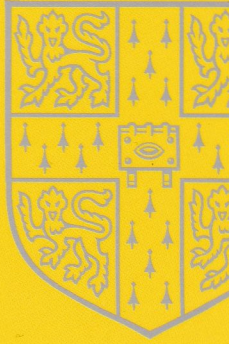


CAMBRIDGE



# OBJECTIVE PET for Schools

**Practice Test Booklet  
WITH ANSWERS**

with Audio CD

Louise Hashemi  
Barbara Thomas

Cambridge Books for Cambridge Exams

# OBJECTIVE PET for Schools

**Practice Test Booklet  
WITH ANSWERS**

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Barbara Thomas**



**CAMBRIDGE  
UNIVERSITY PRESS**

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The PET exam is part of the Cambridge ESOL Main Suite exams, which cover CEFR levels A2 to C2. The following table demonstrates how the five Main Suite exams correlate to the CEFR levels.

CPE	C2 Mastery
CAM	C1 Effective proficiency
FCE	B2 Vantage
PET	B1 Threshold
KET	A2 Waystage

The PET / PET for Schools exam is a lower-intermediate qualification in English and can also be a first step for those wishing to progress towards the First Certificate in English and other Cambridge ESOL exams.

Good luck with these tests, and with PET for Schools!

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# Acknowledgements

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## Artwork acknowledgements

Illustrations by John Batten.

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# Introduction

This booklet contains two complete practice tests for the University of Cambridge ESOL Examinations Preliminary English Test for Schools. The tests cover topics typically included in the exam and also the *Objective PET* Student's Book. Students can use these tests on their own or with a teacher.

PET for Schools is a new version of the PET exam for candidates between the ages of 11 and 14. PET for Schools has the same format and task types as PET, and the level of the two versions is identical, but the content and topics are dealt with in ways which reflect the experiences and interests of younger candidates.

PET is at level B1 of the Council of Europe Common European Framework of Reference for Languages. The following 'Can Do' statements show what language learners at PET (B1) level are generally able to do.

Typical abilities	Listening and Speaking	Reading and Writing
<b>Overall general ability</b>	CAN understand straightforward instructions or public announcements. CAN express simple opinions on abstract/cultural matters in a limited way or offer advice within a known area.	CAN understand routine information and articles. CAN write letters or make notes on familiar or predictable matters.
<b>Social and Leisure</b>	CAN understand the main points of TV programmes on familiar topics. CAN talk about things such as films and music and describe his/her reactions to them.	CAN understand factual articles in magazines and letters from friends expressing personal opinions. CAN write to his/her friends about the books, music and films that he/she likes.
<b>School and Study</b>	CAN understand instructions on classes and homework given by a teacher or lecturer. CAN repeat back what people say to check that he/she has understood. CAN give detailed practical instructions on how to do something he/she knows well.	CAN understand most information of a factual nature in his/her school subjects. CAN write a description of an event, for example a school trip. CAN take basic notes in a lesson.

The PET exam is part of the Cambridge ESOL Main Suite exams, which cover CEFR levels A2 to C2. The following table\* demonstrates how the five Main Suite exams correlate to the CEFR levels.

<b>CPE</b>	<b>C2 Mastery</b>
<b>CAE</b>	<b>C1 Effective proficiency</b>
<b>FCE</b>	<b>B2 Vantage</b>
<b>PET</b>	<b>B1 Threshold</b>
<b>KET</b>	<b>A2 Waystage</b>

The PET / PET for Schools exam is a lower-intermediate qualification in English and can also be a first step for those wishing to progress towards the First Certificate in English and other Cambridge ESOL exams.

Good luck with these tests, and with PET for Schools!

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# Test 1

Paper 1 (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

**RETURN FARES  
ARE NOT AVAILABLE  
ON THIS BUS**

- A** You can only buy single tickets on this bus.
- B** Return tickets must always be shown.
- C** A return ticket will save you money on this bus.

Answer:

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

1

*Mia,*

*My bike's not working again so I've borrowed yours. I'll make sure I get it back to you before you need it to get to classes.*

*Henri*

- A** Henri will leave Mia's bike at school.
- B** Henri will return the bike before Mia goes to school.
- C** Henri is going out to meet Mia after school.

2

**COMPUTER ROOMS**

THE NEW ENTRANCE IS BETWEEN THE PHYSICS DEPARTMENT AND THE LIBRARY

- A** The entrance to the library is through the computer rooms.
- B** The entrance to the computer rooms has changed.
- C** The physics department is now used as computer rooms.

3

STUDENTS WITHOUT  
MEAL TICKETS FOR  
TODAY MUST PAY FOR  
ALL FOOD, SNACKS  
AND DRINKS

- A You cannot use a ticket to pay for your meal today.
- B If you need a meal ticket, you can pay for it here.
- C You have to pay for meals if you don't have a ticket.

4

O  
ADD YOUR NAME TO THE  
LIST IF YOU WANT TO  
GO ON THE TRIP

- A This list should be signed by people who want to go on the trip.
- B If you find your name on this list, you can go on the trip.
- C The list shows who is allowed to go on the trip.

5

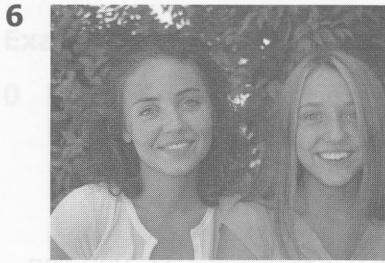
Hi Marc,  
It's a fine weekend – surprise! – so I'm going to play golf with my cousins while Mum and Dad are buying furniture for the new house.  
Phone me soon,  
Guido

- A Some of Guido's relatives are playing golf with him this weekend.
- B Guido is preparing a surprise for his parents at their new home.
- C As the weather has improved, Guido wants Marc to play golf with him.

## Listening Part 4

### Questions 6 - 10

The teenagers below all want to attend a summer camp in the UK. On the opposite page there are descriptions of eight summer camps for young people. Decide which summer camp would be the most suitable for the following people. For questions **6 - 10**, mark the correct letter (**A - H**) on your answer sheet.



Nina and Peta would like to learn acting and singing skills. They'd also like to try a new sport. They're happy to share a room with each other, but not with other people.



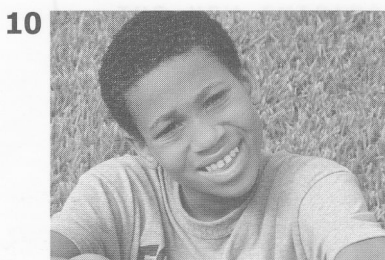
Mikki wants a part-time English course with opportunities to spend time outside trying different sports and activities. She wants family accommodation as she's never stayed away from home before.



Hannu is hoping to find a holiday offering individual lessons with experienced tennis teachers. He also wants to improve his English and spend time with teenagers from other countries.



Benny and Tomas are very keen on science and would love to spend a week with teenagers who share their interest. They'd also like to be able to go swimming and watch films to relax.



Jean-Pierre loves going camping and reading books about spies. He's looking for a holiday where he can share these interests and also spend time in the open air with other teenagers.



## Summer camps

**A**

Learn English where English children also go for their holidays. With **ActionCamp**, you'll spend four mornings a week learning English, using graded tasks and games and acting out everyday situations. The rest of your time you take part in team sports and other outdoor activities. You'll stay with a friendly family who'll entertain you at weekends.

**B**

*All Rounders* offers two activities each day. Spend each morning doing football, horse riding, tennis, singing or English lessons and in the afternoon try trips to the cinema, theatre or the seaside. Or go walking in the beautiful countryside around the campsite.

**C**

**Sportcamp** offers teenagers from the UK and abroad coaching from specialist teachers in groups or alone. Five different levels in swimming, athletics, tennis, golf and dance are available. Plus, for our foreign students, English language is studied in a relaxed atmosphere. Share a well-equipped lodge with up to six others.

**D**

At **Summerfun** you stay at the home of a local family with another student in a double room. You take part in exciting sports and water sports as well as other activities including music, dance, singing and drama. Enjoy the beach and all the fun offered by being in a lively city by the sea.

**E**

If you choose to attend a week's training at *Special Agents' Camp*, you will learn how to use codes for secret messages, make-up and acting skills for undercover work, judo to protect yourself from enemies, and outdoor survival skills such as making fires, climbing and mountain biking, necessary for chasing or escaping. Sleep under the stars in well-equipped tents.

**F**

With its sandy beach, private cinema, and comfortable hostel accommodation, **Stake House** is ideal for holiday fun. Our special-interest camps include film-making, using the purpose-built studio, and inventors' school, where qualified and enthusiastic teachers help you choose and complete crazy engineering projects or original experiments in chemistry and physics.

**G**

Would you like to paint all week, or carry out scientific experiments? Or study the methods of real and fictional spies? Or write and perform a play? Come to **Hobby Camp**, meet our enthusiastic staff and make friends from England and around the world. Accommodation with local families.

**H**

On our *Sports for All* programme you focus on three sports a week, staying in a hostel. You spend mornings on your chosen sport, and afternoons are divided between two others. We offer tennis, golf, swimming, horse riding, basketball, badminton, squash, water polo and wall climbing.

## Reading Part 3

### Questions 11 - 20

Look at the sentences below about fish farming in Tobago.

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 Some of the fish caught by local fishermen is sold.
- 12 Local fishermen avoid catching young fish.
- 13 The school programme aims to encourage more local people to eat fish.
- 14 Mr Peters runs a holiday company as well as working as a teacher.
- 15 The children are learning about a fish which lives in fresh water.
- 16 Aimswell sells the fish they produce at school.
- 17 The students are trying out different kinds of food for their fish.
- 18 Mr Peters would like the school project to influence people all over Tobago.
- 19 Aimswell is keen on the school fish farm for several reasons.
- 20 The students are looking forward to cooking the tilapia.

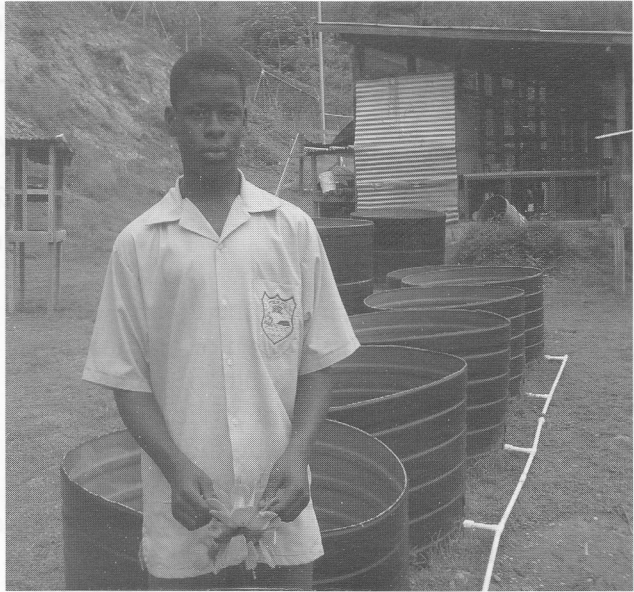
## Fish farming for the future

by Aimswell, 14, Tobago

I'm Aimswell and I live on the island of Tobago in the West Indies. Like lots of people here, my father is a fisherman and he taught me to fish when I was about five. I love it and have even won some prizes in fishing competitions. Local people here fish for themselves and some of them even supply fish to the big hotels. Recently everyone has started to notice that there are not as many fish in the sea as there used to be and the fish that we are catching now are really small, still young. If everyone keeps catching all the fish when they are so young, we may soon run out.

I am involved in a programme at my school to find a way for people in Tobago to be able to continue eating fish without making the ones in the sea rare. My teacher, Mr Peters, started it a little while ago with help from a holiday company and a UK charity that cares for places where people go on holiday. The project is teaching all the kids in my school about fishing sustainably. This means learning about ways that we can eat fish without running out in the future. We are farming a freshwater fish called tilapia which people can grow in their homes and gardens in tanks, instead of catching lots of fish out of the seas.

We look after the fish during our agricultural science lessons. It's my favourite lesson because we get to go outside and work in our school vegetable garden and look after the fish. I am in charge of the fish at the moment. They will grow big enough to



eat in about four months. We have two different types of tilapia and they will each taste different when we eat them at last. They are really easy to look after as all they need to eat is water plants which we grow here too. Mr Peters hopes that when all the kids at my school go home and show their parents how we have grown fish at school, they can do the same at home. He hopes that one day everyone in Tobago will be able to do it.

I love working on the project because it is fun but also because it teaches us business skills and ways to help protect the environment. For example, none of the water we use for the fish is wasted as we use it to water our vegetables.

It won't be long until our fish are big enough to eat and then we will learn some nice recipes so we can cook and enjoy them at last.

## Listening Part 4

### Questions 21 - 25

Read the text below and answer the questions opposite.

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

### *The Hockey Dad* - one to watch?

There's an old saying in the theatre world 'Never work with children or animals'. It's a great pity that Harold Greymont has never heard this piece of advice, or if he has come across it, that he didn't pay more attention to it. It's not so much that *The Hockey Dad* is a bad film, although I can't find many reasons for saying it's a good one. It's more that it makes me angry. The thing that annoys me is that Greymont is a brilliant actor. Anyone who saw him in *Romeo and Juliet* on the stage in New York knows that. So what's he doing in this kind of nonsense?

It's a story about a shy, small-town bank clerk who is temporarily mistaken for the manager of the unsuccessful hockey team at his son's primary school. He has to find

a way to encourage the players when they are about to play the regional champions, who haven't been beaten for three seasons. His unusual methods are surprisingly successful and by the middle of the season the team has done much better than anyone expected.

Unfortunately, there's trouble waiting because the real team manager (who is an unpopular local businessman) is very jealous of him. But, surprise, surprise, the team's school friends find a way to solve his problems. I won't say how, as it's the only part of the film that's even slightly original or amusing. If you see it, you'll be annoyed with me for telling you. But my advice is, when it comes to a cinema near you - go and play hockey instead.

- 21 What is the writer trying to do in the text?
- A compare the attractions of the theatre and the cinema  
 B compare Harold Greymont with another actor  
 C give an opinion about working with children in films  
 D give an opinion about *The Hockey Dad*
- 22 The writer suggests that in this film Harold Greymont
- A is wasting his talent.  
 B doesn't understand how to talk to children.  
 C isn't good at comedy.  
 D gives a surprisingly good performance.
- 23 Why did the writer mention *Romeo and Juliet*?
- A It's an example of a really good play.  
 B Greymont proved that he was a good actor in it.  
 C It was produced in New York.  
 D The central characters are very young.
- 24 What caused problems for Harold Greymont's character in this film?
- A the age of the members of the team  
 B his lack of experience in hockey  
 C the attitude of the champion team's manager  
 D the feelings of the businessman who usually manages the team
- 25 Which one of these DVD guides is describing *The Hockey Dad*?

A

A quiet man discovers an unexpected talent for hockey and is surprised when he becomes a star player.

B

A father succeeds in earning his son's respect in spite of the fact he's no good at sport.

C

A bank clerk finds a way to help a school sports team improve their performance.

D

A businessman realises that spending money doesn't always bring success in the world of sport.

**Listening**

**Part**

**4**

**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** both                      **B** neither                      **C** also                      **D** yet

Answer: 

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

## Running shoes

Running is now very popular with teenagers in many countries (0) as a sport and as a way of keeping fit. (26).....if you only run twice a week, you (27).....to wear good shoes. (28).....is a lot of choice in running shoes, so decide how (29).....you can afford to pay for your shoes, then find a pair that fits you (30).....Be prepared to (31).....different sizes in different shoes. If you wear adult shoes, remember that women's are made narrower (32).....men's and, although most girls and women will find a woman's shoe which suits them, there is no reason (33).....they shouldn't wear a man's shoe. The same is true for men and boys - (34).....a woman's shoe fits you better, then wear it. If you (35).....a mistake and buy the wrong shoes, you may do serious damage to your feet.

- 26**    **A** Although                    **B** But                    **C** Also                    **D** Even
- 27**    **A** would                    **B** should                    **C** need                    **D** must
- 28**    **A** It                    **B** There                    **C** This                    **D** That
- 29**    **A** far                    **B** long                    **C** many                    **D** much
- 30**    **A** good                    **B** best                    **C** better                    **D** well
- 31**    **A** look                    **B** ask                    **C** try                    **D** experiment
- 32**    **A** as                    **B** like                    **C** than                    **D** from
- 33**    **A** why                    **B** as                    **C** therefore                    **D** for
- 34**    **A** since                    **B** because                    **C** so                    **D** if
- 35**    **A** do                    **B** make                    **C** cause                    **D** decide

# Listening Part 4

## Questions 1 - 5

Here are some sentences about a café.  
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 the answer sheet.

### Example:

0 Shall we have lunch at the new café in the square?

**What . . . . . lunch at the new café in the square?**

Answer:

<b>0</b>	about having
----------	--------------

1 The café is called *Amazing Taste*.

**The name . . . . . is *Amazing Taste*.**

2 I haven't been here before.

**This is the first time I . . . . . here.**

3 All the food is cooked by the café owner.

**The café owner . . . . . all the food.**

4 My friend told me it was cheap enough for students.

**My friend told me it wasn't . . . . . for students.**

5 He recommended the soup of the day.

**He said I . . . . . try the soup of the day.**



## Writing Part 2

### Question 6

Last week your English friend, Jack, lent you his dictionary. You promised to return it by yesterday but you didn't.

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

- apologise for not returning the dictionary
- explain why you couldn't see him yesterday
- offer to bring it to his house today.

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



A



B



C



A



B



C

## Listening Part 4

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

*We have homework during our spring holiday.  
It's only two weeks long, so we don't have much  
time to relax! Do you have homework in the  
holidays? What else do you do?*

- Now write a letter to your penfriend, answering the 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 had a very exciting day on my birthday.*
- Write your **story** on your answer sheet.

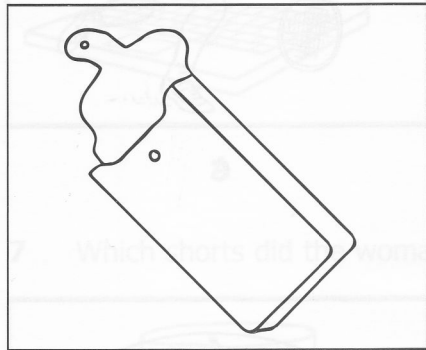
Paper 2 (35 minutes)

Listening Part 1

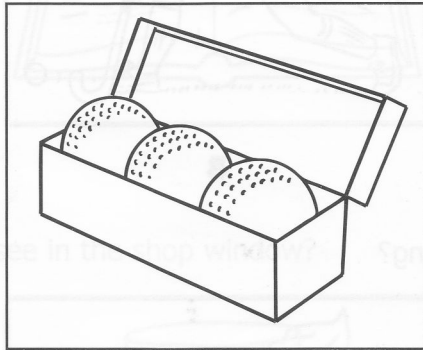
Questions 1 - 7

There are seven questions in this part.  
For each question, choose the correct answer, **A**, **B** or **C**.

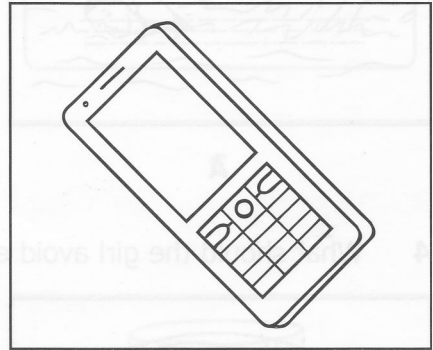
**Example:** What is the boy going to buy?



A



B



C

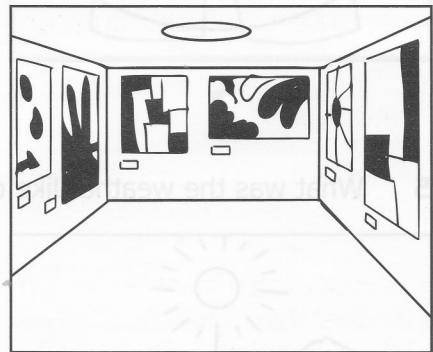
1 Where will the girl meet her friend?



A

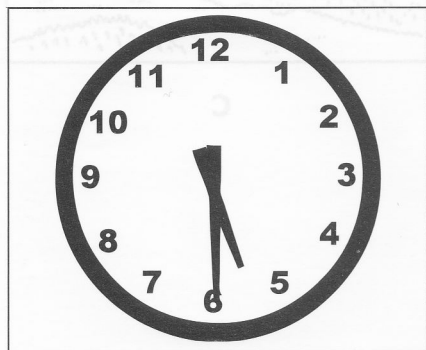


B

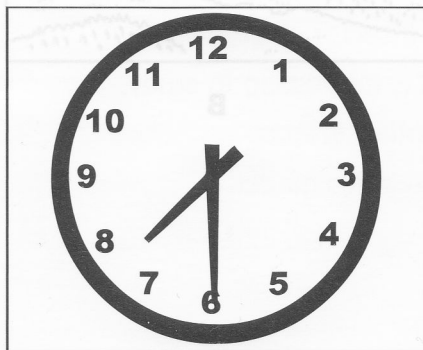


C

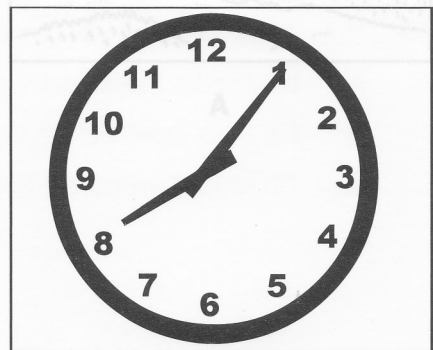
2 When does the man want to watch a television programme?



A



B



C

3 Which sport does the girl prefer to take part in?



A

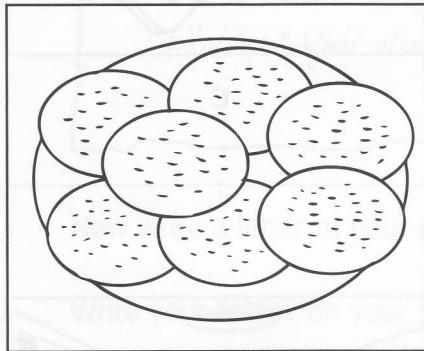


B

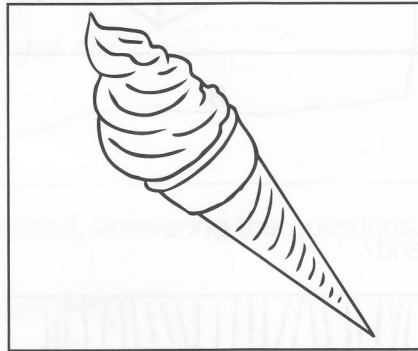


C

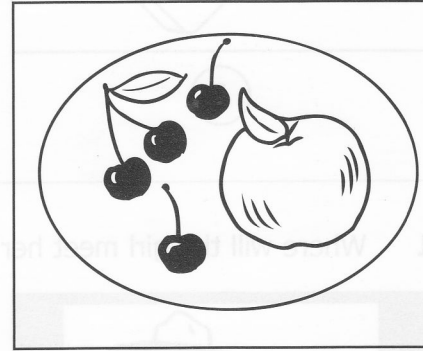
4 What should the girl avoid eating?



A

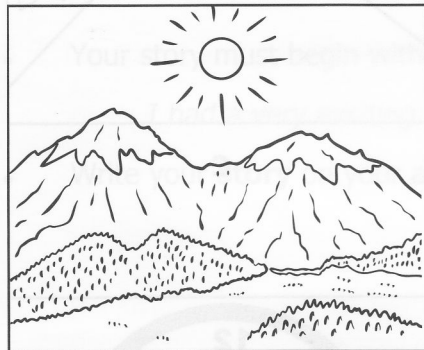


B

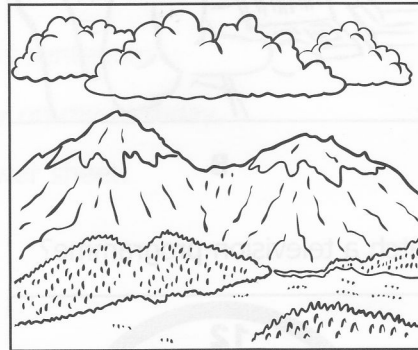


C

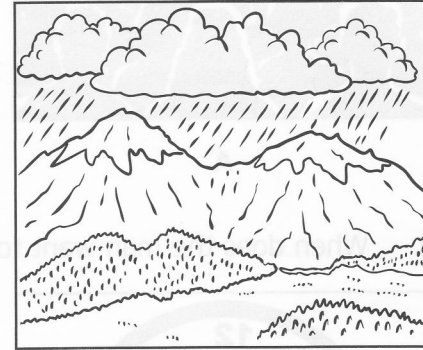
5 What was the weather like during their walk?



A

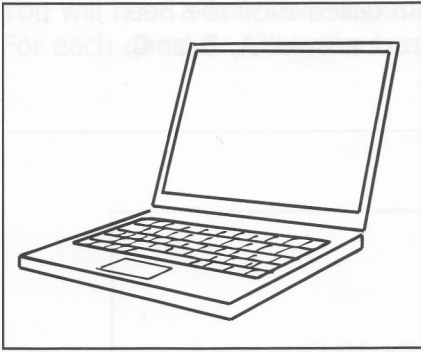


B

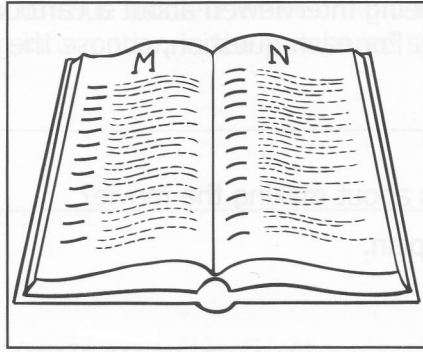


C

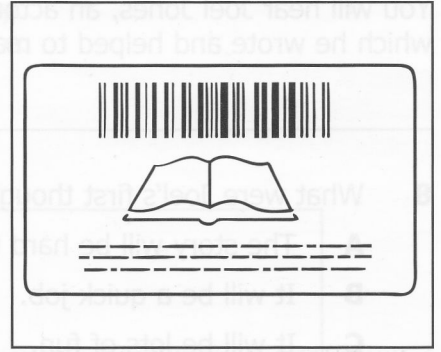
6 What does the boy borrow?



A

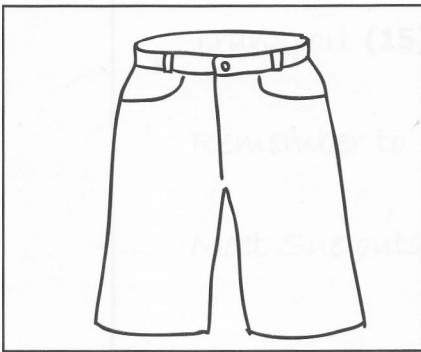


B



C

7 Which shorts did the woman see in the shop window?



A



B



C

## Listening

## Part

4

## Questions 8 - 13

You will hear Joel Jones, an actor, being interviewed about a cartoon film called *Basil the Bee* which he wrote and helped to make. For each question, choose the correct answer **A**, **B** or **C**.

**8** What were Joel's first thoughts about making the movie?

- A** The story will be hard to plan.
- B** It will be a quick job.
- C** It will be lots of fun.

**9** What does Joel say about Basil the Bee?

- A** Basil's appearance is based on Joel.
- B** Joel's face is fatter than Basil's.
- C** They look quite similar.

**10** Joel says his little daughter

- A** is afraid of bees.
- B** isn't really old enough to enjoy the movie.
- C** doesn't understand her father's connection to the movie.

**11** Who did Joel originally plan the movie for?

- A** young children
- B** teenagers
- C** people of all ages

**12** Joel thinks people approve of bees because

- A** bees are like humans in several ways.
- B** people enjoy eating honey.
- C** people can make money from keeping bees.

**13** How does Joel feel about most insects?

- A** He thinks the insect world is interesting to study.
- B** He likes bees better than other insects.
- C** He enjoys watching insects in his garden.

## Listening Part 3

### Questions 14 - 19

You will hear a telephone message that Sue has left for her friend Polly.  
For each question, fill in the missing information in the numbered space.

Next weekend - camping with Sue!

Campsite near **(14)** ..... in Wales.

Transport **(15)** ..... and then **(16)** .....

Remember to bring **(17)** ..... and **(18)** ..... for drinks.

Meet Sue outside the mall at **(19)** ..... on Friday.

# Listening Part 4

## Questions 20 - 25

Look at the six sentences for this part.

You will hear a conversation between two boys, Mani and James, about something that James's parents are planning.

Decide if each sentence is correct or incorrect.

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

	YES	NO
20 James is pleased about his parents' plan.	A	B
21 Mani knows where James's parents work.	A	B
22 James is uncertain about the bus services.	A	B
23 Mani thinks James may be able to benefit from the situation.	A	B
24 James's parents have recently offered to buy him a motorbike.	A	B
25 James's mother believes James is very sensible for his age.	A	B



## Paper 3

### About the Speaking test

The Speaking test lasts about 10 - 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 also to talk to your partner.

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

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** (2 - 3 minutes)

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** (3 minutes)

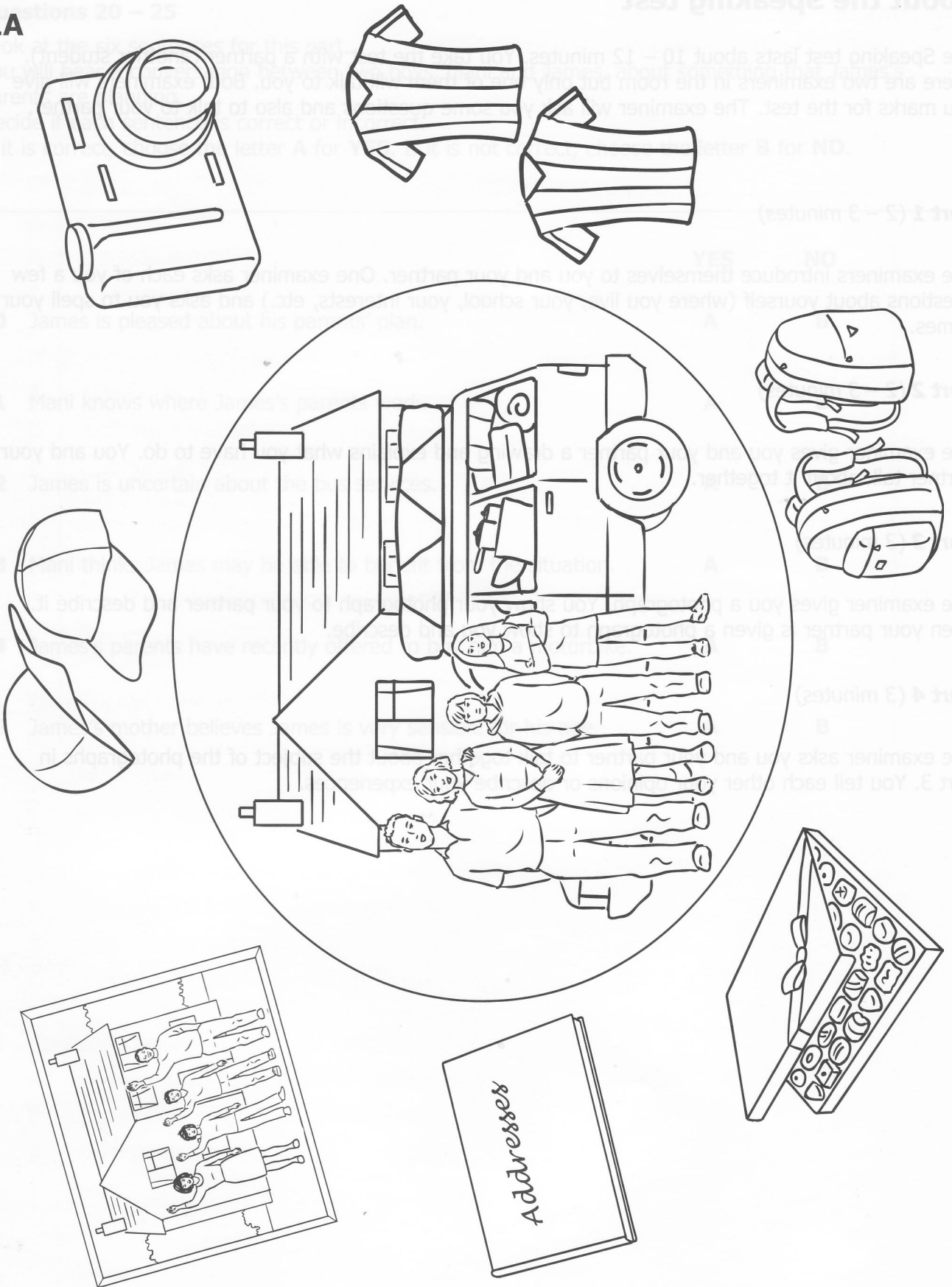
The examiner gives you a photograph. You show your photograph to your partner and describe it. Then your partner is given a photograph to show you and describe.

#### **Part 4** (3 minutes)

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.

# Visual materials for Paper 3

1A



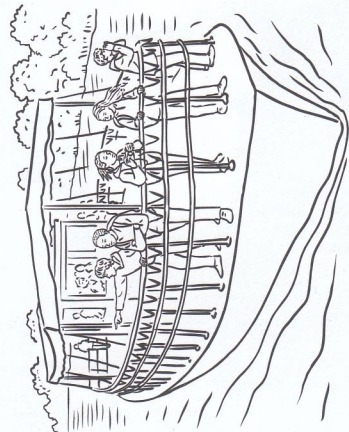
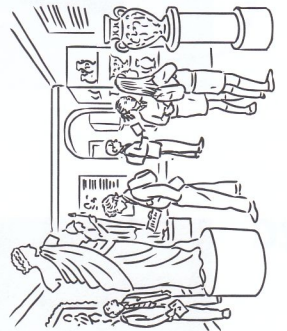
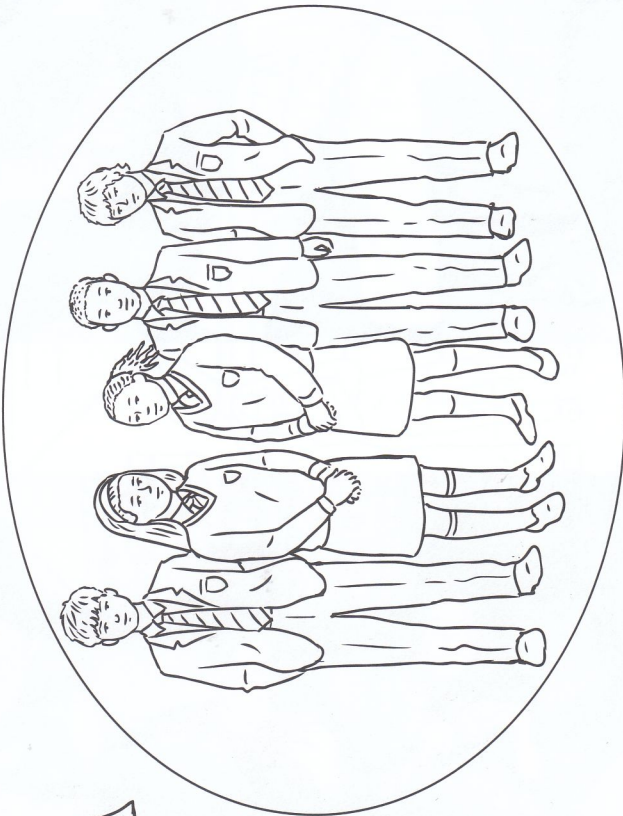
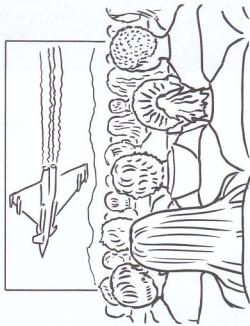
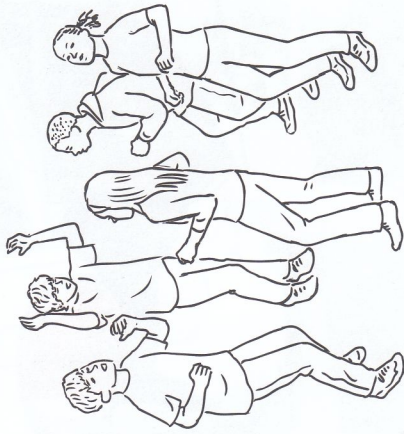
1B



2C



2 A



2B



1C



# Test 2

Paper 1 (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

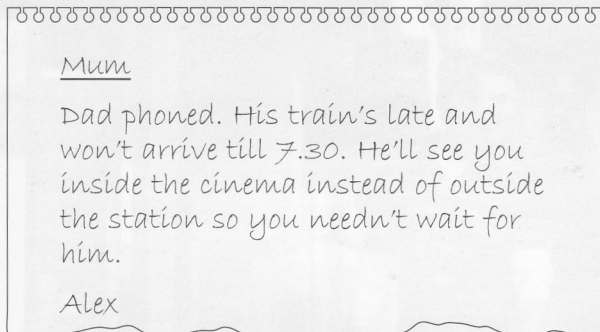


- A** You can only buy single tickets on this bus.
- B** Return tickets must always be shown.
- C** A return ticket will save you money on this bus.

Answer:

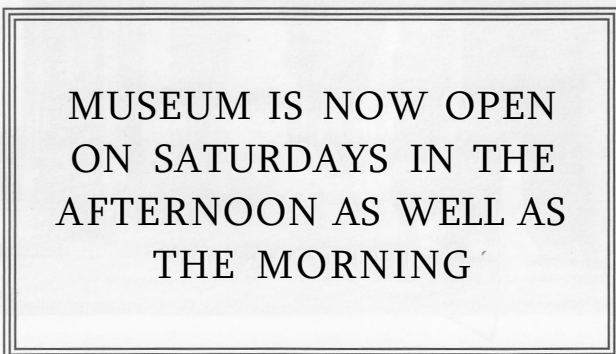
<b>0</b>	<b>A</b> <input checked="" type="checkbox"/>	<b>B</b> <input type="checkbox"/>	<b>C</b> <input type="checkbox"/>
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1



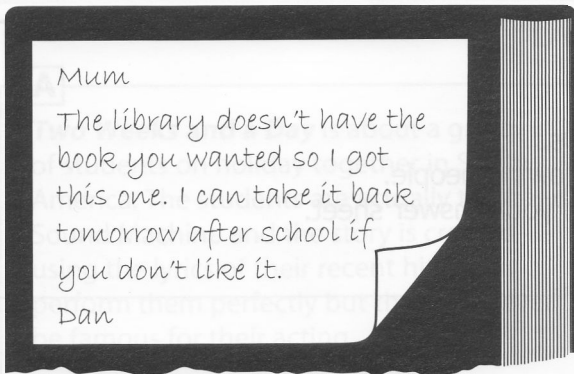
- A** Alex's mum should wait for Alex's dad before she sets off for the cinema.
- B** Alex's dad will meet his mum in a different place from where they arranged.
- C** Alex's dad will wait for Alex's mum outside the cinema until she arrives.

2



- A** The museum will now close for lunch on Saturdays.
- B** The museum is now open on Saturday afternoon instead of Saturday morning.
- C** The museum is now open longer than before on Saturdays.

3



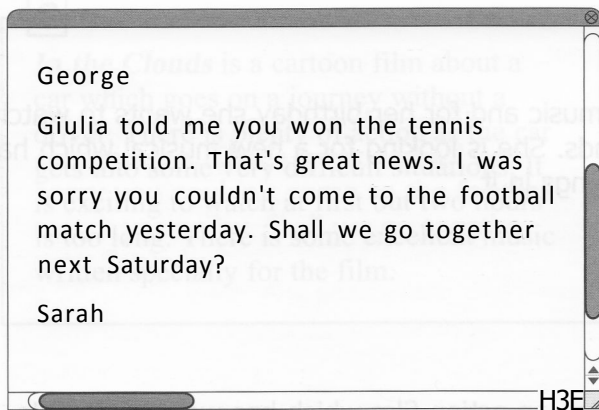
- A Dan wasn't able to find exactly what his mother wanted.
- B Dan can get his mother the book she wants tomorrow.
- C Dan's mother can only keep the book till tomorrow.

4



- A The shop will sell bikes at the normal price again after the sale.
- B You can buy a bike more cheaply in the week before the shop shuts.
- C Bikes will cost less for one week after Saturday 20th.

5



**What is Sarah doing in this email?**

- A apologising for not being able to do something
- B giving George some news about something
- C congratulating George on something he has done

## Listening Part 4

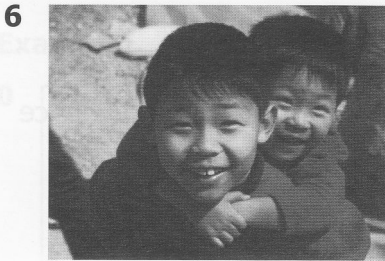
### Questions 6 - 10

The people below all want to watch a DVD.

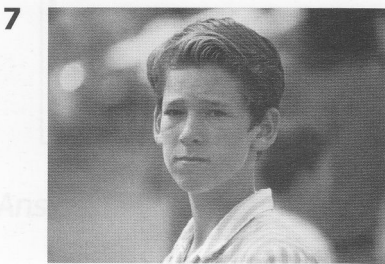
On the opposite page there are descriptions of eight DVDs.

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

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



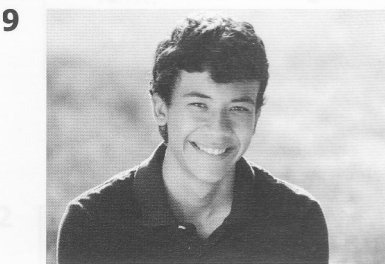
Michael is looking for a cartoon film to watch with his young cousin, Tom. They enjoy films which make them laugh. It mustn't be longer than an hour because Tom gets bored quickly.



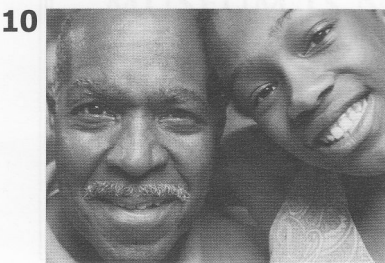
Eddie is interested in history and likes watching documentaries which contain parts of real films showing how people used to live in different parts of the world.



Natalya enjoys pop music and for her birthday she wants to watch a DVD with her friends. She is looking for a new musical which has some of the latest songs in it.



Vicente wants to watch an action film which has won a prize. He doesn't mind if it's new or old but it should have a good story and be exciting.



Sophia wants to find a DVD to watch with her grandfather, who loves old comedy films. They want to see one which has some famous actors in it.



## DVDs for you

A

**Two Weeks and a Day** is about a group of students on holiday together in South America. The students are actually the band Sound Machine and the story is created using the lyrics of their recent hits. They perform them perfectly but they will never be famous for their acting.

E

**Up and Away** was a very popular film over fifty years ago and it won several prizes. The main actors were very well known then and the film is still entertaining. It appeals to all ages and will keep you laughing all the way through.

B

**The Last Chance** is about a spy who gets discovered but manages to escape. It involves helicopters, speed boats and a fantastic car chase. Not everything goes as planned and the two hours will be over before you notice. It came first in the National Film Awards.

F

The musical **The Street** made several songs famous when it became very popular over 40 years ago. It follows a man who is looking for a job in Paris who spends his free time writing songs about the people he meets. It is based on a true story which is fascinating.

C

**In the Clouds** is a cartoon film about a car which goes on a journey without a driver. There is plenty of action as the car gets into some very difficult situations. It is exciting to watch at first but two hours is too long. There is some excellent music written specially for the film.

G

**On the Road** aims to show what it takes to become a famous band. It follows a group of unknown musicians as they try to get noticed by music producers. They play some very good music but it's very much a documentary as there's no real story.

D

**By the Ocean** won a prize when it came out because it showed for the first time what it was like to live on an island in the middle of the Pacific Ocean in the first half of last century. Through interviews and film of daily life as it was then, we see people farming, fishing, cooking and enjoying themselves.

H

**Rabbit Run** is another cartoon about a rabbit called Rob. The earlier ones were very short but this one lasts about 45 minutes. Rob has all kinds of adventures and there are many amusing moments. You will recognise some of the voices as they are read by some famous actors.

## Listening

## Part

## 4

## Questions 11 - 20

Look at the sentences below about a photography 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 Young Photographers' Association was started nearly 30 years ago.
- 12 Two of the winners will go to Borneo.
- 13 Photographs can be accompanied by a written description.
- 14 If you enter the competition more than once, you have to pay \$5 each time.
- 15 You can enter the same photograph as last year unless it won the competition.
- 16 Children under 15 should send an adult's email address as well as their own.
- 17 If you apply on the internet, you should send your entry by 31 March.
- 18 All young people entering the competition should send a photograph of themselves.
- 19 Photographs showing people should be avoided.
- 20 A fee will be sent to the photographer if a photo is used for advertising.

## The Australian Young Photographers' Competition

Every year the Australian Young Photographers' Association organises a photography competition for young people. Later this year the organisation will be 30 years old and, to celebrate, we have a very special prize. If you win, you will go on a trip for two (you and a parent or another adult in your family) to the rainforest in Borneo! If you are an Australian high school student aged between 12 and 18, then enter our competition. There are two second prizes of \$200 each (one for 12-14-year-olds and one for 15-18-year-olds) and two third prizes of \$100 each (one for 12-14-year-olds and one for 15-18-year-olds).



We are looking for photographs that show either Australia's amazing wildlife - its birds, snakes, animals or insects - or its dramatic landscapes - its open spaces, rainforests, rivers and beautiful cities. A photograph can show so much more about a country than a written description. So send us one which explains what Australia means to you.

You may enter the competition as many times as you wish but all entries must be accompanied by the \$5 entrance fee. Any photograph which has already been a competition winner should not be entered.

To enter, go online at [www.youngphotographers.au/competition](http://www.youngphotographers.au/competition) and upload your photograph using the form provided. Each entry must include your name, date of birth, an email address and a daytime contact phone number. If you are 14 years of age or under, you need to provide us with the email address of a responsible adult. Make sure they are happy for you to use their email address. If you are 15 years or

over, you can use your own email address. If you prefer, you can print the form and send us your photograph by post.

The competition opens at midnight on 1 February. The closing date for online entry is Monday 31 March. The closing date for entries by post to be received in the Competition Office is Monday 24 March. Winners will receive the news by email or phone no later than Monday 6 April. There will be a special exhibition of photographs in City Halls between Monday 29 April and Monday 5 May.

Where a photograph entered in the competition shows a person other than yourself, you must get the necessary permission from that other person and you must send us that permission in writing. If you are one of our winners, you must agree to the organisation using your name, photograph and/or voice for an unlimited period of time, without payment, for advertising purposes. We will not tell you each time we do so.

## Listening Part 4

### Questions 21 - 25

Read the text below and answer the questions opposite.

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



## Earth Day

We celebrated Earth Day in my city last week. The idea of this special day began in the 1960s when life was very different. Few people talked, or even thought, about the environment. Most people had no idea how dirty our air and water were. This attitude bothered Gaylord Nelson, who was a senator in the US government, and he had an idea. If people around the world knew the planet was in danger, they might work harder to save it, so he just needed to get their attention. The first Earth Day was just in the United States but it led to events every year all around the world on April 22 or the nearest weekend, depending on where you are.

In my town, last Saturday afternoon lots of people rode their bikes from the park, around the town together and back to the park, taking as much time as they possibly could, so that the cars had to wait. Then we talked to all the drivers in cars which just had one person in them, to explain how wasteful that is and how much pollution it causes. The idea was to make people think about how much they use their cars. In other places, people collected plastic bags for a week and then made a pile of them in the town square. You can do anything as long as it makes people of all ages come together for a few hours and talk about the environment. Last year we had a big music event for young people. Some people said it was a waste of time, but there was information for people to read and announcements between the bands about how to help protect the environment.

21 What is the writer trying to do?

- A encourage people to take part in this year's Earth Day
- B explain why Earth Day happens every year
- C compare the success of different events on Earth Day
- D offer advice to people arranging an Earth Day event

22 Earth Day began because

- A people had started to worry about damage to the environment.
- B different governments decided it was a good idea.
- C one man wanted people to know about the planet's problems.
- D people were working hard to make the air and water cleaner.

23 What happened on Earth Day this year in the writer's city?

- A Cars were not allowed in the city centre.
- B People cycled slowly through the streets.
- C There was a talk about the pollution made by cars.
- D Cars had to have more than one person in them.

24 What does the writer think is the most important thing about Earth Day events?

- A that people should become involved in them
- B that they should attract young people
- C that there should be some music
- D that they should last all day

25 Which of the following sentences appeared in a newspaper article about Earth Day?

**A**

Gaylord Nelson travelled around the world to persuade people to arrange events on the first Earth Day.

**B**

Earth Day events are on the same day in countries around the world.

**C**

Many more countries take part in Earth Day now than when it first began.

**D**

The first Earth Day was a disappointment to the organisers.

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** population    **B** people    **C** country    **D** public

Answer: 

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

## A Welsh festival

Wales has a (0).....of about three million. English is the main language and only twenty per cent speak both Welsh and English. Every year for one week (26)..... August there is a Welsh-speaking festival. It (27) ..... place in a different town each year so everyone has the (28) ..... for it to be near them. Local people (29).....years making plans for when the festival will be in their town. Each festival is (30).....by about 160,000 people. They (31).....not only from nearby towns and villages (32).....also from the rest of the British Isles and (33).....from abroad. There are concerts, plays and competitions, and shops sell Welsh music, books, pictures and clothes as (34).....as food and drink. There is also a place (35).....Welsh learners can go to practise the language.



- 26 **A** on **B** by **C** in **D** at
- 27 **A** takes **B** finds **C** has **D** comes
- 28 **A** choice **B** chance **C** luck **D** ability
- 29 **A** pass **B** put **C** spend **D** last
- 30 **A** arrived **B** accompanied **C** joined **D** attended
- 31 **A** bring **B** move **C** travel **D** tour
- 32 **A** but **B** and **C** although **D** however
- 33 **A** just **B** hardly **C** quite **D** even
- 34 **A** long **B** far **C** good **D** well
- 35 **A** when **B** where **C** which **D** that

## Writing Part 1

---

### Question 1 - 5

Here are some sentences about a concert hall.

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 the answer sheet.

#### Example:

0 There is a new concert hall in our town.

**Our town. . . . . a new concert hall.**

Answer:

0	has
---	-----

---

1 The concert hall opened in June.

**The concert hall. . . . . open since June.**

2 A very famous architect designed the building.

**The architect . . . . . designed the building is very famous.**

3 The new hall is bigger than the old one.

**The old hall wasn't . . . . . the new one.**

4 Tickets can be bought at the box office.

**You. . . . . tickets at the box office.**

5 The box office closes at 8:30pm every evening.

**The box office is open. . . . . 8:30pm every evening.**



## Writing Part 2

### Question 6

You want to ask your English friend, Alex, to go shopping with you on Saturday.

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

- invite Alex to go shopping
- suggest a time and place to meet
- say what you want to buy.

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



A



B



2 Which photo are they looking at?



A



B



C

## Listening Part 4

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

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

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 penfriend.

*My family and I have just moved to a new flat. It's quite small but I like it.*

*Do you live in a flat or a house? What's it like?*

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

### Question 8

- Your English teacher has asked you to write a story.
- Your story must have this title:  
*An unusual visitor*
- Write your **story** on your answer sheet.

Paper 2 (35 minutes)

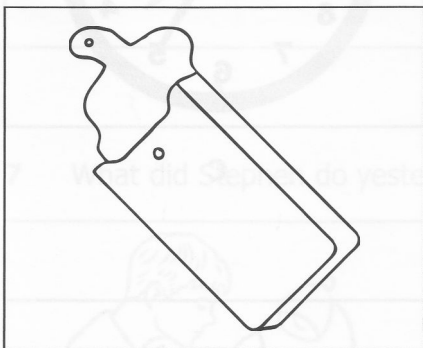
**Listening Part 1**

**Questions 1 - 7**

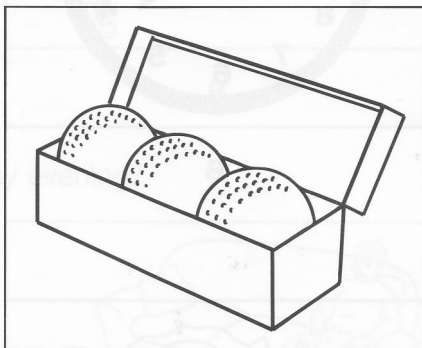
There are seven questions in this part.

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

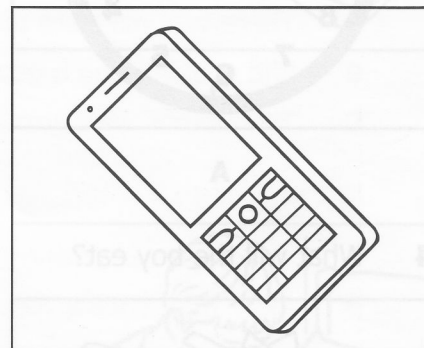
**Example:** What is the boy going to buy?



**C**

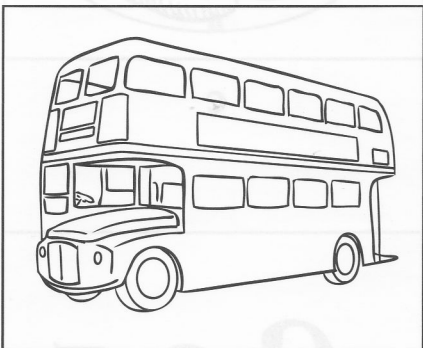


**B**



**A**

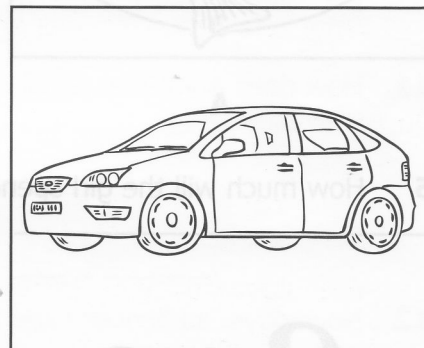
1 How will the girl get to the tennis match?



**A**

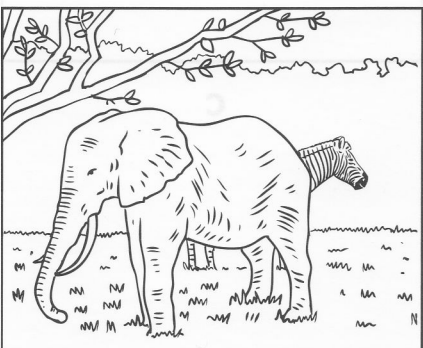


**B**

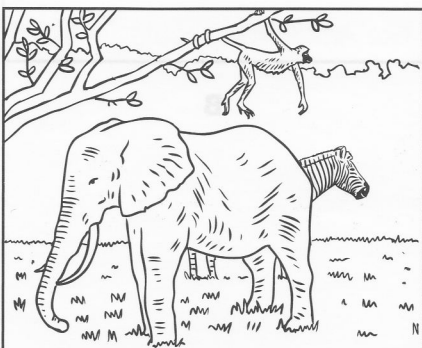


**C**

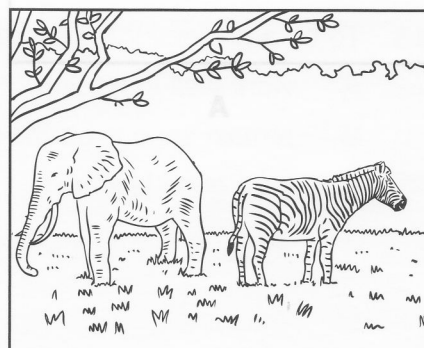
2 Which photo are they looking at?



**A**

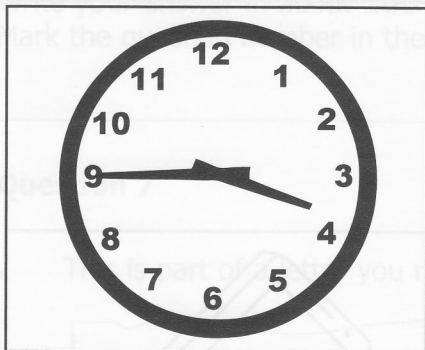


**B**



**C**

3 What time is the girl's appointment?



A

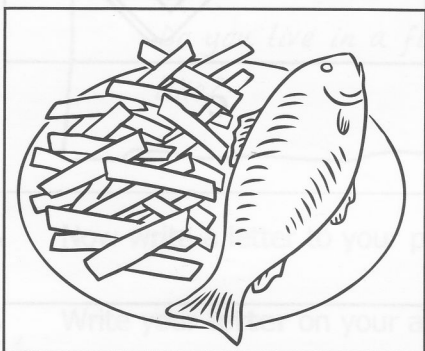


B

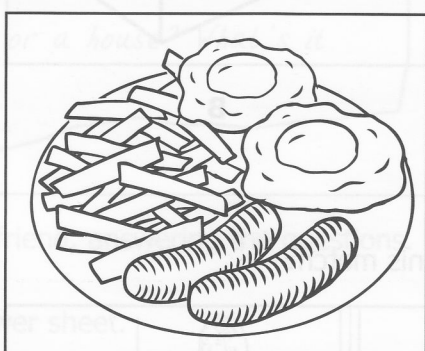


C

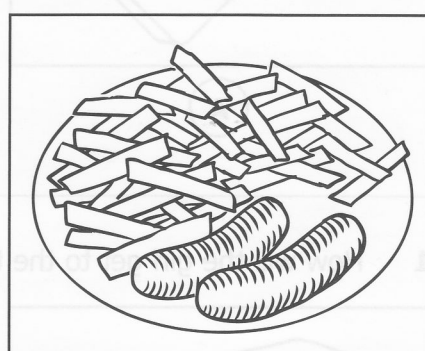
4 What will the boy eat?



A

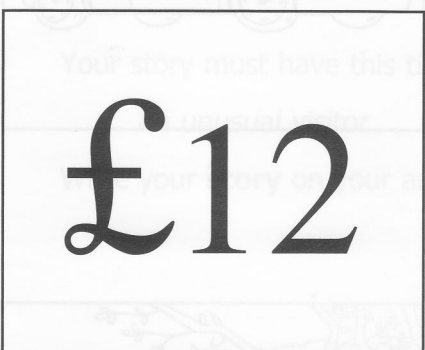


B



C

5 How much will the girl spend on the swimsuit?



A

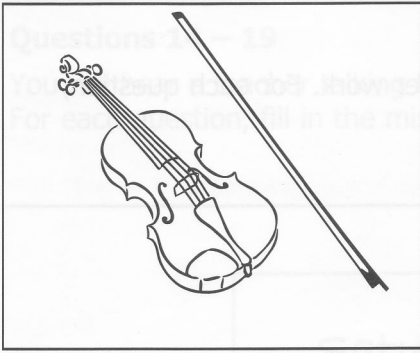


B

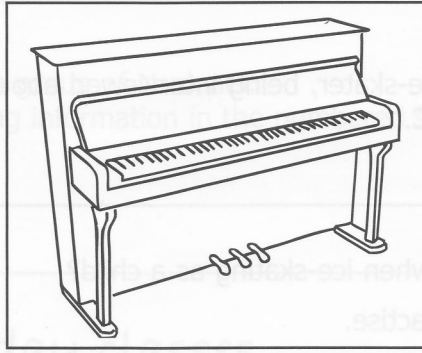


C

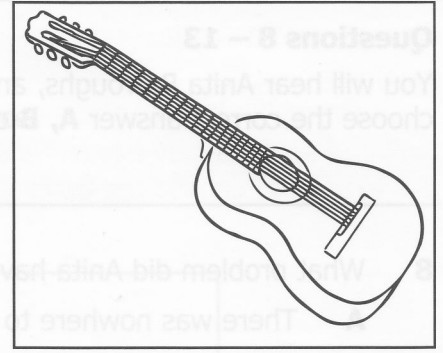
6 Which instrument can the children learn on Tuesday this week?



A



B

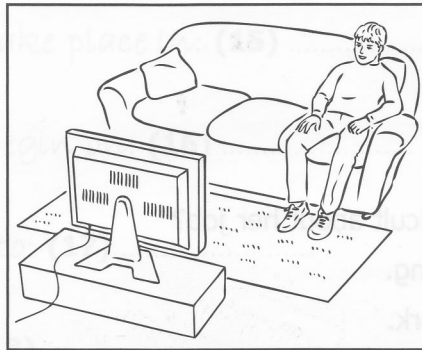


C

7 What did Stephen do yesterday evening?



A



B



C

## Listening Part 4

### Questions 8 - 13

You will hear Anita Burroughs, an ice-skater, being interviewed about her work. For each question, choose the correct answer **A**, **B** or **C**.

**8** What problem did Anita have when ice-skating as a child?

- A** There was nowhere to practise.
- B** She couldn't find a good teacher.
- C** The clothes were expensive.

**9** She says she often does shows

- A** seven days a week.
- B** more than once a day.
- C** all summer.

**10** What does Anita find most difficult about her job?

- A** The performances are tiring.
- B** Practising is very hard work.
- C** She misses her family.

**11** How does Anita feel about doing radio interviews?

- A** She prefers them to TV interviews.
- B** She doesn't know what to say.
- C** She looks forward to them.

**12** Nowadays, audiences expect dancers to do

- A** international tours.
- B** longer shows.
- C** more complicated jumps.

**13** To be a professional ice-skater like Anita, you should

- A** work well in a team.
- B** remain serious on the ice.
- C** be a good leader.

## Listening Part 3

### Questions 14 - 19

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

### Saturday classes

Classes available: **(14)** ..... and geography

Classes take place in: **(15)** ..... Road

Classes begin on: **(16)** .....

Free trip to: **(17)** .....

Bring: **(18)** .....

For more information, phone: **(19)** .....

## Listening Part 4

### Questions 20 - 25

Look at the six sentences for this part.

You will hear a conversation between a boy, Harry, and a girl, Jessie, about their friend, Martina. Decide if each sentence is correct or incorrect.

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

		YES	NO
20	Martina has fewer Italian friends than English friends.	A	B
21	Jessie tried to speak English to Martina's friends.	A	B
22	Harry gets annoyed when Martina speaks Italian to her family in front of him.	A	B
23	Martina promised Jessie that she would speak English with her friends next time.	A	B
24	Jessie agrees that it was a mistake to argue with Martina.	A	B
25	Jessie would like to be friends with the Italians.	A	B

12 Nowadays, audiences expect dancers to do

- A international tours.
- B longer shows.
- C more complicated jumps.

13 To be a professional ice-skater like Anita, you should

- A work well in a team.
- B remain serious on the ice.
- C be a good leader.



# Paper 3

## About the Speaking test

The Speaking test takes about 10 - 12 minutes. You do 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 also to talk to your partner.

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

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** (2-3 minutes)

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** (3 minutes)

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** (3 minutes)

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.

# Test 1 Key

## Paper 1 Reading and Writing

### Reading

Part 1

**1 B            2 B            3 C            4 A            5 A**

Part 2

**6 D            7 A            8 C            9 F            10 E**

Part 3

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

Part 4

**21 D            22 A            23 B            24 D            25 C**

Part 5

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

### Writing

Part 1

- 1 of the café
- 2 have been
- 3 cooks
- 4 too expensive
- 5 should

Part 2

**6**

### Sample answer

*Hi Jack*

*I'm really sorry I didn't return your dictionary yesterday as I'd promised. I had a terrible toothache and had to go to the dentist after school. Will you be at home this afternoon? I could bring it to you about 4pm.*

*Tanya*

Part 3

7

Sample answer

Dear -

Thanks for your letter. I am sorry that you have to do homework in your school holidays. I think that's very hard. We don't get homework in our holidays in this country.

In the spring holiday we usually go to stay with my uncle's family in the north. It's very beautiful and we can go for walks and picnics in the forest and do some sport. In the summer we go to the seaside because it's very hot here in the city. In the winter we stay at home because the weather isn't so good.

Do you go away during any of your holidays?

Write soon.

All the best,

8

Sample answer

I had a very exciting day on my birthday. The day didn't begin very well because I had to go to school. However, after school everything improved. I went with my friends to the park to have a barbecue. First, we decided to play volleyball. Suddenly, while we were playing, we heard very loud music. We ran to see what was happening. It was a famous rock band practising for a concert at the weekend. We were allowed to watch them and when they took a break I invited them to our barbecue - and they came!! It was my best birthday ever.

Paper 2 Listening

Part 1

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

Part 2

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

Part 3

- 14 Guilsfield      15 bus      16 walk/on foot  
 17 tent      18 saucepan      19 quarter to four/3:45

Part 4

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

## Recording script

This is the Preliminary English Test for Schools, Test One. 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 One.

[pause]

### 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.

What is the boy going to buy?

Boy: Mum, what can I get for Dad's birthday present? I gave him golf balls last year and he seemed really pleased, but I can't think of anything else. You've got him a new mobile, haven't you?

Mother: Yes, so - what about if you get the case for it?

Boy: Yeah, that's a good idea.

Mother: And remember, you're going to have to teach him how to use the new mobile!

[pause]

The answer is A.

Look at the three pictures for question one now.

[pause]

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

One. Where will the girl meet her friend?

Girl: Holly? It's Angie here. Look, I know I said I'd see you at the bus stop after school. Well, I can't now because I've got to go to the library. We went on a trip to an art gallery today and I've got lots of questions to answer about what we saw there. So I'll go straight to the cinema when I've finished in the library. I'll get a later bus and see you there about five. OK?

[pause]

Now listen again.

[repeat]

[pause]

Two. When does the man want to watch a television programme?

Man: Oh, you're watching a DVD. Do you know how long it lasts?

Boy: About two hours, I think.

Man: Oh, but I want to see the documentary and it starts at five past eight - that's only one hour from now.

Boy: Don't worry, we started watching it at half past five, so it'll finish by half past seven.

[pause]

Now listen again.

[repeat]

[pause]

Three. *Which sport does the girl prefer to take part in?*

Girl: Well, on holiday I'm like most people, I guess. I do water sports, well, I go surfing and swimming, and I have fun doing both of them. But I'm more of a team player really, so although they're fun, I'd rather play hockey if I had to choose just one sport. Yeah, even though tennis is my favourite sport to watch. I mean, it's fast and there's so much skill involved. But I'm not so keen on playing it.

[pause]

Now listen again.

[repeat]

[pause]

Four. *What should the girl avoid eating?*

Girl: So if my teeth are OK, what do you advise?

Woman: First of all, don't worry. I'm sure it's not serious, and it certainly isn't caused by eating fruit, I don't know why anyone would think that, or a few biscuits occasionally. You generally eat a very healthy diet. It might be a good idea to give up ice cream for a week or two. You'll probably find that that'll help. And use this mouthwash regularly. Come and see me after three weeks if you're still having problems.

[pause]

Now listen again.

[repeat]

[pause]

Five. *What was the weather like during their walk?*

Boy 1: How was your trip?

Boy 2: Great, yeah, we went with my cousins and drove all night to this amazing place in the mountains, really high up, above the clouds. We saw the sun come up and it was fantastic. We walked to the top of the mountain. It was unbelievably cold, we really needed our thick jackets, but the light was so strong, we had to wear sunglasses. We could see the waterfall on the other side of the valley, with mist at the bottom of it.

[pause]

Now listen again.

[repeat]

[pause]

Test 1 Key

Six. *What does the boy borrow?*

Boy: Oh, no! I haven't got my vocabulary notebook. I've got to finish my essay this afternoon.

Girl: Do you want to use my laptop? You can probably check most of the words on it.

Boy: Thanks very much, but I can use the dictionary in the library if you'll lend me your library card.

Girl: All right. But bring it back tomorrow,

[pause]

*Now listen again.*

[repeat]

[pause]

Seven. *Which shorts did the woman see in the shop window?*

Woman: You know those shorts you got last year?

Girl: The ones with flowers on them? They're my favourites, really useful.

Woman: Yes. The long ones. Well, I saw a pair just like those, except they were plain, in the window of that new shop just inside the shopping centre. They had big pockets.

Girl: I'll go and look at them tomorrow. My flowery ones are good, but I'd like some with pockets.

[pause]

*Now listen again.*

[repeat]

[pause]

*That is the end of Part One.*

[pause]

*Now turn to Part Two, questions eight to thirteen.*

**Part 2**

*You will hear Joel Jones, an actor, being interviewed about a cartoon film called Basil the Bee which he wrote and helped to make.*

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

*You now have forty-five seconds to look at the questions for Part Two.*

[pause]

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

Interviewer: How did you feel when you first started working on *Basil the Bee*?

Joel: Well, at the start, I thought it wouldn't take much time because it was a cartoon, yeah? But I suppose that even a simple story is a bit of a challenge, I mean, when you're trying to decide what's going to happen in it, you spend longer than you realise.

Interviewer: Is the character you give a voice to, Basil the Bee, like you in any way?

Joel: I think maybe in appearance. He does look like me, I suppose; although his head is rounder than mine. But he wasn't supposed to look like me - that wasn't the plan. The team of artists just designed a face that we all enjoyed looking at. We felt that he was cute and a bit funny.

Interviewer: How did your family feel about hearing your voice in a cartoon?

Joel: I'm not exactly sure about my children. The little one doesn't recognise it as me but she loves bees. She always insists on seeing the DVD of *Basil* before she goes off to bed at night.

Interviewer: Did you expect it to be so popular with children?

Joel: Well, during the time we were making it I occasionally showed my children and some of their friends little parts of it on the computer. They'd go crazy and watch it over and over again - it's so funny. There's nothing more fun than entertaining children, but I never intended it as a movie specially aimed at them or teenagers. I just wanted to make it as funny as I could.

Interviewer: Why do you think that so many people see bees as good bugs?

Joel: I think they have a complicated society, which is very scientific, and the organisation to produce honey, which of course is the whole idea, like what their life is for, is about making honey. So we see them as almost human in their behaviour, doing a job, getting on with life and so on.

Interviewer: And you, yourself, do you feel you care more about bees than you used to?

Joel: Bees are the bugs I've always preferred. Apart from that, I'm not a great fan of bugs on the whole. With bees, they live like we might do one day, they fly around so fast, each with his, or her, own little flying machine. They visit flowers which are beautiful, and they create something delicious. Somehow, I feel they're a quite different creature from other bugs.

[pause]

Now listen again.

[repeat]

[pause]

That is the end of Part Two.

[pause]

Now turn to Part Three, questions fourteen to nineteen.

### Part 3

You will hear a telephone message that Sue has left for her friend Polly.

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

You now have twenty seconds to look at Part Three.

[pause]

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

Sue: Hi Polly. This is Sue. I was just ringing to check that you're still OK to come camping with me at the weekend and tell you what I've planned. Mum and Dad thought it was probably better not to go too far away because the weather hasn't been very good this week and if it rains all the time we might want to come home! I don't think so! Anyway, they said what about if we go to the campsite just outside Guilsfield, that's G-U-I-L-S-F-I-E-L-D - that's a village over the border in Wales - so we can catch a bus to the village, and then it's not far to the campsite, so we'll walk from the bus stop. It's on a farm. I stayed there once, about five years ago, with Mum and Dad and we had a car then of course, but we'll be OK. And it's a beautiful spot, so I said yes. I've talked to Dad about what we need to take. Well, you've got a tent which doesn't weigh too much, so can you bring that, cos it won't be as heavy to carry as ours? There's no need to bring much food because we can eat at the farmhouse - they do great evening meals - but we need something for boiling water for drinks. I can bring something to

cook on, but you've got a small saucepan, haven't you, so can you bring that? And I'll bring coffee and we'll buy milk in the village when we get there. Mum says we must get the tent up before dark on Friday, which is about eight, so we must meet outside the mall at quarter to four so we can get the four o'clock bus. We'll be there by five, then. I'm so excited! Call me back soon. Bye.

[pause]

Now listen again.

[repeat]

[pause]

That is the end of Part Three.

[pause]

Now turn to Part Four, questions twenty to twenty-five.

**Part 4**

Look at the six sentences for this part. You will hear a conversation between two boys, Mani and James, about something that James's parents are planning.

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 twenty seconds to look at the questions for Part Four.

[pause]

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

Mani: Hello?

James: Mani, hi! James here. Can you talk?

Mani: Sure, I'm on the bus.

James: Well, look, my mum and dad have just - I can't believe it, you'll never guess -

Mani: OK, so what is it?

James: They've only decided we're gonna live in some village - out in the middle of nowhere!

Mani: Why've they done that?

James: Not for me, that's for sure. Dad says it'll cut our living costs because houses aren't so expensive there but I don't see it. I mean, we'll spend more on petrol getting to the city, won't we?

Mani: But your mum and dad work from home, and you've got your student card for the bus.

James: If there is one. Buses don't often go to the countryside nowadays. Anyway not in the evenings. I'll be stuck out there, like, with no social life.

Mani: Mm, but perhaps you can get something good out of all this.

James: Like -?

Mani: Well, like, um, oh - I know, yeah! You know you just asked your dad if you could have a motorbike and he said no cos it was expensive and you could always use the bus? Well, now you can say that you've got to have one so they don't have to drive you everywhere. He can't argue with that, can he?

James: Mani, you're brilliant. That's perfect! Yeah, I'll be able to use it to go to school and get some really good gear, you know, a leather jacket and everything. Oh, but, what about Mum? She said she didn't want me going around on a motorbike cos they're not safe, specially at night; she says I'm too young and irresponsible. She'd never agree.



Mani: But James, if you agree with all this living in the country plan, be really helpful and stuff, maybe she'll begin to think you are sensible, and see it's a practical thing as well.

James: Yeah, perhaps. Guess it's worth trying.

Mani: Oh, here's my stop. Catch you later?

James: Yeah, Bye.

[pause]

Now listen again.

[repeat]

[pause]

That is the end of Part Four.

[pause]

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

[pause]

You have one more minute.

[pause]

That is the end of the test.

# Test 2 Key

## Paper 1 Reading and Writing

### Reading

#### Part 1

1 B      2 C      3 A      4 B      5 C

#### Part 2

6 H      7 D      8 A      9 B      10 E

#### Part 3

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

#### Part 4

21 B      22 C      23 B      24 A      25 C

#### Part 5

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

## Writing

### Part 1

1 has been      2 who      3 as big as      4 can buy      5 until/till

### Part 2

6

### Sample answer

Dear Alex

Would you like to go shopping with me on Saturday? We could meet outside the cinema at two o'clock. I want to buy some new jeans and a birthday present for my mum. I hope you can come.

Love ...

### Part 3

7

### Sample answer

Dear -

Thanks for your letter. I'm pleased you like your new flat. We live in a flat too. It's in the middle of the city so it's on a busy street. It has four bedrooms so my sisters and I have a room each which is good. It has a big sitting room with windows that look over the street. It also has a dining room and a modern bathroom and kitchen. I like living here. It would be nice to have a garden but most people live in flats here and we can go to the park which is not far.

Write back soon.

Love from ...

8

### Sample answer

An unusual visitor

I was sitting at the breakfast table when I heard a noise on the balcony. I looked through the window and there was a monkey. He was eating a banana and on the floor there were four more bananas. I looked at the fruit bowl which was near the door and our bananas had gone! My dad came into the room then and I told him about the monkey. We didn't want to frighten him. My dad phoned the zoo. A monkey had escaped and they came to fetch him. Luckily, because the monkey was eating our bananas, he sat on our balcony until they arrived.

## Paper 2 Listening

### Part 1

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

### Part 2

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

### Part 3

**14** history            **15** Craigwood            **16** 18(th) January  
**17** museum            **18** pen            **19** 0997 480 2218

### Part 4

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

## Recording script

*This is the Preliminary English Test for Schools, Test Two. 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 One.*

[pause]

### 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.*

*What is the boy going to buy?*

Boy: Mum, what can I get for Dad's birthday present? I gave him golf balls last year and he seemed really pleased, but I can't think of anything else. You've got him a new mobile, haven't you?

Mother: Yes, so - what about if you get the case for it?

Boy: Yeah, that's a good idea.

Mother: And remember, you're going to have to teach him how to use the new mobile!

[pause]

*The answer is A.*

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

[pause]

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

## Test 1 Key

One. *How will the girl get to the tennis match?*

Boy: Are you coming to the tennis match tomorrow, Jade?

Girl: Yeah but my sister's going to the dentist so she can't drive me there. I'll have to walk.

Boy: I'm getting the bus, so we could go together.

Girl: I can't afford it. It's OK. It's not too far. It will only take about half an hour. My sister can take us home in the car afterwards.

[pause]

*Now listen again.*

[repeat]

[pause]

Two. *Which photo are they looking at?*

Girl: I took lots of photos when we went to the zoo. Here's the best one.

Boy: It's a good photo but you can hardly see the zebra because the elephant's standing in front of it. And is that a monkey in the tree?

Girl: That's just a branch. The monkeys were in a different part of the zoo. We went to see them later on.

[pause]

*Now listen again.*

[repeat]

[pause]

Three. *What time is the girl's appointment?*

Girl: I'm going out now, Dad, to meet my friends. I'll be back at four.

Dad: But you've got an appointment at the hairdresser's at a quarter to four. You need to be back before four.

Girl: They rang and changed it to twenty-five past because they're really busy. So I'll need to leave here at ten past four.

Dad: OK. That's fine then. See you later,

[pause]

*Now listen again.*

[repeat]

[pause]

Four. *What will the boy eat?*

Woman: Dinner will be ready soon, Peter. We're having fish and chips. Is that OK?

Boy: I don't want any fish, thank you. Just the chips.

Woman: That's not enough. You'll be hungry later. I'll cook you some sausages and eggs to go with them. It won't take long.

Boy: I'll have the sausages but you know I'm not keen on eggs or fish,

[pause]

*Now listen again.*

[repeat]

[pause]

Five. *How much will the girl spend on the swimsuit?*

Girl 1: Hi Louisa. You know Claire asked me to get her a new swimsuit? Well which one should I get? I know she wears blue a lot but they've only got one blue one in her size and it costs thirty-five pounds. There's a purple one which is twenty-five pounds or a brown one which is only twelve pounds.

Girl 2: Mm, get the purple one, I think. It's not too expensive and it won't look too cheap either.

Girl 1: OK. Brown's really boring and she's got a blue one already anyway,

[pause]

*Now listen again.*

[repeat]

[pause]

Six. *Which instrument can the children learn on Tuesday this week?*

Teacher: Listen carefully, children. There are some changes to music lessons for this week. The guitar teacher is unwell so there won't be any lessons with her on Tuesday. There will be violin lessons instead on that day. People learning the guitar will have an extra lesson on Tuesday next week. Piano lessons will be on Thursday as usual. So remember to bring your instruments on the right day.

[pause]

*Now listen again.*

[repeat]

[pause]

Seven. *What did Stephen do yesterday evening?*

Girl: What did you think of the football match on TV last night, Stephen?

Boy: Oh, my mum wouldn't let me watch it because I hadn't finished my homework. So I had to go to my room. But then friends kept texting me, so I spent all evening on the phone. So I still haven't done it.

Girl: Oh, that's a shame. Because there's another match on tonight. You'll miss that one too.

Boy: I know,

[pause]

*Now listen again.*

[repeat]

[pause]

*That is the end of Part One.*

[pause]

*Now turn to Part Two, questions eight to thirteen.*

Test 1 Key

**Part 2**

You will hear Anita Burroughs, an ice-skater, being interviewed about her work.

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

You now have forty-five seconds to look at the questions for Part Two.

[pause]

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

Interviewer: Today we have in the studio Anita Burroughs, who is a professional ice-skater. Hi Anita. Thank you for coming.

Anita: It's great to be here.

Interviewer: So, Anita, have you always been interested in ice-skating?

Anita: Since I was a very small child. I was lucky that my mother was also a professional ice-skater and she was able to teach me, so we didn't have to pay for a teacher. But sometimes I couldn't enter competitions as we didn't have the money for the special clothes, which cost a lot. There was an ice rink in a sports stadium that wasn't far from where we lived, so we could be there in a few minutes. That helped when I was practising before school.

Interviewer: You do shows on ice, don't you?

Anita: Yes, so I have to act as well as skate. Our tours last for ten months, so I'm working all year except during the summer. We usually do two or sometimes three shows every day but we do get two days off every week, usually Sunday and Monday.

Interviewer: What's the hardest thing about the job?

Anita: Lots of people miss their family but I don't have children yet and I visit my mum and dad on my free days. I find the long practices before a show really hard but when I'm performing on the ice, I no longer feel tired.

Interviewer: You're quite well known now. How does that feel?

Anita: It's good of course. I love being on the ice but I'm not so keen on doing interviews. Because I'm nervous I always talk too much. Radio interviews are easier than TV interviews as you don't have a camera on you too.

Interviewer: Has ice-skating changed since you started?

Anita: In some ways it's easier because the shows I do now are shorter. But the audiences want it to be more and more exciting, so the jumps are higher and involve lots of difficult turns. The tours are longer too. That's what it's like for me here anyway. I don't know about other countries.

Interviewer: What are the most important skills for a successful ice-skater?

Anita: Well, you have to be a very strong skater of course. You need to notice what's happening around you as there might be thirty other skaters on the ice with you, so you need to work together. And you have to be able to laugh at yourself - you're often wearing a very silly costume and occasionally you fall over.

Interviewer: Well, thank you very much, Anita, for talking to me. And now ...

[pause]

Now listen again.

[repeat]

[pause]

That is the end of Part Two.

[pause]

Now turn to Part Three, questions fourteen to nineteen.

**Part 3** You will hear a teacher talking to a group of students.

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

You now have twenty seconds to look at Part Three.

[pause]

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

Teacher: Some of you may know that on Saturdays the university arranges some classes for local schoolchildren. It gives you a chance to use the university facilities and find out what it would be like to go there, as well as learn something new. Every term there are different subjects to choose from. This term the university is offering classes in history and also geography. I know lots of you did the science classes last term. The classes are in the university building in Craigwood Road, a small road just off the High Street. That's C-R-A-I-G-W-double O-D Road. So you can easily walk there from school. It will take about ten minutes. Our school term begins on the sixth of January but the university term doesn't begin until a week later, so the first class will be on the eighteenth of January. And there will be a class every Saturday until the twenty-second of March. That's ten weeks altogether.

It will cost five pounds per class, so that's fifty pounds for the whole term. That includes lunch in the university café. There's also a trip to the museum on a Sunday at the end of the term, and you don't have to pay for that.

The university has computers and any books you need, so you don't need to take anything except a pen to write with. They will give you a notebook to write in.

So, if you're interested, pick up a form from the school office. You need to get your parents to sign it and bring it back. If your parents want any more information, they can ring the university office. Here's the phone number... I'll write it on the board ... it's 0, double nine 74,80 double 2,18. They will be able to tell you more about what the classes will be about.

Are there any questions?

[pause]

Now listen again.

[repeat]

[pause]

That is the end of Part Three.

[pause]

Now turn to Part Four, questions twenty to twenty-five.

**Part 4** Look at the six sentences for this part. You will hear a conversation between a boy, Harry, and a girl, Jessie, about their friend, Martina.

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 twenty seconds to look at the questions for Part Four.

[pause]

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

Harry: Hi Jessie. How are you?

Jessie: I haven't had a good afternoon. I went out with Martina and I didn't really enjoy it because she had some Italian friends with her.

Harry: So?

- Jessie: Well, you know Martina's mum is Italian and they lived in Italy till she was eight?
- Harry: Yeah ...
- Jessie: Well, she's kept in contact with three or four friends she made there and they came to visit her. She was really happy.
- Harry: But she's got ever so many English friends.
- Jessie: Yeah but it's not the same for her. Anyway, they spent the whole time joking together but I couldn't understand a word so I didn't say anything to them. Martina talked to me a bit in English but as soon as her friends were saying something interesting, she changed to Italian.
- Harry: Well, maybe their English isn't very good. Anyway, when I go round to Martina's place and she's speaking Italian to her mum, that's OK with me. Her dad never complains either...
- Jessie: Well, he can understand Italian even if he doesn't speak it much. Anyway, the worst thing was that when I complained to Martina we had a big argument.
- Harry: So what did Martina say?
- Jessie: She said it wouldn't be fair on her friends to make them speak English to her as they can't say what they want. So I said I wouldn't go out with them next time.
- Harry: For them, speaking English together would be like you and me going to Italy and speaking Italian to each other. It wasn't worth arguing about it. Martina's friends will be gone next week and she'll speak English to you again.
- Jessie: Yeah, I didn't think of it like that. It was silly of me.
- Harry: Anyway, why don't you get Martina to teach you some Italian? Then you could try talking to her friends in Italian. And they might want to practise their English too.
- Jessie: Yeah. They seem good fun. I'd like to get to know them. I'll do that,

[pause]

*Now listen again.*

[repeat]

[pause]

*That is the end of Part Four.*

[pause]

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

[pause]

*You have one more minute.*

[pause]

*That is the end of the test.*



# Test 1

## Paper 3 Examiner's script

Part 1 (2-3 minutes)

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

Phase 1

(To both candidates) Good morning/afternoon/evening.  
Can I have your mark sheets, please?

I'm.....and this is .....

He/she is just going to listen to us.

(To Candidate A) Now, what's your name?  
Thank you.

(To Candidate B) And what's your name?  
Thank you.

### Back-up prompts

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

Thank you.

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

Thank you.

How do you write your family/  
second name?

*(Ask the following question  
to Candidate A first.)*

Where do you live/come from?

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

Thank you.

*(Repeat for Candidate B.)*

Do you live in.....?

Do you have English lessons?

Phase 2

(Select one or more questions from the list to ask each candidate. Use the candidates' names throughout. Ask Candidate 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.

Will you write your family?  
[pause]  
Now listen again.  
[pause]  
That is the end of Part Four.  
[pause]

Thank you.  
Candidate A, what's your summer?  
How do you spell it?  
Thank you.

Do you live in...  
Do you have English lessons?  
[pause]  
[pause]

(Ask the following question to Candidate A first.)  
Where do you live/come from?  
Do you study English at school?  
Do you like it?  
Thank you.  
(Repeat for Candidate B.)

**Part 2** (2-3 minutes)**Tasks** Discussing alternatives; expressing opinions; making choices.*(To both candidates)*

I'm going to describe a situation to you.

A family who lives near you **is moving** to **another part** of the country. You want to give the children in the family a present. Talk together about the **different** presents you could give them and then decide which would be **best**.

*(Give candidates Picture 1A.)*

Here is a picture with some ideas to help you.

Ask both candidates to look at picture 1A on page 26. *(Give candidates a few moments to look at the picture)*

*Pause*

I'll say that again.

A family who live near you **is moving** to **another part** of the country. You want to give the children in the family a present. Talk together about the **different** presents you could give them and then decide which would be **best**.

All right? Talk together.

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

Thank you.

About **2 - 3 minutes** (including time to assimilate the information)

**Part 3** (3 minutes)

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

(To both candidates)

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 some people **shopping**.

Candidate A, here is your photograph. (Place book open at page 27 picture 1B in front of Candidate A.) Please show it to Candidate B but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

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

(To Candidate A)

*Approximately one minute*

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

Thank you.

Now, Candidate B, here's your photograph. It also shows some people shopping. (Place book open at page 29 picture 1C in front of Candidate B.) Please show it to Candidate A and tell us what you can see in the photograph.

(To Candidate B)

*Approximately one minute*

Thank you.

**Part 4** (3 minutes)

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

(To both candidates)

Your photographs showed people **shopping**. Now, I'd like you to talk together about the kind of shops **you** like to go to and **who** you like to go shopping with.

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

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

**Parts 3 and 4** should take about **6 minutes** together.

# Test 2

## Paper 3 Examiner's script

### Part 1 (2-3 minutes)

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

*Phase 1*

(To both candidates) Good morning/afternoon/evening.  
Can I have your mark sheets, please?  
  
I'm.....and this is .....  
  
He/she is just going to listen to us.

(To Candidate A) Now, what's your name?  
Thank you.

(To Candidate B) And what's your name?  
Thank you.

### Back-up prompts

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

Thank you.

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

Thank you.

How do you write your family/  
second name?

*(Ask the following question  
to Candidate A first.)*

Where do you live/come from?

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

Thank you.

*(Repeat for Candidate B.)*

Do you live in.....?

Do you have English lessons?

Phase 2

(Select one or more questions from the list to ask each candidate. Use the candidates' names throughout. Ask Candidate 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.

Part 4 (3 minutes)

Tasks

(To both candidates)

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

Thank you.

(Repeat for Candidate B.)

Parts 3 and 4 should take about 6 minutes together.

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

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

(To both candidates)

I'm going to describe a situation to you.

A group of British schoolchildren are going to **spend a week** at a school in **your country**. Talk together about the things they can do in their free time.

(Give candidates Picture 2A.)

Here is a picture with some ideas to help you.

Ask both candidates to look at picture 2A on page 28. (Give candidates a few moments to look at the picture.)

Pause

I'll say that again.

A group of British schoolchildren are going to **spend a week** at a school in **your country**. Talk together about the things they can **do** in their free time.

All right? Talk together.

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

Thank you.

About **2 - 3 minutes** (including time to assimilate the information)

**Part 3** (3 minutes)

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

(To both candidates)

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 some **people and food**.

Candidate A, here is your photograph. *(Place book open at page 29 picture 2B in front of Candidate A.)* Please show it to Candidate B but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

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

(To Candidate A)

*Approximately one minute*

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

Thank you.

Now, Candidate B, here's your photograph. It also shows some people and food. *(Place book open at page 27 picture 2C in front of Candidate B.)* Please show it to Candidate A and tell us what you can see in the photograph.

(To Candidate B)

*Approximately one minute*

Thank you.

**Part 4** (3 minutes)

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

(To both candidates)

Your photographs showed people and food. Now, I'd like you to talk together about the kind of food **you** like and if you **cook**, or **help to cook**, at home.

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

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

**Parts 3 and 4** should take about **6 minutes** together.



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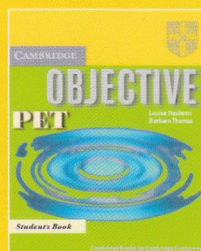
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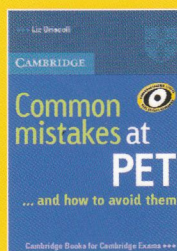
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