



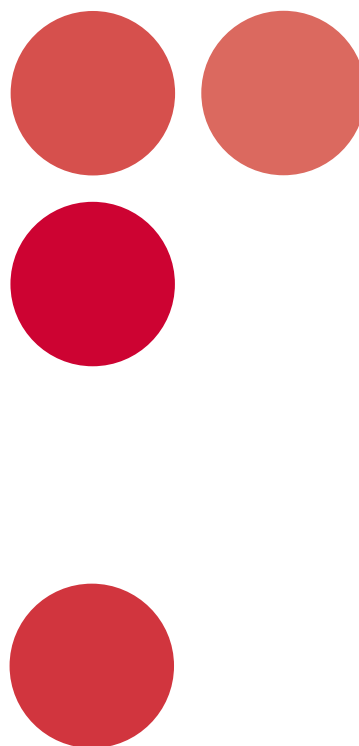
UNIVERSITY of CAMBRIDGE
ESOL Examinations

Cambridge English Preliminary

Preliminary English Test (PET)

CEFR Level B1

Handbook for Teachers



Content and overview

| Paper/timing | Content | Test focus |
|---|---|--|
| 1 READING & WRITING 1 hour 30 minutes | Reading Five parts test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts. Writing Three parts test a range of writing skills. | Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level. Assessment of candidates' ability to produce straightforward written English, ranging from producing variations on simple sentences to pieces of continuous text. |
| 2 LISTENING Approx. 36 minutes (including 6 minutes transfer time) | 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. |
| 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 CEFR Level B1. To ask and to understand questions and make appropriate responses. To talk freely on matters of personal interest. |

Preface

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

If you need further copies of this handbook, please email ESOLinfo@CambridgeESOL.org

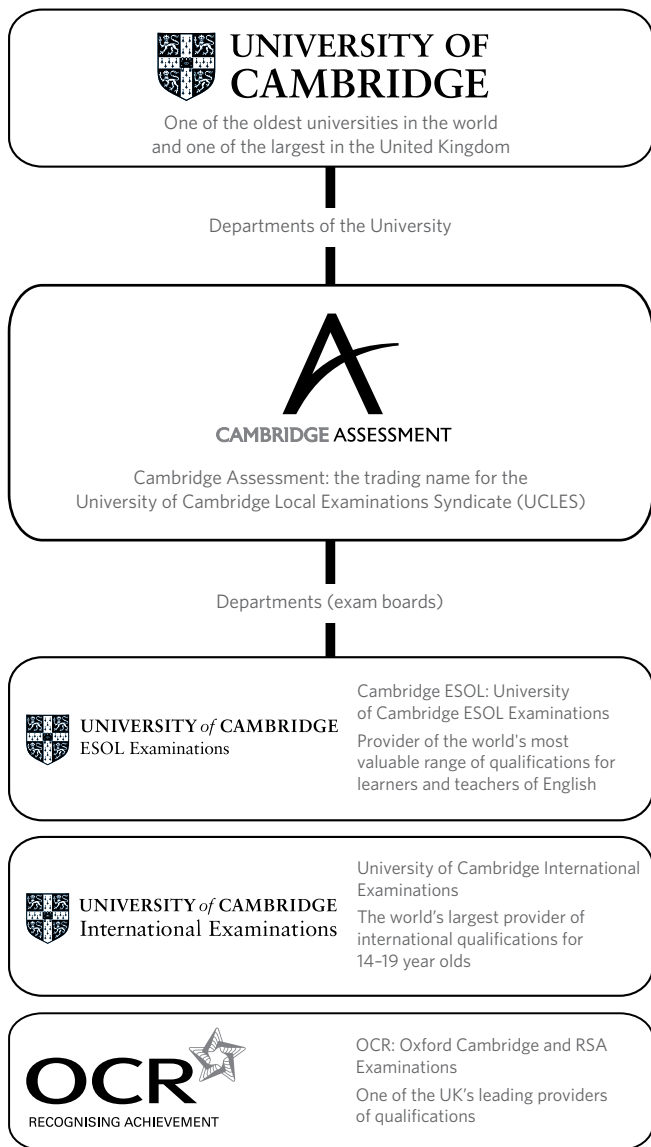
Contents

| | | | |
|---|----------|--|-----------|
| About Cambridge ESOL | 2 | Paper 2 Listening | 30 |
| The world's most valuable range of English qualifications | 2 | General description | 30 |
| Key features of Cambridge English exams | 2 | Structure and tasks | 30 |
| Proven quality | 2 | Preparation | 31 |
| Introduction to Cambridge English: Preliminary | 3 | Sample paper | 33 |
| Who is the exam for? | 3 | Answer key and candidate answer sheet | 39 |
| Who recognises the exam? | 3 | Paper 3 Speaking | 40 |
| What level is the exam? | 3 | General description | 40 |
| Exam content and processing | 3 | Structure and tasks | 40 |
| A thorough test of all areas of language ability | 3 | Preparation | 41 |
| Language specifications | 4 | Sample paper | 43 |
| International English | 6 | Assessment | 46 |
| Marks and results | 6 | Cambridge English: Preliminary Glossary | 51 |
| Certificates | 6 | | |
| Exam support | 7 | | |
| Support for teachers | 7 | | |
| Support for candidates | 8 | | |
| Paper 1 Reading and Writing | 9 | | |
| General description | 9 | | |
| Structure and tasks – Reading | 9 | | |
| Preparation | 10 | | |
| Structure and tasks – Writing | 12 | | |
| Preparation | 12 | | |
| Sample paper | 14 | | |
| Answer key | 20 | | |
| Assessment of Writing Part 2 | 21 | | |
| Sample answers with examiner comments | 21 | | |
| Assessment of Writing Part 3 | 21 | | |
| Sample answers with examiner comments | 25 | | |
| Candidate answer sheets | 28 | | |

About Cambridge ESOL

Cambridge English: Preliminary is developed by University of Cambridge ESOL Examinations (Cambridge ESOL), a not-for-profit department of the University of Cambridge.

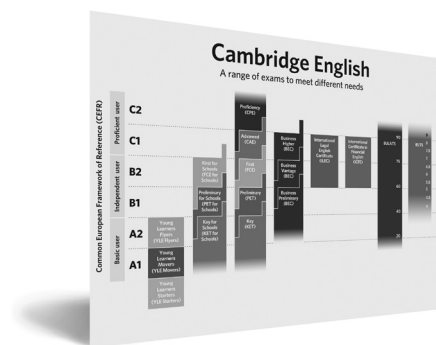
Cambridge ESOL is one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 160 countries around the world every year.



The world's most valuable range of English qualifications

Cambridge ESOL offers the world's leading range of qualifications for learners and teachers of English. Over 3.5 million people take our exams each year in 130 countries.

Cambridge ESOL offers assessments across the full spectrum of language ability. We provide examinations for general communication, for professional and academic purposes and also specialist legal and financial English qualifications. All of our exams are aligned to the principles and approach of the Common European Framework of Reference for Languages (CEFR).



To find out more about Cambridge English exams and the CEFR, go to www.CambridgeESOL.org/CEFR

In addition to our own programmes of world-leading research, we work closely with professional bodies, industry professionals and governments to ensure that our exams remain fair and relevant to candidates of all backgrounds and to a wide range of stakeholders.

Key features of Cambridge English exams

Cambridge English exams:

- are based on realistic tasks and situations so that preparing for their exam gives learners real-life language skills
- accurately and consistently test all four language skills – reading, writing, listening and speaking – as well as knowledge of language structure and its use
- encourage positive learning experiences, and seek to achieve a positive impact on teaching wherever possible
- are as fair as possible to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

Proven quality

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

All systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2008 standard for quality management and are designed around five essential principles:

Validity – are our exams an authentic test of real-life English?

Reliability – do our exams behave consistently and fairly?

Impact – does our assessment have a positive effect on teaching and learning?

Practicality – does our assessment meet learners' needs within available resources?

Quality – how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from www.CambridgeESOL.org/Principles

Introduction to Cambridge English: Preliminary

Cambridge English: Preliminary is a qualification at intermediate level that is officially recognised by administrative, industrial and service-based employers and educational institutions around the world. It demonstrates that a person can deal with everyday English at an intermediate level.

Candidates can choose to take *Cambridge English: Preliminary* as either a paper-based or computer-based exam.

Cambridge English: Preliminary for Schools, a version of *Cambridge English: Preliminary* with exam content and topics targeted at the interests and experience of school-age learners, is also available.

Who is the exam for?

Cambridge English: Preliminary is aimed at people who want to:

- understand the main points of straightforward instructions or public announcements
- deal with most of the situations they might meet when travelling as a tourist in an English-speaking country
- ask simple questions and take part in factual conversations in a work environment
- write letters/emails or make notes on familiar matters.

Who recognises the exam?

- *Cambridge English: Preliminary* is a truly international exam, recognised by thousands of industrial, administrative and service-based employers as a qualification in intermediate English.
- It is also accepted by a wide range of educational institutions for study purposes.
- The exam has been accredited by Ofqual, the statutory regulatory authority for external qualifications in England and its counterparts in Wales and Northern Ireland.
- It meets the UK Border Agency language requirements for Tier 2 and 4 visa applications*.

* All information accurate as of April 2011. Check the latest requirements at www.ukba.homeoffice.gov.uk

For more information about recognition go to www.CambridgeESOL.org/recognition

What level is the exam?

Cambridge English: Preliminary is targeted at Level B1, which is intermediate on the CEFR scale. At this level users can understand factual information and show awareness of opinions, attitudes and mood in both spoken and written English. It can be used as proof of a candidate's ability to use English to communicate with native speakers for everyday purposes.

What can candidates do at Level B1?

The Association of Language Testers in Europe (ALTE) has carried out research to determine what language learners can typically do at each CEFR level. It has described these abilities in a series of Can Do statements using examples taken from real life situations.

Cambridge ESOL, as one of the founding members of ALTE, uses this framework as a way of ensuring its exams reflect real-life language skills.

Examples of Can Do statements at Level B1

| Typical abilities | Reading and Writing | Listening and Speaking |
|--------------------------------|--|---|
| Overall general ability | CAN understand routine information and articles. CAN write letters or make notes on familiar or predictable matters. | CAN understand straightforward instructions or public announcements. CAN express simple opinions on abstract/cultural matters in a limited way. |
| Social & Tourist | CAN understand factual articles in newspapers, routine letters from hotels and letters expressing personal opinions. CAN write letters on a limited range of predictable topics related to personal experience. | CAN identify the main topic of a news broadcast on TV if there is a strong visual element. CAN ask for information about accommodation and travel. |
| Work | CAN understand the general meaning of non-routine letters and theoretical articles within own work area. CAN make reasonably accurate notes at a meeting or seminar where the subject matter is familiar and predictable. | CAN follow a simple presentation/demonstration. CAN offer advice to clients within own job area on simple matters. |
| Study | CAN understand most information of a factual nature in his/her study area. CAN take basic notes in a lecture. | CAN understand instructions on classes and assignments given by a teacher or lecturer. CAN take part in a seminar or tutorial using simple language. |

Exam content and processing

Cambridge English: Preliminary is a rigorous and thorough test of English at Level B1. It covers all four language skills – reading, writing, listening and speaking. Preparing for *Cambridge English: Preliminary* helps candidates develop the skills they need to use English to communicate effectively in a variety of practical contexts.

A thorough test of all areas of language ability

There are three papers: Reading and Writing, Listening, and Speaking. Reading and Writing carries 50% of the total marks, the Listening paper and the Speaking paper each carry 25% of the total marks. Detailed information on each test and sample papers follow later in this handbook, but the overall focus of each test is as follows:

Reading and Writing: 1 hour 30 minutes

Candidates need to be able to understand the main points from signs, journals, newspapers and magazines and use vocabulary and structure correctly.

Listening: 30 minutes (approximately)

Candidates need to show they can follow and understand a range of spoken materials including announcements and discussions about everyday life.

Speaking: 10-12 minutes

Candidates take the Speaking test with another candidate or in a group of three, and are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

Each of these three test components provides a unique contribution to a profile of overall communicative language ability that defines what a candidate can do at this level.

Language specifications

Candidates who are successful in *Cambridge English: Preliminary* should be able to communicate satisfactorily in most everyday situations with both native and non-native speakers of English. The following is a list of the language specifications that the *Cambridge English: Preliminary* examination is based on.

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, whereas

Note that students will meet forms other than those listed above
 in *Cambridge English: Preliminary*, on which they will not be directly
 tested.

Topics

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

Lexis

The *Cambridge English: Preliminary* 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 *Cambridge English: Preliminary*.

A wordlist of vocabulary that could appear in the *Cambridge English: Preliminary* examination is available from the Cambridge ESOL Teacher Support website: www.teachers.cambridgeesol.org

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

International English

English is used in a wide range of international contexts. To reflect this, candidates' responses to tasks in Cambridge English exams are acceptable in all varieties and accents of English, provided they do not interfere with communication. Materials used feature a range of accents and texts from English-speaking countries, including the UK, North America and Australia. US and other versions of spelling are accepted if used consistently.

Marks and results

Cambridge English: Preliminary gives detailed, meaningful results. All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels A2 and B2 will also receive a **certificate**.

Statement of Results

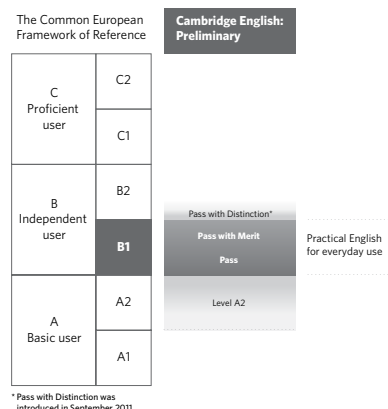
The Statement of Results outlines:

- the candidate's results. This result is based on a candidate's total score in all three papers.
- a graphical display of a candidate's performance in each paper (shown against the scale Exceptional – Good – Borderline – Weak).

- a standardised score out of 100 which allows a candidate to see exactly how they performed.

Certificates

We have made enhancements to the way we report the results of our exams because we believe it is important to recognise candidates' achievements.



Cambridge English: Preliminary – Level B2

Pass with Distinction

Exceptional candidates sometimes show ability beyond Level B1. If a candidate achieves a *Pass with Distinction*, they will receive the *Preliminary English Test* certificate stating that they demonstrated ability at Level B2.

Cambridge English: Preliminary – Level B1

If a candidate achieves *Pass with Merit* or *Pass* in the exam, they will be awarded the *Preliminary English Test* certificate at Level B1.

Level A2 Certificate

If a candidate's performance is below Level B1, but falls within Level A2, they will receive a Cambridge English certificate stating that they demonstrated ability at A2 level.

Special circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:

- Special arrangements**
These are available for candidates with a permanent or long-term disability. Consult the Cambridge ESOL Centre Exams Manager (CEM) in your area for more details as soon as you become aware of a candidate who may need special arrangements.
- Special consideration**
Cambridge ESOL will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.
- Malpractice**
Cambridge ESOL will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

Exam support

A feature of Cambridge English exams is the outstanding free and paid-for support we offer to teachers and candidates.

How to order support materials from Cambridge ESOL

A wide range of official support materials for candidates and teachers can be ordered directly from the Cambridge ESOL eShops:



- Printed publications: www.shop.CambridgeESOL.org
- Online preparation: <https://eshop.cambridgeesol.org>

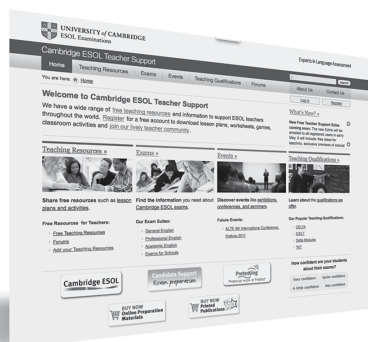
Support for teachers

Teacher Support website

This website provides an invaluable, user-friendly free resource for all teachers preparing for our exams. It includes:

- General information** – handbooks for teachers, sample papers, exam reports, exam dates
- Detailed information** – format, timing, number of questions, task types, mark scheme of each paper
- Advice for teachers** – developing students' skills and preparing them for the exam
- Downloadable lessons** – a lesson for every part of every paper; there are more than 1,000 in total
- Forums** – where teachers can share experiences and knowledge
- Careers** – teaching qualifications for career progression
- News and events** – what's happening globally and locally in your area
- Seminars** – wide range of exam-specific seminars for new and experienced teachers, administrators and school directors.

www.teachers.CambridgeESOL.org



Cambridge English Teacher

Developed by Cambridge University Press and University of Cambridge ESOL Examinations (Cambridge ESOL), Cambridge English Teacher provides opportunities for English teachers to engage in continuing professional development through online courses, share best practice and network with other ELT professionals worldwide.

For more information on how to become a Cambridge English Teacher, visit www.CambridgeEnglishTeacher.org

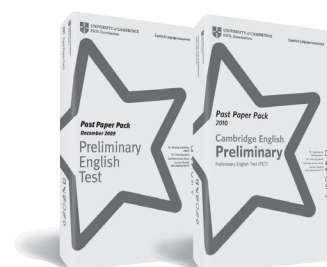
Past Paper Packs

Past Paper Packs provide authentic practice for candidates preparing for Cambridge English paper-based examinations and are ideal to use for mock exams.

Each pack contains:

- ten copies of each of the papers with photocopiable answer sheets
- CD with audio recordings for the Listening paper
- Teacher Booklet with:
 - answer keys
 - mark schemes and sample answers for Writing
 - tapescripts for the Listening paper
 - the assessment criteria and a copy of the Cambridge ESOL Common Scale for the Speaking paper
 - Speaking test materials, which include candidate visuals and examiner scripts.

www.CambridgeESOL.org/past-papers



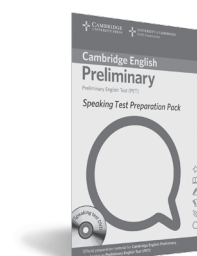
Speaking Test Preparation Pack

This comprehensive resource pack is designed to help teachers prepare students for the *Cambridge English: Preliminary Speaking* test. Written by experienced examiners, it provides clear explanations of what each part of the Speaking test involves. The step-by-step guidance and practical exercises help your students perform with confidence on the day of the test.

Each pack includes:

- Teacher's Notes
- Student Worksheets which you can photocopy or print
- a set of candidate visuals
- a DVD showing real students taking a Speaking test.

www.CambridgeESOL.org/speaking

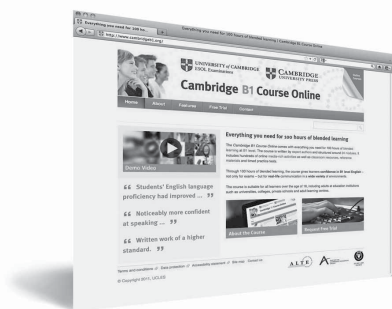


Cambridge B1 Course Online

The *Cambridge B1 Online Course* is a 100-hour Blended Learning General English Course for adults who are working towards a CEFR B1 level of English. Developed by Cambridge ESOL and Cambridge University Press, the course consists of 20 course modules and four revision modules. Students study 75% of the course online and 25% in a classroom environment. It includes hundreds of online media-rich

activities as well as classroom resources, reference materials and timed practice tests. The course is suitable for all learners over the age of 16, including adults at education institutions such as universities, colleges, private schools and adult learning centres. You can watch a demonstration video or request a free trial on the website.

www.CambridgeB1.org



Support for candidates

Cambridge ESOL website

We provide learners with a wealth of exam resources and preparation materials throughout our main website, including exam advice, sample papers and a guide for candidates.

www.CambridgeESOL.org



Online Practice Test

The Online Practice Test for *Cambridge English: Preliminary* not only familiarises learners with typical exam questions but also includes a range of help features. The practice tests can be taken in two modes. Test mode offers a timed test environment. In learner mode, there is additional support, including help during the test, access to an online dictionary, an option to check answers and the ability to pause audio and view tapescripts. Try a free sample on our website.

Each practice test contains:

- a **full practice test** for Reading, Writing and Listening
- **automatic scoring** for Reading and Listening
- **sample answers** for Writing
- a **detailed score report** and **answer feedback** once answers are submitted.

www.CambridgeESOL.org/opt



Top Tips for PET

Written by Cambridge ESOL examiners with many years' experience of setting and marking exams, *Cambridge English: Preliminary, Top Tips for PET* provides candidates with essential advice (tips) for each part of the exam and comes in a convenient A5 format. Students can work through the book and then practise what they have learned by trying a real exam paper on the accompanying interactive CD-ROM. It also includes the recordings for the Listening paper with answers and a video of real students taking the Speaking test.

www.CambridgeESOL.org/tips



Official preparation materials

A comprehensive range of **official Cambridge English** preparation materials are available from University of Cambridge ESOL Examinations (Cambridge ESOL) and Cambridge University Press.

Materials include printed and digital resources to support teachers and help learners prepare for their exam.

Find out more at www.CambridgeESOL.org/exam-preparation

Other sources of support materials

A huge range of course books, practice tests and learning resources are produced by independent publishers to help prepare candidates for Cambridge English exams. We cannot advise on text books or courses of study that we do not provide, but when you are choosing course materials you should bear in mind that:

- *Cambridge English: Preliminary* requires all-round language ability
- most course books will need to be supplemented
- any course books and practice materials you choose should accurately reflect the content and format of the exam.

www.CambridgeESOL.org/resources/books-for-study

Exam sessions

Cambridge English: Preliminary is available as a paper-based or computer-based test. Candidates must be entered through a recognised Cambridge ESOL centre. Find your nearest centre at www.CambridgeESOL.org/centres

Further information

Contact your local Cambridge ESOL centre, or Cambridge ESOL direct (using the contact details on the back cover of this handbook) for:

- copies of the regulations
- details of entry procedure
- exam dates
- current fees
- more information about *Cambridge English: Preliminary* and other Cambridge English exams.

Paper 1

Reading and Writing

General description

| | |
|-------------------------|--|
| PAPER FORMAT | The Reading component contains five parts. The Writing component contains three parts. |
| TIMING | 1 hour 30 minutes |
| NO. OF QUESTIONS | Reading has 35 questions; Writing has seven 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. In computer-based <i>Cambridge English: Preliminary</i> , candidates mark or type their answers directly onto the computer. There are no examples in computer-based <i>Cambridge English: Preliminary</i> , but candidates are shown a short tutorial before the test. |
| MARKS | Reading: Each of the 35 questions carries one mark. This is weighted so that this comprises 25% of total marks for the whole examination. Writing: Questions 1–5 carry one mark each. Question 6 is marked out of 5; and question 7/8 is marked out of 20, weighted to 15. This gives a total of 25 which represents 25% of total marks for the whole examination. |

Structure and tasks – Reading

PART 1

| | |
|-----------------------------|---|
| TASK TYPE AND FORMAT | Three-option multiple choice. Five very short discrete texts: signs and messages, postcards, notes, emails, labels, etc. |
| TASK FOCUS | Reading real-world notices and other short texts for the main message. |
| NO. OF QS | 5 |

PART 2

| | |
|-----------------------------|--|
| TASK TYPE AND FORMAT | Matching. Five items in the form of descriptions of people to match to eight short adapted-authentic texts. |
| TASK FOCUS | Reading multiple texts for specific information and detailed comprehension. |
| NO. OF QS | 5 |

PART 3

| | |
|-----------------------------|---|
| TASK TYPE AND FORMAT | True/false. Ten items with an adapted-authentic long text. |
| TASK FOCUS | Processing a factual text. Scanning for specific information while disregarding redundant material. |
| NO. OF QS | 10 |

PART 4

| | |
|-----------------------------|---|
| TASK TYPE AND FORMAT | Four-option multiple choice. Five items with an adapted-authentic long text. |
| TASK FOCUS | Reading for detailed comprehension; understanding attitude, opinion and writer purpose. Reading for gist, inference and global meaning. |
| NO. OF QS | 5 |

PART 5

| | |
|-----------------------------|--|
| TASK TYPE AND FORMAT | Four-option multiple-choice cloze. Ten items, with an adapted-authentic text drawn from a variety of sources. The text is of a factual or narrative nature. |
| TASK FOCUS | Understanding of vocabulary and grammar in a short text, and understanding the lexis-structural patterns in the text. |
| NO. OF QS | 10 |

Preparation

READING

General

- The Reading component consists of 35 questions and five parts. 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 *Cambridge English: Preliminary* 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 6. Every effort is made to ensure that all texts used in *Cambridge English: Preliminary* 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 emails.
- As the Reading component places some emphasis on skimming and scanning skills, it is important for students to be given practice in these skills, working with texts of different lengths. It should be stressed to students that they do not need to process every word of the text: they may read an article on history purely to find particular dates or a brochure to check on different locations.
- It is essential that students familiarise themselves with the instructions on the front page of the question paper and read the individual instructions for each part very carefully. Where an example is given, it is advisable to study it before embarking on the task. Students should also know how to mark their answers on the separate answer sheet, so that in the examination they can do this quickly and accurately. No extra time is allowed for the transfer of answers on Paper 1 and students may prefer to transfer their answers at the end of each part.
- When doing final preparation for the examination, it is helpful to discuss timing with students and to get them to consider how to divide up the time between the various parts of the paper. Broadly speaking, it is envisaged that candidates will spend approximately 50 minutes on the Reading component and 40 minutes on the Writing component.

By part

PART 1

- Part 1 tests the candidate's understanding of various kinds of short texts: authentic notices and signs, packaging information (for example, instructions on a food package or a label on a medicine bottle), and communicative messages (notes, emails, cards and postcards). Accompanying the text is one multiple-choice question with three options, A, B and C.
- When candidates attempt a question in this part, they should first read the text carefully and think about the situation in which it would appear. A text is often accompanied by visual information as to its context, for example showing its location, and this may also help candidates to guess the purpose of the text. After thinking about the general meaning in this way, candidates should read all three options and compare each one with the text before choosing their answer. As a final check, candidates should reread both the text and their choice of answer, to decide whether the chosen option is really 'what the text says'.

PART 2

- Part 2 tests the candidate's detailed comprehension of factual material. Candidates are presented with five short descriptions of people and have to match this content to five of eight short texts on a particular topic. The topic is usually to do with goods and services of some kind, for example purchasing books, visiting museums, 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 'word spotting' – that is, they should avoid making quick matches at word level and instead read each text carefully, thinking about alternative ways of saying the same thing, i.e. paraphrasing.

PART 3

- Part 3 tests the ability to work with a longer, factual text, looking for precise information. The information to be found is usually practical in nature, resembling the type of task with which people are often confronted in real life. Frequently, these texts take the form of brochure extracts, advertisements in magazines and website information.
- There are 10 questions, which are single-sentence statements about the text. The task is made more authentic by putting these questions before the text, in order to encourage candidates to read them first and then scan the text to find each answer. The information given in the text follows the same order as the content of the questions.
- In this part, candidates may well meet some unfamiliar vocabulary. However, they will not be required to understand such vocabulary in order to answer a question correctly. When they meet an unfamiliar word or phrase, therefore, they should not be put off, and should concentrate on obtaining the specific information required from the text.

PART 4

- Part 4 presents candidates with a text which goes beyond the provision of factual information, and expresses an opinion or attitude. There are five multiple-choice questions with four options, A, B, C and D. In answering these questions, candidates will demonstrate whether they have understood the writer's purpose, the writer's attitude or opinion, or an opinion quoted by the writer, and both the detailed and global meaning of the text.
- This part requires candidates to read the text very carefully. After a first fairly quick reading, to find out the topic and general meaning of the text, candidates should think about the writer's purpose and the meaning of the text as a whole. Having established this, candidates should read the text once again, this time much more carefully. After this second reading of the text, candidates should deal with the questions one by one, checking their choice of answer each time with the text. It may be more practical for candidates to consider the first and last questions together, in that the first focuses on writer purpose and the last on global meaning. The other three questions follow the order of information given in the text and one of the three will focus on attitude or opinion.

PART 5

- In Part 5, candidates read a short text containing 10 numbered spaces and an example. There is a 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 10 questions, candidates should read through the whole text to establish its topic and general meaning. After this, they should go back to the beginning of the text and consider the example. Then they should work through the 10 questions, trying to select the correct word to fit in each space. It may often be necessary to read a complete sentence before settling on their choice of answer. Once candidates have decided on an answer, they should check that the remaining three options do not fit in the space. Having completed all 10 questions, candidates should read the whole text again with their answers, to check that it makes sense.

Structure and tasks – Writing

PART 1

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

| | |
|-------------------|---|
| TASK FOCUS | Control and understanding of B1 level <i>Cambridge English: Preliminary</i> grammatical structures. Rephrasing and reformulating information. |
|-------------------|---|

| | |
|------------------|---|
| NO. OF QS | 5 |
|------------------|---|

PART 2

| | |
|-----------------------------|--|
| TASK TYPE AND FORMAT | Short communicative message. Candidates are prompted to write a short message in the form of a postcard, note, email, etc. The prompt takes the form of a rubric or short input text to respond to. |
|-----------------------------|--|

| | |
|-------------------|---|
| TASK FOCUS | A short piece of writing of 35–45 words focusing on communication of three specific content points. |
|-------------------|---|

| | |
|------------------|---|
| NO. OF QS | 1 |
|------------------|---|

PART 3

| | |
|-----------------------------|--|
| TASK TYPE AND FORMAT | A longer piece of continuous writing. Candidates are presented with a choice of two questions: an informal letter or a story. Candidates are assessed using assessment scales consisting of four subscales: Content, Communicative Achievement, Organisation and Language. |
|-----------------------------|--|

| | |
|-------------------|--|
| TASK FOCUS | Writing about 100 words focusing on control and range of language. |
|-------------------|--|

| | |
|------------------|---|
| NO. OF QS | 1 |
|------------------|---|

Preparation

WRITING

General

- It is important that candidates leave themselves enough time to answer all three parts of the Writing component as this carries the same weighting as the Reading component i.e. 25% of the total exam. It is also important that candidates realise that Writing Part 3 carries 15 marks out of the total of 25. It is suggested that candidates spend at least 40 minutes on the Writing component.
- Parts 2 and 3 of the Writing component focus on extended writing and candidates need to think carefully about who the target reader is for each task and try to write in an appropriate style and tone.
- It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in upper or lower case, or if their writing is joined up or not.

By part

PART 1

- Part 1 focuses on grammatical precision and requires candidates to complete five sentences, all sharing a common theme or topic. There is an example, showing exactly what the task involves. For each question, candidates are given a complete sentence, together with a 'gapped' sentence below it. Candidates should write between one and three words to fill this gap. The second sentence, when complete, must mean the same as the first sentence. Both sentences are written within the range of grammar and structures listed on pages 4–6. There may be more than one correct answer in some cases.
- As stated above, it is essential for candidates to spell correctly and no marks will be given if a word is misspelled. Candidates will also lose the mark if they produce an answer of more than three words, even if their writing includes the correct answer.

PART 2

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

- In order to help teachers assess the standards required, there are several sample answers to the Writing Part 2 questions on page 21, with marks and examiner comments.

PART 3

- Part 3 offers candidates a choice of task: either an informal letter or a story may be written. Both tasks require an answer of about 100 words. Candidates should be advised to keep to the task set, rather than include 'pre-learned' text, which may well not fit as part of their answer. Answers that do not fulfil all parts of the task will not receive top marks.
- Candidates should be encouraged to choose the task which best suits their interests. They should consider the context, e.g. topic, as well as the range of language, e.g. lexis, that a good answer would require.
- For the 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 and answer the questions 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.
- 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 start, develop and end a story.
- 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 25–27, with marks and examiner comments.

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 Do not leave your bicycle touching the window.
- B Broken glass may damage your bicycle tyres.
- C Your bicycle may not be safe here.

Answer: 0 ☐ A ☒ B ☐ C

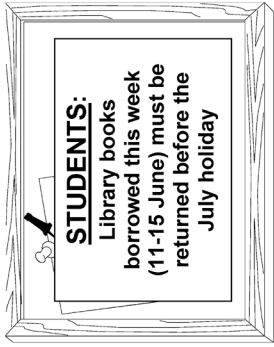
1



What should George do?

- A reserve the last concert ticket before anyone else does
- B tell Luke how many people are going to the concert
- C buy several concert tickets because many people want to go

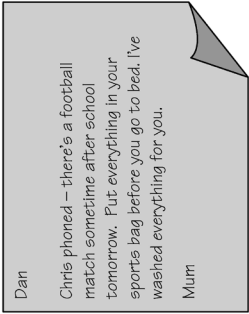
2



- A Students wishing to keep books for the holiday should borrow them this week.
- B Students borrowing books now can only keep them for one week.
- C Students borrowing books now have to bring them back before the holiday.

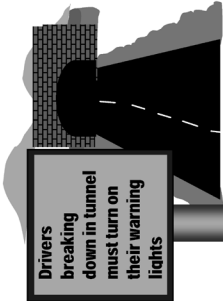
2

3



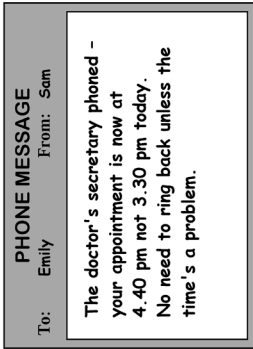
- A Dan should get his football things ready this evening.
- B Chris will ring Dan back about the time of the match.
- C Mum will wash Dan's football clothes for him.

4



- A Use warning lights at all times when driving through the tunnel.
- B Tunnel warning lights will be turned on if a car has broken down.
- C Switch on warning lights if your car breaks down in the tunnel.

5



- Emily should ring the doctor
- A in order to make another appointment.
 - B if the new appointment is inconvenient.
 - C to change the day of her appointment.

3

Turn over ▶

PAPER 1 | READING AND WRITING

Part 2

Questions 6 – 10

The people below all want to get some information from an internet website. On the opposite page there are descriptions of eight websites. Decide which website would be the most suitable for the following people. For questions 6 – 10, mark the correct letter (A – H) on your answer sheet.



Rosie is 20 and studies Spanish and German. She's planning to spend six months at a German university and, before going, she wants to find out what life there is like for people of her age.

6



Eric is keen on teaching himself languages. He's going on holiday to Spain next year and would like to be able to say some simple things in the language when he gets there.

7



Claudia is learning about life among the ancient Romans. Her teacher has asked her to choose a famous Roman and find out as much as she can about him or her.

8



Ivan teaches history. He wants some information about the changes that have taken place since earliest times in the ways in which people exchange ideas.

9



Miriam wants to encourage her children to find out something about classical music. They need basic information but she also wants them to have some fun while they're learning.

10

4

Educational sites on the web

A Let's Communicate!
If you're interested in how people share information and thoughts, you'll find this website useful. It begins over five thousand years ago with the writings of the ancient world. The inventions of printing and of sound recording are covered, and so is the development of the internet.

B Sights and Sounds
This is for anyone studying the Latin language or who is interested in the ancient world. There are amazing facts about the rulers of ancient Rome, interactive family trees, the words of popular songs, and maps of battles.

C Mouth Piece
Clear explanations, exercises and vocabulary games will help you revise your Spanish or even learn the language from the beginning. The pages cover a wide range, from 'Irregular verbs' to 'Cook in Spanish' and 'Public speaking'. There are useful links to other websites, providing historical and cultural information, including sites in Latin America.

D Speak Up
This small but complete site aims to help language learners with the pronunciation of all the main sounds in German, with additional advice on spelling. This will be of use to students trying to teach themselves the language from the beginning, teachers preparing classes for beginners or parents looking for ways to encourage their children to develop basic language skills.

E Roman Games
Nobody understands all the rules of games which were popular in ancient Rome. However, by exploring the social history of the period, the designers of this site have developed some interesting ideas for games which can be played in the playground or as board games or singing games.

F In the Air
This is a young person's online guide to the orchestra. It describes each instrument, with a recording of its range of sounds, and gives a brief history of the instrument. It also explains how to make some amusing instruments at home using everyday objects.

G In Touch
If you need to check on the facts, use this multilingual site to get all kinds of information about Spanish music, art and literature, history and politics, as well as useful lists of sites for those travelling to Spain.

H Oskar's Magazine
This amusing and colourful magazine is designed for university students of German. There are interesting articles by young German writers on a range of subjects, from where to find cheap accommodation in Berlin to reviews of current dance music CDs and classical music concerts, and student-exchange experiences.

5

Turn over ►

London Weekend Walks

We are the oldest walking tour company in London and offer a wide variety of routes with the best tour guides in London.

To go on one of our walks, simply meet your guide and fellow walkers in the street outside the underground stations and at the times given below. Your guide will have copies of this information sheet in his hand.

Below is our range of walks for this Saturday.

1000 Years of History

11.00 am Westminster Underground

This walk is essential for the first-time visitor. We'll show you the place where kings and queens are crowned, where they lived and often where they are buried. You will see where politicians have shaped the course of history over the years. This walk finishes at the Houses of Parliament, which you can visit afterwards at a good discount.

Historic Greenwich

2.00 pm Tower Hill Underground

The walk begins with the best boat ride in London, five kilometres down the river from Tower Bridge to the Royal Naval College in Greenwich. From there you'll walk through Greenwich Park past the Naval Museum and other historic buildings to the village itself. We'll take you down narrow streets with busy antique shops and markets, back to the riverside where this walk ends.
The boat trip costs £3.50 on top of the normal price (see below).

Canals and Cafés

11.00 am Camden Town Underground

Camden Town, with its canals, cafés and studios, is the home of many artists, musicians and writers. The high point of the walk is a visit to Camden Lock, London's brightest and most exciting street market. You may like to take a canal trip to London Zoo after this walk.

Unexpected London

3.00 pm Tower Hill Underground

This walk begins with a ride on Europe's most modern city railway giving you fine views across the Thames and the riverside area. We will get on and off the train for mini-walks to explore the hidden corners of the former port of London. *You should buy a two-zone underground ticket at the beginning of your journey.*

All these walks last about two hours and end near underground stations. The walks take place in all weathers.

Large groups are requested to phone and let us know they are coming.

A walk costs £4.50 (£3.50 for senior citizens and full-time students under 26 with an identity card). Children under 12 go free but they must be with a responsible adult. If you plan to go on several walks, ask your guide about a discount card.

TEL: 020 7426 8462

LONDON WEEKEND WALKS
PO Box 1526, LONDON NW8 6SW

7

Turn over ▶

Part 3

Questions 11 – 20

Look at the sentences below about walking tours in London. 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

It is essential to book a place before you join a London Walk.

12

The guide can be recognised because of the papers he is carrying.

13

You can tour the Houses of Parliament free following the 1000 Years of History walk.

14

There is an opportunity to go on a boat after visiting Camden Town.

15

You will have to walk from Tower Bridge to Greenwich.

16

The Historic Greenwich walk includes a visit to a museum.

17

There is an extra charge of £3.50 on the Historic Greenwich walk.

18

You have to take a train on the Unexpected London walk.

19

If it is raining, you should check whether your walk is going ahead.

20

Teenagers who are with their parents can join a walk without paying.

6

16 CAMBRIDGE ENGLISH: PRELIMINARY HANDBOOK FOR TEACHERS

PAPER 1 | READING AND WRITING

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.

Charlotte Uhlenbroek



Dr Charlotte Uhlenbroek recently returned to London after filming her second series, *Jungle*. It was a difficult, 19-week trip, during which she explored the rainforests of Borneo, the Amazon and the Congo, travelling around using a variety of means of transport, including hot-air balloons and canoes. 'I'm interested in the way animals communicate with each other.

It was sometimes dangerous making the programme – I even went swimming with piranha fish. But the worst thing was the insects. On one occasion I had 70 sandfly bites on my arm. Luckily I didn't get sick. I prefer not to take tablets every day, but if I get a fever I take some medicine immediately.'

Filming the series was exciting, but also frightening at times. Her most challenging experience was climbing a 100-metre tree in Borneo, as she has a great fear of heights. 'I had to keep pulling myself further and further upwards. All I wanted to do was get down again. Suddenly the safety equipment didn't look very strong and I thought that my ropes would break and I would crash to the ground.'

What did she enjoy most about returning to London? 'When I've been away in hot uncomfortable conditions for a long time I dream about an ice-cold drink and my bed at home! But the thing I look forward to the most is nice long showers. There wasn't much water in some of the places we visited and I worried that I was using it all up and not leaving any for my colleagues on the camera team!'

21 What is the writer doing in this text?

- A** giving information for visitors to the rainforest
- B** describing how animals in the rainforest communicate
- C** reporting an interview with a television presenter
- D** giving advice about travel health

22 When does Charlotte take medicine on her travels?

- A** whenever she goes into water
- B** if she has a high temperature
- C** every day to prevent illness
- D** if she is bitten by insects

8

23 Charlotte found climbing the tree in Borneo so frightening because

- A** she hates being in high places.
- B** she was unable to get down.
- C** her equipment suddenly broke.
- D** she slipped and fell to the ground.

24 What does Charlotte miss most when she is away filming?

- A** air-conditioning
- B** an unlimited water supply
- C** a comfortable bed
- D** iced drinks

25 Which best describes the TV series *Jungle*?

- | | |
|---|--|
| <p>A</p> <p>The forest floor has thousands of different insects – let Charlotte Uhlenbroek be your guide to these fascinating creatures.</p> | <p>B</p> <p>Making her first television appearance, Charlotte Uhlenbroek explores some of the wildest places on earth.</p> |
| <p>C</p> <p>Charlotte Uhlenbroek looks at ways in which the animals of the rainforest manage to live beside their human neighbours.</p> | <p>D</p> <p>Insects, piranha fish, hot-air balloons – it's all in a day's work for Charlotte Uhlenbroek in her latest series.</p> |

9

Turn over ►

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** have **B** had **C** were **D** are

Answer: 0

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

Postcards

Many people receive picture postcards nowadays of places their friends and family (26) visited. They (26) became popular in the 1890s. Until then it was only the rich who took holidays but at that time, because of the opening of the railways, ordinary people (27) to go to the seaside too. Photographers (28) that people wanted to take home a picture of their holiday (29) they started to offer photographs for sale in seaside towns. And they sold millions (30) them.

Today those old photographs give us a very (31) idea of what holidays were like (32) a hundred years ago. People did not actually post the photographs but brought them home to (33) and show their friends. This was, however, (34) beginning of today's picture postcard (35) which is important to tourists everywhere.

- | | | | | |
|----|------------|--------------|-------------|------------|
| 26 | A once | B first | C just | D already |
| 27 | A imagined | B supposed | C dream | D decided |
| 28 | A realised | B remembered | C persuaded | D wondered |
| 29 | A but | B so | C although | D since |
| 30 | A in | B from | C of | D with |
| 31 | A main | B open | C clear | D deep |
| 32 | A more | B over | C greater | D longer |
| 33 | A stay | B remain | C reserve | D keep |
| 34 | A that | B the | C one | D a |
| 35 | A industry | B job | C work | D factory |

Writing

Part 1

Questions 1 – 5

Here are some sentences about some new neighbours. 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 It is three days since my new neighbours moved into their house.
My new neighbours moved into their house

Answer: 0 three days ago

- 1 I asked my new neighbours where they had lived before.
I asked my new neighbours, 'Where did before?'
2 They said their old house was quite near London.
They said their old house wasn't very London.
3 This house is larger than their old house.
Their old house wasn't as this house.
4 The kitchen needs painting.
They must get someone to the kitchen.
5 We are very lucky that our neighbours are so nice.
We are very lucky to have nice neighbours.

12

Part 2

Question 6

You have lost some sunglasses which you borrowed from your English friend, Pat.

Write a note to Pat. In your note, you should

- apologise to Pat
- say how you lost the sunglasses
- offer to buy Pat some new ones.

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

13

Turn over ►

PAPER 1 | READING AND WRITING

Part 3

Write an answer to **one** of the questions (7 or 8) in this part. Write your answer in about **100 words** on your answer sheet. Tick the box (Question 7 or Question 8) on your answer sheet to show which question you have answered.

Question 7

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

My grandmother has given me some money. There's enough to buy a really good camera or go on holiday with my friends. My parents want me to save the money. What do you think I should do?

- Now write a letter, giving your friend some advice.
- Write your **letter** in about 100 words on your answer sheet.

Question 8

- Your teacher has asked you to write a story.
- This is the title for your story:

A lucky escape

- Write your **story** in about 100 words on your answer sheet.

Answer key

READING

| Q | Part 1 |
|---|--------|
| 1 | A |
| 2 | C |
| 3 | A |
| 4 | C |
| 5 | B |

| Q | Part 2 |
|----|--------|
| 6 | H |
| 7 | C |
| 8 | B |
| 9 | A |
| 10 | F |

| Q | Part 3 |
|----|--------|
| 11 | B |
| 12 | A |
| 13 | B |
| 14 | A |
| 15 | B |
| 16 | B |
| 17 | A |
| 18 | A |
| 19 | B |
| 20 | B |

| Q | Part 4 |
|----|--------|
| 21 | C |
| 22 | B |
| 23 | A |
| 24 | B |
| 25 | D |

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

WRITING

| Q | Part 1 |
|---|-----------------|
| 1 | you live |
| 2 | far (away) from |
| 3 | large/big as |
| 4 | paint |
| 5 | such |

20 CAMBRIDGE ENGLISH: PRELIMINARY HANDBOOK FOR TEACHERS

Assessment of Writing Part 2

Mark scheme for Writing Part 2

| Band | |
|----------|--|
| 5 | All three parts of message clearly communicated. Only minor spelling errors or occasional grammatical errors. |
| 4 | All three parts of message communicated. Some non-impeding errors in spelling and grammar or some awkwardness of expression. |
| 3 | All three parts of message attempted. Expression requires interpretation by the reader and contains impeding errors in spelling and grammar. All three parts of the message are included but the context is incorrect. OR Two parts of message are clearly communicated but one part is unattempted. Only minor spelling errors or occasional grammatical errors. |
| 2 | Only two parts of message communicated. Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication. Some relevant content to two or more points but response is unclear. |
| 1 | Only one part of message communicated. Some attempt to address the task but response is very unclear. |
| 0 | Question unattempted or totally incomprehensible response. |

Sample answers with examiner comments

Part 2

Candidate A

Pat, I have a bad news for you. I have lost sunglasses that you borrowed me. Yesterday I went to the swimming-pool and when I was swimming someone took your sunglasses from my bag. Sorry but I will buy you a new ones. What is your favorite model?

Examiner comments **5 marks**

All content elements covered appropriately. Message clearly communicated to the reader.

Candidate B

Hello Pat! I writtin for appollogise because i lost your red sunglasses. Sorry i don't know how lost. Yastorday in the evening after school i go to bay a new ones. Sorry. Bye bye Pet.

Examiner comments **3 marks**

All content elements attempted but the message requires some effort by the reader.

Candidate C

Hello, how do you feel? I right you to say that I lost my favorite sunglasses in the bedroom on the small tabe and I'd like have some new ones.thiks a lot.

Examiner comments **2 marks**

One content element has been omitted and a second has been unsuccessfully dealt with. The message is only partly communicated to the reader.

Assessment of Writing Part 3

Examiners and marking

Writing Examiners (WEs) undergo a rigorous process of training and certification before they are invited to mark. Once accepted, they are supervised by Team Leaders (TLs) who are in turn led by a Principal Examiner (PE), who guides and monitors the marking process.

WEs mark candidate responses in a secure online marking environment. The software randomly allocates candidate responses to ensure that individual examiners do not receive a concentration of good or weak responses, or of any one language group. The software also allows for examiners' marking to be monitored for quality and consistency. During the marking period, the PE and TLs are able to view their team's progress and to offer support and advice, as required.

Assessment scales

Examiners mark tasks using assessment scales that were developed with explicit reference to the Common European Framework of Reference for Languages (CEFR). The scales, which are used across the spectrum of Cambridge ESOL's General and Business English Writing tests, consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

- **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- **Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

When marking the tasks, examiners take into account length of responses and varieties of English:

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word.

The subscale Content is common to all levels:

| Content | |
|----------------|--|
| 5 | All content is relevant to the task. Target reader is fully informed. |
| 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. |
| 1 | Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. |
| 0 | Content is totally irrelevant Target reader is not informed. |

The remaining three subscales (Communicative Achievement, Organisation, and Language) have descriptors specific to each CEFR level:

| CEFR level | Communicative Achievement | Organisation | Language |
|-------------------|---|---|--|
| | Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes. | Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility. | Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips. |
| C2 | Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes. | Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility. | Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips. |
| C1 | Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate. | Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect. | Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication. |
| B2 | Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas. | Text is generally well-organised and coherent, using a variety of linking words and cohesive devices. | Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication. |
| B1 | Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas. | Text is connected and coherent, using basic linking words and a limited number of cohesive devices. | Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined. |
| A2 | Produces text that communicates simple ideas in simple ways. | Text is connected using basic, high-frequency linking words. | Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times. |

Cambridge English: Preliminary Writing Examiners use the following assessment scale, extracted from the one on the previous page:

| B1 | Content | Communicative Achievement | Organisation | Language |
|----------|--|---|---|---|
| 5 | All content is relevant to the task. Target reader is fully informed. | Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas. | Text is generally well-organised and coherent, using a variety of linking words and cohesive devices. | Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication. |
| 4 | <i>Performance shares features of Bands 3 and 5.</i> | | | |
| 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas. | Text is connected and coherent, using basic linking words and a limited number of cohesive devices. | Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined. |
| 2 | <i>Performance shares features of Bands 1 and 3.</i> | | | |
| 1 | Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. | Produces text that communicates simple ideas in simple ways. | Text is connected using basic, high-frequency linking words. | Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times. |
| 0 | Content is totally irrelevant. Target reader is not informed. | <i>Performance below Band 1.</i> | | |

Cambridge ESOL Writing Mark Scheme

Glossary of terms

| 1. GENERAL | |
|--|---|
| Generally | Generally is a qualifier meaning not in every way or instance. Thus, 'generally appropriately' refers to performance that is not as good as 'appropriately'. |
| Flexibility | Flexible and flexibly refer to the ability to adapt – whether language, organisational devices, or task conventions – rather than using the same form over and over, thus evidencing better control and a wider repertoire of the resource. Flexibility allows a candidate to better achieve communicative goals. |
| 2. CONTENT | |
| Relevant | Relevant means related or relatable to required content points and/or task requirements. |
| Target reader | The target reader is the hypothetical reader set up in the task, e.g. a magazine's readership, your English teacher. |
| Informed | The target reader is informed if content points and/or task requirements are addressed and appropriately developed. Some content points do not require much development (e.g. "state what is x") while others require it ("describe", "explain"). |
| 3. COMMUNICATIVE ACHIEVEMENT | |
| Conventions of the communicative task | Conventions of the communicative task include such things as genre, format, register, and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and use the right tone for the communicative purpose. |
| Holding target reader's attention | Holding the target reader's attention is used in the positive sense and refers to the quality of a text that allows a reader to derive meaning and not be distracted. It does not refer to texts that force a reader to read closely because they are difficult to follow or make sense of. |
| Communicative purpose | Communicative purpose refers to the communicative requirements as set out in the task, e.g. make a complaint, suggest alternatives. |
| Straightforward and complex ideas | Straightforward ideas are those which relate to relatively limited subject matter, usually concrete in nature, and which require simpler rhetorical devices to communicate. Complex ideas are those which are of a more abstract nature, or which cover a wider subject area, requiring more rhetorical resources to bring together and express. |
| 4. ORGANISATION | |
| Linking words, cohesive devices and organisational patterns | <p>Linking words are cohesive devices, but are separated here to refer to higher frequency vocabulary which provides explicit linkage. They can range from basic high-frequency items (such as "and", "but") to basic and phrasal items (such as "because", "first of all", "finally").</p> <p>Cohesive devices refers to more sophisticated linking words and phrases (e.g. "moreover", "it may appear", "as a result"), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. <i>There are two women in the picture. The one on the right...</i>), ellipsis (e.g. <i>The first car he owned was a convertible, the second a family car</i>), or repetition.</p> <p>Organisational patterns refers to less explicit ways of achieving connection at the between sentence level and beyond, e.g. arranging sentences in climactic order, the use of parallelism, using a rhetorical question to set up a new paragraph.</p> |

5. LANGUAGE

| | |
|----------------------------------|--|
| Vocabulary | <p>Basic vocabulary refers to vocabulary used for survival purposes, for simple transactions, and the like.</p> <p>Everyday vocabulary refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain.</p> <p>Less common lexis refers to vocabulary items that appear less often in the relevant domain. These items often help to express ideas more succinctly and precisely.</p> |
| Appropriacy of vocabulary | Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in <i>I'm very sensible to noise</i> , the word <i>sensible</i> is inappropriate as the word should be <i>sensitive</i> . Another example would be <i>Today's big snow makes getting around the city difficult</i> . The phrase <i>getting around</i> is well suited to this situation. However, <i>big snow</i> is inappropriate as <i>big</i> and <i>snow</i> are not used together. <i>Heavy snow</i> would be appropriate. |
| Grammatical forms | <p>Simple grammatical forms: words, phrases, basic tenses and simple clauses.</p> <p>Complex grammatical forms: longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.</p> |
| Grammatical control | <p>Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.</p> <p>Where language specifications are provided at lower levels (as in <i>Cambridge English: Key (KET)</i> and <i>Cambridge English: Preliminary (PET)</i>), candidates may have control of only the simplest exponents of the listed forms.</p> |
| Range | Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms. |
| Overuse | Overuse refers to those cases where candidates repeatedly use the same word because they do not have the resources to use another term or phrase the same idea in another way. Some words may unavoidably appear often as a result of being the topic of the task; that is not covered by the term overuse here. |
| Errors and slips | Errors are systematic mistakes. Slips are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip. |
| Impede communication | <p>Impede communication means getting in the way of meaning.</p> <p>Meaning can still be determined indicates that some effort is required from the reader to determine meaning.</p> |

PAPER 1 | READING AND WRITING | SAMPLE ANSWERS WITH EXAMINER COMMENTS

Part 3 – Letter

Candidate A

Dear Martin,

That's great! Your grandmother is very kind and nice.

However, I can see you have a difficult decision to make. If I were you I would try to use some of the money for the holiday and save the rest (although I don't know how much you have or how much the holiday costs). What do you think? The camera could be a good idea, but how often do you use a camera? And you can ask your friends to take photos on the holiday so you still have some!

Anyway, write to me and tell me what you do.

Love Martina.

Examiner comments

| Subscale | Mark | Commentary |
|----------------------------------|----------|---|
| Content | 5 | All content is relevant to the task with appropriate expansion. The target reader is fully informed. |
| Communicative Achievement | 5 | The target reader's attention is held throughout. The format is consistently appropriate to the task. |
| Organisation | 5 | The text is well-organised and coherent, with a variety of linking words (<i>but; And; so</i>) and cohesive devices (<i>However; save the rest; although; Anyway</i>). |
| Language | 5 | A good range of everyday and some less common lexis (<i>a difficult decision to make; save the rest; take photos</i>) is used appropriately. A range of simple and more complex grammatical forms is used with a good degree of control (<i>If I were you I would try to use some of the money; The camera could be a good idea.</i>). There are no errors. |

Candidate B

Hellow Cris,

That good new! Your grandmother is good. With the money you can to buy a camera or may be go holidays. May be you can visit me! You can to save money to, good idea! What your parents think? I think yes camera good idea you can make fotos and send me.

Have nice time and tell me your decide what you do.

I wait your answer.

Kiss Ana

Examiner comments

| Subscale | Mark | Commentary |
|----------------------------------|----------|--|
| Content | 4 | Although there is some irrelevance at the start when the candidate repeats the situation rather than offering advice, the task has been addressed. The target reader is informed. |
| Communicative Achievement | 3 | Straightforward ideas are communicated in generally appropriate ways. The letter format is attempted. |
| Organisation | 2 | The letter is connected and coherent. Sentences tend to be short and are connected with a limited number of basic linking words (<i>or; and</i>) and cohesive devices (<i>That good new; With the money</i>). |
| Language | 3 | Everyday vocabulary is used appropriately. Simple grammatical forms are used with reasonable control. Several errors are present, but meaning can still be determined (<i>That good new; you can to buy; make fotos; tell me your decide</i>). |

PAPER 1 | READING AND WRITING | SAMPLE ANSWERS WITH EXAMINER COMMENTS

Part 3 – Story

Candidate A

A Lucky Escape

When I was young, I saw a lucky escape. I was playing in the garden with some friends who lived in the same street, when a police car arrived. We were a bit scared and didn't know why the car had come to my house. Maybe they were checking something or looking for someone.

The policeman got out and started speaking to one of my friends.

While the policeman was asking questions, I suddenly saw a strange person going out at the back of my neighbour's house. My neighbour was on holiday, so the house was empty. I had never seen this person before. Suddenly he started to run. I didn't know what to do, so I shouted to the police, but the man could run very fast and he got away. That was a lucky escape!

Examiner comments

| Subscale | Mark | Commentary |
|----------------------------------|----------|---|
| Content | 5 | The story is clearly connected to the title given. The target reader would be able to follow the story easily. There is a clear beginning, middle and end. |
| Communicative Achievement | 5 | The story holds the target reader's attention and follows the conventions of storytelling. |
| Organisation | 5 | The text is well-organised and coherent with a range of appropriate linking words (<i>when; and; suddenly; so</i>) and cohesive devices (<i>some friends <u>who</u> lived in the same street; <u>this</u> person; <u>he</u> got away; <u>That</u> was a lucky escape!</i>). |
| Language | 5 | A range of everyday and some less common lexis (<i>a bit scared; got away</i>) is used appropriately. A range of simple and complex grammatical forms is used with a good degree of control. There is effective use of a good range of narrative tenses (<i>I was playing in the garden ... when a police car arrived; ... didn't know why the car had come to my house</i>). Errors are minimal and do not impede communication. |

Candidate B

A Lucky Escape

I had a lucky escape yesterday. I was at school in the class and the teacher nearly caught me. We had a English test and i'm not good in English the test was very difficult for me, too bad. Lots of questions for gramma and writting and spelling. What can I do? I need good grade. I see a boy near me and he is writting lotta answers. Good! I think OK I can just see maybe what is he writting and do same. Good idea! So this I did but teacher sudenly looked and nearly caught me but I had lucky escape becos she didn't see me looking at boy near me, just I writting. Lucky escape!

Examiner comments

| Subscale | Mark | Commentary |
|----------------------------------|----------|---|
| Content | 5 | The story is clearly related to the title. The target reader would be able to follow the story, which has a clear beginning, middle and end, easily. |
| Communicative Achievement | 4 | The format is appropriate for the task. The target reader can follow the story with reasonable ease although some effort is required due to the shift in tenses. |
| Organisation | 3 | The story is coherent and connected with basic linking words (<i>and; So; sudenly; but</i>) and a limited number of cohesive devices (<i><u>he</u> is writting; <u>this</u> I did; <u>she</u> didn't see <u>me</u></i>). There are some punctuation errors but they do not affect comprehension. |
| Language | 3 | Everyday vocabulary is used appropriately. There are some errors with spelling (<i>gramma; writting; sudenly; becos</i>), but these do not impede the meaning. Simple grammatical forms are used with reasonable control. There are some errors with using and forming the simple past tense (<i>caught; What can I do?; I see a boy</i>) although there is evidence of success with this grammar point. A number of minor errors are present but they do not impede communication. |

PAPER 1 | READING AND WRITING | SAMPLE ANSWERS WITH EXAMINER COMMENTS

Candidate C

Lucky escape

I never no had lucky escape all time but my Mum do every day. She very lucky. She go work evry day on bus and alway luky. She work nurse in hospital. Usually she loss bus so big problem. What you think? Evry day her friend pass so go and work with friend and no problem again. My Mum very luky and big escape. Good friend. Boss always happy and no problem. Evry day same.

Examiner comments

| Subscale | Mark | Commentary |
|----------------------------------|----------|--|
| Content | 1 | The task has been misinterpreted and the candidate has not written a story. The target reader would not be able to follow a storyline. |
| Communicative Achievement | 2 | Ideas are relatively simple, but an attempt has been made to communicate using a range of structures. |
| Organisation | 2 | The text is connected and largely coherent using a range of basic linking words (<i>but; and; Usually; so</i>). Sentences tend to be short, but referencing pronouns (<i>she</i>) are used to improve coherence. |
| Language | 1 | Basic vocabulary is used reasonably appropriately although there are frequent slips with spelling (<i>evry; luky; escape</i>). Simple grammatical forms are used but there is a lack of control, particularly with verb forms (<i>my Mum do every day; She very lucky; Boss always happy</i>). Errors impede meaning at times (<i>I never no had lucky escape all time; Evry day her friend pass so go and work with friend and no problem again</i>). |

Candidate answer sheet 1

For Writing (Parts 1 and 2):

Write your answers clearly in the spaces provided.

| Part 1: Write your answers below. | | | Do not write here |
|-----------------------------------|--|-------|----------------------|
| 1 | | 1 1 0 | <input type="text"/> |
| 2 | | 1 2 0 | <input type="text"/> |
| 3 | | 1 3 0 | <input type="text"/> |
| 4 | | 1 4 0 | <input type="text"/> |
| 5 | | 1 5 0 | <input type="text"/> |

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

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

Do not write below (Examiner use only)


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

| UNIVERSITY of CAMBRIDGE ESOL Examinations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|--------|---|---|---|--------|---|--------|----|--------|---|-----------------------|-----------------------|-----------------------|-----------------------|--------|---|---|--|--------|--|--|--|--------|--|--|--|---|---|---|---|---|---|---|---|----|---|---|----|---|---|---|----|---|---|----|---|---|---|---|---|---|---|---|---|---|----|---|---|----|---|---|---|----|---|---|----|---|---|---|---|---|---|---|---|---|---|----|---|---|----|---|---|---|----|---|---|----|---|---|---|---|---|---|---|---|---|---|----|---|---|----|---|---|---|----|---|---|----|---|---|---|---|---|---|----|---|---|---|----|---|---|----|---|---|---|----|---|---|----|---|---|
| <div style="float: left; width: 45%;"> <p>Candidate Name</p> <p>If not already printed, write name in capital letters in the space provided.</p> <p>Candidate Signature</p> <p>Write signature in the space provided.</p> </div> <div style="float: right; width: 55%; text-align: center;"> <p>Centre No.</p> <p>Candidate No.</p> <p>Examination Details</p> </div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Examination Title</p> <p>Centre</p> </div> <div style="width: 55%; text-align: center;"> <p>Supervisor:</p> <p>If the candidate is ABSENT or has WITHDRAWN shade here</p> </div> </div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <h2>PET Paper 1 Reading and Writing Candidate Answer Sheet 1</h2> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div style="border: 1px solid black; padding: 10px;"> <p>Instructions</p> <p>Use a PENCIL (B or HB).</p> <p>Rub out any answer you want to change with an eraser.</p> <p>For Reading:</p> <p>Mark ONE letter for each question.</p> <p>For example, if you think A is the right answer to the question, mark your answer sheet like this:</p> <div style="margin-top: 10px;"> 0 <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td>A</td><td>B</td><td>C</td><td>D</td></tr> <tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </table> </div> </div> | | | | | | | | | | A | B | C | D | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | B | C | D | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="background-color: #d3d3d3;">Part 1</th> <th colspan="4" style="background-color: #d3d3d3;">Part 2</th> <th colspan="4" style="background-color: #d3d3d3;">Part 3</th> <th colspan="4" style="background-color: #d3d3d3;">Part 4</th> <th colspan="4" style="background-color: #d3d3d3;">Part 5</th> </tr> </thead> <tbody> <tr> <td>1</td><td>A</td><td>B</td><td>C</td> <td>6</td><td>A</td><td>B</td><td>C</td> <td>11</td><td>A</td><td>B</td> <td>21</td><td>A</td><td>B</td><td>C</td> <td>26</td><td>A</td><td>B</td> <td>31</td><td>A</td><td>B</td> </tr> <tr> <td>2</td><td>A</td><td>B</td><td>C</td> <td>7</td><td>A</td><td>B</td><td>C</td> <td>12</td><td>A</td><td>B</td> <td>22</td><td>A</td><td>B</td><td>C</td> <td>27</td><td>A</td><td>B</td> <td>32</td><td>A</td><td>B</td> </tr> <tr> <td>3</td><td>A</td><td>B</td><td>C</td> <td>8</td><td>A</td><td>B</td><td>C</td> <td>13</td><td>A</td><td>B</td> <td>23</td><td>A</td><td>B</td><td>C</td> <td>28</td><td>A</td><td>B</td> <td>33</td><td>A</td><td>B</td> </tr> <tr> <td>4</td><td>A</td><td>B</td><td>C</td> <td>9</td><td>A</td><td>B</td><td>C</td> <td>14</td><td>A</td><td>B</td> <td>24</td><td>A</td><td>B</td><td>C</td> <td>29</td><td>A</td><td>B</td> <td>34</td><td>A</td><td>B</td> </tr> <tr> <td>5</td><td>A</td><td>B</td><td>C</td> <td>10</td><td>A</td><td>B</td><td>C</td> <td>15</td><td>A</td><td>B</td> <td>25</td><td>A</td><td>B</td><td>C</td> <td>30</td><td>A</td><td>B</td> <td>35</td><td>A</td><td>B</td> </tr> </tbody> </table> | | | | | | | | | | Part 1 | | | | Part 2 | | | | Part 3 | | | | Part 4 | | | | Part 5 | | | | 1 | A | B | C | 6 | A | B | C | 11 | A | B | 21 | A | B | C | 26 | A | B | 31 | A | B | 2 | A | B | C | 7 | A | B | C | 12 | A | B | 22 | A | B | C | 27 | A | B | 32 | A | B | 3 | A | B | C | 8 | A | B | C | 13 | A | B | 23 | A | B | C | 28 | A | B | 33 | A | B | 4 | A | B | C | 9 | A | B | C | 14 | A | B | 24 | A | B | C | 29 | A | B | 34 | A | B | 5 | A | B | C | 10 | A | B | C | 15 | A | B | 25 | A | B | C | 30 | A | B | 35 | A | B |
| Part 1 | | | | Part 2 | | | | Part 3 | | | | Part 4 | | | | Part 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | A | B | C | 6 | A | B | C | 11 | A | B | 21 | A | B | C | 26 | A | B | 31 | A | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | A | B | C | 7 | A | B | C | 12 | A | B | 22 | A | B | C | 27 | A | B | 32 | A | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | A | B | C | 8 | A | B | C | 13 | A | B | 23 | A | B | C | 28 | A | B | 33 | A | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | A | B | C | 9 | A | B | C | 14 | A | B | 24 | A | B | C | 29 | A | B | 34 | A | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | A | B | C | 10 | A | B | C | 15 | A | B | 25 | A | B | C | 30 | A | B | 35 | A | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Continue on the other side of this sheet → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Candidate answer sheet 2

[illegible]


| | | |
|---|--------|--|
| UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS | 0090/1 | |
| English for Speakers of Other Languages | | |
| PRELIMINARY ENGLISH TEST | | |
| PAPER 1 Reading and Writing | | |
| ANSWER SHEET 2 | | |



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

| | | | |
|------------------|----------------------|----------------------|----------------------|
| Candidate Name | <input type="text"/> | | |
| Centre Number | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Candidate Number | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Answer Sheet for Writing Part 3



* 0009010000 *

INSTRUCTIONS TO CANDIDATES


Write your name, Centre number and candidate number in the spaces above.

Write your answer to Writing Part 3 on the other side of this sheet.

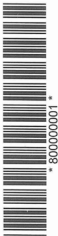
You **must** write within the grey lines.

Use a pencil (B or HB).

Do **not** write on the barcodes.



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



* 800000001 *

Paper 2

Listening

General description

| | |
|------------------------------|--|
| PAPER FORMAT | The paper contains four parts. |
| TIMING | About 30 minutes, plus 6 minutes to transfer answers. |
| NO. OF QUESTIONS | 25 |
| TASK TYPES | Multiple choice, gap-fill, true/false. |
| TEXT TYPES | All texts are based on authentic situations. |
| ANSWERING | <p>Candidates indicate answers either by shading lozenges (Parts 1, 2 and 4) or writing answers (Part 3) on an answer sheet.</p> <p>Candidates record their answers on the question paper as they listen. They are then given 6 minutes at the end of the test to copy these on to the answer sheet.</p> <p>In computer-based <i>Cambridge English: Preliminary</i>, candidates mark or type their answers directly onto the computer. There are no examples in computer-based <i>Cambridge English: Preliminary</i>, but candidates are shown a short tutorial before the test.</p> |
| RECORDING INFORMATION | Each text is heard twice. Recordings will contain a variety of accents corresponding to standard variants of native speaker accents. |
| MARKING | Each item carries one mark. This gives a total of 25 marks, which represents 25% of total marks for the whole examination. |

Structure and tasks

PART 1

| | |
|-----------------------------|--|
| TASK TYPE AND FORMAT | <p>Multiple choice (discrete). Short neutral or informal monologues or dialogues.</p> <p>Seven discrete three-option multiple-choice items with visuals.</p> |
| TASK FOCUS | Listening to identify key information from short exchanges. |
| NO. OF QS | 7 |

PART 2

| | |
|-----------------------------|--|
| TASK TYPE AND FORMAT | <p>Multiple choice.</p> <p>Longer monologue or interview (with one main speaker).</p> <p>Six three-option multiple-choice items.</p> |
| TASK FOCUS | Listening to identify specific information and detailed meaning. |
| NO. OF QS | 6 |

PART 3

| | |
|-----------------------------|---|
| TASK TYPE AND FORMAT | <p>Gap-fill.</p> <p>Longer monologue.</p> <p>Six gaps to fill in. Candidates need to write one or more words in each space.</p> |
| TASK FOCUS | Listening to identify, understand and interpret information. |
| NO. OF QS | 6 |

PART 4

| | |
|-----------------------------|---|
| TASK TYPE AND FORMAT | <p>True/false.</p> <p>Longer informal dialogue.</p> <p>Candidates need to decide whether six statements are correct or incorrect.</p> |
| TASK FOCUS | Listening for detailed meaning, and to identify the attitudes and opinions of the speakers. |
| NO. OF QS | 6 |

Preparation

General

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

By part

PART 1

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

PART 2

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

PART 3

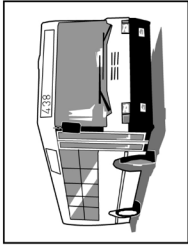
- In this part of the test candidates listen to a longer text which will take the form of an informational monologue. Texts are taken from a range of contexts, and may be radio announcements and recorded messages, providing information about places and events, or they may be extracts from talks or radio programmes, in which people are talking about courses, trips or holiday activities. The text is heard twice.
- Candidates are presented with a page of notes summarising the content of the text, from which six pieces of information have been removed. As they listen, candidates fill in the numbered gaps on the page with words from the text which complete the missing information.
- Most keys are single words, numbers or very short noun phrases and candidates should be discouraged from attempting longer answers. Recognisable spelling is accepted, except with very high-frequency words, e.g. 'Monday', or where spelling is dictated. Only concrete pieces of information are tested, so that candidates are not being tested on their ability to manipulate grammatical structures, nor are they expected to interpret or reproduce language in elliptical note form. In all cases, the words that candidates need to write will be heard on the recording in the form that they need to be written.
- Candidates should be encouraged to use the information on the page to guide them through the text as they listen. Having listened to the rubric, candidates should read through the written information in the pause before the text is played. This should enable them to make predictions about the sort of language and information they are going to hear, which will help them to feel prepared for the answers when they come.
- The task requires candidates to locate and record specific information from the text, whilst ignoring other parts of the text that include redundant information.

PART 4

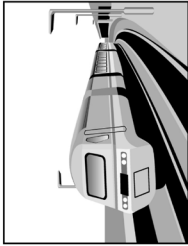
- In this part of the test candidates listen to a longer text which will take the form of an informal dialogue, usually between two people of similar age and status. There is generally one male and one female speaker to aid identification and the conversation typically focuses on everyday concerns that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

PAPER 2 | LISTENING

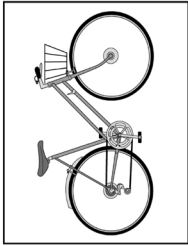
3 How will the girl get home?



A ☐

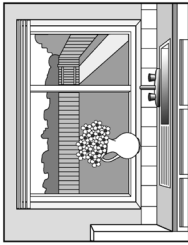


B ☐

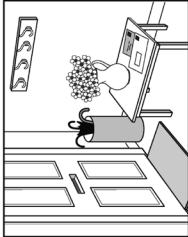


C ☐

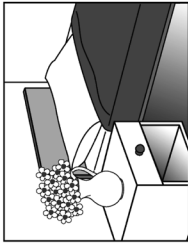
4 Which room are the flowers in?



A ☐



B ☐



C ☐

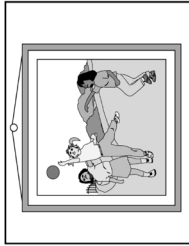
5 What is at the art gallery this week?



A ☐



B ☐



C ☐

Part 1

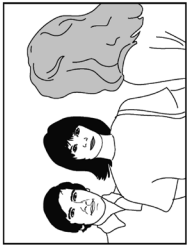
Questions 1 – 7

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.

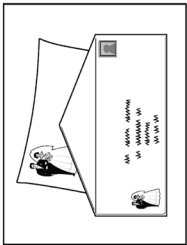
Example: How did the woman hear about the wedding?



A ☒

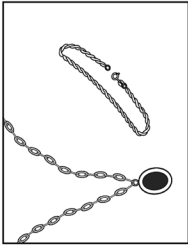


B ☐

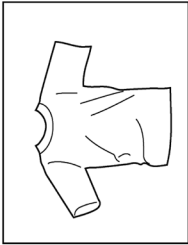


C ☐

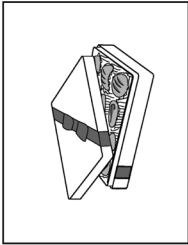
1 What has the girl bought today?



A ☐

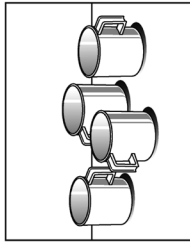


B ☐

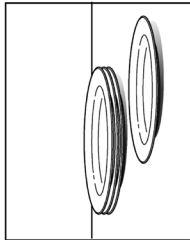


C ☐

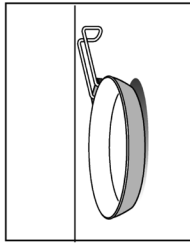
2 What have they forgotten?



A ☐



B ☐



C ☐

Part 2

Questions 8 – 13

You will hear a radio interview with Darren Hubbard, a runner who takes part in athletics competitions. For each question, put a tick (✓) in the correct box.

- 8

At the February competition, Darren

A

ran in a new event.

☐

B

hurt himself.

☐

C

came last.

☐
- 9

Darren's situation began to improve when he

A

started a job with fewer hours.

☐

B

was offered a place on the British team.

☐

C

signed a contract with a sportswear company.

☐
- 10

Darren got fit again quickly because he

A

changed the way he trained.

☐

B

started to work with a new trainer.

☐

C

increased the time he spends training.

☐
- 11

Darren wants to win his next athletics competition so that he can

A

retire early.

☐

B

pay for his wedding.

☐

C

show people that he is fit.

☐
- 12

In the next competition, Darren will run the 400-metre race on

A

the first day.

☐

B

the second day.

☐

C

the third day.

☐
- 13

In the future, Darren

A

hopes to write about his career.

☐

B

wants to change the distance he runs.

☐

C

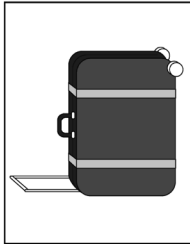
would like more people to recognise him.

☐

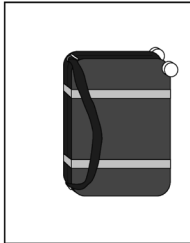
5

Turn over ▶

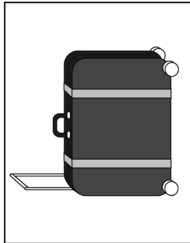
6 Which is the woman's suitcase?



A ☐

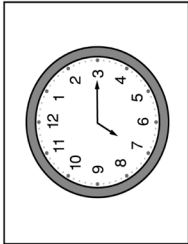


B ☐

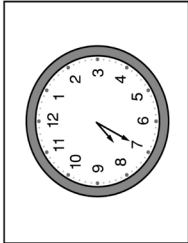


C ☐

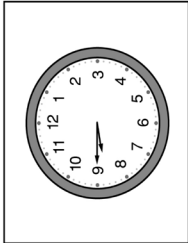
7 What time does the woman's flight leave?



A ☐



B ☐



C ☐

4

PAPER 2 | LISTENING

Part 3

Questions 14 – 19

You will hear a radio announcer giving details about a photography competition. For each question, fill in the missing information in the numbered space.

Photographer of the Year Competition

First prize: £2,000 and a painting of (14) by John Stevens

Second prize: £1,000 and camera equipment worth £200

Competition closing date: (15)

Subjects:

1 - British Nature

2 - Wild Places

3 - Animals at (16)

Exhibition: Victoria Museum

Countries which the exhibition will tour:

UK, USA, (17) and Japan

To enter, write to:

Radio TYL

63 (18) Road

London

6TY 9JN

Tel: (19)

Part 4

Questions 20 – 25

Look at the six sentences for this part. You will hear a boy called Jack, and a girl called Helen, talking about a rock festival. 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 The festival was better than Jack expected it to be. | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 Helen bought her ticket for the festival in advance. | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 Jack was disappointed that he had to change his plans. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23 Helen complains about having to wait a long time for food. | <input type="checkbox"/> | <input type="checkbox"/> |
| 24 They both say that it was the sunshine that made the afternoon enjoyable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 Jack prefers listening to loud bands. | <input type="checkbox"/> | <input type="checkbox"/> |

Tapescript

This is the Cambridge Preliminary English Test sample paper. There are four parts to the test. You will hear each part twice. For each part of the test there will be time for you to look through the questions and time for you to check your answers. Write your answers on the question paper. You will have 6 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.

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.

Before we start, here is an example.

How did the woman hear about the wedding?

- Woman: Have you heard the news? Bettina and Simon are getting married next month.
- Man: Really? How do you know? Have you seen them recently?
- Woman: Not for ages. Bettina phoned me this afternoon. She wanted me to be the first to know.
- Man: That's great. I expect we'll get invitations to the wedding soon.

The first picture is correct so there is a tick in box A.

Look at the three pictures for question 1 now.

— *** —

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

1: What has the girl bought today?

- Man: Oh ... you've been to the duty-free shop, what did you get? Perfume?
- Girl: You must be joking. It costs much less at the supermarket at home. There was some nice jewellery, but what was really good value was this T-shirt ... look.
- Man: Oh ... £4.50, well that's cheaper than the box of chocolates you bought last year anyway.

Now listen again.

2: What have they forgotten?

- Man: Now we've put the tent up, let's make something to drink. I'll get the cups. They're in the plastic bag in the back of the car, aren't they?
- Woman: No, that's got the new frying pan in it. You packed the cups in the box with the plates.
- Man: Ah yes, that's right. Here they are. But I can't see the plastic bag anywhere.
- Woman: Oh dear, we've left it behind, so we can't cook anything. Well, we can still have a cup of tea.

Now listen again.

3: How will the girl get home?

- Girl: ... Hi Mum, it's me ... it's all right, I'm not phoning for a lift ... I am going to be late though ... Mmm ... when I got to the railway station I found the 7 o'clock was cancelled, so I'll just wait for the next one - there aren't any buses at this time of night. See you soon, I hope ... Next time I'll go by bike!

Now listen again.

4: Which room are the flowers in?

- Woman 1: Hi! I'm home. Oh, where have you put the flowers that Robin bought me? I left them on the table here in the hall with some letters I need to post.
- Woman 2: Well, they were in the way there, so I've put them in a jug in the bedroom.
- Woman 1: Okay thanks, but I think I'll put them in the kitchen. They'll look nicer there. Would you like a cup of coffee?
- Woman 2: Umm. That sounds good!

Now listen again.

5: What is at the art gallery this week?

- Man: Thank you for calling the Central Art Gallery. This week, and next, there is a special exhibition of paintings by a local artist, John Temple, on the subject of 'Growing Old'. He is now quite well known and we hope this exhibition will be even more popular than his last one on 'Animals in the Wild'. Next week we will also have a small exhibition of children's paintings of the seaside.

Now listen again.

6: Which is the woman's suitcase?

- Man: Good afternoon Madam, I understand you've lost a piece of luggage. Could you describe it to me please?
- Woman: Yes, it's a small black suitcase, with a set of wheels at one end and a metal handle which pulls out of the other end, so you can pull it along.

Now listen again.

7: What time does the woman's flight leave?

- Woman: Excuse me, I've come to the airport rather early. I'm booked on flight number 645 to London which leaves at 8.45. I've got these two heavy bags, and the check-in time isn't until 7.35. Would it be possible to check them in a little earlier?
- Man: I'm sorry Madam, but there's nobody here from that company yet. They usually come in at about 7.15. Perhaps you can come back then?

Now listen again.

That is the end of Part 1.

— *** —

PAPER 2 | LISTENING

Now turn to Part 2, questions 8 to 13. You will hear a radio interview with Darren Hubbard, a runner who takes part in athletics competitions. For each question, put a tick in the correct box.

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

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

Woman: Our next guest is the runner Darren Hubbard. Darren, the year started badly for you.

Man: It did. In the February competition I was running in my normal events, the 200, 400 and 800-metre races. I'd done quite badly in the first race – though I wasn't last – but the problems really began with the 800 metres. During the race I was injured, and it took me quite a while to recover.

Woman: When did things start to get better?

Man: In the summer, really. I was disappointed because I hadn't got into the British team but then I was offered a contract with a Japanese company that makes running shoes. The money meant I could stop work. I'd only been working part-time in a shop but, as you know, this can make things quite difficult for athletes. I accepted the contract immediately.

Woman: Has it taken long to get fit again?

Man: No – not long because I now do some different exercises as part of my training. For example, we've introduced swimming and weight-training into my programme. I've had the same trainer since I started running, and I still train for 5 hours a day as before but, of course, I don't have to fit that in around work any more.

Woman: So you're confident about the next competition, then?

Man: Yes. I don't have any plans to retire! I've been in other races since February and I've already proved that I'm fit. But the next competition is important to me. I'm hoping to get married soon and the prize money would be very useful to pay for the celebrations. In fact, it will be very difficult without it.

Woman: Which races are you in?

Man: On day one, I start with the 800 metres and the following day there's the 400 metres. That's the race I'm most confident about. I'll finish with the 200 metres on day three.

Woman: And what are you hoping the future will bring?

Man: I'm aiming to get faster at the distances I run. That's one thing. And, although I don't want to be really famous, I mean, I don't want the newspapers writing about me all the time, I would like to get to the point where I walk down the street and everybody says 'There's Darren!' Yes, I'd quite like that.

Woman: Well, good luck with that Darren, and thank you for joining us ... [Fade]

Now listen again.

That is the end of Part 2.

— *** —

Now turn to Part 3, questions 14 to 19. You will hear a radio announcer giving details about a photography competition. For each question, fill in the missing information in the numbered space.

You now have 20 seconds to look at Part 3.

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

Man: Now, this morning I'd like to tell you about this year's competition for the best photograph of animals, birds or plants. We have some great prizes for you – first prize for the most original photo is a cheque for £2,000 and a picture of elephants painted by the artist John Stevens. The second prize is £1,000 and camera equipment worth £200. The lucky winner will receive his or her prize in London on 16th October this year. So, all you photographers, get your cameras and start taking some great photographs, as you must send them to us by 14th May.

Now for the details. You can enter up to three colour photographs in each of the following areas. First of all, British Nature. For this your photos must only include plants or animals which are found living in Britain. Secondly, Wild Places. Your photos should be of lonely places. And finally, our third subject is Animals at Night. Pictures must be taken between sunset and sunrise and must include animals.

All the winning photographs can be seen in a special exhibition at the Victoria Museum in London, from the end of November until January next year. The exhibition will tour the UK and the USA in the spring, followed by France and Japan during the summer.

Remember, the judges want to see some original ideas – they don't want photos of pets or animals in zoos. Now, to enter, the first thing you should do is contact us to get an application form. Our address is Radio TYL, 63 Beechwood Road, that's spelled B E E C H W O O D, Road, London 6TY 9JN.

Of course, if you have any questions about the competition we'll be glad to hear from you. You can either telephone us on 0163 55934 or fax us on 0163 33298.

Now listen again.

That is the end of Part 3.

— *** —

Now turn to Part 4, questions 20 to 25. Look at the six sentences for this part. You will hear a boy called Jack and a girl called Helen, talking about a rock festival. 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.

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

Girl: Hi Jack, how are you?

Boy: Fine, Helen. Did you go to the rock festival last Saturday? I didn't see you there.

PAPER 2 | LISTENING

- Girl: Well, there were lots of people! It was great, wasn't it?
- Boy: Well, one or two bands were brilliant, yes, but I have to say it *wasn't* as good as I thought it would be.
- Girl: Oh, why's that?
- Boy: Well, perhaps I expected too much ... It did cost a lot of money to get in – £20.
- Girl: Didn't you book early? My ticket was much less.
- Boy: But you had to buy that so long ago!
- Girl: So?
- Boy: Well, I mean until last Wednesday I thought I wasn't even going to the festival.
- Girl: Oh that's right. You were supposed to go to Canada, weren't you? I'm sorry that didn't happen.
- Boy: Don't remind me about it! ... I doubt if I'll ever get the same chance again.
- Girl: I'm sure you will, Jack. Anyway ... talking about the festival, what did you think of the food there?
- Boy: It wasn't bad.
- Girl: So much choice, especially for vegetarians like me ... and there never seemed to be many queues.
- Boy: Mmm. You know, I *did* enjoy the afternoon ...
- Girl: Yes, that was the best thing, wasn't it, when it got really sunny?
- Boy: Did it? I didn't notice! That's when my favourite band were playing.
- Girl: Flashbang? They had a problem with their sound system, didn't they? I had to cover my ears at one point.
- Boy: Helen, it's supposed to be like that! That's what's so good about them ... the drums were like thunder. It's my favourite kind of music.
- Girl: Well, that wouldn't be my choice, Jack.
- Boy: So what did you like best then?
- Girl: Oh, Maria Crevel – definitely – she sang so beautifully ...
[FADE]

Now listen again.

That is the end of Part 4.

You now have 6 minutes to check and copy your answers on to the answer sheet.

You have one more minute.

That is the end of the test.

PAPER 2 | LISTENING

Answer key

| Q | Part 1 | Q | Part 2 | Q | Part 3 | Q | Part 4 |
|---|--------|----|--------|----|-------------|----|--------|
| 1 | B | 8 | B | 14 | elephant(s) | 20 | B |
| 2 | C | 9 | C | 15 | 14(th) May | 21 | A |
| 3 | B | 10 | A | 16 | night | 22 | A |
| 4 | C | 11 | B | 17 | France | 23 | B |
| 5 | B | 12 | B | 18 | Beechwood | 24 | B |
| 6 | A | 13 | C | 19 | 0163 55934 | 25 | A |
| 7 | C | | | | | | |

Brackets () indicate optional words or letters

Candidate answer sheet

UNIVERSITY of CAMBRIDGE
ESOL Examinations

Candidate Name
Write your name in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature

Centre No.
Write your centre number in the grid (in pencil).

Examination Title

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here

PET Paper 2 Listening Candidate Answer Sheet

You must transfer all your answers from the Listening Question Paper to this answer sheet.

Instructions
Use a PENCIL (B or HB).
Rub out any answer you want to change with an eraser.
For Parts 1, 2 and 4:
Mark ONE letter for each question.
For example, if you think A is the right answer to the question, mark your answer sheet like this:

For Part 3:
Write your answers clearly in the spaces next to the numbers (14 to 19) like this:

| Part 1 | Part 2 | Part 3 | Part 4 |
|---------|----------|--------|--------|
| 1 A B C | 8 A B C | 14 | 20 A B |
| 2 A B C | 9 A B C | 15 | 21 A B |
| 3 A B C | 10 A B C | 16 | 22 A B |
| 4 A B C | 11 A B C | 17 | 23 A B |
| 5 A B C | 12 A B C | 18 | 24 A B |
| 6 A B C | 13 A B C | 19 | 25 A B |
| 7 A B C | | | |

| Do not write here | Part 3 | Part 4 |
|-------------------|--------|--------|
| 1 14 0 | 14 | 20 A B |
| 1 15 0 | 15 | 21 A B |
| 1 16 0 | 16 | 22 A B |
| 1 17 0 | 17 | 23 A B |
| 1 18 0 | 18 | 24 A B |
| 1 19 0 | 19 | 25 A B |

PET L

DP493/391

Paper 3

Speaking

General description

| | |
|----------------------------|--|
| PAPER FORMAT | The paper contains four parts. |
| TIMING | 10–12 minutes per pair of candidates. |
| INTERACTION PATTERN | The standard format is two candidates and two examiners. One examiner acts as 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 interlocutor; a collaborative task involving both candidates; a 1-minute long turn and a follow-up discussion. |
| MARKS | Candidates are assessed on their performance throughout the test. There are a total of 25 marks for Paper 3, making 25% of the total score for the whole examination. |

Structure and tasks

PART 1

| | |
|-----------------------------|---|
| TASK TYPE AND FORMAT | Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions. |
| FOCUS | Giving information of a factual, personal kind. The candidates respond to questions about present circumstances, past experiences and future plans. |
| TIMING | 2–3 minutes |

PART 2

| | |
|-----------------------------|---|
| TASK TYPE AND FORMAT | 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. |
| FOCUS | Using functional language to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement. |
| TIMING | 2–3 minutes |

PART 3

| | |
|-----------------------------|--|
| TASK TYPE AND FORMAT | Extended turn. A colour photograph is given to each candidate in turn and they are asked to talk about it for approximately a minute. Both photographs relate to the same topic. |
| FOCUS | Describing photographs and managing discourse, using appropriate vocabulary, in a longer turn. |
| TIMING | 3 minutes |

PART 4

| | |
|-----------------------------|---|
| TASK TYPE AND FORMAT | 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. |
| FOCUS | The candidates talk together about their opinions, likes/dislikes, preferences, experiences, habits, etc. |
| TIMING | 3 minutes |

Preparation

General

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

By part

PART 1

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

PART 2

- This part of the test takes the form of a simulated situation where the candidates are asked, for example, to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement with their partner. It is not a role-play activity, however, as candidates will always be giving their own

views and opinions about an imaginary situation, rather than assuming an unfamiliar role.

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

PART 3

- In this part of the test, each candidate is given one colour photograph to describe. The photographs will depict everyday situations 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) is/are saying, as well as talking about themselves.
- If, at any time during the test, candidates have difficulty in understanding an instruction, question or response, they should ask the interlocutor or their partner to repeat what was said. Marks will not normally be lost for the occasional request for repetition.

PAPER 3 | SPEAKING

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?

(Hand over the mark sheets to the Assessor.)

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

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

B And what's your name?
Thank you.

Back-up prompts

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

Thank you.

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

Thank you.

How do you write your family
/ second name?

How do you write your family
/ second name?

(Ask the following questions. Use candidates' names throughout. Ask Candidate A first.)

Where do you live / come from?

Adult students

Do you work or are you a student in ...?
What do you do / study?

School-age students

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

Thank you.

(Repeat for Candidate B.)

Do you live in ...?

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

Do you have English
lessons?

Phase 2
Interlocutor

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

Back-up prompts

Do you enjoy studying English? Why (not)?

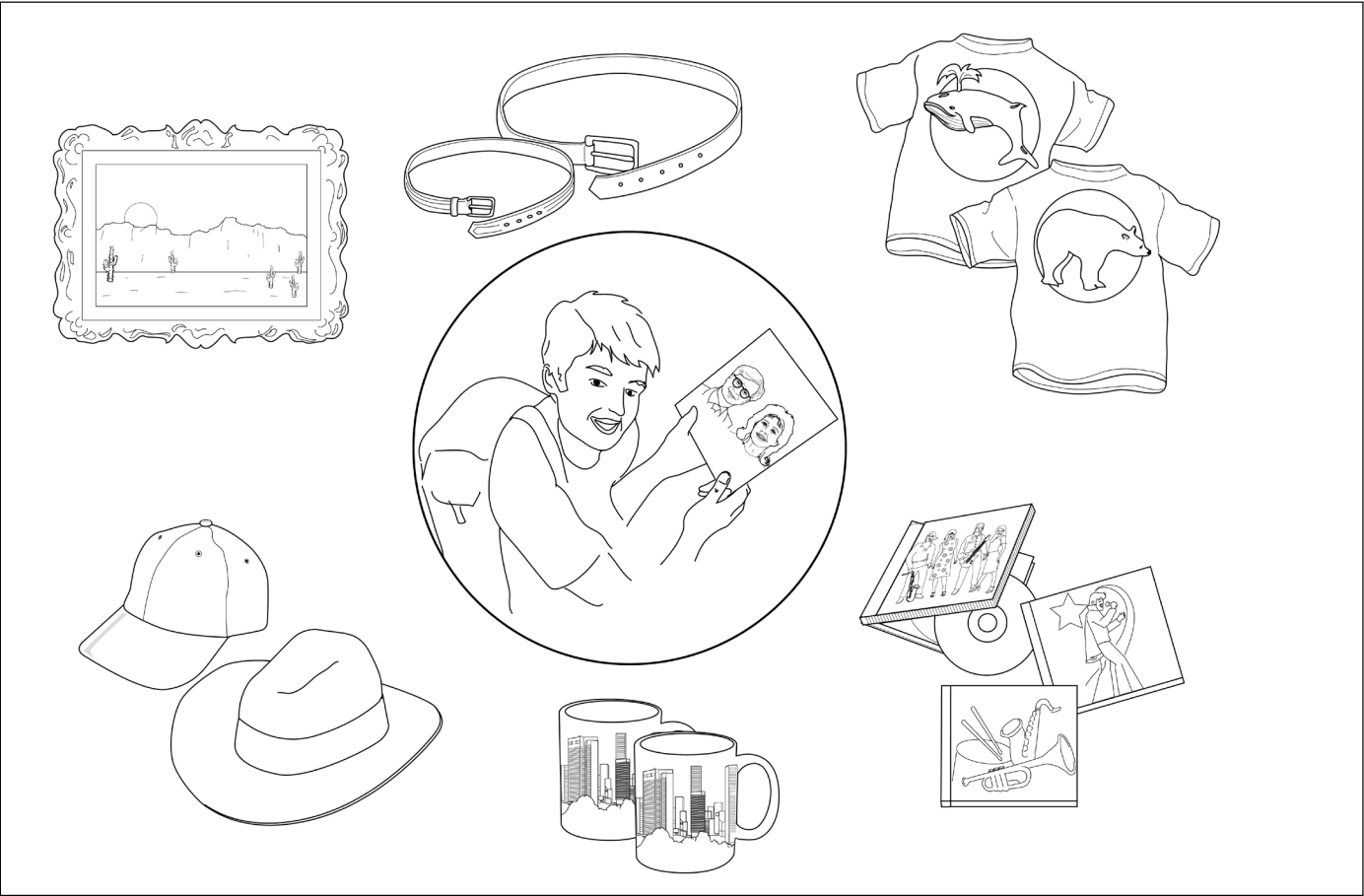
Do you think that English will be useful for you in the future?

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.



Speaking Test 1 (Holiday present)

Part 2 (2-3 minutes)

Interlocutor
Say to both
candidates:

I'm going to describe a situation to you.
A young man on holiday in **North America** wants to buy a **present** to take home to his **parents**. Talk together about the different presents he could **buy**, and say which would be **best**.
Here is a picture with some ideas to help you.

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

I'll say that again.
A young man on holiday in **North America** wants to buy a **present** to take home to his **parents**. Talk together about the different presents he could **buy**, and say which would be **best**.

All right? Talk together.

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

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

Retrieve **Part 2 booklet**.

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



PAPER 3 | SPEAKING



Speaking Test 1 (People reading and writing)

Part 3 (3 minutes)

Interlocutor
Say to both
candidates:

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

(Candidate A)

Approximately one minute
If there is a need to intervene, prompts rather than direct questions should be used.
Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

Interlocutor

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

(Candidate B)

Approximately one minute
Thank you. (Can I have the booklet please?)
Retrieve Part 3 booklet from Candidate B.

Part 4 (3 minutes)

Interlocutor
Say to both
candidates:

Your photographs showed 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.

Parts 3 & 4 should take about 6 minutes together.

Assessment of Speaking

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge ESOL for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners; the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

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

The interlocutor awards a mark for global achievement using the global achievement scale.

Assessment for *Cambridge English: Preliminary* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for *Cambridge English: Preliminary* (shown on page 47) are extracted from the overall Speaking scales on page 48.

Cambridge English: Preliminary Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 48.

| B1 | Grammar and Vocabulary | Discourse Management | Pronunciation | Interactive Communication |
|----|---|---|--|---|
| 5 | Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. | Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. | Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. | Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support. |
| 4 | <i>Performance shares features of Bands 3 and 5.</i> | | | |
| 3 | Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. | Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. | Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | Initiates and responds appropriately. Keeps the interaction going with very little prompting and support. |
| 2 | <i>Performance shares features of Bands 1 and 3.</i> | | | |
| 1 | Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics. | Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. | Is mostly intelligible, despite limited control of phonological features. | Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 0 | <i>Performance below Band 1.</i> | | | |

| B1 | Global Achievement |
|----|---|
| 5 | Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur. |
| 4 | <i>Performance shares features of Bands 3 and 5.</i> |
| 3 | Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances. |
| 2 | <i>Performance shares features of Bands 1 and 3.</i> |
| 1 | Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses. |
| 0 | <i>Performance below Band 1.</i> |

Overall Speaking scales

| | Grammatical Resource | Lexical Resource | Discourse Management | Pronunciation | Interactive Communication |
|-------------------------------|--|---|--|--|---|
| | <ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms and uses them with flexibility. | <ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary with flexibility to give unfamiliar and abstract topics. | <ul style="list-style-type: none"> Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers. | <ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. | <ul style="list-style-type: none"> Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome. |
| C2 | <ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms. | <ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics. | <ul style="list-style-type: none"> Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers. | <ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. | <ul style="list-style-type: none"> Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome. |
| C1 | <ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. | <ul style="list-style-type: none"> Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. | <ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. | <ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. | <ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome. |
| Grammar and Vocabulary | | | | | |
| B2 | <ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses appropriate vocabulary to give and exchange views, on a range of familiar topics. | | <ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. | <ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. | <ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support. |
| B1 | <ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. | | <ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. | <ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | <ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support. |
| A2 | <ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | | | <ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. | <ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| A1 | <ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. | | | <ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. | <ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |

Cambridge ESOL Speaking Assessment

Glossary of terms

1. GENERAL

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| Conveying basic meaning | Conveying basic meaning: the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message. |
| Situations and topics | <p>Everyday situations: situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to school or work, taking part in leisure activities. A <i>Cambridge English: Key (KET)</i> task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.</p> <p>Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. <i>Cambridge English: First (FCE)</i> tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.</p> <p>Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. <i>Cambridge English: Advanced (CAE)</i> tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.</p> <p>Abstract topics: topics which include ideas rather than concrete situations or events. <i>Cambridge English: Proficiency (CPE)</i> tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.</p> |
| Utterance | Utterance: people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language. |

2. GRAMMAR AND VOCABULARY

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| Appropriacy of vocabulary | Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in the utterance <i>I'm very sensible to noise</i> , the word <i>sensible</i> is inappropriate as the word should be <i>sensitive</i> . Another example would be <i>Today's big snow makes getting around the city difficult</i> . The phrase <i>getting around</i> is well suited to this situation. However, <i>big snow</i> is inappropriate as <i>big</i> and <i>snow</i> are not used together. <i>Heavy snow</i> would be appropriate. |
| Flexibility | Flexibility: the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas. |

2. GRAMMAR AND VOCABULARY (cont.)

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| Grammatical control | <p>Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.</p> <p>Where language specifications are provided at lower levels (as in <i>Cambridge English: Key (KET)</i> and <i>Cambridge English: Preliminary (PET)</i>), candidates may have control of only the simplest exponents of the listed forms.</p> <p>Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning, the production of one part of a complex form incorrectly or the use of some complex forms correctly and some incorrectly.</p> <p>Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.</p> |
| Grammatical forms | <p>Simple grammatical forms: words, phrases, basic tenses and simple clauses.</p> <p>Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.</p> |
| Range | Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms. |

3. DISCOURSE MANAGEMENT

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| Coherence and cohesion | <p>Coherence and cohesion are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.</p> <p>Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.</p> <p>Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition (<i>and, in addition, moreover</i>); consequence (<i>so, therefore, as a result</i>); order of information (<i>first, second, next, finally</i>).</p> <p>At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. <i>and, but, or, then, finally</i>) but also with more sophisticated devices (e.g. <i>therefore, moreover, as a result, in addition, however, on the other hand</i>).</p> <p>Related vocabulary: the use of several items from the same lexical set, e.g. <i>train, station, platform, carriage; or study, learn, revise</i>.</p> <p>Grammatical devices: essentially the use of reference pronouns (e.g. <i>it, this, one</i>) and articles (e.g. <i>There are two women in the picture. The one on the right ...</i>).</p> <p>Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. <i>you know, you see, actually, basically, I mean, well, anyway, like</i>.</p> |
| Extent/extended stretches of language | Extent/extended stretches of language: the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses. |
| Relevance | Relevance: a contribution that is related to the task and not about something completely different. |
| Repetition | Repetition: repeating the same idea instead of introducing new ideas to develop the topic. |

4. PRONUNCIATION

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| Intelligible | Intelligible: a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent. |
| Phonological features | <p>Phonological features include the pronunciation of individual sounds, word and sentence stress and intonation.</p> <p>Individual sounds are:</p> <ul style="list-style-type: none"> • Pronounced vowels, e.g. the /æ/ in cat or the /e/ in bed • Diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in host or the /eɪ/ in hate • Consonants, e.g. the /k/ in cut or the /f/ in fish. <p>Stress: the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. imPORtant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. <i>WHY is that one important?</i> versus <i>Why is THAT one important?</i></p> <p>Intonation: The way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.</p> |

5. INTERACTIVE COMMUNICATION

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| Development of the interaction | Development of the interaction: actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus, or to something the other candidate/interlocutor has said, or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. <i>What about bringing a camera for the holiday?</i> or <i>Why's that?</i>). |
| Initiating and Responding | <p>Initiating: starting a new turn by introducing a new idea or a new development of the current topic.</p> <p>Responding: replying or reacting to what the other candidate or the interlocutor has said.</p> |
| Prompting and Supporting | <p>Prompting: instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution.</p> <p>Supporting: instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.</p> |
| Turn and Simple exchange | <p>Turn: everything a person says before someone else speaks.</p> <p>Simple exchange: a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question-answer, suggestion-agreement.</p> |

Cambridge English: Preliminary Glossary

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| Answer Sheet | the form on which candidates record their responses. |
| Assessor | the Speaking test examiner who assigns a score to a candidate's performance, using analytical criteria to do so. |
| Cloze Test | a type of gap-filling task in which whole words have been removed from a text and which candidates must replace. |
| Coherence | language which is coherent is well planned and clear, and all the parts or ideas fit well so that they form a united whole. |
| Collaborative Task | the opportunity in the Speaking test for the candidates to engage in a discussion and work together towards a negotiated outcome of the task set. |
| Discourse | written or spoken communication. |
| Gap-Filling Item | any type of item which requires the candidate to insert some written material – letters, numbers, single words, phrases, sentences or paragraphs – into spaces in the text. The response may be supplied by the candidate or selected from a set of options. |
| Gist | the central theme or meaning of the text. |
| Impeding Error | an error which prevents the reader from understanding the word or phrase. |
| Interlocutor | the Speaking test examiner who conducts the test and makes a global assessment of each candidate's performance. |
| Item | each testing point in a test which is given a separate mark or marks. |
| Key | the correct answer to an item. |
| Lexical | adjective from lexis, meaning to do with vocabulary. |
| Long Turn | the opportunity in the Speaking test for a candidate to talk uninterrupted for a period of time, enabling them to produce an extended piece of discourse. |
| Lozenge | the space on the mark sheet which candidates must fill in to indicate their answer to a multiple-choice question. |
| Multiple Choice | a task where candidates are given a set of several possible answers of which only one is correct. |
| Multiple Matching | a task in which a number of questions or sentence completion items, generally based on a reading text, are set. The responses are provided in the form of a bank of words or phrases, each of which can be used an unlimited number of times. |
| Opening And Closing Formulae | the expressions, either formal or informal, that are usually used to open and close letters, e.g. 'Dear Maria ... With best wishes from ...', or 'Dear Mr Dakari ... Yours sincerely ...'. |
| Options | the individual words in the set of possible answers for a multiple-choice item. |
| Paraphrase | to give the meaning of something using different words. |
| Pretesting | a stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty. |
| Prompt Sentence | the complete sentence given as the opening or closing line of a story in <i>Cambridge English: Preliminary Writing Part 3</i> . |
| Referencing | the technique of using 'referents'. |
| Referent | a word or term that refers to another person, place, etc. |
| Register | the tone of a piece of writing. The register should be appropriate for the task and target reader, e.g. a letter of application is written in a formal register. |

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| Rubric | the instructions to an examination question which tell the candidate what to do when answering the question. |
| Target Reader | the intended recipient of a piece of writing. It is important to ensure that the effect of a written task on a target reader is a positive one. |

Acronyms

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| ALTE | The Association of Language Testers in Europe |
| CEFR | Common European Framework of Reference for Languages |
| EFL | English as a Foreign Language |
| ESOL | English for Speakers of Other Languages |
| UCLES | University of Cambridge Local Examinations Syndicate |



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