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Cambridge English Preliminary *for Schools*

Handbook for teachers
for exams from 2016

B1



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge



2015

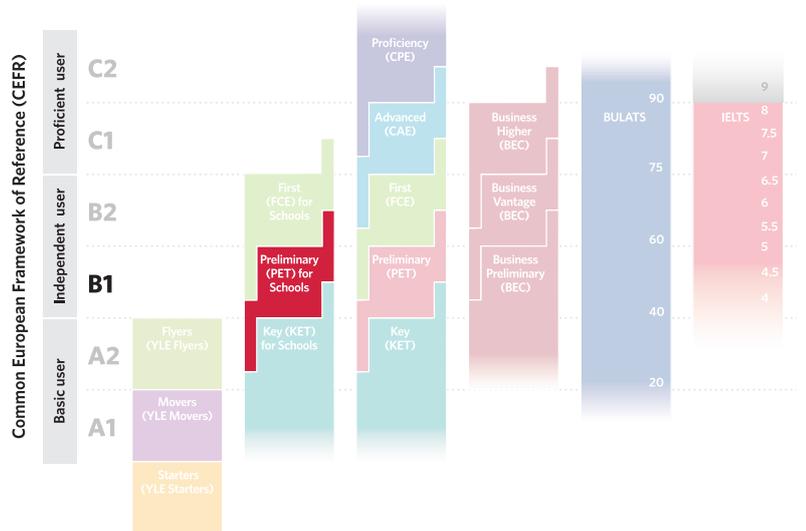
Quick overview

What level is the exam?

Cambridge English: Preliminary for Schools is targeted at **Level B1**, which is intermediate on the CEFR scale. At this level users can:

understand factual information and show awareness of opinions, attitudes and mood in both spoken and written English.

It can be used as proof of a candidate's ability to use English to communicate with native speakers for everyday purposes.



PAPER 1: Reading and Writing

1 hour 30 mins



Reading:

- FIVE PARTS, each with one or more texts and a set of questions
- Texts range from very short notices to longer adapted-authentic texts
- Covers a range of reading skills, from word up to whole-text level

Writing:

THREE PARTS, including:

- One task focusing on vocabulary and grammar
- One communicative task of 35–45 words
- One longer piece (choice between an informal letter or a story) of about 100 words



PAPER 2: Listening

about 36 mins



- FOUR PARTS, each with one or more recordings and a set of questions
- Texts may be monologues or dialogues based on authentic situations
- Covers a range of listening skills, including identifying key information and identifying attitude and opinion



PAPER 3: Speaking

10–12 mins



- FOUR PARTS, covering different interaction patterns
- Tests are taken in pairs, or sometimes a group of three
- Includes answering short questions, speaking at length about a picture, discussing, expressing opinions and responding

Make the most of your handbook

The best way to get the most from your handbook is to use the digital version. The digital version is updated more regularly and includes an extra set of sample papers.

The digital version contains links which take you straight to related pages if you want to find out more. For example, you can read about Part 1 of the Reading and Writing paper in the Tasks section, then click on the link to take you straight to a sample Part 1 task. There are also links which take you to useful websites and resources.

Tasks

The Tasks pages give information about the exam format and what is tested in each part of the paper.

Preparing learners

The Preparing learners pages give information and advice about what teachers can do to prepare their learners for the exam. There are also links to useful websites to find additional materials. You'll find suggested exam strategies to help learners perform to the best of their ability on the day.

Sample paper and assessment

The Sample paper and assessment section includes a sample paper for each of the four components as well as an answer key for the Reading and Listening components. For the Writing and Speaking papers there is information about the assessment criteria, and for Writing there are example answers for you to refer to or use with your learners.

We want to hear from you

We are keen to make this handbook as useful as possible so please complete our [online survey](#).

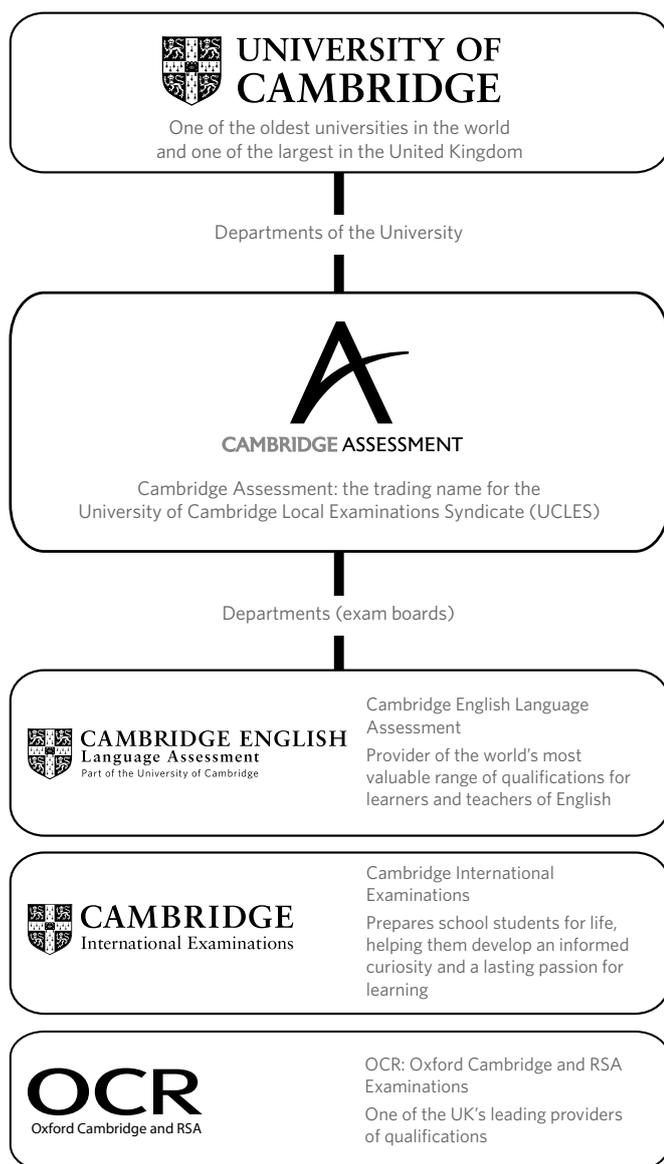
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About Cambridge English Language Assessment

Cambridge English: Preliminary for Schools is developed by Cambridge English Language Assessment, part of the University of Cambridge.

We are one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 170 countries around the world every year.



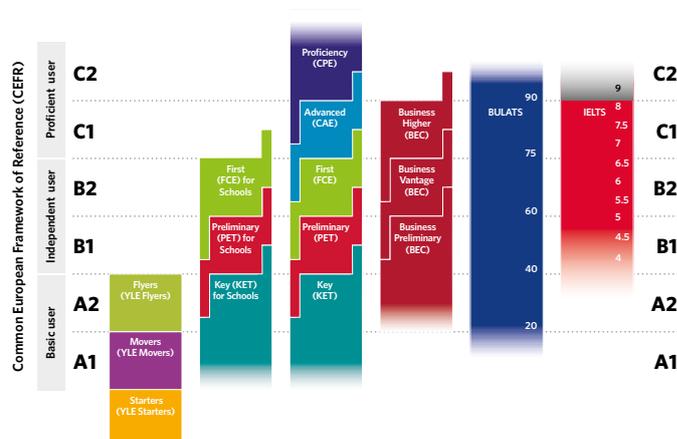
The world's most valuable range of English qualifications

Cambridge English Language Assessment offers the world's leading range of qualifications for learners and teachers of English. Over 5 million Cambridge English exams are taken each year in more than 130 countries.

We offer assessments across the full spectrum of language ability – for general communication, and for professional and academic purposes. All of our exams are aligned to the principles and approach of the Common European Framework of Reference for Languages (CEFR).

To find out more about Cambridge English exams and the CEFR, go to

www.cambridgeenglish.org/exams/cefr



Key features of Cambridge English exams

Cambridge English exams:

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

Proven quality

Our commitment to providing exams of the highest possible quality is underpinned by an extensive programme of research and evaluation. Question papers are produced and pretested using rigorous procedures to ensure accuracy and fairness, and the marking and grading of our exams is continuously monitored for consistency. More details can be found in our publication *Principles of Good Practice*, which can be downloaded free from

www.cambridgeenglish.org/principles

Cambridge English: Preliminary for Schools – an overview

Cambridge English: Preliminary for Schools is an English qualification at intermediate level.

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

Cambridge English: Preliminary for Schools:

- follows the exam format and is at the same level as *Cambridge English: Preliminary*
- leads to exactly the same internationally recognised certificate as *Cambridge English: Preliminary*
- matches students' experiences and interests
- follows on as a progression from *Cambridge English: Key for Schools*
- enables students to take an internationally recognised exam and enjoy the exam experience.

Exam formats

Cambridge English: Preliminary for Schools can be taken as either a paper-based or computer-based exam.

Who is the exam for?

Cambridge English: Preliminary for Schools is aimed at school students who want to show they can:

- read simple textbooks and articles in English
- write letters and emails on everyday subjects
- understand factual information
- show awareness of opinions and mood in spoken and written English.

Who recognises the exam?

The *Cambridge English: Preliminary* certificate is recognised around the world as proof of intermediate level English skills for industrial, administrative and service-based employment. It is also accepted by a wide range of educational institutions for study purposes. The Cambridge English range of exams is recognised by more than 20,000 institutions and employers. For more information about recognition go to

www.cambridgeenglish.org/recognition

What level is the exam?

Cambridge English: Preliminary for Schools is targeted at Level B1 on the CEFR.

Achieving a certificate at this intermediate level proves that a candidate has mastered the basics in English and now has practical language skills for everyday use.

What can candidates do at Level B1?

The Association of Language Testers in Europe (ALTE) has researched what language learners can typically do at each CEFR level. They have described each level of ability using Can Do statements, with examples taken from everyday life. Cambridge English Language Assessment, as one of the founding members of ALTE, uses this framework to ensure its exams reflect real-life language skills.

Typical abilities	Reading and Writing	Listening and Speaking
Overall general ability	CAN understand routine information and articles. CAN write letters or make notes on familiar or predictable matters.	CAN understand straightforward instructions or public announcements. CAN express simple opinions on abstract/cultural matters in a limited way.
Social and Leisure	CAN understand factual articles in magazines and letters from friends expressing personal opinions. CAN write to his/her friends about the books, music and films that he/she likes.	CAN identify the main points of TV programmes on familiar topics. CAN talk about things such as films and music and describe his/her reaction.
School and Study	CAN understand most information of a factual nature in his/her school subjects. CAN write a description of an event, for example a school trip. CAN take basic notes in a lesson.	CAN understand instructions on classes and homework given by a teacher or lecturer. CAN repeat back what people say to check that he/she has understood. CAN give detailed practical instructions on how to do something he/she knows well.

About the exam

Cambridge English: Preliminary for Schools is a rigorous and thorough test of English at Level B1. It covers all four language skills – reading, writing, listening and speaking.

A thorough test of all areas of language ability

There are three papers: detailed information on each test paper is provided later in this handbook, but the overall focus of each test is as follows:

Reading and Writing: 1 hour 30 minutes

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

Listening: 30 minutes – approximately

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

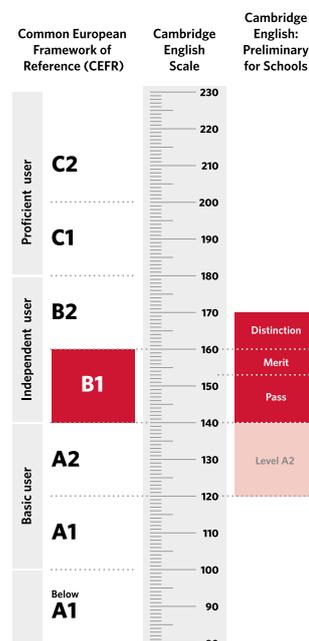
Speaking: 10-12 minutes

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

Each of the three test components contributes to a profile which defines the candidates' overall communicative language ability at this level.

Marks and results

Cambridge English: Preliminary for Schools gives detailed, meaningful results.



All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels A2 and B2 (Cambridge English Scale scores of 140–170) also receive a **certificate**.

Distinction: Cambridge English Scale scores of 160–170
Candidates sometimes show ability beyond Level B1. If a candidate achieves a Distinction in their exam, they will receive the Preliminary English Test certificate stating that they demonstrated ability at Level B2.

Pass and Pass with Merit: Cambridge English Scale scores of 140–159

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

CEFR Level A2: Cambridge English Scale scores of 120–139

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

Statements of Results

The Statement of Results shows the candidate's:

- Score on the Cambridge English Scale for their performance in each of the four language skills (reading, writing, listening and speaking).
- Score on the Cambridge English Scale for their overall performance in the exam. This overall score is the average of their scores for the four skills.
- Grade. This is based on the candidate's overall score.
- Level on the CEFR. This is also based on the overall score.

Certificates

The certificate shows the candidate's:

- score on the Cambridge English Scale for each of the four skills
- overall score on the Cambridge English Scale
- grade
- level on the CEFR
- level on the UK National Qualifications Framework (NQF).

Students will receive the same certificate as candidates who take *Cambridge English: Preliminary*.



Special circumstances

Cambridge English exams are designed to be fair to all test takers. For more information about special circumstances, go to

www.cambridgeenglish.org/help

Exam support

Official Cambridge English exam preparation materials

To support teachers and help learners prepare for their exams, Cambridge English Language Assessment and Cambridge University Press have developed a range of official support materials including coursebooks and practice tests. These official materials are available in both print and digital formats.

www.cambridgeenglish.org/exam-preparation

Support for teachers

The Teaching English section of our website provides user-friendly, free resources for all teachers preparing for our exams. It includes:

General information – handbooks for teachers, sample papers.

Detailed exam information – format, timing, number of questions, task types, mark scheme of each paper.

Advice for teachers – developing students' skills and preparing them for the exam.

Downloadable lessons – a lesson for every part of every paper.

Teaching qualifications – a comprehensive range of qualifications for new teachers and career development for more experienced teachers.

Seminars and webinars – a wide range of exam-specific seminars and live and recorded webinars for both new and experienced teachers.

Teacher development – resources to support teachers in their Continuing Professional Development.

www.cambridgeenglish.org/teaching-english

Support for candidates

We provide learners with a wealth of exam resources and preparation materials throughout our website, including exam advice, sample papers, candidate guides, games and online learning resources.

www.cambridgeenglish.org/learning-english

Facebook

Learners joining our lively Facebook community can get tips, take part in quizzes and talk to other English language learners.

www.facebook.com/CambridgeEnglish

Registering candidates for an exam

Exam entries must be made through an authorised Cambridge English examination centre.

Centre staff have all the latest information about our exams, and can provide you with:

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

We have more than 2,800 centres in over 130 countries – all are required to meet our high standards of exam administration, integrity, security and customer service. Find your nearest centre at

www.cambridgeenglish.org/centresearch

Further information

If your local authorised exam centre is unable to answer your question, please contact our helpdesk:

www.cambridgeenglish.org/help



PAPER 1:

Reading and Writing

Tasks

1 hour 30 mins



Reading

Part	Number of questions	Number of marks	Task type	What do candidates have to do?
1	5	5	3-option multiple choice	Read five real-world notices, messages and other short texts for the main message.
2	5	5	Matching	Match five descriptions of people to eight short texts on a particular topic, showing detailed comprehension.
3	10	10	True/false	Scan a longer factual text for specific information.
4	5	5	4-option multiple choice	Read a longer text for detailed comprehension, gist, inference and global meaning; as well as writer's attitude, opinion and purpose.
5	10	10	4-option multiple-choice cloze	Read a factual or narrative text and choose the correct vocabulary and grammatical items to complete gaps.
Total	35	35 (<i>weighted to 25</i>)		

Writing

1	5	5	Sentence transformations	Complete sentences to rewrite five original sentences so that the meaning is the same, but a different structural pattern is used. They must use no more than three words to complete their sentences.
2	1	5	Short communicative message, e.g. postcard, email, note etc.	Write between 35 and 45 words, communicating three content points given in the task.
3	1	20 (<i>weighted to 15</i>)	Choice between an informal letter or a story	Write about 100 words, answering the question of their choosing. Candidates are assessed using four subscales: Content, Communicative Achievement, Organisation and Language.
Total	7	25		

Preparing learners

Advice for teachers

We make every effort to ensure that all texts are accessible worldwide and are interesting to young people aged between 11 and 14.

Writers use the **grammatical syllabus** and the **vocabulary list** when preparing tasks so they are suitable for learners at B1 level, the level of *Cambridge English: Preliminary for Schools*.

Whenever possible, the texts used in the Reading paper are adapted from authentic reading texts. They may include:

- notices and signs (*Part 1*)
- packaging information (*Part 1*)
- notes, emails, cards, text messages, postcards (*all Reading and Writing tasks*)
- newspapers and magazines (*Parts 2, 3, 4*)
- simplified encyclopaedias and other non-fiction books (*Parts 3, 5*)
- brochures and leaflets (*Parts 2, 3*)
- websites (*Parts 1, 2, 3, 4, 5*).

Teachers may need to adapt texts to make them suitable for B1-level learners. The **vocabulary list** and the **language specifications** can help teachers to identify suitable language areas. The vocabulary list is updated annually.

Parents can get more information from the **Information for parents page** on the Cambridge English website.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.

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

FOR SALE

Rainforest Computer Game
2–4 players
Bought last month
Played once – works perfectly
Phone 204 255324

The advert says the computer game

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

Answer: **A**

1

Message 1

Peter: We're outside the cinema. Text if you're going to be late and we'll wait and watch the next film. If you're not coming, we'll go in now.
Stefan

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

Natasha,
Lina says she's lost the notes she took in class about the history homework and wants to borrow yours. She can come here later for them if that's OK.
Mum

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.

Teen Magazines

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

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

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.

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.

Tips for preparing learners for the Reading component

- ✓ Give learners a wide range of text types to read, both authentic and adapted. For example, notes and messages on social media websites, information leaflets, graded readers and articles.
- ✓ Help learners practise skimming and scanning both shorter and longer texts. Encourage learners to develop a habit of always skimming a text first to get a general understanding.
- ✓ Give learners practice reading texts with unfamiliar vocabulary, learning to ignore words which are not important for the task.
- ✓ Encourage your learners to read instructions carefully. Ask them to highlight key words, and use examples to help them understand what to do.
- ✓ Give learners practice doing timed exercises and exam tasks where they need to manage their own time in the Reading and Writing paper. Suggest that they spend about 50 minutes on the Reading component (leaving about 40 minutes for the Writing component).
- ✓ Help learners think about the different ways they read texts. For example, if they are reading an information leaflet then ask them to find some specific information. If they are reading a message, ask them to think how they would reply to it.
- ✓ Help your learners to work out the meaning of new words by using the rest of the text. Encourage them not to use a dictionary for every new word.



Completing the answer sheet (paper-based test only)

- All answers must go on an answer sheet.
- Candidates should use a pencil to complete the answer sheet.
- There is no additional time allowed for completing the answer sheet: candidates must do this within the 1 hour 30 minutes allowed for the test.
- For the Reading component, candidates shade a lozenge on the answer sheet to show their answer.
- For the Writing component, candidates write their answers on the correct part of the answer sheet.



Completing the computer-based test (computer-based test only)

- All answers are typed directly onto the computer.
- Candidates may take pens and pencils and a bottle of water into the exam room, but nothing else (including bags and anything electronic).
- Candidates should listen carefully to the instructions which the invigilator gives and follow the instructions on the computer screen.
- There are no examples in the Reading component, but candidates watch a short tutorial before the test.
- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may make notes on paper during the exam, for example if they want to plan an answer for the Writing component. They must leave these notes on their desk at the end of the exam.

Quick links to resources

Parents

cambridgeenglish.org/learning-english/parents-and-children/information-for-parents

- Information for parents

Learners

cambridgeenglish.org/exams/preliminary-for-schools/preparation

- Information for candidates guide

Teachers

cambridgeenglish.org/exams/preliminary-for-schools/preparation

- Vocabulary list
- Free teaching resources

cambridgeenglish.org/teaching-english/resources-for-teachers

- Lesson plans

Language specifications: [Page 66](#)

Topics list: [Page 68](#)

Advice by task

Candidates should practise these exam strategies regularly in class.

See these tasks in full from page 18.

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  **The advert says the computer game**

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

Answer: A B C

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  **What should Lina do?**

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.

THE TASK

- ▷ In this part, candidates have five short texts. With each text is one multiple-choice question with three options A, B and C.

HOW TO APPROACH THE TASK

- ▷ Candidates should read the text and decide what situation it would appear in.
- ▷ They can use the visual information (layout, location etc.) to help identify the context.
- ▷ Next they should read the three options.
- ▷ Candidates then need to compare each option with the text before choosing an answer.
- ▷ Explain that it is important to read the chosen option again to check that the meanings match.

ASSESSMENT

- ▷ This part tests the candidate's understanding of various kinds of short texts.

Reading Part 2

Questions 6 – 10

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

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

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

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

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

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

THE TASK

- ▷ Candidates have five short descriptions of people and have to match this content to five of eight short texts on a particular topic.

HOW TO APPROACH THE TASK

- ▷ Candidates should begin by reading the five descriptions of the people.
- ▷ Next, they need to read all eight texts carefully, underlining any matches between these and anything in the descriptions of the people.
- ▷ Candidates should then compare the description again with any possible matches. They need to check that the text meets all the requirements of the description.
- ▷ They should avoid using one or two identical words in the description and the text to choose an answer ('word-spotting'). Instead they need to focus on the meaning of the whole text.

ASSESSMENT

- ▷ This part tests the candidate's detailed comprehension of factual material.

Reading Part 3

Questions 11 – 20

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

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

THE TASK

- ▷ There are 10 questions, which are single-sentence statements about a longer factual text.

HOW TO APPROACH THE TASK

- ▷ Candidates should first read the questions, which are single-sentence statements.
- ▷ Next, they need to scan the text to find the answer to the first statement. The answers in the text are in the same order as the questions.
- ▷ They should repeat this for the remaining statements.
- ▷ Tell candidates not to worry about unfamiliar words, which are likely to appear in this part. These words are not required to answer the questions. Instead they should focus on finding the specific information to decide if the statements are true or false.

ASSESSMENT

- ▷ Candidates should concentrate on obtaining the specific information required from the text, and not worry if they meet an unfamiliar word or phrase.

Reading Part 4

Questions 21 – 25

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



Underwater research

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

Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers, led by the scientist Dr. Matt Phillips, was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat. The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

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

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

THE TASK

- ▷ In this part, candidates have a text which expresses an opinion or attitude. There are five multiple-choice questions with four options, A, B, C and D.

HOW TO APPROACH THE TASK

- ▷ Candidates should begin by skimming the text to find out the topic and general meaning.
- ▷ They need to decide on the writer's purpose and the meaning of the text as a whole.
- ▷ Candidates should then read the text again, much more carefully.
- ▷ It's important to deal with the questions one by one, comparing each option with the text before choosing one.
- ▷ Candidates should carefully re-check their choice of answer with the text.
- ▷ Suggest that they could deal with Questions 1 and 5 together: Question 1 focuses on writer purpose and Question 5 focuses on global meaning.
- ▷ Questions 2, 3 and 4 follow the order of information in the text.

ASSESSMENT

- ▷ Candidates need to demonstrate 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.

Reading Part 5

Questions 26 – 35

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

Example:

0 A with B for C by D on

Answer: A B C D

Superheroes

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

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

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

THE TASK

- ▷ In this part, candidates read a short text with 10 numbered spaces and an example.

HOW TO APPROACH THE TASK

- ▷ First candidates should skim the text to find out the topic and general meaning.
- ▷ Advise them to consider the example at the beginning of the text and identify why it is correct.
- ▷ Candidates should work through the 10 questions, reading the whole sentence to choose the correct word to complete the gap.
- ▷ After choosing an answer, they need to check the other three options and decide why they are wrong.
- ▷ Once all the gaps are completed, they should read the whole text again to make sure it makes sense.

ASSESSMENT

- ▷ The spaces are designed to test mainly vocabulary but also grammatical points such as pronouns, modal verbs, connectives and prepositions.

Tips for preparing learners for the Writing component

- ✓ Learners need to leave themselves enough time to complete Writing Part 3, which carries 15 marks out of the total of 25 for the Writing component.
- ✓ Learners must use clear handwriting so that examiners can read their answers easily. The most important thing is that their handwriting is clear; they can write in upper or lower case, and it does not matter if their writing is joined up or not.
- ✓ In Parts 2 and 3, learners should aim to write roughly the required number of words. This will ensure that they don't leave out important information (for example, a content point in Part 2), nor that their message becomes unclear by including irrelevant information.
- ✓ Learners should be very familiar with the three writing tasks and their requirements before they take the exam.

FOR LETTER-WRITING:

- Learners should write to penfriends or 'e-pals' regularly.
- Learners should read and notice the organisation of letters, including typical language and phrases used for opening and closing a letter.

FOR STORY-WRITING:

- Learners should plan and write short stories regularly, both at home and in class.
 - Learners should also read short stories, for example simplified readers in English. They can use these to identify how stories start, develop and end.
- ✓ The word length is a guide which learners should aim for.
 - ✓ Learners shouldn't spend too long on the Reading or Writing paper. Suggest that they spend about 40 minutes on the Writing component (leaving about 50 minutes for the Reading component).

Advice by task

See these tasks in full from page 23.

Writing Part 1

Questions 1 – 5

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

Example:

- 0 Niko really enjoys playing basketball.
Niko is very keen basketball.

Answer:

- 1 Last year, Niko was shown how to play basketball by his older brother.
Niko's older brother him how to play basketball last year.
- 2 Niko joined a basketball team three years ago.
Niko has been in a basketball team 3 years.
- 3 Niko practises at a stadium quite near his house.
Niko's house is not very from the stadium where he practises.
- 4 Niko walks to the stadium in ten minutes.
It Niko ten minutes to walk to the stadium.
- 5 Niko's team had an important match last week.
There an important match last week for Niko's team.

THE TASK

- ▷ The five sentences have a common theme or topic.
- ▷ For each question, there is one complete sentence, followed by a gapped sentence below.
- ▷ Candidates must complete the gapped sentence so it has the same meaning as the complete sentence. They must use between one and three words to complete the gap.
- ▷ The focus is on grammatical precision.

HOW TO APPROACH THE TASK

- ▷ Candidates should begin by reading the first sentence and thinking about its meaning.
- ▷ Then they can read the second sentence, looking at which words are repeated from the first sentence and which words are different.
- ▷ Next they should look at the second sentence again and think about which phrases and structures could be used to complete it.
- ▷ Candidates need to complete the second sentence using one, two or three words and write them on the answer sheet.
- ▷ Explain that it is important to read both sentences again, checking their meaning is the same.

ASSESSMENT

- ▷ Candidates must not use more than three words to complete the gap. They will lose the mark, even if the meaning is correct.
- ▷ Candidates must spell all the words correctly, or they will lose the mark.
- ▷ There may be more than one possible answer for each question; all correct answers will be accepted.
- ▷ The language structures tested in this part are all taken from the **language specifications** and the vocabulary list.
- ▷ Teachers and candidates should make sure they're familiar with all the language on these lists.
- ▷ You could use sample tasks and past papers to identify the areas of language that are typically tested in this part. This may include, among others, prepositions, collocations, passive and active voices, direct and indirect speech, verb patterns and opposites.

Writing Part 2

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.

THE TASK

- ▷ Candidates need to write a short message which communicates key points given in the task.
- ▷ The task gives candidates the context, whom they are writing to, why they are writing, and three key content points.
- ▷ Candidates must include the three content points by writing between 35 and 45 words.

HOW TO APPROACH THE TASK

- ▷ Candidates should read the questions carefully and ensure they answer the question set. They should not learn a pre-prepared answer, which may not fit the question in the exam.
- ▷ After writing, candidates should read through their answer to ensure that the meaning is clear and that they have included all the content points.

ASSESSMENT

- ▷ Candidates must include all three content points in their answer. If they leave out one content point, they cannot gain full marks.
- ▷ Answers must be linked to the context given in the question.
- ▷ Answers must fulfil all parts of the task, or they will not receive top marks.
- ▷ Candidates are assessed on the clarity of their message. Minor errors which do not impede communication are not penalised (including minor spelling mistakes).

Writing Part 3

Write an answer to **one** of the questions (7 or 8) in this part.
Write your answer in about **100 words** on your answer sheet.
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.

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.

THE TASK

- Candidates choose either an informal letter or a story. They must write around 100 words.
- For the informal letter, candidates read an extract of a letter from a friend. This gives the topic that they must write about. For example, there may be a couple of questions that they should respond to.
- For the story, candidates are given either a short title or the first sentence of the story. Candidates must either write a story linked to the title, or continue the story with clear links to the opening sentence.

HOW TO APPROACH THE TASK

- Candidates should practise planning their answers carefully before writing, to ensure answers are well organised and contain relevant content.
- They should also practise writing timed answers within the recommended word length.
- It's a good idea for them to practise evaluating their own and others' answers, with close reference to the question. For example, they can look at sample answers or at each other's answers, identifying what the writer did well, and what they could improve.
- Candidates should choose the task which best suits them and their interests. They should consider the topic as well as the language demands, e.g. vocabulary, in the two questions before choosing.
- When writing the story, candidates should pay close attention to any names or pronouns used in the title or opening sentence, and ensure their stories follow the same pattern. For example, if the story begins in the third person, it should continue that way.

ASSESSMENT

- Answers are assessed using the assessment scales, which consist of four subscales: Content, Communicative Achievement, Organisation and Language.
- Candidates should aim to use a range of tenses, expressions and vocabulary, even if these contain some minor mistakes. It's important for candidates to show the full range of their language ability and to be ambitious in their use of language.
- Non-impeding errors, which do not affect communication, will not necessarily be penalised. These include spelling, grammar or punctuation errors. However, errors which interfere with or cause a breakdown in communication will be treated more severely.

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:

FOR SALE



Rainforest Computer Game
2-4 players
Bought last month
Played once - works perfectly
Phone Tom: 255324

Answer:

A **B** **C**

The advert says the computer game

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

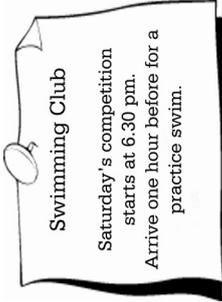
3

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

Why has Monica written the email?

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

4



Swimming Club
Saturday's competition starts at 6.30 pm.
Arrive one hour before for a practice swim.

A The swimming competition will last for one hour.

B All swimmers should get some practice before Saturday.

C There is an opportunity to swim before the competition starts.

5

Zoe

I won't be back in time to take you to dance class. I have arranged for Emily's mum to collect you at 5. Please be ready and remember your things

Mum

What must Zoe do?

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

1



Message 1

Peter,
We're outside the cinema. Text if you're going to be late and we'll wait and watch the next film. If you're not coming, we'll go in now.
Stefan

Options Back

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

Natasha,

Lina rang. She's lost the notes she took in class about the history homework and wants to borrow yours. She can come here later for them if that's OK.

Mum

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

2

3

Reading • Part 2

Questions 6 – 10

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



6

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



7

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



8

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



9

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



10

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

4

Teen Magazines

- A Youth World** is an entertainment magazine full of ideas on what to do. It provides details of all the latest films, concerts, exhibitions and fashion shows. If you are someone who prefers to stay in, it also recommends the best DVDs to watch.
- B Teens Now** is a successful music magazine for teenagers that lists who is playing, where and when and how to get tickets. Interviews with well-known singers and groups as well as detailed biographies are included. It also gives its readers the chance to send in their own articles.
- C NS Teens** magazine is well-known for its wildlife and environmental content but it also has articles on the history and culture of people from around the world. Some of the articles are long and detailed but the magazine is also famous for its fantastic photo-journalism. There are also letters from readers as well as maps and fact sheets.
- D Some leading journalists write for Teen People, a music magazine aimed at the teen market. There are interviews with new bands as well as the latest news on recordings, tours and festivals. A popular feature is the annual reader's vote for the best new band.**
- E Top Teens** is easy to read and full of colour photographs. There are a range of different sections including those offering fashion and beauty advice. But the majority of its pages are devoted to interviews with the popular, well-known stars of cinema, music and sport.
- F The only environmental magazine written by teenagers for teenagers is Young WB. Readers are invited to send their articles and photographs to the magazine's offices and material is chosen for the next issue. As well as articles about the natural world, the magazine also has many special offers and competitions.**
- G Teenplus** is very different from the average teen magazine that simply offers articles on pop stars and fashion. This exciting new magazine informs readers about what is happening in the world through its in-depth articles on current affairs, politics and science. It also offers a variety of reviews on recent books, films and music CDs.
- H No journalists write for Teen Voice. This magazine depends completely on articles sent in by its teenage readers. It gives young people the opportunity to publish their creative work, such as poems or short works of fiction or to voice their opinions on important issues. They can also write reviews of the latest music CDs.**

5

Reading • Part 3

Questions 11 – 20

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

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

6

Comedy Kids

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



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

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

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

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

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

7

Reading • Part 4

Questions 21 – 25

Read the text and questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.



Underwater research

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

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

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

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

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

21 What is Miguel Diaz doing in the text?

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

22 What does Miguel say about the ROV?

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

23 What was Miguel's attitude towards diving?

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

24 What effect has the trip had on Miguel?

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

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

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

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

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

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

Reading • Part 5

Questions 26 – 35

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

Example:

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

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

Superheroes

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

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

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

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

Writing • Part 1

Questions 1 – 5

Here are some sentences about a boy who likes basketball.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

- 0** Niko really enjoys playing basketball.

Niko is very keen **basketball.**

Answer:

- 1** Last year, Niko was shown how to play basketball by his older brother.
Niko's older brother **him how to play basketball last year.**
- 2** Niko joined a basketball team three years ago.
Niko has been in a basketball team **3 years.**
- 3** Niko practises at a stadium quite near his house.
Niko's house is not very **from the stadium where he practises.**
- 4** Niko walks to the stadium in ten minutes.
It **Niko ten minutes to walk to the stadium.**
- 5** Niko's team had an important match last week.
There **an important match last week for Niko's team.**

12

Writing • Part 2

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.

13

Writing • Part 3

Write an answer to **one** of the questions (**7** or **8**) in this part.
Write your answer in about **100 words** on your answer sheet.
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.

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.

Assessment

Answer key

READING

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

WRITING

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

Assessment of Writing Part 2

Mark scheme for Writing Part 2

Band	
5	<ul style="list-style-type: none">Very good attempt at the task.No effort is required of the reader.All elements of the message are fully communicated.
4	<ul style="list-style-type: none">Good attempt at the task.Minimal effort is required of the reader.All elements of the message are communicated.
3	<ul style="list-style-type: none">Satisfactory attempt at the task.Some effort is required of the reader.All elements of the message are communicated.
OR	
	<ul style="list-style-type: none">One content element omitted but others clearly communicated.
2	<ul style="list-style-type: none">Inadequate attempt at the task.Significant effort may be required of the reader.Content elements omitted, or unsuccessfully dealt with, so the message is only partly communicated.
1	<ul style="list-style-type: none">Poor attempt at the task.Excessive effort is required of the reader.Very little of the message is communicated.
0	<ul style="list-style-type: none">Content is totally irrelevant or incomprehensible.
OR	
	<ul style="list-style-type: none">Too little language to assess.

Sample answers

Candidate A

Sam,

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

Thu

Mark and commentary 5 marks

A very good attempt at the task. All three elements of the message are fully communicated and no effort is required of the reader.

Candidate B

Hi Sam,

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

Love,

Fernanda

Mark and commentary 4 marks

A good attempt at the task. All three elements of the message are communicated. Minimal effort is required of the reader.

Candidate C

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

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

By, Lera

Mark and commentary 3 marks

A satisfactory attempt at the task. All three content elements have been communicated but some effort is required of the reader.

Candidate D

Dear Sam,

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

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

Valeria

Mark and commentary 2 marks

An inadequate attempt at the task. There is sufficient information concerning what the candidate enjoyed about his stay but there are no details about the journey home and no invitation has been made. The message is only partly communicated.

Assessment of Writing Part 3

Examiners and marking

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

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

Assessment scales

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

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

Responses are marked on each subscale from 0 to 5.

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

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and

have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.

- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word.

The subscale **Content** is common to all levels:

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

The remaining three subscales (**Communicative Achievement**, **Organisation**, and **Language**) have descriptors specific to each CEFR level (see page 31).

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

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

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

Writing mark scheme glossary of terms

1. GENERAL

GENERALLY

Generally is a qualifier meaning not in every way or instance. Thus, *generally appropriately* refers to performance that is not as good as *appropriately*.

FLEXIBILITY

Flexible and **flexibly** refer to the ability to adapt – whether language, organisational devices, or task conventions – rather than using the same form over and over, thus evidencing better control and a wider repertoire of the resource. Flexibility allows a candidate to better achieve communicative goals.

2. CONTENT

RELEVANT

Relevant means related or relatable to required content points and/or task requirements.

TARGET READER

The **target reader** is the hypothetical reader set up in the task, e.g. a magazine's readership, the candidate's English teacher.

INFORMED

The target reader is **informed** if content points and/or task requirements are addressed and appropriately developed. Some content points do not require much development (e.g. *state what is x*) while others require it (*describe, explain*).

3. COMMUNICATIVE ACHIEVEMENT

CONVENTIONS OF THE COMMUNICATIVE TASK

Conventions of the communicative task include such things as genre, format, register and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and use the right tone for the communicative purpose.

HOLDING TARGET READER'S ATTENTION

Holding the target reader's attention is used in the positive sense and refers to the quality of a text that allows a reader to derive meaning and not be distracted. It does not refer to texts that force a reader to read closely because they are difficult to follow or make sense of.

COMMUNICATIVE PURPOSE

Communicative purpose refers to the communicative requirements as set out in the task, e.g. make a complaint, suggest alternatives.

STRAIGHTFORWARD AND COMPLEX IDEAS

Straightforward ideas are those which relate to relatively limited subject matter, usually concrete in nature, and which require simpler rhetorical devices to communicate. **Complex ideas** are those which are of a more abstract nature, or which cover a wider subject area, requiring more rhetorical resources to bring together and express.

4. ORGANISATION

LINKING WORDS, COHESIVE DEVICES AND ORGANISATIONAL PATTERNS

Linking words are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provides explicit linkage. They can range from basic high-frequency items (such as *and, but*) to basic and phrasal items (such as *because, first of all, finally*).

Cohesive devices refers to more sophisticated linking words and phrases (e.g. *moreover, it may appear, as a result*), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. *There are two women in the picture. The one on the right . . .*), ellipsis (e.g. *The first car he owned was a convertible, the second a family car*), or repetition.

Organisational patterns refers to less explicit ways of achieving connection at the between-sentence level and beyond, e.g. arranging sentences in climactic order, the use of parallelism, using a rhetorical question to set up a new paragraph.

5. LANGUAGE

VOCABULARY

Basic vocabulary refers to vocabulary used for survival purposes, for simple transactions, and the like.

Everyday vocabulary refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain.

Less common lexis refers to vocabulary items that appear less often in the relevant domain. These items often help to express ideas more succinctly and precisely.

APPROPRIACY OF VOCABULARY

Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.

GRAMMATICAL FORMS

Simple grammatical forms: words, phrases, basic tenses and simple clauses.

Complex grammatical forms: longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

GRAMMATICAL CONTROL

Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.

Where language specifications are provided at lower levels (as in *Cambridge English: Key (KET)* and *Cambridge English: Preliminary (PET)*), candidates may have control of only the simplest exponents of the listed forms.

RANGE

Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

OVERUSE

Overuse refers to those cases where candidates repeatedly use the same word because they do not have the resources to use another term or phrase the same idea in another way. Some words may unavoidably appear often as a result of being the topic of the task; that is not covered by the term overuse here.

ERRORS AND SLIPS

Errors are systematic mistakes. **Slips** are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/ grammatical point are accurate, a mistake on that point would most likely be a slip.

IMPEDE COMMUNICATION

Impede communication means getting in the way of meaning. **Meaning can still be determined** indicates that some effort is required from the reader to determine meaning.

Sample answers with examiner comments

Part 3 – Letter

Candidate A

Joe,

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

Write me soon.

Your friend

Hoa

Examiner comments

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

Candidate B

Dear Peter,

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

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

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

Do you celebrate a special day in your country?

Your friend

Magda

Examiner comments

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

Candidate C

Dear Friend,

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

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

Your friend

Examiner comments

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

Part 3 – Story

Candidate D

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

Examiner comments

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

Candidate E

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

Examiner comments

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



PAPER 2: Listening Tasks

About 30 mins
(plus 6 minutes to transfer answers)



Listening

Part	Number of questions	Number of marks	Task type	What do candidates have to do?
1	7	7	3-option multiple choice	Identify key information in seven short monologues or dialogues and choose the correct visual.
2	6	6	3-option multiple choice	Listen to a monologue or interview for specific information and detailed meaning.
3	6	6	Gap-fill	Listen to a monologue and complete gaps in a page of notes.
4	6	6	Correct/incorrect	Listen to an informal dialogue for detailed meaning and to identify attitudes and opinions.
Total	25	25		

Preparing learners

Advice for teachers

The texts and tasks in the Listening paper reflect the variety of listening situations which learners at B1 level are expected to deal with. Teachers should ensure that learners are exposed to a range of listening situations and interactions.

The texts may include:

- conversations at home or between friends (*Parts 1, 4*)
- radio announcements (*Parts 1, 3*)
- parts of talks (*Part 1*)
- exchanges in shops (*Part 1*)
- informational talks or radio programmes (*Parts 2, 3*)
- interviews with questions from a radio presenter (*Part 2*)
- recorded messages (*Parts 1, 3*).

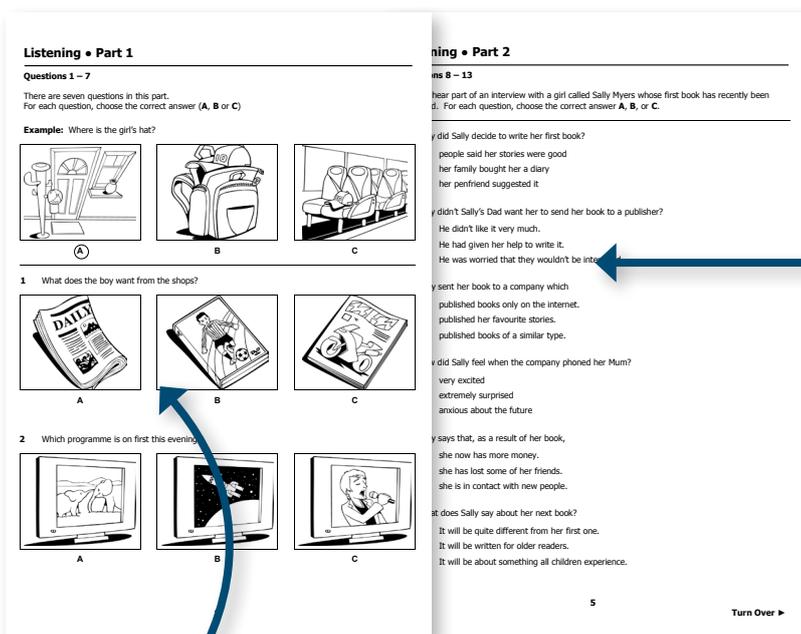
Also note the following:

- The recordings will contain a range of standard native-speaker accents. Learners should practise listening to a variety of accents.
- When selecting listening material, teachers can use the **topics list** to help them identify suitable topics to use with learners.
- Teachers may find that the Inventory of functions, notions and communicative tasks in the **language specifications** helps them to identify different listening situations for learners to work with.
- Free teaching resources and lesson plans are available on the Cambridge English website.

Parents can get more information from the **Information for parents page** on the Cambridge English website.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.



interview with questions

conversations at home or between friends

Tips for preparing learners for the Listening paper

- ✓ Help learners identify and understand the type of text they are listening to. They should also identify the purpose of the task that they have to do. Together, these activities will help them to choose the most appropriate listening strategies for the tasks in the exam.
- ✓ Use classroom discussion activities and listening to the teacher to help to develop listening skills. However, learners must also listen to a range of recordings to prepare for the content of the exam.
- ✓ Make sure learners read the instructions on the question paper, and listen to them on the recording so they are completely clear about what they have to do.
- ✓ All the texts in the exam are heard twice. Remind learners to use both listenings to refine their answers.
- ✓ Use the transcript of the recording once learners have completed a task. It can be useful to look at it to identify key phrases, cues, distraction, etc.
- ✓ Encourage learners not to leave blank spaces. They won't lose marks for a wrong answer. Ask learners to check they have an answer, as they might have understood more than they think.
- ✓ Practise different types of listening to develop your learners' listening skills. Testing should not be the only focus.



Completing the answer sheet

(paper-based test only)

- Candidates doing the paper-based test should practise transferring their answers to the answer sheet.
- All answers must go on an answer sheet.
- Candidates should write their answers on the question paper as they listen.
- They then have 6 minutes at the end of the test to copy these answers onto the answer sheet.
- Candidates should use a pencil to complete the answer sheet.
- For Parts 1, 2 and 4, candidates shade a lozenge on the answer sheet to show their answer.
- For Part 3, candidates write their answers on the answer sheet.



Completing the computer-based test

(computer-based test only)

- Candidates mark or type all their answers directly onto the computer.
- Candidates may take pens and pencils and a bottle of water into the exam room, but nothing else (including bags and anything electronic).
- They should listen carefully to the instructions which the invigilator gives and follow the instructions on the computer screen.
- Candidates should check that they can hear the test properly. If they cannot hear the recording, they should raise their hand and inform the invigilator immediately.
- There are no examples in the Listening component, but candidates watch a short tutorial before the test.
- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may make notes on paper during the exam, for example if they want to write down two alternative answers where they are unsure. They must leave these notes on their desk at the end of the exam.

Quick links to resources

Parents

cambridgeenglish.org/learning-english/parents-and-children/information-for-parents

- Information for parents

Learners

cambridgeenglish.org/exams/preliminary-for-schools/preparation

- Information for candidates guide

Teachers

cambridgeenglish.org/exams/preliminary-for-schools/preparation

- Vocabulary list (including **topics list**)
- Free teaching resources

cambridgeenglish.org/teaching-english/resources-for-teachers

- Lesson plans

Advice by task

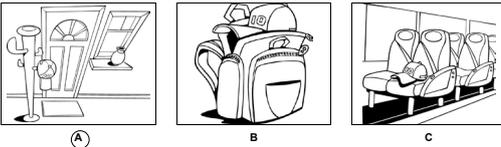
See these tasks in full from page 44.

Listening Part 1

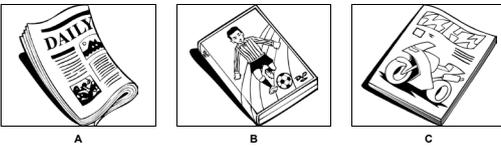
Questions 1 – 7

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

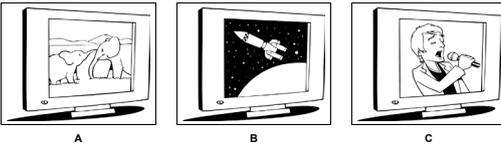
Example: Where is the girl's hat?



1 What does the boy want from the shops?



2 Which programme is on first this evening?



THE TASK

- ▷ In Part 1 there are seven short listenings, each with a question and three visual images.
- ▷ Candidates listen to the text, then choose the visual image which best answers the question in the context of what they heard.

HOW TO APPROACH THE TASK

- ▷ Candidates should read and listen to the example text and task to check how to record the answers.
- ▷ During the first listening they need to listen for gist, choosing the best option.
- ▷ Candidates should use the second listening to check the answer is correct, focusing on the key information in the text.
- ▷ They should repeat this process for the remaining questions.

ASSESSMENT

- ▷ The task requires candidates to listen for specific information in the text.

Listening Part 2

Questions 8 – 13

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

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

THE TASK

- ▷ In Part 2, candidates listen to a longer text, which may be a monologue or an interview with questions from a radio presenter.
- ▷ Candidates have to answer six multiple-choice questions as they listen to the text, choosing the correct answer from a choice of three options.
- ▷ The texts are from a range of contexts, and are largely informational.

HOW TO APPROACH THE TASK

- ▷ Candidates should first read and listen to the instructions, then use the pause to read the questions and think about the context. This may be information about places and events or people's lives, interests and experiences.
- ▷ They need to focus on understanding the detailed meaning of the text.

- ▷ During the first listening, they should listen for gist and choose the best option for each question.
- ▷ During the second listening, they need to check all the answers carefully, focusing on specific information and stated attitudes or opinions.

ASSESSMENT

- ▷ To arrive at the correct answer, candidates will need to understand the detailed meaning of the text.

Listening Part 3

Questions 14 – 19

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

FILM-MAKING COMPETITION

Maximum length of film: (14)

Type of film: (15)

Subject this year: The (16)

JUDGES:

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

Mark Matthews, director

PRIZES:

First prize: visit to a film school

Other prizes: books and modern (18)

Where the best films will be shown: (19)

THE TASK

- ▷ Candidates have a page of notes or sentences, summarising the content of the text, from which six pieces of information have been removed. As they listen, they fill in the numbered gaps with words from the text which complete the missing information.
- ▷ Most keys are single words, numbers or very short noun phrases.

HOW TO APPROACH THE TASK

- ▷ Candidates should begin by reading and listening to the instructions, then use the pause to read the gaps, thinking about the context and predicting the sort of language and information they are going to hear. This may be information about places and events, or people talking about courses, trips or holiday activities.
- ▷ They can use the order of the information on the page to help them follow the recording.
- ▷ During the first listening, candidates should note down single words, numbers or very short noun phrases to complete each gap. They need to keep the answers short.
- ▷ The words they need to complete the gaps are heard on the recording. They shouldn't try to manipulate the language or write in note form.
- ▷ During the second listening, candidates should check the answers make sense in the whole sentence and that each answer contains a concrete piece of information.
- ▷ It's important for them to check the spelling of words. Words which are spelled out must be correct.

ASSESSMENT

- ▷ The task requires candidates to locate and record specific information from the text.

Listening Part 4

Questions 20 – 25

Look at the six sentences for this part.

You will hear a conversation between a girl, Michelle, and a boy, Antony, about a television programme called 'Pop Choice' in which teenage singers compete for a prize.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

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

THE TASK

- ▷ In Part 4 candidates listen to a longer text, which is an informal dialogue, usually between two people of similar age and status.
- ▷ As candidates listen to the text they look at a series of six statements which report the attitudes and opinions of the speakers.
- ▷ Candidates decide whether these statements are correct or incorrect in the context of what they hear.
- ▷ Candidates listen to the text twice.

HOW TO APPROACH THE TASK

- ▷ First candidates need to read and listen to the instructions, then use the pause to read the statements about the speakers' opinions and attitudes about everyday concerns. They should think about the context.
- ▷ During the first listening, candidates should listen for gist and to locate where the answer to each statement appears in the text. They need to decide if the statement is correct or incorrect.
- ▷ During the second listening, they should focus on detailed meaning and identifying attitudes, opinions and agreement, to check their answers are correct.

ASSESSMENT

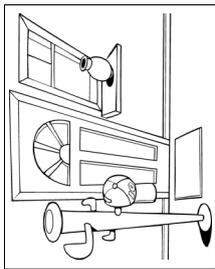
- ▷ The task calls for an understanding of the gist of a conversation containing less formal language and the correct identification of attitudes, opinions and agreement. Candidates will need to locate and understand detailed meaning in order to make the correct choice for each question.

Listening • Part 1

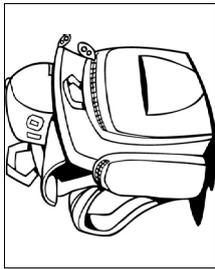
Questions 1 – 7

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

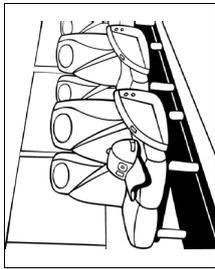
Example: Where is the girl's hat?



A



B



C

1 What does the boy want from the shops?



A

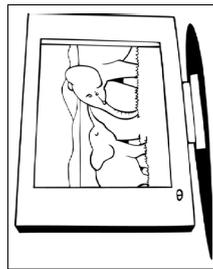


B

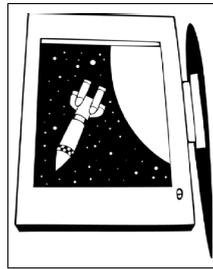


C

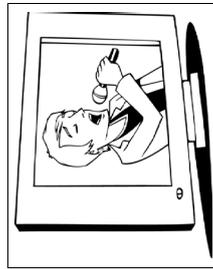
2 Which programme is on first this evening?



A



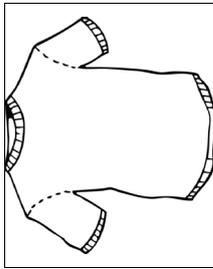
B



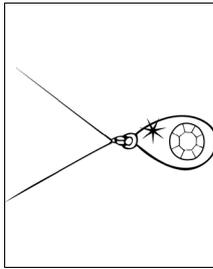
C

2

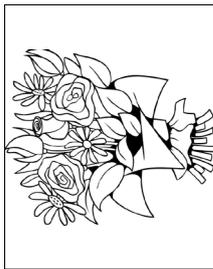
3 What present will the girl give Luisa?



A



B

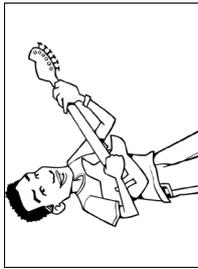


C

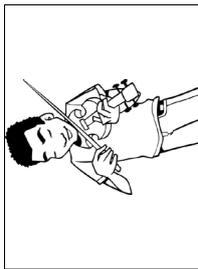
4 Which instrument does the boy play now?



A

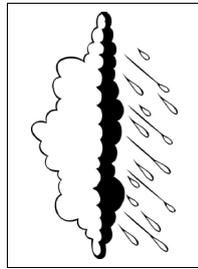


B

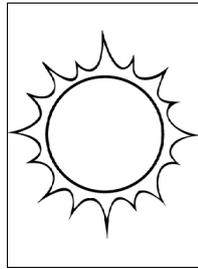


C

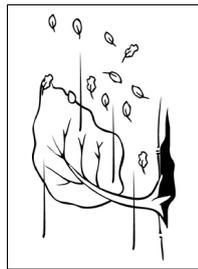
5 What will the weather be like for sports day tomorrow?



A



B



C

3

Turn Over ▶

Listening • Part 2

Questions 8 – 13

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

8 Why did Sally decide to write her first book?

- A people said her stories were good
- B her family bought her a diary
- C her penfriend suggested it

9 Why didn't Sally's Dad want her to send her book to a publisher?

- A He didn't like it very much.
- B He had given her help to write it.
- C He was worried that they wouldn't be interested.

10 Sally sent her book to a company which

- A published books only on the internet.
- B published her favourite stories.
- C published books of a similar type.

11 How did Sally feel when the company phoned her Mum?

- A very excited
- B extremely surprised
- C anxious about the future

12 Sally says that, as a result of her book,

- A she now has more money.
- B she has lost some of her friends.
- C she is in contact with new people.

13 What does Sally say about her next book?

- A It will be quite different from her first one.
- B It will be written for older readers.
- C It will be about something all children experience.

6 Who is the boy phoning?



A

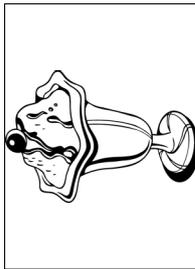


B



C

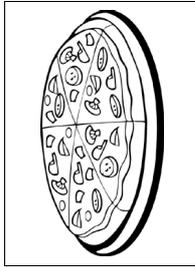
7 What food will the boy's mother buy?



A



B



C

4

5

Turn Over ►

Listening • Part 3

Questions 14 – 19

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

FILM-MAKING COMPETITION

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

Type of film: **(15)**

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

JUDGES:

Martha 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)**

Listening • Part 4

Questions 20 – 25

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

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



Transcript

This is the Cambridge Preliminary English Test for Schools sample paper.

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

Write your answers on the question paper. You will have 6 minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped.

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

— *** —

Now open your question paper and look at Part 1.

There are seven questions in this part. For each question there are three pictures and a short recording. For each question, choose the correct answer (A, B or C).

Before we start, here is an example.

Where is the girl's hat?

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

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

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

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

The answer is A.

Look at the three pictures for Question 1 now.

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

1: What does the boy want from the shops?

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

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

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

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

Now listen again.

2: Which programme is on first this evening?

TV announcer: Now I'm sure you're all looking forward to seeing Kerri Ramsey in concert this evening. The concert starts at 7.15 and we'll be going over live at 7 o'clock. But don't forget that Kerri's concert is followed by the award-winning wildlife film *Elephants in Danger* which is well worth seeing if you like animals. But now on channel five, we've got the final parts of *Stars*: the mini-series set in space in the not-too-distant future.

Now listen again.

3: What present will the girl give Luisa?

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

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

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

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

Boy: Thanks!

Now listen again.

4: Which instrument does the boy play now?

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

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

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

Girl: What a shame!

Now listen again.

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

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

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

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

Girl: Oh, good!

Now listen again.

6: Who is the boy phoning?

Boy: Oh hello. My name's Ben West and I've got an appointment for a check-up at 4.15 but I'm going to be a bit late. I've just had my hair cut and I thought I'd have time to get round to your surgery afterwards but the hairdresser was running late. I'm sorry . . . Oh yes 5.30 would be fine. I've also got to pick up my new glasses this afternoon, so I'll have time to do that on the way.

Now listen again.

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

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

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

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

Boy: Thanks, Mum.

Now listen again.

That is the end of Part 1.

— *** —

Now turn to Part 2, Questions 8 to 13.

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

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

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

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

Interviewer: Sally Myers is a 13-year-old writer whose first book was published last year. Sally, tell us about that book.

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

Interviewer: Did anybody help you?

Sally: Not with the writing. I only showed it to my dad after it was finished. He thought it was good, but he tried to stop me sending it to any

publishers. He thought I'd feel disappointed if they didn't like it. So, I sent it to just one company to see what they'd say.

Interviewer: How did you know which company to choose?

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

Interviewer: That must have been amazing!

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

Interviewer: Has being an author changed you?

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

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

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

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

Now listen again.

That is the end of Part 2.

— *** —

Now turn to Part 3, Questions 14 to 19.

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

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

You now have 20 seconds to look at Part 3.

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

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

If you're between 11 and 18 you can enter this year's film-making competition. The film should last no more than 12 minutes and you should have at least three main

characters. Last year's winner had eight people in it but we don't usually expect so many!

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

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

A challenging topic!

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

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

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

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

Now listen again.

That is the end of Part 3.

— *** —

Now turn to Part 4, Questions 20 to 25.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Now listen again.

That is the end of Part 4.

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

You have one more minute.

That is the end of the test.

Assessment

Answer key

Q	Part 1
1	A
2	B
3	A
4	B
5	B
6	B
7	C

Q	Part 2
8	C
9	C
10	C
11	B
12	C
13	C

Q	Part 3
14	12 minute(s) twelve minute(s)
15	(a) drama
16	weather
17	world
18	camera(s)
19	(at)(the) town hall

Brackets () indicate optional words or letters

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



PAPER 3: Speaking Tasks

10–12 mins



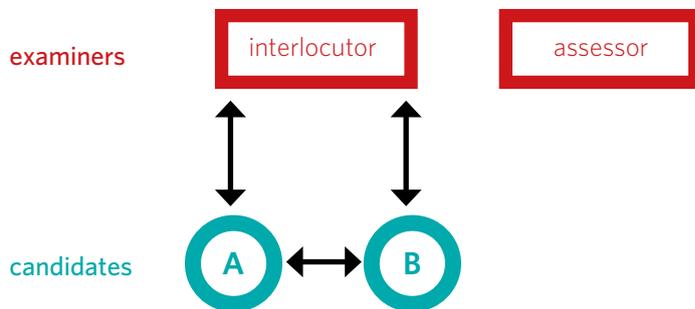
Speaking

Part	Timing	Interaction	Task type	What do candidates have to do?
1	2–3 minutes	Interlocutor ↓ Candidate	Interlocutor asks questions to each candidate in turn	Respond to questions , giving factual or personal information.
2	2–3 minutes	Candidate ↕ Candidate	Discussion task with visual stimulus	Make and respond to suggestions , discuss alternatives and negotiate agreement.
3	3 minutes	Candidate extended turn	Extended turn	Describe one colour photograph , talking for about 1 minute.
4	3 minutes	Candidate ↕ Candidate	General conversation	Discuss likes, dislikes, experiences, opinions, habits, etc.
Total		25 marks		

Preparing learners

Advice for teachers

- The standard format for the Speaking test is two candidates and two examiners.
- One examiner is the interlocutor, who manages the interaction and speaks directly with the candidates. The interlocutor sets up the tasks and gives the candidates their instructions.
- The other examiner is the assessor, who does not join in the conversation, but assesses the candidates' performances.



- Candidates are usually assessed in pairs, unless there is an uneven number of candidates at a centre. In this case, the last test of the session will be a group of three. This is the only circumstance in which candidates can be assessed as a group of three.
- There are a number of packs of materials from which examiners can choose tasks in any one session.
- When selecting topics and resources for speaking practice, teachers can use the **topics list** to help them identify suitable topics to use with learners.
- Free teaching resources and lesson plans are available on the Cambridge English website.

Parents can get more information from the **Information for parents page** on the Cambridge English website.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.

Tips for preparing learners for the Speaking paper

- ✓ Give your learners practice speaking English in a range of contexts and, as much as possible, with a range of different people. These can be simulated through classroom activities, e.g. role plays.
- ✓ Use classroom activities which focus on listening and responding to questions, expanding answers and helping to keep a conversation going.
- ✓ Watch videos of sample candidates, and do 'mock tests' to help your learners become very familiar with the format of the Speaking test.
- ✓ If learners have any difficulty in understanding an instruction or response, they should ask the interlocutor or their partner to repeat what they said. This will not normally result in any loss of marks.
- ✓ Give your learners practice talking about a picture for a minute – they can record and listen to themselves to see how well they are doing and what they need to improve. Make sure they know how to describe things well.
- ✓ Encourage learners not to learn set pieces for the exam. These will sound unnatural and probably won't answer the specific questions asked.

Quick links to resources

Parents

cambridgeenglish.org/learning-english/parents-and-children/information-for-parents

- Information for parents

Learners

cambridgeenglish.org/exams/preliminary-for-schools/preparation

- Information for candidates guide

Teachers

cambridgeenglish.org/exams/preliminary-for-schools/preparation

- Vocabulary list
- Free teaching resources

cambridgeenglish.org/teaching-english/resources-for-teachers

- Lesson plans

Advice by task

See these tasks in full from page 58.

Speaking Part 1

Preliminary English Test for Schools Speaking Test

Part 1 (2-3 minutes)

Phase 1
Interlocutor

A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?
(Hand over the mark sheets to the Assessor.)

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

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

B And what's your name?
Thank you.

Back-up prompts

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

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

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

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

How do you write your family / second name?
How do you write your family / second name?
Do you live in ...?
Do you have English lessons?

THE TASK

- ▷ The interlocutor leads a general conversation with each of the candidates.
- ▷ The interlocutor asks questions about their personal details (including spelling their name), daily routines, likes, dislikes, etc.
- ▷ The interlocutor speaks to the candidates in turn.
- ▷ Candidates respond directly to the interlocutor – they do not talk to each other in this task.

HOW TO APPROACH THE TASK

- ▷ It's normal to feel nervous at the beginning of the Speaking test. This conversation uses everyday, simple language and so is designed to help to settle candidates into the test.
- ▷ Candidates should listen carefully to the questions and give relevant answers.
- ▷ Candidates should avoid giving one-word answers, but try to extend their answers with reasons and examples wherever possible. However, they are not expected to give very long answers at this stage.

ASSESSMENT

- ▷ This part of the test assesses the candidates' ability to take part in spontaneous communication in an everyday setting.

Speaking Part 2

Speaking Test 1 (Leaving present)

Part 2 (2-3 minutes)

Interlocutor
Say to both candidates:

I'm going to describe a situation to you.

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

Here is a picture with some ideas to help you.

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

Pause

I'll say that again.

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

All right? Talk together.

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

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

Retrieve **Part 2 booklet**.

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

THE TASK

- ▷ The interlocutor sets up the task, but does not take part in the interaction.
- ▷ The interlocutor reads the instructions twice, setting up the situation, while the candidates look at the prompt material. The prompt material is a set of images which is designed to generate the candidates' own ideas about an imaginary situation.
- ▷ The candidates discuss their ideas together, making and responding to suggestions, discussing alternatives, making recommendations and negotiating agreement.
- ▷ Candidates may bring in their own ideas, and should negotiate turns and elicit each other's ideas.

- ▷ The interlocutor will allow candidates time to discuss the task. The whole task takes 2-3 minutes.
- ▷ If the interaction breaks down, the interlocutor will help to redirect the candidates but will not take part in the task itself.

HOW TO APPROACH THE TASK

- ▷ Candidates should concentrate on taking part fully in the task, rather than completing it. They are assessed on their use of appropriate language and interactive strategies, not their ideas.
- ▷ Candidates should respond to each other's ideas and move the discussion forward by, for example, giving their opinion on their partner's idea or asking a question.
- ▷ They should discuss all the visual prompts, and not try to come to a conclusion too quickly. If they do this, they will not give themselves the opportunity to show their full range of language ability.
- ▷ Candidates should not worry if the interlocutor stops them before they have reached a conclusion. This is because they have filled the allocated time. They are not assessed on whether they complete the task.

ASSESSMENT

- ▷ Candidates are assessed on their use of appropriate language and interactive strategies, not on their ideas.

Speaking Part 3

Speaking Test 1 (Teenage bedroom)

Part 3 (3 minutes)

Interlocutor <small>Say to both candidates:</small>	<p>Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teenagers in their bedrooms at home.</p> <p>Candidate A, here is your photograph. <i>(Place Part 3 booklet, open at Task 1A, in front of Candidate A.)</i> 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.</p> <p>Candidate A, please tell us what you can see in your photograph.</p>
(Candidate A)	<p style="text-align: center;"><i>Approximately one minute</i></p> <p style="text-align: center;"><i>If there is a need to intervene, prompts rather than direct questions should be used.</i></p> <div style="border: 1px solid black; padding: 2px; text-align: center; margin: 5px auto; width: 80%;">Thank you. (Can I have the booklet please?)</div> <p style="text-align: center;"><i>Retrieve Part 3 booklet from Candidate A.</i></p>
Interlocutor	<p>Now, Candidate B, here is your photograph. It also shows a teenager in his bedroom at home. <i>(Place Part 3 booklet, open at Task 1B, in front of Candidate B.)</i> Please show it to Candidate A and tell us what you can see in the photograph.</p>
(Candidate B)	<p style="text-align: center;"><i>Approximately one minute</i></p> <div style="border: 1px solid black; padding: 2px; text-align: center; margin: 5px auto; width: 80%;">Thank you. (Can I have the booklet please?)</div> <p style="text-align: center;"><i>Retrieve Part 3 booklet from Candidate B.</i></p>

THE TASK

- ▷ The interlocutor instructs each candidate in turn.
- ▷ The candidates take turns to speak for about 1 minute each.
- ▷ Each candidate is given one colour photograph to describe. The photographs show everyday situations which are relevant to the age group. The photographs have a common theme.
- ▷ The candidates describe what they can see in their photograph.
- ▷ When they have finished, they give their photograph back to the interlocutor.

HOW TO APPROACH THE TASK

- ▷ Candidates should keep their descriptions simple, and should not speculate about the context or talk about any wider issues raised by the photographs.
- ▷ They should use this part of the test to show their range of vocabulary.
- ▷ Candidates should describe the people and activities in the photographs as fully as possible. They should imagine they are

describing the photograph to someone who can't see it. This may include naming all the objects, describing colours, clothing, time of day, weather, etc.

- ▷ Candidates can also show their ability to organise their language using simple connectives.
- ▷ If candidates can't recall a certain word, they will be given credit if they can use paraphrase or other strategies to deal with items of vocabulary that they don't know or can't remember.

ASSESSMENT

- ▷ All criteria are assessed in this part of the test.

Speaking Part 4

Part 4 (3 minutes)

Interlocutor
Say to both
candidates:

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

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

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



Parts 3 & 4 should take about 6 minutes together.

THE TASK

- ▷ The interlocutor sets up the task, using the theme from the photographs in Part 3 as a starting point.
- ▷ The candidates speak to each other, responding to the task by discussing their likes and dislikes, experiences, etc. They do not have to discuss the photographs again.
- ▷ The interlocutor does not participate in the discussion. Candidates should maintain the conversation, negotiating turns and eliciting each other's opinions.
- ▷ If the interaction breaks down, the interlocutor will help to redirect the candidates with further prompts but will not take part in the task itself.
- ▷ This part lasts for about 3 minutes in total.

HOW TO APPROACH THE TASK

- ▷ Candidates are given credit for using appropriate interactive strategies, such as eliciting the views of their partner, picking up on their partner's points and showing interest in what their partner is saying.
- ▷ While candidates should give their opinions and express their own preferences, they should try to avoid talking only about themselves.
- ▷ Candidates should respond to each other's ideas and move the discussion forward by, for example, giving their opinion on their partner's idea or asking a question.

ASSESSMENT

- ▷ 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.
- ▷ All criteria are assessed in this part of the test.

**Preliminary English Test for Schools
Speaking Test**

Part 1 (2-3 minutes)

**Phase 1
Interlocutor**

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

(Hand over the mark sheets to the Assessor.)

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

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

B And what's your name?
Thank you.

Back-up prompts

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

Thank you.

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

Thank you.

How do you write your family
/ second name?

How do you write your family
/ second name?

(Ask the following questions. Ask Candidate A first.)
Where do you live / come from?
Do you study English at school?
Do you like it?

Thank you.

(Repeat for Candidate B.)

Do you live in ...?
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.)

What's your favourite school subject? Why?

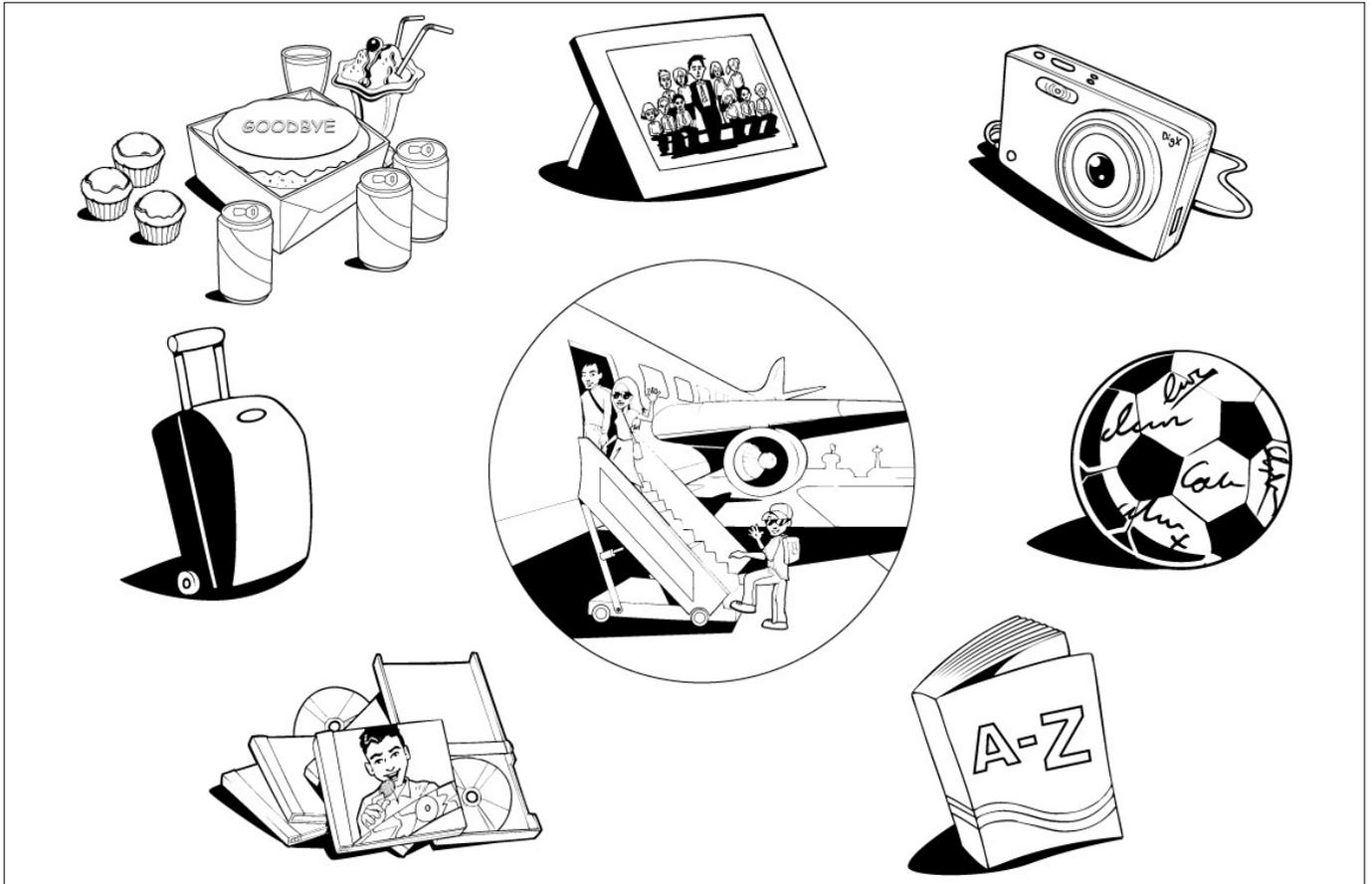
Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

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



Speaking Test 1 (Leaving present)

Part 2 (2-3 minutes)

Interlocutor
Say to both candidates:

I'm going to describe a situation to you.
A boy is **leaving** his school because his parents are going to work in **another country**. The students in his class want to give him a **present**. Talk together about the **different** presents they could give him and then decide which would be **best**.
Here is a picture with some ideas to help you.

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

Pause

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

All right? Talk together.

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

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

Retrieve Part 2 booklet.

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



Speaking Test 1 (Teenage bedroom)

Part 3 (3 minutes)

Interlocutor
Say to both candidates:

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

(Candidate A)

Approximately one minute

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

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

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

Interlocutor

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

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

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

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



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



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Assessment

Examiners and marking

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

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

Assessment scales

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

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

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

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

Assessment for *Cambridge English: Preliminary for Schools* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for *Cambridge English: Preliminary for Schools* (shown on page 62) are extracted from the overall Speaking scales on page 63.

Cambridge English: Preliminary for Schools Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 63.

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

Overall Speaking scales

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

Speaking assessment glossary of terms

1. GENERAL

CONVEYING BASIC MEANING

Conveying basic meaning: the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.

SITUATIONS AND TOPICS

Everyday situations: situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to school or work, taking part in leisure activities. A *Cambridge English: Key (KET)* task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.

Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. *Cambridge English: First (FCE)* tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.

Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. *Cambridge English: Advanced (CAE)* tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.

Abstract topics: topics which include ideas rather than concrete situations or events. *Cambridge English: Proficiency (CPE)* tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.

UTTERANCE

Utterance: people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language.

2. GRAMMAR AND VOCABULARY

APPROPRIACY OF VOCABULARY

Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in the utterance *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.

FLEXIBILITY

Flexibility: the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.

GRAMMATICAL CONTROL

Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.

Where language specifications are provided at lower levels (as in *Cambridge English: Key (KET)* and *Cambridge English: Preliminary (PET)*), candidates may have control of only the simplest exponents of the listed forms.

Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning, the production of one part of a complex form incorrectly or the use of some complex forms correctly and some incorrectly.

Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.

GRAMMATICAL FORMS

Simple grammatical forms: words, phrases, basic tenses and simple clauses.

Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms,

infinitives, verb patterns, modal forms and tense contrasts.

RANGE

Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

3. DISCOURSE MANAGEMENT

COHERENCE AND COHESION

Coherence and cohesion are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.

Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.

Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition (*and, in addition, moreover*); consequence (*so, therefore, as a result*); order of information (*first, second, next, finally*).

At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. *and, but, or, then, finally*) but also with more sophisticated devices (e.g. *therefore, moreover, as a result, in addition, however, on the other hand*).

Related vocabulary: the use of several items from the same lexical set, e.g. *train, station, platform, carriage*; or *study, learn, revise*.

Grammatical devices: essentially the use of reference pronouns (e.g. *it, this, one*) and articles (e.g. *There are two women in the picture. The one on the right . . .*).

Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. *you know, you see, actually, basically, I mean, well, anyway, like*.

EXTENT/EXTENDED STRETCHES OF LANGUAGE

Extent/extended stretches of language: the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.

RELEVANCE

Relevance: a contribution that is related to the task and not about something completely different.

REPETITION

Repetition: repeating the same idea instead of introducing new ideas to develop the topic.

4. PRONUNCIATION

INTELLIGIBLE

Intelligible: a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.

PHONOLOGICAL FEATURES

Phonological features include the pronunciation of individual sounds, word and sentence stress and intonation.

Individual sounds are:

pronounced vowels, e.g. the /æ/ in *cat* or the /e/ in *bed*

diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in *host* or the /eɪ/ in *hate*

consonants, e.g. the /k/ in *cut* or the /f/ in *fish*.

Stress: the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. imPOrtant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. *WHY* is that one important? versus *Why* is *THAT* one important?

Intonation: the way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.

5. INTERACTIVE COMMUNICATION

DEVELOPMENT OF THE INTERACTION

Development of the interaction: actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus, or to something the other candidate/interlocutor has said, or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. *What about bringing a camera for the holiday?* or *Why's that?*).

INITIATING AND RESPONDING

Initiating: starting a new turn by introducing a new idea or a new development of the current topic.

Responding: replying or reacting to what the other candidate or the interlocutor has said.

PROMPTING AND SUPPORTING

Prompting: instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution.

Supporting: instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.

TURN AND SIMPLE EXCHANGE

Turn: everything a person says before someone else speaks.

Simple exchange: a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question-answer, suggestion-agreement.

Language specifications

Candidates who are successful in *Cambridge English: Preliminary for Schools* should be able to communicate satisfactorily in most everyday situations with both native and non-native speakers of English.

The following is a list of the language specifications that the *Cambridge English: Preliminary for Schools* examination is based on.

INVENTORY OF FUNCTIONS, NOTIONS AND COMMUNICATIVE TASKS

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

greeting people and responding to greetings (in person and on the phone)

introducing oneself and other people

asking for and giving personal details: (full) name, age, address, names of relatives and friends, etc.

understanding and completing forms
giving personal details

understanding and writing letters, giving personal details

describing education, qualifications and skills

describing people (personal appearance, qualities)

asking and answering questions about personal possessions

asking for repetition and clarification

re-stating what has been said

checking on meaning and intention

helping others to express their ideas

interrupting a conversation

starting a new topic

changing the topic

resuming or continuing the topic

asking for and giving the spelling and meaning of words

counting and using numbers

asking and telling people the time, day and/or date

asking for and giving information about routines and habits

understanding and writing diaries and letters giving information about everyday activities

talking about what people are doing at the moment

talking about past events and states in the past, recent activities and completed actions

understanding and producing simple narratives

reporting what people say

talking about future or imaginary situations

talking about future plans or intentions

making predictions

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

buying and selling things (costs, measurements and amounts)

talking about food and meals

talking about the weather

talking about one's health

following and giving simple instructions

understanding simple signs and notices

asking the way and giving directions

asking for and giving travel information

asking for and giving simple information about places

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

making comparisons and expressing degrees of difference

talking about how to operate things

describing simple processes

expressing purpose, cause and result, and giving reasons

drawing simple conclusions and making recommendations

making and granting/refusing simple requests

making and responding to offers and suggestions

expressing and responding to thanks

giving and responding to invitations

giving advice

giving warnings and prohibitions

persuading and asking/telling people to do something

expressing obligation and lack of obligation

asking and giving/refusing permission to do something

making and responding to apologies and excuses

expressing agreement and disagreement, and contradicting people

paying compliments

criticising and complaining

sympathising

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

talking about physical and emotional feelings

expressing opinions and making choices

expressing needs and wants

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

talking about (im)probability and (im)possibility

expressing degrees of certainty and doubt

INVENTORY OF GRAMMATICAL AREAS

VERBS

Regular and irregular forms

MODALS

can (ability; requests; permission)

could (ability; possibility; polite requests)

would (polite requests)

will (offer)

shall (suggestion; offer)

should (advice)

may (possibility)

might (possibility)

have (got) to (obligation)

ought to (obligation)
must (obligation)
mustn't (prohibition)
need (necessity)
needn't (lack of necessity)
used to + infinitive (past habits)

TENSES

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

VERB FORMS

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

COMPOUND VERB PATTERNS

Phrasal verbs/verbs with prepositions

CONDITIONAL SENTENCES

Type 0: *An iron bar expands if/when you heat it.*
Type 1: *If you do that again, I'll leave.*

Type 2: *I would tell you the answer if I knew it.*
If I were you, I wouldn't do that again.

SIMPLE REPORTED SPEECH

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

INTERROGATIVES

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

NOUNS

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

PRONOUNS

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

DETERMINERS

a + countable nouns
the + countable/uncountable nouns

ADJECTIVES

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

ADVERBS

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

PREPOSITIONS

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

CONNECTIVES

and, but, or, either . . . or

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

where

because, since, as, for

so that, (in order) to

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

if, unless

although, while, whereas

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

Personal identification

Places and buildings

Relations with other people

Services

Shopping

Social interaction

Sport

The natural world

Transport

Travel and holidays

Weather

LEXIS

The *Cambridge English: Preliminary* and *Cambridge English: Preliminary for Schools* examinations include items which normally occur in the everyday vocabulary of native speakers using English today.

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

Note that the consistent use of American pronunciation, spelling and lexis is acceptable in *Cambridge English: Preliminary* and *Cambridge English: Preliminary for Schools*.

A list of vocabulary that could appear in the *Cambridge English: Preliminary* and *Cambridge English: Preliminary for Schools* examinations is available on our website:

www.cambridgeenglish.org/teaching-english/resources-for-teachers

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

INTERNATIONAL ENGLISH

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

Cambridge English: Preliminary for Schools Glossary

ANSWER SHEET

the form on which candidates record their responses.

ASSESSOR

the Speaking test examiner who assigns a score to a candidate's performance, using analytical criteria to do so.

CLOZE TEST

a type of gap-filling task in which whole words have been removed from a text and which candidates must replace.

COHERENCE

language which is coherent is well planned and clear, and all the parts or ideas fit well so that they form a united whole.

COLLABORATIVE TASK

the opportunity in the Speaking test for the candidates to engage in a discussion and work together towards a negotiated outcome of the task set.

DISCOURSE

written or spoken communication.

GAP-FILLING ITEM

any type of item which requires the candidate to insert some written material – letters, numbers, single words, phrases, sentences or paragraphs – into spaces in the text. The response may be supplied by the candidate or selected from a set of options.

GIST

the central theme or meaning of the text.

IMPEDING ERROR

an error which prevents the reader from understanding the word or phrase.

INTERLOCUTOR

the Speaking test examiner who conducts the test and makes a global assessment of each candidate's performance.

ITEM

each testing point in a test which is given a separate mark or marks.

KEY

the correct answer to an item.

LEXICAL

adjective from lexis, meaning to do with vocabulary.

LONG TURN

the opportunity in the Speaking test for a candidate to talk uninterrupted for a period of time, enabling them to produce an extended piece of discourse.

LOZENGE

the space on the mark sheet which candidates must fill in to indicate their answer to a multiple-choice question.

MULTIPLE CHOICE

a task where candidates are given a set of several possible answers of which only one is correct.

MULTIPLE MATCHING

a task in which a number of questions or sentence-completion items, generally based on a reading text, are set. The responses are provided in the form of a bank of words or phrases, each of which can be used an unlimited number of times.

OPENING AND CLOSING FORMULAE

the expressions, either formal or informal, that are usually used to open and close letters, e.g. *Dear Maria . . . With best wishes from . . .*, or *Dear Mr Dakari . . . Yours sincerely . . .*

OPTIONS

the individual words in the set of possible answers for a multiple-choice item.

PARAPHRASE

to give the meaning of something using different words.

PRETESTING

a stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty.

PROMPT SENTENCE

the complete sentence given as the opening or closing line of a story in *Cambridge English: Preliminary for Schools Writing Part 3*.

REFERENCING

the technique of using 'referents'.

REFERENT

a word or term that refers to another person, place, etc.

REGISTER

the tone of a piece of writing. The register should be appropriate for the task and target reader, e.g. a letter of application is written in a formal register.

RUBRIC

the instructions to an examination question which tell the candidate what to do when answering the question.

TARGET READER

the intended recipient of a piece of writing. It is important to ensure that the effect of a written task on a target reader is a positive one.

Acronyms

ALTE

The Association of Language Testers in Europe.

CEFR

Common European Framework of Reference for Languages.

EFL

English as a Foreign Language.

ESOL

English for Speakers of Other Languages.

UCLES

University of Cambridge Local Examinations Syndicate.

Additional sample papers

(digital version only)

Click below to skip to the paper you need.

PAPER 1:

Reading and Writing

Sample paper	71
Answer key	84

For full details of the Reading and Writing paper see page 7

PAPER 2:

Listening

Sample paper	85
Transcript	91
Answer key	95

For full details of the Listening paper see page 37

PAPER 3:

Speaking

Sample paper	96
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For full details of the Speaking paper see page 52

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



Why has Petra sent this text?

- A She's inviting Vicki to stay with her.
- B She wants to meet Vicki at school.
- C She's hoping Vicki will cook dinner.

Answer:

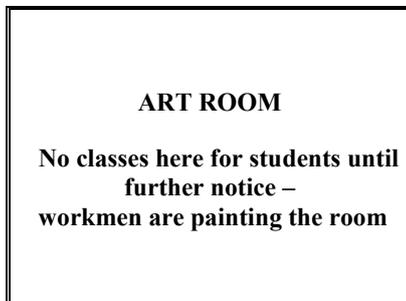
0	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
---	---------------------------------------	----------------------------	----------------------------

1



- A Jack's football boots are probably not in a good condition.
- B Jack may be prepared to accept less than 25 euros for his boots.
- C Jack is keen to obtain some new football boots in size 42.

2



- A See the noticeboard nearby for details about the art classes.
- B Students should only go into this room if they wish to do some painting.
- C Classes will not be held in here until the painting is finished.

3



Sarah is asking whether Jane

- A is bringing any friends to the party with her.
- B knows how big the party is going to be.
- C thinks anyone from outside school can attend the party.

4

**NOTE TO SWIMMING
TEACHERS**

Swimmers in your classes will be asked to leave this public pool if they run along the side or jump in.

- A Swimmers may only practise jumping into the pool if they are with a teacher.
- B Swimmers who break the rules may not continue the class with their teacher.
- C Swimmers and their teachers must only use this side of the pool for classes.

5

SPECIAL OFFER

TWO MEALS FOR THE PRICE OF ONE
- BURGER, FRIES AND DRINK!

- A It's as cheap for two people to eat here as one.
- B Two people can choose whatever they want to eat and still pay less.
- C Special meals are twice the normal size.

Reading • Part 2

Questions 6 – 10

The teenagers below all want to visit a sea life centre.
On the opposite page there are descriptions of eight sea life centres.
Decide which sea life centre would be the most suitable for the following people.
For questions **6 – 10**, mark the correct letter (**A – H**) on your answer sheet.

6



Maria is studying sea creatures that are disappearing due to environmental changes, and wants to attend a talk about them. She's also interested in learning about what's living on the beaches nearby.

7



Cameron's art project is on colourful fish so he wants to draw some, and take home some photos of unusual sea creatures. He and his family also want to swim at the centre afterwards.

8



Josh is interested in tiny sea animals, and wants to actually handle them and learn what conditions they need to live in. He'd also enjoy seeing a feeding session for the larger creatures.

9



Harry is interested in creatures living in cold climates, and how they find food. He'd like to create something for his art homework too, and learn about photographing underwater wildlife.

10



Samantha would love to swim with fish at the centre. She'd also like to learn about a range of sea environments, and about unusual creatures living at the bottom of our oceans.

Centres

A Goldenwave

Come and see the variety of warm sea environments at this centre – and creatures so small you might not have noticed them living on the beach, or the most beautiful fish living in our oceans. Bring your camera and learn to take the best photos ever!

C Splashdown

Perfect for family fun – our tropical swimming pool that's only divided from the penguins next door by a wall of glass! See them swimming in their pool while you're in yours! And don't miss their mealtimes - watch as they dive for their food.

E Brightworld

Many creatures here are normally found in environments with low temperatures, such as our big group of penguins. Come and see our amazing displays of photos showing these birds diving for their supper! There are also short talks on using your camera for great shots of fish, and painting sessions, too.

G Oceanwatch

The focus is on science here – there are films throughout the day about oceans around the world and the environmental problems facing marine wildlife. There's plenty to learn, and lots of souvenirs to buy! Free brochures full of information.

B Rockwater

We have sea creatures from both warm and cooler waters in our huge glass tanks. You can even go into the water in one, accompanied by staff – ask at the desk! We've also got fish that are rarely seen, as they're normally found in the very deepest water on our planet. No photography is allowed.

D Waterlife

We've got some of the rarest fish in the world, and the most beautiful. See the clown fish with its bright yellow and white stripes! Cameras aren't allowed, but amazing professional pictures are available in our shop. Then once you've seen everything, relax in our fantastic warm pool – strictly for humans!

F Marine Life

Keen to protect our oceans? Come and see the work we're doing – there are presentations about it every hour. For example, we try to help shark numbers worldwide remain at healthy levels. And visit our amazing rock pool displays full of tiny creatures, typical of ones that make their homes near the sea just metres away!

H Waterlife

See some of the smallest sea life such as shrimps and starfish at our rock pool display - and even pick them up! Find out how clean sea water is essential to these creatures, and the effects of pollution. And don't miss watching the penguins and seals have their lunch – that's really popular!

Reading • Part 3

Questions 11 – 20

Look at the sentences below about a rock climbing trip.
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 Samantha and her father travelled a great distance to the place where they went climbing.
- 12 The place where Samantha and her dad got off the boat was very cheerful-looking.
- 13 They were disappointed by the accommodation and the transport provided.
- 14 There were still a number of climbing routes on the island waiting to be explored.
- 15 Samantha found her climb easy because the route she took had been prepared for climbers.
- 16 Samantha thinks the island is generally a safer climbing location than most others.
- 17 Samantha liked the fact that she could chat with people her age after a day's climbing.
- 18 Samantha had difficulty with the technique of using the rope to make herself safe.
- 19 Samantha found climbing up the cliff harder than her friend from home did.
- 20 Samantha and her dad said they would return one day to the beach they found.

CLIMBING TRIP

by Samantha Davis

My dad and I have both done a bit of climbing at our local sports centre. So we decided to go on a trip together, climbing the high rocks along the coastline of a small island. Although it wasn't far from where we live, the journey across the sea took quite a long time – but it was worth it!

As we approached the island, Dad pointed out the rocks covered in colourful plants, wild goats and bees, which were once the only signs of life on this now popular place for visitors. The island has become well-known as a climbing venue and the ferry we took across to the island was full of climbers carrying boots and backpacks.

We arrived at the island's harbour, full of brightly-coloured houses lit by the early-morning sun. We were met by a driver in an ancient old car, arranged by the travel company we'd booked with. The driver took us to the tiny apartment, which, like the car, had seen better days, but it was comfortable and we weren't going to spend much time there anyway.

There are lots of possible climbs up the island's rocks, and not all of them have been discovered by climbers, but many have places clearly marked out so climbers can easily see where to put their hands and feet. All we needed were shoes, ropes and the equipment for attaching the rope to the rocks, although despite the markings on the rocks, I still had problems! Anyway, climbing is obviously not without risk, and things can still go wrong, but you're far less likely to get into difficulties on the island.

There was a wide range of climbers, both in ability and age, so there was no need for my previous worries about being the only teenager. Away from the rocks and back in the town, there was a very sociable atmosphere in the cafes, where we compared notes on what we'd achieved that day.

One day, our climbing destination was a rough cliff, with very little to put my hands and feet on. It was amazing how quickly I learnt to attach my rope onto the rock to avoid falling as I climbed! Then I realised the boy climbing next to me was someone I knew. We waved, smiled and moved on, although he seemed to find the rock far less of a challenge!

Once Dad and I were down at ground level again, we stopped at a beach, which was deserted. We walked along with our feet in the water and promised ourselves that it wouldn't be the last time that we sat on that stretch of beach.

Reading • Part 4

Questions 21 – 25

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

Water-skiing barefoot

by Dan Thomas

Have you ever been barefoot water-skiing? It's just like normal water-skiing, being pulled along behind a boat at 40 mph – but without any skis! It sounds scary but it's amazing! My cousin used to take me water-skiing, and that's where I first learnt to stand up and balance. But I moved on to barefooting when I did it for a laugh with some mates. And I loved it!

Barefoot water-skiing is one of the most popular watersports there is – to watch, anyway! When someone jumps really high and then lands, it's awesome. And you don't need expensive stuff like boards, although a wetsuit's a good idea. But catching your toes on things in the lake can hurt. I guess you can't help getting water up your nose when you start learning, too, as you have to lie almost flat in the water before you pull yourself up – but it's OK.

Now I'm experienced, I've learnt not to attempt new moves in rough water as it never goes well. Instead, I make sure I limit myself to skiing directly behind the boat, where the water's calmer. I ask the boat drivers to warn me about big waves coming, although they can't always see them.

Finding time to practise regularly is hard as I'm still at school – but then it's not as if I'm into winning prizes and stuff. But if I want to learn a new move, I need to repeat it over and over, and that's not easy in winter when it's cold. Lots of skiers say they'll continue during cold weather, but not many do. So I'm often the only one out on the lake!

21 What is Dan trying to do in this text about barefoot water-skiing?

- A** explain why he's determined to become a champion
- B** convince people that his sport is both safe and easy
- C** suggest the best ways to begin learning his sport
- D** describe what he does to get better at his sport

22 Dan started barefoot water-skiing when

- A** he tried it out just for fun.
- B** he realised how easy it was to do.
- C** he was taught how to do it by his cousin.
- D** he was persuaded by friends to have a go.

23 What does Dan think are the disadvantages of barefoot water-skiing ?

- A** Although not much equipment is needed, it isn't cheap.
- B** If your feet hit something in the water, it's painful.
- C** If you start in the wrong position, you breathe in water.
- D** Although you jump higher without skis, it's harder to land.

24 How does Dan feel about skiing in rough water?

- A** confident that his boat drivers will keep him safe
- B** annoyed about having to ski inside a limited area
- C** unwilling to try anything he hasn't practised before
- D** certain of his ability to handle difficult conditions

25 What might Dan write to a friend about his barefoot water-skiing?

A I'm one of the few people who avoids going once the weather gets a bit colder!

B The boat travels along in the water at quite a speed, but it's not as frightening as you'd think!

C It's a fantastic water sport to watch – it's just a shame more people don't enjoy going to see it.

D If I can fit enough practice of the sport in with my studies, I'm hoping to win a prize.

Reading • Part 5

Questions 26 – 35

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

Example:

0 **A** get **B** help **C** have **D** give

Answer:

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

WATER

You're thirsty and you **(0)** yourself a glass of water. Do you ever **(26)** how old that water really is? The glass of water that you're **(27)** to drink may have fallen from the sky as rain only last week. However, water itself has been around pretty much as **(28)** as the earth has! In fact, **(29)** oceans, seas and rivers cover 70% of the earth, there is a **(30)** supply of water, which keeps on moving round the earth. This is **(31)** of what's known as the water cycle. The sun heats up water and it turns into clouds, which are **(32)** from water vapour. When the clouds become **(33)** , the water falls back onto the earth as rain.

Of course, clean water is absolutely essential for good health. The amount of safe drinking water has gone up around the world, but **(34)** one billion people still lack easy **(35)** to clean water.

- 26** **A** decide **B** enquire **C** wonder **D** suggest
- 27** **A** around **B** ahead **C** along **D** about
- 28** **A** soon **B** far **C** early **D** long
- 29** **A** unless **B** although **C** until **D** despite
- 30** **A** limited **B** narrow **C** slim **D** lacking
- 31** **A** except **B** due **C** because **D** instead
- 32** **A** risen **B** formed **C** raised **D** found
- 33** **A** strong **B** heavy **C** complete **D** broad
- 34** **A** mostly **B** particularly **C** approximately **D** totally
- 35** **A** access **B** admission **C** entry **D** contact

Writing • Part 1

Questions 1 – 5

Here are some sentences about going to see a comedy film.
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 A new comedy film came to our local cinema last week.

There was a new comedy film our local cinema last week.

Answer: **0**

1 My mum gave me some money to go and see the film.

I was some money by my mum to go and see the film.

2 I asked my friend Jack if he wanted to go to the cinema with me.

'Do to go to the cinema with me, Jack?' I asked.

3 We bought some chocolate to eat during the film.

We bought some chocolate to eat while we watching the film.

4 I've never seen such a funny film.

It was the film I've ever seen.

5 I prefer comedy films to science fiction.

I'd rather watch comedy films science fiction.

Writing • Part 2

Question 6

You are going to take part in a skateboarding competition, but your skateboard is broken.

Write a note to your friend Danny. In your note you should

- explain how your skateboard broke
- ask to borrow Danny's skateboard
- say when you will need it.

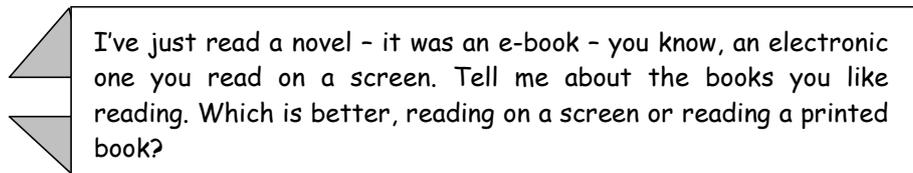
Write **35-45 words** on your answer sheet.

Writing • Part 3

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

Question 7

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



- Now write a letter, answering your friend's questions.
- Write your **letter** in about 100 words on your answer sheet.

Question 8

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

An exciting morning

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

Answer key

READING

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

WRITING PART 1

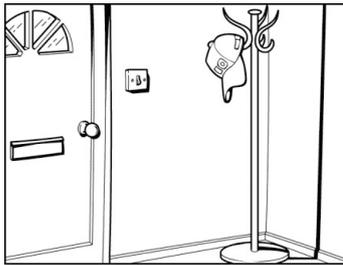
Q Part 1
1 given
2 you want
3 were
4 funniest/most amusing
5 than (watch)

Listening • Part 1

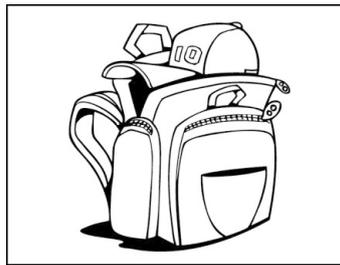
Questions 1 – 7

There are seven questions in this part.
For each question there are three pictures and a short recording.
For each question, choose the correct answer **A**, **B** or **C**.

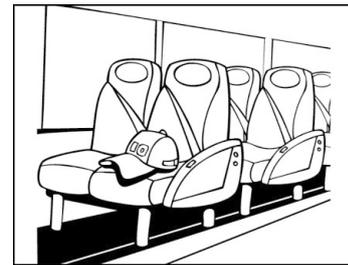
Example: Where is the girl's hat?



A

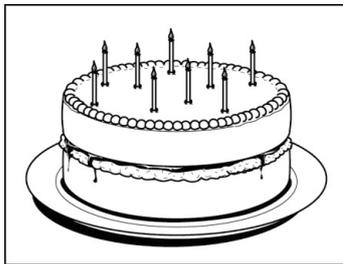


B



C

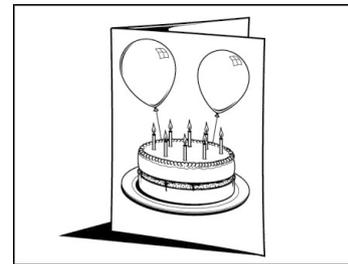
1 What did Kieran give Mick as a birthday present?



A

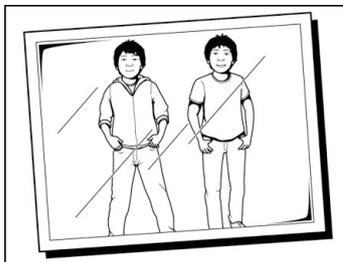


B

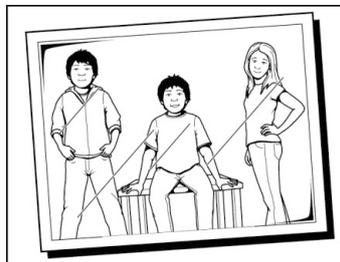


C

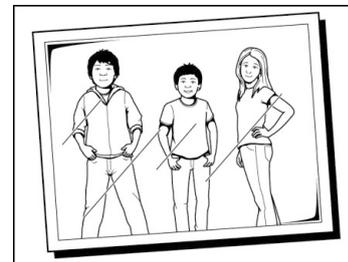
2 Which picture is the girl describing?



A



B



C

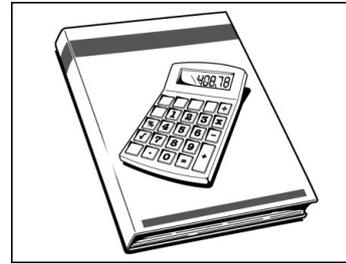
3 What subject is the teacher teaching?



A

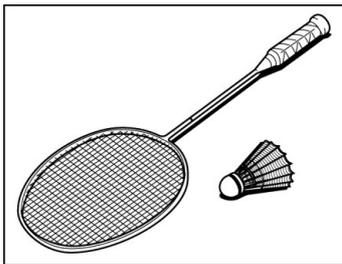


B

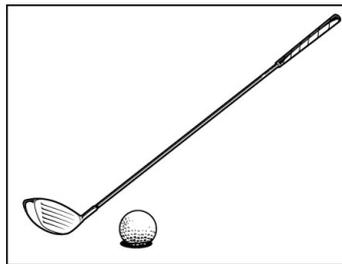


C

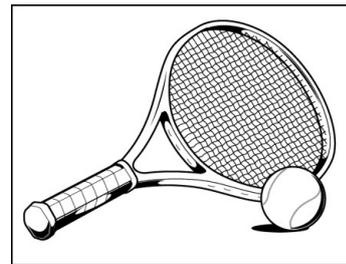
4 What sport are the girls going to play?



A



B



C

5 Which picture shows Jake now?



A



B

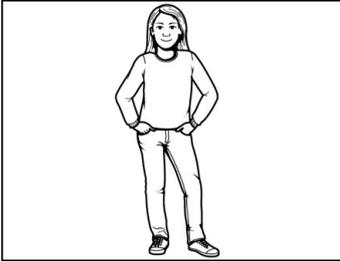


C

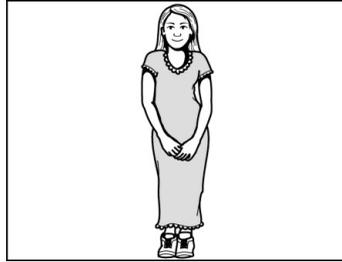
3

Turn over ►

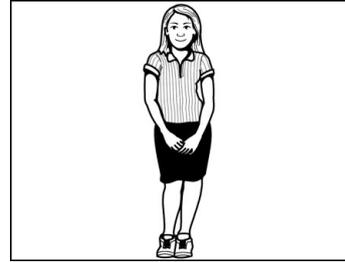
6 What is Sally going to wear to the party?



A

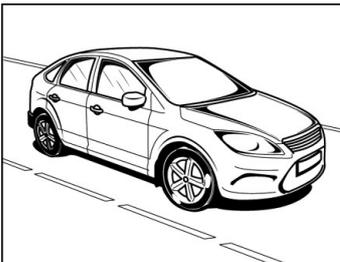


B

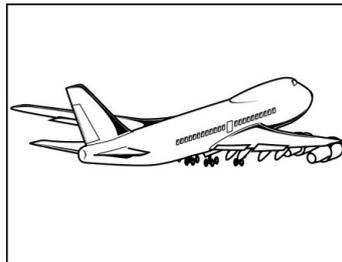


C

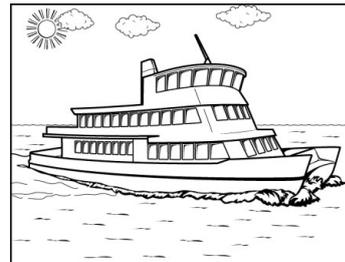
7 How did the girl and her family travel to Brightland?



A



B



C

Listening • Part 2

Questions 8 – 13

You will hear a professional photographer called Karen giving a talk at a school. For each question, choose the correct answer **A**, **B** or **C**.

- 8** Why did Karen become interested in photography?
- A** She thought she could earn money from it.
 - B** Her father encouraged her to do it.
 - C** She was keen on all forms of art.
- 9** What kind of professional photography does Karen find the most difficult?
- A** weddings
 - B** advertising
 - C** sports
- 10** What does Karen spend most time doing?
- A** taking pictures
 - B** using her computer
 - C** organising the business
- 11** What does Karen enjoy most?
- A** pleasing her customers
 - B** travelling to new places
 - C** getting her work in magazines
- 12** Karen thinks that photographers' websites should
- A** have a simple design.
 - B** provide detailed information.
 - C** show the latest photos.
- 13** What advice does Karen give to young photographers?
- A** Join a photography club.
 - B** Take photos as often as you can.
 - C** Find out what people think of your pictures.

Listening • Part 3

Questions 14 – 19

You will hear a recorded message about the Bristol Music Centre. For each question, fill in the missing information in the numbered space.

Bristol Music Centre

Courses available now:

- how to play the guitar
- the history of **(14)**

Careers training:

- how to become a successful **(15)**

Help for bands:

Cost of using the concert hall at the Centre on a Saturday: **(16)** £.....

Also available for use: **(17)**

Information:

Email address: **(18)** @musiccentre.com

Phone number: **(19)**

Listening • Part 4

Questions 20 – 25

Look at the six sentences for this part.

You will hear a boy called Jim and his sister Liz talking about housework.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

	YES	NO
20 Jim helps more now with the housework than he did in the past.	A	B
21 Liz and Jim agree that their father should do more housework.	A	B
22 Liz thinks her mother spends too much time ironing.	A	B
23 Liz feels that dishwashers save a lot of time.	A	B
24 They both dislike cleaning the fridge.	A	B
25 Jim likes to keep his bedroom tidy.	A	B



Download the audio files for the sample paper here:
www.cambridgeenglish.org/pet-handbook-for-schools-additional-audio

Transcript

This is the Cambridge Preliminary English Test for Schools sample paper.

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

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

The recording will now be stopped.

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

— *** —

Now open your question paper and look at Part 1.

There are seven questions in this part. For each question there are three pictures and a short recording. For each question choose the correct answer, A, B or C.

Before we start, here is an example.

Where is the girl's hat?

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

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

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

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

The answer is A.

Look at the three pictures for Question 1 now.

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

1: What did Kieran give Mick as a birthday present?

Girl: Did you go to Mick's birthday party on Saturday, Kieran?

Boy: Yeah. His sixteenth. You couldn't come, could you? He had about 40 guests, and a huge cake. It was brilliant.

Girl: Cool! Did Mick get many presents?

Boy: Yeah, quite a few. I was going to get him a bike helmet but then he told me he was already getting

one from his parents, so I just brought along a card. I'll get him something another time. Anyway, he enjoyed his birthday, and that's what counts.

Girl: It's a shame I couldn't go.

Now listen again.

2: Which picture is the girl describing?

Boy: Who are these guys in the picture with you? They look like twins!

Girl: That's because they are! They're my cousins, John and David. This picture was taken last time I saw them.

Boy: So ... how can you tell the difference? Is one taller than the other, or anything like that?

Girl: Well, there's not really any obvious difference. Except their voices, which are totally different. John's is deeper. But somehow, I don't know, I always know which one is which. Maybe because I've known them all my life.

Boy: Right. I see ...

Now listen again.

3: What subject are the students going to practise?

Teacher: Right everybody, I've got a question for you, and I want you to concentrate. There's a town. Here's a picture of it in the north of Scotland, and it's got these three famous buildings, which are shown here. Anyway, what is the average age of these buildings? The church was completed in 1580, the museum was built in 1921, and the bridge in 1794. Right, well let's see if you can work that out. I'll give you one minute. Discuss your answers in groups when you're ready.

Now listen again.

4: What sport are the girls going to play?

Ann: Do you fancy a game this afternoon? I want to try out my new racket.

May: Well, I don't think the nets are up yet. And it looks a bit wet outside, so ... I don't know, it's not really ideal weather, is it?

Ann: That's not a problem - we can play on the indoor court. It's free if you're a member of the sports club.

May: Of course and you are, aren't you? OK, can you make sure you remember the balls this time! Shall we meet on the court. Three o'clock?

Now listen again.

5: Which picture shows Jake now?

- Girl: Hi Jake, I heard you had a bad fall off your skateboard. Are you OK?
- Boy: Well, not great. I didn't realise I'd broken my ankle.
- Girl: Oh no.
- Boy: The only thing I noticed was my arm because it was bleeding, so I went to hospital and they put a bandage on it. They did some tests and discovered about my ankle. The nurses were great though.
- Girl: And can you walk OK?
- Boy: Not without sticks I'm afraid. It'll be a while before I'm back on my skateboard. Still, everybody's giving me lots of attention.

Now listen again.

6: What is Sally going to wear to the party?

- Tina: So Sally, what are you going to wear to the party?
- Sally: Well, I thought about wearing that smart new red dress, you know, that long one.
- Tina: Yeah, but the invitation just said 'casual' didn't it? You should wear your black wool skirt, and that striped blouse you've got.
- Sally: What about just jeans and a sweatshirt? That's what I wore last time, and some people were wearing the same sort of thing. Oh, actually, maybe that's too casual, yes, you know what, I think you're right. I'm going to take your advice.

Now listen again.

7: How did the girl and her family travel to Brightland?

- Jack: How was your holiday in Brightland?
- Nina: Great. It was a lovely island. Mum and Dad enjoyed it too. It was our first time there.
- Jack: Did you fly?
- Nina: Well, the original plan was to get a sea crossing and just put the car on the ferry, but it turned out that cost more. So we ended up going by air, and then we hired a car when we got there. Driving around is the best way to see as much as you can. Mum and Dad want to go back next year.

Now listen again.

That is the end of Part 1.

— *** —

Now turn to Part 2, Questions 8 to 13.

You will hear a professional photographer called Karen giving a talk at a school.

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

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

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

Hello, everybody. I'd like to tell you a bit about what it's like to be a professional photographer. I got into photography at the age of 12, and at the time, I hardly realised it could be something you do to earn money. I was interested in painting, drawing, everything like that, so for me it was just another way to be creative. I borrowed a camera from my dad, which he rarely used, but I don't think he expected me to be any good.

So, what kind of work does a professional photographer do? Plenty of it is photographing weddings – it takes patience to get the right pictures, but it's enjoyable. With sports photography timing is all-important, and I've had a lot of success. I'm now doing more work for advertising, and it's been incredibly challenging trying to be original. As a photographer, you find your career's always changing.

You might expect that I spend most of my time out taking photos. Well, I wish I did, but people don't realise how many hours are spent on the PC selecting and improving pictures. There's also arranging contracts and dealing with payments – that's a huge job, though I have an assistant who does all that for me now. It makes my life so much easier as organising things can take up so much time.

People often ask me what I enjoy most. I always like to show my pictures to whoever's paying me as soon as I can, and nothing beats seeing the smile on their face when they see a picture they really like. And that makes all those long journeys worth it, as I do have to travel a lot in this profession. My next goal is to get my photos into the top magazines. That'd be brilliant.

Now I often get asked about the design of websites for photographers. I think it's important to avoid making the screen look too busy with all your latest pictures in one place. Only include as much information as you really need to so people concentrate on the picture itself.

For young people, like yourselves, I'm sure you're always taking photos with your camera-phones or whatever, and probably put them on your favourite websites. These sites have really changed the nature of photography as a hobby, because rather than joining a club, you can read the comments from others, see what they like and why. I think that can help you achieve the right results.

Now listen again.

That is the end of Part 2.

— *** —

Now turn to Part 3, Questions 14 to 19.

You will hear a recorded message about the Bristol Music Centre.

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

You now have 20 seconds to look at Part 3.

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

Thank you for calling the Bristol Music Centre. We're closed now, but please listen to the following general information about the Centre.

If you're into music, or you're interested in learning an instrument, then the Bristol Music Centre has something for you. We're offering a range of courses at the moment, from guitar lessons to one on how jazz developed last century, and look out for learning how a traditional orchestra works. More details on that one will be on their way soon.

We also provide training to prepare you for careers in the music industry. Cliff Branston, who's worked as a producer for many bands in the Bristol area is running a course on what it takes to become a top DJ, which Cliff also did for many years as well as being a drummer in a local band.

Lots of top bands from Bristol and the area played their first concert at the Centre. Your band can too – all it costs is 70 pounds for the evening apart from Saturday, when it's 85. And there's room for up to 100 guests.

And if you are in a band, you can come in and receive help and advice about practical issues, like booking concerts and so on, and there's also a studio you can rent to make recordings, although you will have to bring your own sound engineer.

Visit our website to view videos of concerts at the centre, read reviews, and much more. For specific enquiries, you can email our information manager, Jenny Wilky, on J Wilky at music centre dot com. That's J-W-I-L-K-Y at music centre dot com.

You can also telephone – to enquire about courses, call zero double 1, 7, 4, 9, zero, 3, double 2. Opening hours are 9 to 5 Monday to Friday.

Now listen again.

That is the end of Part 3.

— *** —

Now turn to Part 4, Questions 20 to 25.

Look at the six sentences for this part.

You will hear a boy called Jim and his sister Liz talking about housework.

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

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

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

Boy: Hey, Liz, I'm going to give Mum a hand cleaning the kitchen later.

Girl: I'm impressed, Jim – you never used to do much round the house.

Boy: Maybe, but we should all help out when we can. I've got time during the school holidays for things like that, so why not?

Girl: I think Dad could do more.

Boy: Maybe he doesn't do much, but he gets home from work late, always exhausted, so the amount he does seems reasonable enough.

Girl: But Mum's always doing something. If she's not cleaning the bathroom, she's ironing!

Boy: I know! She's at it every day.

Girl: But we iron our school uniforms, and Dad does his work clothes. I don't see the point of her doing sheets and towels as well.

Boy: Well, if she didn't iron all the duvet covers and stuff, the house wouldn't look so tidy, would it?

Girl: Mmm, I hope when we're older, there'll be a machine or robot for that!

Boy: Like dishwashers, just switch it on and it's all done for you?

Girl: Exactly, although with those, by the time you've filled it up, then opened it afterwards and put all the stuff away, you might as well just wash up the old way.

Boy: What? Come on, I can't imagine you, standing at the sink washing up by hand for ... hours and hours!

Girl: Mmm, not as bad as cleaning the fridge though. That's not what I'd call fun.

Boy: It's a good way to earn pocket money, but I can't stand doing it. It takes ages to get rid of the ice. Even if Mum and Dad look pleased afterwards.

Girl: I suppose.

Boy: Your bedroom's a bit of a mess isn't it?

Girl: Well, yeah, but so's yours!

Boy: True. But, I mean, I really like the rest of the house being tidy. My own room's different. I don't see a problem with having stuff all over the floor, I know where everything is. It feels like my space.

Now listen again.

That is the end of Part 4.

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

You have one more minute.

That is the end of the test.

Answer key

LISTENING

Q	Part 1	Q	Part 2	Q	Part 3	Q	Part 4
1	C	8	C	14	jazz	20	A
2	B	9	B	15	DJ	21	B
3	C	10	B	16	85	22	A
4	C	11	A	17	studio	23	B
5	A	12	A	18	JWILKY	24	A
6	C	13	C	19	0117490322	25	B
7	B						

**Preliminary English Test
Speaking Test**

Part 1 (2-3 minutes)

Phase 1
Examiner

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

(Hand over the mark sheets to the Assessor.)

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

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

B And what's your name?
Thank you.

Back-up prompts

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

Thank you.

How do you write your family
/ second name?

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

Thank you.

How do you write your family
/ second name?

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

Where do you live / come from?

Do you live in ...?

Adult students

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

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

School-age students

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

Do you have English
lessons?

Thank you.

(Repeat for Candidate B.)

Phase 2
Examiner

(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.

Speaking Test (History trip)

Part 2 (2-3 minutes)

Examiner
Say to both
candidates:

I'm going to describe a situation to you.

A teacher wants to get his students more interested in history, so he is going to take them on a class trip. Talk together about the different places they could visit and say which the students would find most interesting.

Here is a picture with some ideas to help you.

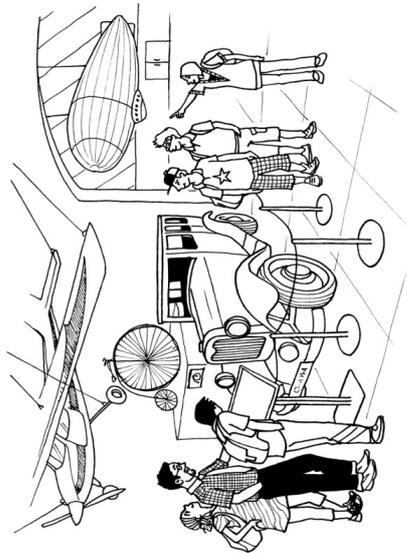
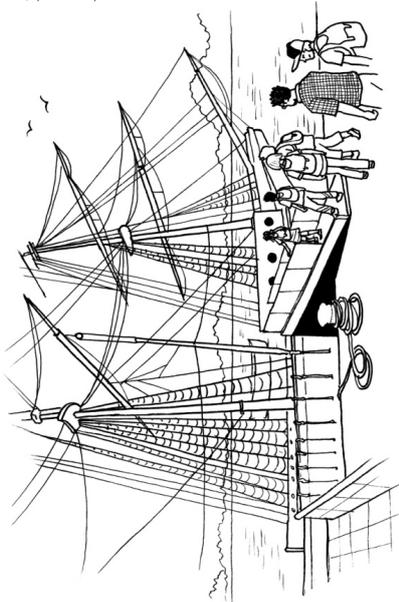
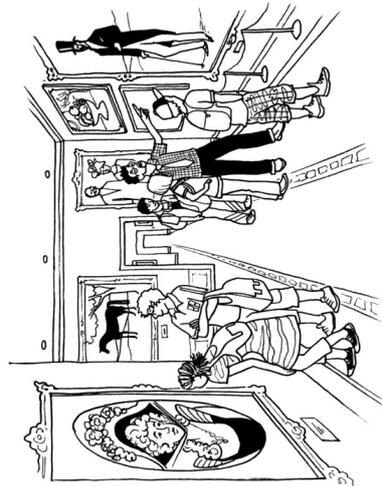
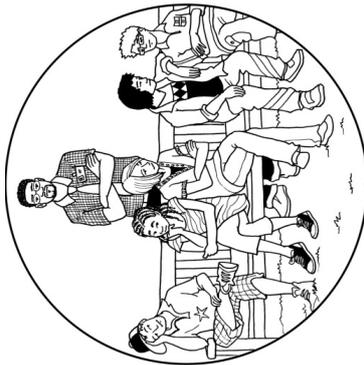
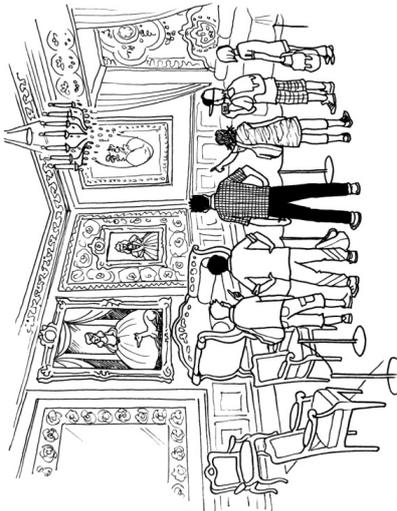
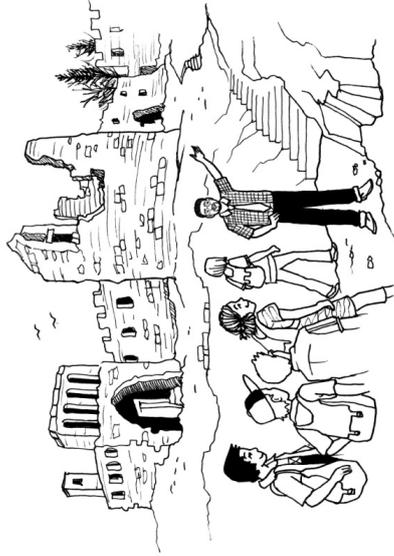
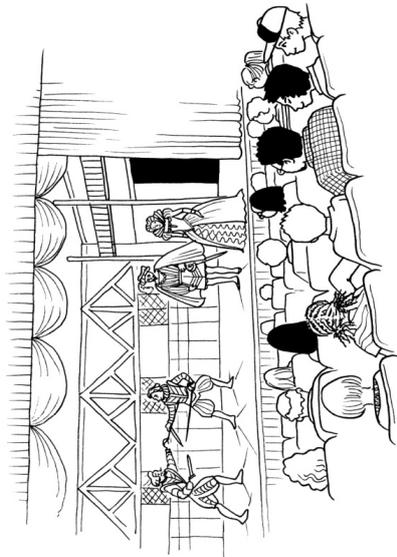
*Ask both candidates to look at picture * on page * of the Student's Book and repeat the frame.*

I'll say that again.

A teacher wants to get his students more interested in history, so he is going to take them on a class trip. Talk together about the different places they could visit and say which the students would find most interesting.

All right? Talk together.

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



Speaking Test
Having fun with friends

Part 3 (3 minutes)

Examiner
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 **friends having fun together**.

Candidate A, here is your photograph. (*Ask candidate A to look at photo B on page * of the student's book.*) Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in your photograph.

(Candidate A)

Approximately one minute

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

Ask Candidate A to close his/her book.

Examiner

Now, Candidate B, here is your photograph. It also shows **friends having fun together**. (*Ask Candidate B to look at photo A on page * of the student's book.*) Please show it to Candidate A and tell us what you can see in the photograph.

(Candidate B)

Approximately one minute

Ask the candidates to close their books before moving to Part 4.

Part 4 (3 minutes)

Examiner
Say to both
candidates:

Your photographs showed **friends having fun together**. Now I'd like you to talk together about when **you** have fun with your friends and **what** you and your friends enjoy doing together.

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

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

Back-up Prompts

1. Talk about when **you** have fun with your friends
2. Talk about **what** you and your friends enjoy doing together.
3. Talk about the places you and your friends **enjoy** going to.
4. Talk about things **you** like doing on your **own**.



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

Preliminary English Test - Sample Paper 5

Speaking Test – parts 3 & 4

A





B

CEFR

C2

C1

B2

A2

A1

Below
A1

Proficient user

Independent user

Basic user

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All details are correct at the time of going to print in November 2016.



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