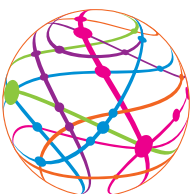




# **P**reliminary **E**nglish **T**est for Schools

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## *Information for Candidates*



# Information for candidates – PET for Schools

## Why take the Preliminary English Test (PET) for Schools?

Success in the Preliminary English Test (PET) for Schools shows that you can use everyday English at an intermediate level.

The content and topics in the test are targeted at the interests and experiences of school children.

You are tested in reading, writing, listening and speaking.

### ■ International recognition

PET for Schools is at Level B1 of the Common European Framework of Reference (CEFR).

Level B1 shows that the learner can, for example:

- deal with most of the situations you might meet when travelling as a tourist in an English-speaking country
- ask simple questions and take part in factual conversations
- write letters or make notes on familiar matters.

Many universities, employers and government departments recognise PET as an intermediate qualification in English.

You can find a full list at: [www.CambridgeESOL.org/recognition](http://www.CambridgeESOL.org/recognition)

### ■ Certificates

Learners who pass PET for Schools receive a certificate showing they have passed the Preliminary English Test at Level B1.

Learners who show ability at the level below B1 are awarded a certificate showing they have achieved Level A2 of the CEFR.

For more information about PET for Schools, please visit:

[www.CambridgeESOL.org/PETforSchools](http://www.CambridgeESOL.org/PETforSchools)

## Why take a Cambridge ESOL test?

Cambridge ESOL is a part of Cambridge Assessment, which has over 150 years' experience in educational assessment.

We are committed to providing internationally recognised qualifications that help you to achieve your life goals.

For more information about Cambridge ESOL, please visit: [www.CambridgeESOL.org](http://www.CambridgeESOL.org)

# What does PET for Schools involve?

This booklet is a brief introduction to PET for Schools. We show examples from each part of the test, but in some cases we do not show the full text or all the questions. If you would like to see a full sample paper for PET for Schools, you can download one from our website at: [www.candidates.CambridgeESOL.org/cs/](http://www.candidates.CambridgeESOL.org/cs/)

The table below shows the different parts of PET for Schools and how long each paper takes. In PET for Schools, Reading and Writing are combined on one question paper.

Name of paper	Content	Time allowed	Marks (% of total)
Paper 1 Reading and Writing	Reading: 5 parts / 35 questions Writing: 3 parts / 7 questions	1 hour 30 minutes	Reading: 25% Writing: 25%
Paper 2 Listening	4 parts / 25 questions	about 35 minutes (including 6 minutes' transfer time)	25%
Paper 3 Speaking	4 parts	10–12 minutes per pair of candidates (2:2 format*)	25%

\* 2 examiners, 2 candidates (2:3 format is used for the last group in a session where necessary)

## ■ Paper 1 Reading and Writing

Time: 1 hour 30 minutes


### Reading

#### Part 1 (Questions 1–5)

In the first part of the Reading paper you have to read and understand different kinds of short texts. These may be notices and signs, packaging information (for example instructions on a food package) and communicative messages (notes, emails, cards and postcards).

In the example below you can see two typical examples of the type of question you will find in Part 1. Read the text and decide which is the best answer (A, B or C). In the test there are three more questions like the ones below.

**1**



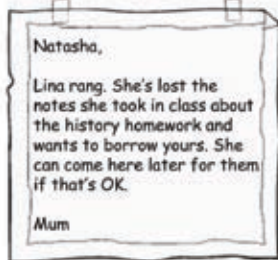
**What should Peter do?**

**A** let Stefan know if he is delayed

**B** tell Stefan which film he wants to watch

**C** wait for Stefan inside the cinema

**2**



**A** Lina would like to know if Natasha is going to do her history homework later this evening.

**B** Lina wants to compare the notes she wrote about the history homework with Natasha's.

**C** Lina hopes she can look at the information Natasha has for the history homework.

## Part 2 (Questions 6–10)

In Part 2 you will find five descriptions of people. There are then eight short extracts on a particular topic. This may be goods or services of some kind (for example, purchasing books, visiting museums or choosing holidays). You have to match each person to one of the texts.

In the examples below you have some information about two people, Olaf and Becca, and what they like to read. There are then six texts about different magazines. You have to decide which magazines Olaf and Becca would enjoy most. In the test there is information about three more people and two more magazines for you.

6



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

7



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

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

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

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

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

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

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

### Part 3 (Questions 11–20)

In Part 3 you have to read a longer, factual text and look for precise information. The texts may be brochure extracts, advertisements in magazines or website information. Before you read the text, there are 10 questions which are single-sentence statements about the text. You have to decide whether each statement is correct or incorrect.

In the example below you have five sentences (11–15) about a comedy club for young people. Read the text 'Comedy Kids' and then decide if each sentence is correct or incorrect. In the test, there are five more sentences like the ones below. You mark A on your answer sheet if the sentence is correct, and B if it is not correct.

- 11 *Comedy Kids* operates a number of internationally-based clubs for young people.
- 12 *Comedy Kids* comedians have had as much experience working with children as with adults.
- 13 According to John Winterton, he is the first ever young people's stand-up comedian.
- 14 John looks like most people's idea of a typical entertainer for young people.
- 15 *Comedy Kids* will hold special parties at their clubs for young people if requested.

#### Comedy Kids



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

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

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

If you're having a party at home *Comedy Kids* can come and perform for you there at your party – just ask!

### Part 4 (Questions 21–25)

In Part 4 the text you have to read expresses opinion or attitude. There are then five questions for you to answer. For each question we give you four possible answers (A, B, C or D) and you have to choose the right one.

The text on the next page is about an underwater research project. Read the text and try to answer questions 21 and 22. In the test, there are three more questions like these.



## Underwater research

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

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

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

- 21** What is Miguel Diaz doing in the text?
- A** describing the part he played in a science project
  - B** explaining how to apply for a place on a science trip
  - C** giving advice on understanding difficult areas of science
  - D** persuading others to organise their own science projects
- 22** What does Miguel say about the ROV?
- A** It was difficult to operate.
  - B** It could only go so far under water.
  - C** It was an expensive piece of equipment.
  - D** It recorded what was happening under water.

### Part 5 (Questions 26–35)

In this part of the Reading paper, you have a short text with 10 numbered spaces. You have to find the missing word for each space. The spaces are designed to test mainly vocabulary but also grammatical points such as pronouns, modal verbs, connectives and prepositions. After the text, we give you four possible answers for each numbered space and you have to choose the right one.

On the next page is part of a text called 'Superheroes'. There are four possible answers for each of the first five numbered spaces (26–30). Read the answers and try to decide which is the right missing word (A, B, C or D). In the test there are five more sets of answers like the ones on the next page.

## Superheroes

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

(29) ..... superhero powers vary widely, superhuman strength and the ability to fly are common. (30) ..... superheroes do not have special powers but...

- |    |   |         |   |          |   |          |   |          |
|----|---|---------|---|----------|---|----------|---|----------|
| 26 | A | Until   | B | Since    | C | From     | D | Before   |
| 27 | A | shown   | B | entered  | C | come     | D | appeared |
| 28 | A | become  | B | returned | C | changed  | D | grown    |
| 29 | A | Because | B | If       | C | Although | D | So       |
| 30 | A | Each    | B | Some     | C | Another  | D | Both     |

## Writing

### Part 1 (Questions 1–5)

There are five questions to answer in Part 1 of the Writing paper. For each question, you have one sentence which is complete and a second sentence which has a missing word or words. You have to complete the second sentence with between one and three words so that it means the same as the first sentence. All five sentences share a common theme or topic.

In the example below, there are some sentences about playing basketball (1–3). For each question, read the first sentence and then try to find the missing word(s) to complete the second sentence. Remember that the second sentence must have the same meaning as the first one. In the test there are two more questions like the ones below.

- |   |   |
|---|---|
| 1 | Last year, Niko was shown how to play basketball by his older brother.<br><b>Niko's older brother ..... him how to play basketball last year.</b> |
| 2 | Niko joined a basketball team three years ago.<br><b>Niko has been in a basketball team ..... 3 years.</b>  |
| 3 | Niko practises at a stadium quite near his house.<br><b>Niko's house is not very ..... from the stadium where he practises.</b>                   |

## Part 2 (Question 6)

For Part 2 you have to write a short, communicative message of between 35 and 45 words. The instructions in the question tell you who you are writing to and why you are writing. There are also three bullet points which tell you the content you must include in your answer. Remember to read the instructions carefully and plan your answer to cover everything.

In the example below you have to write a card to your British friend, Sam.

**Question 6**

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

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

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

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

## Part 3 (Question 7 or 8)

In Part 3 you can choose to write either an informal letter or a story. You should write about 100 words.

For the letter, you have to read an extract of a letter from a friend of yours and you then have to write a reply to your friend. The letter from your friend will tell you what to write about. For the story, we give you either a short title or the first sentence of the story.

In the two examples on the next page, you either have to write to your friend about a special day that people celebrate in your country, or write a story beginning with the sentence that is given.



### Question 7

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

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

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

### Question 8

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

*Jo looked at the map and decided to go left.*

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

## ■ Paper 2 Listening




Time: approx. 35 minutes including 6 minutes' transfer time

### Part 1 (Questions 1–7)

In this part of the test, there are seven short listening texts taken from daily life. These may be conversations at home or between friends, radio announcements, parts of talks, exchanges in shops, etc. For each text there is a question and three pictures. You have to listen to the recording and choose the picture which best answers the question.




Below we give you two examples of typical questions. Read each question and look at the pictures to get an idea of the kind of conversations which are on the recording and the information you will need to listen for. You have to choose the right answer (A, B or C). In the test, there are five more questions like the ones below.

**1** What does the boy want from the shops?

A B C

**2** Which programme is on first this evening?

A B C

### Part 2 (Questions 8–13)

In Part 2 you have to listen to a longer recording which may be either a monologue, or an interview with questions from a radio presenter. You hear the recording twice. There are then six multiple-choice questions with three possible answers for each one.

In the example on the next page, the recording is an interview with a girl called Sally Myers whose first book has been recently published. You have to listen and choose the right answer (A, B or C) for each question. In the test, there are three more questions like the ones on the next page.

- 8** Why did Sally decide to write her first book?
- A** people said her stories were good
  - B** her family bought her a diary
  - C** her penfriend suggested it
- 9** Why didn't Sally's Dad want her to send her book to a publisher?
- A** He didn't like it very much.
  - B** He had given her help to write it.
  - C** He was worried that they wouldn't be interested.
- 10** Sally sent her book to a company which
- A** published books only on the internet.
  - B** published her favourite stories.
  - C** published books of a similar type.

*Part 3 (Questions 14–19)*

The recording for Part 3 is also a longer text. This may be a radio announcement or a recorded message which gives information about places and events. Sometimes it is a talk or a radio programme, in which people are talking about courses, trips or holiday activities. You will hear the recording twice. On the question paper you will find a page of notes summarising the content of the text. Six pieces of information are missing from the notes and you have to listen to the recording, find the correct information and write it in the numbered gaps.

In the example on the next page, the recording is some information about a film-making competition. There are six spaces (14–19) where information is missing. You have to listen to the recording and write down the correct information in each space.

## FILM-MAKING COMPETITION

Maximum length of film: (14) .....

Type of film: (15) .....

Subject this year: The (16) .....

### JUDGES:

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

Mark Matthews, director

### PRIZES:

First prize: visit to a film school

Other prizes: books and modern (18) .....

Where the best films will be shown: (19) .....

### Part 4 (Questions 20–25)

In Part 4 you will hear a recording of two people talking. It's an informal conversation about everyday topics and the two people will talk about their opinions and agree or disagree on certain points. There are then six statements and you have to decide whether each statement is right or wrong.

In the example below, Michelle and Antony are talking about a television programme called 'Pop Choice'. You have to read the statements and decide whether each one is right (A) or wrong (B). In the test, there are three more statements like the ones below.

	YES	NO
20 Antony enjoyed watching last night's 'Pop Choice'.	A	B
21 Michelle believes the first prize would be a good career opportunity.	A	B
22 Antony thinks that Michelle sings well enough to appear on TV.	A	B

At the end of the paper-based version of the Listening test, you have 6 minutes to transfer your answers to the answer sheet.

## ■ Paper 3 Speaking

Time: 10–12 minutes per pair of candidates

For the Speaking test there are two oral examiners and you take the test in a pair with another candidate. At centres with an uneven number of candidates, the last single candidate is examined with the last pair in a group of three. The Speaking test is worth 25% of the total marks.

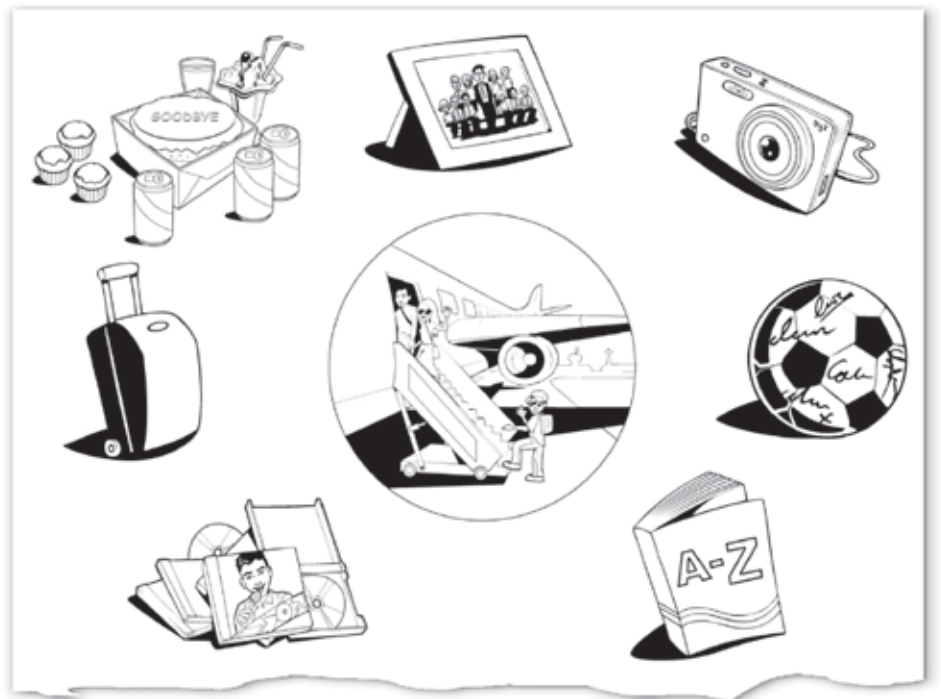
### Part 1

The first part of the test is a general conversation. One of the examiners will talk to each of you in turn and will ask you for personal details, about your daily routines, likes and dislikes, etc. The examiner will ask you at some point to spell all or part of your name.

### Part 2

In Part 2 you have to take part in a simulated situation with the other candidate. For example, you may have to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement with your partner.

To help you with this part of the test, the examiner will give you a prompt sheet like the one below and give you some instructions. In this case, the examiner will tell you that a boy is leaving his school because his parents are going to work in another country. You have to talk together about the different presents the students in his class could give him and then decide which would be best.



### Part 3

For Part 3 the examiner will give you a colour photograph like the one on the next page. You have to describe what you can see in the photograph. The examiner then gives your partner a different colour photograph to describe.



#### *Part 4*

In this last part of the test, you have to talk with your partner. The examiner will give you a subject which is related to the two photographs you described in Part 3. In this case, the subject is bedrooms at home. The examiner asks you to talk about the kinds of things you have in your bedroom now and the things you'd like to have in your bedroom in the future.

## Preparing for PET for Schools

If you would like more practice material to help you prepare for PET for Schools, there are past paper packs available to buy which include an audio CD of the Listening test. You can find more information, prices and details on our website at:

**[www.CambridgeESOL.org/resources/past-papers.html](http://www.CambridgeESOL.org/resources/past-papers.html)**

## Next steps

We wish you every success in taking PET for Schools and we hope that you will take other Cambridge ESOL tests in the future. The First Certificate in English (FCE) is the next level of Cambridge exams. You can find more information about FCE on our website at:

**[www.CambridgeESOL.org/FCE](http://www.CambridgeESOL.org/FCE)**

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Ericsson	Toyota
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