

**2020  
Exam  
Format**

For the Cambridge Assessment English B1 Preliminary (PET) for Schools

# **CAMBRIDGE B1 PRELIMINARY** FOR SCHOOLS

## **PRACTICE TESTS**



**HAMILTON HOUSE**  
ENGLISH LANGUAGE TEACHING

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# INTRODUCTION

Paper	Timing	Number of questions	Parts	Answers
1 Reading and Writing	1 hour 30 minutes	42	Reading Part 1	Three-option multiple choice. Five (plus an example) very short discrete texts: signs and messages, postcards, notes, emails, labels, etc.
			Reading Part 2	Five items in the form of descriptions of people to match to eight short adapted-authentic texts.
			Reading Part 3	Correct/Incorrect. Ten items with an adapted-authentic long text.
			Reading Part 4	Four-option multiple choice. Five items with an adapted-authentic long text.
			Reading Part 5	Four-option multiple choice cloze. Ten items (plus an example) with an adapted-authentic text drawn from a variety of sources. The text is of a factual or narrative nature.
			Writing Part 1	Sentence transformations. Five theme-related items (plus an example). Students are given sentences and then asked to complete similar sentences using a different structural pattern so that the sentence still has the same meaning. Students should use no more than three words.
			Writing Part 2	Short communicative message. Students are prompted to write a short message (35-45 words) in the form of a postcard, note, email, etc. The prompt takes the form of a rubric or short input text to respond to.
			Writing Part 3	A longer piece of continuous writing (approx. 100 words). Students are presented with a choice of two questions, an informal letter or a story. Students are assessed using assessment scales consisting of four subscales: Content, Communicative Achievement, Organisation and Language.
2 Listening	30 minutes (plus 6 minutes to transfer answers)	25	Part 1	Short neutral or informal monologues or dialogues. Seven discrete 3-option multiple-choice items with visuals, plus one example.
			Part 2	Longer monologue or interview (with one main speaker). Six 3-option multiple-choice items.
			Part 3	Longer monologue. Six gaps to fill in. Students need to write one or more words in the space.
			Part 4	Correct/Incorrect. Longer informal dialogue. Students need to decide whether six statements are correct or incorrect.
				<b>Reading Parts 1-5</b> Students shade the correct lozenges on a separate answer sheet in pencil.  <b>Writing Parts 1-3</b> Students write their answers in the spaces provided on the answer sheet in pencil.  Students write their answers on the question paper as they listen, and they are then given 6 minutes at the end of the test to transfer these answers to an answer sheet. Students shade the correct lozenges or write their answers in the spaces provided on the answer sheet.

Paper	Timing	Number of questions	Parts	Answers
3 Speaking	10-12 minutes per pair of students		Part 1 Each student interacts with the interlocutor. The interlocutor asks the students questions in turn, using standardised questions.	
			Part 2 Simulated situation. Students interact with each other. Visual stimulus is given to the students to aid the discussion task. The interlocutor sets up the activity using a standardised rubric.	
			Part 3 Extended turn. A colour photograph is given to each student in turn and they are asked to talk about it for approximately one minute. Both photographs relate to the same topic.	
			Part 4 General conversation. Students interact with each other. The topic of conversation develops the theme established in Part 3. The interlocutor sets up the activity using a standardised rubric.	

## Paper 1 Reading and Writing

### Reading Part 1 Multiple choice

#### General

This part tests the student's understanding of various kinds of short texts. There are five short texts. With each text is one multiple-choice question with three options A, B and C.

#### Helpful Tips

Students should read the text and decide what situation it would appear in. They can use the visual information (layout, location etc.) to help identify the context. Next they should read the three options. They then need to compare each option with the text before choosing an answer. It is important that they read the chosen option again to check that the meanings match.

### Reading Part 2 Matching

#### General

This part tests the student's detailed comprehension of factual material. There are five short descriptions of people and they have to match this content to five of eight short texts on a particular topic.

#### Helpful Tips

Students should begin by reading the five descriptions of the people. Next, they need to read all eight texts carefully, underlining any matches between these and anything in the descriptions of the people. They should then compare the description again with any possible matches. They need to check that the text meets all the requirements of the description. They should avoid using one or two identical words in the description and the text to choose an answer ('word-spotting'). Instead they need to focus on the meaning of the whole text.

### Reading Part 3 Correct/Incorrect

#### General

Students should concentrate on obtaining the specific information required from the text, and not worry if they meet an unfamiliar word or phrase. There are 10 questions, which are

single-sentence statements about a longer factual text.

#### Helpful Tips

Students should first read the questions, which are single sentence statements. Next, they need to scan the text to find the answer to the first statement. The answers in the text are in the same order as the questions. They should repeat this for the remaining statements. They should not worry about unfamiliar words, which are likely to appear in this part. These words are not required to answer the questions. Instead they should focus on finding the specific information to decide if the statements are true or false.

### Reading Part 4 Multiple choice

#### General

In this part, students have a text which expresses an opinion or attitude. There are five multiple-choice questions with four options, A, B, C and D. Students need to demonstrate they have understood the writer's purpose, the writer's attitude or opinion or an opinion quoted by the writer, and both the detailed and global meaning of the text.

#### Helpful Tips

Students should begin by skimming the text to find out the topic and general meaning. They need to decide on the writer's purpose and the meaning of the text as a whole. They should then read the text again, much more carefully. It's important to deal with the questions one by one, comparing each option with the text before choosing one. They should carefully re-check their choice of answer with the text. Questions 1 and 5 can be dealt with together: Question 1 focuses on writer purpose and Question 5 focuses on global meaning. Questions 2, 3 and 4 follow the order of information in the text.

### Reading Part 5 Multiple-choice cloze

#### General

In this part, students read a short text with 10 numbered spaces and an example. The spaces are designed to test mainly vocabulary but also grammatical points such as pronouns, modal verbs, connectives and prepositions.



# INTRODUCTION

## Helpful Tips

First students should skim the text to find out the topic and general meaning. They should consider the example at the beginning of the text and identify why it is correct. They should work through the 10 questions, reading the whole sentence to choose the correct word to complete the gap. After choosing an answer, they need to check the other three options and decide why they are wrong. Once all the gaps are completed, they should read the whole text again to make sure it makes sense.

## Writing Part 1 Sentence transformations

### General

The five sentences have a common theme or topic. For each question, there is one complete sentence, followed by a gapped sentence below. Students must complete the gapped sentence so it has the same meaning as the complete sentence. They must use between one and three words to complete the gap. The focus is on grammatical precision.

### Helpful Tips

Students should begin by reading the first sentence and thinking about its meaning. Then they can read the second sentence, looking at which words are repeated from the first sentence and which words are different. Next they should look at the second sentence again and think about which phrases and structures could be used to complete it. They need to complete the second sentence using one, two or three words and write them on the answer sheet. Students must spell all the words correctly, or they will lose the mark. It is important that they read both sentences again, checking their meaning is the same. The language structures tested in this part are all taken from the language specifications and the vocabulary list. This may include, among others, prepositions, collocations, passive and active voices, direct and indirect speech, verb patterns and opposites.

## Writing Part 2 Short communicative message

### General

Students need to write a short message which communicates key points given in the task. The task gives students the context, whom they are writing to, why they are writing, and three key content points. Students must include the three content points by writing between 35 and 45 words.

### Helpful Tips

Students should read the questions carefully and ensure they answer the question set. They should not learn a pre-prepared answer, which may not fit the question in the exam. After writing, they should read through their answer to ensure that the meaning is clear and that they have included all the content points. Students are assessed on the clarity of their message. Minor errors which do not impede communication are not penalised (including minor spelling mistakes).

## Writing Part 3 Informal letter or story

### General

Students choose either an informal letter or a story. They must write around 100 words. For the informal letter, students read an extract of a letter from a friend. This gives the topic that they must write about. For example, there may be a couple of questions that they should respond to. For the story, students are given either a short title or the first sentence of the story. Students must either write a story linked to the title, or continue the story with clear links to the opening sentence.

### Helpful Tips

Students should choose the task which best suits them and

their interests. They should consider the topic as well as the language demands, e.g. vocabulary, in the two questions before choosing. When writing the story, they should pay close attention to any names or pronouns used in the title or opening sentence, and ensure their stories follow the same pattern. They should aim to use a range of tenses, expressions and vocabulary, even if these contain some minor mistakes. It's important to show the full range of their language ability and to be ambitious in their use of language. Non-impeding errors, which do not affect communication, will not necessarily be penalised. These include spelling, grammar or punctuation errors. However, errors which interfere with or cause a breakdown in communication will be treated more severely.

## Paper 2 Listening

### Part 1 Multiple choice

#### General

In Part 1 there are seven short listenings, each with a question and three visual images. Students listen to the text, then choose the visual image which best answers the question in the context of what they heard. They tick the box under the correct visual to show the correct answer.

### Helpful Tips

Students should read and listen to the example text and task to check how to record the answers. During the first listening they need to listen for gist, choosing the best option. They should use the second listening to check the answer is correct, focusing on the key information in the text. They should repeat this process for the remaining questions.

### Part 2 Multiple choice

#### General

In Part 2, students listen to a longer text, which may be a monologue or an interview with questions from a radio presenter. Students have to answer six multiple-choice questions as they listen to the text, choosing the correct answer from a choice of three options. To arrive at the correct answer, they will need to understand the detailed meaning of the text. The texts are from a range of contexts, and are largely informational.

### Helpful Tips

Students should first read and listen to the instructions, then use the pause to read the questions and think about the context. This may be information about places and events or people's lives, interests and experiences. They need to focus on understanding the detailed meaning of the text. During the first listening, they should listen for gist and choose the best option for each question. During the second listening, they need to check all the answers carefully, focusing on specific information and stated attitudes or opinions.

### Part 3 Gap fill

#### General

The task requires students to locate and record specific information from the text. Students have a page of notes or sentences, summarising the content of the text, from which six pieces of information have been removed. As they listen, they fill in the numbered gaps with words from the text which complete the missing information. Most keys are single words, numbers or very short noun phrases.

### Helpful Tips

Students should begin by reading and listening to the instructions, then use the pause to read the gaps, thinking about the context and predicting the sort of language and information they are going to hear. They can use the order

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of the information on the page to help them follow the recording. During the first listening, students should note down single words, numbers or very short noun phrases to complete each gap. The words they need to complete the gaps are heard on the recording. During the second listening, they should check the answers make sense in the whole sentence and that each answer contains a concrete piece of information. It's important for them to check the spelling of words. Words which are spelled out must be correct.

## Part 4 Correct/Incorrect

### General

In Part 4 students listen to a longer text, which is an informal dialogue, usually between two people of similar age and status. As students listen to the text they look at a series of six statements. They decide whether these statements are correct or incorrect in the context of what they hear, and tick the appropriate box. The task calls for an understanding of the gist of a conversation containing less formal language and the correct identification of attitudes, opinions and agreement. Students will need to locate and understand detailed meaning in order to make the correct choice for each question.

### Helpful Tips

First students need to read and listen to the instructions, then use the pause to read the statements about the speakers' opinions and attitudes about everyday concerns. They should think about the context. During the first listening, students should listen for gist and to locate where the answer to each statement appears in the text. They need to decide if the statement is correct or incorrect. During the second listening, they should focus on detailed meaning and identifying attitudes, opinions and agreement, to check their answers are correct.

## Paper 3 Speaking

### Part 1 Conversation between interlocutor and student

#### General

This part of the test assesses the students' ability to take part in spontaneous communication in an everyday setting. The interlocutor leads a general conversation with each of the students. The interlocutor asks questions about their personal details (including spelling their name), daily routines, likes, dislikes, etc. The interlocutor speaks to the students in turn. Students respond directly to the interlocutor – they do not talk to each other in this task.

#### Helpful Tips

It's normal to feel nervous at the beginning of the Speaking test. This conversation uses everyday, simple language and so is designed to help to settle students into the test. Students should listen carefully to the questions and give relevant answers. They should avoid giving one-word answers, but try to extend their answers with reasons and examples wherever possible.

### Part 2 Discussion task

#### General

The interlocutor sets up the task, but does not take part in the interaction. The interlocutor reads the instructions twice, setting up the situation, while the students look at the prompt material. The prompt material is a set of images which is designed to generate the students' own ideas about an imaginary situation. The students discuss their ideas together, making and responding to suggestions, discussing alternatives, making recommendations and negotiating agreement. Students may bring in their own ideas, and should negotiate turns and elicit each other's ideas. The interlocutor

will allow students time to discuss the task. The whole task takes 2–3 minutes. If the interaction breaks down, the interlocutor will help to redirect the students but will not take part in the task itself.

#### Helpful Tips

Students should concentrate on taking part fully in the task, rather than completing it. They are assessed on their use of appropriate language and interactive strategies, not their ideas. Students should respond to each other's ideas and move the discussion forward by, for example, giving their opinion on their partner's idea or asking a question. They should discuss all the visual prompts, and not try to come to a conclusion too quickly. If they do this, they will not give themselves the opportunity to show their full range of language ability. Students should not worry if the interlocutor stops them before they have reached a conclusion. This is because they have filled the allocated time. They are not assessed on whether they complete the task.

### Part 3 Extended turn

#### General

The students take turns to speak for about 1 minute each. Each student is given one colour photograph to describe. The photographs show everyday situations which are relevant to the age group. The photographs have a common theme. The students describe what they can see in their photograph. When they have finished, they give their photograph back to the interlocutor.

#### Helpful Tips

Students should keep their descriptions simple, and should not speculate about the context or talk about any wider issues raised by the photographs. They should use this part of the test to show their range of vocabulary. They should describe the people and activities in the photographs as fully as possible. They should imagine they are describing the photograph to someone who can't see it. This may include naming all the objects, describing colours, clothing, time of day, weather, etc. They can also show their ability to organise their language using simple connectives. If they can't recall a certain word, they will be given credit if they can use paraphrase or other strategies to deal with items of vocabulary that they don't know or can't remember.

### Part 4 General conversation

#### General

The interlocutor sets up the task, using the theme from the photographs in Part 3 as a starting point. The students speak to each other, responding to the task by discussing their likes and dislikes, experiences, etc. They do not have to discuss the photographs again. The interlocutor does not participate in the discussion. Students should maintain the conversation, negotiating turns and eliciting each other's opinions. If the interaction breaks down, the interlocutor will help to redirect the students with further prompts but will not take part in the task itself. This part lasts for about 3 minutes in total.

#### Helpful Tips

Students are given credit for using appropriate interactive strategies, such as eliciting the views of their partner, picking up on their partner's points and showing interest in what their partner is saying. While students should give their opinions and express their own preferences, they should try to avoid talking only about themselves. They should respond to each other's ideas and move the discussion forward by, for example, giving their opinion on their partner's idea or asking a question.

### 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.

Example:

0

**QUICKPOST NEXT DAY DELIVERY**

For an extra charge, all letters and parcels can be delivered the next day.

- A It costs more for something to arrive the next day.
- B All letters and parcels are delivered the next day.
- C Letters can't be delivered using QUICKPOST.

Answer: 0 ☒ A ☐ B ☐ C

1

●●●●○ 85%

✉

Donna,

Don't forget we're going shopping after school tomorrow. My mum said she'll pick us up outside the bookshop at 7 o'clock, so we don't need to get the bus home.

Jenny

↩ 🏠 📱

- A Jenny wants to buy something from the bookshop.
- B Jenny's mum will take the girls home.
- C Jenny will go shopping with her mum.

2

**FOR SALE**

Brand new tablet!  
Bought last month  
Works perfectly  
Call Gerry on 667529

- A Gerry's tablet is probably not in good condition.
- B Gerry wants to buy a new tablet.
- C If you want to buy Gerry's tablet, you should phone him.

3

From:	Mr Henderson
To:	Class 5B

Please don't forget that the meeting about the school play is tomorrow at 4 pm. The meeting will take place in the gym, not in Room 204.

Why has Mr Henderson emailed the class?

- A to tell them when the school play is
- B to tell them where the meeting is going to be
- C to tell them not to go to the gym

4

Dear Kate,

Congratulations! We knew you would do well in your exams.

We wish you all the best at university.

Love,

Grandma and Grandpa

- A Kate is already at university.
- B Kate has finished her exams, but she didn't pass them.
- C Kate's grandparents are very proud of her.

5

Oliver,

Ben called. He's going to be late so he says you should go to the football match without him. He'll get there as soon as he can.

Alison

- A Ben isn't going to be on time.
- B Alison tells Oliver to wait for his friend at home.
- C Oliver is going to go to the match with Alison.

**Reading • Part 2****Questions 6–10**

The young people below are all interested in sport.  
On the opposite page there are descriptions of eight sporting events.  
Decide which event would be the most suitable for the following people.  
For questions 6–10, choose the correct letter (A–H).

6



Kyra likes team sports, and she loves the feeling of being part of a big crowd. She would like to see an important match in a well-known sports venue.

7



Blair wants to go to a sporting event with sportspeople from different countries. He would like to see different sports, and he would like to go somewhere that has other activities too.

8



Amy always goes to sporting events with her parents and her younger brother. She likes all sports, but she would like to see women playing a team sport.

9



Franz loves watching fast races. He doesn't have time to go to a sporting event during the week, and he would like to see something which isn't too expensive.

10



Joy likes animals, and she would like to go to a sporting event with her whole family. She doesn't want to buy tickets on the internet, and she can't go in the morning.

## Sporting events

**A Athletics**

See the best athletes in the world compete. With ten days of athletics to choose from, and a variety of sports each day, there's something for everyone. Apart from the competition itself, there's lots to see and do at the venue, including a boat trip along the river, and a picnic in the park.

**B Football**

Watch your favourite players in their fight to win the league. Ninety minutes of excitement guaranteed! Tickets are available online, and it's not too late to buy a season ticket, so you can be sure you'll never miss a home game!

**C Tennis**

Watch the best players in the world in one of the most unusual venues. This competition brings together some of the biggest names in the sport, and it is the only sporting event held in this venue. Staged over five days, each ticket entitles you to watch two matches.

**D Motor racing**

Enjoy a thrilling weekend for a reasonable price. See some of the best cars and drivers in the country doing their best to win. Don't miss the action from 9 am till after 5 pm both days. Free admission for children under 13!

**E Rugby Final**

This team sport is more exciting than most. Watch the final match of this tournament in one of the most famous stadiums in the country, if not the world. Buy your tickets now online to make sure one of the 50,000 seats will be yours!

**F Rowing**

Enjoy a day out on the river watching a number of boat races, including the race between England's most famous universities, Oxford and Cambridge. You can watch the races free from a number of places along the river, and there are activities for all the family in two parks on the river.

**G Basketball**

It may not be as popular as football in Britain, but we can guarantee basketball is a very exciting game! This is your chance to see the best of British basketball – not one, but two matches: the women's and the men's cup final matches. Children under 14 must be accompanied by an adult.

**H Horse racing**

Enjoy an afternoon at the races! Nothing beats the excitement of watching the horses and the jockeys as they race by. Tickets are available online or on the day at the race course. Children get in free with a paying adult, and there will be some entertainment for them too.



**Reading • Part 3****Questions 11–20**

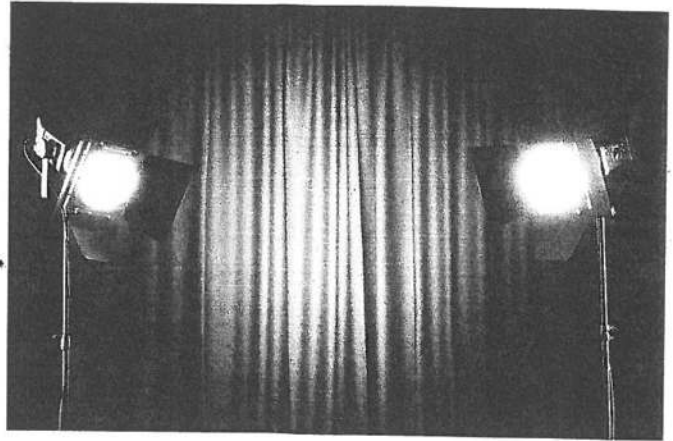
Look at the sentences below about a theatre school.

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

- 11 The students at the theatre school usually want to work in art or entertainment.
- 12 Most students go to college or university when they have finished school.
- 13 Students at the school are taught writing and directing skills.
- 14 At first, students spend more time doing other subjects than theatre.
- 15 Students learn about having a theatre career from people who don't teach at the school.
- 16 Students can choose all the subjects they want to study at the school.
- 17 Students at the school study different methods of acting.
- 18 It's important that you like working with other people.
- 19 The people at the school think that the only subject which matters is theatre.
- 20 Children can go to see the school to decide if they would like to study there.

## Theatre school

*The Players Theatre School* is a school for students aged 14 to 19 which has a unique approach to education. While we recognise that most of our students intend to make a career in the arts and entertainment industries, we also provide an excellent general education which helps prepare them for the future. We encourage our students to go on to college and university or into employment in the creative industries, which most of them do.



### What will I learn?

Whether you want to be an actor, a director or a writer, you can learn how to improve your skills at the theatre school. Not only will you have plenty of opportunities to perform, you will also learn about many of the other roles and jobs necessary to put on a show.

In your first two years, you will spend five hours a week learning the basics of the performing arts industry, including working behind the stage and in our box office. Lectures from visiting industry professionals and trips arranged by the school will also give you a good idea of what working in the world of theatre is really like. A further thirteen hours a week will be spent on the following lessons: English language and literature, maths, science and PE, and for the remaining eight hours per week there are a choice of subjects, including foreign languages, history, music and dance.

As you continue your education at the theatre school, you will spend more time (15 hours a week) studying the theory and practice of different theatre styles through workshops and productions. From studying important plays and a variety of acting techniques to performing in a Shakespeare play, you will experience what it's like to work in theatre professionally. The remaining five hours per week are spent studying other subjects. By the end of the course you will have all the practical skills you need to join the professional world of theatre or to continue your education in the industry.

### What qualities do I need?

You should have a deep love for the theatre and you must be prepared to push yourself. You should also feel comfortable working in a team and be keen to have a career in the world of theatre.

This is a hardworking, fun, lively school full of enthusiastic individuals who love theatre and recognise the importance of a good education in all subjects. We believe in developing active, intelligent and kind young people and we encourage you to visit us and see if this is the right place for you.

**Reading • Part 4****Questions 21–25**

Read the text and questions below.

For each question, choose the correct letter A, B, C or D.

## **Babysitting**

### **by Nadia Petrov**

I'd never thought about babysitting until my mum suggested I look after my six-year-old cousin one night. My aunt and uncle had arranged to go out with my parents, but their babysitter cancelled at the last minute. They called my mum to say that they would have to cancel their night out, but my mum suggested that I babysat. My aunt thought that was a great idea, so Mum and Dad drove me to my aunt's house. My cousin was already asleep, and he didn't wake up at all, so I just watched TV. At the end of the night when my aunt and uncle came back and paid me the same amount that they would have paid their regular babysitter, I decided that babysitting was an easy way to make money!

I now babysit for my aunt at least once a month, and I sometimes babysit for my next-door neighbours too. They've got twin daughters who are four years old. They're always asleep when I go to their house, so I watch TV or read a book. Sometimes I even do my homework! They don't usually wake up, but if they do I just tell them a story and they fall asleep again.

I've never had to call the parents to ask them to come home, but I've got their mobile numbers and I always know where they're going. Recently, my neighbour told me that her sister wanted me to babysit for her too, but I didn't feel comfortable babysitting for someone I didn't know, and I decided to say no. It's a great way to make extra pocket money, but it isn't easy being responsible for the children while their parents are out.

- 21 What is Nadia trying to do in the text?
- A describe the advantages of babysitting
  - B give advice on how to be a babysitter
  - C persuade readers to become babysitters
  - D tell readers about her experience as a babysitter
- 22 Nadia started babysitting because
- A her aunt asked her to do it.
  - B someone else recommended her.
  - C she wanted to help a relative.
  - D her parents were going out.
- 23 When Nadia is babysitting, she usually
- A spends time with the children.
  - B does her homework.
  - C does a quiet activity on her own.
  - D puts the children to bed.
- 24 How did Nadia feel when she was asked to babysit for someone else?
- A uncomfortable because it was a stranger
  - B unhappy that she didn't know the person
  - C unsure whether she would like the person
  - D proud that someone had asked her
- 25 What might Nadia say to a friend about babysitting?

A

It's hard work when you're looking after children, but the money makes it worth it.

B

You don't have to do very much, but the parents are trusting you to take care of their children.

C

Sometimes it's really difficult when the children don't want to go to sleep.

D

I recommend it if you want to earn some extra money, but you don't have much time to yourself.

### Reading • Part 5

#### Questions 26–35

Read the text below and choose the correct word for each space.  
For each question, choose the correct letter A, B, C or D.

Example:

0 A who B which C where D when

Answer: 0 ☐ A ☒ B ☐ C ☐ D

## Thunder

Thunder is the sound (0) ..... is made during a thunderstorm. (26) ..... lightning is very hot (it can be up to 30,000°C), it makes the air hot too, but the air cools again very quickly. (27) ..... quick change in temperature makes the sound that we (28) ..... *thunder*.

Because sound and light (29) ..... at different speeds, it is (30) ..... to work out how far away the lighting is. The speed of sound is about 340 miles per second, while the speed of light is (31) ..... fast that the lightning is seen almost (32) ..... This (33) ..... that the lightning is about one mile away for every five seconds. So, all you have to do is count the seconds between when you see the lightning and when you (34) ..... the thunder. For example, if you count fifteen seconds between the lightning and the thunder, the lightning is about three miles away, as fifteen (35) ..... by five is three.

- |               |               |            |            |
|---------------|---------------|------------|------------|
| 26 A Although | B Whilst      | C Whether  | D Because  |
| 27 A These    | B Their       | C This     | D Those    |
| 28 A describe | B call        | C tell     | D say      |
| 29 A act      | B go          | C move     | D travel   |
| 30 A possible | B likely      | C able     | D positive |
| 31 A much     | B too         | C so       | D very     |
| 32 A directly | B immediately | C shortly  | D urgently |
| 33 A follows  | B explains    | C suggests | D means    |
| 34 A hear     | B glance      | C listen   | D watch    |
| 35 A shared   | B cut         | C divided  | D broken   |

**Writing • Part 1**

**Questions 1–5**

Here are some sentences about a school skiing trip.

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.

**Example:**

- 0 The journey to the ski centre took two hours.

It took two hours ..... to the ski centre.

Answer: 0 to travel

- 1 The students were given skis and boots by the staff.

The staff ..... skis and boots to the students.

- 2 'Be careful!' said one of the teachers to the students.

One of the teachers ..... the students to be careful.

- 3 One boy accidentally pushed a girl and she fell.

One boy pushed a girl ..... accident and she fell.

- 4 It started snowing heavily so the ski centre closed.

The ski centre closed ..... of the heavy snow.

- 5 The students had hot drinks in the café until their coach came.

While the students ..... for their coach, they had hot drinks in the café.



# TEST ONE

## Paper 1 Reading and Writing

### Writing • Part 2

#### Question 6

Your British friend Jim has invited you to visit him at his house in the country.

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

- thank Jim for inviting you
- ask how to get to Jim's house
- tell Jim what you are going to take with you.

Write 35–45 words.

**Writing • Part 3**

Write the answer to **one** of the questions (7 or 8) in this part.  
Write your answer in about **100 words**.

**Question 7**

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

I love cooking. Tell me about your favourite meal.  
Why do you like it? Can you make it at home or do  
you eat it in a restaurant?

- Now write a letter, answering your friend's questions.
- Write your **letter** in about 100 words.

**Question 8**

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

**Everyone in the classroom looked at Tom.**

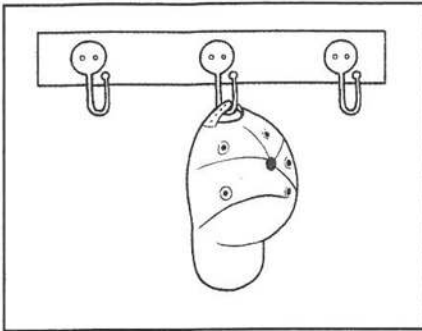
- Write your **story** in about 100 words.

### Listening • Part 1

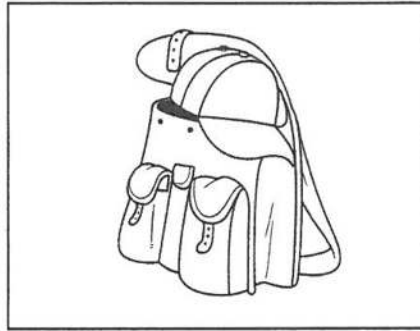
#### Questions 1–7

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.

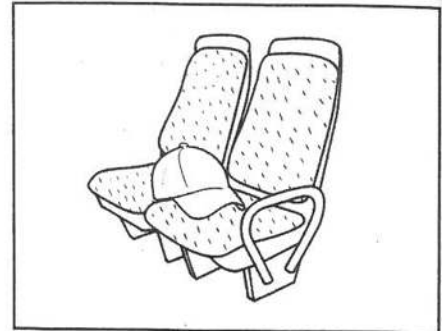
**Example:** Where is the girl's hat?



A

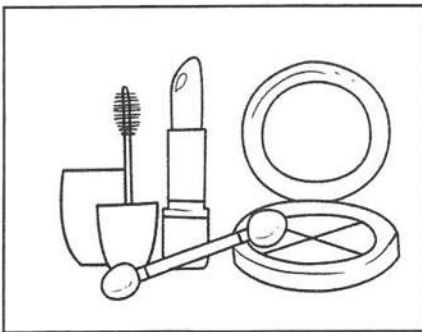


B



C

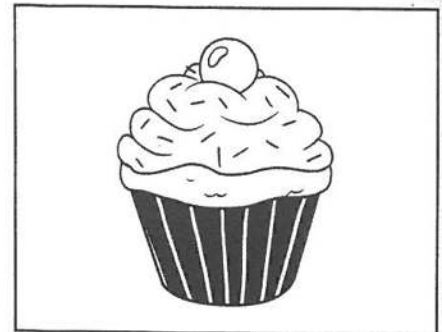
1 What does the girl want from the supermarket?



A

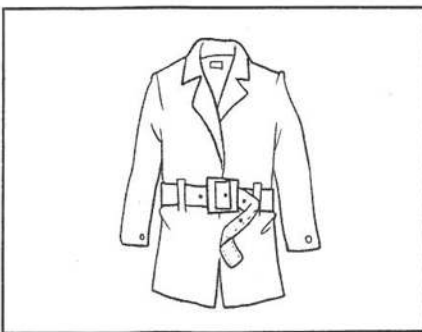


B



C

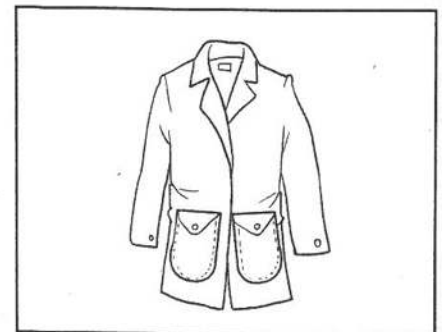
2 Which coat will the boy buy?



A

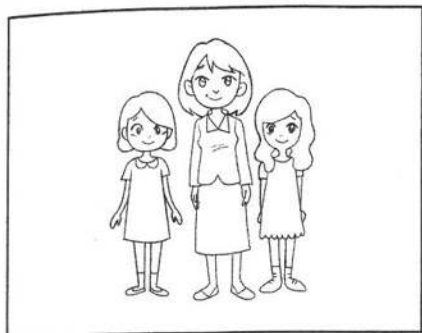


B

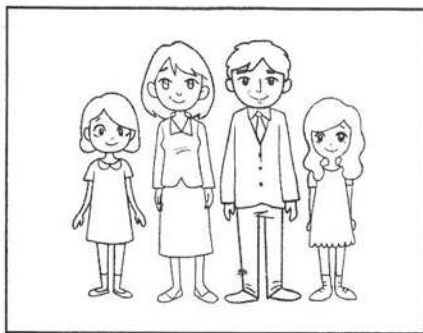


C

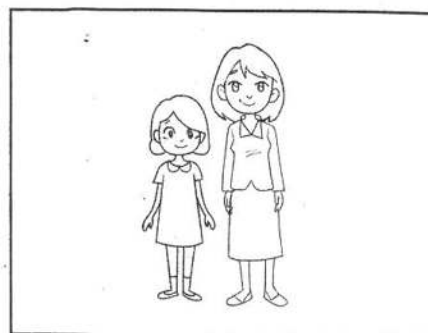
3 Which picture is the girl talking about?



A

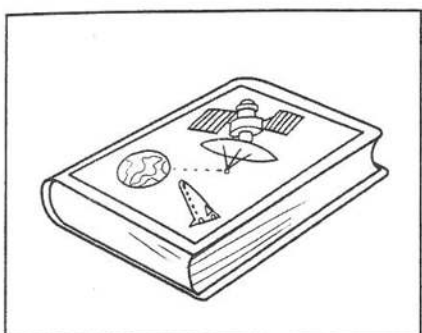


B

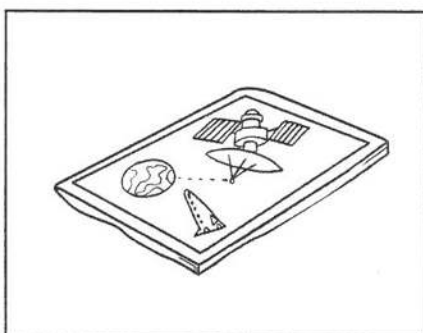


C

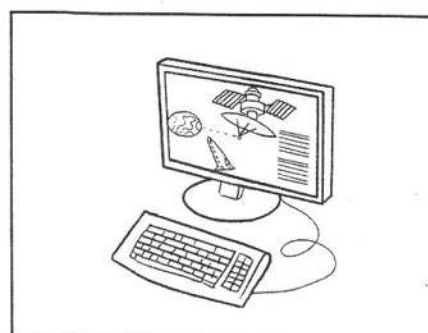
4 What is the boy talking about to his classmates?



A

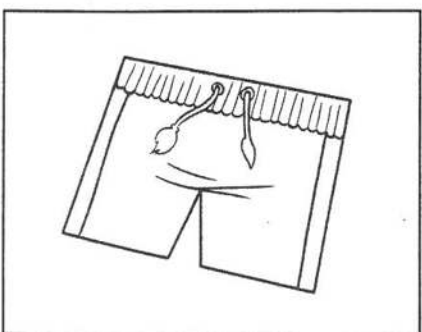


B

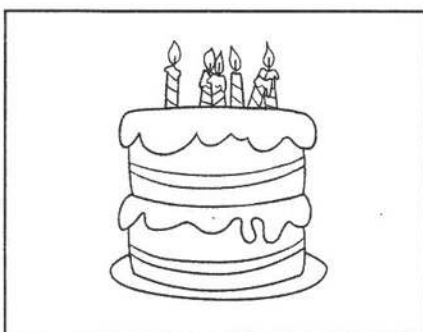


C

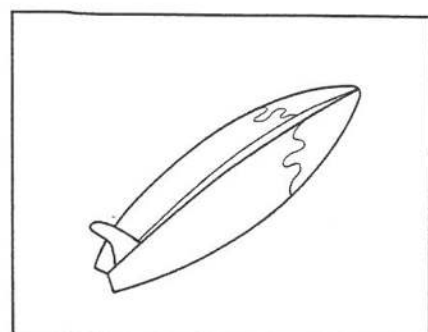
5 What present did Jackie give her brother for his birthday?



A

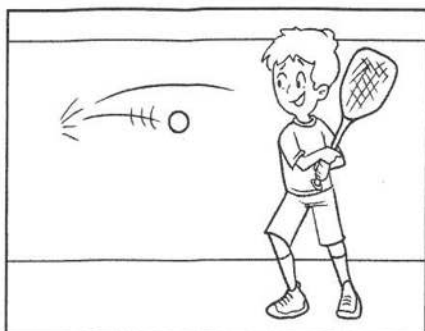


B



C

6 Which sport does the boy play now?



A

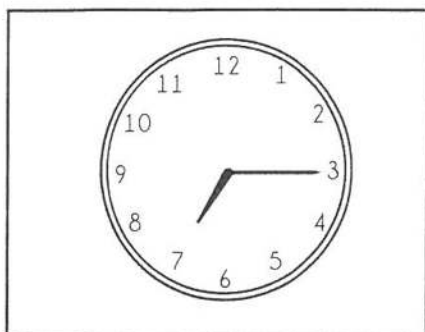


B

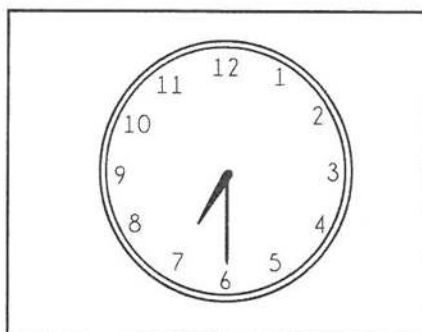


C

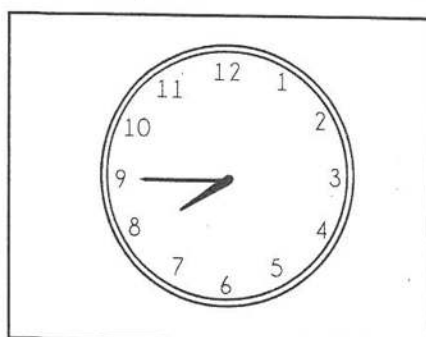
7 When are the girls going to watch the film?



A



B



C

L

Que

You  
For

8

9

10

11

12

13

**Listening • Part 2****Questions 8–13**

You will hear a police officer called Carl Turner giving a talk to students at a school.  
For each question, choose the correct answer A, B or C.

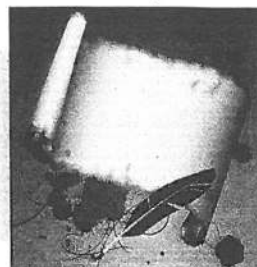
- 8 Where does Carl work?
- A in schools
  - B all over the city
  - C in one neighbourhood
- 9 Carl believes the most important part of his job is
- A worrying about people's safety.
  - B catching criminals.
  - C stopping crimes from happening.
- 10 All police applicants
- A complete a form.
  - B are interviewed.
  - C sit tests.
- 11 It takes two years to
- A learn the details.
  - B complete the training.
  - C pass the tests.
- 12 Why are support roles important in the police?
- A They work all over the country.
  - B They make sure the police stations work properly.
  - C They do the same jobs as police officers.
- 13 Police cadets
- A are over 18.
  - B miss time at school.
  - C wear uniforms.



**Listening • Part 3****Questions 14–19**

You will hear some information about a play-writing competition.  
For each question, fill in the missing information in the numbered space.

# PLAY-WRITING COMPETITION



Maximum length of play: (14) .....

Type of play: (15) .....

Final date: (16) .....

**PRIZES:**

First prize: Play to be directed by Mike (17) .....

Other prizes: theatre tickets and complete (18) .....  
of Shakespeare plays

Send plays by: (19) .....

**Li****Que****Loo****You****Dec****If it i**

20

21

22

23

24

25

**Listening • Part 4****Questions 20–25**

Look at the six sentences for this part.

You will hear a girl called Marianne and a boy called Colin talking about homework.

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**.

	YES	NO
20 Colin thinks he did his history homework quite quickly.	A	B
21 Marianne and Colin agree that their maths teacher is very good.	A	B
22 Marianne believes that regular revision makes exams easier.	A	B
23 Colin thinks that Marianne studies too much.	A	B
24 Marianne feels that Colin spends too much time doing homework.	A	B
25 Colin believes that Marianne can help him.	A	B

# TEST ONE

## Consolidation

A Put the words into the correct place in the table.

application athletics career comedy director employment final industry interview  
jogging play professional romance rugby squash stage thriller tournament

Entertainment	Sport	Work

B Find the adjectives and write them in the sentences.

G R I H R R A C T I V E  
K E E N Q A R Y U D X N  
F B A S L E E P F V A P  
A E I T W R E G U L A R  
I N T E L L I G E N T O  
R Q G R I Y D F K W H U  
F T F H X E Q P K L K D  
Y R W R E C E N T W V X

- If you do lots of sports, you are very .....
- When someone is sleeping, they are .....
- If something is ....., it is correct and the same for everyone.
- Another word for clever is .....
- When you are ..... to do something, you want to do it very much.
- When someone has done something very well, you are ..... of them.
- Something which happened a short time ago is .....
- Something which happens frequently at the same time is .....

## C Circle the odd one out.

- |   |            |            |           |
|---|------------|------------|-----------|
| 1 | chance     | literature | revision  |
| 2 | excitement | method     | technique |
| 3 | choice     | option     | public    |
| 4 | advantage  | lightning  | thunder   |
| 5 | relative   | sound      | speed     |
| 6 | lecture    | parcel     | training  |

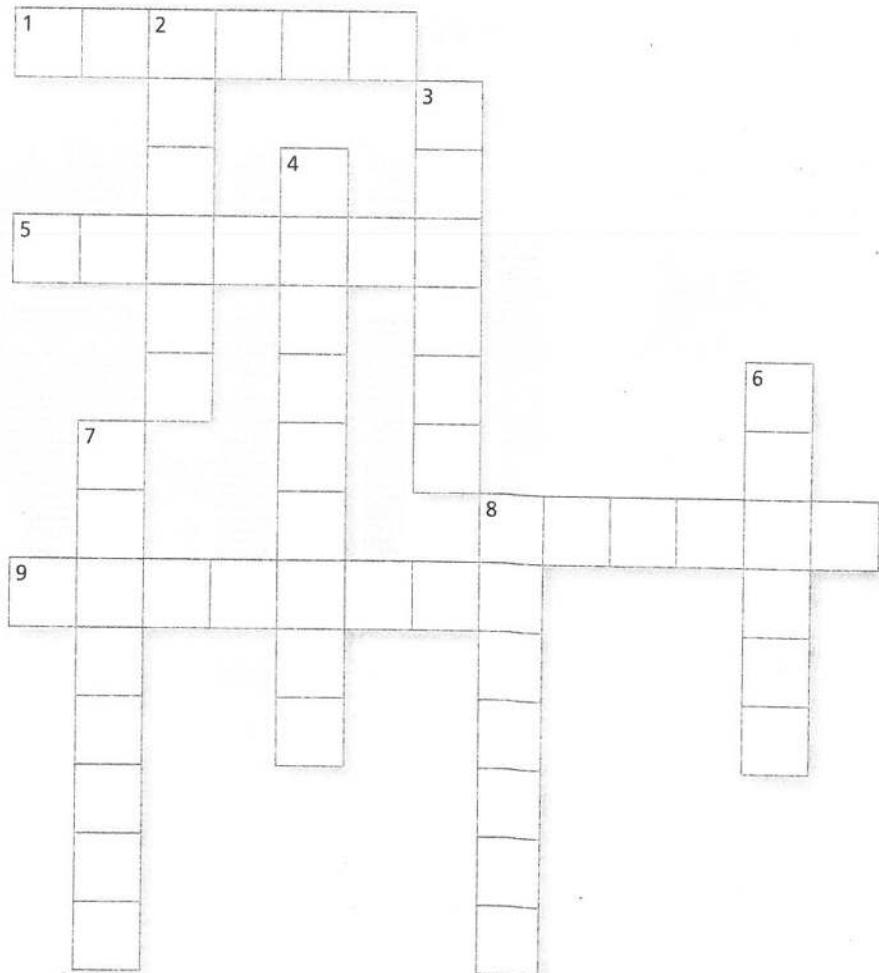
## D Read the sentences and write the verbs.

## Across

- 1 If you ..... at something, you look at it very quickly.
- 5 When you ..... something, you stop it from happening.
- 8 When you ..... someone to do something, you tell them so they won't forget.
- 9 When you ..... something, you don't stop doing it.

## Down

- 2 The school you ..... is the one that you go to.
- 3 When you plan to do something, you ..... to do it.
- 4 If you see someone and you know who they are, you ..... them.
- 6 If you want to ask someone to do something for you, you can say 'I ..... if you could ...'
- 7 When someone ..... something, they give it to you.
- 8 You ..... something when you understand it is true.



### 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.

#### Example:

0

Sophia,  
We've gone to the supermarket. Please take the dog for a walk and then do your homework. We'll get a pizza on the way home, so don't have anything to eat!  
Dad

What should Sophia do?

- A Have something to eat.
- B Do her homework before she does anything else.
- C Take the dog out before she does her homework.

Answer:

0 A B C

1

From: Anne  
To: Maria

Maria,  
Do you know what you're wearing to the school party on Friday? I thought you might like to borrow my pink T-shirt. I'm not going to wear it.  
Anne

- A Anne doesn't know what she's going to wear.
- B Anne isn't going to the party.
- C Anne offers to lend Maria something.

2

### TENNIS CLUB

Tennis equipment for hire and tennis clothing for sale in club shop.

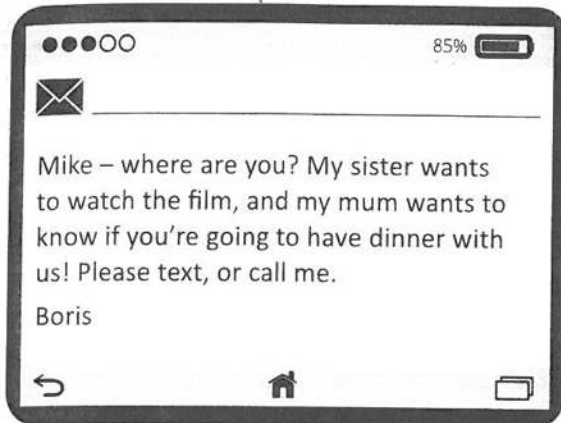
- A You can buy tennis equipment and clothes from the club shop.
- B You can hire tennis clothes from the club shop.
- C You don't have to buy a tennis racket to use it.

3

4

5

3



- A Mike is waiting for Boris at home.
- B Mike knows where Boris is.
- C Mike wants Boris to stay for dinner.

4



- A The Underground station and the bus stop are closed.
- B No one can travel from Green Street Station by Underground.
- C Anyone can use the free bus service.

5

Dear Mum,

I'm having a great time at camp. When you come to see me next week, can you bring me a jacket? It gets cold here at night!

Thanks,

Timmy

---



---



---



---

Timmy has written the postcard to

- A ask his mother to visit him.
- B ask his mother to take something to him.
- C tell his mother about camp.



**Reading • Part 2****Questions 6–10**

The teenagers below are all looking for a new hobby to take up. On the opposite page there are descriptions of eight hobbies. Decide which hobby would be the most suitable for the following people. For questions 6–10, choose the correct letter (A–H).

6



Carter lives in a big city, but he loves the countryside. He'd like to be able to go away with his dad and brother at the weekends and spend time in nature with them.

7



Tara doesn't like playing sports at school, but she would like to do something to keep fit. She loves music, and she'd also like to make new friends.

8



Daniel wants to take up a hobby he can do at home. He likes anything to do with transport, and he's good at art, but he doesn't have much imagination.

9



Haley lives near a park. She'd like to take up a hobby which would make her exercise more, but she doesn't want to have lessons, or spend any money.

10



Jamie lives in a small village near the sea and he loves being outdoors. He already swims in his school swimming team, but he'd like learn how to do something completely different.

## Hobbies

**A Jogging**

Jogging is a great way to get fit. Faster than walking but slower than running, jogging is good for your heart, it's free, and you don't need any equipment (apart from a good pair of trainers). Best of all, you can do it wherever you live!

**B Camping**

Whether you enjoy outdoor activities like fishing or climbing or you just want to get away from it all, camping is a great way to spend time in the great outdoors. There is a lot of equipment available, but what you need depends on where you go camping and how long you go for.

**C Painting**

Even if you aren't the best painter in the world, painting can still be a very relaxing and enjoyable hobby, especially for creative people. You do need to spend money on art materials, and of course, if you decide to have lessons, you must pay for them too.

**D Model making**

Model building – creating small models of cars, planes, ships or even buildings – is a great hobby for people who like making things. To do this hobby, you need to buy model kits, either online or from a hobby shop. Then you follow the instructions to paint the model and put it together.

**E Dancing**

Dancing is a good way to keep fit, especially if you don't like sports; all you need is some music and some space to move around! You can dance alone, with friends, or you can go to dance classes. The great thing about lessons is that you meet other people who have the same hobby as you.

**F Horse riding**

This is a very popular hobby for people who live in the countryside. It's a great way to enjoy nature, and it's good exercise too! It can be very expensive, especially if you decide to get your own horse, but you don't have to do that.

**G Surfing**

This hobby can only be enjoyed regularly by people who live near the sea. It's an exciting hobby for people who aren't afraid of Mother Nature, and you need to be fit – and a good swimmer, of course! You'll need to buy a surfboard, but second-hand ones aren't too expensive.

**H Playing a musical instrument**

Children often learn to play an instrument at school, but it isn't always an enjoyable experience because they haven't actually chosen to do it. It is completely different when you make the choice yourself. You'll need to have lessons, and, of course, you'll need to buy the instrument.

**Reading • Part 3****Questions 11–20**

Look at the sentences below about a school newspaper.

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

- 11 When Sally said she would work on the school newspaper, she had little knowledge of what she would be doing.
- 12 It was Sally's English teacher who had the idea to start the newspaper.
- 13 The editor's talk was arranged by the students who wanted to work on the school newspaper.
- 14 The talk included lots of useful information.
- 15 They had no difficulty finding journalists for the newspaper.
- 16 At first no one knew how to design the newspaper.
- 17 Mr Jones was responsible for the appearance and the contents of the first newspaper.
- 18 The decision to stop printing the newspaper was financial.
- 19 Sally hopes the newspaper will be able to afford some new equipment.
- 20 Sally thinks that the school newspaper attracts attention to the school.

## School newspaper

### By Sally Smith



When my school decided to start a school newspaper last year, I agreed to help without really knowing what it would involve. Although it's a lot of hard work, I believe it's a great experience, and you might even decide that you'd like to make a career out of it!

There a lot of decisions to be made when setting up a school newspaper, and of course it helps if there is a teacher to help you. In our case, Mr Jones, our English teacher, was responsible for setting up the school newspaper.

At the beginning, he arranged for the editor of the local newspaper to come to talk to the students who were interested in working for the school newspaper. Her talk was very interesting, as she explained all the jobs involved in making a newspaper, and afterwards we knew how many people we would need, and what each of them should do. There were a few students who wanted to write for the newspaper, so we decided to have different journalists for school news, local news and sports news. One of my classmates is interested in photography, so we were relieved when she agreed to become the newspaper photographer. At first we couldn't find anyone to design the newspaper, but after some searching on the internet, we found a

program that is easy to use, and I became the designer!

Mr Jones played the role of the editor for the first issue of the newspaper, but he made sure that all the students were involved in deciding what to include in the issue, as well as what the newspaper would actually look like. We now have a student editor, who does a great job, and Mr Jones only gets involved if he has to.

The first time we published the newspaper it was available both as a printed newspaper and online, but it was too expensive to print, and as we didn't want to make students pay for it, we decided to make it available online only. So far, we have published a new issue of the newspaper every term. We've even managed to find local businesses that would like to advertise in the newspaper, so hopefully we'll be able to buy some laptops for our journalists, as they have been using their own up to now.

For any schools who are considering starting a school newspaper, I would highly recommend it. It's a great advertisement for the school, and is popular with students, teachers and parents alike.

**Reading • Part 4****Questions 21–25**

Read the text and questions below.

For each question, choose the correct letter A, B, C or D.

## **The neighbourhood garden**

### **by Charlie Roberts**

Every day on my way to school I walk past a little garden. I'd never thought about how it got there or who looked after it until the day I went with my grandma, when she asked me to help her take some things there.

Imagine my surprise when my grandma walked straight past the garden. I had no idea where we were going, but I followed her along the street until we reached a gate in the wall. When we went through the gate, I was amazed to see a huge area of land with flowers, vegetables and fruit trees. It was much bigger than it looked from the road. There were lots of people there too. Most of them were older, like my grandma, but there were some little children with their mothers, and there were a few younger men too.

My grandma laughed when she saw the look on my face, and then she took me round the garden to introduce me to everyone. She explained that the garden was started by some people who live in the neighbourhood, and that lots of our neighbours now spend their free time looking after it. Most people in our neighbourhood live in flats without balconies, so they don't have anywhere to grow anything. Grandma explained that when the fruit and vegetables were ready they would take some of them home, but they would also keep some to sell at the local market to make money to buy things for the garden.

I thought it was a great idea, so I told our headmaster about it the next day, and now we've got a gardening group who help at the neighbourhood garden. I love it when the things I have planted grow, and it's even better when you can eat them!



- 21 What is Charlie's main aim in this text?
- A to encourage people to set up a neighbourhood garden
  - B to explain how he got involved in the neighbourhood garden
  - C to tell readers why neighbourhood gardens exist
  - D to describe the benefits of gardening
- 22 What does Charlie say about his arrival at the garden?
- A He was surprised to see so many people.
  - B The entrance wasn't where he expected it to be.
  - C He saw lots of his neighbours.
  - D He didn't know where he was.
- 23 What happens to the fruit and vegetables grown in the garden?
- A They are all eaten by the gardeners.
  - B They are given to the neighbours.
  - C The people who grow them take them all home.
  - D People buy some of them at the market.
- 24 What is Charlie's attitude towards gardening?
- A He likes it when he sells his fruit and vegetables.
  - B He enjoys helping his classmates.
  - C He feels satisfied when he makes things grow.
  - D He'd rather eat the things the garden produces than grow them.
- 25 What might Charlie write in his diary about the garden?

A

Going to the neighbourhood garden was very interesting. I think more young people should get involved.

B

Although the neighbourhood garden is a lovely place, it's only for old people who are retired.

C

I'm glad I went to the neighbourhood garden with Grandma, but I don't think I can do anything to help there.

D

The neighbourhood garden is much larger than I had imagined. It's a pity so few people go there.

### Reading • Part 5

#### Questions 26–35

Read the text below and choose the correct word for each space.  
For each question, choose the correct letter A, B, C or D.

Example:

0 A moved B lifted C carried D picked

Answer: 0 ☐ A ☐ B ☒ C ☐ D

## Rugby

Rugby is played by two teams of 15 players, using an oval (egg-shaped) ball which may be kicked or (0) ..... Players can throw the ball backwards or sideways to (26) ..... player, but they cannot throw it forwards. They can, (27) ....., kick it forwards.

The (28) ..... of the game is to score more points than the other team. There are two (29) ..... to score. The first is by touching the (30) ..... behind the other team's goal line with the ball. This is worth five points. The player who scored can earn a (31) ..... two points by kicking the ball over the H-shaped goal. Players can (32) ..... try to score goals (33) ..... the game, or if they are given a penalty. These goals are worth three points.

It is a dangerous game because the players on the other team try to stop the player with the ball by making him fall. Interestingly, the (34) ..... of the game were written in 1845 by schoolboys who (35) ..... Rugby School in England.

- |                 |           |             |             |
|-----------------|-----------|-------------|-------------|
| 26 A another    | B other   | C all       | D each      |
| 27 A therefore  | B however | C meanwhile | D otherwise |
| 28 A course     | B end     | C aim       | D direction |
| 29 A techniques | B types   | C methods   | D ways      |
| 30 A ground     | B land    | C floor     | D field     |
| 31 A spare      | B further | C more      | D total     |
| 32 A beside     | B too     | C yet       | D also      |
| 33 A among      | B until   | C inside    | D during    |
| 34 A directions | B rules   | C laws      | D contracts |
| 35 A followed   | B visited | C attended  | D went      |



**Writing • Part 1**

**Questions 1–5**

Here are some sentences about a bike ride.

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.

**Example:**

0 Our school organised a bike ride last weekend.

A bike ride ..... by our school last weekend.

Answer: 0 was organised

1 It was the first time I had been on a bike ride.

I ..... on a bike ride before.

2 'It'll be easy!' said my friend Howard at the beginning of the ride.

At the beginning of the ride, my friend Howard said it ..... be easy.

3 There were one hundred people on the bike ride.

One hundred people took ..... the bike ride.

4 Howard and I are good at cycling, but we weren't the fastest cyclists.

Howard and I are good at cycling, but other cyclists were ..... than us.

5 I was very tired at the end so I lay on the grass.

I was ..... at the end that I lay on the grass.

# TEST TWO

## Paper 1 Reading and Writing

### Writing • Part 2

#### Question 6

You have got a project to do for school, but you don't know what to do.

Write a note to your English friend, Pat. In your note, you should

- explain to Pat what the project is
- ask Pat to help you
- say why you think Pat can help you.

Write 35–45 words.

Wri

Write  
Write

Ques

• T

• N

• W

Ques

• Y

• T

• V

**Writing • Part 3**

Write the answer to **one** of the questions (7 or 8) in this part.  
Write your answer in about **100 words**.

---

**Question 7**

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

I spend a lot of time with my best friend. Tell me  
about a friend of yours. When did you meet?  
What do you do together?

- Now write a letter, answering your friend's questions.
- Write your **letter** in about 100 words.

**Question 8**

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

**An unusual day**

- Write your **story** in about 100 words.

### Listening • Part 1

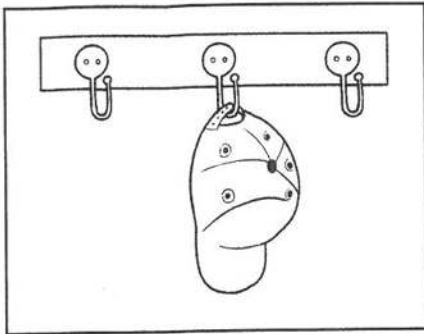
#### Questions 1–7

There are seven questions in this part.

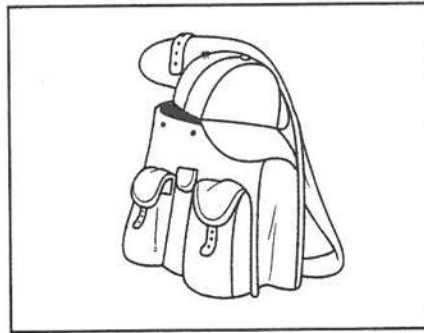
For each question, there are three pictures and a short recording.

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

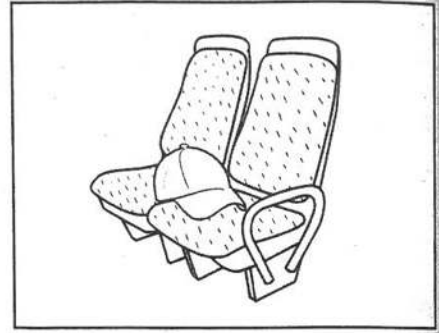
**Example:** Where is the girl's hat?



A

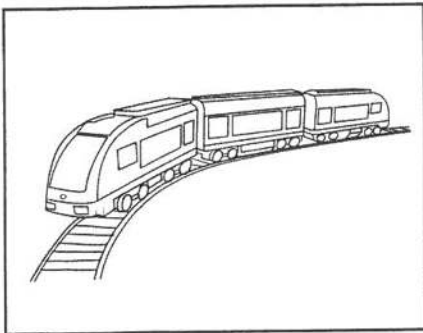


B

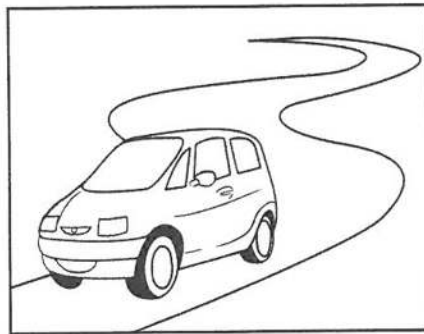


C

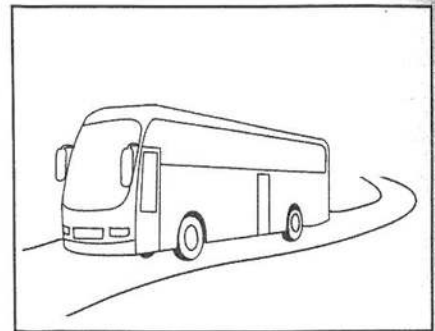
1 How are the boys going to get to the campsite?



A

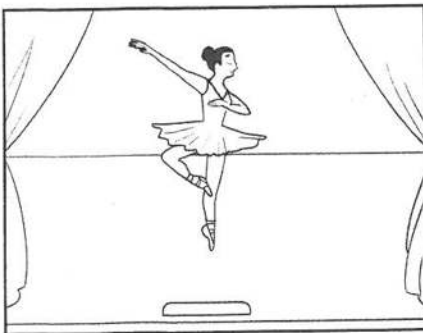


B

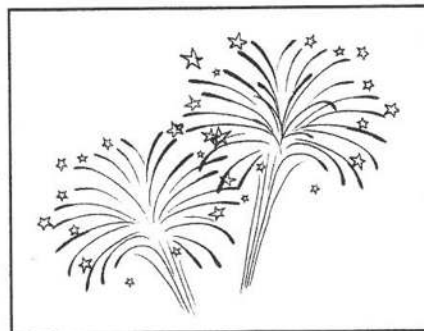


C

2 Where is the girl going to go on Saturday?



A

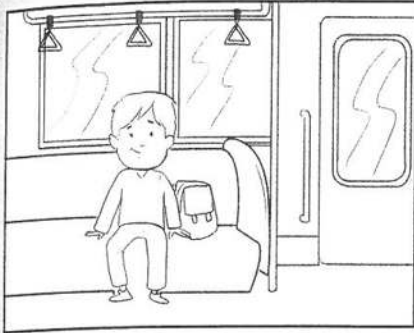


B

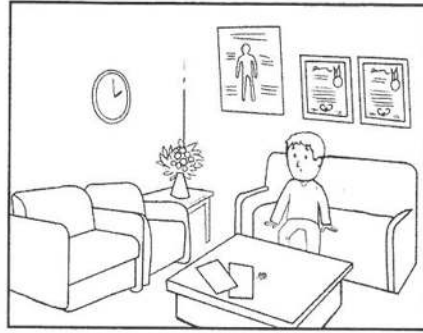


C

3 Where is the boy now?



A

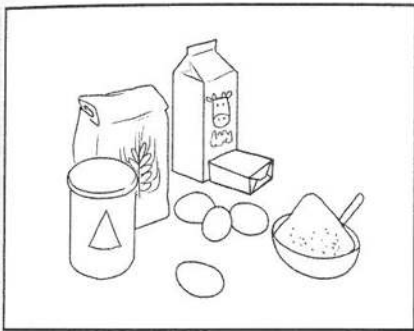


B

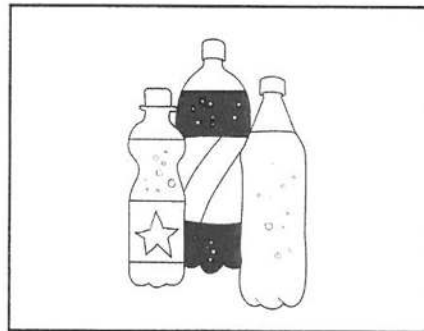


C

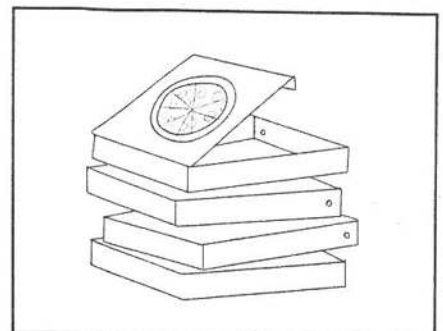
4 What will the girl's mother buy for the party?



A

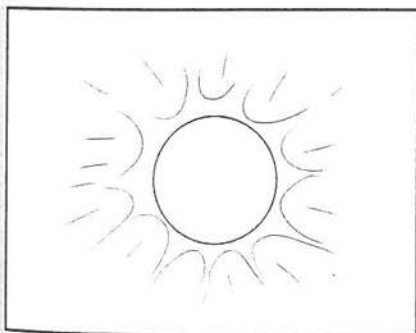


B

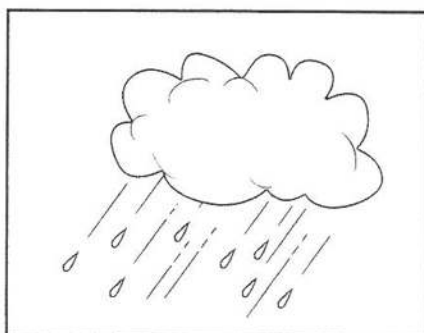


C

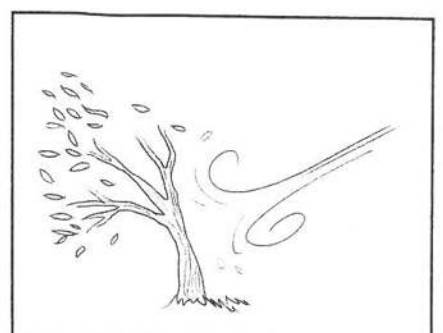
5 What will the weather be like tomorrow?



A



B

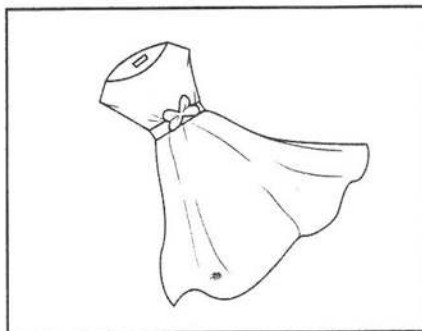


C

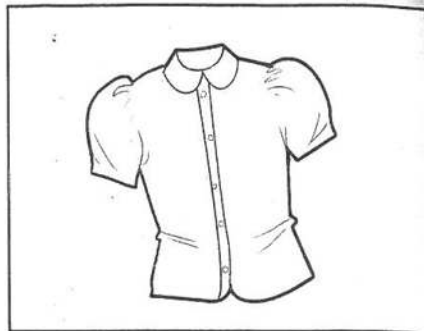
6 What did the girl make for her fashion project?



A

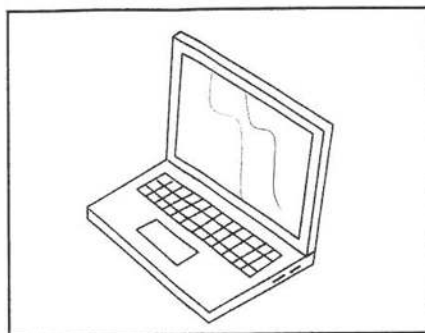


B

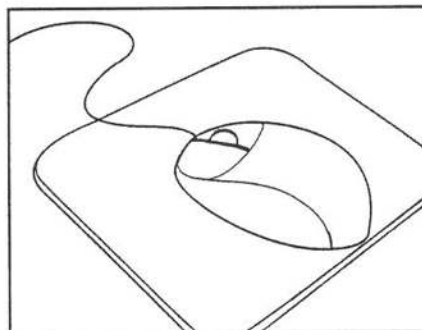


C

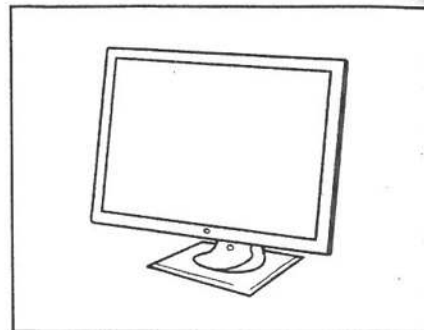
7 What will the boy take to school tomorrow?



A



B



C

**Listening • Part 2****Questions 8–13**

You will hear an interview with a teenage tennis player called Sharon Lewis who is talking about her first international competition. For each question, choose the correct answer A, B or C.

- 8 Who will go to Paris with Sharon?
- A her coach
  - B her parents
  - C her brother and father
- 9 How does Sharon think she'll do in the competition?
- A She thinks she'll win it.
  - B She thinks she'll get to the final.
  - C She doesn't think she'll win many matches.
- 10 Which competition performance is Sharon most proud of?
- A Canterbury
  - B Lancashire
  - C Wimbledon
- 11 When does Sharon go to the gym?
- A at the weekend
  - B early weekday mornings
  - C weekday evenings
- 12 What does Sharon say about her friends?
- A She sees them at school.
  - B She always goes out with them.
  - C She spends time with them at the weekend.
- 13 Who taught Sharon how to play tennis?
- A her coach
  - B a family member
  - C a teacher



### Listening • Part 3

Questions 14–19

You will hear a boy called Stuart telling his class about his experience as an exchange student in Germany. For each question, fill in the missing information in the numbered space.

## EXCHANGE PROGRAMME IN GERMANY

Stuart was most worried about speaking a (14) .....

The family's (15) ..... was in the same class as Stuart.

Stuart was surprised that the family lived in a (16) .....

At school, Stuart liked the fact that they didn't give him (17) .....

When they were sightseeing, Stuart particularly enjoyed the (18) .....

The family will sleep in a (19) ..... when they visit Stuart.

Lis  
Ques

Look  
You v  
'Best  
Decic  
If it is

20 J

21 D

22 J

23 J

24 J

25 J

**Listening • Part 4****Questions 20–25**

Look at the six sentences for this part.

You will hear a conversation between a boy called Dylan and a girl called Julia about a TV show called 'Best Chef' in which home cooks compete for a prize.

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**.

	YES	NO
20 Julia was looking forward to watching the TV show.	A	B
21 Dylan thinks the people in the show are professional chefs.	A	B
22 Julia thinks the waiter made a very good dish.	A	B
23 Julia and Dylan agree on who this year's winner will be.	A	B
24 Julia believes last year's competition was easier than this year's.	A	B
25 Julia thinks that the TV channel can afford to pay for the prize.	A	B

# TEST TWO

## Consolidation

A Put the words into the correct place in the table.

arrival breeze bus stop couple daughter designer entrance field flood  
grass ground judge land neighbour service station stranger Underground

Nature	People	Transport

B Find the adjectives and write them in the sentences.

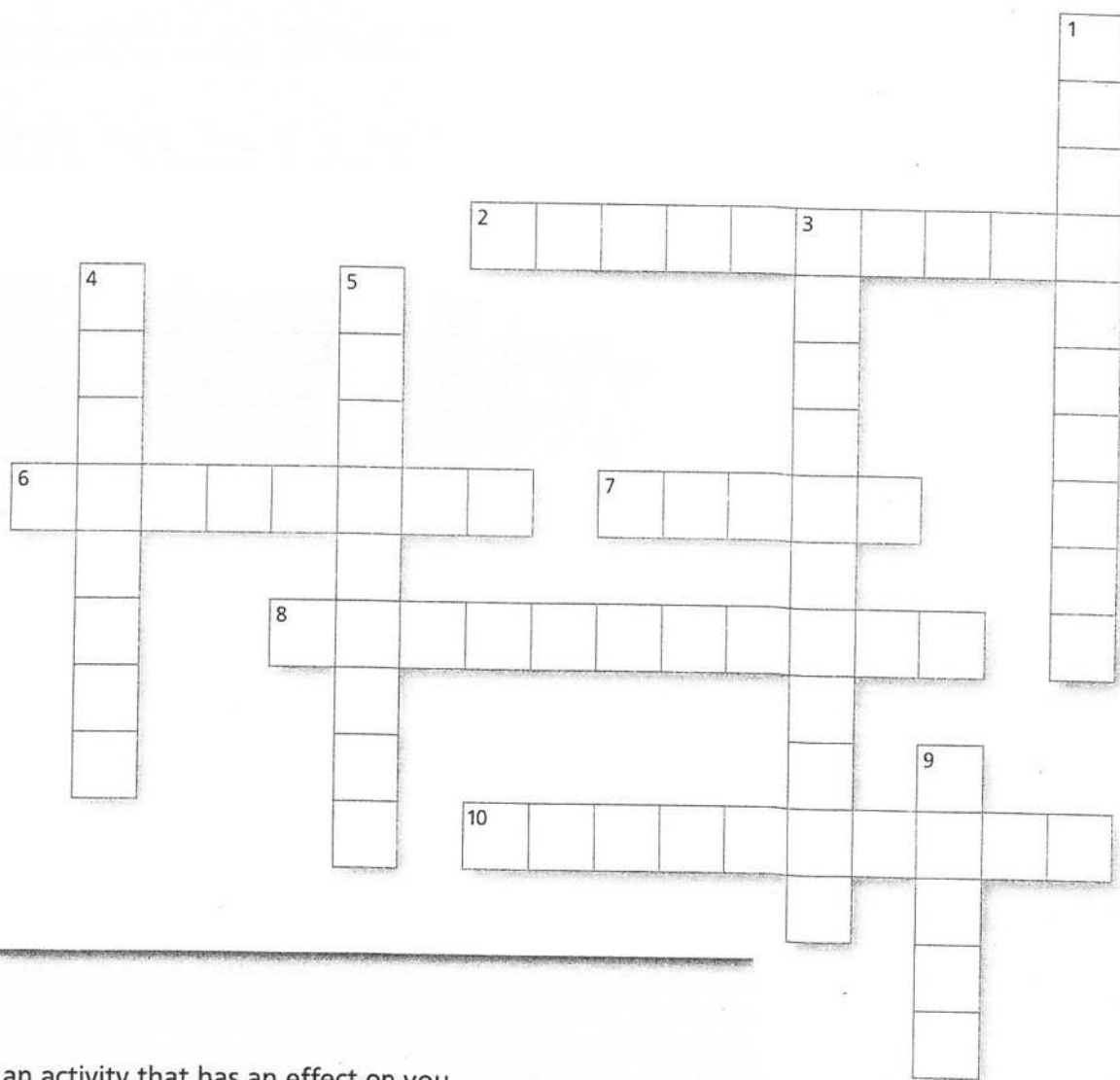
J E N O R M O U S  
E T O S L O C A L  
R C D A C Z K B M  
B R M T G F Y R E  
D E L I C I O U S  
H A D S S X E P S  
U T W F P V P S Y  
O I E I A T D E O  
P V N E R V O U S  
K E Y D E W H X R

- Someone who has lots of ideas is .....
- When food tastes very good, we say it is .....
- Another word for very big is .....
- Something from the place where you live or the place you are talking about is .....
- Something is ..... when it is not neat or tidy.
- When you feel worried before something important like an exam, you are .....
- When you feel good about something which has happened, you feel .....
- If you have a ..... pen, you have an extra one that you don't need to use.

**C** Circle the odd one out.

- |   |         |         |           |
|---|---------|---------|-----------|
| 1 | carry   | lift    | score     |
| 2 | arrange | pick    | plan      |
| 3 | create  | design  | recommend |
| 4 | afford  | earn    | search    |
| 5 | expect  | produce | publish   |
| 6 | grow    | plant   | retire    |

**D** Read the sentences and write the nouns.



**Across**

- 2 An event or an activity that has an effect on you
- 6 The choice you make when you have thought about something
- 7 These tell us what we can and cannot do in a game.
- 8 You use this to write a story.
- 10 These tell us how to get to a place.

**Down**

- 1 The way a person looks
- 3 The things you need to make a cake
- 4 This tell us what the weather is going to be like.
- 5 The things you need to do an activity or sport
- 9 An activity you do in your free time

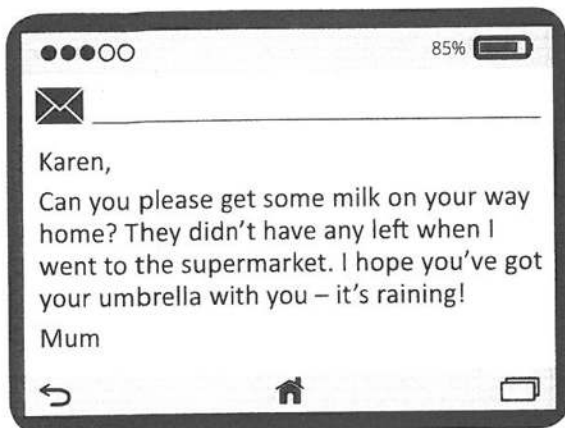
### Reading • Part 1

#### Questions 1–5

Look at the text in each question.  
What does it say?  
Mark the correct letter A, B or C.

Example:

0



What should Karen do?

- A go shopping at the supermarket
- B buy some milk before she goes home
- C go home to get her umbrella

Answer:

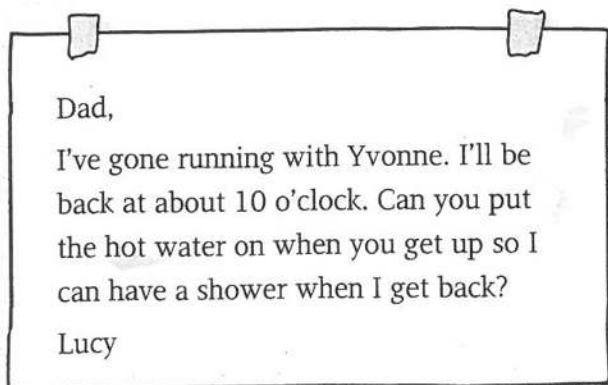
0 A B C

1



- A The restaurant is on the first floor.
- B People staying at the hotel can't eat in the restaurant tonight.
- C Hotel guests can go to the wedding.

2



- A Lucy's dad is not at home.
- B Lucy couldn't have a shower because there was no hot water.
- C Lucy would like to have a shower later.



3

**PASTA SAUCE**

Heat on a low heat for 4-5 minutes.  
For best results, do not boil.  
Pour on top of your favourite pasta  
for a delicious meal.

- A It takes a long time to make the sauce.
- B The sauce won't taste good if you boil it.
- C You must mix the sauce with pasta.

4

From: Alex

To: Joe

Hi. I've just looked at our French homework and it's really hard! Do you want to come to my house tomorrow so we can do it together?

Alex is asking Joe

- A if he has done the homework.
- B to do Alex's homework for him.
- C if he wants to do the homework with him.

5

The school is not responsible  
for the loss of students'  
personal belongings.

- A It is not the school's fault if you lose something of yours.
- B You must look after things which belong to the school.
- C You must not bring personal belongings to school.

**Reading • Part 2****Questions 6–10**

The young people below all want to visit an art gallery.  
On the opposite page there are descriptions of eight art galleries.  
Decide which art gallery would be the most suitable for the following people.  
For questions 6–10, choose the correct letter (A–H).

6



Zoe would like to visit a gallery with well-known paintings from around the world. She would also like to buy something on her visit, as long as it isn't too expensive.

7



Eddie loves visiting art galleries, and he has been to all the well-known ones. He would like to see a new exhibition with work by artists who are not famous yet.

8



Polly is doing a school project about the history of art. She would like to see paintings from hundreds of years ago. She is especially interested in artists from Holland.

9



Mark would like to visit a gallery that hasn't been open for very long. He has just got a new camera and he would like to see photos by people from around the world.

10



Carla would like to see work by different kinds of artists. She is thinking about a career in art, and would like the opportunity to speak to someone about it.

A

C

E

C

## Art Galleries

**A Littlegrove Art Gallery**

Don't miss a visit to one of Europe's great art collections, which includes famous paintings by some of the most important seventeenth-century Dutch artists as well as famous nineteenth-century French art. There is also an exhibition of well-known local artists from the 18th and 19th centuries.

**C Adams Gallery**

The Adams Gallery, as the name suggests, is a gallery containing the art collected by Mr A. Adams, who was kind enough to give his collection to the city twenty years ago. Since then, locals and visitors alike have had the opportunity to see paintings which would otherwise never have been available to the public.

**E National Gallery**

The National Gallery is home to the largest collection of European paintings and sculptures in the country, and is one of the finest galleries of its size in the world. The gallery also has the largest permanent collection of paintings by local artists in the country.

**G City Gallery**

When this gallery opened a few years ago, it was one of only a few galleries in the country which only has photography exhibitions. Visitors can see the work of international photographers, and they also have the opportunity to buy original photos from the gallery shop.

**B Gallery of Modern Art**

Even though this gallery is in an eighteenth-century building, there is nothing traditional about it! There are various temporary exhibitions of modern art by local, national and international artists. If you don't have enough time to visit the gallery shop, you can visit the gallery's online shop when you get home.

**D George Art Gallery**

This gallery has one of the best permanent art collections in the country. As well as famous paintings from all over the world, it also has a large display of sculptures. The gallery shop has reasonably-priced copies of some of the most popular paintings and sculptures.

**F Little Rose Art Gallery**

This gallery, as its name suggests, is not the biggest in the city, but it is very proud of its temporary modern art exhibitions, which change every month. It is actually owned by a local artist, and is well-known in the city as *the* place to see paintings by new artists.

**H Art School Gallery**

This gallery has exhibitions of work by both professional artists and students who attend the art school. The gallery also holds a variety of talks and classes for the public, and schoolchildren who are considering studying art can meet art school students and staff here to find out more about it.

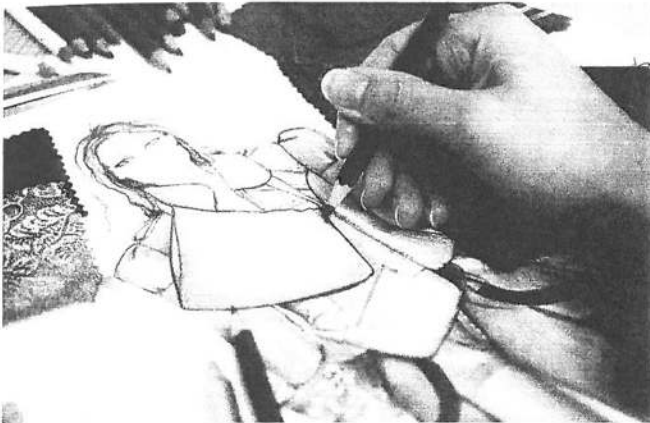
**Reading • Part 3****Questions 11–20**

Look at the sentences below about a fashion design course.

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

- 11 The fashion design course for teenagers hasn't been taught before.
- 12 The course lasts for three months.
- 13 There will be some foreign students on the course.
- 14 Lessons are held from Monday to Friday.
- 15 The day trip to London costs extra.
- 16 Students will learn how to draw fashion designs at the beginning of the course.
- 17 Students will stay at the college.
- 18 Students will need money to buy their meals.
- 19 The earlier you pay, the more likely you are to get a place on the course.
- 20 Teenagers who know a lot about fashion design might not learn very much on this course.

## ***Fashion course***



*Trends* Fashion College is fast becoming one of the most popular places to study fashion in the country, and we're proud to announce our brand new fashion design course for teenagers. This two-week summer course for 14 - 18 year olds will be held throughout the summer from June to August, allowing them to gain new skills, experiment with new techniques, become more confident, and be inspired to learn more.

Specifically for teenage students, this practical fashion design course offers a one-of-a-kind, fun learning experience in a safe environment, and it is also a great way to meet like-minded teenagers from around the world. Teenagers can attend the course to decide if they wish to follow a career in the fashion industry, to discover new talents or just to try something creative for fun. For two weeks, they will be surrounded by the fashion world and it will help them understand the steps involved in fashion design.

The course is taught by *Trends* teachers and lecturers who bring their specialist skills to make sure students get the most out of the course. On

weekdays, students will take part in timetabled classroom-based learning, and in the evenings there will be optional, scheduled activities. On the first Saturday of the course there will be a day trip to London led by one of our teachers, which is included in the course fees.

During the course, students will do some research into various fashion designs and learn about recent fashions in colours and materials. They will have basic drawing lessons before being taught different methods of drawing fashion designs.

All lessons and accommodation are provided at the college, which has fantastic facilities including five art studios, a theatre, an indoor swimming pool and a well-equipped gym. The college is situated on the bank of a river, and walks along the river to the nearest town will be organised. All meals are included but students should bring some pocket money to buy small things such as snacks, and also for the trips to the nearest town. On the first Saturday there will be time to shop in London, but food and travel will be provided. We also provide all the materials that students will need on the course.

We expect this new course to be very popular and it may fill up several weeks before the starting date. Places are limited, so book as early as possible to avoid disappointment. The course must be paid for in full in order to get a place.

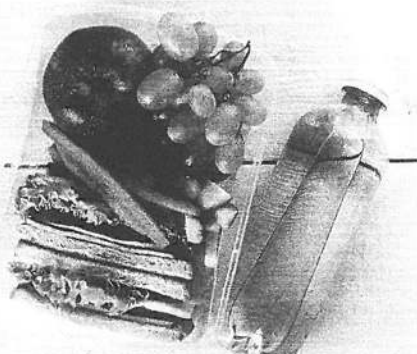
**Note:** This course is for beginners. You should have an interest in fashion design and want to learn more about it, but no previous experience is required.



**Reading • Part 4****Questions 21–25**

Read the text and questions below.

For each question, choose the correct letter A, B, C or D.



## Healthy eating in schools

by Caitlin O'Donnell

When I started secondary school, I thought it would be great having a shop in school where we could buy what we wanted for lunch. In primary school, we had the choice of school meals, which meant you had to have what was on the menu that day, or a packed lunch which you brought from home. However, the reality was very different. The shop offered mainly chocolate, crisps and fizzy drinks, which are not exactly healthy lunch options, so I started bringing a packed lunch to school, but some of my classmates made fun of me because they thought I couldn't afford to buy lunch from the shop.

Luckily, the situation changed in my second year. As part of a healthy-eating project, our school set up a group whose aim was to change students' eating habits. The group consisted of five students (I was one of them), two parents and two teachers. Before any changes were made, we did two things. Firstly, all classes had lessons on healthy eating in various subjects, such as PE, biology and home economics. Then we asked all the students, parents and teachers (they have to eat at school too!) to fill in a questionnaire about what they thought of the food available in school as well as healthier options they thought would be popular.

The results were spectacular. Sales of chocolate and crisps fell immediately as students chose to eat more fruit and cereal bars. Students started drinking water and fruit juice when the shop stopped selling fizzy drinks, and the new options of soup, salads and healthy sandwiches are very popular with students and teachers alike. The project was such a success that our group was asked to visit schools who hadn't started the project to talk about our experience, and we have visited schools all over the country!

- 21 What is Caitlin doing in the text?
- A telling readers about her problems starting a healthy-eating group
  - B describing a healthy-eating project she was involved in
  - C providing examples of how students can eat more healthily
  - D reporting on the best ways to improve students' eating habits
- 22 In Caitlin's opinion, the food options available at her secondary school were
- A better than those she had had at her previous school.
  - B so expensive that some students couldn't afford them.
  - C not as healthy as they should have been.
  - D very popular with the students at the school.
- 23 The questionnaire asked people
- A their opinions on what was sold in the school shop.
  - B what they wanted to eat at school.
  - C what they liked buying from the school shop.
  - D their opinions on the subject of healthy eating.
- 24 What changes happened as a result of the project?
- A After some time, students stopped eating unhealthy snacks.
  - B New, healthier choices were available in the shop.
  - C The shop stopped selling all unhealthy food and drink.
  - D The food available in the shop wasn't popular.
- 25 What might Catlin say when she visits a school?

A

I wasn't interested in healthy eating before the project, but I can see the difference it has made.

B

Although I enjoyed taking part in the project, it wasn't as successful as we had hoped it would be.

C

The changes we made were based on the healthy eating lessons we had in our school.

D

It is very important to ask everyone for their opinions before you make any decisions.

### Reading • Part 5

Questions 26–35

Read the text below and choose the correct word for each space.  
For each question, choose the correct letter A, B, C or D.

Example:

0 A value B worth C meaning D use

Answer: 0 ☐ A ☐ B ☒ C ☐ D

## Online dictionaries

How many times have you asked someone the (0) ..... of a word, only to be told '(26) ..... it up in the dictionary.'? Not so long (27) ....., this meant getting up out of your seat, going to a bookcase, taking out a thick, heavy book, finding the page with the first letter of the word and then looking through a long (28) ..... of words, thinking about the (29) ..... of the letters in the word until you found it. Then, and only then, could you find out what it meant.

(30) ....., this is far easier to do, thanks to that wonderful twentieth-century (31) ..... : the Internet. Apart (32) ..... the fact that you only have to write the word in the 'search' box for it to (33) ..... magically, at the click of a button (or tap of a finger if you've got a touch (34) ..... ) you can also hear the correct (35) ..... of the word!

- |                  |                |                 |               |
|------------------|----------------|-----------------|---------------|
| 26 A Read        | B Search       | C Look          | D Find        |
| 27 A beyond      | B ago          | C earlier       | D before      |
| 28 A queue       | B registration | C file          | D list        |
| 29 A order       | B pattern      | C line          | D group       |
| 30 A Nowadays    | B First        | C Immediately   | D Soon        |
| 31 A development | B idea         | C invention     | D improvement |
| 32 A of          | B from         | C off           | D for         |
| 33 A arrive      | B show         | C enter         | D appear      |
| 34 A server      | B screen       | C switch        | D software    |
| 35 A accent      | B sound        | C pronunciation | D spelling    |

**Writing • Part 1**

**Questions 1–5**

Here are some sentences about a young musician.

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.

**Example:**

- 0 Lily can't wait to play in next week's concert.

Lily is looking ..... to playing in next week's concert.

Answer: 0 forward

- 1 Lily joined the orchestra two years ago.

Lily has been a member of the orchestra .....

- 2 Although Lily is very young, she is very good.

In spite ..... being very young, Lily is very good.

- 3 Lily's mother taught her how to play the piano when she was four years old.

Lily ..... how to play the piano by her mother when she was four years old.

- 4 At present, Lily can play six different instruments.

Lily can ..... play six different instruments.

- 5 Lily practises for three hours every day.

Lily ..... three hours practising every day.

**Writing • Part 2****Question 6**

Your English friend Bobby had a birthday party last week but you didn't go.

Write a card to Bobby. In your card, you should

- apologise
- explain why you didn't go
- ask Bobby what they did at the party

Write 35–45 words.



**Writing • Part 3**

Write the answer to **one** of the questions (7 or 8) in this part.  
Write your answer in about **100 words**.

**Question 7**

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

I buy two or three magazines every month. How often do you buy a magazine? Tell me about a magazine you like. Why do you like it?

- Now write a letter, answering your friend's questions.
- Write your **letter** in about 100 words.

**Question 8**

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

**I couldn't believe it when I opened the door!**

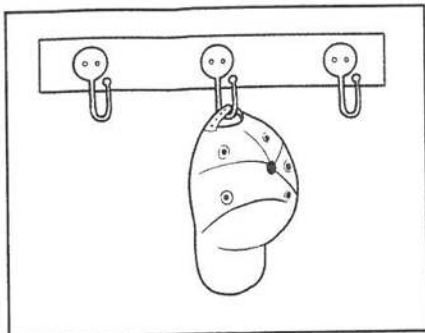
- Write your **story** in about 100 words.

### Listening • Part 1

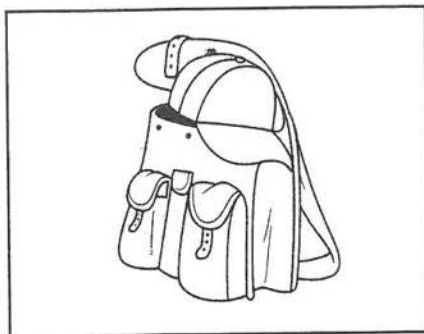
#### Questions 1–7

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.

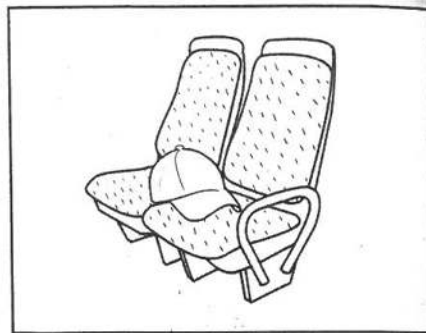
**Example:** Where is the girl's hat?



A

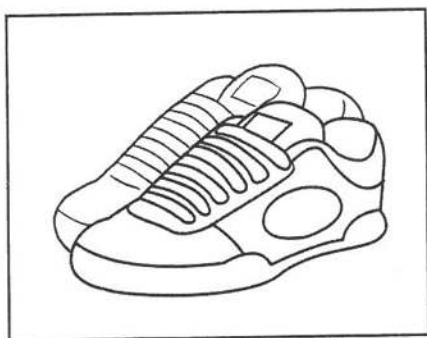


B



C

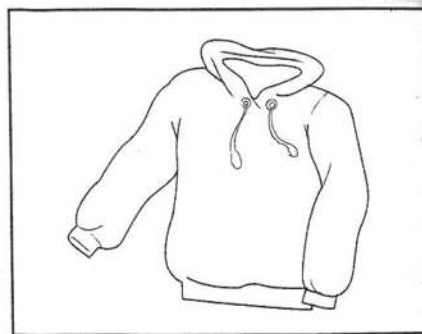
1 What is Gayle going to take with her to the concert?



A



B



C

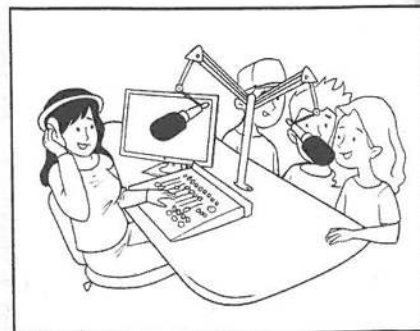
2 Which radio programme is on next?



A

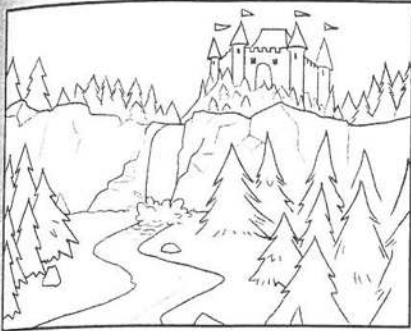


B

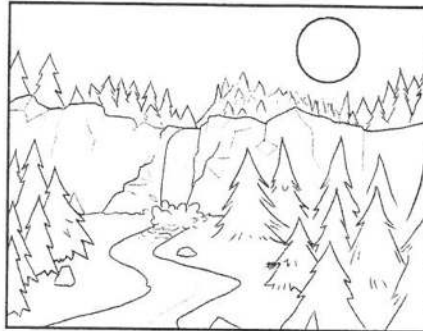


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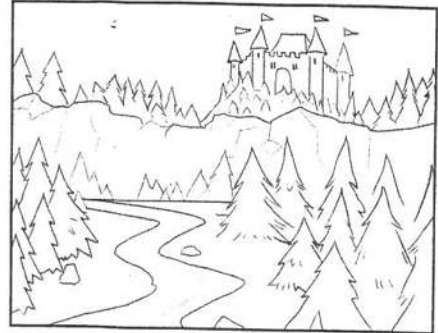
3 Which picture is the boy describing?



A

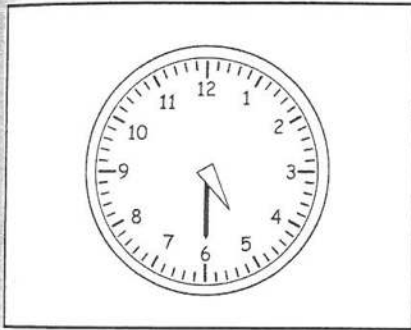


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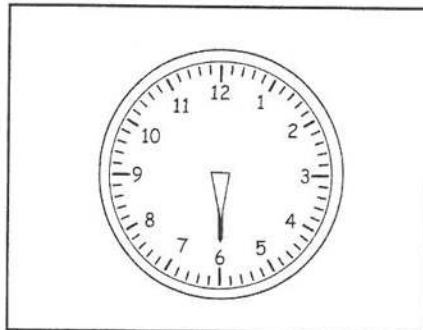


C

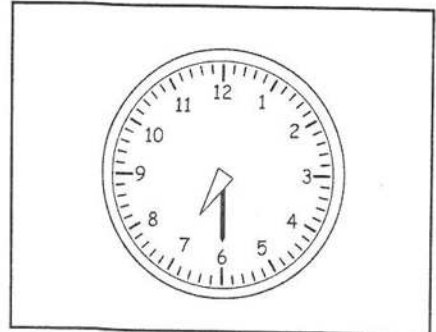
4 What time will the girl get home?



A

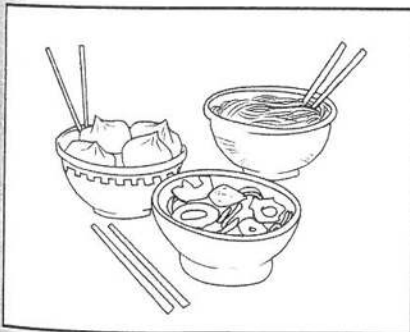


B



C

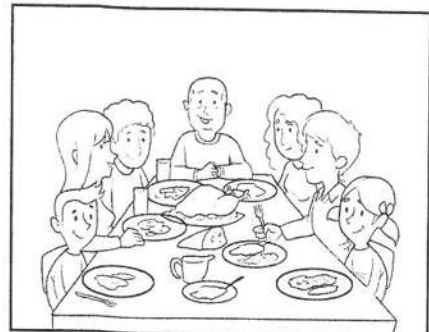
5 What did the boy enjoy most about the meal?



A

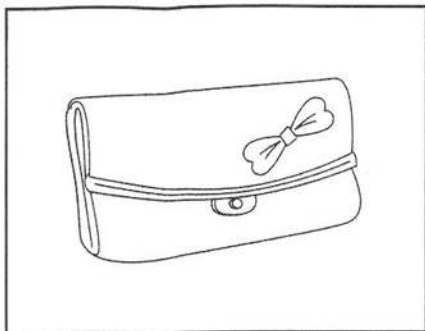


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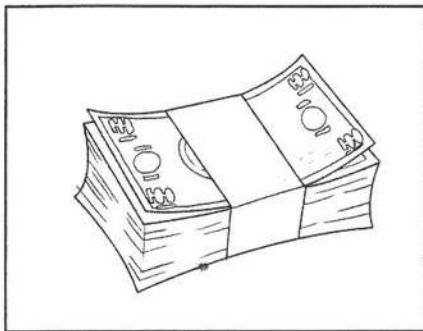


C

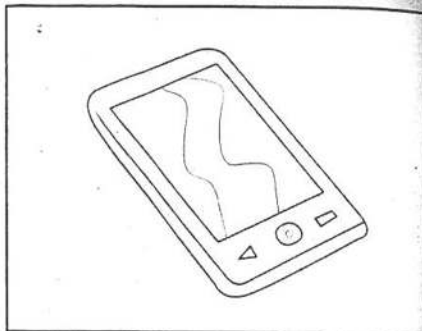
6 What are the girls looking for?



A

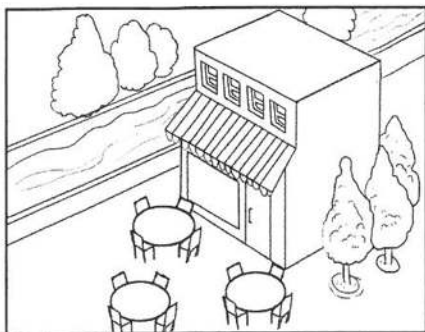


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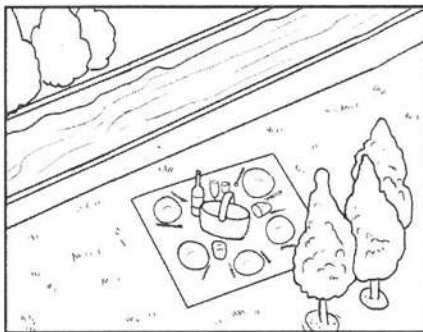


C

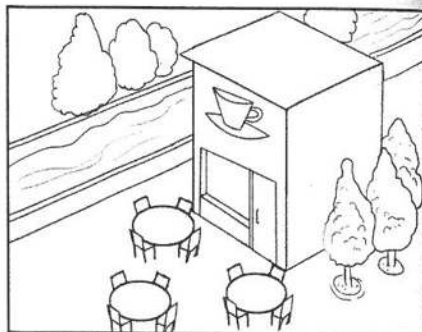
7 Where did the boy have lunch?



A



B



C

**Listening • Part 2****Questions 8–13**

You will hear a tour guide called Ellie Hill giving a talk in a bookshop.  
For each question, choose the correct answer A, B or C.

- 
- 8 In her talk, Ellie aims to talk about  
A the book she has written.  
B places where she has given guided tours.  
C how she became a tour guide.
- 9 Where is the talk taking place?  
A America  
B Asia  
C the United Kingdom
- 10 What was the Tower of London first used for?  
A accommodating kings  
B holding prisoners  
C making money
- 11 What does Ellie believe makes people feel differently about a place?  
A geography  
B history  
C weather
- 12 In Ellie's opinion, the best time to visit a Scottish castle is when it's  
A foggy.  
B raining.  
C sunny.
- 13 What kind of people does Ellie think the visitors are interested in?  
A ordinary people  
B important people  
C kings and queens



**Listening • Part 3****Questions 14–19**

You will hear some information about a fun park.

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



## FAIRVIEW FUN PARK

Weekend opening times: 10 am till (14) ..... pm

Exciting rides for visitors aged ten and up who aren't scared  
of (15) .....

Free car park and bus service to (16) .....

Other activities: walk in gardens  
hire a (17) .....

Indoor restaurant: near (18) .....

Discount for (19) ..... tickets

**Listening • Part 4****Questions 20–25**

Look at the six sentences for this part.

You will hear a conversation between a girl called Poppy and a boy called Josh about an actor called Danny Green.

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**.

	YES	NO
20 Poppy thinks it's a pity that Danny Green won't be an actor anymore.	A	B
21 Josh believes that some magazines don't tell the truth.	A	B
22 Poppy thinks Danny Green has worked hard recently.	A	B
23 Josh thinks acting is more tiring than directing.	A	B
24 Poppy and Josh both believe that Danny Green is ill.	A	B
25 Josh is delighted that he can still read the interview.	A	B

A Put the words into the correct place in the table.

castle collection design development display improvement invention opportunity palace  
pattern primary school prison result sculpture secondary school success talent tower

Art	Buildings	Progress

B Find the adjectives and write them next to the sentences.

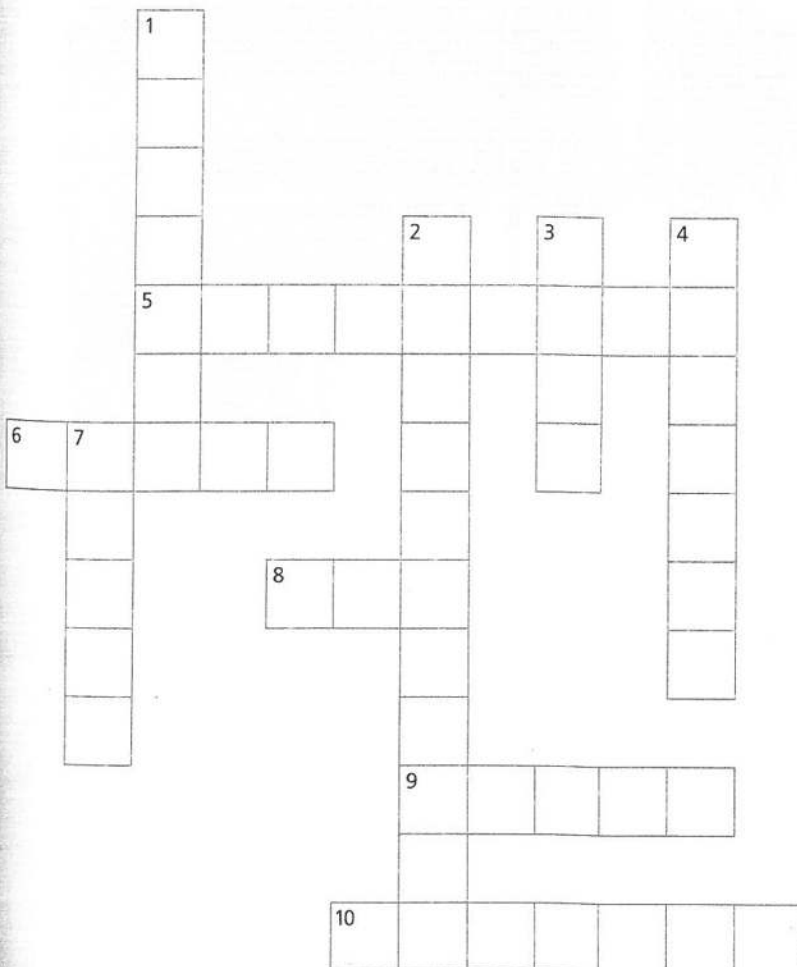
K	O	R	D	I	N	A	R	Y	T
E	B	I	W	L	Q	T	J	Q	E
W	L	W	Z	L	J	D	C	H	M
R	X	I	I	I	P	E	O	S	P
N	X	H	L	K	G	L	N	E	O
S	C	A	R	E	D	I	F	P	R
W	Y	N	R	L	R	G	I	A	A
H	Y	T	U	Y	G	H	D	R	R
W	A	M	N	N	N	T	E	A	Y
P	E	R	M	A	N	E	N	T	F
T	E	M	O	R	U	D	T	E	I

- When you are sure that you know what you are doing, you are .....
- If you are very happy about something, you are .....
- If something is probably going to happen, it is ..... that it will happen.
- When something is not special, we say it is .....
- Something which is for ever is .....
- Another word for afraid is .....
- Something which is different from or not joined to anything else is .....
- Something which is not for ever is .....

**C Complete the conversations with the correct form of the phrasal verbs.**

base on   fill up   look up   set up   take part in   not throw away

- 1 'Would you like to ..... the swimming competition?'  
'No, thank you. I'm not a good enough swimmer.'
- 2 'I don't know the meaning of this word.'  
'Why don't you ..... it ..... in the dictionary?'
- 3 'This film is fantastic!'  
'It is, isn't it? It ..... a true story, you know.'
- 4 'Our drama teacher is ..... a theatre group.'  
'Oh, that's interesting. Perhaps I'll join it.'
- 5 'I hope you ..... those bottles and papers!'  
'Don't worry, I'll recycle them.'
- 6 'Why are you in such a hurry to get to the cinema?'  
'The good seats always ..... fast. Come on!'

**D Read the sentences and write the verbs.****Across**

- 5 When you say you are sorry, you .....
- 6 When you ..... something to eat or drink, you would like to have that thing.
- 8 When something belongs to you, you ..... it.
- 9 When you ..... something, you try not to do it.
- 10 When you ..... something, you put it in a special place so it can be used again or made into something else.

**Down**

- 1 When things ..... something else, they have that thing inside them, or that thing is part of them.
- 2 When you think really hard about one thing and nothing else, we say you ..... on it.
- 3 When you ..... something, you pay to use it for a short time.
- 4 When you need something, you ..... it.
- 7 When someone says you can do something, they ..... you to do it.

### 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.

Example:

0

Subject: Chess Competition

The chess competition will take place on Sunday 8<sup>th</sup> October at 2 pm. Please arrive half an hour before to find out which room you will be in.

- A The players know where they will be playing.
- B The players must be there early.
- C The chess competition will last for half an hour.

Answer: 0 ☐ A ☒ B ☐ C

1

Dear Uncle James,

Thank you for the money you gave me for my birthday. I bought a new bike! It's great, and I ride it every day to and from school.

Lots of love,

Nicky

- A Nicky's uncle bought her a bike for her birthday.
- B Nicky chose what to buy with her uncle's money.
- C Nicky rarely uses her new bike.

2

85%

✉

Paul,

I'm still at the office. Can you ask Billy if his dad can take you home after football practice? If not, wait inside and I'll be there as soon as I can.

Dad

- A Paul will go home with one of his friends.
- B Paul should go to his dad's office.
- C Paul's dad might not pick Paul up.



3

**SPECIAL OFFER**

Free diary when you buy any two books of your choice.

- A As long as you buy two books, you will receive a free diary.
- B You can choose any diary you want when you buy two books.
- C You can buy as many books as you want to receive a free diary.

4

Mary,

Your piano teacher called. She's ill, so you don't have a lesson tonight. I've gone next door to see Mrs White. I'll be back at six o'clock.

Mum

Why has Mary's mum written the note?

- A to check if Mary is ill
- B to tell Mary her lesson has been cancelled
- C to remind Mary to go to Mrs White's house

5

**FOR SALE  
RUNNING SHOES**

Size 40

Never worn!

30 euros or nearest offer  
See Helen – Classroom 10B

- A The shoes Helen is selling are new.
- B You can look at the shoes in Classroom 10B.
- C You can't offer Helen a lower price for the shoes.

**Reading • Part 2****Questions 6–10**

The young people below all want to do an outdoor activity.  
On the opposite page there are descriptions of eight outdoor activities.  
Decide which outdoor activity would be the most suitable for the following people.  
For questions 6–10, choose the correct letter (A–H).

**6**

Gary likes the outdoors, but he thinks hill walking and climbing are boring. He loves cycling, and he would like to learn how to do some new things.

**7**

Alice likes doing things that make her think. She would like to do an activity that makes her feel that she has achieved something at the end.

**8**

Theo loves doing activities on the water and he would like to try an activity which is fashionable at the moment. He wants to do an activity which will help him stay fit.

**9**

Jasmine doesn't really like sports, but she would like to do an activity which gives her the opportunity to have some fun with her friends. She's good at making things.

**10**

Roy doesn't like the heat very much, so he prefers doing activities that you can do when it's cool. He'd like to learn a sport that's becoming more popular.

## Outdoor Activities

### A Raft Building

Can you use the materials you are given to make a raft (a type of flat boat) that will float on water? Will you end up in the lake, or will your team stay dry? This is a great activity for a group of friends, but you've got to know how to swim!

### B Zip Wire

Climb 10 metres up into the trees, then hold on tight as you travel at high speeds over our stunning lake, but make sure you don't close your eyes, or you will miss the amazing scenery! The zip wire is 60 metres long and it's an exciting experience you will never forget.

### C Orienteering

If you love the outdoors but get bored easily, orienteering is the activity for you! It involves going around a course using a map. You have to work out the best way to get to each part of the course, so it's definitely not just a walk in the country!

### D Mountain Biking

Mountain biking is a great way to enjoy the countryside in the safety and knowledge of one of our experienced mountain biking instructors. You will be taught a good variety of mountain biking skills as well as playing some fun games to put those skills to the test.

### E Abseiling

Even more exciting than climbing up a cliff is going down a cliff! Hold on tight, walk over the edge and make your way to the bottom. Don't worry, one of our highly qualified instructors will be watching you, and they will help you if you get in trouble!

### F Stand Up Paddleboarding (SUP)

SUP is the fastest-growing water sport in the world. It can be as relaxing or as extreme as you like, but moving along in the water while standing on a board is always great fun. SUP is also a fantastic workout and will improve your fitness almost without you noticing that you're exercising.

### G Caving

Caving is a great way to explore the world under your feet. With lots of great caves to explore, we can make our cave adventure days ideal for all levels of experience. Your cave leader will guide you through the easy but large caving system where you will explore the beauty of the underground world formed millions of years ago!

### H Snowboarding

Snowboarding is said to be the world's fastest-growing winter sport, so why don't you try it? We run courses for all ages and abilities. There really is something for everyone! And don't worry, you don't need snow to snowboard at the centre. So come along and try it, whatever the weather!

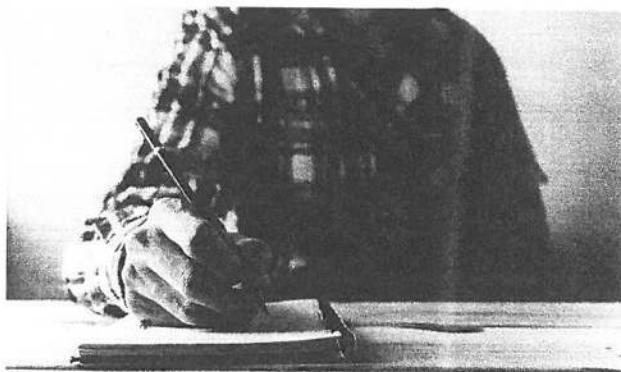
**Reading • Part 3****Questions 11–20**

Look at the sentences below about a teenage author.

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

- 11 Davie wrote a book because he disliked the ones he read on holiday.
- 12 Neil was pleasantly surprised by Davie's writing.
- 13 Neil had the idea to put Davie's book online.
- 14 The publishing company decided to publish Davie's book because they liked it.
- 15 Davie's parents made sure that the publishing company gave their son what he deserved.
- 16 Davie thinks that the public were expecting someone else to sign their books.
- 17 Davie is doing very well at school despite being so busy.
- 18 It isn't easy to be accepted by a university to study medicine.
- 19 Davie has always wanted to be a writer.
- 20 Davie isn't sure whether he'll write another book.

## Teenage author



It's been a great year for Davie Williams. At the age of seventeen, he's just published his first book, *You never know*. Davie started writing the book on holiday last year after he found the books he'd taken with him disappointing. 'I just didn't enjoy any of the books available for my age group, so I decided to write a story that I'd like to read,' he said. 'I'd always been quite good at English at school, but I'd never really thought about writing a book until then.'

When he went back to school after the holidays, he gave his best friend Neil his story to read. Neil was very surprised, as Davie had never written anything before, and he had no idea his best friend was a writer. However, he really enjoyed it, so much so that he encouraged Davie to put it on a story-sharing website.

Day after day, week after week, the number of people who read his book increased. A major UK publishing company noticed the numbers, and contacted him. They wanted to publish his book as a YA (Young Adult) title! Of course, Davie would have agreed and accepted whatever the publishing company offered him, but his parents made sure his contract was fair.

Almost a year later, the book was published, and Davie found himself touring bookshops all over the country to promote his book. He said, 'It was great fun, but I didn't really know what I was doing. And I just look like an ordinary teenager, so I think some of the people who wanted me to sign the book were a bit disappointed!'

Since the book has been published, Davie hasn't managed to keep up with his schoolwork. He wants to go to university next year, and as he wants to study medicine, he's got to get very good exam marks. The publishing company is trying to persuade him to write another book, and although he's got lots of ideas, he refuses to write anything else until he's finished his exams. 'It's not that I don't want to be an author,' he said, 'but I've wanted to be a doctor since I was a little boy. I can't just give up my dream because I have had one book published. We'll just have to wait and see what happens.'



**Reading • Part 4****Questions 21–25**

Read the text and questions below.

For each question, choose the correct letter A, B, C or D.

## My summer job

by Ali Patel

I've been studying robotics for three years now, and my university encourages all its students to get a summer job in the industry. This year, rather than work for a big company, I decided to work at a technology summer camp. That's how I first became a fan of robots, so I thought that perhaps I could encourage other kids to do the same.

I must admit, I was a little nervous when I arrived at the camp. It wasn't the subject that I was worried about, but I had absolutely no teaching experience, and I remember how difficult I was when I was a kid! However, the camp leader gave us some great advice on how to deal with children and teenagers, so I was feeling a bit better about it by the time I had to do my first lesson.

On the first day, the children were divided into teams. Each team had to work together to design and create a robot using simple engineering software. They had a wonderful time, and they did surprisingly well. Although they didn't realise it most of the time, they were actually learning a lot of maths, science and, of course, engineering. They also had to keep learning blogs to record their progress which included daily reports, photos and videos. I think I will start doing this as well when I go back to university. There have been many occasions when it would have shown me where I had gone wrong!

Teaching at the summer camp has made me think about my future. While I know that there's a lot of money to be made working for one of the big companies that use and develop robots, I'm seriously thinking about getting into the teaching profession.

21

22

23

24

25

- 21 What is Ali trying to do in this text?
- A encourage university students to consider a career in teaching
  - B give advice on learning about robotics
  - C describe his first teaching experience
  - D explain why children should go to summer camps
- 22 Why did Ali decide to work at the summer camp?
- A He wanted to see if he liked teaching.
  - B He had to get a summer job somewhere.
  - C He liked going to them when he was a child.
  - D He wanted to help children become interested in robotics.
- 23 How did Ali feel when he went to the camp?
- A worried that he wouldn't be able to teach robotics
  - B anxious about dealing with the children
  - C confident that he could do the job
  - D nervous about the camp leader's advice
- 24 What does Ali say about the learning blogs?
- A They were enjoyable to make.
  - B The children did them well.
  - C They could help him study more effectively.
  - D They improved the children's learning.
- 25 What might Ali write to a friend about his job?

A

It was a great experience, and  
it may even have changed  
my life!

B

The kids had a great time, but they  
didn't have enough knowledge about  
robotics to do well.

C

Dealing with the kids was  
difficult, but the camp leader did  
his best to help me.

D

The kids didn't learn very much,  
but they had a wonderful time.

### Reading • Part 5

Questions 26–35

Read the text below and choose the correct word for each space.  
For each question, choose the correct letter A, B, C or D.

Example:

0 A named B understood C called D known

Answer: 0 ☐ A ☐ B ☐ C ☒ D

## Soap operas

Soap operas, also (0) ..... as *soaps*, are still (26) ..... the most popular television programmes in some countries today. There are two (27) ..... for the name: *soap* due to the soap advertisements that were (28) ..... shown during the programmes because it was mainly housewives who watched these programmes, and *opera* because of the high drama these shows (29) .....

Most soap operas (30) ..... the daily lives of a group of people who live in the same street or area, or who work together. They are usually shown at (31) ..... three times each week, but some are shown every day. The most popular British soaps are *Coronation Street*, which has been (32) ..... since 1960, and *EastEnders*, which began in 1985. These soaps are shown on different (33) ....., and it is important to note that they are (34) ..... so popular that they are shown at different times, so the (35) ..... doesn't have to choose which one they want to watch!

- |                 |              |              |              |
|-----------------|--------------|--------------|--------------|
| 26 A between    | B among      | C around     | D along      |
| 27 A reasons    | B purposes   | C cases      | D excuses    |
| 28 A especially | B definitely | C firstly    | D originally |
| 29 A contained  | B covered    | C held       | D included   |
| 30 A deliver    | B perform    | C describe   | D explain    |
| 31 A most       | B first      | C least      | D last       |
| 32 A showing    | B running    | C happening  | D continuing |
| 33 A shows      | B studios    | C canals     | D channels   |
| 34 A each       | B both       | C either     | D all        |
| 35 A public     | B crowd      | C supporters | D people     |

**Writing • Part 1**

**Questions 1–5**

Here are some sentences about a meal at a restaurant.

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.

**Example:**

- 0 My family and I went to an Italian restaurant for my grandmother's birthday.

My family and I celebrated my grandmother's birthday ..... an Italian restaurant.

Answer: 0 at

- 1 My mum had called the restaurant before we went, so they were expecting us.

My mum had called the restaurant ..... advance, so they were expecting us.

- 2 We were worried Grandma wouldn't like the food, but she actually thought it was wonderful.

We were worried Grandma wouldn't like the food, but in ..... she thought it was wonderful.

- 3 'I do like a nice pizza.' she said.

'I am fond ..... a nice pizza.' she said.

- 4 When we had finished eating, the waiter brought Grandma's birthday cake.

The waiter waited ..... we had finished eating before he brought Grandma's birthday cake.

- 5 You're always young enough for birthday cake!

You're never ..... for birthday cake!

# TEST FOUR

## Paper 1 Reading and Writing

### Writing • Part 2

#### Question 6

You are on a camping holiday with your family.

Write a postcard to your British friend Andy. In your postcard, you should

- tell Andy what there is to do
- invite Andy to visit you at the campsite
- explain how to get to the campsite.

Write 35–45 words.

**Writing • Part 3**

Write the answer to **one** of the questions (7 or 8) in this part.  
Write your answer in about **100 words**.

**Question 7**

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

I live in a big city, but I like going to the countryside. What do you like about the place where you live? Which is better, living in a city or in the countryside?

- Now write a letter, answering your friend's questions.
- Write your **letter** in about 100 words.

**Question 8**

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

**What a surprise!**

- Write your **story** in about 100 words.

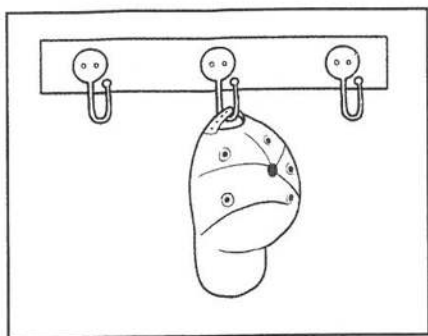


### Listening • Part 1

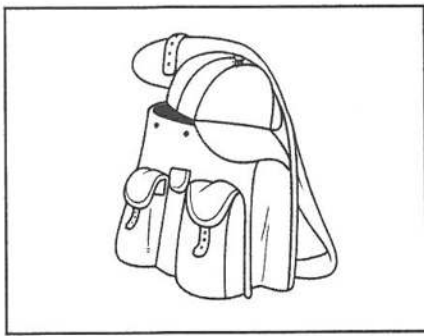
#### Questions 1–7

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.

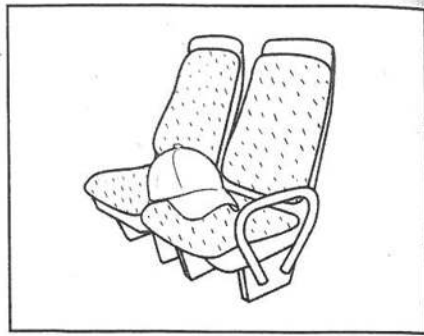
**Example:** Where is the girl's hat?



A

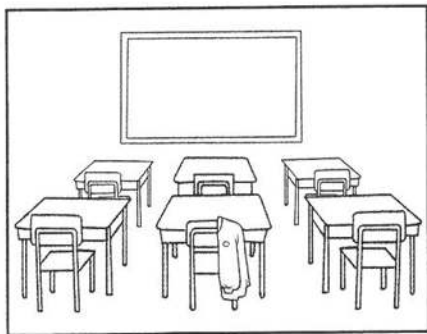


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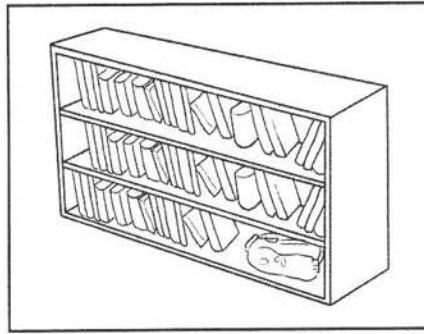


C

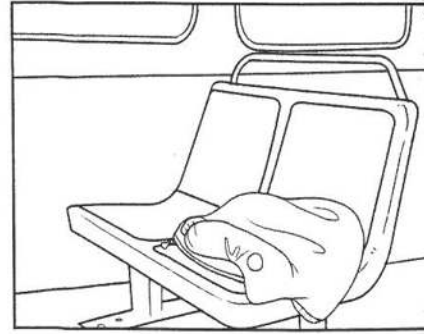
1 Where has the boy left his jacket?



A

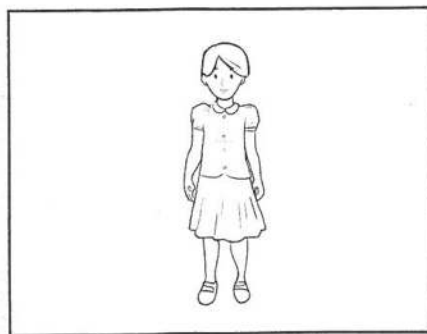


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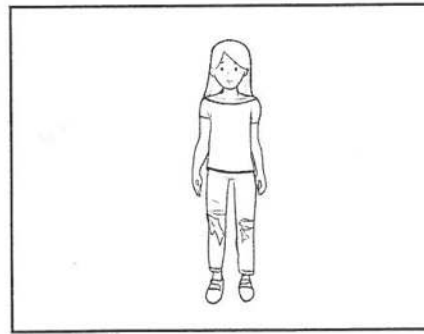


C

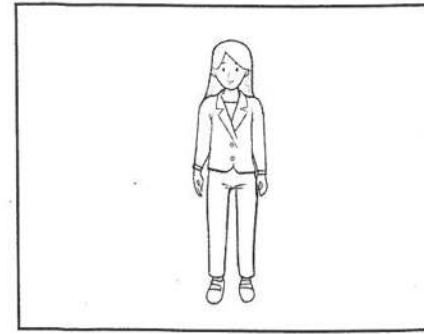
2 Which picture shows Emily now?



A

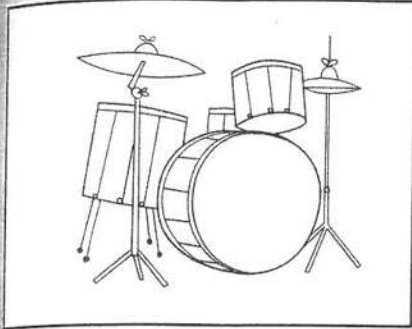


B

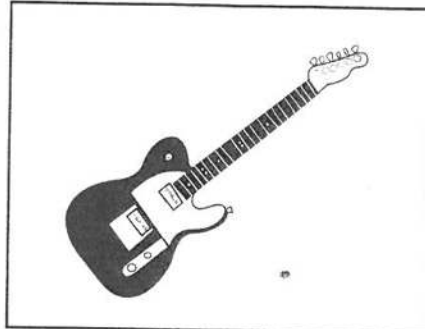


C

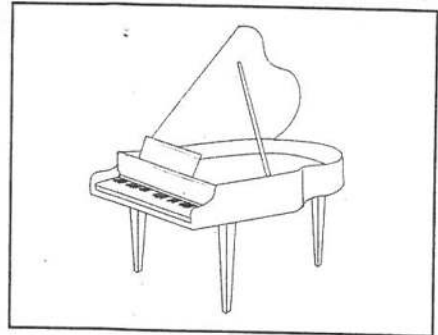
3 Which instrument will the boy learn to play?



A

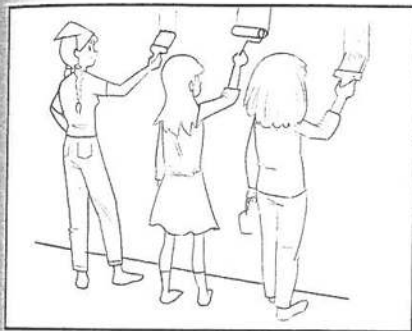


B

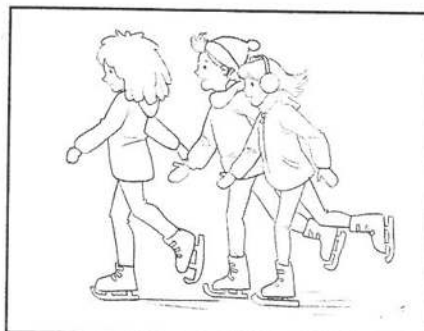


C

4 What will the girls do this afternoon?



A

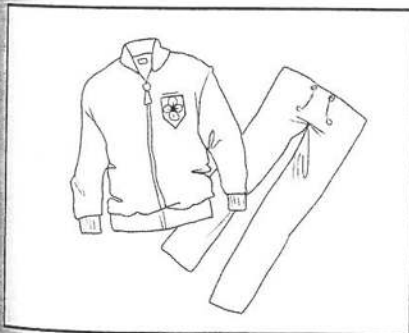


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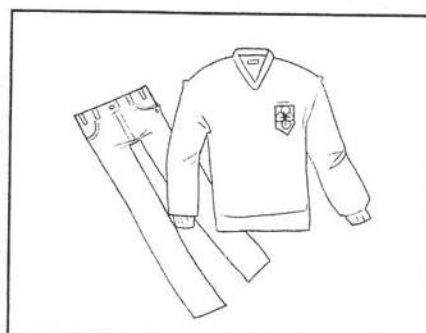


C

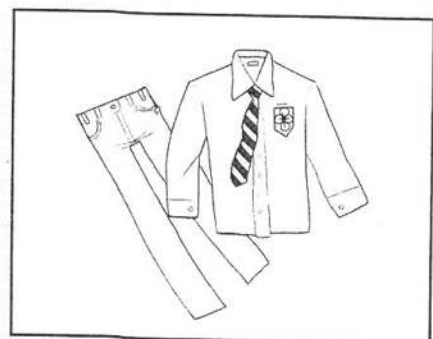
5 What will the boy wear to school?



A

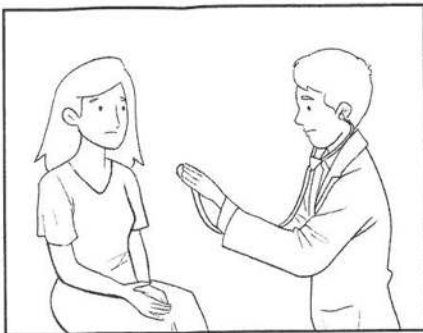


B



C

6 What must the girl do to get better?



A

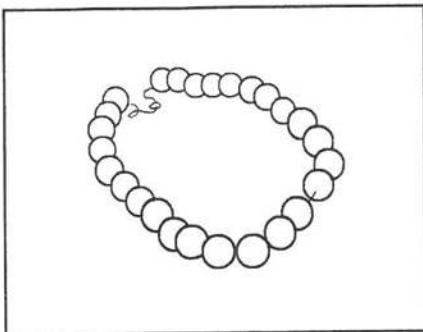


B

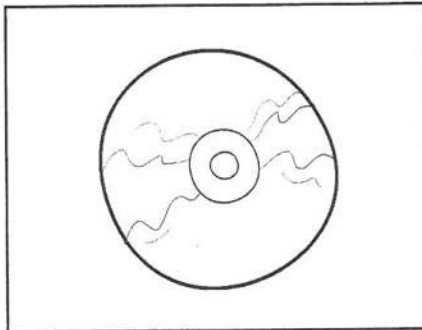


C

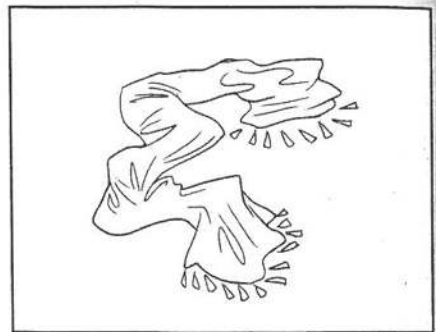
7 What has the boy bought?



A



B



C

**Listening • Part 2****Questions 8–13**

You will hear an interview with a teenage artist called Ricky Sanders talking about his first art exhibition. For each question, choose the correct answer A, B or C.

- 8 What is Ricky displaying at the art gallery?
  - A sculptures
  - B paintings
  - C photographs
- 9 How did Ricky's work come to be included in the exhibition?
  - A His parents contacted the art gallery.
  - B His art teacher recommended him.
  - C The gallery owner liked his work.
- 10 What did Ricky have to do before the exhibition?
  - A paint more paintings in his free time
  - B show the gallery owner his other paintings
  - C choose his favourite paintings
- 11 Ricky takes photos of the sea
  - A to make it look different.
  - B because he dislikes painting outdoors.
  - C when the weather is bad.
- 12 What part did Ricky's aunt play in his painting?
  - A She was the reason Ricky started.
  - B She taught him how to paint.
  - C She made him a better painter.
- 13 Why is Ricky considering taking art lessons?
  - A to pass his exams
  - B to get into art school
  - C to learn new techniques

**Listening • Part 3****Questions 14–19**

You will hear some information about a youth club.

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

**GREENTOWN YOUTH CLUB**

This month's career meeting with: newspaper (14) .....

Holds events for: Greentown's (15) ..... people

Staff: all qualified youth (16) .....

Membership fee: (17) £.....

Information:

Email address: (18) ..... @greentown.com

Phone number: (19) .....

**Listening • Part 4****Questions 20–25**

Look at the six sentences for this part.

You will hear a man called Dave and a woman called Tanya talking about their children's attitude to housework. 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**.

	YES	NO
20 Dave and Tanya both want to watch their children playing football.	A	B
21 Tanya thinks her sons are too young to do much housework.	A	B
22 Dave and his wife were surprised by what their son said.	A	B
23 Dave thinks their family meeting did little to change their son's attitude.	A	B
24 Tanya thinks that Dave and his wife handled the situation well.	A	B
25 Tanya and Dave agree that their children should have to earn their pocket money.	A	B



# TEST FOUR

## Consolidation

A Put the words into the correct place in the table.

author canal cave cliff climbing competition countryside fitness kid  
lawyer leader owner reporter scenery supporter tracksuit weather workout

Nature	People	Sport

B Find the adjectives and write them in the sentences.

Y R E S P O N S I B L E G  
E X P E R I E N C E D Q Q  
E F A S H I O N A B L E Y  
L Z L M A N X I O U S O H  
D I S A P P O I N T I N G  
E P M Q T B E Q I K V A G  
R D A O U T D O O R F O P  
L B R U M A O Z Y C K B J  
Y H T Q W B T L T I T C D

- If you are worried or nervous about something, you are ..... about it.
- When something isn't as good as you think it is going to be, it is .....
- A polite way to talk about old people is to use the word .....
- If you are ....., you have done something many times before and you are good at it.
- Something which is popular at the present time is .....
- A(n) ..... activity is one which happens outside, not inside.
- If you are ..... for something, you must look after it.
- When someone looks clean and neat and is wearing nice clothes, we can say they look .....

## C Complete the conversations with the correct form of the phrasal verbs.

deal with   end up   give up   hang out   pick up   take place

- 1 'What are you going to do at the weekend, Jane?'  
'Not much, Mum. I think I .....  
with my friends.'
- 2 'Did you have a nice meal last night?'  
'Yes, we ..... ordering  
pizzas.'
- 3 'Do you know anything about the chess  
competition?'  
'Well, I know it ..... on  
Sunday in the school gym.'
- 4 'Why didn't you come to football practice yesterday?'  
'Oh, I ..... football. I'm on  
the basketball team now.'
- 5 'Do you want me to ..... you  
..... from the cinema tonight?'  
'No, it's OK. I'll get the bus home.'
- 6 'I'd like to be a nurse when I leave school.'  
'Really? I wouldn't like to .....  
ill people.'

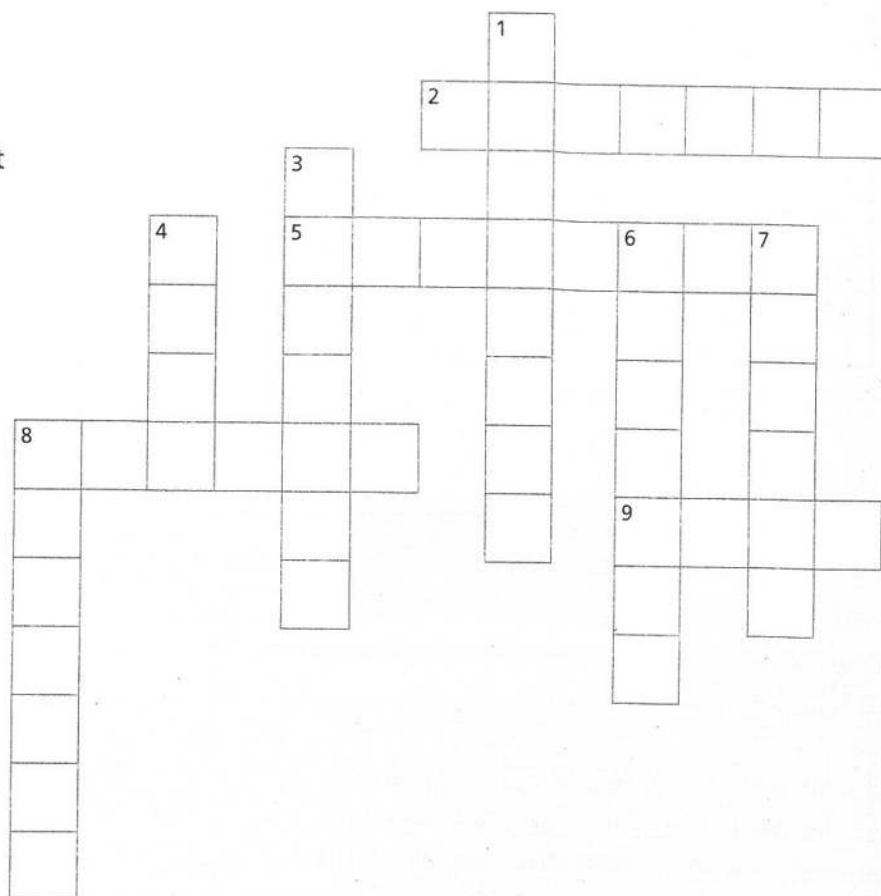
## D Read the sentences and write the verbs.

## Across

- 2 You do this if you are in a  
band or a play.
- 5 You do this when you think  
about something.
- 8 You do this when you say that  
an event will not happen.
- 9 We say that things do this  
when they do not end.

## Down

- 1 You do this when you  
try to get someone to  
do something.
- 3 You do this when you  
manage to do  
something.
- 4 You do this when  
you write your name  
on something.
- 6 You do this when you  
put things out so  
people can see them.
- 7 You do this when you  
say no.
- 8 You do this when you  
phone, email or write  
to someone.



### 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.

#### Example:

0


Hi Julie,

France is beautiful, and the weather is great too.

We come home on Friday, so why don't you come round on Saturday and I can tell you all about it!

See you soon,

Sarah



Why has Sarah written the postcard?

- A to tell Julie about France
- B to tell Julie when she is going home
- C to invite Julie to her house

Answer: 0 ☐ A ☐ B ☒ C

1

Dad,

Mum called to say she's gone to a restaurant with Aunt Trudy. I've gone to Ian's house to play my new computer game. Dinner's in the fridge. I've had mine.

Bill

- A Bill's dad will eat dinner alone.
- B Bill will eat at his friend's house.
- C Bill's mum is visiting his aunt.

2

From: Hans

To: Peter

Peter,

I'm not coming to school in the morning because I've got a doctor's appointment. Can you meet me at lunchtime to tell me what homework we've got? Thanks!

Hans

- A Hans isn't going to school tomorrow.
- B Hans wants to have lunch with Peter.
- C Hans wants to know what homework they get.

3

# **CASHPOINT OUT OF ORDER**

Please use the cash machine  
inside the bank (opening  
hours 8-5) or the cashpoint at  
124 High Street.

- A The cash machine outside this bank isn't working.
- B You can use the cash machine in the bank whenever you want.
- C You must go to a different bank to get money.

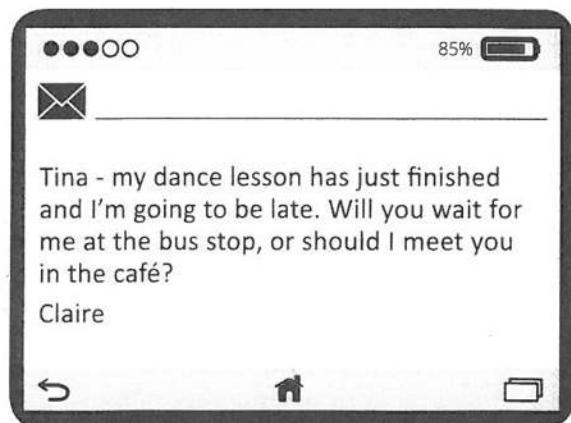
4

# **CITY PARK**

No football allowed until further notice –  
grass is too wet.

- A You can play football here if you don't mind getting wet.
- B No one will be able to play football here until the grass has dried.
- C Look at the park sign to see where you can play football.

5

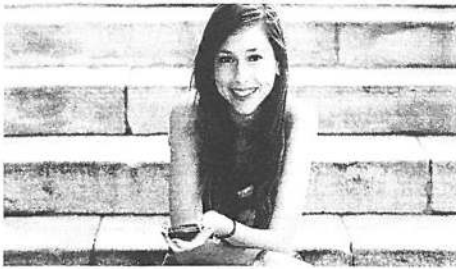


What should Tina do?

- A Wait for Claire at the bus stop.
- B Tell Claire where she will meet Tina.
- C Go to the café without Claire.

**Reading • Part 2****Questions 6–10**

The teenagers below are all looking for a book about the environment. On the opposite page there are descriptions of eight books about the environment. Decide which book would be the most suitable for the following people. For questions 6–10, choose the correct letter (A–H).

**6**

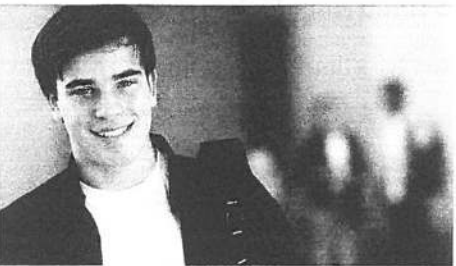
Victoria and her classmates are doing a project on the environment, and she'd like some ideas about things people can do to look after the environment.

**7**

Joey is interested in the environment and how it has changed over the years, but he doesn't want to buy a book with photos or lots of information. He prefers to read stories.

**8**

Irene is interested in becoming a wildlife photographer. She would like to buy a book containing pictures of animals in the wild which describes the different places where the animals live.

**9**

Marty knows a lot about environmental issues like global warming and recycling. He would like to find out how he could use this knowledge when he finishes school, either to continue his education or to find work.

**10**

Kim thinks it is very important that everyone does what they can to help save the environment. She would like to buy a book for her younger sister, who is at primary school.



## Books

**A Where have they gone?**

This novel begins when Kyle finds the diary his grandfather kept as a boy. Surprised to find that his grandfather describes different animals living in the area around the family's house, Kyle decides to find out why the animals have disappeared, and what he can do to bring them back.

**C A career in the environment**

This book is ideal for high school students who are considering working in any area concerning the environment. As well as describing college and university courses available, this helpful book also provides readers with job options for those who aren't interested in going to university.

**E Make a difference**

Most teenagers today know how important it is to look after the environment, but they frequently don't know how important their actions are. This useful book gives them advice on how to be more environmentally-friendly in their daily life, providing ideas on what to do at home, at school and in their neighbourhood.

**G It's too hot!**

Writing about the issue of global warming especially for a teen audience, the author of *It's too hot!* looks at the history of global warming and the science behind it. He describes past human actions and the current situation, but he also suggests how readers can help to make a positive change.

**B Mother Nature asks for help**

In this lovely picture book, three young friends are asked by Mother Nature to help save the planet. At first, the three young heroes aren't very helpful, but Mother Nature refuses to give up. A great way to introduce young children to environmental issues.

**D A load of rubbish**

We throw things away when we don't need or want them anymore. But what happens to them? Are they recycled? Will they disappear naturally? This interesting book provides the answers to all these questions, as well as providing environmentally-friendly methods of dealing with the waste we produce.

**F Our broken planet**

It has never been easier to see the damage we have done to our planet. This book contains photographs of rivers, lakes, seas and jungles taken years ago which are displayed next to recent photos of the same places, and the difference is frightening.

**H Where they belong**

From cover to cover, this beautiful book shows nature at its very best. It is divided into chapters, and each chapter is full of photographs of animals in a different landscape. The author, himself a professional photographer, introduces each chapter by explaining what is special about the landscape and why it attracts the animals it does.

**Reading • Part 3****Questions 11–20**

Look at the sentences below about a magic school.

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

- 11 Magic has other advantages apart from being a fun hobby.
- 12 *Abracadabra Magic School* teaches people how to become stars.
- 13 The people who work at *Abracadabra Magic School* think having magic lessons is the best way to learn how to do magic tricks.
- 14 All the students at *Abracadabra Magic School* are the same level.
- 15 Some of the tricks which are taught use ordinary things which most people have.
- 16 Students are taught how to do tricks without seeing them be performed.
- 17 Apart from magic tricks, students also learn other things.
- 18 All students like performing magic tricks in class.
- 19 You can buy magic lessons for someone else.
- 20 *Abracadabra Magic School* will arrange magic shows if requested.

## Magic school

Top international magicians like Dynamo, Criss Angel and David Blaine have shown how cool magic is. The fact that they are so popular proves that there is a demand for magic and that people love watching a good magician. Magic is a hobby that is fun to do and it also has the extra benefit of improving confidence and social skills.

Whether you want to learn magic as a hobby or to be the life of the party, our magic school will create this opportunity. At *Abracadabra Magic School* you can learn magic tricks that your family and friends will think are amazing. After you perform your magic tricks at the next family occasion or party you will be the star of the show!

Although there are hundreds of videos of magic tricks online, the staff here at *Abracadabra Magic School* believe that nothing can beat live learning in a classroom. This is why we designed the *Abracadabra* magic courses. There are different courses which depend on students' experience, but each course runs over five days, with a two-hour lesson every day. The courses include magic tricks with everyday objects such as cards, coins, money and business cards.



Our teachers are all experienced magicians and the classes are small. Unlike many other magic schools, we don't give lectures. The teachers perform the tricks, then they explain the secrets and teach the students how to do the tricks, and finally they watch and give advice as the students try to do the tricks themselves. Students have so much fun during the lessons at *Abracadabra Magic School* that they rarely realise that they are learning important life skills such as communication, performing in front of others and being polite as well as learning magic tricks. However, we don't insist that students perform the tricks during the lessons. Many students are happy to learn by watching their teachers and other students perform in class and then practising at home on their own until they feel comfortable performing in front of other people. At the end of each lesson, all students are given notes to take home with them so they can practise the tricks until they can do them perfectly.

**Don't forget:** Even if you aren't interested in magic, magic lessons make a great gift for other people who are, or for that person you always have trouble finding a present for. And the *Abracadabra Magic School* also provides magic shows by our teachers for your family and friends!

**Reading • Part 4****Questions 21–25**

Read the text and questions below.

For each question, choose the correct letter A, B, C or D.

## Recycling with a difference

**by Anastasia Pappa**

We all know that recycling is good for the environment, but I recently I found out that it can also help people in need. Our school, and many other schools, youth clubs, sports clubs and other organisations have started collecting bottle tops. I think it will take a long time, but when we have collected enough bottle tops, we will be able to exchange them for a wheelchair!

It sounds a bit strange, but it's really very simple, and already dozens of wheelchairs have been paid for in this way. When enough bottle tops have been collected, they are taken to a recycling company, where they will be made into something else. The recycling company does one of two things: either it pays for the plastic and the money made is used to buy a wheelchair, or in some cases the recycling company actually provides the wheelchair.

I don't know who thought of it, but I think it's a brilliant idea! All you have to do is provide a bin, bucket or box for people to put their bottle tops in, inform everyone why you are collecting them – posters are a good way of letting everyone know – and that's it! It takes a little time for people to remember not to throw the top away with the bottle, but, like everything else, people get used to doing it.

Apart from water and juice bottle tops, tops from milk cartons are also suitable, and so are tops from washing-up liquid bottles and other cleaning liquid bottles. The only thing you have to be careful of is that they don't contain any metal, and that they're clean.

So, what are you waiting for? Started collecting bottle tops and make a difference!



- 21 What is Anastasia's main aim in this text?
- A to tell readers about the role she played in the recycling programme
  - B to describe the advantages of recycling
  - C to provide examples of how to raise money to buy wheelchairs
  - D to persuade readers to start recycling bottle tops
- 22 What does Anastasia tell us about the places that recycle bottle tops?
- A Some schools have been doing it for a long time.
  - B Her school is the only one doing it.
  - C Different organisations are doing it.
  - D Her school needs to do it.
- 23 What happens to the bottle tops which have been collected?
- A The school buys a wheelchair with them.
  - B The recycling company takes them and gives something in return.
  - C They are used to make wheelchairs.
  - D They are made into bottles.
- 24 In Anastasia's opinion, why do people not start recycling their bottle tops immediately?
- A They forget to do it.
  - B They don't know to do it.
  - C There isn't anywhere to put them.
  - D They didn't use to do it.
- 25 What might Anastasia say to another school about recycling bottle tops?

A

It was my idea to start recycling bottle tops and it's really easy.

B

The bottle tops must be clean, but it doesn't matter if they've got metal in them.

C

It will take a while to see any results, but it'll be worth it in the end.

D

You can recycle the bottles and the bottle tops together.



### Reading • Part 5

#### Questions 26–35

Read the text below and choose the correct word for each space.  
For each question, choose the correct letter A, B, C or D.

Example:

0 A population B audience C culture D public

Answer: 0 ☐ A ☒ B ☐ C ☐ D

## Rice



For a large part of the world's (0) ....., rice is what is called the staple food. This means that rice is the main food in those people's (26) ..... and, as a result, it is (27) ..... to these people's lives. Due to it being the staple food, rice is central to many cultures (28) ..... the world.

Many countries have (29) ..... rice dishes, such as sushi in Japan, paella in Spain and risotto in Italy. Many cultures have their own folk stories connected with rice. For example, Phosop is the (30) ..... rice goddess of Thailand. It is believed that Phosop makes sure lots of rice is (31) ....., and that everybody will have enough to eat.

Many cultures also (32) ..... festivals to celebrate rice. The Rocket Festivals of Laos and Thailand celebrate the arrival of the rainy season, which is the (33) ..... when rice is planted. The festivals (34) ..... music and dancing, and sending rockets into the sky in (35) ..... to encourage rain.

- |                 |               |                 |             |
|-----------------|---------------|-----------------|-------------|
| 26 A tastes     | B diets       | C menus         | D dishes    |
| 27 A essential  | B typical     | C perfect       | D serious   |
| 28 A inside     | B over        | C along         | D around    |
| 29 A historical | B traditional | C old-fashioned | D classical |
| 30 A aged       | B antique     | C out-of-date   | D ancient   |
| 31 A raised     | B gained      | C risen         | D grown     |
| 32 A call       | B run         | C hold          | D carry     |
| 33 A time       | B period      | C hour          | D date      |
| 34 A contain    | B include     | C involve       | D consist   |
| 35 A aim        | B order       | C object        | D purpose   |

**Writing • Part 1**

**Questions 1–5**

Here are some sentences about a special school.

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.

**Example:**

0 I think our school is the best in the country.

I think our school is ..... all the other schools in the country.

Answer: 0 better than

1 To go to this school, you have to be good at sports.

You ..... be good at sports to go to this school.

2 Teachers from the school choose the students.

The students ..... by teachers from the school.

3 Apart from sports, we do other school subjects too.

We do other school subjects as ..... as sports.

4 You can only be in a sports team if you get good marks in all subjects.

You can't be in a sports team ..... you get good marks in all subjects.

5 Swimming is my favourite, but I like most sports.

I'm keen ..... most sports, but swimming is my favourite.

**Writing • Part 2****Question 6**

You have just bought a new game and you think your English friend Harry will like it.

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

- tell Harry where you bought the game
- explain what the game is
- say why you think Harry would like it.

Write 35–45 words.

**Writing • Part 3**

Write the answer to **one** of the questions (7 or 8) in this part.  
Write your answer in about **100 words**.

**Question 7**

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

I've just seen a new film at the cinema. Tell me about the films you like watching. Which is better, watching a film at the cinema or at home?

- Now write a letter, answering your friend's questions.
- Write your **letter** in about 100 words.

**Question 8**

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

**Helen's hands shook when she answered the phone.**

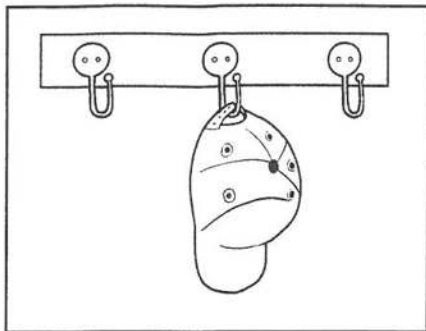
- Write your **story** in about 100 words.

### Listening • Part 1

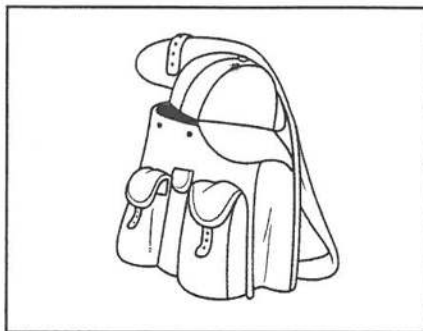
#### Questions 1-7

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.

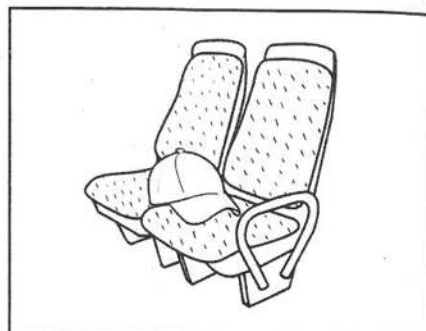
**Example:** Where is the girl's hat?



A

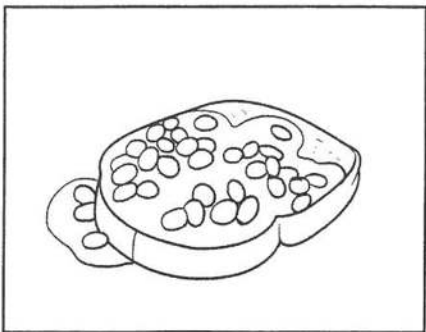


B

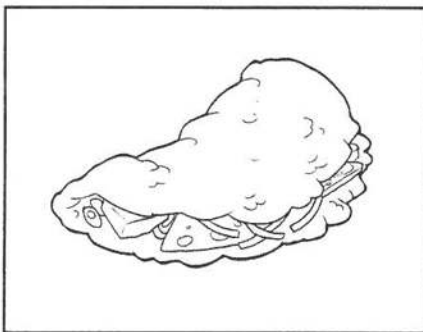


C

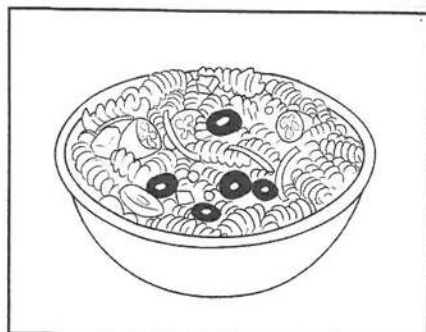
1 What will the boy make tonight?



A

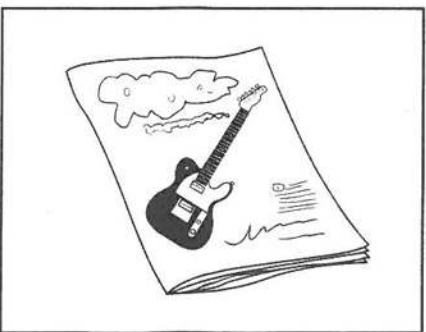


B



C

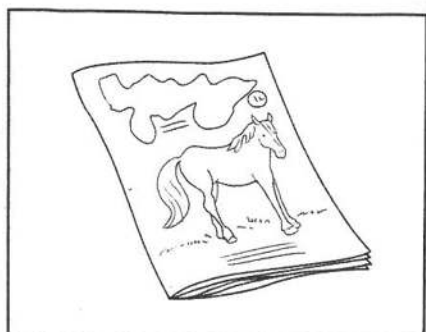
2 Which magazine did the girl buy?



A



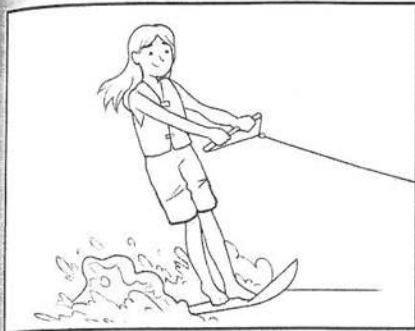
B



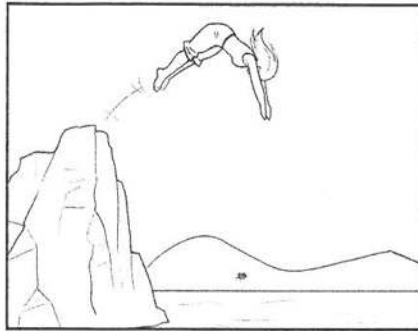
C



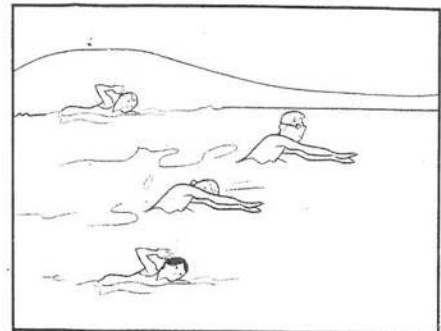
3 What did the boys see yesterday?



A



B

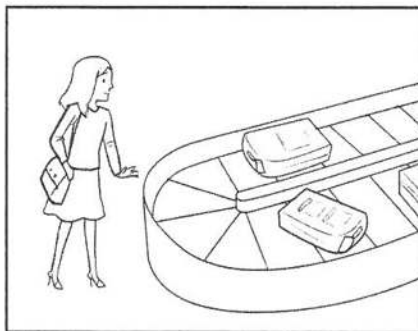


C

4 Where is the girl now?



A

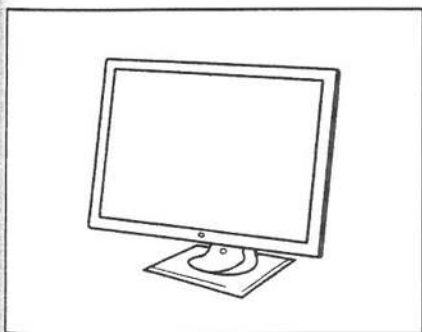


B

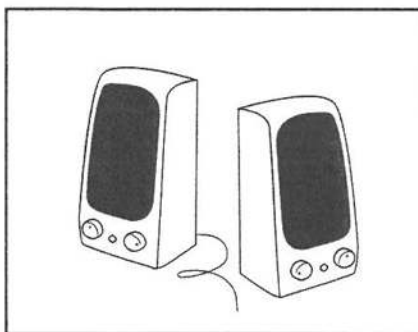


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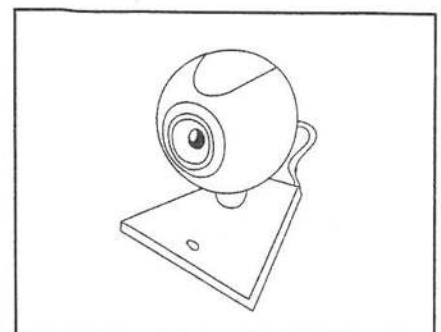
5 What has the boy broken?



A



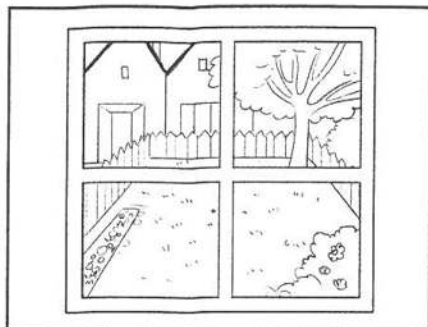
B



C



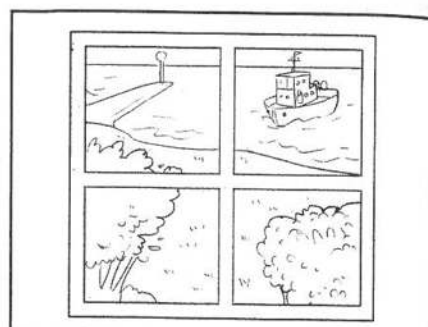
6 What is the girl looking at now?



A

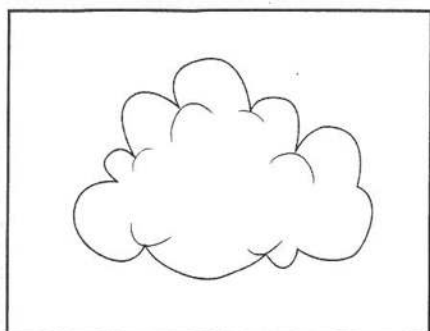


B

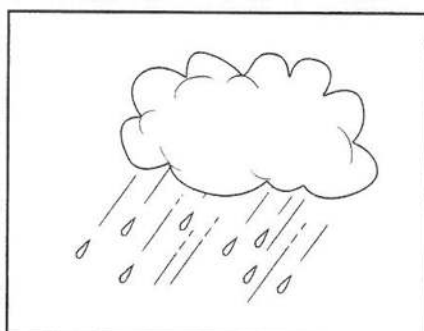


C

7 What was the weather like yesterday?



A



B



C

**Listening • Part 2****Questions 8–13**

You will hear a doctor called Emma Johnson giving a talk at a school.  
For each question, choose the correct answer A, B or C.

- 
- 8 What is Emma aiming to do in her talk?
- A to provide details on what it's like to be a junior doctor
  - B to explain how long it takes to become a doctor
  - C to describe what you have to do to become a doctor
- 9 Emma decided to study medicine
- A because that's what her parents did.
  - B when she was still a child.
  - C because she was in an accident.
- 10 Why does Emma think it is so difficult to get into medical school?
- A Lots of people want to become doctors.
  - B It is necessary to have excellent grades.
  - C You can only apply to a few of them.
- 11 Why does Emma advise students to keep a copy of their personal statement?
- A They will need it for their admissions test.
  - B They must hand it in at the interview.
  - C They may need to remember what they have written.
- 12 Why does Emma suggest students should make friends at medical school?
- A because they shouldn't spend all their time studying
  - B because they won't know anyone in the town
  - C because they will need someone to help them
- 13 In Emma's opinion, how do junior doctors feel on 'Black Wednesday'?
- A delighted
  - B anxious
  - C intelligent

**Listening • Part 3****Questions 14–19**

You will hear a girl called Vanessa talking about a special camp she went to with the Girl Guides. For each question, fill in the missing information in the numbered space.

**GIRL GUIDE CAMP**

Vanessa is a member of the senior (14) ..... of the Girl Guides.

A meeting of lots of Guides and Scouts is called a (15) .....

There were about (16) ..... people in each camp.

The first thing the Guides did when they got to the camp was put up their (17) .....

The Guides couldn't cook on open fires because it wasn't (18) .....

Vanessa's favourite new activity was (19) .....

**Listening • Part 4****Questions 20–25**

Look at the six sentences for this part.

You will hear a conversation between a girl called Trisha and a boy called Andrew about a TV programme that they watched on TV last night.

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**.

	YES	NO
20 Andrew thinks that the show was disappointing.	A	B
21 Trisha and Andrew agree that the main actor played his part badly.	A	B
22 Trisha admires the person who created the character.	A	B
23 Andrew dislikes the location of the story.	A	B
24 Andrew thinks one actor was better than they were in a previous show.	A	B
25 Andrew agrees to watch at least one more episode of the show.	A	B

A Put the words into the correct place in the table.

audience chapter character classmate cover culture damage diary global warming  
hero human landscape novel planet population recycling rubbish star

Books	Environment	People

B Find the adjectives and write them next to the definitions.

H	D	M	V	L	U	S	W	M	C
E	J	C	E	T	R	W	M	I	F
Y	N	L	I	V	E	C	I	S	T
S	T	E	R	R	I	F	I	E	D
I	N	E	C	E	S	S	A	R	Y
M	Z	P	N	A	S	T	Y	A	J
I	X	T	G	F	W	W	W	B	W
L	T	Y	O	T	L	Z	Y	L	A
A	N	C	I	E	N	T	H	E	L
R	E	S	S	E	N	T	I	A	L

- 1 very old = .....
- 2 very important = .....
- 3 happening now = .....
- 4 very unhappy = .....
- 5 not nice; horrible = .....
- 6 that is needed = .....
- 7 almost the same = .....
- 8 very frightened = .....



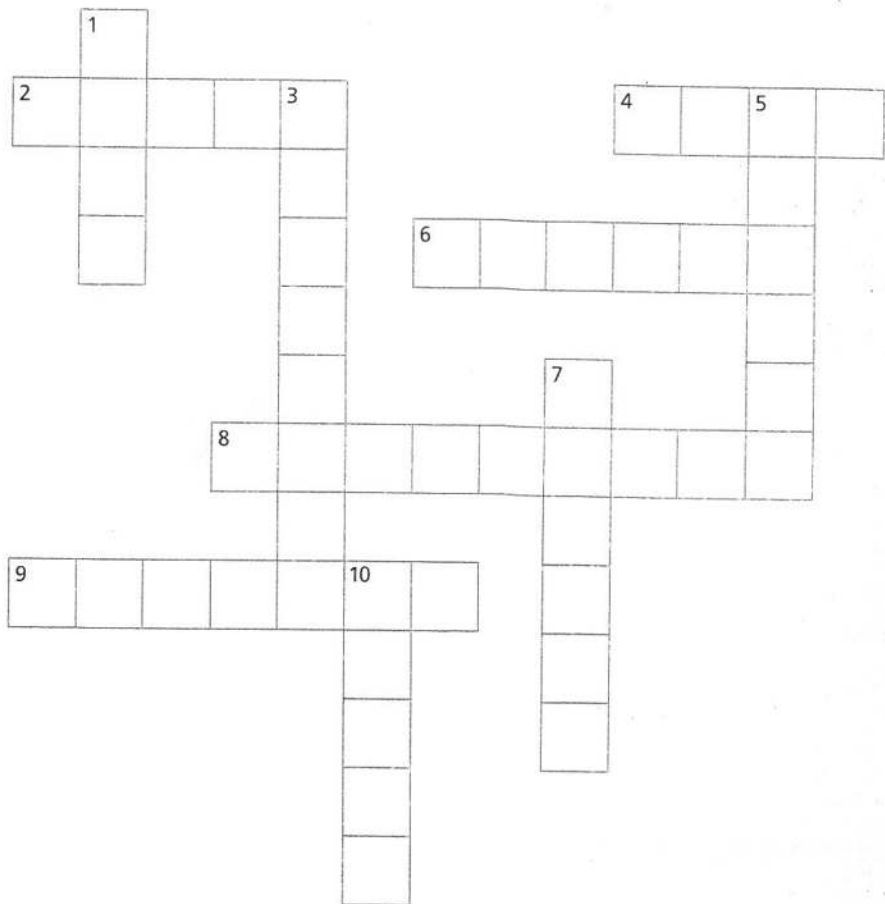
## C Circle the odd one out.

- |   |           |          |           |
|---|-----------|----------|-----------|
| 1 | magic     | occasion | trick     |
| 2 | cashpoint | coin     | emergency |
| 3 | copy      | liquid   | metal     |
| 4 | couple    | dozen    | recipe    |
| 5 | aim       | location | purpose   |
| 6 | bin       | bucket   | issue     |

## D Read the sentences and write the verbs.

## Across

- 2 When you show that something is correct or true, you ..... it.
- 4 When we say that nothing can ..... a thing, we mean that nothing is better than that thing.
- 6 When you ..... someone about something, you tell them about it.
- 8 When you show something to someone for the first time, you ..... them to it.
- 9 When you tell someone that it would be good idea to do something, you ..... that they should do it.



## Down

- 1 When something falls from your hands to the floor, you ..... it.
- 3 When you give something to get something else, you ..... it.
- 5 When you have a high opinion of someone, you ..... them.
- 7 You ..... someone to do something when you say they should do that thing.
- 10 Sometimes your hands ..... when you are cold or nervous.



**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.

Example:

0

**FOR SALE**

*You can dance* computer game  
2-4 players  
NEVER PLAYED – still in box  
Phone Polly: 366213

- A The computer game is only suitable for young players.
- B Polly hasn't opened the computer game.
- C The computer game is for people who like sport.

Answer:

0 ☐ A ☐ B ☒ C

1

**Enjoy free cake when you  
buy a coffee or a soft drink  
before 10 am!**

- A There is a choice of drinks you can order to receive free cake before 10 am.
- B You will receive free cake if you order a coffee after ten o'clock in the morning.
- C You don't have to pay for soft drinks before 10 am.

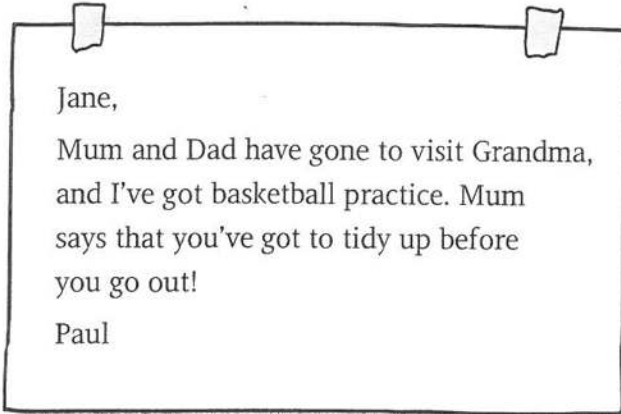
2

**HOT CHOCOLATE POWDER**

Add three teaspoons of powder  
to a mug of warm milk and stir.  
Best before date: see top of box

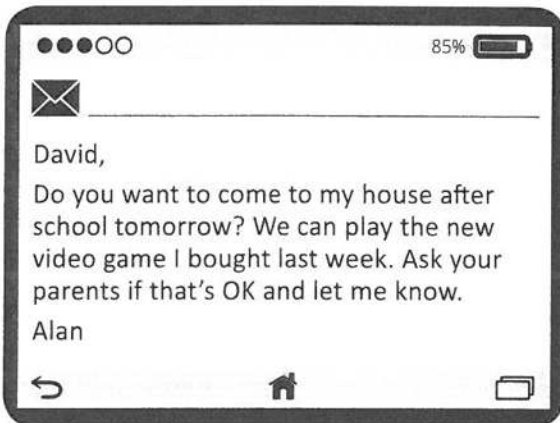
- A You must look somewhere else for the date this product must be used by.
- B You add the powder and then heat the milk to make this drink.
- C You use three spoons of milk to make this drink.

3



- A Jane must visit her grandmother.
- B Jane can't go out until she's done something else.
- C Paul will be back by the time Jane goes out.

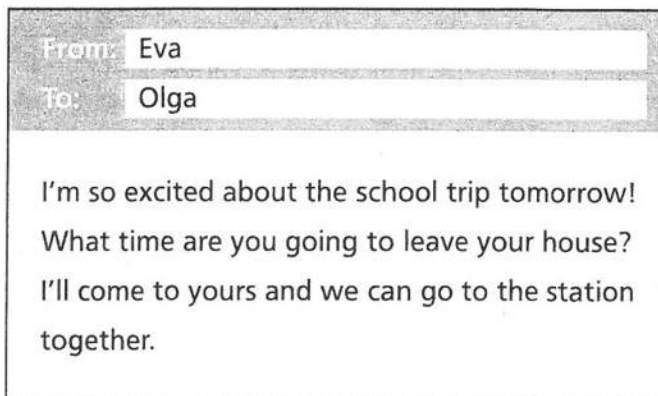
4



Why has Alan written the text?

- A to tell David what he bought
- B to ask David to speak to his parents
- C to invite David to go to his house

5



Why has Eva sent this email?

- A She wants to meet Olga at the station.
- B She wants to go to the station with Olga.
- C She doesn't know what time to leave.

**Reading • Part 2****Questions 6–10**

The teenagers below are all interested in music.

On the opposite page there are descriptions of eight events at a music festival.

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

For questions 6–10, choose the correct letter (A–H).

**6**

Bruno plays a musical instrument and he wants to start a band with his friends. He would love to find out more about what it's like to be a musician.

**7**

Becky is in a dance group and wants to go dancing with the other people in her dance group, but she doesn't have much money. She wants to hear songs which are popular now.

**8**

Michael enjoys watching popular bands performing and he loves being part of a crowd. He wants to see more than one singer or band, and he doesn't mind paying for his ticket before the concert.

**9**

Heather loves pop music. She likes going to concerts of well-known bands and singers, and she loves watching professionals dance. She is willing to buy her ticket on the internet.

**10**

Greg doesn't want to go to an event that's on at night. He's got his own band, and he loves watching other new performers, especially ones from his town.

## Music events

**A Showtime**

Come and sing along to all your favourite songs from films as you watch the amazing *Showtime* dance group dressed in their colourful costumes dance in time to the music. There's a dance floor too, so make sure you wear your dancing shoes! Tickets £12.00

**B The Early Show**

This early-evening event introduces music lovers to what's new on the local music scene. It's your chance to see and hear the newest bands, singers and musicians in the area perform. Come along and support our girls and boys!

**C Lunchtime fun**

This new event includes a number of different kinds of music, including a jazz band from Brazil and an American country singer. Why don't you come along during your lunch break and enjoy the tunes? Free snacks and soft drinks are included in the ticket price.

**D Reach for the stars**

This event has been organised to celebrate the very best in rock and pop music. With some of the most famous bands in the country, this show promises to be one to remember. You must buy tickets for this event in advance, as it's going to be busy.

**E The Main Event**

This may be the last time this world-famous singer appears live, so don't miss this one! Always an amazing performer, the Queen of Pop is sure to have her brilliant band and dancers with her, so what are you waiting for? Tickets are already on sale online.

**F Clubbing time!**

Listen to all the latest hits while you dance the night away at the festival's own club. Enjoy the light shows and special appearances of well-known DJs from around the world while you and your friends have fun on the dance floor. Free entrance!

**G The Living Room**

Listen to musicians talk about their careers and their love of music in *The Living Room*. This event is very popular, so make sure you come early to find a seat, and don't forget to go to the website to say what question you would like to ask your favourite musician!

**H World music**

This event gives music lovers the opportunity to hear music from different parts of the world. Including unusual instruments and traditional costumes, it's your chance to hear and see something different. After the concert, don't miss the opportunity to try the instruments!

**Reading • Part 3****Questions 11–20**

Look at the sentences below about a flying school.

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

- 11 Georgia's first experience of being in a plane was at the *Wings* flying school.
- 12 The instructor helped make the 30-minute flight an enjoyable experience for Georgia.
- 13 Despite being dear, Georgia spends all her money on learning how to fly.
- 14 Georgia has to wait until she is seventeen to get her pilot's licence.
- 15 Most people get their licence after flying for forty-five hours.
- 16 Georgia would like to fly more often than she does.
- 17 You must study for the exams with an instructor.
- 18 There is a time limit on getting a pilot's licence.
- 19 You don't have to pay for your lessons in advance at *Wings*.
- 20 It doesn't bother Georgia that some of her friends don't understand why she spends all her money on learning to fly.



# Flying school

By Georgia Peterson



Believe it or not, I've been a member of the *Wings* flying school since I was fourteen. My grandfather, who's from Greece, knew how much I loved flying to visit him in the summer holidays, so he bought me a gift certificate for a thirty-minute flight at the *Wings* flying school for my fourteenth birthday. My parents thought it was a crazy idea, but I was really excited. Although I was a little nervous, the instructor was really friendly and he explained exactly what was happening during the flight. Since then, it's fair to say I've been mad about flying!

Learning to fly is very expensive, but I save up all my pocket money and any other money I get to pay for flying lessons. My mum and dad still get nervous when I go flying, but they trust the instructors at *Wings*, and they know I take flying very seriously. I want to get my pilot's licence next year, when I'm seventeen. You can't get it any younger than that.

In order to get a pilot's licence, you need at least 45 flying hours, although it takes most people longer than that. The *Wings* flying school is open 7 days a week so you can book your lesson when it's convenient for you. I usually go at the weekend, when I'm not so busy with my schoolwork. All the instructors at *Wings* work full time, so I usually ask for the same instructor because I think makes it easier to learn. It also helps if you fly regularly, which is a shame because I can't afford to do that. I'm thinking about getting a part-time job this summer to make some more money.

You also have to pass nine exams! There are books you have to study, and you can also get help from the *Wings* instructors if you find it too difficult to study on your own. Finally, you have a flight test with an examiner. The good thing is that it doesn't matter how long it takes you, and at *Wings* you can pay every time you fly – they call it 'Pay as you go'.

Some of my friends think it's silly of me to spend every penny on flying lessons instead of going to the cinema or buying make-up, but I don't mind. It's difficult to describe how wonderful it feels when you take off up into the sky, and you know that it's you who's flying the plane. There's no feeling like it in the world!



**Reading • Part 4****Questions 21–25**

Read the text and questions below.

For each question, choose the correct letter A, B, C or D.

## **I'm a blogger**

### **by Martin Clark**

About a month ago, I decided to start my own blog. I spend a lot of time on the internet, but apart from sites about things I like (video games and basketball, mainly), I can't find anything that really 'talks' to me. You know, there are lots of blogs out there for teenage girls, but not much for boys. I don't want to learn how to put make-up on! I also think it's more difficult for boys to talk about things. We don't talk to our friends because we're worried that we'll look silly. And we certainly don't talk to our parents! Anyway, I decided I would attempt blogging.

After hours of online research, I chose a platform that looked easy to use (I said I spent a lot of time on the internet, not that I'm some kind of computer expert), looked OK and, most importantly, was free. I set up my blog, added a picture and generally made it look nice. That was the easy part. Then I took a deep breath, and started writing.

Now, bloggers are usually people who know what they're writing about, but in my case, the opposite was true. I had questions, not answers! I wrote as if I was writing an entry in a diary; what was happening in my life, what I was anxious about, who had made me annoyed, stuff like that.

What happened, you may wonder? Well, I got replies, that's what happened! It seems that there are loads of teenage boys who have the same hopes and fears as me, and it's great knowing that they find my blog useful. I aim to write at least once a month, more if I can find the time.

21

22

23

24

25

- 21 What is Martin doing in the text?
- A encouraging readers to read his blog
  - B giving readers advice on how to set up a blog
  - C describing his experience as a blogger
  - D explaining what bloggers do
- 22 Why did Martin decide to become a blogger?
- A He thought he would be good at it.
  - B He couldn't find a blog he was interested in.
  - C He enjoys reading other blogs for teenagers.
  - D He doesn't like speaking to his parents.
- 23 What was the main reason for Martin's choice of platform?
- A His research showed it was the best one.
  - B It looked reasonably simple.
  - C He liked its appearance.
  - D He didn't have to pay for it.
- 24 How does Martin feel about his blog?
- A anxious for it to be a success
  - B afraid that it won't be popular
  - C glad that lots of teenage boys enjoy it
  - D hopeful that even more people will read it
- 25 What might Martin write in his next blog?

A

Thanks for giving me the confidence to continue writing, and I hope you like this month's blog.

B

Welcome to my second blog, where I hope to answer all your questions on what worries us teenage boys.

C

I was a little disappointed that so few people liked my last blog, but I'm not giving up yet.

D

I was delighted that so many people enjoyed my first blog, but I don't have enough time to carry on, so this will be my last blog.

### Reading • Part 5

Questions 26–35

Read the text below and choose the correct word for each space.  
For each question, choose the correct letter A, B, C or D.

Example:

0 A Anybody B Everybody C Nobody D Somebody

Answer: 0 ☐ A ☒ B ☐ C ☐ D

## Mosquitoes

(0) ..... hates mosquitoes, and there's a good reason for that. However, it's really only (26) ..... to hate the female mosquitoes, as they are the ones that (27) ..... on our blood! Mosquitoes are insects. To be (28) ....., they belong to the fly family. In (29) ....., the word mosquito is Spanish and Portuguese for 'little fly'.

Apart from it (30) ..... when a mosquito bites you, it can also be dangerous because they can carry diseases that they (31) ..... from person to person when they bite.

There are various ways to (32) ..... mosquitoes from biting you. There are special creams and sprays which you can put on your body. If you are outside and you don't want mosquitoes to bite you, you can (33) ..... candles which contain a plant oil called citronella. If you are (34) ..... that mosquitoes will bite you while you are asleep, you can put a mosquito (35) ..... around your bed.

- |              |           |           |            |
|--------------|-----------|-----------|------------|
| 26 A equal   | B proper  | C true    | D fair     |
| 27 A feed    | B taste   | C drink   | D eat      |
| 28 A sure    | B pure    | C exact   | D right    |
| 29 A case    | B matter  | C fact    | D event    |
| 30 A hitting | B hurting | C cutting | D tearing  |
| 31 A pass    | B give    | C hand    | D deliver  |
| 32 A avoid   | B quit    | C stay    | D prevent  |
| 33 A shine   | B light   | C show    | D lay      |
| 34 A amazed  | B anxious | C annoyed | D ashamed  |
| 35 A net     | B sheet   | C blanket | D material |

**Writing • Part 1**

**Questions 1–5**

Here are some sentences about going to see a play at the theatre.

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.

**Example:**

- 0 They started selling tickets for the play six weeks ago.

The tickets for the play have been ..... for six weeks.

Answer: 0 on sale

- 1 There weren't very many seats available.

There were only ..... seats left.

- 2 A young woman showed us where to sit.

We ..... where to sit by a young woman.

- 3 The play started late because there were so many people.

The play didn't start ..... because there were so many people.

- 4 The play was so sad that some people started to cry.

It was ..... a sad play that some people started to cry.

- 5 I would like to see those actors in another play.

If those actors are ever in another play, ..... go to see it.



**Writing • Part 2****Question 6**

Your British friend, Sam, sent you a present for your birthday last week.

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

- thank Sam for the present
- say why you like it
- tell Sam what you did on your birthday.

Write 35–45 words.

**Writing • Part 3**

Write the answer to **one** of the questions (7 or 8) in this part.  
Write your answer in about **100 words**.

**Question 7**

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

I like painting and drawing. Tell me about a hobby you enjoy. Why do you like it? When did you start doing it?

- Now write a letter, answering your friend's questions.
- Write your **letter** in about 100 words.

**Question 8**

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

**The old house**

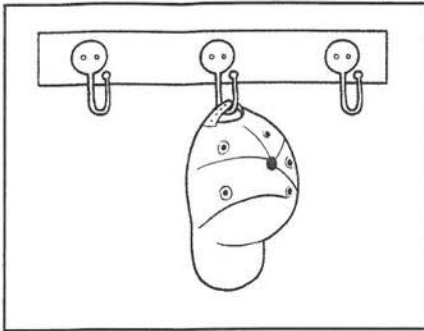
- Write your **story** in about 100 words.

### Listening • Part 1

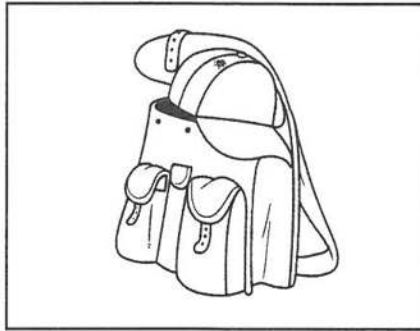
#### Questions 1–7

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.

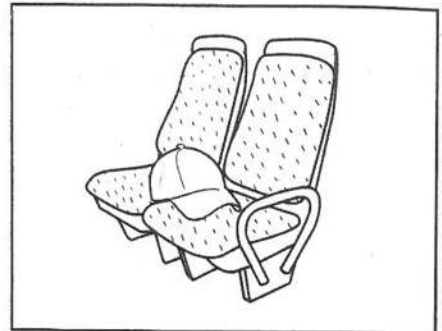
**Example:** Where is the girl's hat?



A

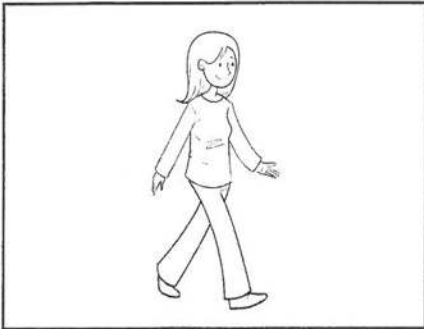


B

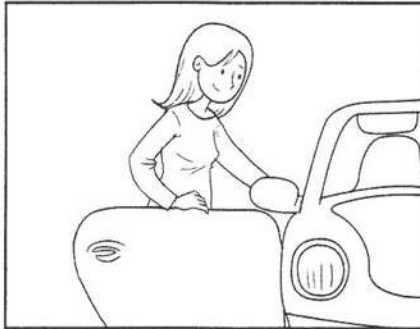


C

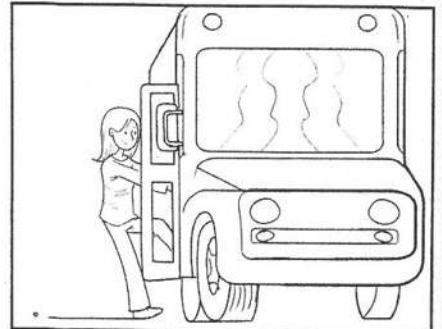
1 How did the girl get to the café?



A



B



C

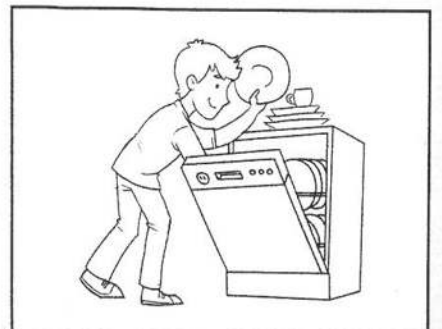
2 What will the boy do next?



A

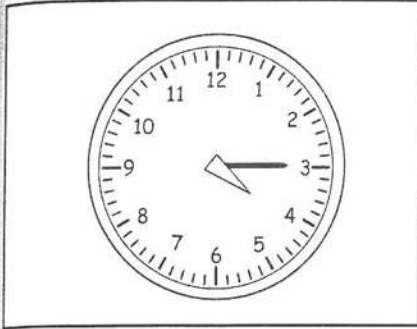


B

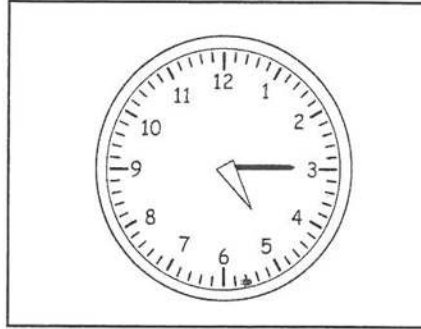


C

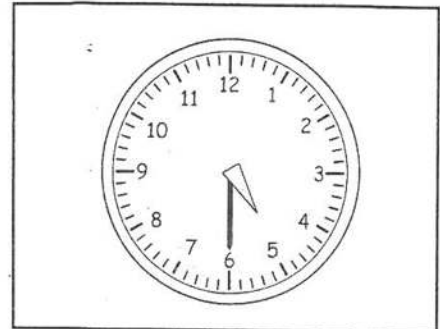
3 When will the girl have her hair cut?



A

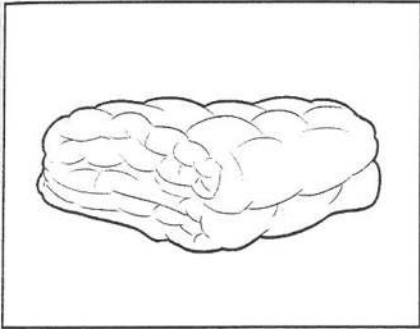


B



C

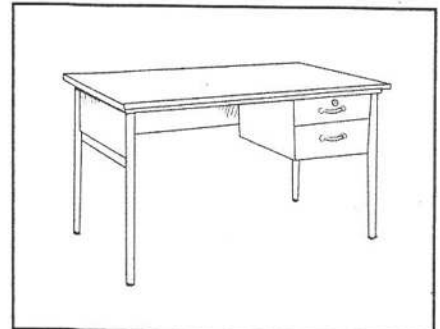
4 What will the boy's father buy for him today?



A

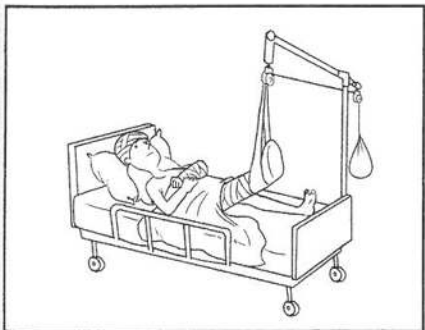


B

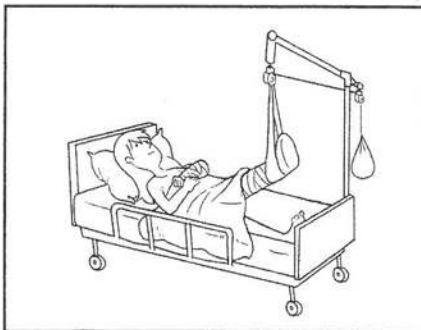


C

5 Which picture shows the girl's sister?



A

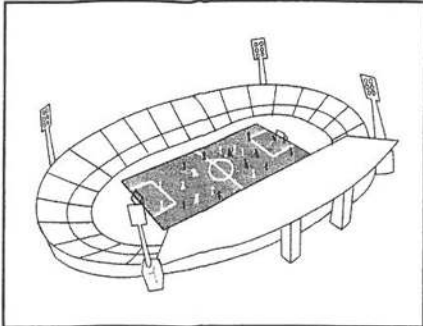


B

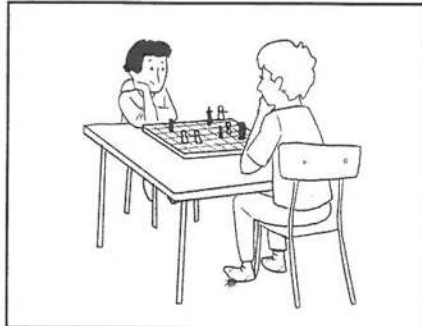


C

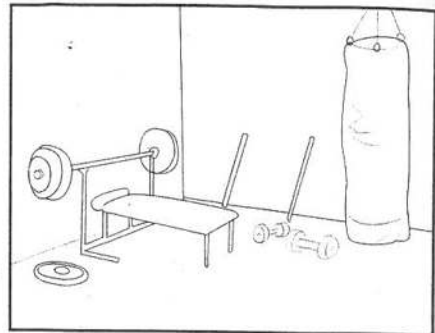
6 Where was the boy yesterday?



A

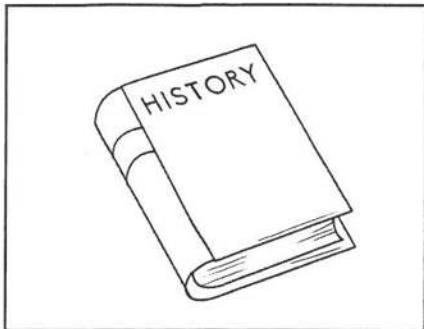


B

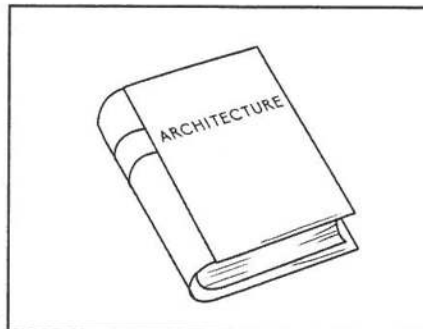


C

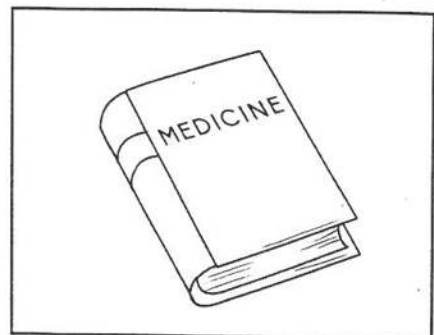
7 Which subject does the girl want to study at university?



A



B



C



**Listening • Part 2****Questions 8–13**

You will hear an interview with a young songwriter called Nathan Richards talking about his first hit song. For each question, choose the correct answer A, B or C.

- 
- 8 Why was Nathan's song in a drawer?
- A He didn't like the words of the song.
  - B It wasn't what he was looking for.
  - C He didn't like it as much as other songs of his.
- 9 Why did Nathan not have a publisher?
- A He wasn't confident about his songs.
  - B He hadn't written enough songs.
  - C He didn't know he needed one.
- 10 What does Nathan say about his other songs?
- A He thinks they're amazing.
  - B He's going to contact the band about them.
  - C He's hopeful the band will like one of them.
- 11 Nathan thinks his musical abilities
- A are different from other people's.
  - B are weaker than his writing skills.
  - C are not important.
- 12 What does Nathan say about his ideas for songs?
- A He usually has them in the same place.
  - B He might have to change how he gets them.
  - C He has to think hard about them.
- 13 Nathan thinks that to have a career writing songs, you must
- A be discovered.
  - B approach people in the industry.
  - C listen to the right people.

### Listening • Part 3

Questions 14–19

You will hear a man called Will talking about a canal trip.  
For each question, fill in the missing information in the numbered space.

## CANAL TRIP

### THINGS TO SEE:

Scenery

Other boats

Birds: (14) ..... and swans

Number of passengers: (15) .....

### THINGS TO DO:

Open and close the (16) .....

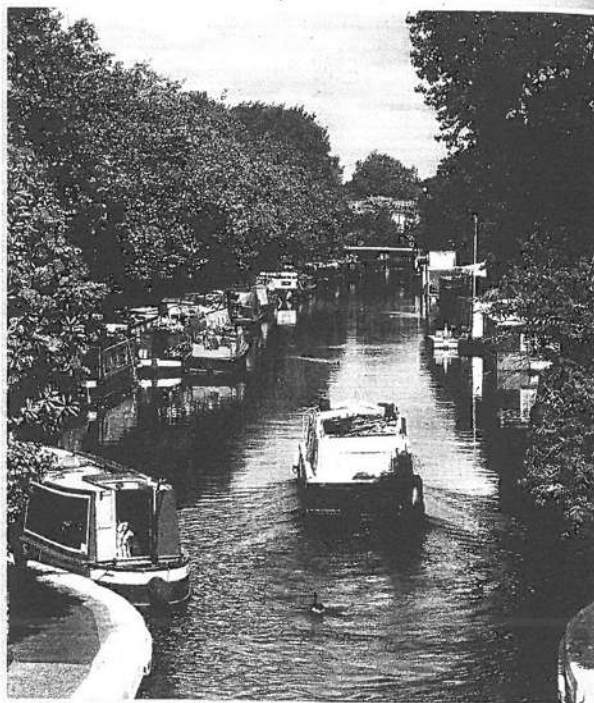
Watch the water level change

### INTERSTING FACTS:

The (17) ..... of a boat is called a *skipper*.

A (18) ..... runs the boat.

Prices for half-day trip: from (19) £ ..... to £150



2

2

2

2

2

2

**Listening • Part 4****Questions 20–25**

Look at the six sentences for this part.

You will hear a conversation between a boy called Robin and a girl called Stephanie about a TV talent show that they watched on TV last night.

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**.

	YES	NO
20 Robin and Stephanie both watch the TV show regularly.	A	B
21 Stephanie thinks the rap song was the worst thing on the show.	A	B
22 Robin agrees with the judges' opinion of the dancers.	A	B
23 Stephanie thinks the opera singer could win the competition.	A	B
24 Robin would prefer it if the competition was won by a singer.	A	B
25 Stephanie does not intend to watch the TV show again.	A	B

A Put the words into the correct place in the table.

blanket blogger candle chest of drawers crew dishwasher duvet event examiner  
expert festival hairdresser hit instructor jazz keyboard sheet tune

Home	Music	People

B Find the adjectives and write them in the sentences.

C O N V E N I E N T  
W A J W V C X B F J  
I P W I L L I N G I  
C R E V T W E A K E  
D O Q U O J Y I P X  
O P U D E A R C U A  
A E A C Q T L Y R C  
R R L J I G O Y E T

- 1 If something is ....., it is at a place or time which is suitable for you.
- 2 If something is ....., it is expensive.
- 3 Two things which are the same in size or value are .....
- 4 When something is correct in every detail, it is .....
- 5 Something which you think is real and good enough is .....
- 6 Something which is not mixed with anything else and has nothing added is .....
- 7 Something which is not strong is .....
- 8 When don't mind doing something, we say you are ..... to do it.

## C Complete the conversations with the correct form of the phrasal verbs.

break down    carry on    find out    look for    take off    tidy up

- 1 'What ..... you ..... , Sam?'  
My mobile phone. I don't know where it is.'
- 2 'Why are you so late, Pauline?'  
Oh, my car ..... and I had to wait for someone to come from the garage.'
- 3 'Can you help me ..... please? The living room is such a mess!'  
'I'll help you in five minutes when this programme finishes, OK?'
- 4 'Can we play a game until the lesson finishes?'  
'No, please ..... with your work.'
- 5 'What time do you have to be at the airport?'  
'Well, the plane ..... at six o'clock, so about four o'clock, I think.'
- 6 'What are you doing on the computer, Harry?'  
'My homework. Our teacher asked us to ..... about the history of our school building.'

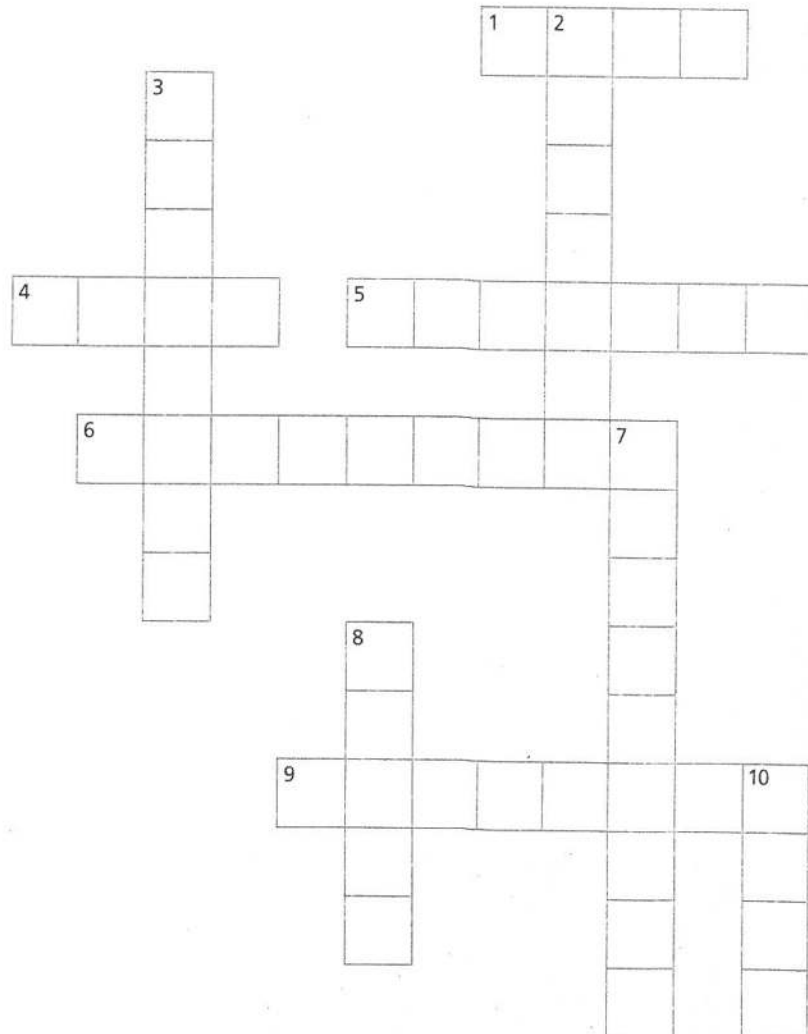
## D Read the sentences and write the verbs.

## Across

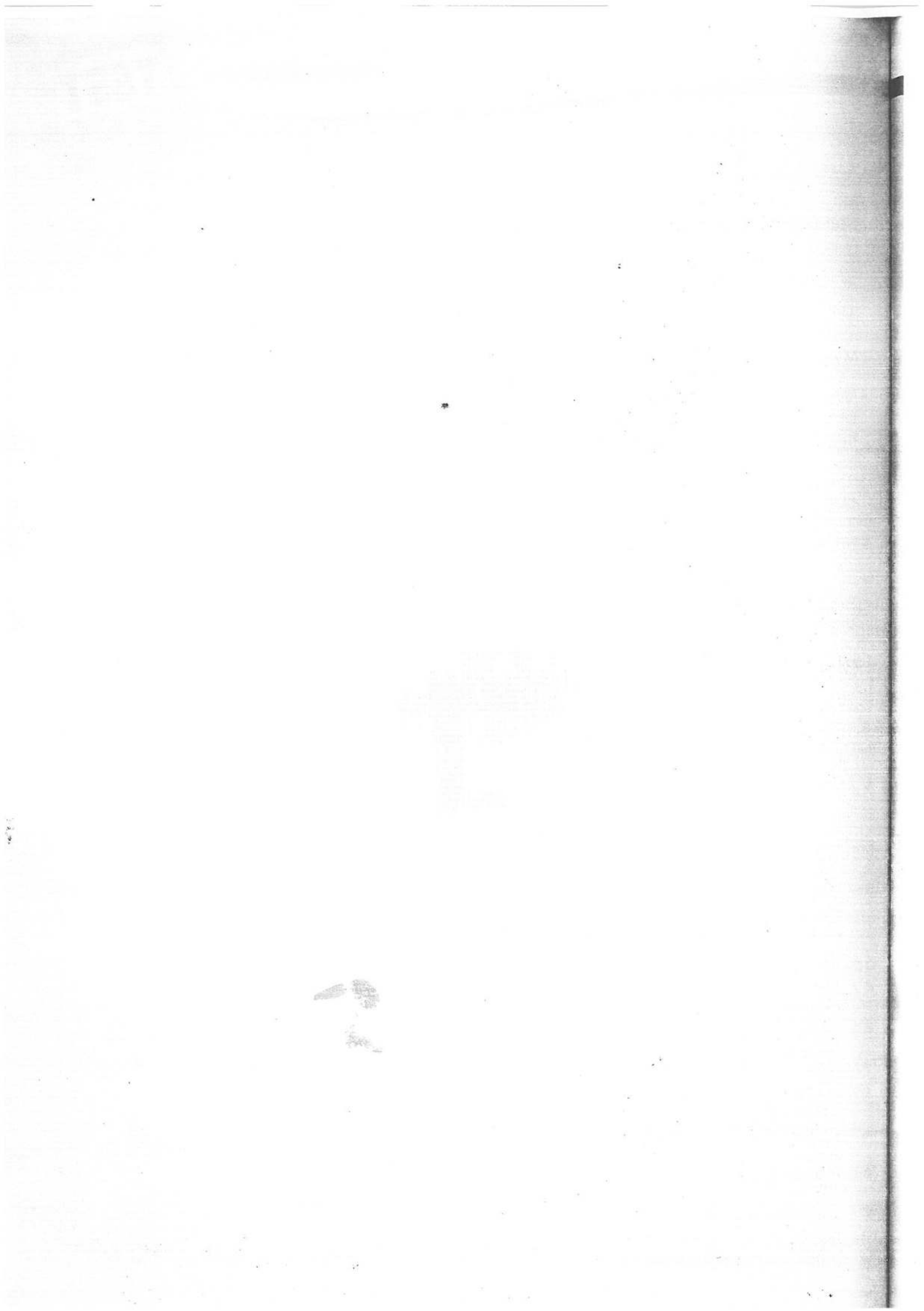
- 1 When you see someone you know in the street, you ..... to them.
- 4 When you give up something, you ..... it.
- 5 When you tell someone you will definitely do something, you ..... to do it.
- 6 You can have a party or a meal to ..... something.
- 9 When someone ..... you, they show you that they will help you if you need it.

## Down

- 2 When you ..... to do something, you try to do it.
- 3 When someone ..... something to you, they bring it to your house.
- 7 When you ..... someone to do something, you try to make them believe it is a good idea to do it.
- 8 When you believe that someone will look after you and not hurt you, you ..... them.
- 10 You ..... coffee or tea with a spoon when you put sugar in it.







**Speaking**

The Speaking test lasts about 10 to 12 minutes. You will take the test with another student. There are two examiners, but only one of them will talk to you (the interlocutor). The other one will listen to you. Both the examiners give you marks.

**Part 1 (2-3 minutes)**

The examiners will introduce themselves and the interlocutor will ask you and your partner to say your names and to spell them. Then the interlocutor will ask each of you some questions about yourself, your daily life, interests, etc.

**Part 2 (2-3 minutes)**

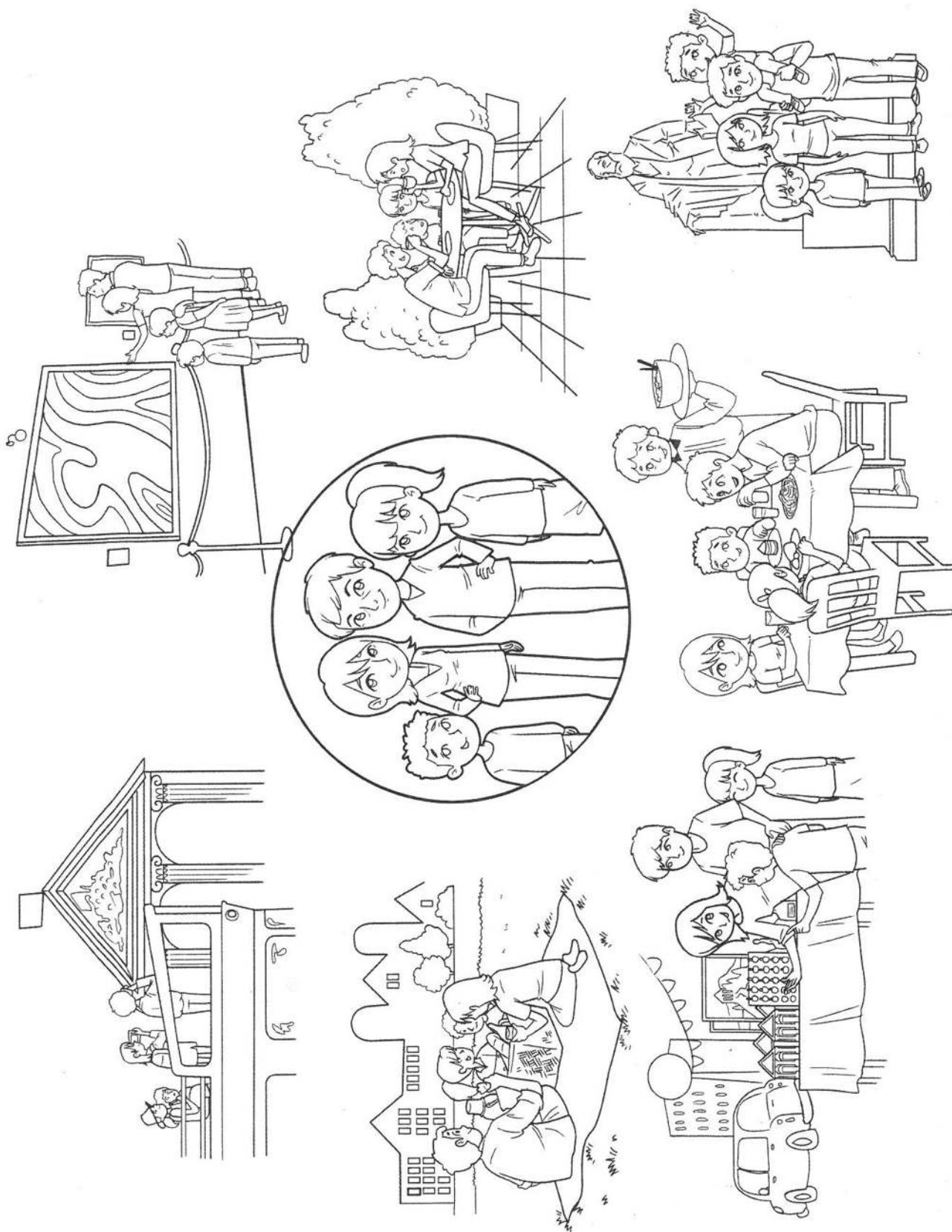
The interlocutor will ask you and your partner to talk about something together. He / She will give you a drawing to help you.

**Part 3 (3 minutes)**

You will each have a chance to talk by yourselves. The interlocutor will give one of you a colour photograph to look at and he / she will ask you to talk about it. When the first person has finished talking, the interlocutor will give the other person a different photograph to look at and talk about.

**Part 4 (3 minutes)**

The interlocutor will ask you and your partner to say more about the subject of the photographs in Part 3. The interlocutor may ask you to give your opinion or to talk about something that has happened to you.



TEST 1 Task 2

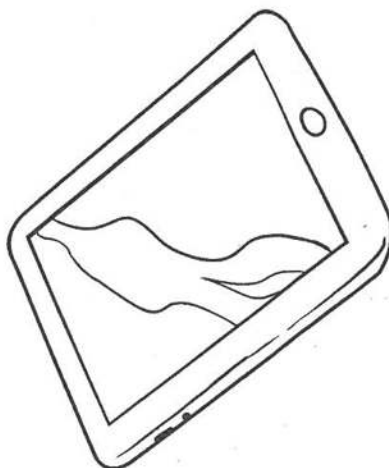
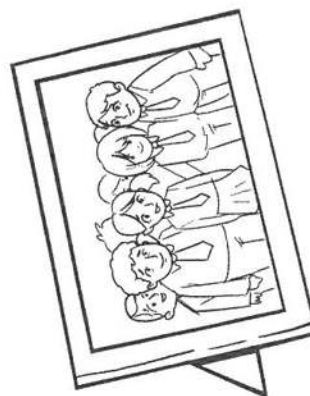
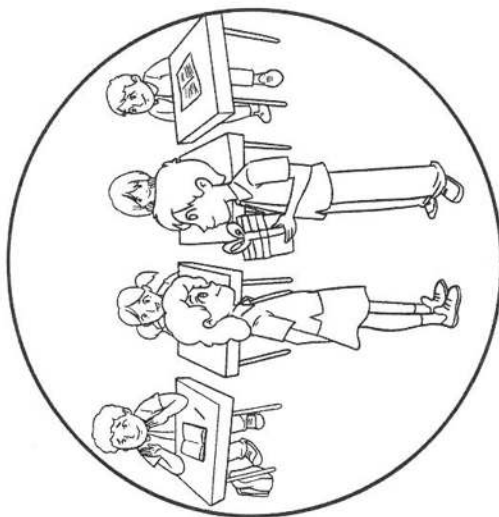
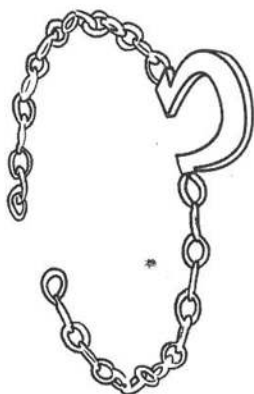
2A



2B



### TEST 2 Task 1





TEST 2 Task 2

2A

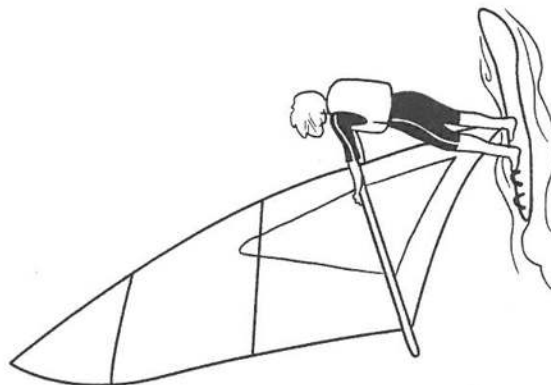
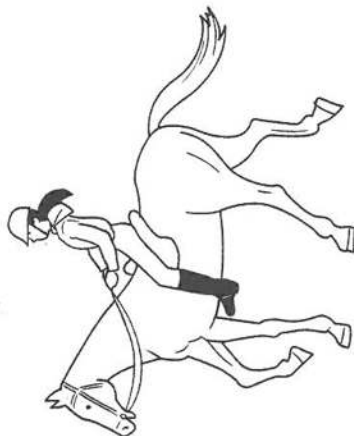
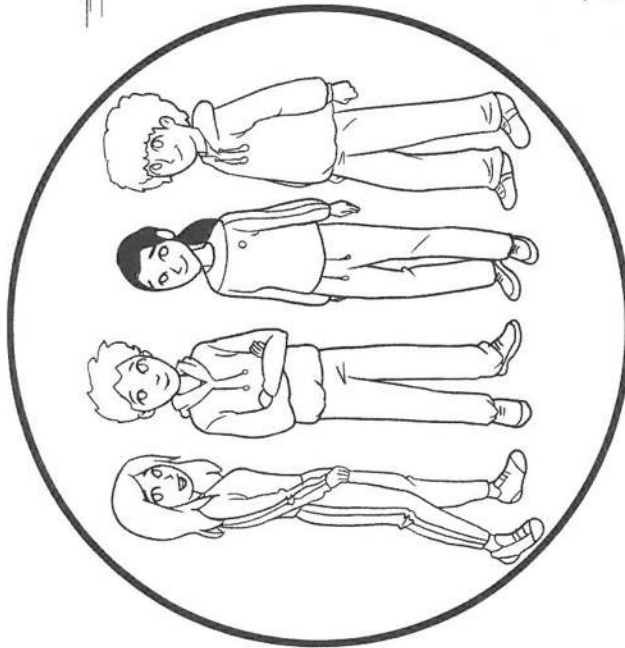
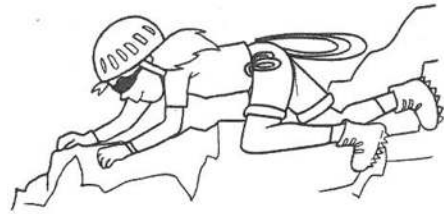
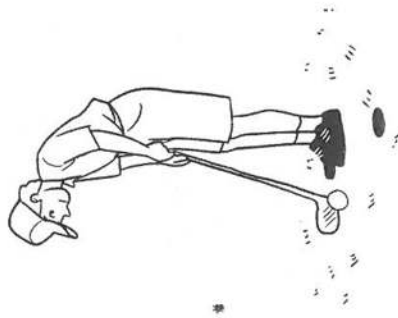


2B





### TEST 3 Task 1



21

2

TEST 3 Task 2

2A

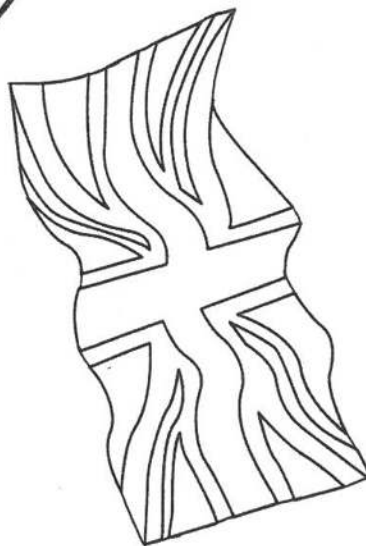
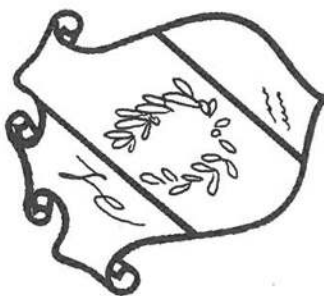
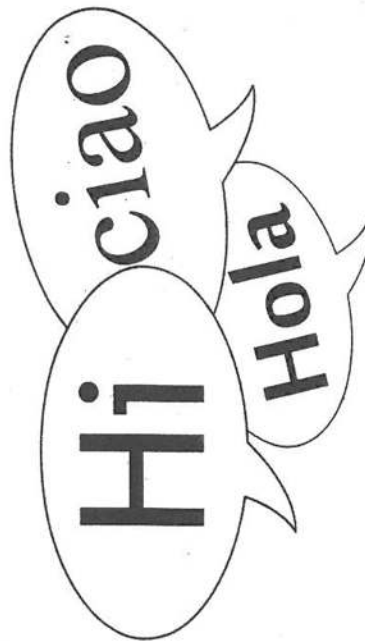
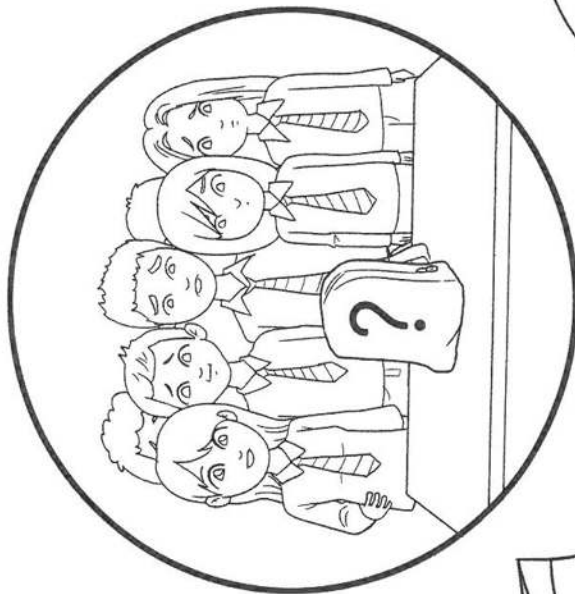
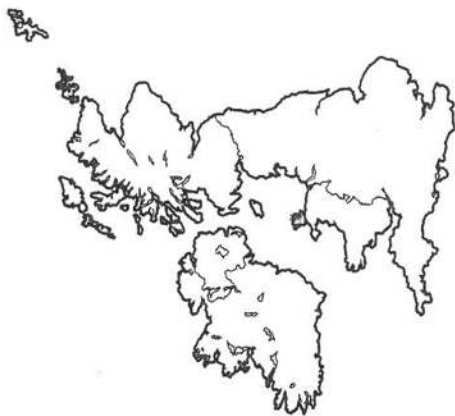


2B



TEST 4 Task 1

**I ♥ English**



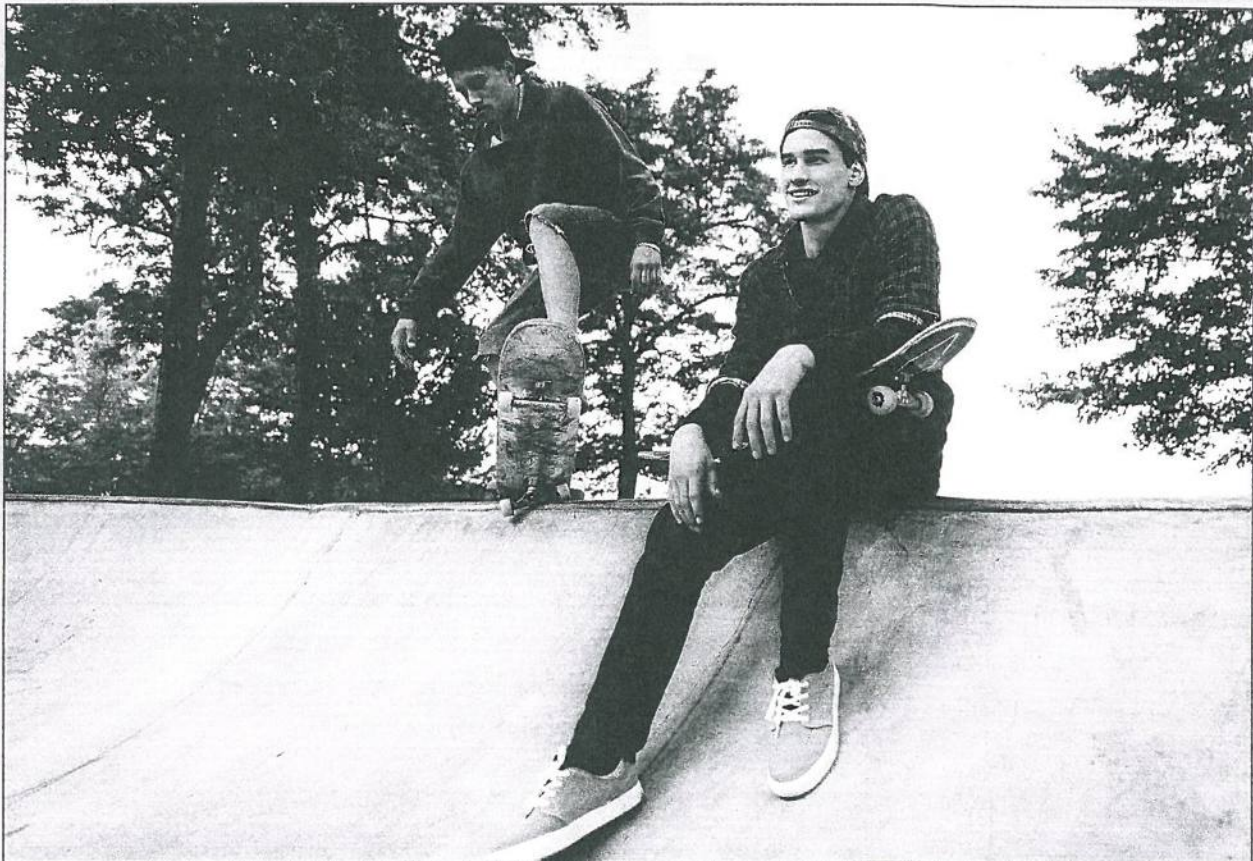


TEST 4 Task 2

2A

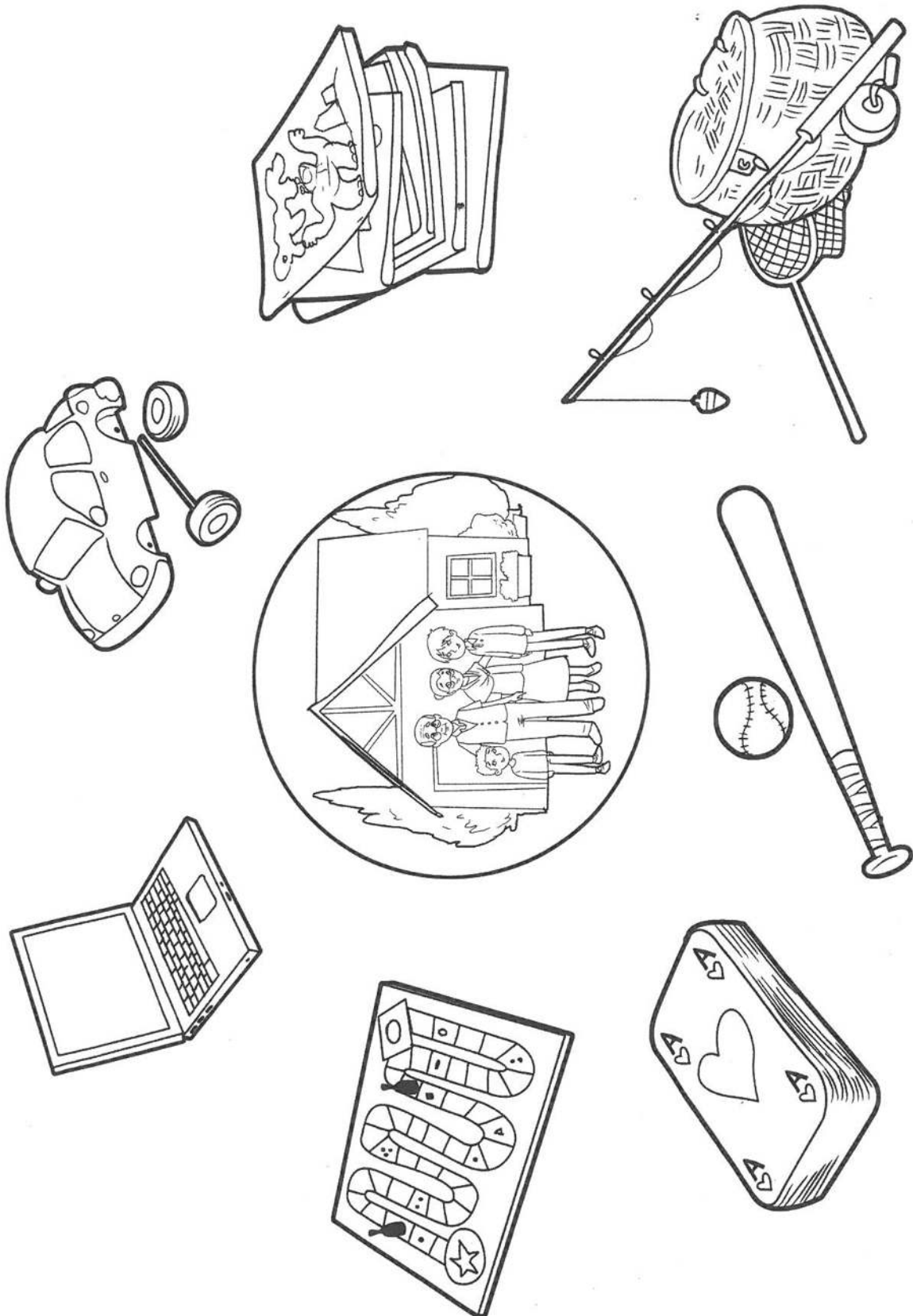


2B





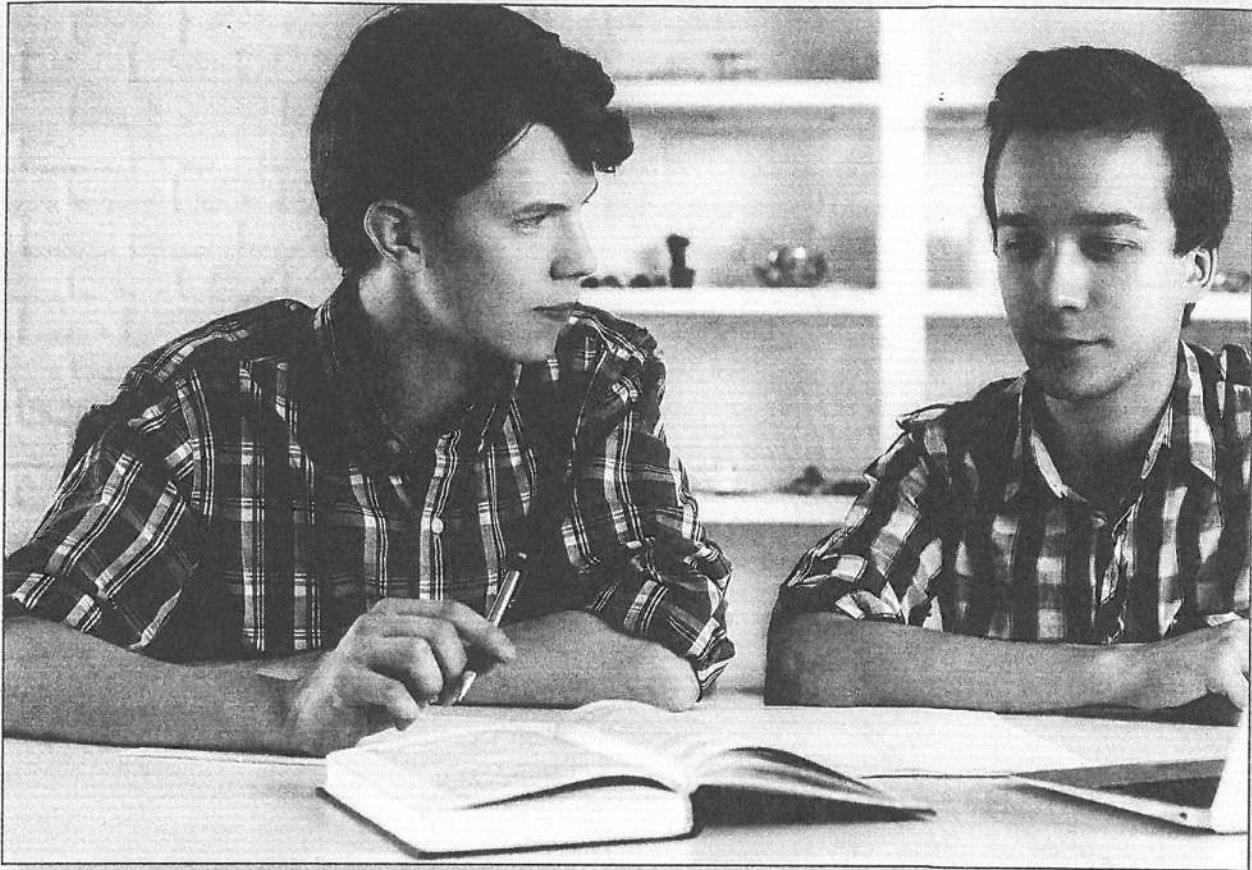
### TEST 5 Task 1



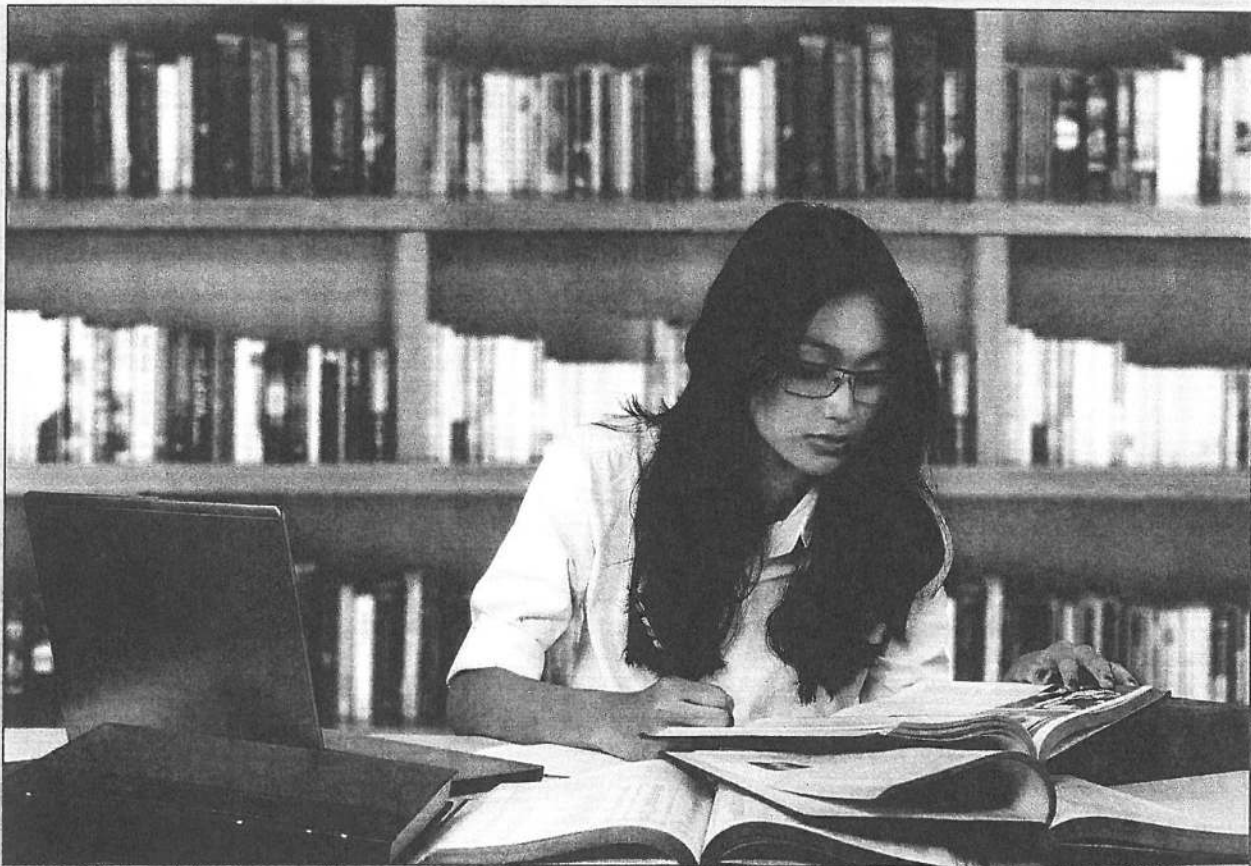


TEST 5 Task 2

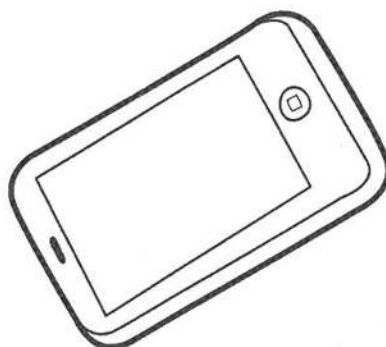
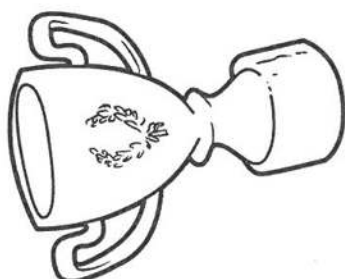
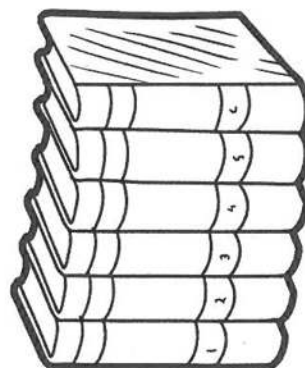
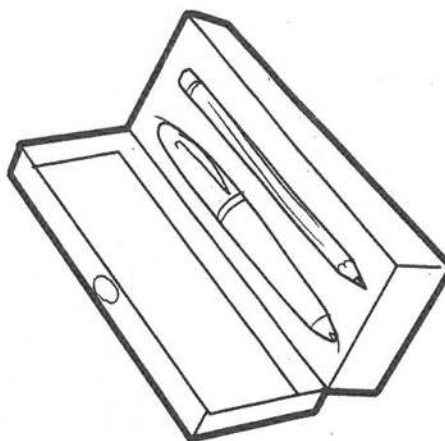
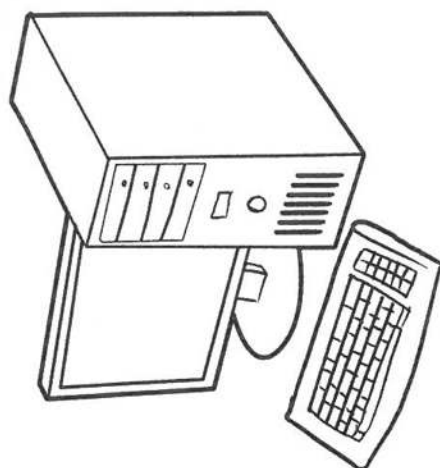
2A



2B

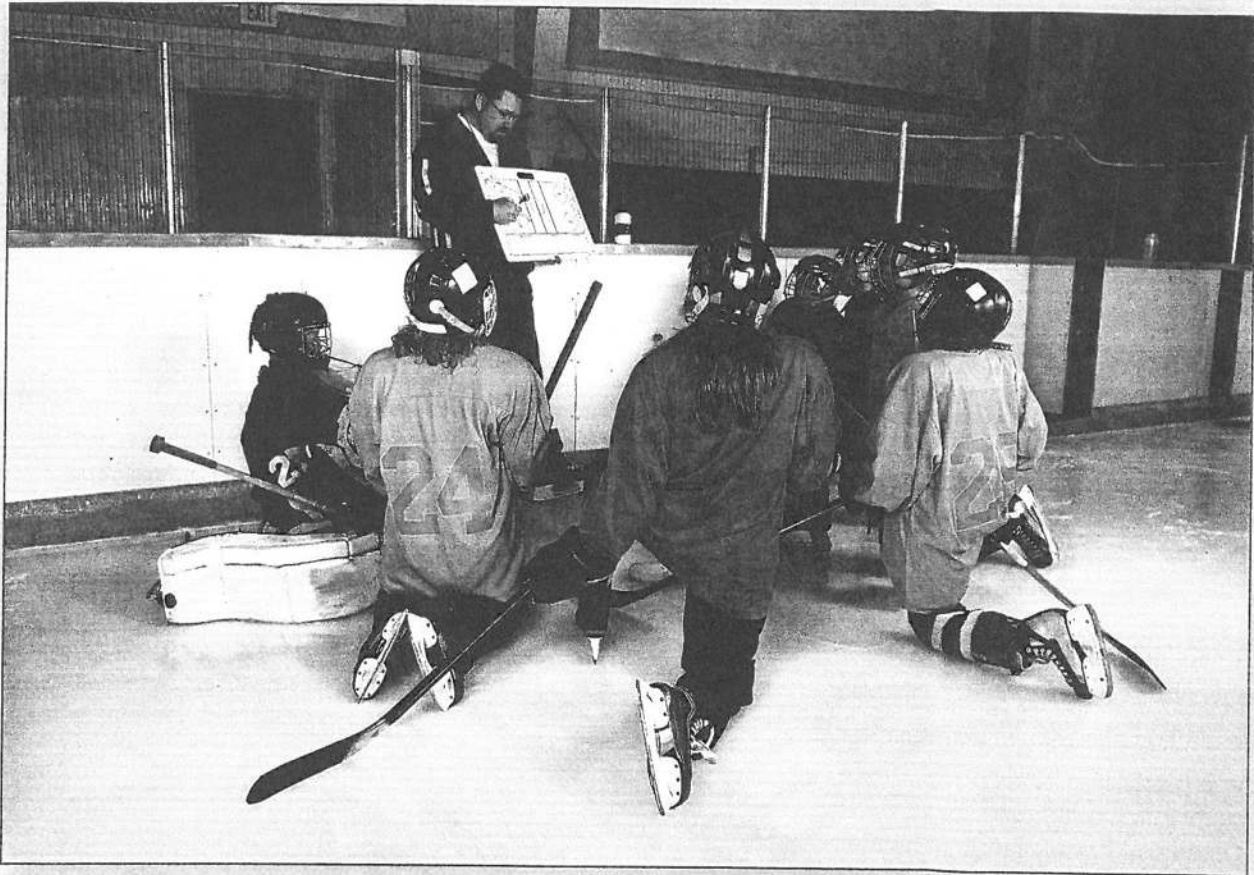


### TEST 6 Task 1



TEST 6 Task 2

2A



2B







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 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:

0	A	B	C	D
---	---	---	---	---

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 →

For Writing (Parts 1 and 2):

Write your answers clearly in the spaces provided.

Part 1: Write your answers below

1

2

3

4

5

Do not  
write here

1 1 0

1 2 0

1 3 0

1 4 0

1 5 0

Part 2 (Question 6): Write your answer below

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

Do not write below (Examiner use only).

0 1 2 3 4 5





PRELIMINARY ENGLISH TEST  
for Schools

0092/01

Reading and Writing  
ANSWER SHEET 2



\* 0 0 9 2 0 0 0 0 0 \*

Candidate  
Name

Centre  
Number

--	--	--	--	--

Candidate  
Number

--	--	--	--	--



\* 0 1 2 3 4 5 6 7 8 9 \*

Answer Sheet for  
Writing Part 3

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces above.

Write your answer to Writing Part 3 on the other side of this sheet.

You **must** write within the grey lines.

Use a pencil.

Do **not** write on the barcodes.

PV1

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\* 8 0 0 0 0 0 0 1 \*

You must write within the grey lines.

Answer only one of the two questions for Part 3.  
Tick the box to show which question you have answered.  
Write your answer below. Do not write on the barcodes.

Part 3	Question 7 <input type="checkbox"/>	Question 8 <input type="checkbox"/>		
<b>SAMPLE ANSWER SHEET</b>				

This section for use by Examiner only:

C	CA	O	L

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\* 8 0 0 0 0 0 0 2 \*



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 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:

0	A	C
---	---	---

For Part 3:

Write your answers clearly in the spaces next  
to the numbers (14 to 19) like this:

0	example
---	---------

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		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				

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