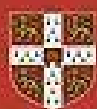


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UNIVERSITY of CAMBRIDGE
ESOL Examinations

Cambridge English

PRELIMINARY

for Schools

2

WITH ANSWERS

**AUTHENTIC EXAMINATION PAPERS
FROM CAMBRIDGE ESOL**

Official preparation material for Cambridge English: Preliminary for Schools,
also known as Preliminary English Test (PET) for Schools

ozon.ru

Cambridge English: Preliminary for Schools 2

WITH ANSWERS

*Authentic examination papers from
Cambridge ESOL*



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A Guide to Cambridge English: Preliminary for Schools

Cambridge English: Preliminary for Schools

Cambridge English: Preliminary for Schools, also known as *Preliminary English Test (PET) for Schools*, is an examination that shows a pupil can deal with everyday written and spoken English at an intermediate level.

Cambridge English: Preliminary for Schools follows exactly the same format as the popular English test, *Cambridge English: Preliminary*, also known as *Preliminary English Test (PET)*, and the level of the question papers is identical. The only difference is that the content and treatment of topics in *Cambridge English: Preliminary for Schools* have been particularly targeted at the interests and experience of school pupils, enabling them to:

- learn skills to communicate in English
- gain an internationally recognised certificate
- build confidence in learning a valuable life skill.

Cambridge English: Preliminary for Schools is a version of *Cambridge English: Preliminary*, also known as *Preliminary English Test (PET)*, developed with exam content and topics targeted at the interests of school-age learners. It is at Level B1 of the Common European Framework of Reference for Languages (CEFR).

Cambridge English: Preliminary has been accredited by Ofqual, the statutory regulatory authority for external qualifications in England and its counterparts in Wales and Northern Ireland.

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

Successful *Cambridge English: Preliminary for Schools* candidates receive a certificate that is accepted by employers, further education and government departments for business, study and immigration purposes. Taking this exam is also useful preparation for higher level exams, such as *Cambridge English: First*, *Cambridge English: Advanced* and *Cambridge English: Proficiency*.

Cambridge English exams are developed and produced by University of Cambridge ESOL Examinations (Cambridge ESOL). Over 3.3 million people take Cambridge English exams each

year in 130 countries. Globally, over 12,000 universities, employers, government ministries and other organisations rely on Cambridge English exams as proof of language ability.

Topics

These are the topics used in the *Cambridge English: Preliminary for Schools* exam:

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

Cambridge English: Preliminary for Schools content: an overview

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

Paper 1: Reading and Writing

Paper format

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

Number of questions

Reading has 35 questions; Writing has seven questions.

Sources

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

Answering

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

Timing

1 hour 30 minutes.

Marks

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

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

Preparing for the Reading component

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

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

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

Preparing for the Writing component

Part 1

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

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

Part 2

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

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

General Mark Scheme for Writing Part 2

Mark	Criteria
5	All three parts of message clearly communicated. Only minor spelling errors or occasional grammatical errors.
4	All three parts of message communicated. Some non-impeding errors in spelling and grammar or some awkwardness of expression.
3	All three parts of message attempted. Expression requires interpretation by the reader and contains impeding errors in spelling and grammar. All three parts of the message are included but the context is incorrect. OR Two parts of message are clearly communicated but one part is unattempted. Only minor spelling errors or occasional grammatical errors.
2	Only two parts of message communicated. Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication. Some relevant content to two or more points but response is unclear.
1	Only one part of message communicated. Some attempt to address the task but response is very unclear.
0	Question not attempted, or totally incomprehensible response.

Part 3

You have a choice of task: either a story or an informal letter. You need to write about 100 words for both tasks.

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

Mark Scheme for Writing Part 3

Examiners look at four aspects of your writing: Content, Language, Organisation, and Communicative Achievement.

Content focuses on how well you have fulfilled the task, in other words if you have done what you were asked to do.

Language focuses on your vocabulary and grammar. This includes the range of language as well as how accurate it is.

Organisation focuses on the way you put the piece of writing together, in other words if it is logical and ordered, and the punctuation is correct.

Communicative Achievement focuses on how appropriate the writing is for the letter or story and whether you have used the appropriate register.

For each of the criteria, the examiner gives a maximum of 5 marks; this gives an overall maximum score of 20 for the Part 3 task.

Examiners use the following assessment scale:

B1	Content	Language	Organisation	Communicative Achievement
5	All content is relevant to the task. Target reader is fully informed.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.	Text is connected using basic, high-frequency linking words.	Produces text that communicates simple ideas in simple ways.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

Length of responses

Make sure you write the correct amount of words. Responses which are too short may not have an adequate range of language and may not provide all the information that is required. Responses which are too long may contain irrelevant content and have a negative effect on the reader.

Varieties of English

You are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word.

Writing			
Part	Task Type and Format	Task Focus	Number of questions
1	Sentence transformations. Five items, plus an integrated example, that are theme-related. Candidates are given sentences and then asked to complete similar sentences using a different structural pattern so that the sentence still has the same meaning. Candidates should use no more than three words.	Control and understanding of B1 level/Cambridge English: Preliminary grammatical structures. Rephrasing and reformulating information.	5
2	Short communicative message. Candidates are prompted to write a short message in the form of a postcard, note, email, etc. The prompt takes the form of a rubric to respond to.	A short piece of writing of 35–45 words focusing on communication of specific messages.	1
3	A longer piece of continuous writing. There is a choice of two questions, an informal letter or a story. Candidates are primarily assessed on four aspects of their writing: Content, Communicative Achievement, Organisation and Language.	Writing about 100 words focusing on control and range of language.	1

Paper 2: Listening

Paper format

This paper contains four parts.

Number of questions

25

Text types

All texts are based on authentic situations.

Answering

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

Recording information

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

Timing

About 35 minutes, including six minutes to transfer answers.

Marks

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

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

Preparing for the Listening paper

You will hear the instructions for each task on the recording, and see them on the exam paper.

In Part 1, there is also an example text and task to show you how to record your answers.

In Parts 2, 3 and 4, the instructions are followed by a pause; you should read the questions in that part then. This will help you prepare for the listening.

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

Paper 3: Speaking

Paper format

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

Timing

10–12 minutes per pair of candidates.

Marks

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

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

Assessment

Throughout the Speaking test, examiners listen to what you say and give you marks for how well you speak English, so you must try to speak about the tasks and answer the examiner and your partner's questions.

You are awarded marks by two examiners; the assessor and the interlocutor. The assessor awards marks from the Analytical Assessment scales for the following criteria:

Grammar and Vocabulary

This refers to the how accurately you use grammar and also to the correct use of vocabulary. It also includes how wide a range of grammar and vocabulary you use.

Discourse Management

This refers to the length, relevance and coherence of your answers. You should be able to produce sentences which are clear and easy to follow. What you say should be related to the topic and the conversation in general.

Pronunciation

This refers to the how easy it is to understand what you say. You should be able to say words and sentences that are easy to understand.

Interactive Communication

This refers to how well you can talk about the task and to your partner and the examiner. You should be able to start the conversation and keep it going, and ask for repetition or clarification if needed.

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

The examiner asking the questions (the interlocutor) gives marks for how well you do overall using a Global Achievement scale.

B1	Global Achievement
5	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses.
0	<i>Performance below Band 1.</i>

Further Information

More information about Cambridge English: Preliminary for Schools or any other Cambridge ESOL examination can be obtained from Cambridge ESOL at the address below or from the website at www.CambridgeESOL.org

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Test 1

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

READING

Part 1

Questions 1-5

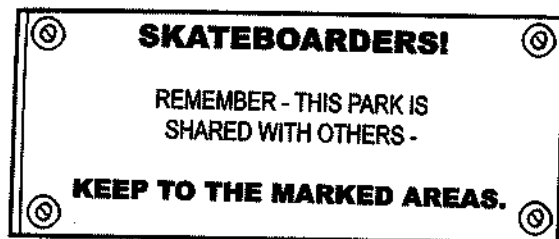
Look at the text in each question.

What does it say?

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

Example:

0

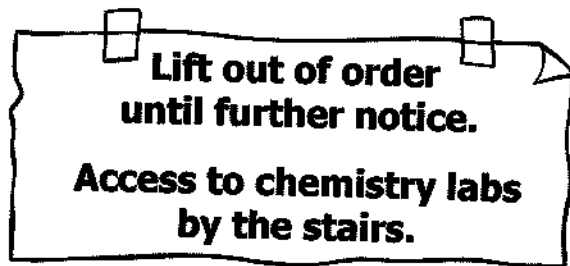


- A Do not skateboard if other people are in the park.
- B Take care when skateboarding with other skateboarders.
- C Make sure you don't skateboard outside the skateboarding zone.

Answer:

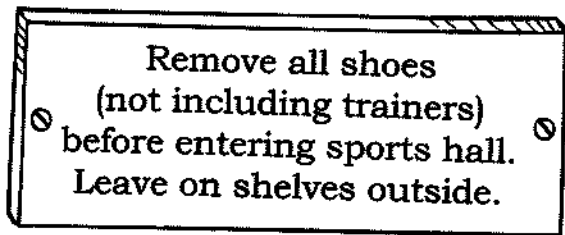
0	A	B	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1



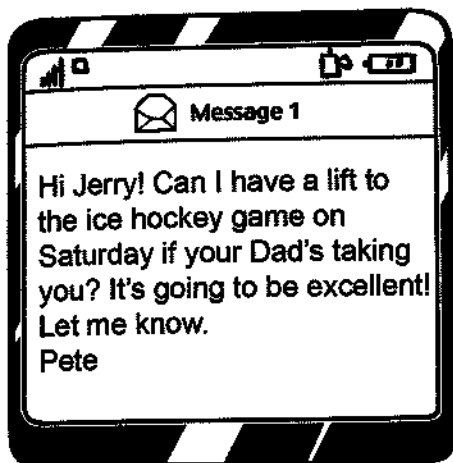
- A There will soon be a new lift to the upstairs labs.
- B Students and staff cannot get to the science labs at the moment.
- C You have to walk up to the labs because the lift is not working.

2



- A You are allowed to wear your trainers in the sports hall.
- B You are asked to put your shoes inside the sports hall.
- C You must place your trainers on the shelves outside the sports hall.

3



- A Pete is telling Jerry about a brilliant sports match he saw on Saturday.
- B Pete is asking if Jerry's Dad can drive him to a sports match.
- C Pete is inviting Jerry and his father to play in a sports match.

4



You should contact the ticket office

- A to find out about a phone that was left at the cinema.
- B to ask them if a phone was found at the cinema.
- C to tell them about a phone that you found at the cinema.

5

From:	Tom
To:	Natasha
Subject:	Sailing
<p>Hope you'll be well enough for us to enter the competition next weekend. Get in touch because I need to tell the club soon.</p>	

- A Tom isn't sure he is fit enough to sail in the competition.
- B Tom wants Natasha to tell the club if she will be in the competition.
- C Natasha must let Tom know if she can sail at the weekend.

Part 2

Questions 6–10

The young people below all want to go to an activity camp.

On the opposite page there are descriptions of eight activity centres.

Decide which activity camp would be the most suitable for the following people.

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

6



Rafael will be 11 years old next month. He would like to spend the day of his birthday at an activity camp where he and his friends can do watersports all day and then eat together.

7



Angela is in a junior ski team. She is keen to spend a week in the mountains at an activity camp where she can learn another winter sport and get a certificate.

8



Lucy and Claire are twins. They want to spend a fortnight during their holidays taking part in sports competitions and finding new friends. They want to share a room together.

9



Panos needs to get fitter so he can join his local football team. He only has a few days free so he wants to do a short course which isn't too expensive.

10



Ahmed is the best runner at his school. He wants to spend time at an activity camp by the sea this summer where he can have private lessons in his sport.

Activity Camps

- A Beaumont Camp** This camp offers weekends where families can take part in different activities at any time of the year. Situated near the Black Mountains, the camp has a swimming pool, climbing wall, football field and a running track. Accommodation is in family rooms which can sleep two adults and four children.
- B PLD Activities** PLD Activities offers teenagers a chance to meet other young people during a two-week course in the summer. Sports offered are running, cycling, football and tennis. Every week there are races to enter and prizes for the best sportsperson. Accommodation is in either single or double rooms.
- C Youth Activity Camp** This camp in the seaside town of Redbridge offers both tennis and athletics training in small classes. Courses last for one week and at the end, competitions are held with certificates for the winners. Accommodation is in single rooms and all meals are provided.
- D Creek Activity Camp** This camp is open all year round. It is in a valley in the Mirren Mountains. Sports available are ice skating, climbing, cycling and tennis and courses are one week in length and can lead to a diploma. Accommodation is in shared rooms and prices are reasonable.
- E Westside** Westside offers young people the chance to sail by the sea one week and learn to ski in the mountains the next, while making friends. Private lessons are available and accommodation is first class. Not the cheapest holiday but well worth the money.
- F Eagle Camp** Eagle Camp is open all year and is situated by Eagle Lake in the Border Mountains. Come for one day or one month! Eagle Camp offers a range of activities from sailing to swimming and table tennis to football. Luxury accommodation is in specially-built houses and there is both a restaurant and café.
- G Hilltop** Young people can improve their physical condition at the camp on South Beach. To keep costs down, everyone camps and courses are in groups of five. There is both a gym and a running track. Courses are held during the summer holidays, either over two or five days.
- H Derwent Activities** Derwent Activities offer a range of activities such as running, football, sailing and even surfing at their seaside centre. One-to-one training is available in all sports and courses are two weeks in length. Accommodation (in rooms for four children) and food are provided in a local hotel.

Part 3

Questions 11–20

Look at the sentences below about a writing competition.

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

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

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

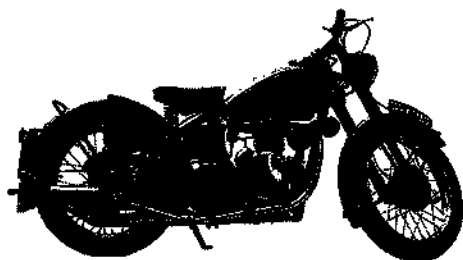
- 11 This competition is organised by a magazine for young people.
- 12 An article about Llangollen Motor Museum was last year's competition winner.
- 13 Visitors to the Llangollen Motor Museum think it is quite an unusual and amusing museum.
- 14 One way to research your article is to talk to people working at your chosen museum.
- 15 The title of your article has to be *My Favourite Museum*.
- 16 Other people are allowed to give you advice about your article.
- 17 It is essential that you supply pictures with the article that you write.
- 18 Every page of your article should have your personal details included.
- 19 The magazine will publish a selection of the best articles in September's copy.
- 20 An additional two, or more, writers will win books as prizes.

Competition

Youth International Magazine, Young Reporter of the Year

The Competition

This year, *Youth International Magazine* is asking you to take a look at museums. Have you got a favourite museum near you? Is there a great little museum in a nearby town or village that doesn't have thousands of visitors? Do you think it deserves to be better known? Then write about it in an article for our competition.



Just last week, a reader emailed us about the Liangollen Motor Museum.

"It's not particularly well known but I really like this museum. It's interesting and has 60 vehicles like this old British-made motorbike from the 1930s. But best of all, most of the vehicles there are still in use. Comments in the museum's Visitors' Book included 'Funny and educational' and 'Excellent but very strange!'"

Your article could talk about what your favourite museum is for, who goes there and why, when it was started and by whom, how it is paid for, etc. You could interview staff at the museum and the people who visit it in order to get the information you need.

How to enter

- Research and write a magazine article on the subject of 'my favourite museum', giving it your own title.
- The article should be no longer than 600 words, it must be typed on A4 paper and written with double line-spacing.
- Articles must be written in your own words, but your family and friends can offer ideas and suggestions.
- You can include original photographs or illustrations, but this is not necessary.
- Please keep a copy of your work as it will not be returned.
- Remember to put your name, age, address and telephone number at the top or on the back of each page of your entry.
- The closing date for entries is 11th March, so make sure your article is posted to us well before that date.

Winning articles

The winning article will be published in September's *Youth International Magazine* and the winner will receive the top prize of a writing weekend at Hartside College of Journalism. There will be at least two other prizes of books for very good entries, the number of these depending on the quality of the articles entered into the competition.

Part 4

Questions 21–25

Read the text and questions below.

For each question, mark the correct letter A, B, C or D on your answer sheet.

Finding Rebecca



From the age of six when I first saw Olympic gymnastics on television, I knew gymnastics was for me. I immediately started once-a-week gymnastics classes and by my 13th birthday I was spending more than 16 hours a week in the gym. I didn't have much spare time but I was happy. True, parts of my body would sometimes hurt, but I was proud of myself. I was a gymnast!

Then my knee began to hurt, and kept getting worse. So I stopped practising for a while. But one day, my team was getting ready for a big competition, and my coach asked, 'Do you want to take part?' I nodded slowly. I knew what was coming – coaches are not known for their kindness. 'Then you've got to practise your piece,' he demanded. I did, but at the end I had to be carried out of the gym. The idea that my gymnastics career might be over was too terrible to think about.

I spent a year recovering and finally I started training again. I worked hard and entered competitions. But I soon realised gymnastics didn't make me as happy as it once had. The next summer, I was training hard to reach the next level, spending all my time in the gym. But by the end of the holiday, I was asking myself, 'Is this worth it? Could I, Rebecca, just be myself and not a gymnast?'

With the start of school came homework, increased gym workouts, and extreme tiredness. I wanted to be like other high-school students, hanging out and going to the movies. That term, I stopped going to the gym. I found I could change my identity. Now, I'm happy being myself – just Rebecca.

21 What is the writer doing in this text?

- A describing her skill in gymnastics
- B comparing gymnastics with other sports
- C encouraging young people to start doing gymnastics
- D explaining how her attitude towards gymnastics changed

22 What does the writer say about gymnastics in the first paragraph?

- A It gave her a feeling of achievement.
- B She became keen on the sport as a teenager.
- C It was easy to fit around school and other activities.
- D She found her body was strong enough to do it.

23 What does the writer say about her gymnastics coach?

- A He knew she had a lot of talent.
- B He made her prepare for the competition.
- C He treated her differently from the rest of the team.
- D He encouraged her to change her competition piece.

24 How does the writer say she felt in the third paragraph?

- A worried she would be injured once again
- B confident she would win her next competition
- C doubtful whether gymnastics was right for her
- D happy to have improved her level in gymnastics

25 What would the writer say about her life now?

A

"I've finally accepted that doing well at my studies is a lot more important than being great at gymnastics."

B

"I got bored with gymnastics and needed to change my life so now I can concentrate on another activity I really enjoy."

C

"I still do gymnastics for a bit of fun but I'm glad that I don't take part in competitions any more."

D

"I now spend time doing lots of things I enjoy and I still believe that giving up gymnastics was the right decision."

Part 5

Questions 26–35

Read the text below and choose the correct word for each space.

For each question, mark the correct letter A, B, C or D on your answer sheet.

Example:

0 A move

B set

C carry

D come

Answer:

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

Robots

A true robot is any machine that can (0) about and do different jobs without human help. The word 'robot' was originally used to (26) factory workers, and that is just (27) the majority of actual robots are. However, robots work without (28) a rest. This makes them good (29) doing boring or dangerous jobs. (30) they have not yet replaced human workers, robots have made factories (31) more efficient. Children are often keen on robot toys. One robot dog called *Aibo* can sleep and play. It first went on sale in 1999 in Japan. Since then it has (32) cheaper to buy and more reliable. The latest models can do a large (33) of different things. They can even recognise their owner's face. *Furby* is (34) robot toy. It has working ears, eyes and mouth and (35) attention all day but sleeps at night.

- | | | | |
|----------------|------------|------------|----------|
| 26 A explain | B describe | C tell | D say |
| 27 A what | B that | C which | D whom |
| 28 A making | B asking | C having | D doing |
| 29 A to | B from | C by | D at |
| 30 A Since | B Although | C Unless | D Until |
| 31 A much | B any | C many | D all |
| 32 A developed | B grown | C produced | D become |
| 33 A number | B sum | C kind | D sort |
| 34 A extra | B another | C every | D other |
| 35 A asks | B calls | C demands | D shouts |

WRITING

Part 1

Questions 1–5

Here are some sentences about the film director Steven Spielberg.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

- 0 Spielberg was born in Cincinnati in the USA.

Spielberg comes Cincinnati in the USA.

Answer:

0	from
---	------

-
- 1 Spielberg is one of Hollywood's most famous directors.

Spielberg is more famous many other Hollywood directors.

- 2 Spielberg made his first film in the late 1950s.

Spielberg has made films the late 1950s.

- 3 Spielberg writes films as well as directs them.

Spielberg not directs films but also writes them.

- 4 In many of Spielberg's films, ordinary people do extraordinary things.

**Many of Spielberg's films are about ordinary people
extraordinary things.**

- 5 Spielberg directed the film *ET*.

The film *ET* by Spielberg.

Part 2

Question 6

You went to a concert last night which you enjoyed.

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

- tell Charlie who played at the concert last night
- explain why you enjoyed it
- invite Charlie to go to another concert with you

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

Part 3


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

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

Mark the question number in the box at the top of your answer sheet.

Question 7

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



I had a great time with my friends last Saturday. Did you have fun last weekend? Where did you go? Who did you see? Tell me what you did.

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

Question 8

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

I opened the front door and the postman handed me a large parcel.

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

PAPER 2 LISTENING TEST

approx 35 minutes

(including 6 minutes transfer time)

Part 1

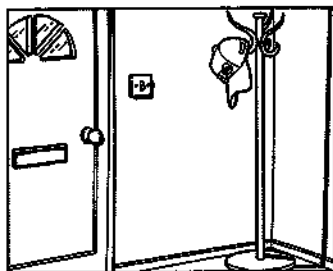
Questions 1-7

There are seven questions in this part.

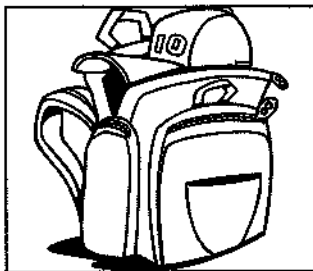
For each question there are three pictures and a short recording.

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

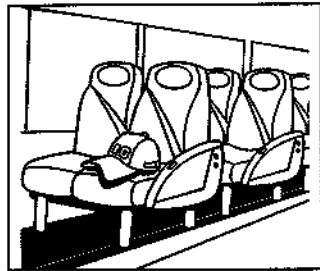
Example: Where is the girl's hat?



A

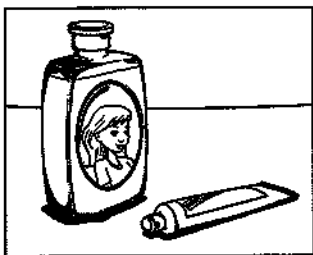


B



C

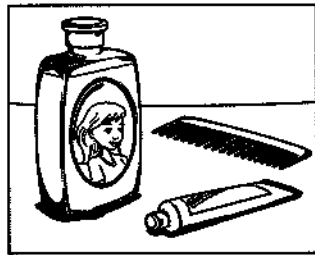
1 What will the boy's mother add to her shopping list?



A

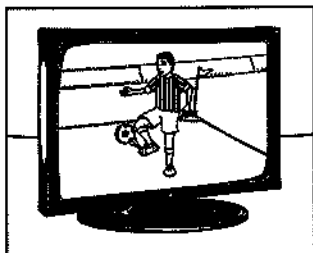


B

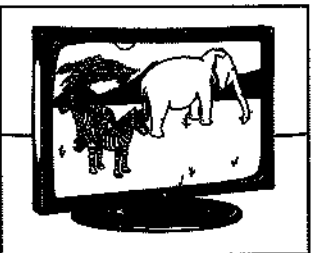


C

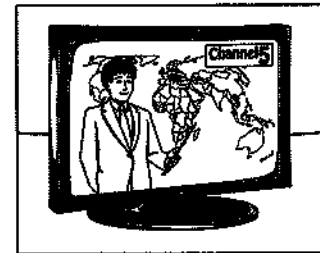
2 What is the first programme after the news?



A



B

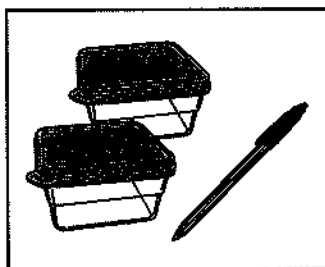


C

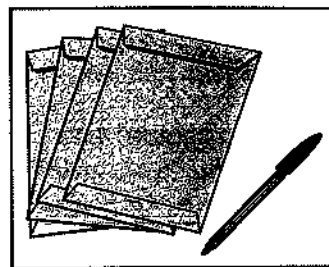
3 What should the students take with them tomorrow?



A

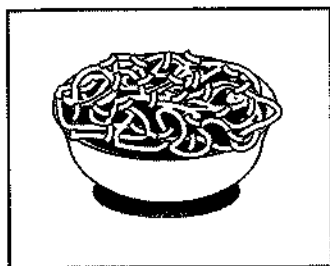


B

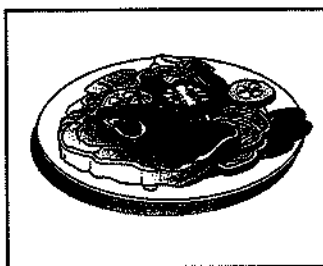


C

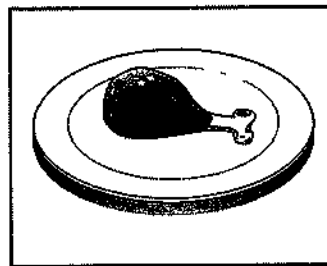
4 What can the boy eat when he arrives home?



A



B



C

5 Which musicians are playing tonight?



A

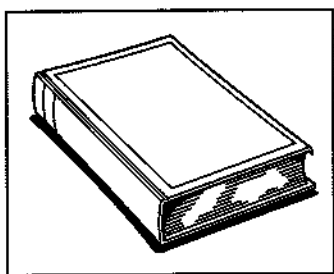


B



C

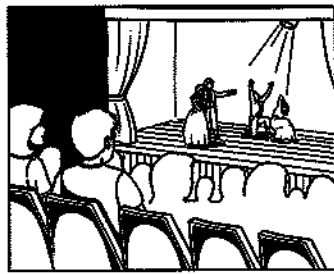
6 What did the girl enjoy most?



A



B

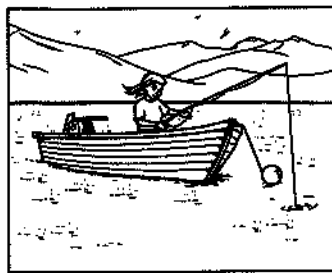


C

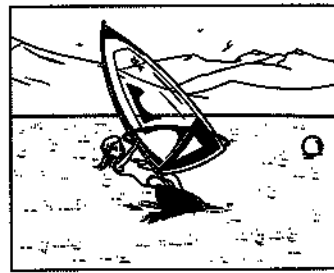
7 Which sport is recommended for young holiday-makers?



A



B



C

Part 2

Questions 8–13

You will hear a man called Jeremy Phillips talking about his career as a dancer and actor. For each question, choose the correct answer **A**, **B**, or **C**.

-
- | | |
|--|---|
| 8 Jeremy has appeared in the TV series <i>Hospital</i> for | A three years.
B five years.
C seven years. |
| 9 Jeremy became interested in dance when he | A went to see a ballet with his grandmother.
B saw a ballet on television.
C went to classes with a friend. |
| 10 Jeremy was encouraged to be a dancer by | A his sister.
B his parents.
C his dance teacher. |
| 11 Jeremy says he gave up dancing because | A he often injured himself.
B he didn't want to teach.
C he didn't have any free time. |

Test 1

12 Jeremy's first television job was

- A** in an advert.
- B** in an education programme.
- C** in a play.

13 In the future, Jeremy is planning to

- A** buy a house.
- B** appear in another series of *Hospital*.
- C** travel around the world.

Part 3

Questions 14–19

You will hear a teacher telling his class about a school trip.

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



School trip

Where to meet on Friday morning: the (14)

What to bring with you for lunch: only a (15)

First place we'll visit: the (16)

What we'll see in the afternoon: a (17) show in a concert hall

Good souvenirs to buy: (18) – they're quite cheap

Time the coach leaves: (19)

Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a woman, Sarah, talking to her son, Luke, about visiting his grandmother.

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**.

		A YES	B NO
20	Luke would prefer to play hockey rather than visit his grandmother tomorrow.	A	B
21	Luke's mum thinks he should visit his grandmother more often.	A	B
22	Luke thinks his grandmother is expecting him tomorrow.	A	B
23	Luke is confident that his grandmother will be pleased with her present.	A	B
24	Luke decides to cycle to his grandmother's home.	A	B
25	They agree to travel home together after the visit.	A	B

About the Speaking test

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

Part 1

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

Part 2

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

Part 3

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

Part 4

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

Test 2

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

READING

Part 1

Questions 1-5

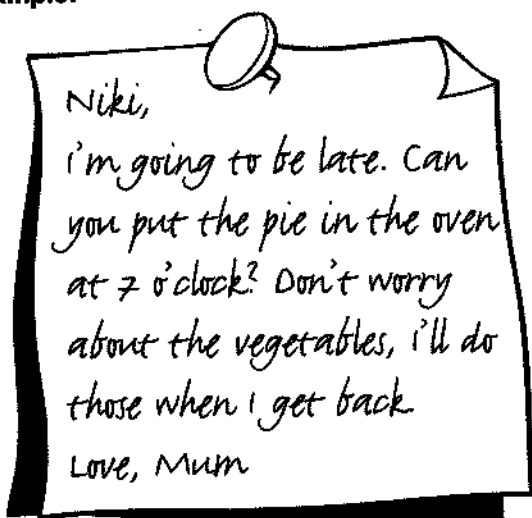
Look at the text in each question.

What does it say?

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

Example:

0



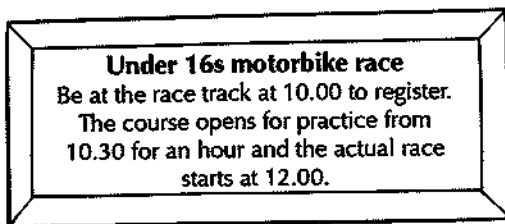
What does Niki's mum want Niki to do?

- A cook some food
- B come home early
- C prepare the vegetables

Answer:

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


1




- A Motorcyclists can try out the race course between 10.30 and 11.30.
- B Motorcyclists do not need to be at the track until 12.00.
- C Motorcyclists must be ready to start the first race at 10.00.

2

My Message

 To: All members

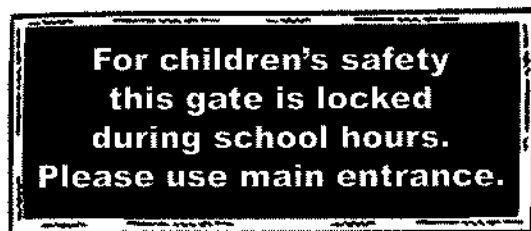
 From: Weston Swimming Club

Subject: National Competition

The club secretary needs a completed form for each race you are taking part in.





- A The club secretary will help members complete their entry form for the national competition.
- B Members must fill in a form for every event they enter in the competition.
- C All members should take their entry forms with them when they attend the competition.


3



- A Remember to lock the gate behind you when entering or leaving the school.
- B Only the main door should be used by visitors when the school is open.
- C Children must not go through the main entrance during school hours.

4

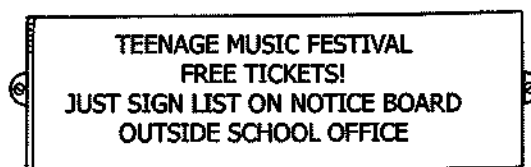


Sarah - Roxanne's asked me to go to the cinema tonight.
Want to join us?

Jane

- A Jane is inviting Roxanne and Sarah to go to the cinema with her.
- B Roxanne wants to know if Sarah can join Jane and her at the cinema.
- C Sarah can go to the cinema with Roxanne and Jane if she wants to.

5



If you want to go to this event, you should

- A write your name down.
- B apply to the school office.
- C buy some tickets.

Part 2

Questions 6–10

The young people below are looking for a book to read.
On the opposite page there are eight book reviews from this month's *Teenbooks* website.
Decide which book would be the most suitable for the following people.
For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



Jess is fascinated by travelling in different countries and she wants to read something about a family living in the past. She especially likes reading books written by young authors.

7



Fredo enjoys reading biographies about people who are ambitious and show courage in difficult situations. He finds books about the lives of sportsmen and women most interesting of all.

8



Chas enjoys reading stories about ordinary young people who enjoy life's challenges and about people who do well in the world of work.

9



Dina enjoys learning about other countries and likes non-fiction books that are funny and full of excitement too. She's also interested in how people get along with each other.

10



Leona prefers to read fiction. She likes stories that are not too long but full of surprises. She especially likes reading about friendships between ordinary teenagers.

Teenbooks – This week's top eight reads

A **Results** by Trudi Bayer

Carla is in high school and planning to go to university but a funny text message brings an unexpected change that could make or break her future plans. Will she recognise the value of her classmates and do the right thing? This short story will keep you guessing until the very end.

B **And Then** by Patsy Yates

When two talented teenagers design a computer game where people travel the world and find adventure, they can't begin to imagine what will happen to their families. If you're a fan of science fiction and like long books, this is great, and it will make you smile.

C **What?** by Bill Lane

This long novel is about Russ, the perfect A-grade student and captain of the soccer team, whose life changes when he sees a photograph of himself on a poster under the heading 'missing'. As a result, he questions his family's past and discovers some surprising answers.

D **Way to Go** by Nathan Roberts

You've heard of people entering 50km races but, at twelve, Dean broke records in long-distance running and at thirty, ran 400km over a period of four sleepless nights despite dangers of sand storms. This is the true account of the experiences, hopes and fears of an international athlete.

E **Stuff** by Rob Durrington

Set in Africa, this is the real-life adventure experienced by two students who decide, over-ambitiously, to ride their motorbikes across the Kalahari Desert. On their journey they learn a lot about the importance of friendship. You'll fall out of your chair laughing!

F **This and That** by Terry Wooden

Terry was a high school basketball coach who trained young players in the 1990s. His book is full of advice on how to balance your sporting ambitions with your studies and family life.

G **Accent** by Ishmael Alvarez

This is a novel about four sisters dealing with the excitement and problems of a major change in their lives. Set in the nineteenth century, the family moves from a Spanish-speaking island to mainland USA. Written by junior author of the year, it's a great read.

H **Finding your Feet** by Amanda Fox

Jenna leaves school and gets a job in a small shoe factory. She struggles to learn new skills and shows courage and ambition as she and her elderly employer fight to keep the business running despite strong competition. Winner of Best Teen Fiction.

Part 3

Questions 11–20

Look at the sentences below about the *Young Photographer* Competition.
Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is correct, mark **A** on your answer sheet.
If it is not correct, mark **B** on your answer sheet.

- 11 The photographic competition is held every year.
- 12 Entries sent electronically must be received by 22nd September.
- 13 You are allowed to send in photographs of three different subject areas.
- 14 It is important to photograph people and things which are very familiar to you.
- 15 Most of the past winners were very experienced photographers.
- 16 It is possible to take good photographs of insects using only an ordinary camera.
- 17 Young photographers seem to have similar problems every year.
- 18 It is strongly recommended that you email your entry for the competition.
- 19 Winners can select the prize they would like to have.
- 20 The judges will explain their final decisions on the *Young Photographer* website.



Young Photographer Competition



Enter our exciting competition!

Readers of *Young Photographer* magazine are invited to send in their very best photos. This competition takes place annually and aims to encourage ambitious young photographers to develop their talents.

We begin accepting entries just before schools finish for their summer break on July 22nd. The closing date for entries will be September 22nd if you are sending your photos by post. But please note it is September 30th if you email them via our new website.

What can I photograph?

We would like to see pictures on the subjects of animals, friends, family, landscapes or sport. The photos should cover at least two of these areas.

Animals or people that you know well are often, but not always, the best choice of subject. We recommend that you think carefully about how to make a photo look interesting and original. Colour, action and humour are always popular with the judges.

General advice about taking good photographs

If you haven't taken a lot of photos before, don't worry. In fact, the majority of our previous winners had owned a camera for only a short time before their success! If you need ideas, take a look at past copies of *Young Photographer* and experiment with some of the suggestions and the advice you find there.

Remember you generally don't need a lot of complicated, expensive technology. However, if you want to take photographs of, for example, butterflies you will need to have special equipment to allow you to focus very closely and for any photograph you take, please pay special attention to the light. Every year we see many lovely ideas for pictures spoilt because photographers do not get this right.

How to enter

It is not necessary for you to print out your photographs and send them in the post. However, this is possible if you wish. If you are posting them, remember to put your name and address on the back. You might prefer – as most people do these days – to enter through our website. All you need to do is follow the simple instructions on the homepage.

For the winners

There are many prizes available. You will be able to choose one from a range of the latest digital cameras and computer software. Your photos will be displayed online. Here, the expert judges will give their reasons why the photos were chosen. The winning photographs will also be shown at a series of special exhibitions around the country early next year, where you can come and share your ideas with other young photographers.

Part 4

Questions 21–25

Read the text and questions below.

For each question, mark the correct letter A, B, C or D on your answer sheet.

Exploring the Past

Fredrik Hiebert, archaeologist



In my very first job with some archaeologists, I wasn't digging objects out of the ground, instead I was employed as an artist, drawing what they found. However, I was soon more interested in the stories behind the objects than in drawing them and that's how my career in archaeology started. I still draw what I find in my work as a specialist on the Silk Road, the old trade route running from Egypt to Mongolia, and I also work on some underwater projects too.

In archaeology, my all-time hero is an American called Raphael Pumpelly. I first heard about him when I was a student on a trip to Turkmenistan, a country right in the heart of Asia. To get around the country, I had to learn Russian so that I could speak to the local people. When I got there I thought, 'Wow! I'm one of the first Americans here!' Then an old man told me about an American archaeologist, Raphael Pumpelly, who was there doing the same thing over 100 years before.

Archaeology's in my family. My wife's in the same profession, and, although our two boys aren't interested in a future in archaeology themselves, we've been on some great digs together and they love what we do because they get to travel with us. Last summer, we took them to Lake Titicaca in South America, in the high areas of the Andes mountain range. My best experience was when I was digging on the Egyptian Red Sea coast. There's very little rain and it's so dry that everything's kept as it was. In an old house, where the owner used to store goods from the ships that came in, I picked up a 700-year old mat in front of the house and there, under it, after all that time, was the house key with the owner's name on it. It felt like he could be on his way home any minute! And I thought, 'Hey, I do just that. This man's not much different to me!'

21 What is the writer's main purpose in writing the text?

- A to describe the life of an archaeologist he admires
- B to persuade people to take up archaeology as a career
- C to explain what he enjoys about being an archaeologist
- D to show how archaeologists work

22 How does the writer feel about Raphael Pumpelly?

- A surprised that Pumpelly could speak the local language
- B jealous that Pumpelly was such a successful archaeologist
- C amazed that Pumpelly had been to Turkmenistan so long ago
- D sad that Pumpelly was not remembered in Turkmenistan

23 What does the writer say about his family?

- A He met his wife while he was working in South America.
- B His boys want to do the same job as him.
- C The family are particularly interested in visiting mountain areas.
- D The children like the fact that they can go away with their parents.

24 While working in Egypt, what did the writer find so interesting?

- A that people from different centuries can be so similar
- B the fact that the doormat was in such good condition
- C the way the people managed to live in such a dry place
- D that there had been so much trade in that area

25 Which entry might Fredrik make in his diary?

A **Turkmenistan is interesting, I'm the first American to come here but I'm glad this is my last long trip away.**

B **Been diving today and found some more objects for an exhibition. I've just finished drawing them for my records.**

C **I wish my wife was more interested in archaeology. I'd love to share this experience with her.**

D **It's nearly dark but Raphael's still busy digging in that old house. He can be very annoying. He thinks he's the most important person here.**

Part 5

Questions 26–35

Read the text below and choose the correct word for each space.

For each question, mark the correct letter A, B, C or D on your answer sheet.

Example:

0 A ever

B yet

C often

D still

Answer:

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

Perfume

The Egyptians were the first people (0) to make perfume. They used nice-smelling oils on their bodies before (26) dressed. Some perfume recipes, (27) date from about 5,000 years ago, still (28) Most of the perfumes (29) that time were made from flowers and only the very richest people could (30) to buy them.

Today, perfumes are usually (31) by a perfume company. As well as ingredients from over 500 plants, (32) ingredients are made by chemists in a laboratory. One of the most famous places that produces perfume is the town of Grasse in France. Its climate makes it perfect for growing flowers - around 4,000 kilos of roses, for example, (33) be used to make just a small (34) of perfume.

After a perfume is made, (35) time and money is spent on designing a bottle and box and advertising it.

26 A taking

B getting

C carrying

D putting

27 A which

B whose

C what

D who

28 A stay

B live

C last

D exist

29 A to

B over

C at

D with

30 A afford

B earn

C gain

D spend

31 A imagined

B built

C created

D dreamt

32 A another

B other

C both

D every

33 A can

B have

C need

D ought

34 A size

B number

C amount

D total

35 A much

B lots

C many

D plenty

WRITING

Part 1

Questions 1–5

Here are some sentences about a holiday in Canada.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

0 I was taken on a fantastic holiday to Canada by my uncle.

My uncle on a fantastic holiday to Canada.

Answer:

0

took me

1 Arriving in Montreal was really exciting for me.

I was very when we arrived in Montreal.

2 My uncle suggested going to the Mauricie National Park together.

My uncle said, 'Why go to the Mauricie National Park?'

3 My uncle didn't see any bears in the forest, but I did!

I bears in the forest, but my uncle didn't!

4 One evening, we sang lots of songs around a campfire.

We spent one evening lots of songs around a campfire.

5 My favourite holiday photo is of me at Montagnais Lake.

The holiday photo I like the is of me at Montagnais Lake.

Part 2

Question 6

You want to tell your friend, Pete, about your new computer game.

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

- say what the game is called
- explain why you like the game
- invite Pete to play the game.

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

Part 3


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

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

Mark the question number in the box at the top of your answer sheet.

Question 7

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



I play sport with my best friend, Alex. Tell me about a friend of yours. How did you meet? Why do you like your friend? What do you do together?

- Now write a letter to Sam about one of your friends.
- Write your **letter** on your answer sheet.

Question 8

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

When I woke up and saw the weather, I couldn't believe it!

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

PAPER 2 LISTENING TEST

approx 35 minutes

(including 6 minutes transfer time)

Part 1

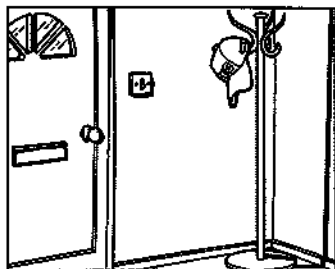
Questions 1-7

There are seven questions in this part.

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

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

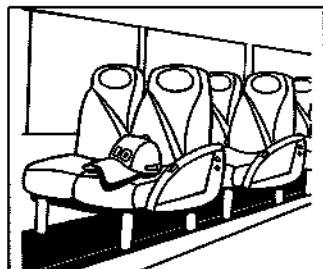
Example: Where is the girl's hat?



A

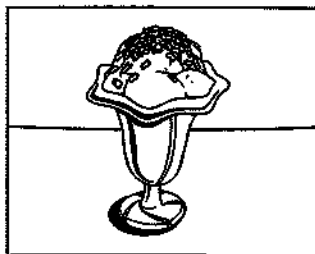


B

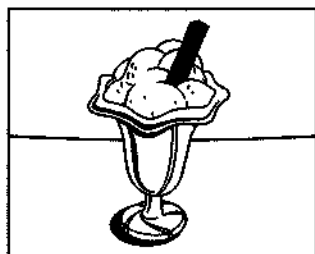


C

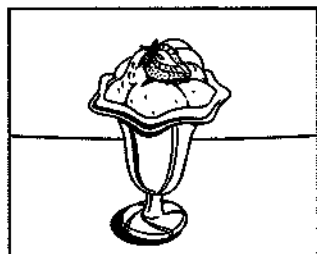
1 What will the boy have on his ice-cream?



A

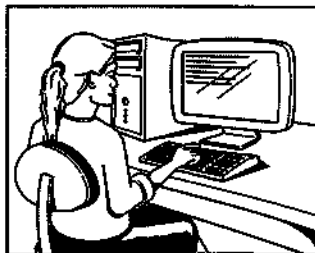


B



C

2 What after-school activity will the girl do?



A



B

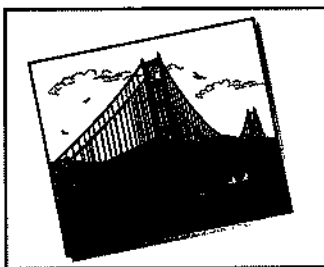


C

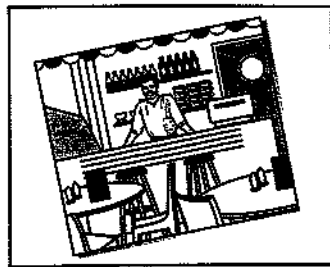
3 Which photograph won the competition?



A

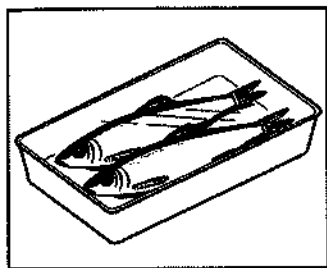


B

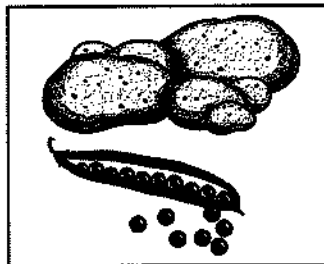


C

4 What will Jane and her mum buy in the supermarket?



A

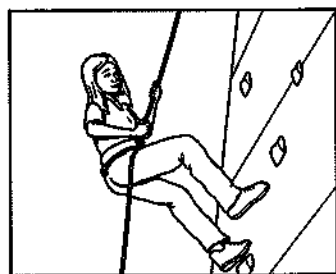


B

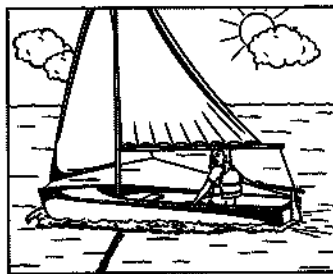


C

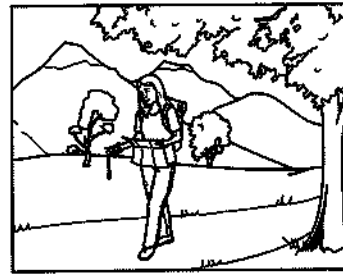
5 What did the girl get a certificate for?



A



B

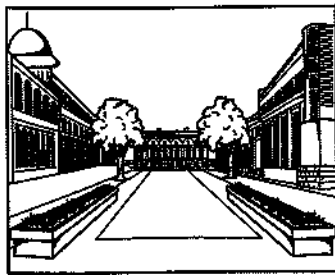


C

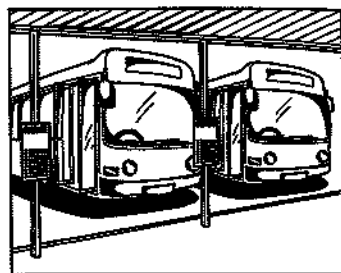
6 Where will the students catch their coach?



A

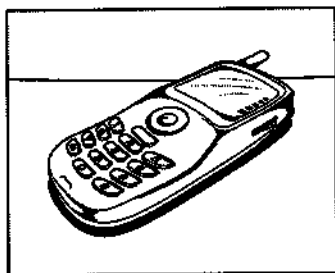


B

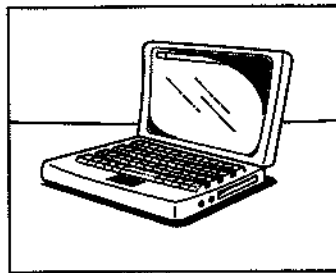


C

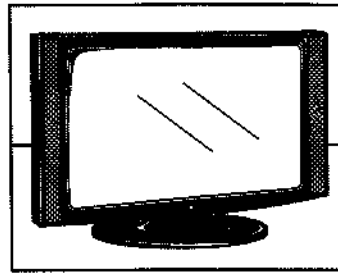
7 What will the boy get for his birthday?



A



B



C

Part 2**Questions 8–13**

You will hear a radio interview with a girl called Anita, who takes part in the motor-sport called karting.

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

-
- | | |
|--|---|
| 8 According to Anita, some teenagers think that karting | A doesn't require real driving skills.
B isn't as exciting as theme-park rides.
C should use larger cars. |
|
 | |
| 9 What does Anita say about the lesson at the racetrack? | A She found it rather boring.
B She thought it went on too long.
C She was pleased with what she learnt. |
|
 | |
| 10 What surprised Anita when she first got into a kart? | A what she had to wear
B how much noise it made
C how close to the ground it was |
|
 | |
| 11 What happened on Anita's first drive? | A She had an accident.
B She managed all the exercises.
C She didn't do as well as her brother. |

- 12** In her first race, Anita was disappointed because
- A** less skilful drivers beat her.
 - B** the other drivers weren't very good.
 - C** she wasn't allowed to compete against boys.
- 13** What does Anita say about karting?
- A** You learn by making mistakes.
 - B** It is not a frightening sport.
 - C** It teaches you useful skills.

Part 3

Questions 14–19

You will hear a boy called Ben, who is giving a talk about the school magazine. For each question, fill in the missing information in the numbered space.



School magazine

The last day of (14) is the closing date for sending in articles.

Ben does not need any more (15) for the magazine.

People can send information about (16) or other events by text or email.

Ben asks for a (17) about the trip to the mountains.

Ben wants an article about the (18) team and their success in a competition.

Helpers are needed to sell the magazine in the school (19)

Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a girl called Marina and a boy called Daniel about a play they are going to perform with their classmates at school.

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**.

		A YES	B NO
20	Daniel would feel confident about singing and dancing in front of an audience.	A	B
21	Daniel agrees that a horror story would frighten some children.	A	B
22	Marina is keen on doing a thriller this year.	A	B
23	Daniel doubts that a historical drama would be very popular.	A	B
24	Marina thinks that their classmates are skilled enough to perform in a comedy.	A	B
25	Marina thinks it's a waste of time to ask for other opinions.	A	B

About the Speaking test

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

Part 1

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

Part 2

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

Part 3

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

Part 4

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

Test 3

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

READING

Part 1

Questions 1–5

Look at the text in each question.

What does it say?

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

Example:

0



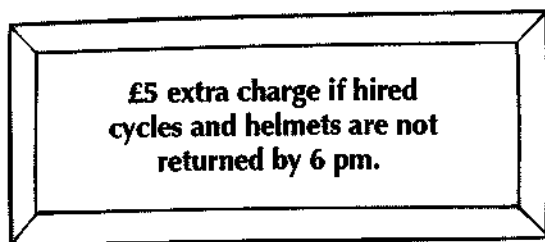
The advert says the computer game

- A is almost new and in good condition.
- B does not work on the seller's computer.
- C is only suitable for younger players.

Answer:

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

1



- A If you bring a bike back later than 6 pm, you will pay more.
- B Hire of a bicycle and helmet costs £5 if you return them before 6 pm.
- C Cyclists must wear helmets and be back no later than 6 pm.

2



Why is Kate contacting Sam?

- A to tell Sam he's late for the cinema
- B to inform Sam that she's leaving for the cinema now
- C to let Sam know the cinema trip is off

3


Click here for details of writing competition. Hurry! Last date for entries this Friday!




- A** This online competition ends soon, so find out more information about it here.
- B** Go to this website page to see the winning entries for Friday's competition.
- C** Click here to send us your name and contact details for this week's competition.

4

New Message

 To: Celine

 From: Debbie

Hope you enjoyed your birthday. Can you come into town later? My aunt's just had a baby boy and I want to get something for him.

What does Debbie want to do with Celine?

- A** celebrate her birthday
- B** go to the shops
- C** visit her aunt's new baby

5



- A** The school pool will only be open for one week during the holidays.
- B** Pupils must collect their cards this week if they want to use the pool.
- C** Each card allows the student to use the pool for one week only.

Part 2

Questions 6–10

The young people below are all members of a film club.

On the opposite page there are eight films which the film club is showing this month.

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

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

6



Serena really enjoys going to the film club. She likes romantic comedy and prefers films with famous actors. She is also keen on directors who have made other good films.

7



Roberto tries to go to the film club as often as he can. He enjoys thrillers, especially about spying, which also have plenty of action and well-known actors.

8



Lucy likes to watch films, but she doesn't want to watch ones produced in Hollywood all the time. She usually likes to see crime films which are about real events.

9



Dieter likes it when the film club shows a modern science-fiction film by a good director. He enjoys seeing ones which have lots of action and exciting special effects.

10



Francesca can only go to the film club once a month. When she does go she loves to see musicals, especially those with a happy ending. She prefers old films to new ones.

Films showing this month

A *The One Who Got Away*

This interesting but quite slow documentary drama, starring Cleo West, is about a female spy who actually lived during the 1960s. A wonderful performance from Cleo, who looks very much like the woman she is playing. Made in Hollywood for TV.

C *Moondance*

This is an extremely funny new film and the stars, familiar to audiences everywhere, give fine performances. The action takes place in California, where a boy meets a girl at the local High School musical and they fall in love. Directed by Tom Sargeant, famous for *Target* and *Watching People*.

E *Trip Up*

Made nearly thirty years ago but still one of the best comedy cartoons ever made! Rocky is a space detective and is trying to find out who the criminals were who took a number of very expensive space vehicles. He has many adventures, most of them very funny.

G *The Ring*

Jon Jackson is a private detective searching for a young woman, played by newcomer Briget Lees, who is trying to steal £3 million from a Paris banker. Amazingly, the film is based on a true story. Although the actors are American, *The Ring*, directed by Otto Koch, was made in France.

B *Emergency*

This romantic Hollywood drama is based around a children's hospital in Los Angeles. Both the main characters are played by actors new to the big screen. The ending is worth the wait and, although happy, will probably make you cry!

D *The Perfect Time*

Stars George Stevens and Anna Kidd attempt to save New York from a foreign power in this fast-moving film from director Martin Todd, who directed *Space Man*. Fans will love the way Stevens, playing a secret agent, gets to drive a car at high speed through the streets of Manhattan.

F *A Real Star!*

A really great film, full of excellent songs, from the Hollywood of the 1940s. Lena Halstead plays a young singer who spends her time dreaming of becoming famous and working in the theatre. When a well-known director, played by Jon Stapleman, hears her sing outside a railway station, she gets her wish.

H *Nero*

Voted film of the year in March! In 2035 a top scientist discovers a criminal robot. Excellent computer-created scenes help to make this film great from beginning to end. The director, Tomas Strindberg, is brilliant as always and you can look forward to lots of fast-moving scenes as you travel through space.

Part 3

Questions 11–20

Look at the sentences below about a young hockey player.

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

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

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

- 11 Training for the national hockey team takes place at a variety of locations in England.
- 12 Adam's father takes him to training events in his private plane.
- 13 If Adam attends a weekend camp, he always gets to school for the beginning of the week.
- 14 Adam is confident he can handle any difficult situations during his journeys.
- 15 Once, Adam had to take a taxi to the training camp because he missed the train.
- 16 Adam travels to take part in another sport as well as hockey.
- 17 Adam's parents keep a record of their sons' transport costs.
- 18 Adam's parents have had financial help from a sports organisation.
- 19 Adam gets upset when the other players laugh about the place where he lives.
- 20 The Clark family cancelled their holiday to allow Adam to play in a hockey match.

Adam Clark – hockey player



Fifteen-year-old Adam Clark is a player in the England Under-16 hockey team. Adam lives on Guernsey, one of the Channel Islands, a group of British islands near the French coast.

Adam has already travelled a huge number of kilometres on trips to different venues around England to practise with his team. However, not many young sportsmen hoping to play for their country get to travel to training sessions in a private aeroplane. If the regular passenger service to England from Guernsey is fully booked, a pilot friend of Adam's father helps out by taking Adam to practice sessions in his private plane. He also flies him to and

from weekend training camps so that Adam never has to miss any Monday morning lessons.

Adam doesn't worry about travelling such long distances and if there are any problems he knows he can deal with them calmly. On one occasion he had to wait as the pilot circled round and round trying to locate the airfield through thick fog. On another, he had to rush to the railway station after the taxi he had ordered to take him from the airport to the training camp failed to arrive.

'He's had to grow up very quickly and I sometimes get anxious about him travelling alone,' says Adam's mum. 'But he does all his own packing and checks himself in at the airport. We're no strangers to travelling. It all started when our older son, Jonathan, got a place in the Guernsey football team. Sport is very important in our lives and we help both boys equally. They are both members of the Channel Islands cricket team and often make the rough ferry crossing to the other islands for matches. If we added up how much we have spent on getting them to their sporting events, we would probably have a terrible shock. Fortunately, we have had grants from their school and the Guernsey Sports Committee.'

Adam is a midfield player and dreams of playing for Great Britain in the Olympic Games when he is older. 'My team-mates call me Guernsey,' says Adam, 'and they make a lot of jokes about where I live but it's all in fun. It is difficult to fit everything in but it's what I have to do if I want to play hockey at the highest level.' Adam is even prepared to miss his family's holiday in South Africa during the half-term break in order to play with his team. 'It's not a problem,' he says. 'I'm just happy to play hockey.'

Part 4

Questions 21–25

Read the text and questions below.

For each question, mark the correct letter A, B, C or D on your answer sheet.

Schoolgirl success



When 13-year-old Debra Brown appeared on a popular television talent show earlier this year, she amazed both the audience and the judges with her rich, powerful voice. Despite failing to win, she was immediately offered a recording contract worth over two million pounds by a major record company. The head of the company said, 'There's never been anyone of her age who can sing with such force. If she is trained properly, she will be successful all over the world and introduce classical music to a whole new audience.'

Her first album has just gone on sale. As well as popular classical favourites, it includes a song by a Danish pop group. The original song was about an unhappy marriage. Debra's rewritten version is about having friends, which was considered a more suitable subject for a young singer.

Debra's mother is a shop assistant and her father a police officer in the north of England. In order to keep up with her schoolwork when she is away recording in London, Debra has private lessons, although she attends her school whenever she is at home. 'My school gives me work to do when I'm away. Nobody treats me any differently there. And I listen to the same music as everyone else at school rather than classical music.'

'My ambition was to record my own album. I don't have any more plans for the future yet. The only thing I've bought so far is a pink mobile phone. I doubt my life is going to change much.'

Next month Debra travels to the United States to advertise her album, and this weekend she will sing before an international rugby match. Despite what she says, Debra's life is changing already.

- 21 What is the writer's aim in this text?
- A to review a new album by a popular artist
 - B to introduce a young singing star
 - C to offer advice about the music business
 - D to encourage people to listen to classical music
- 22 Debra was signed by the record company because
- A her voice was unusually strong.
 - B she had won the talent competition.
 - C they wanted to make her into a rock star.
 - D she could sing better than older singers.

23 Why was the pop song changed for Debra's album?

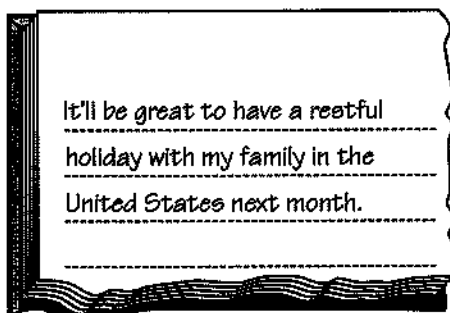
- A The original was in Danish.
- B It needed to sound more classical.
- C The topic of the song was too adult.
- D Debra had problems with the tune.

24 When Debra is at home with her parents, she

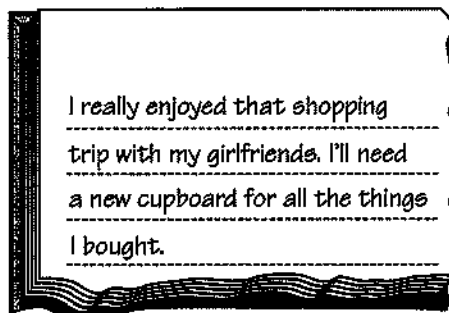
- A has to do extra schoolwork.
- B attends private classes.
- C studies classical music.
- D continues her normal education.

25 What might Debra write in her diary?

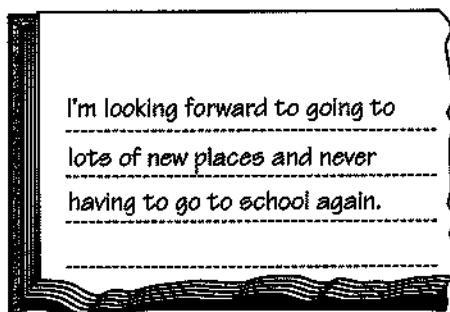
A



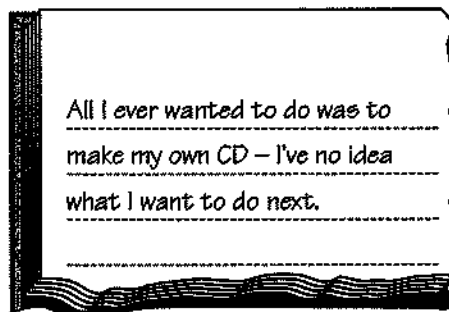
B



C



D



Part 5

Questions 26–35

Read the text below and choose the correct word for each space.

For each question, mark the correct letter A, B, C or D on your answer sheet.

Example:

0 A way

B manner

C style

D system

Answer:

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

Dance

Dancing probably began as a (0) for people to celebrate important events. People also danced in order to (26) the corn in their fields grow and to (27) good luck. Nowadays, people dance for fun, to follow the (28) fashion and to meet (29) people.



There are many different dances. Traditional Indian dancers move their hands, eyes and bodies more than their feet, and there's a famous Russian dance (30) the men bend their knees, (31) a straight back and kick their feet out very fast. Modern dance is freer than traditional dance and there are fewer rules. Some dances, (32) as the tango, were laughed (33) until they became popular.

Classical ballet, which is (34) on the toes, is a difficult dance and takes years of training to learn. It began two hundred years ago in France and Italy. Ballet became more exciting when the Russians used music and dance together to (35) a story.

- | | | | |
|---------------|------------|-------------|-----------|
| 26 A make | B let | C do | D allow |
| 27 A pass | B bring | C fetch | D catch |
| 28 A soonest | B youngest | C earliest | D latest |
| 29 A lots | B other | C any | D another |
| 30 A where | B while | C when | D whereas |
| 31 A continue | B stay | C keep | D remain |
| 32 A similar | B such | C like | D so |
| 33 A of | B by | C with | D at |
| 34 A acted | B played | C performed | D worked |
| 35 A speak | B explain | C say | D tell |

WRITING

Part 1

Questions 1–5

Here are some sentences about a journey to the seaside on a train.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

- 0 We knew the journey to the seaside would be exciting.

We knew the journey to the seaside was to be exciting.

Answer:

0

going

- 1 It was the first time my brother and I had travelled to the seaside by train.

My brother and I had travelled to the seaside by train before.

- 2 We were given some money for the journey by our mum.

Our mum us some money for the journey.

- 3 We found out that travelling by train is more expensive than travelling by bus.

We found out that travelling by bus is than travelling by train.

- 4 Our train tickets were checked by the guard.

It was the guard checked our train tickets.

- 5 The trip was so good that we'll never forget it.

It was a good trip that we'll never forget it.

Part 2

Question 6

You arranged to play tennis with your friend, George, this weekend, but now you can't.

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

- apologise for the change of plan
- explain why you can't play
- suggest another time to play.

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

Part 3

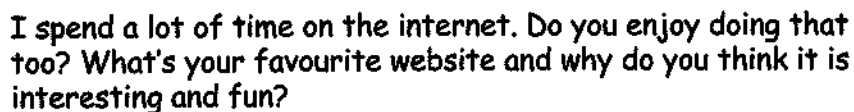
Write an answer to **one** of the questions (7 or 8) in this part.

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

Mark the question number in the box at the top of your answer sheet.

Question 7

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



I spend a lot of time on the internet. Do you enjoy doing that too? What's your favourite website and why do you think it is interesting and fun?

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

Question 8

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

I ran up the path, knocked on the front door and . . .

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

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

Part 1

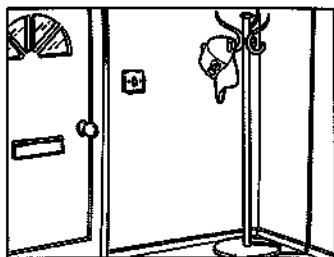
Questions 1–7

There are seven questions in this part.

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

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

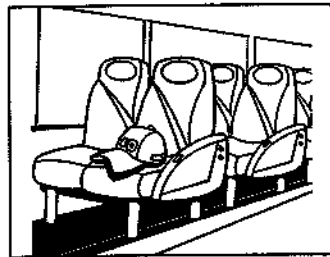
Example: Where is the girl's hat?



A

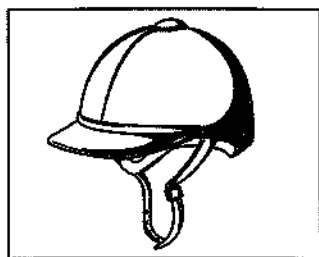


B



C

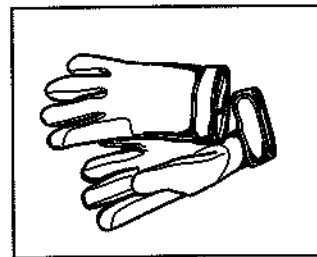
1 What must the girl buy for her horse-riding lessons?



A

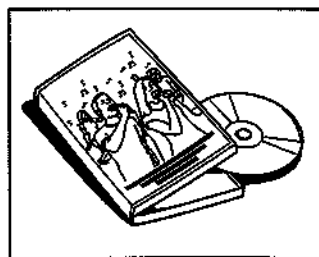


B

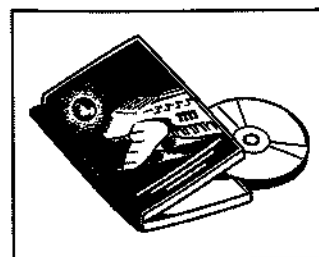


C

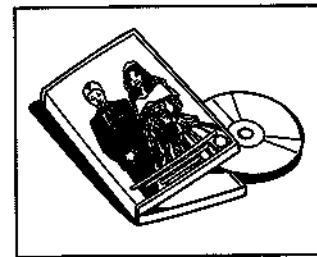
2 Which DVD are they going to watch?



A

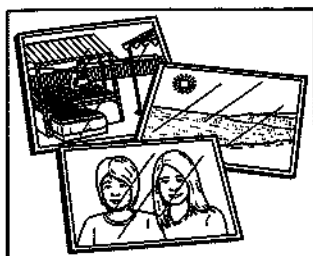


B

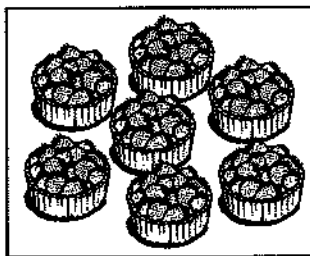


C

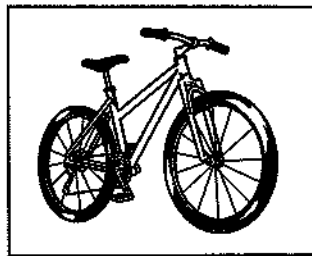
3 What does Sarah tell Katie to bring?



A

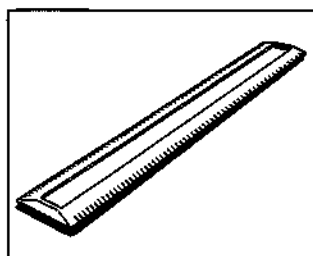


B



C

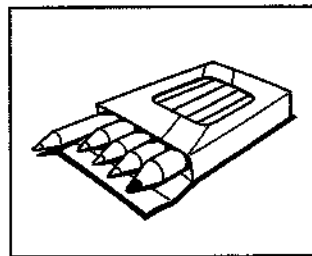
4 Which piece of equipment doesn't the girl have?



A



B

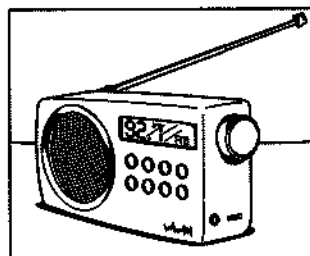


C

5 How did the girl find out that the school was closed?



A



B



C

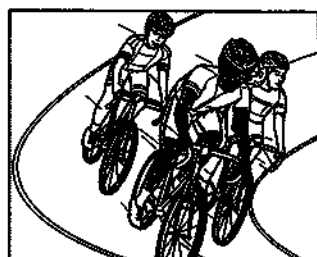
- 6 What will they do when the sports club opens?



A

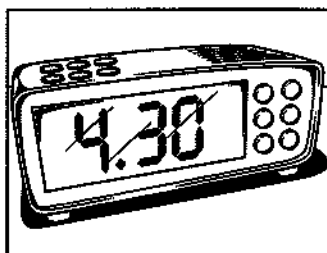


B

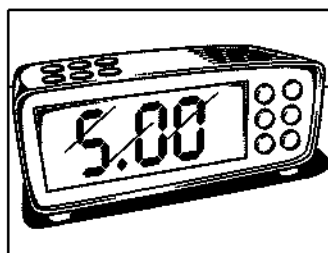


C

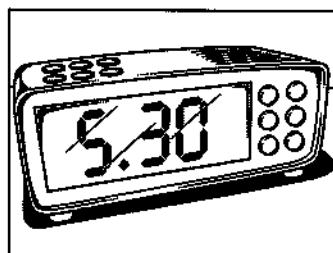
- 7 What time does the boy want his lesson to start?



A



B



C

Part 2**Questions 8–13**

You will hear a radio interview with a man called Paul Vaughan, who is talking about his job as a TV cameraman.

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

- | | |
|--|---|
| 8 What made Paul decide to become a cameraman? | A He read a book.
B He saw a film.
C He talked to a relative. |
| 9 What kind of programme did Paul work on first? | A a travel show
B a thriller
C a news programme |
| 10 What happened to Paul when filming on an Australian beach? | A He got very sunburnt.
B He had an accident.
C He had to stop filming. |
| 11 What did Paul win a prize for? | A an advertisement for television
B a film for the cinema
C an educational video |

Test 3

12 Who would Paul like to work with in future?

- A** people with no training in acting
- B** students at drama school
- C** some famous actors

13 What does Paul like most about his job?

- A** meeting interesting people
- B** seeing unusual places
- C** creating something special

Part 3

Questions 14–19

You will hear a teacher talking to a group of students about a school trip.
For each question, fill in the missing information in the numbered space.



School trip

Morning

- The coach leaves school at 9.00 a.m.
- Visit to a (14) factory
(includes a guided tour)
- You need money for the (15)

Afternoon

- We stop for lunch next to the (16)
(remember to bring drinks)
- Choice of organised activities:
EITHER
(17) show at Grand Theatre
(cost: (18) £..... for students)
OR
Visit to (19)- The coach departs at 5.30 p.m.

Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a girl called Hannah and a boy called Jack talking about a poetry-reading competition for school students.

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**.

		A YES	B NO
20	Hannah is pleased with the poem her teacher gave her to learn.	A	B
21	Jack thinks students should be allowed to choose the poem to read.	A	B
22	Hannah and Jack have missed watching television while preparing for the competition.	A	B
23	Jack found it hard to read his poem to his classmates.	A	B
24	Hannah was surprised when the winner was announced.	A	B
25	Jack and Hannah would take part in the competition again.	A	B

About the Speaking test

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

Part 1

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

Part 2

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

Part 3

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

Part 4

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

Test 4

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

READING

Part 1

Questions 1–5

Look at the text in each question.

What does it say?

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

Example:

0



FOR SALE

Rainforest Computer Game
2–4 players
Bought last month
Played once – works
perfectly
Phone Tom: 255324

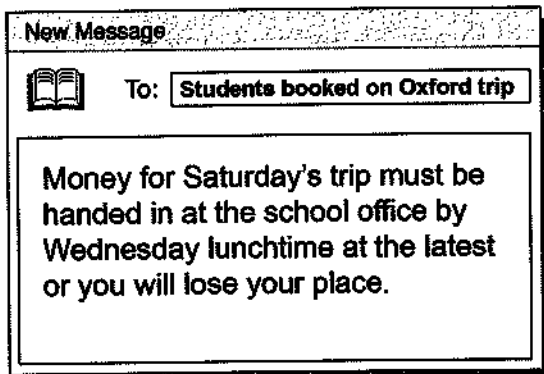
The advert says the computer game

- A** is almost new and in good condition.
- B** does not work on the seller's computer.
- C** is only suitable for younger players.


Answer:

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

1



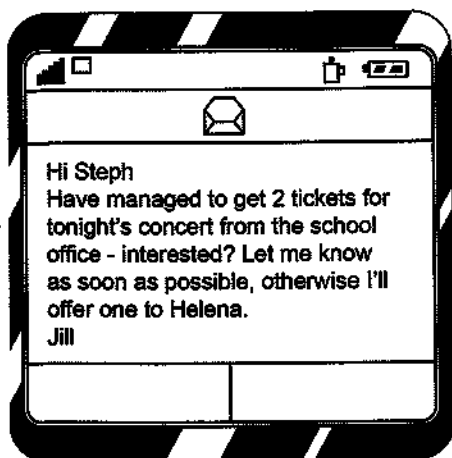
New Message

 To: Students booked on Oxford trip

Money for Saturday's trip must be handed in at the school office by Wednesday lunchtime at the latest or you will lose your place.

- A** Those who don't pay punctually won't be able to go to Oxford.
- B** There are very few places left on the Oxford trip.
- C** This is the last chance for students to register for the Oxford trip.

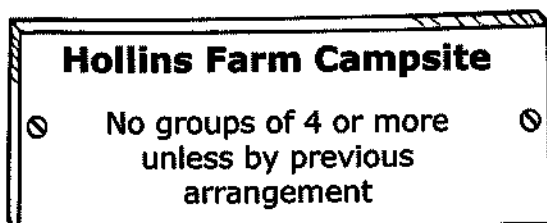
2



If Steph wants to go to the concert she should contact

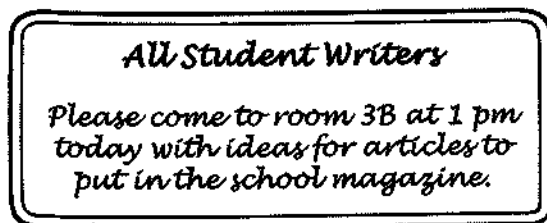
- A the school office.
- B Jill.
- C Helena.

3



- A All campers must reserve a place in advance.
- B Groups bigger than four are not allowed on this site.
- C Groups of more than three should contact the campsite before arriving.

4



This message is for students who

- A want to write things for others to read.
- B have extra writing classes in room 3B.
- C want magazines to be provided in the lunch break.

5



- A You must have signed permission to take part in sports day.
- B You have to limit the number of sports day races you take part in.
- C You need to write your name here to get more information about sports day.

Part 2

Questions 6–10

The young people below all want to do a cycling course during their school holidays. On the opposite page there are descriptions of eight cycling courses. Decide which course would be the most suitable for the following people. For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



Nancy is fourteen and cycles quite well. She needs to learn how to cycle safely from her home to school on busy city roads. She's only free at the weekends.

7



Markus is an excellent cyclist and he wants the excitement of riding on countryside and woodland tracks. He'd also like to learn more about looking after his bike. He can't attend a morning course.

8



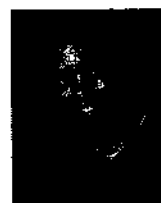
Ellie is nine and knows how to ride her bike, but isn't confident about starting and stopping. She'd love to meet other cyclists with a similar ability and have fun with them.

9



Leo can't cycle yet, and wants to learn on his own with the teacher. He'd prefer a course with sessions twice a week. He'd also like some practical information about cycling clothes and equipment.

10



Josh is eleven and a skilled cyclist. He's keen to learn to do exciting cycling tricks in a safe environment. He'd like to be with people of a similar age.

Cycling Courses

A Two Wheels Good!

Mountains! Rivers! Forests!
Our 'off-road' course offers you the chance to get out of the city. You'll need very good cycling skills and confidence. You will be with others of the same ability. Expert advice on keeping your bike in good condition also included.
Mondays 2.00 pm–6.00 pm or Fridays 3.00 pm–7.00 pm.

C Fun and Games

Do you want some adventure? Find out how to do 'wheelies' (riding on one wheel), 'rampers' (cycling off low walls), 'spins' and much more. . . We offer a secure practice ground, excellent trainers and loads of fun equipment. Wear suitable clothes. Only for advanced cyclists. (Age 11–12) Saturdays 1.00 pm–4.00 pm.

E Cycling 4 U

Not a beginner, but need plenty of practice? This course offers practical help with the basics of balancing and using your brakes safely. You'll be in a group of pupils of the same level. Improve your cycling skills and enjoy yourself at the same time! Open to all children up to the age of ten.
Sundays 10.00 am–12.00 pm.

G Safety First

We teach cycling safety for the city centre and country lane biker. We'll teach you the skills you need to deal with all the vehicles using our busy roads. All ages welcome from 10+. Thursdays 9.00 am–11.00 am.

B On Your Bike!

Can't ride a bike yet, but really want to? Don't worry. Our beginners-only group (4–10 pupils per group) is just what you're looking for. Excellent teaching in safe surroundings. Makes learning to cycle fun, exciting and easy. Mondays 9.00 am–11.00 am and Thursdays 2.00 pm–4.00 pm.

D Pedal Power

A course for able cyclists. We specialise in teaching riders of all ages how to manage difficult situations in heavy traffic in towns and cities. We guarantee that by the end of the course, no roundabout or crossroads will worry you! Saturdays 2.00 pm–4.00 pm.

F Bike Doctors

Have you been doing too many tricks on your bike? Taken it up mountains and through rivers? Then it probably needs some tender loving care. Bike Doctors teach you to maintain and repair your bike. (Some basic equipment required.)
Ages 11–19 Tuesdays 9.00 am–12.00 pm or Wednesdays 3.00 pm–6.00 pm.

H Setting Out

A course for absolute beginners needing one-to-one instruction to get off to a perfect start. We also give advice on helmets, lights, what to wear and much more. A fantastic introduction to cycling! Mondays and Tuesdays 9.00 am–11.00 am.

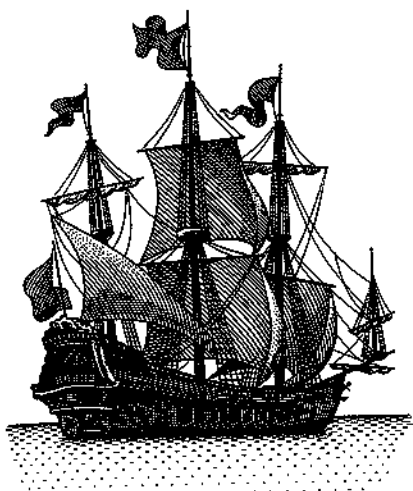
Part 3

Questions 11–20

Look at the sentences below about a sunken ship and its treasure.
Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is correct, mark **A** on your answer sheet.
If it is not correct, mark **B** on your answer sheet.

- 11 The divers were employed to look for sites of historical interest under the sea.
- 12 The divers realised immediately that the items they had found were important.
- 13 Ambrose first heard about the divers' work when he saw pictures of their underwater discovery.
- 14 The goods on board the ship have given Ambrose some idea of when the ship sank.
- 15 Ambrose is staying in Cape Town to do full-time research on the ship in the city's libraries.
- 16 Ambrose and Warner hope they can find out more information about the ship in Europe.
- 17 Ambrose thinks the ship was taking big guns to Africa.
- 18 Ambrose is completely certain that the ship sank as a result of a storm.
- 19 Present-day sailors still avoid this part of the African coast.
- 20 The ship was in a poor condition when it sank.

The Treasure Ship



The coast of the Namib Desert in South West Africa is the location of Namibia's diamond industry. These valuable stones can be found both in the desert and in the seabed. Recently, a team of divers working for a diamond company were searching for diamonds under the sea when they made an exciting discovery.

The divers had just started digging when they uncovered a few gold coins and also some pieces of metal and wood. Although they didn't know what the objects were, they realised they had to stop work straight away and inform a historical expert called Derek Ambrose, who worked for the same company.

Ambrose is based in the city of Cape Town in South Africa, and he mainly looks at anything of historical importance found in the Namibian desert, which is where

the company usually digs for diamonds. However, Ambrose already knew about the digging that the divers were doing under the sea. As soon as he received the photographs of what they had found, he decided to visit the site and invited his former teacher, Bruce Warner, from the University of Cape Town, to help him do research into the discovery.

They quickly realised that the divers had discovered a sunken ship. Based on what the ship was carrying, they believe that the ship sank in the late 1400s or early 1500s. Ambrose and Warner are now trying to fit the pieces of information they have into a story. They divide their time between looking at the remains of the ship under the sea off the West African coast and doing research in museums and libraries in Cape Town. Soon they will leave for Europe and go to Portugal or Spain to search for records of a ship that went missing with similar items on board.

The gold and valuable metals on board are proving very interesting. Ambrose believes the ship was on government business – probably looking for enough metal to make big guns. On the other hand, Ambrose wonders why the captain still had so many coins on board. Shouldn't he have used them to buy the metal? 'Perhaps a group of pirates stole the ship before it sank,' Ambrose said. 'I intend to find out what really happened.'

What sank the ship may remain a mystery. But Ambrose has several ideas: this coast was well known for storms and thick fogs. Even today sailors keep away from it, despite having more accurate maps and better equipment. He has found pieces of wood from the ship with large holes and repairs done by sailors, so the ship was clearly old, even then.

Part 4

Questions 21–25

Read the text and questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Kelly Parks, Young Actress



I'm Kelly Parks, I'm eleven, and I play the character of Junior Detective, Jessie Carter. My latest movie, *Jessie Carter and the Angry Dogs*, is in the cinemas now. I'm going to tell you a bit about myself – Kelly, not Jessie.

Winning the part was a dream come true. My agent introduced me to the film producers and they thought I was just right for Jessie. Actually, we are very similar. We both try to use big words and often get them wrong. Neither of us is shy or nervous, unlike some girls our age. We both have strong opinions, and we're ambitious and smart – just what you need for solving mysteries, which is what Jessie does. She's independent, fearless and knows how to handle frightening situations. I can see why girls admire her.

I see my friends just as much as I did before. They've always dreamt of being in the movies and, at first, I thought they might say 'Why her? Why not us?' But they've been great. To them I'm still Kelly, not Jessie, which is fine.

Actors often move between films and TV. A movie can take over three months to film, while a TV show can be finished in a few days, so they are different. Not that this makes one better than the other. Some TV work is fantastic and I had great fun playing small parts in a couple of major weekly shows.

Playing Jessie has given me the chance to travel around America and visit some amazing historical places. My ambition is to study world history at university when I'm older. After I finish university I'd love to go round the world seeing everything I've studied.

21 What is Kelly's main purpose in writing the text?

- A** to encourage people to see her new film
- B** to advise other children about how to get into acting
- C** to inform readers about her life as an actress
- D** to explain how the Jessie Carter films were made

22 What does Kelly say about Jessie, the character she plays?

- A Some people are afraid of her.
- B She has the right qualities to be a detective.
- C She's a rather mysterious person.
- D She sometimes talks too much.

23 How does Kelly feel about her friends?

- A worried that they are jealous of her
- B glad that they are film actors too
- C sad that they behave differently towards her now
- D happy that they still spend a lot of time with her

24 According to Kelly, the difference between TV and the movies is

- A it's harder to get a part on TV than a movie role.
- B TV programmes take less time to make than movies.
- C TV programmes are more enjoyable to make than movies.
- D movies usually have better quality acting than TV programmes.

25 Which of the following is the best description of Kelly Parks?

A **Although Kelly's very young, she's an actress with plenty of experience who would now like to try some other roles.**

B **Kelly's a confident young person who is not afraid to talk about the disadvantages of being a successful actress.**

C **Kelly's a successful child actress who uses the opportunities that her work gives her to explore other interests.**

D **Kelly's a lively young person who aims to spend the rest of her life acting on TV shows and in films.**

Part 5

Questions 26–35

Read the text below and choose the correct word for each space.

For each question, mark the correct letter A, B, C or D on your answer sheet.

Example:

0 A about

B of

C round

D to

Answer:

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



Actually Factually

Parents often tell their children facts (0) the world, for example: 'Wear a scarf (26) you'll catch a cold' and 'A camel stores water in the hump on its back'. But a new book called *Actually Factually* tells the (27) about many facts we accept

(28) questioning from science, geography and history. The book (29) that many of them are nonsense!

Colds and flu are (30) by a bug, not by getting cold. Why do many of (31) get ill in winter? Perhaps it's because we stay indoors, which makes it (32) for others to catch the illness.

The reason camels can walk across the sand for days without a drink is because the camel's hump (33) fat, which its body uses when there is no food (34) The camel has little fat on the rest of its body. This means that it doesn't (35) water through its skin in the desert sun.

- | | | | |
|----------------|---------------|-------------|--------------|
| 26 A if | B unless | C so | D or |
| 27 A case | B information | C truth | D idea |
| 28 A beside | B without | C despite | D along |
| 29 A discusses | B shows | C describes | D appears |
| 30 A happened | B grown | C caused | D developed |
| 31 A them | B those | C us | D these |
| 32 A easier | B tighter | C closer | D straighter |
| 33 A lends | B consists | C contains | D keeps |
| 34 A available | B convenient | C free | D clear |
| 35 A lose | B leave | C miss | D drop |

WRITING

Part 1

Questions 1–5

Here are some sentences about the Danish author Hans Christian Andersen.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

- 0 Before Hans Christian Andersen succeeded as a novelist, he trained as an actor.

Before his as a novelist, Hans Christian Andersen trained as an actor.

Answer:

0

success

- 1 Many well-known children's stories were written by Hans Christian Andersen.

Hans Christian Andersen many well-known children's stories.

- 2 Andersen's family was very poor and his mother could not read.

Andersen's family was very poor and his mother was to read.

- 3 Andersen was a keen traveller all his adult life.

Andersen was keen on all his adult life.

- 4 Children could easily understand Andersen's stories.

Children found Andersen's stories to understand.

- 5 Danish writers had not used such a simple style before.

It was the that Danish writers had used such a simple style.

Part 2

Question 6

You've got a new camera.

Write an email to tell your friend, Marta, about your camera. In your email, you should

- explain when you got the camera
- say who gave you the camera
- describe what you will photograph.

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

Part 3

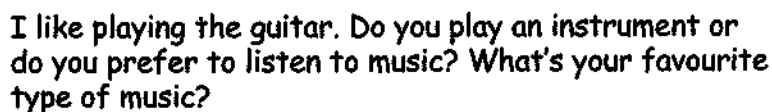
Write an answer to **one** of the questions (7 or 8) in this part.

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

Mark the question number in the box at the top of your answer sheet.

Question 7

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



I like playing the guitar. Do you play an instrument or do you prefer to listen to music? What's your favourite type of music?

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

Question 8

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

Mary and Ben climbed into the helicopter for their exciting trip.

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

PAPER 2 LISTENING TEST

approx 35 minutes

(including 6 minutes transfer time)

Part 1

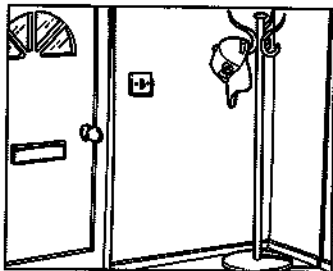
Questions 1-7

There are seven questions in this part.

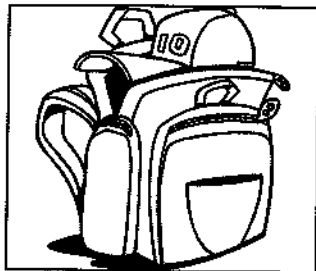
For each question there are three pictures and a short recording.

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

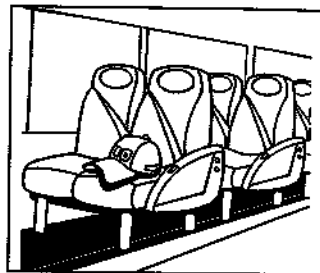
Example: Where is the girl's hat?



A

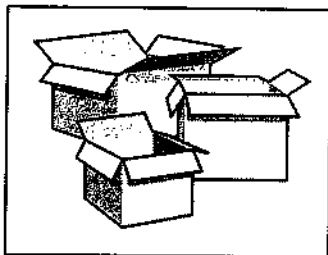


B



C

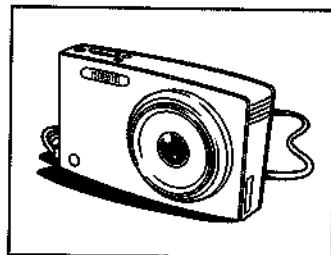
1 What must the class bring to school next week?



A

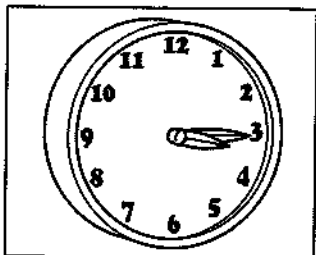


B

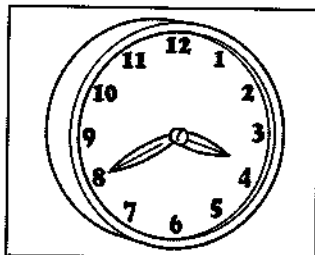


C

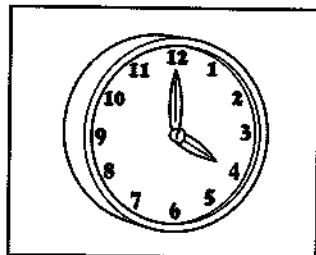
2 What time does the girl want to be picked up?



A



B



C

Which band does the boy like best?



A



B

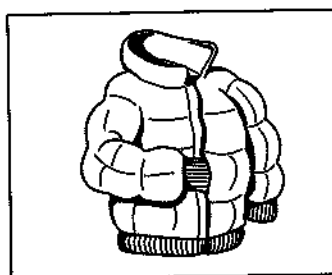


C

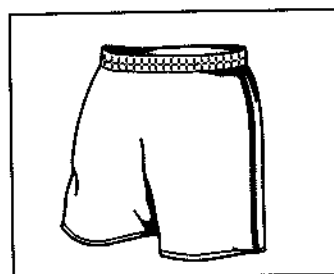
4 What did the boy forget to pack?



A



B

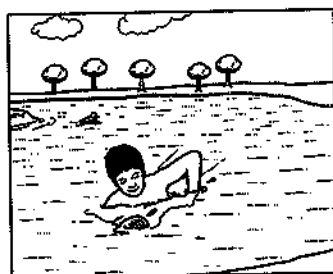


C

5 What did the boy like about the camping holiday?



A

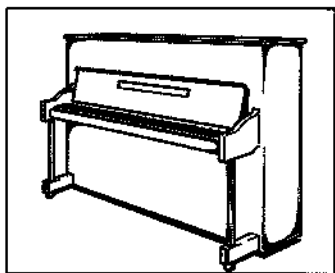


B

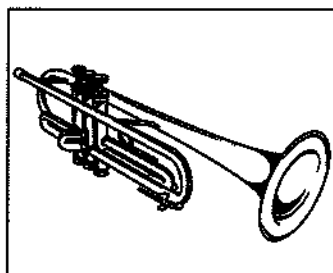


C

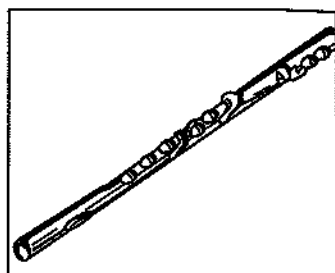
- 6 What does the girl want to learn to play next?



A

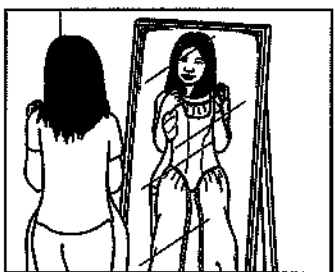


B



C

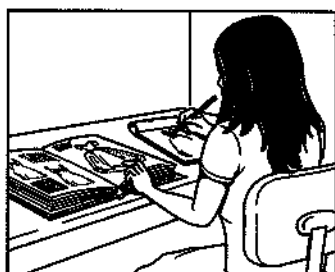
- 7 What can visitors do at the Fashion Museum?



A



B



C

Part 2

Questions 8–13

You will hear an interview with a teenage film star called Zac Efron, whose new movie is set in a school. For each question, choose the correct answer **A**, **B** or **C**.

- | | |
|--|--|
| 8 Zac became an actor because | <p>A his parents encouraged him.</p> <p>B his teachers recognised his talent.</p> <p>C his first performance got noticed.</p> |
| 9 What does Zac say about the recording contract he was offered? | <p>A He doesn't know why he refused it.</p> <p>B He realises he made a good decision.</p> <p>C He wishes he had considered it more carefully.</p> |
| 10 What embarrassed Zac in one live show? | <p>A seeing someone he knew in the audience</p> <p>B getting the words of a song wrong</p> <p>C telling a joke that wasn't funny</p> |
| 11 When filming in a real school, Zac didn't like | <p>A feeling too old to be there.</p> <p>B his work being interrupted.</p> <p>C working with real schoolkids.</p> |

Test 4

12 How is Zac similar to the character he plays?

- A** He has the same ideas about right and wrong.
- B** He had a group of close friends at school.
- C** He prefers not to make enemies.

13 In Zac's opinion, to have a good party he needs

- A** to invite famous people.
- B** to spend lots of money.
- C** to feel relaxed.

Part 3

Questions 14–19

You will hear a teacher telling some students about a visit to an electronics company.
For each question, fill in the missing information in the numbered space.



Visit to an electronics company

Day of the visit: (14)

Time the bus will leave the school: (15)

Who to speak to if you can't go: (16)

What you must remember to bring: (17)

What students will design during the visit: (18)

Prize for the best design: (19)

Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a boy called Ray and a girl called Meg discussing a sports trip they have just been on. 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**.

	A YES	B NO
20 Ray has been on a school sports trip before.	A	B
21 Meg is disappointed by how she did at judo.	A	B
22 Ray has a positive opinion of the judo coach.	A	B
23 Meg regrets doing scuba-diving.	A	B
24 Ray is looking forward to giving a talk about the trip.	A	B
25 They are both planning to go on a similar sports trip next year.	A	B

About the Speaking test

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

Part 1

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

Part 2

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

Part 3

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

Part 4

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

Frames for the Speaking test

TEST 1

Part 1 (2–3 minutes)

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

Phase 1

Examiner

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

A/B I'm and this is
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
Thank you.

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

Thank you.

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

Thank you.

(Ask the following questions. Use students' names throughout. Ask Student A first.)

Where do you live / come from?

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

Thank you.

(Repeat for Student B.)

Back-up prompts

How do you write your family / second name?

How do you write your family / second name?

Do you live in ...?

Do you have English lessons?

Phase 2

Examiner

(Select one or more questions from the list to ask each student. Use students' names throughout. Ask Student B first.)

Back-up prompts

What's your favourite school subject? Why?

Do you like studying maths / science?

Tell us about your English teacher.

Who is your English teacher?

What do you enjoy doing in your free time?

What do you do in your free time?

Tell us about your family.

Do you have brothers and sisters?

Thank you.

(Introduction to Part 2)

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

Part 2 (2–3 minutes)

PRESENT FOR A SPORTY PENFRIEND

Tasks Discussing alternatives; expressing opinions; making choices.

Examiner *Say to both students:*

I'm going to describe a situation to you.

A teenage boy is going to stay with his penfriend, who lives in another country, and he wants to take him a present. His penfriend is very interested in sport. Talk together about the different presents he could take and say which would be best.

Here is a picture with some ideas to help you.

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

I'll say that again.

A teenage boy is going to stay with his penfriend, who lives in another country, and he wants to take him a present. His penfriend is very interested in sport. Talk together about the different presents he could take and say which would be best.

All right? Talk together.

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

Part 3 (3 minutes)

USING COMPUTERS

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

Examiner *Say to both students:*

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people using computers.

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

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

(Student A) *Approximately one minute*

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

Ask Student A to close his / her book.

Examiner

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

(Student B) *Approximately one minute*

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

Part 4 (3 minutes)

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

Examiner *Say to both students:*

Your photographs showed people using computers. Now, I'd like you to talk together about the different things you do on a computer, and say where you use a computer.

Allow the students enough time to complete the task without intervention.

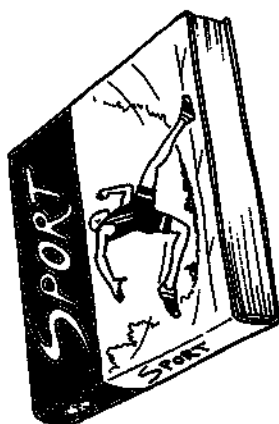
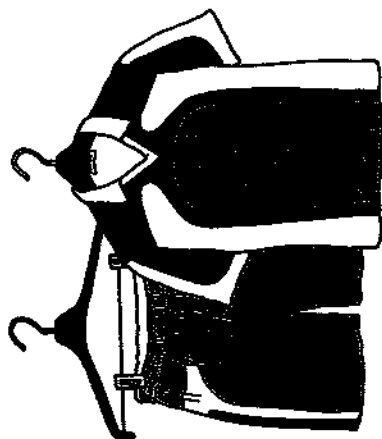
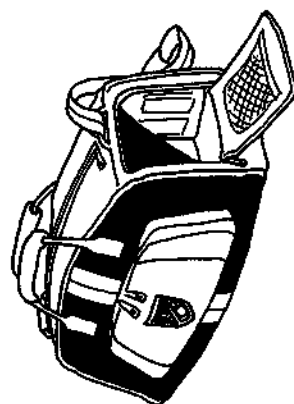
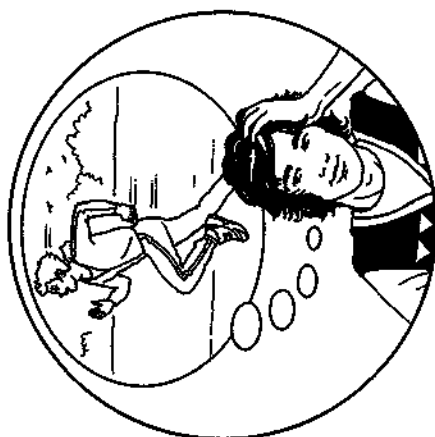
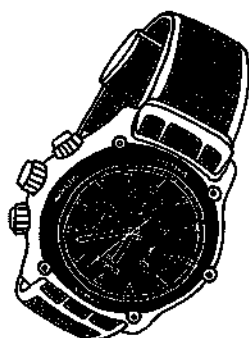
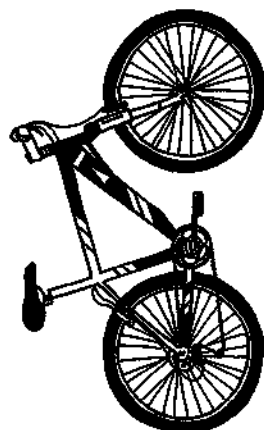
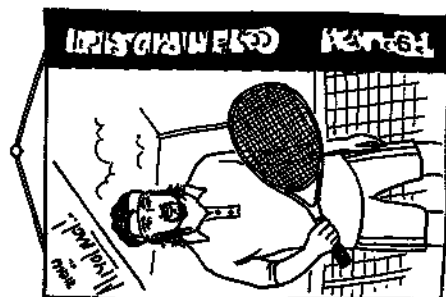
Prompt only if necessary.

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

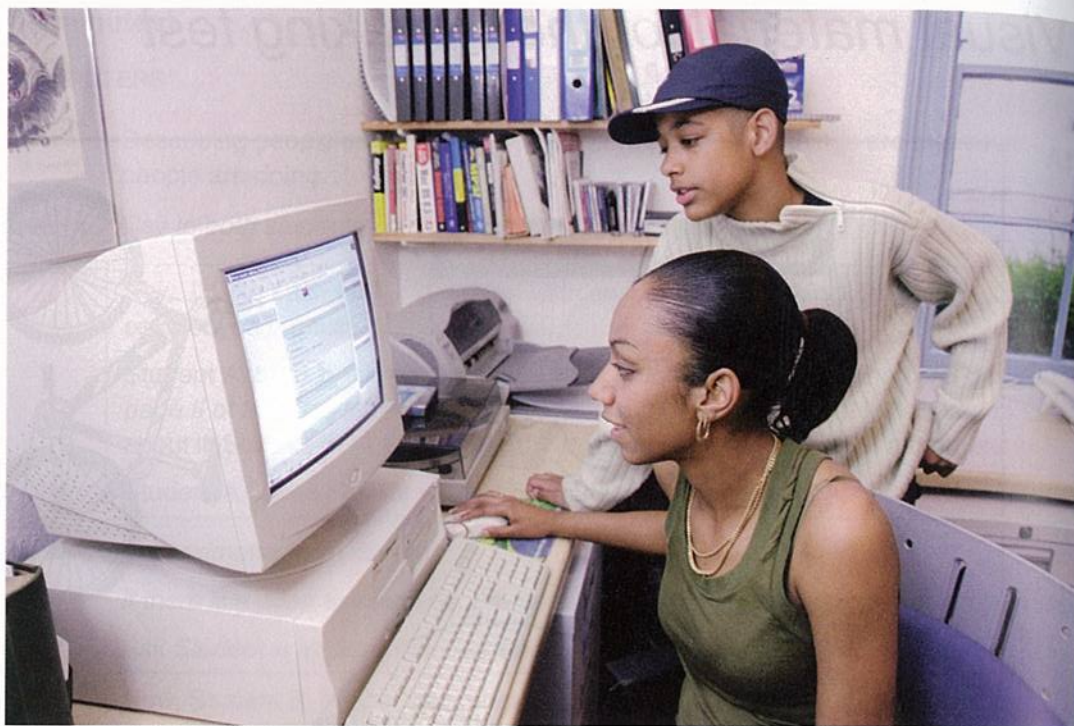
Back-up prompts

1. Talk about the **different things** you do on a computer.
2. Talk about **where** you use a computer.
3. Talk about how a computer helps you with **school work**.
4. Talk about your favourite type of **computer game**.

Visual material for the Speaking test

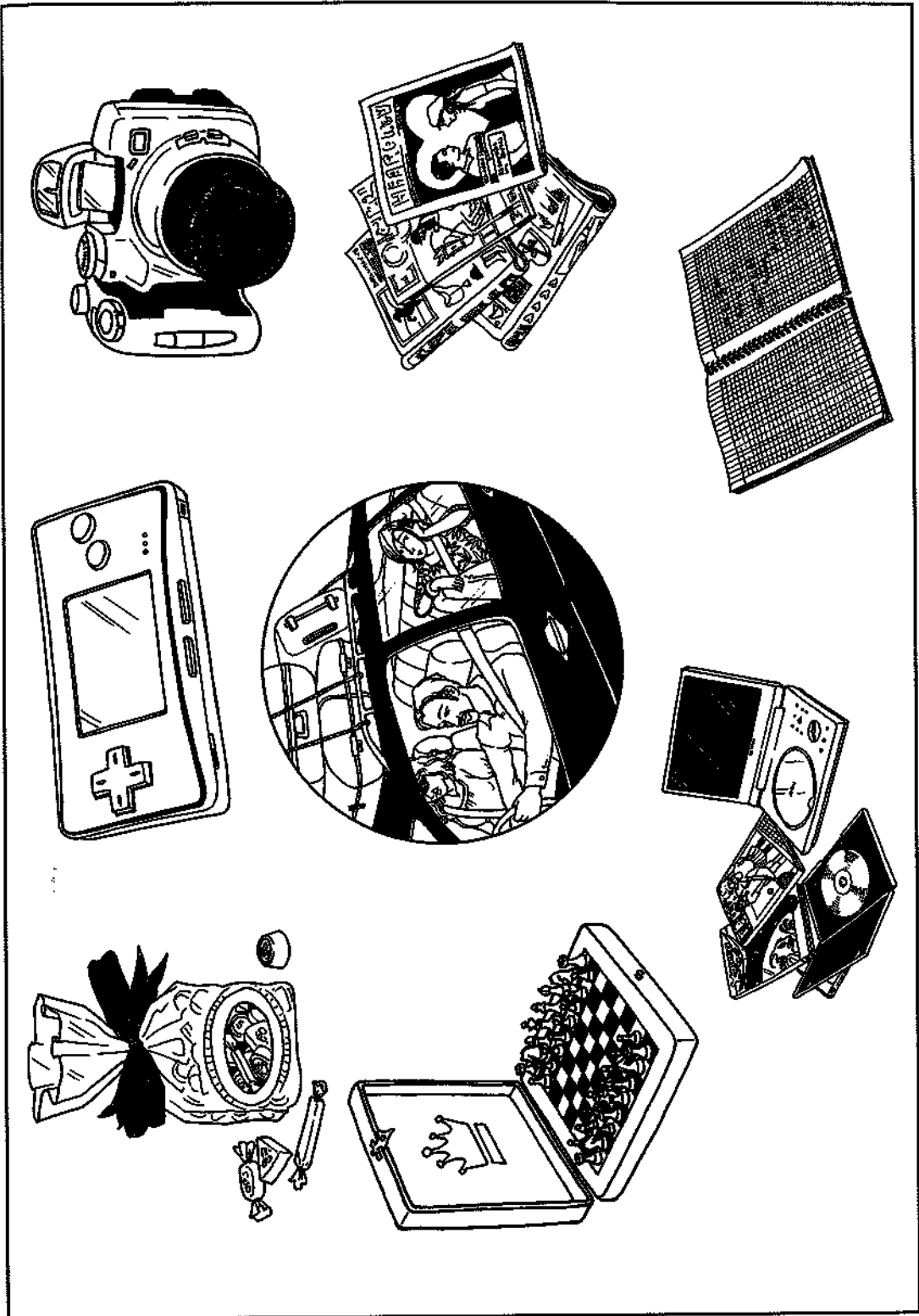


1B



4D





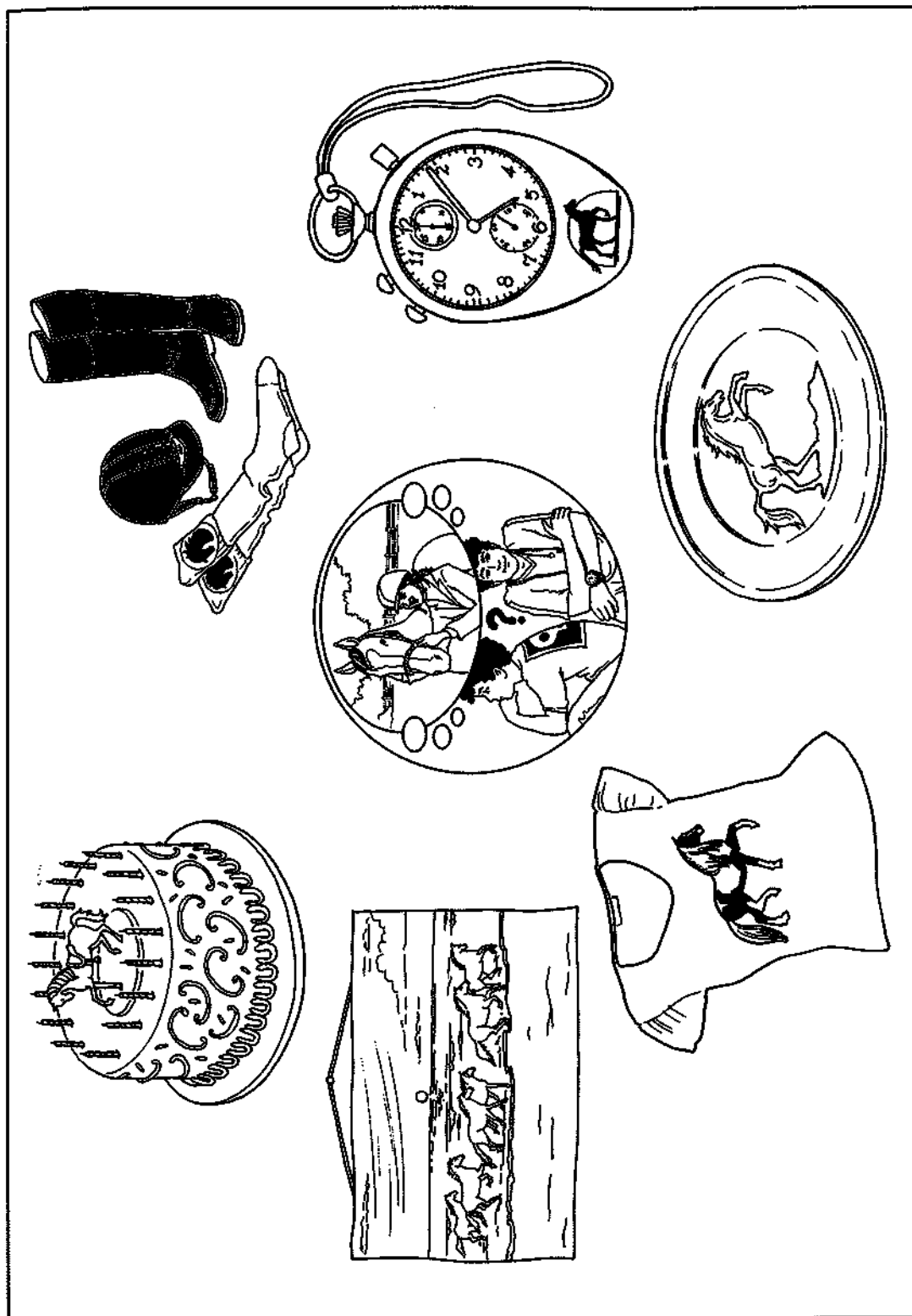
1C



2B



3A



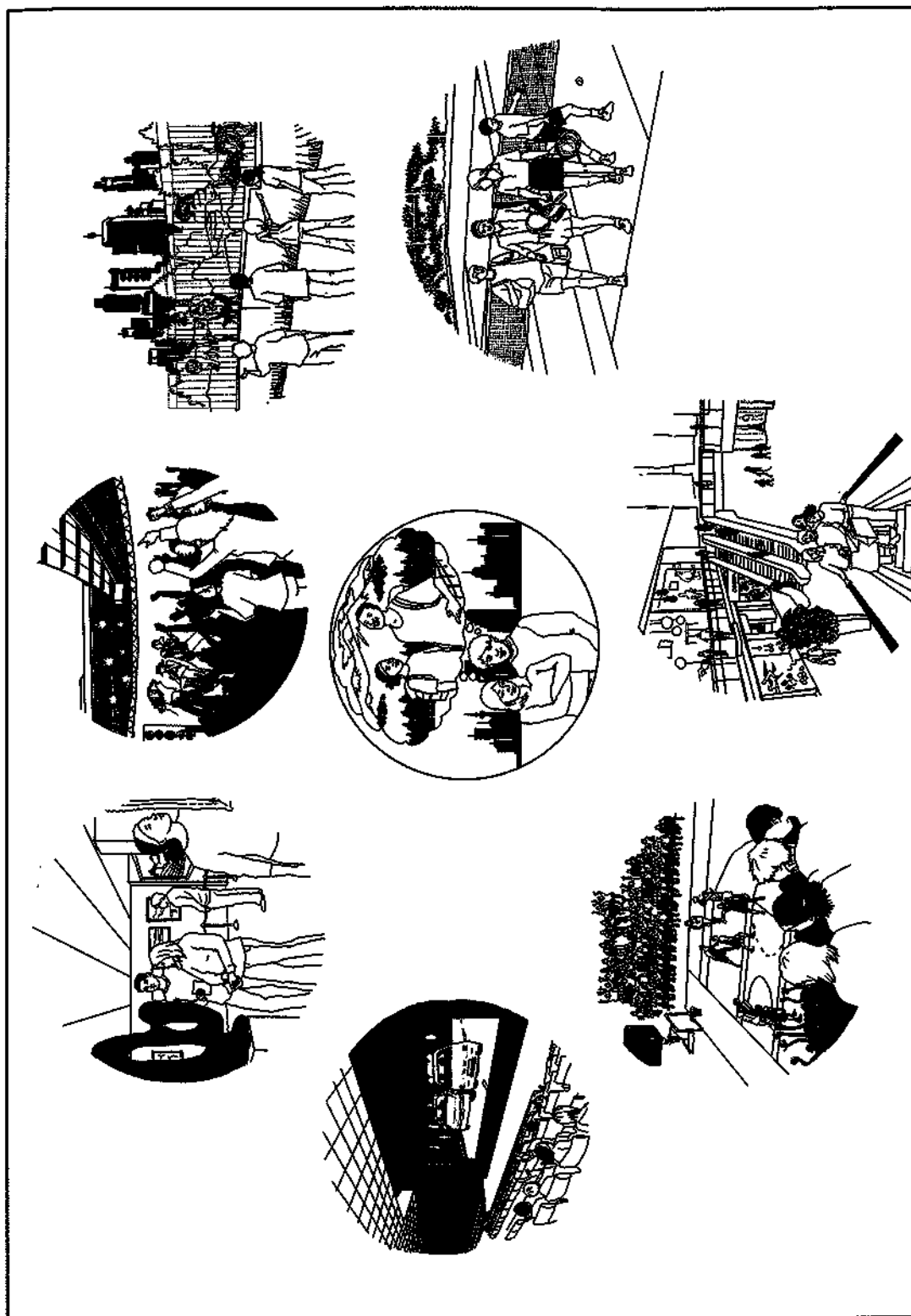
3B



4C



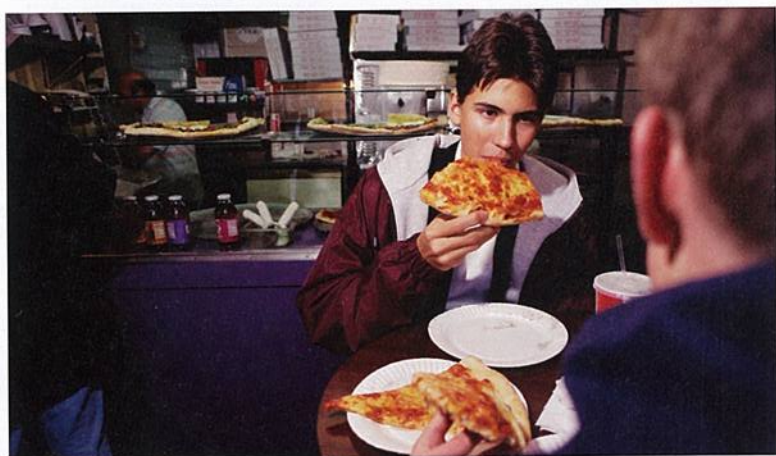
24A



3C



4B



2C



TEST 2

Part 1 (2–3 minutes)

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

Phase 1

Examiner

SB Good morning / afternoon / evening.
Can I have your mark sheets, please?

VB I'm and this is
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
Thank you.

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

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

(Ask the following questions. Use students' names throughout. Ask Student A first.)

Where do you live / come from?

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

Thank you.

(Repeat for Student B.)

Back-up prompts

How do you write your family / second name?

How do you write your family / second name?

Do you live in ...?

Do you have English lessons?

Phase 2

Examiner

(Select one or more questions from the list to ask each student. Use students' names throughout. Ask Student B first.)

Back-up prompts

What's your favourite school subject? Why?

Do you like studying maths / science?

Tell us about your English teacher.

Who is your English teacher?

What do you enjoy doing in your free time?

What do you do in your free time?

Tell us about your family.

Do you have brothers and sisters?

Thank you.

(Introduction to Part 2)

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

Part 2 (2–3 minutes)

LONG CAR JOURNEY

Tasks Discussing alternatives; expressing opinions; making choices.

Examiner *Say to both students:*

I'm going to describe a situation to you.

A girl is going on a long car journey with her parents. She wants to take something to do in the car. Talk together about the different things she could take and then decide which would be best for passing the time.

Here is a picture with some ideas to help you.

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

I'll say that again.

A girl is going on a long car journey with her parents. She wants to take something to do in the car. Talk together about the different things she could take and then decide which would be best for passing the time.

All right? Talk together.

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

Part 3 (3 minutes)

CLASSROOM ACTIVITIES

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

Examiner *Say to both students:*

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of students in their classrooms.

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

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

(Student A) *Approximately one minute*

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

Ask Student A to close his / her book.

Examiner

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

(Student B) *Approximately one minute*

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

Part 4 (3 minutes)

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

Examiner *Say to both students:*

Your photographs showed students in their classrooms. Now, I'd like you to talk together about the type of classroom activities you enjoy and say why you like them.

Allow the students enough time to complete the task without intervention.

Prompt only if necessary.

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

Back-up prompts

1. Talk about the classroom activities you **enjoy**.
2. Talk about **why** you like them.
3. Talk about the classroom activities you **don't** like.
4. Talk about a **lesson** you enjoyed.

TEST 3

Part 1 (2–3 minutes)

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

Phase 1

Examiner

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

A/B I'm and this is
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
Thank you.

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

Thank you.

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

Thank you.

Back-up prompts

How do you write your family /
second name?

How do you write your family /
second name?

*(Ask the following questions.
Use students' names throughout.
Ask Student A first.)*

Where do you live / come from?

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

Thank you.

(Repeat for Student B.)

Do you live in ...?

Do you have English lessons?

Phase 2

Examiner

(Select one or more questions from the list to ask each student. Use students' names throughout. Ask Student B first.)

Back-up prompts

What's your favourite school subject? Why?

Do you like studying maths / science?

Tell us about your English teacher.

Who is your English teacher?

What do you enjoy doing in your free time?

What do you do in your free time?

Tell us about your family.

Do you have brothers and sisters?

Thank you.

(Introduction to Part 2)

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

Part 2 (2–3 minutes)

BIRTHDAY PRESENT FOR SISTER

Tasks Discussing alternatives; expressing opinions; making choices.

Examiner Say to both students:

I'm going to describe a situation to you.

Two brothers want to give their older sister a present on her sixteenth birthday. Their sister loves horses. Talk together about the different things they could give her and decide which would be best.

Here is a picture with some ideas to help you.

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

I'll say that again.

Two brothers want to give their older sister a present on her sixteenth birthday. Their sister loves horses. Talk together about the different things they could give her and decide which would be best.

All right? Talk together.

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

Part 3 (3 minutes)

FRIENDS SPENDING TIME TOGETHER

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

Examiner *Say to both students:*

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of friends spending time together.

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

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

(Student A) *Approximately one minute*

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

Ask Student A to close his / her book.

Examiner

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

(Student B) *Approximately one minute*

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

Part 4 (3 minutes)

Examiner *Say to both students:*

Your photographs showed friends spending time together. Now, I'd like you to talk together about where you spend time with your friends and say what you like doing with them.

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

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

Back-up prompts

1. Talk about **where** you spend time with your friends.
2. Talk about what you **like doing** with them.
3. Talk about **how often** you see your friends.
4. Talk about why friends are **important**.

TEST 4

Part 1 (2–3 minutes)

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

Phase 1

Examiner

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

A/B I'm and this is
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
Thank you.

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

Thank you.

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

Thank you.

*(Ask the following questions. Use students' names throughout.
Ask Student A first.)*

Where do you live / come from?

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

Thank you.

(Repeat for Student B.)

Back-up prompts

How do you write your family /
second name?

How do you write your family /
second name?

Do you live in ...?

Do you have English lessons?

Phase 2

Examiner

(Select one or more questions from the list to ask each student. Use students' names throughout. Ask Student B first.)

What's your favourite school subject? Why?
Tell us about your English teacher.
What do you enjoy doing in your free time?
Tell us about your family.
Thank you.

(Introduction to Part 2)

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

Back-up prompts

Do you like studying maths / science?
Who is your English teacher?
What do you do in your free time?
Do you have brothers and sisters?

Part 2 (2–3 minutes)

COUSINS TO STAY

Tasks Describing alternatives; expressing opinions; making choices.

SUITABLE FOR GROUPS OF THREE AND PAIRS

Examiner *Say to both / all students:*

I'm going to describe a situation to you.

A brother and sister who live in a big city have some cousins who live in the countryside. The cousins are coming to visit. Talk together about the different things they could all do in the city, and decide which would be most fun.

Here is a picture with some ideas to help you.

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

I'll say that again.

A brother and sister who live in a big city have some cousins who live in the countryside. The cousins are coming to visit. Talk together about the different things they could all do in the city, and decide which would be most fun.

All right? Talk together.

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

Part 3 (3–4 minutes)

HAVING A SNACK

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

SUITABLE FOR GROUPS OF THREE AND PAIRS

Examiner

Say to both / all students:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people having a snack.

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

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

(Student A)

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

Examiner

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

(Student B)

*Approximately one minute**Ask Student B to close his / her book.*

Examiner

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

(Student C)

*Approximately one minute**Ask the students to close their books before moving to Part 4.***Part 4 (3–4 minutes)****Tasks**

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

Examiner*Say to both / all students:*

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

Allow the students enough time to complete the task without intervention.

Prompt only if necessary.

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

Back-up prompts

1. Talk about **what** you usually eat for a snack.
2. Talk about **where** you usually have a snack.
3. Talk about the **best** time of day for a snack.
4. Talk about **good** and **bad** snacks.

Key

Test 1

PAPER 1 READING AND WRITING

READING

Part 1

1 C 2 A 3 B 4 A 5 C

Part 2

6 F 7 D 8 B 9 G 10 H

Part 3

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

Part 4

21 D 22 A 23 B 24 C 25 D

Part 5

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

WRITING

Part 1

- 1 than
- 2 since
- 3 only
- 4 doing / who/that (can) do
- 5 was directed

Part 2 & 3

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

SAMPLE A (Test 1, Question 6: Email to a friend)

Hello Charlie,

How are you? Do you know that I go to the concert of SSSO1. I enjoyed it because the singer was making jokes to the public and also dancing. Why don't you come to the next concert of them?

Valeria

Examiner Comments

All three parts of the message are clearly communicated: who played, why they enjoyed the concert and the invitation.

Mark: 5

SAMPLE B (Test 1, Question 6: Email to a friend)

I want to say you that yesterday I went to the Green Day concert and it was the best because in one song they invite someone to play a song with them, and was me! Can we go to one?

Examiner Comments

All three parts of the message are communicated, but some non-impeding errors and awkwardness of expression (particularly why they enjoyed the concert) affect the clarity.

Mark: 4

SAMPLE C (Test 1, Question 6: Email to a friend)

Dear Charly

I write this email for you because I want to tell you about the concert of Juan Luis Guerra, was the best concert of my live was the last night. On Friday I have other concert. Do you came with me?
bye, see you.

Examiner Comments

Who played and the invitation are clearly communicated, but the second point is omitted.

Mark: 3

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

Hi Peter!

Last weekend was fantastic for me, because my friend Lucy has an incredibly party on the beach. First, we went to buy all sorts of things that we needs, later we meet with the other people at 17:00 in the park and then the party began.

On Sunday I felt really tired but I had a to trainer at the afternoon for a very important mach that I will have on Friday. When I finished training I go to a restaurant with all my family to had dinner it's was lovely food in there, when we finished to eat we visited my grandmother at her house because was her birthday.

Finally I arrived home at 9:00 it was a very busy weekend for me.
Bye and see you son.

Examiner Comments

Scales	Mark	Commentary
Content	5	All content is relevant and the task is fully addressed with appropriate expansion. The target reader is fully informed.
Communicative Achievement	4	The candidate has addressed the task appropriately, using a suitable letter format. Ideas are communicated, although the reader may struggle to follow the message at times, for example in the second paragraph.
Organisation	4	The letter is generally well-organised and coherent, with clear paragraphing. A reasonable number of linking words are used, although these are largely limited to time linkers (<i>Last weekend; because; First; later; On Sunday; When; Finally</i>). The use of cohesive devices is largely limited to reference pronouns.
Language	3	Uses everyday vocabulary generally appropriately. Uses simple grammatical forms with a good degree of control, but frequent confusion over tenses is distracting at times. Errors are noticeable, particularly in the second paragraph, but the meaning can still be determined.

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

Dear Jack,

Thank you for your letter. So, you want to know how I spent my weekend? It was really exciting, me and some of my friends went skiing in Arieseni. There was a lot of snow so we had a very refreshing snow fight.

I was so brave I even skied from the top of the slope. I tried to go with the snowboard but failed miserably.

We ate at a cheap restaurant near the slope. The food was quite good.

At the end of the day we decided to make a snowman. I think we made the most handsome snowman in the world, too bad you couldn't see it.

Anyway, it was a great weekend, I really enjoyed myself.

Best wishes

Anne

Examiner Comments

Scales	Mark	Commentary
Content	5	All content is relevant and the task is fully addressed with suitable expansion. The target reader is fully informed.
Communicative Achievement	5	The candidate has used a suitable letter format, with a very natural tone. The use of the rhetorical question in the first paragraph draws the reader in from the start and the final paragraph is a natural ending to the letter.
Organisation	5	The letter is well-organised and coherent, using clear paragraphing. Although the sentences are quite short, a variety of cohesive devices (<i>It was really exciting; The food was quite good; too bad you couldn't see it; At the end of the day; Anyway</i>) and a limited number of linking words (<i>So; but</i>) are used to good effect.
Language	4	Uses a range of everyday vocabulary appropriately, despite some spelling errors with lexis (<i>skying; snowbord; chiap</i>). Uses some less common lexis appropriate to the task (<i>refreshing snow fight; brave; failed miserably</i>). Uses a range of simple grammatical forms, mainly limited to the simple past tense, with a good degree of control. There are minimal errors, which do not impede communication.

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

I enjoyed last weekend very much. On Saturday I went to the cinema with my boyfriend, and I saw a horror film. On the cinema I saw my best friends Tina and Lisa and after the film my boyfriend and I went with them to a restaurant. On Sunday I went with my parents to see a football match Barça vs Liverpool and Barça won. At the exit we saw my aunt, she was going to the hospital to do an ecography because she is pregnant, so we decided to go with her. All was ok and we saw my little cousin, she was very beautiful and she is going to be born in May like me! That's all, bye!

Examiner Comments

Scales	Mark	Commentary
Content	5	All content is relevant to the task with appropriate detail and expansion. The target reader is fully informed.
Communicative Achievement	4	Ideas are communicated clearly, using an appropriate informal register, with a natural use of exclamation marks. However, letter writing conventions have not been used to hold the reader's attention.
Organisation	3	Despite the lack of paragraphing, the text is connected and coherent, using basic linking words (<i>On Saturday/Sunday; and; after the film; because; so</i>) and a limited number of cohesive devices (<i>went with them; she was going</i>).
Language	4	Uses a range of everyday vocabulary appropriately. Uses a range of tenses with a good degree of control. Errors are noticeable, but they occur largely when attempting more complex language (<i>I went with my parents to saw; we decided to went with her; she is going to born</i>) and do not impede communication.

SAMPLE G (Test 1, Question 8: Story)

Despite the fact that I was a bit surprised, I thanked him and I took it. I kept this precious document in my hands, near my heart during a moment, perhaps one hour, when suddenly, I decided to back home since it was cold and started to raining outside. In fact, I was terrified about the parcel. My father went to the war since five months. What is happened? I took a long and a very big respiration to open this important news I was reading very quickly to know something bad but I couldn't believe my eyes when I saw this sentence where it was written that my dad, my dearly dad, could back home in a few days. The war was finished. The war was finished for ever, my dad is not died. I thought these words all the night.

Examiner Comments

Scales	Mark	Commentary
Content	4	Although the prompt sentence has not been written down, the story clearly follows on from it, with appropriate linking (<i>Despite</i>) and referencing (<i>I took it</i>). The story develops logically and there is a clear ending. Content is largely relevant, although references to ' <i>this precious document</i> ' and ' <i>I decided to back home</i> ' may cause some confusion. The target reader is able to follow the storyline.
Communicative Achievement	4	The writer has used a suitable story format with a consistent register and tone. The action in the story develops logically and the reader is motivated to continue reading to the end. However, there is some confusion, for example, when first talking about the father.
Organisation	3	The story is connected and coherent, although the lack of paragraphing is distracting for the reader. A limited number of basic linking words (<i>when suddenly</i> ; <i>but</i> ;) and some cohesive devices (<i>Despite the fact that</i> ; <i>took it</i> ; <i>this precious document</i> ; <i>in fact</i> ; <i>where it was written</i> ; <i>these words</i>) are used.
Language	4	Uses a range of everyday vocabulary appropriately. Some less common vocabulary is used with varying degrees of success (<i>precious document</i> ; <i>terrified about the parcel</i> ; <i>a very big respiration</i> ; <i>couldn't believe my eyes</i>). Uses a range of simple grammatical forms with a good degree of control. A range of tenses and verb forms are attempted with some success, but errors are also present (<i>it was cold and started to raining</i> ; <i>My father went to the war since 5 months</i> ; <i>What is happened?</i> ; <i>I was reading very quickly</i>). While errors are noticeable, meaning can still be determined.

SAMPLE H (Test 1, Question 8: Story)

I opened the front door and the postman handed me a large parcel. I knew it was for me. But I was a bit doubtful about it, because I rememberd I had ordered only a single book; and it was a normal size one. I was aware that it didn't have more than 200 pages, but this parcel was enormous.

After the postman left I realized it wasn't mine; it had another name on it. But I opened it. It was a game of Monopoly. My family and I really enjoyed it.

A fortnight later I had already forgotten about my book, when I discovered that one of my neighbours had recieved it, and I recieved his game instead; he really enjoyed the book.

Finally, each parcel ended to its true owner.

Examiner Comments

Scales	Mark	Commentary
Content	5	All content is relevant to the task and is fully developed. The target reader would be able to follow the storyline with no problems.
Communicative Achievement	5	Effectively follows the conventions of story writing, with a clear beginning, middle and end. The storyline is clearly expressed and holds the reader's attention right to the end.
Organisation	5	The story is generally well-organised and coherent, using a variety of linking words (<i>But; because; After the postman left; when; Finally</i>). A variety of cohesive devices are also used (<i>It was for me; a normal size one; this parcel</i>), although the pronoun <i>it</i> is rather over-used. There is effective use of paragraphing and punctuation.
Language	5	Uses a range of everyday vocabulary appropriately, with some evidence of more complex lexis (<i>doubtful; a single book; enormous; a fortnight</i>). Uses a range of simple and some complex grammatical forms with a good degree of control. Narrative tenses, including the past perfect tense, are used naturally and with good control. There are minimal errors (mainly spelling), which do not impede communication.

SAMPLE 1 (Test 1, Question 8: Story)

I opened the front door and the postman handed me a large parcel. I was surprised because I didn't know from who is this. I opened this and I see a larg toy. It was a car. When I was small I had a lot of cars but now I didn't have any one. When my mum came back I tell her every think. She think that this is from my granddad who lived in USA but he always when he want to buy a present for me he phone to me. She had right one moment laiter he came to my house and . . .

Examiner Comments

Scales	Mark	Commentary
Content	3	The story has been attempted and developed up to a certain point, but there is no ending. The target reader is, on the whole, informed.
Communicative Achievement	4	Ideas are communicated using an appropriate story format and register. The story holds the reader's attention overall, although the final two sentences cause some confusion.
Organisation	3	Despite the lack of paragraphing and punctuation in the final sentence, the story is connected and coherent, using basic linking words (<i>because; When I was small; but now; one moment later</i>). A limited number of cohesive devices are attempted, but are not always successful (<i>I didn't know from who is this; I opened this; It was a toy; I didn't have any one; he always when he want to buy..he phone to me</i>).
Language	3	Uses everyday vocabulary appropriately, despite some spelling errors (<i>larg; every think; laiter</i>). Uses simple grammatical forms with a good degree of control. Although there are several errors with forming the past tense, this structure is controlled successfully at other times. While errors are noticeable, meaning can still be determined.

PAPER 2 LISTENING

Part 1

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

Part 2

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

Part 3

14 classroom 15 drink 16 transport museum 17 fashion 18 postcards
19 5.30 (pm) / half past five / 17.30 / five-thirty

Part 4

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

Test 1 transcript

This is the Cambridge Preliminary English Test for Schools, Test number 1. There are four parts to the test. You will hear each part twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Write your answers on the question paper. You will have six minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped. Please ask any questions now, because you must not speak during the test.

[Pause]

Now open your question paper and look at Part 1.

PART 1

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

Before we start, here is an example.

Where is the girl's hat?

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

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

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

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

[Pause]

The answer is A.

Look at the three pictures for question 1 now.

[Pause]

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

One. What will the boy's mother add to her shopping list?

Boy: Mum, are you going to the supermarket today? I need a new comb please. I've lost mine.

Mum: There's a new one in the drawer in my room – you can have that one.

Boy: Thanks, that's great, but I need some shampoo and toothpaste as well, please, and there was no soap in the bathroom this morning, we need some more.

Mum: There's lots more soap in the cupboard, but I'll put the other things on my list . . . What kind of shampoo would you like?

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Two. What is the first programme after the news?

Man: After this afternoon's film, we will bring you the weather report for the next few days. Then there's the news at six o'clock. After that we have a change in the programmes for the rest of the evening. Following the news there will be a film about wildlife in Africa, instead of the advertised live football match from Spain. The match will now take place later in the evening. We apologise for this change to the schedule.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Three. What should the students take with them tomorrow?

Teacher: I want to say something about the science trip tomorrow to Badgers' Wood. The purpose of the trip is for you to look carefully at the environment, to make notes, and to collect things like flowers and leaves to study later. I suggest you provide yourselves with several large envelopes, which can be used both for writing notes and storing things you find. Glass jars are heavy and breakable and plastic boxes are difficult to carry, so I don't recommend those. But don't forget to bring something to write with.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Four. What can the boy eat when he arrives home?

Woman: Hi Paul! I'm going to be late home this evening and Dad's not going to get home until about seven because he's got to collect the car from the garage. So, if you're hungry when you get back from college, there's plenty of food in the fridge. Do some pasta and have it with cheese, but don't use the chicken, we'll need that for sandwiches. I'll bring some salad back home and we can have that later with steaks. See you at about six.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Five. Which musicians are playing tonight?

Woman: The next band we're going to hear has changed several times over the last year. They started off with three musicians – lead singer, guitarist and drummer, and recorded two discs. Then their manager wanted a bigger sound so he added a second guitar, and the following year a keyboard. These five musicians went on a successful world tour, but the band broke up on their return to Europe. Tonight the original members have come together again to play for us. So, here they are, please welcome – *Sigma!*

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Six. What did the girl enjoy most?

Girl: You know that book I lent you, *Happy Endings*? Well, it's been made into a film. I went to see it last night – it was great! You should go and see it.

Boy: Yeah, I will. Have you seen the musical of the story? I loved that.

Girl: Yeah, it was good, but the film was better. The book's still my favourite, though. I really got lost in the story when I read it.

Boy: Yes, I know what you mean.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Seven. Which sport is recommended for young holiday-makers?

Woman: Hello, and welcome to the Lake Banner holiday centre. Whether you're here for a weekend or just for the day, there'll be plenty of things for you to do and enjoy. We've got lots of activities on offer, but what most people love to do here is get out on the lake in a boat and fish, and I'm not talking about older people. More and more people under 20, like yourselves, choose it instead of windsurfing or water-skiing. We suggest you give it a try!

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 1.

[Pause]

PART 2 *Now turn to Part 2, questions 8 to 13.**You will hear a man called Jeremy Phillips talking about his career as a dancer and actor.**For each question, choose the correct answer A, B or C.**You now have 45 seconds to look at the questions for Part 2.**[Pause]**Now we are ready to start. Listen carefully. You will hear the recording twice.*

Jeremy: Hello, my name is Jeremy Phillips and I play the role of Doctor Russell in the television series *Hospital*. It's hugely popular and has won a lot of prizes since it began seven years ago, including Best Drama for the last three years. I love the show and my character who, in the five years I've played him, has become a very interesting person.

I haven't always been an actor though – I didn't start acting until I was 32. In fact, I'm a trained ballet dancer. I started dancing classes at school – a friend wanted to go, so I went too! I'd never seen a live ballet though my grandmother always used to watch ballets on television. But they never interested me until I started doing the classes.

When I told my parents I wanted to be a dancer they were unhappy about it, and at school everybody thought I was crazy . . . even my dance teacher, because it's such a difficult profession to succeed in. It was my sister who supported me and insisted my parents came along to everything I was in.

I went to ballet school and danced for nine years. It was exciting but ballet took up all my time – there was no room for a personal life. That was the reason I decided to try acting instead. And there were other things I didn't like – dancing doesn't train you for anything, apart from teaching, which I didn't want to do – and I sometimes hurt myself.

I thought I'd have to spend years studying acting, but a friend, who's a film director, told me I just had to keep trying. People didn't take me seriously at first – but then I appeared in a history programme for schools. That led to work in television adverts, for everything from soap to computers. One of those adverts was seen by the director of a TV play called *The Detective*, who offered me a job, and that led to the *Hospital* series.

I don't miss dancing, but I miss the friends I made when I was dancing. They live in lots of different countries, so later this year I'm going off to visit them. There's no time at the moment though, as I've just bought a house, which I'm busy decorating, and I'm also acting in the last series of *Hospital*. It's the final year of the programme, so I shall look for something new after my trip.

*[Pause]**Now listen again.**[The recording is repeated]**[Pause]**That is the end of Part 2.**[Pause]***PART 3** *Now turn to Part 3, questions 14 to 19.**You will hear a teacher telling his class about a school trip.**For each question, fill in the missing information in the numbered space.**You now have 20 seconds to look at Part 3.**[Pause]**Now we are ready to start. Listen carefully. You will hear the recording twice.*

Teacher: Listen everybody. I'm going to give you some important information about our trip to the capital on Friday.

Firstly, the coach is coming to pick us up from school and we leave at nine-fifteen. **B** don't wait outside the main gate, even if you see the coach waiting there. Come to the classroom first because I need to take the register before we leave, to make sure everyone's here. Okay?

Lunch is provided, so don't bring your own food. You'll each get a sandwich; either meat, egg or cheese – you can choose – plus some chocolate and a piece of fruit. But you do need to bring a drink. So, don't forget to tell your parents that.

When we get to the capital, the coach drops us at the sports stadium where there's a big coach park. From there we'll walk to the Transport Museum, which is our first visit. After that, it's on to the Natural History Museum.

In the afternoon, we're going to the National Concert Hall, but not to see a concert or dancing because the event that's on is actually not a musical show at all, it's a fashion show. When it's finished, a famous clothes designer will tell us about her work.

At the concert hall, there's a large souvenir shop where you can buy presents for your families. Be careful though – the books and games are expensive, but the postcards are very good value. You'll have about fifteen minutes to look round.

Now remember the coach will go at five-thirty. So we have to leave the shop at five o'clock at the latest, to walk back to the coach park together. Tell your parents we'll be back at school here by seven-fifteen. Okay?

So I think that's all. . .

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 3.

[Pause]

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

Look at the six sentences for this part.

You will hear a woman, Sarah, talking to her son, Luke, about visiting his grandmother.

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

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

[Pause]

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

Sarah: Luke, let's decide what we're doing for Granny's birthday tomorrow.

Luke: Well Mum, I've got a bit of a problem. I was planning to come with you to Grandmother's, but John's asked me to play in a hockey match. I'm not keen – I don't want to miss seeing Granny on her birthday.

Sarah: Well, I'm definitely going. But you go and see her most weekends. I'm sure she won't mind if you don't go tomorrow. Just go and visit her on Sunday.

Luke: But she said she'd cook lunch for us. I've got to be there for that! Her meals are always great and she'll be upset if she cooks something for me and then I'm not there to eat it. I want to give her the present I've bought her, too.

Sarah: Oh? What've you got her?

- Luke: A recipe book – the new one by her favourite TV chef. She told me that she'd loved all the programmes in the last series.
- Sarah: Good, so you know she's going to like it.
- Luke: No doubt about that. I think she'll use it a lot . . .
- Sarah: Okay, so what time is the hockey match?
- Luke: Well, it starts at ten o'clock, and it should be finished by about twelve-thirty.
- Sarah: Mmm . . . why not come after that?
- Luke: But aren't you going to Granny's early?
- Sarah: You don't have to come with me. Why don't you ride over there on your bike after the match?
- Luke: That's a good idea, but I'll be tired after the hockey. I could get the bus, though – there's one that stops quite near Granny's actually.
- Sarah: Okay. That's perfect. So, you can come for lunch, and then you could come back with me in the car later on.
- Luke: Actually, I've arranged to meet some friends tomorrow evening in a café in town. I could go straight from Granny's, it would be easier than coming home with you first.
- Sarah: Fine. I'll call her now.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 4.

[Pause]

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

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

That is the end of the test.

Key

Test 2

PAPER 1 READING AND WRITING

READING

Part 1

1 A 2 B 3 B 4 C 5 A

Part 2

6 G 7 D 8 H 9 E 10 A

Part 3

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

Part 4

21 C 22 C 23 D 24 A 25 B

Part 5

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

WRITING

Part 1

- 1 excited
- 2 don't we
- 3 saw (some)
- 4 singing
- 5 best / most

Part 2 & 3

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

SAMPLE A (Test 2, Question 6: Email to a friend)

Hello Pete,
I have a new computer game and I like it. The game is called "The old town". I love it, because the colours are wonderful.
Would you come to me and play the game with me?
Yours Lena

Examiner Comments

The first point is fine; point two is unusual, but clear. The third point is also clear. All elements are covered appropriately.

Mark: 5

SAMPLE B (Test 2, Question 6: Email to a friend)

Hi Pete,
I've found a good strategic game called "Call of Duty". It's really cool as you can build as many soldiers as you want. if you want to join me just write me back and I will explain you everything.

Examiner Comments

Points one and two are fine; but point three is only an attempt at the invitation. The message is communicated successfully, on the whole.

Mark: 4

SAMPLE C (Test 2, Question 6: Email to a friend)

Hi Pete!
How are you? I'm writing to tell you something about my new computer game: The Sims! It's wonderful! In this game I have another life! I'll lend you it to show you that it's very exciting.
See you soon.

Examiner Comments

The first two points are clear. However, the third is an offer to lend, not an invitation.

Mark: 3

SAMPLE D (Test 2, Question 7: Letter to a friend)

Hi Sam!

Thank you for your letter!

I'll tell you about a friend of me: Jenny.

We met last year when I was attending a diving course. She was attendig a sailing course at the same school, so we met and early we became best friends. I really like Jenny as she loves the same things I love. In fact we often meet and play guitar together. Every Saturday we go out for a walk or go to the cinema because we love the same genres of films. We also attend a photography course together and sometimes we go to the park for taking photos.

Best wishes

Chiara

Examiner Comments

Scales	Mark	Commentary
Content	5	The task is fully addressed with appropriate expansion. All content is relevant to the task and the target reader is fully informed.
Communicative Achievement	5	Uses the conventions of letter writing to good effect. The letter is written in a natural, informal tone which holds the reader's attention throughout.
Organisation	5	Despite the limited paragraphing, the letter is well-organised and coherent. Uses a variety of linking words (<i>when; so; Every Saturday; because; also</i>) and cohesive devices (<i>a friend of me; the same school; as she loves the same things I love; In fact</i>) to generally good effect.
Language	4	Uses everyday vocabulary appropriately, although there is some repetition of key words (<i>attending; met; love</i>). Uses a range of tenses appropriately and with a good degree of control, but other structures tend to be more simple and repetitive. There are minimal errors, which do not impede communication.

SAMPLE E (Test 2, Question 7: Letter to a friend)

Dear Sam,

My best friend is girls, who names Nicole. We played sports too. We loved tennis. We met when I was 2 months years old. and from this day we were best friends. I liked her because she is funny, friendly and she's not bighead she's super and very beautiful. Together we are very good twice sometimes I'm angry on she. But it's a small problem. Together we are do more activities than tennis, we go to the same class we go to athletic. She had sister and I had sister too. Sisters are very good friends too.
David

Examiner Comments

Scales	Mark	Commentary
Content	4	The candidate has addressed the key points and the target reader is informed. There may be some confusion over the reference to sport (whether this is relevant to when they met or what they do now) and the final two sentences are not entirely relevant.
Communicative Achievement	3	The inconsistent use of tenses may confuse the message at times, but the conventions of letter writing are used in generally appropriate ways to communicate ideas.
Organisation	3	There is no paragraphing and there are some problems with punctuation (i.e. in the 4 th and 6 th sentences). Although the sentences tend to be quite short, a range of linking words (<i>when I was; and from this day; because; too</i>) have been used. Overall the letter is connected and coherent.
Language	2	Uses everyday vocabulary generally appropriately. Uses simple grammatical structures with some degree of control. Tenses are often confused. Frequent errors are evident but meaning can still be determined.

SAMPLE F (Test 2, Question 7: Letter to a friend)

Dear Sam,

I'm going to tell about my best friend, James. One day when I was playing football with my friends, he came and asked us "Can I join?". We said "yes you can" and we started playing again. He was in my team and after that he always plays football with me. I like him because he is Manchester United fan. We always talk about football players in Manchester United team and also play football together. James knows what I like and I also knows what he like, this made us became good friend.

See you, Sam.

Tom

Examiner Comments

Scales	Mark	Commentary
Content	5	The letter addresses all the points in the rubric naturally and effectively. The target reader would be fully informed.
Communicative Achievement	5	The letter is written using a natural tone, appropriate to the task. The candidate introduces the reader to the theme of the letter, gives all the required information and sums up his/her opinion at the end.
Organisation	4	The letter is generally well-organised and coherent, using a variety of linking words (<i>One day; and; after that; because</i>) and a limited number of cohesive devices (personal pronouns; <i>this made us became good friends</i>).
Language	3	Uses everyday vocabulary appropriately, although the range is largely limited to the topic of playing football and the use of <i>play</i> is quite repetitive. Uses simple grammatical forms, including a range of tenses, with a good degree of control, despite the errors of verb forms in the final sentence. Some errors are present but they do not impede communication.

SAMPLE G (Test 2, Question 8: Story)

When I woke up and saw the weather, I couldn't believe it! all my house was full of snow, so I ran down stairs grabed a jacket and started doing a snow man after a while my mom call and said there was no school because of the snow. at 8 o clock I called my friend to invite him to my house. When he arrived we started a snow fight and made some bunkers, after playing outside we went to play some videogames and drank some hot chocolate with marshmallows. After that my friend went back to his houses and I went to sleep.

Further Comments

Criteria	Mark	Commentary
Content	5	All content is relevant to the prompt sentence and is fully developed. The target reader would be able to follow the storyline with no problems.
Communicative Achievement	4	The conventions of story writing have been followed with a clear beginning, middle and end. The story is written in a suitable register and tone. Ideas are generally communicated effectively, although the first sentence after the prompt may initially confuse the reader (is the snow inside or outside the house?).
Organisation	3	The story is connected and coherent, using basic linking words (<i>so; and; because of; when</i>) and a limited number of cohesive devices (<i>after a while; after playing outside; After that</i>). The lack of paragraphing and punctuation are distracting at times.
Language	4	Uses a range of everyday vocabulary appropriately. There is some evidence of less common lexis (<i>grabbed; made some bunkers</i>), although this is not always used appropriately (<i>full of snow; doing a snow man</i>). Uses a range of simple grammatical forms with a good degree of control. Tenses are mainly limited to the simple past, with limited evidence of more complex verb structures (<i>I called my friend to invite him; after playing outside</i>). Errors are present, but do not impede communication.

SAMPLE H (Test 2, Question 8: Story)

When I woke up and saw the weather, I couldn't believe it! The sky wasn't blue and cloudy as it was before. People were running around and screaming like they were crazy! I was very confused, and I needed to find out what's happening. When I got out of the house I realised that I was the only one normal, and other people were crazy. I saw a man across the road and asked him what is happening. He looked at me very strange, his eyes were black. And then he suddenly disappeared. . . After that I was really confused, and I went back into my house and watched television.

Examiner Comments

Scales	Mark	Commentary
Content	5	The storyline continues logically from the prompt sentence. All content is relevant and the target reader would be able to follow the story.
Communicative Achievement	4	Follows the conventions of story writing with a clear beginning and middle, but the ending is abrupt and slightly confusing for the target reader. Appropriate register and tone, which hold the reader's attention.
Organisation	4	The story is generally well-organised and coherent, using some linking words (<i>and; When; And then he suddenly disappeared</i>) and a variety of cohesive devices (<i>as it was before; asked him what is happening; his eyes were black; After that</i>). The lack of paragraphing does not impede the story.
Language	4	Uses a range of everyday and some less common vocabulary appropriately (<i>running around and screaming like they were crazy; I realised; he suddenly disappeared; I was really confused</i>). Uses a range of simple grammatical forms with a good degree of control. Tenses are limited to simple past and past continuous. While some errors are evident, they do not impede communication.

SAMPLE 1 (Test 2, Question 8: Story)

When I woke up and saw the weather, I couldn't believe it! The sun was shining brightly and there were no water at all. I thought that I was still sleeping, as yesterday there was a horrible flode. People couldn't use cars and all the schools were closed. But today, when I woke up everything was clean and dry. My parents were very happy and they suggested me to go for a walk. I agreed, we took a car and went to the park. All people were very happy there. And in the evening, when we returned home father rad that it was just the begining.

Examiner Comments

Scales	Mark	Commentary
Content	4	Story continues naturally from the prompt and develops logically until the final sentence, which is not clearly connected to the topic. The target reader would be informed.
Communicative Achievement	4	Follows the conventions of storytelling with a clear beginning and middle, but the final sentence would leave the target reader confused. The register is consistently neutral.
Organisation	4	The story is generally well-organised and coherent, using some linking words (<i>and; But today; In the evening</i>) and a variety of cohesive devices (<i>as; My parents were very happy and they suggested; we took a car; All people were very happy there</i>). Despite the lack of paragraphing, the reader is able to follow the story with no problem.
Language	4	Uses a range of everyday lexis appropriately, with evidence of some less common lexis (<i>the sun was shining brightly</i>). Errors of spelling are distracting at times (<i>a horrible flode; father rad</i>). Uses a range of simple and some more complex grammatical forms, including a range of tenses, passive structures and modals. Language control is generally good, but errors are evident in both simple (<i>there were no water; All people were very happy there</i>) and more complex structures (<i>they suggested me to go for a walk</i>).

PAPER 2 LISTENING

Part 1

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

Part 2

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

Part 3

14 October 15 jokes 16 parties 17 report 18 tennis 19 canteen

Part 4

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

Test 2 transcript

This is the Cambridge Preliminary English Test for Schools, Test number 2. There are four parts to the test. You will hear each part twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Write your answers on the question paper. You will have six minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped. Please ask any questions now, because you must not speak during the test.

[Pause]

Now open your question paper and look at Part 1.

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

Before we start, here is an example.

Where is the girl's hat?

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

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

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

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

[Pause]

The answer is A.

Look at the three pictures for question 1 now.

[Pause]

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

One. What will the boy have on his ice-cream?

Girl: What are you going to have on your ice-cream? I'm going to have nuts on mine, but they've also got chocolate or fruit toppings, look.

Boy: I can't decide. I normally have the strawberry, but that one with a stick of chocolate in it looks nice. I wonder if it's more expensive.

Girl: Oh come on, we haven't got all day. I'm having nuts anyway.

Boy: Okay. I'll have my usual one – I'm not so keen on nuts really and I can try the chocolate one another time.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Two. What after-school activity will the girl do?

Girl: Are you doing any after-school activities?

Boy: Yes, I've joined the computer club.

Girl: But you do IT in school. Why don't you do something different, like music? You always wanted to learn the guitar . . . I'm going to join the art club. I think I could be good at it.

Boy: I'll do creative stuff on the computer, like graphics and games. You need a lot of imagination for that.

Girl: Using a paintbrush or pencil is more creative than using a machine.

Boy: They're just tools, like a computer.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Three. Which photograph won the competition?

Man: Congratulations to the youth club on fantastic entries in the three sections of the junior photograph competition here in Los Angeles – landscapes, wildlife and city people. The photo of the Golden Gate Bridge was generally agreed to show amazing skill for a young photographer, and got the most votes – though the bear coming out of the forest had the support of a few judges. And the smiling waiter in the coffee bar was also some people's favourite . . . so although there was a clear winner, all the entries gave a lot of pleasure.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Four. What will Jane and her mum buy in the supermarket?

Jane: So what's for dinner tonight, Mum? Look, fish is cheap this week.

Mum: Oh, it's vegetables we need, really. We've got plenty of fish in the freezer.

Jane: Well, how about these fresh peas and potatoes, then? Look, I'll put them in our basket. And we could have a bottle of that sauce to go with them.

Mum: Oh, I can easily make that myself, Jane. Don't worry, let's just buy what you've got there. We'll have everything we need for dinner then.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Five. What did the girl get a certificate for?

Boy: How was the activity holiday?

Girl: Tiring! Every day was something different, and then on the last day they gave out certificates to the best people at each activity. I was surprised to get one. Climbing was awful – I couldn't reach the top of the wall. My team were the best at the walk though. We were left in a place and had to find our own way back. We were first because luckily I could map read. I really enjoyed the sailing, even though I wasn't very good at it.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Six. Where will the students catch their coach?

Teacher: Please listen carefully, everyone! The coach has dropped us here at the bus station. Can I check you're all in groups of three with a parent? Okay, you can visit the museum first – that's the building opposite. Afterwards we'll meet for our picnic by the castle at one-thirty. Now, because of traffic the coach can't meet us here again to take us back – it'll be at the square instead. As coaches aren't allowed to wait long in that area, please make sure to be there by three pm.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Seven. What will the boy get for his birthday?

Girl: Your grandmother wants to get you a special present for your birthday. Any ideas? I wondered about a television for your room.

Boy: I'd love to watch TV in bed, but what I really need is some money – to help pay for a laptop.

Girl: She wants to actually buy you something.

Boy: Well, my mobile's a bit old. Everyone I know's got a much better one than me.

Girl: Okay, I'll let her know what kind to get. About the laptop . . . why don't you ask Dad?

Boy: Good idea.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 1.

[Pause]

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

You will hear a radio interview with a girl called Anita who takes part in the motor-sport called karting.

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

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

[Pause]

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

Int: Hi. This week I'm talking to Anita Dixon who takes part in the motor-sport called karting. Anita, what is karting exactly?

Anita: Well, karting's a motor sport for kids, where you drive round a racetrack. The karts are like tiny formula-one racing cars. I mean, some teenagers think it's like a theme-park ride, you know, just playing at driving, but that's rubbish, because you're actually driving for real.

Int: So, tell us about your first time.

Anita: Well, I was thirteen and my brother Toby was eleven. We went to a special track where they teach you to race properly, so we started off with a classroom lesson. Toby was a bit bored by that, but actually it was all really useful, especially the bits about safety. It only lasted an hour or so.

Int: So, how did you feel when you actually got in the kart?

Anita: Like a real professional, putting on the driving-suit, gloves and helmet – that was brilliant. And there's lots of noise, even though the karts only have small 200cc engines, which came as a bit of a shock. Then when you start it feels really fast because you're so close to the ground. Just like we'd been told it would.

Int: So, what happened on that first drive?

Anita: Well, it wasn't a race against other people. We all had exercises to do, like driving round the track showing we could use the brakes and steer to the left and right and stuff, and I did fine. I felt sorry for Toby because he drove into a pile of old tyres, but he only laughed afterwards. Typical! Like most of the boys he just tried too hard!

Int: Did you get to actually race?

Anita: Sure. Once you've shown that you can do all the exercises, you're divided into groups, and you race round the whole 350-metre track. I was fine with that, but the girls in my group were dead nervous, and kept asking questions that held up the start. I mean I did win, but one girl didn't even finish and the others went really slowly, so it wasn't much of a race!

Int: So can anyone go karting?

Anita: I'd say it's good for kids who're okay with following instructions, because you can't afford to make mistakes. You learn skills which will help you when you grow up, but don't go if you're easily frightened – oh and it's just as much for girls as for boys.

Int: Sure! Anita, thanks.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 2.

[Pause]

PART 3

Now turn to Part 3, questions 14 to 19.

You will hear a boy called Ben, who is giving a talk about the school magazine.

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

You now have 20 seconds to look at Part 3.

[Pause]

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

Ben: Hi everyone! I'm here to talk about the school magazine. We're going to print it in December, so send in your articles and pictures by the 31st of October, because we can't accept anything after that. We've already got some good things, especially photos of school life – keep those coming and we'll choose the best for the centre pages. We've got enough jokes, all brilliant, and funny so don't send us any more please. If you're an artist please send us a drawing or painting.

Everybody says the diary page of the magazine is useful, so we need all the information we can get. We've got a list of all the concerts and the school discos. Send me an email or a text message if you're organising parties or any other events.

There was a school trip to the mountains last week, so could someone who went on the trip write a report about it for the magazine? We've already got a photographer – one of the teachers who went on the trip took some great pictures.

The sports page is popular, of course. We always do well in football and basketball – we win most of our matches, so there's a lot of space given to them. But this summer our tennis team came home with a cup from a national competition, so please will a team member write something about that?

We'll put up posters when the magazine comes out. It won't be on sale in the school shop this year because that'll be closed for repainting. So we've got permission to sell it in the canteen. We need people to help sell it, so if you can spare an hour sometime, that'd be great. We're also planning to put it on the ...

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 3.

[Pause]

PART 4

Now turn to Part 4, questions 20 to 25.

Look at the six sentences for this part.

You will hear a conversation between a girl called Marina, and a boy called Daniel, about a play they are going to perform with their classmates at school.

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

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

[Pause]

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

Marina: Hi, Daniel.

Daniel: Oh, hi, Marina. I was wondering if you'd had any thoughts about the end-of-term play? I know it's three months away, but we should start planning it.

Marina: Oh, yes. I was thinking we could do a musical play. Our classmates' families would enjoy that . . . grandparents, little brothers and sisters – everyone loves musicals.

Daniel: Hmm . . . I know some people don't mind singing and dancing for an audience, but a lot would be far too nervous to do it.

Marina: Do you think so?

Daniel: Well, I know I would.

Marina: Not everyone's like you.

Daniel: Haha, fortunately! Look, how about a really exciting horror story?

Marina: Oh, I'm not sure about that. Remember there'll be some quite young children there – we don't want to give them bad dreams!

Daniel: Mmm . . . I suppose it might be unsuitable, I hadn't thought of that. Well, what about a good thriller, then? Something with plenty of mystery, criminals, detectives, you know . . .

Marina: But we did one last year. We want something a bit different this time.

Daniel: That's true. It's a pity, though. I really enjoy acting in that sort of thing.

Marina: So do I. Oh, but look, there are lots of other types of plays – what about a historical play? An eighteenth-century drama, perhaps? Lovely costumes and things.

Daniel: Sounds a bit dull.

Marina: How do you mean?

Daniel: Well, old-fashioned. I can't imagine it would attract much of an audience. We want something that's fun – like a comedy.

Marina: A comedy?

Daniel: Yes, something to make people laugh.

Marina: Hmm . . . the people in our class are great with serious plays, but comedy would be new for them. I'm not sure they could manage that. There's nothing worse than a play that's meant to be funny and isn't.

Daniel: Mmm . . . look. Why don't we put all these ideas on the noticeboard, and then everyone in the class can just tick the one they like best?

Marina: Mmm . . . why not? At least it means we don't have to make the decision!

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 4.

[Pause]

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

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

That is the end of the test.

Key

Test 3

PAPER 1 READING AND WRITING

READING

Part 1

1 A 2 B 3 A 4 B 5 C

Part 2

6 C 7 D 8 G 9 H 10 F

Part 3

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

Part 4

21 B 22 A 23 C 24 D 25 D

Part 5

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

WRITING

Part 1

- 1 not / n't / never
- 2 gave
- 3 cheaper / less expensive
- 4 who / that
- 5 such

Part 2 & 3

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

SAMPLE A (Test 3, Question 6: Email to a friend)

Dear George,

This weekend, I can't play tennis with you. I apologise for the change of plan. On Saturday and Sunday, I have to go to Nha Trang to celebrate my grand mother birthday. It would be my pleasure to play tennis with you next weekend.

Your friend

Thy

Examiner Comments

This candidate has covered all the points appropriately and with ease.

Mark: 5

SAMPLE B (Test 3, Question 6: Email to a friend)

George,

I know you invited me to play tennis this weekend, but I'm a bit under the weather and I'm with temperatore. However, we can play the other week. I know you don't have any problem, so thank-you very much and sorry.

Vicky

Examiner Comments

The first point is covered, and the second one is clear. However, the third point is rather vaguely treated, and therefore is considered an attempt only.

Mark: 4

SAMPLE C (Test 3, Question 6: Email to a friend)

Dear George:

Hello! I arranged to play tennis with you, this weekend, right? But for some reasons I can't play with you. My mother was ill. I should to go to the hospital to look after my mother. We can play tennis when we both have free time.

your friend

Tom

Examiner Comments

The first point is missing, as the candidate has not apologised. The second point is clear. The candidate has not addressed the third point, as no suggestion has been made.

Mark: 2

SAMPLE D (Test 3, Question 7: Letter to a friend)

Dear Sue;

I hope you are well. Yes I enjoy doing that; because I love it. I love all websites but my favourite website is a game websites; because I have a fun. I think game website are not interesting but I think it is fun.

Because I am a children and I think most of the children have a fun.

Game websites is a amazing I think because if you are sad, you will play a comedy games. If you are a fashion police, you will play a beautiful and good fashion game. Isn't it?

See you soon

Examiner Comments

Scales	Mark	Commentary
Content	4	The candidate has made a good attempt at the task although the opening sentences do not make it immediately clear to the target reader what the letter is about. The target reader would be informed about the candidate's favourite type of website.
Communicative Achievement	3	An appropriate letter format has been used. The register and tone are appropriate but the ending is quite abrupt. The basic message is communicated, but the target reader would be confused at times, for example by the final full line of text.
Organisation	2	Despite the lack of paragraphs, the text is connected and largely coherent. A limited number of basic linking words (<i>but; because</i>) are used. There is some attempt at using pronouns as cohesive devices, but with varying success (<i>I enjoy doing that; because I love it; game website are not interesting but it is fun</i>).
Language	3	Uses everyday vocabulary generally appropriately, although there is repetition of key words (<i>[game] websites; children; fun</i>). Uses simple grammatical forms, mainly limited to the simple present tense, with a good degree of control. Despite noticeable errors, meaning is not obscured.

SAMPLE E (Test 3, Question 7: Letter to a friend)

Dear Sean,

Thanks for writing me. In your letter you asked me if I like spending time on the internet. I like spending my time on the internet because I like being in a cyber world. My favourite website is Facebook. It is a site where you can contact with your friends and express your feelings to a database which named as "wall". In your wall you can share anything you want. You can share funny videos, photos and other stuff. My favourite second website is "Youtube". Youtube is a site where you can watch any video you want. Actually, I learned skateboarding by watching Youtube. Have you ever learned something on the internet by watching a video? What was it?

Your friend,

Bora

Examiner Comments

Scales	Mark	Commentary
Content	5	The candidate has fully addressed the task, fully expanding both points (spending time on the internet and favourite website). The target reader would be fully informed.
Communicative Achievement	5	The letter is written in a suitable format and the writer has used a natural tone which has a positive effect on the target reader. The letter is clearly linked to the letter received and the final question would motivate the target reader to respond.
Organisation	4	The letter is generally well-organised and coherent and uses a variety of linking words. Some cohesive devices are used, but the coherence could be improved with more referencing and substitution to avoid repetition of key words (<i>spending time on the internet; you can share; Youtube</i>). (Although paragraphing would make it easier for the target reader to distinguish the different points.)
Language	5	Uses a range of everyday and less common (<i>cyber world; express your feelings; database; share funny videos...and other stuff</i>) lexis appropriately. Uses a range of simple and some more complex grammatical forms (range of tenses – present, past, present perfect) with a good degree of control. There is some repetition of structures (<i>you can</i>) but this is appropriate within the task set. There are minimal errors, which do not impede communication.

SAMPLE F (Test 3, Question 7: Letter to a friend)

Hi.

I like the Internet very much, too. Actually, I have my own blog. I already wrote over 150 articles. However, the language is Korean. You cannot read it. I have my own blog, but it is not my favourite. My favourite is the cartoon. Some people draw cartoon and upload it. There are many cartoons. Most of them are very interesting to me. The problem is that the cartoons aren't uploaded everyday. Most of them are uploaded once a week, and they don't have quite much contents. The waiting time is the only problem, but I still love it. If you want to see, I can translate it for you. If you have something interesting, I want you introduce it to me. See you tomorrow.

Examiner Comments

Scales	Mark	Commentary
Content	5	Candidate has addressed the question well, with good expansion on favourite websites. Target reader would be fully informed.
Communicative Achievement	4	A letter format has been used, with reference to the letter received and a natural ending. The short sentences may result in the reader's attention not being held. A natural, informal register is used.
Organisation	4	The text is generally well-organised and coherent, but the lack of paragraphs and short sentences cause some strain on the reader. A limited number of linking words (<i>and; but</i>) and a variety of cohesive devices (<i>unfortunately; However; You cannot read it; Most of them</i>) are used.
Language	4	Uses a range of everyday and some less common topic-specific vocabulary (<i>blog; cartoon; uploaded; translate</i>) appropriately. Uses a range of simple grammatical forms with a good degree of control. Some evidence of more complex structures e.g. passive forms. There are errors but they do not impede communication.

SAMPLE G (Test 3, Question 8: Story)

I ran up the path, knocked on the front door and my friend Wilson opened it for me, then suddenly, I heard strange noises from the forest. It was just a little bear who was seeking his brother, but that time I was thinking that it was a huge beast, who was trying to eat me. 'Relax' – said Wilson – 'It's just a bear'. 'Just a bear?! This monster wanted to kill me all the way to your house!' I could hardly breath, so one minute later I fell asleep.

Next day we went into forest. Wilson was right, near the largest oak there were two cute little bears.

So, it was no matter to worry at all.

Examiner Comments

Scales	Mark	Commentary
Content	5	The story continues naturally from the prompt, with a clear beginning, middle and end. The target reader would be able to follow the story with no problems.
Communicative Achievement	5	The story draws the reader in from the start and holds their attention right to the conclusion. There is effective use of the conventions of storytelling, including narrative tenses and direct and indirect speech.
Organisation	5	The story is well-organised and coherent, using a variety of linking words (<i>then suddenly; but; so one minute later; Next day</i>) and cohesive devices (<i>It was just a little bear who was seeking his brother; This monster</i>). Paragraphing and punctuation are used to good effect.
Language	5	Uses a range of everyday vocabulary appropriately, with evidence of less common lexis (<i>seeking; huge beast; fell asleep; oak</i>). A range of simple and some more complex grammatical structures (narrative tenses, relative clauses) are used effectively. Errors are minimal and do not impede communication.

SAMPLE H (Test 3, Question 8: Story)

I ran up the path, knocked on the front door and the door is open. "Happy birthday!" my friend Lily and Lucy shouting. "Thank you!" I say. "Quickly, come on! You need to see something!" Lucy say. When I come into the room. "Oh! My! Terrible!" I say. I see a very very big birthday cake and lots of birthday present. There have toys, books, CDs and food! "Thank you! I like that! I'm so happy! Let's eat cake!" I'm really very very happy. That is my birthday party. My best birthday party.

Examiner Comments

Scales	Mark	Commentary
Content	5	The story continues naturally from the prompt and the target reader would be able to follow the storyline with no problems.
Communicative Achievement	3	Uses the conventions of storytelling, with a mixture of direct and indirect speech and a suitable informal tone throughout. Although the story can be followed without much effort, the ideas expressed are quite simple and repetitive. There is limited development and the ending is quite abrupt.
Organisation	3	The story is connected and coherent, despite the very limited number of cohesive devices used. Sentences tend to be short and punctuation is over-used at times (<i>Lucy say. When I come into the room.</i>) causing some distraction.
Language	3	Uses everyday vocabulary generally appropriately. Inappropriate use of <i>Terrible!</i> does not prevent meaning from being determined. Uses simple grammatical forms with a good degree of control. Despite the consistent use of present tenses in the place of past tenses, the story is reasonably accurate and errors do not impede communication.

SAMPLE 1 (Test 3, Question 8: Story)

I ran up the path knocked on the front door and shouted, 'help, a lion gonna to eat me!' Then the door opened. To my surprise, a big monster stood in front of me. I was so afraid I tried to ran away, but the monster said 'don't worry son I'll help you!' First, I didn't trust him, but later, I saw him used his special power and fighted with the lion. Finally, he killed the lion. Now, I belived him, and I said, "thanks, you're so brave. Would you come to my home' The monster said, 'no, thanks.' Suddenly, the monster disapeared. I felt tough, what a kind monster, though he look ugly, but he has a warm heart. Even I should learn from him. Everybody should have a warm heart too, that will the world full of love and warm.

Examiner Comments

Scales	Mark	Commentary
Content	5	Story continues naturally from the prompt sentence and is fully developed. The target reader would be able to follow the storyline without any problems.
Communicative Achievement	5	Uses the conventions of storytelling to hold the reader's attention throughout. The storyline is quite complex and is expressed in such a way that the reader is motivated to keep reading right until the end. Appropriate use of direct and indirect speech.
Organisation	4	The story is generally well-organised and coherent, using a variety of linking words (<i>Then; but; First; later; Finally; Now; Suddenly</i>) to move the action forward, although errors of punctuation distract at times. Some cohesive devices are also used (<i>To my surprise; referencing pronouns</i>) although these are more limited and there is confusion at times (<i>though he look ugly, but he has a warm heart; Even I should learn from him</i>).
Language	4	Uses a range of everyday vocabulary appropriately. There is some evidence of less common lexis, which is used with reasonable success (<i>trust him; special power; brave; disappeared; warm heart</i>). Uses a range of simple and some more complex structures (narrative tenses; modals) with reasonable control, although there are a number of slips with tenses and verb forms. Errors are noticeable, particularly towards the end of the story (<i>I felt tough; will the world full of love and warm</i>), but meaning can generally still be determined.

PAPER 2 LISTENING

Part 1

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

Part 2

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

Part 3

14 chocolate 15 shop 16 river 17 dance 18 13 / thirteen
19 (a / the) museum

Part 4

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

Test 3 transcript

This is the Cambridge Preliminary English Test for Schools, Test number 3. There are four parts to the test. You will hear each part twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Write your answers on the question paper. You will have six minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped. Please ask any questions now, because you must not speak during the test.

[Pause]

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

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

Before we start, here is an example.

Where is the girl's hat?

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

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

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

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

[Pause]

The answer is A.

Look at the three pictures for question 1 now.

[Pause]

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

One. What must the girl buy for her horse-riding lessons?

Girl: Do I need to wear special boots for horse-riding lessons?

Man: Yes, everyone does. You must also wear a hat. We have some at the riding school, so don't worry about buying one just yet. It's also a good idea to wear some gloves.

Girl: That's okay, I've got some gloves. My sister had some boots, but they don't fit me. I'll have to go to the shops and get some. Can I wear my jeans?

Man: Jeans are fine.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Two. Which DVD are they going to watch?

Girl: Do you fancy coming round to my house and watching a DVD after school today? I was given several new ones for my birthday.

Boy: Okay, that sounds good. But what are they? You know I'm not keen on musicals.

Girl: Well, I've got something quite different from that this time – no singing at all, though it's got some great music! It's an adventure in space. I thought you might enjoy that more than either of the romantic comedies my sister gave me.

Boy: Fantastic! Let's watch that then.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Three. What does Sarah tell Katie to bring?

Sarah: Katie, this is Sarah. You're coming to my house this afternoon, aren't you? Come by bike, because my brother says he can try and mend that problem you've got with your back light – while we get on with making cakes for the picnic tomorrow. I'm going to take my new camera to the picnic, so, I warn you, I'm going to take photos of you this afternoon – to practise! See you soon!

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Four. Which piece of equipment doesn't the girl have?

Man: Now, children. Listen to me. To make this model theatre you need: a ruler to get the right length of paper, some scissors for cutting it, a piece of string to tie the pieces together and, of course, some coloured pencils to draw the designs. Have you got all that?

Girl: Sorry, but I haven't got anything to measure the paper with.

Man: Okay. Just a moment.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Five. How did the girl find out that the school was closed?

Girl: Hey Jack – guess what? The school's closed today because of the heavy snow!

Boy: Cool! But hold on – are you sure?

Girl: Definitely, Marcus called me just now. It was announced on the radio at six-thirty this morning. I've had a look online and they're closing lots of schools in the area because of the danger of travelling by road.

Boy: Brilliant! That means I'll miss maths! Right, why don't we get a load of people together for a big snowball fight?

Girl: Good idea!

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Six. What will they do when the sports club opens?

Boy: So, everyone's got free membership for a month at the new sports club. We must take advantage of it.

Girl: They're having a long-distance run through the town to advertise the club. That could be fun. We might win a prize, and it'd be good for getting fit.

Boy: Yeah, also there's a climbing wall, and the club's organising a trip to the mountains, to teach rock-climbing. I'd love that.

Girl: Hmm.

Boy: Or cycling. There's a brilliant indoor cycling track to train for racing.

Girl: I haven't got a bicycle good enough for that.

Boy: Well then, we'll go with your suggestion.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Seven. What time does the boy want his lesson to start?

Boy: Hello, Mr Morgan. It's Gary. I'm afraid I'm going to be late for my guitar lesson. We've been held up in traffic on my way home from school. My lesson's supposed to be at four-thirty and it's nearly that time now. Dad says we'll be home in about twenty minutes. I'll run in and get my guitar then walk over to your house for five o'clock. I know your next student comes at half past five but Dad says perhaps we can have a half hour lesson. Is that okay?

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 1.

[Pause]

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

You will hear a radio interview with a man called Paul Vaughan who is talking about his job as a TV cameraman.

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

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

[Pause]

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

Int: So, Paul you've worked on a range of film, TV and video productions, but what made you decide to become a cameraman?

Paul: Well, I didn't watch TV much when I was a kid so it wasn't that. I had an uncle who was a film actor but I hardly saw him. I grew up in New Zealand and one day I wandered into my local library and picked up the autobiography of a cameraman who'd worked on some of the first films. I loved it and knew then what I wanted to do.

Int: So was it easy to get your first job?

Paul: Well, I wrote lots of letters to TV and video companies. My dream was to work for a news broadcaster, travelling all over the world. That didn't happen at once, though I did get to do it in the end. My first break was on an exciting detective film – I got paid almost nothing but the experience was worth it.

Int: Then you went to Australia didn't you?

Paul: It was fun though it was filmed at the hottest time of the year and I had an unpleasant experience when we were shooting one rather difficult scene on a beach. I had to run through the water following one of the actors. I fell and hurt my leg, but nothing too serious and we managed to finish filming the scene.

Int: And you've won several prizes for your work?

Paul: Just one actually. So far, of course! And not for anything that most of the listeners today will know. It wasn't like winning a prize for a popular movie or for a special TV advert. It was for a schools programme about the development of the cinema. I was proud of it, though.

Int: Of course. So what about plans for the future? Is Hollywood calling?

Paul: Well, I'm less interested in working with famous film stars than with drama students, actually. They've got skills that the ordinary person with no training doesn't have but they haven't been spoilt by success.

Int: What do you like best about your job?

Paul: While doing really interesting work you see the world but your job isn't always in wonderful locations as people think. And you have lots of opportunities to get to know some wonderful actors and directors. That has to be the best bit from my point of view.

Int: Well, thank you very much, Paul.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 2.

[Pause]

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

You will hear a teacher talking to a group of students about a school trip.

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

You now have 20 seconds to look at Part 3.

[Pause]

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

Woman: Now, as you know, we're going on a trip this Saturday, and I want to give you some information about what we're going to do.

The coach leaves at nine am from outside school – please don't be late! Our first visit is to a factory where chocolate is made. We've booked a guided tour, and you'll be able to see how it's produced.

You don't need to pay to go into the factory, but don't forget to bring some money with you because I'm sure some of you will want to go to the shop after the tour.

We'll be there all morning, and then the coach will take us somewhere else for lunch. We're going to stop for a picnic by the river. Now, there isn't anywhere to buy lunch there. The school is providing the food, so don't worry about bringing sandwiches, but please bring something to drink.

After lunch, we'll go into the town centre, and there are two organised activities on offer. The first is to go to the Grand Theatre to see a dance show, which I'm sure will be great. You don't need to decide now if you want to go to this as we can buy tickets on Saturday. Tickets are normally twenty-six pounds, but as you're all students, you can get in for thirteen, which isn't too expensive.

If that doesn't interest you, there'll be another teacher to go with you to the museum, which is really interesting and doesn't cost anything. I've got some information about it here if you'd like to know more.

And finally, we'll need to meet back at the coach by half past five. We'll be back here . . .

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 3.

[Pause]

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

Look at the six sentences for this part.

You will hear a girl called Hannah and a boy called Jack talking about a poetry reading competition for school students.

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

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

[Pause]

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

Hannah: Hi, Jack, I'm glad the competition's over. I was so nervous!

Jack: But you read your poem really well, Hannah.

Hannah: I wasn't sure I was going to be able to read it when we were first given our poems in class – there were some difficult lines. Then I realised it was a clever choice. It was a piece you could read with a lot of feeling.

Jack: I thought my choice of poem was a bit boring, to be honest. Some of the poems we've studied in class were much better. . . though I realise the teachers are better than us at deciding what's going to be suitable for the competition.

Hannah: Suppose so. Well, at least we'll have some free time in the evenings now it's finished. It hasn't been the same without all my favourite TV programmes.

Jack: Yes, I found that really hard. And I had to practise by myself.

Hannah: Didn't your parents help?

Jack: At first, but my dad kept correcting me all the time. It made me lose my cool. I thought the boys in class would be a difficult audience, but actually, reading it to them was nothing compared to my dad interrupting me every few seconds.

Hannah: Your dad was just trying to help, I'm sure.

Jack: Hmm . . . anyway, what did you think of the winner?

Hannah: Well, it wouldn't have been my choice – the girl who won was a bit too dramatic, I thought. But that's the kind of thing the judges like. I guessed she'd get first prize.

Jack: I couldn't see why she won. Anyway, would you enter again next year?

Hannah: I'll probably forget how nervous I was this year and put my name down next time. It was actually a good experience.

Jack: I can't exactly say I enjoyed it. I wouldn't mind another go though – just to see if I could win!

Hannah: It would be good if someone from our school won.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 4.

[Pause]

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

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

That is the end of the test.

Key

Test 4

PAPER 1 READING AND WRITING

READING

Part 1

1 A 2 B 3 C 4 A 5 B

Part 2

6 D 7 A 8 E 9 H 10 C

Part 3

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

Part 4

21 C 22 B 23 D 24 B 25 C

Part 5

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

WRITING

Part 1

- 1 wrote
- 2 unable / not able
- 3 travelling / traveling
- 4 (were) easy
- 5 first time

Part 2 & 3

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

SAMPLE A (Test 4, Question 6: Email to a friend)

Dear Marta:

Yesterday in Sunday's raffle I won a camera. Do you know who gave it to me? My favourite soccer player Fernando Torros, he was the special guest yesterday.

I'm planning on taking a photograph to the Eeifel Tower next week because I'm going to Paris.

Your friend

Jose

Examiner Comments

The candidate has covered the first point clearly, the second point is dealt with well, and the third point is also covered in an appropriate way.

Mark: 5

SAMPLE B (Test 4, Question 6: Email to a friend)

Dear Marta.

I'm writing to tell you about my new camera. I got my camera yesterday, it's a new Sony cyber shoot, and it's touch screen. My mom Gave The camera to me as a gift, with it I will Take photos of everything.

Best wishes Eduardo

Examiner Comments

The first two points are addressed appropriately. The third point is not clearly addressed. The message is communicated successfully, on the whole.

Mark: 4

SAMPLE C (Test 4, Question 6: Email to a friend)

Dear Marta:

How are you?, yesterday I got a New camera For my birthday. After we ate cake as, a surprise my parents gave me the camera. I Felt very happy, I hope to se you soon so I can show you the camera.

Examiner Comments

The first two points are dealt with appropriately. However, the candidate has omitted the third point.

Mark: 3

SAMPLE D (Test 4, Question 7: Letter to a friend)

Dear Alex,

It is great that you play the guitar! you should teach me something one of these days, I tried to learn how to play it before, but I just couldn't play anything!

But I do play the piano, I have been having piano lessons since I was six. I have always played classical music on the piano, it actually make me relax. I also love to listen to music, it is another way to relax and stop thinking about school all the time. I like almost all kinds of music, but I listen the most to rock.

What type is your favourite type of music?

Yours sincerely,

Sara

Examiner Comments

Scales	Mark	Commentary
Content	5	All content is relevant to the task and is fully developed. The target reader is fully informed.
Communicative Achievement	5	The letter is written in a positive, friendly tone, entirely suitable to the task. The reader's attention would be held and they would be motivated to respond to the letter.
Organisation	5	The letter is well-organised and coherent, with appropriate paragraphing. There is a limited range of linking words, but the letter has good internal cohesion with a variety of cohesive devices (e.g. <i>I tried to learn how to play it before; it actually make me relax; I like almost all kind of music, but I listen the most to rock</i>).
Language	5	Uses a range of everyday lexis appropriately, with some less common topic-specific vocabulary (<i>classical music; drums and guitars</i>). Uses a range of simple and some complex grammatical forms (<i>I just couldn't play anything; I do play the piano; I have been having piano lessons; stop thinking about school</i>) with a good degree of control. Errors are minimal and do not impede communication.

SAMPLE E (Test 4, Question 7: Letter to a friend)

Hi Mathio,

I love music so much. I also like to playing drums. The music beat in my blood. I prefer to play on instrument. I realy love BoB music. My favourite singer is the king of BoB Michael Jackson. Every one in this world know him. He is very very good at singing and dancing. All my Family love him. In the future I want to be a bob star. Now I have to take some lessons From school of music For drum.

Your Friend, Mahjugh

Examiner Comments

Scales	Mark	Commentary
Content	5	All content is relevant to the task, with suitable expansion. The target reader is fully informed about the writer's attitude to music.
Communicative Achievement	4	The writer has used a suitable letter format, with appropriate register and tone. The straightforward ideas are communicated generally appropriately, although the reader may initially struggle to understand the <i>BoB</i> reference.
Organisation	3	The letter is connected and coherent, despite the lack of paragraphing, although errors of punctuation are distracting in the final sentence. Short sentences are linked using a limited number of basic linking words (<i>also; Now</i>) and cohesive devices (<i>Every one in this world know him; He is very very good at singing</i>).
Language	3	Everyday vocabulary is used generally appropriately and there is some evidence of more complex topic-specific vocabulary (<i>beat in my blood; take some lessons</i>). There are some distracting errors (<i>the king of BoB; I want to be a bob star</i>) but the meaning can be determined. Uses simple grammatical forms (limited to the simple present tense) with a good degree of control. Although there are repeated errors of 3 rd person singular agreement, the meaning can still be determined.

SAMPLE F (Test 4, Question 7: Letter to a friend)

Well, I used to play instruments like piano and also guitar. Sometimes I wanted to play the drums, but not anymore. In the moment, I'm really into listening to music. I often sing to the songs I'm listening to. By the way, I really like Rock and pop. My favourite Bands and Singers are Avril Lavigne, The Pretty Reckless and Jennifer Rostock. They are playing very good songs. I'll show you some songs of them. We're having a Band at school, but I'm not joined in. Well, I wouldn't. They also play some nice songs. You know what? We should go together to a concert of one of my favourite Bands. Let me know

Examiner Comments

Scales	Mark	Commentary
Content	5	All content is relevant to the task, with appropriate expansion. The target reader is fully informed about the writer's attitude to music.
Communicative Achievement	4	Ideas are communicated clearly, and the informal register and the way the writer directly addresses the reader (<i>By the way; You know what?</i>) have a positive effect. However, letter writing conventions have not been consistently used throughout the letter.
Organisation	4	The letter is generally well-organised and coherent. A variety of linking words and some cohesive devices have been used, with some awkwardness (<i>Sometimes I wanted to play the drums; In the moment</i>). Sentences are quite short and would benefit from further linking (e.g. <i>I'm really into listening to music. I often sing to the songs I'm listening to; They are playing very good songs. I'll show you some songs of them</i>).
Language	4	Uses a range of everyday lexis appropriately, with some evidence of colloquial expressions (<i>I'm really into listening to music; Let me know</i>). Uses a range of simple grammatical forms with good control, despite repeated errors with simple present/present continuous tenses (<i>they are playing very good songs; We're having a band at school</i>). Limited evidence of more complex structures (<i>used to play; let me know</i>). While errors are present, they do not impede communication.

SAMPLE G (Test 4, Question 8: Story)

Mary and Ben climbed into the helicopter for their exciting trip. Mary and Ben are twins that live in Washington and they won a ticket in a carnival on the fourth of July they were very excited about it. The ticket is for a helicopter ride around Washington. They asked if it's okay to bring their parents along. Ater, they got on the helicopter with their parents they toke off and went around Washington, after they got back to the carnival they couldn't belivie that the ride was over. They kept trying to win another ticket every year.

Examiner Comments

Scales	Mark	Commentary
Content	5	The story is clearly connected to the prompt sentence and the target reader would be able to follow the storyline without any problems.
Communicative Achievement	4	Follows the conventions of storytelling, with a clear beginning, middle and end. However, the prompt sentence would fit more naturally in the middle of the story and the writer's attempt at a flashback style of story is not wholly successful.
Organisation	4	The story is generally well-organised and coherent, despite the lack of punctuation in the two long sentences. A limited number of simple linking words and a variety of cohesive devices are used (<i>they were very excited about it; The ticket is for a helicopter ride; their parents; another ticket</i>), although the use of 'they' is repetitive.
Language	4	Uses a range of everyday vocabulary appropriately, but with some spelling errors. Some less common lexis, including phrasal verbs, is also used with reasonable success (<i>twins; carnival; bring their parents along; toke off; went around</i>). A range of simple structures are used with a good degree of control. The errors present do not impede communication.

SAMPLE H (Test 4, Question 8: Story)

Mary and Ben climbed into a helicopter for their exciting trip. They flu over Kenya and saw a lot of animals. They saw lions, giraffes, zebras and wildbeast running together. They also saw a cheetah running after its prey. Before they flu back down to land. The pilot asked if Ben wanted to try and fly the helicopter and he had such an amazing time and no accidents. That was so brave of him to try and fly a helicopter. When they landed they said thankyou to the pilot. Then ran over to their parents and told them their amazing helicopter trip over the savana in Kenya.

Examiner Comments

Scales	Mark	Commentary
Content	5	The story follows on logically from the prompt sentence and leads to a clear conclusion. The target reader would be able to follow the storyline without any problems.
Communicative Achievement	5	The story holds the reader's attention throughout, following the conventions of storytelling effectively, with a clear beginning, middle and end.
Organisation	4	The story is generally well-organised with a reasonable variety of linking words and cohesive devices. Generally short sentences at the beginning and over-punctuation in the middle of the story (<i>Before they flu back down to land. The pilot asked. . .</i>) cause some jumpiness in the narrative.
Language	5	Uses a range of everyday and less common vocabulary (phrasal verbs; names of animals; <i>prey; brave; the savana</i>). The spelling error with <i>flu</i> does not cause problems for the reader. Well-controlled use of past tenses appropriate for the task and evidence of more complex structures (<i>They saw lions . . . running together; asked if Ben wanted to try; such an amazing time/so brave</i>). There are minimal errors, which do not impede communication.

SAMPLE I (Test 4, Question 8: Story)

Mary and Ben climbed into the helicopter for their exciting trip, they saw a very nice scenery, I was very strange position because it's the first time that they climb a helicopter, There was a problem when they climbed the voice of the engine, It looks very amazing when you see the car are very, But like the normal plane the forest trees of Africa looks green and rivers and oceans looks blue, you can see most of the things around the plane because the window is very large, It was fun and interesting, I invite all of the people to use this nice experiment.

Examiner Comments

Scales	Mark	Commentary
Content	3	The content is linked to the prompt sentence. The target reader can largely follow the storyline, but would be left wondering what the problem was (<i>There was a problem when they climbed the voice of the engine</i>).
Communicative Achievement	3	Uses the conventions of storytelling in generally appropriate ways. The storyline is communicated, although the shift from the narrative to a general description of travelling by helicopter is distracting for the reader.
Organisation	1	There is an attempt at connecting the story using simple linking words (<i>because; when; But</i>), but misuse of punctuation causes difficulty for the target reader.
Language	2	Uses some everyday and some less common vocabulary appropriately (<i>scenery; engine; amazing; climb</i>), but errors and omissions are present which cause confusion for the reader at times (<i>very strange position; climbed the voice of the engine; the cars are very; nice experiment</i>). Uses simple grammatical forms with reasonable control. The shift from past to present tense is distracting, but the meaning can still be determined.

PAPER 2 LISTENING

Part 1

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

Part 2

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

Part 3

14 (going) (on) (on the) Tuesday / Tue / Tues 15 9.30 (am) / half past nine / nine-thirty
 16 (the) (school) secretary 17 (a) photograph / photo 18 (a) website
 19 (a) computer game

Part 4

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

Test 4 transcript

This is the Cambridge Preliminary English Test for Schools, Test number 4. There are four parts to the test. You will hear each part twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Write your answers on the question paper. You will have six minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped. Please ask any questions now, because you must not speak during the test.

[Pause]

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

[Pause]

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

Before we start, here is an example.

Where is the girl's hat?

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

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

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

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

[Pause]

The answer is A.

Look at the three pictures for question 1 now.

[Pause]

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

One. What must the class bring to school next week?

Man: Thank you. Now, next week, we're starting a new project on houses and nature. So while you're at home this weekend, I want you to collect any empty boxes you've got. You'll need to have them here ready to use on Wednesday afternoon. We are going to look at different designs of houses and then make models. The head has also given us permission to take the school cameras and photograph some interesting houses in this area. I will also bring some magazines to show you.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Two. What time does the girl want to be picked up?

Girl: Hi Dad, it's Emma. I hope you're not on the way to the swimming pool to pick me up, because the lesson started late and we've only just finished. I know I said come at three-fifteen, but I won't actually be ready until twenty-to-four because my teacher wants to talk to me before I go. Anyway, I know we've got to pick Ben up from trumpet practice at four o'clock, so I'll try and be quick. I'm going into the shower now. Text me if there's a problem. Bye!

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Three. Which band does the boy like best?

Boy: The concert was great, wasn't it? I loved the girl band at the beginning. The main singer had a fantastic voice. The guitarist was good too.

Girl: They were fantastic. But not as good as those girls who sang without any instruments. Their voices were amazing.

Boy: Yes, but I wasn't so keen on their choice of songs.

Girl: What about those girls who played classical and pop? They were really clever. I loved the way they used their violins.

Boy: Yes, they were great, but I liked them less than the first band.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Four. What did the boy forget to pack?

Boy: Oh no, Dad! I've done something silly. . .

Father: What's the matter? Have you forgotten to bring something?

Boy: I didn't put my swimming shorts in my case. I left them on my bed at home with the pyjamas I didn't want to bring.

Father: Never mind. Look at the weather – you'll need your coat in this. I don't think we'll be going into the sea.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Five. What did the boy like about the camping holiday?

Girl: How was your camping holiday, Dan?

Dan: We had a great laugh. It didn't start so well – the weather was terrible when we got there and it wasn't much fun putting up tents. Everything got wet in the rain. But then it stopped, and my parents went off swimming in the lake. I didn't want to go, so they left me by the tent to cook dinner on the barbecue. After that, they let me do the same every evening. I really enjoyed it.

Girl: Good for you!

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Six. What does the girl want to learn to play next?

Man: Are you sure you want to learn to play another instrument?

Girl: Definitely! The more instruments you can play, the easier it is to learn another. I love the sound of the flute and enjoy playing it every day, but I'd really like to try the piano now.

Man: They're so expensive to buy though! What about learning to play the trumpet? You love jazz, and I know someone who has a trumpet for sale.

Girl: That might be fun. Perhaps later. But I've already made my decision, thanks.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Seven. What can visitors do at the Fashion Museum?

Man: Welcome to the Fashion Museum where you'll see displays of costumes from the 16th century right up to the present day. You'll begin in the men's clothes gallery, then move into the women's and in the last gallery you'll have an opportunity to try on some of the items. On the third floor we have an interactive centre where you can watch videos showing how some of the clothes are made and you can even see how a costume is designed using the computer design software.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 1.

[Pause]

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

You will hear an interview with a teenage film star called Zac Efron whose new movie is set in a school.

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

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

[Pause]

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

Int: Today's guest is Zac Efron, whose new movie's out this week. Zac, you're only nineteen, why acting?

Zac: It's strange. None of my family's in the business. I started in high school when we put on a musical. I only had a small part because the teachers didn't like my singing voice. Then a film director who had kids at the school came to see it. He liked what I did and gave me a part in his movie.

Int: But you were also offered a recording contract, weren't you?

Zac: Yeah. I sang in the first film and a recording company offered me a contract. I refused immediately because, although it's good if you can sing in a movie, I didn't want to become a teenage pop star. I didn't see that as a good long-term career move, and I haven't regretted it.

Int: Have you had any embarrassing moments when performing?

- Zac: Yes. Once, I was doing a live musical show and I spotted a girl I knew in the audience. I got the idea of switching the girl's name in the song to hers as a joke. But I got nervous and started singing the words of another song altogether. I never told anyone why that happened, but I did feel an idiot.
- Int: The new movie's set in a school. How was that?
- Zac: We filmed it in a real school during term time. So you'd get bells ringing, kids running down the corridors shouting – a bit annoying when you're trying to film the quiet bits and you have to keep stopping. You see the real kids from the school in the background in the film. Although I'm a few years older, it was fun working with them.
- Int: The kid you play in the movie is a really popular guy – were you like him at school?
- Zac: Well, he's got a crowd of close friends he sticks to. I had plenty of friends, but I wasn't part of a particular group. I suppose what we have in common is our attitude to what's right and wrong. But I didn't make enemies like he does – and I'm glad about that.
- Int: In the movie, there's a brilliant party.
- Zac: Well that's a typical Hollywood party in a rich kid's house, only celebrities invited. I grew up in a rural area. We just had informal parties in the backyard. If you ask me, a party's time to chill out with friends – it doesn't matter how much you spend on it and you certainly don't want loads of photographers around!

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 2.

[Pause]

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

You will hear a teacher telling some students about a visit to an electronics company.

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

You now have 20 seconds to look at Part 3.

[Pause]

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

- Woman: Right. Good morning everyone. I've got the details about the visit to the electronics company next week. Please make a note of them.
- Firstly, we're going on Tuesday, rather than Thursday, so make sure you read the notes I gave you on Monday night. Please meet in the school car park at nine fifteen and don't be late, the bus needs to go at nine-thirty because there'll be a lot of traffic. We're due to arrive at ten-thirty.
- If you're unable to attend, you should go and see the school secretary – not your class teacher – to explain why. The visit is an important part of your business studies course, so you need a very good reason to miss it.
- Right, as for what to bring . . . you'll each need a photograph. When we arrive you'll need this to go on the identity card they'll give you. But remember mobile phones and cameras are not allowed in the building. As you know, the company is a leader in the field of software research and security is very high.
- You'll have an opportunity to meet and talk to various people there, and in the afternoon there will be a competition to see who can produce the best website. You

will have the afternoon to design one – that should be a lot of fun, and you'll have plenty of expert help. Of course, as it's a competition there'll be a prize – and not the usual boring T-shirt. The winner will be able to choose a computer game. And this company has a huge range available – so it's certainly worth coming on the day.

Now, if anyone has . . .

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 3.

[Pause]

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

Look at the six sentences for this part.

You will hear a boy called Ray and a girl called Meg discussing a sports trip they have just been on.

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

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

[Pause]

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

Ray: It's going to be hard getting back to school work after that sports trip, isn't it?

Meg: Yes, I'm tired but it was such fun. One of the best we've ever been on, don't you think?

Ray: Actually it's the first one I've ever done. Remember I couldn't go on either of last year's trips? I was really sad about that.

Meg: Well, you were fantastically successful. Getting the gold medal in your final judo match was amazing!

Ray: Well, you did very well too with your silver.

Meg: Yes, it was certainly better than I've managed before. I think it was because that new coach was so good.

Ray: I wasn't sure about him at first. Especially when he said it was the first time he'd taught an intensive course like that, but I soon changed my mind. I learnt loads from him.

Meg: It wasn't too intensive, though, was it? And it was great to have that choice of activities on the Wednesday afternoon. What did you decide to do?

Ray: Horse-riding. I'd always wanted to do it and I wasn't disappointed.

Meg: I wanted to have a go at that but I was slow putting my name down. Mind you, I wasn't sorry in the end. I did some scuba-diving which was new for me.

Ray: Well we've both got some great photos we can show when we do that talk to the rest of the class about the trip. I think we'll do well.

Meg: I'm not so sure. I suppose we've got no choice. Anyway shall we get together and plan it this afternoon? Let's not make it too long.

Ray: Okay. We can say something at the end about next year's trip. I'd definitely like to go again. Wouldn't you?

Meg: Mmm, I'd love to. But we'll have lots of work next year and I don't know if it'll be possible.

Ray: That's true. Oh well, maybe the following year!

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 4.

[Pause]

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

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

That is the end of the test.



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[illegible]

Candidate Name

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	C	D
---	---	---	---

Part 1		
1	<u>A</u>	<u>B</u> <u>C</u>
2	<u>A</u>	<u>B</u> <u>C</u>
3	<u>A</u>	<u>B</u> <u>C</u>
4	<u>A</u>	<u>B</u> <u>C</u>
5	<u>A</u>	<u>B</u> <u>C</u>

Part 2							
6	A	B	C	D	E	F	G
7	A	B	C	D	E	F	G
8	A	B	C	D	E	F	G
9	A	B	C	D	E	F	G
10	A	B	C	D	E	F	G

Part 3	
11	$\frac{A}{\frac{B}{\frac{C}{D}}}$
12	$\frac{A}{\frac{B}{\frac{C}{D}}}$
13	$\frac{A}{\frac{B}{\frac{C}{D}}}$
14	$\frac{A}{\frac{B}{\frac{C}{D}}}$
15	$\frac{A}{\frac{B}{\frac{C}{D}}}$
16	$\frac{A}{\frac{B}{\frac{C}{D}}}$
17	$\frac{A}{\frac{B}{\frac{C}{D}}}$
18	$\frac{A}{\frac{B}{\frac{C}{D}}}$
19	$\frac{A}{\frac{B}{\frac{C}{D}}}$
20	$\frac{A}{\frac{B}{\frac{C}{D}}}$

Part 4				
21	<u> A </u>	<u> B </u>	<u> C </u>	<u> D </u>
22	<u> A </u>	<u> B </u>	<u> C </u>	<u> D </u>
23	<u> A </u>	<u> B </u>	<u> C </u>	<u> D </u>
24	<u> A </u>	<u> B </u>	<u> C </u>	<u> D </u>
25	<u> A </u>	<u> B </u>	<u> C </u>	<u> D </u>

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.

1000

Part 1: Write your answers below.	
1	
2	
3	
4	
5	

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

[illegible]

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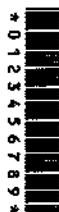
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English for Speakers of Other Languages

PRELIMINARY ENGLISH TEST for Schools

PAPER 1 Reading and Writing
ANSWER SHEET 2Candidate
Name
Centre
Number

Candidate
Number



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 (B or HB).

Do not write on the barcodes.



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.**

[illegible]

This section for use by Examiner only:

C	CA	O	L

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Candidate Name:
Print clearly in block letters.
Do not use initials or abbreviations.
If needed, use post-nominals.

Candidate Signature

Examination Title

Centre

Supervisor:

Print clearly in block letters. Do not use initials or abbreviations.

Centre No.

Candidate No.

Examination
Details

0	1	2	3
4	5	6	7
8	9	10	11
12	13	14	15
16	17	18	19
20	21	22	23
24	25	26	27
28	29	30	31

Part 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 3:

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
---	---	---	---

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 16 9	20 A B
2 A B C	9 A B C	15	1 16 0	21 A B
3 A B C	10 A B C	16	1 16 9	22 A B
4 A B C	11 A B C	17	1 17 0	23 A B
5 A B C	12 A B C	18	1 16 9	24 A B
6 A B C	13 A B C	19	1 17 0	25 A B
7 A B C				