform badly because they don't adequately prepare themselves in advance, both immediately before the presentation and by learning useful techniques.

Some speakers believe that to give a successful presentation words are the most important ingredient and they tend to rely too much on them – Instead research has shown that voice and body language give a stronger impact than words. Therefore some inexperienced speakers perform badly because they don't pay enough attention to aspects such as liveliness and to sound trustworthy.

## EXAMINER COMMENTS

Content points: (i), (ii), (iv)

**Content: 3 marks**

This candidate's summary informs the reader, is fluently written and well-organised, using appropriate cohesive devices. It is almost free of linguistic errors and generally coherent.

**Summary skills: Band 4**

While generally relevant, it is slightly over-length (81 words) due mainly to repetition in the final sentence.

## CANDIDATE B

People perform badly when they are speaking in public since they are usually not taught techniques about giving talks. Although it is normal becoming nervous in such occasions you can learn to concentrate just before a talk. Physical matters like sweating or trembling will not be recognised by the audience.

Besides spending enough time for preparation the speaker should know that only a small part of the actual contents contributes to his success. His ability to appear confident with what he is talking about and his eye contact with the audience are much more important.

## EXAMINER COMMENTS

Content points: (i), (ii)

**Content: 2 marks**

The summary is very well expressed, adequately organised and contains virtually no linguistic errors. The reader is adequately informed but the summary is over-length (93 words); this leads to the inclusion of irrelevant detail and thus a reduction in the mark awarded. The candidate has paid little attention to the wording of the task and only partially given the reasons 'why people perform badly when speaking in public'.

**Summary skills: Band 3**

## CANDIDATE C

A successful presentation has to be prepared carefully and needs to have a clear concept. Features like how the speaker performs in front of the audience are often underestimated. Research done on presentations found out that only a small part of a successful and interesting presentation is the information by itself. The major role of how a presentation performs is how it is presented. The speaker plays the key figure.

## EXAMINER COMMENTS

Content points: (i)

**Content: 1 mark**

The summary is reasonably fluently written and at 70 words within the word limit set for the task. It contains few grammatical mistakes, but is marred by inappropriate vocabulary and awkwardness of expression, and therefore requires considerable effort on the part of the reader.

**Summary skills: Band 2**

It suffers seriously from a lack of relevance and a tendency to outline vaguely what constitutes a successful presentation instead of adhering to the wording of the task.

## CANDIDATE D

Speaking in public is not an easy thing to do, and there are several reasons for people not doing it properly. First of all, there are the 'presentation nerves' which are unavoidable and sometimes spoil a beautiful speech. Speakers can get very nervous at the thought that the audience might notice how scared they are, which is not often the case.

Sometimes, speakers don't do enough thinking and preparation about what they are going to say, and the result is usually an awful speech which nobody seems to be interested in. Finally, some people don't realise how important the way they look and their attitude is to the audience, which are basically the most important thing as far as the audience is concerned, and rely too much on words.

## EXAMINER COMMENTS

Content points: (i), (ii)

**Content: 2 marks**

The summary informs the reader and is expressed in fluent, generally correct English. The candidate has also adhered to the task by attempting to explain 'why people perform badly' and has organised the summary, with an appropriate use of linking devices.

**Summary skills: Band 1**

However, by using 129 words and including a great deal of irrelevance and repetition, the candidate fails to demonstrate an adequate command of summary skills.