

Test 3**PAPER 1 READING AND WRITING****READING***Part 1*

1 B 2 C 3 B 4 C 5 A

Part 2

6 F 7 A 8 G 9 D 10 B

Part 3

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

Part 4

21 D 22 B 23 A 24 B 25 C

Part 5

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

WRITING*Part 1*

- 1 the most famous/the best known
- 2 (about) who
- 3 interested
- 4 painting/finishing/doing/working on/on
- 5 much (money)/many pounds/dollars/euros

*Part 2***Task-specific Mark Scheme**

The content elements that need to be covered are:

- i suggestion of a new time to meet on Tuesday
- ii reason why candidate needs to change the time
- iii reminder to friend of where to meet

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

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

Dear Shally

Hi you remmeber that we decided to meet next Tuesday at 7:00 pm but sorry I tell you due to my mother is coming from U.S.A. So, I have pick her at 2:00 Pm ON 7:00 Pm, so I would be come on the town street of café on Tuesday
OK

I hope you understand Bye

Thankyou

Your's friend

(signature)

Examiner Comments

The message is only partly communicated to the reader due to an element of incoherence. The second content point is clear, but the first point is missing and the third point is somewhat vague.

Mark: 2

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

Dear Sally

How are you? I hope you are fine. As we decided to meet on Tuesday 12:00 a.m, but I have to change the time i.e 4:30 pm because my mum's relatives are coming early in the morning 8:00 o'clock. So, Mum need my help in cooking and serving food. She also want me to attend the guests nicely. So I need to change the time. OK, we will meet at our favourite Restaurant Royal's

Yours friend

(signature)

Examiner Comments

All three content elements are covered appropriately.

Mark: 5

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

Sara Can we change the time we had to meet each other on Tuesday? I must go out with my mother to buy Sofia's birthday present. Will we meet at the music shop as we arranged.

Examiner Comments

The first content element is omitted but the other two are clearly communicated.

Mark: 3

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

Dear Mike,

Thanks you for write me. About your question I think that go to a large school in the centre of town could be better than the other option. In my opinion if the school is big has a lot of classes, different teachers, a big librery to study, a cafeteria to have a break . . . And probably a lots of public transport to be on time. Also It's depends your tarty, because some people preffer a small school because there are a few people and sometime is better than to be in a class with 30 classmate. So in the end is your choose. You have to know what is better to you.

With love,

Estefania

Examiner Comments

This is an adequate attempt. The language is quite ambitious but is somewhat flawed in places, e.g. 'And probably a lots of public transport to be on time.' There is an adequate range of structures, e.g. 'a large school . . . could be better than the other option', plus relevant school vocabulary, e.g. 'classmates', 'librery', 'cafeteria'. There is some attempt at organisation. Sentences are linked with 'In my opinion', 'because', 'So in the end'. A number of errors are present but are mostly non-impeding except for 'It's depends your tarty'. Some effort is required by the reader.

Band: 3

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

My friend,

Hi! How's life now a days? I just do hope that everything is doing well.

It is really hard or you to choice on what school are you going to. Well my friend tell the truth to your parents that if you don't want a small school in the countryside and you prefer a larger school in the town center so that they will know what to do regarding your studies. If your place is very far from the town center maybe you can rent a small room near your school. But that still depends if your parents will agree with that suggestion, maybe if they don't you have to go home everyday as long as your schedule is not hectic.

Till here, I mis you and regards to your parents.

Examiner Comments

This is a very good effort. It shows confident and ambitious use of language, e.g. 'so that they will know what to do regarding your studies', There is a wide range of structures, e.g. 'as long as your schedule is not hectic' and vocabulary, e.g. 'doing well', 'prefer a larger school', 'depends', 'suggestion'. It is well organized and paragraphed. Sentences are appropriately linked, e.g. 'well my friend', 'that still depends', 'if', 'so that'. What errors there are tend to be minor and non-impeding, e.g. 'till here', 'to choice on what school'. No effort required by the reader.

Band: 5

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

Dear Risa.

Thanks for your letter.

I heard you're moving with your family to a different area next month, and you are now considering about choosing between going to a small school in the country side or a large school in the centre of town I think both of them have advantages and disadvantages, but I suggest a small school in the country side.

Because there are not too many people in school, you can be friend easily, I think. And I remember that you like countryside because there are close to nature and there are lots of fresh air and park.

Of course, a large school also could be good. Because it's in the centre of town you can visit a lot of shops, museums, theatres or galleries.

I'm looking for your letter,

See you

Examiner Comments

A good attempt. The use of language is fairly ambitious, e.g. 'I heard you're moving', 'both of them have advantages and disadvantages', and there is a more than adequate range of structures, e.g. 'I suggest a small school', 'I remember that you like', and vocabulary, e.g. 'museums, theatres or galleries'. There is evidence of organization with paragraphing and some linking of sentences, e.g. 'Of course', 'and', 'but', 'because'. There are some errors, generally non-impeding, e.g. 'I'm looking for your letter', 'considering about choosing', 'you can be friend easily'. Only a little effort required by the reader.

Band: 4

SAMPLE G (Test 3, Question 8: Phone still on the table)

As the man left the café, Maria saw that his phone was still on the table. in this café was only three table one of Rose the man on the other is Mario and me He thdred was two far from us in the corner when this man let Maria notice that he sorget his phone she tell me and I said for her wow it's nice phone let bring it she said at first no, than why not. I look around me than I took the phone we start search we found that the man is photography and he come for a job in this country and later the phone is rang me afraid to answer in the beginning than I said may be this man he search for his phone lets answer and return the phone for her. when we answer the man said can I speak to the lady pleas he was in love with her.

Examiner Comments

This is an inadequate attempt. Some range and ambition are attempted, but are usually unsuccessful and seriously flawed. There is some attempt at linking, e.g. 'when . . .', 'at first . . .', but errors in the structure and punctuation lead to incoherence. There are numerous errors which sometimes impede communication, e.g. 'I said for her wow', 'we start search', 'the phone is rang me afraid to answer . . .'. It requires considerable effort on the part of the reader.

Band: 2

SAMPLE H (Test 3, Question 8: Phone still on the table)

As the man left the café. Maria saw that his phone was still on the table I was drinking a coffee with my friend after a second I saw a phone on the table so I called waitress and said about this problem. She said that she had known him many years and she took the mobile phone and went. After one week I went to café again and I saw the man. He was calling and I went to him and I said hello, I'm Maria. He turned back and saw me. I said, thanks a lot. After that time, I met him in the cafe and we became friends.

Examiner Comments

This is a good attempt. There is fairly ambitious use of language, including examples of indirect speech, e.g. 'She said that she had known him many years . . .'. There is also a more than adequate range of structures and vocabulary, e.g. 'I was drinking a coffee', 'He turned back and saw me', '. . . and we became friends'. The story is organised chronologically into paragraphs, with appropriate linking, e.g. 'After one week', 'so', 'After that time'. Some errors exist but are generally non-impeding, e.g. '. . . so I called waitress and said about this problem'. Only a little effort is required of the reader. After the prompt sentence, Maria becomes 'I'. However, this is consistent and is not penalised.

Band: 4

SAMPLE 1 (Test 3, Question 8: Phone still on the table)

As the man left the café, Maria saw that his phone was still on the table then she stood up and went to take it, after taking it she ran towards the man and stopped him to give him his phone. The man checked his pockets to make sure that it was its, his pockets were empty and he took the phone by thanking her and began to chat with her. He gave her his phone's number and took hers as well, they arranged one day to meet again although they were calling each other from time to time saying nothing important, the day which they'd arranged arrived and both of them were there on time. They had a good time and finishing by falling in love.

Examiner Comments

This is a very good attempt. It shows confident and ambitious use of language, e.g. 'The man checked his pockets to make sure'. There is a wide range of structures, e.g. 'the day which they'd arranged arrived' and vocabulary, e.g. 'both of them', 'his pockets were empty'. The narrative is coherent with simple linking, using 'which', 'then', 'after', 'as well'. Errors are minor and non-impeding, e.g. 'to make sure that it was its', 'He gave her his phone's number'. It requires no effort from the reader.

Band: 5**PAPER 2 LISTENING***Part 1*

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

Part 2

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

Part 3

- 14 (of) M/march
(of) M/mar
15 520
16 (by) (the) T/train(s)
(by) R/rail (way/road)
17 (an/your/their) I/identity/ID(-) C/card(s)
18 BIRINFO/birinfo/BIR INFO/ bir info
19 (on/this) F/Friday/F/fri

Part 4

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

Test 3 transcript

This is the Cambridge Preliminary English Test, Test 3.

There are four parts to the test. You will hear each part twice. For each part of the test there will be time for you to look through the questions and time for you to check your answers.

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

The recording will now be stopped.

Please ask any questions now, because you must not speak during the test.

[Pause]

Now open your question paper and look at Part 1.

PART 1 *There are seven questions in this part. For each question there are three pictures and a short recording. Choose the correct picture and put a tick in the box below it.*

Before we start, here is an example.

How did the woman get to work?

Woman: Oh, I'm so sorry I'm late – I missed the bus. I was trying to decide whether to walk or go back and get my bike when I saw my neighbour. Luckily he offered me a lift, because he works near here.

[Pause]

The first picture is correct so there is a tick in box A.

Look at the three pictures for Question 1 now.

[Pause]

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

One. What regular exercise does David do at the moment?

Cathy: You're looking well, David! Have you been to the gym a lot recently or something?

David: Well, I joined a gym earlier this year, but I stopped going – it was just too difficult. And expensive, too! I've done a lot of swimming instead, and I feel much better for it!

Cathy: It shows! I'm thinking of taking up tennis again. Would you be interested in a game one day? You used to be quite good, didn't you?

David: Well, I haven't played for a long time but . . . why not?

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Two. What should Suzie take to Emma's house?

Woman: Suzie? It's Emma. We've got to make some paper flowers so the classroom looks nice for the end-of-term party. Can you come to my house this evening to help me do it? There's some paint left over from last time, but I can't find any brushes. Have you got one? Bring it if you have. And if we have a pair of scissors each, we can work faster, so don't forget yours. We'll need coloured paper, but I'm getting that from college. See you around six.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Three. Which kind of T-shirt did the boy choose?

Girl: Look, it's your present. Just choose a T-shirt and then you can have anything you like printed on it. They've got three types – a picture like this one with boats on, or there are some with words, and this type has shapes on it.

Boy: Well, I really don't like writing – it makes me feel like an advertisement! And those pictures are awful . . .

Girl: Right then, I know which one you'll choose . . .

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Four. What frightened the man?

Woman: How was your camping holiday in Africa?

Man: Oh . . . fantastic . . . we saw all sorts of wildlife. You know, lots of lions and all that.

Woman: Wasn't it frightening with all those animals so close to your tent?

Man: Not really, to be honest, what scared me most were the bats . . . they flew so close at night . . . I thought I'd be frightened of all the other things like elephants . . . but in the end I wasn't because we only saw them during the day and they were mostly quite a long way away.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Five. Where is the man calling from?

Man: Hello, Mary. Could you come and collect me? I went to a client's house by taxi, and I can't get one back.

Woman: Sure, where are you exactly?

Man: You know the bridge over the river on the North Road? If you go over that and take the first left, you see a bar on the right. I'll be waiting there. I'm actually in the farmhouse down the road from there at the moment – Mrs Collins has been kind enough to let me use her phone.

Woman: Fine, see you in the bar soon.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Six. How did the woman spend her last holiday?

Man: You're looking well. How was your holiday in the mountains?

Woman: Not so good. I hurt my foot on the day I arrived, so climbing was just impossible. While everyone else was going off to the mountains, I stayed and read a book by the hotel pool . . . not my idea of a good holiday . . .

Man: Sorry to hear that. Well, at least you had a good rest . . . Is your foot better now?

Woman: Not really. I sit and watch television a lot and try to be patient.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

Seven. Where is the girl's purse?

Girl: Mum, I'm just off to the shop. Oh, wait a minute, where's my money?

Woman: Oh, I found your purse lying on the table earlier, so I put it back in your bag.

Girl: Well, it's not in there now. Maybe it's fallen on the floor somewhere. Can you help me look under the sofa? That's where I was sitting a minute ago.

Woman: Just a minute, let *me* check. Yes, look, it *is* in here after all. I told you that's where I'd put it. You just didn't look properly!

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 1.

[Pause]

Now turn to Part 2, questions 8–13.

PART 2 *You will hear a radio interview with a ballet dancer called Elena Karpov, who is talking about her life and career.*

For each question, put a tick in the correct box. You now have forty-five 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: My guest today is the star of the London Ballet Company, twenty-two-year-old Elena Karpov. Elena, you were born in Bulgaria. Did you always want to be a dancer?

Elena: Well, I was a very lively little girl, so at the age of seven my mother sent me to gymnastics classes. When I was nine, I went on to ballet lessons and from that moment I knew that I wanted to spend my life dancing. Two years later, when I was eleven, I won a place at the New York Ballet School.

Interviewer: So you had to move to the United States. Did you miss your family?

Elena: Oh yes. At first it was difficult being away from home and not knowing a lot of English. But it taught me how to look after myself and not to depend on others. There were other Bulgarian students there, and we actually found it quite easy to learn enough English to take part in the lessons with the other students.

Interviewer: Tell us about your latest role with the London Ballet Company.

Elena: I'm going to dance the part of *Cinderella*. It's a story about a poor girl who marries a handsome prince. My parents used to read it to me when I was little. I'd never seen the ballet before, but I already knew the music really well. I'm sure children will love the ballet.

Interviewer: What do you do when you're not practising or performing?

Elena: Before I joined this company I spent two weeks going round London as a tourist. I don't have time for sightseeing now, but I love trying on the latest fashions with my friends. I'm always buying new jeans and trainers! I'm not too keen on discos and nightclubs – I dance enough during the day!

Interviewer: You must have lots of fans.

Elena: Quite a few! They always ask for a photograph of me, but unfortunately I don't have many to give away. I sometimes sign their programmes instead, and if I can I give them one of the flowers I've received from the audience. They always ask for tickets, but of course that's not possible.

Interviewer: What's been the best thing that's happened in your career so far?

Elena: Well, I've been a guest dancer with ballet companies in Moscow and Vienna, and I appeared twice on television in Bulgaria and met the president! I shall never forget that! But the most satisfying thing for me is that I'm paid for doing what I really enjoy – dancing!

Interviewer: Elena, thank you for talking to us.

Elena: Thank you.

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 2.

[Pause]

Now turn to Part 3, questions 14–19.

PART 3 *You will hear a group leader talking to some students who are going to visit an important athletics event in Birmingham.*

For each question, fill in the missing information in the numbered space. You now have twenty seconds to look at Part 3.

[Pause]

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

Teacher: Right everyone! Some important information about the three college trips before the end of June. Firstly, we're all going to Birmingham to see the International Athletics Championships. That's the only trip we've planned during March because I know that April is such a busy time for students. We're going on the 15th. For those of you who haven't heard of this event before, it's the largest single sports competition in Britain, so we're really pleased that we're going. A hundred and forty different national teams will take part, which means you'll see five hundred and twenty world-class sportsmen and women there, and you'll be amongst thousands of other fans. The stadium seats seventeen thousand!

We'll be leaving here early and we've decided to go by train this time and not hire a coach, because we got delayed in traffic jams when we went to Birmingham before. I hope everyone's pleased about that.

Next, someone asked me what to take. Firstly, what *not* to take! Leave your cameras behind because taking photos is forbidden, but you *must* have your identity card with you as we've bought a group ticket, and you may need to show it. Mobile phones are okay, but you'll have to turn them off during the event, so it's probably better not to take them.

If you want to read some more about the event on the Internet, go to Birmingham's website. Then look for the word 'Birinfo' in the page index, that's spelt B-I-R-I-N-F-O. You'll find all kinds of information about the Championships there.

As for our trip, I don't have the final details of journey times yet, but I will by this afternoon. So, I think I'll write an information sheet with answers to all your questions on it. You'll get copies of this on Friday, so you can read through everything over the weekend.

Right . . . the second trip will . . .

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 3.

[Pause]

Now turn to Part 4, questions 20–25.

Look at the six sentences for this part.

PART 4 *You will hear two friends, a boy, Rolf, and a girl, Maria, talking about the jobs they would like to do in the future.*

Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under A for YES. If it is not correct, put a tick in the box under B for NO. You now have twenty seconds to look at the questions for Part 4.

[Pause]

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

Maria: What do you want to do when you leave college, Rolf?

Rolf: I haven't decided yet, Maria. I might go travelling for six months, and then look for a job. How about you?

Maria: I hope to start work straight away.

Rolf: Do you know where?

Maria: Well, I'd prefer to live near my family, but I want to see the world too. So I'd hope to have plenty of trips for work.

Rolf: You could get a job with an airline company.

Maria: Mmm . . . that'd be great, but it's hard to get into.

Rolf: I know lots of people apply for that kind of work. But you're good at languages – I'm sure they'd accept you.

Maria: I hope so. Have you really not decided what job you'd like?

Rolf: It's difficult. My degree's in music, but I definitely don't want to be a music teacher. I'll probably look for something completely different.

Maria: Oh . . . that's a shame. Why not become a music teacher? You'd get long holidays.

Rolf: But if I got a job in business, I could earn far more money.

Maria: Lots of people say money doesn't matter, and you should just find a job you enjoy. But I think a job has to pay well, so you can live comfortably . . .

Rolf: Mmm . . . That's exactly how I see it.

Maria: Do you think you'll have lots of different jobs before you find a really good one?

Rolf: I expect so. No one finds the perfect job immediately . . .

Maria: I'd like to find a job I really like, and stay with the same company for at least ten years . . .

Rolf: Oh, I see, that's interesting.

Maria: Your father has his own business, doesn't he?

Rolf: Yes, but I don't want to work for him.

Maria: But he could help you set up your own business.

Rolf: I couldn't imagine doing that. I know how many hours my father has to work.

Maria: Mmm . . . your free time's important to you, isn't it?

Rolf: It certainly is!

Maria: Right . . .

[Pause]

Now listen again.

[The recording is repeated]

[Pause]

That is the end of Part 4.

[Pause]

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

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

That is the end of the test.