

1. MOCK PET AND PET FOR SCHOOLS

The Preliminary English Test (PET) is one of the Cambridge ESOL examinations in general English. It is widely accepted around the world as demonstrating a basic ability to use English in everyday situations, and corresponds to the Common European Framework of Reference (CEFR) Level B1.

In 2009, Cambridge ESOL introduced the Preliminary English Test for Schools (PET for Schools). The content and topics of this exam are designed to reflect the interests and experiences of young people of school age. However, both the level (CEFR Level B1) and the format of PET for Schools are the same as those of PET, and the certificates issued are exactly the same. The following information applies to both PET and PET for Schools. There are three papers covering the four skills of reading, writing, listening and speaking.

- ▶ Paper 1: Reading and Writing (1 hour 30 mins).
- ▶ Paper 2: Listening (approx. 30 minutes, plus 6 minutes at the end to transfer answers).
- ▶ Paper 3: Speaking (10 to 12 minutes per pair of students).

The marks for each paper are weighted so that the Reading / Writing paper carries 50% of the total mark. Listening and Speaking carry 25% each.

There are two passing grades: *Pass* corresponds to approximately 70% to 84% and *Pass with Merit* to about 85% to 100%.

Students who achieve between 45 % and 69 % receive a certificate for CEFR Level A2.

Further information about PET and PET for Schools can be found in the *Preliminary English Test Handbook* and in the *Preliminary English Test for Schools Handbook*, which are available from Cambridge ESOL Examinations Centres or can be downloaded from the Cambridge ESOL website www.cambridgeesol.org. The handbooks contain an inventory of language and topics that students can expect to meet in the examination, tips for teachers preparing students, practice papers for the exam and details of how students' performance is assessed. Further materials for both teachers and students are available on the website, including tips on preparing students for the speaking paper and film clips showing how the speaking test is conducted.

The following tables give details of the task types in each of the papers and suggestions to help students approach the different tasks.

Paper 1: Reading and Writing

	TASK TYPE	STRATEGIES FOR STUDENTS
READING Part 1	Match sentences to short texts in the form of notes / messages / labels / signs, etc.	Read the text first and think about the context in which it would appear. Then read the three options and decide which one expresses the same information/meaning as the text. The correct option will not necessarily contain words used in the text.
READING Part 2	Match five people to short texts.	Read through the five descriptions of the people. Then read the texts (A - H) and underline any information that matches any of the people. Check that all the requirements in the descriptions are met by the text you chose. It is not enough to depend on finding the same words in a description and a text.
READING Part 3	Long adapted-authentic text with 10 True/False items.	First read the statements and then read the text looking for the information you need in order to decide if each statement is True or False. The information in the text is in the same order as the questions. Do not worry about understanding every word in the text. Concentrate on looking for the information you need.
READING Part 4	Long adapted-authentic text with five multiple choice items.	Read the text quickly to get the general meaning. Then read the questions. Now read the text again, more carefully. Some of the questions focus on the writer's purpose, attitude or opinion, so look for clues to these.
READING Part 5	Text with multiple-choice gap-fill.	First, read the text to get the general meaning without thinking about the gaps. Then look at the options for each gap and complete those that you are most sure about first. Check that the option you choose fits with what comes before <u>and</u> after the gap. Finally re-read the text to check that it makes sense.
WRITING Part 1	Complete the second sentence so it has the same meaning as the first sentence.	Read the first sentence carefully. Then complete the second sentence so that it has the same meaning as the first. Write a maximum of three words. Check spelling carefully.
WRITING Part 2	Write a short note / e-mail/postcard (35 to 45 words).	Read the instructions carefully and make sure you write about all the points required. You will lose marks if you do not write about everything. There are no extra marks for writing more than 45 words, and you will lose marks if you write fewer than 35 words.
WRITING Part 3	Write an informal letter or a story (about 100 words).	First look at both tasks and choose the one that you think you can answer best. Make sure that you fulfil all the requirements of the task. Try not to write much more than 100 words as you may not have enough time to finish and check your work.

Paper 2: Listening

	TASK TYPE	STRATEGIES FOR STUDENTS
Part 1	Short dialogues or monologues with questions and multiple-choice picture options.	Read the questions carefully and look at the pictures before you listen to get an idea of what you need to listen for. Listen to all of each conversation before making a decision, as the vital information may be at the beginning, in the middle or at the end. Check your answer when you listen for a second time.
Part 2	Longer monologue or interview with multiple-choice items.	Read the questions in the time given before the recording starts. The information that you need in the recording is in the same order as the questions. Check your answers carefully when you listen for the second time.
Part 3	Monologue giving factual information with notes to complete.	Read the notes carefully before you listen and think about the type of information you need for each gap (ex: a time, a name, a number, an adjective). This will help you to listen for the specific information that you need. Write in any answers that you are sure of while you listen for the first time. The information that you need in the same order on the recording and in the notes. When you listen for the second time, check your answers and listen out for any you did not get the first time.
Part 4	Informal dialogue with true / false statements.	Read the statements before you listen. The information that you need is in the same order in the recording and in the statements.

Paper 3: Speaking

	TASK TYPE	STRATEGIES FOR STUDENTS
Part 1	Examiner asks students questions of a factual, personal kind (family, home, school, free-time, holidays, etc.).	Be prepared to spell your name. Listen carefully to the questions. Try to give answers which are extended beyond one or two words and try not to repeat speeches learnt by heart. If you do not understand the question, ask the examiner to repeat it.
Part 2	Collaborative task - students interact with each other in a simulated situation.	Turn to look at your partner and speak to him/her and <u>not</u> the examiner. Use the ideas in the pictures to express your ideas and opinions, but do not just describe the pictures. Listen to your partner's ideas and opinions and respond to these.
Part 3	Individual extended turn - students describe a colour photograph.	Describe what you can about the setting, the foreground / background, scenery, weather, furniture, people, what they are wearing and doing. If you don't know the word for something, just say so (in English) and talk about something else in the picture.
Part 4	Conversation about personal opinions / preferences / experiences / habits on theme taken from the photographs.	Turn to face your partner and talk to him/her, and <u>not</u> to the examiner. Try not talk in a couple of monologues, but pass the conversation from one to the other by asking questions (Have you ever...? Do you like...? Where did you ...?) and by responding to what your partner says (Really! How nice! I agree with you. Why did you ...?).