

**KEY : Recording, Transcript, Grading (7 pages)**

**Listening**

\_\_\_\_\_ /18 points

*Part 1*

\_\_\_\_\_ /6 points

- | YES  | NO                                  | YES  | NO                                  |
|--|-------------------------------------|--|-------------------------------------|
| 1. <input checked="" type="checkbox"/> _____ |                                     | 4. _____                                     | <input checked="" type="checkbox"/> |
| 2. _____                                     | <input checked="" type="checkbox"/> | 5. _____                                     | <input checked="" type="checkbox"/> |
| 3. <input checked="" type="checkbox"/> _____ |                                     | 6. <input checked="" type="checkbox"/> _____ |                                     |

*Part 2*

\_\_\_\_\_ /12 points

- |              |          |          |
|--------------|----------|----------|
| 7. A         | <b>B</b> | C        |
| 8. <b>A</b>  | B        | C        |
| 9. A         | <b>B</b> | C        |
| 10. A        | B        | <b>C</b> |
| 11. A        | <b>B</b> | C        |
| 12. <b>A</b> | B        | C        |

**Reading**

\_\_\_\_\_ 20 points

*Part 1*

\_\_\_\_\_ 10 points

A)

- | T                                      | F                                   | DS                                  | T                                      | F                                   | DS    |
|--|-------------------------------------|-------------------------------------|--|-------------------------------------|-------|
| 1. _____                               | _____                               | <input checked="" type="checkbox"/> | 4. _____                               | <input checked="" type="checkbox"/> | _____ |
| 2. <input checked="" type="checkbox"/> | _____                               | _____                               | 5. _____                               | <input checked="" type="checkbox"/> | _____ |
| 3. _____                               | <input checked="" type="checkbox"/> | _____                               | 6. <input checked="" type="checkbox"/> | _____                               | _____ |

*Part 2*\_\_\_\_\_ *10 points**B)*

7. BENEFIT

9. COLLAPSE(S)

8. BORDER(S)

10. UNPLEASANT

*Part 2*\_\_\_\_\_ *10 points*11. A B **C** D12. A B C **D**13. A B C **D**14. **A** B C D15. **A** B C D

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Writing Task: 10 points Language: 12 points

22 points

	Task	Language	
10	Very good attempt at task, including all required content in full with little or no digression. Generally coherent, or requiring no effort by the reader.	Generally good control, and confident use of PET language. Coherent linking of sentences using simple cohesive devices. Language includes complex sentences and a range of structures and vocabulary. Language errors may still be present, but they are minor, due to ambition, and do not impede communication	12
9			10
8	Good attempt at task, covering all the content elements, with some elaboration. There may be some minor repetition or digression, though overall reasonably coherent and requiring minimal effort on the part of the reader	Reasonable control of language and linking of sentences. Language is either unambitious (i.e. avoiding complex structures and using a narrow range of vocabulary but accurate), or ambitious (i.e. attempting a range of structures and vocabulary) but with some errors, although the errors do not generally impede communication.	9
7			8
6	Reasonable attempt at task. May be a rather simple account with little elaboration, or a fuller attempt combining some repetition or digression. One significant element of required content may have been omitted. Coherent enough to make meaning clear, although a little effort may be required by the reader.	Evidence of some control of language, and simple sentence structure generally sound. Language likely to be unambitious, or if ambitious probably flawed. A number of errors may be present, e.g. in structures, tenses, spelling, articles, prepositions, but they do not generally impede communication. Linking of sentences not always maintained.	7
5			5
4	Some attempt at task, possibly indicating limited understanding of what is required. Two elements of required content may have been omitted, or there will be noticeable irrelevance or incoherence, which will require considerable effort by the reader. The task may be unfinished.	Erratic control of sentence structure and use of tenses, e.g. past simple not used appropriately in many cases. Language may be very simplistic/limited/repetitive. Errors in the spelling of PET vocabulary often occur. Language errors will impede communication at times. Punctuation may be noticeably absent, leading to incoherence of sentences.	4
3			3
2	Poor attempt at task, including little of relevance, and /or it is far too short or very incoherent.	Very poor control of language. Difficult to understand due to frequent errors in areas such as grammar, spelling or sentence construction. There may be a general absence of punctuation, leading to serious incoherence.	2
1			1
0	Candidate has misunderstood or misinterpreted task. Content bears no relation to task.	Achieves nothing. Language impossible to understand.	0

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**Justification**

**Listening**

\_\_\_\_\_ /18 points

*Part 1*

\_\_\_\_\_ /6 points

- |   |   |
|---|---|
| 1. <b>A/YES</b> (a problem shared ...)    | 4. <b>B/NO</b> (I'm fine)                     |
| 2. <b>B/NO</b> (they have good reason...) | 5. <b>B/NO</b> (I have no sympathy)           |
| 3. <b>A/YES</b> (I'm so tired)            | 6. <b>A/YES</b> (I'd better change my habits) |

*Part 2*

\_\_\_\_\_ /12 points

7. **B** (I signed to become a professional two years ago)
8. **A** (We do a range of fitness / We discuss tactics)
9. **B** (watch videos of the other team and of our own performance)
10. **C** (but all of this is in moderation/ we have to follow it quite strictly)
11. **B** (it's a very busy lifestyle/ during the summer when there is a long break)
12. **A** (My immediate ambition is to secure a regular place in the team)

**Reading**\_\_\_\_\_ **20 points***Part 1*\_\_\_\_\_ **10 points**

- |   |  |
|---|--|
| 1. DS                                     | 5. F (with both sexes)   |
| 2. T (bonding effect on groups)           | 6. T (listener to feel superior by describing an act of great stupidity by another person) |
| 3. F (people from all around the world)   |  |
| 4. F (lots of jokes are able to cross...) |  |
| 7. BENEFIT                                | 9. COLLAPSE(S)   |
| 8. BORDER                                 | 10. UNPLEASANT   |

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*Part 2*

\_\_\_\_\_ *10 points*

- 11. **C**
- 12. **D** (not much to do in the evenings)
- 13. **D**
- 14. **A** (we are in the middle of nowhere)
- 15. **A** (But even the lessons have been fun)

## Page 6: APPENDIX 3

Transcript of the recording

**Part 1**

Look at questions 1 to 6 for this part. You will hear a conversation between a boy, Simon, and a girl, Tina, about some problems Tina is having at school. Decide if each sentence is correct or incorrect. If it is correct, put a tick under A for YES. If it is not correct put a tick under B for No.

You now have twenty seconds to look at the questions for Part 1.

(twenty seconds)

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

- Simon: What's wrong, Tina? You've been looking worried all morning.
- Tina: Oh, everything is going wrong at the moment, Simon.
- Simon: Oh, come on, it can't be that bad. You know what they say: A problem shared is a problem halved.
- Tina: Well, you must have noticed how all the teachers pick on me. I mean, they tell me off more than any other student in the class.
- Simon: Yes, that's true, but they have good reason to, don't they?
- Tina: No, they don't! I never behave badly in class.
- Simon: Yes, but you never do your homework, either, do you? And you never listen to what the teachers are saying.
- Tina: It's not that I'm not listening, exactly. It's just that I'm so tired all the time.
- Simon: You should go to a doctor, Tina. There must be something wrong with you if you are so tired.
- Tina: No, I'm fine. I think it's just that I go to bed very late.
- Simon: What time **do** you go to bed, then?
- Tina: Not till about two o'clock, usually, because I like watching the late-night films on TV.
- Simon: Then, I have no sympathy for you. You're very silly. It's ok to have a late night on Friday and Saturday, but not before school days.
- Tina: Well, maybe it **is** my own fault. I think I'd better change my habits, hadn't I?
- Simon: Yes, you must, or you're going to get yourself into serious trouble.

This is the end of Part 1. Now look at Part two questions 7 to 12

You will hear a man, David, being interviewed about his life as a professional footballer. For each questions choose the correct answer A, B or C. There is only ONE correct answer.

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

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(45 seconds)

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

Interviewer: Hello to all our listeners! I'm here with David Stevenson, he's a professional footballer and he's just played his first game for the club. So, David, tell us how long you've been a footballer.

David: Well, I signed to become a professional two years ago, when I was seventeen. I'd been with the club over two years before, though, since I was fifteen, but as a junior.

Interviewer: What's the daily schedule like, during the week?

David: Well, I usually get up at seven and arrive at the practice ground for training at 8:30. We do a range of fitness and ball exercises until two, when we have a light lunch break. We discuss tactics after we've eaten and then have an evening session when we play mini five-against-five matches. I get home at about nine in the evening.

Interviewer: What about weekends?

David: Well, there's obviously a different atmosphere, as we always have a game on Saturday or Sunday. If we're playing at home we normally have a light warm-up before the game, talk about what we've got to remember during the game. The day before and after the game we watch videos of the other team and of our own performance.

Interviewer: What about the diet you have to follow? Is it hard?

David: It's not that bad or unpleasant, actually. It's varied every day, although its main components are energy-based foods, such as rice, pasta and potatoes. We do eat meats and cheese, but all of this is in moderation. 'course alcohol and sweets are kept at an absolute minimum, we have to follow it quite strictly.

Interviewer: It must be difficult to find time for family and friends.

David: Yes, it's a very busy lifestyle. And even when I get home I might be tired from a match or training. I still see my family as I live at home and my friends understand and we meet a lot during the summer when there is a long break.

Interviewer: How do you feel about the future? Are you dreaming of playing for England?

David: Well, of course I dream of that from time to time, but I'm just trying to be realistic and train hard at the moment. My immediate ambition is to secure a regular place in the team and develop my skills. I'm at a big club, so we're playing at the main stadiums against all the big teams. Hopefully, in a couple of years we'll be playing in Europe. I can't think of the world cup just yet.

Interviewer: Thank you, David, and the best of luck to you.

This is the end of the test