

# **Preliminary English Test for Schools**

## **Examination Report**

**March 2009**

### **CONTENTS**

	<b>Page</b>
<b>Introduction</b>	<b>1</b>
<b>Paper 1 - Reading and Writing</b>	<b>3</b>
<b>Paper 2 - Listening</b>	<b>17</b>
<b>Paper 3 - Speaking</b>	<b>22</b>
<b>Feedback Form</b>	<b>27</b>

### **WEBSITE REFERENCE**

This report can be downloaded from the Cambridge ESOL website at:  
[www.cambridgeesol.org](http://www.cambridgeesol.org)

## INTRODUCTION

This report is intended to provide a general view of how candidates performed on each paper in the March 2009 session, and to offer guidance on the preparation of candidates.

- **Grading**

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

The final mark a candidate receives in PET for Schools is an aggregate of the marks obtained in each of the three papers (Reading & Writing, Listening and Speaking). Reading & Writing carries 50% of the total marks and Listening and Speaking each carry 25% of the marks. There is no minimum pass mark for individual papers.

The overall grades are set according to the following information:

- statistics on the candidature
- statistics on the overall candidate performance
- statistics on individual questions, for those parts of the examination where this is appropriate (Reading and Listening)
- advice, based on the performance of candidates and recommendations of examiners, where this is relevant (Writing and Speaking)
- comparison with statistics from previous years' examination performance and candidature.

PET for Schools has two passing grades: **Pass with Merit** and **Pass**. Candidates who have not achieved a PET for Schools passing grade (Council of Europe Level B1), but have demonstrated ability at the Council of Europe level below this, are awarded **Level A2**. Candidates below Level A2 receive a **Fail** grade. Every candidate is provided with a Statement of Results which includes a graphical display of the candidate's performance in each skill, shown against the scale Exceptional – Good – Borderline – Weak.

In addition, the Statement of Results includes a standardised score out of 100. This score allows candidates to see exactly how they performed. It has set values for each grade, allowing comparison across sessions of the examination:

Pass with Merit	85-100 marks
Pass	70-84 marks
Council of Europe Level A2	45-69 marks
Fail	0-44 marks

- **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 for Schools:

- *Regulations* (produced once a year, for information on dates etc.)
- *PET for Schools 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](http://www.cambridgeesol.org).

Alternatively, you can obtain an order form from:

Cambridge ESOL Information  
1 Hills Road  
Cambridge  
CB1 2EU  
United Kingdom

Tel: +44 1223 553997

Fax: +44 1223 553068

Email: [ESOLinfo@CambridgeESOL.org](mailto:ESOLinfo@CambridgeESOL.org)

Website: [www.cambridgeesol.org](http://www.cambridgeesol.org)

Feedback on this report is very welcome and should be sent to Cambridge ESOL at the above address. Please use the feedback form at the end of this report.

## 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: messages, postcards, notes, emails, labels and signs 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 paper 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 part of the paper test understanding of short texts. The texts include 'personal' messages such as emails, post-it notes, postcards and text messages, together with 'public' notices, signs and labels. The texts are drawn from real-world settings, use a range of different structures and vocabulary, and cover

core PET for Schools topics. For a full list of these topics, see the *PET for Schools Handbook*.

The texts in this test were a notice about a broken lift in a school, a notice to students outside a sports hall, a text message about going to an ice hockey game, a notice about a lost mobile phone and an email about a sailing competition.

Most of the stronger candidates answered the questions correctly but weaker candidates found Questions 2, 4 and 5 quite challenging. About a third of the weaker candidates chose the wrong answer for Question 2, with many of them selecting incorrect option C. It seems that they either did not fully understand the information in brackets on the notice ('not including trainers') or did not read it carefully enough. For Question 4, a notice about a mobile phone found in a cinema, the weaker candidates chose option C. Possibly they did not understand the word 'discovered' and so missed the fact that the phone had already been found. Question 5 proved most difficult for many candidates, and option B was the most attractive to the weaker candidates. Careful reading of the email would have made it clear that it is Tom who will contact the sailing club, not Natasha, as he says 'Get in touch because I need to tell the club soon.'

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.

## **Part 2, Questions 6-10: Matching**

The topic of the texts focused on activity camps that teenagers might like to go to. The task was quite challenging for many candidates. However, the stronger candidates handled the task well.

Question 10 proved most difficult for many candidates. The correct answer was H, but several candidates chose E, C or G. In this question, the candidates had to find an activity camp for a boy who wanted to have private lessons in his sport (running) at a camp by the sea. The camp in E is by the sea but it offers sailing, not running. It does have 'private lessons' and it was probably this 'wordspot' (a phrase occurring in both question and text) that attracted so many of the candidates. The camp in C is again by the sea and it does offer 'athletics training' but the classes are 'small' – not private classes for individuals. In text G, once again the camp is by the sea and has a 'running track' but class sizes are 'groups of five'.

Question 6 was less difficult for many candidates, but several of the weaker candidates were attracted by text H rather than the correct answer, F. Question 6 requires candidates to find a camp where a boy can enjoy the day of his birthday, with his friends, doing water sports and then having something to eat. Weaker candidates chose text H. While H does offer water sports and there is a reference to food being available, the courses are 'two weeks in length' so not suitable for just a day's activity.

As Questions 6 and 10 illustrate, Part 2 involves finding exemplification of all 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 met 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.

### **Part 3, Questions 11-20: True/False**

The text for this part is the longest in the Reading paper but will always contain some redundant information. Common sources for this text are magazine or website articles, which are usually factual in content and suitable for the 11 to 14 age range. 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 text was information about a 'Young Reporter of the Year' competition in a magazine for young people. Most candidates performed well on this task. Questions 12 and 16 proved easiest for many candidates, while Question 19 proved more challenging. In Question 12, most candidates had little problem deciding that the sentence was incorrect; the text states that a reader sent in the information about the Llangollen Motor Museum by email 'just last week' so it clearly was not an article entered in last year's competition. Question 16 was a correct sentence. Candidates were able to match the passage 'family and friends can offer ideas and suggestions' in the text with 'other people are allowed to give you advice about your article' in the question.

Question 19 proved hardest for many candidates and tested understanding of the phrase 'publish a selection of the best articles'. The sentence was incorrect and candidates needed to understand that in the section of text headed 'Winning articles' only 'the winning article' (singular) would be published. The heading referred to that article and other good articles which might also receive prizes and therefore also be considered to be winners.

Candidates must think carefully about the text they are reading and not merely match an identically-worded phrase, or as in the case of Question 19, a plural noun, which occurs in both the text and sentence.

### **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 in this paper was about a young gymnast called Kayla, and her feelings about the sport and the training involved. The topic of gymnastics was also supported by a photograph of a female gymnast. The PET for Schools 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 paper, it proved easy for most candidates, with many candidates choosing the correct answer, D. Question 24 also proved easy for many candidates and most stronger candidates answered it correctly, choosing C. Weaker candidates opted for A, but worry about further injury is not mentioned in paragraph 3.

Question 22 was the most challenging for many, and involved careful reading of the first paragraph. The correct answer, A, is found in the first paragraph, 'I was proud of myself', and it reflects the idea in A of having a 'feeling of achievement'. Several candidates chose option B, possibly mistakenly thinking 'keen on' means 'serious about' rather than just 'interested in'. The text tells us that Kayla was just five years old when she became 'keen on' gymnastics. Question 25 was also challenging for some candidates, testing global understanding. This question type can draw on information from more than one place in the text. Most of the stronger candidates chose the correct option, D, understanding that Kayla now no longer does gymnastics and is enjoying

doing things that the other high-school students do ('hanging out and going to the movies'). However, there is no mention in the text that Kayla is now focusing on her academic studies or any other specific activity (options A and B respectively). Candidates should make sure they read carefully and not just make assumptions, as some possibly did in this case.

Candidates should also 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.

### **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 in this paper was about robots. Most candidates did this task reasonably well.

Question 35, the last one in this part of the test, proved to be the most challenging for many candidates, focusing on the phrase 'demands attention', option C. Candidates were helped towards the answer as the other three options, 'asks', 'calls' and 'shouts', would usually be followed by a preposition, so there was a grammatical element to this lexical question.

Question 33 was a fairly challenging grammatical question and candidates had to think through whether the 'things' following the gap in the text referred to amounts (number/sum) or types (kind/sort). Once they decided on an amount, they then needed to realise that 'large sum' would have to refer to an uncountable noun, so therefore does not fit with 'things', leaving the correct answer 'number' (A).

Question 30 tested a word at the beginning of a sentence, which often proves slightly more challenging for some candidates. Most candidates coped well with the question and chose the correct answer, B, understanding that a contrast needed to be shown between the two parts of the sentence. However, several candidates opted wrongly for A instead.

As Questions 35 and 33 show, there are lexico-structural questions in Part 5 and candidates need to be adequately prepared for this.

- **Recommendations for Candidate Preparation**

## **Part 1**

Teachers may wish to familiarise their students with the public notices used in this part by looking at examples drawn from the *PET for Schools Handbook* or published practice materials. 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 they become familiar with the use of paraphrase in this part, as well as in subsequent parts of the Reading paper.

Students need to be made aware of the dangers of ‘wordspotting’ across text and options i.e. choosing an answer simply because the same word/phrase is in both the question and the text. Students could be given sample materials and asked to highlight identical words in texts 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 descriptions of the five young people, asking students to underline key words and phrases and then to think further about these, perhaps discussing them in pairs and suggesting possible paraphrases.

Students at B1 level need to expand their vocabulary and one way of doing this that will also provide useful preparation for the examination is to take the topic areas listed in the *PET for Schools Handbook* and encourage students to build up lists of vocabulary for each of them. The *PET Vocabulary List*, available online at the website [www.cambridgeesol.org/teach/pet/index.htm](http://www.cambridgeesol.org/teach/pet/index.htm), 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’ texts should contain some of the requirements. For example, texts B, D and E from this version could be given to

students for Question 8 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 the 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 meaningful 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 the Part 3 task from the past paper or handbook.

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 paper, 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 such as sports people will provide motivating and interesting material.

Students also need to be familiar with the language for expressing attitude or opinion. This includes an awareness of different 'functional' verbs, such as 'describe', 'compare', 'encourage' and 'explain', 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 also key to other parts of the PET for Schools 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 of the *PET Vocabulary List: 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 walking alone to school', which could be paraphrased as: 'Luis isn't very keen on travelling to school on his own.' 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 other options are wrong, by close reference to the text. This will show 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 for Schools Handbook* for a list of grammatical areas tested) and a fairly broad knowledge of vocabulary. Work on parts 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 for Schools examination 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 examination 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 for Schools 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 examination 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. When working with the past paper, 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**

<b>PART</b>	<b>TASK TYPES AND FORMAT</b>	<b>TASK FOCUS</b>	<b>NUMBER OF QUESTIONS</b>
<b>1</b>	<p>Sentence transformations.</p> <p>Five questions, plus an integrated example, which are theme-related.</p> <p>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>	Control and understanding of B1/PET grammatical structures. Rephrasing and reformulating information.	5
<b>2</b>	<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>	A short piece of writing (35-45 words) focusing on communication of specific messages.	1
<b>3</b>	<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>	Writing about 100 words focusing on control and range of language.	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 marks, which represents 25% of the total marks for the whole examination.

The average mark for the Writing paper 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 paper, everything must be correctly spelled, with capital letters where necessary. American English is acceptable if used consistently.

In this paper, the sentences were about the film director Steven Spielberg. Different structures and transformations were tested: a comparative, the present perfect, the phrase 'not only ... but also', relative clauses, and the passive. Question 2 proved more challenging, while Question 1 was found easier.

A common wrong answer in Question 1 was to write 'as' or 'of' as the answer. In Question 2, some candidates had problems with the tense and wrote 'from' or 'in', which did not suggest a length of time. Some wrote 'starting from' which did suggest a length of time but did not work with the present perfect tense.

The phrase 'not only ... but also' was familiar to many candidates but Question 3 was challenging for many. Common errors were 'just' and 'simply'. In Question 4, a number of forms were accepted as being correct. These included the use of the present participle (doing) and a clause beginning 'who/that'. Those candidates who lost the mark here did so by writing 'which', or by changing the meaning of the second sentence, writing 'able to do' or 'capable of doing'.

Question 5 was answered well by many candidates, who understood the testing point and produced the passive form. Those who lost a mark did so because they changed the sense of the sentence, using different verbs, such as 'was made by' or changed Spielberg's role, saying the film was 'produced' by him.

## **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 instructions. 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.

For this session, candidates had to write an email to an Australian friend about a new computer game. The three content points to include were: the name of the computer game, the cost of the game and a comment on what they thought about the game.

On the whole, candidates coped with the task well. However, there were some who failed to read the task correctly and wrote about a new computer rather than a computer game. This had an impact on all three content points and marks were lost due to careless reading.

Candidates coped well with point 1, successfully giving the name of a game. Some examples of the names were 'Zoo Tycoon', 'Sims 2' and 'Superjet 2000'. They could be real or invented games.

Point 2 generally required a simple response and any currency was accepted. Candidates needed to give a figure, so general statements such as 'very expensive' or 'cost little' did not address the point.

Point 3 was the most challenging for many candidates. Candidates had to give some form of personal opinion about the game. Some candidates gave a simple description of the game. If this was not accompanied with a comment either approving or disapproving of the game then no point could be given. Responses such as 'I like it' or 'it's great' were considered to be attempts at giving an answer rather than fully appropriate answers.

### **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 paper. 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 for Schools Writing Part 3 see the *PET for Schools 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 write to an English friend, telling him or her about their weekend, where they went, who they saw and what they did. The task was straightforward and the large majority of candidates chose this question rather than Question 8. Some candidates wrote about a longer period of time than a weekend, but this was not penalised as long as they were still writing about leisure activities. A few candidates wrote rather predictable scripts using a narrow range of tenses and vocabulary. They simply listed what they did – 'we went to X, then we went to Y, then we saw Z, then we went home.' Even if error free, this kind of script does not achieve a Band 5 as it demonstrates neither confidence nor ambition. It was noted by the examiners that a number of candidates omitted any opening or closing formulae for their letters, or failed to use capital letters, especially for the pronoun 'I'.

Question 8, the story, led on from a prompt sentence about opening the door to the postman and being given a parcel. Some candidates produced very imaginative stories and those that did not understand 'parcel' were not penalised if they wrote about a letter instead. Similarly, the few candidates who referred to collecting the parcel from the post office rather than having it delivered were not penalised, as some countries do not have home delivery services.

Examiners are not able to check against the question paper in the event of receiving a blank answer sheet, so 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.

- **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 for Schools Handbook* contains a list of the grammatical areas covered in PET for Schools 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 the past paper 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 any sample material 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. In particular, practice could usefully be given on the form and meaning of -ed and -ing adjectives.

### **Part 2**

Regular practice in writing short communicative messages will be of benefit not only in this part of the examination but also in 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 paper are available.

### **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. Students 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 the past paper, handbook and any published test practice materials 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 past 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 for Schools PAPER 1 READING and WRITING**

- DO** make sure you know the various question types in Paper 1 by looking at practice tests and the past paper.
- DO** check that you have covered the main PET for Schools topics in class.
- DO** make sure that you read as widely as possible in English so that you become familiar with 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 answering the questions, especially for Part 4.
- DO** think about all multiple-choice options before choosing your answer.
- DO** check your answers and transfer them carefully and correctly 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** try to be calm and confident when you do the test.
- 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 make your answer less clear.
- 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. You will get marks for trying to be ambitious with your language.

## 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 paper 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. Questions 2 and 4 were answered well by many candidates, whilst Questions 5 and 7 proved to be the most challenging.

## **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 recording. The questions were generally well within the candidates' competence, with a high proportion getting the right answers to Questions 9 and 10, for example. Question 12 proved to be the most challenging, with weaker candidates wrongly choosing option A, perhaps failing to pick up on the point that the jobs in advertising came after Jeremy appeared in an educational programme, not before.

## **Part 3, Questions 14-19: Gap-fill**

This task tests the candidates' ability to listen out for and write down specific information from the recording. Candidates generally find this the most challenging part of the test, although in this paper most managed to write acceptable answers for Questions 14, 15, 17, 18 and 19. Question 16, which required two words, proved more challenging. A range of unambiguous misspellings was accepted in this part, especially in the case of Question 16.

## **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 22, 23 and 24 proved to be the most accessible to candidates whilst Questions 20 and 25 were the most challenging.

- **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 CD. 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 7, for example, the three sports are mentioned, but candidates know they are listening for the one recommended for young holiday-makers.

Candidates should try to choose the correct option the first time they hear each recording, 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 2, the first programme we hear about is not the one after the news. Some questions focus on information or opinions given by one of the speakers, and this is indicated in the focus question, e.g. Question 6. In other questions, for example Question 1, the key information may come from both speakers.

### **Part 2**

In the Part 2 instructions, which are both printed on the question paper and read out on the recording, there is information about the context. In this paper, candidates are told about the speaker (a man called Jeremy Phillips) and the topic (his career as a dancer and actor). This is useful information for candidates as it will give them a context for what they hear and for the questions.

The recording 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 recording that correspond closely to the wording of the questions. For example, Question 8 asks about the TV series *Hospital*, whilst the corresponding piece of text is cued by Jeremy saying: 'I play the role ... in the television series *Hospital*.' An important strategy for students to develop is listening for such cues, and using the wording of the questions to guide them through the recording 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 recording 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 11 we are asked why Jeremy gave up dancing and the answer is option C: 'he didn't have any free time'. What Jeremy says is: 'ballet took up all my time – there was no room for a personal life.' The other options are wrong because although they were problems, they were not the reason he gave up.

### **Part 3**

In Part 3, the information in the question paper 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 instructions also supply further information about both the topic (in this paper, a school trip) and the type of text (a talk by a teacher).

The questions are well spaced throughout the recording 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 18 is 'postcards'. If candidates write 'postcards are very good value', they will have wasted time writing information which is not part of the answer, and they risk missing the answer to the next question whilst doing so. Sometimes candidates have to write two words, as in Question 16, where the word 'museum' alone is not sufficient and 'transport' is also needed. 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 in the question paper echoes, to a certain extent, the wording of the recording, but this is not a dictation, so candidates need to listen for the meaning of the recording in order to locate the correct information. For example, in Question 19 the speaker tells us that 'the coach will go at five-thirty', whilst the question prompt is 'Time the coach leaves:'.

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 16 various spellings of 'museum' were accepted. However, high frequency words, such as 'classroom' in Question 14 and 'postcard' in Question 18, should be correctly spelled.

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 students to practise in the classroom and during their preparation for the PET for Schools examination.

## Part 4

In the Part 4 instructions, which are both printed in the question paper and read out on the recording, there is information about the context of the recording. For example, in this paper, candidates are told about the topic (visiting a grandmother) and the name of the speakers (Sarah and her son Luke). This is useful information for candidates as it will give them a context for what they hear and for the questions.

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 20, Luke says: 'I'm not keen' about playing in a hockey match.

Several of the questions test attitude and opinion and candidates should be familiar with adjectives which express feelings, such as 'surprised', 'bored', 'disappointed' etc. and simple reporting verbs, e.g. 'hopes', 'intends', '(dis)agrees', 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, Questions 20, 22, 23 and 24 clearly focus on Luke's views, Question 21 on Luke's mother and Question 25 on both of them. However, it is always necessary to listen to both speakers, e.g. Question 23, where it is Luke's reply to his mother's comment 'so you know she's going to like it' that gives us the answer. To understand his reply: 'no doubt about that', we need to have listened to what his mother said previously.

- **DOs and DON'Ts for PET for Schools 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** think about what kind of words to listen for in Part 3.
- DO** write **only** one or two words or a number in Part 3.
- 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 recording 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 two 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 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 B1 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 B1 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 B1 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 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 candidates in PET in 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, school life, 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 'Outdoor activity weekend', 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 by describing a photograph. The sample materials show teenagers enjoying music. 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 B1-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 the type of music they enjoy and where they like listening to it. 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**

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

### **Part 2**

Students 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. Students 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, students 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. Students 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 for Schools 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 and instructions.
- DO** ask the examiner for clarification or repetition 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** talk about the people in the situation in Part 2, not about yourselves.
- 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 for Schools Examination Report – March 2009

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:

Cambridge ESOL Information  
1 Hills Road  
Cambridge  
CB1 2EU  
United Kingdom

Fax: +44 1223 460278

Email: [ESOLinfo@CambridgeESOL.org](mailto:ESOLinfo@CambridgeESOL.org)

1. Please describe your situation (e.g. EFL/ESOL teacher, Director of Studies, Examinations Officer, Centre Exams Manager).
  
2. Have you prepared candidates for PET for Schools? YES/NO
  
3. Do you plan to prepare candidates for PET for Schools 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.