# Paper 1: Reading and Writing Overview

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How long is the paper?</strong></td>
<td>1 hour 30 minutes</td>
</tr>
</tbody>
</table>
| **How many parts are there?**                                           | Reading has 5 parts  
Writing has 3 parts                                                                                                                    |
| **What kind of texts will candidates read?**                            | A selection of authentic and adapted  
authentic real-world notices, newspaper and  
magazine articles, simplified encyclopedia  
entries, websites, brochures and leaflets |
| **What kind of questions are there?**                                   | Matching, multiple-choice questions, true/false, transformational sentences                                                              |
| **What will candidates have to write?**                                | Reading: mark answer on answer sheet  
Writing Part 1: short phrase or word to complete a sentence  
Writing Part 2: short communicative message  
Writing Part 3: piece of extended writing, either a letter or a story |
| **How is the paper marked?**                                            | Reading: each question has one mark  
Writing: Part 1 Questions 1–5 one mark each  
Part 2 Question 6: marked out of 5  
Part 3 Question 7/8: marked out of 15 |
| **Where do candidates write their answers?**                            | On a separate answer sheet. There is no extra time for transferring answers, so candidates should do this after completing each part |
Part 1 3-option multiple choice
• 5 separate real-life notices, signs, messages, postcards, notes, emails, labels, etc
• 5 questions, 3 options for each

Part 2 Matching
• 5 descriptions of people
• 8 short adapted-authentic texts
• Candidates match the people to the appropriate text

Part 3 True/false
• Adapted-authentic long text
• 10 separate sentences
• Candidates scan the text for specific information, eliminating redundancy to decide whether each sentence is true or false according to the text

Part 4 4-option multiple choice
• 1 adapted-authentic long text
• 5 questions with 4 options for each
• Candidates read for detailed comprehension, understanding attitude, opinion and writer purpose, gist, inference and global meaning.

Part 5 4-option multiple-choice cloze
• 1 adapted-authentic factual or narrative text with 10 gaps
• 4 options for each gap
• The focus of the questions is on understanding vocabulary, grammar and lexico-structural patterns
Part 1  Sentence transformations
• 5 theme-related sentences
• Candidates complete a ‘gapped’ second sentence for each, using a different structural pattern in the gap (1–3 words) but retaining the meaning of the original sentence. The focus is on grammatical precision.

Part 2  Short communicative message
• Instructions or short input text to respond to
• Candidates write a short message in the form of an email, postcard, note, etc. (35–45 words)

Part 3  Longer piece of continuous writing
• Candidates choose to write either an informal letter or a short story (100 words).

What is the difference in the assessment focus in Writing Part 2 and Part 3?
• In Part 2, the focus is on communicating three specific content points.
• In Part 3, candidates are assessed on their ability to use and control a range of CEFR B1 level language. They are also assessed on coherent organisation, spelling and punctuation.
FAQs

Q What are candidates tested on?
A Their ability to understand the main message of a text.

Q What kind of short texts are they?
A Various kinds of short texts including communicative messages (notes, emails, postcards), authentic notices and signs, packaging information, e.g. on a food package, etc.

Q How many short texts are there?
A There are 5, and there will always be a range of different types of text in Part 1.

Q Can there be more than one answer?
A No. There is only one option that is really ‘what the text says’.

Task preparation

A good approach for students to follow is:

• Read the text and think about the situation in which it might appear. There is often visual information to help with its context.
• Read all three options and compare each one with the text before choosing the answer.
• Re-read both the text and their choice of answer, to decide which one is really ‘what the text says’.

Tip: For all parts of the Reading paper, students should be exposed to a wide variety of authentic texts that they will be interested in. These can come from newsletters and magazines, non-fiction books, leaflets, brochures and websites. Students could look for their own texts that they think might interest their classmates and bring them in to class for others to read.

You can build in practice for reading that will also help students with their writing.

• Give students a written note for them to read and respond to for their written homework.
• Try doing a simplified reader with the whole class. They could read it and tell others the story, or write parts of the story for homework.
Sample Test

PAPER 1: READING AND WRITING

Reading Part 1 (questions 1–5)

**Reading Part 1 (questions 1–5)**

**Why has Monica written the email?**

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

**What must Zoe do?**

A. Get ready for the dance class before Emily’s mother arrives.
B. Ask Emily’s mother for a lift to the dance class.
C. Pack her things for the dance class from Emily’s mother’s car.

**The advert says the computer game**

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

**What should Peter do?**

A. Lie to Stefan know if he is disliked.
B. Tell Stefan which film he wants to watch.
C. Wait for Stefan inside the cinema.

**Questions 1–5**

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

Example:

The advert says the computer game

**Answer**

A. is almost new and in good condition.

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FAQS

Q What are candidates tested on?
A Reading multiple texts for specific information and detailed comprehension.

Q What kind of short texts are they?
A Factual short texts which are linked to a topic, e.g. buying books, visiting places of interest.

Q How many short texts are there?
A There are 8, and 5 descriptions of people, so there are 3 texts that candidates will not need.

Q Can there be more than one answer?
A No. There is only one text that matches the appropriate person.

Q What is a key skill for this task?
A Being aware of paraphrasing, as the descriptions may not use the same words as the text. It is important to practise paraphrasing as much as possible.

Task preparation

Look at the two approaches to the task below. Which approach do you think is the best for students to take?

1
• First read the descriptions of the people.
• Read each text carefully and underline information that matches the people.
• Go through and find the best matches.

2
• First read each text.
• Read the descriptions of the people, and look for information that matches the text.
• Look for any words that are the same in each.

The first approach is better. It is always best for candidates to read the people first, to focus their reading of the texts on the key things to look for. Candidates should not ‘word-spot’ – they should not make quick matches based on a decision at word level. They should read each text carefully, thinking about different ways of saying the same thing (paraphrasing).

Tip: The topic of Part 2 is usually to do with goods and services of some kind, such as buying books, visiting museums or choosing activities. This means that many activities in class or for homework can be adapted to help students with the task.

Examples of class activities:
• Give students a description of different people. Then ask them to go to the Internet and look for the best holiday for each person. There are many holiday websites that are useful for this. Students write a short description of the holiday from the website and bring this to class. Students compare their ideas and vote on which one is best.
• Cut up the descriptions from an exam task so that students can actually move them around and match them to the people physically. Many students like to work kinaesthetically, and they gain a greater awareness of how the task works.
• Use different colour highlighter pens to highlight the information in each text that matches the descriptions of people.
Reading - Part 2

Questions 6 - 10

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

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

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

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

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

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

Teen Magazines

A  Youth World is an entertainment magazine full of ideas on what to do. It provides details of all the latest films, concerts, exhibitions and fashion shows. If you are someone who prefers to stay in, it also recommends the best DVDs to watch.

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

C  NS Teens magazine is well known for its wildlife and environmental content but it also has articles on the history and culture of people from around the world. Some of the articles are long and detailed but the magazine is also famous for its fantastic photojournalism. There are also letters from readers as well as maps and fact sheets.

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

E  Top Teens is easy to read and full of colour photographs. There are a range of different sections including those offering fashion and beauty advice. But the majority of its pages are devoted to interviews with the popular, well-known stars of cinema, music and sport.

F  The only environmental magazine written by teenagers for teenagers is Young WB. Readers are invited to send their articles and photographs to the magazine’s offices and material is chosen for the next issue. As well as articles about the natural world, the magazine also has many special offers and competitions.

G  TeenSpies is very different from the average teen magazine that simply offers articles on pop stars and fashion. This exciting new magazine informs readers about what is happening in the world through its in-depth articles on current affairs, politics and science. It also offers a variety of articles on recent books, films and music CDs.

H  No journalists write for Teen Voice. This magazine depends completely on articles sent in by its teenage readers. It gives young people the opportunity to publish their creative work, such as poems or short works of fiction or to voice their opinions on important issues. They can also write reviews of the latest music CDs.
FAQS

Q What are candidates tested on?
A Their ability to work with a longer, factual text, looking for precise information.

Q What kind of information are they looking for?
A The information is usually practical, demanding the type of reading skills that people often use in real life, e.g. from brochure extracts, advertisements in magazines, website information.

Q How many questions are there?
A 10 single sentences which are statements about the text.

Q Why are the questions given before the text on the paper?
A To encourage candidates to read the questions first, so that they scan the text to find the right information in the same way as they would do when looking for information in real life.

Q What happens if candidates don’t understand all the words in the text?
A There may be unfamiliar vocabulary in the text, but they won’t have to understand this kind of vocabulary in order to answer the question. Candidates should not worry about such words but should concentrate on finding the specific information from the text.

Task preparation

Looking for specific information in a long text is a real-life skill. Students should read the questions first so they know what they are looking for. If they read the whole text first they will not be able to see which information is redundant (i.e. they don’t need it), or which words they don’t need to understand. It will also take them much longer to process the task.

Examples of class activities:

• Help students to become confident in guessing the meaning of unfamiliar words from their context. When they have done a Part 3 task, ask them to underline any words that they didn’t know. Ask them to discuss whether this caused them any problems, and why or why not.

• You could insert nonsense words into a text and see if they can work out what they mean. (Putting in nonsense words focuses students on the surrounding words and context rather than the word itself).

• Ask students to work in pairs and highlight the information in the task that they did NOT need to use to find the answer to a particular question. This shows students how much information in a text is redundant when they are scanning for specific information, and increases their confidence.
### Sample Test

#### PAPER 1: READING AND WRITING

**Reading Part 3 (questions 11–20)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Comedy Kids operates a number of internationally-based clubs for young people.</td>
</tr>
<tr>
<td>12</td>
<td>Comedy Kids comedians have had as much experience working with children as with adults.</td>
</tr>
<tr>
<td>13</td>
<td>According to John Wrier, he is the first ever young people’s stand-up comedian.</td>
</tr>
<tr>
<td>14</td>
<td>John looks like most people’s idea of a typical entertainer for young people.</td>
</tr>
<tr>
<td>15</td>
<td>A lot of Comedy Kids comedians have the right qualities for performing at young people’s parties.</td>
</tr>
<tr>
<td>16</td>
<td>Guests at Comedy Kids parties are invited to perform if they wish.</td>
</tr>
<tr>
<td>17</td>
<td>Comedy Kids have discovered lots of good young comedians who have not been heard.</td>
</tr>
<tr>
<td>18</td>
<td>In a year’s time there will be more clubs available for young people wanting to be comedians.</td>
</tr>
<tr>
<td>19</td>
<td>John is not sure what he wants to do and that’s why he is studying business.</td>
</tr>
<tr>
<td>20</td>
<td>Comedy Kids prefer it if the young people who join them are already quite confident.</td>
</tr>
</tbody>
</table>
**FAQS**

Q **What are candidates tested on?**  
A Their ability to understand more than factual information, and to interpret opinion or attitude, writer’s purpose, as well as the detailed and global meaning of the text.

Q **How many questions are there?**  
A There are 5 multiple-choice questions with 4 options for each.

Q **Do the questions follow the order of the text?**  
A The first question focuses on the writer’s purpose, and the last question focuses on the global meaning of the text. The other 3 questions follow the order of the information in the text. One of these questions will focus on attitude or opinion.

Q **Can there be more than one answer?**  
A No. There is only one option that is correct.

Q **Can candidates read the text quickly?**  
A They should skim the title and the text to get a general idea of what it is about, but the task requires candidates to read the text very carefully and in detail.

**Task preparation**

Which approach would you suggest candidates take? Make notes, then compare your ideas with the suggestion below.

- Read the text quickly to get an idea of the topic and general meaning.
- Think about the writer’s purpose and the general meaning of the whole text.
- Read the text again more carefully, and then look at the questions and options.
- Deal with the questions one by one, checking answers each time with the text.

**Tip:** It may be better to get students to deal with Questions 1 and 5 together as they are linked in terms of purpose and general meaning. Questions 2–4 follow the information in the text.
**Reading • Part 4**

**Questions 21 – 25**

Read the text and questions below.

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

**Underwater research**

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

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

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

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

21 What is Miguel Diaz doing in the text?
- A describing the part he played in a science project
- B explaining how to apply for a place on a science trip
- C giving advice on understanding difficult areas of science
- D persuading others to organise their own science projects

22 What does Miguel say about the ROV?
- A It was difficult to operate.
- B It could only go so far under water.
- C It was an expensive piece of equipment.
- D It recorded what was happening under water.

23 What was Miguel’s attitude towards diving?
- A His main worry was losing sight of the boat.
- B He enjoyed it less than other parts of the trip.
- C His feelings changed once he was in the water.
- D He was quite disappointed by the variety of fish.

24 What effect has the trip had on Miguel?
- A It has changed his opinion of science.
- B It has improved the way he works in a team.
- C It has made him a lot more interested in the sea.
- D It has encouraged him to work towards his goals.

25 What might Miguel write in his diary about the trip?
- A It was very interesting working with Dr Phillip and the team but I wish someone else my age had been on the trip.
- B Going to the Flower Gardens was great fun, I now know much more about science but I regret there’s still a lot more to learn.
- C The trip was like a holiday and I saw some amazing fish. The only thing I disliked was collecting information about the sea.
- D The Flower Gardens are a beautiful place but ecologists are worried that pollution levels there will increase.
FAQS

Q What are candidates tested on?
A Their understanding of vocabulary and grammar in a short text, and the lexico-structural patterns in the text.

Q How many questions are there?
A There are 10 gaps in the text, with 4 multiple-choice options for each gap.

Q Should the candidates read the whole text?
A Before trying to answer any of the questions, candidates should read the instructions and the title of the text to get the context. They should then read through the whole text to establish the topic and general meaning.

Q Can candidates work just from the gap?
A No, they should read the complete sentence each time.

Q What happens if candidates don’t understand all the words in the text or the options?
A There may be unfamiliar vocabulary in the text, but they won’t have to understand this kind of vocabulary in order to answer the question. Candidates should not worry about such words but should concentrate on finding the specific information from the text.

Task preparation

Look at this student’s explanation of how they approach the task. What would you say to them?

I start by looking at the first space and then I look at the options. If I don’t know then I just guess and move on to the next space. I don’t bother about the text – it’s not necessary.

You must read the instructions and the example, so that you understand the topic of the text. Then you should read the whole text without worrying about the spaces because you may think of the missing word as you read. If you do, write what you think in pencil. Then read the text again, and look at each space in turn and compare what you have written with the options. Make sure you read the words before and after the gap because they will help you with the meaning and the grammar. If you are not sure what the answer is, leave it and go on to the next one. Go back at the end to read the whole text again to check that your answers make sense and finish any you are not sure of.

In class, use the options from exam tasks to do vocabulary work. Get students to explain why the other words are not correct in the space. Ask them to use the other options in sentences to bring out the different meaning or grammar.
## Sample Test

**PAPER 1: READING AND WRITING**

**Reading Part 5 (questions 26–35)**

<table>
<thead>
<tr>
<th>26</th>
<th>A</th>
<th>Unit</th>
<th>B</th>
<th>Size</th>
<th>C</th>
<th>From</th>
<th>D</th>
<th>Before</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>A</td>
<td>shown</td>
<td>B</td>
<td>entered</td>
<td>C</td>
<td>some</td>
<td>D</td>
<td>appeared</td>
</tr>
<tr>
<td>28</td>
<td>A</td>
<td>become</td>
<td>B</td>
<td>returned</td>
<td>C</td>
<td>some</td>
<td>D</td>
<td>grown</td>
</tr>
<tr>
<td>29</td>
<td>A</td>
<td>Because</td>
<td>B</td>
<td>If</td>
<td>C</td>
<td>Although</td>
<td>D</td>
<td>So</td>
</tr>
<tr>
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<td>A</td>
<td>Each</td>
<td>B</td>
<td>Some</td>
<td>C</td>
<td>Another</td>
<td>D</td>
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<td>B</td>
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<td>changed</td>
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<td>D</td>
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<td>contain</td>
<td>D</td>
<td>include</td>
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<td>35</td>
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<td>hoping</td>
<td>B</td>
<td>requiring</td>
<td>C</td>
<td>reading</td>
<td>D</td>
<td>asking</td>
</tr>
</tbody>
</table>

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**Superheroes**

A superhero is a fictional character (26) ________ special powers. (26) ________

The first Superman story was written in the USA in 1938. Superheroes have

ability to fly are common. (29) ________ 

Superheroes do not have special

friends and family, a superhero's identity is normally (32) ________

which often means superheroes have a complicated double life.

(31) ________ characters as the USA. However, most Japanese superheroes are

short-lived. While American entertainment companies invent superheroes,

(35) ________ they will stay popular, Japanese companies frequently introduce

new characters.
FAQS

Q What are candidates tested on?
A Their ability to use grammatical structures correctly, and to rephrase and reformulate information.

Q Are the sentences linked?
A They do not make a complete text, but they are linked thematically.

Q Can there be more than one answer?
A Yes, sometimes, but the answer will always be between 1–3 words.

Q Do candidates write the whole sentence on the answer sheet?
A No, they write only the words they think should go in the space.

Q What happens if candidates write more than 3 words?
A They will lose the mark.

Q How important is spelling?
A It is essential for spelling to be correct and no marks will be given if a word is spelt incorrectly.

Task preparation

Think about the best approach for candidates to take to this task. Make notes, then compare your ideas with the suggestion below.

• Read the instructions and all the sentences to get an idea of the context and topic.
• Go through the sentences one by one. Think carefully about the meaning of the original sentence.
• Transfer your answer to the answer sheet. Make sure that
  • you have not written more than 3 words
  • each word is spelled correctly
  • the sentence means the same as the original sentence

Tip: Paraphrasing is an important skill and is tested in other papers (reading, writing, listening). In class, take every opportunity to ask students to rephrase something they have said or written. You can also give students sentences on cards and ask them to pair them up with another sentence that means the same and underline the different grammatical structure in each, e.g.

The bus stop is near my house/the bus stop is not far from my house.
Writing • Part 1

Questions 1 – 5

Here are some sentences about a boy who likes basketball. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

Write only the missing words on your answer sheet. You may use this page for any rough work.

Example:

0 Niko really enjoys playing basketball.

Niko is very keen ................. basketball.

Answer: 0 on

1 Last year, Niko was shown how to play basketball by his older brother.

Niko’s older brother ................. him how to play basketball last year.

2 Niko joined a basketball team three years ago.

Niko has been in a basketball team ...................... 3 years.

3 Niko practices at a stadium quite near his house.

Niko’s house is not very ...................... from the stadium where he practises.

4 Niko walks to the stadium in ten minutes.

It ...................... Niko ten minutes to walk to the stadium.

5 Niko’s team had an important match last week.

There ...................... an important match last week for Niko’s team.
FAQS

Q What is the focus of Part 2?
A Communicating information in a message. Candidates are told who they are writing to and why, and are given 3 content points in the question which they must include.

Q How much do students have to write? Does it matter if they write more or less?
A 35–45 words. They may lose marks if they write more or less. A short answer may miss a content point; a long answer may include unnecessary information and not be clear.

Q What happens if they miss one of the content points?
A To get full marks they must include all three points.

Q How is the writing marked?
A The General Mark Scheme is used in conjunction with a Task Specific Mark Scheme.

Q What are candidates assessed on?
A Clear communication of the message, which means the 3 content points.

Q Are grammatical mistakes important?
A Candidates should try to write accurately. However, minor errors that do not obscure the message are not penalised.

Task preparation

Candidates should plan their answer using the bullet points. After writing their answer they should check it for:

• inclusion of content points
• clarity of message
• any mistakes in grammar or spelling
• word count

In class, students should practise reading and writing short communicative messages including notes, cards and emails within the given word limit. They should also practise editing one another’s work for length.
Writing • Part 2

Question 6
You have just returned from a week’s holiday staying at the home of your British friend, Sam.

Write a card to your friend, Sam. In your card, you should:

• tell Sam about your journey back to your home
• say what you enjoyed most about your stay
• ask Sam to visit you.

Write 35-45 words on your answer sheet.
FAQS

Q What is the focus of Part 3?
A Control of a range of grammatical structures and vocabulary in extended writing.

Q What is the difference in the task between the letter and the story?
• For the story, candidates are given either a short title or the first sentence.
• For the letter, candidates are given an extract of a letter from a friend which gives the topic they must write about. For example, the letter may include questions for the candidate to answer. They will be penalised if they do not answer such questions in their letter.

Q How should candidates choose whether to write the letter or the story?
A They should choose the task that they think they can do best at, and that they are interested in.

Q How much do students have to write? Does it matter if they write more or less?
A About 100 words. If they write less, the examiner will adjust the maximum mark. If they write more, they may not lose marks but they may write things that are irrelevant.

Q Are grammatical mistakes important?
A Candidates should try to write accurately. However, minor errors in spelling and grammar (especially if the candidate is being ambitious and trying to use a range of language) are not penalised as long as the answer still communicates the message clearly.

Q How is the writing marked?
A A General Mark Scheme is used, which has a total of 15 available marks.

Q How can candidates improve their mark?
A To get full marks they must show ambition in their writing, and try to use a range of vocabulary and structure.

Task preparation

The story
Candidates must link their story clearly to the title or the first sentence, particularly with names or pronouns. They must follow the same tense. In class, encourage students to tell or write short stories regularly. Encourage them to read as much as possible, in particular short stories from guided readers.

The letter
Candidates should use appropriate opening and closing formulae. In class, get students to write short letters to each other regularly on given topics, and make sure that they include any necessary content points.
PAPER 1: READING AND WRITING
Writing Part 3 (questions 7–8)

Writing • Part 3

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

Question 7

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

For my homework project I have to write about a special day that people celebrate in your country. Which special day should I write about? What information should I include?

• Now write a letter to your friend.

• Write your letter on your answer sheet.

Question 8

• Your English teacher has asked you to write a story.

• Your story must begin with this sentence:

Jo looked at the map and decided to go left.

• Write your story on your answer sheet.
# PAPER 1: READING AND WRITING

## Answer key

### Reading

<table>
<thead>
<tr>
<th>PART ONE</th>
<th>PART TWO</th>
<th>PART THREE</th>
<th>PART FOUR</th>
<th>PART FIVE</th>
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<td>11 A</td>
<td>21 A</td>
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<td>2 C</td>
<td>7 E</td>
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<td>27 D</td>
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<td>8 G</td>
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<td>23 C</td>
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<td>4 C</td>
<td>9 C</td>
<td>14 B</td>
<td>24 D</td>
<td>29 C</td>
</tr>
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<td>20 B</td>
<td></td>
<td>35 A</td>
</tr>
</tbody>
</table>

### Writing

**PART ONE**

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

**PART TWO, QUESTION 6**

**Task Specific Markscheme**

- description of *journey home*
- explanation of *what they enjoyed most about stay*
- invitation to *visit them*
Answer sheet: Reading & Writing

For Writing (Parts 1 and 2):
Write your answers clearly in the spaces provided.

Part 1: Write your answers below.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tr>
<td>5</td>
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</tbody>
</table>

Part 2 (Question 6): Write your answer below.

Put your answer to Writing Part 3 on Answer Sheet 2.

---

Instructions:
Use a PENCIL (b or f).
Put a CIRCLE mark only once for each answer.
Mark ONE circle for each question.
For example, if your answer is the first, place a CIRCLE mark to the left of 0.

---

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23
Part 3: Mark the number of the question you are answering here → Q7 or Q8

Write your answer below.

Do not write below this line

This section for use by SECOND Examiner only

Mark:

|   | 0 | 1.1 | 1.2 | 1.3 | 2.1 | 2.2 | 2.3 | 3.1 | 3.2 | 3.3 | 4.1 | 4.2 | 4.3 | 5.1 | 5.2 | 5.3 |
|---|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

Examiner Number:

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**General Mark Scheme for Writing Part 2**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>All content elements covered appropriately. Message clearly communicated to reader.</td>
</tr>
<tr>
<td>4</td>
<td>All content elements adequately dealt with. Message communicated successfully, on the whole.</td>
</tr>
</tbody>
</table>
| 3     | All content elements attempted. Message requires some effort by the reader.  
  or  
  One content element omitted but others clearly communicated. |
| 2     | Two content elements omitted, or unsuccessfully dealt with. Message only partly communicated to reader.  
  or  
  Script may be slightly short (20–25 words). |
| 1     | Little relevant content and/or message requires excessive effort by the reader, or short (10–19 words). |
| 0     | Totally irrelevant or totally incomprehensible or too short (under 10 words). |

**General Mark Scheme for Writing Part 3**

<table>
<thead>
<tr>
<th>Band</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The candidate’s writing fully achieves the desired effect on the target reader. The use of language will be confident and ambitious for the level, including a wide range of structures and vocabulary within the task set. Coherence, within the constraints of the level, will be achieved by the use of simple linking devices, and the response will be well organised. Errors which do occur will be minor and non-impeding, perhaps due to ambitious attempts at more complex language. Overall, no effort will be required of the reader.</td>
</tr>
<tr>
<td>4</td>
<td>The candidate’s writing will achieve the desired effect on the target reader. The use of language will be fairly ambitious for the level, including a range of structures and vocabulary within the task set. There will be some linking of sentences and evidence of organisation. Some errors will occur, although these will be generally non-impeding. Overall, only a little effort will be required of the reader.</td>
</tr>
<tr>
<td>3</td>
<td>The candidate’s writing may struggle at times to achieve the desired effect on the target reader. The use of language, including the range of structure and vocabulary, will be unambitious, or, if ambitious, it will be flawed. There will be some attempt at organisation but the linking of sentences will not always be maintained. A number of errors may be present, although these will be mostly non-impeding. Overall, some effort will be required of the reader.</td>
</tr>
<tr>
<td>2</td>
<td>The candidate’s writing struggles to achieve the desired effect on the target reader. The use of language, including the range of structure and vocabulary, will tend to be simplistic, limited, or repetitive. The response may include errors which will sometimes impede communication. Overall, considerable effort will be required of the reader.</td>
</tr>
<tr>
<td>1</td>
<td>The candidate’s writing has a negative effect on the target reader. The use of language will be severely restricted, and there will be no evidence of a range of structures and vocabulary. The response will be incoherent, and include erratic use of punctuation. There will be numerous errors which will affect a candidate’s mark, whereas errors which interfere with communication or cause a breakdown in communication are non-impeding. Overall, excessive effort will be required of the reader.</td>
</tr>
<tr>
<td>0</td>
<td>There may be too little language for assessment, or the response may be totally illegible; the content may be impossible to understand, or completely irrelevant to the task.</td>
</tr>
</tbody>
</table>
Sample answers with examiner comments

Part 2
Candidate A

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

Thu

EXAMINER COMMENTS

5 marks
All three content elements are covered appropriately – picking out one good experience answers “what you enjoyed most”. Errors are present but do not affect the clarity of the communication.

Candidate B

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

EXAMINER COMMENTS

4 marks
All three content elements are included, although we do not learn enough about the journey home. Despite one tense error the message is communicated successfully, on the whole.

Candidate C

Hi, Sam. I good journey home. I journey home on the bus. In next year you mast to visit me. It was enjoyed about visit you. How are you? I’m happy, very happy! London is a beautiful citi. I will phoning you.
By, Lera

EXAMINER COMMENTS

3 marks
All three content elements have been attempted, but the amount of error means that some effort is required by the reader to understand the message.

Candidate D

Dear Sam,
I wanted to say that I’m well. I had very nice holidays. This holidays were super. I want to go to you again. I want to see places of interest again. I want to see you too!
Please write me how are you. What is the wather in London. I’m waiting to your answer.
Valeria

EXAMINER COMMENTS

2 marks
The candidate has said enough about the holiday with Sam to cover that point, but has not mentioned the journey home or offered an invitation.

Part 3 – Story
Candidate A

Jo looked at the map and decided to go left. He realised he was alone in the desert. He couldn’t imagine what would happen to him. A pair of poisonus snakes were in front of him, and he decided to escape, but the two creatures were always opposite him. Suddenly he saw a person walking on the sand, which shouted to Jo, who was very frightened. Jo ran as fast as he could and he reached the man. They stopped walking after two minutes because they saw a car, but the snakes reached Jo, they bit him and ... Jo woke up. It was only a dream.

EXAMINER COMMENTS

Band 5
This is a very good attempt with confident and ambitious writing and a wide range of structures, for example ‘He couldn’t imagine what would happen to him’ and ‘as fast as he could’. Well organised narrative with chronological linking, for example ‘Suddenly’ and ‘after two minutes’. Errors are minor and non-impeding: ‘poisonus’ and ‘which shouted’.

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Candidate B

Jo looked at the map and decided to go left. She wasn’t sure about her decision. As she was walking across the street, she saw a tiny light on front of her face. She followed it. Though she walk with the light, she can’t see anything. She began to fell scared and then, she felt that someone was following her. She turned her head to the left and saw a big, black … bag. She started to laugh of herself and thinking how stupid she felt. Suddenly, she took the map again and decided to go left again. Now, everything was illuminated with the building lights. She felt secure. Now, she knew that there were few steps to arrived to the place she was looking for, but immideatly realised that she was at the same point when she saw for the first time the map.

EXAMINER COMMENTS

Band 4

This is a good attempt, with fairly ambitious use of language. The range of vocabulary and structures used is more than adequate for the task set, for example ‘she wasn’t sure about her decision’ and ‘thinking how stupid she felt’. The narrative is organised chronologically, with ‘as … then … Suddenly … Now … Now … immideatly’. There are some errors which generally do not impede, for example ‘laugh of herself’ and ‘few steps to arrived to the place’.

Candidate C

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

EXAMINER COMMENTS

Band 3

This is an adequate attempt; the language is unambitious with an adequate range of structures and vocabulary, for example ‘Jo looked to the forest’ and ‘He ate mushrooms and berries’. Linking of sentences is not maintained. There are a number of mostly non-impeding errors, for example ‘one day he lost’, ‘He always go to …’ and ‘the unknows places’.

Candidate D

Jo looked at the map and decided to go left. When Jo decide went to the forest with his friend they give with you a map. Once they not find a ground to the city. Jo decide to look at the map and went left. They see a city. And they go to the home. Then they come to the park. They play and listen birds. But they lose the map, and don’t came the house. Then they find a map and went to the home.

EXAMINER COMMENTS

Band 2

The language in this inadequate attempt is simplistic and repetitive. The lack of tense control and numerous other errors, mean that considerable effort is required by the reader, for example ‘When Jo decide went to the forest with his friend they give you a map. Once they not find a ground to the city.’

Part 3 – Letter

Candidate A

Joe,

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

Write me soon.

Your friend

Hoa.

EXAMINER COMMENTS

Band 5

This is a very good attempt, requiring no effort by the reader. The writing is confident and ambitious with a wide range of structures and vocabulary within the task set, for example ‘It’s also an occasion for people who live far away from their home to gather and enjoy the exciting atmosphere with their family’. Simple linking devices are used, for example ‘At that time’, ‘also’, ‘At Tet’. Errors are minor, for example ‘thoughout’ and
Candidate B

Dear Jamie,
I’ve received your letter and I’m going to help you. Well, in my country, every year is celebrated the 21st of May. This day is the ‘Combate Naval de Iquique’ which was a naval battle occurred in Iquique, in the north of Chile. In this battle, died a big hero of my country called Arturo Prat. This battle is commemorated with parades and ceremonies in his honor. You could include that this battle was part of a war among Chile, Peru and Bolivia.
I hope that this help you and good luck!
All my love,
Barbara.

EXAMINER COMMENTS
Band 4
This is a good attempt, with fairly ambitious use of language. The range of structures and vocabulary is more than adequate for the task set, for example ‘This battle is commemorated with parades and ceremonies in his honor. You could include that this battle was ….’ The letter is organised and the sentences are linked: ‘This day is …’, ‘In this battle …’, ‘This battle …’. The errors do not impede understanding.

Candidate C

Hi Friend!
I thing the most important national holiday in Poland is Easter.
On Easter Saturday we’re going to church and we’re santon eggs, butter, sausage, salt, bread. Than we have got Easter Dinner and we’re eat Sant Meal. In my house the smallest child get Lind’s chocolate rabit. All children get sugarsheep, or chicken. It’s a lot of fun when we are tidy from table. My grandma never say that it’s too late and we should go to bed.
I like Easter in my house.
Love, Ala.

EXAMINER COMMENTS
Band 3
This is an adequate attempt. The writing is unambitious, with an adequate range of structures and vocabulary, for example ‘In my house the smallest child get Lind’s chocolate rabit.’ Linking of sentences is not always maintained. There are a number of mostly non-impeding errors, for example ‘I thing’ and ‘My grandmother never say’.

Candidate D

I’m write you at the about national holiday. In Ukraine nationals holidays Day Winner, New Year and others. I can speak at New Year. New Year spend 31 December. Symvol New Year is Christmas string. Some children think, Did Moroz came in the evening. He usually have surprise children. Second national holiday Day Winner. National holiday spend 9 May, because USSR winner Germany 9 May 1945 year. Holiday began spend 68 year ago. Day Winner spend in Russia, Ukraine and others. In Ukraine usually grand nationally holiday.

EXAMINER COMMENTS
Band 2
This attempt is inadequate and requires considerable effort by the reader. The language is limited and numerous errors sometimes impede communication, for example ‘Symvol New Year is Christmas string. Some children think, Did Moroz came in the evening.’