



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Preliminary English Test

PET Examination Report

December 2008

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WEBSITE REFERENCE

This report can be downloaded from the Cambridge ESOL website at:
www.CambridgeESOL.org

INTRODUCTION

This report is intended to provide a general view of how candidates performed on each paper in the December 2008 session, and to offer guidance on the preparation of candidates.

The overall pass rate for the December 2008 session was **78.68%**.

The following table gives details of the percentage of candidates at each grade:

December 2008	
GRADE	PERCENTAGE
Pass with Merit	22.56
Pass	56.12
Narrow Fail	8.2
Fail	13.12

- **Grading**

Grading took place during January 2009 (approximately five weeks after the examination).

The final mark a candidate receives in PET is an aggregate of the marks obtained in each of the three papers (Reading/Writing, Listening and Speaking). There is no minimum pass mark for individual papers.

PET has two passing grades:

Pass with Merit

Pass

and two failing grades:

Narrow Fail

Fail

The minimum successful performance which a candidate typically requires in order to achieve a 'Pass' grade corresponds to about 70% of the total marks. 'Pass with Merit' corresponds to approximately 85% of the total marks available. A 'Narrow Fail' grade means that the candidate is within 5% of the 'Pass' level.

Statements of Results contain a graphical display of a candidate's performance in each skill. These are shown against a scale of Exceptional – Good – Borderline – Weak, and indicate the candidate's relative performance in each paper.

- **Special Consideration**

Special Consideration can be given to candidates affected by adverse circumstances immediately before or during an examination. Examples of acceptable reasons for giving Special Consideration include illness and bereavement. All applications for Special Consideration must be made through the local Centre as soon as possible after the examination affected.

- **Irregular Conduct**

Cases of candidates who are suspected of copying, collusion or breaking the examination regulations in some other way will be considered by the Cambridge ESOL Malpractice Committee. Results may be withheld because further investigation is needed or because of infringement of the regulations.

- **Notification of Results**

Candidates' Statements of Results are issued through their local Centre and are available online approximately five to six weeks after the examination has been taken. Certificates are issued about four weeks after the issue of Statements of Results. Requests for a check on results may be made through the local Centre, within one month of the issue of Statements of Results.

Cambridge ESOL produces the following documents which may be of use to teachers or institutions preparing candidates for PET:

- *Regulations* (produced annually, for information on dates, etc.)
- *PET Handbook* (for detailed information on the examination and sample materials)
- *Examination Report* (produced once a year)
- *Past Paper Pack* (available approximately 10 weeks after the selected examination session, including question papers 1 and 2, CD and tapescript for Paper 2, answer keys, sample Speaking test materials, and Paper 1 mark schemes and sample scripts).

Users of this Examination Report may find it useful to refer simultaneously to the relevant Past Paper Pack. This is available from the Centre through which candidates entered, or can be purchased using the order form online at **www.CambridgeESOL.org**

Alternatively, you can obtain an order form from:

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PAPER 1 – READING and WRITING

READING			
PART	TASK TYPES AND FORMAT	TASK FOCUS	NUMBER OF QUESTIONS
1	Three-option multiple choice.	Reading real-world notices and other short texts for the main message.	5
	Five short discrete texts: signs and messages, postcards, notes, emails, labels, etc. plus one example.		
2	Matching.	Reading multiple texts for specific information and detailed comprehension.	5
	Five questions in the form of descriptions of people to match to eight short adapted-authentic texts.		
3	True/False.	Processing a factual text.	10
	Ten questions with an adapted-authentic long text.	Scanning for specific information while disregarding redundant material.	
4	Four-option multiple choice.	Reading for detailed comprehension; understanding attitude, opinion and writer purpose.	5
	Five questions with an adapted-authentic long text.	Reading for gist, inference and global meaning.	
5	Four-option multiple-choice cloze.	Understanding of vocabulary and grammar in a short text, and understanding the lexico-structural patterns in the text.	10
	Ten questions, plus an integrated example, with an adapted-authentic text drawn from a variety of sources. The text is of a factual or narrative nature.		

- **Marking**

Candidates record their answers on a separate answer sheet. The answers for Parts 1-5 are scanned by computer. Each of the 35 questions carries one mark. This is weighted so that the Reading component represents 25% of the total marks for the whole examination.

- **Candidate Performance**

Part 1, Questions 1-5: Multiple choice

The five multiple-choice questions in this task test understanding of short texts. The texts include 'public' notices, signs and labels, together with 'personal' messages such as emails, post-it notes, postcards and text messages. The texts are drawn from real

world settings, use a range of different structures and vocabulary, and cover core PET topics. For a full list of these topics, see the *PET Handbook*.

The texts in this test were an email about holiday plans, a notice to customers about a delivery service, a postcard about a trip, a label on a food product, and a notice at a library about increased charges.

Most of the stronger candidates answered the questions in this Part 1 correctly but weaker candidates found Questions 2, 4 and 5 quite challenging. All three of the texts in these questions focused on 'public' language (two notices and a label). In Question 2, the correct answer was C, but option B distracted several candidates, who possibly viewed the wording 'not satisfactory' as a close match to the notice, with its use of the adjective 'unsatisfactory'. In Question 4, some candidates were distracted by options A and B, which each contained vocabulary from the label text and clearly seemed plausible. The correct answer C uses the verb 'avoid', which may have been unfamiliar to weaker candidates. Question 5 tested understanding of the phrases 'increased charges' and 'in place', which may have proved too challenging for weaker candidates. The correct answer was A but several candidates were attracted to option C, perhaps equating 'additional' with 'increased', and seeing 'in place' as confirming the physical presence of more DVDs.

Candidates do need to read the Part 1 texts carefully and think about the language used. Although there is relatively little to read, candidates must take the time to think about each text and the three options carefully. See recommendations for candidate preparation on page 8.

Part 2, Questions 6-10: Matching

The topic for this session focused on hiring a venue for a party or similar event, which some younger candidates may have found less accessible than previous Part 2 topics. The task was certainly more challenging than usual, and all questions apart from Question 10 were of above average difficulty. However, the stronger candidates handled the task well.

Question 6 proved especially challenging to weaker candidates, who opted for C and H (both 'distractor' texts), rather than the correct answer F. Jessica's requirements in Question 6 involve finding a venue in the town centre and texts C, F and H all offer this. However, Jessica is also looking for a 'traditional evening meal' and, whereas F offers an 'old-fashioned, formal restaurant', C serves Brazilian food and 'is decorated to look and sound like a rainforest', while at the restaurant in H, the 'menus are modern'.

Question 8 was the most difficult of the five. The correct answer was G, but several weaker candidates chose either D or E (a 'distractor' text). In this question, the requirements involved finding a suitable venue for a wedding party with 100 guests, where photos could be taken outdoors and overnight accommodation could be provided. G is suitable as it is a 'family-run hotel famous for its beautiful gardens' with a dining room that 'holds 150'. D and E both cater for weddings, but D offers no overnight accommodation, while E can only accommodate up to 80 guests in its dining room and has no outdoor location for photos.

Question 9 was of similar difficulty to Question 6, and involved finding a suitable venue in the countryside for a group of six colleagues and their boss Jens, where they 'can do lots of fun activities and have a meal'. The correct answer, D, is a country house offering 'exciting sports and team-building games', which represent a suitable match to

the requirements. Weaker candidates chose text G and, to a lesser extent, B, C and H. While G is located in the countryside, there is no mention of it offering activities, which therefore rules it out for Jens. The same is true of text B. Texts C and H are situated in the town centre so are also ruled out.

As Questions 6, 8 and 9 illustrate, Part 2 involves finding exemplification of the requirements mentioned in the questions on the left-hand page in one of the eight texts on the right-hand page. It is essential for all the requirements to be addressed in the chosen text and candidates need to employ skimming and scanning skills to locate this information, as well as having a good grasp of relevant topic vocabulary. See recommendations for candidate preparation on page 8.

Part 3, Questions 11-20: True/False

The text for this task is the longest in the Reading section but will always contain some redundant information. Common sources for this text are magazine or website articles, which are usually factual in content. Candidates have to decide whether ten sentences about the text are correct or incorrect. These sentences follow the order of information in the text.

This session's text was an article about a hot-air balloon festival in Albuquerque, U.S.A, and a photograph of the balloons was included alongside the text to help candidates. Most candidates performed well on this task. Questions 13 and 19 were the easiest for candidates, while Questions 11 and 17 were the most challenging. In Question 13, candidates had no trouble deciding that the sentence was incorrect, with the text describing the pilots as being in 'radio contact with each other'. Question 19 was a correct sentence, and the text confirms this in the first sentence of the sixth paragraph, referring to 'perfect conditions for balloonists'.

Questions 11 was the hardest of the ten and tested understanding of the phrase 'nine-day event'. It is initially surprising that candidates found this question so demanding, in that they simply had to equate this phrase with the sentence wording 'lasts over a week'. However, weaker candidates may have struggled to understand the sentence, taking it to mean 'seven days' rather than longer, and therefore choosing B, incorrect. The verb 'last' can cause problems for students at PET level, and here, some students may have misunderstood its meaning, in combination with that of 'over' (more than).

Question 17 was an incorrect sentence about the text and required candidates to fully understand four lines in the fifth paragraph of the text. There is a cable car ride to the 'top of the nearby mountains', but the balloon ride mentioned in this paragraph is over the desert. This shows that candidates must think carefully about the text they are reading and not merely match an identically-worded phrase occurring in both text and sentence. See further recommendations for candidate preparation on page 9.

Part 4, Questions 21-25: Multiple choice

Part 4 tests attitude and opinion, which is generally less straightforward to process and understand than factual information. The Part 4 text for this session was about a young fashion designer called Kal Kaur Rai, who won a business award. Candidates seemed to find the topic accessible and handled the task reasonably well.

Question 21 always tests writer purpose and candidates usually have no problems with this question type. In this session, it was the easiest question out of the five, with many

candidates choosing the correct answer, D. Question 22 was the next easiest question and most of the stronger candidates answered it correctly, choosing B. Weaker candidates opted for A or C, but neither is stated in the text.

Question 23 was the most challenging and involved careful reading of the text to understand that all her clothes were sold ('They were very popular and nothing came back.') Question 24, the next most challenging, required candidates to find what Kal actually says in the text. The correct answer, B, is confirmed right at the end of the text in her quoted words 'remember, I've worked hard for this.' Here, candidates must infer that in saying this, Kal believes that 'she deserves her success'.

Question 25 always tests global understanding and therefore draws on information from more than one place in the text. Most of the stronger candidates chose the correct option, C, which includes the phrases 'dream come true' and 'even more special', reflected at the end of the text in the sentence 'she knows she is extremely lucky'. C also focuses on Kal's parents 'being happy with her choice' and this can be found earlier, at the beginning of the third paragraph. Several candidates chose option D, which is ruled out because it was her friends in London (after her time at university) who liked her clothes.

Candidates must allow enough time for this part of the paper. Even though there are only five questions, each one needs to be thought about carefully and all four options checked against the text. See recommendations for candidate preparation on page 10.

Part 5, Questions 26-35: Multiple-choice cloze

This multiple-choice cloze task mainly tests vocabulary but also focuses on some grammatical areas of language. The text for this session was about an ice hotel in the north of Sweden, and a photo was included to make the topic more accessible to candidates around the world. Most candidates did this task reasonably well.

Question 26 proved to be the most challenging, focusing on the adverb 'still', option D, and its use in the sentence to emphasise a contrast (many holidaymakers go to the ice hotel despite the extreme winter temperatures stated in the preceding sentence). This illustrates that occasionally in Part 5 the question tests understanding above sentence level, which generally proves more challenging to candidates.

Question 29 was fairly challenging and required candidates to think through the implications of the context mentioned (putting hot drinks onto ice), clearly not to be recommended. Some weaker candidates chose option A, 'supported', which is not plausible in the context.

Question 32 tested a word at the beginning of a sentence, which often proves slightly more challenging for candidates. Most candidates coped well with the question and chose the correct answer, A, but several candidates opted for B instead. Here, collocation is being tested and it is not possible to use 'convenient' to describe 'clothes'.

As Questions 29 and 32 show, Part 5 focuses on different areas of vocabulary and candidates need to be adequately prepared for this. See recommendations for candidate preparation.

- **RECOMMENDATIONS FOR CANDIDATE PREPARATION**

Part 1

Many of the public notices used in this part are only found in English-speaking countries, so teachers may wish to familiarise their students with examples drawn from past papers or published practice tests. Texts of this type often use modal verbs and conditional clauses, so candidates need to be confident in their understanding of these structures.

As for the personal messages, teachers could produce similar short texts including emails, post-it notes and postcards, or ask their students to do so. Many students would undoubtedly also be keen to use their mobile phones to send text messages to their friends in English, and could perhaps be persuaded to switch to English as the default language for a period. In this way, they might learn from or be helped by the predictive text facility on their phones.

It would be worth spending some time in class contrasting the public notices and labels with the personal messages. Public notices are often quite abbreviated in style, and use fairly formal language, while personal messages tend to be informal and often contain longer sentences. As initial training for this task, students could be given just the short texts and asked to explain their meaning, either orally or in writing. They could then suggest different ways of expressing the meaning, so that students become familiar with the use of paraphrase in this part as well as in subsequent parts of the Reading component.

Students need to be made aware of the dangers of ‘wordspotting’ across text and options and this could be made clear through reference to a past paper. Students could be asked to highlight identical words in text and options and then to discuss these examples in pairs, explaining why options are correct or incorrect according to the meaning of the text.

Part 2

Students should be trained in skimming and scanning, so that they can process the eight texts efficiently. As a training activity, it can be helpful to focus in detail on the people’s descriptions, asking students to underline key words and phrases and then to think further about these, perhaps discussing them in pairs and suggesting possible paraphrase.

Students at B1 level need to expand their vocabulary and one way of doing this that will also provide useful preparation for the exam is to take the topic areas listed in the *PET Handbook* and encourage students to build up lists of vocabulary for each of them. The *PET Vocabulary List*, available online at www.CambridgeESOL.org/teach, contains relevant lists of vocabulary for these topic areas in its Appendix 3.

Students should avoid ‘wordspotting’ across question and text, as this will rarely yield the correct answer. Instead, they need to appreciate the importance of exemplification and paraphrase, and think about different ways of formulating content.

For a simple introduction to this part, students could be given two or three texts to choose between for one person's requirements. The 'wrong' text should contain some distraction – so for example texts C and H from this version could be given to students for Question 6 and students asked to underline the parts of each text that match a requirement in the description. In this way, students can focus more closely on meaning. This exercise will also allow them to 'tick off' all the requirements, once they have located them in the correct text.

Part 3

Exposure in class to a range of factual texts of medium length is important for this part. The internet provides a readily available source of appropriate texts, and authentic brochures and leaflets can also work well as practice material. Since the essence of this task is paraphrase recognition, it would be helpful for students to be given a factual text and asked to try to express elements of its content in other ways. This type of practice activity could also be done with a task from a past paper, where only the text is handed out to students, with the key parts underlined or highlighted.

Confident students might also be asked to draft their own correct and incorrect sentences about a text they have chosen and to then exchange their task with another student. This practice activity not only improves reading comprehension and paraphrase, but also creates a realistic context for writing at sentence level.

For weaker students, it is useful to indicate where the answers come in a text, so that they initially have some guidance and support. It may also be useful to concentrate on notions such as time, location, and cost, since these regularly feature in factual texts conveying information about a given topic.

Students should be confident in their ability to reject incorrect statements about a text. As a training activity, students could just be given the sentences with B answers and be asked to explain why these statements are incorrect, working closely with the text and underlining the relevant parts. This could be done as a pairwork activity or for homework, with any Part 3 task from a past paper or practice test.

As already mentioned in relation to Parts 1 and 2, candidates must avoid 'wordspotting' across sentence and text, and instead process the information adequately. In this Part, the sentences are presented before the text so that candidates can read them first, to get an idea of what they will be looking for in the text.

It may be useful to discuss with students how much time they think should be spent on Part 3. It contains the longest text and has ten questions, so represents a substantial part of the whole Reading component, yet the task is designed so that not every word of the text needs to be read closely. Developing confident scanning skills at this level will enable students to read more efficiently in this part.

Part 4

As the task for this session illustrated, candidates occasionally have to decide on the implications of what is quoted or described in the text. Reading 'between the lines' in this way not only involves detailed understanding but also the ability to recognise inference. To train candidates for Part 4, choose short texts from the internet or magazines that contain quoted opinions, and spend time discussing what the person quoted might really mean. Interviews with famous actors, musicians or other public figures that are known to the class will provide motivating and interesting material.

It is clear that students need to be familiar with the language for expressing attitude or opinion. This includes an awareness of different 'functional' verbs, such as 'advise', 'compare', 'refuse' and 'suggest', which are relevant to any Reading Part 4 question testing opinion and also occur in Question 21. Candidates should be able to understand a range of these verbs, which are key to other parts of the PET examination as well (for example, Writing Part 2 and Listening Part 4).

These verbs are listed alphabetically in the *PET Vocabulary List* and, for the language of attitude and opinion, it is also worth consulting the list of adjectives on page 49: *Personal Feelings, Opinions and Experiences (Adjectives)*. To activate some of the words in this list, students' opinions on a given topic could be elicited and written on the board, for other members of the class to then suggest paraphrases for, using words from the list. For example, one student might say 'I don't really enjoy cooking for myself', which could be paraphrased as: 'Luis isn't very keen on preparing his own meals.' Always encourage students to reformulate ideas in this way, as it will develop their productive vocabulary.

To practise answering multiple-choice questions that focus on detailed meaning, give students the correct answer to a question and ask them to quote the parts of the text that confirm this answer. Students could also explain why the distractor options are wrong, by close reference to the text. This will illustrate to them how much text is typically involved for each question.

Part 5

To perform well in this part, students need to have a solid grasp of B1 level structures (see the *PET Handbook* for a list of grammatical areas tested) and a fairly broad knowledge of vocabulary. Work on part of speech awareness and specific practice of structures such as modals, quantifiers, conjunctions and the passive are particularly relevant here.

The *PET Vocabulary List* provides a checklist in terms of the vocabulary that may be tested in the PET exam and, as already suggested, its topic lists in Appendix 3 should prove particularly useful for teachers preparing their own exercises and activities. Regular vocabulary activities in class that revise and extend students' knowledge and offer initial preparation for the exam include 'odd one out' exercises, where students have to explain which word in a set of four or five is different and why; and word square searches, containing fifteen words belonging to the same topic. Exercises that encourage students to group words by part of speech are also useful.

At B1 level, students need to develop a greater awareness of collocation, in order to become more natural and independent users of the language that they are learning. In PET Reading Part 5, candidates often need to select the right word from a set of verbs, nouns, adjectives, or adverbs that are close in meaning by looking at the words surrounding the space and recognising where a collocation exists. Encourage students to record collocational phrases in a vocabulary notebook and provide exercises that will revise and extend this knowledge.

It may be better to introduce the actual exam task by giving students a choice of only two or three options at first, rather than four. This provides an easier version of the task and also focuses students on the spaces in the text rather than the options. This is essential, for they need to see the context and grammatical clues surrounding each space. Even when working with past papers, suggest that students try to fit all four options in the space, checking the words either side of the space before deciding on

their answers. Practice of dependent prepositions and phrasal verb particles is also relevant here.

Students may also be interested in creating their own multiple-choice texts, which they can exchange among their peers. The internet will provide an accessible source for texts on topics that particularly interest them.

WRITING

PART	TASK TYPES AND FORMAT	TASK FOCUS	NUMBER OF QUESTIONS
1	<p>Sentence transformations.</p> <p>Five questions, plus an integrated example, that are theme-related. Candidates are given sentences and then asked to complete similar sentences with no more than three words, using a different structural pattern, so that the sentence still has the same meaning.</p>	<p>Control and understanding of B1/PET grammatical structures. Rephrasing and reformulating information.</p>	5
2	<p>Short communicative message.</p> <p>Candidates are prompted to write a short message in the form of a postcard, note, email etc. The prompt takes the form of a situation to respond to.</p>	<p>A short piece of writing (35-45 words) focusing on communication of specific messages.</p>	1
3	<p>A longer piece of continuous writing.</p> <p>Candidates are presented with a choice of two questions, an informal letter or a story.</p> <p>Candidates are primarily assessed on their ability to use and control a range of B1/PET-level language. Coherent organisation, spelling and punctuation are also assessed.</p>	<p>Writing about 100 words focusing on control and range of language.</p>	1

- **Marking**

Questions 1-5 carry one mark each. Question 6 is marked out of 5 and Question 7/8 is marked out of 15. This gives a total of 25, which represents 25% of the total marks for the whole examination.

The average mark for the Writing component for this session was slightly higher than in many previous sessions.

- **Candidate Performance**

Part 1, Questions 1-5: Sentence transformations

This sentence-transformation task requires a short answer of at most three words, but more typically of one or two words only. Candidates have to fill in the missing part of the second sentence so that it means the same as the first. In this part of the Writing component, everything must be correctly spelled, with capital letters where necessary. American English is acceptable, if used consistently.

For this session, the sentences were about Leonardo da Vinci's painting *La Gioconda* (or *Mona Lisa*). Different structures and transformations were tested: expressing a superlative, a relative pronoun, -ed adjective formation, a gerund, and the phrase 'how much'. Question 5 was the hardest of the five and Question 1 the easiest.

A common wrong answer in Question 1 was to omit 'the' in the superlative form. Some candidates produced the spelling error 'famoust'. In Question 2, some candidates completed the space with 'of who', thus losing the mark. Some candidates attempted to use the word 'identity' from the first sentence in a variety of phrases, e.g. 'what is identity of'.

Question 3 was often answered correctly, but weaker candidates merely repeated the word 'interesting' from the first sentence. In Question 4, a number of verbs were accepted as conveying the same meaning as 'painting', and candidates gained the mark if the gerund form was produced. Those candidates who lost the mark here did so by producing an infinitive form, or by adding an unnecessary preposition, e.g. 'to painting'.

In Question 5, many weaker candidates failed to identify the testing point and produced a range of wrong answers using 'how' combinations such as 'how are', 'how can', 'how do' rather than recognise that 'what is X worth' can be paraphrased as 'how much is X worth'.

Part 2, Question 6: Short communicative message

The testing focus of the Writing Part 2 task is on task achievement, and the quality of the language produced by candidates is only a factor if it affects the communication of the message. Language is fully assessed in Part 3 of the Writing component.

It is essential for candidates to read the whole question carefully to ensure that they cover all three bulleted content points, and produce a communicative message that is in line with the task rubric. All too frequently, apparently strong candidates fail to deal with one of the three points and so do not score more than three marks out of five for Part 2.

Candidates are required to write between 35 and 45 words and are penalised if they write much below this. If they write a lot more than 45 words, their answer is likely to lack clarity and will be penalised accordingly. However, there is no automatic penalty for answers longer than 45 words so candidates shouldn't spend unnecessary time cutting their piece of writing to an exact length. See recommendations for candidate preparation.

For this session, candidates had to write an email to an English friend about a change of arrangement. The three content points to include were: a suggestion for a new time to meet, an explanation of why the change of time is necessary, and a reminder to the English friend of where to meet.

On the whole, candidates coped with the task well. For the first point, a clear change of time for the meeting needed to be stated, e.g. 5pm / 2 hours later / at lunchtime. The common error here was to change either the day, or the time and day, instead of the 'time on Tuesday'. Candidates must remember to read the task instructions carefully. Candidates who gave vague information on the new time, such as 'earlier', 'later', or 'in

the evening' were treated as 'point attempted', rather than 'point clearly communicated'.

In point 2, any coherent reason was accepted. Minimal responses such as 'I am busy' were treated as attempts only. A response such as 'I can't get there' failed to address the point, as no reason was specified.

Point 3 was the most challenging for candidates, as the matter of reminding the friend rather than setting a new meeting place was crucial to the point. Responses such as 'Can we meet at the museum at 6 pm?' allowed the assumption that it was the time and not the place that was in question, and were therefore acceptable. However, where a change of meeting place was clearly stated, candidates failed to address the point, e.g. 'Shall we meet instead at my house?'

See recommendations for candidate preparation.

Part 3, Question 7 or 8: Continuous writing

Up to fifteen marks are available for Writing Part 3, representing 60% of the total marks on the Writing component. Candidates are rewarded for showing ambition and the ability to use a good range of structures and vocabulary, even if this leads to occasional errors. For example, a Band 5 answer will demonstrate 'confident and ambitious use of language', where errors are 'due to ambition and non-impeding'. For a full description of the assessment criteria for PET Writing Part 3 see the *PET Handbook*.

Both Part 3 tasks seemed accessible to candidates and there were few instances of misunderstanding for either question. Question 7, the letter, required candidates to give advice to a penfriend about choosing the location of a new school. The task allowed candidates to use a wide range of structures, such as phrases of comparison and conditionals. Some candidates compared town with countryside without much mention of schools and this was generally accepted. Some reported on choices they had made themselves, implying advice to the penfriend, and this was also accepted. Any candidate who asked for advice rather than giving it was penalised.

Question 8, the story, led on from a prompt sentence about a man leaving a phone on a café table. Candidates demonstrated a variety of narrative structures, such as use of past perfect and past continuous, together with some impressive vocabulary at B1 level. Some candidates changed the person of the narrator from 'Maria', to 'I', but this was generally accepted. In terms of content, there were many love stories but also a number of mass murders and terrorist attacks.

Examiners are no longer able to check against script in the event of receiving a blank answer sheet, so that any candidates who write their answer on the question paper and fail to transfer it to the answer sheet will receive a mark of 0. Candidates should therefore be encouraged to write directly onto the answer sheet, even if they use the question paper for minimal rough work.

At this marking session, it was felt that a number of candidates could have received a mark in Band 4 rather than Band 3 if only they had proofread their work more carefully. Candidates should allow time to check that they have copied key words correctly from the question paper, and spelled basic words accurately, and also that they have included the necessary pronouns, articles and verb endings. See recommendations for candidate preparation.

• RECOMMENDATIONS FOR CANDIDATE PREPARATION

Part 1

As this part tests structural knowledge, students need to have a good grasp of B1 level structures and be able to apply these accurately. The *PET Handbook* contains a list of the grammatical areas covered in PET on pages 7-8. Correct spelling is also essential, so time should be spent in class practising spelling, focusing on key problem areas such as pluralisation, comparative forms, irregular past tenses and gerund forms. It is also useful for students to revise the different forms of irregular verbs.

As an introduction to Writing Part 1, teachers could use past papers to produce adapted sets of sentences, where the answer is given along with one or two incorrect answers. In this way, students would understand what is involved in the task without having to come up with the answers for themselves. Students could also work through past papers in pairs, discussing what is required in each space and checking each other's answers.

If an adjective is required in the space, it is likely that candidates will have to transform the adjective form in the first sentence. Practice could usefully be given on the form and meaning of -ed and -ing adjectives in particular.

Part 2

Regular practice in writing short communicative messages will benefit not only this part but also Reading Part 1. Students could be encouraged to email each other in English or to exchange notes with each other.

Students should be taught useful expressions and other language appropriate to common functional areas, such as apologising, explaining, inviting, reminding, suggesting and thanking. They should be discouraged from using any phrases that appear on the question paper, since this may not be the most natural way of communicating a given function in informal language and will not show their true language ability.

Given the problem of inadvisable editing that sometimes arises in respect of the word limits, students should be given plenty of opportunities for writing sample Part 2 messages of an appropriate length, in order to give them a better feel for what an answer of approximately 35-45 words looks like in their own handwriting. They should also be encouraged not to spend too long on this short task, in order to give themselves more time to perform well on Writing Part 3, where the majority of the marks for the Writing component lie.

Part 3

Students should be given regular opportunities to write extended answers of around 100 words. It is often useful to ask students to write a first and second draft, where comments on accuracy on the first draft are supplemented by suggestions for improving the language range used. Students should regularly be encouraged to be more ambitious, for example, using a variety of adjectives instead of 'playing safe' with one or two, and varying how they start their sentences. Work on simple linking devices would also be beneficial.

For the letter, students will need to be confident in their use of informal opening and closing formulae and be able to draw on a range of informal expressions. Some class work on phrasal verbs may also be advantageous. They should also be encouraged to experiment with ways of including a good range of structures and vocabulary in the letters they write for homework.

While it is generally clear that a good variety of topic vocabulary can be used in the letter task, the inclusion of a variety of structures is perhaps less obvious. Looking at a selection of letter tasks from past papers in class may be beneficial, to brainstorm all the possible structures that could be used. In the letter task for this session, a focus on future forms was necessary, while for other tasks, some use of conditionals or modal verbs might be appropriate.

For the story, students should revise narrative tenses and consult irregular verb tables in order to improve their accuracy of past tense forms. They should be encouraged to use adverbs to raise the level of language in their stories: words such as 'immediately', 'suddenly' and '(un)fortunately' can also act as useful sequence and discourse markers. The appropriate use of direct speech can also create a beneficial effect on the target reader.

It is important for a story to have a definite ending, and for this reason, students should look critically at their own work and attempt to improve the endings of their practice stories if necessary. They could do this in many different ways, such as the mention of a dramatic event to draw the story to a close, or the inclusion of a summary final sentence that reinforces the overall content of the story.

Finally, students should be encouraged to write letters and stories of at least 100 words. They will be penalised if they write fewer than 80 words, whereas there is no penalty for over-length answers.

• **DOs and DON'Ts for PET PAPER 1 READING and WRITING**

- DO** make sure you are familiar with the various test formats in Paper 1 through practice tests and past papers.
- DO** check with your teacher that you have covered the core PET topics in class.
- DO** make sure that you read as widely as possible in English so that you get regular exposure to authentic reading texts of different types (factual, narrative and opinion-based).
- DO** develop a range of reading skills, including skimming and scanning.
- DO** keep a vocabulary notebook organised by topic, collocation, etc.
- DO** read the instructions for each part carefully.
- DO** study any examples given (Reading Part 1 and Part 5; Writing Part 1).
- DO** read each text carefully before attempting the questions, especially for Part 4.
- DO** consider all multiple-choice options before choosing your answer.
- DO** check your answers and transfer them accurately to the answer sheet.
- DO** be ambitious and use a range of language in Writing Part 3.
- DO** make sure that you mark the correct box for your choice of question in Writing Part 3.
- DO** use the time well, leaving yourself enough time for Writing Part 3.
- DO** approach the test calmly and confidently.
- DON'T** leave any answers blank, even if you are unsure of the answer.
- DON'T** use a pen on the answer sheet. You should use a pencil.
- DON'T** panic if there is a word in a text that you don't understand. It is sometimes possible to guess the meaning from the context.
- DON'T** write more than three words to fill a space in Writing Part 1, as you will lose the mark.
- DON'T** write much more than 45 words in Writing Part 2, as this is unnecessary and may affect the clarity of your answer.
- DON'T** answer both questions in Writing Part 3. You must choose between the letter and the story.
- DON'T** spend time making a full rough copy for Writing Part 3. There isn't enough time to do this and it isn't necessary.
- DON'T** worry too much about minor errors in Writing Part 3, as ambitious language is rewarded.

PAPER 2 – LISTENING

PART	TASK TYPES AND FORMAT	TASK FOCUS	NUMBER OF QUESTIONS
1	<p>Multiple choice (discrete).</p> <p>Short neutral or informal monologues or dialogues.</p> <p>Seven discrete three-option multiple-choice questions with visuals, plus one example.</p>	Listening to identify key information from short exchanges.	7
2	<p>Multiple choice.</p> <p>Longer monologue or interview (with one main speaker).</p> <p>Six three-option multiple-choice questions.</p>	Listening to identify specific information and detailed meaning.	6
3	<p>Gap-fill.</p> <p>Longer monologue.</p> <p>Six gaps to fill in. Candidates need to write one or more words in each space.</p>	Listening to identify, understand and interpret information.	6
4	<p>True/False.</p> <p>Longer informal dialogue.</p> <p>Candidates need to decide whether six statements are correct or incorrect.</p>	Listening for detailed meaning, and to identify the attitudes and opinions of the speakers.	6

- **Marking**

Candidates record their answers on a separate answer sheet. A computer scans the answers for Parts 1, 2 and 4. The answers for Part 3 are marked by teams of trained markers. Each question carries one mark, so the Listening component has a total of 25 marks, representing 25% of the total marks for the whole examination.

- **Candidate Performance**

Part 1, Questions 1-7: Multiple choice

This part of the test contains seven visual multiple-choice questions. Candidates are asked a question and must choose the correct visual image from a choice of three in order to answer the question in the context of what they hear on the recording. This set of questions was well answered by the majority of candidates. The early questions were quite high scoring, especially Questions 1 and 4, whilst Questions 6 and 7 proved to be the most challenging. Taken as a whole, the set of questions was of average difficulty and discriminated well, between strong and weak candidates with stronger

candidates choosing the correct option and weaker candidates selecting the other options.

Part 2, Questions 8-13: Multiple choice

This is a three-option multiple-choice task which tests understanding of the detailed meaning of a longer text. The questions were generally well within the candidates' competence with a high proportion getting the right answer to Questions 8, 11 and 13, for example. Question 12, on the other hand, proved to be more challenging and discriminated well between weaker and stronger candidates. Weaker candidates tended to choose option B in Question 12, perhaps hearing the word 'photograph', but failing to pick up on the point that she does not have many to give away, so this is not what she does 'often'.

Part 3, Questions 14-19: Gap-fill

This task tests the candidates' ability to listen out for and write down specific information from the listening text. Candidates generally find this the most challenging part of the test, although most managed to write acceptable answers for Questions 16 and 19. Question 18, which tested a website address, and Question 15, which tested a number, proved more challenging. These questions did, however, discriminate well between weak and strong candidates. A range of unambiguous misspellings was accepted in this part, especially in the case of Question 17.

Part 4, Questions 20-25: True/False

This true-false task focuses on candidates' ability to understand opinion and attitude as well as factual information. Candidates coped very well with this task and there were no particular problems. Questions 20, 22, 23 and 24 proved to be the most accessible to candidates whilst Question 21 was the most challenging. Again, there was good discrimination between weak and strong candidates on all items.

• RECOMMENDATIONS FOR CANDIDATE PREPARATION

Part 1

Unlike other parts of the Listening test, Part 1 asks candidates to listen to a series of separate recordings, including both monologues and dialogues, each with its own context, speaker(s) and focus question. The question is written above the three picture options and is also read out on the tape. Candidates should read and listen to the wording of this focus question very carefully so that they are sure what information they are listening for. In Question 1, for example, the three types of exercise are mentioned, but David is only doing one of them regularly 'at the moment'.

Candidates should try to tick the correct box the first time they hear each text, and then check their answers the second time. They should be ready to find the key information at any point in the recording, not necessarily at the beginning or end. For example, in Question 3 the man mentions all three types of animal, but the first one we hear about is not the one which frightened the man. Some questions focus on information or opinions coming from one of the speakers, for example in Question 5, and this is indicated in the focus question. In other questions, for example Question 3, the key information may come from both speakers.

Part 2

In the Part 2 rubric, which is both printed on the page and read out on the recording, there is information about the listening text. For example, candidates are told about the setting (e.g. an interview), the topic (e.g. ballet dancing), and the speaker (e.g. a woman called Elena Karpov). This is useful information for candidates as it will give them a context for what they hear and for the questions on the page.

The listening text for Part 2 has a clear structure with a discrete piece of text relating to each question. Each question is cued by words in the text that correspond closely to the wording of the questions. For example, Question 10 asks about the ballet called *Cinderella*, whilst the corresponding piece of text is cued by Elena saying: 'I'm going to dance the part of *Cinderella*'. An important strategy for candidates to develop is listening for such cues, and using the wording of the questions to guide them through the text and prevent them from 'losing their place' as they listen.

This task involves listening for detail in order to pick out the correct option and disregard the incorrect ones. Once the initial cue is established, however, the questions are unlikely to repeat the exact wording of the text in the multiple-choice options. Therefore, candidates need to listen for the meaning of what they hear and match this to the closest idea amongst the options. For example, in Question 13 we are asked what Elena likes best about her job, and the answer is option B 'doing something she loves'. What Elena says is: 'the most satisfying thing for me is that I'm paid for doing what I really enjoy.' The other options are wrong because although they were enjoyable experiences, they do not represent what she liked best about her job.

Part 3

In Part 3, the information on the page represents an indication, in note or sentence form, of what the candidates are going to hear. This is useful information for candidates as it will give them a context for what they hear and so helps them to listen out for the type of information which is missing. The spoken and written rubrics also supply further information about both the topic (an athletics championship) and the type of text (a talk by a group leader).

The questions are well spaced so that there is plenty of time for candidates to write their answers as they listen. Most of the gaps require a single word, a number or a short noun phrase as an answer and candidates should be discouraged from attempting to transcribe longer pieces of text. For example, the answer to Question 17 is 'identity card'. If candidates write 'they should take their identity card with them' this is also correct and would get the mark, but they will have wasted time writing information which is not part of the key and risk missing the answer to the next question whilst doing so. The words or numbers that candidates need to write will all be heard on the recording, in the form in which they need to be written. As in Part 2, the wording of the prompts on the page echoes, to a certain extent, the wording of the text, but this is not a dictation, so candidates need to listen for the meaning of the text in order to locate the correct information. For example, in Question 15 the speaker tells us about an 'information sheet' which will have the 'final details' about the trip which the students will get on Friday, whilst the question prompt asks us when 'other details' will be available.

Candidates should check their final answers to make sure they are clearly written and unambiguous, but should not become over-concerned about spelling, as a range of misspellings is accepted as long as the answer is clear. For example, in Question 17 various spellings of 'identity' were accepted as correct answers, as was the short form 'ID card'. But where candidates wrote, for example, 'BIRIMFO' instead of 'BIRINFO' in

Question 18 the message was distorted and so the mark could not be given. However, high frequency words, such as 'March' in Question 14, should be correctly spelt.

In this task, candidates are listening for specific information and there will be some information in the recording which is not relevant to the questions. The skill of selecting and recording relevant information is a useful one for candidates to practise in the classroom and during their preparation for the PET examination.

Part 4

In the Part 4 rubric, which is both printed on the page and read out on the recording, there is information about the listening text. For example, candidates are told about the topic (jobs they would like to do in the future) and the name of the speakers (e.g. a boy called Rolf and a girl called Maria). This is useful information for candidates as it will give them a context for what they hear and for the questions on the page.

Candidates should read the questions carefully, and think about the exact meaning of each of the statements. As in Parts 2 and 3, they are unlikely to hear the exact words repeated on the recording and so should be listening out for synonyms and parallel expressions. Candidates should listen for the gist of what speakers are saying, paying special attention to whether positive or negative views are being expressed. For example, in the text relating to Question 22, Rolf says: 'My degree's in music but 'I definitely don't want to be a music teacher'.

Several of the questions test attitude and opinion and candidates should be familiar with adjectives which express feelings such as 'surprised', 'boring', 'disappointed' etc. and simple reporting verbs, e.g. 'hopes', 'intends', '(dis)agree', etc., as these may be tested. Candidates also need to make sure they are listening for the opinion of the correct speaker. In this task, two questions clearly focus on Rolf's views, two on Maria's and one on both their views, but it is always necessary to listen to both speakers, e.g. Question 25, where it is Rolf's reply to Maria's comment about setting up a business that gives us the answer. Rolf says: 'I couldn't imagine doing that.' To understand what he is referring to, we need to have listened to what Maria has said previously.

- **DOs and DON'Ts for PET PAPER 2 LISTENING**

- DO** read the instructions carefully for each part so you have an idea of the topic.
- DO** look at the question paper material (text and pictures) for each part before the listening text for that part begins, and think about what kind of information you have to listen for.
- DO** mark / write your answers on the question paper as you listen.
- DO** answer as much as you can when you hear the recording for the first time.
- DO** check your answers and listen for any missing answers when you hear the recording for the second time.
- DO** answer all the questions even if you are not sure of the answer. You have probably understood more than you think you have.
- DO** check that the options you choose in Part 2 really do answer the question or finish the sentence.
- DO** write **only** one or two words or a number in Part 3.
- DO** think about what kind of information to listen for in Part 3.
- DO** remember that you are told which speaker is which in Part 4.
- DO** transfer your answers to the answer sheet **only** when you are told to do so at the end of the test.

- DON'T** worry too much if you don't hear the answer to a question the first time. You will hear everything twice.
- DON'T** panic if you don't understand everything while listening, as some parts of the listening may not be tested.
- DON'T** change your answers when you are transferring them to the answer sheet, because what you thought was right while you were listening was probably right!
- DON'T** use a pen on the answer sheet. You should use a pencil.

PAPER 3 – SPEAKING

PART	TASK TYPES AND FORMAT	TASK FOCUS	TIMING
1	<p>Each candidate interacts with the interlocutor.</p> <p>The interlocutor asks the candidates questions in turn, using standardised questions.</p>	<p>Giving information of a factual, personal kind. The candidates respond to questions about present circumstances, past experiences and future plans.</p>	2-3 minutes
2	<p>Simulated situation. Candidates interact with each other.</p> <p>Visual stimulus is given to the candidates to aid the discussion task. The interlocutor sets up the activity using a standardised rubric.</p>	<p>Using functional language to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement.</p>	2-3 minutes
3	<p>Extended turn.</p> <p>A colour photograph is given to each candidate in turn and they are asked to talk about it for up to a minute. Both photographs relate to the same topic.</p>	<p>Describing photographs and managing discourse, using appropriate vocabulary, in a longer turn.</p>	3 minutes
4	<p>General conversation. Candidates interact with each other.</p> <p>The topic of the conversation develops the theme established in Part 3.</p> <p>The interlocutor sets up the activity using a standardised rubric.</p>	<p>The candidates talk together about their opinions, likes/dislikes, preferences, experiences, habits etc.</p>	3 minutes

• Marking

Candidates are awarded marks by both examiners. One of the examiners acts as an interlocutor and the other as an assessor. The interlocutor directs the Speaking Test, while the assessor takes no part in the interaction. The test takes ten to twelve minutes and consists of four parts.

The assessor awards marks to each candidate for performance throughout the test according to the four Analytical Criteria (Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication). The interlocutor awards marks according to the Global Achievement Scale, which assesses the candidates' overall effectiveness in tackling the tasks. Candidates' marks are weighted to a score of 25, representing 25% of the total marks for the whole examination.

Grammar and Vocabulary

This refers to the accurate and appropriate use of grammatical structures and vocabulary in order to meet the task requirements at PET level. Candidates who do not have immediate access to the vocabulary they need should be able to convey their intended meaning by using alternative words or phrases without extensive repetition.

Discourse Management

At PET level, candidates are expected to be able to use extended utterances where appropriate. The ability to maintain a coherent flow of language over several utterances is assessed here.

Pronunciation

In general, this refers to the ability to produce comprehensible utterances to fulfil the task requirements. At PET level, it is recognised that even in the top assessment band, candidates' pronunciation will be influenced by features of their first language.

Interactive Communication

This refers to the ability to take part in the interaction and fulfil the task requirements by initiating and responding appropriately and with a reasonable degree of fluency. It includes the ability to use strategies to maintain or repair communication.

Global Achievement

This refers to the candidates' overall ability to deal with the tasks and to convey meaning appropriately.

• **Candidate Performance**

Candidate performance in this examination session was consistent with that of previous years. Feedback indicates that the candidates were generally well prepared and that the materials were well received.

Part 1

Candidates tended to perform well in this part. The questions were usually predictable ones about daily routines, studies or work, free-time activities, etc. Stronger candidates extended their responses to the more open-ended questions with details that backed up their answers. Weaker candidates tended to give one-word or two-word answers to all questions and failed to develop their answers, or required additional prompts from the interlocutor. Some weaker candidates had problems spelling their name in English.

Part 2

Candidates who performed well in this part listened carefully to the interlocutor's instructions, thought about the task and its context, and interacted meaningfully with their partner to reach a conclusion or decision. For example, in 'Village Youth Centre' (see December 2008 *Past Paper Pack*), well-prepared candidates talked about each of the suggestions given by the visual prompts and gave reasons for their opinions. These candidates involved their partner by asking for an opinion and following up on the points made. In this way, they kept the discussion going for the allotted 2-3 minutes. Where time allowed, they summarised the reasons for their final choice to signal that they had completed the task.

Part 3

In this part of the test, candidates have the chance to demonstrate their range of vocabulary and their ability to organise language in describing a photograph. The

sample materials show people enjoying a day at home (see December 2008 *Past Paper Pack*). Strong candidates spoke for the full time allotted and talked about the people and activities in the foreground (their clothes, what they are doing, the relationships between them, the objects in view, etc.), as well as commenting on the overall context (the location, room, etc.). Strong candidates were able to deal with unknown items of vocabulary by using paraphrase strategies, such as providing a fuller description of objects and activities when they were unsure of the specific word to use. Some candidates spent time unsuccessfully trying to produce sophisticated positional language (e.g. in the top right-hand corner) which is not expected at this level, and so wasted opportunities to demonstrate their range of PET-level vocabulary and expressions.

Part 4

Candidates who performed well in this part of the test listened carefully to the instructions and understood that they should talk together with their partner. Strong candidates not only gave their own views, but also elicited those of their partner and responded to what their partner said. They also covered both elements of the task, talking about both what they enjoy doing during a day at home and who they like to spend time with. Weaker candidates sometimes addressed their comments to the interlocutor rather than the partner, or produced a lengthy monologue, failing to bring their partner into the discussion. Where candidates were unable to fill the allotted time, additional prompts were provided by the interlocutor.

• RECOMMENDATIONS FOR CANDIDATE PREPARATION

Candidates at this level are not expected to speak perfectly, nor understand everything that is said to them. Credit will be given, however, to those candidates able to use repair strategies to prevent communication breaking down. For example, they should learn to make use of simple phrases for asking the interlocutor or their partner to repeat or rephrase something they have not understood. They should also learn to use paraphrase strategies when they cannot call to mind a particular word or phrase needed for a task.

Part 1

Candidates should be given practice in the everyday language of talking about themselves. For example, they should be able to give information about their work or studies, free-time activities, family, home, home town, etc. They should also practise spelling their names using English letters.

Part 2

Candidates should be given practice in talking together about an imaginary situation. They need to understand that they are talking about the specific situation described in the instructions, as illustrated by the visual prompts, and not just generally about the topic. In class, they should practise using picture prompts as the basis for discussion. Candidates also need to practise asking for their partner's opinions and suggestions as well as supplying reasons for their own opinions. They should be familiar with the language of agreement and disagreement and be able to explain why they think something is, or is not, a good idea.

Part 3

For this task, candidates need to be given practice in talking about photographs. At this level, however, they are only expected to comment on the actual content of the images they are shown, and not issues raised by the broader context. They should be encouraged to give a detailed description, mentioning even those details (clothes, colours, weather, etc.) which might seem obvious. In this way, they will demonstrate their range of vocabulary. They should also be able to link their ideas together in a simple way, using prepositions and other expressions to locate aspects of the picture (e.g. behind, in front of, next to, etc.) and back up what they say with examples, e.g. 'It is summer because the sun is shining and they are wearing summer clothes.'

Part 4

As this part of the test is a conversation between the candidates, they should be encouraged to look at each other and show interest in what their partner is saying. Candidates should not attempt to 'hold the floor' with long individual turns in this part, but should learn how to pick up and develop the points made by their partners and how to invite their partners to comment. For example, a candidate might tell his/her partner interesting things about themselves, and then ask for the partner's views about a related issue. Candidates should, therefore, not only be given practice in talking about their opinions and personal experiences, but also in how to elicit these ideas from their partners.

- **DOs and DON'Ts for PET PAPER 3 SPEAKING**

- DO** practise your spoken English as much as possible before the test, both in and out of class.
- DO** listen carefully to the examiner's questions.
- DO** ask the examiner for clarification if necessary.
- DO** speak clearly so that both examiners can hear you.
- DO** remember that the examiners are sympathetic listeners and want you to give your best possible performance.
- DO** answer the examiner's questions clearly and try to give extended answers to open-ended questions in Part 1.
- DO** talk to your partner and not the examiner in Parts 2 and 4.
- DO** show interest in what your partner is saying and ask your partner questions in Parts 2 and 4.
- DO** listen to and look at your partner and give your partner a chance to speak in Parts 2 and 4.
- DO** concentrate on the actual content of the photo and describe the photo thoroughly in Part 3.
- DO** make sure you have some phrases to get around the problem of words you don't know in Part 3.
- DO** try to relax and enjoy the test.

- DON'T** worry too much about making grammatical mistakes.
- DON'T** worry if you think your partner in the test is not as good as you, or much better at speaking English than you. The examiners look at each candidate's performance individually.
- DON'T** let exam nerves prevent you from speaking. Examiners can't give marks to silent candidates.
- DON'T** worry too much if you don't know a word.
- DON'T** speak for too long without involving your partner in Parts 2 and 4.
- DON'T** talk to the examiner rather than your partner in Parts 2 and 4.
- DON'T** try to talk about things/ideas outside the photo in Part 3.
- DON'T** stop talking if you come to a word you do not know in Part 3.

FEEDBACK FORM

PET Examination Report – December 2008

We are interested in hearing your views on how useful this report has been.

We would be most grateful if you could briefly answer the following questions and return a photocopy of this page to the following address:

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CB1 2EU
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Fax: +44 1223 460278

Email: ESOLinfo@CambridgeESOL.org

1. Please describe your situation (e.g. EFL/ESOL teacher, Director of Studies, Examinations Officer, Local Secretary).

2. Have you prepared candidates for PET? YES/NO

3. Do you plan to prepare candidates for PET in the future? YES/NO

4. How have you used this report (e.g. to provide feedback to other teachers, for examination practice, etc.)?

5. Which parts of this report did you find most useful?

6. Which parts were not so useful?

7. What extra information would you like to see included in this report?

8. (Optional) Your name
- Centre/School

Thank you.