



## PET Reading & Writing Overview – Teacher’s Notes

### Description

This activity requires students to reflect on their current reading and writing habits and the skills they use, and links these with the PET Reading & Writing test. Students examine the key features of the test and its parts.

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**Time required:** 60 minutes

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**Materials required:**

- *Student’s Worksheets 1, 2 and 3 (NB Worksheet 2 should be cut into exercises 1, 2 and 3 before the lesson)*
- *a sample or past paper if possible*

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**Aims:**

- *to introduce the Reading & Writing paper, the task types and what is being assessed.*
- *to raise awareness of current reading and writing habits*
- *to encourage students to improve their reading and writing habits.*

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### Procedure

1. Ask the class for some examples of things they read and write at the moment, or things they have read or written in the last week or month. Where possible ask further questions e.g.
  - **What kind of novels – detective, romance, etc?**
  - **Which parts of magazines do you like best – the letters, the articles, the adverts, etc?**
  - **Who do you write emails to – friends, family, organisations, etc?**
2. Divide the class into two groups, A and B. Hand out a copy of student’s worksheet 1 Part A (Why read?) to each student in Group A, and Part B (Why write?) to each student in Group B. Ask students to complete section A individually and then compare their ideas with a partner in their group.
3. Ask the class the following questions:
  - **What kind of things do we write quickly?**
  - **What kind of things do we write carefully, using a plan and checking at the end?**
  - **What kind of things do we read quickly?**
  - **What kind of things do we read slowly?**

Brainstorm a few ideas for each and then introduce the terms

- *planning* (thinking of ideas before you start writing)
- *editing* (checking your writing for mistakes and re-writing parts that you are not happy with)
- *skimming* (reading quickly to get an overview)
- *scanning* (reading quickly to find key ideas).



4. Now ask the students to go to Section B of their worksheet, where they have to write sentences about their own reading or writing habits using the phrases given in the left-hand column. Check students understand the phrases by asking for an example of what you could read/write in this way and why.
5. Go round the class, monitoring their work and helping them to construct the sentences accurately.
6. When they have finished, ask them to find out what their partner wrote. They should do this in English, so monitor that they are asking their partner well constructed questions, e.g. 'What do you read every day?'
7. Re-organise the class so that one student from Group A is working with one student from Group B. Ask the new pairs to tell their partners what they wrote on their worksheets.
8. Hand out the remaining parts of student's worksheet 1 so that each student has both Why read? and Why write? for reference. Students could fill in the other worksheet for homework.
9. Explain that the PET Reading & Writing paper reflects many of the kinds of reading and writing that students may do in real life and that it is very helpful for them to do as much reading and writing in English as possible to help prepare them for the exam. Explain that they will develop the skills of *planning* and *editing* for writing, and *skimming* and *scanning* for reading and explain these in more detail as necessary (see key below).
10. Tell the class you're now going to spend some time looking at the PET Reading & Writing paper, and will see how these skills are tested as you do so. Divide the class into groups of 3 and hand out Student's worksheet 2 exercise 1, 2 or 3 to each group. Ask each group to read the text in their exercise carefully.
11. Hand out Student's worksheet 3 to the whole class. Re-group students so there is one person who has worked on each exercise in the group. The new groups of three answer true or false for each statement, sharing the information they have just read with the other members of the group. Point out that they need to use their scanning skills here to find the answers and they should read the questions one by one and then go to the text to scan it for the answer.
12. If possible, hand out a copy of the sample paper so that students can see what the paper looks like and start checking their answers to worksheet 3.
13. Whole class check of answers and discussion of any issues that arise. Point out how the four skills of skimming, scanning, planning and editing are tested. For example, in Reading Part 3 students need to scan the text identify where the specific information they need is. In Part 4, they might skim through the text first to get a general idea of its meaning. In the Writing part of the test, students will need to plan their answers: for Part 2, for example, they must include all of the content points. For all three parts, students should check their answers for accuracy and to ensure that they have communicated their intended meaning.



14. Round up the class with a discussion of how they can be developing and practising their reading and writing skills outside class, and explain they will have practice of all the relevant skills in class.



## PET Reading & Writing Overview – Answer Keys

### Key to Procedure step 9

#### Skimming:

- set yourself time limits
- ignore unknown vocabulary
- don't stop to re-read if you're not sure you've understood but move on
- let your eyes move across each sentence until you find key information
- move your finger down the middle of the page as you read

#### Scanning

- before you start reading, be clear about what your purpose is and what information you want to find out
- let your eyes move across the lines until you find the information you are looking for
- be aware of paraphrasing (the same meaning expressed in another way) and synonyms (words with similar meaning) and avoid wordspotting (looking for information by looking for the same vocabulary)

#### Planning:

- brainstorm ideas
- think about links between them
- put ideas in order
- should be done quickly

#### Editing

- get into the habit of doing this
- allow enough time for this at the end
- check spelling, punctuation, grammar, choice of vocabulary
- use double line spacing so there is room for corrections



**Key to Student's Worksheet 3**

1. True.
2. False. You may have to in Part 2.
3. False. You write approximately 100.
4. True.
5. True.
6. True.
7. False.
8. False. Part 3 is.
9. True.
10. True.
11. True.
12. False. Writing Part 3 carries 15 marks out of the total of 25 so it is the most important.
13. False. You must do the Writing test in this time too.
14. True. They are both worth 25%, so you should spend equal time on both



## PET Reading & Writing Overview – Student’s Worksheet 1

### A: Why read?

**Section A: Things I read:**

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**Section B: Write some sentences about the things you read (or don't read) using the phrases on the left.**

every day	
I love	
very rarely	
very quickly for an overview (skimming)	
to find out specific information eg names, dates, key words (scanning)	
very carefully (reading for detail)	
when I was younger	



**B: Why write?**

**Section A: Things I write:**

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**Section B: Write some sentences about the things you write (or don't write) using the phrases on the left.**

every day	
I love	
very rarely	
in the class	
for homework	
when I was younger	
very carefully with planning and editing	



## PET Reading & Writing Overview – Student’s Worksheet 2

### Exercise 1

#### An Overview of PET Reading & Writing

**Paper Format:**

Reading - 5 parts

Writing - 3 parts

**Timing:**

1 hour 30 minutes

**Marks:**

Reading – There are 35 questions and each is worth one mark. The paper represents 25% of the total marks for the whole exam.

Writing - Questions 1-5 are worth one mark each. Question 6 is marked out of 5 and question 7/8 is marked out of 15. This gives a total of 25 available marks, representing 25% of the total marks for the whole exam.

**Authentic texts:**

These will be taken from notices, newspaper and magazine articles, encyclopaedia entries, brochures, leaflets and web pages.

**Answer format:**

Candidates write their answers on the answer sheets.

### Exercise 2

Reading			
Part	What kind of task is it?	What do I have to do?	Number of questions
1	Three-option multiple choice. Five short texts: signs and messages, postcards, notes, e-mails, labels etc., plus one example.	Read several real-world notices and other short texts for the main message.	5
2	Matching. Five descriptions of people to match to eight short texts.	Read several texts for specific information and detailed comprehension.	5
3	True/False. Ten questions with a long text.	Understand a factual text and scan for specific information.	10
4	Four-option multiple choice. Five questions with a long text.	Read a long text to understand the writer’s opinion, attitude and	5

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		purpose for writing, as well as the global meaning.	
5	Four-option multiple-choice cloze. Ten questions, plus an example, with a factual or narrative text.	Fill in the gaps in a short text using vocabulary and grammar.	10

**Exercise 3**

<b>Writing</b>			
<b>Part</b>	<b>What kind of task is it?</b>	<b>What do I have to do?</b>	<b>Number of Questions</b>
1	Sentence transformations. Five questions, plus an example, on the same topic. 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.	Rephrase and reformulate information by changing the structure of the sentence but keeping the meaning the same	5
2	Short communicative message. Candidates write a short message in the form of a postcard, note, e-mail etc.	Write a short piece of text of 35-45 words focusing on communication of specific messages.	1
3	A longer piece of continuous writing. Candidates have a choice of two questions, an informal letter or a story. Candidates are mainly assessed on their ability to correctly use a range of language. Organisation, spelling and punctuation are also assessed.	Write a short text of about 100 words focusing on accuracy, range and organisation of language.	1



## PET Reading & Writing Overview – Student’s Worksheet 3

Are these sentences about the PET Reading & Writing test TRUE or FALSE?

1. You might have to read short e-mails and messages in Reading Part 1.
2. You might have to write an e-mail in Writing Part 1.
3. In Writing Part 3 you have to write about 145 words.
4. In Part 2 of the Reading paper there are short descriptions of people.
5. Examiners look for how well the message is communicated in Writing Part 2.
6. Grammar and vocabulary are tested in Reading Part 5.
7. The sentences in Writing Part 1 are all on the same topic.
8. Part 2 of the Reading paper is a True/False task.
9. The writer's opinion and reason for writing are tested in Reading Part 4.
10. Use of language and the organisation of the writing is the main focus of Writing Part 3.
11. Reading part 3 is a task similar to this one.
12. Each of the Writing tasks is worth the same number of marks.
13. You have 1.5 hours to do the Reading part of the test.
14. The Reading & Writing papers are equally important to your final mark in the exam.