

# Complete PET

## Preliminary English Test for Schools

### **PAPER 1** Reading and Writing

Time: 1 hour 30 minutes

#### **INFORMATION**

#### **READING**

Questions **1–35** carry one mark.

#### **WRITING**

Questions **1–5** carry one mark.

Part 2 (Question **6**) carries five marks.

Part 3 (Question **7** or **8**) carries 15 marks.



## **PRACTICE TEST**

## 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

Jack, can you bring the bicycle  
you borrowed to my house  
today?  
Thanks,  
Karl

- A** Karl needs Jack to lend him a bike.
- B** Jack has to return the bike that Karl lent him.
- C** Jack is invited to meet Karl at his house and go cycling.

Answer:

**0**      **A**      **B**      **C**

1



- A** It will be 20 minutes before a city centre bus leaves from this stop.
- B** You can get buses to the centre from here every 20 minutes.
- C** It takes 20 minutes to get to the city centre by bus from here.

2

Tom,  
My mum forgot to get us any snacks! Can you bring some when you come to my house tonight? Jake's bringing lots of CDs!  
Harry

#### Harry is contacting Tom to

- A** tell him to provide some music for tonight.
- B** invite him to Harry's house tonight.
- C** ask him to take food with him tonight.

3



**Ciara is texting Ben to**

- A** warn him he'll be late for the film.
- B** ask him to contact her about the film.
- C** confirm the time the film begins.

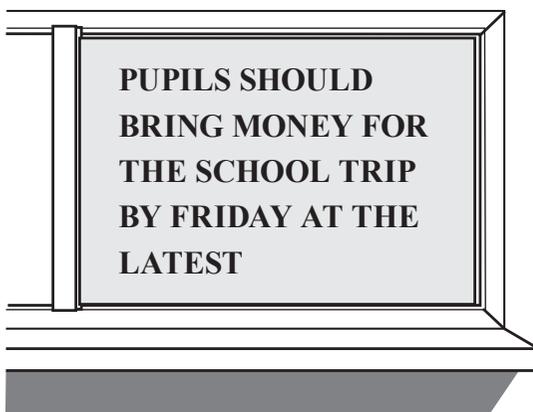
4



**What is Mum reminding Billy to do?**

- A** make sandwiches for his lunch
- B** take his lunchbox out of the fridge
- C** add his sandwiches to his lunchbox

5



- A** Pupils are late paying for the school trip on Friday.
- B** Pupils have until Friday to pay for the school trip.
- C** Pupils should bring money to spend during Friday's school trip.

## Reading • Part 2

### Questions 6–10

The teenagers below all want to visit a museum exhibition in their city. On the opposite page there are descriptions of eight different exhibitions to visit. Decide which exhibition would be the most suitable for the following teenagers. For questions **6–10**, mark the correct letter (**A–H**) on your answer sheet.

6



Sarah likes inventing useful things and finding out how new inventions are designed and produced. She's good at using computers, and wants to see how they can be used in design.

7



Jake is keen on large vehicles and machines, and would like to go somewhere he can have experience of one actually working. He'd also like to take some good photos.

8



Marta is doing a project on the environment and the effects of waste products we throw away. She wants to learn more about the problem and what individuals can do about it.

9



Tom likes animals and wants to understand more about them. He wants to go somewhere he can take part in activities and buy a souvenir to make at home.

10



Karina is keen on art and photography. She likes exploring areas of the city to see what things she can find for her art, and then put them into her work.

**A Smithsonian Museum**

Come along and see this exhibition of everything to do with animals – from unusual animal prints to the latest computer designs of cartoon animals for films. Try designing a new and fantastic film creature on the computer – you might even see it appear in a film!

**C Railton Museum**

A visit to this museum all about the city's river includes a 40-minute ride in a huge boat along the water – at great speed! You can also have your photo taken during the trip – but don't even think about trying to take your own. You'll be too wet!

**E The Allen Centre**

Got a great idea to share? Come and take part in this exhibition about how machines are made, from the idea to the finished product. See how IT can help with plans for models. And come and work on your idea here – the best ones will go into the display!

**G Bedford Lock**

Come down to the river bank and take photos of this temporary exhibition – 200 kilos of plastic rubbish, collected from our river! Get ideas about how we can each help to tidy up our world – but also don't miss the display of useful plastic items such as computer and machine parts.

**B The Willis Centre**

Come and join the museum's guided walks along the river bank. You'll collect objects that have come from the river, such as interesting stones and old pieces of wood and machines. And then try making pictures with what you've picked up!

**D Park Pavilion**

Art galleries not usually for you? Then visit this Art in the Park exhibition – young people's art and photography about problems in our environment. There's everything, from art produced on computers to teenagers' wildlife photos. Come and put some of your work in the display!

**F Hampton House**

This technology museum is full of models of engines – and a big wheel! Climb on, sit down and be taken up high enough to see over the rooftops! And don't forget your camera – you'll get some amazing pictures! Model engines are on sale in the gift shop.

**H Camford Museum**

The exhibition here is based around large models showing how living creatures use their amazing skills in the wild. Dress up like a jungle creature to discover how they deal with a changing environment. Or help build a model of a giraffe – and even get one from the shop to take away!

### Reading • Part 3

#### Questions 11–20

Look at the sentences below about a girl called Anna and her new school building.

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

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

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

---

- 11 Anna's school is the first one in her country to be made completely of wood.
- 12 Anna had mixed feelings about seeing the space cleared ready for building the school.
- 13 Builders managed to carry on with work on the school despite the weather.
- 14 There is one room that is kept just for local people to use for meetings.
- 15 The children find the new changing rooms convenient when they do sports on their field.
- 16 The inside of Anna's school depends on the people and machines in it to be warm.
- 17 The new school building has great benefits for people who like to sing.
- 18 The builders wanted to do something traditional for the school when they'd finished the roof.
- 19 Pictures of the wind turbine behind the school can now be seen online.
- 20 The pupils are busy preparing to do a performance for their parents in their new school building.

## Anna's new school

It's been a very exciting week, as we've just moved into our new school building! It's an amazing place, as the builders have used wood for the whole thing, just like in our old school, but it's also one of the first in my country designed to be really environmentally friendly.

The school took months to build, so we saw it all happening. It was really exciting seeing the builders clear the space where it would be, although it also meant that some lovely open land disappeared. And the noise of the building machines was really loud, although the builders often had to stop work because it rained so hard. We all began to think the building would never be finished.

We have five classrooms now, which are enormous – much bigger than in our previous school next door, which was very old. We share one room with people in the town when they want to have meetings and so on. There's a nursery too, a lovely dining room, and really big changing rooms which we're looking forward to using as soon as our new sports field is ready.

When you come into the school, one of the first things you notice is that there aren't any heaters in the building! Instead, the heat for the school comes from all of us inside it – the children, the teachers and the computers we use. The building is so well designed that it holds all the heat inside – and all the sound too, so if we sing inside our classrooms, we can almost believe we're inside a concert hall!

Another thing you'll notice is that the school roof has a tree on top of it! It was put there by the builders once they'd finished the roof, because they said it was the custom in Austria, the country where the roof was made. The electricity for lights and computers comes from a wind turbine on a hill behind the school. We went with our teacher to look at it yesterday, and it goes round really fast. It's so big, it can be seen for miles! We took some pictures which we're planning to put on the website.

Even though we're already using the school building, there are still some parts to be added to it – for example, at the moment we're putting on a play for parents to come and see, but we still have to walk back to our old school hall to do it. The replacement will be ready by next year, though. We're so pleased with our new school, and our teachers say we'll all learn much faster now we're in it!



## Reading • Part 4

### Questions 21–25

Read the text and questions below.

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



## JAZZ

By Katie Atkins, aged 14

I play the trumpet in my school jazz band. Last month we held a jazz competition with bands from local high schools – and our band won!

Each band had their own costumes, ranging from black school uniforms like my band wore, to brightly-coloured T-shirts. We didn't look much like adult professional bands, but all of us were used to performing in competitions, so the quality of playing was amazing, especially considering everyone was so young. Players from each band even created new tunes right there on stage. It was exciting to watch – but even better when my band played on stage!

We have a great jazz band at my school, but not everyone who wants to play in it gets accepted – only about half, in fact. But anyone who's keen to play goes to jazz practice before school, and we often spend time together after school, listening to jazz and learning its language. There are also trips to jazz summer camps across the country – I've been to a couple and learnt a lot.

Adults are often surprised that young people are getting interested in jazz. My music teacher thinks it's because pop music isn't challenging enough for people like me who are serious about music. But I find it exciting because it's both new and old at the same time – you can create your own music, but you also feel you're part of its history, as you're playing on stage in the same way as great jazz performers before you.

My school's really lucky because we have great teachers, and parents who've supported us all the way. Without them, we'd never get anywhere with our music!

- 21** What is Katie trying to do in the text?
- A** encourage young people to try to listen to more jazz
  - B** explain how jazz is becoming popular with young people
  - C** advertise young people's jazz events in her area
  - D** give advice on how to create great jazz music

- 22** Katie says the bands in her school's jazz competition
- A** played music they'd written themselves before they came.
  - B** had little experience of playing in public.
  - C** played at a high level despite their age.
  - D** were dressed to look like professional jazz bands.

- 23** Most people at Katie's school who are interested in jazz
- A** attend early jazz sessions at school.
  - B** join the school jazz band.
  - C** learn about jazz in after-school classes.
  - D** go to jazz summer camps at the school.

- 24** Why does Katie enjoy playing jazz so much?
- A** She finds it easier to learn than other forms of music.
  - B** She thinks it is more serious than pop music.
  - C** She likes the chance to perform with others on stage.
  - D** She feels in touch with jazz players of the past.

- 25** Which of the following would Katie write to a friend?

**A** The competition was great, but I think I preferred being in the audience to playing – I was nervous!

**B** My mum and dad always do all they can to help with my trumpet playing – I couldn't do this successfully without their help.

**C** One band wore really colourful clothes, but we chose dark costumes. Maybe that's one reason why they won instead of us.

**D** One music teacher left a while ago and no one's replaced him yet. We just haven't got anyone good to help us now.

**Reading • Part 5**

**Questions 26–35**

Read the text below and choose the correct word for each space.  
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

**Example:**

**0**    **A** one        **B** some        **C** any        **D** many

Answer: 

<b>0</b>	<u><b>A</b></u>	<u><b>B</b></u>	<u><b>C</b></u>	<u><b>D</b></u>
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## Sharks

Sharks are **(0)**..... of the most frightening creatures in our oceans. They are well prepared for feeding under water because they can **(26)** ..... very well, and they can also **(27)** ..... movement through special lines on the sides of their bodies. These make sharks very **(28)** ..... for smaller sea creatures that become their food.

Although sharks are similar **(29)** ..... other fish in a number of ways, their bodies are different. For example, unlike other fish, most sharks **(30)** ..... to swim all the time in order to breathe and stay alive, **(31)** ..... they hardly sleep at all. Also, if sharks are turned over on their backs, they can stop moving **(32)** ..... This is a very useful technique for researchers **(33)** ..... are often required to **(34)** ..... sharks. It allows them to **(35)** ..... out more about these fascinating creatures.

- 26**   **A** watch                    **B** look                    **C** notice                    **D** see
- 27**   **A** touch                    **B** feel                    **C** know                    **D** catch
- 28**   **A** dangerous                    **B** difficult                    **C** serious                    **D** important
- 29**   **A** with                    **B** from                    **C** to                    **D** of
- 30**   **A** ought                    **B** need                    **C** must                    **D** should
- 31**   **A** so                    **B** as                    **C** but                    **D** or
- 32**   **A** perfectly                    **B** finally                    **C** fully                    **D** completely
- 33**   **A** which                    **B** who                    **C** what                    **D** whose
- 34**   **A** sort                    **B** care                    **C** deal                    **D** handle
- 35**   **A** discover                    **B** search                    **C** find                    **D** study

## Writing • Part 1

### Questions 1–5

Here are some sentences about a school art exhibition.

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

**Use no more than three words.**

Write only the missing words on your answer sheet.

You may use this page for any rough work.

#### Example:

- 0 We had an exhibition of our art work in the school hall last night.

**There** ..... **an exhibition of our art work in the school hall last night.**

Answer: 0

- 
- 1 Unfortunately we had too many pictures to put on the walls.

**Unfortunately we didn't** ..... **space for all our pictures.**

- 2 The photos in the exhibition were taken by the youngest pupils.

**The youngest pupils** ..... **the photos in the exhibition.**

- 3 I don't think I put my best pictures in the exhibition.

**I've produced** ..... **pictures than the ones I put in the exhibition.**

- 4 There were such a lot of people that I couldn't find my friends.

**There were** ..... **people that I couldn't find my friends.**

- 5 Our parents all said that we should have another exhibition soon.

**Our parents all said 'Why** ..... **have another exhibition soon?'**

## Writing • Part 2

### Question 6

You have just been to the town centre to spend some birthday money on a book. Write an email to your English friend, Sam. In your email you should:

- say what kind of book you bought
- say why you chose the book
- suggest when you can show your friend what you bought.

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

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## Writing • Part 3

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

### Question 7

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

*My family and I are coming to visit your area soon. Can you tell me some good places for us to go? And what will the weather be like while we are there?*

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

### Question 8

- Your English teacher asks you to write a story.
- This is the title for your story:  
*'The day we went to the zoo!'*
- Write your **story** on your answer sheet.

# Complete PET

## Preliminary English Test for Schools

### **PAPER 2** Listening

approx. 35 minutes (including six minutes' transfer time)

#### **INFORMATION**

There are four parts to the test.

Each question carries one mark.

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.



**PRACTICE TEST**

**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:** Where did the girl and her family go on holiday?



**A**



**B**



**C**

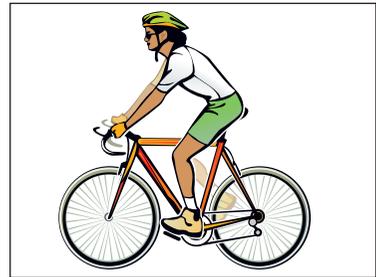
**1** Which cyclist won the race?



**A**



**B**



**C**

**2** Why couldn't the girl go to photography club yesterday?



**A**



**B**



**C**

3 Where will the boy and his friend practise basketball?



A



B



C

4 How did the girl get to school?



A

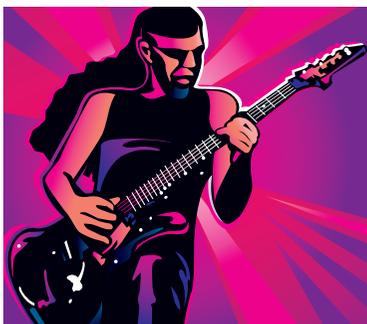


B



C

5 Which music poster does the boy prefer?



A



B



C

6 Where will they go after the cinema?



A

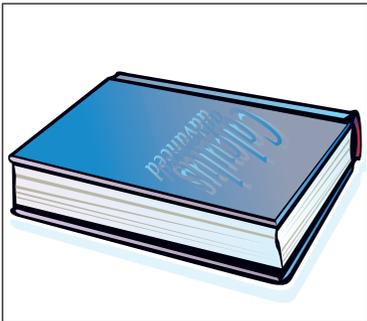


B

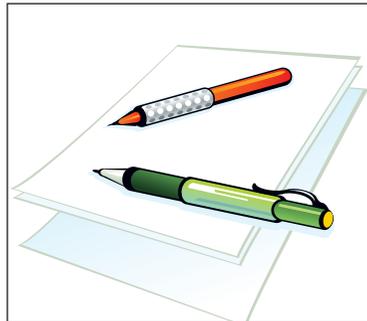


C

7 What will Sam take on the school museum trip tomorrow?



A



B



C

## Listening • Part 2

### Questions 8–13

You will hear an interview with a student called Sarah Mercer, who is planning to become a weather forecaster. For each question, choose the correct answer **A**, **B** or **C**.

---

- 8** Why did Sarah first become interested in the weather?
- A** She studied weather in school science lessons.
- B** She had experience of bad weather where she lived.
- C** She saw programmes about weather on TV.
- 9** Who encouraged Sarah's interest in the weather at home?
- A** her mother
- B** her father
- C** her grandfather
- 10** Pupils at Sarah's school club
- A** produced a book about the weather.
- B** provided information to the school for projects.
- C** set up equipment for studying the weather.
- 11** What mistake did Sarah's family make during a sailing trip?
- A** They didn't recognise signs of bad weather coming.
- B** They hadn't made preparations for bad weather.
- C** They failed to check weather forecasts regularly.
- 12** Sarah thinks in future she'd like to
- A** work in the area of sport.
- B** be on TV weather programmes.
- C** travel abroad for her job.
- 13** What kind of weather does Sarah like best?
- A** when the sun is shining
- B** when it's raining hard
- C** when there's fog

**Listening • Part 3**

**Questions 14–19**

You will hear an art teacher talking to a class about a design competition run by an online magazine. For each question, fill in the missing information in the numbered space.

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## DESIGN COMPETITION

### DETAILS:

Name of magazine: (14) ..... Designs

Design a (15) ..... for the magazine.

The design must include a (16) .....

Entries can be sent in up to (17) ..... May.

If possible, pupils should also send their (18) ..... with the entry.

The winning school will receive a (19) .....

### Listening • Part 4

#### Questions 20–25

Look at the six sentences for this part.

You will hear a boy, Mark, and a girl, Anna, talking about winter sports.

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	Mark was disappointed at the amount of snow at his holiday centre.	A	B
21	Anna is surprised at how quickly Mark learnt to snowboard.	A	B
22	Mark thinks it's important to be fit in order to snowboard well.	A	B
23	Anna is shocked that some people don't protect themselves better when snowboarding.	A	B
24	Mark is keen to learn more advanced snowboarding in future.	A	B
25	Anna and Mark both prefer doing snowboarding to other winter sports.	A	B

*Phase 1*

**Interlocutor**

**[to both students]** Good morning/afternoon/evening.  
Can I have your mark sheets, please?  
*(Students hand over the mark sheets to the Assessor.)*  
I'm ..... and this is .....  
He / She is just going to listen to us.

**[to student A]** Now, what's your name?  
.....  
Thank you.

**[to student B]** And what's your name?  
.....  
Thank you.

**Back-up prompts**

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

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

How do you write your family/second name?

How do you write your family/second name?

*(Interlocutor asks the following questions. Use candidates' names throughout. Ask 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*

**Interlocutor**

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

Do you enjoy studying English?

How will you use English in the future?

Did you do anything in your last school holiday?  
What?

Tell us about your family.

Thank you.

**Back-up prompts**

Do you like studying English?

What did you do during your last school holiday?

What do you like doing when you're not at school?

*(Introduction to Part 2)*

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

**Interlocutor**

*[to both students]:*

I'm going to describe a situation to you.

You're both going on a three-day school **walking** trip in the **countryside**. Talk together about the things you will **need**, and decide which are the most important things to **take** with you.

Here is a picture with some ideas to help you.

*[give students **Part 2 booklet**]*

I'll say that again.

You're both going on a three-day school **walking** trip in the **countryside**. Talk together about the things you will **need**, and decide which are the most important things to **take** with you.

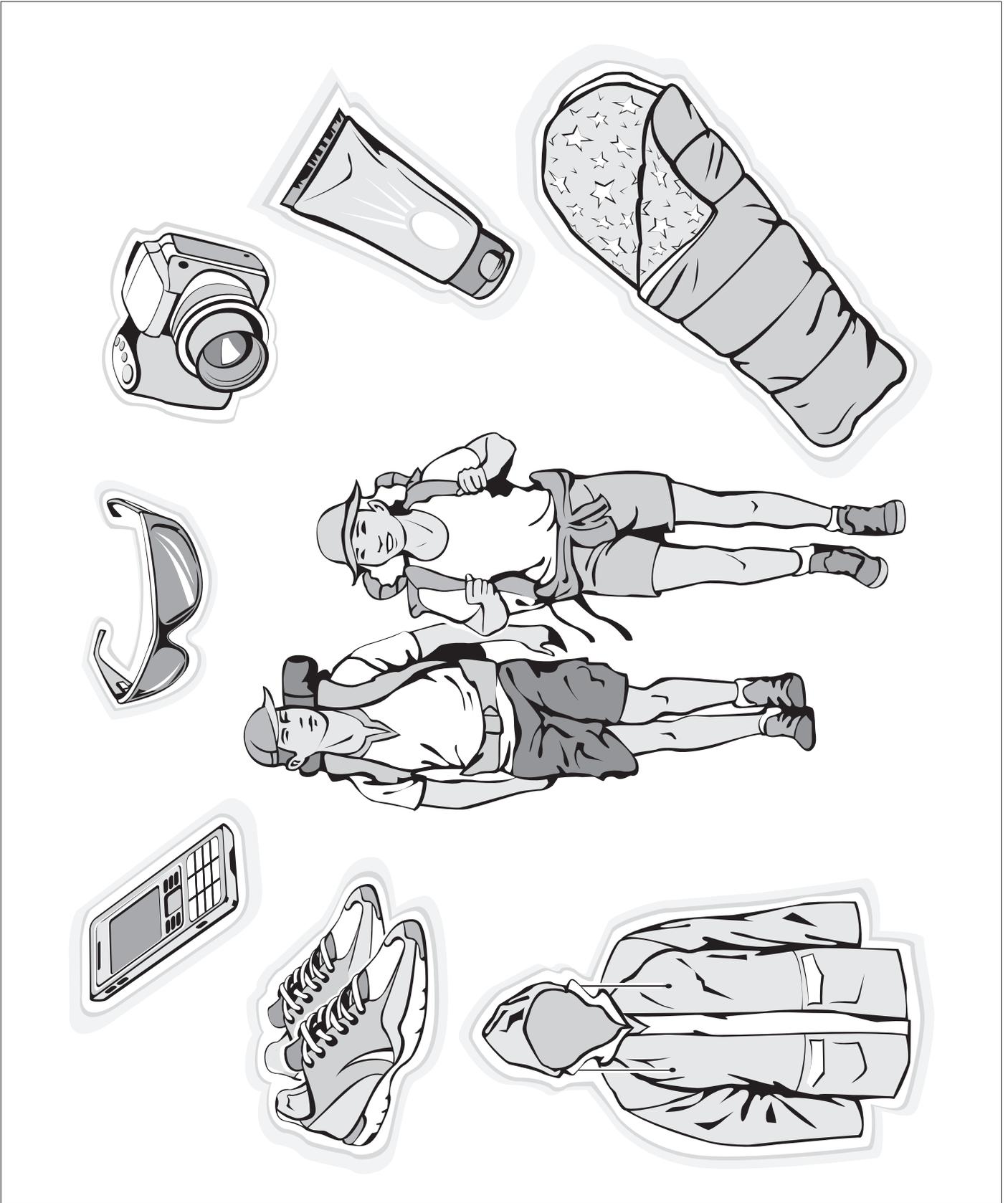
All right? Talk together.

*Candidates complete the task without intervention.*

*Prompt only if necessary, by repeating parts of the question.*

Thank you. (Can I have the booklet please?)

*Retrieve Part 2 material.*



**Interlocutor**

*[to both students]:*

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of **people wearing special clothes**.

*[to student A]*

Candidate A, here is your photograph (Task 1A). 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.

Thank you. *[take back booklet]*

Now, Candidate B, here is your photograph (Task 1B). It also shows **someone wearing special clothes**. Please show it to Candidate A and tell us what you can see in the photograph.

Thank you. *[take back booklet]*

**Part 4** 3 minutes

**Interlocutor**

*[to both students]:*

Your photographs showed people wearing special clothes. Now, I'd like you to talk together about the different kinds of clothes you might wear for different occasions.

*The interlocutor will allow enough time to complete the task without intervention. They may ask further questions if candidates do not fill the time available.*

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

**Back-up prompts**

- 1 Talk about what fashions you like.
- 2 Talk about your favourite clothes.
- 3 Talk about what your perfect school uniform would be.
- 4 Talk about what colours you like to wear.

1A



1B



# RECORDING SCRIPT

**There are four parts to the test. You will hear each part twice.**

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

## PART 1

There are seven questions in this part.

For each question there are three pictures and a short recording. For each question, choose the correct answer (A, B or C).

Before we start, here is an example.

*Where did the girl and her family go on holiday?*

Boy: Where did you and your family go on holiday?

Girl: Well, we all wanted to drive to the mountains – we love it there. But it started raining heavily on the way, so Mum thought we'd have to go to the nearest town and stay there instead. We weren't even near a beach or anything...

Boy: Well, you couldn't go there in the rain, anyway...

Girl: No – but then luckily the weather suddenly improved, so we drove on to where we'd wanted to go after all!

Boy: Great!

[pause]

*The answer is A.*

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

[pause]

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

*One. Which cyclist won the race?*

Man: That was a great cycle race! I never expected they'd cycle so fast – especially the one in the shirt with spots on.

Girl: Yes, he was in front of the others for ages – it's a shame he had a problem with his bike.

Man: Yes, then the one in the white shirt passed him – and he looked good until he was overtaken by the winner.

Girl: Mmm, the one in the plain black shirt – he was amazingly fast.

[pause]

*Now listen again.*

[The recording is repeated]

[pause]

*Two. Why couldn't the girl go to photography club yesterday?*

Man: Where were you yesterday, Maria? We were expecting you at photography club!

Girl: Well, I had to go shopping for my mum first, but I was still back in time to get to photography. But then my mum's sister came – we hadn't seen her for ages, so my mum wanted me to stay at home.

Man: Right. So what about next time?

Girl: Let's see – we had a hockey match against another school last week, and we're playing a return match that evening, but it'll be over by the time photography club starts.

[pause]

*Now listen again.*

[The recording is repeated]

[pause]

*Three. Where will the boy and his friend practise basketball?*

Boy: Our team's got a basketball match tomorrow, and my friend Sam and I need some extra practice. The school gym is closed today, though.

Girl: Well, you could always go to the park. There's a net there, and you'd have plenty of space. Or Mum says you can use the net Dad put up here in our garden, just by the house. That'd be easier.

Boy: Mmm – you're right. I think the park's too far away.

Girl: Give Sam a call then, and ask him to come.

Boy: OK.

[pause]

*Now listen again.*

[The recording is repeated]

[pause]

*Four. How did the girl get to school?*

Boy: Hi, Zoe! I thought you were going to be late to school! Was the school bus delayed again?

Girl: Well, someone said there were lots of people on it, but I wouldn't know – I wasn't on it. I finally got my bike out this morning...

Boy: Really? Well, you've said for ages you wanted to come to school on it.

Girl: Mmm, but in the end my dad had to drive me instead – when I tried to ride my bike, the brakes didn't work!

Boy: Oh!

[pause]

*Now listen again.*

[The recording is repeated]

[pause]

*Five. Which music poster does the boy prefer?*

Girl: You've got some amazing music posters on your wall, Jamie. I really love that one of the guitarist.

Boy: Yeah, it's from a concert I went to with my older brother. And that one's of a drummer he likes – not my choice, really, but it's OK.

Girl: And who's the singer? I don't recognise him at all.

Boy: Nor me – my sister gave me it. Hmm... to be honest, I think I'll just keep that poster you like on the wall, and take the other two down – I'm not so keen on them.

[pause]

*Now listen again.*

[The recording is repeated]

[pause]

*Six. Where will they go after the cinema?*

Girl 1: I've got the cinema tickets – the film's at 2.30 this afternoon. What shall we do when it's finished? We could have a hot chocolate at the cafe...

Girl 2: That'd be nice, but I've got to get some information for my school project before I go home.

Girl 1: OK, I'll come and help you in the library if you want. I was going to return a CD to the music shop but we could come back tomorrow to do that.

Girl 2: OK – we could go for a hot chocolate afterwards tomorrow.

Girl 1: Great!

[pause]

*Now listen again.*

[The recording is repeated]

[pause]

*Seven. What will Sam take on the school museum trip tomorrow?*

[phone message]

Boy: Hi, Harry, it's Sam, with a message for you about tomorrow's trip. I've bought a new memory card for my camera, but I think you're taking yours, aren't you? So I'll leave mine at home – I'll be responsible for pens and paper instead! I know our teacher wants us to take notes inside the museum. And why don't you ask Max to bring the textbook we have to take – we only need one between us, and it's really heavy...

[pause]

*Now listen again.*

[The recording is repeated]

[pause]

That is the end of Part 1.

[pause]

**PART 2**

Now turn to Part 2, questions 8–13.

*You will hear an interview with a student called Sarah Mercer, who is planning to become a weather forecaster.*

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

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

[pause]

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

Interviewer: In our series on careers, I'm talking to college student Sarah Mercer, who wants to become a weather forecaster. Sarah, when did you become interested in weather?

Sarah: Well, I could actually read a weather map when I was ten! I remember we had really cold winters in my home town that made travelling difficult, so I'd

switch on the TV forecast to see when we'd have good weather. My science teacher was surprised how much I knew during our lessons on weather at school!

Interviewer: And did your family encourage you?

Sarah: My grandfather recorded the weather every day, but I was too young to remember that. It probably influenced my father, though – he became a science teacher. But my mum bought me special notebooks to record the weather, just like my grandfather had done, and those helped me a lot.

Interviewer: And you started a weather club at your school. What happened there?

Sarah: Well, my teacher asked me to help other pupils learn about the weather, so I started the club. The school already had a mini weather station, so we used what we found out from that to put in a daily weather diary – that's now kept in the school library. And I found the information very useful for school projects I worked on!

Interviewer: And your family's hobby is sailing, isn't it? Have you had any bad experiences with weather on your trips?

Sarah: Well, one day we went sailing when the forecast that morning was for good weather. But we didn't listen to it again later, which you should always do, because it changed, and we got caught in a storm. At least we were wearing our wet-weather clothes! But now I always watch the clouds to see if bad weather's on the way.

Interviewer: So what kind of job will you have in the future?

Sarah: My friends think I'm doing this to get a job as a TV weather presenter, but I'd be too nervous for that! But I'm attracted by the idea of going to different countries to work. And

there are good jobs working with international sailing teams, but I'm not sure if that's for me.

**Interviewer:** So finally, Sarah – what's your favourite weather?

**Sarah:** Well, everyone likes it when it's sunny, and I do, too, but when it's pouring down outside you get great grey clouds that are really beautiful, so I usually rush out in the wet! Fog is interesting, too, the way it suddenly appears, but it's a bit dangerous, so I can't say I really like it.

**Interviewer:** Thanks, Sarah.

[pause]

*Now listen again.*

[The recording is repeated]

[pause]

That is the end of Part 2.

[pause]

### **PART 3**

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

*You will hear an art teacher talking to a class about a design competition run by an online magazine.*

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

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

[pause]

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

**Art teacher:** Now listen, everyone. Before we get started on our lesson today I've got an announcement. It's about a competition I think some of you might be interested in entering. It's run by a young people's internet magazine called Creative Designs and they're inviting you to design something for their internet

magazine. Some of you took part last year, didn't you? I remember you designed a poster. Well, this time they're asking you for something different – a T-shirt! They say it can look however you want it to – you can choose the colour, and the words you put on it. The only thing is, it must have a picture somewhere on it. You must include that in your design. It could be one you've produced yourself, or one you've found – we'll work on ideas for that together. Now, if you want to enter the competition, you need to get organised, because the final date's quite soon – they'll be announcing who's won on 27th May, so your designs need to get to them by 9th. That gives them two weeks to look through all your work! There are some other things you should send in with your work, too. Of course, you'll have to send your name and address, and also the name of your art teacher. But they also say if you can, it's good to send your photo – and I guess if you've got one of you and your design, that's great! If you're one of the winners, you'll get a drawing book and pens, and a book on design – very useful for your studies. And as a school, we'll get a DVD player! Of course, you'll also get to see your design on the website! So if you want to look on the website, then here's the address – it's www...

[pause]

*Now listen again.*

[The recording is repeated]

[pause]

That is the end of Part 3.

[pause]

#### **PART 4**

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

*Look at the six sentences for this part.*

*You will hear a boy called Mark and a girl called Anna talking about winter sports.*

*Decide if each sentence is correct or incorrect.*

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

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

[pause]

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

- Anna: Hi, Mark! How was your winter sports trip?
- Mark: It was OK, thanks, Anna. We went to a different holiday centre this time. There wasn't as much snow as we'd expected, but luckily there was still enough to try snowboarding!
- Anna: So was it the first time you'd done it?
- Mark: Mmm, but my older brother had been before, so he hired some equipment for me and we went up the slopes. I was soon doing a few jumps and things.
- Anna: Really? I remember the first time I went – it took me ages to snowboard well!
- Mark: One thing I found, though, was that my surfing really helped me to balance. And I'm pretty fit now, too. Still, my brother isn't so fit, but he still managed some pretty good snowboarding too.
- Anna: That's good. And did you wear a hard hat and so on, to protect yourself? My mum always made me do that, then I fell over pretty hard last time we went and I understood why. But then I still saw lots of people wearing unsuitable stuff. It's dangerous – I just don't understand why they do it.
- Mark: Me neither. The professionals all wear the right equipment to stop them getting hurt.

- Anna: That's right.
- Mark: Talking of professionals, I saw one doing some amazing snowboarding moves at a show there – doing Big Airs and things...
- Anna: Really?
- Mark: Mmm. And of course, other people who weren't really skilled enough were copying him. I wouldn't try it – I'm happy just doing the things I can do!
- Anna: Yeah, me too. So will you go skiing or snowboarding on your next holiday?
- Mark: Well, the snowboarding was certainly great fun! I've reached a good level in skiing, though, and I want to keep it up – so if there's snow, I'd rather do that than anything else.
- Anna: I know what you mean. I'm going to concentrate on skiing from now on, too.

[pause]

*Now listen again.*

[The recording is repeated]

[pause]

That is the end of Part 4.

[pause]

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

[pause]

*You have one more minute.*

[pause]

*That is the end of the test.*

**Paper 1 Reading and Writing**

**Reading**

**Part 1**

1 B 2 C 3 A 4 C 5 B

**Part 2**

6 E 7 F 8 G 9 H 10 B

**Part 3**

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

**Part 4**

21 B 22 C 23 A 24 D 25 B

**Part 5**

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

**Writing**

**Part 1**

1 have enough 2 took 3 better 4 so many 5 don't you / don't we / not

**Part 2, Question 6**

Answer must contain the three content points:

1 description of what kind of book was bought

2 explanation of why the candidate chose the book

3 suggestion as to when the candidate can show their English friend what they bought

**Paper 2 Listening**

**Part 1**

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

**Part 2**

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

**Part 3**

14 Creative/creative 15 T-shirt 16 picture 17 9(th) 18 photo 19 DVD player

**Part 4**

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

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# SAMPLE

**Candidate Name**

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

**Candidate Signature** \_\_\_\_\_

**Examination Title**

**Centre**

**Supervisor:**

If the candidate is ABSENT or has WITHDRAWN shade here

**Centre No.**

**Candidate No.**

**Examination Details**

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

## PET Paper 1 Reading and Writing Candidate Answer Sheet 1

**Instructions**

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

**For Reading:**

Mark ONE letter for each question.

For example, if you think A is the right answer to the question, mark your answer sheet like this:



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

Part 2	
6	A B C D E F G H
7	A B C D E F G H
8	A B C D E F G H
9	A B C D E F G H
10	A B C D E F G H

Part 3	
11	A B
12	A B
13	A B
14	A B
15	A B
16	A B
17	A B
18	A B
19	A B
20	A B

Part 4	
21	A B C D
22	A B C D
23	A B C D
24	A B C D
25	A B C D

Part 5	
26	A B C D
27	A B C D
28	A B C D
29	A B C D
30	A B C D
31	A B C D
32	A B C D
33	A B C D
34	A B C D
35	A B C D

Continue on the other side of this sheet →



# SAMPLE

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If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

**Candidate Signature** \_\_\_\_\_

**Examination Title**

**Centre**

**Supervisor:**

If the candidate is ABSENT or has WITHDRAWN shade here

**Centre No.**

**Candidate No.**

**Examination Details**

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

## PET Paper 1 Reading and Writing Candidate Answer Sheet 2

### Candidate Instructions:

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



Use a PENCIL (B or HB).

**This section for use by FIRST Examiner only**

**Mark:**

0	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

**Examiner Number:**

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







# SAMPLE

**Candidate Name**

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

**Candidate Signature** \_\_\_\_\_

**Examination Title**

**Centre**

**Supervisor:**

If the candidate is ABSENT or has WITHDRAWN shade here

**Centre No.**

**Candidate No.**

**Examination Details**

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

## PET Paper 2 Listening Candidate Answer Sheet

You must transfer all your answers from the Listening Question Paper to this answer sheet.

### Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For **Parts 1, 2 and 4:**

Mark ONE letter for each question.

For example, if you think **A** is the right answer to the question, mark your answer sheet like this:



For **Part 3:**

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



Part 1	Part 2	Part 3	Do not write here	Part 4
1 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	8 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	14	1 14 0	20 <input type="checkbox"/> A <input type="checkbox"/> B
2 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	9 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	15	1 15 0	21 <input type="checkbox"/> A <input type="checkbox"/> B
3 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	10 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	16	1 16 0	22 <input type="checkbox"/> A <input type="checkbox"/> B
4 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	11 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	17	1 17 0	23 <input type="checkbox"/> A <input type="checkbox"/> B
5 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	12 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	18	1 18 0	24 <input type="checkbox"/> A <input type="checkbox"/> B
6 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	13 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	19	1 19 0	25 <input type="checkbox"/> A <input type="checkbox"/> B
7 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C				



# SAMPLE

**Candidate Name**  
If not already printed, write name  
in CAPITALS and complete the  
Candidate No. grid (in pencil).

**Centre No.**

**Examination Title**

**Candidate No.**

**Centre**

**Examination  
Details**

**Supervisor:**

If the candidate is **ABSENT** or has **WITHDRAWN** shade here

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

## PET Paper 3 Speaking Mark Sheet

**Date of test:**

**Month**    01 02 03 04 05 06 07 08 09 10 11 12

**Day**        01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

**Marks awarded:**

Grammar and Vocabulary	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Discourse Management	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Pronunciation	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Interactive Communication	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Global Achievement	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0

**Test materials used:**    1 2 3 4 5 6 7 8 9 10

**Assessor's  
number**

A	A	0	0	A	A
B	B	1	1	B	B
C	C	2	2	C	C
D	D	3	3	D	D
E	E	4	4	E	E
F	F	5	5	F	F
G	G	6	6	G	G
H	H	7	7	H	H
J	J	8	8	J	J
K	K	9	9	K	K

**Interlocutor's  
number**

A	A	0	0	A	A
B	B	1	1	B	B
C	C	2	2	C	C
D	D	3	3	D	D
E	E	4	4	E	E
F	F	5	5	F	F
G	G	6	6	G	G
H	H	7	7	H	H
J	J	8	8	J	J
K	K	9	9	K	K

**Test format**

**Examiners : Candidates**

2 : 2

2 : 3

**Number of  
2nd Candidate**

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

**Number of  
3rd Candidate**

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