

PET

Preliminary English Test

Handbook

Specifications and Sample Papers
for updated examination from March 2004



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

English for Speakers of Other Languages

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PREFACE

This handbook is intended principally for teachers and course designers who are, or intend to become, involved in preparing candidates for the Cambridge Preliminary English Test (PET). There are separate handbooks for other Cambridge ESOL examinations.

The introductory part of the handbook provides a general background to the Cambridge ESOL examinations and an overview of the work of Cambridge ESOL, including a description of current procedures for test design, production and marking. It is hoped that this will be of interest both to those who are familiar with the Cambridge ESOL examinations, and to those who are coming to them for the first time.

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UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

Introduction to Cambridge ESOL

University of Cambridge ESOL Examinations (Cambridge ESOL) is a part of the University of Cambridge Local Examinations Syndicate (UCLES), which has provided examinations in English for speakers of other languages since 1913. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English. In 2002 over 1.2 million people took these examinations at centres in over 130 countries.

Cambridge ESOL was formerly known as UCLES EFL. The title ESOL – English for Speakers of Other Languages – was adopted in October 2002, reflecting the increasing diversity of the candidature.

Cambridge ESOL examinations can be taken by anyone whose first language is not English. They are suitable for learners of all nationalities, whatever their first language and cultural background, and there are examinations suitable for learners of almost any age. The range of Cambridge ESOL

examinations includes specialist examinations in Business English and English for Academic Purposes, as well as tests for young learners and a suite of certificates and diplomas for language teachers.

The examinations cover all four language skills – 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, and these are described in the following section.

The Association of Language Testers in Europe (ALTE)

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

The principal objectives of ALTE are as follows:

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

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

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

For more information on ALTE please visit www.ALTE.org

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 learnt, 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, and have been taken into consideration in developing the updated PET examination in 2004.

The Production of Cambridge ESOL Question Papers

The production process for question papers for Cambridge ESOL examinations begins with the commissioning of material and ends with the printing of question papers.

For the majority of Cambridge ESOL question papers there are five main stages in the production process:

- commissioning
- editing
- pretesting
- analysis and banking of material
- question paper construction.

This process is represented in the diagram on the right.

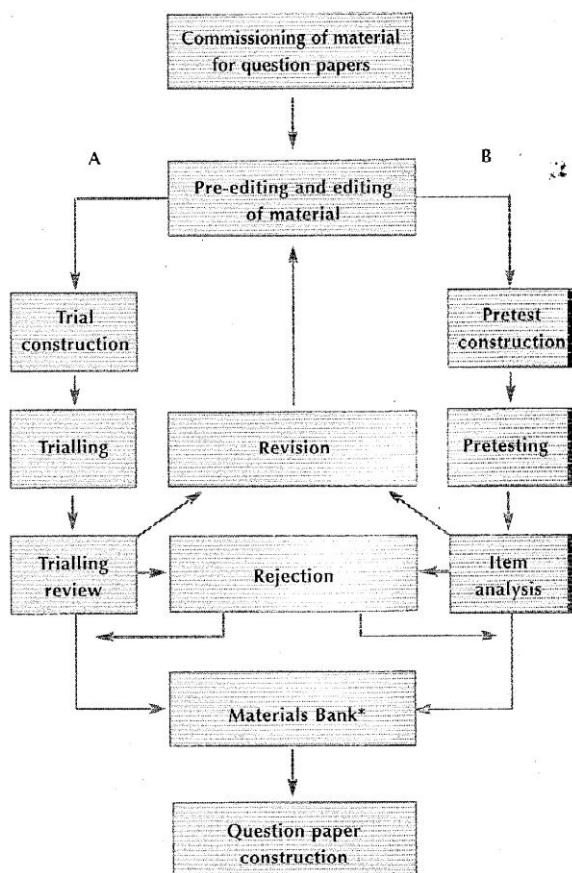
Cambridge ESOL employs teams of item writers to produce

examination material, and throughout the writing and editing process strict guidelines are followed in order to ensure that the materials conform to the test specifications. Topics or contexts of language use which might introduce a bias against any group of candidates of a particular background (i.e. on the basis of sex, ethnic origin, etc.) are avoided.

After selection and editing, the items are compiled into pretest papers. Pretesting plays a central role as it allows for questions and materials with known measurement characteristics to be banked so that new versions of question papers can be produced as and when required. The pretesting process helps to ensure that all versions conform to the test requirements in terms of content and level of difficulty.

Each pretest paper is supplied to candidates with an additional anchor test. The anchor items are carefully chosen on the basis of their known measurement characteristics, and their inclusion means that all new items can be linked to a common scale of difficulty.

Pretest papers are despatched to a wide variety of schools and colleges which have offered to administer the pretests to



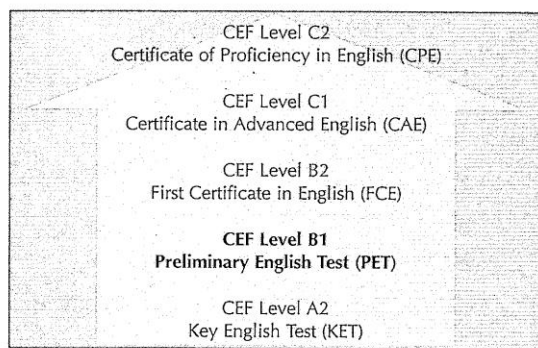
*electronic bank for pretested materials

candidates of a suitable level. After the completed pretests have been returned to the Pretesting Section at Cambridge ESOL, a score for each student is provided to the centre within two weeks of receiving the completed scripts. The items are marked and analysed, and those which are found to be suitable are banked.

Material for the productive components of the examinations is trialled with candidates to assess its suitability for inclusion in the Materials Bank.

The Cambridge ESOL Main Suite: a Five-Level System

Cambridge ESOL has developed a series of examinations with similar characteristics, spanning five levels and linked to the levels of the Common European Framework (CEF) established by the Council of Europe. Within the series of five levels the Preliminary English Test (PET) is at CEF Level B1.



PRELIMINARY ENGLISH TEST (PET)

Background

PET was 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 based on the Council of Europe Threshold Level (1990) by van Ek and Trim.

In 1999, a review of PET was undertaken involving key clients and stakeholders. The result of this review is the updated PET, applicable from March 2004.

The Level of PET

PET is at level B1 of the Common European Framework, 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 Threshold 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.

Materials a Threshold User 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 newspaper and magazine texts such as articles, features and weather forecasts. The kinds of listening texts the learner needs to understand are announcements made at railway stations and airports, traffic information given on the radio, public announcements made at sporting events or pop concerts and instructions given by police or customs officials. 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 Threshold User 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 making travel arrangements through a travel agent or when actually travelling. In the context of work they can state requirements within their own job area, and ask questions of a fact-finding nature. In a meeting, 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 write simple personal letters such as 'thank-you' letters, but only within a more or less standard format.

Several of the examinations provided by members of ALTE at this level are used as measures of language ability for official or institutional purposes, such as acquiring citizenship or entry to courses of study.

PET Candidature

In 2002, there were over 96,000 candidates for PET. Information is collected about the PET candidature at each session, when candidates fill in Candidate Information Sheets. These provide essential information, which is needed, for example, to see whether certain types of question cause difficulties for candidates in particular age ranges or from particular language backgrounds. The information provided is treated as confidential and is covered by the Data Protection

Act of the United Kingdom. The answers that a candidate gives to the questions on the Candidate Information Sheet will not affect his/her result in any way.

Nationality

PET is taken in over eighty different countries, with the majority of candidates coming from Europe and South America.

Age

About 70% of PET candidates are aged 20 or under. A further 20% are in the 21–30 age group.

Gender

Approximately 60% are female.

Employment

Most candidates are studying full-time.

Exam Preparation

Approximately 80% of the candidature attend preparation classes. On average, they study English for about four and a half years in total prior to entry.

Reasons for taking PET

Candidates enter for a variety of reasons. About 55% of candidates indicate that they are taking PET for personal interest reasons, while nearly 50% state that they are taking PET to improve their future employment prospects. Nearly 30% of candidates also indicate that they are interested in further study of English.

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.

Marking and Grading

The final mark a candidate receives in PET is an aggregate of the marks obtained in each of the three papers (Reading/Writing, Listening and Speaking). There is no minimum pass mark for individual papers.

PET has two passing grades:

- Pass with Merit
- Pass

and two failing grades:

- Narrow Fail
- Fail

'Pass' ordinarily corresponds to approximately 70% of the total marks, and 'Pass with Merit' to approximately 85%. A 'Narrow Fail' result indicates that a candidate was within 5% of the 'Pass' boundary.

Statements of Results contain a graphical display of a candidate's performance in each component. These are shown against a scale of Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper.

Administration

Candidates mark or write all their answers on OMR (Optical Mark Reader) answer sheets. For Paper 1 (Reading and Writing) there are two answer sheets, and candidates must fill in these sheets within the time allowed for the Paper as printed on the front cover of the question paper.

In Paper 2 (Listening), candidates write their answers on the question paper as they listen to the tape, and are given 6 additional minutes to transfer their answers to the answer sheet.

Samples of the OMR answer sheets for the Reading/Writing and Listening Papers are provided on pages 33, 34 and 46 of this Handbook and it is useful for candidates to practise filling these in before the date of the examination so that they are familiar with PET test procedure.

Time and Place

PET is usually available six times a year on fixed dates in March, May, June (twice), November and December.

Current information on dates and the administrative details of the examination are provided separately to centres. A copy can be obtained from your nearest Cambridge Examination Centre. A list of Cambridge Examination Centres is obtainable from Cambridge ESOL (address follows) or from the nearest office of the British Council. All PET entries must be made through an authorised centre.

Special Circumstances

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

Special arrangements

These are available for disabled candidates. They may include extra time, separate accommodation or equipment, braille transcription, etc. Consult the Cambridge ESOL Local Secretary in your area for more details.

Special consideration

Cambridge ESOL will give special consideration to candidates affected by adverse circumstances immediately before or during an examination. Special consideration can be given where an application is sent through the centre and is made within ten working days of the examination date. Examples of acceptable reasons for giving special consideration are in cases of illness or other unexpected events.

Malpractice

The Malpractice Committee 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. PET requires an all-round language ability and this should be borne in mind when selecting course materials.

Most coursebooks will 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

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.

PET CONTENT: AN OVERVIEW

Paper	Name	Timing	Content	Test Focus
Paper 1	Reading/ Writing	1 hour 30 minutes	Reading: Five parts which test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts. Writing: Three parts which 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.
Paper 2	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.
Paper 3	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 <i>Threshold</i> level. To ask and to understand questions and make appropriate responses. To talk freely on matters of personal interest.

Aims and Objectives

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. This aim corresponds to the recommendations of the Council of Europe's Threshold Specification.

Reading

Using the structures and topics listed in this Handbook, candidates should be able to understand public notices and signs; to read short texts of a factual nature and show understanding of the content; to demonstrate understanding of the structure of the language as it is used to express

notions of relative time, space, possession, etc.; to scan factual material for information in order to perform relevant tasks, disregarding redundant or irrelevant material; to read texts of an imaginative or emotional character and to 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

Students 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

Students 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

Students should be able to express themselves in order to fulfil the functions listed in the Syllabus in situations which simulate authentic 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, occupation, 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 ordering 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

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

Topics

Clothes

Daily life

Education

Entertainment and media

Environment

Food and drink

Free time

Health, medicine and exercise

Hobbies and leisure

House and home

Language

People

Personal feelings, opinions and experiences

Personal identification

Places and buildings

Relations with other people

Transport

Services

Shopping

Social interaction

Sport

The natural world

Travel and holidays

Weather

Work and Jobs

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.

Paper 1: Reading and Writing

Paper Format

The Reading component contains 5 parts. The Writing component contains 3 parts.

Number of questions

Reading has 35 questions; Writing has 7 questions.

Task Types

Matching, multiple choice, true/false, transformational sentences, guided writing and extended writing.

Sources

Authentic and adapted-authentic real world notices;

newspapers and magazines; simplified encyclopedias; brochures and leaflets; websites.

Answering

Candidates indicate answers by shading lozenges (Reading), or writing answers (Writing) on an answer sheet.

Timing

1 hour 30 minutes.

Marks

Reading: Each of the 35 questions carry 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.

Reading			
Part	Task Type and Format	Task Focus	Number of questions
1	Three-option multiple choice. Five very short discrete texts: signs and messages, postcards, notes, e-mails, labels etc., plus one example.	Reading real-world notices and other short texts for the main message.	5
2	Matching. Five items in the form of descriptions of people to match to eight short adapted-authentic texts.	Reading multiple texts for specific information and detailed comprehension.	5
3	True/False. Ten items with an adapted-authentic long text.	Processing a factual text. Scanning for specific information while disregarding redundant material.	10
4	Four-option multiple choice. Five items with an adapted-authentic long text.	Reading for detailed comprehension; understanding attitude, opinion and writer purpose. Reading for gist, inference and global meaning.	5
5	Four-option multiple-choice cloze. Ten items, plus an integrated example, with an adapted-authentic text drawn from a variety of sources. The text is of a factual or narrative nature.	Understanding of vocabulary and grammar in a short text, and understanding the lexico-structural patterns in the text.	10

Preparing for the Reading Component

Introduction

Paper 1 lasts one and a half hours and contains two components, Reading and Writing. 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 are accessible worldwide and of interest to different age

groups. 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 newspapers 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 e-mails.

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 to obtain specific information. 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 candidates 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. Candidates 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 candidates 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.

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 or a label on a medicine bottle), and communicative messages (notes, e-mails, 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 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, staying in hotels or choosing holidays. 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 ten 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 indeed. 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 ten numbered spaces and an example. There is a four-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 ten 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 ten 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 ten questions, candidates should read the whole text again with their answers, to check that it makes sense.

Writing			
Part	Task Type and Format	Task Focus	Number of questions
1	Sentence transformations. Five items, plus an integrated example, 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.	Control and understanding of Threshold/PET grammatical structures. Rephrasing and reformulating information.	5
2	Short communicative message. Candidates are prompted to write a short message in the form of a postcard, note, e-mail etc. The prompt takes the form of a rubric to respond to.	A short piece of writing of 35–45 words focusing on communication of specific messages.	1
3	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.	Writing about 100 words focusing on control and range of language.	1

Preparing for the Writing Component

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 7–8. 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

Part 2 is a new task, introduced in March 2004 to replace the previous form-filling task. 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. 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 below is used in conjunction with a Task Specific Mark Scheme (see pages 28 and 29).

General Mark Scheme for Writing Part 2

Mark	Criteria
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).

Part 3

Part 3 now 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 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.

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 30–33, with marks and examiner comments. Marks for Part 3 are given according to the Mark Scheme below. The band score is translated to a mark out of 15.

Band	Criteria
5	Very good attempt: • Confident and ambitious use of language • Wide range of structures and vocabulary within the task set • Well organised and coherent, through use of simple linking devices • Errors are minor, due to ambition and non-impeding Requires no effort by the reader.
4	Good attempt: • Fairly ambitious use of language • More than adequate range of structures and vocabulary within the task set • Evidence of organisation and some linking of sentences • Some errors, generally non-impeding Requires only a little effort by the reader.
3	Adequate attempt: • Language is unambitious, or if ambitious, flawed • Adequate range of structures and vocabulary • Some attempt at organisation; linking of sentences not always maintained • A number of errors may be present, but are mostly non-impeding Requires some effort by the reader.
2	Inadequate attempt: • Language is simplistic/limited/repetitive • Inadequate range of structures and vocabulary • Some incoherence; erratic punctuation • Numerous errors, which sometimes impede communication Requires considerable effort by the reader.
1	Poor attempt: • Severely restricted command of language • No evidence of range of structures and vocabulary • Seriously incoherent; absence of punctuation • Very poor control; difficult to understand Requires excessive effort by the reader.
0	Achieves nothing; language impossible to understand, or totally irrelevant to task.

Candidate Name _____

Centre Number	Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

PRELIMINARY ENGLISH TEST

PAPER 1 Reading and Writing

SAMPLE PAPER 1

1 hour 30 minutes

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

TIME 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces at the top of this page.

Write these details on your answer sheets **if they are not already printed**.

Answer **all** questions.

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

You may use the question paper for any rough work, but you must write your answers in pencil on the answer sheets. You will have no extra time for this, so you must finish in one and a half hours.

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

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.

This question paper consists of 14 printed pages and 2 blank pages.

2

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:

0



Answer:

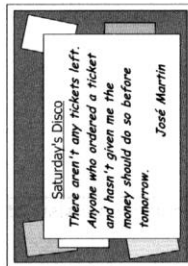
☐ A ☐ B ☐ C

A You must stay with your luggage at all times.

B Do not let someone else look after your luggage.

C Remember your luggage when you leave.

1

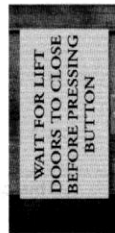


A Tickets for the disco can be collected after tomorrow.

B It is possible to reserve a disco ticket if you do so by tomorrow.

C Reserved tickets for the disco must be paid for today.

2



A Press the button after the doors close.

B Press the button while the doors are closing.

C Press the button to close the lift doors.

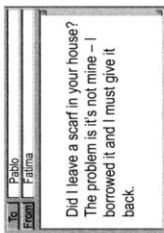
3

What does Fatima want Pablo to do?

A return the scarf he borrowed

B lend her a scarf

C look for the borrowed scarf



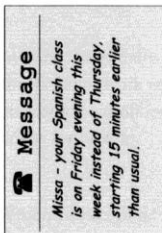
3

Missa's Spanish class

A will not be in the evening this week.

B will be a day later than normal.

C will no longer be on Thursday.



4

A You can use this medicine up to one month after opening it.

B This bottle contains enough medicine for one month.

C Unopened bottles of medicine must be thrown away within one month.



5

Turn Over

Questions 6-10

The people below are all looking for a book to buy. On the opposite page there are eight book reviews. Decide which book would be the most suitable for the following people. For questions 6-10, mark the correct letter (A-H) on your answer sheet.



6

All enjoys reading crime stories which are carefully written so that they hold his interest right to the end. He enjoys trying to guess who the criminal really is while he's reading.



7

Monica is a history teacher in London. She enjoys reading about the history of people in other parts of the world and how events changed their lives.



8

Silvia likes reading true stories which people have written about themselves. She's particularly interested in people who have had unusual or difficult lives.



9

Daniel is a computer salesman who spends a lot of time travelling abroad on planes. He enjoys detective stories which he can read easily as he gets interrupted a lot.



10

Takumi doesn't have much free time so he reads short stories which he can finish quickly. He likes reading stories about ordinary people and the things that happen to them in today's world.

Recommended New Books

A London Alive

This author of many famous novels has now turned to writing short stories with great success. The stories tell of Londoners' daily lives and happen in eighteen different places – for example, one story takes place at a table in a café, another in the back of a taxi and another in a hospital.

B

Burnham's Great Days

Joseph Burnham is one of Britain's best-loved painters these days, but I was interested to read that during his lifetime it was not always so. Art historian Peter Harvey looks at how Burnham's work attracted interest at first but then became less popular.

C

The Missing Photograph

Another story about the well-known policeman, Inspector Manning. It is written in the same simple but successful way as the other Manning stories – I found it a bit disappointing as I guessed who the criminal was halfway through!

D

Gone West

A serious look at one of the least-known regions of the United States. The author describes the empty villages which thousands left when they were persuaded by the railway companies to go West in search of new lives. The author manages to provide many interesting details about their history.

E

The Letter

The murder of a television star appears to be the work of thieves who are quickly caught. But they escape from prison and a young lawyer says she knows who the real criminals are. Written with intelligence, this story is so fast-moving that it demands the reader's complete attention.

F

Let me tell you ...

The twenty stories in this collection describe the lives of different people who were born in London in 1825. Each story tells the life history of a different person. Although they are not true, they gave me a real feeling for what life used to be like for the ordinary person.

G

The Last Journey

John Reynolds' final trip to the African Congo two years ago unfortunately ended in his death. For the first time since then, we hear about where he went and what happened to him from journalist Tim Holden, who has followed Reynolds' route.

H

Free at Last!

Matthew Hunt, who spent half his life in jail for a crime he did not do, has written the moving story of his lengthy fight to be set free. Now out of prison, he has taken the advice of a judge to describe his experiences in a book.

Questions 11-20

Look at the sentences below about a journey to the Arctic on board a ship. 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 This trip is for people who like peace and quiet.
- 12 Many different activities are organised on board.
- 13 The voyage begins in Scotland.
- 14 The ship follows a fixed route.
- 15 There are different types of accommodation.
- 16 Passengers serve themselves in the dining room.
- 17 Whales can be seen in the morning near Tromsø.
- 18 There are some examples of traditional buildings in Tromsø.
- 19 The ship stays overnight in Tromsø.
- 20 Bear Island used to be a busy fishing centre.

Exploring the Arctic



The Arctic is one of the few places in the world untouched by pollution where you can see nature at its wildest and most beautiful. Join our ship the *Northern Star* from 2 to 18 July, for a 17-day voyage to the Arctic. During the voyage you are able to relax and get away from it all. There are no parties or film-shows to attend, quizzes to enter, or entertainers to watch. However, we do have specialists on board who are willing to answer any of your questions about the Arctic and who will talk about the animals and birds that you see on the trip.

After setting off from Scotland, we go north along the coast of Norway to Bear Island. Along the way you'll see thousands of seabirds and wonderful scenery, with rivers of ice and huge cliffs. You will have the chance to see reindeer, polar bears, and other Arctic animals. Although we have a timetable, experience has shown that we may have to change our direction a little, depending on the weather and on which animals appear.

The *Northern Star* is a very special ship and our past voyages have been very popular. Our cabins all have the same excellent facilities, which include a private bathroom and refrigerator. Our chefs are happy to prepare any food for people on special diets. Choose just what you want to eat from the wide variety available from the dining room buffet. There is a library, shop, clinic and plenty of space for relaxation. If you need some exercise, why not go jogging every morning around the decks, or do some swimming in the indoor pool.

Prices include economy class air travel and 16 nights on board the *Northern Star*, all meals and excursions and all lectures.

Day 1 Board the *Northern Star*.

Days 2-7 We sail slowly north along the coast of Norway, stopping at places of interest.

Day 8 Tromsø. You need to get up at sunrise to see the whales as we sail towards Tromsø. Visit Tromsø to see the Arctic Museum, the cathedral and the beautiful old wooden houses. In the evening we sail away along the west coast to Bird Island, which is excellent for bird-watching.

Days 9-10 Bear Island. We arrive here in the early evening and stay overnight. Bear Island once had an active fishing industry, but today little of this remains. We will explore the island, looking out for Arctic flowers.

Days 11-16 Spitsbergen. A place of mountains and rivers of ice, it is home to a large variety of animals.

Day 17 Leave the ship in Spitsbergen and fly to London from Tromsø.



Turn Over

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.

Ainsley Harriott

I've always been a bit of an entertainer and played the funny man. I was a part-time comedian for years, so I learned how to stand in front of audiences. It made me sure of myself. I like being liked and I love making everyone smile.

I've lived in London all my life and have just moved to a larger house with my wife, Clare and our two children, Jimmy and Madeline. We spend a lot of time just singing and dancing around the house. I grew up with music because my dad is the pianist, Chester Harriott – who's still playing by the way. My working day is divided between television and writing cook books, though TV takes most of my time. I spend about five days a fortnight working on the cooking programmes I appear in. I eat all sorts of things at home but I only buy quality food. When I'm cooking, I experiment with whatever is in the fridge – it's good practice for my TV series.

I'm a football fan and enjoy going to matches, but I'm a home-loving person really. I don't like going to the pub but we do go out to eat about twice a month. There's nothing better than a night at home playing with the children. I rarely go to bed before midnight. Late evening is when fresh thoughts on cooking usually come to me, so I often write or plan my programmes then. When I eventually get to bed, I have no trouble sleeping!

21 What is the writer's main purpose in writing the text?

- A to describe how he lives
- B to say what makes him laugh
- C to talk about his cooking ideas
- D to explain how he started in TV

22 What would a reader learn about Ainsley from the text?

- A He is a very good musician.
- B He likes to plan the family meals.
- C He is nervous about performing on stage.
- D He enjoys spending time with his family.

23 What does the writer say about himself?

- A He loves going out and meeting people.
- B He is very similar to his father.
- C He enjoys being popular.
- D He should go to bed earlier.

24 What does he say about his working life?

- A He would like to appear less on TV.
- B He gets his best ideas at certain times.
- C He prefers being a comedian.
- D He should practise cooking more.

25 Which of the following is the best description of the writer?

A The popular TV comedian who enjoys cooking, watching football, and having a busy social life.

B The TV cook who loves making people laugh, watching football and, above all, having a happy family life.

C The singing TV cook who likes making jokes, playing with his children, and having an early night.

D The cook and comedian who takes great care about the way he cooks his food and enjoys listening to music more than anything.

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 everyone B someone C both D each

Answer: ☐ A ☐ B ☐ C ☐ D

Deep Sleep

Deep sleep is important for (0) The actual (26) of sleep you need depends (27) your age. A young child (28) to sleep ten to twelve hours, and a teenager about nine hours. Adults differ a lot in their sleeping (29) For most of them, seven to eight hours a night is (30), but some sleep longer, while others manage with only four hours.

For a good night, having a comfortable (31) to sleep is very important. Also, there should be (32) of fresh air in the room. A warm drink sometimes helps people to sleep, (33) it is not a good idea to drink coffee immediately before going to bed.

(34) you have to travel a very long distance, try to go to bed earlier than usual the day before the (35) This will help you to feel more rested when you arrive.

- | | | | | |
|----|-----------|----------|------------|-----------|
| 26 | A size | B number | C amount | D sum |
| 27 | A on | B to | C in | D of |
| 28 | A could | B ought | C must | D should |
| 29 | A ways | B habits | C manners | D actions |
| 30 | A few | B well | C less | D enough |
| 31 | A point | B place | C position | D part |
| 32 | A plenty | B much | C many | D several |
| 33 | A because | B as | C although | D even |
| 34 | A Since | B Until | C After | D If |
| 35 | A journey | B voyage | C call | D visit |

Writing

Part 1

Questions 1-5

Here are some sentences about playing tennis.

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 I prefer playing tennis to playing squash.

I like **playing tennis** **playing squash**.

Answer: 0 more than

1 It's too cold to play tennis.

It isn't warm to play tennis.

2 There are only a few squash courts in this town.

There aren't very squash courts in this town.

3 If you don't play every week, you won't improve your tennis.

You won't improve your tennis unless every week.

4 Why don't you join a tennis club?

If I were you, ... join a tennis club.

5 I haven't been to a tennis match for a long time.

It's a long time since a tennis match.

Part 2

Question 6

An English friend of yours called James gave a party yesterday, which you enjoyed.

Write a card to send to James. In your card, you should

- thank him for the party
- say what you liked best
- suggest when you could both meet again.

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

[Turn Over

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.
Put 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 penfriend.

In your next letter, please tell me all about
your favourite TV programme. Why do you
like watching it? What's it about?

- Now write a letter, answering your penfriend's questions.
- 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:

I felt nervous when the phone rang.

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

Candidate Name _____

Centre Number	Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS**English for Speakers of Other Languages****PRELIMINARY ENGLISH TEST****PAPER 1 Reading and Writing****SAMPLE PAPER 2**

1 hour 30 minutes

Additional materials:

Answer sheets

Soft clean eraser

Soft pencil (type B or HB is recommended)

TIME 1 hour 30 minutes**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces at the top of this page. Write these details on your answer sheets **if they are not already printed**.

Answer **all** questions.

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

You may use the question paper for any rough work, but you must write your answers in pencil on the answer sheets. You will have no extra time for this, so you must finish in one and a half hours.

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

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.

This question paper consists of 14 printed pages and 2 blank pages.

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.

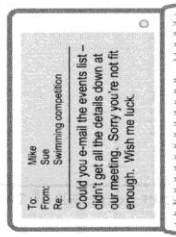
Example:



- 0
- A Valuable objects are removed at night.
 - B Valuables should not be left in the van.
 - C This van is locked at night.

Answer: 0 ☐ A ☒ B ☐ C

1



- A Mike didn't attend the meeting about the swimming competition.
- B Sue's notes on the swimming competition are incomplete.
- C Mike and Sue are both taking part in the swimming competition.

2



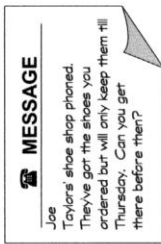
- A Reduce speed if there is a pedestrian on this path.
- B Pedestrians should take care if they see a cyclist on the path.
- C Leave the cycle path if there are people on foot.

3



- A You must find out the time your flight leaves from your booking information.
- B You will not hear any flight information so read the screens instead.
- C You should check that the screen gives the same flight information as your ticket.

4



- A Joe's shoes will be delivered to the shoe shop on Thursday.
- B The shoe shop will order Joe's shoes before Thursday.
- C Joe needs to go to the shoe shop by Thursday.

5



- This store is going to
- A open later than normal on Thursday morning.
 - B close from 10 a.m. for staff training.
 - C interview new staff on Thursday morning.

[Turn Over

Part 2

Questions 6-10

The people below all want to learn a new sport. On the opposite page there are descriptions of eight sports centres. Decide which sports centre would be the most suitable for the following people. For questions 6-10, mark the correct letter (A-H) on your answer sheet.



6

Dionysis works in the city centre and wants to take up a sport that he can do regularly in his lunch hour. He enjoys activities which are fast and a bit dangerous.



7

John and Betty already play golf at weekends. Now they have retired, they want to learn a new activity they can do together in the mornings in the countryside.



8

In six weeks' time, Juan is having a holiday on a Caribbean island where he plans to explore the ocean depths. He has a 9-to-5 job and wants to prepare for this holiday after work.



9

Toronto and Natalie are 16. They want to do an activity one evening a week and get a certificate at the end. They would also like to make new friends.



10

Alice has a well-paid but stressful job. She would like to take up a sport which she can do outside the city each weekend. She also wants to get to know some new people.

Sporting Opportunities

A Suzanne's Riding School
You can start horse-riding at any age. Choose private or group lessons any weekday between 9 a.m. and 8.30 p.m. (3.30 p.m. on Saturdays). There are 10 kilometres of tracks and paths for leisurely rides across farmland and open country. You will need a riding hat.

B Lackford Sailing Club
Our Young Sailor's Course leads to the Stage 1 Sailing qualification. You'll learn how to sail safely and the course also covers sailing theory and first aid. Have fun with other course members afterwards in the clubhouse. There are 10 weekly two-hour lessons (Tuesdays 6 p.m. - 8 p.m.).

C Adonis Dive Centre
Our experienced instructors offer one-month courses in deep-sea diving for beginners. There are two evening lessons a week, in which you learn to breathe underwater and use the equipment safely. You only need a swimming costume and towel. Reduced rates for couples.

D Windmill Tennis Academy
Learn to play tennis in the heart of the city and have fun at our tennis weekends. Arrive on Friday evening, learn the basic strokes on Saturday and play in a competition on Sunday. There's also a disco and swimming pool. White tennis clothes and a racket are required.

E Hilton Ski Centre
If you take our 20-hour course a week or two before your skiing holiday, you'll enjoy your holiday more. Learn how to use a ski-lift, how to slow down and, most importantly, how to stop! The centre is open from noon to 10 p.m. Skis and boots can be hired.

F Avon Watersports Club
We use a two-kilometre length of river for speed sailing and water-skiing. A beginner's course consists of ten 20-minute lessons. You will learn to handle boats safely and confidently, but must be able to swim. The club is in a convenient central position and is open daily from 9 a.m. to 4 p.m., with lessons all through the day.

G Glenmorrie Golf Club
After a three-hour introduction with a professional golfer, you can join this golf club. The course stretches across beautiful rolling hills and is open from dawn until dusk daily. There are regular social evenings on Saturdays in the club bar. You will need your own golf equipment.

H Hadlow Aero Club
Enjoy a different view of the countryside from one of our two-seater light aeroplanes. After a 50-hour course with our qualified instructor, you could get your own pilot's licence. Beginners' lessons for over-18s are arranged on weekdays after 4 p.m.

Part 3

Questions 11-20

Look at the sentences below about the Orkney Islands. 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 Some of the islands are home to animals rather than people.
- 12 Farming on the Orkney Islands has increased in importance over the years.
- 13 There are some ruins on one of the islands.
- 14 There is an Arts Centre in the capital of the Orkney Islands.
- 15 If you go to the Arts Centre, you can see some examples of modern art.
- 16 The fishing industry has changed what it catches.
- 17 To get the most from an Orkney holiday, it is necessary to go to several islands.
- 18 A taxi can take you to all the tourist places on Hoy.
- 19 You can fly direct from London Heathrow to Kirkwall.
- 20 One hotel includes tickets for the Arts Festival in its price.

The Ancient Islands of Orkney



Off the north coast of Scotland, there are seventy islands which form the Orkney Islands. Some are no more than tiny rocks with just sheep and sea birds on them; only sixteen have human populations. Apart from Rousay and Hoy, the islands are low-lying and good for farming. Although tourism is now the main industry, farming is still as important to island life as it was thousands of years ago. People have farmed here for more than 4,500 years and you can still see parts of a village from that time on the biggest island, which is called the Mainland. The strange stone box beds that are left show us that the inhabitants used to sleep sitting up rather than lying down!

THINGS TO DO

The Orkney Islands are great for walking and one of the best places in the British Isles for water sports. There are seven lochs, or lakes, to fish in and excellent sea fishing. The capital of the islands is the beautiful old town of Kirkwall, where there are shops offering special varieties of cheese and fish. The fishing port of Stromness has a museum, three bookshops and an Arts Centre, which has a good collection of late twentieth-century art. In the harbour there are plenty of fishing boats to see, although the boats no longer catch whales as they once did. Every year there is an Arts Festival in June, which has music, drama, dance, poetry and exhibitions of paintings.

It is best to spend most of your time in the Orkney Islands on the Mainland, as there is so much to see and do. However, you can also visit one or two of the other islands such as the island of Hoy, which is particularly famous for its high cliffs. Taxis are available to drive you round Hoy, but you will need to walk up to the top of the cliffs. When tourists reach the cliff edge, particularly in bad weather, they find the safest way to see the view is by lying down on their stomachs!

HOW TO GET THERE

BA Express flies to Kirkwall daily (except Sundays) from Glasgow and Edinburgh, and there are connecting services with London Heathrow. There is a ferry every day from Scrabster and weekly ferries from Aberdeen.

WHERE TO STAY

There are many excellent hotels and inns to choose from. Most do very good fish dishes in their restaurants. The Stromness Hotel also offers seven nights from £199 during the Arts Festival and the price includes a meal before or after the concerts.

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.



Doug Allan, Wildlife Cameraman

I recently spent two years in the Arctic filming the series *Blue Planet*. I love being in an environment that hasn't changed for 20,000 years. Of course it's freezing, but it must be a healthy place because you never catch colds.

When I'm filming, I like to really feel how lonely the environment is. Filming underwater involves cutting through thick ice and diving in tied to a line. The person at the other end has to be ready to pull you out fast if necessary.

Originally I was a research diver for the *British Antarctic Survey* project, but for me science lacked excitement. I'd always enjoyed photography, and whenever camera teams passed through, they encouraged me to watch and learn. I was then able to move into filming in 1985 and have concentrated on Arctic and Antarctic wildlife ever since.

I prefer to be face to face with the animals I'm filming. I haven't got in the water with killer whales yet, but I plan to. Of course, it's dangerous if you choose the wrong moment. They're big animals and can move fast, so I'd be stupid to film them searching for food!

I've never had problems with polar bears, although once I was frightened when one tried to get into my tent. Polar bears are bold, clever and dangerous. But I made this one see I wasn't about to attack it – I'm sure it realised I wouldn't hurt it.

When I come back home from my trips, I work in the mornings and spend the afternoons swimming to keep fit. Now I'm fifty, filming is harder. The challenge for me is to continue to deliver high-quality work.

21 In this text, Doug Allan is describing

- A the challenges of the environment he works in.
- B the career opportunities in TV camera work.
- C the difficulties of having to work alone.
- D the beautiful scenery of the Arctic.

22 What does Doug say about his early career?

- A He wasted the years he spent as a scientist.
- B It was a good chance to learn about filming.
- C He was bored by working only in the Antarctic.
- D It taught him how to become a skilled diver.

23 When talking about killer whales, Doug says that

- A he will only film them from a safe distance.
- B he has always been careful when diving with them.
- C he tries to avoid any danger by facing them.
- D he believes there are safe opportunities to film them.

24 How does Doug describe his experience with a polar bear?

- A The animal was much more afraid than Doug was.
- B Doug felt nervous that the bear might come back.
- C The bear seemed to know Doug wasn't a danger.
- D Doug realised he was wrong to trust polar bears.

25 What might Doug say about his job as a cameraman?

- A Now I've reached fifty, I realise the dangers involved in getting the best pictures are too great.
- B I'm glad I gave up working as a scientist because I'm now in a position to be able to retire early.
- C Although I find the work more difficult now I'm not as young, I still have other film projects I'm keen to do.
- D I've made wildlife films in every country in the world, but I want to keep filming until I get too old.

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 lots B much C several D many

Answer: ☐ A ☒ B ☐ C ☐ D

School's Art Sale

Last Friday parents helped collect (0) of money for a school by buying children's pictures. A primary school in Bicester used its classrooms as an art gallery for a day and (26) parents to come and look. All the pupils (27) a work of art and (28) painting went on sale at £5. Hundreds of parents and relations came and, together, they spent (29) £2,000.

Now the school is (30) of making the exhibition bigger next year by also contacting businesses (31) operate in the local area. One of the school-children's parents first had the (32) after going to (33) exhibitions in her home country, South Africa.

The school has decided to (34) the money to buy books and CD players. The Head Teacher said he was delighted to see the school (35) full and he was very proud of the children.

- 26 A hoped B invited C pleased D wished
27 A operated B played C performed D produced
28 A few B some C each D all
29 A over B more C close D near
30 A planning B thinking C considering D wanting
31 A what B who C which D whose
32 A memory B idea C habit D choice
33 A same B likely C similar D equal
34 A bring B add C join D use
35 A so B too C such D enough

Writing

Part 1

Questions 1-5

Here are some sentences about a holiday on a canal boat.
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 We had not been on a canal boat for two years.
It was two years we had been on a canal boat.

Answer: 0 | since

- 1 It took us a long time to decide where to go.
We spent a long time where to go.
- 2 The boat did not move very quickly down the river.
The boat moved very down the river.
- 3 We could not fish in many parts of the river.
We were not fish in many parts of the river.
- 4 There was a small kitchen on the boat.
The boat a small kitchen.
- 5 The sun shone every day of the boat trip.
It was every day of the boat trip.

Part 2

Question 6

You are going to move to a new flat.

Write an e-mail to an English friend of yours. In your e-mail, you should

- say where you are moving to
- explain why you are moving
- invite your friend to visit you.

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

[Turn Over

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.
Put the question number in the box at the top of your answer sheet.

Question 7

- Your English teacher has asked you to write a story.
- Your story must have the following title:

The most important day of my life

- Write your story on your answer sheet.

Question 8

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

I have just joined a new club – playing computer games! It's excellent!

What do you do in your free time?

- Now write a letter to Barbara, telling her how you spend your free time.
- Write your letter on your answer sheet.

KEY FOR SAMPLE TEST 1

Reading Part 1	
1	C
2	A
3	C
4	B
5	A

Reading Part 2	
6	E
7	D
8	H
9	C
10	A

Reading Part 3	
11	A
12	B
13	B
14	B
15	B
16	A
17	A
18	A
19	B
20	A

Reading Part 4	
21	A
22	D
23	C
24	B
25	B

Reading Part 5	
26	C
27	A
28	B
29	B
30	D
31	B
32	A
33	C
34	D
35	A

Writing Part 1

- | | |
|---------------------|---------------|
| 1 enough (for me) | 4 I would/I'd |
| 2 many | 5 I went to |
| 3 you play/practise | |

Writing: Part 2, Question 6

Task Specific Markscheme

thanks for party

indication of what candidate liked best:

suggestion for next meeting

KEY FOR SAMPLE TEST 2

Reading Part 1	
1	B
2	A
3	B
4	C
5	A

Reading Part 2	
6	F
7	A
8	C
9	B
10	G

Reading Part 3	
11	A
12	B
13	A
14	B
15	A
16	A
17	B
18	B
19	B
20	B

Reading Part 4	
21	A
22	B
23	D
24	C
25	C

Reading Part 5	
26	B
27	D
28	C
29	A
30	B
31	C
32	B
33	C
34	D
35	A

Writing Part 1

1	deciding/thinking about/discussing/choosing	4	had (got)/contained // was equipped with
2	slowly	5	sunny
3	allowed to / able to / permitted to		

Writing: Part 2, Question 6

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Task Specific Markscheme

- explanation of why candidate is moving
 - information about where candidate is moving to
- N.B.: Address is acceptable.
- invitation for friend to visit

SAMPLE SCRIPTS WITH EXAMINERS COMMENTS FOR SAMPLE PAPER (1)

PART 2

CANDIDATE A

Hi James,

Your party yesterday was very nice. Thanks for inviting me. The best I liked was that interesting game we played. I think we could meet on next Saturday because on Friday I have school.

Bye,

Your dear, Marco

EXAMINER COMMENTS

5 marks.

All content elements are covered appropriately. Minor language errors do not impede clear communication of the message.

CANDIDATE B

Dear James,

The party was great! I've never been in so interesting party. Thank you for organising this party! The best in your party were music and attractive games. I want to meet you again

Your friend, Ali

EXAMINER COMMENTS

3 marks.

One content element is omitted (does not suggest when to meet again). The other content elements are clearly communicated

CANDIDATE C

Thanks your invitation. so I won't come. inside of party, I prefer going theatre, cinema, and walking. after tomorrow we can meet green park and As we walk. We talk. see you. NOT! I didn't realise yesterday. After I write, I realised.

EXAMINER COMMENTS

1 mark.

Little relevant content as party is in the future. Message requires excessive effort on part of reader.

PART 3 – STORY

CANDIDATE A

I felt nervous when the phone rang. I was waiting for a long time that moment, but I thought that never happened. But I was wrong. When I picked up the phone, I couldn't say any word. But then, I listened the voice. Please is Myriam at home? Then my voice went out, and I began to shout. Yes! Yes! I am. What's you want? A friendly voice answers me: Hello Myriam. Good evening. I can tell that you know why I am calling you. Maybe is because you are waiting this call for a long time. But now is real. I asked her: are you calling me from Brazilian Embassy? The voice answered me: Yes, I am, and I have good news for you. Your papers are OK, and you can fly to Brazil the next weekend. I couldn't believed that. For more than 8 months I was waiting this paper, and that moment was here, more near than never. Now I am in Brazil! enjoying the beach, the sun, and the people, and remembered with a smile the moment when the phone rang one week ago.

EXAMINER COMMENTS

Band: 4

A good attempt at task, showing ambition and fluency. There is some range, including appropriate use of phrasal verbs and good use of expressions, e.g. 'with a smile'. However, there are a number of non-impeding errors, which hold the answer at the bottom of Band 4.

CANDIDATE B

I felt nervous when the phone rang. When the phone rang I was standing in the living room. This is hapened on Friday at 2 p.m. All day I was thinking about the exam, because this was firs exam, that could give me permissen to work. I was nervous a lot of. But though what could hapened if I didn't pass my exam. When I answered on the phon call, I heard, "Taxi services"

EXAMINER COMMENTS

Band: 2

Inadequate attempt. There are numerous errors and frequent misspellings of PET-level words, and the script requires considerable effort by the reader.

PART 3 - LETTER

CANDIDATE A

Dear Carmen,
Thank you for your letter. I'm really sorry that I didn't answer earlier. You asked me about my favorite TV programme, so I'll tell you something about this. If there is nothing special to do every evening at 8 o'clock I watch a soap called "Friends". It's really the same as "V.I." in Germany which I always watched. It's the kind of programme where you don't have to think – an easy programme which doesn't need your full concentration. So I can do some homework at the same time, or anything else. That's one of the reasons why I really enjoy watching this kind of TV.
I hope I hear something from you soon.
Lots of love
Alexis

EXAMINER COMMENTS

Band: 5

Very good attempt, showing confident and ambitious use of language. There is a good range of structures and vocabulary, e.g. *where you don't have to think*, *full concentration*. Content and reads well. Errors are non-impeding and due largely to ambition, e.g. *it's really the same as...*

CANDIDATE B

Dear David,
In your last letter you want to know about my favourite TV programme. I going to tell you about it. My best TV programme is "Al McBeal". I love it because it make me laugh so much. I'm feel closed to "Al" which is the main actress. I think it is because I'm in my thirties like she. All the stories are very funny. I enjoy the music too what is very nice. Al is a single woman which want to find a ideal man but always happen a lot of things and finally she is alone again.
You should watch this programme. I think you'll enjoy it.
I hope see you soon.
Luz

EXAMINER COMMENTS

Band: 3

Language is ambitious but flawed by a number of errors, though these are mainly non-impeding, e.g. *what is very nice*, *a ideal man*. Letter is quite well organised. There is an adequate range of language for the task.

SAMPLE SCRIPTS WITH EXAMINER COMMENTS FOR SAMPLE PAPER (2)

PART 2

CANDIDATE A

Dear James,
I found a new flat yesterday. I am going to move to Oxford because I am going to work in a shop. So, I need a flat near this shop. If you want you can visit me.
Best wishes,
Annick

EXAMINER COMMENTS

5 marks.

All three content elements are covered appropriately and the message reads clearly, within the word limit. Note that candidates are not expected to include e-mail format to be awarded a 5.

CANDIDATE B

Hi, how are you? I hop you are OK. In this period I have some many problems and I'm going to move to a new flat. I think you have some many ideas about flats on London – Can you help me? I would find a very large and economy flat.
Please, write me soon.
Bye, Janet

EXAMINER COMMENTS

2 marks.

In this script, two elements are unsuccessfully attempted and the third one (inviting the friend to visit) has been omitted. The writer has misunderstood the details of the task, as she asks for advice about finding a flat, rather than informing her friend about a new flat she is going to move to.

CANDIDATE C

Dear Pepe,
Hello I am moving on a flat in Boston. I have a beaiful basw. I see a lot of flats.
Heare the people was very anable. I came heare because I go to the university
I don't now. If you want to come hear it was a empty room

Ion

EXAMINER COMMENTS

3 marks.

Although all three content elements are attempted, basic language errors in tenses and spelling require some effort by the reader, with the overall clarity of the message impaired.

PART 3 - STORY

CANDIDATE A

The most important day of my life.
The most important day of my life is that happen on the day I first went to university which is a beaiful morden technology school in my home town. The reason why the day is most important is that in my country not everyone who a student can enter to a university. In the year which I went to university is about 4 in 10 student might to into the school. Because this, you could imagine how luck am I. Of course need I study hard and pass the exams which every student must attend and do my best to get high scores. In my mind I still remembered that day I wore my best cloth and felt full of exciting for my future.

EXAMINER COMMENTS

Band: 3

This answer is ambitious but flawed by a number of mostly non-impeding errors, for example 'beaiful morden', 'how luck I am', 'I wore my best cloth and felt full of exciting'. The range of structures and vocabulary used is adequate (and occasionally more than adequate) for the task. There is some attempt at organisation, although the script requires some effort by the reader at times.

CANDIDATE B

The most important day of my life.
During a lifetime there is so many days you could call, the most important day of your life". It could be the day you chose wich school you are going to, or what you want to work with the rest of your life. Another important day is when you get married, or you chose where to live. But most of all it must be a very important day when you give birth to a child. I think that changes everything you have been doing until then. Than you have to realize that somebody are more important than yourself

EXAMINER COMMENTS

Band: 5

This is a very good attempt, requiring no effort by the reader. The writer is confident, ambitious, and well organised, for example 'Another important day is when you get married...'. There is a wide range of structures and vocabulary within the task set and errors though present, are minor and due to ambition, for example 'It could be the day you chose wich school you are going to'.

The letter is incoherent at times due to poor sentence structure and erratic punctuation, which causes considerable effort to be required by the reader. The language used is fairly simplistic and contains basic errors, which occasionally impede communication. It is an acceptable interpretation of the task for the candidate to say he has no free time and to explain why.

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

Part 1: Write your answers below.	
1	3 1 0
2	1 2 8
3	3 1 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 this line

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

Part 3: Mark the number of the question you are answering here

Write your answer below.

Do not write below this line

This section for use by SECOND Examiner only

Mark:

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

Examine Number:

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

Paper 2: Listening

Paper Format

This paper contains four parts.

Number of questions

25

Task Types

Multiple choice, gap-fill, true/false.

Text Types

All texts are based on authentic situations.

Answering

Candidates indicate answers either by shading lozenges (Parts

1, 2 and 4) or writing answers (Part 3) on an answer sheet. Candidates record their answers on the question paper as they listen. They are then given six minutes at the end of the test to copy these on to the answer sheet.

Recording Information

Each text is heard twice. Recordings will contain a variety of accents corresponding to standard variants of native speaker accents.

Timing

About 30 minutes, plus 6 minutes to transfer answers.

Marking

Each item carries one mark. This gives a total of 25 marks, which represents 25% of total marks for the whole examination.

Part	Task Type and Format	Task Focus	Number of questions
1	Multiple choice (discrete). Short neutral or informal monologues or dialogues. Seven discrete three-option multiple-choice items with visuals, plus one example.	Listening to identify key information from short exchanges.	7
2	Multiple choice. Longer monologue or interview (with one main speaker). Six three-option multiple-choice items.	Listening to identify specific information and detailed meaning.	6
3	Gap-fill. Longer monologue. Six gaps to fill in. Candidates need to write one or more words in each space.	Listening to identify, understand and interpret information.	6
4	True/false. Longer informal dialogue. Candidates need to decide whether six statements are correct or incorrect.	Listening for detailed meaning, and to identify the attitudes and opinions of the speakers.	6

Preparing for the Listening Paper

Introduction

The Listening paper consists of four parts and a total of ten 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 tape, 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 candidates 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 listening texts on tape, 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.

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 tape. 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**UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS****English for Speakers of Other Languages****PRELIMINARY ENGLISH TEST****PAPER 2 Listening****SAMPLE PAPER 1**Approx. 35 minutes
(including 6 minutes transfer time)

Additional materials:

Answer sheets

Soft clean eraser

Soft pencil (type B or HB is recommended)

TIME Approx. 35 minutes (including 6 minutes transfer time)**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces at the top of this page. Write these details on your answer sheet **if these are not already printed**.

Answer **all** questions.

Write your answers on the question paper.

You will have six minutes at the end of the test to copy your answers, in pencil, onto the separate answer sheet.

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

INFORMATION FOR CANDIDATES

There are four parts to the test.

Each question in this paper carries one mark.

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.

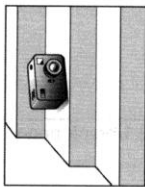
This question paper consists of 7 printed pages and 1 blank page.

2
Part 1

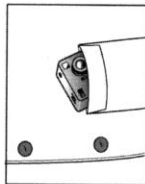
Questions 1-7

There are seven questions in this part.
For each question there are three pictures and a short recording.
Choose the correct picture and put a tick (✓) in the box below it.

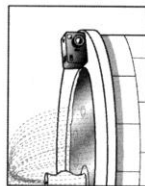
Example: Where did the man leave his camera?



A ☒

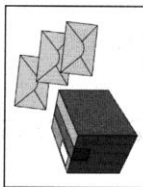


B ☐

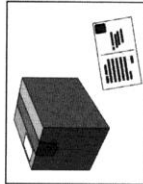


C ☐

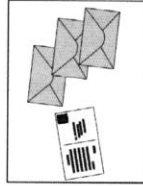
1 What does the man receive in the post?



A ☐

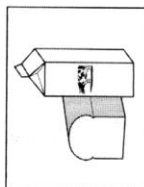


B ☐

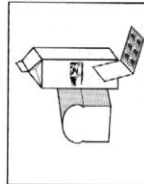


C ☐

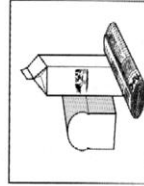
2 What did the man buy?



A ☐



B ☐



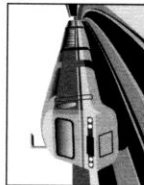
C ☐

3

3 How can people travel today?



A ☐

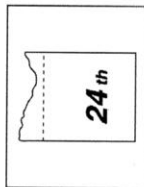


B ☐

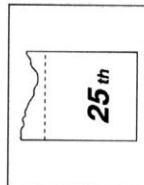


C ☐

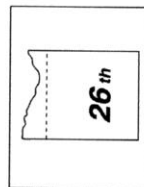
4 What is the date of the wedding anniversary?



A ☐

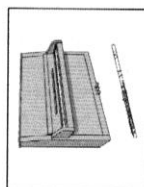


B ☐

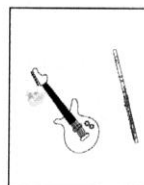


C ☐

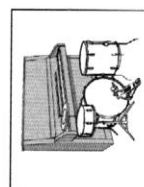
5 What musical instruments does the family have now?



A ☐



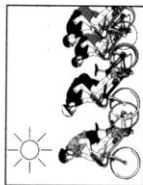
B ☐



C ☐

Turn Over

6 What's the weather like in the mountains?



A ☐

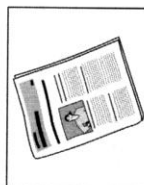


B ☐



C ☐

7 How did the woman learn about the fire?



A ☐



B ☐



C ☐

Part 2

Questions 8-13

You will hear someone reviewing tonight's television programmes. For each question, put a tick (✓) in the correct box.

8 The film about insects is

- A badly photographed
B unsuitable for some people.
C much too long.

☐ ☐ ☐

9 Tonight's *Miller and Edwards* programme

- A has fewer jokes than usual.
B is longer than usual.
C is continued next week.

☐ ☐ ☐

10 *Poliswatch* is not on television tonight because

- A another programme has taken its place.
B Andy McKay is ill.
C you can't see it on Thursdays any more.

☐ ☐ ☐

11 What does the reviewer say about *Stardate 3000*?

- A It has expensive scenery.
B It took two months to make.
C The stories could be better.

☐ ☐ ☐

12 What is different about *Doctors in Town*?

- A The main actors have changed.
B It is now filmed in Australia.
C There is a new director.

☐ ☐ ☐

13 From tomorrow, *TV Diary* will be shown

- A after the tennis matches.
B at a later time.
C at 6.30 in the evening.

☐ ☐ ☐

Turn Over

Questions 14-19

You will hear a tour guide talking to some new guests at their hotel.
For each question, fill in the missing information in the numbered space.

The Riverside Hotel

Tour Guide

The office is (14) the reception desk.

Meals

Breakfast: in the Green Room on the first floor beside the lifts.

Food for trips: collect from the (15) at 9.00 a.m.

Dinner: hotel restaurant famous for its (16) dishes.

Riverboat Trip

Day: (17)

Time: afternoon and evening

Cost of Holiday

Everything is included except (18)

Facilities

It's possible to swim from (19) a.m. until 10.00 p.m.

Questions 20-25

Look at the six sentences for this part.
You will hear a conversation between a girl, Lucy, and a boy, Edward, about pocket money.
Decide if each sentence is correct or incorrect.
If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

	A YES	B NO
20 At first, Edward thinks Lucy gets enough pocket money.	☐	☐
21 Lucy's friends get more pocket money than she does.	☐	☐
22 Lucy is happy to pay for her own music.	☐	☐
23 Edward understands why Lucy's mother refuses to pay for household.	☐	☐
24 Lucy's mother has promised her more pocket money next year.	☐	☐
25 Edward thinks that Lucy should stop asking for more pocket money.	☐	☐

Candidate Name _____

Centre Number	Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS**English for Speakers of Other Languages****PRELIMINARY ENGLISH TEST****PAPER 2** Listening**SAMPLE PAPER 2**Approx. 35 minutes
(including 6 minutes transfer time)

Additional materials:

Answer sheets

Soft clean eraser

Soft pencil (type B or HB is recommended)

TIME Approx. 35 minutes (including 6 minutes transfer time)**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces at the top of this page. Write these details on your answer sheet **if these are not already printed**.

Answer **all** questions.

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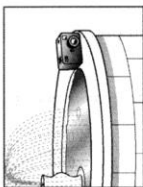
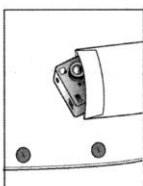
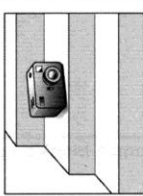
2

Part 1

Questions 1-7

There are seven questions in this part. For each question there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it.

Example: Where did the man leave his camera?

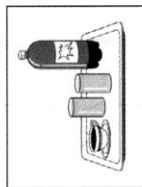
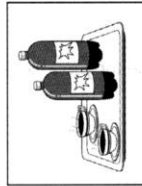
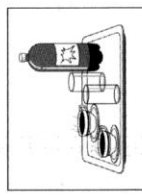


A ☒

B ☐

C ☐

1 What do they order?

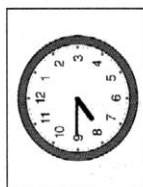
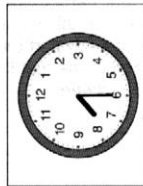
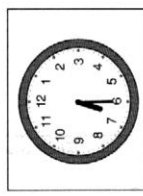


A ☐

B ☐

C ☐

2 When will Pete come to pick Dave up?



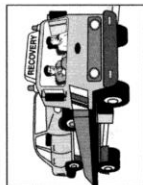
A ☐

B ☐

C ☐

3

3 How did the woman get home yesterday?

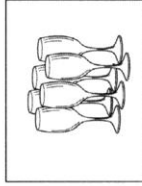
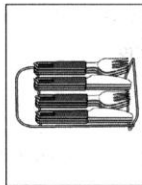
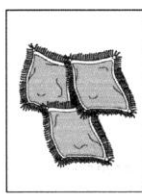


A ☐

B ☐

C ☐

4 What does the woman decide to buy Tanya?



A ☐

B ☐

C ☐

5 What will James do on his birthday?



A ☐

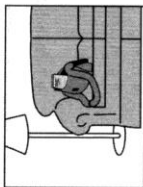
B ☐

C ☐

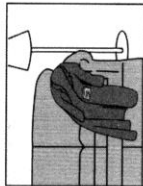
Turn Over

4

6 Where did the woman leave her notebook?



A

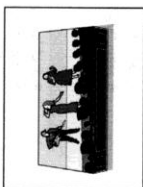


B

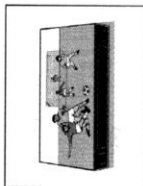


C

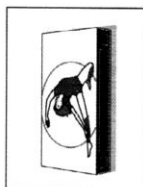
7 What will the man return to the library?



A



B



C

5

Part 2

Questions 8-13

You will hear a woman called Lucy talking on the radio about a new magazine. For each question, put a tick (✓) in the correct box.

8 What is Lucy's main reason for starting a new magazine?

- A She was asked to do it.
B She wanted more writing experience.
C She wanted to produce her own magazine.

☐ ☐ ☐

9 The magazine is different to a local newspaper because of

- A what it looks like.
B what it contains.
C where you can buy it.

☐ ☐ ☐

10 The first half of the magazine helps people to

- A choose leisure activities.
B keep up to date with world news.
C plan holidays around Britain.

☐ ☐ ☐

11 The restaurants in the reports are chosen because

- A readers recommend them.
B people have complained about them.
C the journalists have tried them.

☐ ☐ ☐

12 In the second half of the magazine you can find

- A reviews of local artists' work.
B articles about local people.
C articles to help local businesses.

☐ ☐ ☐

13 What places Lucy about the magazine?

- A the high quality of the writers
B the attitude of the readers
C the variety of subjects covered

☐ ☐ ☐

Turn Over

Part 3

Questions 14-19

You will hear a man talking to a group of people about the riding holidays he organises. For each question, fill in the missing information in the numbered space.

HORSE-RIDING HOLIDAYS

Daily programme

10.00 a.m.: help get horse ready
check (14)
11.30 a.m.: ride begins
12.00 p.m.: stop near (15) or lake
4.00 p.m.: arrive back at Centre

Things to take

- strong shoes or boots
- warm clothes
- swimming costume
- small bag to hold (16)

Accommodation

- double rooms with bathrooms
- television room
- (17) room
- children's area

Local attractions

- golf
- fishing
- good (18) near to Centre

Price

● 4-day holiday costs (19) £ per person

Part 4

Questions 20-25

Look at the six sentences for this part. You will hear a conversation between a woman, Ellen, and her neighbour, Steve, about living in a small town called Littleport. Decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

	A	B
	YES	NO
20 Ellen was glad to leave New York.	☐	☐
21 Steve wants Ellen to join the drama society.	☐	☐
22 Ellen will buy a ticket for the musical.	☐	☐
23 Steve thinks only men enjoy playing football.	☐	☐
24 Ellen will join the gym next month.	☐	☐
25 At the end Ellen is looking forward to living in Littleport.	☐	☐

KEY FOR SAMPLE TEST 1

Part 1	
1	C
2	A
3	B
4	C
5	A
6	C
7	B

Part 2	
8	B
9	B
10	A
11	C
12	A
13	C

Part 4	
20	A
21	B
22	B
23	A
24	B
25	B

Part 3	
Recognisable spelling is accepted except where indicated. Brackets indicate optional words.	
14	Opposite
15	(the) Kitchen
16	Fish (correctly spelled) (Dishes)
17	S/Saturday
18	L/Lunch(e)
19	Allow: S/sandwiches 6.30 (a.m.) (in the morning)
	Allow: 06.30 6.30 Six 7/thirty

KEY FOR SAMPLE TEST 2

Part 1	
1	A
2	C
3	A
4	A
5	A
6	B
7	C

Part 2	
8	C
9	B
10	A
11	C
12	B
13	A

Part 4	
20	B
21	A
22	B
23	A
24	B
25	B

Part 3	
Recognisable spelling is accepted except where indicated. Brackets indicate optional words.	
14	(riding/ride/right) equipment(s)
15	(a) Bbeach(e)(s) Allow: sea (correctly spelled) coast, sea(-)side seaside, shore sea(-)shore NFV
16	(a) (pack(ed)/picnic) lunch(e)(s) food(s) meal(s) picnic(s)
17	game'(s) (correctly spelled) Allow: video games game(s)/room TV games
18	museum(s)
19	(£)292 (per person) two hundred and nin(e)ty two (poun(d)(s)) 292 poun(d)(s) 292£ (£)292.00(p) 292.00(p)

Listening Paper Tapescript (1)

Rubric This is the Cambridge Preliminary English Test, sample paper 1.
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 on to 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

Now open your question paper and look at part 1. There are seven questions in this part. For each question there are three pictures and a short recording. Choose the correct picture and put a tick in the box below it.

Rubric Before we start, here is an example.
Where did the man leave his camera?

Man Oh no! I haven't got my camera!

Woman But you used it just now to take a photograph of the fountain.

Man Oh I remember, I put it down on the steps while I put my coat on.

Woman Well, let's drive back quickly – it might still be there.

Pause 5 seconds

Rubric The first picture is correct so there is a tick in box A.
Look at the three pictures for question 1 now.

Pause 5 seconds

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

Rubric 1: What does the man receive in the post?

Woman Here we are John, lots of post for you today. These letters are all for you, and there's a postcard, too.

Man Oh, is that all? I'm waiting for a parcel from Canada.

Pause 5 seconds

Now listen again.

Repeat

Pause 5 seconds

Rubric 2: What did the man buy?

Man I got most of the shopping. I got the last loaf of bread and some milk, but I'm afraid there weren't any newspapers left.

Woman But what about the stamps?

Man Ah... I forgot. I'll go back for them.

Woman Oh don't worry, I'll go.

Pause 5 seconds

Now listen again.

Repeat

Pause 5 seconds

Rubric 3: How can people travel today?

Man (forecaster) ... and last night's heavy snow storm has made all main roads in the area too dangerous to use. However, the trains are still working normally. But, the airport is closed until tomorrow morning and all ferries are cancelled.

Pause 5 seconds

Now listen again

Repeat

Pause 5 seconds

Rubric 4: What is the date of the wedding anniversary?

Woman It's Tom and Paula's 25th wedding anniversary this weekend. The actual day is the 26th, but they're having the party on the Saturday, which is the 24th, but what's a couple of days after all those years?

Man Paula looks so young but I suppose she was quite young when she married?

Woman Paula? She was 24.

Pause 5 seconds

Now listen again

Repeat

Pause 5 seconds

Rubric 5: What musical instruments does the family have now?

Woman Does Marianne still play the piano?

Man Yes, she's got it in her room. It's Bob I'm worried about, he really wants to play the drums. If he wants to be a pop star the guitar would be OK, but we've said drums are just too noisy. And to think we spent all that money on a flute and he's hardly used it.

Pause 5 seconds

Now listen again.

Repeat

Pause 5 seconds

Rubric 6: What's the weather like in the mountains?

[Radio race commentator]

Man ... and I can see the leading cyclists coming towards me now. They look extremely hot and tired. Even without snow to make things dangerous, it's hard work cycling in these mountains. But the cloudy sky means weather conditions here today are perfect for racing.

Pause 5 seconds

Now listen again.

Repeat

Pause 5 seconds

Rubric 7: How did the woman learn about the fire?

[Couple at home]

Woman Have you heard? There's been a fire in the old paper factory.

Man Are you sure? There's nothing in the newspaper about it.

Woman I just saw it on the 6 o'clock news. Turn on the radio and you might hear something about it there.

Man I'll phone Bob. He always knows what's going on.

Pause 5 seconds

Now listen again.

Rubric That is the end of part one.

Pause 10 seconds

Rubric Now turn to part two, questions 8 to 13.

You will hear someone reviewing tonight's television programmes.
For each question, put a tick in the correct box.

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.

Woman ... and finally on *TV Diary* a word about some of the programmes on your screens tonight.

At eight p.m. you can see *An insect's life*, an hour long film full of wonderful close-up photography. It seems the main problem with being an insect is that everyone else wants to eat you - including other insects! This programme is great fun, but if you're the sort of person who runs out of the room the moment you see an insect, it's definitely not for you.

After the news at nine-thirty on BBC1 there's *Miller and Edwards*. The two comedians have saved a lot of their best jokes for this special programme which is the last of the present series. Tonight's show lasts an hour instead of the usual half hour. *Miller and Edwards* are joined by famous actor, Giles Wemyss, who plays an angry motorist in one scene.

Now, fans of ITV's *Policewatch* drama series will have to wait a little longer to find out what happens to Andy McKay, the Scottish detective who always seems to have a cold. The programme will not be shown tonight because the European Cup football match is on instead. But *Policewatch* will be back next Thursday as usual.

Beginning tonight is *Stardate 3000*, an American science fiction series. It's been on television in the USA for the last two months and comments on the show have been mixed. It certainly has some fine actors, but there is a limit to how much a director can do with stories as weak as these. I'm sure I've seen most of the scenery before in other shows from the same studio. Perhaps some of the money they saved on the scenery should be spent on getting some better writers!

Also starting a new series tonight is *Doctors in Town*, the medical drama series filmed in the heart of London. The big question is: will this show still be popular now that the two main actors have left to do other work? John Tweed, who played Doctor Walker, is now directing films, while Annie Thomas, who played Nurse Jane Evans, has returned home to the Australian stage. But I am sure the new actors

are excellent, making this an enjoyable start to the series.

Don't forget that, from tomorrow, *TV Diary* is going to be at six-thirty p.m. instead of eight-thirty for three weeks because of the tennis competitions. When the competitions finish at the start of July, we'll be back at our usual time. So, thanks for listening[fade]

Pause 5 seconds

Rubric Now listen again.

Repeat

Rubric That is the end of part 2.

Pause 10 seconds

Rubric Now turn to part 3, questions 14–19. You will hear a tour guide talking to some new guests at their hotel. 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.

Man Good afternoon everyone and welcome to the Riverside Hotel. My name is Peter Smith and I am your tour guide. You can usually find me in the office which is opposite the reception desk. If you have any problems, please come and see me.

Now, I'd like to tell you about arrangements for meals and other hotel facilities. Breakfast is available in the Green Room from 7.00 a.m. to 9.00 a.m. This is on the first floor of the hotel, next to the lifts. Breakfast is the only meal which is self-service.

For lunch, we can provide sandwiches for you to take on your trips. You need to tell your waitress at dinner each evening what you would like. They will be ready for you to collect at 9 a.m. from the kitchen before you leave on your trip.

Evening meals are served from 7.00 until 9.00 p.m. in the restaurant. It has an excellent view of the river and is well-known for its fish dishes. All your evening meals will be here in the hotel except for Saturday when we have organised a special riverboat trip for you. On that day you will have dinner on board.

Bed, breakfast and evening meal are included in the

cost of your holiday but lunch is an extra charge. There's no charge for anything else – the trips are all included.

Finally, the hotel swimming pool. All guests are free to use it from when it opens at 6.30, until it closes at 10 at night. But before 8.30 in the morning and after 7.30 in the evening you need to collect a key from reception. The rest of the time a member of the staff is there.

Well, that's all I have to say for now. I'll see you at dinner later.

Pause 5 seconds

Rubric Now listen again.

Repeat

Rubric That is the end of part 3.

Pause 10 seconds

Rubric Now turn to part four, questions 20–25. Look at the six sentences for this part. You will hear a conversation between a girl, Lucy and a boy, Edward about pocket money. Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under A for YLS. If it is not correct, put a tick in the box under 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.

Boy Are you OK, Lucy? You don't look very happy.

Girl Oh Edward. I've argued with my Mum again. I'm always complaining about not getting enough pocket money.

Boy How much do you get?

Girl Five pounds a week.

Boy That sounds reasonable to me.

Girl Well, I am fourteen and if you're going into town shopping, you can never have enough money because everything's so expensive.

Boy But is it a fair amount of money compared to what your friends get?

Girl Well, we all get the same but you can't compare

my five pounds with my friends' five pounds. You see, I play a guitar and I have to buy all my music myself, as well as things I need for school. I think that's a bit unfair, I have hardly anything left to spend on clothes and make up.

Boy Right. Do you have to help around the house?

Girl Not really.

Boy So, you don't have to do anything for this pocket money?

Girl I keep asking my mum to pay me to do things for her round the house. Then I could buy clothes with the extra money and spend my pocket money on things for school.

Boy Well, that would be good for both of you but I can see why your Mum's not keen because you'd never have time to do your school work. But, has your Mum said to you, you can have more next year when you're 15?

Girl Well, Mum just says she'll decide when I'm ready to have more and I've just got to wait.

Boy Well, perhaps your Mum thinks it's a question of being grown up. Maybe you should sit down with her and say, 'What signs are you looking for, how can I prove that I'm old enough to get more?'

Girl So I should talk to her again?

Boy Yes, but don't complain and get angry - just discuss it calmly as you have with me.

Girl OK, thanks.

Boy That's all right. Let me know how you get on.

Pause 5 seconds

Rubric Now listen again.

Repeat

Rubric That is the end of part 4.

Pause 10 seconds

You now have six minutes to check and copy your answers onto the answer sheet.

Pause 5 minutes

[Ping]

You have one more minute.

Pause 1 minute

[Ping]

Rubric That is the end of the test.

Listening Paper Tapescript (2)

Rubric This is the Cambridge Preliminary English Test, sample paper 2.
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. Choose the correct picture and put a tick in the box below it.
Before we start, here is an example.

Where did the man leave his camera?

Man Oh no! I haven't got my camera!

Woman But you used it just now to take a photograph of the fountain.

Man Oh I remember, I put it down on the steps while I put my coat on.

Woman Well, let's drive back quickly – it might still be there.

Pause 5 seconds

Rubric The first picture is correct so there is a tick in box A.
Look at the three pictures for question 1 now.

Pause 5 seconds

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

Rubric 1: What do they order?

[In a café]

Man I'd like a coffee, what about you?

Woman Mmm, me too. And the twins'll drink Coke, but just ask for one bottle, they never finish a bottle each.

Man Orange juice is much better for them.

Woman Yes, but they refuse to drink it. Ask for two glasses then they can share the Coke.

Pause 5 seconds

Rubric Now listen again.

Repeat

Pause 5 seconds

Rubric 2: When will Pete come to pick Dave up?

[answerphone]

Man Hi Dave, it's me, Pete. Sorry you're not in. I thought I ought to tell you that I'll be a bit late tonight. You know I said I'd pick you up at seven? Well, it's going to be about a quarter to eight now as there's been a problem here at work. I won't be able to leave here until at least six thirty and it'll take me about an hour to get changed and have something to eat before I come. Let me know if that's all right, will you.

Pause 5 seconds

Rubric Now listen again.

Repeat

Pause 5 seconds

Rubric 3: How did the woman get home yesterday?

Man Did you have a good day yesterday?

Woman Terrible! My car broke down on the way home. I called the garage and they took it away on a truck.

Man Were you able to catch a train home?

Woman I'd just missed the last one. Fortunately a friend was passing, and he gave me a lift – taxis are terribly expensive.

Pause 5 seconds

Rubric Now listen again.

Repeat

Pause 5 seconds

Rubric 4: What does the woman decide to buy Tanya?

Woman We need to get a present for Tanya. She is our only granddaughter and she's moving into her new flat soon. Now, she said that she needs some cushions, but I don't know what colour her sofa is.

Man I know that her mother has bought her a set of

knives and forks, so why don't we get her a set of glasses?

Woman Actually, she's got glasses already. No, let's get her what she's asked for. I think I'll give her a ring about the colour.

Pause 5 seconds

Rubric Now listen again.

Repeat

Pause 5 seconds

Rubric 5: What will James do on his birthday?

Woman So James, what are you going to do for your birthday?

Man Well, I was hoping to have a party but most of my friends are busy so I've accepted my sister's offer to take me to a film – at least it's better than going out for a meal with my parents.

Woman Have you finished all this term's work?

Man Last week I thought I would have to spend my birthday sitting at the computer, but I've finished all my work now.

Pause 5 seconds

Rubric Now listen again.

Repeat

Pause 5 seconds

Rubric 6: Where did the woman leave her notebook?

Woman I can't believe it. I wrote down my friend's address in my notebook... I had it right here... right next to the phone and now I can't find it anywhere.

Man What did you do when you'd finished the phone call? Did you put it in a bag or something?

Woman I went upstairs to my bedroom but I've looked... oh of course, my jacket. I took it off in the lounge before I went upstairs. It'll be in the pocket.

Pause 5 seconds

Rubric Now listen again.

Repeat

Pause 5 seconds

Rubric 7: What will the man return to the library?

Man I'm going to the video library. Shall I take this video of the pop concert back?

Woman I borrowed that one from a friend at school. And I haven't watched the one from the library about football.

Man OK. What about these two Keep-fit videos?

Woman Take the first one because I've finished with it, but I'll keep the second one for another week.

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 a woman called Lucy talking on the radio about a new magazine.

For each question, put a tick in the correct box.

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.

Woman I'm Lucy Holmes and I'm here today to tell you about my work. People ask me why I decided to start a new magazine. Well, I've been a journalist for many years working for newspapers and magazines in this country and abroad. I've always dreamt of starting my own magazine, not because I want to be rich but because I want to do something different. And now I've done it! It is different from other magazines and I'm sure it's going to be successful.

So what's the magazine like? I should explain that it's a local magazine that will come out each Thursday – it's the same size as the local weekly newspaper and in fact looks very similar, but it doesn't carry news and it doesn't report on events as they happen. I think this is the important difference. You can buy it in all the usual places you would buy your local newspaper.

The magazine itself is divided into two main parts; the first half is a 'what's on' guide which contains information about everything that's happening in

the city over a seven-day period. There are music and film reviews, and information about special events, so you can decide what's worth spending your time on. And it's also got local bus timetables and useful phone numbers.

There are also reports on restaurants. But we're not going to write only good things about the restaurants we choose, because these are not advertisements. They are the honest opinions of our journalists. That's a strength of this magazine, the writers are all independent journalists who say what they think.

That's one half of the magazine, the other half is the articles. We want to write about the lives of local people. They may be famous or not but they have all done something interesting such as developing a new business. There are several famous artists in the city, like Lisa Goodchild who has talked to us about her life in the first issue. We hope to interview a wide variety of people.

[pause]

I'm really happy because there are some fantastic journalists living in the area, many of them busy writing for national papers, and they're supporting the new magazine by writing for it. The journalists are happy because the magazine has room for longer articles so they have more space to give their opinions.

So, anyone who's interested in[fade]

Pause 5 seconds

Rubric Now listen again.

Repeat

Rubric That is the end of Part 2.

Pause 10 seconds

Rubric Now turn to Part 3, questions 14–19.
You will hear a man talking to a group of people about the riding holidays he organises.
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.

Man Well, thank you for inviting me here today to talk to you about the riding and holiday centre I run. I

understand that some of you are keen to visit us. We opened the centre six years ago and organise holidays for people of all levels of experience.

Let me tell you about a normal day's programme. You'll probably be pleased to know we don't make you get up too early! After breakfast at 8.30 we begin at about 10 o'clock by getting the horses ready. You need to make sure you have the right equipment before the ride begins at about 11.30.

For the first few miles we go quite slowly, breaking for about an hour at midday, near a beach or lake where you can swim or sunbathe. We arrive back at the Centre at about 4 o'clock.

Everyone has to wear a hard hat and these are available free of charge at the Centre. Trainers are no good for riding, I'm afraid. Strong shoes or boots with a small heel are best. Warm clothes such as jeans and sweater, some swimwear and a small shoulder bag for carrying a packed lunch, are useful.

All our accommodation is in double rooms with bathrooms. We have a television room and a games room and there is a safe area in the garden for children to play in.

In the local area there are lots of things to see and do. Both golf and fishing are available and there is an excellent museum not far away.

And now for the price. Well, a four-day holiday is £292 per person and that includes the riding, the equipment, the accommodation and all food.

If you have any questions, I'll be happy to answer them now. Thank you.

Pause 5 seconds

Rubric Now listen again.

Repeat

Rubric That is the end of Part 3.

Pause 10 seconds

Rubric Now turn to Part 4, questions 20–25.
Look at the six sentences for this part. You will hear a conversation between a woman, Ellen and her neighbour, Steve, about living in a small town called Littleport.
Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under A for YES. If it is not correct, put a tick in the box under 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.*

Woman Hi, I'm Ellen Jones. I'm your new neighbour.

Man Hello, Steve Brown. Nice to meet you. Welcome to Littleport. Where did you live before?

Woman I used to work in New York, I came back to this country last month.

Man Oh really. My firm sometimes sends me to the States on business trips but I'm always pleased to get home again – New York's so busy and noisy.

Woman That's true but I loved it. There's always lots going on so it's very exciting. Anyway, tell me about what there is to do here in Littleport.

Man Well, I'm in the drama society. We perform plays or musicals twice a year. [Hopefully] We're always looking for new members.

Woman I'm no good at acting or singing.....

Man That doesn't matter. You could help behind the stage with the lights or something like that.

Woman [Unenthusiastic] Well I'm not sure. When's your next show?

Man Actually it's next weekend, we're doing a musical.

Woman Are you in it?

Man Yes, I certainly am. Would you like to buy a ticket?

Woman Well, thanks for asking but I've already got something planned. Are there any other clubs like sports clubs for example.

Man There's the tennis club..... then there's the football club, but you wouldn't be interested in that....

Woman [Surprised] Why not? Maybe they have a women's team. Women like playing football too you know! Anyway, is there a health club or a gym in the town? I used to go regularly in New York.

Man Yes, and it's got a nice exercise room and swimming pool.

Woman [Excitedly] I must join. Do you know if it's expensive?

Man About £24 a month. But there's one problem – there's a waiting list of about a year. All you have to do is get a form and fill it in.

Woman [Ironically] Great. I don't think Littleport is going to suit me.

Pause 5 seconds

Rubric *Now listen again.*

Repeat

Rubric *That is the end of Part 4.*

Pause 10 seconds

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

Pause 5 minutes

[Ping]

You have one more minute.

Pause 1 minute

[Ping]

Rubric *That is the end of the test.*

Paper 3: Speaking

Paper Format

This paper contains four parts.

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.

Task Types

Short exchanges with the examiner; a collaborative task

involving both candidates; a one-minute long turn and a follow up discussion.

Timing

10–12 minutes per pair of candidates.

Marks

Candidates are assessed on their performance throughout the test.

There are a total of 25 marks in Paper 3, making 25% of the total score for the whole examination

Part	Task Type and Format	Task Focus	Timing
1	Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions.	Giving information of a factual, personal kind. The candidates respond to questions about present circumstances, past experiences and future plans.	2–3 minutes
2	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.	Using functional language to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement.	2–3 minutes
3	Extended turn. A colour photograph is given to each candidate in turn and they are asked to talk about it for up to a minute. Both photographs relate to the same topic.	Describing photographs and managing discourse, using appropriate vocabulary, in a longer turn.	3 minutes
4	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.	The candidates talk together about their opinions, likes/dislikes, preferences, experiences, habits etc.	3 minutes

Preparing for the Speaking Test

Introduction

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 ten and twelve 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.

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 an appropriate point, 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 is 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 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 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) 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.

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 fifteen oral examiners. Team leaders give advice and support to oral examiners, as required.

The team leaders are responsible to a senior team leader who is the professional representative of Cambridge ESOL for the speaking tests. Senior team leaders are appointed by Cambridge ESOL and attend an annual co-ordination and development session in the UK. Team leaders are appointed by the senior team leader in consultation with the local administration.

After initial training of examiners, standardisation of marking is maintained by both examiner co-ordination sessions and by monitoring visits to centres by team leaders. During co-ordination sessions, examiners watch and discuss sample speaking tests recorded on video and then conduct practice tests with volunteer candidates in order to establish a common standard of assessment.

The sample tests on video are selected to demonstrate a range of nationalities and different levels of competence, and are pre-marked by a team of experienced assessors.

CPE**LEVEL C2****Fully operational command of the spoken language.**

Able to handle communication in most situations, including unfamiliar or unexpected ones.

Able to use accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and always easy to follow.

Rarely produces inaccuracies and inappropriacies.

Pronunciation is easily understood and prosodic features are used effectively; many features, including pausing and hesitation, are 'native-like'.

CAE**LEVEL C1****Good operational command of the spoken language.**

Able to handle communication in most situations.

Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.

Occasionally produces inaccuracies and inappropriacies.

Maintains a flow of language with only natural hesitation resulting from considerations of appropriacy or expression.

L1 accent may be evident but does not affect the clarity of the message.

FCE**LEVEL B2****Generally effective command of the spoken language.**

Able to handle communication in familiar situations.

Able to organise extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.

Maintains a flow of language, although hesitation may occur whilst searching for language resources.

Although pronunciation is easily understood, L1 features may be intrusive.

Does not require major assistance or prompting by an interlocutor.

PET**LEVEL B1 (Threshold)****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.

KET**LEVEL A2 (Waystage)****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.

Pre-Waystage Level**Zero**

Preliminary English Test Speaking Test

Part 1 (2-3 minutes)

Phase 1
Interlocutor

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

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 What's your surname?
How do you spell it?

Thank you.

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

Thank you.

How do you write your
family/second name?

(Ask the following questions. Ask A first)

Where do you live / come from?

Do you work or are you a student in?

What do you do / study?

Thank you.
(Repeat for B)

Do you live in?

Have you got a job?
What job do you do? / What
subject(s) do you study?

Phase 2
(Select one or more questions from the list to ask each candidate. Ask Candidate B first)

Do you enjoy studying English? Why (not)?

Do you think that English will be useful for you in
the future?

What did you do yesterday evening / last
weekend?

What do you enjoy doing in your free time?

Thank you.

(Introduction to Part 2)

In the next part, you are going to talk to each other.

Preliminary English Test

Part 2 (2 - 3 minutes)

Speaking Test (Trip to England)

Interlocutor

Say to both candidates:

I'm going to describe a situation to you.

A friend of yours is planning to spend 6 months in **England** to improve her English. Talk together about the things she will **need** in England, and decide which are the most important things to **take / bring** with her.

Here is a picture with some ideas to help you.

Hand over **Picture Sheet** to the candidates.

N.B. One A3 sheet to be shared

Pause

I'll say that again.

A friend of yours is planning to spend 6 months in **England** to improve her English. Talk together about the things she will **need** in England, and decide which are the most important things to **take / bring** with her.

All right? Talk together.

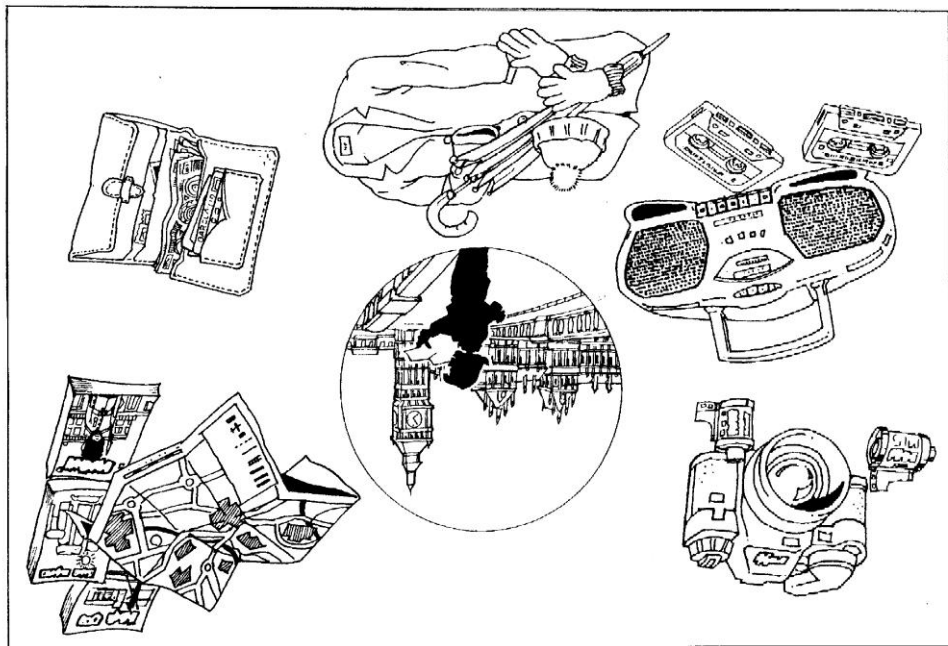
Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Thank you.

Time

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

Sample Material - Part 2



Sample Material - Part 3

Preliminary English Test

Part 3 (3 minutes)

Speaking Test (Reading and writing)

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 people **reading and writing**.

Candidate A, here's your photograph. (Hand one of the photographs to 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.

Retrieve photograph from Candidate A.

Now, Candidate B, here's your photograph. It also shows **reading and writing**. (Hand the second photograph to 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.

Retrieve photograph from Candidate B.

Part 4 (3 minutes)

Interlocutor

Say to both candidates:

Your photographs showed people reading and writing. Now, I'd like you to talk together about the different kinds of reading and writing **you did when you were younger**, and the kinds you do **now**.

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

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

Time

Parts 3 & 4 should take about 6 minutes together.



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