

••• **Second edition**

# *Objective*

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# *PET*

***Practice test***



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# Paper 1 Reading and Writing (1 hour 30 minutes)

## Reading

### Part 1

#### Questions 1–5

Look at the text in each question.

What does it say?

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

#### Example:

0

Please ring bell once  
and wait for door to  
open automatically

**A** Someone will open the door when you ring the bell.

**B** The door will open after you ring the bell.

**C** You can open the door after ringing the bell.

Answer: 0   A   B   C

1



Hi Sally  
Jim's got a cough! Shall  
we two meet this evening  
as arranged, or leave it till  
he's better? Phone me.  
Jill x

**A** Jill is waiting for a phone call from Jim.

**B** Jill has to meet Jim later today.

**C** Jill may meet Sally today.

2

**PICTURE SALE TODAY**  
**MAIN HALL AFTER SCHOOL**  
Money will go to school library.  
All welcome!

**A** You can buy pictures from the school library.

**B** Students can join an art class after school.

**C** Anyone can buy pictures in the sale.

3

Amina, I found this book in the locker room. Is it yours or Jade's? If not, please take it to school secretary.  
Jenny

- A Jenny thinks the book may be Amina's.
- B Jenny believes Amina borrowed the book from Jade.
- C Jenny knows the secretary is looking for the book.

4

**KITCHEN**  
Strictly no admission to staff or visitors at any time unless wearing uniform.

- A Everyone must wear the correct clothes when in the kitchen.
- B Staff are not allowed to take visitors into the kitchen.
- C Kitchen staff have to change out of uniform before meeting visitors.

5

Fitness club members. Male changing room out of use all week for urgent shower repairs. Please use temporary changing room next to pool. Apologies for any inconvenience. C. Makinson Manager

- A The manager is apologising because the club is temporarily closed to male members.
- B The manager is informing male members of a temporary change in arrangements.
- C The manager is explaining that there will soon be new changing rooms.



## Part 2

### Questions 6–10

The people below are all looking for a computer game to buy.  
Decide which game would be the most suitable for the following people.  
For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



Tami wants a game which has lots of stories about animals. She likes music too, but she doesn't like loud noises. She can't read yet but she knows her alphabet.

7



Arnold would like a game to play with his grandchildren. He wants something exciting with number puzzles in it. They already have several games, so he wants a new one they haven't seen before.

8



Jay would like a game which will help him learn something new. He is interested in football, basketball and listening to rock music. He likes games which you can play at different levels.

9



Miranda would like a game to play with her friends. They enjoy dancing and music. They don't like complicated games where you need to complete a level before you can do the next part.

10



Emin would like a challenging game with lots of levels. He's keen on sport and motorbikes. He likes games where you can invent your own world.

## Computer games

A

**Speed guitar** is a great way to practise your guitar skills. The sound quality is excellent. For everyone except beginners, it's a good way to have fun and improve at the same time as it builds your confidence through five levels.

E

**Get it? III** is the latest game in this fun series for small groups who like to use their brains as well as having a fast-moving adventure in a crazy alien world. The mathematical games at a variety of levels make this the ideal present for experienced games players to play with less experienced friends.

B

**Tiger town** has a series of games which take place in an invented world using gentle music and funny stories to encourage children to begin reading. The main characters are Tiger Jim and his friend Big Bird.

F

**Starmaker** offers you the chance to perform any one of eighty hit songs on your own or, even better, with friends. You can be the singer, play an instrument in the band and get plenty of exercise as you make all the dance moves. A lot of laughs whether you're a great performer or not!

C

**Citylife** offers the player ten levels with plenty of variety. Each level builds on the previous one and the player has to look after the streets, businesses, cars and motorbikes he's made, as well as working on the latest one. Great picture quality and sound. Suitable for one player or groups online.

G

**Pick a tune** allows a beginner to start playing folk or rock guitar on their own and rise through the levels fast enough to perform in public after just a few weeks. The price includes everything. You may find that playing a real guitar feels very different from the plastic one provided but it's worth trying, and great fun too.

D

**Roadman** is one of the fastest single-level games around and has only been on sale for a few weeks. Suitable for several players, it's full of racing action on and off roads with realistic video using motorbikes and sports cars, and great engine sounds.

H

**Storytime** is an exciting game for younger children which helps them to improve their reading with lovely pictures, clear instructions and lots of animal characters. The adventures of the elephants, lions and bears are at different levels. The game has realistic sound effects, although some of the animal calls may be a bit frightening for the age group.

---

### Part 3

#### Questions 11–20

Look at the sentences below about a museum.

Read the text on the next 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 village of Arnol is near the sea.
- 12 A blackhouse had only one room upstairs.
- 13 The roof of a blackhouse was made of large rocks.
- 14 Blackhouses were shared by people and animals.
- 15 The buildings were called blackhouses because they had no windows.
- 16 The people gradually started living in a different type of house.
- 17 Blackhouses look like some ancient houses on Orkney.
- 18 Some blackhouses in Arnol were lived in until the 1970s.
- 19 The museum is in a real blackhouse.
- 20 There is a model blackhouse in the museum.

## An unusual Scottish museum

**T**he small village of Arnol lies on the coastal side of the main road as it makes its way down the north-west coast of Lewis in the Western Isles. At the far end of the village is the Blackhouse Museum, an unmissable visit for anyone wanting to understand the way of life once common in this part of Scotland.

A blackhouse was a long narrow single-storey building, often sharing a wall with neighbours. The walls were made from stones and earth. The roof was based on a wooden frame, covered with plant material kept in place by an old fishing net or by ropes attached to large rocks whose weight held everything down.

The roof traditionally had no chimney, the smoke from the peat fire in the central hearth simply finding its own way out as it could.

The floor of the living area of the blackhouse was usually stone. The animals would be at one end of the house, and in that area there was earth flooring. Part of the blackhouse was also used to store corn and other products.

Perhaps you think that the name “blackhouse” had something to do with the almost windowless darkness in which people lived, or the smoke. In fact it dates from the introduction of more

modern housing at the end of the 1800s. People called these new cottages “white houses”, and the more traditional ones they started to replace were therefore soon called blackhouses.

While the design of the blackhouses in Lewis may seem similar to the 5,000-year-old homes on Orkney, another Scottish island, most are not as old as people think. The blackhouse used as the museum was built as recently as 1875. In 1960 there were still nine blackhouses in use in Arnol; the blackhouses further along the coast, at Gerrannan, were last used in 1974.

The building housing the museum still looks very similar to the blackhouses when they were lived in, although it does not offer visitors the experience of sharing a roof with the animals.

The Blackhouse Museum is run by Historic Scotland. Nearby, there is an equally interesting “white house”, furnished as it was in the 1950s. Next to the white house are the walls of another series of blackhouses and an excellent Visitor Centre in another cottage. This provides background information about the area and has a very helpful model of the blackhouse. The Blackhouse Museum and the Visitor Centre are open all year round but closed on Sundays.

## 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.

### Preslyn Park

This year was the first time that both the boys' and girls' hockey teams from our school attended the regional Senior Schools Hockey Weekend at Preslyn Park. We are very grateful to all friends and parents who helped us to raise money to make this possible and we certainly believe that all the efforts were worth it as far as the teams were concerned.

For anyone who doesn't know, Preslyn Park is a sports training centre. The facilities include lecture halls and a brilliant gym. Everyone who spends the weekend there has a complete check by a sports professional. He, or she, gives you a report and suggestions for ways to improve your general fitness, as well as a set of exercises specially designed for you. And you can have online support in the future if you have any problems with the exercises or want to change them for any reason.

Outdoors there are plenty of playing fields, of course. The facilities for athletics will be added to in the next two years, if the government provides the money.

Both teams played three matches against other visiting teams. The boys won one of their matches and so did the girls. As the team which the girls beat has won the regional Championships for the past three years, we are extremely pleased with ourselves! (Full match reports follow on the next page.)

We stayed in cabins in the park and found that they weren't too bad, in spite of what we'd heard from people who'd been before. But space is too limited in the bedrooms, specially if you've got lots of equipment with you, like we did. And luckily the weather was warm, so we didn't mind the windows, which didn't shut properly! However, this is another thing that government money is needed for.

- 21 What is the writer trying to do in the text?
- A describe a series of hockey matches
  - B encourage school students to visit Preslyn Park
  - C encourage teenagers to do more sport
  - D describe a visit to Preslyn Park
- 22 In addition to playing in hockey matches, the team members
- A received an attendance certificate.
  - B had a fitness check.
  - C used the gym.
  - D tried out individual exercise plans.

- 23 The girls' hockey team
- A had an unexpected victory.
  - B did less well than they had hoped.
  - C won a match against the boys' team.
  - D won fewer matches than the boys' team.
- 24 The team members had problems because
- A the weather was rather hot.
  - B they had to sleep in cabins in the park.
  - C the bedrooms were small.
  - D the windows didn't shut properly.
- 25 Which one of these sentences appeared in a recent newspaper report about Preslyn Park?

A **Preslyn Park needs money to improve its accommodation and athletics facilities.**

B **Preslyn Park needs money to buy more land for playing fields.**

C **Preslyn Park needs money to build new lecture halls and a gym.**

D **Preslyn Park needs money so that school students can use the facilities more often.**

## 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** opened                    **B** known                    **C** pointed                    **D** discovered

Answer: 0    A   B   C   D

### An unusual thief

A shopkeeper in Trelmouth has recently (0) ..... the identity of an unusually clever thief. Last month, Amir Jaffery, who (26) ..... the newsagent's shop on Harbour Road, realised that someone was (27) ..... biscuits from the shelf near the shop door nearly (28) ..... afternoon. He said, 'I couldn't understand (29) ..... the thief didn't appear on my video screen as the security camera shows all the front (30) ..... of the shop. I asked my daughter Parissa to hide behind the shelves.' Parissa was (31) ..... to see a large bird walk into the shop. She filmed it (32) ..... her mobile as it came through the open door, selected a (33) ..... of biscuits and removed it, before calmly walking out again. It then (34) ..... it open and ate the biscuits. 'The shop camera didn't show the (35) ..... of the shop, that's why we couldn't see anything on the security screen,' explained Parissa.

- 
- 26 A holds            B belongs            C runs            D opens
- 27 A steal            B stealing            C stole            D stolen
- 28 A every            B all            C many            D most
- 29 A who            B if            C whether            D why
- 30 A place            B region            C part            D district
- 31 A afraid            B amazed            C nervous            D anxious
- 32 A on            B by            C from            D in
- 33 A pocket            B piece            C parcel            D packet
- 34 A made            B tasted            C tried            D tore
- 35 A fence            B ground            C floor            D land



# Writing

## Part 1

### Questions 1–5

Here are some sentences about a trip to Nigeria.

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 received a postcard from my cousin Jeremy.

My cousin Jeremy ..... a postcard.

Answer: 

0	sent me
---	---------

1 He's spending three months in Nigeria.

**He's gone to Nigeria** ..... **three months.**

2 A friend from university is travelling with him.

**He's travelling with** ..... **friends from university.**

3 They saved for two years to pay for this trip.

**It** ..... **them two years to save enough money for this trip.**

4 They were given lots of good advice by a Nigerian friend.

**A Nigerian friend** ..... **lots of helpful advice.**

5 People are often more friendly in the villages than in the cities.

**People in the cities aren't always so** ..... **people in the villages.**

---

## Part 2

### Question 6

An English friend of yours called Simon has asked your advice about a birthday present for his teenage sister.

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

- describe what kind of thing he can give her
- suggest where to buy it
- offer to help him choose it.

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.

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

---

#### Question 7

- This is part of a letter you receive from a friend in South Africa.

*So, anyway, that's what we did for the New Year holiday. What did you do? Do you prefer to spend it with friends or family?  
All the best,  
Jewel*

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

#### Question 8

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

*Last weekend, I had a phone call from an American journalist.*

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

# Paper 2 Listening (approx. 35 minutes including 6 minutes' transfer time)

► You can listen to the audio for this test on your computer or on your CD player. To play the audio on your computer, open Media Player and you will see the audio tracks listed. To play the audio on your CD player, take the CD-ROM out of your computer and play it on your CD player like any other audio CD.

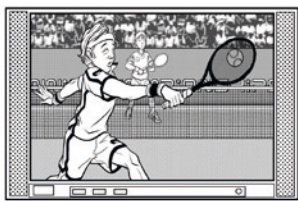
## Part 1

### Questions 1–7

There are seven questions in this part.

For each question there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it.

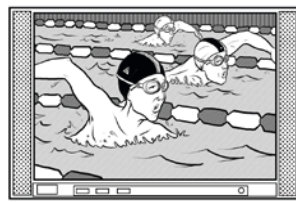
**Example:** Which sport did the girl watch on TV last night?



A

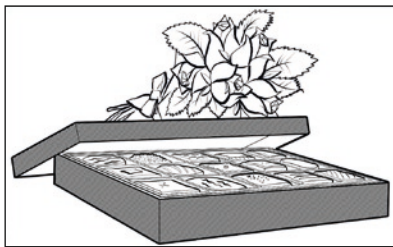


B

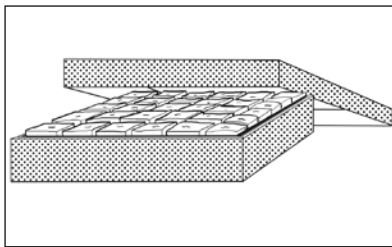


C

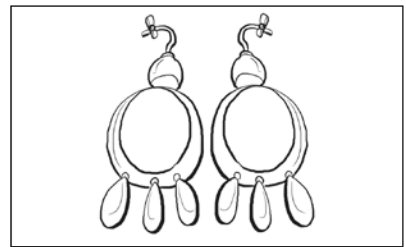
1 What does the boy decide to buy?



A

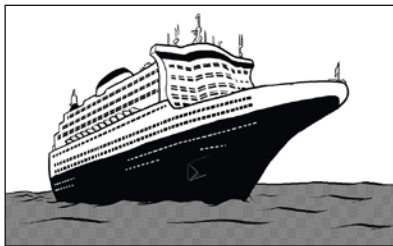


B

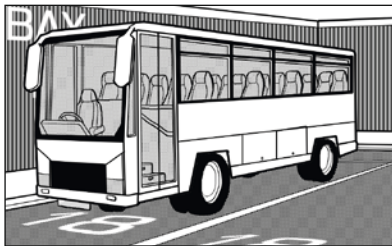


C

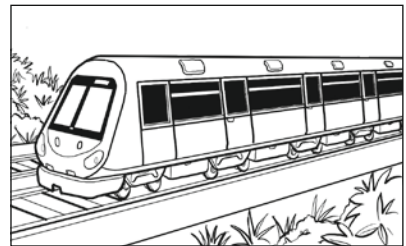
2 How did the man travel last year?



A

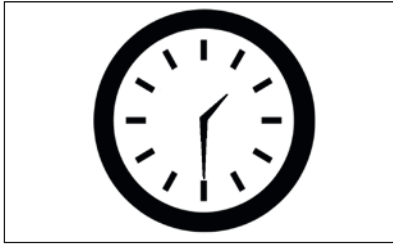


B

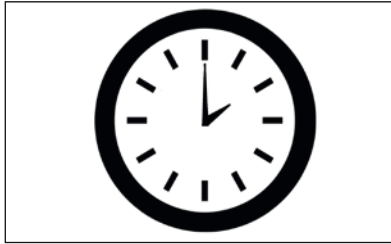


C

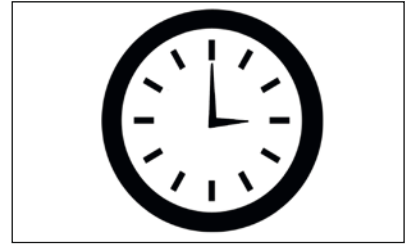
3 What time will the group return to their bus?



A



B



C

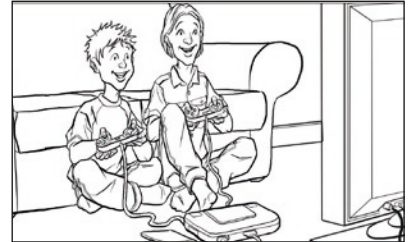
4 What do the boys decide to do?



A



B



C

5 Why can't the girl go to school?



A



B



C

6 Where is the boy going to work?



A

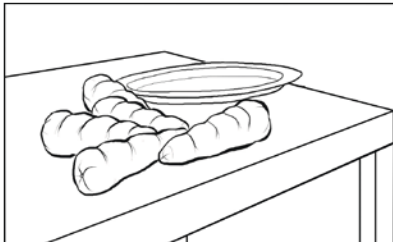


B

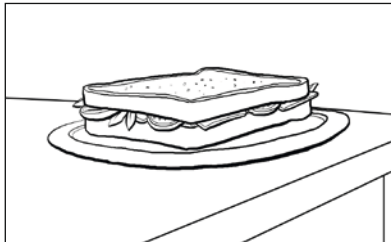


C

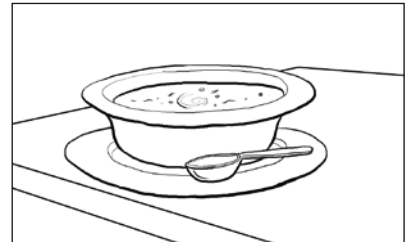
7 What are they having for lunch?



A



B



C

## Part 2

### Questions 8–13

You will hear Ian being interviewed on the radio about travelling in Egypt with his family.  
For each question, put a tick (✓) in the correct box.

- 
- |    |  |   |   |                          |
|----|--|---|---|--------------------------|
| 8  | When Ian's family first arrived in Cairo     | A | it was cooler than they'd expected.               | <input type="checkbox"/> |
|    |  | B | they found it too noisy.                          | <input type="checkbox"/> |
|    |  | C | it reminded them of their home town.              | <input type="checkbox"/> |
| 9  | What does Ian say about the Egyptian Museum? | A | The children's play area was well designed.       | <input type="checkbox"/> |
|    |  | B | It prepared them for the next place they visited. | <input type="checkbox"/> |
|    |  | C | They wanted more time to look round it.           | <input type="checkbox"/> |
| 10 | How was the journey to Bahariya?             | A | The scenery was boring.                           | <input type="checkbox"/> |
|    |  | B | They hardly noticed how long it took.             | <input type="checkbox"/> |
|    |  | C | The road was in poor condition.                   | <input type="checkbox"/> |
| 11 | How did Ian learn some Arabic?               | A | when he rode a camel                              | <input type="checkbox"/> |
|    |  | B | from people in the markets                        | <input type="checkbox"/> |
|    |  | C | camping in the desert                             | <input type="checkbox"/> |
| 12 | Ian would most like to return to Egypt to    | A | visit some more cities.                           | <input type="checkbox"/> |
|    |  | B | meet more local people.                           | <input type="checkbox"/> |
|    |  | C | sleep in the desert again.                        | <input type="checkbox"/> |
| 13 | What did he buy as a souvenir?               | A | a CD  | <input type="checkbox"/> |
|    |  | B | jewellery   | <input type="checkbox"/> |
|    |  | C | clothes   | <input type="checkbox"/> |

---

### Part 3

#### Questions 14–19

You will hear a businessman talking to a group of students.

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

---

#### Training opportunities

Howard Marshall's company is called Marshall (14) ..... Limited.

His company offers training in technical support and in his (15) .....

The cost of training is paid by the (16) .....

You can start training after you have (17) .....

In some other companies, training can take from six months to (18) .....

About one third of the trainees decide to return to full-time (19) .....

---

## Part 4

### Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a girl, Melanie, and her brother, Colin, about holiday plans.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

---

	<b>A</b>	<b>B</b>
	<b>YES</b>	<b>NO</b>
<b>20</b> Melanie has been on holiday with Lydia Greenway before.	<input type="checkbox"/>	<input type="checkbox"/>
<b>21</b> Melanie's parents have refused to allow her to go to Crete.	<input type="checkbox"/>	<input type="checkbox"/>
<b>22</b> Lydia's father owns a holiday home on Crete.	<input type="checkbox"/>	<input type="checkbox"/>
<b>23</b> Melanie has met both Lydia's parents.	<input type="checkbox"/>	<input type="checkbox"/>
<b>24</b> Colin remembers seeing Lydia's father.	<input type="checkbox"/>	<input type="checkbox"/>
<b>25</b> Colin is going to go to Crete.	<input type="checkbox"/>	<input type="checkbox"/>



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# Paper 3 Speaking test

## About the Speaking test

The Speaking test takes about 10 to 12 minutes. You take the test with a partner (another student). There are two examiners in the room but only one of them will talk to you. Both examiners will give you marks for the test. The examiner will ask you some questions and will also ask you to talk to your partner.

### *Part 1*

The examiners introduce themselves to you and your partner.

One examiner asks each of you a few questions about yourself (where you live, your school, your interests, etc.) and asks you to spell your names.

### *Part 2*

The examiner gives you and your partner a drawing and explains what you have to do. You and your partner talk about it together.

### *Part 3*

The examiner gives you a photograph. You show your photograph to your partner and describe it.

Then your partner is given a photograph to show you and describe.

### *Part 4*

The examiner asks you and your partner to talk together about the subject of the photographs in Part 3.

You tell each other your opinions or describe your experiences.

## Paper 1 Reading and Writing

### READING

#### Part 1

1 C    2 C    3 A    4 A    5 B

#### Part 2

6 B    7 E    8 G    9 F    10 C

#### Part 3

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

#### Part 4

21 D    22 B    23 A    24 C    25 A

#### Part 5

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

### WRITING

#### Part 1

1 for    2 one of his    3 took    4 gave them    5 friendly as

#### Part 2

##### Sample answer (Question 6)

Dear Simon

I think the best present you can give her is a bag because she likes fashionable handbags! There's a new shop in the mall which has some cool ones. Would you like me to come to help you choose one for her?

love

Katie

#### Part 3

##### Sample answer (Question 7)

Dear Jewel

Thanks for your letter. It was very interesting to hear about your New Year celebration. This year my parents and my brother and I went to my cousins' house and had a very big dinner with them. We played some funny games until midnight.

Last year I spent New Year with my friends and that was great because we watched a film and ate pizza and chocolate cake and listened to music. I was very tired the next morning because we went to bed very late, but I didn't mind. I prefer to be with my friends. We can do what we like.

Best wishes,

### Sample answer (Question 8)

*Last weekend I had a phone call from an American journalist. He asked my name and I said Marco. He said he wanted to interview me. I asked him why and he said he wanted to know what I liked doing in my free time. So I said, 'Well, I enjoy a game of football with my friends.'*  
He was a bit surprised and said, 'Where do you play with your friends?' and I said, 'In the car park.' Then he said, 'What? You are the football star, aren't you?' I told him that I was a student. So then he realised he had phoned the wrong Marco and we had a good laugh about it.

## Paper 2 Listening

### Part 1

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

### Part 2

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

### Part 3

- 14 Technology
- 15 factory
- 16 government
- 17 left/finished school
- 18 five years
- 19 education

### Part 4

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

## RECORDING SCRIPT

*This is the Preliminary English Test. Practice Test. 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. Choose the correct picture and put a tick in the box below it.*

*Before we start, here is an example.*

*Which sport did the girl watch on TV last night?*

Boy: Did you see the England–Italy football match yesterday? It was brilliant. Much better than the swimming last weekend.

Girl: I missed the swimming anyway. I wanted to watch the football after the tennis finished, but my parents had visitors so I had to turn it off.

Boy: Bad luck.

Girl: Yeah, and the tennis wasn't very good either. I didn't enjoy it.

[pause]

*The first picture is correct so there is a tick in box 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 does the boy decide to buy?*

Boy: I don't know what I'm going to get Elena for her birthday. She has so many beautiful things. I thought of earrings. There are some great ones in that new shop.

Woman: But aren't they expensive? What about some chocolates or flowers?

Boy: Yes, I guess that'd be better. Some roses and some really good chocolates.

Woman: Well, be careful, that could cost as much as earrings!

[pause]

*Now listen again.*

[The recording is repeated.]

[pause]

*Two. How did the man travel last year?*

Travel agent: What are you thinking of, for your holiday?

Man: Well, I'm thinking of a coach tour.

Travel agent: It won't be as exciting as that train journey across India you did last spring. What about cruising round the Mediterranean?

Man: I think I'd prefer to be on land, really.

[pause]

*Now listen again.*

[The recording is repeated.]

[pause]

*Three. What time will the group return to their bus?*

Teacher: Now listen carefully. We're arriving at the museum in a quarter of an hour, that's ten past twelve. You have over one and a half hours to look round and have lunch, but you should be in the café not later than half past one. Then we can all get back on the bus by two and we'll get to our next stop, at the art gallery, by three.

[pause]

*Now listen again.*

[The recording is repeated.]

[pause]

*Four. What do the boys decide to do?*

Boy 1: Do you want to watch a film on TV?

Boy 2: If there's something good on. But I saw some new games in the computer shop yesterday. We could go and buy one and play that.

Boy 1: Have you got enough money? I've spent all mine.

Boy 2: Oh. I guess we'll leave the shopping till next week then. Let's switch on and see what there is.

[pause]

*Now listen again.*

[The recording is repeated.]

[pause]

*Five. Why can't the girl go to school?*

[answerphone message]

Girl: Hello, this is Holly Suarez. I fell on some ice coming home from the dentist yesterday and I landed on my back and now my head's aching so much I've got to go and lie down. Can you pass a message to the head teacher please, because I had an appointment with her this morning?

[pause]

*Now listen again.*

[The recording is repeated.]

[pause]

*Six. Where is the boy going to work?*

Girl: Do you know what you're going to do when you leave school?

Boy: Well, I've applied to do an architecture course but I can't go until next year, so I'm going to go to Germany by bus and work in my uncle's café. Then I'll get a train ticket and visit some of the great buildings around Europe.

[pause]

*Now listen again.*

[The recording is repeated.]

[pause]

*Seven. What are they having for lunch?*

Father: What do you want to eat? Are you still on that diet? What about a sandwich?

Girl: Mmm, I do get a bit tired of carrots every lunchtime, but I'd better not eat bread.

Father: I'll heat up some soup then.

Girl: Oh, thanks Dad, that would make a nice change.

[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 8–13.*

*You will hear Ian being interviewed on the radio about travelling in Egypt with his family.*

*For each question, put a tick in the correct box.*

*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.*

Presenter: Continuing our series on family holidays with teenagers, here's Ian, who's going to tell us about a trip he made to Egypt. Welcome, Ian.

Ian: Thank you.

Presenter: Where did you start?

Ian: We flew to Cairo, and we'd read it was Africa's biggest city, so we expected it would be busy and noisy and hot and completely unlike our little town in England, still it was a brilliant change. Except it was unusually cool for the first couple of days. Which didn't matter, actually. Gave us time to get used to everything.

Presenter: And did you see the Pyramids, the ancient sites near Cairo?

Ian: Well yes, obviously, and they're just as amazing as you'd expect. Before that we went to the Egyptian Museum, where you can see things from ancient Egypt which were buried for thousands of years.

Presenter: Gold furniture and so on?  
Ian: Yes, and that's great, but the things we found most interesting were some little ordinary things that were buried with people – dishes and combs and even children's toys. We wished we didn't have to leave so soon, there was so much to see. But we had a long journey that afternoon.  
Presenter: Where were you going?  
Ian: We had five hours' driving across the desert to this town called Bahariya. We all worried about the journey because we thought it was so long to sit looking at empty desert. But it's not like that. We were soon driving past great rocky cliffs and the sand's always different, it's fascinating! We were amazed how fast the time passed.  
Presenter: And I believe you also travelled by camel! Was that hard?  
Ian: Mmm, you learn quite fast. And there were nights with music round the campfire, when we camped under the stars far from a town. I'd never seen the night sky like that. And I enjoyed meeting local people in the markets, too, buying fruit and bread and looking at things. I even learnt a bit of Arabic from them.  
Presenter: Did you? Would you like to go back?  
Ian: Yes, the Egyptians are great people, and there are other cities we didn't see, but I specially liked the nights we spent in the desert. That's what I'd really like to do again.  
Presenter: And did you bring anything back?  
Ian: I wanted to buy some clothes but I didn't have enough room in my bag. I loved the music we heard and I haven't stopped playing the CD I got. I'm sorry I didn't get any jewellery for my sister. Next time maybe!  
Presenter: Well, Ian, thank you very much. More details on our website. And now for some music ...

[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 14–19.*

*You will hear a businessman talking to a group of students.*

*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.*

Howard: Good morning. My name is Howard Marshall and I'm very pleased to be here today in Winterton School to tell you about training opportunities for young people. I run Marshall Technology Limited here in Winterton and companies like mine are always looking out for bright young people to join us. Some of you are probably planning to continue studying, but some of you want to leave school and start earning money. Or perhaps you're worried about the cost of higher education, even though you'd really like to do it?

Well, what about coming to a company like mine and training while you work? We have five places each year in technical support and in the factory. One advantage of this kind of training is that you are paid. How much you earn depends on what you are doing, but it will be at least £95 a week and you can earn as much as £200 in some companies. The government pays for you to train with us and you spend some time each week at the college taking classes.

This kind of training is for anyone who is at least sixteen years old and has left school. If you come to us, training can last from one to three years, although with some other companies you may spend as little as six months or as long as five years.

Another advantage is that when you finish your training, you have a work record, which will help you to get a full-time job. You may continue to work for us, about half our trainees do that, or you may apply for a job in a different company, which you're now qualified for. Or you may decide, as about a third of our young people do, that you want to get further qualifications and go back into full-time education, even go to university after all.

Now, that's the general picture, so do you have any questions?

[pause]

*Now listen again.*

[The recording is repeated.]

[pause]

*That is the end of Part 3.*

[pause]

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

*Look at the six sentences for this part. You will hear a conversation between a girl, Melanie, and her brother, Colin, about holiday plans.*

*Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under A for YES. If it is not correct, put a tick in the box under 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.*

Melanie: Colin, you know my friend Lydia Greenway from school?

Colin: Mmm?

Melanie: Well, she's asked me to go on holiday with her, but I'm not sure about it. She's invited me before, but I've never said yes.

Colin: Where?

Melanie: To Crete.

Colin: Just the two of you? Mum and Dad would never let you go abroad with just her!

Melanie: Her uncle lives there, so she often goes with her family. Her dad has had a holiday place built there.

Colin: Wow. They must be a lot richer than us!

Melanie: Yeah, I guess so. But anyway, I don't know what to do. It wouldn't be just us, they'd all be there. That's what I'm worried about.

Colin: Why?

Melanie: Well, first of all there are her brothers, they're younger than me and Lydia and they argue all the time and make a lot of noise and, you know, they're just a nuisance. Then there's her mum and dad.



Colin: What's wrong with them?  
Melanie: Well, her mum's OK, I think. I've seen her quite often and our mum knows her. I think they meet through work sometimes. But I've only been home with Lydia once when her dad was in, and he was, well, he was shouting at the boys ...  
Colin: That sounds reasonable, if they're as bad as you say ...  
Melanie: Mmm, and he hardly spoke to us, he was in a hurry.  
Colin: Wait a minute. Greenway? Isn't he the man who made that speech at your school last summer, after the sports day?  
Melanie: Oh, yes he did.  
Colin: Well, he was very funny. I think it'd be great to go on holiday with them. Crete, huh? Do you think I could come too?  
Melanie: Oh, Colin, I couldn't really ask ...  
Colin: Only joking! But you must go. Go and ask Mum and Dad now.  
Melanie: All right. I will!

[pause]

*Now listen again.*

[The recording is repeated.]

*That is the end of Part 4.*

[pause]

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

*That is the end of the test.*

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## How to play the audio for the Listening test

▶ You can listen to the audio for this test on your computer or on your CD player. To play the audio on your computer, open Media Player and you will see the audio tracks listed. To play the audio on your CD player, take the CD-ROM out of your computer and play it on your CD player like any other audio CD.

## Speaking test Examiner's script

### Part 1 (2–3 minutes)

[to both students] Good morning/afternoon/evening.

Can I have your mark sheets, please? [examiner takes the mark sheets, which will have been given to students before they enter the room]

I'm ..... [name] and this [second examiner] is ..... [name]. He/She is just going to listen to us.

[to student A] Now, what's your name?

.....

Thank you.

[to student B] And what's your name?

.....

Thank you.

[to student A and then again to student B]

What's your surname?

.....

How do you spell it? / How do you write your family/second name?

.....

Thank you.

[to student A and then again to student B]

Where do you live? [or Where do you come from? / Do you live in *place name*?]

.....

Do you work or are you a student in *place name*? What do you do/study?

or

Do you study English at school? [or Do you have English lessons?] Do you like it?

.....

Thank you.

[to student A and then again to student B, one or more of these questions]

What do you enjoy doing in your free time?

Do you think English will be useful for you in the future?

What did you do last weekend?

Tell us about your school.

.....

Thank you.

[to both students]

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

## Part 2 (2–3 minutes)

[to both students] I'm going to describe a situation to you.

You and your friends want to celebrate the end of your exams. Talk together about the things you can do.

[give students Picture 1A]

Here is a picture with some ideas to help you. [give students a few moments to look at the picture]

I'll say that again.

You and your friends want to celebrate the end of your exams. Talk together about the things you can do.

All right? Talk together.

.....

[give students about two minutes to talk together. Do not join in unless they have problems, for example to make a suggestion, e.g. Some students may not enjoy walking in the mountains.]

Thank you. [take back picture]

## Part 3 (3 minutes)

[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 a living room.

[to student A]

Here's your photograph. [give student A Photo 1B] Please show it to Student B but I'd like you to talk about it. Student B, you just listen. I'll give you your photograph in a moment.

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

.....

Thank you. [take back photo]

[to student B]

Now, Student B, here's your photograph. [give student B Photo 1C] It also shows a living room. Please show it to Student A and tell us what you can see in the photograph.

.....

Thank you.

[take back photo]

## Part 4 (3 minutes)

[to both students]

Your photographs showed living rooms. Now, I'd like you to talk together about the kind of furniture and things you like to have in a living room, and how tidy you like it to be.

.....

[give students about two minutes to talk together. Do not join in unless they have problems, for example to offer a comment, e.g. I like lots of pictures on my walls.]

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









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