



Cambridge English Preliminary

B1

Handbook for teachers
for exams from 2016



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge



2015

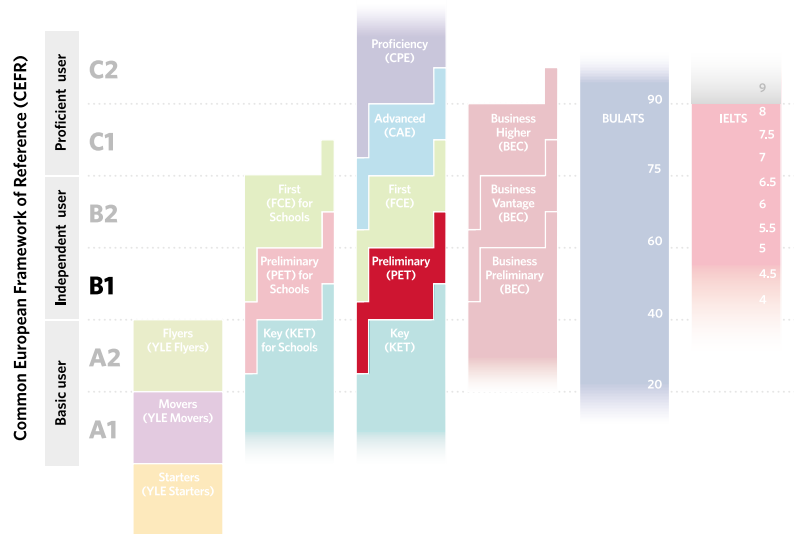
Quick overview

What level is the exam?

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

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

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



PAPER 1: Reading and Writing

1 hour 30 mins

Reading:

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

Writing:

THREE PARTS, including:

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



PAPER 2: Listening

about 36 mins

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



PAPER 3: Speaking

10–12 mins

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

How to use this handbook

This handbook is also available electronically. There are links in the handbook which will take you straight to related pages if you want to find out more. For example, you can read about Part 1 of the Reading and Writing paper in the Tasks section, then click on the link to take you straight to a sample Part 1 task.

Tasks

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

Preparing learners

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

Sample paper and assessment

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

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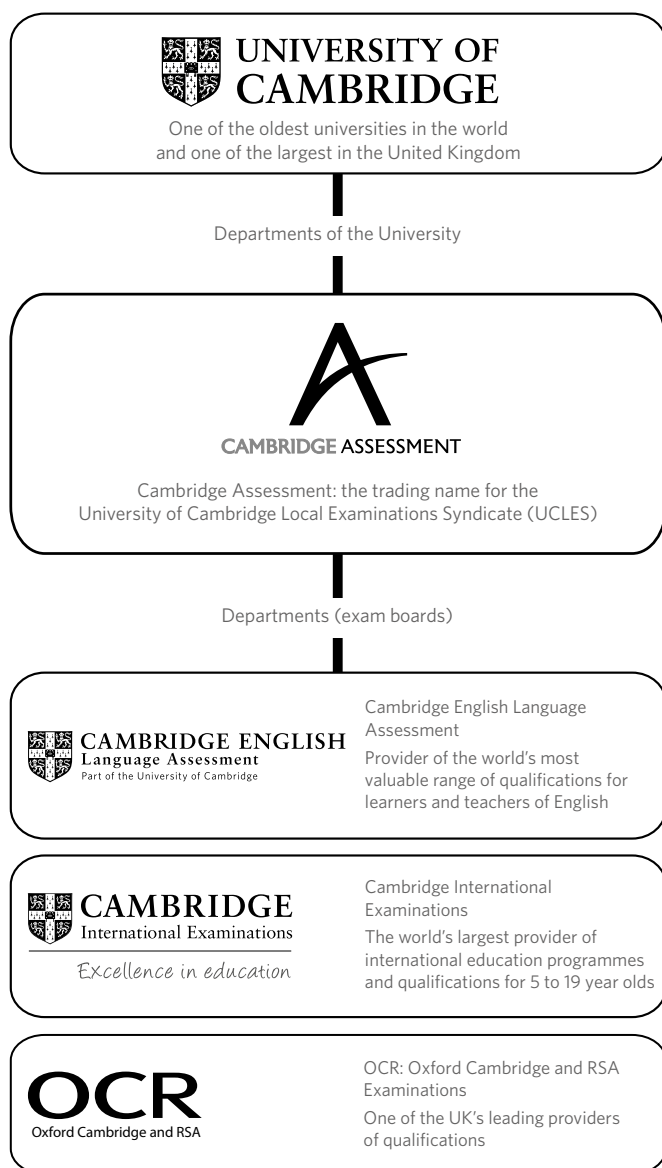
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About Cambridge English Language Assessment

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

We are one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 160 countries around the world every year.



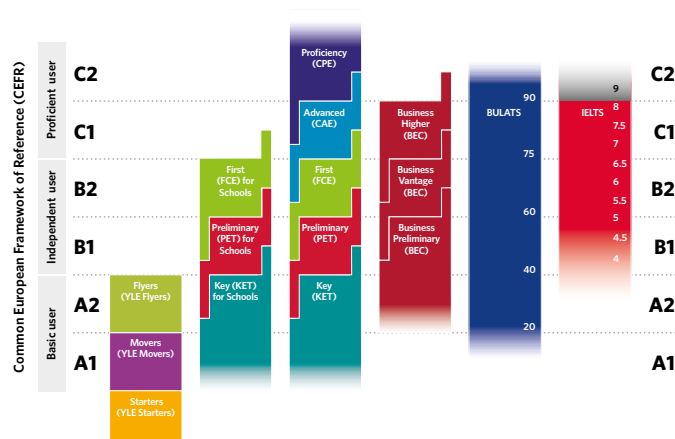
The world's most valuable range of English qualifications

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

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

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

www.cambridgeenglish.org/exams/cefr



Key features of Cambridge English exams

Cambridge English exams:

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

Proven quality

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

www.cambridgeenglish.org/principles

Cambridge English: Preliminary – an overview

Cambridge English: Preliminary is an intermediate level qualification in practical everyday English language skills. It follows on as a progression from *Cambridge English: Key* and gives learners confidence to study for taking higher level Cambridge English exams such as *Cambridge English: First*.

Exam formats

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

Who is the exam for?

Cambridge English: Preliminary is aimed at learners who want to show they can:

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

Who recognises the exam?

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

www.cambridgeenglish.org/recognition

What level is the exam?

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

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

What can candidates do at Level B1?

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

Typical abilities	Reading and Writing	Listening and Speaking
Overall general ability	CAN understand routine information and articles. CAN write letters or make notes on familiar or predictable matters.	CAN understand straightforward instructions or public announcements. CAN express simple opinions on abstract/cultural matters in a limited way.
Social & Tourist	CAN understand factual articles in newspapers, routine letters from hotels and letters expressing personal opinions. CAN write letters on a limited range of predictable topics related to personal experience.	CAN identify the main topic of a news broadcast on TV if there is a strong visual element. CAN ask for information about accommodation and travel.
Work	CAN understand the general meaning of non-routine letters and theoretical articles within own work area. CAN make reasonably accurate notes at a meeting or seminar where the subject matter is familiar and predictable.	CAN follow a simple presentation/demonstration. CAN offer advice to clients within own job area on simple matters.
Study	CAN understand most information of a factual nature in his/her study area. CAN take basic notes in a lecture.	CAN understand instructions on classes and assignments given by a teacher or lecturer. CAN take part in a seminar or tutorial using simple language.

About the exam

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

A thorough test of all areas of language ability

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

Reading and Writing: 1 hour 30 minutes

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

Listening: 30 minutes – approximately

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

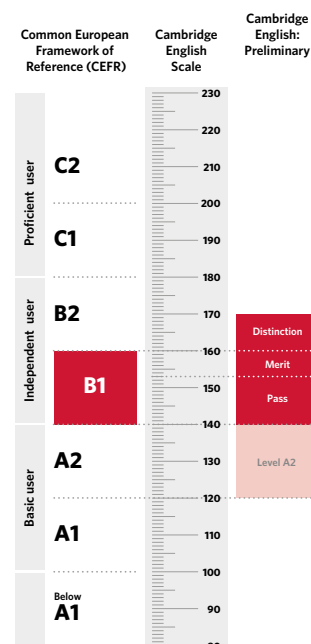
Speaking: 10-12 minutes

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

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

Marks and results

Cambridge English: Preliminary gives detailed, meaningful results.



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

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

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

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

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

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

Statements of Results

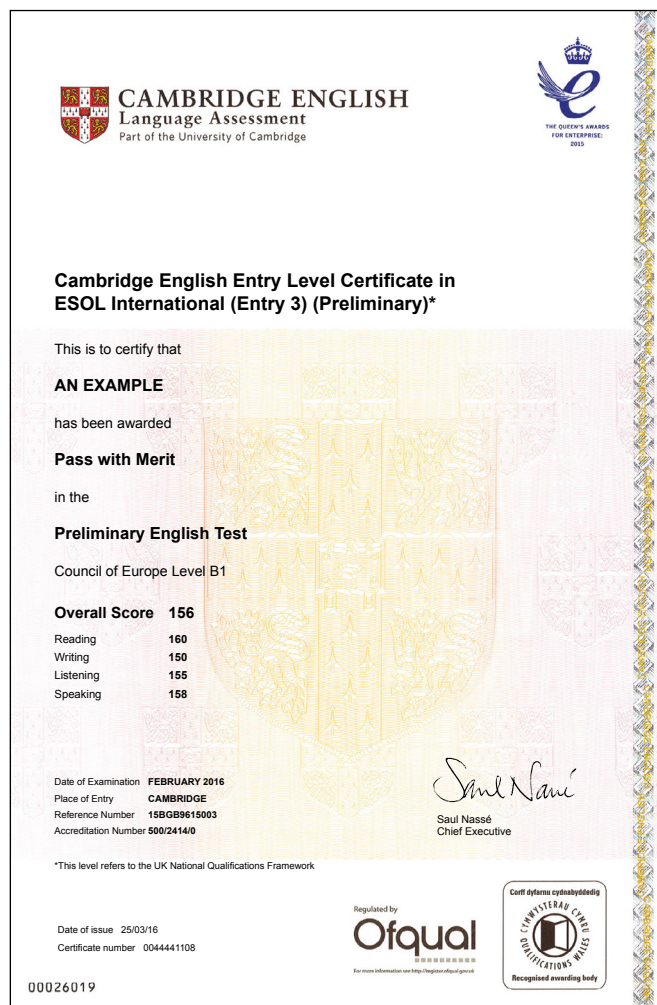
The Statement of Results shows the candidate's:

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

Certificates

The certificate shows the candidate's:

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



Special circumstances

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

www.cambridgeenglish.org/help

Exam support

Official Cambridge English exam preparation materials

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

www.cambridgeenglish.org/exam-preparation

Support for teachers

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

General information – handbooks for teachers, sample papers.

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

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

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

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

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

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

www.cambridgeenglish.org/teaching-english

Cambridge English Teacher

Cambridge English Teacher is the professional membership that supports teaching excellence.

It offers teachers continuous professional development; online courses; access to ELT experts and other professionals, and opportunities for sharing best practice and networking. Everything is online, so is available anytime, anywhere. Cambridge English Teacher is provided by Cambridge University Press and Cambridge English, world leaders in English language teaching and assessment.

Join as a teacher, or find out about Institutional Membership at

www.CambridgeEnglishTeacher.org

Support for candidates

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

www.cambridgeenglish.org/learning-english

Facebook

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

www.facebook.com/CambridgeEnglish

Registering candidates for an exam

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

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

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

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

www.cambridgeenglish.org/centresearch

Further information

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

www.cambridgeenglish.org/help



PAPER 1:

Reading and Writing

Tasks

1 hour 30 mins



	Part	Number of questions	Number of marks	Task type	What do candidates have to do?
Reading	1	5	5	3-option multiple choice	Read five real-world notices, messages and other short texts for the main message.
	2	5	5	Matching	Match five descriptions of people to eight short texts on a particular topic, showing detailed comprehension.
	3	10	10	True/false	Scan a longer factual text for specific information.
	4	5	5	4-option multiple choice	Read a longer text for detailed comprehension, gist, inference and global meaning; as well as writer's attitude, opinion and purpose.
	5	10	10	4-option multiple-choice cloze	Read a factual or narrative text and choose the correct vocabulary and grammatical items to complete gaps.
	Total		35	35 (<i>weighted to 25</i>)	
Writing	1	5	5	Sentence transformations	Complete sentences to rewrite five original sentences so that the meaning is the same, but a different structural pattern is used. They must use no more than three words to complete their sentences.
	2	1	5	Short communicative message, e.g. postcard, email, note etc.	Write between 35 and 45 words, communicating three content points given in the task.
	3	1	20 (<i>weighted to 15</i>)	Choice between an informal letter or a story	Write about 100 words, answering the question of their choosing. Candidates are assessed using four subscales: Content, Communicative Achievement, Organisation and Language.
	Total		7	25	

Preparing learners

Advice for teachers

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

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

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

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

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

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

Reading
Part 1

Questions 1 – 5
Look at the text in each question. What does it say? Mark the correct letter A, B or C on your answer sheet.

Example:

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

Answer: A B C

1 What should George do?
A reserve the last concert ticket before anyone else does
B tell Luke how many people are going to the concert
C buy several concert tickets because many people want to go

2 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.

Online sites on the web

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.

D Speak Up
This small but useful site aims to help language learners. It provides a list of all the main schools in Germany, 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.

F In the Air
This is a young person's on-line 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.

H Oskar's Magazine
This amazing 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.

5 Turn over ▶

Tips for preparing learners for the Reading component

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



Completing the answer sheet (paper-based test only)

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



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

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

Quick links to resources

Learners

cambridgeenglish.org/exams/preliminary/preparation • Information for candidates guide

Teachers

cambridgeenglish.org/exams/preliminary/preparation • Vocabulary list

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

• Lesson plans

Language specifications: [Page 66](#)

Topics list: [Page 68](#)

Advice by task

Candidates should practise these exam strategies regularly in class.


See these tasks in full from page 18.

Reading Part 1


Questions 1 – 5

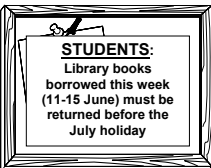
Look at the text in each question.
What does it say?
Mark the correct letter A, B or C on your answer sheet.

Example:

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

Answer: A B C

- 1  **What should George do?**
A reserve the last concert ticket before anyone else does
B tell Luke how many people are going to the concert
C buy several concert tickets because many people want to go

- 2  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.

THE TASK

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

HOW TO APPROACH THE TASK

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






ASSESSMENT

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

Reading Part 2

Questions 6 – 10

The people below all want to get some information from an internet website. On the opposite page there are descriptions of eight websites. 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.

THE TASK

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

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

Reading Part 3

Questions 11 – 20

Look at the sentences below about 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.

THE TASK

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

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

Reading Part 4

Questions 21 – 25

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

Charlotte Uhlenbroek

Dr Charlotte Uhlenbroek 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!'

- 21 What is the writer doing in this text?
 - A giving information for visitors to the rainforest
 - B describing how animals in the rainforest communicate
 - C reporting an interview with a television presenter
 - D giving advice about travel health
- 22 When does Charlotte take medicine on her travels?
 - A whenever she goes into water
 - B if she has a high temperature
 - C every day to prevent illness
 - D if she is bitten by insects

THE TASK

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

- ▷ Candidates need to demonstrate they have understood the writer's purpose, the writer's attitude or opinion or an opinion quoted by the writer, and both the detailed and global meaning of the text.

Reading Part 5

Questions 26 – 35

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

Example:

0 A have B had C were D are

Answer: 0 A B C D

Postcards

Many people receive picture postcards nowadays of places their friends and family (0) visited. They (26) became popular in the 1890s. 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 too. 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) and show their friends. This was, however, (34) beginning of today's picture postcard (35) which is important to tourists everywhere.

THE TASK

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

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

Tips for preparing learners for the Writing component

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

FOR LETTER-WRITING:

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

FOR STORY-WRITING:

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

Advice by task

See these tasks in full from page 23.

Writing Part 1

Questions 1 – 5

Here are some sentences about 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:

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.

THE TASK

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

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

Writing Part 2

Question 6

You have 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.

THE TASK

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

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

Writing Part 3

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

Question 7

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

My grandmother has given me some money. There's enough to buy a really good camera or go on holiday with my friends. My parents want me to save the money. What do you think I should do?

- Now write a letter, giving your friend some advice.
- Write your **letter** in about 100 words on your answer sheet.

Question 8

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

A lucky escape

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

THE TASK

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

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

Reading

Part 1

Questions 1 – 5

Look at the text in each question.
What does it say?

Mark the correct letter A, B or C on your answer sheet.

Example:



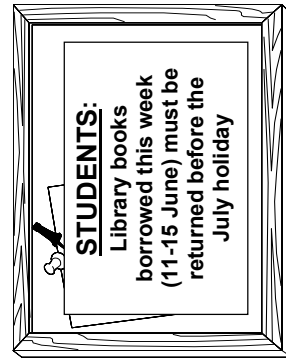
- 0
- A Do not leave your bicycle touching the window.
 - B Broken glass may damage your bicycle tyres.
 - C Your bicycle may not be safe here.

Answer:

0 A B C



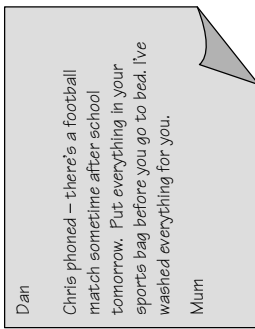
- 1
- What should George do?**
- A reserve the last concert ticket before anyone else does
 - B tell Luke how many people are going to the concert
 - C buy several concert tickets because many people want to go



- 2
- 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.

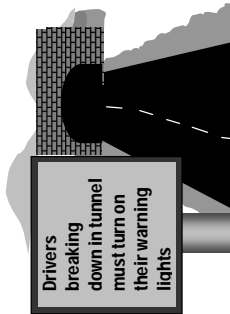
2

3



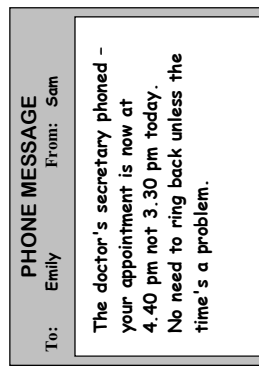
- A Dan should get his football things ready this evening.
- B Chris will ring Dan back about the time of the match.
- C Mum will wash Dan's football clothes for him.

4



- 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.

5



- Emily should ring the doctor**
- A in order to make another appointment.
 - B if the new appointment is inconvenient.
 - C to change the day of her appointment.

3

Turn over ▶

Part 2

Questions 6 – 10

The people below all want to get some information from an internet website. On the opposite page there are descriptions of eight websites. 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.

4

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

Oskar'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.

5

Turn over ▶

Part 3

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'll 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, cafés 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 part 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.

TEL: 020 7426 8462

LONDON WEEKEND WALKS
PO Box 1526, LONDON NW8 6SW

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.

Charlotte Uhlenbroeck

Dr Charlotte Uhlenbroeck 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.'

- 21 What is the writer doing in this text?
- A giving information for visitors to the rainforest
 - B describing how animals in the rainforest communicate
 - C reporting an interview with a television presenter
 - D giving advice about travel health
- 22 When does Charlotte take medicine on her travels?
- A whenever she goes into water
 - B if she has a high temperature
 - C every day to prevent illness
 - D if she is bitten by insects

8

- 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 Uhlenbroeck be your guide to these fascinating creatures.

B Making her first television appearance, Charlotte Uhlenbroeck explores some of the wildest places on earth.

C Charlotte Uhlenbroeck 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 Uhlenbroeck in her latest series.

9

Turn over ▶

Part 5

Questions 26 – 35

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

Example:

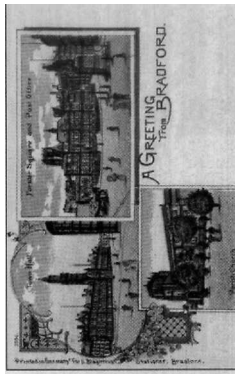
0 **A** have **B** had **C** were **D** are

Answer:

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

Postcards

Many people receive picture postcards nowadays of places their friends and family **(0)** visited. They **(26)** became popular in the 1890s. 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 too. 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)** and show their friends. This was, however, **(34)** beginning of today's picture postcard **(35)** which is important to tourists everywhere.

- 26 **A** once **B** first **C** just **D** already
- 27 **A** imagined **B** supposed **C** dream **D** decided
- 28 **A** realised **B** remembered **C** persuaded **D** wondered
- 29 **A** but **B** so **C** although **D** since
- 30 **A** in **B** from **C** of **D** with
- 31 **A** main **B** open **C** clear **D** deep
- 32 **A** more **B** over **C** greater **D** longer
- 33 **A** stay **B** remain **C** reserve **D** keep
- 34 **A** that **B** the **C** one **D** a
- 35 **A** industry **B** job **C** work **D** factory

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:

- 1 I asked my new neighbours where they had lived before.
I asked my new neighbours, 'Where didbefore?'
- 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.

12

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.

13

Turn over ►

Part 3

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

Question 7

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

My grandmother has given me some money.
There's enough to buy a really good camera or go
on holiday with my friends. My parents want me
to save the money. What do you think I should
do?

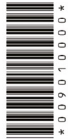
- Now write a letter, giving your friend some advice.
- Write your **letter** in about 100 words on your answer sheet.

Question 8

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

A lucky escape

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



Candidate Name

--	--	--	--

Centre Number

--

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--

--

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Candidate Number



Answer Sheet for Writing Part 3

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces above.

Write your answer to Writing Part 3 on the other side of this sheet.

You must write within the grey lines.

Use a pencil (B or HB).

Do not write on the barcodes.

You must write within the grey lines.

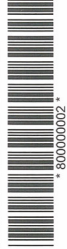
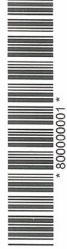
**Answer only one of the two questions for Part 3.
Tick the box to show which question you have answered.
Write your answer below. Do not write on the barcodes.**

Part 3	Question 7	Question 8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section for use by Examiner only:

C	CA	O	L

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Assessment

Answer key

READING

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

WRITING

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

Assessment of Writing Part 2

Mark scheme for Writing Part 2

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

Sample answers

Candidate A

Pat, I have a bad news for you. I have lost sunglasses that you borrowed me. Yesterday I went to the swimming-pool and when I was swimming someone took your sunglasses from my bag. Sorry but I will buy you a new ones. What is your favorite model?

Mark and commentary **5 marks**

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

Candidate B

Hi Pat, how are you. I'm writting for sorry I lost the your sunglasses when swim in the beach but I can to buy news for you if like. Sorry bye

Mark and commentary **3 marks**

Satisfactory attempt at the task. All elements of the message are communicated but some effort is required by the reader.

Candidate C

Hello, how do you feel? I right you to say that I lost my favorite sunglasses in the bedroom on the small tabe and I'd like have some new ones. thiks a lot.

Mark and commentary **2 marks**

An inadequate attempt. The first content element has been omitted, the second is unclear and the third has been unsuccessfully dealt with. The message is only partly communicated. Significant effort is required of the reader.

Assessment of Writing Part 3

Examiners and marking

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

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

Assessment scales

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

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

Responses are marked on each subscale from 0 to 5.

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

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word.

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

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

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

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

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

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

Writing mark scheme glossary of terms

1. GENERAL

GENERALLY

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

FLEXIBILITY

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

2. CONTENT

RELEVANT

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

TARGET READER

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

INFORMED

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

3. COMMUNICATIVE ACHIEVEMENT

CONVENTIONS OF THE COMMUNICATIVE TASK

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

HOLDING TARGET READER'S ATTENTION

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

COMMUNICATIVE PURPOSE

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

STRAIGHTFORWARD AND COMPLEX IDEAS

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

4. ORGANISATION

LINKING WORDS, COHESIVE DEVICES AND ORGANISATIONAL PATTERNS

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

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

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

5. LANGUAGE

VOCABULARY

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

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

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

APPROPRIACY OF VOCABULARY

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

GRAMMATICAL FORMS

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

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

GRAMMATICAL CONTROL

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

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

RANGE

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

OVERUSE

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

ERRORS AND SLIPS

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

IMPEDE COMMUNICATION

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

Sample answers with examiner comments

Part 3 – Letter

Candidate A

Dear Martin,

That's great! Your grandmother is very kind and nice.

However, I can see you have a difficult decision to make. If I were you I would try to use some of the money for the holiday and save the rest (although I don't know how much you have or how much the holiday costs). What do you think? The camera could be a good idea, but how often do you use a camera? And you can ask your friends to take photos on the holiday so you still have some!

Anyway, write to me and tell me what you do.

Love Martina.

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task with appropriate expansion. The target reader is fully informed.
Communicative Achievement	5	The target reader's attention is held throughout. The format is consistently appropriate to the task.
Organisation	5	The text is well organised and coherent, with a variety of linking words (<i>but; And; so</i>) and cohesive devices (<i>However; save the rest; although; Anyway</i>).
Language	5	A good range of everyday and some less common lexis (<i>a difficult decision to make; save the rest; take photos</i>) is used appropriately. A range of simple and more complex grammatical forms is used with a good degree of control (<i>If I were you I would try to use some of the money; The camera could be a good idea</i>). There are no errors.

Candidate B

Hellow Cris,

That good new! Your grandmother is good. With the money you can to buy a camera or may be go holidays. May be you can visit me! You can to save money to, good idea! What your parents think? I think yes camera good idea you can make fotos and send me.

Have nice time and tell me your decide what you do.

I wait your answer.

Kiss Ana

Examiner comments

Subscale	Mark	Commentary
Content	4	Although there is some irrelevance at the start when the candidate repeats the situation rather than offering advice, the task has been addressed. The target reader is informed.
Communicative Achievement	3	Straightforward ideas are communicated in generally appropriate ways. The letter format is attempted.
Organisation	2	The letter is connected and coherent. Sentences tend to be short and are connected with a limited number of basic linking words (<i>or; and</i>) and cohesive devices (<i>That good new; With the money</i>).
Language	5	Everyday vocabulary is used appropriately. Simple grammatical forms are used with reasonable control. Several errors are present, but meaning can still be determined (<i>That good new; you can to buy; make fotos; tell me your decide</i>).

Part 3 – Story

Candidate A

A Lucky Escape

When I was young, I saw a lucky escape. I was playing in the garden with some friends who lived in the same street, when a police car arrived. We were a bit scared and didn't know why the car had come to my house. Maybe they were checking something or looking for someone.

The policeman got out and started speaking to one of my friends.

While the policeman was asking questions, I suddenly saw a strange person going out at the back of my neighbour's house. My neighbour was on holiday, so the house was empty. I had never seen this person before. Suddenly he started to run. I didn't know what to do, so I shouted to the police, but the man could run very fast and he got away. That was a lucky escape!

Examiner comments

Subscale	Mark	Commentary
Content	5	The story is clearly connected to the title given. The target reader would be able to follow the story easily. There is a clear beginning, middle and end.
Communicative Achievement	5	The story holds the target reader's attention and follows the conventions of storytelling.
Organisation	5	The text is well organised and coherent with a range of appropriate linking words (<i>when; and; suddenly; so</i>) and cohesive devices (<i>some friends who lived in the same street; this person; he got away; That was a lucky escape!</i>).
Language	5	A range of everyday and some less common lexis (<i>a bit scared; got away</i>) is used appropriately. A range of simple and complex grammatical forms is used with a good degree of control. There is effective use of a good range of narrative tenses (<i>I was playing in the garden ... when a police car arrived; ... didn't know why the car had come to my house</i>). Errors are minimal and do not impede communication.

Candidate B

A Lucky Escape

I had a lucky escape yesterday. I was at school in the class and the teacher nearly caught me. We had a English test and i'm not good in English the test was very difficult for me, too bad. Lots of questions for gramma and writting and spelling. What can I do? I need good grade. I see a boy near me and he is writting lotta answers. Good! I think OK I can just see maybe what is he writting and do same. Good idea! So this I did but teacher sudenly looked and nearly caught me but I had lucky escape becos she didn't see me looking at boy near me, just I writting.

Lucky escape!

Examiner comments

Subscale	Mark	Commentary
Content	5	The story is clearly related to the title. The target reader would be able to follow the story, which has a clear beginning, middle and end, easily.
Communicative Achievement	4	The format is appropriate for the task. The target reader can follow the story with reasonable ease although some effort is required due to the shift in tenses.
Organisation	3	The story is coherent and connected with basic linking words (<i>and; So; sudenly; but</i>) and a limited number of cohesive devices (<i>he is writting; this I did; she didn't see me</i>). There are some punctuation errors but they do not affect comprehension.
Language	3	Everyday vocabulary is used appropriately. There are some errors with spelling (<i>gramma; writting; sudenly; becos</i>), but these do not impede the meaning. Simple grammatical forms are used with reasonable control. There are some errors with using and forming the simple past tense (<i>caught; What can I do?; I see a boy</i>) although there is evidence of success with this grammar point. A number of minor errors are present but they do not impede communication.

Candidate C

Lucky escape

I never no had lucky escape all time but my Mum do every day. She very lucky. She go work evry day on bus and always luky. She work nurse in hospital. Usually she loss bus so big problem. What you think? Evry day her friend pass so go and work with friend and no problem again. My Mum very luky and big excape. Good friend. Boss always happy and no problem. Evry day same.

Examiner comments

Subscale	Mark	Commentary
Content	1	The task has been misinterpreted and the candidate has not written a story. The target reader would not be able to follow the storyline.
Communicative Achievement	2	Ideas are relatively simple, but an attempt has been made to communicate using a range of structures.
Organisation	2	The text is connected and largely coherent using a range of basic linking words (<i>but; and; Usually; so</i>). Sentences tend to be short, but referencing pronouns (<i>she</i>) are used to improve coherence.
Language	1	Basic vocabulary is used reasonably appropriately although there are frequent slips with spelling (<i>evry; luky; excape</i>). Simple grammatical forms are used but there is a lack of control, particularly with verb forms (<i>my Mum do every day; She very lucky; Boss always happy</i>). Errors impede meaning at times (<i>I never no had lucky escape all time; Evry day her friend pass so go and work with friend and no problem again</i>).



PAPER 2: Listening Tasks

About 30 mins
(plus 6 minutes to transfer answers)



Listening

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

Preparing learners

Advice for teachers

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

The texts may include:

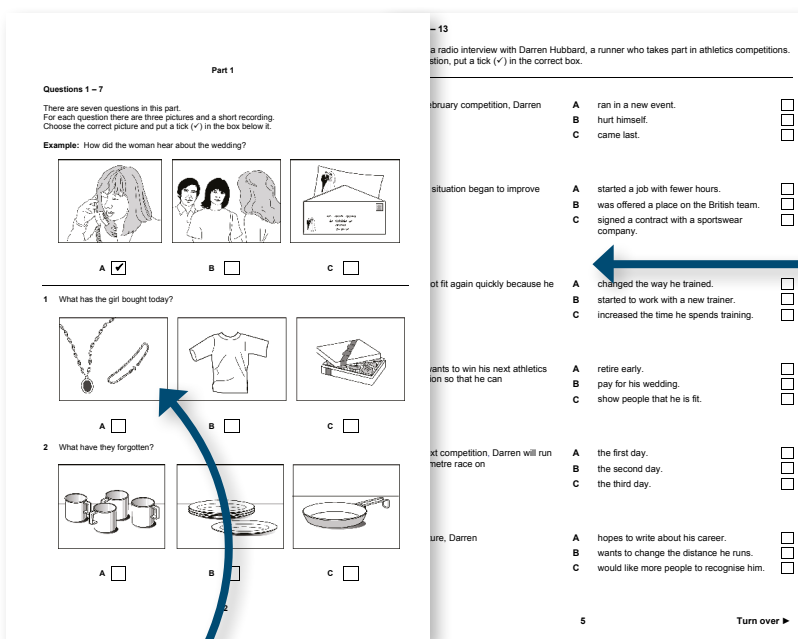
- conversations at home or between friends (*Parts 1, 4*)
- radio announcements (*Parts 1, 3*)
- parts of talks (*Part 1*)
- exchanges in shops (*Part 1*)
- informational talks or radio programmes (*Parts 2, 3*)
- interviews with questions from a radio presenter (*Part 2*)
- recorded messages (*Part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

Also note the following:

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

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

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



interview with questions

conversations at home or between friends

Tips for preparing learners for the Listening paper

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



Completing the answer sheet

(paper-based test only)

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



Completing the computer-based test

(computer-based test only)

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

Quick links to resources

Learners

cambridgeenglish.org/exams/preliminary/preparation • Information for candidates guide

Teachers

cambridgeenglish.org/exams/preliminary/preparation • Vocabulary list (including topics list)

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

• Lesson plans

Advice by task



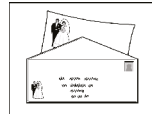
See these tasks in full from page 44.

Listening Part 1



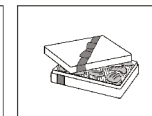
Questions 1 – 7

There are seven questions in this part. For each question there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it.

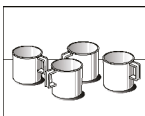
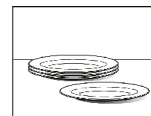
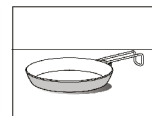
Example: How did the woman hear about the wedding?

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

1 What has the girl bought today?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

2 What have they forgotten?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

THE TASK

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

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

Listening Part 2

Questions 8 – 13

You will hear a radio interview with Darren Hubbard, a runner who takes part in athletics competitions. For each question, put a tick (✓) in the correct box.

8 At the February competition, Darren	A ran in a new event.	<input type="checkbox"/>
	B hurt himself.	<input type="checkbox"/>
	C came last.	<input type="checkbox"/>
9 Darren's situation began to improve when he	A started a job with fewer hours.	<input type="checkbox"/>
	B was offered a place on the British team.	<input type="checkbox"/>
	C signed a contract with a sportswear company.	<input type="checkbox"/>
10 Darren got fit again quickly because he	A changed the way he trained.	<input type="checkbox"/>
	B started to work with a new trainer.	<input type="checkbox"/>
	C increased the time he spends training.	<input type="checkbox"/>
11 Darren wants to win his next athletics competition so that he can	A retire early.	<input type="checkbox"/>
	B pay for his wedding.	<input type="checkbox"/>
	C show people that he is fit.	<input type="checkbox"/>
12 In the next competition, Darren will run the 400-metre race on	A the first day.	<input type="checkbox"/>
	B the second day.	<input type="checkbox"/>
	C the third day.	<input type="checkbox"/>

THE TASK

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

HOW TO APPROACH THE TASK

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

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

ASSESSMENT

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

Listening Part 3

Questions 14 – 19

You will hear a radio announcer giving details about a photography competition. For each question, fill in the missing information in the numbered space.

Photographer of the Year Competition

First prize: £2,000 and a painting of **(14)** by John Stevens

Second prize: £1,000 and camera equipment worth £200

Competition closing date: **(15)**

Subjects:

- 1 - British Nature
- 2 - Wild Places
- 3 - Animals at **(16)**

Exhibition: Victoria Museum

Countries which the exhibition will tour:

UK, USA, **(17)** and Japan

To enter, write to:

Radio TYL
53 **(18)** Road
London
6TY 9JN

Tel: **(19)**

THE TASK

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

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

Listening Part 4

Questions 20 – 25

Look at the six sentences for this part.
You will hear a boy called Jack, and a girl called Helen, talking about a rock festival.
Decide if each sentence is correct or incorrect.
If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

	A YES	B NO
20 The festival was better than Jack expected it to be.	<input type="checkbox"/>	<input type="checkbox"/>
21 Helen bought her ticket for the festival in advance.	<input type="checkbox"/>	<input type="checkbox"/>
22 Jack was disappointed that he had to change his plans.	<input type="checkbox"/>	<input type="checkbox"/>
23 Helen complains about having to wait a long time for food.	<input type="checkbox"/>	<input type="checkbox"/>
24 They both say that it was the sunshine that made the afternoon enjoyable.	<input type="checkbox"/>	<input type="checkbox"/>
25 Jack prefers listening to loud bands.	<input type="checkbox"/>	<input type="checkbox"/>

THE TASK

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

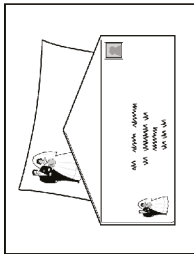
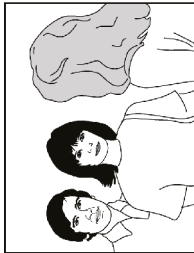
- ▷ The task calls for an understanding of the gist of a conversation containing less formal language and the correct identification of attitudes, opinions and agreement. Candidates will need to locate and understand detailed meaning in order to make the correct choice for each question.

Part 1

Questions 1 – 7

There are seven questions in this part. For each question there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it.

Example: How did the woman hear about the wedding?

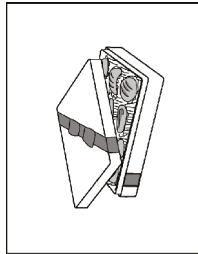
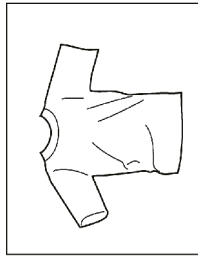
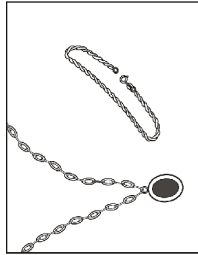


A

B

C

1 What has the girl bought today?

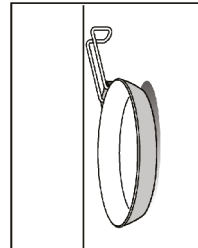
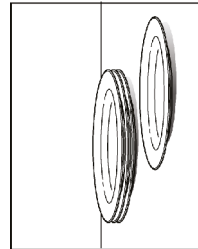
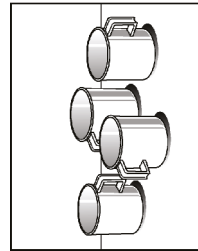


A

B

C

2 What have they forgotten?

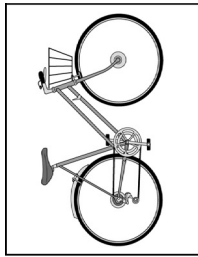
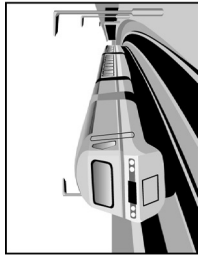
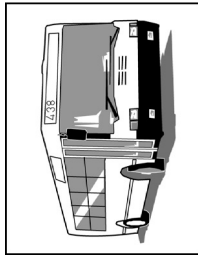


A

B

C

3 How will the girl get home?

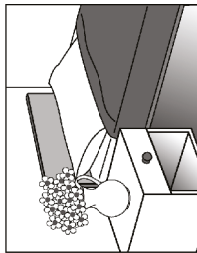
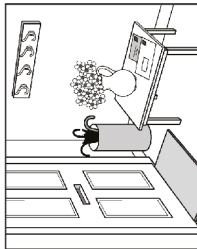
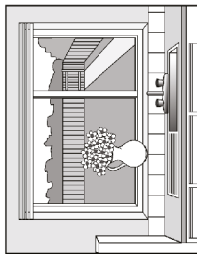


A

B

C

4 Which room are the flowers in?

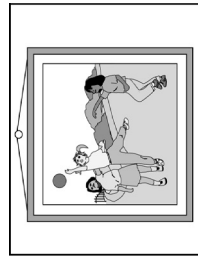


A

B

C

5 What is at the art gallery this week?



A

B

C

Part 2

Questions 8 – 13

You will hear a radio interview with Darren Hubbard, a runner who takes part in athletics competitions. For each question, put a tick (✓) in the correct box.

8 At the February competition, Darren ran in a new event.
 B hurt himself.
 C came last.

9 Darren's situation began to improve when he
 A started a job with fewer hours.
 B was offered a place on the British team.
 C signed a contract with a sportswear company.

10 Darren got fit again quickly because he
 A changed the way he trained.
 B started to work with a new trainer.
 C increased the time he spends training.

11 Darren wants to win his next athletics
 competition so that he can
 A retire early.
 B pay for his wedding.
 C show people that he is fit.

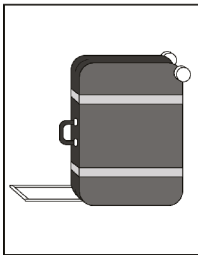
12 In the next competition, Darren will run
 the 400-metre race on
 A the first day.
 B the second day.
 C the third day.

13 In the future, Darren
 A hopes to write about his career.
 B wants to change the distance he runs.
 C would like more people to recognise him.

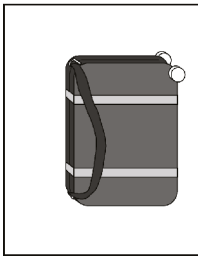
5

Turn over ▶

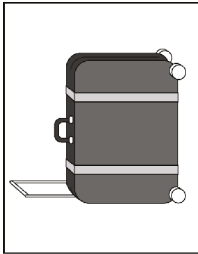
6 Which is the woman's suitcase?



A

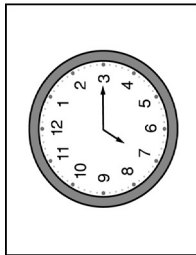


B

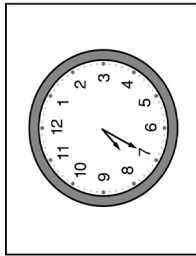


C

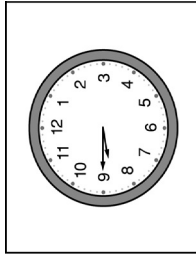
7 What time does the woman's flight leave?



A



B



C

4

Part 3

Questions 14 – 19

You will hear a radio announcer giving details about a photography competition. For each question, fill in the missing information in the numbered space.

Photographer of the Year Competition

First prize: £2,000 and a painting of (14) by John Stevens

Second prize: £1,000 and camera equipment worth £200

Competition closing date: (15)

Subjects:

- 1 - British Nature
- 2 - Wild Places
- 3 - Animals at (16)

Exhibition: Victoria Museum

Countries which the exhibition will tour:

UK, USA, (17) and Japan

To enter, write to:

Radio TYL
63 (18) Road
London
6TY 9JN

Tel: (19)

Part 4

Questions 20 – 25

Look at the six sentences for this part. You will hear a boy called Jack, and a girl called Helen, talking about a rock festival. Decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

	A	B
	YES	NO
20 The festival was better than Jack expected it to be.	<input type="checkbox"/>	<input type="checkbox"/>
21 Helen bought her ticket for the festival in advance.	<input type="checkbox"/>	<input type="checkbox"/>
22 Jack was disappointed that he had to change his plans.	<input type="checkbox"/>	<input type="checkbox"/>
23 Helen complains about having to wait a long time for food.	<input type="checkbox"/>	<input type="checkbox"/>
24 They both say that it was the sunshine that made the afternoon enjoyable.	<input type="checkbox"/>	<input type="checkbox"/>
25 Jack prefers listening to loud bands.	<input type="checkbox"/>	<input type="checkbox"/>



Transcript

This is the Cambridge Preliminary English Test sample paper. There are four parts to the test. You will hear each part twice. For each part of the test there will be time for you to look through the questions and time for you to check your answers. Write your answers on the question paper. You will have 6 minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped.

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

Now open your question paper and look at Part 1.

There are seven questions in this part. For each question there are three pictures and a short recording. Choose the correct picture and put a tick in the box below it.

Before we start, here is an example.

How did the woman hear about the wedding?

Woman: Have you heard the news? Bettina and Simon are getting married next month.

Man: Really? How do you know? Have you seen them recently?

Woman: Not for ages. Bettina phoned me this afternoon. She wanted me to be the first to know.

Man: That's great. I expect we'll get invitations to the wedding soon.

The first picture is correct so there is a tick in box A.

Look at the three pictures for Question 1 now.

— *** —

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

1: What has the girl bought today?

Man: Oh ... you've been to the duty-free shop, what did you get? Perfume?

Girl: You must be joking. It costs much less at the supermarket at home. There was some nice jewellery, but what was really good value was this T-shirt ... look.

Man: Oh ... £4.50, well that's cheaper than the box of chocolates you bought last year anyway.

Now listen again.

2: What have they forgotten?

Man: Now we've put the tent up, let's make something to drink. I'll get the cups. They're in the plastic bag in the back of the car, aren't they?

Woman: No, that's got the new frying pan in it. You packed the cups in the box with the plates.

Man: Ah yes, that's right. Here they are. But I can't see the plastic bag anywhere.

Woman: Oh dear, we've left it behind, so we can't cook anything. Well, we can still have a cup of tea.

Now listen again.

3: How will the girl get home?

Girl: ... Hi Mum, it's me ... it's all right, I'm not phoning for a lift ... I am going to be late though ... Mmm ... when I got to the railway station I found the 7 o'clock was cancelled, so I'll just wait for the next one - there aren't any buses at this time of night. See you soon, I hope ... Next time I'll go by bike!

Now listen again.

4: Which room are the flowers in?

Woman 1: Hi! I'm home. Oh, where have you put the flowers that Robin bought me? I left them on the table here in the hall with some letters I need to post.

Woman 2: Well, they were in the way there, so I've put them in a jug in the bedroom.

Woman 1: Okay thanks, but I think I'll put them in the kitchen. They'll look nicer there. Would you like a cup of coffee?

Woman 2: Umm. That sounds good!

Now listen again.

5: What is at the art gallery this week?

Man: Thank you for calling the Central Art Gallery. This week, and next, there is a special exhibition of paintings by a local artist, John Temple, on the subject of 'Growing Old'. He is now quite well known and we hope this exhibition will be even more popular than his last one on 'Animals in the Wild'. Next week we will also have a small exhibition of children's paintings of the seaside.

Now listen again.

6: Which is the woman's suitcase?

Man: Good afternoon Madam, I understand you've lost a piece of luggage. Could you describe it to me please?

Woman: Yes, it's a small black suitcase, with a set of wheels at one end and a metal handle which pulls out of the other end, so you can pull it along.

Now listen again.

7: What time does the woman's flight leave?

Woman: Excuse me, I've come to the airport rather early. I'm booked on flight number 645 to London which leaves at 8.45. I've got these two heavy bags, and the check-in time isn't until 7.35. Would it be possible to check them in a little earlier?

Man: I'm sorry Madam, but there's nobody here from that company yet. They usually come in at about 7.15. Perhaps you can come back then?

Now listen again.

That is the end of Part 1.

— *** —

Now turn to Part 2, Questions 8 to 13. You will hear a radio interview with Darren Hubbard, a runner who takes part in athletics competitions. For each question, put a tick in the correct box.

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

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

Woman: Our next guest is the runner Darren Hubbard. Darren, the year started badly for you.

Man: It did. In the February competition I was running in my normal events, the 200, 400 and 800-metre races. I'd done quite badly in the first race – though I wasn't last – but the problems really began with the 800 metres. During the race I was injured, and it took me quite a while to recover.

Woman: When did things start to get better?

Man: In the summer, really. I was disappointed because I hadn't got into the British team but then I was offered a contract with a Japanese company that makes running shoes. The money meant I could stop work. I'd only been working part-time in a shop but, as you know, this can make things quite difficult for athletes. I accepted the contract immediately.

Woman: Has it taken long to get fit again?

Man: No – not long because I now do some different exercises as part of my training. For example, we've introduced swimming and weight-training into my programme. I've had the same trainer since I started running, and I still train for 5 hours a day as before but, of course, I don't have to fit that in around work any more.

Woman: So you're confident about the next competition, then?

Man: Yes. I don't have any plans to retire! I've been in other races since February and I've already proved that I'm fit. But the next competition is important to me. I'm hoping to get married soon and the prize money would be very useful to pay for the celebrations. In fact, it will be very difficult without it.

Woman: Which races are you in?

Man: On day one, I start with the 800 metres and the following day there's the 400 metres. That's the race I'm most confident about. I'll finish with the 200 metres on day three.

Woman: And what are you hoping the future will bring?

Man: I'm aiming to get faster at the distances I run. That's one thing. And, although I don't want to be really famous, I mean, I don't want the newspapers writing about me all the time, I would like to get to the point where I walk down the street and everybody says 'There's Darren!' Yes, I'd quite like that.

Woman: Well, good luck with that Darren, and thank you for joining us ... [fade]

Now listen again.

That is the end of Part 2.

— *** —

Now turn to Part 3, Questions 14 to 19. You will hear a radio announcer giving details about a photography competition. For each question, fill in the missing information in the numbered space.

You now have 20 seconds to look at Part 3.

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

Man: Now, this morning I'd like to tell you about this year's competition for the best photograph of animals, birds or plants. We have some great prizes for you – first prize for the most original photo is a cheque for £2,000 and a picture of elephants painted by the artist John Stevens. The second prize is £1,000 and camera equipment worth £200. The lucky winner will receive his or her prize in London on 16th October this year. So, all you photographers, get your cameras and start taking some great photographs, as you must send them to us by 14th May.

Now for the details. You can enter up to three colour photographs in each of the following areas. First of all, British Nature. For this your photos must only include plants or animals which are found living in Britain. Secondly, Wild

Places. Your photos should be of lonely places. And finally, our third subject is Animals at Night. Pictures must be taken between sunset and sunrise and must include animals.

All the winning photographs can be seen in a special exhibition at the Victoria Museum in London, from the end of November until January next year. The exhibition will tour the UK and the USA in the spring, followed by France and Japan during the summer.

Remember, the judges want to see some original ideas – they don't want photos of pets or animals in zoos. Now, to enter, the first thing you should do is contact us to get an application form. Our address is Radio TYL, 63 Beechwood Road, that's spelled B E E C H W O O D, Road, London 6TY 9JN.

Of course, if you have any questions about the competition we'll be glad to hear from you. You can either telephone us on 0163 55934 or fax us on 0163 33298.

Now listen again.

That is the end of Part 3.

— *** —

Now turn to Part 4, Questions 20 to 25. Look at the six sentences for this part. You will hear a boy called Jack and a girl called Helen, talking about a rock festival. Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under A for YES. If it is not correct, put a tick in the box under B for NO.

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

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

Girl: Hi Jack, how are you?

Boy: Fine, Helen. Did you go to the rock festival last Saturday? I didn't see you there.

Girl: Well, there were lots of people! It was great, wasn't it?

Boy: Well, one or two bands were brilliant, yes, but I have to say it wasn't as good as I thought it would be.

Girl: Oh, why's that?

Boy: Well, perhaps I expected too much ... It did cost a lot of money to get in – £20.

Girl: Didn't you book early? My ticket was much less.

Boy: But you had to buy that so long ago!

Girl: So?

Boy: Well, I mean until last Wednesday I thought I wasn't even going to the festival.

Girl: Oh that's right. You were supposed to go to Canada, weren't you? I'm sorry that didn't happen.

Boy: Don't remind me about it! ... I doubt if I'll ever get the same chance again.

Girl: I'm sure you will, Jack. Anyway ... talking about the festival, what did you think of the food there?

Boy: It wasn't bad.

Girl: So much choice, especially for vegetarians like me ... and there never seemed to be many queues.

Boy: Mmm. You know, I did enjoy the afternoon ...

Girl: Yes, that was the best thing, wasn't it, when it got really sunny?

Boy: Did it? I didn't notice! That's when my favourite band were playing.

Girl: Flashbang? They had a problem with their sound system, didn't they? I had to cover my ears at one point.

Boy: Helen, it's supposed to be like that! That's what's so good about them ... the drums were like thunder. It's my favourite kind of music.

Girl: Well, that wouldn't be my choice, Jack.

Boy: So what did you like best then?

Girl: Oh, Maria Crevel – definitely – she sang so beautifully ... [fade]

Now listen again.

That is the end of Part 4.

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

You have one more minute.

That is the end of the test.

Assessment

Answer key

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

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

Q	Part 3
14	elephant(s)
15	14(th) May
16	night
17	France
18	Beechwood
19	0163 55934

Brackets () indicate optional words or letters

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



PAPER 3: Speaking Tasks

10–12 mins



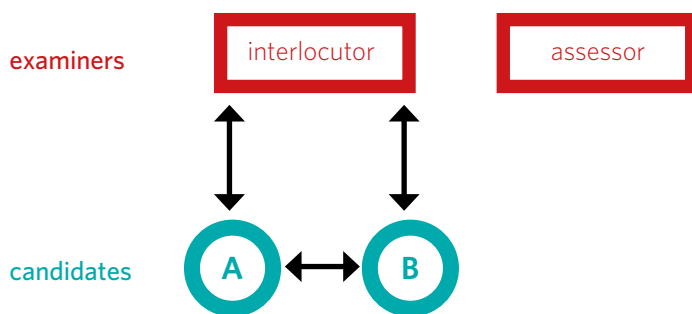
Speaking

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

Preparing learners

Advice for teachers

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



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

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

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

Tips for preparing learners for the Speaking paper

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

Quick links to resources

Learners

cambridgeenglish.org/exams/preliminary/preparation

- Information for candidates guide

Teachers

cambridgeenglish.org/exams/preliminary/preparation

- Vocabulary list

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

- Free teaching resources
- Lesson plans

Advice by task

See these tasks in full from page 58.

Speaking Part 1

**Preliminary English Test
Speaking Test**

Part 1 (2-3 minutes)

**Phase 1
Interlocutor**

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

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

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

B And what's your name?
Thank you.

Back-up prompts

B Candidate B, what's your surname? How do you spell it? Thank you.	How do you write your family / second name?
A And, Candidate A, what's your surname? How do you spell it? Thank you.	How do you write your family / second name?

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

Where do you live / come from? Adult students Do you work or are you a student in ...? What do you do / study?	Do you live in ...? Have you got a job? What job do you do? / What subject(s) do you study?
School-age students Do you study English at school? Do you like it? Thank you. <i>(Repeat for Candidate B.)</i>	Do you have English lessons?

THE TASK

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

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

Speaking Part 2

THE TASK

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

Speaking Test 1 (Holiday present)

Part 2 (2-3 minutes)

Interlocutor
Say to both
candidates:

I'm going to describe a situation to you.
A young man on holiday in **North America** wants to buy a **present** to take home to his **parents**. Talk together about the different presents he could **buy**, and say which would be **best**.
Here is a picture with some ideas to help you.

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

Pause

I'll say that again.
A young man on holiday in **North America** wants to buy a **present** to take home to his **parents**. Talk together about the different presents he could **buy**, and say which would be **best**.

All right? Talk together.

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

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

Retrieve **Part 2 booklet**.



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

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

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

Speaking Part 3

Speaking Test 1 (People reading and writing)

Part 3 (3 minutes)

Interlocutor
Say to both
candidates:

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

(Candidate A)

Approximately one minute

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

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

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

Interlocutor

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

(Candidate B)

Approximately one minute

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

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

THE TASK

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

HOW TO APPROACH THE TASK

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

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

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

ASSESSMENT

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

Speaking Part 4

Part 4 (3 minutes)

Interlocutor
Say to both candidates:

Your photographs showed people **reading** and **writing**. Now, I'd like you to talk together about the different kinds of reading and writing **you** did when you were **younger**, and the kinds you do **now**.

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

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



Parts 3 & 4 should take about 6 minutes together.

THE TASK

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

HOW TO APPROACH THE TASK

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

ASSESSMENT

- ▷ Credit will be given for the use of appropriate interactive strategies and candidates should be encouraged to elicit the views of their partner(s), pick up on their partner's points and show interest in what their partner(s) is/are saying, as well as talking about themselves.
- ▷ All criteria are assessed in this part of the test.

**Preliminary English Test
Speaking Test**

Part 1 (2-3 minutes)

**Phase 1
Interlocutor**

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

(Hand over the mark sheets to the Assessor.)

A/B I'm and this is

He / she is just going to listen to us.

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

B And what's your name?
Thank you.

Back-up prompts

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

Thank you.

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

Thank you.

How do you write your family
/ second name?

How do you write your family
/ second name?

Where do you live / come from?

Adult students

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

School-age students

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

Thank you.

(Repeat for Candidate B.)

Do you live in ...?

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

Do you have English
lessons?

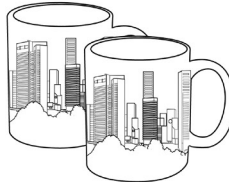
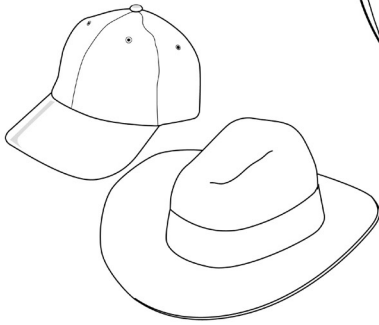
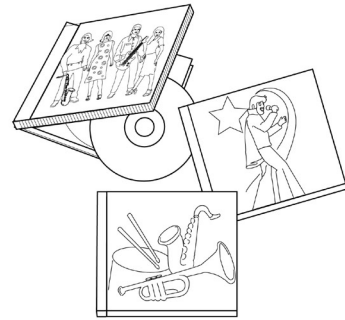
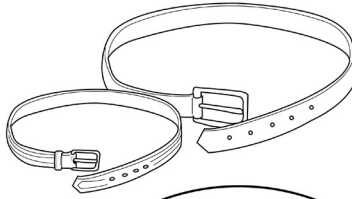
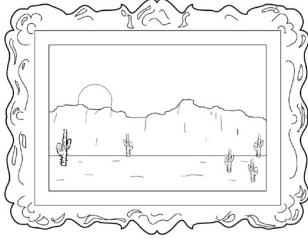
**Phase 2
Interlocutor**

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

Back-up prompts

- | | |
|-----------------------------------------------------------------|-------------------------------------------------------------|
| Do you enjoy studying English? Why (not)? | Do you like studying English? |
| Do you think that English will be useful for you in the future? | Will you use English in the future? |
| What did you do yesterday evening / last weekend? | Did you do anything yesterday evening / last weekend? What? |
| What do you enjoy doing in your free time? | What do you like to do in your free time? |
- Thank you.

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



PS200196

Speaking Test 1 (Holiday present)

Part 2 (2-3 minutes)

Interlocutor
Say to both candidates:

I'm going to describe a situation to you.

A young man on holiday in **North America** wants to buy a **present** to take home to his **parents**. Talk together about the different presents he could **buy**, and say which would be **best**.

Here is a picture with some ideas to help you.

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

Pause

I'll say that again.

A young man on holiday in **North America** wants to buy a **present** to take home to his **parents**. Talk together about the different presents he could **buy**, and say which would be **best**.

All right? Talk together.

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

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

Retrieve **Part 2 booklet**.

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



Speaking Test 1 (People reading and writing)

Part 3 (3 minutes)

Interlocutor
Say to both candidates:

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

(Candidate A)

Approximately one minute

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

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

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

Interlocutor

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

(Candidate B)

Approximately one minute

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

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

Part 4 (3 minutes)

Interlocutor
Say to both candidates:

Your photographs showed people **reading** and **writing**. Now, I'd like you to talk together about the different kinds of reading and writing you did when you were younger, and the kinds you do now.

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

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

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



Assessment

Examiners and marking

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

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

Assessment scales

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

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

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

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

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

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

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

Overall Speaking Scales

	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms and uses them with flexibility. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with flexibility and ease and very little hesitation. Contributions are relevant, coherent, varied and detailed. Makes full and effective use of a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. 	<ul style="list-style-type: none"> Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
C2	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
C1	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. 	<ul style="list-style-type: none"> Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
Grammar and Vocabulary					
B2	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses appropriate vocabulary to give and exchange views, on a range of familiar topics. 		<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 		<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
A2	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 			<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
A1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 			<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.

Speaking assessment glossary of terms

1. GENERAL

CONVEYING BASIC MEANING

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

SITUATIONS AND TOPICS

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

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

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

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

UTTERANCE

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

2. GRAMMAR AND VOCABULARY

APPROPRIACY OF VOCABULARY

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

FLEXIBILITY

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

GRAMMATICAL CONTROL

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

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

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

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

GRAMMATICAL FORMS

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

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

infinitives, verb patterns, modal forms and tense contrasts.

RANGE

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

3. DISCOURSE MANAGEMENT

COHERENCE AND COHESION

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

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

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

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

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

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

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

EXTENT/EXTENDED STRETCHES OF LANGUAGE

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

RELEVANCE

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

REPETITION

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

4. PRONUNCIATION

INTELLIGIBLE

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

PHONOLOGICAL FEATURES

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

Individual sounds are:

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

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

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

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

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

5. INTERACTIVE COMMUNICATION

DEVELOPMENT OF THE INTERACTION

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

INITIATING AND RESPONDING

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

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

PROMPTING AND SUPPORTING

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

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

TURN AND SIMPLE EXCHANGE

Turn: everything a person says before someone else speaks.

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

Language specifications

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

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

INVENTORY OF FUNCTIONS, NOTIONS AND COMMUNICATIVE TASKS

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

greeting people and responding to greetings (in person and on the phone)
introducing oneself and other people
asking for and giving personal details: (full) name, age, address, names of relatives and friends, etc.
understanding and completing forms giving personal details
understanding and writing letters, giving personal details
describing education, qualifications and skills
describing people (personal appearance, qualities)
asking and answering questions about personal possessions
asking for repetition and clarification
re-stating what has been said
checking on meaning and intention
helping others to express their ideas
interrupting a conversation
starting a new topic
changing the topic
resuming or continuing the topic
asking for and giving the spelling and meaning of words
counting and using numbers
asking and telling people the time, day and/or date
asking for and giving information about routines and habits

understanding and writing diaries and letters giving information about everyday activities
talking about what people are doing at the moment
talking about past events and states in the past, recent activities and completed actions
understanding and producing simple narratives
reporting what people say
talking about future or imaginary situations
talking about future plans or intentions
making predictions
identifying and describing accommodation (houses, flats, rooms, furniture, etc.)
buying and selling things (costs, measurements and amounts)
talking about food and meals
talking about the weather
talking about one's health
following and giving simple instructions
understanding simple signs and notices
asking the way and giving directions
asking for and giving travel information
asking for and giving simple information about places
identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)
making comparisons and expressing degrees of difference
talking about how to operate things
describing simple processes
expressing purpose, cause and result, and giving reasons
drawing simple conclusions and making recommendations
making and granting/refusing simple requests
making and responding to offers and suggestions
expressing and responding to thanks
giving and responding to invitations
giving advice

giving warnings and prohibitions
persuading and asking/telling people to do something
expressing obligation and lack of obligation
asking and giving/refusing permission to do something
making and responding to apologies and excuses
expressing agreement and disagreement, and contradicting people
paying compliments
criticising and complaining
sympathising
expressing preferences, likes and dislikes (especially about hobbies and leisure activities)
talking about physical and emotional feelings
expressing opinions and making choices
expressing needs and wants
expressing (in)ability in the present and in the past
talking about (im)probability and (im)possibility
expressing degrees of certainty and doubt

INVENTORY OF GRAMMATICAL AREAS

VERBS

Regular and irregular forms

MODALS

can (ability; requests; permission)
could (ability; possibility; polite requests)
would (polite requests)
will (offer)
shall (suggestion; offer)
should (advice)
may (possibility)
might (possibility)
have (got) to (obligation)
ought to (obligation)
must (obligation)
mustn't (prohibition)

need (necessity)
needn't (lack of necessity)
used to + infinitive (past habits)

TENSES

Present simple: states, habits, systems and processes (and verbs not used in the continuous form)

Present continuous: future plans and activities, present actions

Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since

Past simple: past events

Past continuous: parallel past actions, continuous actions interrupted by the past simple tense

Past perfect simple: narrative, reported speech

Future with going to

Future with present continuous and present simple

Future with will and shall: offers, promises, predictions, etc.

VERB FORMS

Affirmative, interrogative, negative

Imperatives

Infinitives (with and without to) after verbs and adjectives

Gerunds (-ing form) after verbs and prepositions

Gerunds as subjects and objects

Passive forms: present and past simple

Verb + object + infinitive give/take/send/bring/show + direct/indirect object

Causative have/get

So/nor with auxiliaries

COMPOUND VERB PATTERNS

Phrasal verbs/verbs with prepositions

CONDITIONAL SENTENCES

Type 0: An iron bar expands if/when you heat it.

Type 1: If you do that again, I'll leave.

Type 2: I would tell you the answer if I knew it.

If I were you, I wouldn't do that again.

SIMPLE REPORTED SPEECH

Statements, questions and commands:
say, ask, tell

He said that he felt ill.

I asked her if I could leave.

No one told me what to do.

Indirect and embedded questions:
know, wonder

Do you know what he said?

I wondered what he would do next.

INTERROGATIVES

What, What (+ noun)

Where; When

Who; Whose; Which

How; How much; How many; How often;
How long; etc.

Why

(including the interrogative forms of all tenses and modals listed)

NOUNS

Singular and plural (regular and irregular forms)

Countable and uncountable nouns with some and any

Abstract nouns

Compound nouns

Complex noun phrases

Genitive: 's and s'

Double genitive: a friend of theirs

PRONOUNS

Personal (subject, object, possessive)

Reflexive and emphatic: myself, etc.

Impersonal: it, there

Demonstrative: this, that, these, those

Quantitative: one, something, everybody, etc.

Indefinite: some, any, something, one, etc.

Relative: who, which, that, whom, whose

DETERMINERS

a + countable nouns

the + countable/uncountable nouns

ADJECTIVES

Colour, size, shape, quality, nationality

Predicative and attributive

Cardinal and ordinal numbers

Possessive: my, your, his, her, etc.

Demonstrative: this, that, these, those

Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.

Comparative and superlative forms (regular and irregular):

(not) as . . . as, not . . . enough to, too . . . to

Order of adjectives

Participles as adjectives

Compound adjectives

ADVERBS

Regular and irregular forms

Manner: quickly, carefully, etc.

Frequency: often, never, twice a day, etc.

Definite time: now, last week, etc.

Indefinite time: already, just, yet, etc.

Degree: very, too, rather, etc.

Place: here, there, etc.

Direction: left, right, along, etc.

Sequence: first, next, etc.

Sentence adverbs: too, either, etc.

Pre-verbal, post-verbal and end-position adverbs

Comparative and superlative forms (regular and irregular)

PREPOSITIONS

Location: to, on, inside, next to, at (home), etc.

Time: at, on, in, during, etc.

Direction: to, into, out of, from, etc.

Instrument: by, with

Miscellaneous: like, as, due to, owing to, etc.

Prepositional phrases: at the beginning of, by means of, etc.

Prepositions preceding nouns and adjectives: by car, for sale, at last, etc.

Prepositions following (i) nouns and adjectives: advice on, afraid of, etc.

(ii) verbs: laugh at, ask for, etc.

CONNECTIVES

and, but, or, either . . . or

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

because, since, as, for

so that, (in order) to
so, so . . . that, such . . . that
if, unless
although, while, whereas

Note that students will meet forms other than those listed above in *Cambridge English: Preliminary*, on which they will not be directly tested.

TOPICS

Clothes
Daily life
Education
Entertainment and media
Environment
Food and drink
Free time
Health, medicine and exercise
Hobbies and leisure
House and home
Language
People
Personal feelings, experiences and opinions
Personal identification
Places and buildings
Relations with other people
Services
Shopping
Social interaction
Sport
The natural world
Transport
Travel and holidays
Weather

LEXIS

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

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

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

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

www.cambridgeenglish.org/exams/preliminary/preparation

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

INTERNATIONAL ENGLISH

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

Cambridge English: Preliminary Glossary

ANSWER SHEET

the form on which candidates record their responses.

ASSESSOR

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

CLOZE TEST

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

COHERENCE

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

COLLABORATIVE TASK

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

DISCOURSE

written or spoken communication.

GAP-FILLING ITEM

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

GIST

the central theme or meaning of the text.

IMPEDING ERROR

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

INTERLOCUTOR

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

ITEM

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

KEY

the correct answer to an item.

LEXICAL

adjective from lexis, meaning to do with vocabulary.

LONG TURN

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

LOZENGE

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

MULTIPLE CHOICE

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

MULTIPLE MATCHING

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

OPENING AND CLOSING FORMULAE

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

OPTIONS

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

PARAPHRASE

to give the meaning of something using different words.

PRETESTING

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

PROMPT SENTENCE

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

REFERENCING

the technique of using 'referents'.

REFERENT

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

REGISTER

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

RUBRIC

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

TARGET READER

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

Acronyms

ALTE

The Association of Language Testers in Europe.

CEFR

Common European Framework of Reference for Languages.

EFL

English as a Foreign Language.

ESOL

English for Speakers of Other Languages.

UCLES

University of Cambridge Local Examinations Syndicate.

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CEFR

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Cambridge English: Preliminary is accredited by Ofqual, the statutory regulatory authority for external qualifications in England and its counterparts in Wales and Northern Ireland; for more information, see www.ofqual.gov.uk

Proficient user

C2

C1

Independent user

B2



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Basic user

A2

A1

Cambridge English Language Assessment is part of the University of Cambridge. We develop and produce the most valuable range of qualifications for learners and teachers of English in the world. Over 5 million people in 130 countries take our exams every year. Around the world over 20,000 universities, employers, government ministries and other organisations rely on our exams and qualifications as proof of English language ability. Cambridge English exams are backed by the work of the largest dedicated research team of any English language test provider.

Cambridge English Language Assessment – a not-for-profit organisation.

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

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