



oxfordenglishtesting.com

Information for teachers about online PET practice tests from www.oxfordenglishtesting.com

What is oxfordenglishtesting.com?

- It's a website that gives students and teachers of English access to interactive practice tests.
- It's where students who have bought OUP materials can access online practice tests via a MultiROM, and buy more if they wish.

What do the online PET practice tests consist of?

The PET online practice tests reflect what happens in the real exam, in the same way as printed practice tests from Oxford University Press. The practice tests are complete and full length. For an overview of the content of PET, see page 4.

Students do not print the tests in order to do them. They take them online and they are marked automatically online. In addition, there is a range of help features that students can call on while they are doing the test. These include dictionary look-up, exam tips, audio scripts, the ability to mark and change individual answers, and get feedback on answers. See page 3 for more details on these features.

The combination of online marking and help features makes the practice tests ideal for self-study at home or in the classroom.

How do students take an online practice test?

Students can do a practice test in their own time wherever they have access to a computer and the Internet. They will need an email address and to be online when they do the tests.

Students have access to the test for 365 days from the time payment is received, or from the time they start the test.

Students do not have to do the whole test at one time. They can answer and then mark a question, a part, a paper, or the whole test. All their answers are automatically saved when they leave the site, and they can come back to the test at any time. They can also skip questions and come back to them later.

Students can monitor their progress via the **Test Overview**, which records questions not attempted, attempted but not marked, right and wrong answers, and questions that cannot be marked online. Students can also print the **Test Overview** and **Results** page. After 365 days they have to submit the test for final marking.

Marking the practice test

The system can automatically mark the PET Reading and Listening papers and Writing Part 1.

Where students are asked to key in their answers, the automatic marking system will only accept words that are spelt correctly. Answers may be typed in upper case or lower case, but not a mixture of the two (e.g. 'CORRECT ANSWER' and 'correct answer' are acceptable, but not 'Correct answer', unless at the start of a sentence, or a proper name). Both British and American spelling are accepted.

When students take their answer from a text provided, they should make sure they copy the word exactly.

The system cannot automatically mark PET Writing Parts 2 and 3 and the Speaking paper. However, these parts of the test are provided online, along with exam tips, sample answers for Writing Parts 2 and 3, and useful language for the Speaking paper in order to provide practice of the complete test. The Speaking papers are also available as downloadable PDFs via the link from the learning resources section of the **My Tests** page.

As the system cannot automatically mark PET Writing Parts 2 and 3 or the Speaking paper online, the default result will exclude these papers. The result the students see includes totals for each of the marked parts and a percentage. It also gives an indication as to whether the score is equivalent to a pass or not.

For Writing Parts 2 and 3, your students can enter their answers online, and have the choice of printing them or emailing them to you for marking. They can then enter the marks you give them on the **Results** page, after they have submitted all their answers for final marking. Their final score will then be adjusted to take these marks into account.

If you wish, you can also conduct the Speaking test with students and they can enter their marks on the **Results** page on the website. Their final score will then be adjusted to take these marks into account. If students want to enter marks for Writing and Speaking they need to enter them at the same time.

Finally, it is important to remember that these are practice tests, not the real exam, and so the final mark is only an indication of how your students might perform in the real exam.

See pages 5–7 for more information on assessing the Writing questions and pages 7–8 for more information on assessing the Speaking paper.

Where can I find out more about [oxfordenglishtesting.com](http://www.oxfordenglishtesting.com)?

For more help, click on the **Support** tab on the website, www.oxfordenglishtesting.com. You'll find a comprehensive list of **Frequently Asked Questions** (FAQs) covering technical issues, registering, buying tests, doing tests, and other topics. There is a demo on the homepage of the website that will give you a clear understanding of the site and the practice tests. You can also contact us at customerservice.eltonline@oup.com

Features of the online practice tests

Exam tips	There is a tip on how to answer every question type.
Dictionary look-up	Students can look up the meaning of any word in the practice test. They just double click it and a definition will pop up from the Oxford Wordpower Dictionary . They will need to have pop-up windows enabled.
Instant marking and feedback	When a student has answered a question, they can mark it straight away to see whether they got it right. If the answer was wrong, they can get Feedback to find out why it was wrong.
Change your answer or try again	Students can then go back and have another go as many times as they like. Understanding why they answered a question incorrectly helps them think more clearly about a similar question next time.
Save and come back later	Students don't have to complete a Paper in one go. When they log out it saves what they've done. They can come back to it at any time. Students have 365 days before they have to submit the practice test for final marking. The My tests page tells students how many days they have left to access the test.
Mark individual answers, a part, a paper, or the whole test	However much students have done of the practice test, they can mark it and see how well they're doing.
Audio scripts	These are available for all parts of the Listening test. Reading the Audio script will help students understand any areas they didn't understand when they were listening.
Sample answers for essay questions in the Writing paper	Students can see Sample answers after they've written their own. They've been written by real students, and will give them a good idea of what's expected. What they write will not be marked automatically. If you would like to mark your student's essay, tell them and they can either print it off to give to you, or email it to you. When you've marked it, they can enter the mark on their Results page. It does not matter if they do not enter a mark for the essay. The final marks will be adjusted to take that into account.
Useful language for the Speaking paper	Students get sample Speaking papers and Useful language to help them practise offline. If you want to assess your students they can print the Speaking paper from the My tests page, and ask you to do the Speaking paper with them. As with the Writing paper, you can give them a mark and they can enter the mark on the Results page. However, if you don't, their final marks will be adjusted to take that into account.
Results page	Remember this is a practice test not the real exam. Students will see their score by paper and part and as a percentage. This will only be an indication as to whether their score is equivalent to a pass or not.
Try a sample test first	You can try out a short version of a practice test yourself. Go to oxfordenglishtesting.com and click on Try . You can also ask your local OUP office for a demo.

PET content and overview

Paper	Content	Marks
Paper 1 READING / WRITING Reading: 35 questions 1 hour 30 minutes	READING Part 1 Three-option multiple choice. Five very short discrete texts: signs and messages, postcards, notes, emails, labels, etc. Part 2 Matching. Five items in the form of descriptions of people to match to eight short adapted-authentic texts. Part 3 True/False. Ten items with an adapted-authentic long text. Part 4 Four-option multiple choice. Five items with an adapted-authentic long text. Part 5 Four-option multiple-choice cloze. Ten items with an adapted-authentic text drawn from a variety of sources. The text is of a factual or narrative nature. WRITING Part 1 Sentence transformations. Five items that are theme-related. Candidates are given sentences and then asked to complete similar sentences using a different structural pattern so that the sentence still has the same meaning. Part 2 Short communicative message. Candidates are prompted to write a short message in the form of a postcard, note, email, etc. The prompt takes the form of a rubric to respond to. Part 3 A longer piece of continuous writing. Candidates are presented with a choice of two questions, an informal letter, or a story.	Reading: 35 marks (25% of total score) Writing: 25 marks Part 1: 5 marks Part 2: 5 marks Part 3 15 marks (25% of total score)
Paper 2 LISTENING 25 questions About 30 minutes	Part 1 Multiple choice (discrete). Short neutral or informal monologues or dialogues. Seven discrete three-option multiple-choice items. Part 2 Multiple choice. Longer monologue or interview (with one main speaker). Six three-option multiple-choice items. Part 3 Gap-fill. Longer monologue. Six gaps to fill in. Candidates need to write one or more word(s) in each space. Part 4 True/False. Longer informal dialogue. Candidates need to decide whether six statements are correct or incorrect.	25 marks (25% of total score)
Paper 3 SPEAKING 10–12 minutes	Part 1 Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions in turn, using standardized questions. Part 2 Simulated situation. Candidates interact with each other. Visual stimulus is given to the candidates to aid the discussion task. The interlocutor sets up the activity using a standardized rubric. Part 3 Extended turn. A colour photo is given to each candidate in turn and they are asked to talk about it for up to one minute. Both photos relate to the same topic. Part 4 General conversation. Candidates interact with each other. The topic of the conversation develops a theme established in Part 3.	25 marks (25% of total score)

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Go to <http://www.cambridgeesol.org/exams/general-english/pet.html> for more information about the PET exam, and why it might benefit you.

Preparing for Writing Part 2

In this part, students write a short communicative message of 35–45 words, which is in the form of a postcard, note, email, etc., in response to a prompt. They are told who to write to and why.

To get top marks, students must include the three content points, which are laid out with bullets in the question, so remind students to read the question carefully and plan what they will include.

Students will need practice in writing to the word length required. They will lose marks if they fall outside the limits: a short answer is likely to be missing at least one content point; an answer that is too long may lack clarity by containing superfluous information.

Practice can also be given in class, with students comparing answers with each other and redrafting what they have written as a result.

Assessing Writing Part 2

Part 2 focuses on the communication of specific messages. Students will also be assessed on the clarity of the message they produce. They will not be penalized for minor errors which do not prevent understanding.

The General Mark Scheme below is used in conjunction with a Task Specific Mark Scheme, which varies according to the demands of the task and corresponds to the three content points mentioned in the question. There are 5 marks for Part 2.

Mark	Criteria
5	All content elements covered appropriately. Message clearly communicated to reader.
4	All content elements adequately dealt with. Message communicated successfully, on the whole.
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).

PET General Mark Scheme for Writing Part 2
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In order to help you and your students assess the standards required, the online practice tests contain some sample answers to the questions in Writing Part 2, with marks and comments.

Preparing for Writing Part 3

In this part students are offered a choice of task: they must write either a story or an informal letter. They are required to produce a piece of continuous writing of around 100 words.

To get top marks, students should aim to include a range of tenses, appropriate expressions and different vocabulary. Minor errors, for example in spelling, grammar or vocabulary, which do not prevent understanding will not necessarily be penalized. However, errors which interfere with communication or cause a breakdown in communication are treated more seriously.

For the story, students will be given either a short title or a first sentence. They should read these instructions carefully as their answer must be recognizably linked in content to the question. If, for example, the sentence is written in the third person, students should construct their stories accordingly.

To practise writing stories, students should be encouraged to write short texts in class or for homework on a regular basis. Reading simplified readers in English will give them ideas for how to develop and end a story.

For the informal letter, students are given an extract of a letter from a friend, which provides the topic they must write about: for example, a couple of questions may be included to help them focus their ideas. Students must keep to the topic or they will lose marks.

To practise writing letters, students could write to pen friends or 'e-pals' on a regular basis. In addition, they should think about the language and organization of such a letter with examples of appropriate opening and closing formulae, and useful phrases for greeting and leave-taking.

Assessing Writing Part 3

Part 3 focuses on students' control and range of language. Coherent organization, spelling and punctuation are also assessed.

Marks for Part 3 are given according to the Mark Scheme below. The band score is translated to a mark out of 15.

Band	Criteria
5	The candidate's writing fully achieves the desired effect on the target reader. The use of language will be confident and ambitious for the level, including a wide range of structures and vocabulary within the task set. Coherence, within the constraints of the level, will be achieved by the use of simple linking devices, and the response will be well organised. Errors which do occur will be minor and non-impeding, perhaps due to ambitious attempts at more complex language. Overall, no effort will be required of the reader.
4	The candidate's writing will achieve the desired effect on the target reader. The use of language will be fairly ambitious for the level, including a range of structures and vocabulary within the task set. There will be some linking of sentences and evidence of organisation. Some errors will occur, although these will be generally non-impeding. Overall, only a little effort will be required of the reader.
3	The candidate's writing may struggle at times to achieve the desired effect on the target reader. The use of language, including the range of structure and vocabulary, will be unambitious, or, if ambitious, it will be flawed. There will be some attempt at organisation but the linking of sentences will not always be maintained. A number of errors may be present, although these will be mostly non-impeding. Overall, some effort will be required of the reader.

PET Mark Scheme for Writing Part 3
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2	The candidate's writing struggles to achieve the desired effect on the target reader. The use of language, including the range of structure and vocabulary, will tend to be simplistic, limited, or repetitive. The response may be incoherent, and include erratic use of punctuation. There will be numerous errors which will sometimes impede communication. Overall, considerable effort will be required of the reader.
1	The candidate's writing has a negative effect on the target reader. The use of language will be severely restricted, and there will be no evidence of a range of structures and vocabulary. The response will be seriously incoherent, and may include an absence of punctuation. Language will be very poorly controlled and the response will be difficult to understand. Overall, excessive effort will be required of the reader.
0	There may be too little language for assessment, or the response may be totally illegible; the content may be impossible to understand, or completely irrelevant to the task.

In order to help you and your students assess the standards required, the online practice tests contain some sample answers to the questions in Writing Part 3, with marks and comments.

Preparing for the Speaking paper

See page 4 for an overview of the contents of the Speaking paper. Below is a brief summary of each part of the test and suggestions for ways in which students can prepare for them.

Part 1

Students answer questions about factual, personal information, such as personal details, daily routines, likes and dislikes, etc. Students should be encouraged to find opportunities to socialize with others in an English-speaking environment. Where this is not possible, such situations can be recreated in the classroom through structured speaking tasks that practise appropriate language in a similar context.

Part 2

This part of the test is a simulated situation in which two or three students are asked, for example, to make and respond to suggestions, make recommendations, ask for and give opinions, reach an agreement, etc. All classroom discussions in pairs and groups will prepare students for this part of the test. Students should be encouraged to make positive contributions that move the discussion forward by picking up on each other's ideas. They should learn to discuss situations as much as they can, and not rush to reach a conclusion, so that they take every opportunity to demonstrate their language skills fully.

Part 3

Students each describe a photograph. They should describe what they can see as fully as possible, naming all the objects and including details such as colour, clothes, time of day, weather, etc. Students will be given credit for the ability to use paraphrase or other appropriate strategies to deal with items of vocabulary they do not know or cannot remember. Students should therefore be given plenty of classroom practice in both the language of description and strategies for dealing with unknown vocabulary.

Part 4

In this part of the test, students speak to each other. The theme established in Part 3 is now used as the starting point for a general conversation in which students

discuss their own likes and dislikes, experiences, etc. Useful classroom activities would be those that prepare students to talk about their interests with enthusiasm and give reasons for their views and preferences. In the test, credit will also be given for appropriate interactive strategies and students should be encouraged to practise eliciting the views of their conversation partner, picking up on their partner's points and showing interest in what their partner is saying, as well as talking about themselves.

Assessing the Speaking paper

A total of 25 marks are allocated in the Speaking test, making 25% of the total score for the whole examination. Throughout the test, students will be assessed on their language skills, not their personality, intelligence or knowledge of the world. They must be prepared to develop the conversation, where appropriate, and respond to the tasks set. Prepared speeches are not acceptable.

Assessment is based on performance in the whole test, and is not related to performance in particular parts of the test. A mark is awarded for Global Achievement, and marks are also allocated according to four analytical criteria: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication.

Global Achievement	This refers to the student's overall effectiveness in dealing with the tasks in the four separate parts of the test. The global mark is an independent impression mark. One global mark for each student's performance across all parts of the test is given.
Grammar and Vocabulary	This refers to accurate and appropriate use of grammatical forms and vocabulary, and includes the range of both grammatical forms and vocabulary. Performance is viewed in terms of the overall effectiveness of the language used.
Discourse Management	This refers to the coherence, extent and relevance of what the students says. The ability to maintain a coherent flow of language is assessed, either within a single utterance or over a string of utterances.
Pronunciation	This refers to the student's ability to produce comprehensible utterances to fulfil the task requirements. It includes stress, rhythm, intonation, and individual sounds. Different varieties of English, e.g. British, North American, Australian, etc. are acceptable, provided they are used consistently throughout the test.
Interactive Communication	This refers to the student's ability to use language to achieve meaningful communication. It includes initiating and responding without undue hesitation, the ability to use interactive strategies to maintain or repair communication, and sensitivity to the norms of turn-taking.

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