



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Cambridge English **Preliminary** *for Schools*

Handbook for Teachers

Preliminary English Test (PET) for Schools
CEFR Level B1

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 for Schools*, also known as *Preliminary English Test (PET) for Schools*. 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

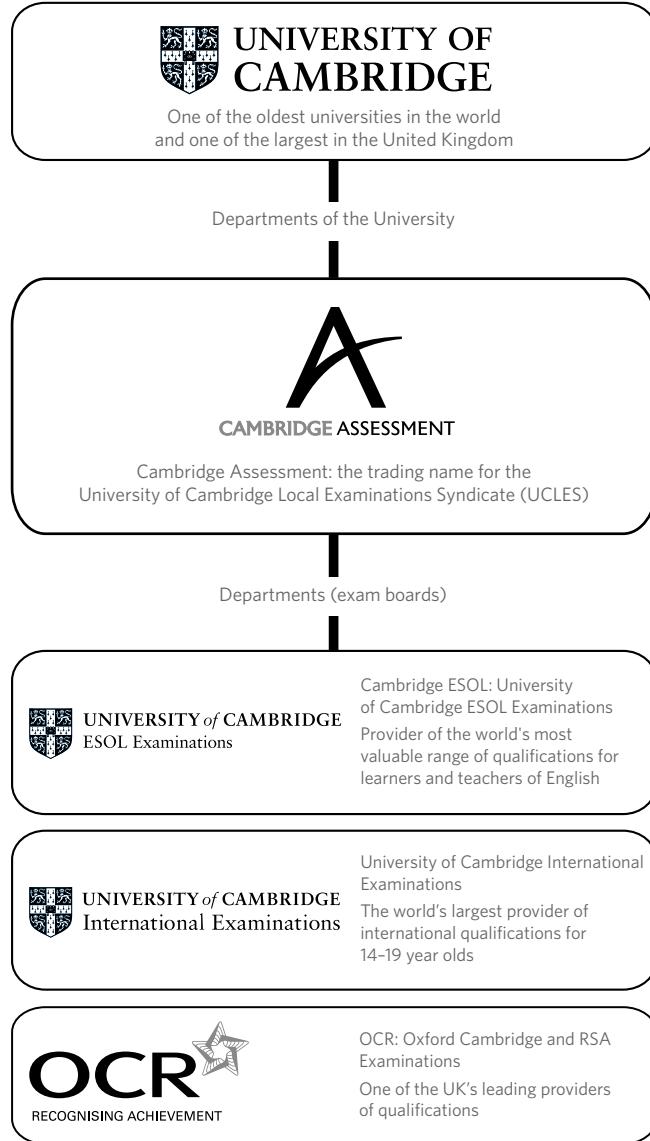
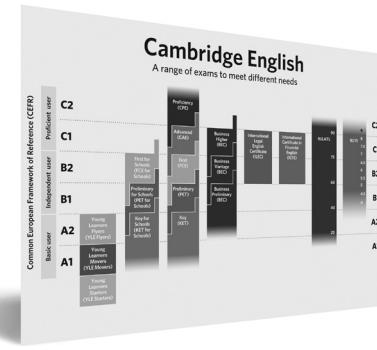
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About Cambridge ESOL

Cambridge English: Preliminary for Schools 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 for Schools

Cambridge English: Preliminary for Schools is an English qualification at intermediate level. It was developed in 2008 as a version of *Cambridge English: Preliminary* with exam content and topics specifically targeted at the interests and experience of school-age learners.

Cambridge English: Preliminary for Schools:

- follows exactly the same format and level as *Cambridge English: Preliminary*
- leads to exactly the same internationally recognised certificate as *Cambridge English: Preliminary*
- matches students' experiences and interests
- enables students to take an internationally recognised exam and enjoy the exam experience.

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

Who is the exam for?

Cambridge English: Preliminary for Schools is aimed at learners 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 UK Border Agency accepts *Cambridge English: Preliminary* certificates as meeting the 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 for Schools 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 and Leisure	CAN understand factual articles in magazines and letters from friends expressing personal opinions. CAN write to his/her friends about the books, music and films that he/she likes.	CAN identify the main points of TV programmes on familiar topics. CAN talk about things such as films and music and describe his/her reaction.
School and Study	CAN understand most information of a factual nature in his/her school subjects. CAN write a description of an event, for example a school trip. CAN take basic notes in a lesson.	CAN understand instructions on classes and homework given by a teacher or lecturer. CAN repeat back what people say to check that he/she has understood. CAN give detailed practical instructions on how to do something he/she knows well.

Exam content and processing

Cambridge English: Preliminary for Schools 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 for Schools* 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 & Writing, Listening and Speaking. The Reading and Writing paper 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 for Schools* 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 for Schools* 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, etc.
 understanding and completing forms giving personal details
 understanding and writing letters, giving personal details
 describing education, qualifications and skills
 describing people (personal appearance, qualities)
 asking and answering questions about personal possessions
 asking for repetition and clarification
 re-stating what has been said
 checking on meaning and intention
 helping others to express their ideas
 interrupting a conversation
 starting a new topic
 changing the topic
 resuming or continuing the topic
 asking for and giving the spelling and meaning of words
 counting and using numbers
 asking and telling people the time, day and/or date
 asking for and giving information about routines and habits
 understanding and writing diaries and letters giving information about everyday activities
 talking about what people are doing at the moment
 talking about past events and states in the past, recent activities and completed actions
 understanding and producing simple narratives
 reporting what people say
 talking about future or imaginary situations
 talking about future plans or intentions
 making predictions

identifying and describing accommodation (houses, flats, rooms, furniture, etc.)

buying and selling things (costs, measurements and amounts)

talking about food and meals

talking about the weather

talking about one's health

following and giving simple instructions

understanding simple signs and notices

asking the way and giving directions

asking for and giving travel information

asking for and giving simple information about places

identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)

making comparisons and expressing degrees of difference

talking about how to operate things

describing simple processes

expressing purpose, cause and result, and giving reasons

drawing simple conclusions and making recommendations

making and granting/refusing simple requests

making and responding to offers and suggestions

expressing and responding to thanks

giving and responding to invitations

giving advice

giving warnings and prohibitions

persuading and asking/telling people to do something

expressing obligation and lack of obligation

asking and giving/refusing permission to do something

making and responding to apologies and excuses

expressing agreement and disagreement, and contradicting people

paying compliments

criticising and complaining

sympathising

expressing preferences, likes and dislikes (especially about hobbies and leisure activities)

talking about physical and emotional feelings

expressing opinions and making choices

expressing needs and wants

expressing (in)ability in the present and in the past

talking about (im)probability and (im)possibility

expressing degrees of certainty and doubt

Inventory of grammatical areas**Verbs**

Regular and irregular forms

Modals

can (ability; requests; permission)

could (ability; possibility; polite requests)

would (polite requests)

will (offer)

shall (suggestion; offer)

should (advice)

may (possibility)

might (possibility)

have (got) to (obligation)

ought to (obligation)

must (obligation)

mustn't (prohibition)

need (necessity)

needn't (lack of necessity)

used to + infinitive (past habits)

Tenses

Present simple: states, habits, systems and processes (and verbs not used in the continuous form)
 Present continuous: future plans and activities, present actions
 Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since
 Past simple: past events
 Past continuous: parallel past actions, continuous actions interrupted by the past simple tense
 Past perfect simple: narrative, reported speech
 Future with going to
 Future with present continuous and present simple
 Future with will and shall: offers, promises, predictions, etc.

Verb forms

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

Compound verb patterns

Phrasal verbs/verbs with prepositions

Conditional sentences

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

Simple reported speech

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

Interrogatives

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

Nouns

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

Pronouns

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

Determiners

a + countable nouns
 the + countable/uncountable nouns

Adjectives

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

Adverbs

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

Prepositions

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

Connectives

and, but, or, either ... or
 when, while, until, before, after, as soon as
 where
 because, since, as, for
 so that, (in order) to
 so, so ... that, such ... that
 if, unless
 although, while, whereas

Note that students will meet forms other than those listed in *Cambridge English: Preliminary for Schools*, 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	
Personal feelings, experiences and opinions	

Lexis

The *Cambridge English: Preliminary* and *Cambridge English: Preliminary for Schools* examinations include 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* and *Cambridge English: Preliminary for Schools*.

A list of vocabulary that could appear in the *Cambridge English: Preliminary* and *Cambridge English: Preliminary for Schools* examinations 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* and *Cambridge English: Preliminary for Schools* 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 for Schools gives detailed, meaningful results. All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels A2 and B1 will also receive a **certificate**.

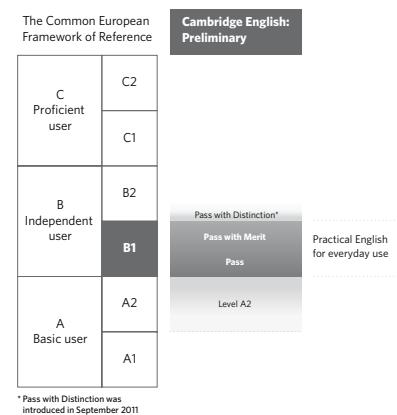
Statement of Results

This Statement of Results outlines:

- the candidate's results. The 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 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 photocopyable 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



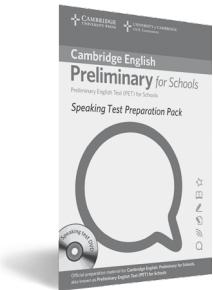
Speaking Test Preparation Pack

This comprehensive resource pack is designed to help teachers prepare students for the *Cambridge English: Preliminary for Schools* 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



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 for Schools* 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



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 for Schools* 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 for Schools 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 for Schools* 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 7 questions.
TASK TYPES	Matching, multiple choice, true/false, transformational sentences, guided writing and extended writing.
SOURCES	Authentic and adapted-authentic real-world notices; newspapers and magazines; simplified encyclopaedias; 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 for Schools</i> , candidates mark or type their answers directly onto the computer. There are no examples in computer-based <i>Cambridge English: Preliminary for Schools</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 lexico-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 for Schools* 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 for Schools* are accessible worldwide and of general interest to the 11–14 age group. Each exam task is pretested on large numbers of students before going live, to monitor its suitability and level.
- To prepare for the Reading component, students should be exposed to a variety of authentic texts, drawn from newsletters and magazines, non-fiction books, and other sources of factual material, such as leaflets, brochures and websites. It is also recommended that students practise reading (and writing) short communicative messages, including notes, cards and emails.
- As the Reading component places some emphasis on skimming and scanning skills, it is important for students to be given practice in these skills, working with texts of different lengths. It should be stressed to students that they do not need to process every word of the text: they may read an article on history purely to find particular dates or a brochure to check on different locations.
- It is essential that students familiarise themselves with the instructions on the front page of the question paper and read the individual instructions for each part very carefully. Where an example is given, it is advisable to study it before embarking on the task. Students should also know how to mark their answers on the separate answer sheet, so that in the examination they can do this quickly and accurately. No extra time is allowed for the transfer of answers on Paper 1 and students may prefer to transfer their answers at the end of each part.
- When doing final preparation for the examination, it is helpful to discuss timing with students and to get them to consider how to divide up the time between the various parts of the paper. Broadly speaking, it is envisaged that candidates will spend approximately 50 minutes on the Reading component and 40 minutes on the Writing component.

By part

PART 1

- Part 1 tests the candidate's understanding of various kinds of short texts: authentic notices and signs, packaging information (for example, instructions on a food package), and communicative messages (notes, emails, cards and postcards). Accompanying the text is one multiple-choice question with three options, A, B and C.
- When candidates attempt a question in this part, they should first read the text carefully and think about the situation in which it would appear. A text is often accompanied by visual information as to its context, for example showing its location, and this may also help candidates to guess the purpose of the text. After thinking about the general meaning in this way, candidates should read all three options and compare each one with the text before choosing their answer. As a final check, candidates should 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, or choosing activities. Candidates should begin Part 2 by reading through the five descriptions of the people. They should then read through all eight texts carefully, underlining any matches within them. In order to choose the correct text, candidates will need to check that all the requirements given in the description are met by it. Candidates should be warned against '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 for Schools</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 whom 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 22, with marks and examiner comments.

PART 3

- Part 3 offers candidates a choice of task: either a story or an informal letter may be written. Both tasks require an answer of about 100 words. 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 assess the standards required, there are several sample answers to the Writing Part 3 questions on pages 27–29, with marks and examiner comments.

Why has Monica written the email?

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

From:	Monica
To:	Anna
Hi. Have you remembered about the youth club camping trip? We have to tell the organiser tomorrow if we're interested and I wanted to know if you are going.	

3

The advert says the computer game

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

**Reading • Part 1****Questions 1 – 5**

Look at the text in each question.

What does it say?

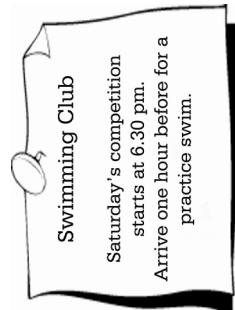
Mark the correct letter **A**, **B** or **C** on your answer sheet.**Example:****The advert says the computer game**

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



4

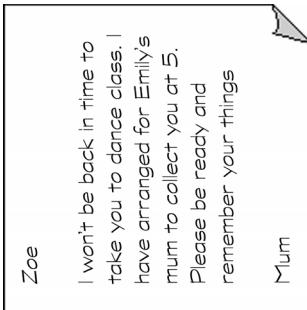
- A The swimming competition will last for one hour.
 B All swimmers should get some practice before Saturday.
 C There is an opportunity to swim before the competition starts.



5

What must Zoe do?

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



6

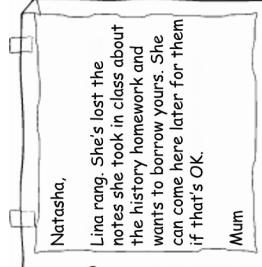
What should Peter do?

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



1

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



2

Turn Over ►

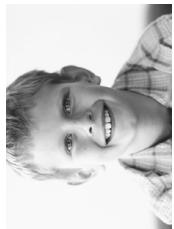
3

2

PAPER 1 | READING AND WRITING

Reading • Part 2**Questions 6 – 10**

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

**6**

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

**7**

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

**8**

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

**9**

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

**10**

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

Teen Magazines

A **Youth World** is an entertainment magazine full of ideas on what to do. It provides details of all the latest films, concerts, exhibitions and fashion shows. If you are someone who prefers to stay in, it also recommends the best DVDs to watch.

B **Teens Now** is a successful music magazine for teenagers that lists who is playing, where and when and how to get tickets. Interviews with well-known singers and groups as well as detailed biographies are included. It also gives its readers the chance to send in their own articles.

C **NS Teens** magazine is well-known for its wildlife and environmental content but it also has articles on the history and culture of people from around the world. Some of the articles are long and detailed but the magazine is also famous for its fantastic photo-journalism. There are also letters from readers as well as maps and fact sheets.

D Some leading journalists write for **Teen People**, a music magazine aimed at the teen market. There are interviews with new bands as well as the latest news on recordings, tours and festivals. A popular feature is the annual reader's vote for the best new band.

E **Top Teens** is easy to read and full of colour photographs. There are a range of different sections including those offering fashion and beauty advice. But the majority of its pages are devoted to interviews with the popular, well-known stars of cinema, music and sport.

F The only environmental magazine written by teenagers for teenagers is **Young WB**. Readers are invited to send their articles and photographs to the magazine's offices and material is chosen for the next issue. As well as articles about the natural world, the magazine also has many special offers and competitions.

G **Teenplus** is very different from the average teen magazine that simply offers articles on pop stars and fashion. This exciting new magazine informs readers about what is happening in the world through its in-depth articles on current affairs, politics and science. It also offers a variety of reviews on recent books, films and music CDs.

H No journalists write for **Teen Voice**. This magazine depends completely on articles sent in by its teenage readers. It gives young people the opportunity to publish their creative work, such as poems or short works of fiction or to voice their opinions on important issues. They can also write reviews of the latest music CDs.

Reading • Part 3**Questions 11 – 20**

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

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

Comedy Kids

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



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

The *Comedy Kids* company was set up by John Winterton, who says that no-one had thought of being a stand-up comedian for young people until he came along. In fact, his act quickly became so popular that he soon found lots of other comedians who wanted to join his company and perform for families and young people. And if you think, as many others do, that a young people's comedian leaps on stage in a brightly-coloured costume and big red nose – think again. John usually appears dressed in a cool black jacket and trousers – more like a Hollywood movie star than a circus clown!

If you're having a party at home *Comedy Kids* can come and perform for you there at your party – just ask! Of course, it's not the same as performing on stage, so we're always looking for comedians in the clubs who are good at working with small numbers of young people – and we've discovered there aren't many of them about! But the ones we have found are brilliant. Your very own comedian will also help you to tell your guests some jokes and silly stories – and they can join in too, if they want! It'll be fun – and very different from any party you've ever had before!

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

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

PAPER 1 | READING AND WRITING

Reading • Part 4**Questions 21 – 25**

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

**Underwater research**

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

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

The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

However, the thing I enjoyed most was diving into the water. At first, I was quite frightened – mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 metres down.

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

21 What is Miguel Diaz doing in the text?

- A** describing the part he played in a science project
- B** explaining how to apply for a place on a science trip
- C** giving advice on understanding difficult areas of science
- D** persuading others to organise their own science projects

22 What does Miguel say about the ROV?

- A** It was difficult to operate.
- B** It could only go so far under water.
- C** It was an expensive piece of equipment.
- D** It recorded what was happening under water.

23 What was Miguel's attitude towards diving?

- A** His main worry was losing sight of the boat.
- B** He enjoyed it less than other parts of the trip.
- C** His feelings changed once he was in the water.
- D** He was quite disappointed by the variety of fish.

24 What effect has the trip had on Miguel?

- A** It has changed his opinion of science.
- B** It has improved the way he works in a team.
- C** It has made him a lot more interested in the sea.
- D** It has encouraged him to work towards his goals.

25 What might Miguel write in his diary about the trip?

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

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

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

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

Reading • Part 5**Questions 26 – 35**

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

Example:

- 0** **A** with **B** for **C** by **D** on

Answer: **0** **A** **B** **C** **D**

Superheroes

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

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

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

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

PAPER 1 | READING AND WRITING

Writing • Part 2**Questions 1 – 5**

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

Use no more than three words.

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

Example:

0 Niko really enjoys playing basketball.

Niko is very keen basketball.

Answer: 0

1 Last year, Niko was shown how to play basketball by his older brother.

Niko's older brother him how to play basketball last year.

2 Niko joined a basketball team three years ago.

Niko has been in a basketball team 3 years.

3 Niko practises at a stadium quite near his house.

Niko's house is not very from the stadium where he practises.

4 Niko walks to the stadium in ten minutes.

It Niko ten minutes to walk to the stadium.

5 Niko's team had an important match last week.

There an important match last week for Niko's team.

Question 6

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

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

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

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

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.

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

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

Question 8

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

Jo looked at the map and decided to go left.

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

PAPER 1 | READING AND WRITING

Answer key

READING

Q	Part 1	Q	Part 2	Q	Part 3	Q	Part 4	Q	Part 5
1	A	6	H	11	A	21	A	26	B
2	C	7	E	12	A	22	D	27	D
3	A	8	G	13	A	23	C	28	A
4	C	9	C	14	B	24	D	29	C
5	A	10	B	15	B	25	B	30	B
				16	B			31	D
				17	A			32	C
				18	B			33	C
				19	A			34	D
				20	B			35	A

WRITING

Q	Part 1
1	showed/taught
2	for
3	far/far away
4	takes
5	was

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

Sam,

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

Thu

Examiner comments

5 marks

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

Candidate B

Hi Sam,

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

Love,

Fernanda

Examiner comments

4 marks

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

Candidate C

Hi, Sam. I good journey home. I journey home on the bus. In next year you mast to visit me. It was enjoyed about visit you.

How are you? I'm happy, very happy! London is a beauteful citti. I will phoning you.

By, Lera

Examiner comments

3 marks

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

Candidate D

Dear Sam,

I wanted to say that I'm well. I had very nice holidays. This holidays were super. I want to go to you again. I want to see places of interest again. I want to see you too!

Please write me how are you. What is the wather in London. I'm waiting to your answer.

Valeria

Examiner comments

2 marks

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

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 for Schools 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	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"). 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. 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.
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5. LANGUAGE

Vocabulary	Basic vocabulary refers to vocabulary used for survival purposes, for simple transactions, and the like. Everyday vocabulary refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain. 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.
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	Simple grammatical forms: words, phrases, basic tenses and simple clauses. 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.
Grammatical control	Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning. 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.
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	Impede communication means getting in the way of meaning. Meaning can still be determined indicates that some effort is required from the reader to determine meaning.

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

Part 3 – Letter**Candidate A**

Joe,

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

Your friend

Hoa

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task with plenty of detail. The target reader would be fully informed about the holiday.
Communicative Achievement	5	The letter is written in a natural style and the final questions directed to the target reader have a positive effect and would motivate the reader to respond.
Organisation	5	The letter is well-organised and coherent, using some linking words (<i>but; also; and</i>) and a variety of cohesive devices (<i>It's also the most important holiday; At that time; They prepare so much food</i>) to good effect. Ideas are linked within and across sentences.
Language	4	A range of everyday and less common lexis (<i>occurs; late January; occasion; gather and enjoy the exciting atmosphere</i>) is used appropriately, as well as a range of simple and some more complex structures (<i>an occasion for people who live far away from their home to gather; it is made from sticky rice</i>). Errors with some simple structures are present (<i>every family clean and decorate; especially is sticky-rice; people love it too much</i>), but these do not impede communication.

Candidate B

Dear Peter,

In my country I think the most important day is the first day of spring, when we welcome the new season. First, we have breakfast. We have special bread with cinnamon, honey, cakes and fruit as well as sweet milk. There are coins in the bread and the people who get them receive a gift.

After breakfast, we visit relatives and play games. Some people go round houses, playing music, and people give them money.

In the evening, there are fires in the town square to say goodbye to winter. Some people wear costumes and dance.

Do you celebrate a special day in your country?

Your friend

Magda

Examiner comments

Subscale	Mark	Commentary
Content	5	All the content is relevant and expanded appropriately. The target reader would be fully informed.
Communicative Achievement	5	Letter-writing conventions are used to communicate the ideas and hold the reader's attention.
Organisation	5	A well-organised and coherent letter. A variety of linking words (<i>and; as well as; when; in the evening; after breakfast</i>) and cohesive devices (ellipsis, referencing, relative pronouns) are used.
Language	5	A good range of everyday and less common lexis is used appropriately (<i>cinnamon; honey; coins; relatives; costumes; season</i>). Grammatical structures are mainly limited to the Present Simple tense, but this is appropriate to the task, and a range of simple grammatical forms with good control is used.

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

Candidate C

Dear Friend,

Thank you for your letter. I will try to help you. In my country, there are many big special days, but the more important is in December every year. Then it is very cold with a lot of snow and ice and bad weather. But we go out and visit our friends and give presents. Children get toys and money and sweets and are very happy. We eat special meals – soup, meat with potatoe and muchroomes and then cake with creme and sugar. It is very good!

Please write me how you are and when do you come to my country to see this special day?

Your friend

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader would be fully informed.
Communicative Achievement	4	Despite a slightly awkward beginning and end, letter-writing conventions are used to communicate straightforward ideas.
Organisation	4	The letter is generally well-organised and coherent. Ideas are connected within and across sentences using basic linking words (<i>but; then; and</i>) and a variety of cohesive devices (<i>the more important is in December; it is very cold with a lot of snow; It is very good; this special day</i>).
Language	4	A range of everyday lexis is used appropriately, and simple grammatical forms are used with a good degree of control. There are minimal errors (mainly spelling and the question form in the final sentence), which do not impede.

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

Part 3 – Story**Candidate D**

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

Examiner comments

Subscale	Mark	Commentary
Content	5	The story continues from the prompt, with a beginning, middle and end, and all the content is relevant. The target reader is fully informed.
Communicative Achievement	3	The story follows the conventions of storytelling in generally appropriate ways. The simple storyline is communicated to the reader, despite errors and weak organisation.
Organisation	2	The text is connected using a limited number of linking words (<i>and; But; from that day</i>). Although the majority of sentences are short and there is limited linking across sentences, the story is coherent.
Language	3	Everyday vocabulary is used generally appropriately. There is some evidence of less common lexis appropriate to the story (<i>mushrooms and berries; found a way; unknown places</i>). Spelling errors generally do not cause confusion, with the exception of <i>could</i> for <i>cold</i> and <i>plantes</i> for <i>planes</i> . Simple grammatical forms (mainly simple past tense) are used with a good degree of control. While errors are noticeable, the meaning can still be determined.

Candidate E

Jo looked at the map and decided to go left. Jo were in car with he friend, Lucy and go from city in car. Jo decide go in your car and nice day. They leave soon and take map but Jo looked at map and decided to go left so went in bad way and Lucy cry. They don't came in good way and go to the your home. When they came house nobody home so they watch tv and see film and enjoy.

Examiner comments

Subscale	Mark	Commentary
Content	4	The content is relevant to the storyline prompt. The story begins with the prompt, which is repeated in the middle of the story. The target reader is informed, and the story has a clear ending.
Communicative Achievement	1	The storyline is communicated in simple ways. The format is appropriate, but the target reader has to make an effort to follow the story at times (for example, due to errors with pronouns).
Organisation	2	The text is connected and coherent, using basic linking words (<i>and; but; when; so</i>).
Language	2	Everyday vocabulary is used generally appropriately. Simple grammatical forms are used with some degree of control but there are a number of errors, which distract at times (<i>Jo were in car with he friend; They don't came in good way and go to the your home</i>).

PAPER 1 | READING AND WRITING

Candidate answer sheet 1

For Writing (Parts 1 and 2):

Write your answers clearly in the spaces provided.

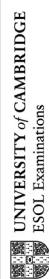
Part 1: Write your answers below.

	Do not write here
1	1 1 0
2	1 2 0
3	1 3 0
4	1 4 0
5	1 5 0

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

Do not write below (Examiner use only)
0 1 2 3 4 5

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

UNIVERSITY of CAMBRIDGE
ESOL ExaminationsCandidate Name
If new student information
in CARDS 1 and 2 complete the
Candidate No. grid (in pencil).Candidate Signature
.....

Centre No.

Candidate No.

Examination
Details

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

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN studies here →

PET Paper 1 Reading and Writing Candidate Answer Sheet 1

Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For Reading:

Mark ONE letter for each question.

For example, if you think A is the right answer to the question, mark your answer sheet like this:



Part 1	Part 2	Part 3	Part 4	Part 5
1 A B C	6 A B C D E F G H	11 A B	21 A B C D	26 A B C D
2 A B C	7 A B C D E F G H	12 A B	22 A B C D	27 A B C D
3 A B C	8 A B C D E F G H	13 A B	23 A B C D	28 A B C D
4 A B C	9 A B C D E F G H	14 A B	24 A B C D	29 A B C D
5 A B C	10 A B C D E F G H	15 A B	25 A B C D	30 A B C D
		16 A B	31 A B C D	
		17 A B	32 A B C D	
		18 A B	33 A B C D	
		19 A B	34 A B C D	
		20 A B	35 A B C D	

Continue on the other side of this sheet →

DRAFT39

PET RW1

PAPER 1 | READING AND WRITING

Candidate answer sheet 2

You must write within the grey lines.

Answer only one of the two questions for Part 3.
Tick the box to show which question you have answered.
Write your answer below. Do not write on the barcodes.

This section for use by Examiner only:

C CA O L



000002

0092

UNIVERSITY OF CAMBRIDGE ESOI EXAMINATIONS

B2B1 BIMINAR ENGLISH TEST for Schools

PAPER 1 Reading and Writing
ANSWER SHEET 2

Candidate Name

Centre
Number

A standard linear barcode representing the number 0123456789.

Answer Sheet for Writing Part 3

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 gray lines.

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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	Candidates indicate answers either by shading lozenges (Parts 1, 2 and 4) or writing answers (Part 3) on an answer sheet. Candidates record their answers on the question paper as they listen. They are then given 6 minutes at the end of the test to copy these on to the answer sheet. In computer-based <i>Cambridge English: Preliminary for Schools</i> , candidates mark or type their answers directly onto the computer. There are no examples in computer-based <i>Cambridge English: Preliminary for Schools</i> , but candidates are shown a short tutorial before the test.
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	Multiple choice (discrete). Short neutral or informal monologues or dialogues. Seven discrete 3-option multiple-choice items with visuals.
TASK FOCUS	Listening to identify key information from short exchanges.
NO. OF QS	7

PART 2

TASK TYPE AND FORMAT	Multiple choice. Longer monologue or interview (with one main speaker). Six 3-option multiple-choice items.
TASK FOCUS	Listening to identify specific information and detailed meaning.
NO. OF QS	6

PART 3

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

PART 4

TASK TYPE AND FORMAT	True/false. Longer informal dialogue. Candidates need to decide whether six statements are correct or incorrect.
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

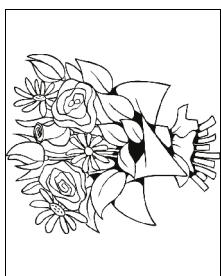
- In this part of the test candidates listen to a longer text which will take the form of an informational monologue. Texts are taken from a range of contexts, and may be radio announcements and recorded messages, providing information about places and events, or they may be extracts from talks or radio 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

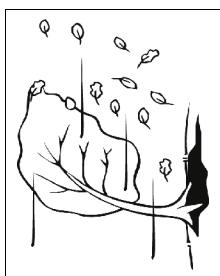
3 What present will the girl give Luisa?



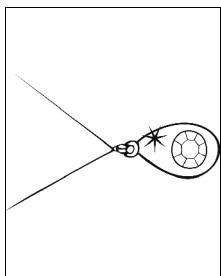
C



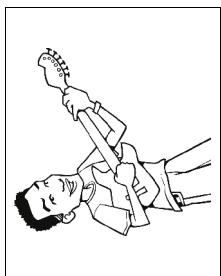
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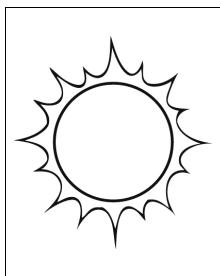
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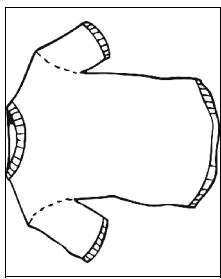
B



B



B

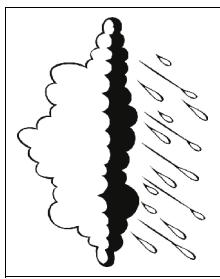


A

4 Which instrument does the boy play now?



A



A

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

3

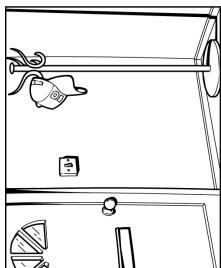
Turn over ▶

Listening • Part 1

Questions 1 – 7

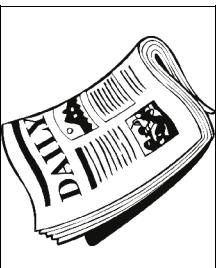
There are seven questions in this part.
For each question, choose the correct answer **A**, **B** or **C**.

Example: Where is the girl's hat?



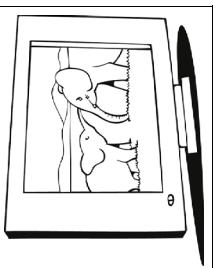
(A)

1 What does the boy want from the shops?

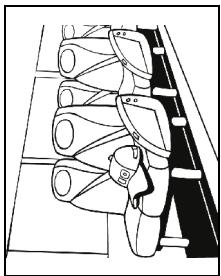


(A)

2 Which programme is on first this evening?



(A)



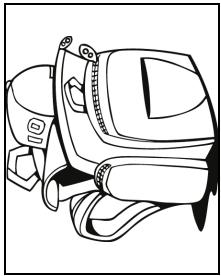
(C)



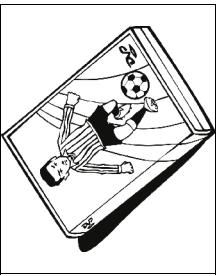
(C)



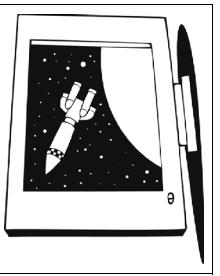
(C)



(B)



(B)



(B)

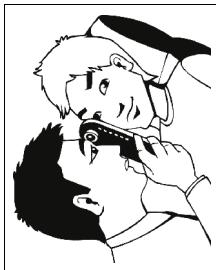
2

Listening • Part 2**Questions 8 – 13**

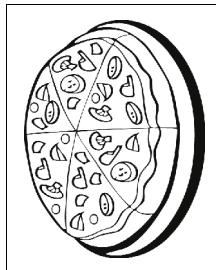
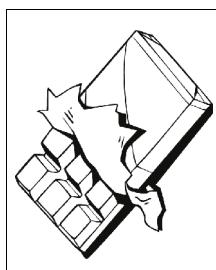
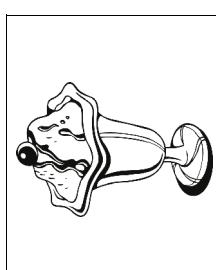
You will hear part of an interview with a girl called Sally Myers whose first book has recently been published. For each question, choose the correct answer **A**, **B** or **C**.

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

6 Who is the boy phoning?

**C****B****A**

7 What food will the boy's mother buy?

**A****B****C****C****B****A****C****B****A****A**

PAPER 2 | LISTENING

Listening • Part 3**Questions 14 – 19**

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

FILM-MAKING COMPETITION

Maximum length of film: (14)

Type of film: (15)

Subject this year: The (16)

JUDGES:

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

Mark Matthews, director

PRIZES:

First prize:
visit to a film school

Other prizes:
books and modern (18)

Where the best films will be shown: (19)

Listening • Part 4**Questions 20 – 25**

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

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

PAPER 2 | LISTENING

Tapescript

This is the Cambridge Preliminary English Test for Schools, Sample Paper.

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

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

The recording will now be stopped.

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

— *** —

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

Before we start, here is an example.

Where is the girl's hat?

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

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

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

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

The answer is 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 does the boy want from the shops?

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

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

Boy: Actually not this time. I was wondering if you could get me a newspaper. Not the one Dad gets, but one called the Daily Herald – there's an article in it about motorbikes which will be useful for a project I'm doing at school.

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

Now listen again.

2: Which programme is on first this evening?

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

Now listen again.

3: What present will the girl give Luisa?

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

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

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

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

Boy: Thanks!

Now listen again.

4: Which instrument does the boy play now?

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

Girl: Well I am, but I'll never be as good as you, Jake. I don't know why you gave it up ... Anyway, I'm thinking of changing to the violin. Everyone says that teacher at school's really good.

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

Girl: What a shame!

Now listen again.

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

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

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

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

Girl: Oh, good!

Now listen again.

6: Who is the boy phoning?

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

Now listen again.

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

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

PAPER 2 | LISTENING

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

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

Boy: Thanks, Mum.

Now listen again.

That is the end of Part 1.

— *** —

Now turn to Part 2, questions 8 to 13.

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

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

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

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

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

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

Interviewer: Did anybody help you?

Sally: Not with the writing. I only showed it to my Dad after it was finished. He thought it was good, but he tried to stop me sending it to any publishers. He thought I'd feel disappointed if they didn't like it. So, I sent it to just one company to see what they'd say.

Interviewer: How did you know which company to choose?

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

Interviewer: That must have been amazing!

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

Interviewer: Has being an author changed you?

Sally: I don't really think so. I just go to school, hang out with the same friends, take care of my pets, do regular things.

People think I make lots of money, but it's not true. But I do get letters from kids who've read my book and that's cool.

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

Sally: It's about moving from primary school to secondary school, which most kids in this country do when they're 11. It's such a big change. The last year at primary school, lots of kids start to get nervous about the move. My book will help them realise that everybody goes through this: there's no need to feel frightened.

Now listen again.

That is the end of Part 2.

— *** —

Now turn to Part 3, questions 14 to 19.

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

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

You now have 20 seconds to look at Part 3.

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

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

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

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

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

A challenging topic!

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

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

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

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

Now listen again.

That is the end of Part 3.

PAPER 2 | LISTENING

— *** —

Now turn to Part 4, questions 20 to 25.

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

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

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

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

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

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

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

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

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

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

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

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

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

Boy: As long as you don't jump up and down and talk all the way through it. If you do I'll ask you to leave. Okay?

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

Now listen again.

That is the end of Part 4.

You now have six 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

1 A

2 B

3 A

4 B

5 B

6 B

7 C

Q Part 2

8 C

9 C

10 C

11 B

12 C

13 C

Q Part 3

14 12 minute(s)
twelve minute(s)

15 (a) drama

16 weather

17 world

18 camera(s)

19 (at)(the) town hall

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

Brackets () indicate optional words or letters

Candidate answer sheet

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

By part

PART 1

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

PART 2

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

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

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

PART 3

- In this part of the test, each candidate is given one colour photograph to describe. The photographs will depict everyday situations relevant to the age group and candidates are asked to give a simple description of what they can see in their photograph.
- This part of the test allows candidates to demonstrate both their range of vocabulary and their ability to organise language in a long turn. Their descriptions are expected to be simple, however, and candidates at this level are not expected to speculate about the context or talk about any wider issues raised by the scenes depicted.
- Candidates should be encouraged to describe the people and activities in the photographs as fully as possible. They should imagine that they are describing the photograph to someone who can’t see it, naming all the objects and including illustrative detail such as colours, people’s clothes, time of day, weather, etc.
- Whilst the photographs will not call for knowledge of difficult or specialised vocabulary, candidates will be given credit for the ability to use paraphrase or other appropriate strategies to deal with items of vocabulary which they do not know or cannot call to mind. Candidates should therefore be given plenty of classroom practice in both the language of description and strategies for dealing with unknown vocabulary.
- The photographs will have a common theme, which candidates will be told, but will differ in terms of their detailed content. Although this theme establishes a common starting point for

Part 4, the photographs are returned to the interlocutor at the end of Part 3 and play no further part in the test.

PART 4

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

PAPER 3 | SPEAKING

Preliminary English Test for Schools
Speaking Test

Part 1 (2-3 minutes)

Phase 1
Interlocutor

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

(Hand over the mark sheets to the Assessor.)

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

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

B And what's your name?
Thank you.

Back-up prompts

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

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

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

Where do you live / come from?
Do you study English at school?
Do you like it?
Thank you.
(Repeat for Candidate B.)

Phase 2
Interlocutor

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

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

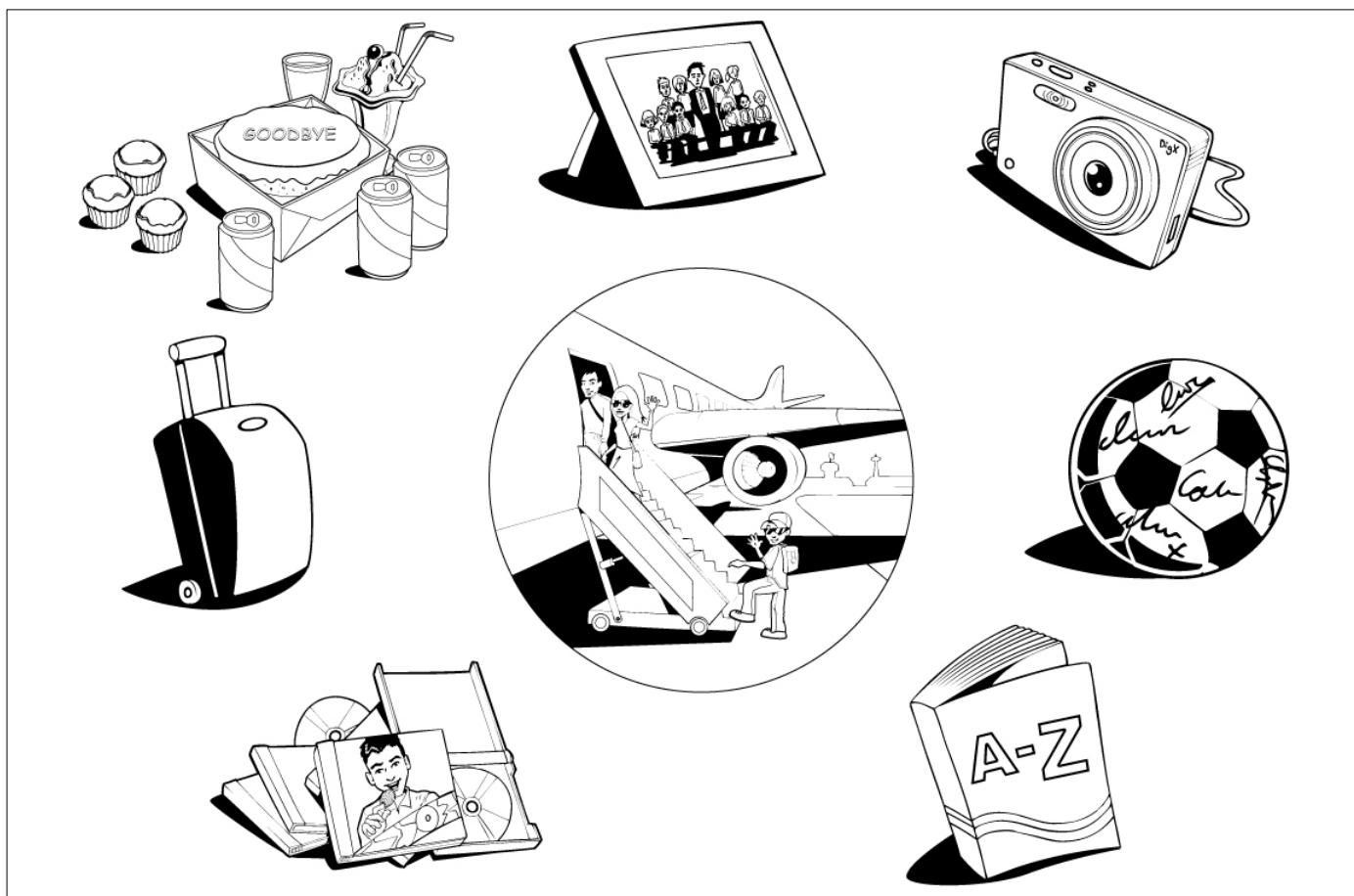
(Introduction to Part 2)
In the next part, you are going to talk to each other.

How do you write your family
/ second name?

How do you write your family
/ second name?

Do you live in ...?
Do you have English
lessons?

PAPER 3 | SPEAKING

**Speaking Test 1 (Leaving present)****Part 2 (2-3 minutes)**

Interlocutor
Say to both
candidates:

I'm going to describe a situation to you.

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

Here is a picture with some ideas to help you.

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

Pause

I'll say that again.

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

All right? Talk together.

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

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

Retrieve **Part 2 booklet**.

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



PAPER 3 | SPEAKING

**Speaking Test 1 (Teenage bedroom)****Part 3 (3 minutes)**

Interlocutor
Say to both candidates:

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

(Candidate A)

Approximately one minute

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

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

Retrieve Part 3 booklet from Candidate A.

(Candidate B)

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

Approximately one minute

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

Retrieve Part 3 booklet from Candidate B.

Part 4 (3 minutes)

Interlocutor
Say to both candidates:

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

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

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

Parts 3 & 4 should take about 6 minutes together.



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 for Schools* 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 for Schools* (shown on page 49) are extracted from the overall Speaking scales on page 50.

Cambridge English: Preliminary for Schools Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 50.

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 *Performance shares features of Bands 3 and 5.*

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 *Performance shares features of Bands 1 and 3.*

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 *Performance below Band 1.*

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 and exchange views on 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.
B2			<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 		<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, 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. 		<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

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

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.)

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

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. 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</i>; or <i>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	<p>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.</p>
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

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

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 for Schools Glossary

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 for Schools 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.

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

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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