

CAMBRIDGE



OFFICIAL EXAMINATION PAPERS FROM



UNIVERSITY *of* CAMBRIDGE  
ESOL Examinations

# PRELIMINARY ENGLISH TEST

for Schools **1**

WITH  
ANSWERS



Cambridge Books for Cambridge Exams •••

Cambridge  
Preliminary English Test  
for Schools  
1

WITH ANSWERS

*Examination papers from  
University of Cambridge  
ESOL Examinations*



CAMBRIDGE  
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore,  
São Paulo, Delhi, Dubai, Tokyo

Cambridge University Press

The Edinburgh Building, Cambridge CB2 8RU, UK

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9780521168250](http://www.cambridge.org/9780521168250)

© Cambridge University Press 2010

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The candidate answer sheets at the back of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording '© UCLES 2010 **Photocopiable**' may be copied.

First published 2010

Printed in the United Kingdom at the University Press, Cambridge

*A catalogue record for this publication is available from the British Library*

ISBN 978-0-521-168250 Student's Book with answers

ISBN 978-0-521-188296 Student's Book without answers

ISBN 978-0-521-166553 Audio CD Set

ISBN 978-0-521-170604 Self-study Pack

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables and other factual information given in this work are correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

# *Contents*

**A Guide to PET for Schools** 4

**Test 1** 12

**Test 2** 32

**Test 3** 52

**Test 4** 72

**Frames for the Speaking Test** 92

**Test 1 Key** 104

**Test 2 Key** 117

**Test 3 Key** 129

**Test 4 Key** 141

**Sample answer sheets** 153

**Acknowledgements** 158

**Visual material for the Speaking test** colour section at centre of book



# A Guide to PET for Schools

The PET for Schools examination is part of a group of general English examinations developed by Cambridge ESOL. All five examinations in this suite have similar characteristics but are designed for different levels of English language ability. Within the five levels, PET is at level B1 (Threshold) in the *Council of Europe's Common European Framework of Reference for Languages: Learning, teaching, assessment*.

Examination	Council of Europe Framework Level	UK National Qualifications Framework Level
CPE Certificate of Proficiency in English	C2	3
CAE Certificate in Advanced English	C1	2
FCE First Certificate in English	B2	1
PET for Schools Preliminary English Test	B1	Entry 3
KET for Schools Key English Test	A2	Entry 2

PET for Schools is a popular exam with candidates who are learning English out of personal interest and for those studying English as part of their school studies. It is also useful preparation for higher-level exams, such as FCE (First Certificate in English). If you can deal with everyday written and spoken communication (for example: read simple textbooks and articles, write simple personal letters, make notes during a lesson), then this is the exam for you.

There are two versions of PET available: PET and PET for Schools. PET for Schools was introduced to meet the needs of the increasing number of younger candidates taking PET. Both PET and PET for Schools follow exactly the same format, and the task types, testing focuses and level of the question papers are identical. The only difference in the two versions of the exams is that the content and treatment of topics in PET for Schools are particularly targeted at the interests and experience of younger people.

## Topics

These are the topics used in the PET for Schools exam:

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

**PET content: an overview**

Paper	Name	Timing	Content	Test focus
Paper 1	Reading/ Writing	1 hour 30 minutes	Reading: Five parts which test a range of reading skills with a variety of texts, ranging from short notices to longer continuous texts.  Writing: Three parts which test a range of writing skills.	Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level.  Assessment of candidates' ability to produce straightforward written English, ranging from producing variations on simple sentences to pieces of continuous text.
Paper 2	Listening	35 minutes (approx.)	Four parts ranging from short exchanges to longer dialogues and monologues.	Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.
Paper 3	Speaking	10–12 minutes per pair of candidates	Four parts: In Part 1, candidates interact with an examiner; In Parts 2 and 4 they interact with another candidate; In Part 3, they have an extended individual long turn.	Assessment of candidates' ability to express themselves in order to carry out functions at B1 level. To ask and to understand questions and make appropriate responses. To talk freely on matters of personal interest.

**Paper 1: Reading and Writing****Paper format**

The Reading component contains five parts. The Writing component contains three parts.

**Number of questions**

Reading has 35 questions; Writing has seven questions.

**Sources**

Authentic and adapted-authentic real-world notices; newspapers and magazines; simplified encyclopaedias; brochures and leaflets; websites.

**Answering**

Candidates indicate answers by shading lozenges (Reading), or writing answers (Writing) on an answer sheet.

**Timing**

1 hour 30 minutes.

**Marks**

Reading: Each of the 35 questions carries one mark. This is weighted so that this comprises 25% of total marks for the whole examination.

Writing: Questions 1–5 carry one mark each. Question 6 is marked out of five; and Question 7/8 is marked out of 15. This gives a total of 25, which represents 25% of total marks for the whole examination.

### Preparing for the Reading component

To prepare for the Reading component, you should read a variety of authentic texts, for example, newspapers and magazines, non-fiction books, and other sources of factual material, such as leaflets, brochures and websites. It is also a good idea to practise reading (and writing) short communicative messages, including notes, cards and emails. Remember you won't always need to understand every word in order to be able to do a task in the exam.

Before the examination, think about the time you need to do each part. It is usually approximately 50 minutes on the Reading component and 40 minutes on the Writing component.

Reading			
Part	Task Type and Format	Task Focus	Number of questions
1	Three-option multiple choice. Five short discrete texts: signs and messages, postcards, notes, emails, labels, etc.	Reading real-world notices and other short texts for the main message.	5
2	Matching. Five items in the form of descriptions of people to match to eight short adapted-authentic texts.	Reading multiple texts for specific information and detailed comprehension.	5
3	True/False. Ten items with an adapted-authentic long text.	Processing a factual text. Scanning for specific information while disregarding redundant material.	10
4	Four-option multiple choice. Five items with an adapted-authentic long text.	Reading for detailed comprehension: understanding attitude, opinion and writer purpose. Reading for gist, inference and global meaning.	5
5	Four-option multiple-choice cloze. Ten items, plus an integrated example, with an adapted-authentic text drawn from (one of) a variety of sources. The text is of a factual or narrative nature.	Understanding of vocabulary and grammar in a short text, and understanding the lexico-structural patterns in the text.	10

### Preparing for the Writing component

#### Part 1

You have to complete five sentences which will test your grammar. There is an example, showing exactly what the task involves. You should write between one and three words to fill this gap. The second sentence, when complete, must mean the same as the first sentence.

It is essential to spell correctly and no marks will be given if a word is misspelled. You will also lose the mark if you produce an answer of more than three words, even if your writing includes the correct answer.

**Part 2**

You have to produce a short communicative message of between 35 and 45 words in length. You are told who you are writing to and why, and you must include three content points. These are clearly laid out with bullet points in the question. To gain top marks, all three points must be in your answer, so it is important to read the question carefully and plan what you will include. Marks will not be deducted for small errors.

Before the exam, you need to practise writing answers of the correct length. Answers that are too short or too long will probably lose marks.

The General Mark Scheme below is used with a Task-specific Mark Scheme (see pages 104, 117, 129 and 141).

**General Mark Scheme for Writing 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).

**Part 3**

You have a choice of task: either a story or an informal letter. You need to write about 100 words for both tasks. Answers below 80 words will receive fewer marks.

Make sure you practise enough before the exam. Reading simplified readers in English will give you ideas for story writing. Also writing to a penfriend or e-pal will give you useful practice.

**Mark Scheme for Writing Part 3**

**Band 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.

**Band 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.

**Band 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.

**Band 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.

**Band 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.

**Band 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.

<b>Writing</b>			
<b>Part</b>	<b>Task Type and Format</b>	<b>Task Focus</b>	<b>Number of questions</b>
1	Sentence transformations. Five items, plus an integrated example, 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. Candidates should use no more than three words.	Control and understanding of Threshold/PET grammatical structures. Rephrasing and reformulating information.	5
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.	A short piece of writing of 35–45 words focusing on communication of specific messages.	1
3	A longer piece of continuous writing. There is a choice of two questions, an informal letter or a story. Candidates are primarily assessed on their ability to use and control a range of Threshold-level language. Coherent organisation, spelling and punctuation are also assessed.	Writing about 100 words focusing on control and range of language.	1

## Paper 2: Listening

### Paper format

This paper contains four parts.

### Number of questions

25

### Text types

All texts are based on authentic situations.

### Answering

Candidates indicate answers either by shading lozenges (Parts 1, 2 and 4) or writing answers (Part 3) on an answer sheet. Candidates record their answers on the question paper as they listen. They are then given six minutes at the end of the test to copy these on to the answer sheet.

### Recording information

Each text is heard twice. Recordings will contain a variety of accents corresponding to standard variants of native speaker accents.

### Timing

About 35 minutes, including six minutes to transfer answers.

### Marks

Each question carries one mark. This gives a total of 25 marks, which represents 25% of total marks for the whole examination.

Part	Task Type and Format	Task Focus	Number of questions
1	Multiple choice (discrete). Short neutral or informal monologues or dialogues. Seven discrete three-option multiple-choice items with visuals, plus one example.	Listening to identify key information from short exchanges.	7
2	Multiple choice. Longer monologue or interview (with one main speaker). Six three-option multiple-choice items.	Listening to identify specific information and detailed meaning.	6
3	Gap-fill. Longer monologue. Six gaps to fill in. Candidates need to write one or more words in each space.	Listening to identify, understand and interpret information.	6
4	True/False. Longer informal dialogue. Candidates need to decide whether six statements are correct or incorrect.	Listening for detailed meaning, and to identify the attitudes and opinions of the speakers.	6



## Preparing for the Listening paper

You will hear the instructions for each task on the recording, and see them on the exam paper. In Part 1, there is also an example text and task to show you how to record your answers. In Parts 2, 3 and 4, the instructions are followed by a pause; you should read the questions in that part then. This will help you prepare for the listening.

The best preparation for the listening paper is to listen to authentic spoken English at this level. Having discussions provides a good authentic source of listening practice, as does listening to the teacher. You can also listen to texts to give you practice in understanding different voices and styles of delivery.

## Paper 3: Speaking

### Paper format

The standard format is two candidates and two examiners. One of the examiners acts as an interlocutor and the other as an assessor. The interlocutor directs the test, while the assessor takes no part in the interaction.

### Timing

10–12 minutes per pair of candidates.

### Marks

Candidates are assessed on their performance throughout the test. There are a total of 25 marks in Paper 3, making 25% of the total score for the whole examination.

Part	Task Type and Format	Task Focus	Timing
1	Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions.	Giving information of a factual, personal kind. The candidates respond to questions about present circumstances, past experiences and future plans.	2–3 minutes
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 standardised rubric.	Using functional language to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement.	2–3 minutes
3	Extended turn. A colour photograph is given to each candidate in turn and they are asked to talk about it for up to a minute. Both photographs relate to the same topic.	Describing photographs and managing discourse, using appropriate vocabulary, in a longer turn.	3 minutes
4	General conversation. Candidates interact with each other. The topic of the conversation develops the theme established in Part 3. The interlocutor sets up the activity using a standardised rubric.	The candidates talk together about their opinions, likes/dislikes, preferences, experiences, habits, etc.	3 minutes

## **Assessment**

Throughout the test, you are assessed on your language skills, not your personality, intelligence or knowledge of the world. You must, however, be prepared to develop the conversation, where appropriate, and respond to the tasks set. Prepared speeches are not acceptable.

You are assessed on your own individual performance and not in relation to each other. Both examiners assess you. The interlocutor awards a mark for global achievement; the assessor awards marks according to: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication.

### *Grammar and Vocabulary*

This refers to the accurate and appropriate use of grammatical forms and vocabulary. It also includes the range of both grammatical forms and vocabulary. Performance is viewed in terms of the overall effectiveness of the language used in dealing with the tasks.

### *Discourse Management*

This refers to the coherence, extent and relevance of each individual's contribution. On this scale, the ability to maintain a coherent flow of language is assessed, either within a single utterance or over a string of utterances. Also assessed here is how relevant the contributions are to what has gone before.

### *Pronunciation*

This refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements. This includes stress, rhythm and intonation, as well as individual sounds. Examiners put themselves in the position of the non-language specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate. Different varieties of English, e.g. British, North American, Australian, etc., are acceptable, provided they are used consistently throughout the test.

### *Interactive Communication*

This scale refers to the candidate's ability to use language to achieve meaningful communication. This 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.

## **Further information**

More information about PET for Schools or any other Cambridge ESOL examination can be obtained from Cambridge ESOL at the address below or from the website at [www.CambridgeESOL.org](http://www.CambridgeESOL.org)

University of Cambridge ESOL Examinations  
1 Hills Road  
Cambridge CB1 2EU  
United Kingdom

Telephone +44 1223 553355  
Fax: +44 1223 460278  
email: [ESOLHelpdesk@CambridgeESOL.org](mailto:ESOLHelpdesk@CambridgeESOL.org)

# Test 1

## PAPER 1 READING AND WRITING TEST (1 hour 30 minutes)

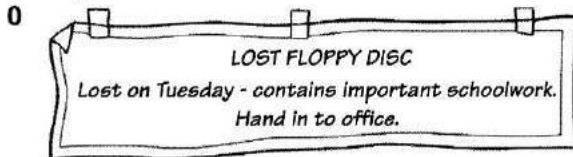
### READING

#### 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.

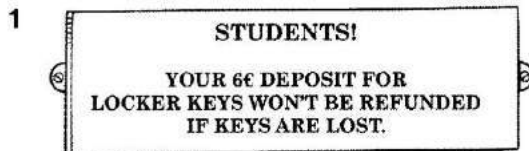
#### Example:



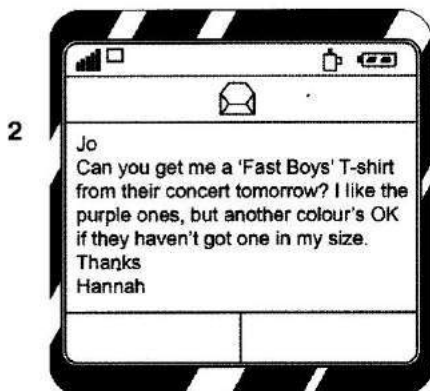
- A Go to the office if you have lost a floppy disc.
- B Make sure all schoolwork is given in on floppy disc to the office.
- C If you have found a floppy disc, please leave it at the office.

Answer:

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

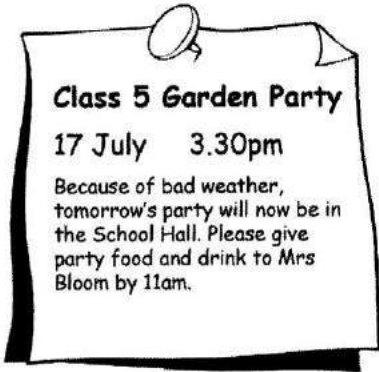


- A Lost locker keys can be replaced for a charge of 6€.
- B You cannot collect your locker key until you have paid a 6€ deposit.
- C We cannot return your 6€ deposit if you lose your locker key.



- A Hannah has got a purple 'Fast Boys' T-shirt and wants one in another colour.
- B Hannah would rather have a purple 'Fast Boys' T-shirt if possible.
- C Hannah only wants a 'Fast Boys' T-shirt if it's a purple one.

3



**What has changed about Class 5's party?**

- A the time
- B the place
- C the refreshments

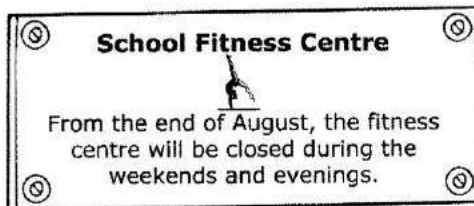
4



**Mum is writing to**

- A tell Becky to stay at home to see her aunt.
- B ask Becky to tidy the house before she leaves.
- C remind Becky to go to her aunt's house.

5



**The school fitness centre will**

- A change its opening hours at the end of August.
- B have shorter opening hours until the end of August.
- C open again to students at the end of August.

## Part 2

### Questions 6–10

The young people below all want to do an art course during their school holidays.

On the opposite page there are descriptions of eight short art courses.

Decide which course would be the most suitable for the following people.

For questions 6–10, mark the correct letter (A–H) on your answer sheet.

---

6



Alice wants a course to help her with her drawing skills, particularly with drawing the latest styles of clothes, shoes and bags, because she wants to study this later at college.

7



Darius loves making comic books, but isn't confident about his drawing. He wants to draw superheroes and animals and create adventures about them, but doesn't want to display his work.

8



Cassie enjoys making pictures and objects from different materials. During the course she'd like to use her love of sport in her designs, and visit an exhibition to get new ideas.

9



Marc is talented at drawing, but also likes filming his friends on an old digital camera. He wants to develop this skill by learning to use more advanced equipment, and prepare for further study.

10



Harry has done a course about printing on paper, and would like to learn how to print on other materials. He also wants to produce something to take home and wear.

## Short Art Courses

- A Wild Art** This course concentrates on teaching drawing and painting, and you'll use your new skills to make a wall poster on the theme of animals, to take home. And we've got lots of picture books from galleries around the world to give you ideas! There'll be an exhibition of everyone's work at the end, too.
- B Colourscape** Come and make a bag to keep your school games clothes in! We supply lots of colourful wool and printed cotton – you choose the design and colour (like your favourite football or hockey team colours!). There'll also be a trip to a gallery to help you get creative in your designs.
- C Create!** This course is all about telling good stories in pictures. There'll be cartoon films to watch, and instruction in how to draw your favourite characters – but your imagination is much more important than your drawing skills here! The course includes a visit to a cartoon museum.
- D Art Attack** You'll work on developing creative skills, like printing, photography, cartoons and movie-making, using the latest technology. This course is great for anyone wanting to take these subjects at college. Good drawing skills are helpful on this course, and students' work will be put into a book, where suitable, for everyone to buy.
- E Art Matters** This course will concentrate on different drawing techniques, including using inks and colour. We'll get you to draw live models wearing designer fashions and sportswear – so if you like designing fashion and think your future is in this area, then this course is for you!
- F Art Magic** This fun course shows you how to design and make fashion jewellery from natural materials, and particularly how to use photography to help you get ideas for your designs. So if you have your own camera, bring it along!
- G Arts Centre** Ever wondered what your comic stories would look like on film? Here's your chance to find out! Bring along your own comic drawings or prints – good-quality ones if possible – and we'll transfer the action from your page onto the screen! Film show of the best cartoons at the end!
- H Rainbow** Bring along a clean white T-shirt for this fun course! Using printing inks and paints, we'll show you how to transfer a picture onto your T-shirt and create a special artwork that you can put on for everyone to admire!



**Part 3**

**Questions 11–20**

Look at the sentences below about a family trip to see dolphins.

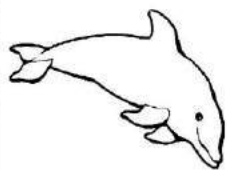
Read the text on the opposite page to decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

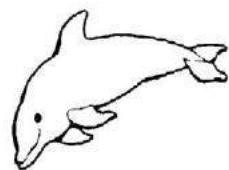
If it is not correct, mark **B** on your answer sheet.

---

- 11 Paul has family connections with the place he first visited in New Zealand.
- 12 Paul and his family chose to go to Kaikoura as part of their tour.
- 13 As soon as Paul arrived in Kaikoura he knew he might see some dolphins there.
- 14 The weather got worse during Paul's boat trip.
- 15 Paul had expected to go swimming closer to land.
- 16 Paul was beginning to feel unhappy about the trip until someone saw the dolphins.
- 17 Paul believed the dolphins were inviting him to join them in the water.
- 18 Paul felt that he had failed to communicate with the dolphins.
- 19 One dolphin copied exactly what Paul did in the water.
- 20 Paul was pleased when the guides finally called them back onto the boat.



# Dolphin Trip



By Paul Hannan

My family have always been huge fans of New Zealand – my mum comes from the capital – so we saved up and went for a holiday there. We started with a week in the city she grew up in. After that, we toured around for a while before ending up by chance in Kaikoura, a small town on the coast. The first evening it seemed a rather dull place, but the next day I remembered what I'd read about it – that it was often possible to see dolphins and whales there! I'll always think of Kaikoura as the place where I finally achieved my lifelong ambition – to swim with wild dolphins.

My family and I set off on a dolphin trip on a cold, grey day with a number of other people on a small boat. However, the sky soon turned blue, and we raced across the waves in the sunshine until we finally reached the place where we were supposed to go swimming. To my surprise, this was more than 40 km from land. I was quite cold by this time, and really starting to wonder why my family had made me come all the way out there, when suddenly someone shouted 'Dolphins!'

All I could see were fins everywhere – there were more than a hundred dolphins, all swimming towards our boat! Many of them were jumping around in the water as if they were asking us to come and play. I put on my snorkel and jumped into the sea. Everywhere I looked, all I could see was dolphins, swimming under me and round me. Then I remembered the guide had told us to make sounds in the water to attract them. So I did and actually heard them making similar sounds, as if they were trying to answer me. I even made eye contact with one dolphin, and watched it carefully as I swam round in a circle. Amazingly, the dolphin almost followed me, but then changed its mind, although it kept eye contact with me all the time. It really made me realise how intelligent and beautiful these creatures are.

Then after an hour of swimming the guides called us to get back onto the boat. Although I had enjoyed myself, I was keen to leave the water by then as I was very cold. As I got dry I noticed that everyone on board was smiling and I realised what a very special moment we'd had.

I'll never forget that experience, and Kaikoura will always have a special place in my heart.

**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.

**One to watch!**

**Essay by Jessica Bourne, aged 14**

I'm a big fan of films featuring the spy James Bond. I've got most of them on DVD. We've recently bought *Quantum of Solace*, in which Daniel Craig plays the part of Bond. I don't know why the film's got that name – but it's a great movie, anyway.

All the actors who've played James Bond have been great, but Daniel Craig, who's made lots of other films, plays the part better than any of them. Even though he doesn't talk very much, I think he's the most perfect actor for the role. He even does a few of the more dangerous things in the film himself, instead of getting someone else to do them. I did wonder sometimes whether he'd be clever enough to defeat the bad people – but I'm not going to tell you the ending! The actress who stars with Craig gives a fantastic performance too – I loved all the glamorous clothes she wore!

The director probably had a hard job making this Bond film as full of action as earlier ones. But the excitement starts right at the beginning here, with a car chase along a mountain road, and plenty of other thrilling scenes, too – Bond leaping off tall buildings and so on. Unfortunately I found the story difficult to follow in places, and it also seemed to be over very quickly – it lasted under two hours. I also felt there weren't as many jokes as in the old Bond films. And where was all the ridiculous Bond equipment – the underwater car or exploding watch that everyone laughed at? This is a more serious, darker Bond film, but I still really enjoyed it.

**21** What is Jessica trying to do in her essay?

- A** explain what first attracted her to Bond films
- B** tell readers about the Bond DVDs she owns
- C** give a balanced view of a Bond film she has seen
- D** describe how Daniel Craig got the part of James Bond

- 22 What can a reader find out from Jessica's essay?
- A whether *Quantum of Solace* is her favourite Bond film
  - B what other films Daniel Craig has made
  - C which other actors have played James Bond
  - D whether she thinks Daniel Craig is the best James Bond
- 23 What does Jessica tell us about Craig in the new Bond film?
- A He performs some of the action scenes.
  - B He wears some stylish clothes.
  - C He is given a lot of lines to say.
  - D He looks strong and fit enough to fight the criminals.
- 24 What is one problem with the film, according to Jessica?
- A It seems a bit too long.
  - B It's sometimes hard to understand what's happening.
  - C It has too much silly technology in it.
  - D It has jokes that aren't very funny.
- 25 Which of these might appear in a magazine review of the new Bond film?

A **It's full of excitement, with Bond jumping across rooftops, so don't be disappointed by the slow start.**

B **The director wanted to move away from the last Bond film and include a bit less action.**

C **I'm not sure the title tells you much . . . but be prepared to watch a rather different kind of Bond movie.**

D **Daniel Craig performed well as James Bond, but the main female star was disappointing.**

**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** which                      **B** where                      **C** who                      **D** what

Answer: 

0	A	B	C	D
	—	—	—	—

**New Home – New School**  
**by Megan Williams, aged 13**

Last year my Dad got a new job. It was in a town (0) ..... was 100 kms from our home. Mum and Dad (26) ..... we would have to move, because it was a long way for Dad to (27) ..... every day.

When they (28) ..... me about their plan I was upset (29) ..... I loved my home and school. I was worried that I would (30) ..... all my friends and teachers a lot.

Anyway, six months (31) ..... that, my family moved to the town of Hexford. The house was much bigger than our old one, and (32) ..... my bedroom window I (33) ..... see the sea.

I wasn't looking forward to the first day at my new school. I felt really (34) ..... about meeting lots of new people. But when I got there everyone was great! My class teacher was nice and I (35) ..... friends with two girls in my class. Moving home isn't that bad, after all!

- |                       |                       |                   |                    |
|-----------------------|-----------------------|-------------------|--------------------|
| 26 <b>A</b> chose     | <b>B</b> decided      | <b>C</b> selected | <b>D</b> picked    |
| 27 <b>A</b> transport | <b>B</b> carry        | <b>C</b> tour     | <b>D</b> travel    |
| 28 <b>A</b> said      | <b>B</b> spoke        | <b>C</b> told     | <b>D</b> explained |
| 29 <b>A</b> because   | <b>B</b> so           | <b>C</b> but      | <b>D</b> and       |
| 30 <b>A</b> forget    | <b>B</b> lose         | <b>C</b> leave    | <b>D</b> miss      |
| 31 <b>A</b> further   | <b>B</b> after        | <b>C</b> next     | <b>D</b> later     |
| 32 <b>A</b> down      | <b>B</b> along        | <b>C</b> from     | <b>D</b> away      |
| 33 <b>A</b> shall     | <b>B</b> could        | <b>C</b> must     | <b>D</b> would     |
| 34 <b>A</b> nervous   | <b>B</b> disappointed | <b>C</b> angry    | <b>D</b> bored     |
| 35 <b>A</b> knew      | <b>B</b> found        | <b>C</b> made     | <b>D</b> met       |

## WRITING

### Part 1

#### Questions 1–5

Here are some sentences about a game.

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 The game is called Jotto.

The name ..... is Jotto.

Answer:

0	<i>of the game</i>
---	--------------------

1 You can't play Jotto unless there are at least two players.

You can only play Jotto ..... there are at least two players.

2 You can play Jotto in a team or by yourself.

You can play Jotto in a team or on ..... own.

3 I enjoy the game, and my parents enjoy it too.

I enjoy the game and so ..... my parents.

4 My friend said that she had never played Jotto.

My friend said, 'I ..... played Jotto.'

5 What about playing the game now?

Shall ..... the game now?



**Part 2**

**Question 6**

Your English friend, Emma, has sent you some birthday money for you to buy a music CD.

Write an email to Emma. In your email, you should

- thank Emma for the present
- say which music CD you are going to buy
- explain why you have chosen this CD.

Write **35–45 words** on your answer sheet.

**Part 3**

Write an answer to **one** of the questions (7 or 8) in this part.

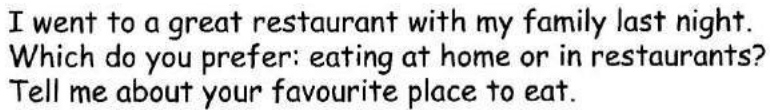
Write your answer in about **100 words** on your answer sheet.

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 a British friend.



I went to a great restaurant with my family last night.  
Which do you prefer: eating at home or in restaurants?  
Tell me about your favourite place to eat.

- Now write a letter to your friend.
- Write your **letter** on your answer sheet.

**Question 8**

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

How I met my *best friend*

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

**PAPER 2 LISTENING TEST**

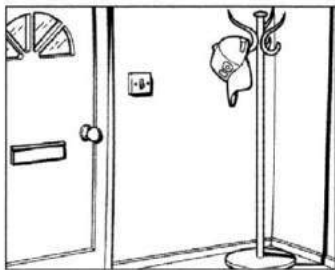
approx 35 minutes  
(including 6 minutes transfer time)

**Part 1**

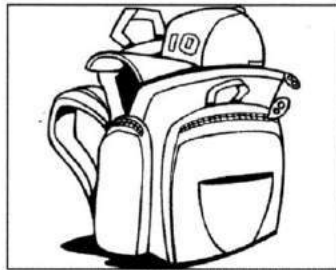
**Questions 1–7**

There are seven questions in this part.  
For each question there are three pictures and a short recording.  
For each question, choose the correct answer **A**, **B** or **C**.

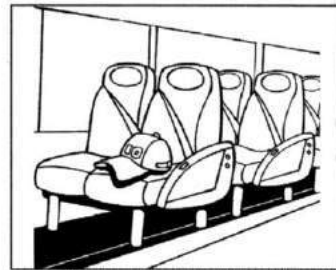
**Example:** Where is the girl's hat?



**A**

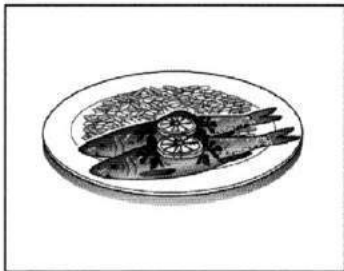


**B**

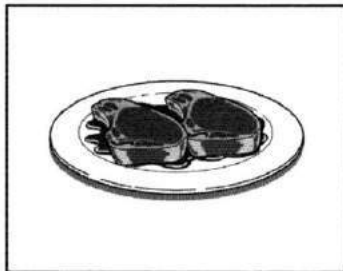


**C**

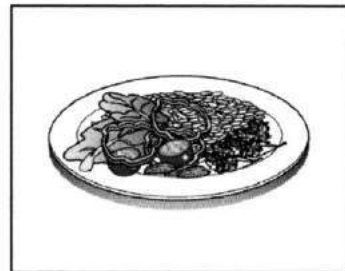
**1** Which dish did Mark cook in the competition?



**A**

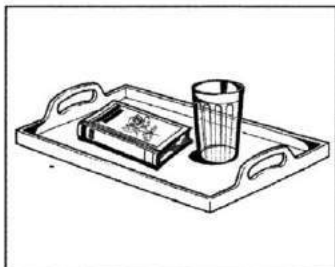


**B**

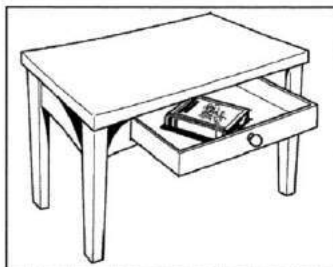


**C**

**2** Where is the girl's book now?



**A**



**B**



**C**

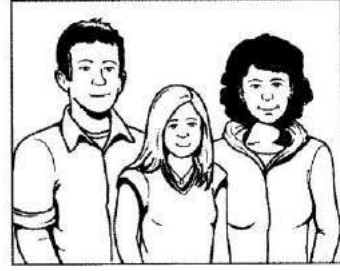
3 Who lives with Josh in his house?



A

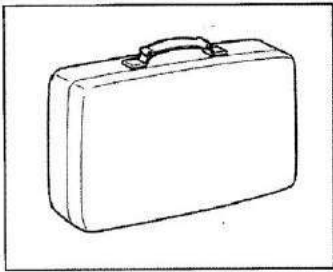


B

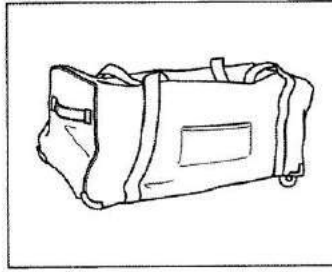


C

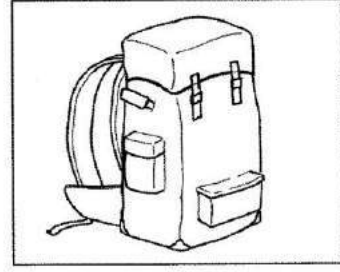
4 What will the girl take with her on holiday?



A

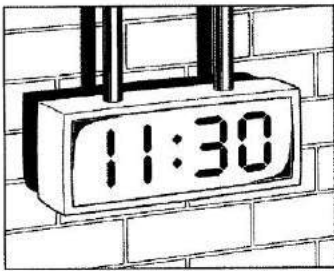


B

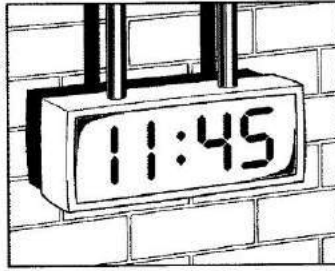


C

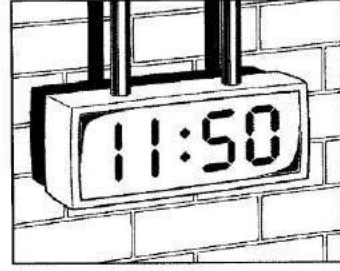
5 What time will the train to Manchester leave?



A



B



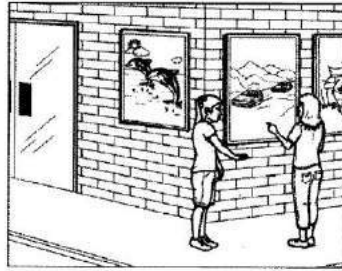
C

Test 1

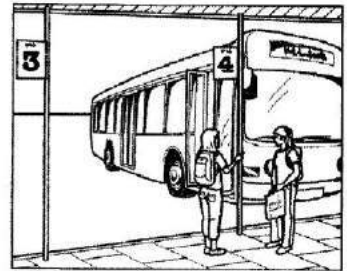
6 Where will the friends meet?



A

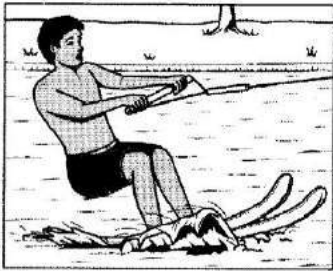


B



C

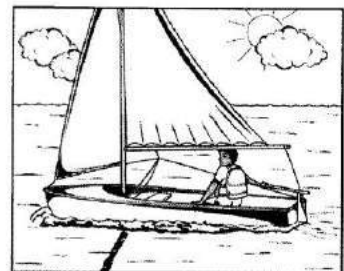
7 Which sport will the boy do soon at the centre?



A



B



C

**Part 2****Questions 8–13**

You will hear an interview with a singer called Nick Parker who plays in a band called Krispy with his sister Mel.

For each question, choose the correct answer **A**, **B** or **C**.

---

- 8** When Nick and Mel were younger,
- A** they studied music at school.
  - B** their father took them to live concerts.
  - C** their mother encouraged them to play music.
- 9** When Nick and Mel started writing music together, they
- A** disagreed about the style they should have.
  - B** didn't want to be the same as other bands.
  - C** were influenced by different kinds of music.
- 10** The band Krispy was started after
- A** Nick began studying at music school.
  - B** two other musicians heard Nick and Mel playing.
  - C** Nick and Mel advertised for the band members.
- 11** In the band's first year together,
- A** concert audiences liked their music.
  - B** they signed a recording contract.
  - C** their national tour was very successful.



Test 1

**12** What does Nick say about life in the band today?

- A** The older members look after him and Mel.
- B** He's pleased to have the chance to travel.
- C** There's no opportunity for them to relax together.

**13** What disappointment has the band had?

- A** They haven't yet had a number one single.
- B** Their first album sold under a million copies.
- C** A health problem delayed their album recording.

**Part 3****Questions 14–19**

You will hear a man called Ben, from a young people's organisation, telling a youth group about a course they can do on Saturdays.

For each question, fill in the missing information in the numbered space.

## Saturday course

Name of Ben's organisation: **(14)** .....

Aim of course: Discovering **(15)** .....

Closest course location for this group: **(16)** .....

Length of course: **(17)** ..... weeks

Examples of activities we will do:

- Learn how to climb
- Cut up wood
- Make a **(18)** .....
- Design a **(19)** ..... to take home.

**Part 4**

**Questions 20–25**

Look at the six sentences for this part.

You will hear a boy called Thomas and a girl called Ruby talking about a poster for their school sports day.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

---

	<b>A</b>	<b>B</b>
	<b>YES</b>	<b>NO</b>
<b>20</b> Ruby realises that the first design of the poster may need improving.	<b>A</b>	<b>B</b>
<b>21</b> Thomas thinks the poster should be bigger than last year's.	<b>A</b>	<b>B</b>
<b>22</b> Ruby and Thomas agree that the poster should be in colour.	<b>A</b>	<b>B</b>
<b>23</b> Ruby thinks the photograph should be in the middle of the poster.	<b>A</b>	<b>B</b>
<b>24</b> Thomas suggests they use the same photograph as last year.	<b>A</b>	<b>B</b>
<b>25</b> Ruby thinks every word on the poster should be the same size.	<b>A</b>	<b>B</b>

## About the Speaking test

The Speaking test lasts about 10 to 12 minutes. You take the test with another student. There are two examiners in the room. One examiner talks to you and the other examiner listens to you. Both the examiners give you marks.

### *Part 1*

The examiners introduce themselves and then one examiner asks you and your partner to say your names and spell them. This examiner then asks you questions about yourself, your daily life, interests, etc.

### *Part 2*

The examiner asks you to talk about something together and gives you a drawing to help you.

### *Part 3*

You each have a chance to talk by yourselves. The examiner gives you a colour photograph to look at and asks you to talk about it. When you have finished talking, the examiner gives your partner a different photograph to look at and to talk about.

### *Part 4*

The examiner asks you and your partner to say more about the subject of the photographs in Part 3. You may be asked to give your opinion or to talk about something that has happened to you.

# Test 2

## PAPER 1 READING AND WRITING TEST (1 hour 30 minutes)

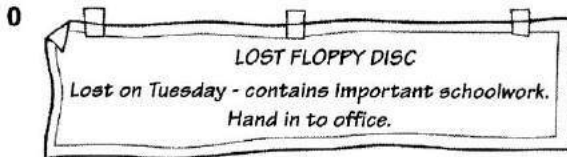
### READING

#### 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:

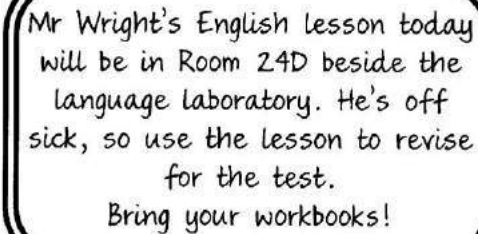


- A Go to the office if you have lost a floppy disc.
- B Make sure all schoolwork is given in on floppy disc to the office.
- C If you have found a floppy disc, please leave it at the office.

Answer:

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

1



Mr Wright's English lesson today will be in Room 24D beside the language laboratory. He's off sick, so use the lesson to revise for the test.  
Bring your workbooks!

- A The English class must take their workbooks to the language laboratory.
- B The room for English lessons is changing because of the test.
- C The usual English teacher cannot attend today's lesson.

2



- A Application forms are unavailable after 1st November.
- B The earliest that students can pick up their application forms is 1st November.
- C Students should give in their application forms on 1st November.

3



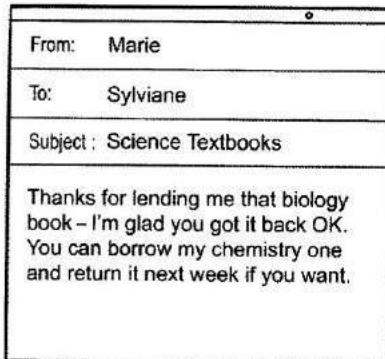
- A Louis went windsurfing after he went to the funfair yesterday.
- B Louis played beach volleyball before he went windsurfing.
- C Louis went to the funfair before he had lunch.

4



- A Don't sit at the front of the café unless you're attending the party.
- B Only people invited to the party can come into the café.
- C If you're coming to the party you shouldn't use the tables at the front.

5



- A Marie is offering to lend Sylviane a book.
- B Marie wants to return one of Sylviane's books to her.
- C Marie is asking Sylviane to give back a book she has borrowed.

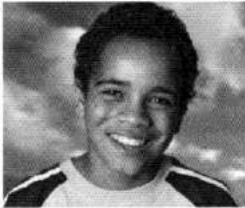
**Part 2**

**Questions 6–10**

The young people below all want to find a swimming club they can join. On the opposite page there are descriptions of eight swimming clubs. Decide which club would be the most suitable for the following people. For questions 6–10, mark the correct letter (A–H) on your answer sheet.

---

6



Ralph is a strong swimmer, and would like a club that organises challenging long-distance events. He'd also like to improve his technique, but only has weekends free.

7



Marta has just learnt to swim and wants to improve quickly so she can jump off the top board into a big pool. She prefers indoor pools, but doesn't like doing competitions.

8



Fiona wants a club where she can swim for pleasure and meet other people. She'd also like a club that organises games in the pool, and regular social events.

9



Jay can't swim very far at the moment, so he wants to get stronger. He can only attend one evening per week, so would like individual instruction.

10



Daisy wants to attend a swimming club after 6 p.m. on Tuesday and Thursday. She wants to take swimming tests as she moves up from intermediate to advanced level, and hopes to become a winner in club races.



## Swimming Clubs

### A Elvers

Everyone who joins our club takes part in lots of races – and loves to win! So we expect our members to turn up regularly to evening practice sessions – at least three times a week. Come and try our lovely indoor pool – and new high diving board! Individual teaching is available on request.

### B Mermaid Club

Swim your way from beginner to intermediate level – and get certificates for your hard work in our big outdoor pool. Working in small groups, we'll help you build your strength, ready for swimming the length of the pool – and even jumping from our high board!

### C Penguins

We aim to build water confidence by making our indoor club meetings as much fun as possible. Come along and join us for some water volleyball – and make friends at the same time! Club discos for teenage members are held once a month.

### D Splash!

Ready to swim 20 kms across the sea? Come and join our advanced swimmers' club on Saturdays and find out! You'll be well looked after, and pool training is also provided to help keep up your strength and develop a swimming style suitable for open water.

### E Waterworld

Our club provides serious swimming training every weekday evening with progress certificates as you pass each level! We do lots of swimming and diving competitions, and we'll teach you the techniques you need to be a champion! You'll also be pushed to achieve a high standard – so we'll need to see you twice a week!

### F Seals Group

In this club we meet to do as much swimming in the sea as we can, on weekday evenings. But we're more about swimming for fun than winning lots of competitions, so there are lots of club parties and barbecues too!

### G Waves

Our club takes all levels of learner swimmers in our shallow practice pool, and aims to increase strength and improve technique through different pool games. After 6 pm we can provide one-to-one teaching if requested. Swimmers should try to come once a week.

### H Sharks

We use the pool inside the new city leisure centre, and take swimmers from complete beginners upwards. We'll help you move up fast through the levels – and even join our high-diving group if you wish! Club party night is every Saturday!

### Part 3

#### Questions 11–20

Look at the sentences below about a metal sculpture of a giraffe and its artist, Tom Bennett. Read the text on the opposite page to decide if each sentence is correct or incorrect.

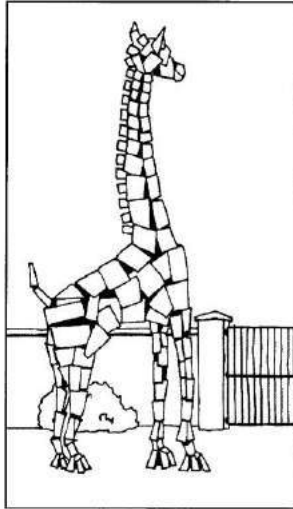
If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

---

- 11 The headmaster wrote to the artist to ask about buying the sculpture for the school.
- 12 The school got the giraffe sculpture free of charge.
- 13 The schoolchildren were looking forward to the arrival of the giraffe.
- 14 The artist Tom Bennett started making metal objects while he was working at a university.
- 15 Tom thinks that he did an excellent drawing on his first day at school.
- 16 Tom only made one metal bicycle for himself and his wife.
- 17 Tom changed one of his metal sculptures into a different animal while he was making it.
- 18 Tom says that his lion sculpture was very popular with small children.
- 19 Tom intends his animal sculptures to appear realistic.
- 20 The pupils of Grangetown High have decided on a name for their giraffe sculpture.

## Metal giraffe arrives at school!



The pupils of Grangetown High have been busy getting to know their newest and tallest classmate – a 7-metre-tall giraffe outside their school.

The giraffe is a huge metal sculpture made by a local artist. The school's headmaster noticed the sculpture in the artist's garden as he drove past one day, and thought it would be perfect for his school. 'I knew everyone would love it,' he said, 'because our basketball team is known as the Grangetown Giraffes, and they wear giraffes on their shirts. So I asked them to write a letter to the artist, asking how much it would cost to buy the giraffe. He was very kind and got it ready to deliver in six weeks – all for nothing! He arranged for it to arrive one Sunday morning, so that the pupils would see it when they got to school on the Monday – at that stage they had no idea that we were getting it.'

The artist, Tom Bennett, was a university professor of chemistry before he retired in 2006 and only took up metalwork a couple of years ago. But he had always been a keen artist. 'I've always drawn pictures,' he said. 'I can even remember doing it on my first day at school – I drew a horse. I wanted it to be the best horse picture ever, but I don't think I succeeded!'

Tom's first project using metal was a bicycle for two that he and his wife could go cycling on together. 'It was the most uncomfortable bike ever created,' admits Tom, 'so I gave up making bicycles and went into sculpture instead.'

'The first metal sculpture I ever did was of a lion, which now also lives at a school. It started out as a cat, but it just didn't look right, so I made it into a lion and put it in my front garden. It soon began to attract attention from passers-by. Some small children wouldn't walk past the lion unless they could have a turn sitting and playing on its back. I think children feel that my sculptures look like actual live animals, and that's what I want.'

Meanwhile the pupils at Grangetown High are very happy with their new classmate. 'We're going to hold a competition to give it a proper name,' said one girl. 'Everyone likes the expression on its face, so perhaps that will give us some ideas.'

## 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.

### **Cycling in the countryside**

**By Chris Jones, aged 14**

Have you ever been cycling? This spring my older brother and I left the busy city and spent a long weekend cycling in the countryside. Our average speed was only around 14 kph, but that didn't matter. We hadn't come to break any speed records, or to get fit and healthy. All we wanted was some fresh air and a break from schoolwork. My bike only once went more than 30 kph, and that was when I raced my brother down the only hill on our route.

We really enjoyed cycling along flat, traffic-free country paths. There was plenty of spring sunshine, but it was quite cold, especially in the mornings. We didn't mind, though – and we soon warmed up as we rode along. Our only problem was when my brakes started making a terrible noise. But I didn't mind as it gave us an excuse to visit a café while a helpful bike mechanic had a look at it.

That was one of the best things about our route: every few kilometres there was a village where we could find everything we needed. All the local people were really friendly, too. However, most places we stopped at served chips with all the meals, which soon got fairly boring.

One night we were woken at 4 a.m. by a group of rugby fans singing loudly in the hotel corridor. We were tired and bad-tempered when we set off the next morning and very nearly got lost, but soon felt more cheerful when the sun came out. That's what I like about cycling – it's simple and it's fun. If you're looking for a short break that's active and cheap, then cycling is a great choice!

**21** What is Chris Jones doing in this text?

- A** describing the different places he saw while cycling
- B** comparing cycling to other forms of exercise
- C** suggesting places to stay on a cycling holiday
- D** recommending cycling as a good type of holiday

**22** What do we find out about Chris's bike?

- A** It wasn't as good as his brother's.
- B** It was too old to go fast.
- C** It needed attention at one point.
- D** It had trouble going up hills.

23 Chris was pleased because

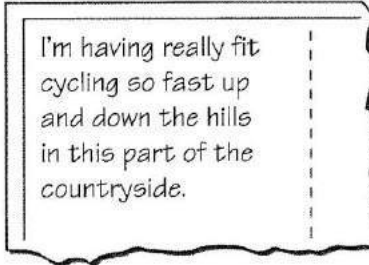
- A he and his brother had chosen a good route.
- B he felt much healthier than before he began his trip.
- C he met other people who were keen on cycling.
- D he went away at the best time of year for cycling.

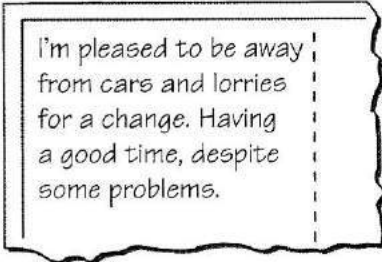
24 What did Chris dislike about his trip?

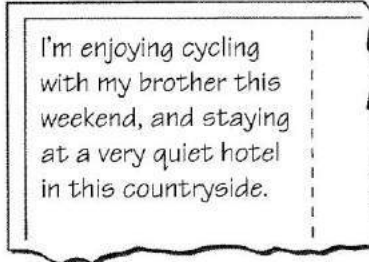
- A breaking down
- B the food
- C the weather
- D getting lost

25 What might Chris say in a postcard to a friend?

A  I'm having a great holiday, spending lots of time in friendly cafes and enjoying being by myself for once!

B  I'm having really fit cycling so fast up and down the hills in this part of the countryside.

C  I'm pleased to be away from cars and lorries for a change. Having a good time, despite some problems.

D  I'm enjoying cycling with my brother this weekend, and staying at a very quiet hotel in this countryside.

**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** natural                      **B** true                                      **C** clean                                      **D** whole

**Answer:**

<b>0</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
■	□	□	□	□

### Making honey



Do you like honey? Honey is a **(0)** ..... product, and it is made **(26)** ..... honey bees. It has a special sweet flavour, **(27)** ..... some people prefer to ordinary sugar. Sometimes, it is even possible to **(28)** ..... from the flavour what kind of flowers the bees **(29)** ..... before producing the honey.

Have you ever **(30)** ..... about how honey is produced? Beekeepers - people who look after bees - are very important in the making of honey. They **(31)** ..... the bees in their care produce **(32)** ..... honey than is needed. Then the honey can be removed **(33)** ..... causing problems for the bees.

Honey collection is an ancient activity, **(34)** ..... back at least 10,000 years, and honey has **(35)** ..... increasingly popular nowadays as a healthy food.

- |                        |                  |                   |                  |
|------------------------|------------------|-------------------|------------------|
| 26 <b>A</b> of         | <b>B</b> from    | <b>C</b> with     | <b>D</b> by      |
| 27 <b>A</b> what       | <b>B</b> who     | <b>C</b> which    | <b>D</b> whose   |
| 28 <b>A</b> know       | <b>B</b> take    | <b>C</b> inform   | <b>D</b> answer  |
| 29 <b>A</b> went       | <b>B</b> visited | <b>C</b> met      | <b>D</b> passed  |
| 30 <b>A</b> considered | <b>B</b> guessed | <b>C</b> wondered | <b>D</b> doubted |
| 31 <b>A</b> start      | <b>B</b> cause   | <b>C</b> let      | <b>D</b> bring   |
| 32 <b>A</b> much       | <b>B</b> many    | <b>C</b> most     | <b>D</b> more    |
| 33 <b>A</b> although   | <b>B</b> without | <b>C</b> instead  | <b>D</b> unless  |
| 34 <b>A</b> coming     | <b>B</b> going   | <b>C</b> falling  | <b>D</b> moving  |
| 35 <b>A</b> become     | <b>B</b> turned  | <b>C</b> gone     | <b>D</b> changed |

## WRITING

### Part 1

#### Questions 1–5

Here are some sentences about going camping.

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 My cousin has lent me a very good tent.

I have ..... a very good tent from my cousin.

Answer:

0	<i>borrowed</i>
---	-----------------

1 Everyone in our family enjoys camping holidays.

In our family, all of us ..... camping holidays.

2 Camping is cheaper than staying in a hotel.

Camping costs ..... than staying in a hotel.

3 The campsite we're going to is near the beach.

The campsite we're going to is not too ..... the beach.

4 The campsite has a swimming pool.

At the campsite ..... a swimming pool.

5 I asked my friend if he wanted to come camping with us.

I asked my friend: ' ..... want to come camping with us?'

**Part 2**

**Question 6**

Your friend Alex has invited you to a party this Saturday afternoon but you can't go.

Write an email to Alex. In your email, you should

- apologise to Alex
- explain why you can't go
- suggest another day when you could meet.

Write **35–45 words** on your answer sheet.



### Part 3

Write an answer to **one** of the questions (7 or 8) in this part.

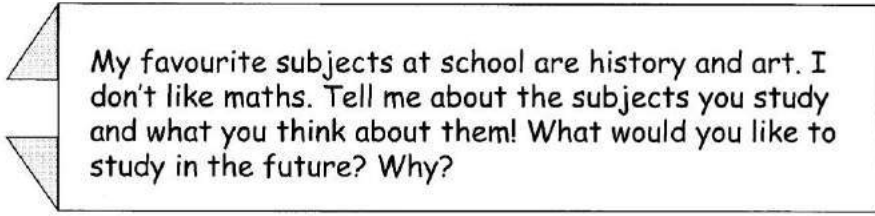
Write your answer in about **100 words** on your answer sheet.

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.



- Now write a letter answering your friend's questions.
- 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:

*I was really excited when I opened the letter.*

- Write your **story** on your answer sheet.

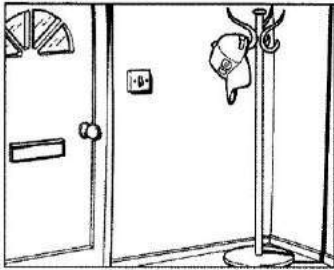
**PAPER 2 LISTENING TEST** approx 35 minutes  
(including 6 minutes transfer time)

**Part 1**

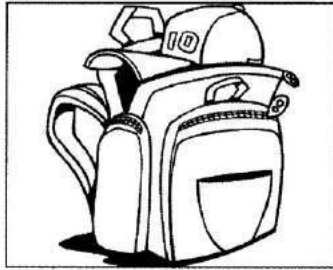
**Questions 1–7**

There are seven questions in this part.  
For each question there are three pictures and a short recording.  
For each question, choose the correct answer **A**, **B** or **C**.

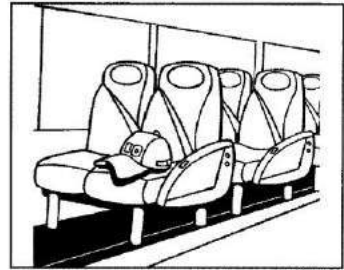
**Example:** Where is the girl's hat?



**A**

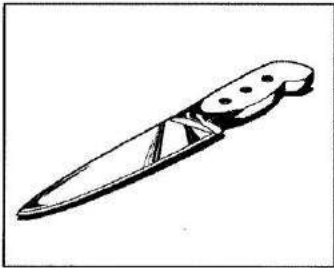


**B**

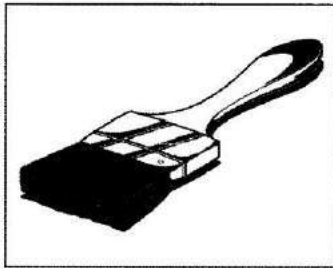


**C**

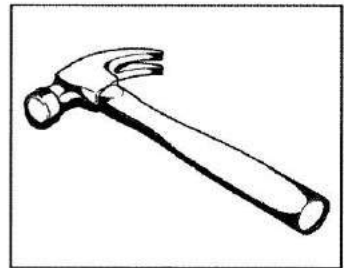
1 What can't the woman find?



**A**

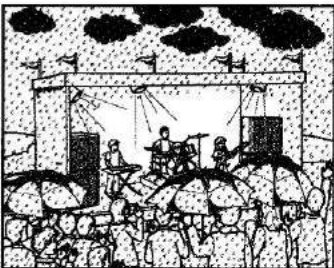


**B**

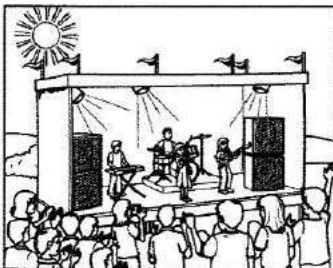


**C**

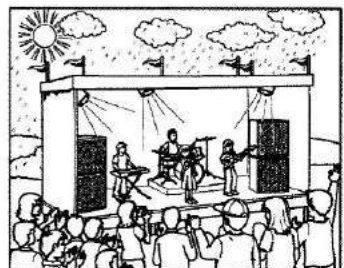
2 What is the weather forecast for tomorrow?



**A**

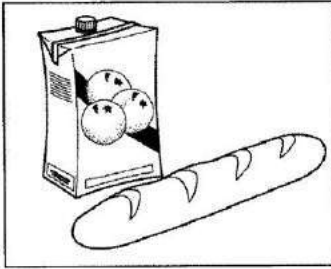


**B**

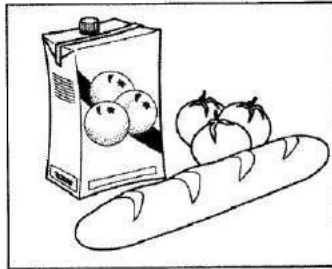


**C**

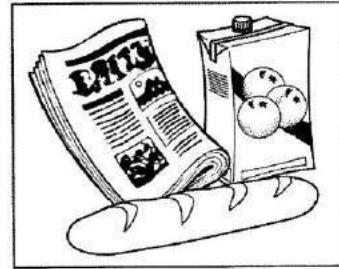
3 What did the boy buy?



A

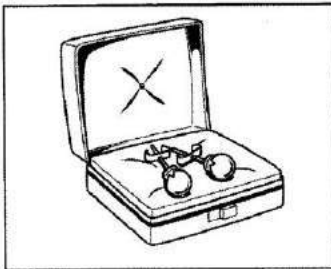


B

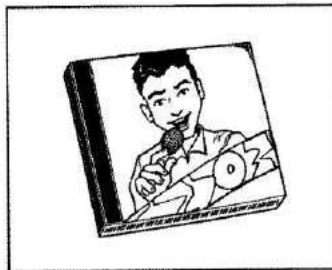


C

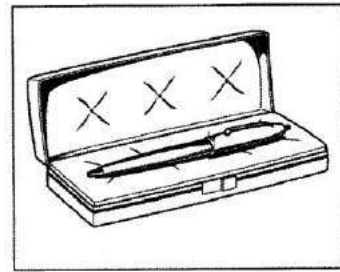
4 Which present has the girl bought her mother?



A

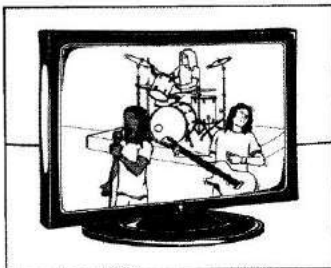


B

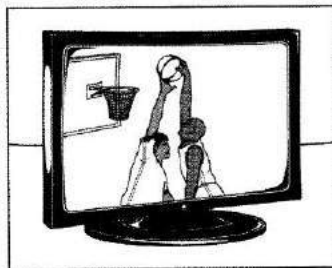


C

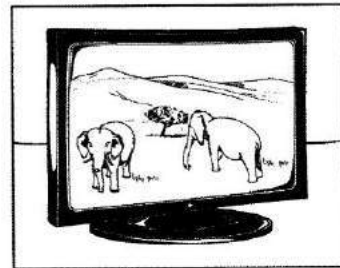
5 Which TV programme will they watch together?



A



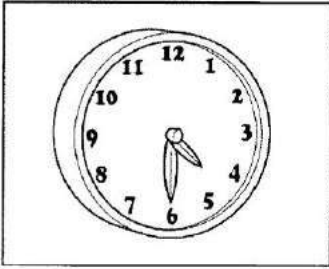
B



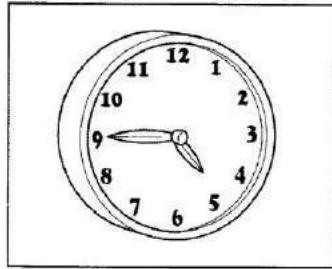
C

Test 2

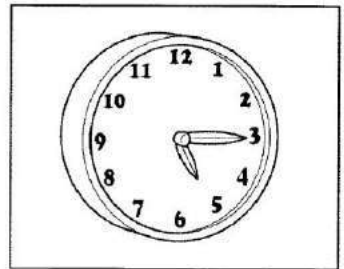
6 What time is the swimming lesson today?



A

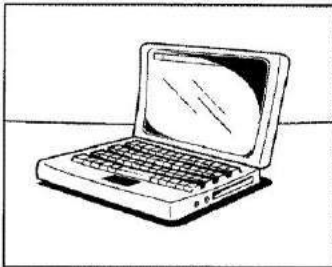


B

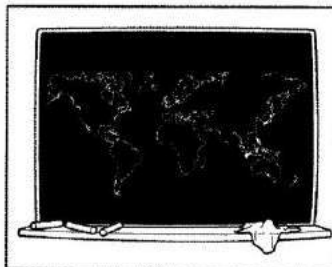


C

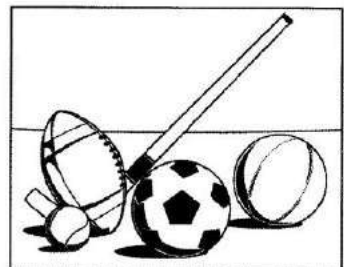
7 Which subject does the boy like best?



A



B



C

**Part 2****Questions 8–13**

You will hear an interview with a teenager called Simon about going to an indoor climbing centre that has a climbing wall.

For each question, choose the correct answer **A**, **B** or **C**.

---

- 8** Simon's mum decided to take him to the climbing centre because
- A** she had enjoyed going there.
  - B** her friend had recommended it.
  - C** Simon had been there with his school.
- 9** Before he went to the centre, Simon was
- A** worried about going climbing there.
  - B** interested in seeing the climbing wall.
  - C** disappointed to hear it was all indoors.
- 10** Simon says that at the centre there were
- A** lots of people when it opened.
  - B** many different types of people.
  - C** no other people his age.
- 11** What did Simon think about the climbing wall?
- A** He thought it looked very high.
  - B** He was afraid he might fall.
  - C** He found the foot holes helpful.

Test 2

- 12** Why was Simon unhappy with his first climb?
- A** He was slower than everyone else.
  - B** He found it hurt his arms.
  - C** He didn't get to the top.
- 13** What does Simon feel he learnt from climbing at the centre?
- A** how to improve his fitness
  - B** to think before he does something
  - C** the best way to work with other people

### Part 3

#### Questions 14–19

You will hear a girl called Hannah talking about her family's champion horse called Griffon. For each question, fill in the missing information in the numbered space.

## Griffon the Horse

The international horse show will be held in the month of **(14)** ....., just after Hannah's birthday.

The family will travel from Poland to the horse show in **(15)** .....

The person who will ride Griffon round the ring in the international show is Hannah's **(16)** .....

Two weeks ago Griffon won some **(17)** ..... as a prize.

Hannah's ambition is to work as a **(18)** .....

When Griffon wins a competition, he is given some **(19)** ..... by the family.

**Part 4**

**Questions 20–25**

Look at the six sentences for this part.

You will hear a conversation between a boy called Jamie and a girl called Miranda about sharing a bedroom with a brother or sister.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

---

	<b>A</b>	<b>B</b>
	<b>YES</b>	<b>NO</b>
<b>20</b> Miranda accepts what her sister's side of the room looks like.	<b>A</b>	<b>B</b>
<b>21</b> Jamie complains that his brother refuses to share his electronic equipment.	<b>A</b>	<b>B</b>
<b>22</b> Miranda is annoyed about some things that her sister tells their mother.	<b>A</b>	<b>B</b>
<b>23</b> Miranda was surprised that she felt lonely when her sister was away.	<b>A</b>	<b>B</b>
<b>24</b> Despite sharing a bedroom, Jamie finds he can still easily do his homework.	<b>A</b>	<b>B</b>
<b>25</b> Jamie and Miranda can both share problems with their brother or sister.	<b>A</b>	<b>B</b>



## **About the Speaking test**

The Speaking test lasts about 10 to 12 minutes. You take the test with another student. There are two examiners in the room. One examiner talks to you and the other examiner listens to you. Both the examiners give you marks.

### *Part 1*

The examiners introduce themselves and then one examiner asks you and your partner to say your names and spell them. This examiner then asks you questions about yourself, your daily life, interests, etc.

### *Part 2*

The examiner asks you to talk about something together and gives you a drawing to help you.

### *Part 3*

You each have a chance to talk by yourselves. The examiner gives you a colour photograph to look at and asks you to talk about it. When you have finished talking, the examiner gives your partner a different photograph to look at and to talk about.

### *Part 4*

The examiner asks you and your partner to say more about the subject of the photographs in Part 3. You may be asked to give your opinion or to talk about something that has happened to you.

# Test 3

## PAPER 1 READING AND WRITING TEST (1 hour 30 minutes)

### READING

#### Part 1

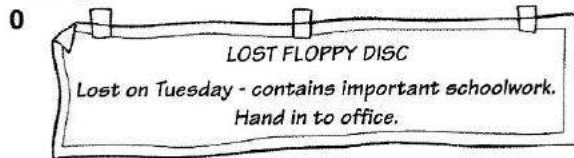
#### Questions 1–5

Look at the text in each question.

What does it say?

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

#### Example:



**A** Go to the office if you have lost a floppy disc.

**B** Make sure all schoolwork is given in on floppy disc to the office.

**C** If you have found a floppy disc, please leave it at the office.

Answer:

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

1

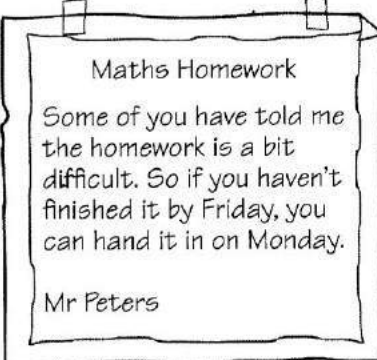
<b>From:</b> Juan
<b>To:</b> Maria
Do you still want to buy my guitar? Pedro wants it too, but you asked me first. Let me know tomorrow at school.

**A** Juan will sell Maria his guitar if she wants it.

**B** Pedro has a guitar which Maria might want to buy.

**C** Juan would prefer to sell his guitar to Pedro.

2



Maths Homework

Some of you have told me the homework is a bit difficult. So if you haven't finished it by Friday, you can hand it in on Monday.

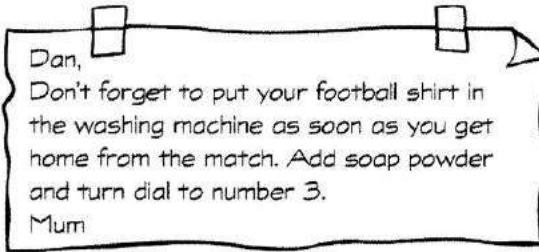
Mr Peters

**A** The homework given out on Friday must be returned by Monday.

**B** Students who wish to hand in their homework on Monday should tell Mr Peters.

**C** Anyone having problems with their homework may have extra time to complete it.

3



**What does Dan have to do?**

- A** Remember to make sure his football shirt is clean in time for the match.
- B** Remember where he put the football shirt that he needs for the match.
- C** Remember to wash his football shirt after the match.

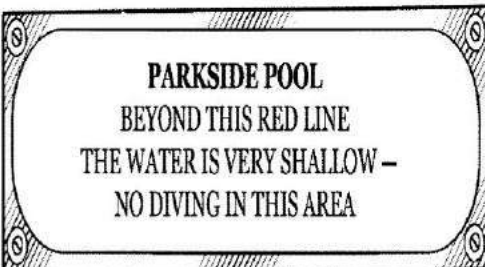
4

<b>From:</b> Sarah
<b>To:</b> Janine
Janine - my birthday meal's booked for 6.30 Saturday at Luigi's restaurant. I know there are things you can't eat, so I've attached a menu. Tell me if it's OK. Sarah

**What does Sarah need to know?**

- A** if Janine will be available to go to the restaurant
- B** if the food at the restaurant will be all right for Janine
- C** if Janine wants to see the restaurant menu before Saturday

5



- A** Part of the pool is not deep enough for diving.
- B** Diving is forbidden in all areas of the pool.
- C** The far end of the pool is reserved for divers only.

## Part 2

### Questions 6–10

The young people below are all looking for a clothes shop to go to this weekend.

On the opposite page there are eight online reviews of clothes shops.

Decide which shop would be the most suitable for the following people.

For questions 6–10, mark the correct letter (A–H) on your answer sheet.

---

6



George has to buy some new jeans but hasn't much money to spend. He's quite tall, so he likes to try on clothes to check that they fit.

7



Rosa would like a beautiful dress for her school's end-of-year party, with earrings to match. Her mother has given her quite a lot of money to spend, and she'd like to buy everything in one store.

8



Stefan wants to get a smart designer rugby shirt, and doesn't mind how expensive it is. He prefers to choose his clothes online before he goes to town to buy anything.

9



Tanya wants to buy some skirts and tops that are a bit unusual, so that she'll look different from everyone else at school. She wants to try things on in the shop to make sure they suit her.

10



Suzie needs to get some fairly cheap sports clothes for wearing at the gym. She's in a hurry, so doesn't want to spend too long shopping.

## Clothes Shops

### A Streetwear

This shop has all the top-of-the-range sports and leisurewear labels. The clothes aren't cheap but they're all high quality. Keep up-to-date with their latest styles by going to their website.

### C Zizi's

This small shop specialises in clothes for larger and smaller sizes and it's especially good for sportswear. The prices are high, but the assistants are friendly and efficient. The shop doesn't have a website yet.

### E Cinders

This tiny shop is full of the most wonderful partywear – dresses for girls and smart suits for boys. There are some unusual styles too. They're planning to launch a range of matching shoes and jewellery some time next year – check their website for details.

### G Fanfare

If you're looking for something plain and simple for school or leisure – dresses, jeans, shirts, skirts, sportswear – you're sure to find it here. It's always crowded because the prices are so low. There aren't any changing rooms, and the queues to pay are always long – so be prepared to wait!

### B Balloon

This is the place to come for great designs and low prices. There are no changing rooms, but the service is quick and helpful. They stock plenty of jeans, T-shirts and other everyday fashions, plus a range of clothes for indoor and outdoor fitness activities.

### D Teenscape

This shop is really popular with young people looking for clothes for special events – you'll pay a bit more, but you'll look fantastic! It's a huge shop and has everything you could possibly want – including a wide selection of jewellery and shoes. You can see the full range of their products online.

### F Orange

A great store for shopping with pocket money. It stocks plenty of basic boys' and girls' clothes in a wide range of sizes and lengths, but the styles don't differ much from year to year. The staff are nice, and there are lots of changing rooms.

### H Wardrobe

This shop has an interesting range of reasonably-priced girls' clothes for everyday wear, with styles that you just don't see in other stores. There are plenty of changing rooms. Look out for their lovely hand-made jewellery – especially their earrings.

### Part 3

#### Questions 11–20

Look at the sentences below about sports courses available in Newport.  
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 Citisport can send their own instructors to schools in the area.
- 12 If the sport you want is unavailable, Citisport will set up a course for you.
- 13 The golf lessons can take place even in bad weather.
- 14 It is necessary to join the Kingsway Golf Centre in order to practise there.
- 15 Teenagers can attend golf lessons on Wednesday afternoons.
- 16 Citisport will provide you with a tennis racket if necessary.
- 17 The football course is for girls of all levels of ability.
- 18 A Newport City player will organise the day's football training.
- 19 A midday meal is included in the price of the girls' football course.
- 20 Each coach will teach up to six people on the gymnastics course.

## Citisport in Newport

**We at Citisport aim to improve sports training and facilities in Newport, giving you more opportunity to try both new and traditional sports.**

As well as running our own courses, Citisport can also provide sports advisers and qualified coaches for youth groups, schools and colleges in and around Newport.

And if you can't find the sport you want to take up, let us know and we'll try to find you a local club which will help you.

### **Golf**

We are pleased to be able to offer lessons at Kingsway Golf Centre just outside Newport. These are run by experienced golf professionals, and are held on an all-weather practice area. The Centre also has Pay and Play golf facilities so you can continue to play and make progress after the lessons have finished. These facilities are available to all players, whether or not they are members of the Centre.

The adult lessons are open to anyone aged 13 and over, and are suitable for all levels from beginners upwards. These take place on Wednesdays from 3.00 to 4.00 pm over a period of six weeks. Children's lessons for 7–12 year olds are held from 2.00 to 3.00 pm on Saturdays during term time.

### **Tennis**

The Citisport tennis courses provide an opportunity for local people to develop their skills on the brand new indoor tennis court at Newport Leisure Centre. All equipment can be provided, but please feel free to use your own racket if you prefer. Our Starter course is held on Mondays from 7.00 to 8.00 pm, and is for beginners of 12 years and over. Our Improver course, which takes place on Tuesdays from 8.00 to 9.00 pm, is for players with some experience.

### **Football for girls**

By popular request, Citisport is holding another one-day, girls-only football course. This aims to give local girls, whether new or experienced players, the chance to learn essential skills and develop more advanced ones. One of Newport City Football Club's players will come along to take part in a question and answer session during the day. The course fee of £30 includes morning and afternoon refreshments. Please bring a packed lunch. The course will take place on Saturday, 9th November from 9.00 to 5.00 pm, and is open to all girls aged 10–14 years living in the Newport area.

### **Gymnastics**

This course is for beginners aged 8–14 and will provide an introduction to basic skills. There is a maximum of six pupils per coach in each class. At the end of the course there is a demonstration for friends and family of all the skills learnt there. Thursdays, 6.00 to 7.00 pm

**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.

**Baking**  
**By Sam Jarvis, aged 12**

My grandmother loves making bread and cakes, and is always surprised that the rest of my family never do any baking. So my parents decided they'd take me and my younger sister on a course, so that we could all find out how to make bread – and pizza, our favourite food! We booked our places, and set off for Oakton Farm in the countryside.

It was a very long drive, and when we arrived we went straight to bed. The next morning we got up early, fed the ducks on the lake, and looked at the bull in the next field. Then we met our teacher, Michael, who seemed quite strict, and the other parents and children, who were really friendly.

The cooking part was brilliant. Michael gave us long white coats to wear, which we all felt a bit silly in. Then we all made bread rolls, mixing flour and water with our hands. My sister kept complaining at first. Then even she started to enjoy it, and to concentrate on following the instructions. Dad made lots of mess, I got flour on the floor and in my hair, and Mum didn't even get angry! I took ages to make my rolls, though.

We finally put our initials on the bottom of each roll, then made some pizzas and decorated them, which was fun. And we didn't even have to do the washing-up! For something to do while the pizzas were cooking, we all went for a swim in the lake. It was fantastic. Then we went back inside and ate our pizzas. They were the best we'd ever tasted!

**21** What is Sam trying to do in the text?

- A** explain how to bake cakes
- B** discuss the importance of knowing how to cook
- C** describe how he enjoyed a day with his family
- D** inform readers about life on a farm

**22** Sam's parents took the children to Oakton Farm because they wanted them to

- A** learn a new skill.
- B** make something for their grandmother.
- C** spend time in the countryside.
- D** meet other people the same age.



- 23 What do we learn about Oakton Farm?
- A It had lots of animals living there.
  - B It was far from where they lived.
  - C It was just like Sam expected.
  - D It was run by a friendly man.
- 24 What does Sam say about his cooking experience?
- A He was better at it than his sister.
  - B He liked wearing the clothes he was given.
  - C He could be untidy without getting into trouble.
  - D He was the first to finish.
- 25 What might Sam write in a postcard to his grandmother?

A

I made some great bread rolls, but my sister ate them because we didn't know who they belonged to.

B

We had to clean up the kitchen, like at your house. But we've made great pizza, just like you taught us.

C

I loved it, but my sister didn't really. She found it hard to do what the teacher told her.

D

We liked swimming in the lake - it helped to pass the time while we waited for our lovely pizzas to be ready.

**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** were                      **B** did                      **C** had                      **D** got

Answer:    0    

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
■	□	□	□

### Birth of the Movies

Did you know that cinema is more than 100 years old? Moving pictures (0) ..... invented by the brothers Louis and Auguste Lumière. The first showing of a moving picture or 'movie' (26) ..... place in a cinema in Paris on 28th December 1895. On that day, the Lumière brothers showed movies (27) ..... their newly-invented machine, called the *Cinematographe*. The audience saw a funny film in (28) ..... a gardener spilt a lot of water on (29) ..... by accident. Everyone really loved it!

Cinema very (30) ..... became popular all over the world. In 1907 the first film studios were built in a (31) ..... of Los Angeles called Hollywood. (32) ..... the 1920s, Hollywood had become the centre of the world film (33) .....

To begin with, the movies had no sound. Words (34) ..... on the screen from time to time to (35) ..... the story.

- |                       |                      |                     |                    |
|-----------------------|----------------------|---------------------|--------------------|
| 26 <b>A</b> found     | <b>B</b> took        | <b>C</b> went       | <b>D</b> gave      |
| 27 <b>A</b> doing     | <b>B</b> making      | <b>C</b> setting    | <b>D</b> using     |
| 28 <b>A</b> where     | <b>B</b> who         | <b>C</b> which      | <b>D</b> what      |
| 29 <b>A</b> yourself  | <b>B</b> himself     | <b>C</b> themselves | <b>D</b> itself    |
| 30 <b>A</b> quickly   | <b>B</b> immediately | <b>C</b> fast       | <b>D</b> early     |
| 31 <b>A</b> place     | <b>B</b> site        | <b>C</b> location   | <b>D</b> district  |
| 32 <b>A</b> To        | <b>B</b> At          | <b>C</b> For        | <b>D</b> By        |
| 33 <b>A</b> industry  | <b>B</b> company     | <b>C</b> trade      | <b>D</b> firm      |
| 34 <b>A</b> developed | <b>B</b> happened    | <b>C</b> appeared   | <b>D</b> displayed |
| 35 <b>A</b> prove     | <b>B</b> explain     | <b>C</b> direct     | <b>D</b> advise    |

## WRITING

### Part 1

#### Questions 1–5

Here are some sentences about schools in Britain.

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 Most British children go to state schools.

Nearly ..... British children go to state schools.

Answer:

0	all
---	-----

1 It costs nothing to attend a state school.

**It doesn't cost** ..... **to attend a state school.**

2 City schools are usually larger than schools in the country.

**Schools in the country are not as** ..... **city schools.**

3 Uniforms must be worn by children in some schools.

**Children must** ..... **uniforms in some schools.**

4 Each class has about thirty children.

**In each class** ..... **are about thirty children.**

5 Children can buy hot lunches at most schools.

**At most schools** ..... **possible for children to buy hot lunches.**

**Part 2**

**Question 6**

You would like to borrow a book from your Australian friend Charlie.

Write an email to your friend Charlie. In your email, you should

- tell Charlie which book you would like to borrow
- explain why you need to borrow this book
- say how long you need the book for.

Write **35–45 words** on your answer sheet.

### Part 3

Write an answer to **one** of the questions (7 or 8) in this part.

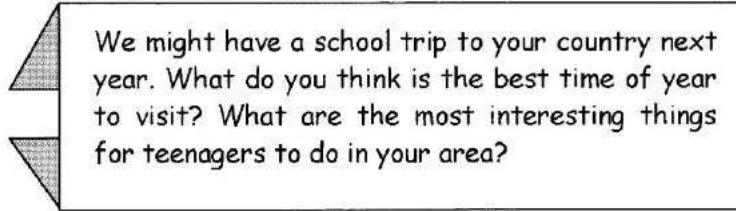
Write your answer in about **100 words** on your answer sheet.

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.



- Now write a letter, answering your friend's questions.
- Write your **letter** on your answer sheet.

#### Question 8

- Your English teacher wants you to write a story.
- Your story must begin with this sentence:

*I was on the bus when I got a text message.*

- Write your **story** on your answer sheet.

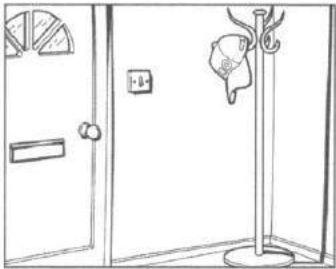
**PAPER 2 LISTENING TEST** approx 35 minutes  
(including 6 minutes transfer time)

**Part 1**

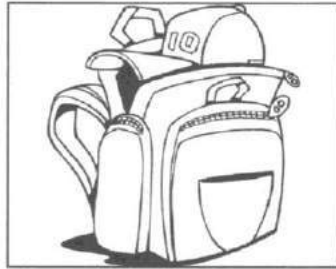
**Questions 1–7**

There are seven questions in this part.  
For each question, there are three pictures and a short recording.  
For each question, choose the correct answer **A**, **B** or **C**.

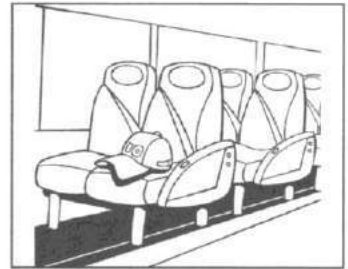
**Example:** Where is the girl's hat?



**A**

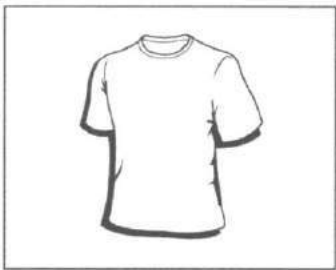


**B**



**C**

**1** Which T-shirt does the boy decide to buy?



**A**

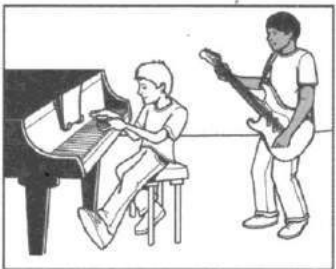


**B**



**C**

**2** Who will be on the stage next?



**A**

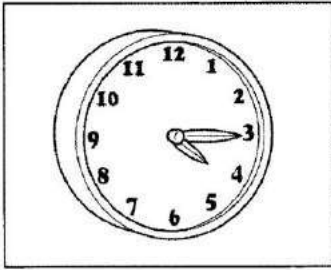


**B**

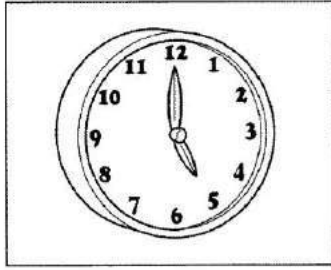


**C**

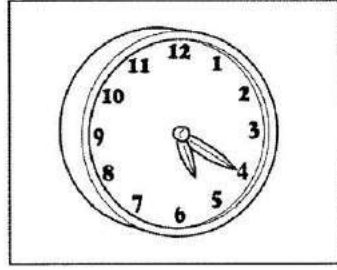
3 What time will the pie be ready?



A

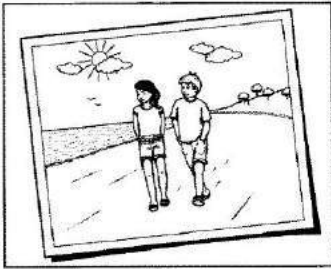


B

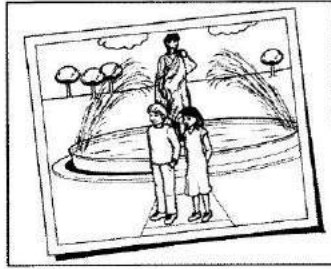


C

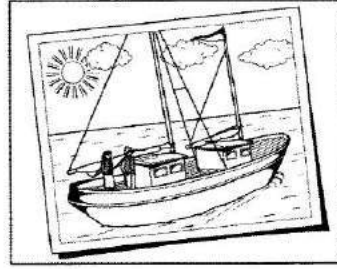
4 Which photo does the girl dislike?



A

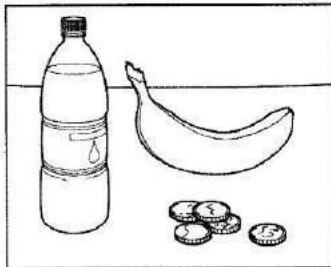


B

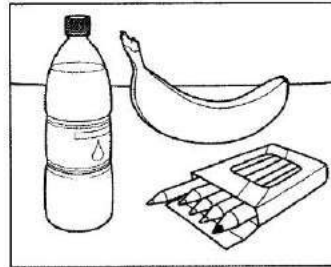


C

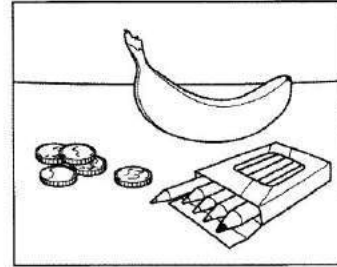
5 What should the students take on the school trip?



A



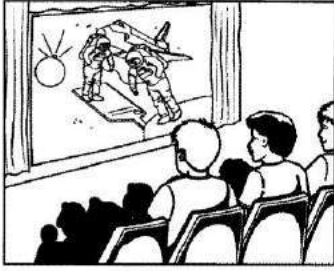
B



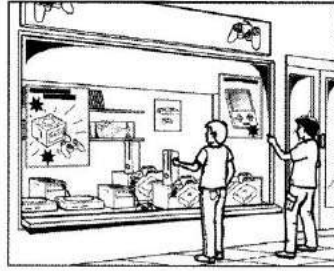
C

Test 3

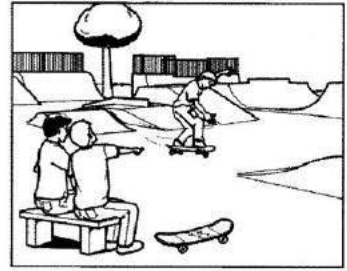
6 Where do the boys decide to go?



A

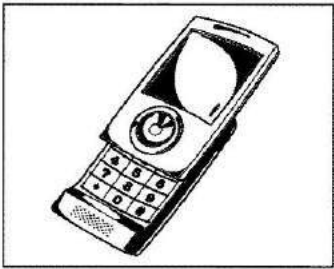


B

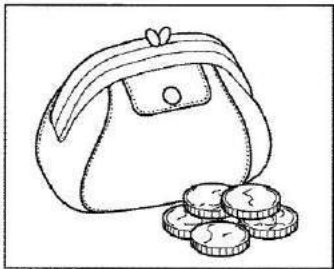


C

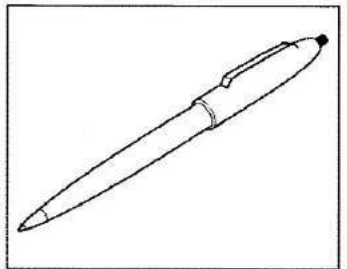
7 What has the girl lost?



A



B



C



**Part 2****Questions 8–13**

You will hear a radio interview with a teenage surfer called Abby Fielding.  
For each question, choose the correct answer **A**, **B** or **C**.

---

- 8** Abby first decided to go surfing when
- A** her dad offered to teach her.
  - B** she saw some local competitions.
  - C** her mother gave her money for a surfboard.
- 9** What did Abby discover when she started surfing?
- A** Her local surfing school was expensive.
  - B** She needed more equipment than she'd expected.
  - C** It was good to try different surfboards.
- 10** What does Abby say about surfing in the winter?
- A** The sea is warm enough where she lives.
  - B** She wears a special suit for winter surfing.
  - C** The beaches are very quiet then.
- 11** How did Abby feel about surfing the enormous wave?
- A** disappointed she didn't have the right board
  - B** worried at first by the size of the wave
  - C** scared about falling off her board

Test 3

12 What advice does Abby give to teenagers interested in surfing?

- A don't start until you're a very strong swimmer
- B find a good surfing teacher
- C learn to surf in different conditions

13 What does Abby want to do next?

- A find out about surfing as a career
- B study surfing science at university
- C train for the next surfing competition

**Part 3****Questions 14–19**

You will hear a boy called Caspar, who is part of a circus family, talking about his life. For each question, fill in the missing information in the numbered space.

## Caspar and the Circus Family

Caspar's mother dances across a **(14)** ..... in the circus.

Caspar's brother is in an act where as many as **(15)** ..... people balance on a motorbike.

Caspar's dad is a good circus boss because he is **(16)** ..... and has a strong voice.

Caspar starts the show by marching in front of the **(17)** .....

There are no animals in the show except a **(18)** .....

One of Caspar's jobs is selling **(19)** .....

**Part 4**

**Questions 20–25**

Look at the six sentences for this part.

You will hear a girl called Lisa and a boy called Sam talking about a book they have both read.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

---

	<b>A</b> <b>YES</b>	<b>B</b> <b>NO</b>
<b>20</b> Lisa disliked the book when she first started reading it.	<b>A</b>	<b>B</b>
<b>21</b> Sam and Lisa felt sorry for Paul, the main character in the book.	<b>A</b>	<b>B</b>
<b>22</b> Sam was interested in the mystery about Paul and his brother.	<b>A</b>	<b>B</b>
<b>23</b> Lisa thought the author helped the reader to understand Paul.	<b>A</b>	<b>B</b>
<b>24</b> Sam wished there was more information about football in the book.	<b>A</b>	<b>B</b>
<b>25</b> Lisa liked the way the author developed Paul's character.	<b>A</b>	<b>B</b>

## About the Speaking test

The Speaking test lasts about 10 to 12 minutes. You take the test with another student. There are two examiners in the room. One examiner talks to you and the other examiner listens to you. Both the examiners give you marks.

### *Part 1*

The examiners introduce themselves and then one examiner asks you and your partner to say your names and spell them. This examiner then asks you questions about yourself, your daily life, interests, etc.

### *Part 2*

The examiner asks you to talk about something together and gives you a drawing to help you.

### *Part 3*

You each have a chance to talk by yourselves. The examiner gives you a colour photograph to look at and asks you to talk about it. When you have finished talking, the examiner gives your partner a different photograph to look at and to talk about.

### *Part 4*

The examiner asks you and your partner to say more about the subject of the photographs in Part 3. You may be asked to give your opinion or to talk about something that has happened to you.

# Test 4

**PAPER 1 READING AND WRITING** (1 hour 30 minutes)

## READING

### Part 1

#### Questions 1–5

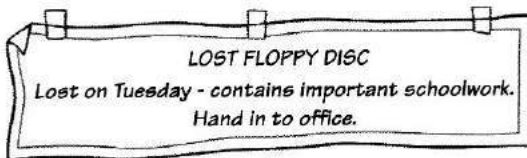
Look at the text in each question.

What does it say?

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

#### Example:

0



**A** Go to the office if you have lost a floppy disc.

**B** Make sure all schoolwork is given in on floppy disc to the office.

**C** If you have found a floppy disc, please leave it at the office.

Answer:

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

1

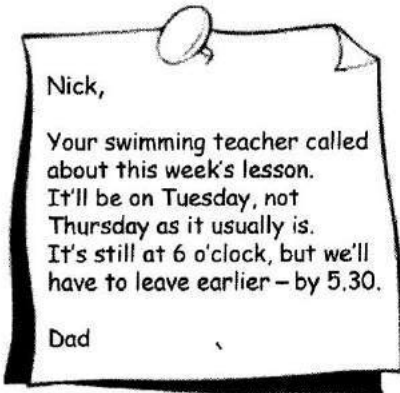
From: Miss Phelps
To: Class 9
Sorry – there are no theatre tickets left. Anyone who's ordered a ticket but not given me the money yet has until tomorrow to do so.

**A** You can order your tickets for the trip tomorrow.

**B** Reserved tickets must be paid for by tomorrow.

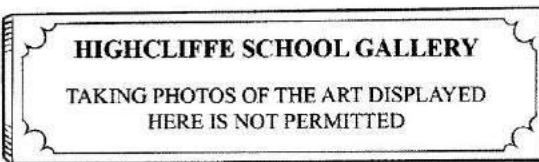
**C** You should return unwanted tickets to Miss Phelps tomorrow.

2



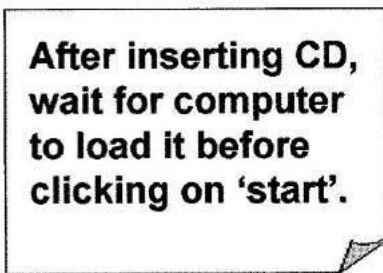
- A Nick's lesson will be on Tuesdays from now on.
- B The time of Nick's lesson has changed.
- C Nick's lesson this week is at the same time on a different day.

3



- A You are not allowed to remove any of the pictures here.
- B You are not allowed to display any of your photos here.
- C You are not allowed to use your camera here.

4



**What should you do?**

- A Insert CD, click on 'start' and then wait.
- B Click on 'start', insert CD and then wait.
- C Insert CD, wait and then click on 'start'.

5



- A Mick will return Lara's computer game to her on Monday.
- B Lara will give Eve's computer game to Mick on Monday.
- C Mick and Eve will borrow Lara's computer game on Monday.

## Part 2

### Questions 6–10

The young people below all want to do something special this Saturday. On the opposite page there are descriptions of eight events. Decide which event would be the most suitable for the following people. For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



Angela wants to go out with her younger sister in the evening. They both love learning about wildlife and would like to take part in an organised activity.

7



Vic would like to go with his friends to listen to several different kinds of music. They also want to be able to buy something to eat.

8



Beth and her twin sister are interested in art and would like to make something which they can take home as a souvenir of their day. They also want a nice place to eat their packed lunch.

9



Mike wants to spend the day with a couple of friends. They all enjoy water sports and the open air and are also keen on history.

10



Molly and her friend are enjoying a school project on the environment and are keen to discover more about this topic. They want to go somewhere where they can spend the day and also get some lunch.



## Special Events this Saturday

### A Waspbrook Park

Have fun finding out how you can help save the planet. Learn from the experts who will give entertaining hands-on demonstrations about everything from water saving to energy efficiency. Everything sold in the park's restaurant is made from ingredients from the local area. 10 am – 6 pm.

### B Silverbank Island

Travel by boat to an open-air concert in the beautiful surroundings of this unspoilt island. Hear some of the biggest artists from the rock, pop and jazz worlds. There'll be stalls offering a range of international foods. It'll be a truly amazing evening.

### C Hopelands Hall

Bring a picnic lunch and relax for the afternoon in lovely landscaped gardens and watch a film. The large outdoor screen is well placed so all the audience can see it clearly. This week's film is the 1960s wildlife classic *Born Free*. It's a beautiful film which will be popular with young and old alike.

### D Bramley River Centre

Learn some traditional fishing skills on this popular all-day sports course. You will learn about different types of environmentally-friendly fishing and will then have the opportunity to try them out yourself. Bring your camera – you'll want a souvenir of your day as any fish you catch must be thrown back in the water!

### E Downland Park

Discover the different types of birds and animals that come out in the evening in the park. Staff have arranged special games to help you find out about these creatures. Hot drinks and tasty snacks will be provided. Don't forget to wear comfortable boots! 8 pm – 10 pm.

### F The Collins Centre

In the morning you can visit the centre's large collection of 20th century advertising posters, then spend the afternoon working on your own poster design to print and keep. You can picnic in the centre's spacious gardens while listening to rap songs from local musicians.

### G Oakwood Manor

Do you like Brazilian music? Then come along to the all-day 'Samba' workshop at Oakwood Manor. You'll learn to play some cool sounds on the drums, and practise some great dances. A traditional Brazilian lunch is included in the price.

### H Westsea Castle

There are lots of things to do in and around the castle during special activity days. Spend half the day sailing and then, after a picnic, go mountain biking. In the evening you can watch a battle for the castle and discover what life was like for a soldier here a thousand years ago.

### Part 3

#### Questions 11–20

Look at the sentences below about a trip to an Ocean Centre.

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 Rebecca Hardy's home is close to the coast.
- 12 At the Ocean Centre, you can see fish from both seas and rivers.
- 13 All the creatures that are on display at the Centre are harmless.
- 14 The admission fee for the Centre goes towards environmental projects.
- 15 Rebecca was allowed to feed the fish at the Centre.
- 16 Rebecca had to book in advance to see the fish at their feeding time.
- 17 The Ocean Centre has the largest collection of seahorses in the world.
- 18 Rebecca was pleased that she was able to see baby seahorses in the exhibition.
- 19 Each day, the Centre holds lots of talks on different topics.
- 20 Rebecca found she could leave and return to the Centre during her visit without paying again.

## A visit to the Ocean Centre

by Rebecca Hardy, aged 13

My family and I went to the Ocean Centre in my home town recently. It was one of the most amazing places I've ever been. We don't live near the sea, so I don't get much chance to see living sea creatures for myself.

Inside the Centre you go on what they call an ocean journey. It takes you from the smallest stream, through rivers, and out into the deepest ocean. Along the way you meet fish and other creatures that live in these places. And there are thousands of them – some pretty and peaceful, and others frightening and deadly.

Our guide told us that the Centre was originally set up to help look after the seas and protect the life within them. In fact, every entry ticket bought there helps the Centre to achieve this aim, so I felt my visit was in a good cause.

By chance, we arrived just at feeding time and watched staff give food to hundreds of fish. I wanted to do it too, but the staff wouldn't let me. But I'd still really recommend being there at feeding time. You'll see feeding times advertised at the ticket desk, or you can telephone in advance to find out when they are.

The most fascinating part of the visit for me was a new exhibition at the Centre that told the story of seahorses across the world. It has the biggest collection of these magical creatures in Europe, and almost as many as one in the USA. I found out about what they ate, and how a male seahorse managed to give birth to 1500 babies! And although our guide told us it was hard to see the young ones, we were lucky enough to catch sight of some in the tank!

We also went to one of the Centre's talks about the underwater world. Ours was called 'Sharks', and the one on the following day was called 'Creatures of the Deep'. There are talks on other topics given on different days, so it's best to check which talk will take place on the day you go.

Once we'd bought our ticket, we could go in and out of the Centre as many times as we liked during the day. You can also buy an annual pass that gives you unlimited entry all year round. I'm saving up for one!



**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.

## **Skateboarding by Rachel Martin, aged 11**

I've practised skateboarding for 18 months now, and I was the youngest person in a street skateboarding competition last year. I spend my free time at my town's new skatepark – I rarely stay at home and watch TV.

Before the new skatepark was built this year, the nearest skatepark was in a town 10 km away. Some of my older friends went there, but my mum wouldn't let me go because I wasn't old enough. The only place to skate was on the pavements, but then I fell and injured my arm. I wasn't popular with pedestrians either, so I stopped! Nowadays, though, I can use the new skatepark in the evenings – it's got huge lights, so you can use it even at night.

We've got a skatepark at our school now, too. It keeps us fit! The school skatepark is dangerous for smaller children like my little brother, though, as the teenage students also use their rollerskates or ride their BMX bikes there. I guess they prefer it because the skatepark in town is pretty busy.

I've always found schoolwork easy, but skateboarding is hard! My favourite trick is jumping over boxes. Doing things like that really makes you concentrate, which is a challenge, but it's something I really enjoy. My older sister works as a skateboard instructor, so one day I'd like to be like her. It's unusual for girls to skate around here, so although I love it, it's a bit lonely. I'd like more girls to join in!

**21** In this text Rachel Martin

- A** explains what equipment is needed for skateboarding.
- B** describes the places for skateboarding in her area.
- C** persuades young people to enter skateboarding competitions.
- D** compares skateboarding with other sports.

**22** Why was it hard for Rachel to go skateboarding last year?

- A** There wasn't a skatepark near enough to her house.
- B** None of her friends were able to go with her.
- C** She was worried she would hurt herself.
- D** She wasn't allowed to go out in the evenings.

23 What does Rachel say about the skatepark at her school?

- A It allows younger children to practise their skating.
- B It takes too many people away from other sports.
- C It is used for several different activities.
- D It is more crowded than the skatepark in town.

24 What does Rachel like about skateboarding?

- A getting the chance to be good at something
- B having to think carefully
- C learning new skills from her sister
- D doing an activity with girls of her own age

25 Which of the following might Rachel write in her diary?

A

**Did another competition today – I won, although I was the youngest. But then I have got two years' experience.**

B

**Didn't feel like practising tonight, so stayed in and watched TV instead. That's the fourth time this week!**

C

**Was skating on the pavement today when I fell and hurt my ankle. I've done that three times now.**

D

**Couldn't use school skatepark today – there were too many bikers. My little brother wanted to play there but it wasn't safe for him.**

**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** see                      **B** look                      **C** show                      **D** visit

**Answer:**

0	A	B	C	D
—	□	□	□	□

### Summer Work in Reykjavik

If you take a walk through Reykjavik – the capital of Iceland – this summer, you'll (0) ..... groups of young people working in parks, gardens and green areas around the city. Most (26) ..... these kids are in high school but they (27) ..... the summer keeping the city green as part of a program (28) ..... as 'work school'.

The 'work school' (29) ..... of a surprisingly large (30) ..... of Reykjavik's teenagers. Roughly 75% of Reykjavik's 14-year-olds and 60% of the city's 16-year-olds take (31) .....

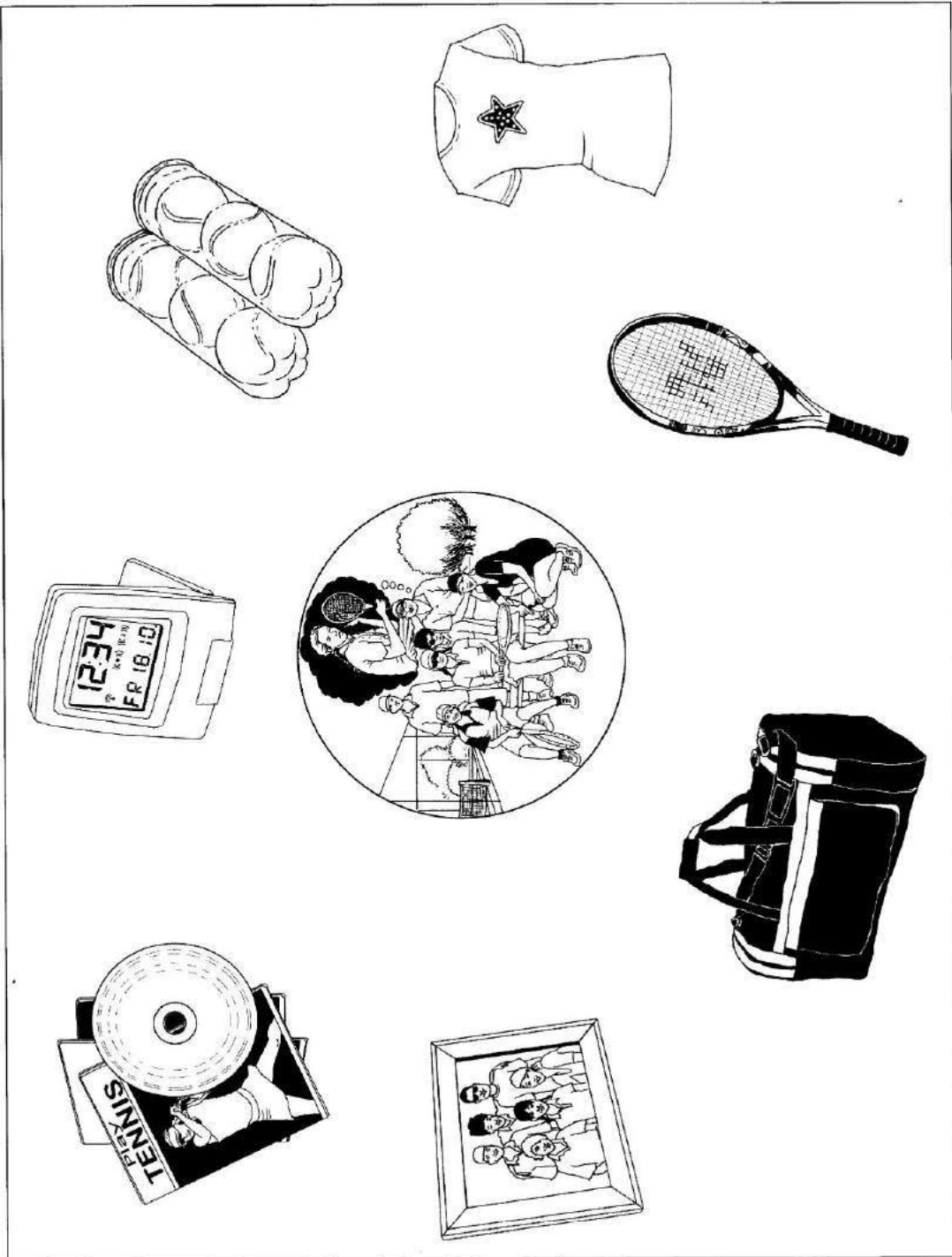
They get paid for their work, and at the same time they (32) ..... the environment of their city.

They also learn (33) ..... to work as a member of a team which is (34) ..... by an adult. This experience provides them with useful skills for (35) ..... they leave education and enter the world of work.

- |                      |                   |                   |                  |
|----------------------|-------------------|-------------------|------------------|
| 26 <b>A</b> for      | <b>B</b> of       | <b>C</b> from     | <b>D</b> with    |
| 27 <b>A</b> take     | <b>B</b> do       | <b>C</b> spend    | <b>D</b> make    |
| 28 <b>A</b> called   | <b>B</b> noted    | <b>C</b> known    | <b>D</b> said    |
| 29 <b>A</b> consists | <b>B</b> involves | <b>C</b> contains | <b>D</b> employs |
| 30 <b>A</b> size     | <b>B</b> number   | <b>C</b> level    | <b>D</b> lot     |
| 31 <b>A</b> part     | <b>B</b> away     | <b>C</b> place    | <b>D</b> up      |
| 32 <b>A</b> prepare  | <b>B</b> attend   | <b>C</b> improve  | <b>D</b> produce |
| 33 <b>A</b> how      | <b>B</b> where    | <b>C</b> why      | <b>D</b> then    |
| 34 <b>A</b> moved    | <b>B</b> held     | <b>C</b> kept     | <b>D</b> led     |
| 35 <b>A</b> although | <b>B</b> when     | <b>C</b> unless   | <b>D</b> while   |

# Visual material for the Speaking test

1A





1B

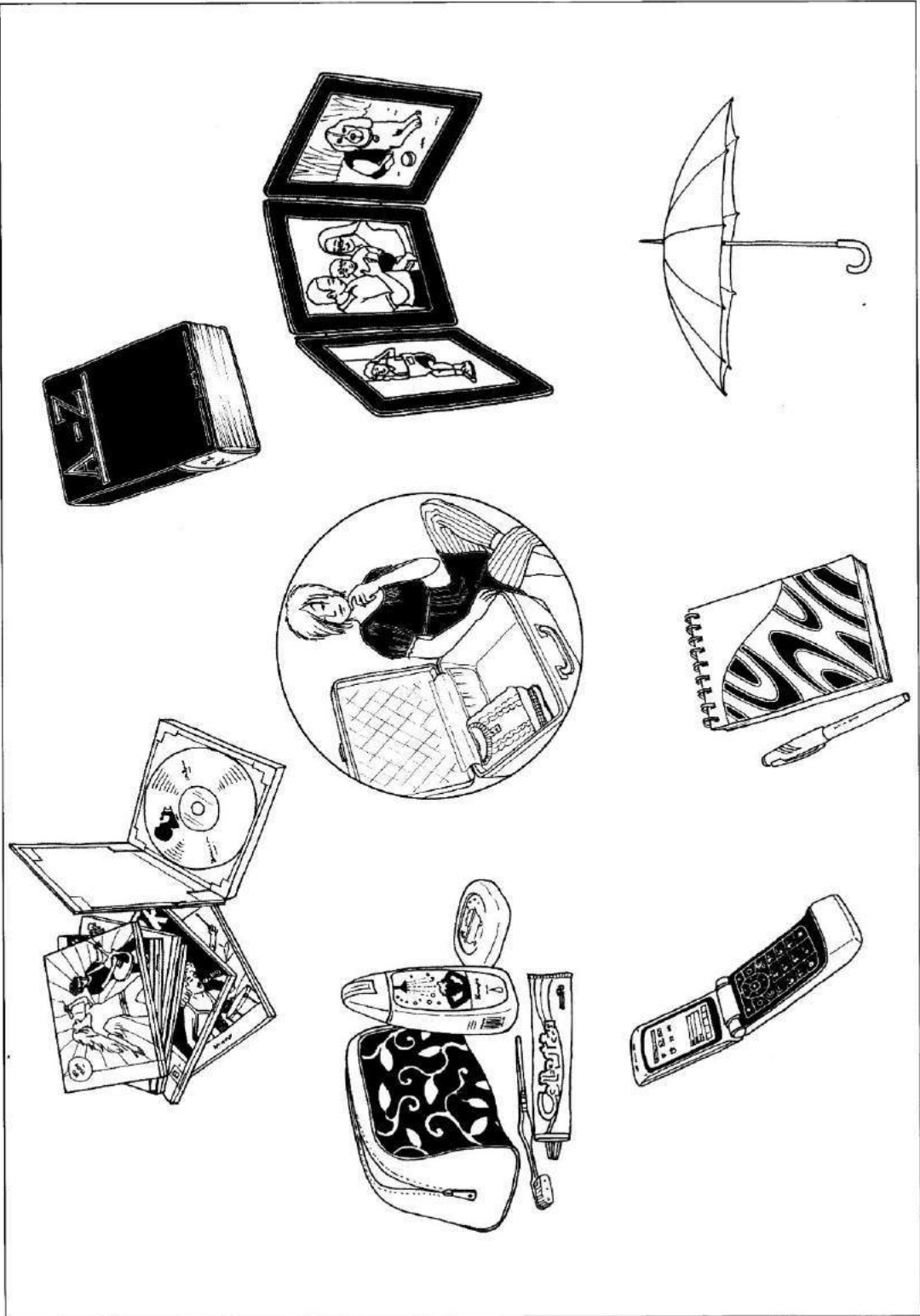


2C





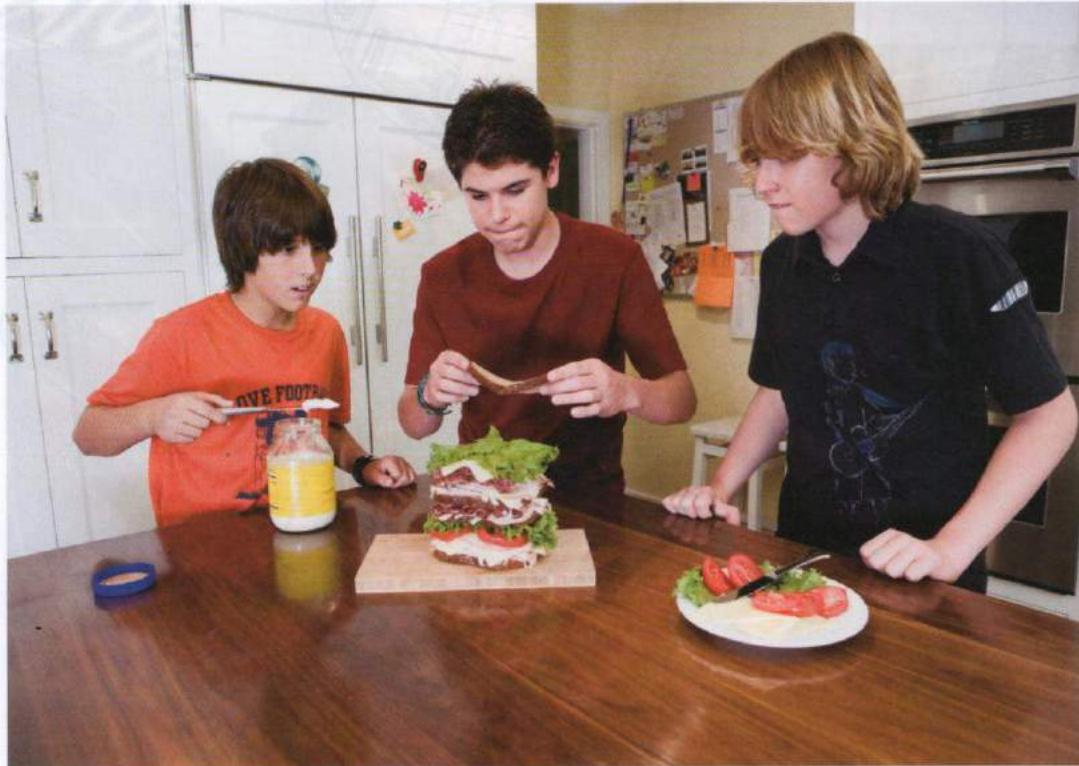
2A



1C



2B



IV

3A





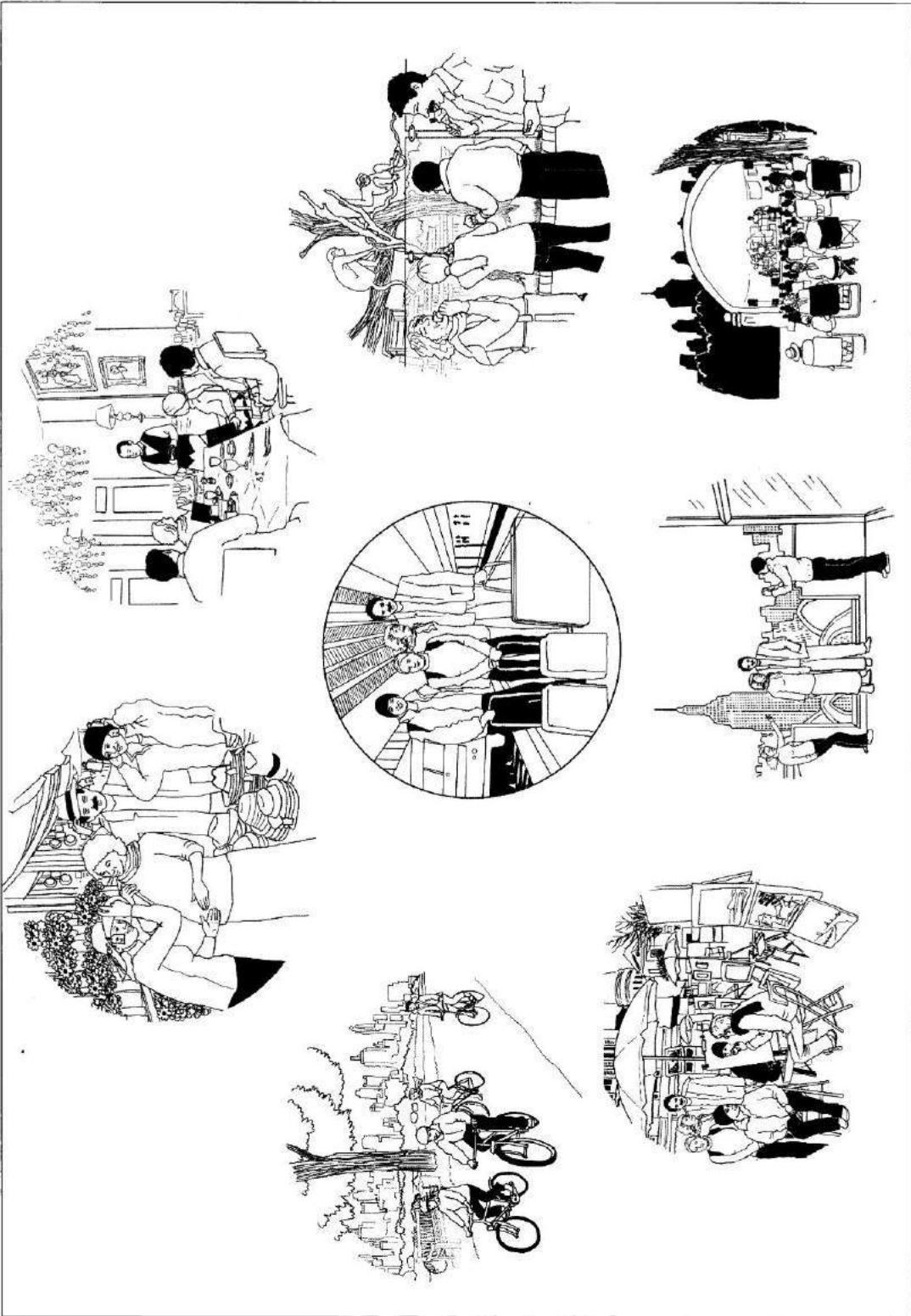
3B



4C



4A





3C



4B



4D



## WRITING

### Part 1

#### Questions 1–5

Here are some sentences about a boy called Max who has got a new mobile phone.  
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 Max's parents gave him a mobile phone for his birthday.

Max ..... given a mobile phone for his birthday by his parents.

Answer:

0	was
---	-----

1 The phone was Max's favourite present.

Max likes his phone more ..... any of his other presents.

2 Max has never had his own phone before.

This is the ..... that Max has had his own phone.

3 Max's phone is very similar to his sister's phone.

Max's phone is almost the same ..... his sister's phone.

4 Max uses his phone for calling his friends and family.

Max uses his phone ..... call his friends and family.

5 Max likes playing games on his phone, and all his friends do too.

Max likes playing games on his phone, and ..... do all his friends.

Test 4

**Part 2**

**Question 6**

You are going to the cinema this afternoon, and you'd like to invite your Canadian friend Daryl.

Write a note to leave for Daryl. In your note, you should

- invite Daryl to the cinema
- tell Daryl about the film you plan to see
- suggest a time to meet.

Write **35–45 words** on your answer sheet.

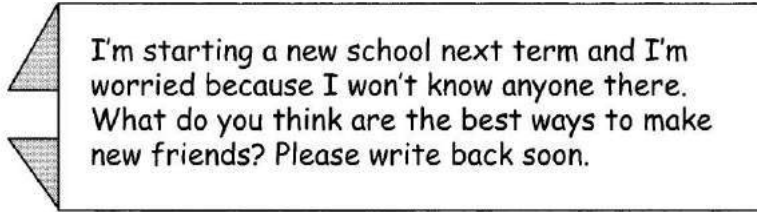


**Part 3**

- 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.



- Now write a letter giving your friend some advice.
- 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:

*As soon as I woke up I knew that it was going to be a special day.*

- Write your **story** on your answer sheet.

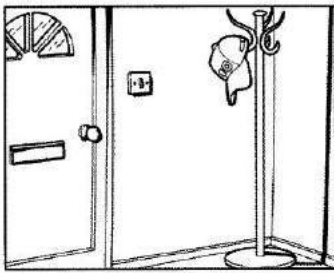
**PAPER 2 LISTENING TEST** approx 35 minutes  
(including 6 minutes transfer time)

**Part 1**

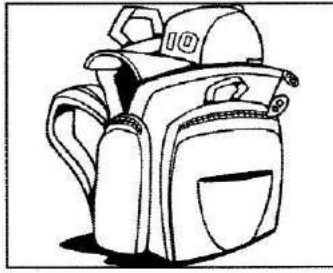
**Questions 1–7**

There are seven questions in this part.  
For each question, there are three pictures and a short recording.  
For each question, choose the correct answer **A**, **B** or **C**.

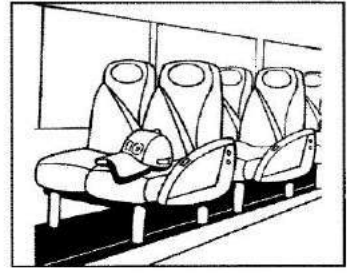
**Example:** Where is the girl's hat?



**A**

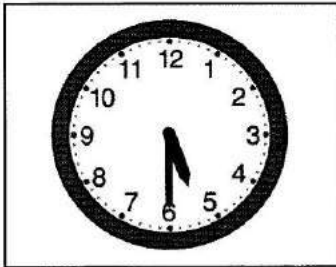


**B**

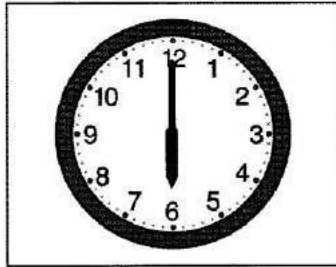


**C**

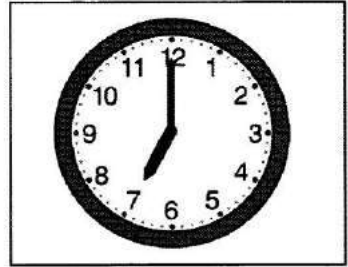
**1** When will Jack's mum pick him up?



**A**

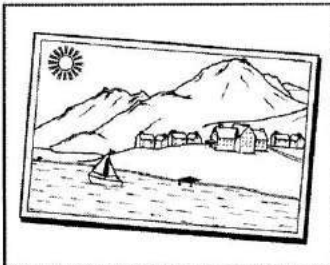


**B**

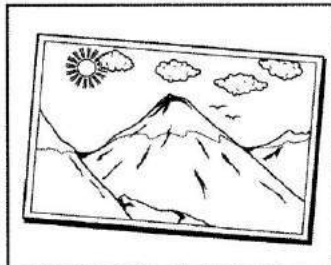


**C**

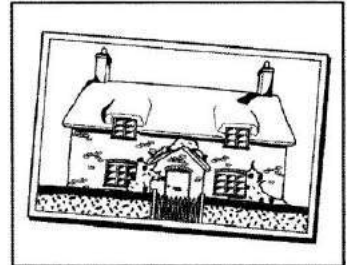
**2** Which postcard will they send?



**A**

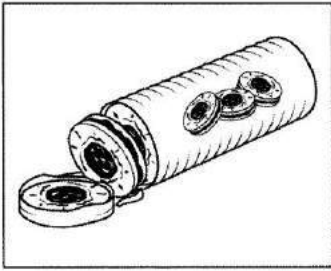


**B**

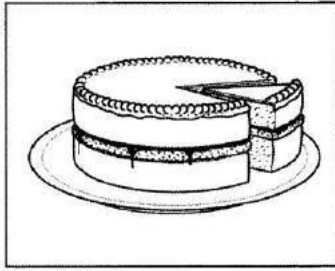


**C**

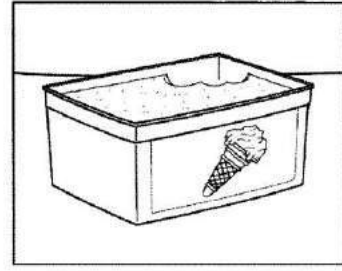
3 What do they decide to buy?



A

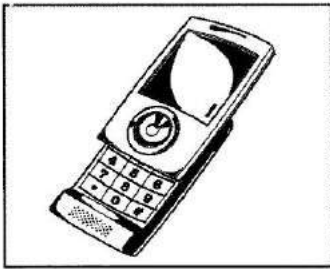


B

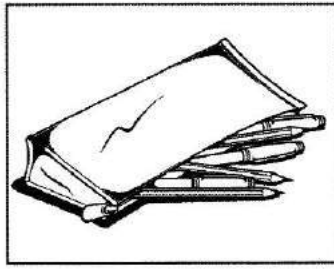


C

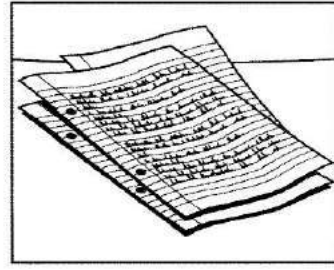
4 What has the girl forgotten to bring?



A



B

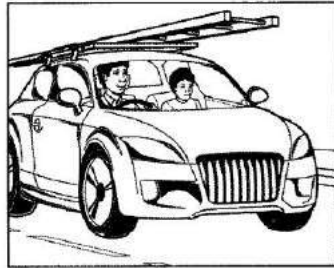


C

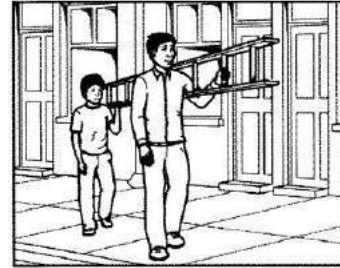
5 How does the man want his son to help him?



A



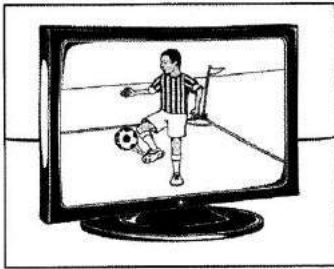
B



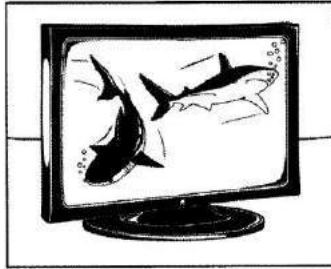
C

Test 4

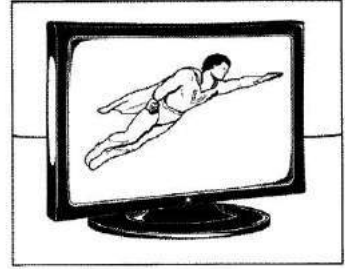
6 Which TV programme is on at nine o'clock tonight?



A



B

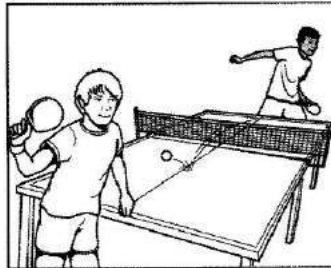


C

7 What will the boy do first?



A



B



C

**Part 2****Questions 8–13**

You will hear an interview with a champion gymnast called Maria Anderson.

For each question, choose the correct answer **A**, **B** or **C**.

---

- 8** Maria decided to take up gymnastics
- A** at a gymnastics competition.
  - B** in a sports lesson at the school.
  - C** when she read a book about a gymnast.
- 9** When did Maria realise she could be champion gymnast?
- A** when she won some local competitions
  - B** as soon as she started to practise gymnastics
  - C** when a well-known coach offered to teach her
- 10** Why does Maria think success has not changed her?
- A** She believes she's a sensible person.
  - B** Her parents help her live a normal life.
  - C** People tell her she's the same as before.
- 11** What does Maria say about school?
- A** She feels too tired to study.
  - B** She has little time with school friends.
  - C** She is allowed to miss some lessons.

Test 4

12 What does Maria do in her free time?

- A make videos
- B go to concerts
- C watch cartoon films

13 What is Maria's favourite thing in her room at home?

- A a poster of a band with a singer
- B a glass case with her cups and prizes
- C a picture of herself with another gymnast

**Part 3****Questions 14–19**

You will hear a schoolteacher talking to a group of students about a national poetry competition. For each question, fill in the missing information in the numbered space.

**Poetry Competition for Schools**

The competition for 11-14s is called the **(14)** ..... Prize.

The topic for this year is **(15)** .....

The title of last year's winning poem was **(16)** .....

This year the prize money available is **(17)**..... euros.

If successful, the school will spend the money on the **(18)** .....

For further help, see the **(19)** .....

**Part 4**

**Questions 20–25**

Look at the six sentences for this part.

You will hear a conversation between a boy called Lucas and a girl called Claire who have just been to a concert by a band called Candy Floss.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

---

	<b>A</b> <b>YES</b>	<b>B</b> <b>NO</b>
<b>20</b> Claire could see the band clearly from where she sat.	<b>A</b>	<b>B</b>
<b>21</b> Lucas thinks Candy Floss gave a great performance during the concert.	<b>A</b>	<b>B</b>
<b>22</b> Claire feels the band's dancing was better in the summer.	<b>A</b>	<b>B</b>
<b>23</b> Lucas and Claire have the same opinion about the band's costumes.	<b>A</b>	<b>B</b>
<b>24</b> Claire is planning to buy the next album by Candy Floss.	<b>A</b>	<b>B</b>
<b>25</b> Lucas thinks tickets for the next concert will be difficult to get.	<b>A</b>	<b>B</b>



## About the Speaking test

The Speaking test lasts about 10 to 12 minutes. You take the test with another student. There are two examiners in the room. One examiner talks to you and the other examiner listens to you. Both the examiners give you marks.

### *Part 1*

The examiners introduce themselves and then one examiner asks you and your partner to say your names and spell them. This examiner then asks you questions about yourself, your daily life, interests, etc.

### *Part 2*

The examiner asks you to talk about something together and gives you a drawing to help you.

### *Part 3*

You each have a chance to talk by yourselves. The examiner gives you a colour photograph to look at and asks you to talk about it. When you have finished talking, the examiner gives your partner a different photograph to look at and to talk about.

### *Part 4*

The examiner asks you and your partner to say more about the subject of the photographs in Part 3. You may be asked to give your opinion or to talk about something that has happened to you.

# Frames for the Speaking test

## TEST 1

### Part 1 (2–3 minutes)

**Tasks** Identifying oneself; giving information about oneself; talking about interests.

#### Phase 1

#### Examiner

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

**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.

**B** Student B, what's your surname?  
How do you spell it?  
  
Thank you.

**A** And, Student A, what's your surname?  
How do you spell it?  
  
Thank you.

*(Ask the following questions.  
Ask Student A first.)*

Where do you live / come from?

Do you study English at school?

Do you like it?

Thank you.

*(Repeat for Student B.)*

#### Back-up prompts

How do you write your family /  
second name?

How do you write your family /  
second name?

Do you live in . . . ?

Do you have English lessons?

**Phase 2****Examiner**

(Select one or more questions from the list to ask each student. Ask Student B first.)

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

(Introduction to Part 2)

In the next part, you are going to talk to each other.

**Back-up prompts**

Do you like studying maths / science?

Who is your English teacher?

What do you do in your free time?

Do you have brothers and sisters?

**Part 2 (2–3 minutes)****GOODBYE PRESENT**

**Tasks** Discussing alternatives; expressing opinions; making choices.

**Examiner** Say to both students:

I'm going to describe a situation to you.

A girl is going to live in another city. The people in her tennis club want to give her a goodbye present. Talk together about the different things they could give her and then decide which would be best.

Here is a picture with some ideas to help you.

Ask both students to look at picture 1A on page 1 of the Student's Book and repeat the frame.

I'll say that again.

A girl is going to live in another city. The people in her tennis club want to give her a goodbye present. Talk together about the different things they could give her and then decide which would be best.

All right? Talk together.

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

### Part 3 (3 minutes)

#### ENJOYING MUSIC

**Tasks** Describing people and places; saying where people and things are and what people are doing.

**Examiner** *Say to both students:*

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 enjoying music.

Student A, here is your photograph. (*Ask Student A to look at photo 1B on page II of the Student's Book.*) Please show it to Student B, but I'd like you to talk about it. Student B, you just listen. I'll give you your photograph in a moment.

Student A, please tell us what you can see in your photograph.

**(Student A)** *Approximately one minute*  
*If there is a need to intervene, prompts rather than direct questions should be used.*  
*Ask Student A to close his / her book.*

**Examiner** Now, Student B, here is your photograph. It also shows people enjoying music. (*Ask Student B to look at photo 1C on page IV of the Student's Book.*) Please show it to Student A and tell us what you can see in the photograph.

**(Student B)** *Approximately one minute*  
*Ask the students to close their books before moving to Part 4.*

### Part 4 (3 minutes)

**Tasks** Talking about one's likes and dislikes; expressing opinions.

**Examiner** *Say to both students:*

Your photographs showed people enjoying music. Now, I'd like you to talk together about when you enjoy music and say what you do when you're listening to music.

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

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

#### Back-up prompts

1. Talk about **when** you enjoy music.
2. Talk about what you **do** when you're listening to music.
3. Talk about the **type** of music you like.
4. Talk about the type of music you **don't** like.

**TEST 2**

**Part 1 (2–3 minutes)**

**Tasks** Identifying oneself; giving information about oneself; talking about interests.

**Phase 1**

**Examiner**

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

**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.

**B** Student B, what's your surname?  
How do you spell it?  
  
Thank you.

**A** And, Student A, what's your surname?  
How do you spell it?  
  
Thank you.

*(Ask the following questions.  
Ask Student A first.)*

Where do you live / come from?

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

Thank you.

*(Repeat for Student B.)*

**Back-up prompts**

How do you write your family /  
second name?

How do you write your family /  
second name?

Do you live in . . . ?

Do you have English lessons?

**Phase 2**

**Examiner**

*(Select one or more questions from the list to ask each student. Ask Student B first.)*

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

*(Introduction to Part 2)*

In the next part, you are going to talk to each other.

**Back-up prompts**

Do you like studying maths / science?

Who is your English teacher?

What do you do in your free time?

Do you have brothers and sisters?

**Part 2 (2–3 minutes)**

TRIP TO ENGLAND

**Tasks**            Discussing alternatives; expressing opinions; making choices.

**Examiner**        *Say to both students:*

I'm going to describe a situation to you.

A girl is going to spend two weeks living with a family in England to improve her English. She has put the clothes she needs in her bag. Talk together about the other things she will need to take, and say which will be the most important.

Here is a picture with some ideas to help you.

*Ask both students to look at picture 2A on page III of the Student's Book and repeat the frame.*

I'll say that again.

A girl is going to spend two weeks living with a family in England to improve her English. She has put the clothes she needs in her bag. Talk together about the other things she will need to take, and say which will be the most important.

All right? Talk together.

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

**Part 3 (3 minutes)**

## HAVING A SNACK

**Tasks** Describing people and places; saying where people and things are and what people are doing.

**Examiner** *Say to both students:*

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 having a snack.

Student A, here is your photograph. (*Ask Student A to look at photo 2B on page IV of the Student's Book.*) Please show it to Student B, but I'd like you to talk about it. Student B, you just listen. I'll give you your photograph in a moment.

Student A, please tell us what you can see in your photograph.

**(Student A)** *Approximately one minute*

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

*Ask Student A to close his / her book.*

**Examiner** Now, Student B, here is your photograph. It also shows people having a snack. (*Ask Student B to look at photo 2C on page II of the Student's Book.*) Please show it to Student A and tell us what you can see in the photograph.

**(Student B)** *Approximately one minute*

*Ask the students to close their books before moving to Part 4.*

**Part 4 (3 minutes)**

**Tasks** Talking about one's likes and dislikes; expressing opinions.

**Examiner** *Say to both students:*

Your photographs showed people having a snack. Now, I'd like you to talk together about what you like to eat when you have a snack and say where you like to have your snack.

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

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

**Back-up prompts**

1. Talk about **what** you like to eat for a snack.
2. Talk about **where** you like to have a snack.
3. Talk about **who** you like to have a snack with.
4. Talk about the things you **don't** like to eat for a snack.

### TEST 3

#### Part 1 (2–3 minutes)

**Tasks** Identifying oneself; giving information about oneself; talking about interests.

#### Phase 1

##### Examiner

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

**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.

**B** Student B, what's your surname?  
How do you spell it?  
  
Thank you.

**A** And, Student A, what's your surname?  
How do you spell it?  
  
Thank you.

*(Ask the following questions.  
Ask Student A first.)*

Where do you live / come from?

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

Thank you.

*(Repeat for Student B.)*

#### Back-up prompts

How do you write your family /  
second name?

How do you write your family /  
second name?

Do you live in . . . ?

Do you have English lessons?



**Phase 2**  
**Examiner**

*(Select one or more questions from the list to ask each student. Ask Student B first.)*

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

*(Introduction to Part 2)*

In the next part, you are going to talk to each other.

**Back-up prompts**

Do you like studying maths / science?

Who is your English teacher?

What do you do in your free time?

Do you have brothers and sisters?

**Part 2 (2–3 minutes)**

**ACTIVITIES CLUB**

**Tasks**      Discussing alternatives; expressing opinions; making choices.

**Examiner**    *Say to both students:*

I'm going to describe a situation to you.

Some parents want to start an activities club that teenagers could go to after school. Talk together about the different things the club could offer and say which will be most popular with teenagers.

Here is a picture with some ideas to help you.

*Ask both students to look at picture 3A on page V of the Student's Book and repeat the frame.*

I'll say that again.

Some parents want to start an activities club that teenagers could go to after school. Talk together about the different things the club could offer and say which will be most popular with teenagers.

All right? Talk together.

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

**Part 3 (3 minutes)**

CHATTING

**Tasks** Describing people and places; saying where people and things are and what people are doing.

**Examiner** *Say to both students:*

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 chatting.

Student A, here is your photograph. (*Ask Student A to look at photo 3B on page VI of the Student's Book.*) Please show it to Student B, but I'd like you to talk about it. Student B, you just listen. I'll give you your photograph in a moment.

Student A, please tell us what you can see in your photograph.

**(Student A)** *Approximately one minute*

*If there is a need to intervene, prompts rather than direct questions should be used.  
Ask Student A to close his / her book.*

**Examiner**

Now, Student B, here is your photograph. It also shows someone chatting. (*Ask Student B to look at photo 3C on page VIII of the Student's Book.*) Please show it to Student A and tell us what you can see in the photograph.

**(Student B)** *Approximately one minute*

*Ask the students to close their books before moving to Part 4.*

**Part 4 (3 minutes)**

**Tasks** Talking about one's likes and dislikes; expressing opinions.

**Examiner** *Say to both students:*

Your photographs showed people chatting. Now, I'd like you to talk together about the people you enjoy chatting with, and what you usually chat about.

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

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

**Back-up prompts**

1. Talk about the **people** you enjoy chatting with.
2. Talk about **what** you usually chat about.
3. Talk about the **best time of day** to chat.
4. Talk about when a **phone call** is better.

**TEST 4**

**Part 1 (2–3 minutes)**

**Tasks** Identifying oneself; giving information about oneself; talking about interests.

**Phase 1**

**Examiner**

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

**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.

**B** Student B, what's your surname?  
How do you spell it?  
Thank you.

**A** And, Student A, what's your surname?  
How do you spell it?  
Thank you.

**Back-up prompts**

How do you write your family /  
second name?

How do you write your family /  
second name?

*(Ask the following questions.  
Ask Student A first.)*

Where do you live / come from?

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

Thank you.

*(Repeat for Student B.)*

Do you live in . . . ?

Do you have English lessons?

**Phase 2**

**Examiner**

(Select one or more questions from the list to ask each student. Ask Student B first.)

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

(Introduction to Part 2)

In the next part, you are going to talk to each other.

**Back-up prompts**

Do you like studying maths / science?

Who is your English teacher?

What do you do in your free time?

Do you have brothers and sisters?

**Part 2 (2–3 minutes)**

CITY BREAK

**Tasks** Discussing alternatives; expressing opinions; making choices.

SUITABLE FOR GROUPS OF THREE AND PAIRS

**Examiner** Say to both / all students:

I'm going to describe a situation to you.

A brother and sister are going to spend a weekend visiting a big city with their parents. Talk together about the different things they could do there and say which would be most enjoyable.

Here is a picture with some ideas to help you.

Ask both / all students to look at picture 4A on page VII of the Student's Book and repeat the frame.

I'll say that again.

A brother and sister are going to spend a weekend visiting a big city with their parents. Talk together about the different things they could do there and say which would be most enjoyable.

All right? Talk together.

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

**Part 3 (3–4 minutes)**

WAYS OF STUDYING

**Tasks** Describing people and places; saying where people and things are and what people are doing.

**Examiner** Say to both / all students:

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 studying.

Student A, here is your photograph. (*Ask Student A to look at photo 4B on page VIII of the Student's Book.*) Please show it to Student(s) B (and C), but I'd like you to talk about it. Student(s) B (and C), you just listen. I'll give you your photograph(s) in a moment.

Student A, please tell us what you can see in your photograph.

**(Student A)** *Approximately one minute.*

*If there is a need to intervene, prompts rather than direct questions should be used. Ask Student A to close his / her book.*

**Examiner**

Now, Student B, here is your photograph. It also shows people studying. (*Ask Student B to look at photo 4C on page VI of the Student's Book.*) Please show it to Student(s) A (and C) and tell us what you can see in your photograph.

**(Student B)** *Approximately one minute*

*Ask Student B to close his / her book.*

**Examiner**

Now, Student C, here's your photograph. It also shows people studying. (*Ask Student C to look at photo 4D on page VIII of the Student's Book.*) Please show it to Students A and B and tell us what you can see in your photograph.

**(Student C)** *Approximately one minute*

*Ask the students to close their books before moving to Part 4.*

### Part 4 (3–4 minutes)

**Tasks**

Talking about one's likes and dislikes; expressing opinions.

*Say to both / all students:*

**Examiner**

Your photographs showed people studying. Now, I'd like you to talk together about where you like to study and say if you like studying with other people.

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

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

#### Back-up prompts

1. Talk about **where** you like to study.
2. Talk about studying with **other** people.
3. Talk about using a **computer** when you study.
4. Talk about the things you **don't** like to study.

# Key

## Test 1

### PAPER 1 READING AND WRITING

#### READING

##### Part 1

1 C    2 B    3 B    4 B    5 A

##### Part 2

6 E    7 C    8 B    9 D    10 H

##### Part 3

11 A    12 B    13 B    14 B    15 A    16 A    17 A    18 B  
19 B    20 A

##### Part 4

21 C    22 D    23 A    24 B    25 C

##### Part 5

26 B    27 D    28 C    29 A    30 D    31 B    32 C  
33 B    34 A    35 C

#### WRITING

##### Part 1

- 1 if/when
- 2 your
- 3 do
- 4 've/have never
- 5 we play

##### Part 2

#### QUESTION 6

#### Task-specific Mark Scheme

- **thanks** (to friend) for the present/birthday money
- **details of which music CD** student is intending to buy
- **explanation of why** student has chosen the particular CD

The following sample answers can be used as a guide when marking.

**SAMPLE A (Test 1, Question 6: Email to Emma)**

Hi Emma,  
Thanks for the present, yesterday I went to buy the CD.  
I bought one of The Scripts.  
I bought it because I like a lot the music and all the songs and they're  
one of my Favourites singers.  
See you soon  
Nora

**Examiner Comments**

All three content elements are dealt with adequately, although we do not know exactly which CD has been bought (just the singers) and the tense is past rather than future. The message is communicated successfully, on the whole.

**Mark: 4**

**SAMPLE B (Test 1, Question 6: Email to Emma)**

Hi Emma,  
Tomorrow I will go to buy the new CD of Jordan Sparks.  
I have all her CD's. I love her music, and her CD's are very cheap.  
See you soon  
Adriana

**Examiner Comments**

The student has clearly stated which CD she is intending to buy and her reason, but has forgotten to thank Emma for the present.

**Mark: 3**

**SAMPLE C (Test 1, Question 6: Email to Emma)**

Hi Emma,  
Thanks a million for the money. I was thinking in buying one of maroon5  
because there is a new song that is called secret of the movie that I love.  
Thanks  
Love,  
Krista

**Examiner Comments**

All three content elements are covered appropriately. Errors are present but do not affect the clarity of the communication.

**Mark: 5**

Part 3

**SAMPLE D (Test 1, Question 7: Letter to a friend)**

Hi,  
I all so went to a restaurant With my family. I hope you enjoy because I do  
it was the best, tell me more how was did you do, did you have fun.  
The food was the best ate a quesadilla it was delicious.  
Tell me what did your sister do because they tell me that she is very  
funny it is thru I want to meet her well did you like the restaurant, I  
want to see you again It will be the best come this Saturday to my  
house to eat tacos at 2:30 am  
Did you like to come.

**Examiner Comments**

This attempt is inadequate and requires considerable effort by the reader. The language is limited and numerous errors together with erratic punctuation sometimes impede communication, for example 'tell me how was did you do' and '... is very funny it is thru I want to meet her ...'.

**Band: 2**



**SAMPLE E (Test 1, Question 7: Letter to a friend)**

Hi Amber

I am really happy to hear from you. How are you? I hope you are fine. I'm writing to tell you everything about restaurants.

First of all, I want to tell you that I love to go out to eat because it's a way to socialite and to talk about things that you don't want to talk about in another place. I also like to eat in my house but for me it's better to eat in a restaurant because you don't need to stand up for anything and its much more comfortable.

I hope to hear from you soon.

Love Rebeca

**Examiner Comments**

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 'I want to tell you that I love to go out to eat', 'things that you don't want to talk about in another place' and 'you don't need to stand up for anything'. Simple linking devices are used: 'First of all', 'because', 'also', 'but'. Errors are minor, for example 'socialite', 'its'.

**Band: 5**

**SAMPLE F (Test 1, Question 7: Letter to a friend)**

Hi Kevin,

Thanks allot for your letter. About your question, I really like eating at home, but actually I prefer to eat at a restaurant. is also depending in the occasion. On Sunday or on Saturday, I really prefer to eat at a restaurant because in Leon there are some really good restaurants. Although I like to eat at restaurants I like to eat at home. My mom really does special food for me.

I really hope to have a letter back.

Whit love Maria

**Examiner Comments**

This is an adequate attempt; the language is unambitious with an adequate range of structures and some repetitive vocabulary, for example 'I really like eating at home' and 'My mom really does special food for me'. There are a number of mostly non-impeding errors, for example 'allot' and 'depending in the occasion'.

**Band: 3**

## Part 3

**SAMPLE G (Test 1, Question 8: How I met my best friend)**

I met my best friend in my school when I was in 2<sup>nd</sup> grade, we were in our brake and I was with may other friends so we start playing whit her, and then I invited her to my house to play, we went to the cinema and lots stuff like that. the 11 of march was her birth day so she invited me to her party at the beach and we make a pyjama party with all our friends. The 9 of February it was may birth day so we went to Disney in Los Angeles, California so I invited all may friends and like that we make best friends.

**Examiner Comments**

This is an adequate attempt. The writing is unambitious, with an adequate range of structures and vocabulary, for example 'the 11 of march was her birth day so she invited me to her party at the beach' and 'pyjama party'. There are a number of mostly non-impeding errors, for example 'we were in our brake', 'we start playing whit her' and 'all may friends'.

**Band: 3**

**SAMPLE H (Test 1, Question 8: How I met my best friend)**

My best friend.

I was arriving to my new school and when I enter for the first time to my classroom a pretty girl with big green eyes told me- "Hi! are you the new girl?, I'm Isabel" and I answer - "Yes, I am the new girl" and she showed me all the school and introduced me all children.

Since that day we were friends. She invited me to her house and I invited her to mine and we always had a lot of fun until I cam to England to study for 1 year but even though we still best friends and we will always be.

**Examiner Comments**

This is a good attempt with fairly ambitious use of language, including the direct speech. The range of vocabulary and structures used is more than adequate for the task set, for example 'a pretty girl with big green eyes' and 'we always had a lot of fun until I cam to England to study'. The narrative is organised chronologically, with 'when', 'and', 'since', 'until'. There are some errors which generally do not impede, for example, 'I was arriving to my new school' and 'introduced me all children'.

**Band: 4**

**SAMPLE I (Test 1, Question 8: How I met my best friend)**

How I met my best friend:

When I was 7 years old, my cousin Erika was going to turn 14 years old and she had planed a party for her friends and family. I didn't want to go because I was much younger than my cousin's friends but my mom told me I needed to go. finally I went. I was playing with an 8 year old girl who was the sister of mi cousin's best friend.

She became A really close friend for me. Even after the party we kept in touch and now she is my best friend.

**Examiner Comments**

This is a very good attempt with confident and ambitious writing and a wide range of structures, for example 'my cousin Erika was going to turn 14 years old' and 'because I was much younger than . . .'. Well organised narrative with chronological linking, for example, 'When', 'finally', 'Even after'. Errors are minor and non-impeding: 'planed' 'mi cousin'.

**Band: 5**

## PAPER 2 LISTENING

*Part 1*

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

*Part 2*

8 B    9 C    10 B    11 A    12 A    13 C

*Part 3*

- 14 Nature
- 15 wildlife
- 16 forest
- 17 12/twelve
- 18 fire
- 19 birdhouse/bird house

*Part 4*

20 A    21 B    22 B    23 A    24 B    25 B

### Test 1 transcript

*This is the Cambridge Preliminary English Test for Schools, Test number 1. 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 six 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.*

[Pause]

*Now open your question paper and look at Part 1.*

**PART 1** *There are seven questions in this part. For each question there are three pictures and a short recording. For each question, choose the correct answer (A, B or C).*

*Before we start, here is an example.*

*Where is the girl's hat?*

Mum: Where's your new hat, Sally? I hope you haven't left it on the school bus.

Sally: Don't worry, Mum. I put it in my school bag because I was too hot.

Mum: Are you sure? I can't see it there. You probably dropped it in the road somewhere.

Sally: Oh, here it is – hanging in the hall. I forgot to take it this morning.

[Pause]

*The answer is A.*

*Look at the three pictures for question 1 now.*

[Pause]

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

*One. Which dish did Mark cook in the competition?*

Woman: So you've won the teenage chef competition, Mark – congratulations!

Mark: Thanks! In the competition, you choose whether to cook a meat, fish or vegetarian dish; then you're judged on the taste and how attractive it looks. I couldn't decide between fish and vegetables – I've never been brilliant at meat dishes. Then I found the judge was an expert in cooking fish, which worried me, so I went for my other choice – and won!

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Two. Where is the girl's book now?*

Girl: Excuse me. I think I left my book on this table – have you seen it?

Man: Oh yes. I took it inside with the empty glass when I cleared the table. I gave it to the manager, who put it with the other lost property. He keeps it all in the drawer of his desk.

Girl: I see. Where is he now?

Man: He's on the phone inside the café. Why don't you go inside – he'll be finished in a minute.

[Pause]

*Now listen again.*

[The recording is repeated]

[Pause]

*Three. Who lives with Josh in his house?*

Girl: Does your house seem empty now your sister's left home, Josh?

Josh: Not really. My grandmother's moved into her room, and she doesn't go out much. It's really nice having her there because my dad never comes home until later, and if my mum's out for the evening, Grandma cooks supper for me.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Four. What will the girl take with her on holiday?*

Boy: Have you packed for your holiday?

Girl: No, I need to go shopping before I can do that. Last holiday, my suitcase handle got broken, so I need something new to put all my stuff in. But suitcases are so heavy to carry.

Boy: I always take a backpack – you can carry more that way.

Girl: Yes, I thought about one of those, but good-quality ones are expensive. I'll get one of those big sports bags. You know, one you can pull along. They don't cost much, so it doesn't matter if it gets torn.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Five. What time will the train to Manchester leave?*

Man: The train arriving at platform six is the 11.45 from Manchester. The train due to arrive at platform four in approximately five minutes is the delayed 11.30 train to Manchester. The train will now depart at 11.50 and travel non-stop. We apologise to passengers for the delay. Refreshments will not be available on this train.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Six. Where will the friends meet?*

Kimberley: Hi, it's Kimberley. I got your message and I'd love to go to the movies. There's a film called *SpyGame*, or a comedy – I don't mind which . . . Shall we meet outside the cinema?

Girl: Or, I know, at the burger bar on the corner. We could have a snack before we go in or we could meet at the bus station.

Kimberley: Mum's driving me into town this afternoon, to buy some trainers, so I won't be near the station. But something to eat first is a good idea. Shall we say 6 o'clock?

Girl: OK.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Seven. Which sport will the boy do soon at the centre?*

Boy: Have you been to the new water sports centre yet?

Girl: Oh yes, it's brilliant. There are two indoor pools, one for underwater diving and one for swimming, and you can also have sailing lessons on the lake.

Boy: That's what I'm doing there next weekend, actually. I was hoping to take waterskiing lessons, but the leaflet says they're not starting those until next year.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 1.*

[Pause]

**PART 2** *Now turn to Part 2, questions 8 to 13.*

*You will hear an interview with a singer called Nick Parker who plays in a band called Krispy with his sister Mel.*

*For each question, choose the correct answer, A, B or C.*

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

[Pause]

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

Int: I'm talking to Nick Parker, the singer with the band called Krispy. Nick your sister, Mel, plays guitar in the band too, doesn't she?

Nick: Yeah. Mel's a year younger than me. We've been playing and singing together since we were . . . eight, nine. Dad is a guitarist and took us to hear the great bands playing live. Mel and I put on shows at school, which was a lot of fun. Mum thought we were good, but she didn't want us to get too serious about our music because of the hard lives professional musicians have.

Int: When did you start writing music?

Nick: I've been writing since I was ten. And later Mel started working with me. We didn't have the same influences – I liked rock music and she loved world music, especially bands from Africa. But we found good ways of mixing the styles.

Int: Your band, Krispy, has two guys and two girls in it. How was it formed?

Nick: Mel and I were playing in a concert at our college and there were two students from music school in the audience. They came to see us after the show and asked if we'd like to form a band with them. We weren't sure at first because we were much younger than them. But we agreed to try it out, and it was brilliant.

Int: Was the band an immediate success?

Nick: Well, we spent the first year practising and writing music. During that time we all had studying to do. We played in local concerts, and the audiences enjoyed what we did. Then during one holiday we recorded two songs and sent them to a music company. They offered us a contract, but our parents said we had to finish college first.

Int: You've been together a few years now and you're one of the top bands. What's that like?

Nick: Hard work. We travel to concerts all round the world and are never in one place for more than a few nights. The others are like an older brother and sister to me and Mel, which is good. They help us relax on our days off, and make sure we eat well. They're strict about practising too.

Int: Have you had any disappointments?



Nick: Everything we've recorded has done well. Three singles have gone to number one, and our first album has sold over a million copies. Our second album was due out this winter, but I've been ill recently so we've started recording late, which is a pity. But for the rest, everything's fine.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 2.*

[Pause]

**PART 3** *Now turn to Part 3, questions 14 to 19.*

*You will hear a man called Ben, from a young people's organisation, telling a youth group about a course they can do on Saturdays.*

*For each question, fill in the missing information in the numbered space.*

*You now have 20 seconds to look at Part 3.*

[Pause]

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

Ben: Hello, everyone. Let me introduce myself – my name's Ben and I'd like to tell you about a course you can do on Saturday mornings.

I'm from an organisation called 'Nature' and we run courses for young people like you to do during the weekends. Now, we know that at school you learn a lot about things like science and maths, but this course is really about giving your youth group the chance to come and find out about wildlife. It's an area that tends to get forgotten.

We usually take groups like yours to a wild place that's near their home. Sometimes we go to a beach or a lake, but we've planned for your group to go to a forest. That's the closest place for you, and the easiest to get to.

Now, we'd like you to come and do some activities with us. You spend six hours each week with us and the course lasts for 12 weeks, depending on the weather. That might sound like a long time, but we think you'll be sorry when it's over!

Taking part in our activities means you get to do all sorts of things that you wouldn't normally be allowed to do at home. That includes how to safely climb trees, cut wood and build a fire.

While you're with us, we'll also show you how to make things out of different materials. On the last course, everyone designed backpacks which they were very pleased with.

This time we thought we'd get you to design and make a birdhouse. When it's finished, you can take it home and show your family. We think you'll enjoy doing this.

Now, any questions . . . ?

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 3.*

[Pause]

**PART 4** *Now turn to Part 4, questions 20 to 25.*

*Look at the six sentences for this part.*

*You will hear a boy called Thomas and a girl called Ruby talking about a poster for their school sports day.*

*Decide if each sentence is correct or incorrect. If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.*

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

[Pause]

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

Thomas: So, Ruby, what about this poster for the school sports day. How shall we start?

Ruby: Well, Thomas, I think we should draw a rough copy on this paper first and then do a final copy when we've got everything right.

Thomas: Good idea. Well, let's get a bigger piece of paper . . . that paper's too small.

Ruby: I think last year's poster was 40 centimetres by 60 centimetres.

Thomas: That was a good size, so there's no reason to change it and we'll make it black and white again. I think that looks best.

Ruby: But wouldn't it be a good idea to show that our new sports colours are purple and yellow?

Thomas: That's a good point but think of the cost! We need to do at least 20 photocopies.

Ruby: Oh, I forgot about the money . . . of course. So, what shall we put at the top of the poster? Do you think we should have our school name there?

Thomas: I'd prefer it in the centre so that it's the first thing people notice.

Ruby: That's where the photograph should go, I think. And then we can put the date and the time underneath it.

Thomas: OK. Which picture are we going to use?

Ruby: Well, there are three here. This one of the football team isn't very good. And this one's too dark.

Thomas: I prefer this photo taken last week of the baseball game. It's a very popular new sport at our school.

Ruby: Fine. So that just leaves how to write the words. Do you think we should use all capital letters?

Thomas: Let's see. . . If we put the school name and address . . . here. They should be in capitals but there isn't room for everything so big.

Ruby: But people need to see the date and time clearly. I know . . . everybody knows the school address so that can be tiny.

Thomas: OK. Let's try it that way.

Ruby: I think it's going to be a really good poster.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 4.*

[Pause]

*You now have six minutes to check and copy your answers on to the answer sheet.*

Note: Teacher, stop the recording here and time six minutes. Remind students when there is **one** minute remaining.

*That is the end of the test.*

# Key

## Test 2

### PAPER 1 READING AND WRITING

#### READING

##### Part 1

1 C    2 B    3 B    4 A    5 A

##### Part 2

6 D    7 H    8 C    9 G    10 E

##### Part 3

11 B    12 A    13 B    14 B    15 B    16 A    17 A  
18 A    19 A    20 B

##### Part 4

21 D    22 C    23 A    24 B    25 C

##### Part 5

26 D    27 C    28 A    29 B    30 C    31 C  
32 D    33 B    34 B    35 A

#### WRITING

##### Part 1

- 1 enjoy
- 2 less
- 3 far (away) from
- 4 there is
- 5 Do you

##### Part 2

#### QUESTION 6

##### Task-specific Mark Scheme

- expression of **apology** that student can't go to Alex's party
- explanation as to **why student can't go**
- suggestion to **meet another day** (+ mention of specific day)

The following sample answers can be used as a guide when marking.

**SAMPLE A (Test 2, Question 6: Invitation)**

Hi, Alex  
I got your invitation. But I'm so sorry. I can't come because I will be out of city on this week-end for competitions. But I will be free next Saturday and we can celebrate your birthday together in a restaurant. See you.

**Examiner Comments**

All three content elements are covered appropriately. Errors are present but do not affect the clarity of the communication.

**Mark: 5**

**SAMPLE B (Test 2, Question 6: Invitation)**

Hi Alex!  
How are you? I've just received your message. But I won't able to come to the party. I know, this party is really important for you. But my grandmother is ill. She wants to see me and I'm going to visit her. I'm so sorry, but it could be the last time I'll see her.  
Best wishes,

**Examiner Comments**

The student covers the first two points fully and clearly, but forgets to suggest another day to meet.

**Mark: 3**

**SAMPLE C (Test 2, Question 6: Invitation)**

Hello Alex!

How are you? First you had invited me to your party. When i saw this invitation, i was very glad. But, i am sorry, i won't come. Because my friends will come from out of the city. I've promised them before. But, if you want we can meet. I'll call you for it. Take care.

**Examiner Comments**

The first two points are covered appropriately, but although an arrangement about meeting is made for the third point, there is no indication of when. The message is communicated successfully on the whole.

**Mark: 4**

Part 3

**SAMPLE D (Test 2, Question 7: Letter)**

We have a lot of subjects this year but most important one is English, because we have ten English lessons in a week. But I don't like it too much. It is because of my English teacher. I don't like her. My favourite subject is biology. I learn different things from biology lessons. I don't like geography and history because they are too complicated. I don't understand anything from those lessons. I don't care about it as I won't need them in the future because I want to be engineer. I hope I can. Now I just want to pass the unnecessary subjects.

**Examiner Comments**

This attempt is good and the range of structures and vocabulary more than adequate within the task set, for example 'we have ten English lessons in a week', 'I don't care about it as I won't need them in the future', 'complicated', 'unnecessary'. Evidence of organisation and some linking of sentences with 'but ... because ... as ... now'. Some non-impeding errors, for example 'understand' and 'I want to be engineer'.

**Band: 4**

**SAMPLE E (Test 2, Question 7: Letter)**

Hi my dear friend,  
I'm studying Maths, Physics, Science, biology, litterature and history. My favourite subjects are maths, litterature and history. I love calculating so I love maths. I really love lyrics and their stories so I love litterature. And the last one, I love Ottoman, Turk history and I love talking about that so I love history. I want to study Computer engineering at university. So I need Maths and physics. I know they're hard but I need them. I have another crazy idea. Maybe I can study Music and art. Maybe at the future you can watch me at MTV! Because I love rock!  
See you later!

**Examiner Comments**

In this adequate attempt, the language is not very ambitious and a little repetitive. However, there is an adequate range of structures and vocabulary within the task set, for example 'I love calculating', 'I know they're hard but I need them' and 'lyrics'. Some organisation and simple linking with 'so . . . and . . . so . . . but . . . because'. A number of non-impeding errors, for example 'litterature', 'at the future'.

**Band: 3**

**SAMPLE F (Test 2, Question 7: Letter)**

Dear Jhon

My favourite subjects are Music and French literature because I've been playing the piano for 2 years. So, it makes it easier to be a succesful person.

I don't like history because if you want to learn it, you must memorise all the past events. It is very boring! I hate memorising. Also I don't get on with my history teacher in the school. We argue in about each history lesson. So, I become angry and I don't want to study for the exams which are supplied by him.

I want to study French literature in the future because I am really interested in foreign languages and their literatures.

I am waiting your answer.

**Examiner Comments**

This very good attempt displays a confident and ambitious use of language, with a wide range of structures and vocabulary, for example 'I don't like history because if you want to learn it, you must memorise all the past events' and 'Also I don't get on with my history teacher'. It is well organised with simple linking devices, 'so', 'because', 'Also'. Errors are minor, for example 'succesful' or due to ambition, for example 'in about each history lesson', and non-impeding.

**Band: 5**

## Part 3

**SAMPLE G (Test 2, Question 8: I was really excited when I opened the letter)**

I was really excited when I opened the letter. I knew it was from my brother. We hadn't seen each other for twenty-four years. Actually nobody had seen him since he escaped from prison. I opened the letter. There was a note and a necklace. I remembered the necklace; our mum had given one to me and my brother. They symbolized that we wouldn't leave each other until one of us would die. So the letter meant he would die. Then I read the note. There was written "I'm so sorry. I wouldn't want to leave you alone but I have to. Now it is not necessary for me to live."

**Examiner Comments**

A very good attempt, with some ambitious use of language. There is a wide range of structures and vocabulary within the task set, for example 'I knew it was from my brother. We hadn't seen each other for twenty-four years', 'symbolized', 'it is not necessary for me to live'. Simple linking devices are used: 'Actually . . . So . . . Then'. Errors are minor and non-impeding.

**Band: 5****SAMPLE H (Test 2, Question 8: I was really excited when I opened the letter)**

I was really excited when I opened the letter because was really diferent. It was an old paper. It was about some money of my family. It had a mini map in the envelope. Map was about my grandparents' old house. I went to old house. I couldn't find the mark in the map. I stayed there for 2 days. Then one day I found a small box. There was a clue. I went to other place. There were a mark. I started to dig it. But I found a corse. There was a paper in his hand. In paper I saw this: "Life is the best treasure!"

**Examiner Comments**

This is an inadequate attempt. The language is limited and repetitive, with an inadequate range of structures and vocabulary, and many short unlinked sentences. There are a number of errors, which sometimes impede the meaning, e.g. 'There were a mark. I started to dig it. But I found a corse. There was a paper in his hand.'

**Band: 2**



**SAMPLE 1 (Test 2, Question 8: I was really excited when I opened the letter)**

I was really excited when I opened the letter Rest of my life was bound to this letter. My friends, my family, my job, my love, my childhood, my future, even my country, all of my life was in this letter. I was frighetened Because I want to live! I was crumpling the letter. Actually I had forgot it. While I was having breakfast, I saw the letter on the newspaper. The letter came from the hospital. I didn't want to open it. I liked the life. I liked the sun. I just wanted to see the sun again. I run the outside. Then I looked the sky and the sun. I opened the letter. There was something written: HEALTHY

**Examiner Comments**

An adequate attempt with an ambitious opening, but flawed by the errors. There is an adequate range of structures and vocabulary, for example, 'While I was having breakfast, I saw the letter', 'bound' and 'I was crumpling'. Organised chronologically, but linking of sentences not maintained to the end. The errors are mostly non-impeding, for example 'I had forgot it' and 'Then I looked the sky and the sun.'

**Band: 3**

## PAPER 2 LISTENING

*Part 1*

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

*Part 2*

8 A    9 C    10 B    11 C    12 A    13 B

*Part 3*

- 14 March
- 15 England
- 16 father
- 17 money
- 18 trainer
- 19 apples

*Part 4*

20 A    21 B    22 A    23 A    24 B    25 A

## Test 2 transcript

*This is the Cambridge Preliminary English Test for Schools, Test number 2. 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 six 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.*

[pause]

*Now open your question paper and look at Part 1.*

**PART 1** *There are seven questions in this part. For each question there are three pictures and a short recording. For each question, choose the correct answer (A, B or C).*

*Before we start, here is an example.*

*Where is the girl's hat?*

Mum: Where's your new hat, Sally? I hope you haven't left it on the school bus.

Sally: Don't worry, Mum. I put it in my school bag because I was too hot.

Mum: Are you sure? I can't see it there. You probably dropped it in the road somewhere.

Sally: Oh, here it is – hanging in the hall. I forgot to take it this morning.

[Pause]

*The answer is A.*

*Look at the three pictures for question 1 now.*

[Pause]

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

*One. What can't the woman find?*

Mum: I'm going to mend and paint the cupboard in your bedroom today.

Daughter: Great, Mum. Anything I can do to help?

Mum: Yes, can you go to the shop and get me a new hammer – this one's broken. But before you do that, ask your dad what he's done with the paintbrush – I've looked everywhere for it. There weren't any in the garage; all I could find was this knife which I lost months ago!

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Two. What is the weather forecast for tomorrow?*

Man: And now for those of you planning to go to the rock festival tomorrow, you'll want to know what the weather's going to be like. As we go through today, the heavy rain will gradually disappear by the end of the afternoon. Tomorrow we can expect some sunshine with just a few light showers, and then some very hot and dry weather is likely by the weekend.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Three. What did the boy buy?*

Son: I got most of the shopping you asked for, Mum. I got the last of the bread and some orange juice but sorry, there weren't any newspapers left.

Mum: Oh, never mind, I need to remember to go in the morning. But what about the tomatoes for the salad?

Son: Ah . . . I forgot. I'll go back for them.

Mum: Oh, don't worry, I'll stop and pick some up when I go out to collect your sister.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Four. Which present has the girl bought her mother?*

Jane: Hi . . . it's me, Jane . . . I've got Mum's birthday present. I think she'll like it . . . Yes, that's right, a gold-coloured one. She's always writing letters, so she'll find it useful . . . Mmm. I thought about a CD but I'm never really sure what music she likes, and Dad's bought her a new pair of earrings for her birthday anyway. I'm sure she'll like what I've got her.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Five. Which TV programme will they watch together?*

Girl: Hasn't that basketball match finished yet? You know I want to watch the wildlife programme at nine o'clock.

Boy: It's cancelled, and everything's running late because the rock concert finished later than expected. Sit down and watch this match with me. It's really exciting, and more interesting than looking at animals.

Girl: Oh, OK then.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Six. What time is the swimming lesson today?*

Girl: Hi Judy – do you want to play tennis after school – say about 4.30?

Judy: Mmm – that would be fun but I've got a swimming lesson. It's usually at a quarter past five but it's half an hour earlier this evening, at a quarter to five. It takes me ages to cycle to the swimming pool, so I really don't think I'll have time today – let's try tomorrow.

Girl: OK!

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Seven. Which subject does the boy like best?*

Boy: I really like the new IT teacher – our project for this term is to design a new website. I've always wanted to know how to do that. The sports teacher is much more serious but that's still my favourite subject. Last year I used to really like geography, but the teacher we have now gives us so much homework.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 1.*

[Pause]

PART 2 *Now turn to Part 2, questions 8 to 13.*

*You will hear an interview with a teenager called Simon about going to an indoor climbing centre that has a climbing wall.*

*For each question, choose the correct answer, A, B or C.*

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

[Pause]

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

Woman: Hello, everyone! Today we're discussing adventure activities, and I'm talking to Simon Benito, who recently went with his mum to an indoor climbing centre. Simon, what gave your mum the idea to take you there?

Simon: Well, last year my school had a trip to the centre, but I missed it because I was sick. Then recently she went with a friend and tried it herself – and she loved it! So after that she wanted to take me, too.

Woman: And what did you think when your mum suggested going to the centre?

Simon: Well, I knew I was OK at climbing – we've been climbing on holidays – and I thought we'd do something similar at the centre. I was really looking forward to it. But then my mum explained that the wall was inside. I wasn't so interested when I heard that – I prefer being outside.

Woman: But did you meet lots of people there?

Simon: Well, yes – that was great! It was early morning when we arrived and the centre had just opened, so it was quiet, but lots of people came later in the morning – and for once I wasn't the youngest! I'd expected it'd be mainly young people there, but there were people of all ages – serious climbers, mums with five-year olds . . . and teenagers like me!

Woman: So what was the climbing wall like?

Simon: Well, luckily it had rocks of different sizes to help you climb. So there was little chance of falling off. And I'd imagined it would look high before you started to climb, but actually it didn't seem that far to the top. There were lots of really useful holes all over it, too, to put your feet in – green ones for an easy climb, red for more difficult.

Woman: So what was your first climb like? Was it easy?

Simon: No! The instructor showed us what to do and I thought I'd soon get to the top, but I was the last to get there, so I was annoyed with myself. The instructor warned us it can be painful for your arms, too, but I didn't notice. And I did improve.

Woman: So what did you learn from your visit?

Simon: Well, it was great to be with other people who all like doing the same thing! And when I was climbing I had to think carefully where to put my feet before I moved – so that's helped me to think first before I do things. It's shown me that I am fitter than my friends who spend too much time on their computers.

Woman: Well, thanks, Simon!

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 2.*

[Pause]

**PART 3** *Now turn to Part 3, questions 14 to 19.*

*You will hear a girl called Hannah, talking about her family's champion horse, called Griffon.*

*For each question, fill in the missing information in the numbered space.*

*You now have 20 seconds to look at Part 3.*

[Pause]

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

Hannah: Hi. My name's Hannah. I come from a family that trains horses, and we have a champion horse called Griffon. He is black with an incredibly shiny coat. He was born two years ago, in December, and we're taking him to compete in his first international show in March next year, just after my fifteenth birthday.

The whole family is going – me, my sister and our parents. We live in Poland and we're going to drive through Germany and the Netherlands to the show in England, so it'll be a long journey for us. The event lasts for three days, and we'll be staying with friends who also have horses.

My sister wanted to ride Griffon in front of the judges, but she's too young. The rules are that the person riding the horse has to be over 18, so my father will do it. Griffon has been to other shows in several European countries. He's got dozens of cups, but at an event a couple of weeks ago, he got some money as a prize, which was a change. It suited us because it's expensive taking part in horse shows.

Horses have to learn what to do in front of the judges – how to walk and jump. I watch my parents working with Griffon, and my dream is to be a trainer too, getting horses ready for shows. My parents want me to study to be a doctor, but I'm not sure about that.

When Griffon comes first in a competition he's as pleased as we are. Lots of people give their horses sweets when they win but we give Griffon apples. I also think he likes to be the centre of attention.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 3.*

[Pause]

PART 4 *Now turn to Part 4, questions 20 to 25.*

*Look at the six sentences for this part.*

*You will hear a conversation between a boy called Jamie and a girl called Miranda about sharing a bedroom with a brother or sister.*

*Decide if each sentence is correct or incorrect. If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.*

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

[Pause]

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

Jamie: Hi, Miranda. How are you?

Miranda: Hi, Jamie. I'm fine! I'm helping Mum paint my bedroom at home – the one I share with my younger sister.

Jamie: Oh, how's it going?

Miranda: Not well – we can't agree! My sister and I both have got our own side of the room, and they're completely different! I mean, my side's blue, with pop posters all over the wall. But her side's pink, with dolls and stuff. Not my thing at all really, but as I said, she is younger than me – and it looks OK, I guess.

Jamie: Mmm – well, I share with my brother Max, but as he's older than me, I get to use lots of things that my parents don't really want me to have, because they say I'm not old enough. But he lets me use his laptop, music player . . . everything!

Miranda: Wow! Now, if that was my little sister, she'd probably go and report it to our mum, and I'd get into trouble! That happens sometimes. Then my sister and I have an argument!

Jamie: Oh? That doesn't happen with Max and me . . .

Miranda: No? Well, apart from that, I get on OK with my sister, really. To be honest, she went camping with her school last week, and I really missed her. I found it wasn't so nice being in our room on my own. I hadn't expected that.

Jamie: I know what you mean. My brother's going to university soon, and the room will seem really empty. Still, at least I'll be able to get on with my homework in peace – it's hard at the moment, as he's often in the room, too.

Miranda: Well, my sister likes playing outside, so it's OK. But then when she's not there, there's no-one to talk to about my problems. She's really good at listening if she knows I'm worried about something, even though she can't help.

Jamie: Mmm, my brother's the same. We wouldn't do that if we didn't share rooms.

Miranda: No . . . so sharing does have good points . . .

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 4.*

[Pause]

*You now have six minutes to check and copy your answers on to the answer sheet.*

**Note:** Teacher, stop the recording here and time six minutes. Remind students when there is **one** minute remaining.

*That is the end of the test.*

# Key

## Test 3

PAPER 1 READING AND WRITING

### READING

#### Part 1

1 A    2 C    3 C    4 B    5 A

#### Part 2

6 F    7 D    8 A    9 H    10 B

#### Part 3

11 A    12 B    13 A    14 B    15 A    16 A    17 A  
18 B    19 B    20 A

#### Part 4

21 C    22 A    23 B    24 C    25 D

#### Part 5

26 B    27 D    28 C    29 B    30 A    31 D  
32 D    33 A    34 C    35 B

### WRITING

#### Part 1

- 1 anything
- 2 large/big as
- 3 wear
- 4 there
- 5 it is

#### Part 2

##### QUESTION 6

##### Task-specific Mark Scheme

- reference to **title of book student wishes to borrow**
- explanation as to **why student wants the book**
- mention of **when student will return the book / how long student needs it for**

The following sample answers can be used as a guide when marking.

**SAMPLE A (Test 3, Question 6: Request)**

Dear Charlie  
I need a book "Golden Compass" very much. You won't give me this book, will you? I need this book, because our teacher told us to read it. I won't need it for a long time – only for a week.  
Best wishes  
Cristina

**Examiner Comments**

All three content elements are covered appropriately. But the clumsiness of the request to borrow the book means that the message overall is not communicated clearly enough for a 5.

**Mark: 4**

**SAMPLE B (Test 3, Question 6: Request)**

Hi Charlie!  
I write to you to ask about the book "The Adventures of Tom Sawyer".  
Can you lend it to me? I need to borrow this book because it was advised me by my friends and you also. I need it for 2 weeks.  
Stas

**Examiner Comments**

The student covers all three content points clearly and appropriately.

**Mark: 5**



**SAMPLE C (Test 3, Question 6: Request)**

Good afternoon, Charlie. How's your life?  
 Could you do me a favour? I really need your book about Australian culture and traditions. I have to prepare for the test about your area.  
 Can I borrow it?  
 Thanks before.  
 Delyara

**Examiner Comments**

The first two points are covered appropriately – although the book is not named, it is described clearly enough so that Charlie will know which one it is. But the candidate does not say how long she wants to borrow it for.

**Mark: 3**

Part 3

**SAMPLE D (Test 3, Question 7: Letter)**

Dear Alice,  
 I'm very glad that you are going to come next year. I haven't seen you for a long time and I would like to make friends with your classmates very much. If the main question is when to come, I think the best answer is in May or in September Because it's not very hot but not cold too. The parks and squares are very beautiful in spring and autumn. I remember that you are keen on ancient architecture, so I think you'll enjoy walking along the old parts of our city. There is a lot of sightseeing in our area, saying nothing of amusement parks, theatres and museums with modern exhibitions. I think you'll find a lot to do. I'm really looking forward to seeing you.  
 Love,  
 Ksenia

**Examiner Comments**

This is a very good attempt with confident and ambitious language and a wide range of structures and vocabulary, for example 'If the main question is when to come, I think the best answer is' and 'I remember that you are keen on...'. The letter is well organised and coherent, including the opening and closing. Errors are minor, for example the capital letter in 'Because', or due to ambition, for example 'saying nothing of'.

**Band: 5**

**SAMPLE E (Test 3, Question 7: Letter)**

Hello, Mark

Next year you can go to my country and city to the school trip. You can go in winter, because it will be anusual to you. Our city is a brilliant place, you should love it so much. I know. There are many outgoing people, you can visit many beautiful plases, for example parks, market. We have got many cafes with taste food. And the most interesting things for teenagers are clubs and cinemas and museums. I will miss you, please answer me, if you will arrived.

See you soon,

Angelina

**Examiner Comments**

In this adequate attempt, the language is not very ambitious and flawed by a number of errors. However, there is an adequate range of structures and vocabulary within the task set, for example 'you should love it' and 'outgoing people'. Some attempt at organisation but linking of sentences not always maintained. The errors are mostly non-impeding, for example 'cafes with taste food' and 'if you will arrived'.

**Band: 3**

**SAMPLE F (Test 3, Question 7: Letter)**

Dear Barbara

It's great that you'll come to my country next year. I'm waiting for you impatiently.

The best time of the year to visit is winter. There is no so much snow in England and there is a lot of snow here. Everything will be white, clear and fresh and you'll forget your gloomy London. We will be able to play snowballs, build snowfigures, make angels or butterflies in the snow.

The most interesting things for teenagers in my area are going to the cinema, to the circus (which sometimes come to my town) We have many entertainment places where you'll get fun. You can make picnics, go to concerts of famous singers or just walk around.

Love,  
Laura

**Examiner Comments**

This is a good attempt with fairly ambitious use of language, for example 'Everything will be white, clear and fresh' and 'entertainment places where you'll get fun'. The letter is well organised. The errors are generally non-impeding, for example 'no so much snow' and 'make picnics'.

**Band: 4**

Part 3

**SAMPLE G (Test 3, Question 8: I was on the bus ...)**

I was on the bus when I got a text message. My mother interested whethe I switched off iron. I tried to remember, but couldn't. I became feeling nervouse. What will happen? What am I to write her? Suddenly I remembered that my cousin playing in the garden! I phoned her and asked to check iron. She reluctantly agreed. I waited. The cousin called in 5 minutes and told that iron was off! I felt happy! Then I called my mother and told that everything is OK! Now, I always check everything before going away!

**Examiner Comments**

An adequate attempt. Language is unambitious with a number of mostly non-impeding errors, for example 'I became feeling nervouse' and '... told that iron was off'. There is an adequate range of structures and vocabulary, for example 'What am I to write her?' and 'reluctantly'. Simple chronological organisation but not much linking of sentences.

**Band: 3**

**SAMPLE H (Test 3, Question 8: I was on the bus ...)**

I was on the bus when I got a text message. It was from my friend Julia. She asked me to come to the railway station, and help her. I had to go out of the bus and walk there, because it wasn't far away from the bus stop. When I arrived at the railway station I saw Julia with ... a kitten! I was greatly surprized. Julia said that she didn't knew what was wrong with her kitten. He was crying all the time. I thought a little and then understood that the kitten wanted to eat. Julia bought him some food so that he became happy. It was a funny day!

**Examiner Comments**

This is a very good attempt, with some confident use of language, for example 'Julia said that she ... He was crying all the time.' Well organised story, with simple linking devices 'because ... When ... then ... so that'. Errors are minor and non-impeding, for example 'surprized' and 'didn't knew'.

**Band: 5**

**SAMPLE 1 (Test 3, Question 8: I was on the bus ...)**

I was on the bus when I got a text message. There was written that I had to get off the bus. I was scared so I got off the bus and looked around. I've seen a man in a black suit. He was holding a case. He came nearer to me and told me to take the case, where was a lot of money. I wasn't rich, so I couldn't refuse and I took the case. Then I was waiting for the bus to get home, but suddenly I heard the strange man's phone. He acted rudely. In that moment the bus arrived but the man ran after me and shouted that I wasn't that man which he had to give the money to. He just wrote the message to a wrong number. I got home with a million of dollars!

**Examiner Comments**

A good attempt with a more than adequate range of structures and vocabulary within the task set, for example 'shouted that I wasn't that man which he had to give the money to'. Evidence of organisation with some linking of sentences, 'so ... but suddenly ... in that moment'. A few errors, which are generally non-impeding, for example 'There was written' and 'the case, where was a lot of money'.

**Band: 4****PAPER 2 LISTENING***Part 1*

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

*Part 2*

8 B    9 C    10 A    11 B    12 C    13 A

*Part 3*

- 14 rope
- 15 20/twenty
- 16 tall
- 17 band
- 18 rabbit
- 19 ice(-)cream

*Part 4*

20 B    21 B    22 B    23 A    24 B    25 A

### Test 3 transcript

*This is the Cambridge Preliminary English Test for Schools, Test number 3. 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 six 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.*

[Pause]

*Now open your question paper and look at Part 1.*

**PART 1** *There are seven questions in this part. For each question there are three pictures and a short recording. For each question, choose the correct answer (A, B or C).*

*Before we start, here is an example.*

*Where is the girl's hat?*

Mum: Where's your new hat, Sally? I hope you haven't left it on the school bus.

Sally: Don't worry, Mum. I put it in my school bag because I was too hot.

Mum: Are you sure? I can't see it there. You probably dropped it in the road somewhere.

Sally: Oh, here it is – hanging in the hall. I forgot to take it this morning.

[Pause]

*The answer is A.*

*Look at the three pictures for question 1 now.*

[Pause]

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

*One. Which T-shirt does the boy decide to buy?*

Boy: I'd like to buy a black T-shirt with short sleeves, please. Large size.

Woman: I'm afraid the black ones have long sleeves, but we've got short sleeves in the lighter colours. Do you want a round neck or a V-neck?

Boy: It must be round neck. Let me think . . . umm, OK, I'll take one of the short-sleeved ones, the colour's not so important really.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Two. Who will be on the stage next?*

Man: And that was Shark, with Jo on piano and Rich on guitar. Lots of music to come, including The Three Biscuits with songs from their new CD. But first, here are Subway – you all know the drummer and guitarist, but singing here with them for the first time is Sarah Ireland, the drummer's sister – please give her a big welcome.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Three. What time will the pie be ready?*

Girl: What time is it, Mum? Do you think the apple pie will be ready yet?

Mum: It's 4.35.

Girl: And the pie went into the oven at a quarter past four?

Mum: That's right. You could check it at five and turn the heat down a bit but don't take it out until twenty past. That's forty-five minutes to go!

Girl: OK, I'm hungry already.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Four. Which photo does the girl dislike?*

Girl: I've got the photos back! Look, this one of us on the beach is just brilliant!

Boy: Yes . . . You must get a copy for me to put in my photo album. It was a great day, but that other one's good too!

Girl: I don't know why you think so, that dress I'm wearing looks awful. I only bought it because it was half-price. The one of us on the boat isn't bad, look.

Boy: Mm . . . apart from the fact that we look seasick!

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Five. What should the students take on the school trip?*

Teacher: Now, you won't need any money for the bus or your entrance ticket to the museum tomorrow, because that's already paid for. But bring some change for when you get thirsty and want to buy a drink. The only food or drink allowed on the bus is fruit. Bring some with you because it's quite a long trip, and you'll get hungry. And you'll need to bring all your coloured pencils for the work I'm going to ask you to do there.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Six. Where do the boys decide to go?*

Boy 1: So, we've got three hours. Shall we go skateboarding in the park? What do you think?

Boy 2: Well, there's the latest space film, which is meant to be good, or there's a new computer-game shop which has just opened.

Boy 1: Oh, well I haven't got enough money to buy a new game anyway. Let's go and watch the film.

Boy 2: OK. We can go skateboarding any time.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Seven. What has the girl lost?*

Teacher: Can I help you? You look worried. Is everything all right?

Girl: Well, I was in the playground about ten minutes ago with my friends and I got a call on my mobile phone – I had to get a pen out of my bag to write something down and I think my purse fell out. I can't find it now. Do you know if anyone has handed it in?

Teacher: You know you're not supposed to bring phones to school – anyway, let me go and check. What colour is it?

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 1.*

[Pause]

**PART 2** *Now turn to Part 2, questions 8 to 13.*

*You will hear a radio interview with a teenage surfer called Abby Fielding.*

*For each question, choose the correct answer A, B or C.*

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

[Pause]

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

Man: Today, I'm talking to teenage surfer Abby Fielding. Abby, welcome. Tell us about how you started surfing.

Abby: Well, my family have always loved going to our local beach, and my dad became keen on surfing. He wasn't very good, but he really wanted to show me how to do it, and my mum offered to buy me a board. I still wasn't keen, but then I started watching surfing competitions near home, and when I saw the standard of the surfers, I just felt I could do better!

Man: Very confident! How easy was it to get started?

Abby: Well, it's free to practise, once you've got the equipment. But it can cost quite a lot to buy what you need. I went to the local surfing school for a bit too. I was lent some boards before I bought one, to see which type I liked best – that was useful.

Man: So do you go surfing all year round now?

Abby: Yes – even in winter when it's cold! The sea is actually warmer than the land. I just wear the same wetsuit as I do in the summer – although sometimes I do add gloves! You'd be surprised how many people are out there surfing with me.

Man: And your biggest achievement was surfing an enormous wave!

Abby: Yeah! That kind of wave only comes along a couple of times a year. I borrowed a large board, as mine wasn't big enough, and I was nervous – the waves were a lot bigger than they look from the beach. People say it hurts if you fall off in those conditions – but I didn't have time to think about that!

Man: So – any advice for other teenagers taking up surfing?

Abby: Well, you're never too young to start – not on big waves, of course, in case you have to swim back to the beach. But in many places, you need to know how to surf whatever the waves are like – good and bad. And surfing schools are OK, but watching other surfers is just as useful – and practising yourself, of course!



Man: So . . . you're still young – what next?

Abby: Well, I'm going to miss the next big competition, as I've injured my ankle, but my future's definitely in surfing, so I need to investigate what opportunities there are. There's a course in surfing science you can do at the university here, but I'm not sure that's the right path for me at the moment.

Man: Well, thank you Abby.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 2.*

[Pause]

**PART 3** *Now turn to Part 3, questions 14 to 19.*

*You will hear a boy called Caspar, who is part of a circus family, talking about his life.*

*For each question, fill in the missing information in the numbered space.*

*You now have 20 seconds to look at Part 3.*

[Pause]

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

Caspar: My name is Caspar and I'm the youngest child in a circus family. My parents and brother and sister are all performers. My mother wears wonderful costumes and dances across a rope about fifteen metres above the ground. Sometimes she plays a violin at the same time . . . Incredible!

My brother is ten years older than me, and my sister's sixteen. They're part of an act where up to twenty people balance on a motorbike and ride round the ring. The performers stand on each other's shoulders, with my sister at the top.

My dad's the ringmaster, or the boss of the circus. He's good at his job because he's tall and has a loud voice. He introduces the performers and makes sure the acts start and finish on time.

I'm not allowed to perform until I'm fifteen, but I march beside my dad ahead of the band at the beginning of the show, and lead everyone out at the end. I have some great costumes, and I love being in the ring. I can't wait to start training to be a performer.

We don't have horses or dogs. In fact the only animal in the circus is a rabbit, who doesn't do much but is always the star of the show. The children love him. The performers have a lot of other jobs to do. We have to clean out the circus tent between each show, make the costumes, and repair the equipment. I check the audience tickets, and sell ice-cream at half-time.

We only work for eight months, during good weather, and we travel around from place to place. It's a great life.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 3.*

[Pause]

## Key

PART 4 *Now turn to Part 4, questions 20 to 25.*

*Look at the six sentences for this part.*

*You will hear a girl called Lisa and a boy called Sam talking about a book they have both read.*

*Decide if each sentence is correct or incorrect. If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.*

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

[Pause]

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

Lisa: So, Sam, have you finished that book we had to read for school, *Lime County*?

Sam: Oh, hi, Lisa. Yeah, just last weekend. It took me a long time to get into it. The first chapter was difficult. But in the end I couldn't put it down.

Lisa: I liked it from the first page. I've never finished a book so quickly, and normally I don't like reading fiction.

Sam: The main character in the story, Paul, was interesting. He hurt his leg badly and couldn't play football with the other kids. But the author didn't make you feel pity for him.

Lisa: Yes, that was because he was such a strong character. He couldn't do anything active, but he used his time to think about game plans for his team. They depended on him in the end.

Sam: He was almost like a coach.

Lisa: I thought the book was well written and it had a good plot. There was a bit of mystery about Paul's brother. Did he cause Paul's injury? Was he jealous of Paul? You don't find out until the very end.

Sam: I didn't care so much about that. It was the football matches I liked, seen through Paul's eyes. I could imagine exactly what was happening.

Lisa: The author was clever because when Paul was unhappy, the whole story – the weather, the background – sort of got darker, so the reader could feel what Paul was feeling.

Sam: There was quite a lot of detail about the techniques of football. I think the author got that just right.

Lisa: Any more would make it too long, and boring for people who weren't mad about football. That side of the book was about right. For me, the best part was that Paul realised what's important in life and how to deal with tough situations. He really grew as a person.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 4.*

[Pause]

*You now have six minutes to check and copy your answers on to the answer sheet.*

Note: Teacher, stop the recording here and time six minutes. Remind students when there is **one** minute remaining.

*That is the end of the test.*

# Key

## Test 4

### PAPER 1 READING AND WRITING

#### READING

##### Part 1

1 B    2 C    3 C    4 C    5 A

##### Part 2

6 E    7 B    8 F    9 H    10 A

##### Part 3

11 B    12 A    13 B    14 A    15 B    16 B  
17 B    18 A    19 B    20 A

##### Part 4

21 B    22 A    23 C    24 B    25 D

##### Part 5

26 B    27 C    28 C    29 A    30 B    31 A  
32 C    33 A    34 D    35 B

#### WRITING

##### Part 1

- 1 than
- 2 first time
- 3 as
- 4 (in order) to
- 5 so

##### Part 2

#### QUESTION 6

#### Task-specific Mark Scheme

- invitation to Daryl to come to the **cinema**
- information about **the film which student plans to see**
- mention of **meeting time**

The following sample answers can be used as a guide when marking.

**SAMPLE A (Test 4, Question 6: Note to a friend)**

Dear Daryl

I want you to come with me at cinema at 8.30 which is the time that start a oscar winning film. This film is Harry Potter. I will wait you on Saturday.

**Examiner Comments**

All three content elements are covered appropriately. There are errors, but these do not affect the communication of the message.

**Mark: 5**

**SAMPLE B (Test 4, Question 6: Note to a friend)**

Hi Daryl

I send you this letter to say to you to go to cinema to see the need for speed at 21.00 o'clock the night. I want to come with me.

Your friend

**Examiner Comments**

The student has given information about the film and the meeting time, but only an attempt has been made at the invitation. The message requires some effort.

**Mark: 3**

**SAMPLE C (Test 4, Question 6: Note to a friend)**

Hello Daryl  
 Are you okey? I want invite you to go cinema. I want to go new film.  
 If you come, sent me an email.  
 Your friend

**Examiner Comments**

The candidate has covered the first content element; the second element is unsuccessfully dealt with and the third element has been omitted. The message is only partly communicated.

**Mark: 2**

*Part 3*

**SAMPLE D (Test 4, Question 7: Giving advice)**

Hi my dear!  
 I think you should look all people at room. And If you like anyone, introduce with him. You should look at him. Look what he doing, telling,.....What he like. You must be copy of your friend! Copy his clothes...And you with him be best friend, because you have a something, about you may speak! You have one interest that he have. If you don't know, what about you want speak with him, you never be his friend!

**Examiner Comments**

This is an adequate attempt. The letter requires some effort from the reader and there are a number of errors, but these are mostly non-impeding, e.g. 'You must be copy of your friend!' and 'And you with him be best friend ...'. Where more ambitious language is attempted, it is flawed, e.g. 'If you don't know, what about you want speak with him, you never be his friend!'.

**Band: 3**

**SAMPLE E (Test 4, Question 7: Giving advice)**

Dear, Vlad

Hello! How are you? Thanks for your letter. I know it's very hard to start new school. It's not very easy to find new friends, but I think you can find ways to do it. First you should meet with somebody, then talk with him about music, films, games, and something like that. Maybe you two will be interested in something together. It is easy for you, because you are a very interesting and handsome boy. Don't worry about it! Next week you'll know everyone in your class, I promise you. Please write me, when you'll have a friend.

Goodbye

Love, Leo.

**Examiner Comments**

This is a very good attempt, with a range of structures and vocabulary, e.g. 'Maybe you two will be interested in something together', 'Next week you'll know everyone in your class, I promise you'. The letter is very well-organised, using simple linking devices, such as 'but', 'first', 'because' and 'when' and includes opening and closing formulae. The errors are minor, due to ambition, and non-impeding, e.g. 'Please write me, when you'll have a friend'.

**Band: 5**

**SAMPLE F (Test 4, Question 7: Giving advice)**

Hi, Helen. Yes, it's a big problem. If you want friends in new school, you should not conflict with anybody at first. Don't try to make friends immidiately, because it's imposible. Try just steady and after a little time you will have good friends. There is a lot of ways to have friends, try them all! Don't worry about this a lot. I'm sure you WILL have new friends. If my ways don't help, try to ask somebody else. Someone would know how to make friends.

See you soon!

Nick

**Examiner Comments**

This is a good attempt, using fairly ambitious language with some generally non-impeding errors, e.g. 'If you want friends in new school, you should not conflict with anybody at first'. The letter shows evidence of organisation, includes an opening and closing formula and only a little effort is required by the reader.

**Band: 4**

Part 3

**SAMPLE G (Test 4, Question 8: As soon as I woke up ...)**

As soon as I woke up I knew that it was going to be a special day. I felt very good. I went to my grandfather and all my family. We were ready to eat a lunch. I was late for ten minutes. I was playing football with my cousin. My cousin left because he hungried too much. When I was going to eat I saw a snake to come up to me. I started scream and all my family came at the point that I was. My uncle ran towards me and he took a snake with his hand and throught it to river. I had a very strange experient but eventually it was a very special day.

**Examiner Comments**

This is an adequate attempt. The language is largely unambitious, particularly in the first part, which relies on short, unlinked sentences. There is an adequate range of structures and vocabulary, e.g. 'When I was going to eat I saw a snake to come up to me'. The errors are mostly non-impeding, e.g. 'he hungried too much'.

**Band: 3**

**SAMPLE H (Test 4, Question 8: As soon as I woke up ...)**

As soon as I woke up I knew it was going to be a special day. It was my mother's birthday! And it was going to be a birthday party at 9.00. But I didn't have any present! I didn't know what to do. And then I had a wonderful idea – to buy a present for Mummy, but I didn't have any money! I asked my father and granny to give me some money, but they didn't want to give me any. My mother heard me asking about money and gave me £50! I was so happy and bought some flowers and a CD player. I thought it was a wonderful present, but why wasn't my Mummy happy, I wonder?

**Examiner Comments**

This is a very good attempt, using confident and ambitious language, e.g. 'I thought it was a wonderful present, but why wasn't my Mummy happy, I wonder?'. The narrative is well-organised and coherent and there is a wide range of structures and vocabulary within the task set. The story requires no effort by the reader and the errors are minor and non-impeding.

**Band: 5**



**SAMPLE I (Test 4, Question 8: As soon as I woke up ...)**

As soon as I woke up I knew it was going to be a special day.  
 This special day that is my birthday. I am 16 years old. I send to my  
 frieds to came to mi party in mi house to dance, play games and to see tv.  
 To eat food and drink. The party start 22.00 o'clock and finish 2.00 o'clock  
 the night. I want to come all to my party. Very good party. I got nice cake  
 chocolat and lot of presents. Why you not come  
 See you  
 George

**Examiner Comments**

This is an inadequate attempt. The language is limited and simplistic, e.g. 'The party start 22.00 o'clock and finish 2.00 o'clock the night.'. There is an inadequate range of structures, with numerous errors which sometimes impede.

**Band: 2**

## PAPER 2 LISTENING

*Part 1*

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

*Part 2*

8 A    9 C    10 A    11 B    12 A    13 C

*Part 3*

- 14 T/tiger
- 15 C/change
- 16 T/trains
- 17 two thousand/2(,)000
- 18 library
- 19 website

*Part 4*

20 A    21 A    22 B    23 B    24 A    25 B

### Test 4 transcript

*This is the Cambridge Preliminary English Test for Schools, Test number 4. 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 six 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.*

[Pause]

*Now open your question paper and look at Part 1.*

PART 1 *There are seven questions in this part. For each question there are three pictures and a short recording. For each question, choose the correct answer (A, B or C).*

*Before we start, here is an example.*

*Where is the girl's hat?*

Mum: Where's your new hat, Sally? I hope you haven't left it on the school bus.

Sally: Don't worry, Mum. I put it in my school bag because I was too hot.

Mum: Are you sure? I can't see it there. You probably dropped it in the road somewhere.

Sally: Oh, here it is – hanging in the hall. I forgot to take it this morning.

[Pause]

*The answer is A.*

*Look at the three pictures for question 1 now.*

[Pause]

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

*One. When will Jack's mum pick him up?*

Jack: Mum, I'm ringing to tell you I'm at Tim's house. Football practice finished early, so we walked here together.

Mum: OK. Well, it's half past five now, so I'll come in the car and pick you up. It'll take me about half an hour, so I'll see you at six.

Jack: Oh, there's something good on television then. Can you come and get me after it, at seven?

Mum: I can't, Jack, I've got to pick your dad up from the station then.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Two. Which postcard will they send?*

Girl: We mustn't forget to send Mum a postcard . . . how about this one with a picture of the mountain?

Boy: Well, it's nice but we can't actually see it from where we're staying. What about a view of the lake and the village instead? Or perhaps one of the garden pictures if you think she'd prefer it. Look at the cottage and all the flowers . . .

Girl: Mmm . . . I think your first idea was better . . . we could put a cross to show where we're staying.

Boy: Right then, let's do that.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Three. What do they decide to buy?*

Mum: Look, Kate, there are some of those biscuits you like!

Kate: Oh, yes. Mm . . . there aren't many in a packet though, Mum. Why don't we have this cake instead? Remember I've got my friends coming tomorrow.

Mum: Oh, I haven't forgotten. I've already made a cake, and I've bought lots of ice cream.

Kate: Well, I suppose some biscuits would be nice with ice cream. Do we need anything else . . . ?

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Four. What has the girl forgotten to bring?*

Boy: Finish your drink – we'll be late for class. What are you looking for now? Don't tell me you've forgotten your homework. You said you were working on it really late.

Girl: Don't worry, it was the first thing I put in my bag – look, here it is. I won't be a second . . . just checking everything. Pencil case, now where did I . . . ? Oh . . . you'll be able to lend me a pen, won't you? Phone? Oh, here it is, in my pocket as usual . . .

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Five. How does the man want his son to help him?*

Dad: Jamie, could you do something for me?

Jamie: Well, it depends what it is. I'm meeting my mates in town.

Dad: I want to clean the upstairs windows this afternoon, but I lent the ladder to John . . . Could you come next door with me and help me carry it back? I'll give you a lift into town afterwards if you like.

Jamie: Sure, Dad.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Six. Which TV programme is on at nine o'clock tonight?*

Woman: Because of the football finishing late, there are some changes to this evening's programmes. We won't now show the *Nature Programme*, about the sharks found in the Pacific, at nine o'clock. Instead, the cartoon film the *Mighty Heroes* will be at this time, an hour later than advertised. You can see the *Nature Programme* at its usual time next week.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*Seven. What will the boy do first?*

Boy: I'm off now, Mum. I'm going to meet Ben at the youth club because he's bought a new wheel for his bike and he wants me to help him put it on . . . and I've got to go to the library to take my books back sometime today too.

Mum: Well, do that before you start work on the bike because it isn't open this afternoon.

Boy: OK. And we're going to play table tennis after we've done the bike, so I won't see you until supper this evening. Bye!

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 1.*

[Pause]

**PART 2** *Now turn to Part 2, questions 8 to 13.*

*You will hear an interview with a champion gymnast called Maria Anderson.*

*For each question, choose the correct answer A, B or C.*

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

[Pause]

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

Man: I'm talking to Maria Anderson, a 16-year old champion gymnast. Maria, have you always dreamed of being a gymnast?

Maria: I got interested when I was eight. I loved running, and jumping, and my teacher said I'd be good at sports. I read a book about a gymnast who took part in the Olympics and her life seemed very hard. Then I went to watch a gymnastics event with my Dad and saw gymnasts in action and I thought, 'I'd like to do that'.

Man: Did you realise immediately you'd be a champion?

Maria: I tried too hard in the beginning – I'm very competitive – and was in a hurry to learn the moves. I made so many mistakes, I nearly gave up. Even when I won prizes at events in my town I didn't think I'd ever be really good. But a famous coach saw me doing floor exercise and said he'd give me lessons, and then I knew I could get to the top.

Man: You've done amazingly well since then. Has success changed you?

Maria: I hope not. I'm growing up, getting experience, but basically I think I'm the same. My coach says the best athletes are sensible, they don't let success make a difference to them as people, and I think that's true of me. It's just my mum and dad worry about me and wish I could lead a more normal life.

Man: What about school? Can you keep up with the other children?

Maria: I go to the sports centre at 5.30 every morning to practise, so I've been working for three hours before I even get to school. It was hard at first, I felt really tired. But I'm used to it now. I rest during the lunch break, instead of being with my friends. Lessons are all right, but I can't stay up late or go to parties.

Man: Do you have time for hobbies?

Maria: Well, I travel a lot to events in other countries and I listen to music on the plane. I hope I get a chance to go to a concert some day and I like movies, but not cartoons. My dad

films me when I'm performing in a competition, and I put together videos for my website, which is fun.

Man: What does your room at home look like?

Maria: I've got posters covering every wall, mostly of singers and bands. The best thing is a photograph of me shaking hands with my hero, a fantastic Russian gymnast I met last year. Oh, and I've got all my cups and prizes in a glass case – a bit embarrassing.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 2.*

[Pause]

**PART 3** *Now turn to Part 3, questions 14 to 19.*

*You will hear a schoolteacher talking to a group of students about a national poetry competition.*

*For each question, fill in the missing information in the numbered space.*

*You now have 20 seconds to look at Part 3.*

[Pause]

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

Teacher: Now could everyone sit down, please. I've got an important announcement to make. As you know, the national school poetry competitions that we usually enter are starting soon. All the competitions are named after animals. One of the competitions, called the Dolphin Prize, is for 15- to 19-year olds. So if you have older brothers and sisters in the school, get them to enter that one. But the one for people of your age, the Tiger Prize, is the one we'd like you to go for. We hope lots of you will try.

As some of you may remember, the theme for last year was 'Weather'. This time the judges have chosen the topic 'Change', and that could cover a lot of things, couldn't it? A new school, a different house, for example . . .

So, if you want to enter the competition but you're stuck for ideas, have a look at last year's winner on the competition website. You may know the girl who wrote it – Maria Mason from our school with her poem called 'Trains'. She also got a little book of her poems, called 'Travelling' published as part of her prize. Maria won some money for the school, too – one thousand euros! And this time that's gone up to two thousand, which is very generous.

If anyone in the school wins, we'd like to use the money for the library, as we feel that's the right way for it to be spent. Maria's prize money last year was spent on the new computer software.

Now, you may feel you'd like to enter the competition but need some more help. If that's the case, you can look at the website. The head of English, Mr Winters, has said you will find it really useful.

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 3.*

[Pause]

## Key

PART 4 *Now turn to Part 4, questions 20 to 25.*

*Look at the six sentences for this part.*

*You will hear a conversation between a boy called Lucas and a girl called Claire who have just been to a concert by a band called Candy Floss.*

*Decide if each sentence is correct or incorrect. If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.*

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

[Pause]

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

Lucas: I'm really glad my mum let me go to the concert – I didn't think she would. But there were lots of people our age! What did you think of it, Claire?

Claire: Well, I wasn't sure at first if I could go, but luckily Mum and Dad bought me the ticket for my birthday and wasn't it great? Our seats were only ten rows from the front! We got a great view!

Lucas: Well, I was worried about the concert when I saw Candy Floss on TV last month – one band member had just left and they weren't brilliant. But I don't think they've ever performed as well as they did tonight.

Claire: Mmm – and what about their dancing? I thought they needed to do some more work on it when I saw them on TV during the summer, but tonight it was exciting!

Lucas: You notice that because you go to dance classes! I wasn't paying attention – probably too busy looking at their clothes! The dresses they had on in the first half were OK, I suppose, but what were those silver things they changed into after that?

Claire: Oh, they always wear those during their concerts – I think they looked really original.

Lucas: Really awful, you mean! Anyway, what about getting their new album? I'm not sure I can afford it now . . .

Claire: There've been lots of reviews on the Internet, and some said it isn't very good, but the songs they did in the concert were great – and I've got all their other albums, so it'll add to my collection.

Lucas: You should, then.

Claire: Mmm – but did I tell you I've read the main singer's thinking of leaving?

Lucas: Well, if the fans think someone's leaving the band, they might not buy tickets for the next concert – that means plenty left for us to buy! I'd like to see the band again, wouldn't you?

Claire: Absolutely!

[Pause]

*Now listen again.*

[The recording is repeated.]

[Pause]

*That is the end of Part 4.*

[Pause]

*You now have six minutes to check and copy your answers on to the answer sheet.*

Note: Teacher, stop the recording here and time six minutes. Remind students when there is **one** minute remaining.

*That is the end of the test.*



# S A M P L E

Candidate Name

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Centre No.

Candidate Signature

Candidate No.

Examination Title

Examination Details

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN, show here.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

## PET Paper 1 Reading and Writing Candidate Answer Sheet 1

### Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

#### For Reading:

Mark ONE letter for each question.

For example, if you think A is the right answer to the question, mark your answer sheet like this:



Part 1	
1	A B C
2	A B C
3	A B C
4	A B C
5	A B C

Part 2	
6	A B C D E F G H
7	A B C D E F G H
8	A B C D E F G H
9	A B C D E F G H
10	A B C D E F G H

Part 3	
11	A B
12	A B
13	A B
14	A B
15	A B
16	A B
17	A B
18	A B
19	A B
20	A B

Part 4	
21	A B C D
22	A B C D
23	A B C D
24	A B C D
25	A B C D

Part 5	
26	A B C D
27	A B C D
28	A B C D
29	A B C D
30	A B C D
31	A B C D
32	A B C D
33	A B C D
34	A B C D
35	A B C D

Continue on the other side of this sheet →







# S A M P L E

Candidate Name

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature \_\_\_\_\_

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here ☐

Centre No.

Candidate No.

Examination  
Details

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

## PET Paper 1 Reading and Writing Candidate Answer Sheet 2

### Candidate Instructions:

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



Use a PENCIL (B or HB).

**This section for use by FIRST 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:**

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9





# S A M P L E

Candidate Name

If not already printed, write name  
in CAPITALS and complete the  
Candidates No. grid (in pencil)

Centre No.

Candidate Signature

Candidate No.

Examination Title

Examination  
Details

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN write here

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

## PET Paper 2 Listening Candidate Answer Sheet

You must transfer all your answers from the Listening Question Paper to this answer sheet.

### Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For Parts 1, 2 and 4:

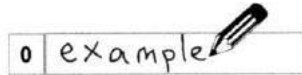
Mark ONE letter for each question.

For example, if you think **A** is the right answer to the question, mark your answer sheet like this:



For Part 3:

Write your answers clearly in the spaces next to the numbers (14 to 19) like this:



Part 1		Part 2		Part 3		Do not write here	Part 4	
1	A B C	8	A B C	14		1 14 0	20	A B
2	A B C	9	A B C	15		1 15 0	21	A B
3	A B C	10	A B C	16		1 16 0	22	A B
4	A B C	11	A B C	17		1 17 0	23	A B
5	A B C	12	A B C	18		1 18 0	24	A B
6	A B C	13	A B C	19		1 19 0	25	A B
7	A B C							

# Acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

## *Black & white photos:*

Alamy/Andrew Karelias p14(bl), Alamy/Angela Hampton Picture Library p54(tl), Alamy/Big Cheese Photo LLC p74(c), Alamy/David R Frazier Photo Library p54(c), Alamy/Image Source Pink p34(tl), Alamy/Juergen Henkelman p34(c), Alamy/MBI p54(t), Alamy/MOB Images p74(bl), Alamy/PhotoIndia.com LLC p34(bl), Alamy/The Photo Works p14 (c); **iStockphoto** p14 (tl); **Rex Features**/Tom Chance/Westend61 p54(b), Rex Features/Image Source p54(bl), Rex Features/OJO Images p34(b), Rex Features/Westend 61 p14 (t), Rex Features/Iso Pix p74(b); **Shutterstock** pp14 (b), 34 (t), 74(t, tl).

## *Colour photos:*

**Corbis**/Michael A Keller VIII (t); **Getty Images**/Bob Stevens PIV (b), Getty Images/Colin Grey pVI (b), Getty Images/ColorBlind Images p VIII(b) Getty Images/Karen Moskowitz pII (t), Getty Images/Robert Frerck pIV (t), Getty Images/YellowDog Productions VIII (c); **Photolibary**/Photononstop pII (b).

Picture research by Alison Prior

Design concept by Peter Ducker MSTD

The CDs which accompany this book were recorded at dsound, London.

# CAMBRIDGE

## PRELIMINARY ENGLISH TEST FOR SCHOOLS **1** WITH ANSWERS

**CAMBRIDGE UNIVERSITY PRESS IS THE ONLY OFFICIAL PUBLISHER OF EXAMINATION PAPERS FROM CAMBRIDGE ESOL – AN ESSENTIAL PART OF ANY STUDENT'S EXAM PREPARATION.**

This 1st collection of examination papers for the PET for Schools provides all the exam practice you need. It contains:

- four official examination papers that provide authentic exam practice
- a helpful overview of the PET for Schools exam to familiarise you with its format
- attractive visual material to help you practise for the paired Speaking test
- photocopiable answer sheets so you can practise transferring your answers.

The 'with answers' edition contains:

- clear explanation of marking and grading, illustrated by authentic sample answers
- recording scripts and answer keys
- frameworks to help you prepare for the Speaking test.

Audio CDs containing the recorded material for the Listening paper are also available.

The Cambridge Preliminary English Test for Schools examination corresponds to Council of Europe Level B1.



### CAMBRIDGE LEARNER CORPUS

The Cambridge Learner Corpus (CLC) is a unique collection of over 30 million words taken from student exam papers from Cambridge ESOL.

It shows real mistakes students make and highlights the parts of English which cause problems for learners. The CLC has been developed by Cambridge University Press with University of Cambridge ESOL Examinations to help in writing materials for learners of English.

[www.cambridge.org/corpus](http://www.cambridge.org/corpus)



**REAL ENGLISH GUARANTEE**



**CAMBRIDGE**  
UNIVERSITY PRESS

[www.cambridge.org](http://www.cambridge.org)

ISBN 978-0-521-16825-0



9 780521 168250 >