## PET content and overview

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<th>Name</th>
<th>Timing</th>
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<th>Test Focus</th>
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<td><strong>Paper 1</strong></td>
<td>Reading/Writing</td>
<td>1 hour 30 minutes</td>
<td>Reading&lt;br&gt;Five parts test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts. &lt;br&gt;Writing&lt;br&gt;Three parts test a range of writing skills.</td>
<td>Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level. Assessment of candidates' ability to produce straightforward written English, ranging from producing variations on simple sentences to pieces of continuous text.</td>
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<td><strong>Paper 2</strong></td>
<td>Listening</td>
<td>30 minutes (approx.)</td>
<td>Four parts ranging from short exchanges to longer dialogues and monologues.</td>
<td>Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.</td>
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<td><strong>Paper 3</strong></td>
<td>Speaking</td>
<td>10–12 minutes per pair of candidates</td>
<td>Four parts. In Part 1, candidates interact with an examiner. In Parts 2 and 4, they interact with another candidate. In Part 3, they have an extended individual long turn.</td>
<td>Assessment of candidates' ability to express themselves in order to carry out functions at Threshold level. To ask and to understand questions and make appropriate responses. To talk freely on matters of personal interest.</td>
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# GENERAL DESCRIPTION

**Paper format**  The Reading component contains five parts. The Writing component contains three parts.

**Timing**  1 hour 30 minutes.

**No. of questions**  Reading has 35 questions; Writing has seven questions.

**Task types**  Matching, multiple choice, true/false, transformational sentences, guided writing and extended writing.

**Sources**  Authentic and adapted-authentic real-world notices; newspapers and magazines; simplified encyclopedias; brochures and leaflets; websites.

**Answering**  Candidates indicate answers by shading lozenges (Reading), or writing answers (Writing) on an answer sheet. In computer-based PET, candidates mark or type their answers directly onto the computer. There are no examples in computer-based PET, but candidates are shown a short tutorial before the test.

**Marks**  Reading: Each of the 35 questions carries one mark. This is weighted so that this comprises 25% of total marks for the whole examination.

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

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# STRUCTURE AND TASKS – READING

## PART 1

**Task type and format**  Three-option multiple choice.

**Task focus**  Reading real-world notices and other short texts for the main message.

**No. of Qs**  5.

## PART 2

**Task type and format**  Matching.

**Task focus**  Reading multiple texts for specific information and detailed comprehension.

**No. of Qs**  5.

## PART 3

**Task type and format**  True/False.

**Task focus**  Processing a factual text. Scanning for specific information while disregarding redundant material.

**No. of Qs**  10.

## PART 4

**Task type and format**  Four-option multiple choice.

**Task focus**  Reading for detailed comprehension; understanding attitude, opinion and writer purpose. Reading for gist, inference and global meaning.

**No. of Qs**  5.

## PART 5

**Task type and format**  Four-option multiple-choice cloze.

**Task focus**  Understanding of vocabulary and grammar in a short text, and understanding the lexico-structural patterns in the text.

**No. of Qs**  10.
In this part, candidates may meet some unfamiliar vocabulary. However, they will not be required to understand such vocabulary in order to answer a question correctly. When they meet an unfamiliar word or phrase, therefore, they should not be put off, and should concentrate on obtaining the specific information required from the text.

**Part 4**

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

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

**Part 5**

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

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

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**STRUCTURE AND TASKS – WRITING**

**PART 1**

| Task type and format                                                                 | Sentence transformations. Five items that are theme-related. Candidates are given sentences and then asked to complete similar sentences using a different structural pattern so that the sentence still has the same meaning. Candidates should use no more than three words. |
| Task focus                                                                           | Control and understanding of Threshold/PET grammatical structures. Rephrasing and reformulating information. |
| No. of Qs                                                                            | 5. |

**PART 2**

| Task type and format                                                                 | Short communicative message. Candidates are prompted to write a short message in the form of a postcard, note, email etc. The prompt takes the form of a rubric or short input text to respond to. |
| Task focus                                                                           | A short piece of writing of 35–45 words focusing on communication of three specific content points. |
| No. of Qs                                                                            | 1. |

**PART 3**

| Task type and format                                                                 | A longer piece of continuous writing. Candidates are presented with a choice of two questions, an informal letter or a story. Candidates are primarily assessed on their ability to use and control a range of Threshold-level language. Coherent organisation, spelling and punctuation are also assessed. |
| Task focus                                                                           | Writing about 100 words focusing on control and range of language. |
| No. of Qs                                                                            | 1. |
For the story, candidates are given either a short title or the first sentence. The answer must be recognisably linked in content to the question and candidates should pay particular attention to any names or pronouns given in the title or sentence. If, for example, the sentence is written in the third person, the candidate will need to construct his or her story accordingly.

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

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

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

### Mark Scheme for Writing Part 3

| Band 5 | The candidate’s writing fully achieves the desired effect on the target reader. The use of language will be confident and ambitious for the level, including a wide range of structures and vocabulary within the task set. Coherence, within the constraints of the level, will be achieved by the use of simple linking devices, and the response will be well organised. Errors which do occur will be minor and non-impeding, perhaps due to ambitious attempts at more complex language. Overall, no effort will be required of the reader. |
| Band 4 | The candidate’s writing will achieve the desired effect on the target reader. The use of language will be fairly ambitious for the level, including a range of structures and vocabulary within the task set. There will be some linking of sentences and evidence of organisation. Some errors will occur, although these will be generally non-impeding. Overall, only a little effort will be required of the reader. |
| Band 3 | The candidate’s writing may struggle at times to achieve the desired effect on the target reader. The use of language, including the range of structure and vocabulary, will be unambitious, or, if ambitious, it will be flawed. There will be some attempt at organisation but the linking of sentences will not always be maintained. A number of errors may be present, although these will be mostly non-impeding. Overall, some effort will be required of the reader. |
| Band 2 | The candidate’s writing struggles to achieve the desired effect on the target reader. The use of language, including the range of structure and vocabulary, will tend to be simplistic, limited, or repetitive. The response may be incoherent, and include erratic use of punctuation. There will be numerous errors which will sometimes impede communication. Overall, considerable effort will be required of the reader. |
| Band 1 | The candidate’s writing has a negative effect on the target reader. The use of language will be severely restricted, and there will be no evidence of a range of structures and vocabulary. The response will be seriously incoherent, and may include an absence of punctuation. Language will be very poorly controlled and the response will be difficult to understand. Overall, excessive effort will be required of the reader. |
| Band 0 | There may be too little language for assessment, or the response may be totally illegible; the content may be impossible to understand, or completely irrelevant to the task. |
Reading Part 1 (questions 1–5)

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:

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

Answer: C

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

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

A: Emily should ring the doctor.
B: In order to make another appointment.
C: To change the day of her appointment.

The doctor’s secretary phoned - No, 4.40. Appt. 3.30. Am today. No need to ring back unless the time’s a problem.

The phone message:

From: Susan

To: Emily

The doctor’s secretary phoned. - No, 4.40. Appt. 3.30 today. No need to ring back unless the time’s a problem.

Library books borrowed this week (11-16 June) must be returned before the July holiday.

Studnets: Library books borrowed this week (11-16 June) must be returned before the July holiday.

A: Students wishing to keep books for the holiday should borrow them this week.
B: Students borrowing books now can only keep them for one week.
C: Students borrowing books now have to bring them back before the holiday.
Questions 6 – 10

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

6

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

7

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

8

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

9

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

10

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

Educational sites on the web

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

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

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

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

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

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

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

H  Oscar’s Magazine
This amusing and colourful magazine is designed for university students of German. There are interesting articles by young German writers on a range of subjects, from where to find cheap accommodation in Berlin to reviews of current dance music CDs and classical music concerts, and student-exchange experiences.
Questions 11 – 20

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

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

London Weekend Walks

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

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

Below is our range of walks for this Saturday.

**1000 Years of History**
11.00 am Westminster Underground
This walk is essential for the first-time visitor. We will show you the place where kings and queens are crowned, where they lived and often where they are buried. You will see where politicians have shaped the course of history over the years. This walk finishes at the Houses of Parliament, which you can visit afterwards at a good discount.

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

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

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

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

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

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

LONDON WEEKEND WALKS
TEL: 020 7426 8462
**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.

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**Charlotte Uhlenbrock**

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

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

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

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

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

25 Which best describes the TV series *Jungle*?
   A The forest floor has thousands of different insects – let Charlotte Uhlenbrock be your guide to these fascinating creatures.
   B Making her first television appearance, Charlotte Uhlenbrock explores some of the wildest places on earth.
   C Charlotte Uhlenbrock looks at ways in which the animals of the rainforest manage to live beside their human neighbours.
   D Insects, piranha fish, hot-air balloons – it’s all in a day’s work for Charlotte Uhlenbrock in her latest series.
Reading Part 5 (questions 26–35)

Many people receive picture postcards nowadays. People often send them to friends and family. They (26) ... popular in the 1800s. Until then, it was only the rich who took holidays but at that time, because of the opening of the railways, ordinary people (27) ... to go to the seaside. Photographers (28) ... that people wanted to take home a picture of their holiday (29) ... they started to offer photographs for sale in seaside towns. And they sold millions (30) ... them.

Today, those old photographs give us a very (31) ... idea of what holidays were like (32) ... a hundred years ago. People did not actually post the photographs but brought them home to (33) ... beginning of...
Writing

Part 1

Questions 1 – 5

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

Example:

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

   Answer: 0 three days ago

1. I asked my new neighbours where they had lived before.
   I asked my new neighbours, ‘Where did ____________________before?'

2. They said their old house was quite near London.
   They said their old house wasn’t very ____________________London.

3. This house is larger than their old house.
   Their old house wasn’t as ____________________this house.

4. The kitchen needs painting.
   They must get someone to ____________________the kitchen.

5. We are very lucky that our neighbours are so nice.
   We are very lucky to have ____________________nice neighbours.

Part 2

Question 6

You have lost some sunglasses which you borrowed from your English friend, Pat.
Write a note to Pat. In your note, you should

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

Write 35–45 words on your answer sheet.
Writing Part 3 (questions 7–8)

• Write a letter to one of the questions (7 or 8) in this part.
• Mark the question number in the box at the top of your answer sheet.

**Question 7**

- This is part of a letter you receive from an English friend.
- My grandmother has given me some money. There’s enough to buy a really nice camera or go on holiday with my friends. My parents want me to save the money. What do you think I should do?

**Question 8**

- Now write a letter giving your friend some advice.
- Your teacher has asked you to write a story.

**A lucky escape**

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

**Reading**

### Answer key

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<tr>
<td>5 B</td>
<td>10 F</td>
<td>15 B</td>
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- 16 B
- 17 A
- 18 A
- 19 B
- 20 B

### Task Specific Mark Scheme

- Apology for losing sunglasses
- Explanation for how loss occurred
- Offer to replace them

**PART ONE, QUESTION 6**

1 you live
2 far (away) from
3 large/big as
4 paint
5 such