



UNIVERSITY *of* CAMBRIDGE  
ESOL Examinations

Experts in Language Assessment

# Preliminary English Test for Schools

## ***Handbook for teachers***

# **Level B1**

Common European Framework of Reference

# PET for Schools content and overview

Paper	Name	Timing	Content	Test Focus
<b>Paper 1</b>	Reading/Writing	1 hour 30 minutes	<b>Reading</b> Five parts test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts. <b>Writing</b> Three parts test a range of writing skills.	Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level.  Assessment of candidates' ability to produce straightforward written English, ranging from producing variations on simple sentences to pieces of continuous text.
<b>Paper 2</b>	Listening	30 minutes (approx.)	Four parts ranging from short exchanges to longer dialogues and monologues.	Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.
<b>Paper 3</b>	Speaking	10–12 minutes per pair of candidates	Four parts. In Part 1, candidates interact with an examiner. In Parts 2 and 4 they interact with another candidate. In Part 3, they have an extended individual long turn.	Assessment of candidates' ability to express themselves in order to carry out functions at Threshold level. To ask and to understand questions and make appropriate responses. To talk freely on matters of personal interest.

# Preface

This handbook is for anyone who is preparing candidates for the Cambridge ESOL Preliminary English Test for Schools (PET for Schools). The introduction gives an overview of PET and its place within Cambridge ESOL. This is followed by a focus on each paper and includes content, advice on preparation and example papers.

If you require additional CDs or further copies of this booklet, please email: [ESOLinfo@CambridgeESOL.org](mailto:ESOLinfo@CambridgeESOL.org)

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# Introduction to Cambridge ESOL

## ■ University of Cambridge ESOL Examinations

University of Cambridge ESOL Examinations (Cambridge ESOL) is a part of the Cambridge Assessment Group, which is a department of the University of Cambridge\*. It has a tradition of language assessment dating back to 1913, and is one of the world's largest educational assessment agencies. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English. In 2006 over 2 million people took these examinations at centres in over 140 countries.

Cambridge ESOL's systems and processes for designing, developing and delivering examinations and assessment services are certified as meeting the internationally recognised ISO9001:2000 standard for quality management.

Cambridge ESOL examinations 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. Although they are designed for native speakers of languages other than English, no language related restrictions apply. 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 – listening, speaking, reading and writing. 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.

## ■ 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 – listening, speaking, reading and writing – 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.

## Examination content and processing

### ■ PET and PET for Schools

There are two versions of PET available: PET and PET for Schools. PET for Schools has been specifically designed for younger candidates. These age ranges are for guidance only. Both PET and PET for Schools exams follow exactly the same format and the task types, testing focuses and level of the question papers are identical. The only difference in the two versions of the exams is that the content and treatment of topics in PET for Schools have been particularly targeted at the interests and experience of younger students.

Where reference is made to information common to both versions of the exam, we will refer to **PET**. Where reference is made to information specific to the PET for Schools exam, we will refer to this by using the **PET for Schools** title.

### ■ Introduction to PET

PET was originally introduced in the late 1970s and tests competence in reading, writing, listening and speaking. The language level of PET is approximately two thirds of the way towards that of the First Certificate in English. PET is at Level B1 of the Council of Europe Common European Framework of

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

Reference for Languages (CEFR). PET was most recently updated in March 2004, following an extensive review involving key clients and stakeholders.

### ■ Content of PET

Cambridge ESOL examinations reflect a view of language proficiency in terms of a language user's overall communicative ability; at the same time, for the purposes of practical language assessment, the notion of overall ability is subdivided into different skills and subskills. This 'skills and components' view is well established in the language research and teaching literature.

Four main skills of reading, writing, listening and speaking are recognised, and each of these is assessed in a test component of the same name. Reading and listening are multi-dimensional skills involving the interaction of the reader/listener's mental processing capacities with their language and content knowledge; further interaction takes place between the reader/listener and the external features of the text and task. Purpose and context for reading/listening shape these interactions and this is reflected in the PET Reading and Listening components through the use of different text and task types which link to a relevant target language use context beyond the test.

Writing ability is also regarded as a linguistic, cognitive, social and cultural phenomenon that takes place in a specific context and for a particular purpose. Like Reading and Listening, PET Writing involves a series of interactions between the task and the writers, who are required to draw on different aspects of their knowledge and experience to produce a written performance for evaluation.

Like writing, speaking involves multiple competencies including vocabulary and grammatical knowledge, phonological control, knowledge of discourse, and pragmatic awareness, which are particularly distinct from their equivalents in the written language. Since speaking generally involves reciprocal oral interaction with others, Speaking in PET is assessed directly, through a face-to-face encounter between candidates and examiners.

Each of the four skills tested in PET provides a unique contribution to a profile of overall communicative language ability that defines what a candidate can do at this level.

### ■ The level of PET

PET is at Level B1 of the Common European Framework of Reference for Languages, and a description of this level is given below in terms of:

- what material learners can handle
- what learners can be expected to be able to do.

At this level a learner should be able to cope linguistically in a range of everyday situations which require a largely predictable use of language. A B1 level user will be able to use English in their own or a foreign country in contact with

native and non-native speakers of English for general purposes as described below.

*The type of materials a PET for Schools candidate can deal with*

The text types which can be handled by the learner at this level include street signs and public notices, product packaging, forms, posters, brochures, city guides and instructions on how to do things, as well as informal letters and magazine texts such as articles and features. The kinds of listening texts the learner needs to understand are short dialogues and announcements, information about people and events and longer dialogues on familiar topics. At this level, candidates need to be able to not only pick out facts, but also to understand opinions, attitudes, moods and wishes.

*What a PET for Schools candidate can do*

Learners at this level, if travelling as tourists, can get all the information needed from a tourist information centre, as long as it is of a straightforward, non-specialised nature. Similarly, if taking part in a guided tour, they can understand the main points of a commentary and ask questions in order to get more information, as long as no specialised technical language is needed. They can deal with most situations likely to arise when travelling. They can take part in a discussion which involves the exchange of factual information or receiving instructions, but they may have difficulty dealing with anything unpredictable or unfamiliar.

Where telephone calls are concerned, predictability is also important at this level, and as long as only routine matters are involved, the learner can receive and pass on messages. They can also write simple personal letters.

### *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 (CEFR). (See table 1.) Research carried out by ALTE has shown what language learners can typically do at each level. Table 2 (overleaf) gives some examples at PET level of typical general ability plus ability in each of the skill areas and a range of contexts.

**Table 1**

Cambridge Main Suite	CEFR levels
Certificate of Proficiency in English	C2
Certificate in Advanced English	C1
First Certificate in English	B2
Preliminary English Test	B1
Key English Test	A2
	A1

**Table 2****‘Can Do’ summary**

Typical abilities	Listening and Speaking	Reading and Writing
<b>Overall general ability</b>	CAN understand straightforward instructions or public announcements.  CAN express simple opinions on abstract/cultural matters in a limited way or offer advice within a known area.	CAN understand routine information and articles.  CAN write letters or make notes on familiar or predictable matters.
<b>Social and Leisure</b>	CAN understand the main points of TV programmes on familiar topics.  CAN talk about things such as films and music and describe his/her reactions to them.	CAN understand factual articles in magazines and letters from friends expressing personal opinions.  CAN write to his/her friends about the books, music and films that he/she likes.
<b>School and Study</b>	CAN understand instructions on classes and homework given by a teacher or lecturer.  Can repeat back what people say to check that he/she has understood.  CAN give detailed practical instructions on how to do something he/she knows well.	CAN understand most information of a factual nature in his/her school subjects.  CAN write a description of an event, for example a school trip.  CAN take basic notes in a lesson.

**■ Varieties of English**

Candidates' responses to tasks in the Cambridge ESOL examinations 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.

**■ Recognition**

PET is recognised by and used by many higher education institutions and corporations across the world. More information about recognition is available from centres, British Council offices, Cambridge ESOL offices and from [www.CambridgeESOL.org](http://www.CambridgeESOL.org)

**■ The PET candidature**

Information is collected about PET candidates at each session, when candidates fill in a Candidate Information Sheet. The candidates for PET come from a wide range of backgrounds and take the examination for a number of different reasons.

**■ What sort of test is PET?**

In real life, language is used in context, and the forms of language vary according to that context. The assessment aims of PET and its syllabus are designed to ensure that the test reflects the use of language in real life. The question types and formats have been devised with the purpose of fulfilling these aims. PET corresponds closely to an active and communicative

approach to learning English, without neglecting the need for clarity and accuracy.task.

**■ Marks and results**

The final mark a candidate receives in PET for Schools is the total of the marks obtained in each of the three papers (Reading and Writing, Listening, and Speaking). There is no minimum pass mark for individual papers. Each skill: Reading, Writing, Listening and Speaking carries equal weighting, providing 25% of the total marks each.

There are two passing grades (Pass with Merit and Pass). Candidates who have not achieved a PET passing grade (Council of Europe Level B1), but have demonstrated ability at the Council of Europe Level below this are awarded level A2. Candidates with a score below Council of Europe level A2 receive a Fail grade. Grade boundaries are set by considering:

- Statistics on candidature
- Statistics on the overall performance
- Statistics on individual items, for those parts of the examination for which this is appropriate (Reading and Listening)
- Advice, based on the performance of candidates and recommendations of examiners, where this is relevant (Writing and Speaking)
- Comparison with statistics from previous years' examination performance and candidature.

Candidates receive their results approximately 5–6\* weeks after the examination.

Results show the grade awarded and a graphical display of the candidate's performance in each skill (shown against the scale

Exceptional – Good – Borderline – Weak), and a standardised score out of 100. This score allows candidates to see exactly how they have performed. There are fixed values for each PET grade, allowing comparison across sessions of the examination:

Pass with Merit = 85–100

Pass = 70–84.

This means that the score a candidate needs to achieve a passing grade will always be 70.

PET certificates are issued to candidates gaining a passing grade (Pass or Pass with Merit) or A2 level certificates are issued to candidates at that level, approximately four weeks after the issue of statements of results. A2 level certificates do not refer to the PET exam.

Certificates are not issued to candidates awarded a Fail grade.

### ■ 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. Special arrangements may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the Cambridge ESOL Centre Exams Manager in your area for more details as soon as possible.

- *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 10 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.

## PET support

### ■ Course materials

A list of UK publishers which produce coursebooks and practice materials related to the examinations is available from Cambridge ESOL and is on the Cambridge ESOL website.

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\*Results for computer-based tests are released in 3–4 weeks.

PET requires an all-round language ability and this should be borne in mind when selecting course materials. Most coursebooks will need to be supplemented; care should be taken to ensure that coursebooks and practice materials selected accurately reflect the content and format of the examination.

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

### ■ Past papers and examination reports

Cambridge ESOL produces 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 to order past papers and examination reports, and how to download an order form, are available from [www.CambridgeESOL.org/support](http://www.CambridgeESOL.org/support)

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.

### ■ Online support

Cambridge ESOL provides an online resource for teachers, designed to help them understand the examinations better and to prepare candidates more effectively.

The Teaching Resources website can be found at [www.CambridgeESOL.org/teach](http://www.CambridgeESOL.org/teach)

### ■ Seminars for teachers

Cambridge ESOL offers a wide range of seminars designed for teachers concerned with the examinations; some are also suitable as introductions for administrators, school directors etc. Some seminars are intended to provide information and support for teachers who are familiar with the examinations, and others can be used to introduce teachers to established examinations and also to new or revised examinations. Contact Cambridge ESOL for further details.

### ■ Administrative information

The PET for Schools examination is available six times a year.

A computer-based version of PET for Schools (CB PET for Schools), will be available in 2010. The tasks in each component of CB PET for Schools follow the same format as in the paper-based version of PET for Schools. The Reading and Writing, and Listening components are taken on computer, but the Speaking test is still administered in the same way as for paper-based PET. Please contact your local Cambridge ESOL centre for more information.

Candidates must enter through a recognised centre.

## ■ Further information

Copies of 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 Exams Manager in your area, or from the address on the back cover of this handbook. In some areas this information can also be obtained from the British Council.

## The aims and objectives of PET

Candidates who are successful in PET should be able to communicate satisfactorily in most everyday situations with both native and non-native speakers of English. The following information provides an outline of the four skills covered in PET and a list of the language specifications that the PET examination is based on.

### ■ Reading

Using the structures and topics listed in this handbook, candidates should be able to understand public notices and signs; read short texts of a factual nature and show understanding of the content; demonstrate understanding of the structure of the language as it is used to express notions of relative time, space, possession, etc.; scan factual material for information in order to perform relevant tasks, disregarding redundant or irrelevant material; read texts of an imaginative or emotional character and appreciate the central sense of the text, the attitude of the writer to the material and the effect it is intended to have on the reader.

### ■ Writing

Candidates should be able to give information, report events, and describe people, objects and places as well as convey reactions to situations, express hopes, regrets, pleasure, etc. They should also be able to use the words they know appropriately and accurately in different written contexts, and be capable of producing variations on simple sentences.

### ■ Listening

Candidates should be able to understand and respond to public announcements; to show precise understanding of short factual utterances and to make identifications on the basis of these; to extract information of a factual nature (times, dates, etc.) from speech which will contain redundancies and language outside the defined limits of PET; to understand the sense of a dialogue and show appreciation of the attitudes and intentions of the speakers.

### ■ Speaking

Candidates should be able to express themselves in order to fulfil the functions listed in the Syllabus in situations which simulate real-life communication. They should be able to ask and to understand questions and make appropriate responses, and should be able to talk freely in order to express emotions, reactions, etc.

## Language specifications

### ■ Inventory of functions, notions and communicative tasks

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

greeting people and responding to greetings (in person and on the phone)  
introducing oneself and other people  
asking for and giving personal details: (full) name, age, address, names of relatives and friends, etc.  
understanding and completing forms giving personal details  
understanding and writing letters, giving personal details  
describing education, qualifications and skills  
describing people (personal appearance, qualities)  
asking and answering questions about personal possessions  
asking for repetition and clarification  
re-stating what has been said  
checking on meaning and intention  
helping others to express their ideas  
interrupting a conversation  
starting a new topic  
changing the topic  
resuming or continuing the topic  
asking for and giving the spelling and meaning of words  
counting and using numbers  
asking and telling people the time, day and/or date  
asking for and giving information about routines and habits  
understanding and writing diaries and letters giving information about everyday activities  
talking about what people are doing at the moment  
talking about past events and states in the past, recent activities and completed actions  
understanding and producing simple narratives  
reporting what people say  
talking about future or imaginary situations  
talking about future plans or intentions  
making predictions  
identifying and describing accommodation (houses, flats, rooms, furniture, etc.)  
buying and selling things (costs, measurements and amounts)  
talking about food and meals  
talking about the weather  
talking about one's health  
following and giving simple instructions  
understanding simple signs and notices  
asking the way and giving directions  
asking for and giving travel information  
asking for and giving simple information about places  
identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)  
making comparisons and expressing degrees of difference  
talking about how to operate things  
describing simple processes  
expressing purpose, cause and result, and giving reasons  
drawing simple conclusions and making recommendations



making and granting/refusing simple requests  
 making and responding to offers and suggestions  
 expressing and responding to thanks  
 giving and responding to invitations  
 giving advice  
 giving warnings and prohibitions  
 persuading and asking/telling people to do something  
 expressing obligation and lack of obligation  
 asking and giving/refusing permission to do something  
 making and responding to apologies and excuses  
 expressing agreement and disagreement, and contradicting people  
 paying compliments  
 criticising and complaining  
 sympathising  
 expressing preferences, likes and dislikes (especially about hobbies and leisure activities)  
 talking about physical and emotional feelings  
 expressing opinions and making choices  
 expressing needs and wants  
 expressing (in)ability in the present and in the past  
 talking about (im)probability and (im)possibility  
 expressing degrees of certainty and doubt

## ■ Inventory of grammatical areas

### Verbs

Regular and irregular forms

### Modals

can (ability; requests; permission)  
 could (ability; possibility; polite requests)  
 would (polite requests)  
 will (offer)  
 shall (suggestion; offer)  
 should (advice)  
 may (possibility)  
 might (possibility)  
 have (got) to (obligation)  
 ought to (obligation)  
 must (obligation)  
 mustn't (prohibition)  
 need (necessity)  
 needn't (lack of necessity)  
 used to + infinitive (past habits)

### Tenses

Present simple: states, habits, systems and processes (and verbs not used in the continuous form)  
 Present continuous: future plans and activities, present actions  
 Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since  
 Past simple: past events  
 Past continuous: parallel past actions, continuous actions interrupted by the past simple tense

Past perfect simple: narrative, reported speech  
 Future with going to  
 Future with present continuous and present simple  
 Future with will and shall: offers, promises, predictions, etc.

### Verb forms

Affirmative, interrogative, negative  
 Imperatives  
 Infinitives (with and without to) after verbs and adjectives  
 Gerunds (-ing form) after verbs and prepositions  
 Gerunds as subjects and objects  
 Passive forms: present and past simple  
 Verb + object + infinitive give/take/send/bring/show + direct/indirect object  
 Causative have/get  
 So/nor with auxiliaries

### Compound verb patterns

Phrasal verbs/verbs with prepositions

### Conditional sentences

Type 0: An iron bar expands if/when you heat it.  
 Type 1: If you do that again, I'll leave.  
 Type 2: I would tell you the answer if I knew it.  
 If I were you, I wouldn't do that again.

### Simple reported speech

Statements, questions and commands: say, ask, tell  
 He said that he felt ill.  
 I asked her if I could leave.  
 No one told me what to do.  
 Indirect and embedded questions: know, wonder  
 Do you know what he said?  
 I wondered what he would do next.

### Interrogatives

What, What (+ noun)  
 Where; When  
 Who; Whose; Which  
 How; How much; How many; How often; How long; etc.  
 Why  
 (including the interrogative forms of all tenses and modals listed)

### Nouns

Singular and plural (regular and irregular forms)  
 Countable and uncountable nouns with some and any  
 Abstract nouns  
 Compound nouns  
 Complex noun phrases  
 Genitive: 's & s'  
 Double genitive: a friend of theirs

### Pronouns

Personal (subject, object, possessive)

Reflexive and emphatic: myself, etc.  
Impersonal: it, there  
Demonstrative: this, that, these, those  
Quantitative: one, something, everybody, etc.  
Indefinite: some, any, something, one, etc.  
Relative: who, which, that, whom, whose

### *Determiners*

a + countable nouns  
the + countable/uncountable nouns

### *Adjectives*

Colour, size, shape, quality, nationality  
Predicative and attributive  
Cardinal and ordinal numbers  
Possessive: my, your, his, her, etc.  
Demonstrative: this, that, these, those  
Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.  
Comparative and superlative forms (regular and irregular):  
(not) as . . . as, not . . . enough to, too . . . to  
Order of adjectives  
Participles as adjectives  
Compound adjectives

### *Adverbs*

Regular and irregular forms  
Manner: quickly, carefully, etc.  
Frequency: often, never, twice a day, etc.  
Definite time: now, last week, etc.  
Indefinite time: already, just, yet, etc.  
Degree: very, too, rather, etc.  
Place: here, there, etc.  
Direction: left, right, along, etc.  
Sequence: first, next, etc.  
Sentence adverbs: too, either, etc.  
Pre-verbal, post-verbal and end-position adverbs  
Comparative and superlative forms (regular and irregular)

### *Prepositions*

Location: to, on, inside, next to, at (home), etc.  
Time: at, on, in, during, etc.  
Direction: to, into, out of, from, etc.  
Instrument: by, with  
Miscellaneous: like, as, due to, owing to, etc.  
Prepositional phrases: at the beginning of, by means of, etc.  
Prepositions preceding nouns and adjectives: by car, for sale, at last, etc.  
Prepositions following (i) nouns and adjectives: advice on, afraid of, etc. (ii) verbs: laugh at, ask for, etc.

### *Connectives*

and, but, or, either . . . or  
when, while, until, before, after, as soon as  
where

because, since, as, for  
so that, (in order) to  
so, so . . . that, such . . . that  
if, unless  
although, while, whereas

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

### ■ **Topics**

Clothes	Personal identification
Daily life	Places and buildings
Education	Relations with other people
Entertainment and media	Services
Environment	Shopping
Food and drink	Social interaction
Free time	Sport
Health, medicine and exercise	The natural world
Hobbies and leisure	Transport
House and home	Travel and holidays
Language	Weather
People	Work and jobs
Personal feelings, experiences and opinions	

### ■ **Lexis**

The PET examination includes items which normally occur in the everyday vocabulary of native speakers using English today.

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

Note that the consistent use of American pronunciation, spelling and lexis is acceptable in PET.

A word list of vocabulary that could appear in the PET examination is available from the Cambridge ESOL website: [www.CambridgeESOL.org/teach](http://www.CambridgeESOL.org/teach)

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

# PAPER 1

# READING AND WRITING

## GENERAL DESCRIPTION

<b>Paper format</b>	The Reading component contains five parts. The Writing component contains three parts.
<b>Timing</b>	1 hour 30 minutes.
<b>No. of questions</b>	Reading has 35 questions; Writing has 7 questions.
<b>Task types</b>	Matching, multiple-choice, true/false, transformational sentences, guided writing and extended writing.
<b>Sources</b>	Authentic and adapted-authentic real-world notices; newspapers and magazines; simplified encyclopaedias; brochures and leaflets; websites.
<b>Answering</b>	Candidates indicate answers by shading lozenges (Reading), or writing answers (Writing) on an answer sheet. In computer-based PET, candidates mark or type their answers directly onto the computer. There are no examples in computer-based PET, but candidates are shown a short tutorial before the test.
<b>Marks</b>	Reading: Each of the 35 questions carries one mark. This is weighted so that this comprises 25% of total marks for the whole examination. Writing: Questions 1–5 carry one mark each. Question 6 is marked out of 5; and question 7/8 is marked out of 15. This gives a total of 25 which represents 25% of total marks for the whole examination.

## STRUCTURE AND TASKS – READING

### PART 1

<b>Task type and format</b>	Three-option multiple-choice. Five very short discrete texts: signs and messages, postcards, notes, emails, labels etc.
<b>Task focus</b>	Reading real-world notices and other short texts for the main message.
<b>No. of Qs</b>	5.

### PART 2

<b>Task type and format</b>	Matching. Five items in the form of descriptions of people to match to eight short adapted-authentic texts.
<b>Task focus</b>	Reading multiple texts for specific information and detailed comprehension.
<b>No. of Qs</b>	5.

### PART 3

<b>Task type and format</b>	True/False. Ten items with an adapted-authentic long text.
<b>Task focus</b>	Processing a factual text. Scanning for specific information while disregarding redundant material.
<b>No. of Qs</b>	10.

### PART 4

<b>Task type and format</b>	Four-option multiple-choice. Five items with an adapted-authentic long text.
<b>Task focus</b>	Reading for detailed comprehension; understanding attitude, opinion and writer purpose. Reading for gist, inference and global meaning.
<b>No. of Qs</b>	5.

### PART 5

<b>Task type and format</b>	Four-option multiple-choice cloze. Ten items, with an adapted-authentic text drawn from a variety of sources. The text is of a factual or narrative nature.
<b>Task focus</b>	Understanding of vocabulary and grammar in a short text, and understanding the lexico-structural patterns in the text.
<b>No. of Qs</b>	10.

## Preparation

Paper 1 lasts 1 hour 30 minutes and contains two components, Reading and Writing.

### READING

#### General

■ The Reading component consists of 35 questions, with five separate reading tasks in all, Parts 1–5. Together, these parts are designed to test a broad range of reading skills. Texts are drawn wherever possible from the real world and are adapted as necessary to the level of the PET examination. To this end, item writers work with a grammatical syllabus and a vocabulary list, which is updated annually to reflect common usage.

■ The topics of the texts fall within the list of topics given on page 8. Every effort is made to ensure that all texts used in PET for Schools are accessible worldwide and of general interest to the 11–14 age group. Each exam task is pretested on large numbers of students before going live, to monitor its suitability and level.

■ To prepare for the Reading component, students should be exposed to a variety of authentic texts, drawn from newsletters and magazines, non-fiction books, and other sources of factual material, such as leaflets, brochures and websites. It is also recommended that students practise reading (and writing) short communicative messages, including notes, cards and emails.

■ As the Reading component places some emphasis on skimming and scanning skills, it is important for students to be given practice in these skills, working with texts of different lengths. It should be stressed to students that they do not need to process every word of the text: they may read an article on history purely to find particular dates or a brochure to check on different locations.

■ It is essential that students familiarise themselves with the instructions on the front page of the question paper and read the individual instructions for each part very carefully. Where an example is given, it is advisable to study it before embarking on the task. Students should also know how to mark their answers on the separate answer sheet, so that in the examination they can do this quickly and accurately. No extra time is allowed for the transfer of answers on Paper 1 and students may prefer to transfer their answers at the end of each part.

■ When doing final preparation for the examination, it is helpful to discuss timing with students and to get them to consider how to divide up the time between the various parts of the paper. Broadly speaking, it is envisaged that candidates will spend approximately 50 minutes on the Reading component and 40 minutes on the Writing component.

## By part

### ■ PART 1

■ Part 1 tests the candidate's understanding of various kinds of short texts: authentic notices and signs, packaging information (for example, instructions on a food package), and communicative messages (notes, emails, cards and postcards). Accompanying the text is one multiple-choice question with three options, A, B and C.

■ When candidates attempt a question in this part, they should first read the text carefully and think about the situation in which it would appear. A text is often accompanied by visual information as to its context, for example showing its location, and this may also help candidates to guess the purpose of the text. After thinking about the general meaning in this way, candidates should read all three options and compare each one with the text before choosing their answer. As a final check, candidates should re-read both the text and their choice of answer, to decide whether the chosen option is really 'what the text says'.

### ■ PART 2

■ Part 2 tests the candidate's detailed comprehension of factual material. Candidates are presented with five short descriptions of people and have to match this content to five of eight short texts on a particular topic. The topic is usually to do with goods and services of some kind, for example purchasing books, visiting museums, or choosing activities. Candidates should begin Part 2 by reading through the five descriptions of the people. They should then read through all eight texts carefully, underlining any matches within them. In order to choose the correct text, candidates will need to check that all the requirements given in the description are met by it. Candidates should be warned against 'wordspotting' – that is, they should avoid making quick matches at word level and instead read each text carefully, thinking about alternative ways of saying the same thing, i.e. paraphrasing.

### ■ PART 3

■ Part 3 tests the ability to work with a longer, factual text, looking for precise information. The information to be found is usually practical in nature, resembling the type of task with which people are often confronted in real life. Frequently, these texts take the form of brochure extracts, advertisements in magazines and website information.

■ There are 10 questions, which are single-sentence statements about the text. The task is made more authentic by putting these questions before the text, in order to encourage candidates to read them first and then scan the text to find each answer. The information given in the text follows the same order as the content of the questions.

■ In this part, candidates may well meet some unfamiliar vocabulary. However, they will not be required to understand such vocabulary in order to answer a question correctly. When

they meet an unfamiliar word or phrase, therefore, they should not be put off, and should concentrate on obtaining the specific information required from the text.

#### ■ PART 4

■ Part 4 presents candidates with a text which goes beyond the provision of factual information, and expresses an opinion or attitude. There are five multiple-choice questions with four options, A, B, C and D. In answering these questions, candidates will demonstrate whether they have understood the writer's purpose, the writer's attitude or opinion, or an opinion quoted by the writer, and both the detailed and global meaning of the text.

■ This part requires candidates to read the text very carefully. After a first fairly quick reading, to find out the topic and general meaning of the text, candidates should think about the writer's purpose and the meaning of the text as a whole. Having established this, candidates should read the text once again, this time much more carefully. After this second reading of the text, candidates should deal with the questions one by one, checking their choice of answer each time with the text. It may be more practical for candidates to consider the first and last questions together, in that the first focuses on writer purpose and the last on global meaning. The other three questions follow the order of information given in the text and one of the three will focus on attitude or opinion.

#### ■ PART 5

■ In Part 5, candidates read a short text containing 10 numbered spaces and an example. There is a 4-option multiple-choice question for each numbered space, given after the text. The spaces are designed to test mainly vocabulary, but also grammatical points such as pronouns, modal verbs, connectives and prepositions.

■ Before attempting to answer the 10 questions, candidates should read through the whole text to establish its topic and general meaning. After this, they should go back to the beginning of the text and consider the example. Then they should work through the 10 questions, trying to select the correct word to fit in each space. It may often be necessary to read a complete sentence before settling on their choice of answer. Once candidates have decided on an answer, they should check that the remaining three options do not fit in the space. Having completed all 10 questions, candidates should read the whole text again with their answers, to check that it makes sense.

## STRUCTURE AND TASKS – WRITING

### PART 1

**Task type and format** Sentence transformations. Five items that are theme-related. Candidates are given sentences and then asked to complete similar sentences using a different structural pattern so that the sentence still has the same meaning. Candidates should use no more than three words.

**Task focus** Control and understanding of Threshold/PET grammatical structures. Rephrasing and reformulating information.

**No. of Qs** 5.

### PART 2

**Task type and format** Short communicative message. Candidates are prompted to write a short message in the form of a postcard, note, email etc. The prompt takes the form of a rubric or short input text to respond to.

**Task focus** A short piece of writing of 35–45 words focusing on communication of three specific content points.

**No. of Qs** 1.

### PART 3

**Task type and format** A longer piece of continuous writing. Candidates are presented with a choice of two questions, an informal letter or a story. Candidates are primarily assessed on their ability to use and control a range of Threshold-level language. Coherent organisation, spelling and punctuation are also assessed.

**Task focus** Writing about 100 words focusing on control and range of language.

**No. of Qs** 1.

■ Parts 2 and 3 of the Writing component focus on extended writing and candidates need to think carefully about who the target reader is for each task and try to write in an appropriate style and tone.

■ It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in upper or lower case, or if their writing is joined up or not.

## By part

### ■ PART 1

■ Part 1 focuses on grammatical precision and requires candidates to complete five sentences, all sharing a common theme or topic. There is an example, showing exactly what the task involves. For each question, candidates are given a complete sentence, together with a ‘gapped’ sentence below it. Candidates should write between one and three words to fill this gap. The second sentence, when complete, must mean the same as the first sentence. Both sentences are written within the range of grammar and structures listed on pages 6–8. There may be more than one correct answer in some cases.

■ As stated above, it is essential for candidates to spell correctly and no marks will be given if a word is misspelled. Candidates will also lose the mark if they produce an answer of more than three words, even if their writing includes the correct answer.

### ■ PART 2

■ Candidates are asked to produce a short communicative message of between 35 and 45 words in length. They are told who they are writing to and why, and must include three content points, which are laid out with bullets in the question. To gain top marks, all three points must be present in the candidate’s answer, so it is important that candidates read the question carefully and plan what they will include. Their answer should relate to the context provided in the question. Candidates are also assessed on the clarity of the message they produce; minor, non-impeding errors are not penalised.

■ Candidates will need practice in writing to the word length required. They will lose marks if their answers fall outside the limits: a short answer is likely to be missing at least one content point, an overlong one will lack clarity, by containing superfluous information. Practice should be given in class, with students comparing answers with each other and redrafting what they have written as a result. The General Mark Scheme is used in conjunction with a Task Specific Mark Scheme.

### ■ PART 3

■ Part 3 offers candidates a choice of task: either a story or an informal letter may be written. Both tasks require an answer of about 100 words. For answers that are below length (fewer than 80 words), the examiner adjusts the maximum mark and the mark given proportionately. Longer answers are not automatically penalised, but may contain some irrelevant

## Preparation

### WRITING

#### General

■ It is important that candidates leave themselves enough time to answer all three parts of the Writing component as this carries the same weighting as the Reading component i.e. 25% of the total exam. It is also important that candidates realise that Writing Part 3 carries 15 marks out of the total of 25. It is suggested that candidates spend at least 40 minutes on the Writing component.

## General Mark Scheme for Writing Part 2

- 5** All content elements covered appropriately.  
Message clearly communicated to reader.
- 4** All content elements adequately dealt with.  
Message communicated successfully, on the whole.
- 3** All content elements attempted.  
Message requires some effort by the reader.  
or  
One content element omitted but others clearly communicated.
- 2** Two content elements omitted, or unsuccessfully dealt with.  
Message only partly communicated to reader.  
or  
Script may be slightly short (20–25 words).
- 1** Little relevant content and/or message requires excessive effort by the reader, or short (10–19 words).
- 0** Totally irrelevant or totally incomprehensible or too short (under 10 words).

material. Candidates should be advised to keep to the task set, rather than include 'pre-learned' text, which may well not fit as part of their answer. Answers that do not fulfil the task will not receive top marks.

■ Candidates should be encouraged to choose the task which best suits their interests. They should consider the context e.g. topic, as well as the range of language, e.g. lexis, that a good answer would require.

■ For the story, candidates are given either a short title or the first sentence. The answer must be recognisably linked in content to the question and candidates should pay particular attention to any names or pronouns given in the title or sentence. If, for example, the sentence is written in the third person, the candidate will need to construct his or her story accordingly.

■ To gain practice and confidence in story-writing, candidates should be encouraged to write short pieces for homework on a regular basis. They will also benefit from reading simplified readers in English, which will give them ideas for how to develop and end a story.

■ For the informal letter, candidates are given an extract of a letter from a friend of theirs, which provides the topic they must write about: for example, a couple of questions may be included, to focus their ideas. Candidates must keep to the topic or they will lose marks.

■ To practise their letter-writing, candidates should be encouraged to write to penfriends or 'e-pals' on a regular basis. In addition, they should have opportunities in class to think about the language and organisation of such a letter, with examples of appropriate opening and closing formulae provided, as well as useful phrases of greeting and leave-taking.

■ As already stressed, it is important for candidates to show

ambition. They could gain top marks by including a range of tenses, appropriate expressions and different vocabulary, even if their answer is not flawless. Non-impeding errors, whether in spelling, grammar or punctuation, will not necessarily affect a candidate's mark, whereas errors which interfere with communication or cause a breakdown in communication are treated more seriously.

■ In order to help teachers to assess the standards required, there are several sample answers to the Writing Part 3 questions on pages 22–25, with marks and examiner comments. Marks for Part 3 are given according to the Mark Scheme below. Bands 1 to 5 are subdivided into three further points, giving a total of 15 available marks. Examiners work with a more detailed version, which is subject to updating.

**BAND 5** The candidate's writing fully achieves the desired effect on the target reader. The use of language will be confident and ambitious for the level, including a wide range of structures and vocabulary within the task set. Coherence, within the constraints of the level, will be achieved by the use of simple linking devices, and the response will be well organised. Errors which do occur will be minor and non-impeding, perhaps due to ambitious attempts at more complex language. Overall, no effort will be required of the reader.

**BAND 4** The candidate's writing will achieve the desired effect on the target reader. The use of language will be fairly ambitious for the level, including a range of structures and vocabulary within the task set. There will be some linking of sentences and evidence of organisation. Some errors will occur, although these will be generally non-impeding. Overall, only a little effort will be required of the reader.

**BAND 3** The candidate's writing may struggle at times to achieve the desired effect on the target reader. The use of language, including the range of structure and vocabulary, will be unambitious, or, if ambitious, it will be flawed. There will be some attempt at organisation but the linking of sentences will not always be maintained. A number of errors may be present, although these will be mostly non-impeding. Overall, some effort will be required of the reader.

**BAND 2** The candidate's writing struggles to achieve the desired effect on the target reader. The use of language, including the range of structure and vocabulary, will tend to be simplistic, limited, or repetitive. The response may be incoherent, and include erratic use of punctuation. There will be numerous errors which will sometimes impede communication. Overall, considerable effort will be required of the reader.

**BAND 1** The candidate's writing has a negative effect on the target reader. The use of language will be severely restricted, and there will be no evidence of a range of structures and vocabulary. The response will be seriously incoherent, and may include an absence of punctuation. Language will be very poorly controlled and the response will be difficult to understand. Overall, excessive effort will be required of the reader.

**BAND 0** There may be too little language for assessment, or the response may be totally illegible; the content may be impossible to understand, or completely irrelevant to the task.

# PAPER 1: READING AND WRITING



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

## PRELIMINARY ENGLISH TEST for Schools

**PAPER 1** Reading and Writing

**Sample Paper**

**Time** 1 hour 30 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.**

Read ALL the instructions carefully.

Answer all the questions.

Read the instructions on the answer sheets.

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

You **must** complete the answer sheets within the time limit.

### INFORMATION FOR CANDIDATES

#### READING

Questions **1 – 35** carry one mark.

#### WRITING

Questions **1 – 5** carry one mark.

Part 2 (Question **6**) carries five marks.

Part 3 (Question **7** or **8**) carries fifteen marks.

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**PAPER 1: READING AND WRITING**  
Reading Part 1 (questions 1–5)

**Reading • Part 1**

**Questions 1 – 5**

Look at the text in each question.  
What does it say?  
Mark the correct letter **A**, **B** or **C** on your answer sheet.

**Example:**

**FOR SALE**  
*Rainforest Computer Game*  
2–4 players  
Bought last month  
Played once – works perfectly  
Phone Tom: 255324

Answer:  A  B  C

**The advert says the computer game**

- A** is almost new and in good condition.
- B** does not work on the seller's computer.
- C** is only suitable for younger players.

0

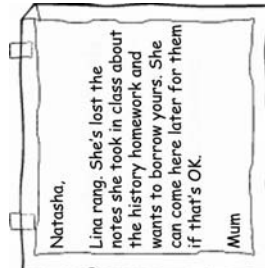


1

**What should Peter do?**

- A** let Stefan know if he is delayed
- B** tell Stefan which film he wants to watch
- C** wait for Stefan inside the cinema

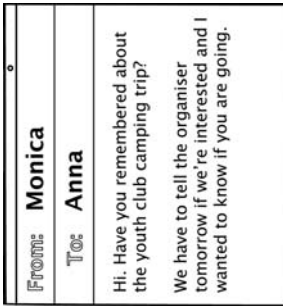
2



- A** Lina would like to know if Natasha is going to do her history homework later this evening.
- B** Lina wants to compare the notes she wrote about the history homework with Natasha's.
- C** Lina hopes she can look at the information Natasha has for the history homework.

2

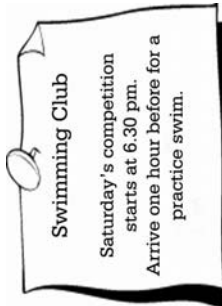
3



**Why has Monica written the email?**

- A** to check if Anna is going on the trip
- B** to ask Anna to book places on the trip
- C** to remind Anna about the date of the trip

4



- A** The swimming competition will last for one hour.
- B** All swimmers should get some practice before Saturday.
- C** There is an opportunity to swim before the competition starts.

5



**What must Zoe do?**

- A** Get ready for the dance class before Emily's mother arrives.
- B** Ask Emily's mother for a lift to the dance class.
- C** Collect her things for the dance class from Emily's mother.

3

Turn Over ▶

# PAPER 1: READING AND WRITING

## Reading Part 2 (questions 6–10)

### Reading • Part 2

#### Questions 6 – 10

The teenagers below are all looking for a magazine to read. On the opposite page there are descriptions of eight magazines for young people. Decide which magazine would be the most suitable for the following teenagers. For questions 6–10, mark the correct letter (A–H) on your answer sheet.



6

Olaf would like to read stories that people his own age have written. He is also keen on music and would like some recommendations on the best bands to listen to.



7

Becca wants to know more about the lives of famous people who frequently appear in the news. She is also interested in clothes and would like recommendations on what to wear.



8

Hiro is interested in learning more about the latest international events. He is also keen on the cinema and would like to read different opinions on what to see.



9

Gina is interested in geography and the natural world. She would also like to read articles that tell her about the lives of people from other countries.



10

Chris enjoys going to concerts and wants to find out more about the people in his favourite bands. He is also keen to read articles written by other teenagers.

### Teen Magazines

- A Youth World** is an entertainment magazine full of ideas on what to do. It provides details of all the latest films, concerts, exhibitions and fashion shows. If you are someone who prefers to stay in, it also recommends the best DVDs to watch.
- B Teens Now** is a successful music magazine for teenagers that lists who is playing, where and when and how to get tickets. Interviews with well-known singers and groups as well as detailed biographies are included. It also gives its readers the chance to send in their own articles.
- C NS Teens** magazine is well-known for its wildlife and environmental content but it also has articles on the history and culture of people from around the world. Some of the articles are long and detailed but the magazine is also famous for its fantastic photo-journalism. There are also letters from readers as well as maps and fact sheets.
- D** Some leading journalists write for **Teen People**, a music magazine aimed at the teen market. There are interviews with new bands as well as the latest news on recordings, tours and festivals. A popular feature is the annual reader's vote for the best new band.
- E Top Teens** is easy to read and full of colour photographs. There are a range of different sections including those offering fashion and beauty advice. But the majority of its pages are devoted to interviews with the popular, well-known stars of cinema, music and sport.
- F** The only environmental magazine written by teenagers for teenagers is **Young WB**. Readers are invited to send their articles and photographs to the magazine's offices and material is chosen for the next issue. As well as articles about the natural world, the magazine also has many special offers and competitions.
- G Teenplus** is very different from the average teen magazine that simply offers articles on pop stars and fashion. This exciting new magazine informs readers about what is happening in the world through its in-depth articles on current affairs, politics and science. It also offers a variety of reviews on recent books, films and music CDs.
- H** No journalists write for **Teen Voice**. This magazine depends completely on articles sent in by its teenage readers. It gives young people the opportunity to publish their creative work, such as poems or short works of fiction or to voice their opinions on important issues. They can also write reviews of the latest music CDs.

5

Turn Over ▶

4

### Comedy Kids

Do you enjoy watching comedy? Do all your friends at school think you tell great jokes? Then why not come and see what's happening at *Comedy Kids*?



*Comedy Kids* own comedy clubs in several countries that are run just for young people aged 10–15. They're real clubs with real comedians, who are just as familiar with working in adult comedy clubs as they are working with children. But don't take our word for it – come and see for yourself!

The *Comedy Kids* company was set up by John Winterton, who says that no-one had thought of being a stand-up comedian for young people until he came along. In fact, his act quickly became so popular that he soon found lots of other comedians who wanted to join his company and perform for families and young people. And if you think, as many others do, that a young person's comedian leaps on stage in a brightly-coloured costume and big red nose – think again. John usually appears dressed in a cool black jacket and trousers – more like a Hollywood movie star than a circus clown! If you're having a party at home *Comedy Kids* can come and perform for you there at your party – just ask! Of course, it's not the same as performing on stage, so we're always looking for comedians in the clubs who are good at working with small numbers of young people – and we've discovered there aren't many of them about! But the ones we have found are brilliant. Your very own comedian will also help you to tell your guests some jokes and silly stories – and they can join in too, if they want! It'll be fun – and very different from any party you've ever had before!

Here at *Comedy Kids*, it's not just about the adults telling the jokes. We also have very short 'open spots' where young people get the chance to perform. But we've yet to find someone who can do that without preparation, so we've set up the world's first 'Comedy Classes' to teach young people how to tell jokes on stage. At the moment our classes are only monthly, but we're planning to start a number of others over the coming year. So if you want to be a comedian but don't want to wait until you grow up, this is where you can do it. And if you're creative but feel you're lacking in the confidence to speak up, we can certainly help. We'll listen to what you want to do, and try to make it happen.

So what are you waiting for? Come and join *Comedy Kids*!

### Reading • Part 3

#### Questions 11 – 20

Look at the sentences below about a comedy club for young people, called *Comedy Kids*. Read the text on the opposite page to decide if each sentence is correct or incorrect. If it is correct, mark **A** on your answer sheet. If it is not correct, mark **B** on your answer sheet.

- 11 *Comedy Kids* operates a number of internationally-based clubs for young people.
- 12 *Comedy Kids* comedians have had as much experience working with children as with adults.
- 13 According to John Winterton, he is the first ever young person's stand-up comedian.
- 14 John looks like most people's idea of a typical entertainer for young people.
- 15 *Comedy Kids* will hold special parties at their clubs for young people if requested.
- 16 A lot of *Comedy Kids* comedians have the right qualities for performing at young people's parties.
- 17 Guests at *Comedy Kids* parties are invited to perform if they wish.
- 18 *Comedy Kids* have discovered lots of good young comedians who have not been trained.
- 19 In a year's time there'll be more classes available for young people wanting to be comedians.
- 20 *Comedy Kids* prefer it if the young people who join them are already quite confident.

# PAPER 1: READING AND WRITING

## Reading Part 4 (questions 21–25)

### Reading • Part 4

#### Questions 21 – 25

Read the text and questions below.  
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.



### Underwater research

*Fourteen-year-old Miguel Diaz talks about an exciting science project*

Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers, led by the scientist Dr. Matt Phillips, was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat.

The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times. However, the thing I enjoyed most was diving into the water. At first, I was quite frightened – mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 metres down.

I will never forget the Flower Gardens. The trip was like a holiday but I also learnt new things about science and research projects. The team was very friendly and everyone was happy to explain what they knew about the sea. It was a great opportunity and it has made me think about my goals in life. The experience will definitely help me work harder to become a scientist.

- 21 What is Miguel Diaz doing in the text?
- A describing the part he played in a science project
  - B explaining how to apply for a place on a science trip
  - C giving advice on understanding difficult areas of science
  - D persuading others to organise their own science projects
- 22 What does Miguel say about the ROV?
- A It was difficult to operate.
  - B It could only go so far under water.
  - C It was an expensive piece of equipment.
  - D It recorded what was happening under water.
- 23 What was Miguel's attitude towards diving?
- A His main worry was losing sight of the boat.
  - B He enjoyed it less than other parts of the trip.
  - C His feelings changed once he was in the water.
  - D He was quite disappointed by the variety of fish.
- 24 What effect has the trip had on Miguel?
- A It has changed his opinion of science.
  - B It has improved the way he works in a team.
  - C It has made him a lot more interested in the sea.
  - D It has encouraged him to work towards his goals.
- 25 What might Miguel write in his diary about the trip?

A It was very interesting working with Dr Phillips and his team but I wish someone else my age had been on the trip.

B Going to the Flower Gardens was great fun. I now know much more about science but I realise there's still a lot more to learn.

C The trip was like a holiday and I saw some amazing fish. The only thing I disliked was collecting information about the sea.

D The Flower Gardens is a beautiful place but scientists are worried that pollution levels there will increase.

**Reading • Part 5**

**Questions 26 – 35**

Read the text below and choose the correct word for each space. For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

**Example:**

0 A with B for C by D on

Answer:  A  B  C  D

**Superheroes**

A superhero is a fictional character (0) ..... special powers. (26) ..... the first Superman story was written in the USA in 1938, superheroes have (27) ..... in various comic books around the world. But more recently they have (28) ..... better known as film characters.

(29) ..... superhero powers vary widely, superhuman strength and the ability to fly are common. (30) ..... superheroes do not have special powers but have (31) ..... other important abilities. In order to protect friends and family, a superhero's identity is normally (32) ..... secret, which often means superheroes have a complicated double life.

(33) ..... have been successful superheroes in countries other than the USA. Examples (34) ..... Cybersix from Argentina and the heroes of AK Comics from Egypt. Japan is the only country that has created as many superhero characters as the USA. However, most Japanese superheroes are short-lived. While American entertainment companies reinvent superheroes, (35) ..... they will stay popular, Japanese companies frequently introduce new characters.

- 26 A Until B Since C From D Before
- 27 A shown B entered C come D appeared
- 28 A become B returned C changed D grown
- 29 A Because B If C Although D So
- 30 A Each B Some C Another D Both
- 31 A made B increased C prepared D developed
- 32 A held B put C kept D got
- 33 A These B That C There D Those
- 34 A consist B involve C contain D include
- 35 A hoping B requiring C needing D asking

## PAPER 1: READING AND WRITING

### Writing Part 1 (questions 1–5) and Part 2 (question 6)

#### Writing • Part 1

##### Questions 1 – 5

Here are some sentences about a boy who likes basketball. For each question, complete the second sentence so that it means the same as the first.

**Use no more than three words.**

Write only the missing words on your answer sheet. You may use this page for any rough work.

##### Example:

- 0 Niko really enjoys playing basketball.

**Niko is very keen** ..... **basketball.**

Answer:

0 on

- 1 Last year, Niko was shown how to play basketball by his older brother.  
**Niko's older brother** ..... **him how to play basketball last year.**
- 2 Niko joined a basketball team three years ago.  
**Niko has been in a basketball team** ..... **3 years.**
- 3 Niko practises at a stadium quite near his house.  
**Niko's house is not very** ..... **from the stadium where he practises.**
- 4 Niko walks to the stadium in ten minutes.  
**It** ..... **Niko ten minutes to walk to the stadium.**
- 5 Niko's team had an important match last week.  
**There** ..... **an important match last week for Niko's team.**

12

#### Writing • Part 2

##### Question 6

You have just returned from a week's holiday staying at the home of your British friend, Sam.

Write a card to your friend, Sam. In your card, you should:

- tell Sam about your journey back to your home
- say what you enjoyed most about your stay
- ask Sam to visit you.

Write **35–45 words** on your answer sheet.

13

Turn Over ►

**Writing • Part 3**

Write an answer to **one** of the questions (7 or 8) in this part.  
Write your answer in about **100 words** on your answer sheet.  
Mark the question number in the box at the top of your answer sheet.

**Question 7**

- This is part of a letter you receive from an English friend.

For my homework project I have to write about a special day that people celebrate in your country. Which special day should I write about? What information should I include?

- Now write a letter to your friend.
- Write your **letter** on your answer sheet.

**Question 8**

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

*Jo looked at the map and decided to go left.*

- Write your **story** on your answer sheet.

**PAPER 1: READING AND WRITING**

## Answer key

## Reading

<b>PART ONE</b>	<b>PART TWO</b>	<b>PART THREE</b>	<b>PART FOUR</b>	<b>PART FIVE</b>
1 <b>A</b>	6 <b>H</b>	11 <b>A</b>	21 <b>A</b>	26 <b>B</b>
2 <b>C</b>	7 <b>E</b>	12 <b>A</b>	22 <b>D</b>	27 <b>D</b>
3 <b>A</b>	8 <b>G</b>	13 <b>A</b>	23 <b>C</b>	28 <b>A</b>
4 <b>C</b>	9 <b>C</b>	14 <b>B</b>	24 <b>D</b>	29 <b>C</b>
5 <b>A</b>	10 <b>B</b>	15 <b>B</b>	25 <b>B</b>	30 <b>B</b>
		16 <b>B</b>		31 <b>D</b>
		17 <b>A</b>		32 <b>C</b>
		18 <b>B</b>		33 <b>C</b>
		19 <b>A</b>		34 <b>D</b>
		20 <b>B</b>		35 <b>A</b>

## Writing

**PART ONE**

- 1 **showed/taught**
- 2 **for**
- 3 **far/far away**
- 4 **takes**
- 5 **was**

**PART PART TWO, QUESTION 6****Task Specific Markscheme**

- description of **journey home**
- explanation of **what they enjoyed most about stay**
- invitation to **visit them**



# Sample answers with examiner comments for Sample Paper 1

## Part 2

### Candidate A

Sam,  
I very like the week's holiday staying at your home very much. I really enjoyed swimming with you in the sea, it was fun. But my journey home was awful, I had to stay in a plane for twenty hours. Hey! Why don't you come to visit my place next summer? I look forward for it!  
Thu

### EXAMINER COMMENTS

#### 5 marks

All three content elements are covered appropriately – picking out one good experience answers “what you enjoyed most”. Errors are present but do not affect the clarity of the communication.

### Candidate B

Hi Sam,  
The journey back home was so boring. I didn't want to come back to my house. I really love the time with you, but my favourite time was when we went to the lake. The next holidays you have to come to my house.  
Love,  
Fernanda

### EXAMINER COMMENTS

#### 4 marks

All three content elements are included, although we do not learn enough about the journey home. Despite one tense error the message is communicated successfully, on the whole.

### Candidate C

Hi, Sam. I good journey home. I journey home on the bus. In next year you mast to visit me. It was enjoyed about visit you.  
How are you? I'm happy, very happy! London is a beautiful citti. I will phoning you.  
By, Lera

### EXAMINER COMMENTS

#### 3 marks

All three content elements have been attempted, but the amount of error means that some effort is required by the reader to understand the message.

### Candidate D

Dear Sam,  
I wanted to say that I'm well. I had very nice holidays. This holidays were super. I want to go to you again. I want to see places of interest again. I want to see you too!  
Please write me how are you. What is the wather in London. I'm waiting to your answer.  
Valeria

### EXAMINER COMMENTS

#### 2 marks

The candidate has said enough about the holiday with Sam to cover that point, but has not mentioned the journey home or offered an invitation.

## Part 3 – Story

### Candidate A

Jo looked at the map and decided to go left. He realised he was alone in the desert. He couldn't imagine what would happen to him. A pair of poisonus snakes were in front of him, and he decided to escape, but the two creatures were always opposite him. Suddenly he saw a person walking on the sand, which shouted to Jo, who was very frightened. Jo ran as fast as he could and he reached the man. They stopped walking after two minutes because they saw a car, but the snakes reached Jo, they bit him and ... Jo woke up. It was only a dream.

### EXAMINER COMMENTS

#### Band 5

This is a very good attempt with confident and ambitious writing and a wide range of structures, for example 'He couldn't imagine what would happen to him' and 'as fast as he could'. Well organised narrative with chronological linking, for example 'Suddenly' and 'after two minutes'. Errors are minor and non-impeding: 'poisonus' and 'which shouted'.

**Candidate B**

Jo looked at the map and decided to go left. She wasn't sure about her decision. As she was walking across the street, she saw a tiny light on front of her face. She followed it. Though she walk with the light, she can't see anything. She began to fell scared and then, she felt that someone was following her. She turned her head to the left and saw a big, black ... bag. She started to laugh of herself and thinking how stupid she felt. Suddenly, she took the map again and decided to go left again. Now, everything was illuminated with the building lights. She felt secure. Now, she knew that there were few steps to arrived to the place she was looking for, but immideatly realised that she was at the same point when she saw for the first time the map.

**EXAMINER COMMENTS****Band 4**

This is a good attempt, with fairly ambitious use of language. The range of vocabulary and structures used is more than adequate for the task set, for example 'She wasn't sure about her decision' and 'thinking how stupid she felt'. The narrative is organised chronologically, with 'As ... then ... Suddenly ... Now ... Now ... immideatly'. There are some errors which generally do not impede, for example 'laugh of herself' and 'few steps to arrived to the place'.

**Candidate C**

Jo looked at the map and decided to go left. He wanted to go to the Karpats on foot. Jo liked to go to the rivers, forests and mountains on foot. He always took map with he. But one day he lost! Jo was very worried and scared. He was in the forest one week. He was could at night, he was very hot in the afternoon. He ate mushroomes and berries. But he found a way from the forest. And from that day he never came to the forest on foot. He always go to the rivers, forests and mountains on ships, by trains, by plantes. But he never go to the unknowns places on foot.

**EXAMINER COMMENTS****Band 3**

This is an adequate attempt; the language is unambitious with an adequate range of structures and vocabulary, for example 'Jo liked to go to the forest' and 'He ate mushroomes and berries'. Linking of sentences is not maintained. There are a number of mostly non-impeding errors, for example 'one day he lost', 'He always go to ...' and 'the unknowns places'.

**Candidate D**

Jo looked at the map and decided go left. When Jo decide went to the forest with his friend they give with you a map. Once they not find a ground to the city. Jo decide to look at the map and went left. They see a city. And they go to the home. Then they come to the park. They play and listen birds. But they lose the map, and don't came the house. Then they find a map and went to the home.

**EXAMINER COMMENTS****Band 2**

The language in this inadequate attempt is simplistic and repetitive. The lack of tense control and numerous other errors, mean that considerable effort is required by the reader, for example 'When Jo decide went to the forest with his friend they give with you a map. Once they not find a ground to the city.'

**Part 3 – Letter****Candidate A**

Joe,

In my country, there are many holidays throughout the year, but the traditional holiday is Tet holiday. It's also the most important holiday. It occurs in late January, early in February. At that time, every family clean and decorate their houses. It's also an occasion for people who live far away from their home to gather and enjoy the exciting atmosphere with their family. They prepare so much food, especially is sticky-rice, it is made from sticky rice with meat and peas, Vietnamese people call "barh chung". At Tet, young children receive many red envelopes with lucky money inside. People wish best wishes to their relatives and friends. Vietnamese people love it too much. Do you like it? Is it interesting and exciting?

Write me soon.

Your friend

Hoa

**EXAMINER COMMENTS****Band 5**

This is a very good attempt, requiring no effort by the reader. The writing is confident and ambitious with a wide range of structures and vocabulary within the task set, for example 'It's also an occasion for people who live far away from their home to gather and enjoy the exciting atmosphere with their family.' Simple linking devices are used, for example 'At that time', 'also', 'At Tet'. Errors are minor, for example 'throughout' and

'too much', or caused by ambition, for example 'especially is sticky-rice', and do not impede.

number of mostly non-impeding errors, for example 'I thing' and 'My grandmother never say'.

### Candidate B

Dear Jamie,  
I've received your letter and I'm going to help you. Well, in my country, every year is celebrated the 21st of May. This day is the 'Combate Naval de Iquique' which was a naval battle ocured in Iquique, in the north of Chile. In this battle, died a big hero of my country called Arturo Prat. This battle is commemorated with parades and ceremonies in his honor. You could include that this battle was part of a war among Chile, Peru and Bolivia. I hope that this help you and good luck!  
All my love,  
Barbara

### EXAMINER COMMENTS

#### Band 4

This is a good attempt, with fairly ambitious use of language. The range of structures and vocabulary is more than adequate for the task set, for example 'This battle is commemorated with parades and ceremonies in his honor. You could include that this battle was ...'. The letter is organised and the sentences are linked: 'This day is ...', 'In this battle ...', 'This battle ...'. The errors do not impede understanding.

### Candidate C

Hi Friend!  
I thing the most important national holiday in Poland is Easter.  
On Easter saturday we're going to church and we're santing eggs, butter, sausage, salt, bread. Than we have got Easter Dinner and we're eat Sant Meal. In my house the smallest child get Lind's chocolate rabbit. All children get sugarsheep, or chicken. It's a lot of fun when we are tidy from table. My grandma never say that it's too late and we should go to bed.  
I like Easter in my house.  
Love, Ala

### EXAMINER COMMENTS

#### Band 3

This is an adequate attempt. The writing is unambitious, with an adequate range of structures and vocabulary, for example 'In my house the smallest child get Lind's chocolate rabbit.' Linking of sentences is not always maintained. There are a

### Candidate D

I'm write you at the about national holiday. In Ukraine nationals holidays Day Winner, New Year and others. I can speak at New Year. New Year spend 31 December. Symvol New Year is Christmas string. Some children think, Did Moroz came in the evening. He usually have surprise children. Second national holiday Day Winner. National holiday spend 9 May, because SSSR winner Germany 9 May 1945 year. Holiday began spend 68 year ago. Day Winner spend in Russia, Ukraine and others. In Ukraine usually grand nationaly holiday.

### EXAMINER COMMENTS

#### Band 2

This attempt is inadequate and requires considerable effort by the reader. The language is limited and numerous errors sometimes impede communication, for example 'Symvol New Year is Christmas string. Some children think, Did Moroz came in the evening.'

**PAPER 1: READING AND WRITING**

Answer sheet

**For Writing (Parts 1 and 2):**  
Write your answers clearly in the spaces provided.

Part 1: Write your answers below.		Do not write here
1		1 1 0
2		1 2 0
3		1 3 0
4		1 4 0
5		1 5 0

**Part 2 (Question 6): Write your answer below.**

Put your answer to Writing Part 3 on Answer Sheet 2 →

Do not write below (Examiner use only)

0	1	2	3	4	5
---	---	---	---	---	---

**UNIVERSITY of CAMBRIDGE**  
ESOL Examinations

Centre No.									
Candidate No.	0	0	0	0	0	0	0	0	0
Examination Title	1	1	1	1	1	1	1	1	1
Centre	2	2	2	2	2	2	2	2	2
Candidate Signature	3	3	3	3	3	3	3	3	3
Supervisor:	4	4	4	4	4	4	4	4	4
If the candidate is ABSENT or has WITHDRAWN include here	5	5	5	5	5	5	5	5	5
0	A	B	C	D	E	F	G	H	I

**PET Paper 1 Reading and Writing Candidate Answer Sheet 1**

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

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

**Part 1**

1 A B C

2 A B C

3 A B C

4 A B C

5 A B C

**Part 2**

6 A B C D E F G H

7 A B C D E F G H

8 A B C D E F G H

9 A B C D E F G H

10 A B C D E F G H

**Part 3**

11 A B

12 A B

13 A B

14 A B

15 A B

16 A B

17 A B

18 A B

19 A B

20 A B

**Part 4**

21 A B C D

22 A B C D

23 A B C D

24 A B C D

25 A B C D

**Part 5**

26 A B C D

27 A B C D

28 A B C D

29 A B C D

30 A B C D

31 A B C D

32 A B C D

33 A B C D

34 A B C D

35 A B C D

Continue on the other side of this sheet →

PET RW 1 DP-491/389

26 | PET FOR SCHOOLS HANDBOOK FOR TEACHERS | PAPER 1: READING AND WRITING | ANSWER SHEET



# PAPER 2

# LISTENING

## GENERAL DESCRIPTION

<b>Paper format</b>	The paper contains four parts.
<b>Timing</b>	About 30 minutes, plus 6 minutes to transfer answers.
<b>No. of questions</b>	25.
<b>Task types</b>	Multiple choice, gap-fill, true/false.
<b>Text types</b>	All texts are based on authentic situations.
<b>Answering</b>	<p>Candidates indicate answers either by shading lozenges (Parts 1, 2 and 4) or writing answers (Part 3) on an answer sheet.</p> <p>Candidates record their answers on the question paper as they listen. They are then given 6 minutes at the end of the test to copy these on to the answer sheet.</p> <p>In computer-based PET, candidates mark or type their answers directly onto the computer. There are no examples in computer-based PET, but candidates are shown a short tutorial before the test.</p>
<b>Recording information</b>	Each text is heard twice. Recordings will contain a variety of accents corresponding to standard variants of native speaker accents.
<b>Marking</b>	Each item carries one mark. This gives a total of 25 marks, which represents 25% of total marks for the whole examination.

## STRUCTURE AND TASKS

### PART 1

<b>Task type and format</b>	Multiple choice (discrete). Short neutral or informal monologues or dialogues. Seven discrete 3-option multiple-choice items with visuals.
<b>Task focus</b>	Listening to identify key information from short exchanges.
<b>No. of Qs</b>	7.

### PART 2

<b>Task type and format</b>	Multiple choice. Longer monologue or interview (with one main speaker). Six 3-option multiple-choice items.
<b>Task focus</b>	Listening to identify specific information and detailed meaning.
<b>No. of Qs</b>	6.

### PART 3

<b>Task type and format</b>	Gap-fill. Longer monologue. Six gaps to fill in. Candidates need to write one or more words in each space.
<b>Task focus</b>	Listening to identify, understand and interpret information.
<b>No. of Qs</b>	6.

### PART 4

<b>Task type and format</b>	True/false. Longer informal dialogue. Candidates need to decide whether six statements are correct or incorrect.
<b>Task focus</b>	Listening for detailed meaning, and to identify the attitudes and opinions of the speakers.
<b>No. of Qs</b>	6.

## Preparation

### General

- The Listening paper consists of four parts and a total of 10 listening texts. The paper has a standard structure and format so that candidates will know what to expect in each part. The range of texts and task types reflects the variety of listening situations which candidates at this level can be expected to deal with.
- The instructions for each task are heard on the recording, as well as being written on the page. In the case of Part 1, there is also an example text and task to show candidates how their answers should be recorded. In parts 2, 3 and 4, the instructions are followed by a pause, during which the candidates should read the questions in that part. Candidates should use this time to think about the context and the questions, as this will help them to understand the listening text when they hear it. This reflects what happens in real-life listening situations when we bring knowledge of context, speaker, etc. to what we hear.
- Classroom activities which help students to identify and understand the type of text they are listening to, and the purpose of the task they are asked to do, will help them to adopt the most appropriate listening strategies. This, in turn, will help them approach the tasks with confidence.
- The best preparation for the Listening paper is exposure to, and engagement with, authentic spoken English at an appropriate level of difficulty. Classroom discussion activities provide a good authentic source of listening practice, as does listening to the teacher, but this should be supplemented with recorded listening texts, drawn from a range of contexts, that give practice in understanding different voices and styles of delivery.
- Candidates should be familiar with the format of the paper and the task types. It is, therefore, valuable to work through a sample paper before the examination takes place. This also gives students some practice in completing the answer sheets.

### By part

#### ■ PART 1

- The first part of the test comprises seven short listening texts, each accompanied by a question and three visual images. Candidates listen to the text and then choose the visual image which best answers the question in the context of what they have heard. Candidates indicate the correct answer by ticking the box beneath the appropriate visual. There is also a text and question as an example.
- Part 1 texts, which may be monologues or dialogues, are short extracts taken from daily life. They may include, for example, conversations at home or between friends, radio announcements, parts of talks, exchanges in shops, etc. The task requires candidates to listen for specific information in the text which will answer the question. Each text is repeated

on the recording. Candidates should be encouraged to listen for gist initially, choosing the best option as they do so. They should then check carefully on the second listening to ensure that their answer is correct. Candidates will need to understand the key information in the text in order to arrive at the correct answer.

#### ■ PART 2

- In this part of the test candidates listen to a longer text which may be either a monologue, or an interview with questions from a radio presenter. Texts are taken from a range of contexts, and will be largely informational in focus. Some may be informational monologues, such as radio announcements and recorded messages, providing information about places and events, whilst others may be extracts from talks or radio programmes, in which people are talking about their lives, interests or experiences. The text is heard twice.
- Candidates have to answer six multiple-choice questions as they listen to the text, choosing the correct answer from a choice of three options. Most questions require candidates to locate and understand specific information from the text, although occasionally a question may focus on a very clearly stated attitude or opinion. To arrive at the correct answer, candidates will need to understand the detailed meaning of the text. They should therefore listen for gist initially, choosing the best option for each question as they do so. They should then check carefully that their answers are correct as they listen for the second time.

#### ■ PART 3

- In this part of the test candidates listen to a longer text which will take the form of an informational monologue. Texts are taken from a range of contexts, and may be radio announcements and recorded messages, providing information about places and events, or they may be extracts from talks or radio programmes, in which people are talking about courses, trips or holiday activities. The text is heard twice.
- Candidates are presented with a page of notes summarising the content of the text, from which six pieces of information have been removed. As they listen, candidates fill in the numbered gaps on the page with words from the text which complete the missing information.
- Most keys are single words, numbers or very short noun phrases and candidates should be discouraged from attempting longer answers. Recognisable spelling is accepted, except with very high frequency words, e.g. 'Monday', or where spelling is dictated. Only concrete pieces of information are tested, so that candidates are not being tested on their ability to manipulate grammatical structures, nor are they expected to interpret or reproduce language in elliptical note form. In all cases, the words that candidates need to write will be heard on the recording in the form that they need to be written.



- Candidates should be encouraged to use the information on the page to guide them through the text as they listen. Having listened to the rubric, candidates should read through the written information in the pause before the text is played. This should enable them to make predictions about the sort of language and information they are going to hear, which will help them to feel prepared for the answers when they come.
- The task requires candidates to locate and record specific information from the text, whilst ignoring other parts of the text that include redundant information.

#### ■ PART 4

- In this part of the test candidates listen to a longer text which will take the form of an informal dialogue, usually between two people of similar age and status. There is generally one male and one female speaker to aid identification and the conversation typically focuses on everyday concerns that affect the speakers. The conversation is informal in nature and generally involves speakers discussing their attitudes and opinions on a given topic, as they agree and disagree on certain points.
- As candidates listen to the text they look at a series of six statements which report the attitudes and opinions of the speakers. Candidates must decide whether these statements are true or false in the context of what they hear, and tick the appropriate box. The text is heard twice.
- The task calls for an understanding of the gist of a conversation containing less formal language and the correct identification of attitudes, opinions and agreement. Candidates will need to locate and understand detailed meaning in order to make the correct choice for each question. They should therefore listen for gist initially, choosing the best option for each question as they do so. They should then check carefully that their answers are correct as they listen for the second time.





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

Centre Number

Candidate Number

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## PRELIMINARY ENGLISH TEST for Schools

**PAPER 2**    **Listening** (Sample Paper)

**Time**            35 minutes (including 6 minutes' transfer time)

### INSTRUCTIONS TO CANDIDATES

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 your answer sheet if they are not already there.**

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 6 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

### INFORMATION FOR CANDIDATES

There are four parts to the test.

Each question carries one mark.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

**PAPER 2: LISTENING**

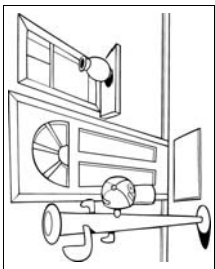
Part 1 (questions 1–5)

**Listening • Part 1**

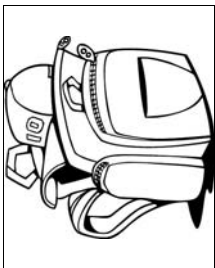
**Questions 1 – 7**

There are seven questions in this part. For each question, choose the correct answer (A, B or C).

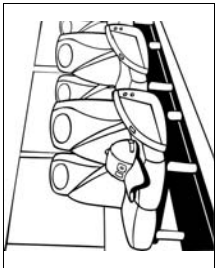
**Example:** Where is the girl's hat?



A



B

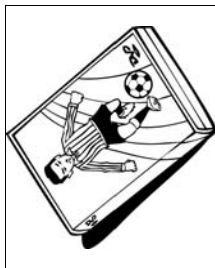


C

1 What does the boy want from the shops?



A

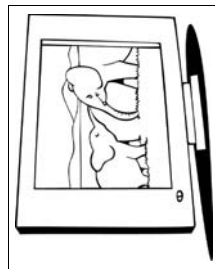


B

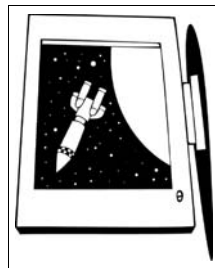


C

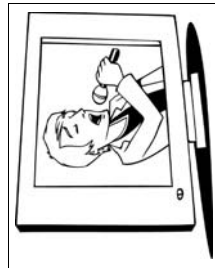
2 Which programme is on first this evening?



A



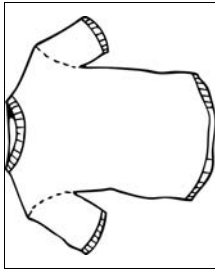
B



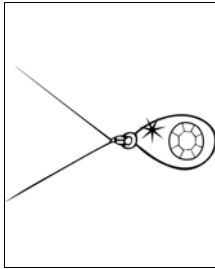
C

2

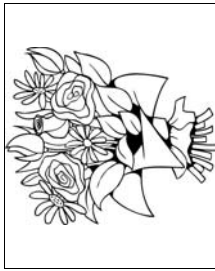
3 What present will the girl give Luisa?



A



B

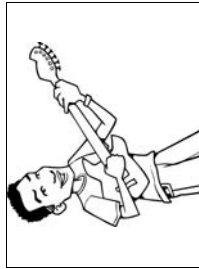


C

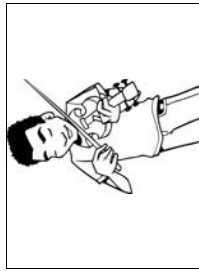
4 Which instrument does the boy play now?



A

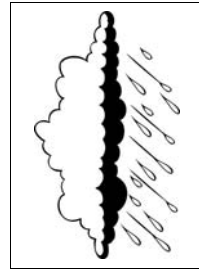


B

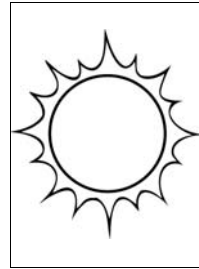


C

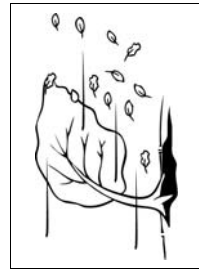
5 What will the weather be like for sports day tomorrow?



A



B



C

3

Turn Over ►

## Listening • Part 2

## Questions 8 – 13

You will hear part of an interview with a girl called Sally Myers whose first book has recently been published. For each question, choose the correct answer **A**, **B**, or **C**.

- 8 Why did Sally decide to write her first book?  
**A** people said her stories were good  
**B** her family bought her a diary  
**C** her penfriend suggested it
- 9 Why didn't Sally's Dad want her to send her book to a publisher?  
**A** He didn't like it very much.  
**B** He had given her help to write it.  
**C** He was worried that they wouldn't be interested.
- 10 Sally sent her book to a company which  
**A** published books only on the internet.  
**B** published her favourite stories.  
**C** published books of a similar type.
- 11 How did Sally feel when the company phoned her Mum?  
**A** very excited  
**B** extremely surprised  
**C** anxious about the future
- 12 Sally says that, as a result of her book,  
**A** she now has more money.  
**B** she has lost some of her friends.  
**C** she is in contact with new people.
- 13 What does Sally say about her next book?  
**A** It will be quite different from her first one.  
**B** It will be written for older readers.  
**C** It will be about something all children experience.

6 Who is the boy phoning?



**A**

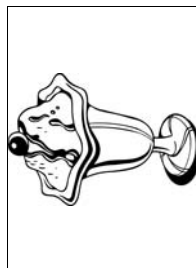


**B**

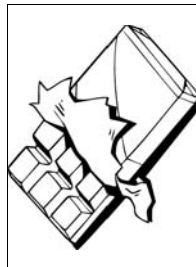


**C**

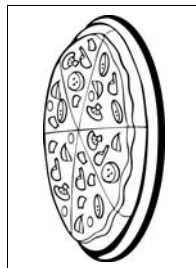
7 What food will the boy's mother buy?



**A**



**B**



**C**

Turn Over ▶

5

4

**PAPER 2: LISTENING**

Part 3 (questions 14–19) and Part 4 (questions 20–25)

**Listening • Part 3**

**Questions 14 – 19**

You will hear some information about a film-making competition. For each question, fill in the missing information in the numbered space.

**FILM-MAKING COMPETITION**

Maximum length of film: (14) .....

Type of film: (15) .....

Subject this year: The (16) .....

**JUDGES:**

Martha Fernando, presenter of the programme called 'Film (17) .....

Mark Matthews, director

**PRIZES:**

First prize: visit to a film school

Other prizes: books and modern (18) .....

Where the best films will be shown: (19) .....

**Listening • Part 4**

**Questions 20 – 25**

Look at the six sentences for this part. You will hear a conversation between a girl, Michelle, and a boy, Antony, about a television programme called 'Pop Choice' in which teenage singers compete for a prize. Decide if each sentence is correct or incorrect. If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

- |   | YES | NO |
|---|-----|----|
| 20 Antony enjoyed watching last night's 'Pop Choice'.                       | A   | B  |
| 21 Michelle believes the first prize would be a good career opportunity.    | A   | B  |
| 22 Antony thinks that Michelle sings well enough to appear on TV.           | A   | B  |
| 23 Michelle thinks the singers should wear more fashionable clothes.        | A   | B  |
| 24 Antony often disagrees with the opinions of the judges in the programme. | A   | B  |
| 25 Antony tells Michelle that he would prefer to watch the programme alone. | A   | B  |

## PAPER 2: LISTENING

### Tapescript for Sample Paper

**Rubric:** This is the Cambridge Preliminary English Test for Schools, Sample paper.

There are four parts to the test. You will hear each part twice. For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Write your answers on the question paper. You will have six minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped.

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

PAUSE 5 SECONDS

— \*\*\* —

**Rubric:** Now open your question paper and look at part 1.

PAUSE 2 SECONDS

**Rubric:** There are seven questions in this part. For each question there are three pictures and a short recording. For each question, choose the correct answer (A, B or C).

Before we start, here is an example.

Where is the girl's hat?

**Woman:** Where's your new hat Sally? I hope you haven't left it on the school bus.

**Girl:** Don't worry Mum. I put it in my school bag because I was too hot.

**Woman:** Are you sure? I can't see it there. You probably dropped it in the road somewhere.

**Girl:** Oh, here it is – hanging in the hall. I forgot to take it this morning.

PAUSE 5 SECONDS

**Rubric:** The answer is A.

Look at the three pictures for question 1 now.

PAUSE 5 seconds

**Rubric:** Now we are ready to start. Listen carefully. You will hear each recording twice.

**Rubric:** 1 – What does the boy want from the shops?

**Boy:** Are you going to the shops today, Mum?

**Woman:** I expect so – what do you want – not another football DVD.

**Boy:** Actually not this time. I was wondering if you could get me a newspaper. Not the one Dad gets,

but one called the Daily Herald – there's an article in it about motorbikes which will be useful for a project I'm doing at school.

**Woman:** Motorbikes again! Still it makes a change from football I suppose. OK, I'll get it.

PAUSE 5 SECONDS

**Rubric:** Now listen again.

REPEAT

PAUSE 5 SECONDS

**Rubric:** 2 – Which programme is on first this evening?

**TV announcer:** Now I'm sure you're all looking forward to seeing Kerri Ramsey in concert this evening. The concert starts at seven fifteen and we'll be going over live at seven o'clock. But don't forget that Kerri's concert is followed by the award-winning wildlife film 'Elephants in Danger' which is well worth seeing if you like animals. But now on channel five, we've got the final parts of 'Stars': the mini-series set in space in the not-too-distant future.

PAUSE 5 SECONDS

**Rubric:** Now listen again.

REPEAT

PAUSE 5 SECONDS

**Rubric:** 3 – What present will the girl give Luisa?

**Boy:** What have you got for Luisa's birthday tomorrow? I saw some lovely flowers in the supermarket . . .

**Girl:** Flowers? I mean, I know she's your sister, but aren't they . . . well, the kind of thing you'd get for your mum?

**Boy:** Mmm, maybe. OK, got any better ideas?

**Girl:** Well, look . . . I've already got her this necklace, and this t-shirt. I know Luisa really wanted the necklace, so why don't you give her that one and the other one can be from me – then if it doesn't fit, I can always keep it myself . . .

**Boy:** Thanks!

PAUSE 5 SECONDS

**Rubric:** Now listen again.

REPEAT

PAUSE 5 SECONDS

**Rubric:** 4 – Which instrument does the boy play now?

**Boy:** So how are your piano lessons going, Isabelle? Still keeping up with your practising?

**Girl:** Well I am, but I'll never be as good as you, Jake. I

don't know why you gave it up . . . Anyway, I'm thinking of changing to the violin. Everyone says that teacher at school's really good.

Boy: Yeah, he is. Actually, it was him that introduced me to the guitar so that's become the new love of my life. I had violin lessons from him last term, too – didn't keep it up though . . .

Girl: What a shame!

PAUSE 5 SECONDS

Rubric: *Now listen again.*

REPEAT

PAUSE 5 SECONDS

Rubric: *5 – What will the weather be like for the sports day tomorrow?*

Man: Morning, Mary. So . . . are you going to practise your running for the sports day tomorrow? I mean, I know you can't go outside now, in the rain . . .

Girl: Well, I've already practised a lot, but now I'm worried that the day might be cancelled! They said on the radio that the rain will stop later, but it'll be followed by strong winds!

Man: Oh, don't worry – they'll disappear tonight, according to the latest forecast on the internet – so it will be fine tomorrow. And those forecasts are always right!

Girl: Oh, good!

PAUSE 5 SECONDS

Rubric: *Now listen again.*

REPEAT

PAUSE 5 SECONDS

Rubric: *6 – Who is the boy phoning?*

Boy: Oh hello. My name's Ben West and I've got an appointment for a check-up at four fifteen but I'm going to be a bit late. I've just had my hair cut and I thought I'd have time to get round to your surgery afterwards but the hairdresser was running late. I'm sorry . . . Oh yes five thirty would be fine. I've also got to pick up my new glasses this afternoon, so I'll have time to do that on the way.

PAUSE 5 SECONDS

Rubric: *Now listen again.*

REPEAT

PAUSE 5 SECONDS

Rubric: *7 – What food will the boy's mother buy?*

Woman: So have you got everything for when your friends come tonight? Don't forget you might want some chocolate to eat later while you're watching your film.

Boy: Oh, I sorted that out yesterday, Mum. I think we need to give them something to eat when they first arrive, though – like pizzas, maybe. Everybody likes those.

Woman: Well, let's look in the freezer – hmm – I'd better get some from the supermarket. We haven't got much ice cream either, but there'll be enough for your friends.

Boy: Thanks, Mum.

PAUSE 5 SECONDS

Rubric: *Now listen again.*

REPEAT

PAUSE 5 SECONDS

Rubric: *That is the end of part 1.*

PAUSE 10 SECONDS

— \*\*\* —

Rubric: *Now turn to part 2, questions 8 to 13.*

*You will hear part of an interview with a girl called Sally Myers whose first book has recently been published.*

*For each question, choose the correct answer A, B or C.*

*You now have 45 seconds to look at the questions for part 2.*

PAUSE 45 SECONDS

Rubric: *Now we are ready to start. Listen carefully. You will hear the recording twice.*

Interviewer: Sally Myers is a thirteen-year-old writer whose first book was published last year. Sally, tell us about that book.

Sally: Well, I loved writing. I'd had a diary for a couple of years. I wrote about my day, poems, stories, stuff like that. But I never showed people what I wrote. Then, because my penfriend was moving to a new city with her family – just like I'd done the year before – I wrote down some advice for her – things which had helped me. She thought it was great and said I should write a little book about it for other kids. So I did.

Interviewer: Did anybody help you?

Sally: Not with the writing. I only showed it to my Dad after it was finished. He thought it was good, but he tried to stop me sending it to any publishers.

He thought I'd feel disappointed if they didn't like it. So, I sent it to just one company to see what they'd say.

Interviewer: How did you know which company to choose?

Sally: I did a search on the internet and found that some publishers only did, like, stories about animals, so I didn't bother with them. I just emailed the one that already published that sort of book. The next morning my parents got a phone call from them. They wanted to publish mine.

Interviewer: That must have been amazing!

Sally: Yeah. Mum was really calm and businesslike on the phone but as soon as she put it down she was, like, jumping up and down with excitement. She'd told me that this kind of thing just never happened, and I'd believed her, so I was too shocked to feel anything at first. Then my Dad started worrying about what would happen next. But everything was OK in the end.

Interviewer: Has being an author changed you?

Sally: I don't really think so. I just go to school, hang out with the same friends, take care of my pets, do regular things. People think I make lots of money, but it's not true. But I do get letters from kids who've read my book and that's cool.

Interviewer: Tell us what your next book's going to be about.

Sally: It's about moving from primary school to secondary school, which most kids in this country do when they're eleven. It's such a big change. The last year at primary school, lots of kids start to get nervous about the move. My book will help them realise that everybody goes through this: there's no need to feel frightened.

PAUSE 5 SECONDS

Rubric: *Now listen again.*

REPEAT

PAUSE 5 SECONDS

Rubric: *That is the end of part 2.*

PAUSE 10 SECONDS

— \*\*\* —

Rubric: *Now turn to part 3, questions 14 to 19.*

*You will hear some information about a film-making competition.*

*For each question, fill in the missing information in the numbered space.*

*You now have 20 seconds to look at part 3.*

PAUSE 20 SECONDS

Rubric: *Now we are ready to start. Listen carefully. You will hear the recording twice.*

TV announcer *If you want to make films then you'll be interested in our new competition.*

*If you're between 11 and 18 you can enter this year's Film-making competition. The film should last no more than 12 minutes and you should have at least three main characters. Last year's winner had 8 people in it but we don't usually expect so many!*

*This is the third year of the competition. In previous years, we accepted any type of film, from horror to comedy, but this year we are looking for a drama. There'll be another competition later in the year for people interested in making documentaries.*

*We have seen some great films over the years from very exciting young film-makers. Last year's films were about The Family, and we saw some wonderful entries. This year, however, we want films about the weather – it can either be about how it makes you feel or how it can change a day. A challenging topic!*

*The judges this year are Martha Fernando, presenter of our film programme, 'Film World', and author of a book about careers in film-making called 'Film Life', and the director Mark Matthews, whose latest film 'Night' is now in cinemas.*

*There are some fantastic prizes. Our first prize-winner will visit London International Academy, one of the top film schools. We have other prizes to give away – there are 100 books and also some of the latest cameras to win.*

*You can send your films to us by post or bring them to our offices in the Market Square. The judges decision is final. You'll have the chance to see the best films when they are shown at the Town Hall.*

*More information about the competition can be found at . . .*

PAUSE 5 SECONDS

Rubric: *Now listen again.*

REPEAT

PAUSE 5 SECONDS

Rubric: *That is the end of part 3.*

PAUSE 10 SECONDS

— \*\*\* —



Rubric: Now turn to part 4, questions 20 to 25.

Look at the six sentences for this part. You will hear a conversation between a girl, Michelle, and a boy, Antony, about a television programme called 'Pop Choice' in which teenage singers compete for a prize.

Decide if each sentence is correct or incorrect. If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.

You now have 20 seconds to look at the questions for part 4.

PAUSE 20 SECONDS

Rubric: Now we are ready to start. Listen carefully. You will hear the recording twice.

Girl: So Antony, did you see the third part of Pop Choice on TV last night? I couldn't wait for it to start!

Boy: I had to go out but Mum taped it for me, because I wanted to see it really badly. I don't want to know what happened until I see it for myself this evening.

Girl: OK. It was great again though. Everyone at school is talking about it today. There are only three singers left in the competition now and the first prize is a recording contract. What an amazing start in the pop music business! I wish I had a good voice!

Boy: Well, I know you think you can't sing. But to prove you can, perhaps you should enter next time. You must know you've got a great voice. You could be on TV too!

Girl: No way! It's kind of you to say that, but I'm not self-confident, you know. The judges on the programme say exactly what they think. If someone's no good, they say so.

Boy: Well, that's fair. They should tell the truth.

Girl: I agree, but even if someone's a fantastic singer, they'll say something horrible about their clothes or something, which is really unkind. People should dress how they want.

Boy: Mmm, that's true. Do you remember last week when one of the judges told that boy to find a better hairdresser if he seriously wanted to be a pop star? I nearly always agree with what they say, but this time I thought that he was really out of order.

Girl: [Sympathetic laugh] Me too. Anyway... if it's okay with you, can I come round and watch next week's programme at your place? You wouldn't mind, would you?

Boy: As long as you don't jump up and down and talk

all the way through it. If you do I'll ask you to leave. Okay?

Girl: All right! I promise. See you later!

PAUSE 5 seconds

Rubric: Now listen again.

REPEAT

PAUSE 5 SECONDS

Rubric: That is the end of part 4.

PAUSE 10 SECONDS

Rubric: You now have six minutes to check and copy your answers on to the answer sheet.

PAUSE 5 MINUTES

Rubric: You have one more minute.

PAUSE 1 MINUTE

Rubric: That is the end of the test.





# PAPER 3

# SPEAKING

## GENERAL DESCRIPTION

<b>Paper format</b>	The paper contains four parts.
<b>Timing</b>	10–12 minutes per pair of candidates.
<b>Interaction pattern</b>	The standard format is two candidates and two examiners. One examiner acts as both assessor and interlocutor and manages the interaction by asking questions and setting up the tasks. The other acts as assessor and does not join in the conversation.
<b>Task types</b>	Short exchanges with the interlocutor; a collaborative task involving both candidates; a 1-minute long turn and a follow up discussion.
<b>Marks</b>	Candidates are assessed on their performance throughout the test. There are a total of 25 marks for Paper 3, making 25% of the total score for the whole examination.

## STRUCTURE AND TASKS

### PART 1

<b>Task type and format</b>	Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions.
<b>Focus</b>	Giving information of a factual, personal kind. The candidates respond to questions about present circumstances, past experiences and future plans.
<b>Timing</b>	2–3 minutes.

### PART 2

<b>Task type and format</b>	Simulated situation. Candidates interact with each other. Visual stimulus is given to the candidates to aid the discussion task. The interlocutor sets up the activity using a standardised rubric.
<b>Focus</b>	Using functional language to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement.
<b>Timing</b>	2–3 minutes.

### PART 3

<b>Task type and format</b>	Extended turn. A colour photograph is given to each candidate in turn and they are asked to talk about it for approximately a minute. Both photographs relate to the same topic.
<b>Focus</b>	Describing photographs and managing discourse, using appropriate vocabulary, in a longer turn.
<b>Timing</b>	3 minutes.

### PART 4

<b>Task type and format</b>	General conversation. Candidates interact with each other. The topic of the conversation develops the theme established in Part 3. The interlocutor sets up the activity using a standardised rubric.
<b>Focus</b>	The candidates talk together about their opinions, likes/dislikes, preferences, experiences, habits, etc.
<b>Timing</b>	3 minutes.

# Preparation

## General

- In the PET Speaking test, candidates are examined in pairs by two examiners. One of the examiners acts as an interlocutor and the other as an assessor. The interlocutor directs the test, while the assessor takes no part in the interaction. Examiners change roles during the course of an examining session, but not during the examining of one pair. There are a number of different ‘packs’ of material that examiners can use.
- The test takes between 10 and 12 minutes and consists of four parts which are designed to elicit a wide range of speaking skills from the candidates. Where there is an uneven number of candidates at a centre, the final Speaking test will be a group of three rather than a pair. The group of three test is not an option for all candidates, but is only used for the last test in a session, where necessary.

## By part

### ■ PART 1

- The test begins with a general conversation led by the interlocutor, who asks the candidates questions about their personal details, daily routines, likes and dislikes, etc. Candidates are addressed in turn and are not expected to talk to each other at this stage. At the beginning of the test, candidates are asked to spell all or part of their name.
- The purpose of this conversation is to test the language of simple social interaction, and to enable each candidate to make an initial contribution to the test, using simple everyday language. As they are talking about themselves using familiar language, this conversation should help to settle the candidates, enabling them to overcome any initial nervousness.
- Although the interlocutor’s questions are designed to elicit short rather than extended responses, candidates should be discouraged from giving one-word answers in this part. Especially when asked about their daily routines or their likes and dislikes, candidates should be encouraged to extend their answers with reasons and examples.
- This part of the test assesses the candidates’ ability to take part in spontaneous communication in an everyday setting. Candidates who find opportunities to socialise with others in an English-speaking environment will be well prepared for this part of the test. Where this is not possible, however, such situations need to be recreated in the classroom through structured speaking tasks that practise appropriate language in a similar context. Candidates should be discouraged, however, from preparing rehearsed speeches as these will sound unnatural and will probably fail to answer the specific questions asked.

### ■ PART 2

- This part of the test takes the form of a simulated situation where the candidates are asked, for example, to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement with their partner. It is not a role-play activity, however, as candidates will always be giving their own views and opinions about an imaginary situation, rather than assuming an unfamiliar role.
- In this part of the test, the candidates speak to each other. The interlocutor sets up the task, repeating the instructions whilst candidates look at the prompt material. The interlocutor then takes no further part in the interaction. In the event of a complete breakdown in the interaction, the interlocutor may subtly intervene to redirect the students, but will not take part in the task itself. Candidates are expected to engage with the task independently, negotiating turns and eliciting opinions from each other.
- A sheet of visual prompts is given to the candidates which is designed to generate ideas and provide the basis for the discussion. Candidates may, however, introduce their own ideas if they wish. Candidates are assessed on their ability to take part in the task, rather than on the outcome of their discussions, and so it is not necessary for them to complete the task in the time given. Candidates are assessed on their use of appropriate language and interactive strategies, not on their ideas.
- All classroom discussions in pairs and groups will provide preparation for this part of the test. Candidates should be encouraged to make positive contributions that move the discussion forward by picking up on each other’s ideas. Candidates should learn to discuss the situation fully with their partners, using the range of visual prompts to extend the discussion, before coming to a conclusion. It is useful to point out to candidates that if they rush to reach a conclusion too soon, opportunities to demonstrate their language skills may be lost – and it is these skills rather than the outcome of the discussion which are being assessed.

### ■ PART 3

- In this part of the test, each candidate is given one colour photograph to describe. The photographs will depict everyday situations relevant to the age group and candidates are asked to give a simple description of what they can see in their photograph.
- This part of the test allows candidates to demonstrate both their range of vocabulary and their ability to organise language in a long turn. Their descriptions are expected to be simple, however, and candidates at this level are not expected to speculate about the context or talk about any wider issues raised by the scenes depicted.
- Candidates should be encouraged to describe the people and activities in the photographs as fully as possible. They should imagine that they are describing the photograph to

someone who can't see it, naming all the objects and including illustrative detail such as colours, people's clothes, time of day, weather, etc.

■ Whilst the photographs will not call for knowledge of difficult or specialised vocabulary, candidates will be given credit for the ability to use paraphrase or other appropriate strategies to deal with items of vocabulary which they do not know or cannot call to mind. Candidates should therefore be given plenty of classroom practice in both the language of description and strategies for dealing with unknown vocabulary.

■ The photographs will have a common theme, which candidates will be told, but will differ in terms of their detailed content. Although this theme establishes a common starting point for Part 4, the photographs are returned to the interlocutor at the end of Part 3 and play no further part in the test.

#### ■ PART 4

■ In this part of the test, the candidates speak to each other. The interlocutor sets up the task, then takes no further part. The theme established in Part 3 is now used as the starting point for a general conversation in which the candidates discuss their own likes and dislikes, experiences, etc. Candidates are expected to engage with the task independently, negotiating turns and eliciting opinions from each other. In the event of a complete breakdown in the interaction, the interlocutor may subtly intervene to redirect the students with further prompts, but will not take part in the task itself. Candidates should be able to talk about their interests and enthusiasms and give reasons for their views and preferences. Credit will be given for the use of appropriate interactive strategies and candidates should be encouraged to elicit the views of their partner(s), pick up on their partner's points and show interest in what their partner(s) is/are saying, as well as talking about themselves.

■ If, at any time during the test, candidates have difficulty in understanding an instruction, question or response, they should ask the interlocutor or their partner to repeat what was said. Marks will not normally be lost for the occasional request for repetition.

Preliminary English Test for Schools  
Speaking Test

Part 1 (2-3 minutes)

Phase 1  
Interlocutor

A/B Good morning / afternoon / evening.  
Can I have your mark sheets, please?

(Hand over the mark sheets to the Assessor.)

A/B I'm ..... and this is .....  
He / she is just going to listen to us.

A Now, what's your name?  
Thank you.

B And what's your name?  
Thank you.

Back-up prompts

B Candidate B, what's your surname?  
How do you spell it?

Thank you.

A And, Candidate A, what's your surname?  
How do you spell it?

Thank you.

How do you write your family  
/ second name?

How do you write your family  
/ second name?

Do you live in ...?

Do you have English  
lessons?

(Ask the following questions. Ask Candidate A  
first.)

Where do you live / come from?

Do you study English at school?  
Do you like it?

Thank you.

(Repeat for Candidate B.)

Phase 2  
Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names  
throughout. Ask Candidate B first.)

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

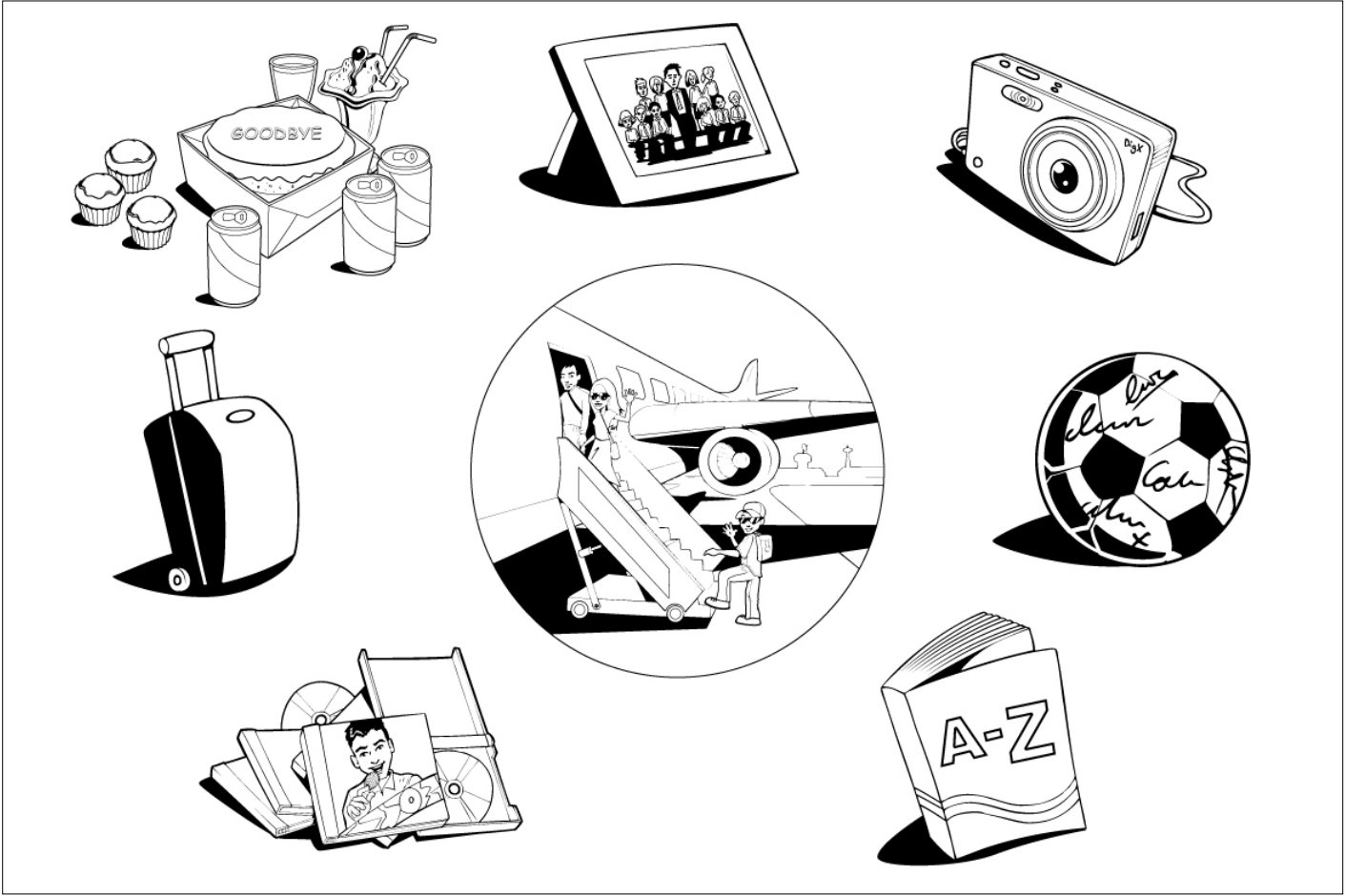
Tell us about your family.

Thank you.

(Introduction to Part 2)  
In the next part, you are going to talk to each other.

PAPER 3: SPEAKING

Part 2



Speaking Test 1 (Leaving present)

Part 2 (2-3 minutes)

Interlocutor  
Say to both candidates:

I'm going to describe a situation to you.

A boy is **leaving** his school because his parents are going to work in **another country**. The students in his class want to give him a **present**. Talk together about the **different** presents they could give him and then decide which would be **best**.

Here is a picture with some ideas to help you.

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

Pause

I'll say that again.

A boy is **leaving** his school because his parents are going to work in **another country**. The students in his class want to give him a **present**. Talk together about the **different** presents they could give him and then decide which would be **best**.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

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

Retrieve Part 2 booklet.

About 2-3 minutes (including time to assimilate the information)



**Speaking Test 1 (Teenage bedroom)**

**Part 3 (3 minutes)**

**Interlocutor**  
Say to both candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teenagers in their bedrooms at home. Candidate A, here is your photograph. (Place **Part 3 booklet**, open at **Task 1A**, in front of Candidate A.) Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment. Candidate A, please tell us what you can see in your photograph.

**(Candidate A)**

*Approximately one minute*

*If there is a need to intervene, prompts rather than direct questions should be used.*

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

Retrieve **Part 3 booklet** from Candidate A.

**Interlocutor**

Now, Candidate B, here is your photograph. It also shows a teenager in his bedroom at home. (Place **Part 3 booklet**, open at **Task 1B**, in front of Candidate B.) Please show it to Candidate A and tell us what you can see in the photograph.

**(Candidate B)**

*Approximately one minute*

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

Retrieve **Part 3 booklet** from Candidate B.

**Part 4 (3 minutes)**

**Interlocutor**  
Say to both candidates:

Your photographs showed teenagers in their bedrooms at home. Now, I'd like you to talk together about the things you have in your bedrooms at home now and the things you'd like to have in your bedrooms in the future.

*Allow the candidates enough time to complete the task without intervention. Prompt only, if necessary.*

Thank you. That's the end of the test.



**Parts 3 & 4** should take about **6 minutes** together.



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## Assessment

Throughout the test, candidates are assessed on their language skills, not their personality, intelligence or knowledge of the world. They must, however, be prepared to develop the conversation, where appropriate, and respond to the tasks set. Prepared speeches are not acceptable. Candidates are assessed on their own individual performance and not in relation to each other. Both examiners assess the candidates according to criteria which are interpreted at PET level. The interlocutor awards a mark for global achievement, whilst the assessor awards marks according to four analytical criteria: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication.

### ■ Grammar and Vocabulary

This scale 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 in dealing with the tasks.

### ■ Discourse Management

This scale refers to the coherence, extent and relevance of each candidate's individual contribution. On this scale the candidate's ability to maintain a coherent flow of language is assessed, either within a single utterance or over a string of utterances. Also assessed here is how relevant the contributions are to what has gone before.

### ■ Pronunciation

This scale 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 non-language specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate. Different varieties of English, e.g. British, North American, Australian etc., are acceptable, provided they are used consistently throughout the test.

### ■ Interactive Communication

This scale refers to the candidate's ability to use language to achieve meaningful communication. This includes initiating and responding without undue hesitation, the ability to use interactive strategies to maintain or repair communication, and sensitivity to the norms of turn-taking.

### ■ Global Achievement

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

interlocutor gives one global mark for each candidate's performance across all parts of the test.

## Marking

As mentioned above, assessment is based on performance in the whole test, and is not related to performance in particular parts of the test. The assessor awards marks for each of the four criteria listed above. The interlocutor awards each candidate one global mark.

In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately 15 Oral Examiners. Team Leaders give advice and support to Oral Examiners, as required.

The Team Leaders are responsible to a Professional Support Leader who is the professional representative of Cambridge ESOL for the Speaking tests. Professional Support Leaders are appointed by Cambridge ESOL and attend an annual co-ordination and development session. Team Leaders are appointed by the Professional Support Leader in consultation with the local administration.

After initial training of examiners, standardisation of marking is maintained by both 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 DVD.

The sample tests on DVD 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

## LEVEL MASTERY

### C2 CERTIFICATE OF PROFICIENCY IN ENGLISH:

#### 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 CERTIFICATE IN ADVANCED ENGLISH:

#### 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 FIRST CERTIFICATE IN ENGLISH:

#### 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 PRELIMINARY ENGLISH TEST:

#### 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 KEY ENGLISH TEST:

#### 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.

