



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

Experts in Language Assessment

# International Legal English Certificate

***Handbook for teachers***

[www.LegalEnglishTest.org](http://www.LegalEnglishTest.org)

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PART OF THE  
CAMBRIDGE ASSESSMENT  
GROUP

# ILEC content and overview

Part/timing	Content	Test focus
<b>1</b> <b>READING</b> 1 hour 15 mins	<b>Part 1</b> Multiple-choice cloze, with an emphasis on lexis. <b>Part 2</b> Open cloze, with an emphasis on structure. <b>Part 3</b> Word formation, with an emphasis on lexis. <b>Part 4</b> A text preceded by multiple matching questions. <b>Part 5</b> A text from which sentences have been removed and placed in jumbled order after the text. <b>Part 6</b> A text followed by four-option multiple-choice questions.	Candidates are expected to be able to: apply their knowledge of the language system to complete tasks based on law-related texts; read and understand law-related texts; and demonstrate a variety of reading skills including skimming, scanning, deduction of meaning from context, and selection of relevant information to complete tasks.
<b>2</b> <b>WRITING</b> 1 hour 15 mins	<b>Part 1</b> One question requiring the production of a letter. <b>Part 2</b> One question requiring the production of a memorandum.	Candidates are expected to be able to complete writing tasks covering a range of law-related topics, in response to the stimuli provided and for a given purpose and target reader.
<b>3</b> <b>LISTENING</b> 40 mins (approx)	<b>Part 1</b> Three short unrelated extracts from monologues or exchanges between interacting speakers, followed by three-option multiple-choice questions. <b>Part 2</b> A text involving interacting speakers, followed by three-option multiple-choice questions. <b>Part 3</b> A sentence completion task following a monologue. <b>Part 4</b> Five short related extracts from monologues followed by two multiple-matching tasks.	Candidates are expected to understand each law-related text as a whole, gain detailed understanding and appreciate gist and the attitude of the speaker. They must also be able to identify and interpret the context. Texts take the form of consultations, meetings, announcements, seminars, etc.
<b>4</b> <b>SPEAKING</b> 16 mins	<b>Part 1</b> The candidates are asked to talk about themselves by responding to the interlocutor's questions. <b>Part 2</b> Each candidate in turn is given a choice of two topics with accompanying written prompts. They select one of the topics and give a short presentation for about one minute. The second candidate responds as instructed. <b>Part 3</b> The candidates talk together, working towards a negotiated completion of a task. <b>Part 4</b> The interlocutor leads a discussion with the two candidates	Candidates are expected to be able to perform a variety of spoken tasks on law-related topics. They must be able to demonstrate a range of oral skills: interactional, social, transactional, negotiation and collaboration.

# Preface

## High-level language qualification for lawyers

ILEC is an examination set at levels B2 and C1 of the Common European Framework of Reference for Languages. ILEC is equivalent in level to the Cambridge First Certificate in English and Certificate in Advanced English, and assesses language skills in a legal context. Examinations at the C1 level may be used as proof of the level of language necessary to work in an international legal context or to follow a course of legal study at university level.

## Internationally recognised

ILEC is a Cambridge ESOL examination, developed in co-operation with TransLegal – Europe’s leading firm of lawyer-linguists.

It is recognised by leading associations of lawyers including the European Company Lawyers Association, the European Law Students Association, the International Association of Young Lawyers, and the European Young Bar Association.

This handbook is for anyone who is preparing candidates for the Cambridge ESOL International Legal English Certificate (ILEC).

The introduction gives an overview of ILEC and its place within the Cambridge ESOL range of examinations. This is followed by a focus on each paper and includes information on content, advice on preparation and sample examination papers.

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# Introduction to Cambridge ESOL

## ■ University of Cambridge ESOL Examinations

University of Cambridge ESOL Examinations (Cambridge ESOL) provides an extensive range of examinations, certificates and diplomas for learners and teachers of English, with a tradition of language assessment dating back to 1913. Cambridge ESOL is a part of the Cambridge Assessment group, which is a department of the University of Cambridge and one of the world's largest educational assessment agencies\*.

Cambridge ESOL examinations can be taken by anyone whose first language is not English. They are suitable for learners of all nationalities, whatever their first language and cultural background, and there are examinations suitable for learners of almost any age. The range of Cambridge ESOL examinations includes specialist examinations in Business English and English for Academic Purposes, as well as tests for young learners and a suite of certificates and diplomas for language teachers.

The examinations cover all four language skills – reading, writing, listening and speaking. They include a range of tasks which assess candidates' ability to use English, so that in preparing for the examinations, candidates develop the skills they need to make practical use of the language in a variety of contexts. Above all, what the Cambridge ESOL examinations assess is the ability to communicate effectively in English.

Cambridge ESOL is committed to providing examinations of the highest possible quality. This commitment is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge ESOL examinations. Of particular importance is the rigorous set of procedures which are used in the production and pretesting of question papers.

## ■ The Common European Framework of Reference for Languages (CEFR)

Cambridge ESOL exams are linked to the Common European Framework of Reference for Languages: Learning, teaching, assessment, published by the Council of Europe. In fact they are the only certificated exams referred to in the Framework document as specifically linked to it by a long-term research project.

Qualifications are plotted against six clearly defined levels. This makes it easy for anyone involved in language teaching and testing (learners, teachers, teacher trainers, etc.) to see the level of different qualifications. It also means that employers and educational institutions can easily compare qualifications and see how they relate to exams they already know in their own country.

\*Cambridge Assessment is the operating name for the University of Cambridge Local Examinations Syndicate (UCLES).

Council of Europe Common European Framework of Reference Levels	
C2	Mastery
C1*	Effective Operational Proficiency
B2*	Vantage
B1	Threshold
A2	Waystage
A1	Breakthrough

\*The ILEC examination covers both levels B2 and C1

## ■ The Association of Language Testers in Europe (ALTE)

Cambridge ESOL is a member of the Association of Language Testers in Europe (ALTE), which was formed in 1990. The members are all providers of language examinations and certificates from countries within Europe.

The principal objectives of ALTE are as follows:

- to promote the transnational recognition of certification, especially in Europe
- to establish common standards for all stages of the language testing process, i.e. test development, question and materials writing, test administration, marking and grading, reporting of test results, test analysis and reporting of findings
- to collaborate on joint projects and in the exchange of ideas and know-how.

Cambridge ESOL examinations fulfil the Code of Practice established by ALTE. This Code of Practice focuses on the responsibilities of both examination providers and examination users and covers four main areas:

- developing examinations
- interpreting examination results
- striving for fairness
- informing examination takers.

For more information on ALTE please visit [www.ALTE.org](http://www.ALTE.org)

## ■ Key features of Cambridge ESOL examinations

Cambridge ESOL undertakes:

- to assess language skills at a range of levels, each of them having a clearly defined relevance to the needs of language learners
- to assess skills which are directly relevant to the range of uses for which learners will need the language they

have learned, and which cover the four language skills – reading, writing, listening and speaking – as well as knowledge of language structure and use

- to provide accurate and consistent assessment of each language skill at the appropriate level
- to relate the examinations to the teaching curriculum in such a way that they encourage positive learning experiences, and to seek to achieve a positive impact wherever possible
- to endeavour to be fair to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

Cambridge ESOL examinations are designed around four essential qualities: validity, reliability, impact and practicality. Validity is normally taken to be the extent to which a test can be shown to produce scores which are an accurate reflection of the candidate's true level of language skills. Reliability concerns the extent to which test results are stable, consistent and accurate, and therefore the extent to which they can be depended on for making decisions about the candidate. Impact concerns the effects, beneficial or otherwise, which an examination has on the candidates and other users, whether these are educational, social, economic or political, or various combinations of these. Practicality can be defined as the extent to which an examination is practicable in terms of the resources needed to produce and administer it. All these factors underpin the development and production of Cambridge ESOL examinations.

# Introduction to ILEC

## ■ The aims of ILEC

- to assess candidates' ability to operate in English in an international legal environment
- to allow candidates to demonstrate to employers their ability to communicate in English with clients and colleagues
- to allow candidates to demonstrate to educational and training institutions their ability to follow a course of legal study where a significant portion of the instruction is in English
- to have a positive and beneficial impact on the content and delivery of English language training courses for legal purposes
- to provide an examination to do this which is fair to all candidates and which is delivered to international standards
- to allow test users to compare candidates' results with other qualifications which are linked to the Common European Framework of Reference for Languages.

## ■ The content of ILEC

ILEC comprises the Test of Reading, the Test of Writing, the Test of Listening and the Test of Speaking. Each test is based on realistic texts, tasks and topics similar to those practitioners would expect to encounter in their daily working lives.

The examination texts and topics are set in the context of international commercial law. The following list is an illustration of some of the areas of law featured in ILEC:

- Corporate
- Business associations
- Contract
- Sale of goods
- Real property
- Debtor-creditor
- Intellectual property
- Employment
- Competition
- Environmental
- Negotiable instruments
- Secured transactions
- Aspects of international law

The ILEC examination will also cover relevant aspects of legal practice.

*Please note: this list is not exhaustive and is reviewed at regular intervals to ensure ILEC is up to date and continues to meet the needs of its target users.*

## ■ The level of ILEC

ILEC assesses English language ability used in a legal context at Council of Europe 'Vantage' Level (B2) and Council of Europe 'Effective Operational Proficiency' Level (C1) for general language proficiency.

## ■ Recognition of ILEC

ILEC is recognised by leading associations of lawyers including:

- the European Company Lawyers Association
- the European Law Students Association
- the International Association of Young Lawyers, and
- the European Young Bar Association.

## The ALTE 'Can Do' Project

The Association of Language Testers in Europe (ALTE) has developed a framework which covers six levels of language proficiency aligned to the Council of Europe Common European Framework of Reference for Languages. Long-term research carried out by ALTE has shown what language learners can typically do at each level. The table below gives some examples of typical ability in the work domain in each of the skill areas at ILEC B2 and C1 levels.

### 'Can Do' summary

#### Typical candidates at **C1 level**

##### Listening and Speaking

CAN follow discussion with only occasional need for clarification.  
CAN deal with unpredictable questions.  
CAN argue their case effectively and specify needs precisely.  
CAN engage in an extended conversation with colleagues and clients on matters within their authority/competence.

##### Reading and Writing

CAN understand the general meaning of more complex reports.  
CAN, within a reasonably short time, understand most reports that they are likely to come across.  
CAN write most correspondence he/she is likely to be required to do.  
CAN, given enough time, write a report that communicates the desired message.

#### Typical candidates at **B2 level**

##### Listening and Speaking

CAN ask for factual information and understand the answer.  
CAN ask questions, for example for clarification, while following a lecture, talk or presentation.  
CAN express own opinion, and present arguments to a limited extent.  
CAN give a simple, prepared presentation on a familiar topic.

##### Reading and Writing

CAN understand the general meaning of non-routine correspondence.  
CAN understand the general meaning of a report even if the topic is not predictable.  
CAN write a simple report of a factual nature and begin to evaluate, advise, etc.  
CAN write non-routine correspondence where this is restricted to matters of fact.

## ■ Varieties of English

Candidates' responses to tasks in ILEC are acceptable in varieties of English which would enable candidates to function in the widest range of international contexts. Candidates are expected to use a particular variety with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word in the same written response to a given task.

ILEC texts are based on authentic source material from many English-speaking countries.

## ■ ILEC candidature

ILEC is suitable for law students and practising lawyers who are seeking employment in an international legal setting.

This includes law students who are:

- seeking employment in an international commercial law context, e.g. law firms, company legal departments, and government agencies
- intending to study law where the course includes a significant English language content, either in their own country or abroad
- seeking certification to demonstrate their English language proficiency.

It includes practising lawyers who are:

- seeking new employment in an international commercial law context
- seeking promotion within their own organisations
- learning English as part of a training programme
- seeking certification to demonstrate their English language proficiency.

To access ILEC, candidates need a level of English of at least B2 on the Council of Europe's Common European Framework of Reference for Languages.

ILEC candidates are expected to be familiar with some legal concepts and terminology commonly associated with international commercial law.

## ■ ILEC administration

ILEC is held each year in May and November in centres worldwide. Candidates must enter through an authorised centre. A list of centres is available online at [www.legalenglishtest.org](http://www.legalenglishtest.org)

## ■ Grading and results

The four ILEC papers total 200 marks, after weighting. Each paper is weighted to 50 marks.

Results are reported as three passing grades (C1 Pass with Merit, C1 Pass and B2 Pass) and two failing grades (Narrow Fail and Fail). The percentage of marks needed to achieve each

grade may vary slightly from session to session depending on the precise difficulty of the individual papers which make up the particular examination. A candidate's overall ILEC grade is based on the total score gained by the candidate in all four papers. It is not necessary to achieve a satisfactory level in all four components in order to pass the examination as the final mark on which the grade is awarded is based on the aggregate score of all of the test components. Candidates who perform poorly on one component can compensate by performing well on the other components.

The overall grade boundaries are set according to the following information:

- statistics on the overall candidate performance
- statistics on individual items, for those parts of the examination for which this is appropriate (Reading and Listening)
- advice from senior marking personnel, based on the performance of candidates and recommendations of examiners, where this is relevant (Writing and Speaking)
- information on the candidature
- comparison with statistics from previous years' examination performance and candidature, once these are available.

Statements of results are sent out to all candidates and include a graphical display of the candidate's performance in each component. These are shown against the scale Exceptional – Good – Borderline – Weak, and indicate the candidate's relative performance in each component.

## ■ Notification of results

Statements of results are issued through centres approximately six weeks after the examination has been taken. Certificates are issued about four weeks after the issue of statements of results. Enquiries about results may be made through Local Secretaries within a month of the issue of statements of results.

## ■ Special circumstances

Special circumstances covers three main areas: special arrangements, special consideration and malpractice.

- *Special arrangements:*  
These are available for candidates with a permanent or long-term disability, such as a visual or hearing difficulty, or a temporary difficulty such as a broken hand, or ear infection affecting a candidate's ability to hear clearly. They may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the Cambridge ESOL Local Secretary in your area for more details.
- *Special consideration:*  
Cambridge ESOL will give special consideration to candidates affected by adverse circumstances immediately before or during an examination. Special consideration can



be given where an application is sent through the centre and is made within ten working days of the examination date. Examples of acceptable reasons for giving special consideration are in cases of illness or other unexpected events.

- **Malpractice:**

Cambridge ESOL will consider cases where candidates are suspected of copying, collusion or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results have been investigated.

## ILEC support

### ■ Course materials

A coursebook and practice materials for ILEC are published by Cambridge University Press, and other publishers have announced their intention to produce materials linked to ILEC. Information on materials available and forthcoming can be accessed online at [www.legalenglishtest.org](http://www.legalenglishtest.org). ILEC requires an all-round language ability and this should be borne in mind when selecting course materials.

*N.B. Cambridge ESOL does not undertake to advise on textbooks or courses of study.*

### ■ Past papers and examination reports

Cambridge ESOL publishes ILEC past examination papers which can be used for practice, and examination reports, which provide a general view of how candidates performed overall and on each paper and offer guidance on the preparation of candidates. Details of how you can order past papers and examination reports, and a downloadable order form, can be obtained at

[www.CambridgeESOL.org/support/pubs/index.cfm](http://www.CambridgeESOL.org/support/pubs/index.cfm)

The sample question papers included in this handbook have been produced to reflect the format of the examination. However, candidates are strongly advised not to concentrate unduly on working through practice tests and examinations as this will not by itself make them more proficient in the different skills.

### ■ On-line support

Cambridge ESOL provides an on-line resource for teachers, designed to help them understand ILEC better and to prepare candidates more effectively.

The Teaching Resources website can be found at

[www.CambridgeESOL.org/teach](http://www.CambridgeESOL.org/teach) or via

[www.legalenglishtest.org](http://www.legalenglishtest.org)

### ■ Seminars for teachers

Cambridge ESOL offers seminars designed to introduce teachers, administrators, school directors, etc. to ILEC. Contact your nearest centre for information. To find your nearest centre, please visit [www.CambridgeESOL.org](http://www.CambridgeESOL.org)

### ■ Further information

Copies of the Regulations and details of entry procedure, current fees and further information about this and other Cambridge examinations can be obtained from the Cambridge ESOL centre in your area, or from the address on the back cover of this handbook.



# 1 TEST OF READING

## GENERAL DESCRIPTION

<b>Paper format</b>	The paper consists of a range of law-related texts and accompanying tasks. A text may consist of several short pieces.
<b>Timing</b>	1 hour 15 minutes.
<b>No. of parts</b>	There are six parts. Parts 1 to 3 test candidates' knowledge and control of the language system. Parts 4 to 6 test candidates' understanding of the meaning of written English at word, phrase, sentence and paragraph level.
<b>No. of questions</b>	54.
<b>Task types</b>	Multiple-choice cloze, open cloze, word formation, multiple matching, gapped text and four-option multiple-choice.
<b>Text focuses</b>	These include semantic precision, grammatical and lexico-grammatical knowledge, affixation and compounds, awareness of text structure, and understanding gist, detail, opinion and implication.
<b>Text types</b>	These include extracts from law textbooks and reference books, law journals, legal correspondence, reports and web pages.
<b>Length of texts</b>	The texts contain approximately 2,500 words in total.
<b>Answer format</b>	Candidates indicate answers by shading a box or writing a word on a machine-readable answer sheet.
<b>Marks</b>	Questions 1–36 carry one mark. Questions 37–54 carry two marks.

## STRUCTURE AND TASKS

### PART 1

**Task type and focus** Multiple-choice cloze.  
The testing focus is on lexis (e.g. semantic precision, collocations, fixed phrases and linking words/phrases).

**Format** Two modified cloze texts each containing 6 gaps and followed by 6 four-option multiple-choice questions.

**No. of Qs** 12.

### PART 2

**Task type and focus** Open cloze.  
Grammatical and lexico-grammatical.

**Format** A modified cloze text containing 12 gaps.

**No. of Qs** 12.

### PART 3

**Task type and focus** Word formation.  
Lexical (affixation and compounding).

**Format** Two short texts, each containing six gaps. Candidates must form an appropriate word to complete each gap using the given base words.

**No. of Qs** 12.

### PART 4

**Task type and focus** Multiple matching.  
Reading for detail and gist.

**Format** A single text divided into four sections, or four related short texts preceded by multiple matching questions.

**No. of Qs** 6.

### PART 5

**Task type and focus** Gapped text.  
Cohesion, coherence, text structure, global meaning.

**Format** A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the sentences have been removed.

**No. of Qs** 6.

### PART 6

**Task type and focus** Multiple-choice.  
Reading for detail, gist, opinion, implication and referencing.

**Format** A text followed by four-option multiple-choice questions.

**No. of Qs** 6.

# The six parts of the Test of Reading

## ■ PART 1 – MULTIPLE-CHOICE CLOZE

*In this part, there is an emphasis on vocabulary and linking words/phrases.*



Sample task and answer key: pages 12 and 18.



**Each correct answer in Part 1 receives 1 mark.**

Part 1 requires candidates to choose a word or phrase from a set of four (A, B, C, D) to fill a gap in a text. This involves choosing the answer which has the right meaning and fits both grammatically and within the text as a whole. This part of the paper tests knowledge of aspects of vocabulary, such as fixed phrases and collocations, shades of meaning, phrasal verbs and linkers. There are two short texts, each containing six questions. The first text contains an example.

## ■ PART 2 – OPEN CLOZE

*In this part, there is an emphasis on structure.*



Sample task and answer key: pages 13 and 18.



**Each correct answer in Part 2 receives 1 mark.**

Part 2 is an open modified cloze task, consisting of a text with 12 gaps, plus one example. Candidates have to fill each gap in the text with one word only. This part focuses mainly on awareness and control of structural items such as conjunctions, prepositions, pronouns, auxiliaries, quantifiers, etc. Answers must be grammatically correct at phrase and sentence level, and also be appropriate to the meaning of the whole text. There may be more than one word which is acceptable for a gap, but candidates should only supply one word.

## ■ PART 3 – WORD FORMATION

*In this part, there is an emphasis on vocabulary.*



Sample task and answer key: pages 14 and 18.



**Each correct answer in Part 3 receives 1 mark.**

Part 3 is designed to test word formation through affixation and compounding. Candidates are required to supply an appropriate word, formed from a given base word, to fill a gap in a text. There are two short texts, each containing six questions. The first text contains an example.

## ■ PART 4 – MULTIPLE MATCHING

*This part tests the candidate's general understanding of a text and their ability to locate specific information within it.*



Sample task and answer key: pages 15 and 18.



**Each correct answer in Part 4 receives 2 marks.**

Part 4 requires candidates to scan a text which is divided into four sections, or four short texts. Candidates are required to match questions with the relevant information from the text. Some of the options will need to be used more than once.

The questions for the multiple matching task are printed before the text to replicate a real-world situation where candidates know their purpose in reading a text. There are six questions.

## ■ PART 5 – GAPPED TEXT

*This part tests candidates' understanding of how texts are structured and their ability to follow the detailed meaning and argument of a text.*



Sample task and answer key: pages 16 and 18.



**Each correct answer in Part 5 receives 2 marks.**

Part 5 requires candidates to select the sentences which fit the gaps in a text. In each case only one answer is correct. The task consists of a single-page gapped text followed by the options, including one extra sentence which does not fit in any of the gaps.

Candidates need to read the gapped text first in order to gain an overall idea of the structure and the meaning of the text, and to note in particular the information and ideas that appear before and after each gap. Then they should decide which sentence fits each gap. Each letter may be used only once. There are six questions.

## ■ PART 6 – MULTIPLE-CHOICE

*This part tests candidates' detailed understanding of a text, including the opinions expressed in it.*



Sample task and answer key: pages 17 and 18.



**Each correct answer in Part 6 receives 2 marks.**

Part 6 consists of a single-page text followed by multiple-choice questions. Candidates need to read the text closely in order to distinguish between, for example, apparently similar viewpoints, outcomes, or reasons. The task may also contain a question focusing on the meaning of a particular word or phrase in the text, or on a reference word such as a pronoun. The questions are presented in the same order as the

information in the text, and can be answered correctly only by close reference to the text. Candidates should read each question very carefully, as well as the four possible answers. There are six questions.

## Preparation

### General

- Make sure the students read as widely as possible in class and at home. Classroom reading can include a range of reading texts from authentic sources such as law textbooks, law journals, web pages and, if possible, legal correspondence. Encourage students to interact fully with each text by focusing on pre-reading questions. These stimulate interest in the topic dealt with by the text and train students in prediction techniques.
- It will be useful for students to refer to dictionaries and grammar books while studying. However they should also be encouraged to read texts without thinking that they need to understand every word. They are not allowed to use a dictionary in the examination and they should be trained to try to guess the meaning of unknown words from the context. Students sometimes spend too long processing the text at word level rather than trying to get a more 'top down' view of what it is about.
- It is important to make sure the students are familiar with the standard format of the test by going through the sample materials with them.
- Make sure students are familiar with the instructions on the front page of the question paper, and for each part of the test. They should also be familiar with the technique of indicating their answer on the separate answer sheet, so that they can do this quickly and accurately. They will need to be shown how to do this and to practise in a timed exercise. They need to think about the relative merits of transferring their answers on to the answer sheet at the end of each task or waiting until the end of the test. If they find it difficult to complete the six parts in the time allowed, it may be wiser to transfer answers after each part.
- When students are familiar with the different task types, it is a good idea to discuss which part(s) take them longer to complete. Following this discussion you may wish to suggest possible timings for each task. Students may prefer to attempt tasks which they find easier first. Students need to be reminded that each of the six parts is weighted to carry an equal number of marks. The outcome of the discussion will also help you to decide which sections of the paper to focus on for further practice and may lead on to assistance with faster reading strategies.
- Remind students to check the spelling of their answers to Parts 2 and 3, as incorrect spelling is penalised, and to write clearly and in capital letters.

## By part

### ■ PART 1

- Students should be encouraged to read extensively from appropriate sources in order to build up a wide vocabulary. In doing so, they should pay attention to the shades of meaning differentiating sets of similar words, collocation and complementation.
- Any vocabulary-building activity working with lexis relevant to legal English is likely to be useful in preparing for this task.
- Spend time practising linking words and phrases (which will also benefit students' writing skills).
- Advise students to consider all the options carefully before deciding on their answer. Several of the options may appear possible, but only one will be semantically and grammatically correct in that particular context.

### ■ PART 2

- Some gaps can be filled by referring just to the immediate phrase or sentence, but others will require understanding of the paragraph or whole text. Where relevant, students should be encouraged to try to circle the word or words in the text that determine the answer.
- The kinds of words which are gapped may sometimes correspond to the kinds of errors that students make, so discussion of their writing may be useful.
- Remind students that only one word is required for each answer. Answers of more than one word will be marked wrong.
- Remind students to use the context to help them identify the missing part of speech, e.g. conjunction, preposition, pronoun, auxiliary, quantifier, etc.

### ■ PART 3

- Remind students that they need to understand the context of each gap in the text to decide which part of speech (noun, verb, adjective or adverb) is required.
- Sometimes a plural form or a specific part of a verb will be required.
- Sometimes a negative prefix will be required. There is often at least one word requiring a prefix (e.g. un-, im-, ir-, dis-, etc.) in a Part 3 task, so check that students are aware of these forms.

### ■ PART 4

- Encourage students to highlight key words in the question, to help them focus their reading.
- Discourage students from selecting an answer solely on the basis of matching a word in the question with a word in the text, as careful reading is required to ensure an accurate match in terms of meaning.

■ Students may benefit from practice in paraphrasing, as the wording of the question is likely to differ from that of the text. Ask students to divide suitable texts into four sections and to identify ideas within each section, focusing on how the sections are similar and how they are different. They can then use paraphrasing to write their own questions.

## ■ PART 5

■ Encourage students to read the text as a whole, and not to focus on each gap separately. They need to understand that an idea of the structure and the development of the theme of the text is necessary before starting to do the task. Students frequently make the wrong choices by selecting options which fit the text before the gap, and neglecting to check that the text after the gap follows on smoothly.

■ Part 5 requires an overt focus on cohesion and coherence to which some students may not be accustomed; give students plenty of practice in recognising a wide range of linguistic devices which mark the logical and cohesive development of a text, e.g. words and phrases indicating time, cause and effect, contrasting arguments, pronouns, repetition and use of verb tenses.

■ Alert students to the dangers of simply matching options and sections of the text containing the same words. The task is designed to test understanding of the development of ideas, opinions and events rather than the superficial recognition of individual words.

■ It would be useful for students to reassemble texts that have been cut up, discussing why sentences do or do not fit together. They may also benefit from altering the cohesion of texts to make sentences fit together or prevent them from doing so.

■ The cut and paste function of word processing packages can be exploited in preparing for this task.

## ■ PART 6

■ Students should read the whole text before reading the multiple-choice questions. Particularly since three of the four options are incorrect, there is little point in trying to absorb them all before tackling the text. Instead, students should be trained to check each option in turn against the evidence of the text.

■ Students should be encouraged to read each question itself very carefully, as well as the four options. In the case of items which take the form of an incomplete sentence, the completed sentence created by matching it to an option must match what is written in the text, and not just the option itself.

■ As in the other parts of the test, it is important that students avoid simply matching words in the text with words in the question or option. Careful study of the questions and text is very important.

■ When working through the sample task it may be useful if students try to answer the question in their own words and

then check their formulation against the options, rather than reading the options first. It may also be useful to ask students to underline the part of the text where they found the answer and then justify it to the rest of the class, and even to identify the information that the distractors are based on.

# ILEC Test of Reading

Sample paper cover

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS  
English for Speakers of Other Languages  
**INTERNATIONAL LEGAL ENGLISH CERTIFICATE D015/1**  
Test of Reading  
Test S001  
1 hour 15 minutes

Additional materials:  
Answer sheet

**TIME** 1 hour 15 minutes

**INSTRUCTIONS TO CANDIDATES**

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

**Write your name, Centre number and candidate number on your answer sheet if they are not already there.**

There are fifty-four questions in this paper.

Read the instructions carefully.

Answer **all** questions.

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

You may write on the question paper, but you must transfer your answers to the separate answer sheet **within the time limit.**

At the end of the examination, hand in both the question paper and the answer sheet.

**INFORMATION FOR CANDIDATES**

Questions **1 – 36** carry one mark.

Questions **37 – 54** carry two marks.

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This question paper consists of 12 printed pages and 4 blank pages.

Turn over ▶

# ILEC Test of Reading

## Part 1 (Questions 1–6)

Part 1

Questions 1 – 6

Read the following extract from a reference book on contracts. Choose the best word or phrase to fill each gap from **A, B, C or D** below. For each question **1 – 6**, mark one letter (**A, B, C or D**) on your answer sheet. There is an example at the beginning (**0**).

**4.2 Incapacity in General** Even though individuals differ markedly in their ability to represent their own interests in the bargaining process, a person is generally **(0)** ..... to have full power to bind himself contractually. Only in extreme **(1)** ..... is one's power regarded as impaired because of an inability to participate meaningfully in the bargaining process. One whose power is so impaired is said to lack capacity to contract and is **(2)** ..... to special rules that allow him to avoid the contracts that he makes in order to protect him from his own improvident acts.

Two principal kinds of defects are today **(3)** ..... as impairing the power to contract: immaturity and mental infirmity. In the past, the common law regarded a woman's marriage as **(4)** ..... her of her separate legal identity, including the capacity to contract, during the life of her husband. **(5)** ..... , this disability was largely removed by statutes **(6)** ..... in the nineteenth century.

Example:

**0** A concluded B surmised C assumed D implied

0  A  B  C  D

- 1** A stages B junctures C occasions D circumstances
- 2** A subject B conditional C liable D open
- 3** A granted B recognized C conceded D appreciated
- 4** A depriving B debarring C dissolving D dismissing
- 5** A For example B In particular C However D Consequently
- 6** A realized B ruled C legislated D enacted

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# ILEC Test of Reading

## Parts 1 (Questions 7–12) and 2 (Questions 13–24)

### Part 2

#### Questions 13 – 24

Read the following extract from a journal article about competition. Think of the best word to fill each gap. For each question 13 – 24, write **one** word in CAPITAL LETTERS on your answer sheet. There is an example at the beginning (0).

Example:

0 T H E R E

#### PRINCIPLES OF COMPETITION

Invariably in every law (0) ..... are provisions which tend to be overlooked. The Commercial Agents Regulations are no exception. Ten cases concerning the Regulations have reached the UK courts since 1994, but (13) ..... of them has concerned the provisions which deal with an agent competing against his or her principal. (14) ..... part this can be attributed (15) ..... the fact that the other provisions of the Regulations have had (16) ..... a great effect on agency law that the non-compete provisions may seem to pale into insignificance. But principals who overlook these regulations (17) ..... so at their peril.

It has always (18) ..... open to a principal to include a non-compete provision in an agency contract. The most important consideration here is whether a provision of this nature might be void (19) ..... a result of infringing the common law doctrine of restraint of trade. (20) ..... it is fairly easy to determine the legality of restrictions which are either extremely harsh in terms (21) ..... their geographical extent and duration (22) ..... quite lenient, the question of (23) ..... to treat a moderate non-compete provision can be hard to resolve. In practice, (24) ..... that can be said with certainty is that the narrower the restriction, the greater the chance of enforceability.

5

Turn over ▶

#### Questions 7 – 12

Read the following extract from a rental contract. Choose the best word to fill each gap from A, B, C or D below. For each question 7 – 12, mark one letter (A, B, C or D) on your answer sheet.

#### PROVISION FOR LATE CHARGES UNDER LEASE

Tenant acknowledges that late payment of rent will cause Landlord to (7) ..... costs not contemplated by this Lease, the exact amount of which will be extremely difficult to (8) ..... These costs include, but are not (9) ..... to, processing and accounting charges, and late charges which may be (10) ..... on Landlord by the terms of any Superior Leases and Mortgages. Accordingly, if any installment of Monthly Rent or payment of additional rent is not received by Landlord or Landlord's designee within fourteen days after the amount is (11) ..... Tenant shall pay to Landlord a late charge equal to ten per cent of said amount. Acceptance of late charges by Landlord shall not constitute a waiver of Tenant's default with respect to said amount, nor prevent Landlord from (12) ..... any of the other rights and remedies granted hereunder or at law or in equity.

- 7 A derive B acquire C collect D incur
- 8 A affirm B classify C ascertain D locate
- 9 A contained B limited C held D bound
- 10 A imposed B dictated C obliged D required
- 11 A owing B scheduled C due D unpaid
- 12 A practising B exercising C commanding D undertaking

4



# ILEC Test of Reading

## Part 3 (Questions 25–36)

**Part 3**

**Questions 25 – 30**

Read the following description of the World Trade Organization, taken from its website. Use the words in the box to the right of the text to form one word that fits in the same numbered gap in the text.  
For each question 25 – 30, write the new word in CAPITAL LETTERS on your answer sheet. There is an example at the beginning (0).

**Example:**

0 P R E D I C T A B L Y

**World Trade Organization**

The World Trade Organization (WTO) exists to create the conditions in which trade between nations flows as smoothly, (0) ..... and freely as possible. To achieve this, the WTO provides and regulates the legal (25) ..... which governs world trade. The legal documents of the WTO spell out the various (26) ..... of member countries. The result is assurance. Producers and exporters know that foreign markets will remain open to them, which in turn leads to a more (27) ..... , peaceful and (28) ..... economic world. (29) ..... all decisions in the WTO are taken by consensus among all member countries and are then ratified by member parliaments. Trade friction is channelled into the WTO's dispute (30) ..... process, where the focus is on interpreting agreements and commitments and ensuring that countries' trade policies operate in conformity with them.

- 0 PREDICT
- 25 FRAME
- 26 OBLIGE
- 27 PROSPER
- 28 ACCOUNT
- 29 VIRTUAL
- 30 SETTLE

**Questions 31 – 36**

Read the following news item from a legal journal. Use the words in the box to the right of the text to form one word that fits in the same numbered gap in the text.  
For each question 31 – 36, write the new word in CAPITAL LETTERS on your answer sheet.

**Ruling on Proceeds of Crime Act**

The Court of Appeal has ruled that lawyers do not have to report their clients under the money-laundering rules if they suspect them of tax (31) ..... or even the most minor financial (32) ..... .  
Uncertainty had arisen because Section 328 of the Proceeds of Crime Act 2002 makes it an (33) ..... for a person to be involved in an arrangement which he knows or suspects would (34) ..... (by whatever means) the acquisition, retention, use or control of criminal property by or on behalf of another person.  
Lawyers had been taking the view that to avoid (35) ..... proceedings or prosecution when in receipt of suspicious information from clients under circumstances of legal privilege, they had to make a (36) ..... to the National Criminal Intelligence Service and obtain consent to continue.

- 31 EVADE
- 32 REGULAR
- 33 OFFEND
- 34 FACILE
- 35 DISCIPLINE
- 36 DISCLOSE

# ILEC Test of Reading

## Part 4 (Questions 37–42)

### Part 4

#### Questions 37 – 42

Read the questions below and the extract on the opposite page from a journal article about client selection.

Which section (A, B, C or D) does each question 37 – 42 refer to?

For each question 37 – 42, mark one letter (A, B, C or D) on your answer sheet.

You will need to use some of these letters more than once.

There is an example at the beginning (0).

**Example:**

0 It is important for a firm to follow an existing procedure.

0	<input type="checkbox"/>	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------	---	--------------------------

- 37 A firm may act with undue haste if it has failed to anticipate adverse economic conditions.
- 38 A financial outcome for a firm may be the reverse of that intended.
- 39 It can be prudent for a firm to move into a speciality that is less affected by fluctuations in the economy.
- 40 A bad decision may result in a drain on a firm's resources.
- 41 It is undesirable for commercial pressures to determine the continuation or otherwise of representation.
- 42 A firm may underestimate the requirements of an aspect of law in which it lacks experience.

### The Prudent Course

#### Ethical and Practical Considerations in Client Selection

**A** Like many other segments of society, law firms keenly feel the effects of an economic downturn. Corporations carefully examine their bottom line, and ask lawyers to deliver more for less. In such circumstances a law firm has several options to increase its profitability. Seeking to enhance or establish a practice in an area of law that seems impervious to economic swings, or in an emerging area with a high demand for legal services, is one logical response. In fact, it is a most judicious response if a firm is willing to expend the resources – time and money – to become immersed in the area.

**B** Law firms with a long-range plan are generally better positioned to weather an economic downturn. A problem arises, however, when a firm, without a plan for survival, reacts precipitously when its client base and/or income begin to decrease dramatically. For example, a response of this nature may cause a firm that focuses on regulatory or transactional work – confident of its attorneys' analytical, research, and writing abilities – to decide that it is competent to begin litigation practice. Such a firm is not likely to appreciate the nuances of the practice area, the importance of being familiar with how the court systems work, and the in-depth knowledge required of the procedural and evidentiary rules.

**C** A second reaction to a weakened economy that results in fewer new clients is to keep existing clients when prudence and objectivity counsel withdrawal from a case. Another option is to become less discriminating when accepting clients. But feeling the effects of a weakened economy should not cause a firm to panic and resort to accepting clients indiscriminately. On the contrary, a firm needs to remain vigilant and adhere to its established client selection process. Likewise, if ethical or practical concerns dictate that a firm should no longer act for a client, the firm should not allow the amount of revenue it receives from the client to cloud its judgment.

**D** Failure to maintain rigorous standards for client selection can jeopardize an attorney's reputation, increase stress and decrease morale within the firm, and ultimately have a negative impact on the firm, rather than provide the remuneration the firm envisioned in entering into a relationship with an improperly screened client. If a firm has to assign lawyers to represent it in charges of malpractice, or has to retain outside counsel for that purpose, its bottom line is being adversely affected. Potentially, these lawyers will have to spend several hours each day documenting every detail of every conversation with in-house counsel, and a substantial amount of time appraising management of evolving issues and discussing how to resolve them.

# ILEC Test of Reading

## Part 5 (Questions 43–48)

Example:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- A Specifically, it obviates the need for an in-depth factual analysis of the shareholder's participation.
- B As a result of this action, the interpretation of the clause of the original agreement relating to rental payments became a matter of dispute.
- C However, there is an argument, increasingly supported by judges and prominent legal scholars, that provided the inadequacy is later cured, as it was in this case, the would-be company should be given the status of a company in fact at the time of contract.
- D In a case of this nature, it would operate as an injustice to permit such a contention to be advanced.
- E If not, your chances of avoiding liability are greatly diminished.
- F The Company has failed to make contractual payments despite receiving and using the equipment.
- G However, there is a significant development in the law towards allowing claims only against those who actively participated in the management of such a company.
- H That is to say, facts and circumstances may come to light which would require us to significantly modify our advice.

11

Turn over ▶

### Part 5

#### Questions 43 – 48

Read the following extract from a letter of advice from a lawyer to a client. Choose the best sentence from the opposite page to fill each of the gaps. For each question **43 – 48**, mark one letter (**A – H**) on your answer sheet. Do not use any letter more than once. There is one extra sentence which you do not need to use. There is an example at the beginning (**0**).

You have requested advice regarding your legal position in a suit filed against you by Jermain Equipment Co. (the "Claimant") related to an equipment rental agreement. You have been sued for damages based on an alleged breach of contract.

The statements expressed herein should not be construed in any way as conclusive or indicative of our future opinions and views. **(0)** .....H:.....

A summary of the facts as you have provided them are as follows. You are a shareholder in Richardson (the "Company"). Some time in November, the Company's managing director entered into an equipment rental agreement with the Claimant. **(43)** ..... You have been sued personally based on the allegation that the company was improperly formed.

In such situations, the law is not completely clear as to the issues concerning the Company's legal status and your personal liability. I have reviewed the Articles of Incorporation of the Company and, in my opinion, pursuant to the laws of this jurisdiction, the Company might be considered as no company at all. This is because its purported formation was deficient as the Articles did not comply with the relevant statutes and no certificate of incorporation had been issued at the time of contract. **(44)** .....

The issue of your personal liability primarily hinges on whether the court accepts this view. In the case that the Company is deemed a company in fact, you will, of course, be insulated from liability. **(45)** .....

However, it might be efficacious to argue another modern development in the law. The traditional view in this jurisdiction is that all of the "shareholders" in a would-be company may be held personally liable for debts incurred in the name of the company. **(46)** ..... In this context, the idea is that passive "shareholders" should not incur liability due to the failure of the managing "shareholders" to act competently. On the other hand, the traditional view seems to prevail perhaps due to the ease of its application. **(47)** ..... Judges tend to support the traditional approach as, in practice, they are likely to spend less time in court. I would therefore anticipate that an argument endorsing the modern approach will not be warmly received by the court.

There is one final argument you could raise. It is based on the concept that a party cannot argue that a would-be company was improperly formed when at all times it dealt with the undertaking as if it were validly formed. **(48)** ..... In my opinion this argument represents the best possibility for you to avoid personal liability. However, its success depends on the evidence presented, which means that a more detailed investigation of the facts is required.

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# ILEC Test of Reading

## Part 6 (Questions 49–54)

### Part 6

#### Questions 49 – 54

Read the following extract from a reference book on contracts and the questions on the opposite page. For each question 49 – 54, mark one letter (A, B, C or D) on your answer sheet for the answer you choose.

#### 9.2 Types of Mistake

The word *mistake* is generally used in the law of contracts to refer to an erroneous belief – 'a belief that is not in accord with the facts.' To avoid confusion, it should not be used, as it sometimes is in common speech, to refer to an inadvertent act, such as the making of a contract, that results from such an erroneous belief. Nor should it be used, as it occasionally is by courts and writers, to refer to a situation in which two parties attach different meanings to their language.

An erroneous belief is not a mistake unless it relates to the facts as they exist at the time the contract is made. A poor prediction of events that are expected to occur after the contract is made is not a mistake. The law of mistake deals only with the risk of error relating to the factual basis of agreement – the state of affairs at the time of agreement. It does not deal with the risk of error as to future matters. Cases of poor prediction are dealt with by the doctrines of impracticability and frustration, which are thought to be more suited to adjusting the relationship between the parties under their agreement.

In some cases, however, the line between a mistake as to an existing fact and a poor prediction as to a future event is hard to draw, especially when the parties have extrapolated from existing facts to set their expectations as to future use. *Leasco v Taussig* is an example. In February 1971, Taussig, who had been an officer at Leasco's subsidiary MKI, made a contract with Leasco to buy MKI. In May, however, he sought to avoid the contract on the ground that the parties had erred in estimating MKI's pre-tax earnings for the period ending with September 1971 as \$200,000. In fact the company lost \$12,000, and Taussig argued the parties had shared a mistake as to the existing fact 'that they were dealing with a company which would earn \$200,000 in the fiscal year ending September 30, 1971.' The court, however, held that this

was merely a poor prediction as to a future event. Therefore, each party bore a risk that the earnings might not be as estimated, and each was bound even though, 'as it turned out, one party got a better bargain than anticipated.'

A similar issue was presented by *Aluminium Co. of America v Essex Group*. Under a 16-year contract made in 1967, ALCOA was to convert alumina supplied by Essex into molten aluminium. The contract price provisions contained an escalation formula, one portion of which was based on the Wholesale Price Index – Industrial Commodities (WPI). By 1979, it had become apparent that the WPI was not keeping pace with the sharp rise in the cost of energy to ALCOA, and the company stood to lose some \$60 million over the contract term. ALCOA sought relief for mutual mistake. The trial court found that the parties had chosen the WPI to reflect changes in ALCOA's non-labor costs after a careful investigation showed that the WPI had, over a period of years, tracked ALCOA's non-labor cost fluctuations without marked deviations. In this, the judge concluded, the parties had made an error 'of fact rather than one of simple prediction of future events.' He distinguished the Taussig case on the ground that there the 'parties bottomed their agreement on a naked prediction,' while in *ALCOA* the capacity of the WPI 'to work as the parties expected it to work was a matter of fact, existing at the time they made the contract.' The judge felt that justice required him to find a mistake of fact. 'At stake in this suit is the future of a commercially important device – the long-term contract. If the law refused an appropriate remedy when a prudently drafted long-term contract goes badly awry, prudent business people would avoid using this sensible business device.'

line 48

- 49 What is the writer doing in the first paragraph?
- A explaining why a word is misused
  - B identifying the appropriate legal usage of a term
  - C giving examples of common legal errors
  - D suggesting a wider interpretation of a particular term
- 50 In the second paragraph, what does the writer say about cases involving poor prediction?
- A They occur more often than cases involving a mistake of fact.
  - B They do not normally result from a breakdown in relationships.
  - C They are not dealt with under the law of mistake.
  - D They can be more difficult to resolve than mistakes of fact.
- 51 Taussig argued that he was not held by his contract with Leasco because
- A Leasco's anticipated takeover of MKI had failed.
  - B MKI's financial record was worse than he thought.
  - C MKI's projected income had been miscalculated.
  - D Leasco had underestimated the value of MKI's stock.
- 52 What does the word 'bargain' in line 48 refer to?
- A the expectation that MKI's turnover would rise
  - B the terms of the contract working in Leasco's favour
  - C a high degree of competence on the part of Leasco's lawyers
  - D an attempt by Taussig to enforce the terms of the contract
- 53 A factor in ALCOA's decision to go to court was that
- A Essex was not keeping to the terms of the contract.
  - B energy was rapidly becoming its biggest single cost.
  - C the wholesale price of alumina was fluctuating considerably.
  - D a contract price was linked to an inappropriate predictor.
- 54 According to the judge, his decision in *ALCOA v Essex Group* was influenced by the need to
- A maintain the viability of an important business tool.
  - B reduce the impact energy costs have on a range of businesses.
  - C safeguard prudent businesses from unforeseen events.
  - D allow financial recompense for an unethical contract.

# ILEC Test of Reading

## Sample paper answer key

### ILEC Reading Sample Question Paper Answer Key

1	D
2	A
3	B
4	A
5	C
6	D
7	D
8	C
9	B
10	A
11	C
12	B
13	NONE
14	IN
15	TO
16	SUCH
17	DO
18	BEEN
19	AS
20	ALTHOUGH/THOUGH/WHILE/WHILST
21	OF
22	OR
23	HOW
24	ALL
25	FRAMEWORK
26	OBLIGATIONS
27	PROSPEROUS
28	ACCOUNTABLE
29	VIRTUALLY
30	SETTLEMENT
31	EVASION

32	IRREGULARITY/IRREGULARITIES
33	OFFENCE/OFFENSE
34	FACILITATE
35	DISCIPLINARY
36	DISCLOSURE
37	B
38	D
39	A
40	D
41	C
42	B
43	F
44	C
45	E
46	G
47	A
48	D
49	B
50	C
51	C
52	B
53	D
54	A

**Part 3**

Do not write below here

25 1 0 U

26 1 0 U

27 1 0 U

28 1 0 U

29 1 0 U

30 1 0 U

31 1 0 U

32 1 0 U

33 1 0 U

34 1 0 U

35 1 0 U

36 1 0 U

**Part 4**

37 A B C D

38 A B C D

39 A B C D

40 A B C D

41 A B C D

42 A B C D

**Part 5**

43 A B C D E F G H

44 A B C D E F G H

45 A B C D E F G H

46 A B C D E F G H

47 A B C D E F G H

48 A B C D E F G H

**Part 6**

49 A B C D

50 A B C D

51 A B C D

52 A B C D

53 A B C D

54 A B C D

UNIVERSITY of CAMBRIDGE  
ESOL Examinations

Candidate Name  
If not already printed, write name in capital letters in the boxes above.

Centre No.

Candidate No.

Examination Details

Candidate's Signature

Examination Title

Centre

Session

Supervisor  
If the candidate is ABSENT or has WITHDRAWN shade here

**Reading Answer Sheet**

**Instructions** Use a PENCIL (B or HB). Rub out any answer you wish to change with an eraser.  
For Parts 1, 4, 5 and 6: Mark ONE box for each question like this:  A  B  C  D  E  
For Parts 2 and 3: Write in CAPITAL LETTERS like this:  O  X  I  M  P  L  E

**Part 1**

1 A B C D

2 A B C D

3 A B C D

4 A B C D

5 A B C D

6 A B C D

7 A B C D

8 A B C D

9 A B C D

10 A B C D

11 A B C D

12 A B C D

**Part 2**

Do not write below here

13 1 0 U

14 1 0 U

15 1 0 U

16 1 0 U

17 1 0 U

18 1 0 U

19 1 0 U

20 1 0 U

21 1 0 U

22 1 0 U

23 1 0 U

24 1 0 U

Turn over for Parts 3-6

DP564/410

ICR

# 2 TEST OF WRITING

## GENERAL DESCRIPTION

**Paper format** The paper consists of two law-related writing tasks in response to stimuli provided and for a given purpose and target reader.

**Timing** 1 hour 15 minutes.

**No. of parts** There are two parts.

**No. of questions** Two (both are compulsory).

**Task types** Candidates are required to write a letter and a memorandum.

**Task focuses** The focus varies slightly across the two parts but, in both, candidates are required to cover all the content points. In Part 1, the focus is on concise expression, accuracy of language, organisation of content and appropriacy. Range of vocabulary and structure will be defined by the task. In Part 2, candidates have more scope to display their linguistic competence as there is more flexibility in content than in Part 1. The focus is on range of vocabulary and structure and grammatical accuracy.

**Answer format** Candidates write their answers on the question paper.

**Marks** Part 1 carries 40% of the total marks available and Part 2 carries 60% of the total marks available.

## STRUCTURE AND TASKS

### PART 1

**Task type and focus** A letter. Explaining, refuting, presenting and developing arguments, suggesting, etc.

**Format** Candidates are required to produce a letter based on a rubric, input letter and five content points.

**No. of tasks and length** One compulsory task. 120–180 words.

### PART 2

**Task type and focus** A memorandum. Presenting and developing arguments, expressing and supporting opinions, evaluating ideas, describing, summarising, recommending, persuading, explaining, apologising, reassuring, complaining, etc.

**Format** Candidates are required to produce a memorandum based on a rubric, including four content points.

**No. of tasks and length** One compulsory task. 200–250 words.

## The two parts of the Test of Writing



**Part 1 of the Test of Writing carries 40% of the total marks available and Part 2 carries 60% of the total marks available.**

### ■ Expected word length

Candidates are asked to write 120–180 words for Part 1 and 200–250 words for Part 2. Significantly fewer words are likely to mean that the task has not been completed whereas over-long pieces of writing may involve irrelevance or have a negative effect on the target reader. If this is the case, over-length or under-length answers will be penalised.

### ■ Irrelevance

The examiners' first priority is to give credit for the candidates' efforts at communication, but candidates are penalised for content irrelevant to the task set as in the real world this would have a negative impact on the target reader and would interfere with communication.



## ■ PART 1

*This part tests the candidate's ability to produce a letter in response to an input text.*

### ■ Task type and focus

A letter. The range of functions in the task may include evaluating, expressing opinions, hypothesising, justifying, persuading, prioritising, summarising, comparing and contrasting as well as advising, apologising, correcting, describing, explaining, recommending and suggesting. The usual conventions of letter writing, specifically opening salutation, paragraphing and closing phrasing, are required but it is not necessary to include postal addresses. Candidates who do include addresses will not be penalised.

### ■ Task format

Candidates need to base their answer on the input material. This input is made up of a letter and accompanying notes, a number of which will require the candidate to address law-related issues relevant to the context of the task. It is very important that candidates cover the function(s) specified in the rubric so that the target reader is fully informed. Candidates must read all of the input material carefully. Candidates need to adopt an appropriate style, layout and register for the task: the overall aim of the task being to have a positive effect on the target reader. Listing information in simple sentences is not enough: organisation and cohesion, clear layout, balance, appropriate register, control and accuracy of language are all important features of task achievement. Evidence of range of language is also required, which means building on key words from the input rather than lifting whole segments. Part 1 tasks offer candidates the opportunity to expand on the information given and this enables them to demonstrate their range of language.

## ■ PART 2

*This part tests the candidate's ability to produce a memorandum in response to input.*

### ■ Task type and focus

A memorandum. The range of functions in the task may include presenting and developing arguments, expressing and supporting opinions, evaluating ideas, describing, summarising, recommending, persuading, explaining, apologising, reassuring, complaining, etc.

### ■ Task format

There is less reading input for this task than for Part 1. The writing task in Part 2 has a context, a purpose for writing and a target reader specified. Attention to every element in the rubric is essential for effective task achievement and candidates will be expected to develop law-related topics and discuss law-related issues in a non-technical way in their answers.

# Preparation

## General

- When preparing students for the examination, it is important to make sure they are familiar with the paper and the range of task types and topics. Students will need guidance on the particular features of each task type and the appropriate style and tone. An inappropriate style is not specifically penalised but may mean that the overall impression mark is adjusted.
- Train your students to read the questions carefully, underlining the most important parts. They then need to plan an answer which addresses all the points required by the task. This will help them balance their answers so that a range of language can be demonstrated.
- The time allowed for the Writing paper (1 hour 15 minutes) is designed to be sufficient for students to make brief plans and then write their two answers as clearly as possible. They should not worry if they make mistakes but they should make clear corrections so that the examiner can follow and mark what they have written.
- Your students will need practice in writing tasks at this level within the word limit so that they know when they have written enough in their own handwriting.
- Students need to think carefully about who the target reader is for each task and try to write in an appropriate style and tone. Is the target reader, for example, a client, a colleague or someone in a position of authority? Do they need to present difficult information politely (as in a complaint) or are they trying to persuade somebody to do something? The balance between the function(s) required by the task and the relationship with the target reader is important.
- When planning their writing, it is important that students use effective paragraphing and they should be encouraged to develop each of the required points in a separate paragraph. Headings in Part 2 memoranda also often make the text easier for the target reader to follow.
- Using a variety of linking words is important, as is ensuring that the flow of ideas in the writing is logical and easy for the reader to follow. At levels B2 and C1, it is particularly important that students can demonstrate an overall cohesion to the whole task as well as at sentence level.
- Students should be encouraged to use a range of complex language. If, in doing so, they make mistakes, the examiner will always give credit for the complex language attempted as long as the mistakes do not impede communication. Students will need practice in developing points as fully as possible in order to demonstrate a range of language and in using as wide a variety of vocabulary as possible by, for example, using synonyms. Credit will also be given for the appropriate use of legal terminology.
- Errors which do not impede communication may,

nonetheless, affect the overall success of the communication and students need regular practice in checking their work for errors and inaccuracies. Encouraging students to make systematic checks of their work – verb tenses or singular/plural agreements, for example – is useful.

■ Make your students aware of the importance of spelling and punctuation. Although spelling errors and faulty punctuation are not specifically penalised, they can sometimes impede communication. If so, the overall mark may be adjusted. American usage and spelling are as valid as British usage and spelling.

■ Part 2 on the Test of Writing carries more marks than Part 1 so your students should practise planning the time they spend on each question carefully.

## By part

### ■ PART 1

■ Train your students to read the opening paragraphs and instructions and to think carefully about what their role is and the purpose of the task, who they are writing to and why and what they are trying to achieve in the task.

■ Students can use key words from the question but should not lift whole segments of the input. No credit is given for language which has been obviously lifted from the question. Students should therefore be given practice in using their own words when using information from the input.

■ The task is made up of an input letter with notes. Students, therefore, need practice in reformulating the language used in note forms into full sentences, paying particular attention to verb tenses and use of definite/indefinite articles.

### ■ PART 2

■ Good answers will contain detailed and specific information and it is, therefore, useful practice for students to brainstorm their ideas in class in order to generate appropriate content. Once ideas have been generated, students need guidance in how to organise the content of their answers. It is useful to consider what knowledge can be assumed and what should be included and to what extent factual points need illustration.

■ Part 2 questions have four content points to address. Students need to be trained not only to address all four points but also to consider the balance of their answers. The points do not necessarily require equal amounts of writing and it is important when reading the question to notice whether, for example, the question asks for a brief consideration of something.

■ Remind your students that they should not reproduce a task that they have done in class on a similar topic as such answers rarely address the task set. It is essential that they address the points in the rubric and not simply write 250 words on the topic.

## ILEC Test of Writing Sample paper cover

Candidate Name _____	Centre Number <input style="width: 80%;" type="text"/>	Candidate Number <input style="width: 80%;" type="text"/>						
<p><b>UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS</b> English for Speakers of Other Languages</p> <p><b>INTERNATIONAL LEGAL ENGLISH CERTIFICATE D015/2</b> Test of Writing</p> <p><b>Test S001</b></p>								
<p><small>Candidates answer on the question paper. No additional materials are required.</small></p>								
<p><b>TIME</b> 1 hour 15 minutes</p>								
<p><b>INSTRUCTIONS TO CANDIDATES</b> 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. Answer the Part 1 question and the Part 2 question. Write your answers in the spaces provided on the question paper. Write clearly in pen, not pencil. You may make alterations, but make sure your work is easy to read.</p>								
<p><b>INFORMATION FOR CANDIDATES</b> Part 1 carries 40% of the total marks available and Part 2 carries 60% of the total marks available.</p>								
<table border="1" style="margin: auto;"> <tr> <td colspan="2" style="text-align: center;"><b>FOR EXAMINER'S USE</b></td> </tr> <tr> <td style="text-align: center;">Part 1</td> <td style="text-align: center;"><input style="width: 80%;" type="text"/></td> </tr> <tr> <td style="text-align: center;">Part 2</td> <td style="text-align: center;"><input style="width: 80%;" type="text"/></td> </tr> </table>		<b>FOR EXAMINER'S USE</b>		Part 1	<input style="width: 80%;" type="text"/>	Part 2	<input style="width: 80%;" type="text"/>	<p><b>Turn over</b> ▶</p>
<b>FOR EXAMINER'S USE</b>								
Part 1	<input style="width: 80%;" type="text"/>							
Part 2	<input style="width: 80%;" type="text"/>							
<p><b>This question paper consists of 3 printed pages, 3 lined pages and 2 blank pages.</b></p>								
<p><small>© UCLES 2005</small></p>								









## Assessment

Trained examiners award a mark to each piece of writing using two mark schemes – the General Mark Scheme and the Task-specific Mark Scheme. The General Mark Scheme summarises performance with reference to content, organisation and cohesion, range and accuracy of vocabulary, range and accuracy of grammatical structures and effect on the target reader across six bands. The Task-specific Mark Scheme focuses on criteria specific to each task.

Examples of candidate responses, together with the Task-Specific Mark Schemes, can be found on pages 27–29.

Candidates are penalised for dealing inadequately with the requirements of the Task-Specific Mark Scheme. The accuracy of language, including spelling and punctuation, is assessed on the general scale for all tasks.

### ■ Marking

A mark is awarded to each piece of writing.

A panel of expert examiners is divided into small teams, each with a very experienced examiner as Team Leader. A Principal Examiner guides and monitors the marking process. Examiners discuss the Task-Specific and General Mark Schemes and refer to them regularly while they are working.

During marking, each examiner is allocated scripts chosen at random from the whole entry in order to ensure that there is no concentration of good or weak scripts or of one large centre of one country in the allocation of any one examiner.

The ILEC General Mark Scheme is interpreted at Council of Europe Levels B2 and C1.

A summary of the General Mark Scheme is given below. Examiners, who are co-ordinated prior to each examination session, work with a more detailed version, which is subject to updating.

## ILEC General Mark Scheme

Bands 5 and 6 represent adequate and good performance at C1 while Bands 3 and 4 represent adequate and good performance at B2. Band 2 and below represent an inadequate performance on the ILEC Test of Writing.

### ■ Spelling and punctuation

These are important aspects of accuracy and are always taken into account. American spelling is equally valid, but there should be consistency.

### ■ Handwriting

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

### ■ Irrelevance

The examiners' first priority is to give credit for the candidates' efforts at communication, but candidates are penalised for content irrelevant to the task set.

**BAND 6** The task set is fully realised and the ideas are relevant and well developed. Ideas are logically organised and a wide range of vocabulary and complex structures is used effectively. Register is consistently appropriate. There would be a very positive effect on the target reader.

**BAND 5** There is good realisation of the task set and the main ideas are relevant and developed. Ideas are logically organised and a good range of vocabulary and structures is used accurately. Register is, on the whole, appropriate. There would be a positive effect on target reader.

**BAND 4** There is reasonable realisation of the task set and the main ideas are relevant with some development. Ideas are generally logically organised and a reasonable range of vocabulary is used. There may, however, be some non-impeding errors in spelling and/or word formation. Register is reasonably appropriate. Simple and complex structures are used but flexibility may be limited. It would achieve the desired effect on target reader.

**BAND 3** There is an adequate realisation of the task set and the main ideas are relevant but some may lack clarity. Ideas are generally logically organised and an adequate range of vocabulary is used but word choice may lack precision in places. There is an adequate range of structures used although errors in grammar occur and may cause difficulty for the reader. Register may be inconsistent/inappropriate. It would, on the whole, achieve the desired effect on the target reader.

**BAND 2** The task is not adequately addressed and, while there is evidence of organisation, it is not wholly logical. The range of vocabulary is limited but minimally adequate for the task. The range of structures is limited and at times repetitive. Register is often inconsistent/inappropriate. There would be a negative effect on the target reader.

**BAND 1** The attempt at the task is poor and ideas are not organised coherently. The range of vocabulary is inadequate for or unrelated to the task and the range of structures is very limited. Register is inappropriate for the task. There would be a very negative effect on the target reader.

**BAND 0** The attempt achieves nothing and there is too little language for assessment or it is totally irrelevant or totally illegible.

# Sample scripts and commentaries

## PART ONE

### Script A

Dear Robert Woodly

I have been received one letter about Ms Meyer problem from you. As Ms Meyer took the disciplinary investigation to the outside of office. Because she was told to take them which she can work at home. Then Ms Meyer said that all member of staffs were told.

However, this is against the company policy. Then. Why she was stopped by a security guard at the gate. This action is Discrimination behaviour. Even it is regulated in Your company policy, but it is inlegall.

I am a lawer representing Ms Sandra Meyer to start to sue Your company inlegall Behavior.

I also want to know about the investigation is in progress. Do they happen unsual or Normal in Your company procedure.

Yours sincerely

### Band 1

This is a poor attempt at the task, with most points either omitted or misunderstood. Despite some paragraphing, the letter reads incoherently and there is minimal use of cohesive devices. The range of vocabulary is inadequate for the task and errors in word formation and spelling make it difficult to process at times. The candidate relies on copying words and phrases from the question, rather than reformulating ideas using own language. The range of structures is limited and simple sentence structure predominates. There are many basic grammatical errors.

### Script B

Dear Mr Woodly,

as a representative of Ms Sandra Meyer, I have been informed by your letter of 12 May 2005 about starting investigation in case of the alleged breach of internal company rules on dealing with confidential documents.

Firstly, my client has been strongly reijcting your allegations and claims. She is not aware of any breach of internal company rules. When she was asked to present her briefcase, the only documents found were those that are necessary for Ms Meyer to work on her employment duties overnight. No other documents

have been found. This is a practice that many employees do and even Ms Meyer was doing this regularly during her long-lasting employment with your firm. She has never been informed that this practice is not allowed.

As you are undoubtly aware, employee has to be informed personally about any internal regulations if they are to be used against him/her (Sec.32 of the Labour Code).

Because of the reasons mentioned above, Scansoft is not allowed to start the investigation in this case, suspend Ms Meyer's employment and even terminate it.

On behalf of Ms Meyer, I ask you to suggest the time and place of our meeting where we may reasonably settle this dispute.

Sincerely

### Band 2

Although some of the five points in the notes have been developed, the task is not adequately addressed as two are missing. The letter is logically organised on the whole, with suitable paragraphing and a variety of linking devices. There is evidence of vocabulary range and appropriate use of legal expressions. Complex sentences are attempted and control is generally good. However, the task penalty holds the answer in Band 2.

### Script C

Sir Robert Woodly,

Thank you for your precisions made in your letter about Ms Meyer's situation. I wanted to ask you some questions about certain procedures you use.

First, the company policy does not allow the staff to take confidential documents at home. Ms Meyer, in the contrary, says that the staff is not told about this policy, so everyone is used to doing this.

Then, you say a security guard stopped her at the gate. Is it usual, in your company procedures, to control your employees when they left? Or did you have already doubts against my client? If it is not so, I may call it discrimination as it surely is.

Finally, the suspention of an employee without paying him is very unusual. I must understand it is a normal company procedure, mushn't I?

With all thoses problems asking answers, I would like a meeting, if possible tomorrow at your office.

Yours sincerely,



**Band 3**

This is an adequate attempt at the task, with all the main ideas included, albeit with some lack of clarity. There is evidence of organisation, with suitable paragraphing and an attempt at letter layout, although the opening formula is flawed. Vocabulary range is adequate but occasionally the word choice lacks precision. Register is inconsistent, with some lapses into inappropriate tone. Errors in grammar occur, in modal verbs, agreement and word order, but these are mainly non-impeding.

**Script D**

Dear Mr Woodyly,

please allow me to make several comments to your letter concerning disciplinary investigation of Ms Sandra Meyer. As I have understood, Ms Meyer is the subject of investigation following the discovery of confidential documents in her briefcase.

In your letter, you have claimed that such a behaviour is against company policy. I would disagree with that – according to my information, it is a common practice to take documents home in order to work overnight. Moreover, you are probably not in position to be able to prove that you have communicated such policy to your employees, are you?

I would like to enquire further about the fact that Ms Meyer was stopped and searched by a security guard. Is this a common practice, to search employees when they are leaving the premises, or was Ms Meyer chosen for the reason that she is a woman?

My last point is concerned with Ms Meyer's suspension without pay. As you may understand, Ms Meyer is presumed to be innocent until her – very improbable – guilt shall be proven beyond all reasonable doubt in the court. We shall take immediate action and file for injunction against you in case your company won't change its approach. I do leave up to you to suggest a time and a place of our prospective meeting.

Kind regards, etc.

**Band 5**

This is a good realisation of the task, demonstrating skilful use of the input from the question paper. The information and ideas are logically organised, with suitable paragraphing. However, the tone is slightly aggressive in places. There is a good range of vocabulary and effective use of legal expressions. Complex structures are used confidently and errors are non-impeding.

**PART TWO****Script E**

Dear Colleague,

Thank you for taking my case.

You ask me for a short briefing about this case. My client is ALDI-North, the well-known major supermarket in the northern part in Germany. My client have some big problems in his stores on South-England. His fruit supplier have had some stronger quality problems in the last months, which are still existing. At first my client tried to solve this problem on his own. The supplier has the opinion, that there is none specific description of the quality. So he insists on the 2 years-long contract. If the contract will fail the other partner would have to pay 500,000 £.

After the first meetings the supplier would supply better quality on the last time of the contract, but he don't want to pay something for the last months. ALDI want to have 100,000 £ for loosing customers. My client would concern to a lower payment of the prices for the fruits are decreasing and to make a new contract over the next two years.

Because of the legal situation the fruit supplier had to deliver fruits of middle quality. An independent institute would have to prove the quality of the fruits – so far this is possible.

At least there would be a good possibility for regress against the fruit supplier.

But at first we have to try all other ways, because ALDI needs this fruit-supplier. This fruit supplier is the only one, who is able to supply these huge numbers of fruit to low prices.

Please do not hesitate to ask me for further informations.

Yours sincerely,

**Band 4**

This is a reasonable realisation of the task. All the necessary points are included in the memorandum and there is some development of the main ideas. There is clear progression in the way the information is organised, although the paragraphing is not entirely logical. The range of vocabulary is reasonable but there are inaccuracies in spelling and word formation. Basic errors occur in grammar but these are generally non-impeding. The register is reasonably appropriate.

**Script F**

INTERNAL MEMO

TO: ROBERT SMITH

FROM: MARTIN PETERSSON

RE: SWEDISH SUPERMARKET DISPUTE

Rob,

Thank you for handling the Swedish Supermarket ("SSM") dispute while I'm away. The facts of the case are the following.

*Client:* "Swedish Supermarket", the world's third largest supermarket chain with global operations. Annual turnover is approx. \$12 billion, hence a very important client.

*Dispute:* SSM is not satisfied with the quality of the fruit that one of its biggest suppliers "Finnish Fruit" ("FF") delivers. According to the Chief Operating officer of SSM, they have received shipments of fruit of inferior quality (in relation to what is set out in the Food Delivery Agreement, or FDA, that the parties entered into in January 1998) since the beginning of this year.

*Case History:* SSM has complained about this to FF, but FF's reply is that they simply cannot come up with fruit of better quality than SSM has received. (SSM has written numerous letters to various departments of FF, but the answer is always the same.) SSM claims that they have incurred losses of approx. \$20 million since the beginning of this year due to customer churn, and that they will continue to lose money if they do not receive fruit of higher quality.

*Options:* SSM is now considering suing FF for damages for breach of contract regarding the quality of the fruit. They are also considering terminating the FDA with FF to enter into a new agreement with Venezuelan Vegetables instead. I have informed the COO of SSM that SSM appears to have a good case, whereafter he gave us a 'green light' to start preparing for legal actions. There is a start-up meeting for this scheduled for next Monday, where I have informed the COO that you will participate from our side.

Thank you for taking care of this, Rob. Don't hesitate to call me if you have any questions.

All the best,

Martin

**Band 6**

This is a full realisation of the task, showing confident and natural use of language. All the ideas are relevant and well developed. The memo is effectively organised and the layout helps to convey the information clearly. The register is

consistently appropriate to an internal memorandum and would have a very positive effect on the reader. Suitable idiom and legal expressions are used to good effect, together with a wide range of vocabulary and there are only occasional minor errors. A range of structures and tenses is used accurately.

# 3 TEST OF LISTENING

## GENERAL DESCRIPTION

<b>Paper format</b>	The paper contains four parts. Each part contains a recorded text or texts and a listening task.
<b>Timing</b>	40 minutes, including time for the transfer of answers to the answer sheet.
<b>No. of parts</b>	There are four parts.
<b>No. of questions</b>	30.
<b>Task types</b>	Multiple-choice questions, sentence completion and multiple matching.
<b>Text focuses</b>	These include understanding specific information, gist, attitude, opinion, main points and detail.
<b>Text types</b>	Monologues: these include presentations, lectures, announcements, briefings, etc. Interacting speakers: these include meetings, discussions, interviews, consultations, etc.
<b>Answer format</b>	Candidates are advised to write their answers in the spaces provided on the question paper. There are five minutes at the end of the test to copy the answers onto a separate answer sheet. Candidates indicate their answers by shading a box or writing a word, or words, on a machine-readable answer sheet.
<b>Marks</b>	Each correct answer receives one mark.

## STRUCTURE AND TASKS

### PART 1

<b>Task type and focus</b>	Multiple-choice. Understanding gist, detail, function, purpose, topic, attitude, feeling, opinion, inference.
<b>Format</b>	Three short monologues or dialogues of approximately one minute each, not linked thematically. Each extract is heard twice.
<b>No. of Qs</b>	6.

### PART 2

<b>Task type and focus</b>	Multiple-choice. Understanding gist, specific information, opinion, and attitude.
<b>Format</b>	A conversation between two or more interacting speakers of approximately four minutes, heard twice.
<b>No. of Qs</b>	5.

### PART 3

<b>Task type and focus</b>	Sentence completion. Following the main points and retrieving specific information from the text.
<b>Format</b>	A monologue of approximately four minutes, heard twice.
<b>No. of Qs</b>	9.

### PART 4

<b>Task type and focus</b>	Multiple matching. Identifying speakers and topics, interpreting context, recognising attitude and function, gist and main points.
<b>Format</b>	A series of five themed monologues of approximately 30 seconds each. The whole sequence is heard twice.
<b>No. of Qs</b>	10.

# The four parts of the Test of Listening

## ■ PART 1 – MULTIPLE-CHOICE

*This part tests the candidates' ability to understand gist, detail, function, purpose, topic, attitude, feeling, opinion, and inference.*



Sample task and answer key: pages 34 and 40.



**Each correct answer in Part 1 receives 1 mark.**

**A series of three short monologues or dialogues: each heard twice.**

This part features three unrelated short extracts with two three-option multiple-choice questions on each text. These extracts may be self-contained monologues or dialogues.

There is an introductory sentence to each extract on the question paper which gives information to contextualise what is heard. The extracts are set in a range of legal contexts and each question focuses on a different aspect of each text. Each text is approximately one minute in length and is heard twice.

## ■ PART 2 – MULTIPLE-CHOICE

*This part tests the candidates' ability to understand gist, specific information, opinion, and attitude.*



Sample task and answer key: pages 35 and 40.



**Each correct answer in Part 2 receives 1 mark.**

**Text with interacting speakers: heard twice.**

This part features discussions and interviews of 3–4 minutes in length. Tasks are designed to test the understanding of gist, attitude and opinion as well as specific information from the text. There are five three-option multiple-choice questions. The questions follow the order of information presented in the text.

## ■ PART 3 – SENTENCE COMPLETION

*This part tests the candidates' ability to follow the main points of a text and retrieve specific information.*



Sample task and answer key: pages 35 and 40.



**Each correct answer in Part 3 receives 1 mark.**

**Informational monologue: heard twice.**

This part features an informational text of 3–4 minutes in length. Tasks in this part are designed to test the retrieval of detailed information from the text. Candidates are required to write a word, or words, in response to a written prompt. In such tasks, candidates copy the target words only onto the answer sheet.

There are nine questions. The questions follow the order of information presented in the text, and keys focus on the actual words heard on the recording. Candidates who paraphrase the information may still get the mark, but only if their answers are fully meaningful in the context of the question prompts. Keys generally focus on concrete pieces of information or stated opinions and are designed to be short and to fit comfortably into the space on the answer sheet. Correct spelling is expected at this level, although some minor variations may be allowed. Care is taken, however, not to focus on words that cause undue spelling difficulties as keys, and both US and British English spellings are accepted.

## ■ PART 4 – MULTIPLE MATCHING

*This part tests the candidates' ability to identify the gist of a number of short texts on a theme by identifying speakers, topics, functions, attitude and opinion.*



Sample task and answer key: pages 36 and 40.



**Each correct answer in Part 4 receives 1 mark.**

**Series of five short extracts: heard twice.**

In this part, candidates listen to five thematically-linked short extracts, each of which has a different speaker. This part of the test involves two tasks, each consisting of five questions from which candidates choose the correct option from a list of six. The whole sequence is heard twice.

## ■ Recording information

The instructions for each task are given on the question paper and are also heard on the recording. Before each text is heard, candidates will have time to read through and think about the questions. The length of this preparation time is indicated on the tape. Candidates should use this time to familiarise themselves with the task and begin to make predictions about what they are likely to hear. A variety of voices, styles of delivery and accents will be heard in each listening paper to reflect the various contexts presented in the recordings.

# Preparation

## General

- Classroom discussion activities in the target language provide an invaluable source of listening practice.
- Students' ability to understand what they hear can improve dramatically if they are regularly exposed to audio materials: the more English they hear, delivered at natural speed in a variety of voices and contexts, the more confident they will become in extracting key information and gist meaning, even when they are not able to decode every single word or phrase. These skills are essential to learners at ILEC level.

- A daily learning programme which includes a 'hearing English' component from audio recordings will help prepare students for the Test of Listening. Students should be exposed to varieties of English and to the language of different contexts, e.g. formal announcements, lectures, less-formal talks, informal discussions, interviews, presentations, consultations, social situations, etc.
- Students should be encouraged to deal with texts in different ways depending on the nature of the listening task. For example, they might listen to a text once for gist, producing a summary of the main ideas or attitudes expressed. They could then be asked to listen to the same text again, this time retrieving specific information.
- Make students aware of how much they themselves bring to a listening task. Encourage them to make predictions about listening texts from their own experience and world knowledge. The rubric provides information about the speaker, topic and context. Encourage students to use this information to help them tune in to the text quickly when they hear it.
- Remind students that they should use the pause before each recording to read through the task carefully, so they are prepared for what they hear. Encourage them to use the task on the question paper to guide them through the listening text and keep their place as they answer the questions.
- Remind students that in long texts, the questions come in the same order as the information in the recording – and therefore reflect the structure of the text. Help them to identify discourse markers, interviewer's questions and other textual features that structure a text and are often reflected in the layout and wording of the task on the page.
- Remind students that in the productive task (sentence completion in Part 3) they should write clearly when they copy their answers onto the answer sheet, using capital letters. Only letters should be written on the mark sheet for objective tasks (multiple-choice in Part 1 and Part 2, and multiple matching in Part 4).
- Encourage students to answer all the questions, even if they are not sure – there are no marks deducted for wrong answers and they've probably understood more than they think.

## By part

### ■ PART 1

- Remind students that there is a range of task focus in these questions, and they are not necessarily being tested on a detailed understanding of the text alone.
- Questions may be focused on, for example, speaker purpose, attitude, opinion or agreement in dialogues. Some questions may focus on one specific piece of text, for example one speaker's turn, or may be focused on a gist understanding of the whole text.
- Students can be encouraged to concentrate on the question stems, rather than the options in their preparation –

so that they can listen for the answer in the text and then match this to the closest option.

### ■ PART 2

- This is one of the longest parts of the Test of Listening, and students should be given plenty of exposure to longer interviews and discussions.
- Students need to follow the line of development in these texts and recognise when the conversation has moved on from one particular aspect of the issue being discussed to another. For example, on a first listening in class, students can listen simply for the number of issues discussed, what they are, and where the natural breaks in the dialogue come, as well as each speaker's general attitude towards those issues.
- As in Part 1, students can be encouraged to concentrate on the question stems, rather than the options in their preparation – so that they can listen for the answer in the text and then match this to the closest option.
- The questions in this part will use language that paraphrases and reports ideas from the text. As the texts often focus on the attitudes and opinions of speakers, which are discussed at length, students need to have a good command of the meaning and use of the type of language used to report these ideas succinctly in the questions. They will, for example, need to understand such words as reporting verbs (e.g. regrets, admits, recommends, etc.), adjectives and adverbs describing attitudes and feelings (e.g. disappointed, frustrated, unexpected, etc.) and words used to report opinions (e.g. insists, suggests, denies, etc.) and degrees of certainty, (e.g. doubtful, convinced, etc.).

### ■ PART 3

- Remind your students that the task rubric and the set of sentences on the page provide a lot of information about what they are going to hear. Encourage them to use the preparation time wisely. One way of doing this is to give them pre-listening tasks in the classroom that will help them to activate likely vocabulary and other language features associated with the topic and context. For example, they can look at the information in the rubric and try to visualise the speaker and the situation; to imagine the kind of information that might be given, and the type of language that might be used.
- Encourage students to read through the set of sentences and think about the type of information that is missing. Remind them that most keys will focus on concrete pieces of information (e.g. nouns, proper names, etc.) and will generally be single words or very short noun groups (e.g. adjective plus noun), and that usually no more than three words are required.
- Tell students not to try and write long answers and not to repeat information which is already on the page. Some students try to paraphrase the information they hear rather than using the actual words on the tape. This is not a good idea. Remind students that the set of sentences will be a summary or paraphrase of the information in the text, but that the words they write in the gaps should be those they hear on the tape.



■ In this task, the word(s) students write must complete the sentence logically and grammatically. By using the actual words on the recording, students can complete the sentences without worrying too much about the grammar. They should, however, check that they have heard the correct form of the word. For example, if students do not hear clearly whether a word is singular or plural, they should check the rest of the sentence to see which is required.

#### ■ PART 4

■ Remind students that they will hear five different speakers, but that the texts will have a thematic link. In this part of the test, the whole series of texts is heard once and then the whole series is repeated.

■ Encourage students to think about the theme of the texts and to think about the kinds of attitudes and ideas that they expect to hear in connection with these topics.

■ Remind students that they will be listening for gist meaning rather than detail in these texts, so although they may not understand every word, they should be able to pick out the speaker's main point, feeling, attitude or opinion – or to identify the speaker from what they say.

■ This part of the test can appear challenging to students, because there are two tasks, so remind them that while they listen they must complete both tasks. Students need to practise this kind of task and develop the confidence to choose an option as they listen, even if they are not absolutely sure of what they have heard.

■ Reassure students that whilst they are listening, they will often be understanding more than they think, and will probably pick up the correct gist from the text and therefore choose the correct option, even if they can't explain why afterwards.

■ If you want students to develop this skill of gist listening, it may not always be helpful to go through the text with them afterwards, as close analysis of the language of the texts will not necessarily help them to develop the most appropriate listening strategies.

■ As in Part 3, a sound knowledge of the type of words used to report attitudes and feelings in the questions will help students in this part.

## ILEC Test of Listening Sample Paper cover

Candidate Name _____	Candidate Number <input style="width: 100%; height: 20px;" type="text"/>	Centre Number <input style="width: 100%; height: 20px;" type="text"/>	
<b>UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS</b> English for Speakers of Other Languages <b>INTERNATIONAL LEGAL ENGLISH CERTIFICATE D015/3</b> Test S001 Approx. 40 minutes			
Additional materials: Answer sheet			
<b>TIME</b> Approx. 40 minutes <b>INSTRUCTIONS TO CANDIDATES</b> Do not open this question paper 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 separate answer sheet if they are not already printed. There are thirty questions in this paper. Read the instructions carefully. Answer <b>all</b> questions. You should write your answers in the spaces provided on the question paper. You will have five minutes at the end to transfer them to the separate answer sheet. At the end of the examination, hand in both the question paper and the answer sheet.			
<b>INFORMATION FOR CANDIDATES</b> This paper requires you to listen to a selection of recorded material and answer the accompanying questions. There are four parts to the test. Each part of the test will be heard twice. There will be a pause before each part to allow you to look through the questions, and other pauses to let you think about your answers. All questions carry one mark.			
© UCLES 2005			Turn over ▶
This question paper consists of 6 printed pages and 2 blank pages.			

# ILEC Test of Listening

## Part 1 (Questions 1–6)

### Part 1

#### Questions 1 – 6

You will hear three different extracts.

For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract. You will hear each extract **twice**.

#### Extract One

You will hear a trainee lawyer who works for an international law firm talking about his six-month placement in the firm's Milan office.

1 He feels that the Milan office was a good choice for the placement because

- A he had already had contact with some of the people there.
- B it provided a contrast to his usual working environment.
- C it gave him the chance to work in new areas of the law.

2 He believes that as a result of his placement he is now

- A more accurate in his work generally.
- B more able to delegate work effectively.
- C more aware of the value of some of his usual work.

#### Extract Two

You will hear a conversation between a lawyer and her client.

3 What problem does the client have?

- A A neighbour is suing him for damages.
- B He's unable to continue with certain aspects of his business.
- C The local authority is accusing him of contravening its zoning laws.

4 How does the lawyer feel about the forthcoming hearing?

- A unsure whether it will finally resolve the matter or not.
- B concerned about the evidence the opposition will bring to it.
- C worried that it will rely on the understanding of technical detail.

#### Extract Three

You will hear two partners discussing the performance of two young lawyers at their firm.

5 What impresses the male partner about the lawyer called Claudia?

- A her ability to work independently
- B her commitment to the cases she works on
- C her willingness to work closely with her colleagues

6 The female partner feels that the lawyer called Pedro

- A should spend more time analysing his clients' needs.
- B needs to refer more of his queries to her.
- C would benefit from further training.



# ILEC Test of Listening

## Parts 2 and 3 (Questions 7–20)

### Part 3

#### Questions 12 – 20

You will hear an announcement at a seminar about a future conference on the subject of taxation law in South America. For questions 12 – 20, complete the sentences.

You will hear the recording **twice**.

#### Conference on tax incentives in Latin America 17<sup>th</sup>–18<sup>th</sup> March

The conference will be useful for

(12) ..... *and* ..... as well as corporate lawyers.

Early registration allows young lawyers, university teachers

and (13) ..... to pay a lower fee.

IBA members registering after 18<sup>th</sup> February pay a conference fee of

(14) \$ .....

Delegates get materials in advance plus a week's access

to the association's (15) .....

Part of the conference is being organised as a

(16) ..... for young lawyers.

On day one, sessions will focus on tax issues in sectors such as

financial services and the (17) ..... *and* ..... industries.

On day two, the sectors focused on include ecotourism,

utilities and (18) .....

Each session will include both a presentation and a

(19) ..... on a particular issue.

Once fees are paid, the organisers will provide documentation

for delegates who need to obtain a (20) .....

5

Turn over ▶

### Part 2

#### Questions 7 – 11

You hear part of a consultation between a lawyer and a new client, Anna Krupa, who is planning to set up her own business. For questions 7 – 11, choose the best answer (A, B or C).

You will hear the recording **twice**.

7 The law firm has previously represented Anna's husband in

- A a dispute involving his inheritance.
- B setting up his own commercial venture.
- C an insurance claim regarding his company.

8 What does Anna tell the lawyer about her current situation?

- A She is in full-time employment at present.
- B She is completing a course of further study.
- C She is putting resources into ideas of her own.

9 What made Anna decide to leave her last employer?

- A She was unable to get on with her new boss.
- B She felt she was not making sufficient progress in her career.
- C She was dissatisfied with a change to her employee benefits package.

10 Anna thinks that the restrictive covenant in her previous employment agreement

- A is no longer binding on her.
- B imposes limits on where she can work.
- C prevents her from disclosing company policy.

11 What is Anna's next priority for her proposed business venture?

- A ensuring that her new invention is protected by a patent
- B establishing the most economic way of moving forward
- C finding the right employees and appropriate office space

4

# ILEC Test of Listening

## Part 4 (Questions 21–30)

### Part 4

#### Questions 21 – 30

You will hear five short extracts in which various employees of a law firm called *Haddiscoe* are talking about working for the company.

#### TASK ONE

For questions 21 – 25, choose from the list A – F the thing that impressed each speaker about the firm initially.

- 6
- A the firm's recruitment procedures
  - B the attitude of immediate colleagues
  - C the firm's ambitious plans for the future
  - D the range of work available to junior staff
  - E the flexible working arrangements on offer
  - F the image projected by the firm's literature

#### TASK TWO

For questions 26 – 30, choose from the list A – F what each speaker regards as the most valuable experience they have gained whilst with the firm.

You will hear the recording twice. While you listen you must complete both tasks.

- |                      |   |                      |
|----------------------|---|----------------------|
| Speaker 1 ..... (21) | A getting involved in staff training            | Speaker 1 ..... (26) |
| Speaker 2 ..... (22) | B learning to choose which projects to work on  | Speaker 2 ..... (27) |
| Speaker 3 ..... (23) | C being involved with high-profile clients      | Speaker 3 ..... (28) |
| Speaker 4 ..... (24) | D working with the firm's other branches        | Speaker 4 ..... (29) |
| Speaker 5 ..... (25) | E being given responsibility for whole projects | Speaker 5 ..... (30) |
|                      | F working with highly knowledgeable colleagues  |                      |

# ILEC Test of Listening

## Tapescript for Listening

support, so it made me realise the importance of getting every detail right and still being efficient about it. Even as a trainee, there's a need to manage effectively and delegate.

Now you will hear the recording again.

(*Extract One repeated*)

Extract Two.

**Lawyer:** Good morning Robert. Thank you for coming. I just wanted to update you on where we are concerning your case.

**Client:** Oh, yes, that would be really useful.

**Lawyer:** Basically, what's happened is that some neighbouring homeowners have been granted a Temporary Restraining Order, preventing your company from carrying out any further chemical operations on your property. What happened was that their lawyers were able to convince a judge that your chemical operations are contrary to your zoning status. They've also got some evidence that chemicals may be leaking onto their land. That's how they met the requirements necessary to get an order, and they've posted a bond to cover any loss you might incur.

**Client:** So when do I get any say in the matter? It seems ridiculous that they're complaining about the chemical operations when the local authority has no problems with it. We've been doing it for six years.

**Lawyer:** Yes, I know Robert .... and with the local authorities on our side, I wouldn't be overly worried. However, apparently the homeowners do have some photographs to submit which may well support their argument. A hearing is scheduled for next week to determine whether cause exists to continue the order or not pending a full trial. At the hearing, you'll need to testify and provide the technical background.

**Client:** I see.

### ILEC Listening Sample Question Paper Tapescript

This is the Cambridge International Legal English Certificate Listening Test, Sample Paper.

Look at the information for Candidates on the front of your question paper. This paper requires you to listen to a selection of recorded material and answer the accompanying questions.

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

There will be a pause before each part to allow you to look through the questions, and other pauses to let you think about your answers. At the end of every pause you will hear this sound.

You should write your answers in the spaces provided on the question paper. You will have five minutes at the end to transfer your answers to the separate answer sheet.

There will now be a pause. You must ask any questions now, as you will not be allowed to speak during the test.

Now open your question paper and look at Part 1.

Part 1.

You will hear three different extracts. For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

You will hear each extract twice.

Extract One.

The six months I spent in Milan were amazing. It wasn't just that I was part of a smaller team, it was also that I had to work with other local firms. I'd worked with the Italian office before, during a banking deal, but being on the spot meant that I could really grasp how things work out there. That experience helps a lot when you get home. I think that the firm's smaller European offices are different from, say, Hong Kong or Singapore – which are much more what I would be used to back home – so it was a good choice for me.

I think sometimes as a trainee it can be difficult to see the significance of some of the work you do. It took me a while to appreciate the fact that without the routine elements, transactions simply can't complete successfully. Working in the firm's Milan office was an eye-opener for me as it's a smaller outfit than back home and there's less in the way of practical

# ILEC Test of Listening

## Tapescript for Listening

Now you will hear the recording again.

(Extract Two repeated)

Extract Three.

**F:** Your new recruit called me about the Thwaite case the other day. How's she getting on?

**M:** Claudia? She's not doing badly actually. She certainly keeps the paperwork moving – which is more than can be said for her predecessor I must say. I'm already able to leave most routine aspects of cases to her without feeling I need to look over her shoulder every two minutes to make sure she's coping OK. My only reservation would be that I feel she's got a little too involved in this Thwaite case; that she's not quite embraced the firm's team approach completely. I'll have to find a way of broaching the issue with her. What about your chap, Pedro?

**F:** Pedro's doing fine too – just a few rough edges. I got a bit worried about his interpretation of one client's needs though. He hadn't quite realised that some of the work he was undertaking, though appropriate enough in itself, was rather, time hungry in ways that weren't moving things forward – I had to explain the cost specifics. He took what I said very well and probably just needs to attend a session on research techniques, you know, something on targeting the answerable questions.

Now you will hear the recording again.

(Extract Three repeated)

That is the end of Part 1.

Part 2.

You will hear part of a consultation between a lawyer and a new client, Anna Krupa, who is planning to set up her own business. For questions 7 – 11, choose the best answer A, B or C.

You will hear the recording twice. You now have 45 seconds to look at Part 2.

**Lawyer:** Good morning. I'm Malcolm Travis.

**Anna:** Good morning. Anna Krupa.

**Lawyer:** Pleased to meet you. First of all, I have to ask you, has the firm acted

on your behalf in any other matter?

**Anna:** Not exactly. My husband was a client of your firm some years ago. He works in the insurance sector, but it wasn't a commercial matter – his siblings were contesting the contents of their parents' will – so it's of no relevance to what we're dealing with now. But he was happy with the firm, so that's why I'm here.

**Lawyer:** And I understand you're interested in setting up your own business?

**Anna:** That's right. It's time to capitalise on my experience and training. I've been lucky; soon after graduating, I got work with an innovative software company and was involved in a highly successful project. Then I was head-hunted by a larger company. That was my last job. I got quite a generous severance package from them, which I've put to good use. I've taken time out to develop some research projects of my own, free from the pressure of having to look for another post.

**Lawyer:** Why did you leave them, may I ask?

**Anna:** Well I had some minor differences with my line manager. You know, little things like I wanted to upgrade the medical insurance plan that was part of the salary package, and they refused to pay. But although it was a combination of factors, the main trigger was getting passed over for a promotion. That's when I decided that I'd rather work for myself – so I quit. It was quite amicable, but I'm still a little bitter about not getting the credit I felt I deserved.

**Lawyer:** And do you have a copy of the employment agreement? The reason I ask is because often they contain a restrictive covenant.

**Anna:** I do remember that there was something that prevented me from taking their customers, but I don't think it said anything about not competing with them in a more general sense – you know geographical location, confidentiality, those sorts of things. In any case, if memory serves me correctly, it was only operative for one year after leaving and that's passed now – but I'll check it out. I've still got the agreement somewhere – would you take a look at it for me to make certain?



# ILEC Test of Listening

## Tapescript for Listening

additional charge of \$120.

Otherwise fees cover attendance at all working sessions. These will be in English and English-Spanish interpreting will be provided. You will also receive, in advance, all conference materials, including any speakers' papers submitted before the 11<sup>th</sup> of February, and you'll be able to get on to the IBA website in the seven days prior to the conference. During the conference itself, lunches, light refreshments and evening receptions are also included in the fee.

A key feature of this conference is that it will be run partly as a competition for selected young lawyers who will each present papers on a particular incentive or disincentive in a Latin American jurisdiction. The best speaker amongst them will be presented with an award at the Closing Reception. If you'd like to take part, you need first of all to be under forty years of age and be ready to do a fifteen-minute presentation. The topics of the six sessions are as follows: on the first day, sessions will focus on tax incentives in oil and mining activities and in the financial services sector. If none of those topics appeals, then the following day's programme might hold more interest for you. That's when the emphasis will be on tax incentives in utilities, in ecotourism and in the real estate sector.

Each speaker needs to present a particular incentive or disincentive in a local Latin American jurisdiction together with the reasons for implementing it. The effectiveness of local tax arrangements for attracting foreign investment should also be addressed. Each presentation will be followed by a panel discussion which further investigates the issues raised.

Finally, if you're hoping to attend the conference - whether as a speaker or a delegate - and you live outside the USA, you may need to think about a visa. The conference organisers would like to stress, though, that they are unable to issue a letter in support of any application until they have received a completed registration form and the full fees.

So, if you'd like more information about the .... [fade]

Now you will hear the recording again.

(Part 3 repeated)

That is the end of Part 3.

**Lawyer:** Absolutely, I would need to. So what are your priorities at the moment?

**Anna:** Well, I've come up with what is basically a new kind of software package - an invention if you like. I've already applied for a patent, so that's all in hand, but I need to be thinking about a business plan before I approach the bank for a loan to cover the start-up costs. You know, I'll have to conduct live trials, think about business premises, even staff eventually. But I want to keep my overheads down, so I'm looking for ways of doing that which allow me to maximise any investment I make. Could you advise me on such things?

**Lawyer:** Indeed we could. Let's talk about the business plan first.

Now you will hear the recording again.

(Part 2 repeated)

That is the end of Part 2.

Part 3.

You hear an announcement at a seminar about a future conference on the subject of taxation law in South America. For questions 12 - 20, complete the sentences.

You will hear the recording twice. You now have one minute to look at Part 3.

We've got a few minutes before our next session, so there's just time to give you some information about an upcoming conference on the topic of tax incentives in Latin America. The two-day conference will be held in Miami, Florida on the 17<sup>th</sup> and 18<sup>th</sup> of March and is being presented by the taxation section of the International Bar Association.

Delegates will have the opportunity to update their legal knowledge and meet leading international tax lawyers and industry experts. The conference should appeal to accountants, economists and corporate lawyers dealing with international tax issues in Latin America.

If you register now, conference fees can be as little as \$485, even for non-IBA members who fall into certain categories; for example lawyers under thirty, full-time academics and judges. To get these reductions, however, you must register before the 18<sup>th</sup> of February. After that, fees increase to \$845 for non-members and \$745 for IBA members. If you wish to attend the conference dinner, there is an

# ILEC Test of Listening

## Tapescript for Listening

Now look at the fourth and last part of the test. Part four consists of two tasks.

You will hear five short extracts in which various employees of a law firm called *Haddiscoe* are talking about working for the company. Look at Task One. For questions 21 – 25, choose from the list A – F the thing that impressed each speaker about the firm initially. Now look at Task Two. For questions 26 – 30, choose from the list A – F what each speaker regards as the most valuable experience they have gained whilst with the firm.

You will hear the recording twice. While you listen you must complete both tasks.

You now have 40 seconds to look at Part 4.

Speaker 1.

I'd applied to various law firms, and been put off by the very traditional image you get from all the paperwork they send you. Haddiscoe stood out as different, they dispensed with all that; just invited me in for a fairly laid-back interview, which really suited me. Once I'd settled in, I realised not everything was quite as flexible and friendly as the recruitment staff had suggested. But never mind; I got the chance to work with people who really know their stuff in fairly specialist areas of the law. They could be difficult at times, and it was a steep learning curve for me, but brilliant training - giving me a future as a specialist in those areas too.

Speaker 2.

I'd trained with another firm where working conditions were excellent, but I was fairly ambitious, and could tell from the interview that at Haddiscoe I'd be able to branch out into all sorts of areas that interested me for the future - particularly the regulation of financial markets - I couldn't have got that anywhere else so early on in my career. You couldn't pick and choose, of course, but I was lucky, getting taken on as assistant to a partner on a multi-million-dollar financing deal. I got to work directly with the financiers, drafting a whole document from scratch. It was only one aspect of the project, but that direct contact gave me real insights into that branch of the law.

Speaker 3.

At first, I wasn't sure that I fitted Haddiscoe's image, having trained in a more traditional firm, but I did eventually find I had lots in common with my colleagues. What actually attracted me was the firm's willingness to experiment with different ways of working, even for more junior staff; staggered hours, the option of working at home sometimes - it was all refreshingly forward-looking. Once there, the most beneficial thing for me personally was working as part of a team on complex international projects

where we'd liaise closely with various overseas offices. It wouldn't have been my choice because nothing in my previous training had prepared me for that, but I gradually acquired the necessary expertise.

Speaker 4.

I'd read a very positive article about Haddiscoe in the press, but it was only at the interview that I sensed how intent they were on expansion. I reckoned that would mean training opportunities, interesting work with high-profile clients, etc, so I didn't even apply to any other firms. In actual fact, I've mostly been involved with fairly routine work with little opportunity to branch out. It wouldn't have been my choice, but it has meant that I'm trusted to do more things on my own. Like when the partner takes me along to meetings and then leaves all the follow-up to me - drafting the documents, preparing for the signing, etc. Some colleagues recruited more recently don't really get that.

Speaker 5.

Friends working at Haddiscoe seemed quite enthusiastic, but colleagues aren't everything, so I got hold of a copy of the firm's mission statement. It might not be the best way to choose an employer, but I found myself in sympathy with their general approach and so applied. I was pleasantly surprised by the variety and the scale of the litigation projects I got involved in, though I have to be flexible. But the real plus for me is the chance I get to pass my knowledge and experience on to newer recruits. Devoting time to the induction course means less contact with clients, which might mean less higher-level work in the future, but the rewards far outweigh any drawbacks.

Now you will hear the recording again.

(Part 4 repeated)

That is the end of Part 4. There will now be a five minute pause to allow you to transfer your answers to the separate answer sheet. Be sure to follow the numbering of all the questions. The question papers and answer sheets will then be collected by your supervisor. I'll remind you when there is one minute left, so that you're sure to finish in time.

You have one more minute left.

That is the end of the test.



# ILEC Test of Listening

## Sample paper answer key

### ILEC Listening Sample Question Paper Answer Key

1	B
2	C
3	B
4	B
5	A
6	C
7	A
8	C
9	B
10	A
11	C
12	ACCOUNTANTS/ECONOMISTS
13	FULL-TIME JUDGES
14	745/(SEVEN-HUNDRED AND FORTY-FIVE (DOLLARS))
15	WEBSITE
16	COMPETITION
17	OIL/MINING
18	REAL ESTATE
19	(PANEL) DISCUSSION
20	VISA
21	A
22	D
23	E
24	C
25	F
26	F
27	C
28	D
29	E
30	A

# ILEC Test of Listening

## Answer sheet

Part 3		
		Do not write below here
12		12 1 0 u
13		13 1 0 u
14		14 1 0 u
15		15 1 0 u
16		16 1 0 u
17		17 1 0 u
18		18 1 0 u
19		19 1 0 u
20		20 1 0 u

  

Part 4		
Task One	21	A B C D E F
	22	A B C D E F
	23	A B C D E F
	24	A B C D E F
	25	A B C D E F
Task Two	26	A B C D E F
	27	A B C D E F
	28	A B C D E F
	29	A B C D E F
	30	A B C D E F

Listening Answer Sheet																					
<p style="text-align: center;"><b>UNIVERSITY of CAMBRIDGE</b> ESOL Examinations</p> <hr/> <p><b>Candidate Name</b> <small>If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).</small></p> <p>Centre No. <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table></p> <p>Candidate's Signature .....</p> <p><b>Examination Title</b></p> <p>Centre</p> <p>Session</p> <p><b>Supervisor:</b> <small>If the candidate is ABSENT or has WITHDRAWN shade here</small></p> <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table>																					<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p><b>Instructions</b></p> <p>Use a <b>PENCIL (B or HB)</b>.</p> <p>Rub out any answer you wish to change with an eraser.</p> <p><b>For Parts 1, 2 and 4:</b> Mark ONE box for each question.</p> <p>For example, if you think C is the right answer to the question, mark your answer sheet like this:</p> <div style="display: flex; justify-content: center; align-items: center; gap: 5px;"> <span style="border: 1px solid black; padding: 2px;">0</span> <span style="border: 1px solid black; padding: 2px;">A</span> <span style="border: 1px solid black; padding: 2px;">B</span> <span style="border: 1px solid black; padding: 2px;">C</span> </div> <p>For Part 3: Write your answers in CAPITAL LETTERS like this:</p> <div style="display: flex; justify-content: center; align-items: center; gap: 5px;"> <span style="border: 1px solid black; padding: 2px;">0</span> <span style="border: 1px solid black; padding: 2px;">E</span> <span style="border: 1px solid black; padding: 2px;">X</span> <span style="border: 1px solid black; padding: 2px;">A</span> <span style="border: 1px solid black; padding: 2px;">M</span> <span style="border: 1px solid black; padding: 2px;">P</span> <span style="border: 1px solid black; padding: 2px;">L</span> <span style="border: 1px solid black; padding: 2px;">E</span> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 30%;"> <p style="text-align: center;"><b>Part 1</b></p> <p>1 A B C</p> <p>2 A B C</p> <p>3 A B C</p> <p>4 A B C</p> <p>5 A B C</p> <p>6 A B C</p> </div> <div style="width: 30%;"> <p style="text-align: center;"><b>Part 2</b></p> <p>7 A B C</p> <p>8 A B C</p> <p>9 A B C</p> <p>10 A B C</p> <p>11 A B C</p> </div> <div style="width: 30%; text-align: right;"> <p>Turn over for Parts 3 and 4 </p> </div> </div>

# 4 TEST OF SPEAKING

## GENERAL DESCRIPTION

<b>Paper format</b>	The Test of Speaking contains four parts.
<b>Timing</b>	16 minutes.
<b>No. of parts</b>	4.
<b>Interaction pattern</b>	Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or by providing cues for candidates. The other acts as assessor only and does not join in the interaction.
<b>Task types</b>	Short exchanges with the interlocutor; a 1-minute 'long turn'; a question and answer exchange between candidates; a collaborative task involving the two candidates; a three-way discussion.
<b>Task focus</b>	Exchanging personal and factual information, expressing and finding out about attitudes and opinions.
<b>Marks</b>	The interlocutor gives a single mark based on a global achievement scale, while the assessor applies detailed analytical scales and gives separate marks for grammar and vocabulary, discourse management, pronunciation and interactive communication.

## STRUCTURE AND TASKS

### PART 1

<b>Task type and format</b>	The interlocutor leads a discussion with the two candidates. The candidates are asked to respond to the interlocutor's questions on legal studies and/or legal work experience and further questions on law-related topics.
<b>Focus</b>	Responding to questions and expanding on responses.
<b>Timing</b>	2 minutes.

### PART 2

<b>Task type and format</b>	Individual 'long turns' followed by a question from the second candidate. Candidates choose one topic from a set of two, selected by the interlocutor. Each topic comes with prompts to be used as required. Candidates have one minute to choose and prepare their topic, then talk about the topic for about one minute; the second candidate responds with a question about the talk, which the first candidate then answers.
<b>Focus</b>	Sustaining a 'long turn' and managing discourse by giving information, and expressing and justifying opinions.
<b>Timing</b>	7 minutes (including a 1-minute 'long turn' for each candidate).

### PART 3

<b>Task type and format</b>	Two-way conversation between the candidates. The interlocutor delegates to the pair of candidates a collaborative task, consisting of a shared task with prompts for discussion.
<b>Focus</b>	Turn-taking (initiating and responding appropriately), negotiating, collaborating, exchanging information, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, comparing and contrasting, and decision-making.
<b>Timing</b>	4 minutes (including a 3-minute discussion between candidates).

### PART 4

<b>Task type and format</b>	Discussion on topics related to the collaborative task. The interlocutor leads a discussion with the two candidates, based on questions related to the task in Part 3.
<b>Focus</b>	Responding appropriately, developing topics, exchanging information, expressing and justifying opinions, and agreeing and/or disagreeing.
<b>Timing</b>	3 minutes.

# The four parts of the Test of Speaking

## Format

The paired format of the ILEC Test of Speaking (two examiners and two candidates) offers candidates the opportunity to demonstrate, in a controlled but friendly environment, their ability to use their spoken language skills effectively in a range of contexts. The test lasts 16 minutes. One examiner, the interlocutor, conducts the test and gives a global assessment mark for each candidate's performance. The other, the assessor, does not take any part in the interaction but focuses solely on listening to, and making an assessment of, the candidates' oral proficiency.

At the end of the Test of Speaking, candidates are thanked for attending, but are given no indication of the level of their achievement.

The standard format is two examiners and two candidates, and, wherever possible, this will be the form which the Test of Speaking will take. In cases where there is an uneven number of candidates at a centre, the last test of the session will be taken by three candidates together instead of two. The test format, test materials and procedure will remain unchanged but the timing will be longer: 23 minutes instead of 16.

The Test of Speaking consists of four parts, each of which is assessed. Each part of the test focuses on a different type of interaction: between the interlocutor and each candidate, between the two candidates, and among all three. The patterns of discourse vary within each part of the test.

### ■ PART 1 – INTERVIEW

*This part tests the candidates' ability to respond to questions and expand on responses.*



Sample task and assessment criteria: pages 46 and 49.

This part of the test gives candidates the opportunity to show their ability to respond to questions and expand on their responses, talking about their legal studies and/or legal work experience.

In this part of the test, the interlocutor asks candidates for some information about themselves. The interlocutor then asks the candidates to offer their opinion on certain law-related topics.

### ■ PART 2 – LONG TURN

*This part tests the candidates' ability to sustain a 'long turn'.*



Sample task and assessment criteria: pages 46 and 49.

In this part of the test, candidates are given the opportunity to speak for one minute without interruption. Each candidate is given a choice of two law-related topics and asked to talk for one minute about the chosen topic. Candidates are given one minute to choose and prepare their topic. Candidates may be asked to give information and/or express and justify opinions. Topics are different for each candidate and there are three prompts to help the candidates.

Candidates can show their ability to manage discourse and express themselves coherently using appropriate language. Candidates should pay attention while their partner is speaking, as they are asked to respond with a question after their partner has spoken. Candidates should be made aware, however, that they should not speak during their partner's 'long turn'.

### ■ PART 3 – COLLABORATIVE TASK

*This part tests the candidates' ability to collaborate and negotiate through initiating and responding in an appropriate way.*



Sample task and assessment criteria: pages 48 and 49.

The candidates are given oral and written instructions to form the basis for a task which they discuss together. Candidates are expected to work towards a negotiated completion of the task and are assessed on their ability to negotiate and collaborate with each other while doing this.

The task gives candidates the opportunity to show their range of language and their ability to invite the opinions and ideas of their partner. There is no right or wrong answer to the task and candidates can agree to differ.

### ■ PART 4 – DISCUSSION

*This part tests the candidates' ability to engage in a discussion based on the topics or issues raised in the collaborative task in Part 3.*



Sample task and assessment criteria: pages 48 and 49.

In this part of the test, the interlocutor directs the interaction by asking questions which encourage the candidates to respond appropriately and to develop the topics or issues introduced in Part 3.

This part of the test gives candidates an opportunity to show that they are capable of discussing topics and certain issues in more depth.

# Preparation

## General

- Students should be aware that they are not being assessed on their ideas or their knowledge of the law but do need to contribute fully in all parts of the test in order for an assessment of their language ability to be made.
  - It is essential that students are able to participate in pair and group activities effectively, showing sensitivity to turn-taking and responding appropriately to their partners. Pair and group activities should, therefore, be a regular feature of classroom learning.
  - Students should be given extensive practice in listening carefully to instructions and remembering what they are asked to do.
  - Students should know exactly what to expect in each part of the test and they should be equipped with the right kind of language for each part, e.g. giving personal information, exchanging information/opinions, giving reasons, speculating, agreeing and disagreeing politely, justifying and negotiating.
  - Students should be encouraged to speak clearly so that they can be heard and understood, and paraphrase effectively when they do not know or cannot remember a word. Students should be made aware that different varieties of standard English accents in the UK and elsewhere in the world are acceptable.
  - It is useful to give students a 'mock' Test of Speaking before the examination so that they have an idea of how long each part of the test will be, and how they can maximise the time available to show the examiners what they can do.
  - Students should be aware that if they are uncertain about what they have to do, they can ask for the instructions to be repeated but to do this too often will leave them less time to concentrate on the task itself.
  - Students should be advised not to wait too long before they begin to speak. A short pause to gather their thoughts is acceptable, but anything longer than this will give them less time to produce a sample of language.
  - Students should realise that producing a one-word answer will not give them the opportunity to show their range of language, etc. so they should expand on their answers and responses wherever possible.
- N.B. In some centres candidates from the same school are paired together. However, where candidates from a number of different educational establishments are entered at the same centre, some candidates may find that they are paired with a candidate from another establishment. Students should check with the centre through which they are entering for the local procedure.*

## By part

### ■ PART 1

- Students should be made aware that they are expected to react naturally to the interlocutor's questions and not rehearse speeches for this part of the test. It is important to demonstrate in class what is required in this part of the test.
- Train students to 'think on their feet' and answer a question quickly even if they have never thought about that particular subject before. For example:
  - Interlocutor: What kind of qualities do you think a good lawyer needs?
  - X Candidate 1: Oh ... er ... I've never really given that much thought.
  - ✓ Candidate 1: Well, I think a lawyer should be confident, with a good knowledge of the law, but also approachable and good at communicating with people.
- Encourage students to practice Part 1 in groups of three. One student could be the interlocutor and the other two the candidates, and they could then change roles. Materials from sample papers can be used for this activity.
- Advise students to try and use a variety of tenses, language and structures in this part of the test. This will create a good impression and give them confidence to tackle the other parts of the test.

### ■ PART 2

- Give students practice in talking for one minute on a set law-related subject which they have prepared briefly, or in 'holding the floor' in a classroom situation so that they can organise their thoughts and ideas quickly during this 'long turn'.
- Tell students not to waste precious time by reading out the topic and/or prompts as this is not necessary. Tell students simply to start talking about their chosen topic.
- Make sure students are aware that the prompts are there to help the candidates, but they do not have to use all of them.
- Tell students not to adopt 'closure' techniques such as, 'That's it! I've finished!' They should keep talking until the interlocutor says, 'Thank you'. In this way, they will maximise the time available for their 1-minute 'long turn'.
- Build up a bank of topics which you can use for practice in the classroom. Encourage students to talk about the topics without giving them specific prompts. This will help them to think about the topics in more depth, and train them to think of something to say if they run out of ideas during the examination itself.
- Make sure that students have plenty of practice in organising their ideas coherently. Useful phrases to link ideas will help them. They can build up their own lists of suitable phrases throughout the course, thus ensuring that they have a range of language and structures to draw upon when necessary.



### ■ PART 3

- Encourage students to make use of conversation ‘fillers’, e.g. ‘Well, now, let me see ...’, which they can call upon (sparingly) to give themselves time to think, and to make use of strategies which invite their partner to contribute to the discussion, e.g. ‘Would you agree ...?’
- Warn students not to reach conclusions in the first minute or so of the test as they may leave themselves with nothing to talk about for the remainder of the time. Train them to discuss each aspect of the task in detail before reaching a decision. Students need strategies for making the most of the three minutes of time available.
- Doing timed tasks in class will help students make the best use of the three minutes available for Part 3.
- Students should be encouraged to react to as great a variety of topics as possible and express ideas and opinions of their own. Simply agreeing or disagreeing with, or echoing what their partner has said, will not enable them to show what they can do. They should always expand on what they say, e.g. instead of saying, ‘Yes, I agree’, a better response might be, ‘Yes, I certainly do agree that this is a very serious problem, but is it one we could do something about?’
- Conduct ‘mock’ Part 3 practice by giving each student a different role card, e.g. Student A could constantly interrupt Student B, or Student B could be instructed to say almost nothing at all, or give one-word responses, thus forcing Student A to keep talking, or be constantly inviting their partner to speak. This will provide invaluable training in sensitivity to turn-taking and in managing and developing interaction.

### ■ PART 4

- Encourage students to talk about topical law-related issues and issues of general interest to the legal world and express an opinion about them so that they can participate fully in the last part of the test. Candidates are asked questions by the interlocutor and they are expected to develop the discussion, rather than simply give one-word answers.
- Tell students that they are not being assessed on their ideas or their knowledge of the law, but examiners can only assess candidates on the language they produce, and those candidates who fail to make a contribution will not do well. Reading an English newspaper or English language law journals, or listening to or watching the international news on a regular basis will help give candidates ideas they may be able to use in Part 4 of the test.
- Set up a regular debating session in class. Students A and B could be given a short time to argue either for or against a law-related issue. The other members of the class could then be invited to express their own ideas. This will encourage students to have the confidence to express their ideas in public, and comment on issues they may never have thought about before.

- After doing a Part 3 task, ask students what kinds of questions they think they may be asked in Part 4. In groups, they could produce three or four and then compare them with those produced by other students. This will help them to be prepared for what they might be asked in this part of the test.
- At this stage of the test, the worst thing that can happen is a long silence. Train students to react almost immediately to what they are asked to talk about or to give themselves a little time by ‘thinking aloud’, or if necessary, relating something to their own experience, e.g. ‘Well, that is something I’ve never actually thought about but, on reflection, I would say that ...’.
- Students may be losing their concentration by this stage in the test. It is important that they are given practice sessions of 16 minutes so that they know exactly what it is like to do a Speaking test for this length of time. The impression they make at the end of the test is equally as important as the one they have made throughout the rest of the test. Regular participation in a complete practice Speaking test will train students to maintain their level of concentration as the end of the test approaches.

**PART 1** 2 minutes (3 minutes for groups of three)**Interlocutor**

Good (morning/afternoon/evening). My name is ..... and this is my colleague, .....

And your names are?

Can I have your mark sheets, please?

Thank you.

First of all, we'd like to know a little about you.

*Ask candidates the following questions in turn.*

- Where are you both from?
- (Candidate A), are you working or are you a student?
- And what about you, (Candidate B)?
- (Candidate A), tell us something about your work / the course you are studying.
- And (Candidate B), tell us about your work / the course you are studying.

*Ask each candidate one further question, as appropriate.*

- What area of the law do you find the most interesting? (Why?)
- In your opinion, what are the skills needed to be a successful lawyer?
- How do you think the internet has affected the way lawyers work?

Thank you.

# ILEC Test of Speaking

## Part 2

### PART 2 7 Minutes (10 minutes for groups of three)

#### Task 1

##### Interlocutor

Now, in this part of the test I'm going to give each of you a choice of two different topics. I'd like you to choose one of the topics and give a short talk on it for about a minute.

(Candidate A), it's your turn first. Here are your topics and some ideas to help you.

Place **Part 2** booklets, open at **Task 1**, in front of each candidate.

You have a minute to choose your topic and prepare your talk. After you have finished your talk, your partner will ask you a brief question about it.

⌚ Up to one minute of preparation time

All right? Now, (Candidate A), which topic have you chosen?

##### Candidate A

States chosen topic.

##### Interlocutor

(Candidate B), please listen carefully to (Candidate A's) talk, and then ask him/her a brief question about it. (Candidate A), would you like to start?

##### Candidate A

⌚ One minute

##### Interlocutor

Thank you. Now, (Candidate B), can you ask (Candidate A) a question about his/her talk?

##### Candidates

⌚ Up to one minute

##### Interlocutor

Thank you. (Can I have the booklets, please?)

Retrieve booklets. Now select a different pair of tasks for Candidate B.

##### Interlocutor

Thank you. Now, (Candidate B), it's your turn. Here are your topics and some ideas to help you.

Place **Part 2** booklets, open at **Task 1**, in front of each candidate.

You have a minute to choose your topic and prepare your talk. After you have finished your talk, your partner will ask you a brief question about it.

⌚ Up to one minute of preparation time

All right? Now, (Candidate B), which topic have you chosen?

##### Candidate B

States chosen topic.

##### Interlocutor

(Candidate A), please listen carefully to (Candidate B's) talk, and then ask him/her a brief question about it. (Candidate B), would you like to start?

##### Candidate B

⌚ One minute

##### Interlocutor

Thank you. Now, (Candidate A), can you ask (Candidate B) a question about his/her talk?

##### Candidates

⌚ Up to one minute

##### Interlocutor

Thank you. (Can I have the booklets, please?) Retrieve booklets.

#### Task 1

##### A

##### Contract Law

- the most important points of a contract
- what effect an oral contract has
- what happens if a contract is broken

#### Task 1

##### B

##### English Use In International Business Law

- the effect of the increased use of the English language in business transactions
- the level of English needed
- the importance of language in law

**PART 2** 7 Minutes (10 minutes for groups of three)**Task 2****Interlocutor**

Now, in this part of the test I'm going to give each of you a choice of two different topics. I'd like you to choose one of the topics and give a short talk on it for about a minute.

(Candidate A), it's your turn first. Here are your topics and some ideas to help you.

Place **Part 2** booklets, open at **Task 2**, in front of each candidate.

You have a minute to choose your topic and prepare your talk. After you have finished your talk, your partner will ask you a brief question about it.

⌚ *Up to one minute of preparation time*

All right? Now, (Candidate A), which topic have you chosen?

**Candidate A**

States chosen topic.

**Interlocutor**

(Candidate B), please listen carefully to (Candidate A's) talk, and then ask him/her a brief question about it. (Candidate A), would you like to start?

**Candidate A**

⌚ *One minute*

**Interlocutor**

Thank you. Now, (Candidate B), can you ask (Candidate A) a question about his/her talk?

**Candidates**

⌚ *Up to one minute*

**Interlocutor**

Thank you. (Can I have the booklets, please?)

Retrieve booklets. Now select a different pair of tasks for Candidate B.

**Interlocutor**

Thank you. Now, (Candidate B), it's your turn. Here are your topics and some ideas to help you.

Place **Part 2** booklets, open at **Task 2**, in front of each candidate.

You have a minute to choose your topic and prepare your talk. After you have finished your talk, your partner will ask you a brief question about it.

⌚ *Up to one minute of preparation time*

All right? Now, (Candidate B), which topic have you chosen?

**Candidate B**

States chosen topic.

**Interlocutor**

(Candidate A), please listen carefully to (Candidate B's) talk, and then ask him/her a brief question about it. (Candidate B), would you like to start?

**Candidate B**

⌚ *One minute*

**Interlocutor**

Thank you. Now, (Candidate A), can you ask (Candidate B) a question about his/her talk?

**Candidates**

⌚ *Up to one minute*

**Interlocutor**

Thank you. (Can I have the booklets, please?) Retrieve booklets.

**Task 2****A****The Legal Profession**

- the legal training system in your country
- the types of work opportunities for lawyers
- the functions of professional bodies governing lawyers

**Task 2****B****Corporate Law**

- the legal duties of directors
- the importance of board meetings
- the need for independent directors

# ILEC Test of Speaking

## Parts 3 and 4

### PARTS 3 and 4 7 minutes (10 minutes for groups of three)

#### Task 21

#### The Work of a Commercial Lawyer

##### PART 3

##### Interlocutor

Now, in this part of the test I'd like you to talk to each other. I'm going to describe a situation to you.

Place **Part 3 booklet**, open at **Task 21**, in front of the candidates.

You are preparing a presentation on the work of the commercial lawyer for a group of students interested in entering the legal profession. Decide what information to give the students.

There are some discussion points to help you.

You have about three (four) minutes to discuss this.

##### Candidates

⌚ *Approximately five seconds*

##### Interlocutor

Please start your discussion now.

##### Candidates

⌚ *Approximately three minutes (four minutes for groups of three)*

##### Interlocutor

Thank you. (Can I have the booklet, please?)

*Retrieve booklet.*

##### PART 4

##### Interlocutor

Select any of the following questions as appropriate:

- In your opinion, should universities offer a legal qualification in commercial law only?
- Do you think commercial lawyers' associations are a good idea? (Why/Why not?)
- In what ways can communication with lawyers in other countries be useful?
- In commercial law, how common is litigation as a first step in a dispute?

Thank you. That is the end of the test.

Select any of the following prompts as necessary:

- What do you think?
- Do you agree?
- How about you?

#### Task 21

#### The Work of a Commercial Lawyer

You are preparing a presentation on the work of the commercial lawyer for a group of students interested in entering the legal profession. Decide what information to give the students.

Discussion points:

- whether to specialise or offer a wider service
- amount of time spent doing court work and office work
- different ways in which clients are charged for work



# Assessment

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. The assessor awards marks according to four analytical criteria:

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

The interlocutor awards a Global Achievement mark, which is based on the analytical scales.

These criteria should be interpreted within the overall context of the Cambridge Common Scale for Speaking on page 50, where ILEC spans Levels B2 and C1.

## ■ Grammar and Vocabulary

This refers to the accurate and appropriate use of grammatical forms and vocabulary. It also includes the range of both grammatical forms and vocabulary. Performance is viewed in terms of the overall effectiveness of the language used.

**RANGE:** the active use of a range of grammatical forms and vocabulary.

**ACCURACY:** the accurate use of grammatical forms and syntax.

**APPROPRIACY:** the appropriate use of vocabulary to deal with the tasks.

## ■ Discourse Management

This refers to the candidate's ability to link utterances together to form coherent monologue and contributions to dialogue. The utterances should be relevant to the tasks and to preceding utterances in the discourse. The discourse produced should be at a level of complexity appropriate to B2/C1 level and the utterances should be arranged logically to develop the themes or arguments required by the tasks. The extent of the contributions should be appropriate, i.e. long or short as required at a particular point in the dynamic development of the discourse in order to achieve the task.

**COHERENCE:** the logical arrangement of utterances to form spoken discourse and to develop arguments or themes.

**EXTENT:** the appropriate length of individual contributions (long or short) to develop the discourse and deal with the tasks.

**RELEVANCE:** the relevance of contributions to the tasks and to preceding contributions in the discourse.

## ■ Pronunciation

This refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements. This includes stress, rhythm and intonation, as well as individual sounds. Examiners put themselves in the position

of the person who is not a language teaching specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate.

**STRESS AND RHYTHM:** the appropriate use of strong and weak syllables in words and connected speech, the linking of words, and the effective highlighting of information-bearing words in utterances.

**INTONATION:** the use of a sufficiently wide pitch range and the appropriate use of intonation to convey intended meanings.

**INDIVIDUAL SOUNDS:** the effective articulation of individual sounds to facilitate understanding.

Different varieties of English, e.g. British, North American, Australian, etc., are acceptable, provided they are used consistently throughout the test.

## ■ Interactive Communication

This refers to the candidate's ability to take an active part in the development of the discourse, showing sensitivity to turn-taking and without undue hesitation. It requires the ability to participate in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately. It also refers to the deployment of strategies to maintain and repair interaction at an appropriate level throughout the test so that the tasks can be fulfilled.

**INITIATING AND RESPONDING:** the ability to participate in a range of situations and to develop the interaction by initiating and responding appropriately.

**HESITATION:** the ability to participate in the development of the interaction without undue hesitation.

**TURN-TAKING:** the sensitivity to listen, speak, and allow others to speak, as appropriate.

## ■ Global Achievement Scale

This scale refers to the candidate's overall effectiveness in dealing with the tasks in the four separate parts of the ILEC Test of Speaking. The global mark is an independent, impression mark which reflects the assessment of the candidate's performance from the interlocutor's perspective.

## ■ Typical minimum adequate performance

Develops the interaction with contributions which are mostly coherent and extended when dealing with the tasks. Grammar is mostly accurate and vocabulary appropriate. Utterances are understood with little strain on the listener.

Assessment is based on performance in the whole test, and is not related to performance in particular parts of the test.

## Oral Examiners

In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who is responsible for a number of teams of Oral Examiners. Team Leaders give advice and support to Oral Examiners, as required. The Team Leaders are responsible to a Senior Team Leader, who is the professional representative of Cambridge ESOL for the Speaking tests. Senior Team Leaders are appointed by Cambridge ESOL and attend an annual co-ordination and development session in the UK. Team Leaders are appointed by the Senior Team Leader in consultation with the local administration.

After initial training of examiners, standardisation of marking is maintained by both annual examiner co-ordination sessions and by monitoring visits to centres by Team Leaders. During co-ordination sessions, examiners watch and discuss sample Speaking tests recorded on video and then conduct practice tests with volunteer candidates in order to establish a common standard of assessment. The sample tests on video are selected to demonstrate a range of nationalities and different levels of competence, and are pre-marked by a team of experienced assessors.

## Cambridge ESOL Common Scale for Speaking

The Cambridge ESOL Common Scale for Speaking has been developed to help users to:

- interpret levels of performance in the Cambridge Speaking tests from beginner to advanced
- identify typical performance qualities at particular levels
- locate performance in one examination against performance in another.

The Common Scale is designed to be useful to test candidates and other test users, e.g. admissions officers or employers.

The Common Scale is a general scale. Examiners for ILEC use a separate mark scheme, designed specifically for use in the ILEC Test of Speaking.

The description at each level of the Common Scale aims to provide a brief, general description of the nature of spoken language ability at a particular level in real-world contexts. In this way the wording offers an easily understandable description of performance which can be used, for example, in specifying requirements to language trainers, formulating job descriptions and specifying language requirements for new posts.

### LEVEL MASTERY

#### C2 Fully operational command of the spoken language

- Able to handle communication in most situations, including unfamiliar or unexpected ones.
- Able to use accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and always easy to follow.
- Rarely produces inaccuracies and inappropriacies.
- Pronunciation is easily understood and prosodic features are used effectively; many features, including pausing and hesitation, are 'native-like'.

### LEVEL EFFECTIVE OPERATIONAL PROFICIENCY

#### C1 Good operational command of the spoken language

- Able to handle communication in most situations.
- Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.
- Occasionally produces inaccuracies and inappropriacies.
- Maintains a flow of language with only natural hesitation resulting from considerations of appropriacy or expression.
- L1 accent may be evident but does not affect the clarity of the message.

### LEVEL VANTAGE

#### B2 Generally effective command of the spoken language

- Able to handle communication in familiar situations.
- Able to organise extended discourse but occasionally produces utterances that lack coherence and some inaccuracies and inappropriate usage occur.
- Maintains a flow of language, although hesitation may occur whilst searching for language resources.
- Although pronunciation is easily understood, L1 features may be intrusive.
- Does not require major assistance or prompting by an interlocutor.

### LEVEL THRESHOLD

#### B1 Limited but effective command of the spoken language

- Able to handle communication in most familiar situations.
- Able to construct longer utterances but is not able to use complex language except in well-rehearsed utterances.
- Has problems searching for language resources to express ideas and concepts resulting in pauses and hesitation.
- Pronunciation is generally intelligible, but L1 features may put a strain on the listener.
- Has some ability to compensate for communication difficulties using repair strategies but may require prompting and assistance by an interlocutor.

### LEVEL WAYSTAGE

#### A2 Basic command of the spoken language

- Able to convey basic meaning in very familiar or highly predictable situations.
- Produces utterances which tend to be very short – words or phrases – with frequent hesitations and pauses.
- Dependent on rehearsed or formulaic phrases with limited generative capacity.
- Only able to produce limited extended discourse.
- Pronunciation is heavily influenced by L1 features and may at times be difficult to understand.
- Requires prompting and assistance by an interlocutor to prevent communication from breaking down.

The ILEC examination is set at levels B2 and C1.

# Glossary of testing terms

**ANCHOR TEST:** a test with known measurement characteristics, which is administered in association with another test. Performance on the anchor test provides information about the other test and about the candidates who have taken both of them.

**ASSESSOR:** the Test of Speaking examiner who assigns a score to a candidate's performance, using subjective judgement to do so.

**BASE WORD:** the word at the end of each line in ILEC Test of Reading Part 3, which is the basis for the word that has to be formed.

**CLOSURE TECHNIQUES:** techniques used to draw a conversation to a close, e.g. 'That's all'.

**CLOZE TEST:** a type of gap-filling task in which whole words have been removed from a text and which candidates must replace. In an 'open cloze' candidates supply the missing words. In a 'multiple-choice cloze' candidates choose the missing word from a set of options.

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

**COLLABORATIVE TASK:** the opportunity in Part 3 of the Test of Speaking for the candidates to engage in a discussion and work together towards a negotiated outcome of the task set.

**CONTENT POINTS:** the points contained in the notes on the text in the ILEC Test of Writing Part 1 compulsory question, which must be included in the candidate's letter.

**CONVERSATIONAL FILLERS:** a word or sound filling a pause in an utterance or conversation, e.g. 'er', 'you know'.

**DISCLOSURE:** written or spoken communication.

**DISTRACTOR:** each incorrect option in a multiple-choice item.

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

**GIST:** the central theme or meaning of the text.

**IMPEDING ERROR:** an error which prevents the reader or listener from understanding the word or phrase.

**INPUT MATERIAL:** the text and notes which candidates have to base their answers on in the ILEC Test of Writing Part 1 question.

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

**KEY:** the correct answer to an item.

**LONG TURN:** the opportunity in Part 2 of the Test of Speaking for a candidate to talk uninterrupted for a period of time, enabling them to produce an extended piece of discourse.

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

**MULTIPLE-CHOICE:** a task where candidates are given a set of several possible answers of which only one is correct.

**MULTIPLE MATCHING TASK:** a task in which a number of questions or sentence completion items, generally based on a reading text, are set. The responses are provided in the form of a bank of words or phrases.

**NEUTRAL STYLE:** a writing style with no specific features of formality or informality.

**OBJECTIVE TEST:** a test which can be scored by applying a mark scheme, without the need to bring expert opinion or subjective judgement to the task.

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

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

**PARAPHRASE:** to give the meaning of something using different words.

**PHRASAL VERB:** a verb which takes on a new meaning when followed by a certain preposition or adverb (e.g. 'get away', 'take up').

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

**PRODUCTIVE TASK:** a task which provides candidates with a stimulus to which the response is a piece of written or spoken language. As well as the Writing and Speaking tasks, productive tasks are found in ILEC Test of Reading, Part 2 and Part 3, and Test of Listening, Part 3.

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

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

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

**TASK FULFILMENT:** completing all elements of an ILEC Test of Writing task using a range of appropriate and accurate language.

**TRANSACTIONAL LETTER:** a letter written in response to a request for action or to initiate action, i.e. the letter will trigger some outcome or result, usually in the form of further communication. A letter of complaint is transactional, a letter giving advice is not.

**TRIALING:** a stage in the development of test materials at which tasks for the Writing or Speaking papers are tried out with representative samples of students to determine their suitability as test materials and whether they work as expected.