



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Preliminary English Test

Handbook for teachers

Level B1

Common European Framework of Reference

PET content and overview

Paper	Name	Timing	Content	Test Focus
Paper 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.
Paper 2	Listening	30 minutes (approx.)	Four parts ranging from short exchanges to longer dialogues and monologues.	Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.
Paper 3	Speaking	10–12 minutes per pair of candidates	Four parts. In Part 1, candidates interact with an examiner. In Parts 2 and 4 they interact with another candidate. In Part 3, they have an extended individual long turn.	Assessment of candidates' ability to express themselves in order to carry out functions at Threshold level. To ask and to understand questions and make appropriate responses. To talk freely on matters of personal interest.

Preface

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

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

Contents

2 University of Cambridge ESOL Examinations	2 Key features of Cambridge ESOL examinations	INTRODUCTION TO CAMBRIDGE ESOL
2 What is PET? 2 PET and PET for Schools 2 Content of PET 3 The level of PET 3 Varieties of English 3 Recognition	4 Official accreditation in the UK 4 The PET candidature 4 What sort of test is PET? 4 Certification 4 Marks and results 5 Special circumstances	EXAMINATION CONTENT AND PROCESSING
5 Course materials 5 Past papers and examination reports 5 Online support	5 Seminars for teachers 5 Administrative information 6 Further information	PET SUPPORT
6 Reading 6 Writing	6 Listening 6 Speaking	THE AIMS AND OBJECTIVES OF PET
6 Inventory of functions, notions and communicative tasks 7 Inventory of grammatical areas	8 Topics 8 Lexis	LANGUAGE SPECIFICATIONS
9 General description 9 Reading – Structure and tasks 10 Preparation 11 Writing – Structure and tasks 11 Preparation	14 Sample paper 20 Answer key 21 Sample answers 23 Answer sheets	1 READING AND WRITING PAPER
25 General description 25 Structure and tasks 26 Preparation 28 Sample paper	31 Sample tapescript 34 Answer key 35 Answer sheet	2 LISTENING PAPER
36 General description 36 Structure and tasks 37 Preparation 39 Sample paper	42 Assessment 43 Cambridge ESOL Common Scale for Speaking	3 SPEAKING

Introduction to Cambridge ESOL

■ University of Cambridge ESOL Examinations

University of Cambridge ESOL Examinations (Cambridge ESOL) is a part of the Cambridge Assessment Group, which is a department of the University of Cambridge. Cambridge Assessment is the operating name for the University of Cambridge Local Examination Syndicate (UCLES). It has a tradition of language assessment dating back to 1913, and is one of the world's largest educational assessment agencies. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English. Over 3 million people a year take these examinations at centres in over 130 countries.

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

Cambridge ESOL examinations are suitable for learners of all nationalities, whatever their first language and cultural background, and there are examinations suitable for learners of almost any age. Although they are designed for native speakers of languages other than English, no language related restrictions apply. The range of Cambridge ESOL examinations includes specialist examinations in Business English and English for Academic Purposes, as well as tests for young learners and a suite of certificates and diplomas for language teachers.

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

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

■ Key features of Cambridge ESOL examinations

Cambridge ESOL undertakes:

- to assess language skills at a range of levels, each of them having a clearly defined relevance to the needs of language learners
- to assess skills which are directly relevant to the range of uses for which learners will need the language they have learned, and which cover the four language skills – listening, speaking, reading and writing – as well as knowledge of language structure and use

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

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

Examination content and processing

■ What is PET?

The Preliminary English Test (PET) is an examination that demonstrates that a person can deal with everyday English at an intermediate level. It is widely accepted as a qualification representing a general basic ability in English (CEFR Level B1).

■ PET and PET for Schools

There are two versions of the exam available: PET and PET for Schools. The difference between the two versions is that the content and topics in PET for Schools are particularly targeted at the interests and experiences of younger people.

■ Content of PET

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

Four main skills of reading, writing, listening and speaking are recognised, and each of these is assessed in a test component of the same name. Reading and listening are multi-

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

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

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

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

■ The level of PET

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

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

At this level a learner should be able to cope linguistically in a range of everyday situations which require a largely predictable use of language. A B1 Level user will be able to use English in their own or a foreign country in contact with native and non-native speakers of English for general purposes as described below.

The type of materials a PET candidate can deal with

The text types which can be handled by the learner at this level include street signs and public notices, product packaging, forms, posters, brochures, city guides and instructions on how to do things, as well as informal letters and newspaper and magazine texts such as articles and features. The kinds of listening texts the learner needs to understand are announcements made at railway stations and airports, traffic information given on the radio, public announcements made at sporting events or pop concerts and instructions given by police or customs officials. At this level, candidates need to be able to not only pick out facts, but also to understand opinions, attitudes, moods and wishes.

What a PET candidate can do

Learners at this level, if travelling as tourists, can get all the information needed from a tourist information centre, as long as it is of a straightforward, non-specialised nature. Similarly, if taking part in a guided tour, they can understand the main points of a commentary and ask questions in order to get more information, as long as no specialised technical language is needed. They can deal with most situations likely to arise when making travel arrangements through a travel agent or when actually travelling. In the context of work, they can state requirements within their own job area, and ask questions of a fact-finding nature. In a meeting, they can take part in a discussion which involves the exchange of factual information or receiving instructions, but they may have difficulty dealing with anything unpredictable or unfamiliar.

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

The Common European Framework of Reference for Languages

Cambridge ESOL exams are aligned to the Common European Framework of Reference for Languages – the standard benchmark for measuring and describing language ability around the world. The Framework sets out six stages of language ability (see Table 1), with each level clearly described by a set of 'Can Do' statements (see Table 2).

Table 1

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

■ Varieties of English

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

■ Recognition

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

Table 2**‘Can Do’ summary**

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

■ Official accreditation in the UK

PET for Schools has been accredited by the Office of the Qualifications and Examinations Regulator (Ofqual), the regulator of qualifications, tests and exams in England, at Cambridge ESOL Entry Level Certificate in ESOL International (Entry 3).

■ The PET candidature

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

■ What sort of test is PET?

In real life, language is used in context, and the forms of language vary according to that context. The assessment aims of PET and its syllabus are designed to ensure that the test reflects the use of language in real life. The question types and formats have been devised with the purpose of fulfilling these aims. PET corresponds closely to an active and communicative approach to learning English, without neglecting the need for clarity and accuracy.

■ Certification

The qualification a candidate receives for both versions of the exam (PET and PET for Schools) is exactly the same.

PET certificates are issued to candidates gaining a passing grade (Pass with Merit or Pass). Candidates who have not achieved a PET passing grade (CEFR Level B1), but have demonstrated ability at the level below this, are awarded a certificate for Level A2. A2 certificates do not refer to the PET exam.

Candidates receive a detailed Statement of Results approximately 5 to 6* weeks after the examination. Certificates are issued approximately 4 weeks after the issue of the Statements of Results.

Certificates are not issued to candidates awarded a Fail grade.

■ Marks and results

The final mark a candidate receives is the total of the marks obtained in each of the three papers (Reading and Writing, Listening, and Speaking). There is no minimum pass mark for individual papers. The Reading and Writing paper carries 50% of the marks and Listening and Speaking each carry 25% of the total marks.

The Statement of Results shows the grade awarded and a graphical display of the candidate’s performance in each skill (shown against the scale Exceptional – Good – Borderline – Weak). In addition, candidates receive a standardised score for the whole exam on a fixed scale out of 100. This score allows candidates to see exactly how they have performed within a grade boundary. There are fixed values for each PET grade:

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

- Pass with Merit = 85–100
- Pass = 70–84
- A2 = 45–69
- Fail = 0–44

This means that the score a candidate needs to achieve a PET passing grade will always be 70. Candidates with a score of 45–69 are issued with A2 Level certificates.

Grade boundaries are set by considering item statistics, candidate performance, examiner reports and historical comparison, among other things. This ensures fairness and consistency from one examination to another and for each candidate.

■ Special circumstances

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

- *Special arrangements:*
These are available for candidates with a permanent or long-term disability, such as a visual or hearing difficulty, or a temporary difficulty such as a broken hand, or ear infection affecting a candidate's ability to hear clearly. Special arrangements may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the Cambridge ESOL Local Secretary in your area for more details as soon as possible.
- *Special consideration:*
Cambridge ESOL will give special consideration to candidates affected by adverse circumstances immediately before or during an examination. Special consideration can be given where an application is sent through the centre and is made within 10 working days of the examination date. Examples of acceptable reasons for giving special consideration are in cases of illness or other unexpected events.
- *Malpractice:*
Cambridge ESOL will consider cases where candidates are suspected of copying, collusion or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results have been investigated.

PET support

■ Course materials

A list of UK publishers which produce coursebooks and practice materials related to the examinations is available from Cambridge ESOL and is on the Cambridge ESOL website. PET requires an all-round language ability and this should be borne in mind when selecting course materials. Most coursebooks will be supplemented; care should be taken to

ensure that coursebooks and practice materials selected accurately reflect the content and format of the examination. *N.B. Cambridge ESOL does not undertake to advise on textbooks or courses of study.*

■ Past papers and examination reports

Cambridge ESOL produces past examination papers, which can be used for practice, and examination reports, which provide a general view of how candidates performed overall and on each paper and offer guidance on the preparation of candidates. Details of how to order past papers and examination reports, and how to download an order form, are available from www.CambridgeESOL.org/support

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

■ Online support

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

The Teaching Resources website can be found at www.CambridgeESOL.org/teach

■ Seminars for teachers

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

■ Administrative information

The PET examination is available six times a year in March, May, June (twice), November and December.

A computer-based version of PET (CB PET), is also available via the Cambridge Connect internet delivery system. The tasks in each component of CB PET follow the same format as in the paper-based version of PET. The Reading and Writing, and Listening components are taken on computer, but the Speaking test is still administered in the same way as for paper-based PET. CB PET was introduced to allow centres greater flexibility with test dates. CB PET is available on several dates throughout the year. Please contact your local Cambridge ESOL centre for more information.

Candidates must enter through a recognised centre.

■ Further information

Copies of Regulations and details of entry procedure, current fees and further information about this and other Cambridge examinations can be obtained from the Cambridge ESOL Local Secretary in your area, or from the address on the back cover of this handbook. In some areas this information can also be obtained from the British Council.

The aims and objectives of PET

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

■ Reading

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

■ Writing

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

■ Listening

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

■ Speaking

Candidates should be able to express themselves in order to fulfil the functions listed in the Syllabus in situations which simulate authentic communication. They should be able to ask

and to understand questions and make appropriate responses, and should be able to talk freely in order to express emotions, reactions, etc.

Language specifications

■ Inventory of functions, notions and communicative tasks

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

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

identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)
 making comparisons and expressing degrees of difference
 talking about how to operate things
 describing simple processes
 expressing purpose, cause and result, and giving reasons
 drawing simple conclusions and making recommendations
 making and granting/refusing simple requests
 making and responding to offers and suggestions
 expressing and responding to thanks
 giving and responding to invitations
 giving advice
 giving warnings and prohibitions
 persuading and asking/telling people to do something
 expressing obligation and lack of obligation
 asking and giving/refusing permission to do something
 making and responding to apologies and excuses
 expressing agreement and disagreement, and contradicting people
 paying compliments
 criticising and complaining
 sympathising
 expressing preferences, likes and dislikes (especially about hobbies and leisure activities)
 talking about physical and emotional feelings
 expressing opinions and making choices
 expressing needs and wants
 expressing (in)ability in the present and in the past
 talking about (im)probability and (im)possibility
 expressing degrees of certainty and doubt

■ Inventory of grammatical areas

Verbs

Regular and irregular forms

Modals

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

Tenses

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

Verb forms

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

Compound verb patterns

Phrasal verbs/verbs with prepositions

Conditional sentences

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

Simple reported speech

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

Interrogatives

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

Nouns

Singular and plural (regular and irregular forms)

Countable and uncountable nouns with some and any

Abstract nouns

Compound nouns

Complex noun phrases

Genitive: 's & s'

Double genitive: a friend of theirs

Pronouns

Personal (subject, object, possessive)

Reflexive and emphatic: myself, etc.

Impersonal: it, there

Demonstrative: this, that, these, those

Quantitative: one, something, everybody, etc.

Indefinite: some, any, something, one, etc.

Relative: who, which, that, whom, whose

Determiners

a + countable nouns

the + countable/uncountable nouns

Adjectives

Colour, size, shape, quality, nationality

Predicative and attributive

Cardinal and ordinal numbers

Possessive: my, your, his, her, etc.

Demonstrative: this, that, these, those

Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.

Comparative and superlative forms (regular and irregular):

(not) as . . . as, not . . . enough to, too . . . to

Order of adjectives

Participles as adjectives

Compound adjectives

Adverbs

Regular and irregular forms

Manner: quickly, carefully, etc.

Frequency: often, never, twice a day, etc.

Definite time: now, last week, etc.

Indefinite time: already, just, yet, etc.

Degree: very, too, rather, etc.

Place: here, there, etc.

Direction: left, right, along, etc.

Sequence: first, next, etc.

Sentence adverbs: too, either, etc.

Pre-verbal, post-verbal and end-position adverbs

Comparative and superlative forms (regular and irregular)

Prepositions

Location: to, on, inside, next to, at (home), etc.

Time: at, on, in, during, etc.

Direction: to, into, out of, from, etc.

Instrument: by, with

Miscellaneous: like, as, due to, owing to, etc.

Prepositional phrases: at the beginning of, by means of, etc.

Prepositions preceding nouns and adjectives: by car, for sale, at last, etc.

Prepositions following (i) nouns and adjectives: advice on, afraid of, etc. (ii) verbs: laugh at, ask for, etc.

Connectives

and, but, or, either . . . or

when, while, until, before, after, as soon as

where

because, since, as, for

so that, (in order) to

so, so . . . that, such . . . that

if, unless

although, while, whereas

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

■ Topics

Clothes

Daily life

Education

Entertainment and media

Environment

Food and drink

Free time

Health, medicine and

exercise

Hobbies and leisure

House and home

Language

People

Personal feelings, opinions and experiences

Personal identification

Places and buildings

Relations with other people

Services

Shopping

Social interaction

Sport

The natural world

Transport

Travel and holidays

Weather

Work and jobs

■ Lexis

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

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

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

A wordlist of vocabulary that could appear in the PET examination is available from the Cambridge ESOL website: www.CambridgeESOL.org/teach

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

PAPER 1

READING AND WRITING

GENERAL DESCRIPTION

Paper format	The Reading component contains five parts. The Writing component contains three parts.
Timing	1 hour 30 minutes.
No. of questions	Reading has 35 questions; Writing has seven questions.
Task types	Matching, multiple choice, true/false, transformational sentences, guided writing and extended writing.
Sources	Authentic and adapted-authentic real-world notices; newspapers and magazines; simplified encyclopedias; brochures and leaflets; websites.
Answering	Candidates indicate answers by shading lozenges (Reading), or writing answers (Writing) on an answer sheet. In computer-based PET, candidates mark or type their answers directly onto the computer. There are no examples in computer-based PET, but candidates are shown a short tutorial before the test.
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 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

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

READING

General

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

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

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

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

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

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

By part

■ PART 1

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

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

■ PART 2

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

■ PART 3

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

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

■ In this part, candidates may well meet some unfamiliar vocabulary. However, they will not be required to understand such vocabulary in order to answer a question correctly. When they meet an unfamiliar word or phrase, therefore, they should not be put off, and should concentrate on obtaining the specific information required from the text.

■ PART 4

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

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

■ PART 5

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

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

STRUCTURE AND TASKS – WRITING

PART 1

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

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

No. of Qs 5.

PART 2

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

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

No. of Qs 1.

PART 3

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

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

No. of Qs 1.

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 6–8. There may be more than one correct answer in some cases.

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

■ PART 2

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

■ Candidates will need practice in writing to the word length required. They will lose marks if their answers fall outside the limits: a short answer is likely to be missing at least one content point, an overlong one will lack clarity, by containing

General Mark Scheme for Writing Part 2

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

superfluous information. Practice should be given in class, with students comparing answers with each other and redrafting what they have written as a result. The General Mark Scheme above is used in conjunction with a *Task Specific Mark Scheme* (see page 20).

■ PART 3

■ Part 3 offers candidates a choice of task: either an informal letter or a story may be written. Both tasks require an answer of about 100 words. For answers that are below length (fewer than 80 words), the examiner adjusts the maximum mark and the mark given proportionately. Longer answers are not automatically penalised, but may contain some irrelevant material. Candidates should be advised to keep to the task set, rather than include 'pre-learned' text, which may well not fit as part of their answer. Answers that do not fulfil the task will not receive top marks.

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

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

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

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

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

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

■ In order to help teachers to assess the standards required, there are several sample answers to the Writing Part 3 questions on pages 21–22, with marks and examiner comments. Marks for Part 3 are given according to the Mark Scheme opposite. Bands 1 to 5 are subdivided into three further points, giving a total of 15 available marks. Examiners work with a more detailed version, which is subject to updating.

Mark Scheme for Writing Part 3

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

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

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

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

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

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

PAPER 1: READING AND WRITING

Reading Part 1 (questions 1–5)

Reading

Part 1

Questions 1 – 5

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

Example:

0



Answer:

A B C

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

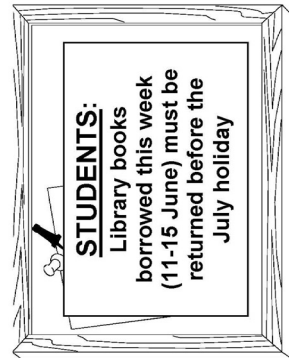
1



What should George do?

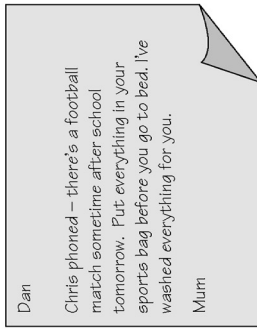
- A reserve the last concert ticket before anyone else does
- B tell Luke how many people are going to the concert
- C buy several concert tickets because many people want to go

2



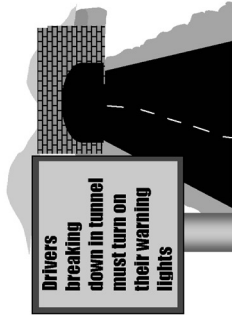
- A Students wishing to keep books for the holiday should borrow them this week.
- B Students borrowing books now can only keep them for one week.
- C Students borrowing books now have to bring them back before the holiday.

3



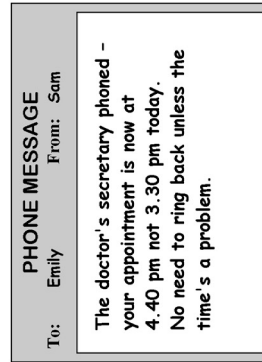
- A Dan should get his football things ready this evening.
- B Chris will ring Dan back about the time of the match.
- C Mum will wash Dan's football clothes for him.

4



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

5



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

2

3

Turn over ▶

PAPER 1: READING AND WRITING
 Reading Part 2 (questions 6–10)

Part 2

Questions 6 – 10

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



6

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



7

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



8

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



9

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



10

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

Educational sites on the web

A Let's Communicate!

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

B

Sights and Sounds

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

C

Mouth Piece

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

D

Speak Up

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

E

Roman Games

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

F

In the Air

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

G

In Touch

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

H

Oskar's Magazine

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

5

Turn over ▶

PAPER 1: READING AND WRITING

Reading Part 3 (questions 11–20)

Part 3

Questions 11 – 20

Look at the sentences below about walking tours in London. Read the text on the opposite page to decide if each sentence is correct or incorrect. If it is correct, mark **A** on your answer sheet. If it is not correct, mark **B** on your answer sheet.

- 11 It is essential to book a place before you join a London Walk.
- 12 The guide can be recognised because of the papers he is carrying.
- 13 You can tour the Houses of Parliament free following the *1000 Years of History* walk.
- 14 There is an opportunity to go on a boat after visiting Camden Town.
- 15 You will have to walk from Tower Bridge to Greenwich.
- 16 The *Historic Greenwich* walk includes a visit to a museum.
- 17 There is an extra charge of £3.50 on the *Historic Greenwich* walk.
- 18 You have to take a train on the *Unexpected London* walk.
- 19 If it is raining, you should check whether your walk is going ahead.
- 20 Teenagers who are with their parents can join a walk without paying.

London Weekend Walks

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

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

Below is our range of walks for this Saturday.

1000 Years of History

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

Historic Greenwich

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

Canals and Cafés

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

Unexpected London

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

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

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

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

TEL: 020 7426 8462

LONDON WEEKEND WALKS
PO Box 1526, LONDON NW8 6SW

Part 4

Questions 21 – 25

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

Charlotte Uhlenbroeck



Dr Charlotte Uhlenbroeck recently returned to London after filming her second series, *Jungle*. It was a difficult, 19-week trip, during which she explored the rainforests of Borneo, the Amazon and the Congo, travelling around using a variety of means of transport, including hot-air balloons and canoes. 'I'm interested in the way animals communicate with each other. It was sometimes dangerous making the programme – I even went swimming with piranha fish. But the worst thing was the insects. On one occasion I had 70 sandfly bites on my arm. Luckily I didn't get sick. I prefer not to take tablets every day, but if I get a fever I take some medicine immediately.'

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

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

- 21 What is the writer doing in this text?
- A giving information for visitors to the rainforest
 - B describing how animals in the rainforest communicate
 - C reporting an interview with a television presenter
 - D giving advice about travel health
- 22 When does Charlotte take medicine on her travels?
- A whenever she goes into water
 - B if she has a high temperature
 - C every day to prevent illness
 - D if she is bitten by insects

- 23 Charlotte found climbing the tree in Borneo so frightening because
- A she hates being in high places.
 - B she was unable to get down.
 - C her equipment suddenly broke.
 - D she slipped and fell to the ground.

- 24 What does Charlotte miss most when she is away filming?
- A air-conditioning
 - B an unlimited water supply
 - C a comfortable bed
 - D iced drinks

- 25 Which best describes the TV series *Jungle*?

A The forest floor has thousands of different insects – let Charlotte Uhlenbroeck be your guide to these fascinating creatures.

B Making her first television appearance, Charlotte Uhlenbroeck explores some of the wildest places on earth.

C Charlotte Uhlenbroeck looks at ways in which the animals of the rainforest manage to live beside their human neighbours.

D Insects, piranha fish, hot-air balloons – it's all in a day's work for Charlotte Uhlenbroeck in her latest series.

PAPER 1: READING AND WRITING

Reading Part 5 (questions 26–35)

Part 5

Questions 26 – 35

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

Example:

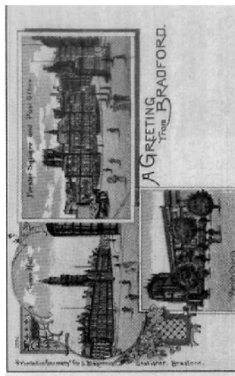
0 A have B had C were D are

Answer:

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

Postcards

Many people receive picture postcards nowadays of places their friends and family (26) visited. They (26) became popular in the 1890s. Until then it was only the rich who took



holidays but at that time, because of the opening of the railways, ordinary people (27) to go to the seaside too. Photographers (28) that people wanted to take home a picture of their holiday (29) they started to offer photographs for sale in seaside towns. And they sold millions (30) them.

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

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

PAPER 1: READING AND WRITING

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

Writing

Part 1

Questions 1 – 5

Here are some sentences about some new neighbours. For each question, complete the second sentence so that it means the same as the first. Use no more than **three words**. Write only the missing words on your answer sheet. You may use this page for any rough work.

Example:

- 0 It is three days since my new neighbours moved into their house.
 My new neighbours moved into their house

Answer:

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

12

Part 2

Question 6

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

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

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

Write 35–45 words on your answer sheet.

13

Turn over ▶

PAPER 1: READING AND WRITING

Writing Part 3 (questions 7–8)

Part 3

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

Question 7

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

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

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

Question 8

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

A lucky escape

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

14

PAPER 1: READING AND WRITING

Answer key

Reading

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

Writing

PART ONE	PART TWO, QUESTION 6
1 you live	Task Specific Mark Scheme <ul style="list-style-type: none"> apology for losing sunglasses explanation for how loss occurred offer to replace them
2 far (away) from	
3 large/big as	
4 paint	
5 such	

Sample answers with examiner comments for Sample Paper

Part 2

Candidate A

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

EXAMINER COMMENTS

5 marks

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

Candidate B

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

EXAMINER COMMENTS

3 marks

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

Candidate C

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

EXAMINER COMMENTS

2 marks

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

Part 3 – Letter

Candidate A

Dear Jo,
 Lucky you, my grandmother's never given me a lot of money!
 You must think it through, but if I were in your situation, I would use part of the money on your holidays and to save the rest. I know that is sounds better buying a camera but one day or the other that camera may be broken, so you would have spent a lot of money for nothing. When you save some, later you would have the money and you would be able to spend it on something useful. And you can go on holiday as well. Why don't you visit me?
 I'm waiting for your answer
 Kisses
 Karina

EXAMINER COMMENTS

Band 5

This is a very good attempt at the task, using confident and ambitious language, e.g. 'You must think it through, but if I were in your situation, I would use part of the money . . .'. There is a range of structures and the errors are minor and non-impeding, e.g. 'one day or the other'. The letter is well-organised with opening and closing formulae and requires no effort by the reader.

Candidate B

Hello, Granmother very nice, now you have a money, with there you can to visit. You can buy a good camra, and you can go on holiday with my friends, you can too save a money. What you like? i like to shopping and buy a new clothes evry week, buy camra is good idea, i like go beach in holiday, take foto, have nice time with my friends.
 Tell me your decition!
 i wait your answer, see you soon
 Yours friend, Love

EXAMINER COMMENTS

Band 2

This is an inadequate attempt at the task. The language is limited and in places relies on a repeated structure, e.g. 'you can'. There are numerous errors, including in basic structures, punctuation and spelling, which lead to some incoherence, e.g. 'Granmother very nice, now you have a money, with there you can to visit', 'you can too save a money'. Overall, the friend would not be clear about the advice.

Part 3 – Story

Candidate A

This is the story of a brave man, a man who always thought in the reality of human scent. Sometimes he lost himself, in deeply reflections about the human nature.

"I'm walking in the desert, I'm hungry and tired, i can't understand what i'm doing here, I only know, that I lost everything my wife, my children. but the most important my life.

Now I'm trying to remember good things, for example when I was succesfull, my life was perfect until the day that my mind goes out of the reality.

But wait, I have to escape, no I will escape, because i remember the words of a great master "you should scape from all your fears, from your weakness, but the most important from your mind" i think that this is true, the mind is a prision, a place where you lost your freedom, but at the same time the way to control feelings that sometimes are bad and give us an uncontrollable madness. Now the decision, a concient escape or a lucky escape. Time will tell"

EXAMINER COMMENTS

Band 4

This is a good attempt at the task. The language used is fairly ambitious, with complex sentences and a more than adequate range of structures and vocabulary. e.g. '... the mind is a prision, a place where you lost your freedom, but at the same time the way to control feelings that sometimes are bad and give us an uncontrollable madness'. The response is very well-organised, with a strong introduction and conclusion. There is effective use of direct speech and linking devices such as 'Now', 'But wait' and 'but at the same time' to develop the narrative. There are some errors which are generally non-impeding and usually result from an attempt to use ambitious language, e.g., 'deeply reflections', 'that my mind goes out of the reality'.

Candidate B

one year ago, i travelled with my family to muzo, boyaca i was very happy and we travelled in car, we have not never been in that place, so first we went to the center of the town, we took a lot of pictures and in the afternoon, we parted to find a hotel but a weird thing happened to us, we were driving and driving and never arrived to any place, we were like catched in the time, i was so scared, i praid a lot, suddenly appeared on the way a farmer who gave us an amulet and we could escape from this time capsule. finally we arrived to a hotel and had a great holidays in family, we forgot this episode and begin a new life with a great mistery's story to tell.

EXAMINER COMMENTS

Band 3

This is an adequate attempt at the task. The language is ambitious but flawed, particularly by the absence of clearly demarcated sentences, which means that some effort is required by the reader throughout. There is a range of vocabulary, e.g. 'appeared', 'weird', 'scared', 'time capsule' and the story is clearly sequenced, using linking devices such as 'so first', 'suddenly', 'finally'. There are a number of errors, but these are mostly non-impeding, e.g. 'we parted to find a hotel', 'catched in the time', 'praid'.

PAPER 1: READING AND WRITING

Answer sheet 2

Part 3: Mark the number of the question you are answering here → Q7, Q8 or →
Write your answer below.

Large grid area for writing answers, consisting of 10 vertical columns and 15 horizontal rows.

Do not write below this line

This section for use by SECOND Examiner only

Mark:

0	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3
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Examiner Number:

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

PAPER 2

LISTENING

GENERAL DESCRIPTION

Paper format	The paper contains four parts.
Timing	About 30 minutes, plus 6 minutes to transfer answers.
No. of questions	25.
Task types	Multiple choice, gap-fill, true/false.
Text types	All texts are based on authentic situations.
Answering	<p>Candidates indicate answers either by shading lozenges (Parts 1, 2 and 4) or writing answers (Part 3) on an answer sheet.</p> <p>Candidates record their answers on the question paper as they listen. They are then given 6 minutes at the end of the test to copy these on to the answer sheet.</p> <p>In computer-based PET, candidates mark or type their answers directly onto the computer. There are no examples in computer-based PET, but candidates are shown a short tutorial before the test.</p>
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 10 listening texts. The paper has a standard structure and format so that candidates will know what to expect in each part. The range of texts and task types reflects the variety of listening situations which candidates at this level can be expected to deal with.
- The instructions for each task are heard on the recording, as well as being written on the page. In the case of Part 1, there is also an example text and task to show candidates how their answers should be recorded. In Parts 2, 3 and 4, the instructions are followed by a pause, during which the candidates should read the questions in that part. Candidates should use this time to think about the context and the questions, as this will help them to understand the listening text when they hear it. This reflects what happens in real-life listening situations when we bring knowledge of context, speaker, etc. to what we hear.
- Classroom activities which help students to identify and understand the type of text they are listening to, and the purpose of the task they are asked to do, will help them to adopt the most appropriate listening strategies. This, in turn, will help them approach the tasks with confidence.
- The best preparation for the Listening paper is exposure to, and engagement with, authentic spoken English at an appropriate level of difficulty. Classroom discussion activities provide a good authentic source of listening practice, as does listening to the teacher, but this should be supplemented with recorded listening texts, drawn from a range of contexts, that give practice in understanding different voices and styles of delivery.
- Candidates should be familiar with the format of the paper and the task types. It is, therefore, valuable to work through a sample paper before the examination takes place. This also gives students some practice in completing the answer sheets.

By part

■ PART 1

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

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

■ PART 2

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

■ PART 3

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

■ Candidates should be encouraged to use the information on the page to guide them through the text as they listen. Having listened to the rubric, candidates should read through the written information in the pause before the text is played. This should enable them to make predictions about the sort of language and information they are going to hear, which will help them to feel prepared for the answers when they come.

■ The task requires candidates to locate and record specific information from the text, whilst ignoring other parts of the text that include redundant information.

■ PART 4

■ In this part of the test candidates listen to a longer text which will take the form of an informal dialogue, usually between two people of similar age and status. There is generally one male and one female speaker to aid identification and the conversation typically focuses on everyday concerns that affect the speakers. The conversation is informal in nature and generally involves speakers discussing their attitudes and opinions on a given topic, as they agree and disagree on certain points.

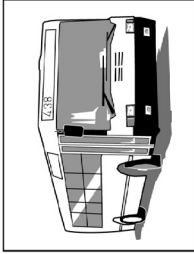
■ As candidates listen to the text they look at a series of six statements which report the attitudes and opinions of the speakers. Candidates must decide whether these statements are true or false in the context of what they hear, and tick the appropriate box. The text is heard twice.

■ The task calls for an understanding of the gist of a conversation containing less formal language and the correct identification of attitudes, opinions and agreement. Candidates will need to locate and understand detailed meaning in order to make the correct choice for each question. They should therefore listen for gist initially, choosing the best option for each question as they do so. They should then check carefully that their answers are correct as they listen for the second time.

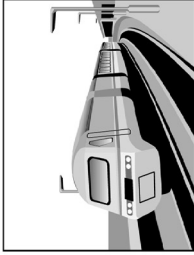
PAPER 2: LISTENING

Part 1 (questions 1–5)

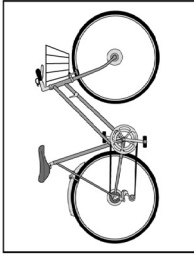
3 How will the girl get home?



A

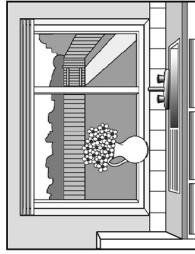


B

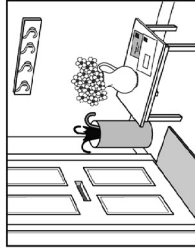


C

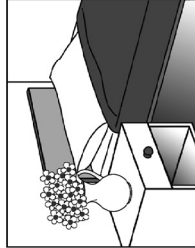
4 Which room are the flowers in?



A

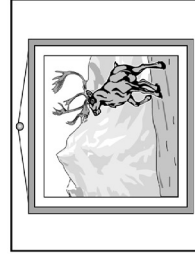


B



C

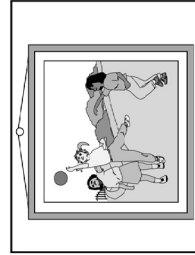
5 What is at the art gallery this week?



A



B



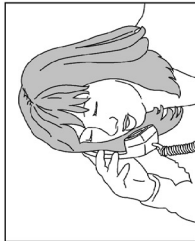
C

Part 1

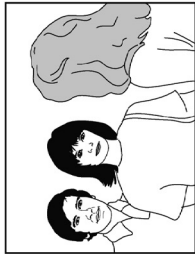
Questions 1 – 7

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

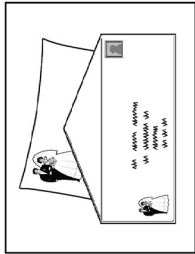
Example: How did the woman hear about the wedding?



A

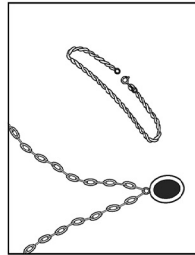


B

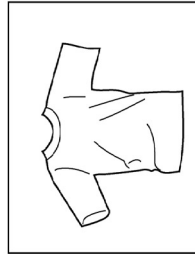


C

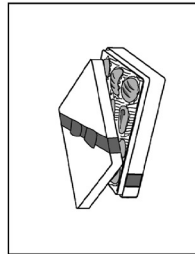
1 What has the girl bought today?



A

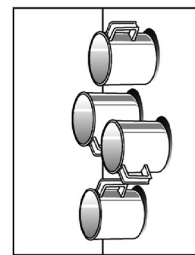


B

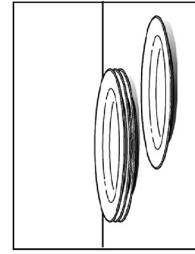


C

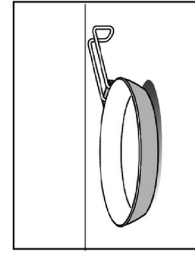
2 What have they forgotten?



A



B



C

PAPER 2: LISTENING

Part 1 (questions 6–7) and Part 2 (questions 8–13)

Part 2

Questions 8 – 13

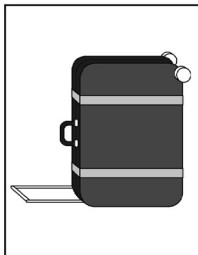
You will hear a radio interview with Darren Hubbard, a runner who takes part in athletics competitions. For each question, put a tick (✓) in the correct box.

- 8 At the February competition, Darren
- A ran in a new event.
 - B hurt himself.
 - C came last.
- 9 Darren's situation began to improve when he
- A started a job with fewer hours.
 - B was offered a place on the British team.
 - C signed a contract with a sportswear company.
- 10 Darren got fit again quickly because he
- A changed the way he trained.
 - B started to work with a new trainer.
 - C increased the time he spends training.
- 11 Darren wants to win his next athletics competition so that he can
- A retire early.
 - B pay for his wedding.
 - C show people that he is fit.
- 12 In the next competition, Darren will run the 400-metre race on
- A the first day.
 - B the second day.
 - C the third day.
- 13 In the future, Darren
- A hopes to write about his career.
 - B wants to change the distance he runs.
 - C would like more people to recognise him.

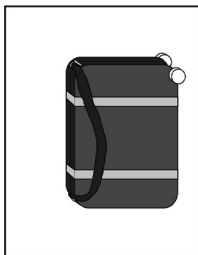
Turn over ▶

5

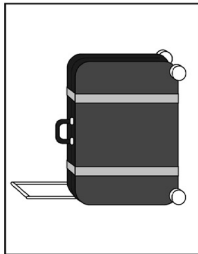
6 Which is the woman's suitcase?



A

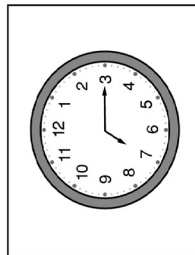


B

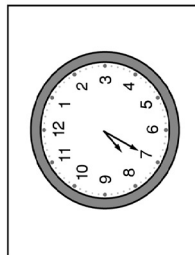


C

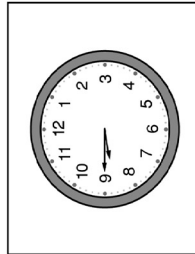
7 What time does the woman's flight leave?



A



B



C

4

PAPER 2: LISTENING

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

Part 3

Questions 14 – 19

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

Photographer of the Year Competition

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

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

Competition closing date: (15)

Subjects: 1 - British Nature

2 - Wild Places

3 - Animals at (16)

Exhibition: Victoria Museum

Countries which the exhibition will tour:

UK, USA, (17) and Japan

To enter, write to: Radio TYL
63 (18) Road
London
6TY 9JN

Tel: (19)

Part 4

Questions 20 – 25

Look at the six sentences for this part. You will hear a boy called Jack, and a girl called Helen, talking about a rock festival. Decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) in the box under A for YES. If it is not correct, put a tick (✓) in the box under B for NO.

A YES B NO

20 The festival was better than Jack expected it to be.

21 Helen bought her ticket for the festival in advance.

22 Jack was disappointed that he had to change his plans.

23 Helen complains about having to wait a long time for food.

24 They both say that it was the sunshine that made the afternoon enjoyable.

25 Jack prefers listening to loud bands.

PAPER 2: LISTENING

Tapescript

This is the Cambridge Preliminary English Test, Sample Paper. There are four parts to the test. You will hear each part twice. For each part of the test there will be time for you to look through the questions and time for you to check your answers. Write your answers on the question paper. You will have six minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped.

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

PAUSE 5 SECONDS

Now open your question paper and look at Part 1.

PAUSE 2 SECONDS

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

Before we start, here is an example.

How did the woman hear about the wedding?

Woman: Have you heard the news? Bettina and Simon are getting married next month.

Man: Really? How do you know? Have you seen them recently?

Woman: Not for ages. Bettina phoned me this afternoon. She wanted me to be the first to know.

Man: That's great. I expect we'll get invitations to the wedding soon.

PAUSE 5 SECONDS

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

Look at the three pictures for question 1 now.

PAUSE 5 SECONDS

— *** —

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

1: What has the girl bought today?

Man: Oh ... you've been to the duty-free shop, what did you get? Perfume?

Girl: You must be joking. It costs much less at the supermarket at home. There was some nice jewellery, but what was really good value was this T-shirt ... look.

Man: Oh ... £4.50, well that's cheaper than the box of chocolates you bought last year anyway.

PAUSE 5 SECONDS

Now listen again.

REPEAT

PAUSE 5 SECONDS

2: What have they forgotten?

Man: Now we've put the tent up, let's make something to drink. I'll get the cups. They're in the plastic bag in the back of the car, aren't they?

Woman: No, that's got the new frying pan in it. You packed the cups in the box with the plates.

Man: Ah yes, that's right. Here they are. But I can't see the plastic bag anywhere.

Woman: Oh dear, we've left it behind, so we can't cook anything. Well, we can still have a cup of tea.

PAUSE 5 SECONDS

Now listen again.

REPEAT

PAUSE 5 SECONDS

3: How will the girl get home?

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

PAUSE 5 SECONDS

Now listen again.

REPEAT

PAUSE 5 SECONDS

4: Which room are the flowers in?

Woman 1: Hi! I'm home. Oh, where have you put the flowers that Robin bought me? I left them on the table here in the hall with some letters I need to post.

Woman 2: Well, they were in the way there, so I've put them in a jug in the bedroom.

Woman 1: Okay thanks, but I think I'll put them in the kitchen. They'll look nicer there. Would you like a cup of coffee?

Woman 2: Umm. That sounds good!

PAUSE 5 SECONDS

Now listen again.

REPEAT

PAUSE 5 SECONDS

5: What is at the art gallery this week?

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

PAUSE 5 SECONDS

Now listen again.

REPEAT

PAUSE 5 SECONDS

6: *Which is the woman's suitcase?*

Man: Good afternoon Madam, I understand you've lost a piece of luggage. Could you describe it to me please?

Woman: Yes, it's a small black suitcase, with a set of wheels at one end and a metal handle which pulls out of the other end, so you can pull it along.

PAUSE 5 SECONDS

Now listen again.

REPEAT

PAUSE 5 SECONDS

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

Woman: Excuse me, I've come to the airport rather early. I'm booked on flight number 645 to London which leaves at 8.45. I've got these two heavy bags, and the check-in time isn't until 7.35. Would it be possible to check them in a little earlier?

Man: I'm sorry Madam, but there's nobody here from that company yet. They usually come in at about 7.15. Perhaps you can come back then?

PAUSE 5 SECONDS

Now listen again.

REPEAT

PAUSE 5 SECONDS

That is the end of Part 1.

PAUSE 10 SECONDS

— *** —

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

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

PAUSE 45 SECONDS

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

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

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

Woman: When did things start to get better?

Man: In the summer, really. I was disappointed because I

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

Woman: Has it taken long to get fit again?

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

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

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

Woman: Which races are you in?

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

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

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

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

PAUSE 5 SECONDS

Now listen again.

REPEAT

That is the end of Part 2.

PAUSE 10 SECONDS

— *** —

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

You now have 20 seconds to look at Part 3.

PAUSE 20 SECONDS

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

Man: Now, this morning I'd like to tell you about this year's competition for the best photograph of animals, birds or plants. We have some great prizes for you – first

prize for the most original photo is a cheque for £2,000 and a picture of elephants painted by the artist John Stevens. The second prize is £1,000 and camera equipment worth £200. The lucky winner will receive his or her prize in London on 16th October this year. So, all you photographers, get your cameras and start taking some great photographs, as you must send them to us by 14th May.

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

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

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

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

PAUSE 5 SECONDS

Now listen again.

REPEAT

That is the end of Part 3.

PAUSE 10 SECONDS

— *** —

Now turn to Part 4, questions 20 to 25. Look at the six sentences for this part. You will hear a boy called Jack and a girl called Helen, talking about a rock festival. Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under A for YES. If it is not correct, put a tick in the box under B for NO.

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

PAUSE 20 SECONDS

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

Girl: Hi Jack, how are you?

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

Girl: Well, there were lots of people! It was great, wasn't it?

Boy: Well, one or two bands were brilliant, yes, but I have to say it wasn't as good as I thought it would be.

Girl: Oh, why's that?

Boy: Well, perhaps I expected too much ... It did cost a lot of money to get in – £20.

Girl: Didn't you book early? My ticket was much less.

Boy: But you had to buy that so long ago!

Girl: So?

Boy: Well, I mean until last Wednesday I thought I wasn't even going to the festival.

Girl: Oh that's right. You were supposed to go to Canada, weren't you? I'm sorry that didn't happen.

Boy: Don't remind me about it! ... I doubt if I'll ever get the same chance again.

Girl: I'm sure you will, Jack. Anyway ... talking about the festival, what did you think of the food there?

Boy: It wasn't bad.

Girl: So much choice, especially for vegetarians like me ... and there never seemed to be many queues.

Boy: Mmm. You know, I *did* enjoy the afternoon ...

Girl: Yes, that was the best thing, wasn't it, when it got really sunny?

Boy: Did it? I didn't notice! That's when my favourite band were playing.

Girl: Flashbang? They had a problem with their sound system, didn't they? I had to cover my ears at one point.

Boy: Helen, it's supposed to be like that! That's what so good about them ... the drums were like thunder. It's my favourite kind of music.

Girl: Well, that wouldn't be my choice, Jack.

Boy: So what did you like best then?

Girl: Oh, Maria Crevel – definitely – she sang so beautifully ... [FADE]

PAUSE 5 SECONDS

Now listen again.

REPEAT

That is the end of Part 4.

PAUSE 10 SECONDS

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

PAUSE 5 MINUTES

You have one more minute.

PAUSE 1 MINUTE

That is the end of the test.

PAPER 2: LISTENING

Answer key for Sample Test

PART ONE

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

PART TWO

- 8 B
- 9 C
- 10 A
- 11 B
- 12 B
- 13 C

PART THREE

- 14 elephant(s)
- 15 14(th) May
- 16 night
- 17 France
- 18 Beechwood
- 19 0163 55934

Brackets () indicate optional words or letters

PART FOUR

- 20 B
- 21 A
- 22 A
- 23 B
- 24 B
- 25 A

PAPER 2: LISTENING

Answer sheet



UNIVERSITY of CAMBRIDGE
ESOL Examinations

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Centre No.

Candidate Signature

Candidate No.

Examination Title

Examination
Details

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

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

PET Paper 2 Listening Candidate Answer Sheet

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

Instructions

Use a PENCIL (B or HB).

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

For **Parts 1, 2** and **4**:

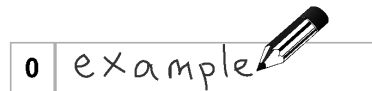
Mark **ONE** letter for each question.

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



For **Part 3**:

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



Part 1			Part 2			Part 3			Do not write here	Part 4	
1	A	B C	8	A	B C	14			1 14 0	20	A B
2	A	B C	9	A	B C	15			1 15 0	21	A B
3	A	B C	10	A	B C	16			1 16 0	22	A B
4	A	B C	11	A	B C	17			1 17 0	23	A B
5	A	B C	12	A	B C	18			1 18 0	24	A B
6	A	B C	13	A	B C	19			1 19 0	25	A B
7	A	B C									

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

By part

■ PART 1

- The test begins with a general conversation led by the interlocutor, who asks the candidates questions about their personal details, daily routines, likes and dislikes, etc. Candidates are addressed in turn and are not expected to talk to each other at this stage. At the beginning of the test, candidates are asked to spell all or part of their name.
- The purpose of this conversation is to test the language of simple social interaction, and to enable each candidate to make an initial contribution to the test, using simple everyday language. As they are talking about themselves using familiar language, this conversation should help to settle the candidates, enabling them to overcome any initial nervousness.
- Although the interlocutor’s questions are designed to elicit short rather than extended responses, candidates should be discouraged from giving 1-word answers in this part. Especially when asked about their daily routines or their likes and dislikes, candidates should be encouraged to extend their answers with reasons and examples.
- This part of the test assesses the candidates’ ability to take part in spontaneous communication in an everyday setting. Candidates who find opportunities to socialise with others in an English-speaking environment will be well prepared for this part of the test. Where this is not possible, however, such situations need to be recreated in the classroom through structured speaking tasks that practise appropriate language in a similar context. Candidates should be discouraged, however, from preparing rehearsed speeches as these will sound unnatural and will probably fail to answer the specific questions asked.

■ PART 2

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

■ PART 3

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

including illustrative detail such as colours, people's clothes, time of day, weather, etc.

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

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

■ PART 4

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

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

Preliminary English Test
Speaking Test

Part 1 (2-3 minutes)

Phase 1 Interlocutor
 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.

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.

Back-up prompts

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

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

Where do you live / come from?
Adult students
 Do you work or are you a student in ...?
 What do you do / study?
School-age students
 Do you study English at school?
 Do you like it?
 Thank you.
 (Repeat for Candidate B.)

How do you write your family / second name?
 How do you write your family / second name?

Do you live in ...?
 Have you got a job?
 What job do you do? / What subject(s) do you study?
 Do you have English lessons?

Phase 2 Interlocutor
 (Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

Back-up prompts

Do you enjoy studying English? Why (not)?
 Do you like studying English?

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

What did you do yesterday evening / last weekend?
 Did you do anything yesterday evening / last weekend? What?

What do you enjoy doing in your free time?
 What do you like to do in your free time?

Thank you.

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

PAPER 3: SPEAKING

Part 2



Speaking Test 1 (Holiday present)

Part 2 (2-3 minutes)

Interlocutor
Say to both candidates:

I'm going to describe a situation to you.

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

Here is a picture with some ideas to help you.

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

Pause

I'll say that again.

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

All right? Talk together.

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

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

Retrieve Part 2 booklet.

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



Speaking Test 1 (People reading and writing)

Part 3 (3 minutes)

Interlocutor
Say to both candidates:

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

(Candidate A)

Approximately one minute

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

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

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

Interlocutor

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

(Candidate B)

Approximately one minute

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

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

Part 4 (3 minutes)

Interlocutor
Say to both candidates:

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

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

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



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



Assessment

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

■ Grammar and Vocabulary

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

■ Discourse Management

This scale refers to the extent, relevance, coherence and cohesion of each candidate's individual contribution. On this scale the candidate's ability to build and maintain a coherent flow of language without undue hesitation is assessed, either within a single utterance or over a string of utterances. Also assessed here is how relevant the contributions are to what has gone before.

■ Pronunciation

This scale refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements. This includes intonation, stress and individual sounds. Examiners put themselves in the position of the non-language specialist and assess the overall intelligibility of the candidates's pronunciation. Different varieties of English, e.g. British, North American, Australian etc., are acceptable, provided they are used consistently throughout the test.

■ Interactive Communication

This scale refers to the candidate's ability to use language to achieve meaningful communication. This includes initiating and responding, the ability to use interactive strategies to maintain or repair communication, and sensitivity to the norms of turn-taking.

■ Global Achievement

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

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

Marking

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

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

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

After initial training of examiners, standardisation of marking is maintained by both examiner co-ordination sessions and by monitoring visits to centres by Team Leaders. During co-ordination sessions, examiners watch and discuss sample Speaking tests recorded on DVD.

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

Cambridge ESOL Common Scale for Speaking

LEVEL MASTERY

C2 CERTIFICATE OF PROFICIENCY IN ENGLISH:

Fully operational command of the spoken language

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

LEVEL EFFECTIVE OPERATIONAL PROFICIENCY

C1 CERTIFICATE IN ADVANCED ENGLISH:

Good operational command of the spoken language

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

LEVEL VANTAGE

B2 FIRST CERTIFICATE IN ENGLISH:

Generally effective command of the spoken language

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

LEVEL THRESHOLD

B1 PRELIMINARY ENGLISH TEST:

Limited but effective command of the spoken language

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

LEVEL WAYSTAGE

A2 KEY ENGLISH TEST:

Basic command of the spoken language

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

