



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

Experts in Language Assessment

# Certificate of Proficiency in English

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***Information for Candidates***

# Information for Candidates – CPE

## Why take the Certificate of Proficiency in English (CPE)?

If you are able to function effectively in almost any English-speaking context and are approaching a standard of English similar to that of an educated native speaker, then CPE is the exam for you.

CPE is the highest-level Cambridge ESOL exam, at Level C2 of the Council of Europe's **Common European Framework of Reference for Languages** (CEFR). Success at this level represents a significant personal achievement.

## Why take a Cambridge ESOL exam?

### Develop effective communication skills

- The Cambridge ESOL examinations cover all four language skills – listening, speaking, reading and writing. They include a range of different types of question which test how well you can use English, so that you develop the full range of skills you need to communicate effectively in a variety of contexts.

### Quality you can trust

- Cambridge ESOL carries out extensive research. This includes ensuring that all our questions are tested on candidates before they are put into a real examination to make sure that you get the fairest, most accurate result, and that they are most relevant to the range of uses for which you need English.

### Worldwide recognition

- Universities and employers all over the world recognise Cambridge ESOL exams as a measure of your achievement in English. Whether you are hoping to study architecture in Australia or work in IT in Italy, a Cambridge ESOL examination is a valuable stamp in your passport to success.

University of Cambridge ESOL Examinations (Cambridge ESOL) offers the world's leading range of qualifications for learners and teachers of English. Around 1.75 million people in over 135 countries take Cambridge ESOL exams each year.

## What does CPE involve?

This booklet is a brief introduction to CPE. We show examples from each part of the exam, but in some cases we do not show the full text or all the questions. If you would like to see a full sample paper for CPE you can download one from our website at:

[www.CambridgeESOL.org/support/dloads/cpe\\_downloads.htm](http://www.CambridgeESOL.org/support/dloads/cpe_downloads.htm)

	<i>Content</i>	<i>Time allowed</i>	<i>Marks (% of total)</i>
Paper 1: Reading	4 parts/40 questions	1 hour 30 minutes	20%
Paper 2: Writing	2 parts: Part 1 – one compulsory question Part 2 – one from a choice of four	2 hours	20%
Paper 3: Use of English	5 parts/44 questions	1 hour 30 minutes	20%
Paper 4: Listening	4 parts/28 questions	40 mins (approx)	20%
Paper 5: Speaking	3 parts	19 minutes per pair of candidates	20%

## Paper 1: Reading

Time: 1 hour 30 minutes

### Part 1

In Part 1, you have to read three unrelated texts in each of which there are six gaps. For each gap you have to choose the right word or phrase from a list of four to fill the gap. For some gaps you need to decide between words which have a similar meaning (for example 'leaking', 'pouring', 'spilling' or 'flowing'), but for others your knowledge of fixed phrases, idioms or collocations (e.g. 'pay attention + to'), phrasal verbs or linkers like 'as soon as' will help you find the right answer.

The example below is a text about a type of parrot found in New Zealand. Read the text and try to find the correct answer (A, B, C or D) for each gap. Remember that you will have to read two more texts like this and answer 12 more questions in Part 1 of the real exam.

#### Keas – not just pretty parrots

Few birds are as (1) .... curious as keas. New research shows how these New Zealand parrots channel that curiosity for maximum benefit: they (2) .... up tips by watching each other. Keas are notorious for investigating and, in the (3) .... , often destroying everything from rubbish bins to windscreen wipers. Ludwig Huber and colleagues from the University of Vienna have found that in keas, which live in family flocks, social learning affects patterns of curiosity. In their experiments, the keas' task was to open a steel box with a complex locking mechanism. Two birds were gradually trained as 'models' and then they (4) .... the task again under the watchful gaze of keas who were new to the job. (5) .... enough, birds who had watched a demonstration had a much higher success (6) .... than keas who had never watched one.

- |   |              |              |              |                |
|---|--------------|--------------|--------------|----------------|
| 1 | A insatiably | B hungrily   | C thirstily  | D unmanageably |
| 2 | A take       | B lift       | C pick       | D pull         |
| 3 | A procedure  | B process    | C measure    | D technique    |
| 4 | A enacted    | B staged     | C performed  | D presented    |
| 5 | A Certain    | B Sure       | C True       | D Fair         |
| 6 | A proportion | B percentage | C occurrence | D rate         |

## Part 2

In this part of the Reading paper, there are four short texts for you to read. All the texts share a common theme, but come from different sources and may vary in style. Each text is followed by two multiple-choice questions and you have to identify the correct option in each case from a choice of four.

In the example below we show you the first text from a series of four texts, all of which were concerned in some way with music and musicians. Read the text and try to answer the two questions which follow. Choose the correct answer (A, B, C or D).

### Rock Journalism

Back in the 1960s, when rock music journalism was in its infancy, great pieces of writing stood head and shoulders above the rest. These days it has become so commonplace, so everyday, that true opinion, true experience and true style have become difficult to find. Reading a lot of rock writing nowadays you start to wonder why the people involved picked up a pen in the first place.

These days the rock'n'roll lifestyle has become a cliché. In fact the myth of Beatledom (a lifetime squeezed into ten short years) is now so well-known, so much a part of modern history, that it can be emulated (at least in theory) by fledgling rock stars from places as far apart as St Petersburg and Auckland. Back in the days when Rod Stewart wanted to be a rock star he was more or less escaping the drudgery of the production line; these days his job comes with a pension plan. It's not surprising that rock journalism has become a cliché too.

- 19 The writer says that, compared with the 1960s, rock journalism today
- A annoys many readers.
  - B confuses many readers.
  - C is seldom critical.
  - D is mostly unremarkable.
- 20 The writer uses Rod Stewart as an example of a rock star
- A who has remained popular for a long time.
  - B whose motives for becoming one are no longer common.
  - C who is typical of many rock stars today.
  - D about whom the same kind of things are always written.

Part 3

In Part 3 you have to read a text in which there are seven gaps. After the text there are eight extracts and you have to decide which extract fits each gap best. One of the extracts does not fit any of the gaps.

In the example below, we show you part of a text about how people take in information, as well as five of the eight extracts which appeared in the real exam. Read the text and try to decide which extract fits in each of the four gaps in the shortened text (27–30).

**Blind to change**

*How much of the world around you do you really see? You only take in tiny pieces of information at a time and that can have unnerving consequences, says Laura Spinney.*

Imagine you're walking across a college campus when an unknown man asks you for directions. While you're talking, two men pass between you carrying a door. After an irritating minute of interruption you carry on describing the route. When you've finished you are informed that you've just taken part in a psychology experiment, and asked if you noticed any changes after the two men passed with the door. 'No,' you reply uneasily. The unknown man then explains that the man who approached you initially walked off behind the door, leaving this man in his place. You are stunned; the two men are dressed differently and have different voices and hairstyles.

27

Rather than logging every detail of the visual scene, we are actually highly selective about what we take in. Our impression of seeing everything is just that – an impression. In fact we extract a few details and rely on memory, or perhaps even our imagination, for the rest.

28

Yet in 1991, the controversial claim was made that our brains hold only a few salient details about the

- A The image would disappear, to be replaced for a fraction of a second by a blank screen, before reappearing significantly altered – by the raising of a railing in the background, perhaps. Many people search the screen for up to a minute before they see the change. A few never spot it.
- B It sounds impossible, but when this test was carried out, a full 50 per cent of those who took part failed to notice the substitution. The subjects had succumbed to what is called change blindness. Taken with a glut of recent experimental results, this phenomenon suggests we see far less than we think we do.
- C This flies in the face of what vision researchers have long believed: that seeing really means making pictures in the brain. According to this theory, by building detailed internal representations of the world, and comparing them over time, we would be able to pick out anything that changed.

world – and that this is the reason we are able to function at all. We don't store elaborate pictures in short-term memory, because it isn't necessary and would take up valuable computing power.

29

Just a year later, at a conference on perception in Vancouver, it was reported that people shown computer-generated pictures of natural scenes were blind to changes that were made during an eye movement. In a typical laboratory demonstration of this you might be shown a picture on a computer screen of, say, a couple dining on a terrace.

30

It's an unnerving experience. But to some extent, such 'change blindness' is artificial because the change is masked in some way. In real life, there tends to be a visible movement that signals the change. But not always. For instance, we have all had the experience of not noticing a traffic signal change because we had briefly looked away.

...

- D And there's a related phenomenon called inattentive blindness, that doesn't need any experimental visual trick at all: if you are not paying attention to some feature of a scene, you won't see it.
- E Rather, we log what has changed and assume the rest has stayed the same. Of course, this is bound to mean that we miss a few details. Experimenters had already shown that we may ignore items in the visual field if they appear not to be significant – a repeated word or line on a page of text for instance. But nobody realised quite how little we really do 'see'.



## Part 4

In Part 4, you have to read a long text and answer seven multiple-choice questions about it. To answer the questions correctly you need to understand the main idea and detail of the text and any opinions or attitudes which are expressed in it.

In the example below, we show you part of a magazine article about biography and four of the seven questions which candidates had to answer in the real exam. Read the text and try to answer the questions (A, B, C or D).

### Getting a life – the state of biography today

line 5 During a decade in which the British publishing industry was finally obliged to make watchful friends with business, biography has line-managed the cultural transition beautifully. The best biographies still brim with scholarship but they also sell in their thousands. Readers – ordinary ones with birthday presents to get, book vouchers to spend and rainy holidays to fill – love buying books about the life and times of their favourite people. Every year before Christmas, a lorry load of brick-thick biographies appears on the suggestion table in bookshops.

That biography has done so well is thanks to fiction's vacation of middle-ground, that place where authorial and readerly desire just about match. Novels in the last ten years, unable to claim the attention of the common reader, have dispersed across several registers, with the high ground still occupied by those literary novels which continue to play with post-modern concerns about the narrator's impotence, the narrator's fibs and the hero's failure to actually exist.

Biography, by contrast, has until recently shown no such unsettling humility. At its heart lies

the biological plot, the birth-to-death arc with triumphs and children, perhaps a middle-aged slump or late-flowering dotted along the way. Pages of footnotes peg this central story, this actual life, into a solid, teeming context. Here was a man or woman who wrote letters, had friends, ate breakfast and smelt a certain way. The process of being written about rematerialises the subject on the page. Writing a life becomes a way of reaffirming that life itself endures.

Until now, that is. Recently biography has started to display all the quivering self-scrutiny which changed the face of fiction twenty years ago. Exhaustion now characterises the genre. All the great lives have been done. But there are ways of proceeding. Ian Hamilton was the pioneer who failed to find J.D. Salinger. Five years later, Janet Malcolm's study of Sylvia Plath, *The Silent Woman*, brilliantly exposed the way in which academics and biographers stalk and hunt one another around the globe in a bid to possess and devour their subject.

The latest in this tradition of books about writing – or not

writing – biography is Geoff Dyer's *Out of Sheer Rage*, in which he plots his failure to get started on a study of D.H. Lawrence. Dyer describes every delaying trick familiar to biographers: lugging heavy editions of letters on holiday and then not bothering to unpack; having a motorcycle accident (an extreme prevarication, but preferable to staring at a blank screen); and finally forcing himself to re-read the subject's novels without any pleasure. 'Footstepping' is the new word to describe this approach; 'lifewriting' has become the favoured term on university courses. In the wrong hands, it can become 'so-whatish'. Writers less accomplished than Dyer, Hamilton or Malcolm could be accused of annexing some of their subjects' clout to get mediocre work into print.

• • •

- 34 What is the 'cultural transition' referred to in lines 5-6?
- A the scholarship exemplified in the best biographies
  - B the change in taste among ordinary readers
  - C the rising importance of sales figures in publishing
  - D the range of books available for purchase
- 35 In paragraph 2, what explanation is given for the current interest in biography?
- A the range of subject matter in novels
  - B the failure of fiction to appeal to the average reader
  - C the choice of unsuitable main characters in novels
  - D the lack of skill of certain novelists
- 36 What contrast does the writer draw between literary novels and biography?
- A Biography has dealt with more straightforward issues.
  - B Literary novels have presented a different type of truth.
  - C Biography has described a longer period in a person's life.
  - D Literary novels have been written in a more universal style.
- 37 In describing the work of Dyer, the writer
- A underestimates his difficulties.
  - B makes fun of his efforts.
  - C acknowledges his expertise.
  - D is inspired by his achievements.

## Paper 2: Writing

Time: 2 hours

### Part 1 – Compulsory Task

For this part of the Writing paper, you may have to do one of the following things:

- present and defend an argument
- express and then justify an opinion
- explain a problem and suggest a solution
- evaluate ideas and make recommendations.

The input material you have to read will always present at least three points, all of which you must discuss in your answer, but you should also add your own views and opinions. In total you have to write 300–350 words.

In the example below, you have some comments which were made by young people in a radio discussion on the subject of different attitudes to work. The programme editor has invited listeners to send in their views. You decide to write a letter responding to the points raised and giving your own opinions.

I want to earn lots of money – that's all I care about.

I want a job that leaves me with plenty of free time.

What matters most to me is job satisfaction. I only want to do a job that I really enjoy.

Write your **letter**. Do not write any addresses.

## Part 2

In Part 2, you must choose one of the four options. For each one there is a context, a topic, a purpose for writing and a target reader. You may be asked to write an article, a letter, a proposal, a report or a review for Questions 2–4; for Question 5 the task may be to write an article, an essay, a letter, a report or a review

In the example below, you can choose to write a review (Question 2), a report (Question 3) or an article (Question 4). For Question 5 you have a choice of three questions based on the set texts. Whatever option you choose, be sure to read the instructions carefully. In total, you have to write approximately 300–350 words.

- 2** A film magazine is running a series on international cinema. It has invited readers to send in reviews of films set in their own country. You decide to send in a review of such a film considering how effectively the film illustrates particular aspects of life and attitudes in your country.

Write your **review**.

- 3** You work for your town council. Your manager has asked you to write a report on a shopping centre which has recently opened in your area. Your report should include consideration of the design and atmosphere of the centre, transport provision and the influence that the centre appears to be having on people's shopping habits.

Write your **report**.

- 4** You have read an article in an English language newspaper which states that 'the wheel is our best invention'. The newspaper has invited readers to contribute their own articles suggesting one or two other inventions or discoveries which are as significant as the wheel. You decide to write an article, briefly describing at least one invention or discovery, and explaining its significance to the development of civilisation.

Write your **article**.

- 5** Based on your reading of **one** of these books, write on **one** of the following:

- (a)** Chinua Achebe: *Things Fall Apart*

An international magazine has published a list called *The World's 100 Best Books*, and asked readers to comment on the titles included. *Things Fall Apart* was on the list. You decide to write a letter to the magazine explaining why you think themes such as justice, love and duty appeal to a worldwide audience. You should refer to specific episodes in the novel which support your views.

Write your **letter**. Do not write any addresses.

- (b)** Ann Patchett: *Bel Canto*

Your tutor has given you this quotation as the starting point for an essay on *Bel Canto*:

*'During their imprisonment some of the hostages gain a freedom which they never had in their ordinary lives.'*

Write an essay for your tutor in which you explain in what ways any **two** of the hostages are affected by their imprisonment and the extent to which the quotation applies to those two characters.

Write your **essay**.

- (c)** J.B. Priestley: *An Inspector Calls*

A literary magazine is planning a series of articles on the significance of the social settings of plays and novels. You decide to submit an article on *An Inspector Calls*. You should describe Mr Birling's views on society and examine to what extent Sheila and Eric are influenced by their family background in the way they respond to the evening's events.

Write your **article**.



## Paper 3: Use of English

Time: 1 hour 30 minutes

### Part 1

In Part 1 you have a text to read in which there are fifteen numbered gaps (plus one gap as an example). You have to find the right word to fill each gap. The right answer is always a single word, but there may be more than one acceptable answer for each gap.

In the example below, you have a text about an author who wrote a famous book about food. The first gap (0) is an example and the answer was 'whose'. For each of the other numbered gaps (1–15) see if you can find the missing word.

### Food for a Future

Jon Wynne-Tyson was an original thinker (0) WHOSE best-known book 'Food for a Future' was published in 1975. In this classic work, a case was (1) ..... forward for (2) ..... can only be described as a more responsible and humane attitude towards the world's food resources. It had gradually (3) ..... clear to Wynne-Tyson that the economics and ecology of meat production did not (4) ..... sense. What justification was (5) ..... , he argued, for using seven tonnes of cereal to produce one tonne of meat?

Even today, the book's succinct style makes it compulsively readable. (6) ..... his approach is basically an emotional one, Wynne-Tyson goes to great lengths to back (7) ..... every statement with considerable supporting evidence and statistical data. Thus, even (8) ..... of us who are widely read (9) ..... the subject of vegetarianism will gain fresh insights from this book. It is generally agreed that his most skilful achievement is the slow revelation of his main thesis (10) ..... the arguments unfold. The book concludes that a move away from an animal-based diet to (11) ..... which is based on plant sources is inevitable in the long-term, in (12) ..... of the fact that there is no sound nutritional, medical or social justification for meat eating. (13) ..... of whether you agree with (14) ..... a conclusion or not, the book certainly makes (15) ..... fascinating read.

Part 2

Part 2 is a word-building task. You have to read a text which has ten gaps in it. There is also one gap as an example. At the end of each line in which there is a gap you will find a 'prompt' word. You have to change the prompt word into a different form so that it fits the gap correctly.

In the example below, you have a text about curiosity. The 'prompt' word 'EXIST' at the end of the first line becomes 'existence' to complete the first gap (0). Read the rest of the text and try to work out what the answers are for questions 16–25.

**The Desire to Know**

Curiosity goes back to the dawn of human (0) EXISTENCE. This irrepressible desire to know is not a (16) ..... of inanimate objects. Nor does it seem to be attributable to some forms of living organism which, for that very reason, we can scarcely bring ourselves to consider alive. A tree, for example, does not display (17) ..... curiosity, nor does a sponge or even an oyster. If chance events bring them poison, predators or parasites, they die as (18) ..... as they lived.

Early in the scheme of life, (19) ..... motion was developed by some organisms. It meant an (20) ..... advance in their control of the environment. A moving organism no longer waited in stolid (21) ..... for food to come its way, but went out after it. The individual that hesitated in the (22) ..... search for food, or that was overly (23) ..... in its investigation, starved.

As organisms grew more complex, more messages of greater variety were received from and about the (24) ..... environment. At the same time, the nervous system, the living instrument that interprets and stores the data collected by the sense organs, became (25) .....complex.

**EXIST**

**CHARACTER**

**RECOGNISE**

**CEREMONIOUS**

**DEPEND**

**ORDINARY**

**RIGID**

**ZEAL**

**CONSERVE**

**ROUND**

**INCREASE**

Part 3

Part 3 tests your knowledge of vocabulary (e.g. collocation, phrasal verbs and word combinations). There is an example at the beginning to show you what to do. You then have six questions. Each question contains three sentences, each of which has a missing word. For all three sentences, the missing word is the same and it must be the same part of speech.

Below we show you the example and the first three questions from a real past paper. In the example, you can see that the word you need for all three sentences is the adjective 'strong'. While 'strong' is used in its literal sense as the opposite of weak to describe physical strength in the second sentence, it collocates with 'case' in the first sentence in its more metaphorical meaning of 'effective' and with 'views' in the third sentence more in the meaning of 'powerful'. See if you can find the right word for questions 26 to 28.

**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.

Example: 0 STRONG

Write **only** the missing word **IN CAPITAL LETTERS** on the separate answer sheet.

26 When he was in his nineties, the famous writer's health began to .....

If the potato crop were to ....., it would create many problems for the local people.

Please do not ..... to check the safety precautions for this device.

27 In the ..... term, this new proposal could mean a property tax with substantial rebates for the poor.

Running up the stairs left her ..... of breath.

The kids made ..... work of the cakes and ice-cream at the party.

28 Sven was the star ..... in the school revue with his impersonations of all the teachers.

It'll be my ..... to cook a meal for us both next weekend.

Don't drive too fast as you approach the next ..... because there's a sharp embankment.

Part 4

Part 4 is a word transformation exercise. There are eight questions and, for each one, you have to read a 'lead-in' sentence which is followed by a key word and a response sentence which has a beginning and an end but a missing section in the middle. Using the key word, you have to rewrite the lead-in sentence in the format of the response sentence so that it has the same meaning. You can use between three and eight words for your answer, but you must include the key word as it appears on the exam paper.

Below is an example and we then show you four of the eight questions which candidates had to answer in a real exam. Read questions 32–35 and see if you can find the right answer.

**Example:**

0 Do you mind if I watch you while you paint?

**objection**

Do you ..... you while you paint?

0	have any objection to my watching
---	-----------------------------------

Write **only** the missing words **on the separate answer sheet**.

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32 Selena really has no idea of the difficulty of finding a parking place.

**how**

Little does ..... find a parking place.

33 The first candidate impressed the interviewers immediately.

**made**

The first candidate ..... the interviewers.

34 I felt relaxed at Gita's house because her parents greeted me so warmly.

**ease**

Gita's parents ..... the warmth of their greeting.

35 The area was completely devoid of vegetation.

**whatsoever**

There ..... the area.

Part 5

In Part 5 you have to read two texts which have been taken from different sources, but which are about the same topic. There are two comprehension questions to answer for each text. For the final question you have to write a well-constructed and grammatically accurate summary of the subject of the two texts in 50–70 words. You have to write complete sentences in a formal/neutral style and you have to use your own words as far as possible.



In the example below, you have two texts about how sound affects drivers. Read the texts and see if you can answer the comprehension questions. Which points should you include in your summary?

How noisy do you like a car to be? For me, the quieter the better, but evidently not everyone feels as I do. Recent research in the US and Europe has shown that 80% of motorists like to hear some noises – especially from the engine – as they drive.

Approximately 60% welcomed the blinking of indicators which provide audible as well as visible confirmation that these are working. Other noise sources – among them the horn and the sound of braking – were rated relatively unimportant, as indeed was tyre rumble, which I for one find very surprising. Cars have become so quiet mechanically, and far less prone to create wind noise, that the boom and roar made by tyres running on coarsely-textured road surfaces is now firmly at the top of my list of motoring dislikes.

line 6

In the aforementioned research, participants were asked to listen to sound samples obtained from a variety of engines running under different conditions. The researchers wanted to know which engine-produced sounds pleased drivers most. The results clearly showed that scientifically measured and subjectively perceived sound qualities are not the same thing. The difficulty facing car designers must be in deciding just how such customer tastes vary according to the kinds of cars they have in mind. The buyer of a top-of-the-range sports car would, they conclude, feel cheated if the powerful engine did not sing like an operatic tenor at moderate speeds, and bellow like a wild animal when the needle neared the red line. Such noises might, I suppose, be anathema to the driver of a luxury saloon car, however.

line 13

40 In your own words, explain why the writer is annoyed by what he calls 'tyre rumble'. (line 6)

.....

41 Explain why 'scientifically measured and subjectively perceived sound qualities are not the same thing'. (line 13)

.....

A recent poll set out to discover the top ten driving tunes favoured by motorists. The winner was *Bohemian Rhapsody* by the rock band Queen, which heads a list of similarly rousing numbers from the era of heavy rock music. Such ear-punching anthems have psychologists shaking their heads – not in time to the beat, but in dismay. For this sort of music, they warn, can cause aggressive driving. Armies used to play martial drum beats to stir their troops into battle, and the effect works in traffic too. If you hear pounding music that makes you want to drive forward when all you can see is the back bumper of the car in front, it's quite likely to raise both your blood pressure and your frustration levels.

line 5

On the open road, fast music is going to make you want to drive faster. It's also going to make you more aggressive, and that's probably going to mean that you're tempted to take more risks. These arguments are supported by earlier research which examined the performance of young people aged between 17 and 25. The report concluded that unsafe drivers in this age group are more likely to go for up-tempo music with a heavy bass.

But that wasn't all. There was also evidence that loud music played in a confined space, such as a car, could have the effect of blanking out that part of the brain that performs logical reasoning.

42 Which word from the text best sums up the scientists' attitude towards the results of the recent poll?

.....

43 Which word, used earlier in this text, anticipates the idea which is introduced by the verb 'to stir' in line 5?

.....

44 In a paragraph of 50-70 words, summarise **in your own words as far as possible** the various ways in which, according to the research described in **both** texts, different types of sound affect drivers. Write your summary **on the separate answer sheet**.



## Paper 4: Listening

Time: 40 minutes (approximately)

In the exam you will hear each recording twice.

If you have access to the internet, you can find the recordings for tasks below on the Cambridge ESOL website at:

[www.CambridgeESOL.org/support/dloads/cpe\\_downloads.htm](http://www.CambridgeESOL.org/support/dloads/cpe_downloads.htm)

### Part 1

In Part 1 of the Listening test, you have to listen to four separate recordings. For each recording there are two multiple-choice questions, each with three options, which you have to answer. The four recordings will each be different and may be monologues, prompted monologues (introduced by, for example, an interviewer) or conversations. Each question focuses on a different aspect of the text, for example:

- What is the speaker's attitude to people who complain?
- In the speaker's opinion, what explains the team's recent lack of success?
- What is the programme going to be about?
- What should you do if you want to enter the competition?

Below we show you the questions which candidates had to answer for two of the four extracts from a real exam.

#### Extract One

You hear part of a radio programme about science-fiction films.

1 The speaker compares science-fiction films with myths to make the point that they

- A have a universal appeal.
- B show people in a heroic light.
- C create an imaginary universe.

	1
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2 According to the speaker, why did science-fiction films begin to go out of fashion?

- A The films became more factual.
- B There was over-use of special effects.
- C Audiences were increasingly critical.

	2
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#### Extract Two

You hear part of a talk about science and public opinion.

3 The speaker uses the example of genetics to underline people's

- A vulnerability in the face of false claims.
- B willingness to believe a good story.
- C inability to understand deep concepts.

	3
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4 What is the speaker doing in this part of the talk?

- A complaining about our lack of imagination
- B encouraging us to take science more seriously
- C questioning our faith in scientific findings

	4
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## Part 2

The recording for Part 2 is a monologue or prompted monologue. The content is designed for a non-specialist audience and the subject matter will be of an informative nature. You have to listen very carefully for specific words or phrases and write the information down to complete the sentences on the question paper. You will need one to three words for each gap and you must spell all the words correctly

In the example below, you hear part of a radio programme in which food historian Andrew Dalford talks about pepper, one of the commonest spices. You have to listen for the missing words and write them in the gaps (9–17).

Andrew Dalford's recently published book about the history of spices is entitled

9

The colour of the pepper is related to when the  10 takes place.

In the past, dishonest dealers would add cheaper plant materials such as

and  11 to sacks of pepper.

Andrew uses the term  12 to describe the social importance of pepper throughout history.

Peppercorns could be used in financial transactions, like paying

13 and clearing debts.

Together with ivory and

14, pepper was regarded as a luxury item in the Roman Empire.

In medicine, pepper and  15 were both used for aiding digestion and treating breathing difficulties.

Made into an ointment, pepper was used to treat irritated

16 and to relieve pain.

Pepper in solution or as a powder was used to keep  17 away.

### Part 3

In Part 3, you will hear a conversation between two or three speakers. The conversation lasts approximately 4 minutes. There are five questions, each with four possible answers, and you have to decide which the right one is.

In the example below, the recording is a radio discussion on the subject of dictionaries. You have to listen to the discussion and try to decide which the correct answer (A, B, C or D) is for each question. We show you all five questions which candidates had to answer in the real exam.

- 18** Elaine says she is under pressure at work as a result of
- A** the growth of the market.
  - B** the quality of the competition.
  - C** the demand for greater profits.
  - D** the need to manage resources.
- 18**
- 19** Elaine decides to include a word in her dictionaries after checking
- A** how it is used in the press.
  - B** whether it is on the database.
  - C** what her researchers think of it.
  - D** whether its use is widespread.
- 19**
- 20** According to Elaine, in which area of her work has new technology had the greatest impact?
- A** the accuracy of the entries
  - B** the speed of the research
  - C** the reliability of the data
  - D** the quality of the language
- 20**
- 21** According to Tony, what may influence a dictionary compiler's decision to include a particular term?
- A** technical experience
  - B** reading habits
  - C** personal interests
  - D** objective research
- 21**
- 22** According to Elaine, what prevents dictionary compilers from inventing words themselves?
- A** respect for their colleagues
  - B** lack of inspiration
  - C** fear of criticism
  - D** pride in their work
- 22**

### Part 4

In Part 4 you listen to a discussion between two speakers, one male and one female. Sometimes you will also hear the voice of a presenter who introduces the speakers and the topic and asks some questions. The purpose of this type of exercise is to test your ability to listen for opinion, agreement or disagreement, whether this is stated or not. You then have a series of six statements about the content of the discussion to read. For each statement, you have to decide between three possibilities: only Speaker 1 expresses the view given in the statement, only Speaker 2 expresses this view or both of them agree.

In the example below, the recording is of two friends, Dominic and Sue, who are discussing formality in the workplace. For each of the six opinions, candidates were

asked to write S if Sue expresses the opinion, D if the opinion was expressed by Dominic and B, if both Sue and Dominic agree.

- |    |   |                          |                          |    |
|----|---|--------------------------|--------------------------|----|
| 23 | Today's technology removes the need for open-plan offices.                          | <input type="checkbox"/> | <input type="checkbox"/> | 23 |
| 24 | Company policy determines the level of formality required when dealing with others. | <input type="checkbox"/> | <input type="checkbox"/> | 24 |
| 25 | Dressing casually for work is not always appropriate.                               | <input type="checkbox"/> | <input type="checkbox"/> | 25 |
| 26 | There are similarities in attitude towards dress between school and the workplace.  | <input type="checkbox"/> | <input type="checkbox"/> | 26 |
| 27 | Some people need guidance as to what to wear.                                       | <input type="checkbox"/> | <input type="checkbox"/> | 27 |
| 28 | Clothes can create artificial differences between work colleagues.                  | <input type="checkbox"/> | <input type="checkbox"/> | 28 |

## Paper 5: Speaking

Time: 19 minutes per pair of candidates

You take the Speaking test with another candidate. There are two examiners: one of them (the assessor) does not take part in the interaction but assesses your performance according to five analytical scales; the other examiner (the interlocutor) conducts the test and tells you what you have to do. The interlocutor also gives you a global mark for your performance in the test as a whole.

### Part 1 – Interview

In Part 1 of the Speaking test, the interlocutor will ask each of you a minimum of three questions about your everyday life, work experience, interests or travel. You will have an opportunity to give general information about yourself but you will also be asked to express an opinion.

The kind of questions candidates have had to answer in this part of the Speaking test are:

- How important is it to speak a foreign language in your country?
- What do you look forward to most when you go home at the end of the day?
- With more shopping being done over the internet, what future is there for ordinary shops?
- If you could live in any country, apart from your own, which would it be?

How would you answer these questions?

### Part 2 – Collaborative task

In this part of the test the interlocutor will give you spoken instructions and one or more pictures to look at. There are two phases to the Part 2 task. First, the interlocutor will ask you and your partner to focus on some aspects of one or more pictures and you will have one minute to discuss these together. The interlocutor will then give you instructions for a decision-making task which you have to carry out with the other candidate. There is no right or wrong answer for this, but you need to explore as many aspects of the task as you can to show the range of language you have. You have 3 minutes for the second part of the task.

In the example below, the pictures show people in different kinds of situations. In the first phase, the interlocutor asked the candidates to discuss together why the pictures might have been taken. In the second phase of the task candidates had to imagine that an insurance company was launching a campaign to attract more clients. Picture A was used for the previous year's poster. Candidates had to talk with each other about the aspects of protection shown in all the pictures and then decide which of the other four pictures would have the most impact for the next poster.

1

Poster campaign – Insurance protection





### Part 3 – Long turn + discussion

For Part 3, each of you has to speak for two minutes without interruption. In turn the interlocutor will give you each a card with a question on it. The card also has some ideas in the form of bullet points and you can use these in your answer if you want to. After you finish speaking, the interlocutor will ask your partner a question relating to the topic of your card and they have up to 1 minute to answer. The interlocutor will then address a further question to both of you and together you have a minute to respond.

The examiner then repeats the same procedure with the other candidate. You have to listen to what they say and then answer a question for up to 1 minute. Both of you then respond to a further question relating to your partner's card for up to one minute.

In the example below, the subject for the first candidate was music and the second candidate had to talk about noise.

**Task 15(a)**

**Why is music important to people around the world?**

- traditions
- entertainment
- emotions

**Task 15(b)**

**When is it preferable to be in a quiet place or a noisy place?**

- age
- activity
- time of day

When you have both had your 'long turns', the interlocutor will ask further questions relating to the topics on both your cards. You can both answer these questions.

## Preparing for CPE

If you would like more practice material to help you prepare for the CPE exam, there are past paper packs available to buy which include an audio CD of the listening test. You can find more information, prices and details of how to order on our website at:

[www.CambridgeESOL.org/support/pastpapers.htm](http://www.CambridgeESOL.org/support/pastpapers.htm)

## Next steps

We wish you every success in taking CPE. This is the highest level of the Cambridge ESOL exams, but we hope you will enjoy using your English and continue to study and improve further.

If you are thinking about studying abroad or working in a company where you need to use your English, you can find information about all the companies and educational institutions which recognise Cambridge ESOL exams on our website at:

[www.cambridgeesol.org/recognition/search.php](http://www.cambridgeesol.org/recognition/search.php)

## What people have said about Cambridge ESOL exams

*I am working in an international environment which requires me to continuously improve my English. ... After the exam I got the motivation to study more English and then decided to enroll in an MBA conducted in English. The certificate helped me to complete my enrollment procedures as a proof of my English level.*

**Phan Hoang Hoa, Vietnam**

*I decided to take the examination because I want to certify my degree of knowledge in English. I chose Cambridge ESOL examinations because I think it's one of the most important.*

**Roberto Civerchia, Italy**

*I decide to take the examination to get a proof of knowledge of English on a high level in order to being admitted entrance to courses of post-graduate study in English or to universities in English speaking countries. My decision for Cambridge was determined by personal recommendation and the general reputation and worldwide recognition of Cambridge examinations.*

**Alexandra Vaeth, Spain**

## Companies who recognise Cambridge ESOL exams

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Barclays Bank	Gillette	Shell
BASF	GlaxoSmithKline	Siemens
Bayer	Goodyear	Sony
BP	Hertz	Sun Microsystems
British Airways	Hewlett-Packard	Texaco
Cable & Wireless	HSBC	Toyota
Carrefour	IBM	Unilever
Citibank	Johnson & Johnson	Vodafone
Coca-Cola	KPMG	World Bank
Colgate-Palmolive	Microsoft	World Health Organization (WHO)
Credit Suisse	Mobil Oil	World Wide Fund for Nature (WWF)
DaimlerChrysler	Nestlé	
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