



## Cambridge English: Preliminary (PET) for Schools

Video can be found at <https://www.youtube.com/watch?v=WIn8uDXeon0>

	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication	Global Achievement
Paul	4	4	4	4	4
Christina	3	3	3	4	4

### Paul

#### Grammar and Vocabulary

##### **Control**

Paul shows a good degree of control of simple grammatical forms:

- *my desk is a mess* (Part 4)
- *I think it is too small* (Part 4)
- *I think the football is a great idea* (Part 2)

But there are some errors:

- *a bedroom from a girl* (Part 3)
- *so we get a new one next year* (Part 1)
- *every time when he is flying* (Part 2)

##### **Range and Appropriacy**

Paul uses a range of appropriate vocabulary when talking about everyday situations:

- *free time, neighbours* (Part 1)
- *guitar, window, painting* (Part 3)
- *medals, desk, mess, posters, football clubs* (Part 4)

#### Discourse Management

##### **Extent**

Paul responds with very little hesitation and produces responses of an appropriate length.

##### **Relevance**

His contributions are relevant although there is some repetition:

- *I am playing football* (Part 1)
- *when he is flying* (Part 2)
- *she is reading a book on her bed* (Part 3)

##### **Cohesion**

Paul makes use of basic cohesive devices:

- *so we get a new one next year* (Part 1)
- *I think the football is a good idea and* (Part 2)
- *because I like to play the piano* (Part 4)



## Pronunciation

### **Intelligibility**

Paul is intelligible throughout.

### **Intonation**

Appropriate intonation is attempted but generally Paul uses rising sentence intonation.

### **Stress**

Sentence and word stress are generally accurately placed although there are examples of inaccurate word stress:

- *CD player*

### **Individual Sounds**

Individual sounds are generally articulated clearly although there are errors:

- *suitcase* (Part 2)

## Interactive Communication

### **Initiating and responding**

Paul initiates and responds appropriately:

- *from Austria, yes* (Part 1)
- *it's very funny* (Part 1)

### **Development**

He attempts to maintain and develop the interaction, especially in part 4 with his partner:

- *which posters are here?*
- *I think it is too small.*

## Global Achievement

Paul handles communication on familiar topics with very little hesitation and responds appropriately throughout the test. His answers are sometimes short and he does not always extend his ideas. He mainly relies on a limited range of language and does not attempt more complex language. However his responses are clear and his ideas are easy to follow.

## Christina

### Grammar and Vocabulary

#### **Control**

Christina shows a good degree of control of simple grammatical forms:

- *yes I like it* (Part 1)
- *my brother needs the computer too* (Part 4)
- *I want a fridge* (Part 4)

but there are some errors and evidence of only sufficient control:

- *I have visit all the weeks my uncles* (Part 1)
- *he no forget never the face of his friends* (Part 2)
- *I love read* (Part 4)

#### **Range and Appropriacy**

Christina uses a range of appropriate vocabulary when talking about everyday situations:

- *Enjoy the time, uncles, aunts* (Part 1)



- *Remember, moments, significant* (Part 2)
- *Paper, ruler, picture* (Part 3)

## Discourse Management

### **Extent**

Despite some hesitation, Christina produces responses which are extended beyond short phrases:

- *to have in the wall a picture with 2 boys* (Part 3)
- *he can remember all the moments with his friend* (Part 2)

### **Relevance**

Her contributions are relevant although there is some repetition:

- *I enjoy the time* (Part 1)
- *have a good time* (Part 2)

### **Cohesion**

She makes use of basic cohesive devices:

- *because I am leaving...* (Part 1)
- *and you have a computer* (Part 4)

## Pronunciation

### **Intelligibility**

Christina is mostly intelligible and has some control of phonological features.

### **Intonation**

Appropriate intonation is attempted but is rather flat.

### **Stress**

Christina attempts to place word stress but has problems with unstressed syllables:

- *compuTER*
- *futURE*
- *significant*

### **Individual Sounds**

Individual sounds are sometimes articulated clearly although there are errors.

- */h/ sound like ch* (*have*)
- */d/ sounds like th* (*bedroom*)
- *problems with th* (*things*)

## Interactive Communication

### **Initiating and responding**

She initiates and responds appropriately:

- *Yes, I like it* (Part 1)
- *because I am enjoying the time* (Part 1)

### **Development**

She attempts to maintain and develop the interaction, especially in Part 4 with her partner:

- *what is your favourite football club?*
- *and you have a computer?*



## **Global Achievement**

Christina handles communication on familiar topics despite hesitation and responds appropriately throughout the test. She organises extended discourse but sometimes produces less coherent responses when attempting more complex language. Overall she manages the test well with the language resources she has.