

Mock PET for Schools Test I

INSTRUCTIONS TO STUDENTS

Reading & Writing

- There are five parts to the test.
- Read all the instructions carefully and answer all the questions.
- Write your answers on the answer sheet.

Listening

- There are four parts to the test.
- Listen to the instructions for each part of the paper carefully and answer all the questions.
- While you are listening, write your answers on the answer sheet.

Speaking

- There are four parts to the test.
- Interact with the examiner and another student or talk on your own.
- Look carefully at the visual prompts.

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Maria Adelaide Rabaça
Paula Simões

Com a colaboração de
Graça Valério

Revisão científica e linguística

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Reading • Part 1

Questions 1 – 4

Look at the text in each question.

What does it say?

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

1



- A** You should not overfill your locker.
- B** You mustn't carry your personal belongings with you.
- C** Your belongings are someone else's responsibility.

2



- A** Do not ring the bell in case of fire.
- B** You can burn your hands in case of fire.
- C** Press the alarm in case of fire.

3



- A** If you leave your dog outside, it could be taken away.
- B** If your dog is tied, it will not bite the thief.
- C** Do not leave your dog with a thief.

4



What does Charles have to do?

- A** Meet mum before 2 pm.
- B** Get to the dentist before 2 pm.
- C** Remember his mum's words.

Reading • Part 2

Questions 5 – 7

These teenagers want to volunteer.

Below there are descriptions of four volunteering organisations.

Decide which would be the most suitable for each of them.

For questions 5 – 7, mark the correct letter (A – D) on your answer sheet.

5



Claire is 14 years old. Her favourite subject at school is science and she really likes animals. She is also interested in conservation and talking to people about how to conserve habitats and resources.

6



William belongs to a large family. He has six brothers and sisters, all younger. He is used to helping his parents look after his siblings. He is very patient and enjoys reading to them very much.

7



Janet is 14 and she is good at dealing with people. She is both an excellent communicator and very patient and caring. She has some experience as a volunteer working with older people.

A Volunteering for pleasure – The local hospital needs volunteers ready to dedicate some of their time to reading for the children who are ill and unable to read for themselves. Listening to stories is a pleasurable activity that children appreciate.

C A summer volunteering opportunity at the zoo – The zoo offers different volunteer opportunities. Volunteers receive training, and work in an educational programme that involves handling animals, providing tours and giving brief talks.

B The right direction – The local clinic needs volunteers to assist nurses and doctors. Older patients need to be directed to the right floors and areas of the clinic so that they are not late for their medical appointments or treatments.

D Experienced volunteering – The clinic expects volunteers to help one day a week to take care of abandoned pets. Volunteers must be experienced vets or veterinary nurses.

Reading • Part 3

Questions 8 – 12

Look at the sentences below.

Read the text below to decide if each sentence is correct or incorrect.

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

If it is incorrect, mark **B** on your answer sheet.

-
- 8 Donating money is more important than volunteering.
 - 9 Volunteering is an important part of teenagers' education in the US.
 - 10 When it comes to volunteering, teens cannot choose the project to take part in.
 - 11 Volunteering is about learning and getting to know yourself.
 - 12 Volunteering does not play a significant part in teenagers' future.

A chance to change lives

Volunteering is an opportunity to change lives, including your own. If you're feeling frustrated or overwhelmed by the news of a disaster, volunteering to help can be a great way to cope. If you'd like to support a cause but can't afford to donate money, you can donate your time instead. Helping others in need is such an important part of the American way of life that many high schools require their students to spend a certain number of hours volunteering in order to graduate. Unlike school, with volunteering you get to pick what really interests you and who (or what) is most deserving of your time.

Volunteering is a great way to learn new skills – from working as part of a team to setting and reaching goals. It gives you a chance to discover what kinds of things you're best at and enjoy the most. A volunteer job that you love can even help shape your ideas about your career goals. Volunteering can also give you a sense of responsibility because people really depend on you.

Donating your time is a great way to feel like you have the power to change things for the better. When people depend on you, it can change the way you look at yourself. You can feel proud of the goals that you've achieved for an organisation.

Volunteering is also a great way to get a perspective on your own life. Sometimes it's easy to get consumed by worries about your grades or the fight you had with your friend or parent. And although these things are very important in their own way, sometimes it can be helpful to get some distance and think about other things. Volunteering allows you to do this. It lets you focus on others and see that your involvement in the world can be meaningful.

Finally, volunteering can help save you from being bored – it gives you a place to be where you can have a good time and keep busy. Volunteering also shows employers and colleges that you believe in making the world a better place – and that you're willing to sacrifice your time and energy to do it.

http://kidshealth.org/teen/school_jobs/jobs/volunteering.html (abridged and adapted), accessed in January 2015

Reading • Part 4

Questions 13 – 17

Read the text and the questions on the following page.

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

.....

International Student Festival in Trondheim



The idea of an International Student Festival in Trondheim (ISFiT) started in 1988. The thought was to bring together students from different parts of the world in an event that was a combination of a conference and a festival.

The theme of the first ISFiT, in 1990, was “A changing Europe – What are the roles and responsibilities of students and their universities?”, an appropriate theme, considering that the Berlin Wall fell shortly before the festival was held. ISFiT arranged for two trains, one from Budapest and one from Paris, to transport 375 students from all over Europe to Trondheim.

In 1992, ISFiT had already become well-known and more than 4,300 applications were sent to Trondheim from students all over the world.

In 1994, the Dalai Lama visited ISFiT after he had received a visit from dedicated ISFiT representatives who went to India and spent days outside his office until they got a 10 minute meeting with him. He was reported to have replied, “Cancel my other appointments. This is more important.” 1994 was also the year that ISFiT started to offer financial support, so that participants from even more countries could come to the festival.

In 1999, the Student Peace Prize was awarded for the first time. Since then, the prize has been given every second year on behalf of all Norwegian students. Antero Silva from East Timor was the first laureate. He received the award for his non-violent battle against the Indonesian occupation.

Many world figures have attended ISFiT, and past speakers include former Director-General of WHO, Dr Gro Harlem Brundtland, and Nobel Peace Prize Laureates José Ramos Horta, Wangari Maathai, Desmond Tutu, Betty Williams and Shirin Ebadi. Former US president Bill Clinton has participated via video conference.

Since 2003, the festival has had participants from more than a hundred countries.

http://en.wikipedia.org/wiki/International_Student_Festival_in_Trondheim (abridged and adapted), accessed in January 2015

- 13** The text is about
- A** the people who attend the festival.
 - B** what people can do in the festival.
 - C** the history of the festival.
 - D** a tourist attraction in Norway.
- 14** Its main goal is
- A** to promote culture and literature.
 - B** to bring together students from different countries.
 - C** to bring famous artists and writers together.
 - D** to promote tolerance and volunteering.
- 15** The first festival took place
- A** in Paris.
 - B** after the fall of the Berlin Wall.
 - C** in Budapest.
 - D** before the fall of the Berlin Wall.
- 16** The festival became so famous that in 1992
- A** there were train rides from many European cities.
 - B** many famous people decided to visit it.
 - C** the tickets were sold out.
 - D** thousands of students applied for it.
- 17** The Student Peace Prize is awarded to
- A** students who fight against violence.
 - B** foreign students from other European countries.
 - C** Norwegian students.
 - D** students who defend their country.

Reading • Part 5

Questions 18 – 26

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.

Marafiki Community International



The main purpose of the organisation is to encourage and facilitate sustainable development projects in **(18)** areas. What started as a simple feeding programme, established **(19)** volunteers wishing to visit and address the needs of a camp for refugees, has resulted in **(20)** establishment of a Non-Governmental Organisation – Marafiki Community International. Marafiki started

simply as a support for the projects established within the Maai Mahiu area. **(21)**, our continual growth has allowed us to expand and reach out to a wide variety of projects in many locations across Kenya. Marafiki is run and supported by **(22)** local and international representatives who wish to rehabilitate and create **(23)** for poor communities and less-fortunate individuals. Marafiki is all **(24)** the people, and together we are changing lives. Marafiki depends heavily on the hard work and dedication of volunteers. We have friends all around the world who work tirelessly to help us make a **(25)** here in Kenya. After all, Marafiki means friends and “that’s what friends are **(26)**”

<https://www.causes.com/causes/300168-marafiki-community-international/about> (abridged and adapted), accessed in January 2015

- | | | | | |
|----|---------------|-----------------|--------------|--------------|
| 18 | A small | B wealthy | C crowded | D poor |
| 19 | A from | B by | C to | D for |
| 20 | A this | B that | C the | D an |
| 21 | A In addition | B Therefore | C But | D However |
| 22 | A both | B neither | C either | D many |
| 23 | A challenges | B opportunities | C conditions | D situations |
| 24 | A from | B to | C about | D on |
| 25 | A difference | B case | C way | D break |
| 26 | A about | B over | C from | D for |

Writing • Part 1

Questions 1 – 5

Here are some sentences about volunteers and exchange students.

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.

.....

- 1 For an exchange student nothing is harder than leaving their family.
For an exchange student is to leave their family.
- 2 Bill asked Sue if she had come to Kenya in 2013.
Bill asked, “..... to Kenya in 2013?”
- 3 Being a volunteer at home is not so hard as going to Africa.
Being a volunteer at home is much going to Africa.
- 4 The volunteers were not able to teach all the children.
The volunteers teach all the children.
- 5 Do not go on an exchange programme unless you can speak the language.
You shouldn't go on an exchange programme speak the language.

Writing • Part 2

Question 6

You have just been accepted as a volunteer abroad.

Write an email to your friend telling him about the programme.

In your email you should:

- explain where you are going and what the programme is;
- tell him how you feel about this opportunity;
- suggest meeting before you leave.

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

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.

Tick the box (Question 7 or Question 8) on your answer sheet to show which question you have answered.

.....

Question 7

- This is part of a letter you received from a friend of yours.



I was thinking of taking up a volunteer project.
Do you think that is a good idea? Why?
What volunteering activity would you recommend?

- Now write a letter giving your friend your opinion.
- Write your **letter** in about 100 words.

Question 8

- Your teacher has asked you to write a story.
- This is the title for your story:
An unexpected outcome
- Write your **story** in about 100 words on your answer sheet.

Listening • Part 1

Questions 1 – 6

There are six 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).

.....

1 What does Michael want to do?



A



B



C

2 Where is Paul going tomorrow afternoon?



A



B



C

3 What are they going to eat?



A



B



C

4 What did Eve's mum advise her to do?



A



B



C

5 What was Marion's prize for?



A



B



C

6 What type of job does she want to do?



A



B



C

Listening • Part 2

Questions 7 – 12

You will hear a teacher, Bill, being interviewed about his experience as a volunteer and a teacher.

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

.....

7 Bill realised that the Australian speaker's adventure

- A** involved travelling around the world.
- B** also included an opportunity to do voluntary work.
- C** was only for teachers.

8 Bill's initial disappointment

- A** wasn't easily overcome.
- B** never disappeared.
- C** didn't last very long.

9 His work as a volunteer

- A** was extremely fulfilling.
- B** was limited and boring.
- C** didn't involve working with children.

10 After his first volunteering experience, Bill

- A** refused to participate in projects abroad.
- B** set up a Youth Club.
- C** participated in local projects.

11 Bill has also

- A** finished his high school education.
- B** started university.
- C** founded a new school.

12 He is very much aware of

- A** the role of education.
- B** how significant his first volunteering trip was.
- C** the importance of his friends' support.



Listening • Part 3

Questions 13 – 18

You will hear a young man talking about his participation in a special programme.
For each question, fill in the missing information in the numbered space.

.....

The power of an exchange programme

He participated in the US Department of State's (13) Programme.

An exchange experience is one of the most powerful ways to promote well-being and help (14) old conflicts.

He went to Rhode Island (15)

(16), he went to Brown University, near his host family's home.

His experience had its (17) but also its

The lessons he learned will stay with him forever and his belief in (18) will never leave him.



Listening • Part 4

Questions 19 – 24

Look at the six sentences for this part.
You will hear a conversation between Marco and Jessica about his life in Sweden.
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
19 Marco and Jessica haven't seen each other for three years.	A	B
20 Marco has returned to Lisbon for a brief holiday.	A	B
21 Many Swedish people want to learn Portuguese.	A	B
22 Marco enjoys living in Sweden.	A	B
23 He is learning Swedish to better integrate in Swedish society.	A	B
24 Marco's family have never visited him in Sweden.	A	B



Speaking • Part 1

(2 – 3 minutes)

Be prepared to say your name, spell your surname and answer questions about yourself, your daily life, interests, etc. For example:

- Where do you live?
 - Where do you come from?
 - What is your favourite subject?
 - How long have you been studying English?
- Tell us about your school.

 - How many foreign languages can you learn there?
 - What do you like most about it?
 - Have you ever been on a school exchange programme? Why/Why not?

Speaking • Part 2

(2 – 3 minutes)

Talk to your partner about the following situation. The pictures below may help you.

You are going to participate in an international volunteer project in Africa.
Talk together about the things you would need to take with you.



Speaking • Part 3

(3 minutes)

Look at the photographs, which show how people can help others, and talk on your own about what you see in one of them.

.....



Speaking • Part 4

(3 minutes)

The photographs above show different ways of helping. Now, talk to your partner about a volunteer project you would like to take part in.

Mock PET for Schools Test II

INSTRUCTIONS TO STUDENTS

Reading & Writing

- There are five parts to the test.
- Read all the instructions carefully and answer all the questions.
- Write your answers on the answer sheet.

Listening

- There are four parts to the test.
- Listen to the instructions for each part of the paper carefully and answer all the questions.
- While you are listening, write your answers on the answer sheet.

Speaking

- There are four parts to the test.
- Interact with the examiner and another student or talk on your own.
- Look carefully at the visual prompts.

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Reading • Part 1

Questions 1 – 4

Look at the text in each question.

What does it say?

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

1



- A** You should come back with a member.
- B** If you are a member, you must come in.
- C** No entry allowed unless you are a member.

2



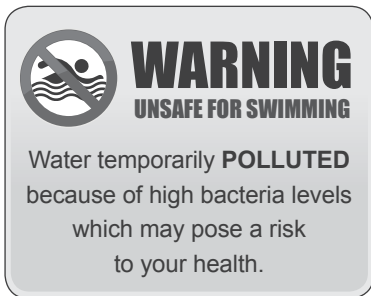
- A** Bullies will be asked to pay a fee.
- B** Bullying is strictly forbidden.
- C** If you are a bully, call the police.

3



- A** If you discriminate against others, you will be punished.
- B** You will be arrested if you are tolerant.
- C** All people must accept living with difference.

4



- A** If you swim, you will pollute the water.
- B** You can only swim tomorrow for pollution reasons.
- C** You are advised not to swim for health reasons.

Reading • Part 2

Questions 5 – 7

These young people want to find a good short story to read in English.

Below there are descriptions of four short stories.

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

For questions 5 – 7, mark the correct letter (A – D) on your answer sheet.

5



Gillian is 13 and she loves reading. She prefers reading stories which reflect real life situations. She is working on a school project about the relationship between different races.

6



Sam, 15, does not like reading very much. To him stories have to be short and to the point so that he can understand them. He is very fond of animals and his project is about protecting animals against cruelty and mistreatment.

7



Lindsay is 14 and she likes reading romantic or dramatic stories. She is very determined and likes reading stories about people who have to make difficult decisions.

A ***Flowers for Algernon*** – Charlie, a young man with learning difficulties, becomes part of a scientific experiment and becomes very intelligent. When he loses this intelligence, he realises that his only true friend was Algernon, the mouse in the scientific experiment with him.

B ***Carapace*** – This is a story about a young woman who is trying to choose between boyfriends and leaning toward the one she doesn't love because he can take her to live in Australia and give her a comfortable life.

C ***Visit to the dentist*** – A young black girl and her grandmother have to travel a long distance to see the black dentist because the white dentist in their hometown refused to treat the girl. Their journey involves them to the world of blacks and whites alike.

D ***Robert and the dog*** – This is a story about a clash of cultures which happens due to the fact that the characters' perspectives on pets and the place they occupy in the family home are so different.

Reading • Part 3

Questions 8 – 12

Look at the following sentences.

Read the text below to decide if each sentence is correct or incorrect.

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

If it is incorrect, mark **B** on your answer sheet.

-
- 8 All Europeans have the same stereotypes.
 - 9 Stereotypes are false preconceptions.
 - 10 People who live in the south of Europe are seen as dedicated and committed.
 - 11 People tend to think of the British as football fans and very snobbish.
 - 12 British weather is very bad and it rains all the time.

European stereotypes



Europe has always been full of stereotypes. It is to some extent fun and fascinating to see how the different preconceptions differ from one country to another. Stereotypes don't really teach us much about our European neighbours though, as they tend to be false most of the time. However, they do teach us about perceptions and the way we tend to see others. Although stereotypes focus on what we think is wrong about other nationalities,

they do at least show we take an interest in one another.

One stereotypic image of Southern Europeans shared by many from other areas of the continent, which also applies to Portugal, is the stereotype of the lazy Latin. This is due to the fact that Southern Europeans often take an afternoon nap due to the hot weather in summer. Portugal is often associated with sunny weather and beaches, which might also contribute to this image of laziness. Food (especially fish) and wine (Port wine) are also common associations.

According to *The Guardian*, "The European image of the Brit – either a very drunk football fan or snobbish City gent, both living off past imperial glories and feeling sorry for being in Europe rather than ruling the world – is itself a stereotype". Other common beliefs about Great Britain are that British people are very polite, proper and sophisticated with a tendency to be snobbish, unemotional or obsessed with class and status. Other common misconceptions are that it rains a lot there and the food is bad.

<http://europeisnotdead.com/video/images-of-europe/european-stereotypes/> (abridged and adapted), accessed in January 2105

Reading • Part 4

Questions 13 – 17

Read the text and questions on the following page.

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

.....

Cultural identity

Culture refers to the customs, practices, languages, values and world views held by groups of the same nationality, ethnicity, those from the same region or those with common interests. Cultural identity is important for people's sense of self and how they relate to others. A strong cultural identity can contribute to people's overall well-being.

Cultural identity based on ethnicity is not necessarily exclusive. People may identify themselves as New Zealanders in some circumstances and as part of a particular culture (eg. Maori, Chinese or Scottish) in other circumstances. They may also identify with more than one culture.

Defining a national identity is not simple. New Zealand, for example, is a diverse nation, made up of many cultural groups, with many different customs and traditions. While people may describe themselves as "New Zealanders", how they define their "New Zealand-ness" will vary from person to person. For example, some people might see a New Zealand identity in aspects of New Zealand's history or in New Zealander's achievements in sporting, artistic or other challenges, while others might see it through a sense of national characteristics or traits, or through national symbols and icons. Maori culture may form one aspect of national identity, since it is both unique to New Zealand and a part of their identity in the outside world.

Cultural identity is an important contributor to people's well-being. Identifying with a particular culture helps people feel they belong and gives them a sense of security. An established cultural identity has also been linked with positive outcomes in areas such as health and education. It provides access to social networks, which provide support and shared values and aspirations.

<http://socialreport.msd.govt.nz/cultural-identity/> (abridged and adapted), accessed in January 2015



- 13** If a person identifies himself/herself strongly with a specific culture,
- A** it is beneficial.
 - B** it makes no difference.
 - C** it is harmful.
 - D** he/she will be successful.
- 14** Cultural identity can be based on
- A** nationality only.
 - B** a personal preference.
 - C** a specific culture, simply.
 - D** ethnicity, nationality and culture.
- 15** New Zealand society
- A** only speaks one language.
 - B** is made up of diverse cultures.
 - C** is dominated by Maori culture.
 - D** combines Maori and British customs.
- 16** New Zealand identity
- A** can be easily defined.
 - B** varies from person to person.
 - C** is too complex to define.
 - D** is defined by Maori culture and language.
- 17** People get a sense of security and belonging
- A** from their nation.
 - B** for being New Zealanders.
 - C** due to their cultural identity.
 - D** as a result of multilingualism.

Reading • Part 5

Questions 18 – 26

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.

Daniela Ruah's biography



Daniela Ruah is an actress in the hit CBS TV show, *NCIS: Los Angeles*. She plays Kensi Blye, an NCIS Special Agent who is a member of a **(18)** of highly trained agents who specialise **(19)** undercover work.

Ruah was born in Boston, the only child of Portuguese immigrants. The entire Portuguese Jewish community was either expelled **(20)** Portugal or forced to convert to Christianity in 1497.

The Ruahs, Daniela's father's family, were among the first Jews of historic Portuguese origin who **(21)** to Portugal in the 19th century when Jews were permitted to settle in Portugal again. Most of the extended Ruah family settled in Morocco after the expulsion. Today, there are about 8,000 Jews in Portugal, including a thousand or so Jews **(22)** the Belmonte area who secretly practised Jewish rites **(23)** 500 years and have only recently begun to re-affiliate with the official Jewish community.

Daniela and her parents moved to Portugal when she was 5. She started acting in Portuguese soap operas **(24)** she was a teen. She was a Portuguese soap opera star, **(25)** the winner of the Portuguese version of *Dancing with the Stars* **(26)** she moved to the States in 2007.

http://www.interfaithfamily.com/arts_and_entertainment/popular_culture/Interfaith_Celebrities_Kelly_Kelly_Daniela_Ruah_Lauren_Storm_and_Vanessa_Carlton.shtml (abridged and adapted), accessed in January 2015

- | | | | | |
|----|----------|----------|-----------|-------------|
| 18 | A group | B gang | C team | D clique |
| 19 | A to | B in | C for | D on |
| 20 | A to | B from | C in | D at |
| 21 | A left | B walked | C ran | D returned |
| 22 | A from | B inside | C outside | D over |
| 23 | A until | B for | C over | D during |
| 24 | A but | B where | C and | D when |
| 25 | A also | B too | C and | D therefore |
| 26 | A before | B until | C after | D when |

Writing • Part 1

Questions 1 – 5

Here are some sentences about discrimination.

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.

.....

- 1 No experience of her life was so hard as being discriminated against at school.
Being discriminated against at school was of her life.
- 2 The teacher advised Ruth to tell him the name of her aggressor.
The teacher said, “You me the name of your aggressor.”
- 3 “Emma is going to finish reading *The Help* tomorrow.”
Andrew said Emma was going to finish reading *The Help*
- 4 I’m certain they will accept me at the University of Reading.
They accept me at the University of Reading.
- 5 It is against the law to bully your colleagues.
You bully your colleagues.

Writing • Part 2

Question 6

You have recently met a friend, Pascal, from Germany, on a school exchange programme.

Write an email in order to get to know him better.

In your email you should:

- tell him how you feel about having met him;
- suggest sharing some information about his family and city or town.

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

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.

Tick the box (Question 7 or Question 8) on your answer sheet to show which question you have answered.

.....

Question 7

- This is part of a letter you received from a friend of yours.

☐ I am starting to learn a new foreign language and I love it. What about you? How many foreign languages can you speak? Do you like learning languages? Is it useful to learn other languages?

- _____
- Now write a letter giving your friend your opinion.
 - Write your **letter** in about 100 words.

Question 8

- ☐
- Your teacher has asked you to write a story.
 - This is the title for your story:
A difficult day
 - Write your **story** in about 100 words on your answer sheet.

Listening • Part 1

Questions 1 – 6

There are six 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).

1 What job is Michael likely to choose?



A



B



C

2 Where do I turn right?



A



B



C

3 How many languages did you learn to speak at school?



A



B



C

4 How long has Paul been living there?

10 years

A

4 years

B

6 years

C

5 What happened in the town?



A



B



C

6 What's your favourite place?

United Kingdom

A

Great Britain

B

Isle of Man

C

Listening • Part 2

Questions 7 – 12

You will hear a head teacher, Debbie, being interviewed about the challenges her school is facing.

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

.....

- 7** The head teacher says the school
- A** has more than 22 different languages.
 - B** needs more language teachers.
 - C** has more than 32 different languages.
- 8** The school
- A** wants to change students' marks.
 - B** needs a new head teacher.
 - C** wants to change mentalities.
- 9** The school has adapted
- A** the community.
 - B** the curriculum.
 - C** the students.
- 10** The new element the school introduced in the curriculum is called
- A** global awareness.
 - B** global knowledge.
 - C** world literacy.
- 11** The change the school made
- A** has less benefits than expected.
 - B** has more benefits than challenges.
 - C** has more challenges than benefits.
- 12** Debbie thinks learning and knowing about other people and cultures in the world
- A** will contribute to students' success.
 - B** will make the community healthier.
 - C** will teach students about their identity.

Listening • Part 3

Questions 13 – 18

You will hear a man talking on the radio about taking on a retail giant and winning. For each question, fill in the missing information in the numbered space.

.....

Store bag ban

School-aged customers were asked to leave their bags at the front of the store as a condition **(13)**

Nicholas was driven to **(14)**

He read the **(15)** Act.

He rang up the **(16)** Commission.

All stores have been reminded that the practice must **(17)**

Lots of **(18)** at these shops are young people.



Listening • Part 4

Questions 19 – 24

Look at the six sentences for this part.
You will hear a conversation between Ann and Tom going to a seminar.
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
19 Ana has a positive opinion of Prentice Hall seminars.	A	B
20 Ana asks Tom if he had attended the seminar on Leadership.	A	B
21 Ana advises Tom to sign up for a seminar taking place the following week.	A	B
22 Ana works for a company specialised in repairing computers.	A	B
23 Ana thinks all working days go by very quickly and are always too short.	A	B
24 Ana's company is in the process of updating their computer system.	A	B



Speaking • Part 1

(2 – 3 minutes)

Be prepared to say your name, spell your surname and answer questions about yourself, your daily life, interests, etc. For example:

- Where do you live?
- Where do you come from?
- What do you study?
- Do you use English in your daily life?

Tell us about your life outside school.

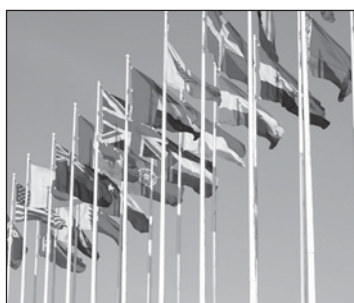
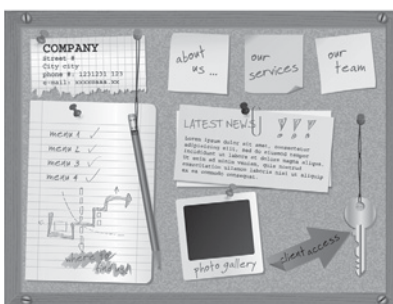
- How many languages can you speak?
- Do you think it is important for everyone to speak a common language?
- When was the last time you used English?

Speaking • Part 2

(2 – 3 minutes)

Talk to your partner about the following situation. The pictures below may help you.

On 26th September your school is going to organise the “European Day of Languages”.
Talk together about the things you need to make the day a success.



Speaking • Part 3

(3 minutes)

Look at the photographs, which show special occasions at school, and talk on your own about what you see in one of them.

.....



Speaking • Part 4

(3 minutes)

The photographs above show different ways of celebrating special events at school. Now, talk to your partner about how you celebrate important dates in your life.

Mock PET for Schools Test III

INSTRUCTIONS TO STUDENTS

Reading & Writing

- There are five parts to the test.
- Read all the instructions carefully and answer all the questions.
- Write your answers on the answer sheet.

Listening

- There are four parts to the test.
- Listen to the instructions for each part of the paper carefully and answer all the questions.
- While you are listening, write your answers on the answer sheet.

Speaking

- There are four parts to the test.
- Interact with the examiner and another student or talk on your own.
- Look carefully at the visual prompts.

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Com a colaboração de
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Revisão científica e linguística

Carolyn E. Leslie
(FCSH – Universidade Nova de Lisboa)

Reading • Part 1

Questions 1 – 4

Look at the text in each question.

What does it say?

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

.....

1



Corrosive

- A** You can wash your hands with this product.
- B** This product can't be used in the lab.
- C** Be careful with this harmful product.

2



- A** This footpath cannot be used.
- B** You can use this footpath if you have the key.
- C** The footpath is under construction.

3



- A** Hard workers will be compensated.
- B** You are being watched.
- C** You cannot stay unless you behave properly.

4



- A** You can walk alone in this area.
- B** You mustn't walk in this area.
- C** You can walk in this area if you are wearing black.

Reading • Part 2

Questions 5 – 7

These teens want to start exercising.

Below there are descriptions of four ways in which to exercise.

Decide which method would be the most suitable for each teenager.

For questions 5 – 7, mark the correct letter (A – D) on your answer sheet.

5



Amina is 15 and she loves music and dance. She did ballet for five years, but now she has given it up. She does not want to exercise in a traditional way. Gyms do not appeal to her at all.

6



Frances, 14, is really keen on sport and she comes from a family of sailors who have won a few regattas. Her favourite exercise would need to be associated with water.

7



Christopher, 16, has always been into sports. Together with his father and brothers he has already participated in local marathons and decathlons. He loves to be challenged and put to the test.

A Dream Gym – If you've ever thought of a gym that would give you opportunities to try extreme sports, then you are the person we are looking for. At Dream Gym all you have to do is tell us what type of exercise experience you have in mind!

C Shape Gym – Our gym offers young men and women the chance to shape their bodies easily. You can choose the most suitable schedule. Access is granted 24/7 to members, so you can practise your favourite type of exercise.

B Bay Centre – Due to our success and commitment, we have trained and supported some of the best-known sailing athletes in the region. There's a diversity of sports on offer, whether at sea or in one of our indoor pools.

D Carla's Academy – Our academy is truly different and the opportunities you'll find here are unique. Carla's Academy aims to engage active and curious teenagers through urban dances and the rhythms of new street bands.

Reading • Part 3

Questions 8 – 12

Look at the following sentences.

Read the text below to decide if each sentence is correct or incorrect.

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

If it is incorrect, mark **B** on your answer sheet.

-
- 8 Exercise may not always be healthy.
 - 9 According to recent studies, all young women exercise for pleasure.
 - 10 Compulsive exercisers choose specific types of sports.
 - 11 Exercising excessively causes people to become even more relaxed.
 - 12 Resting is far less beneficial than working out.

Compulsive exercise: are you overdoing it?

Many people exercise daily, whether they do a team sport, workout in classes at the gym or take part in solo activities like running, swimming, or cycling. Not only is it fun, but exercise has also tremendous benefits, like controlling weight, increasing endurance, strengthening muscles and bones, and reducing the risk of serious illnesses. The problem is some take it to the extreme with compulsive exercise. Instead of getting moderate exercise, these people are addicted to exercising excessively every day.

You might say that compulsive exercise is too much of a good thing. Those who compulsively exercise are at risk of developing eating disorders, and are also more likely to be unhappy.

Experts believe that young women who exercise compulsively have more limited diets, a greater preference for being thin, and more dissatisfaction with life than those who simply enjoy exercise.

People who take part in compulsive exercise may feel great most of the time – unless it rains and they are unable to run for miles. They think excessive exercise is the best way to stay thin, build muscles, and be a star in their sport. Those with exercise addiction often engage in sports such as ballet, gymnastics, wrestling, or track and field.

Regular, consistent exercise improves your immune system. But when you over-train or exercise daily to the point of exhaustion, it can hurt your immune system.

Exercising too much simply makes the body exhausted. Your body has no time to rest and heal, and the exercise compulsion increases the possibility of injury, sickness, and fatigue.

Other problems happen when you exercise compulsively. Teens who exercise too much have difficulty sleeping. Relationships are hurt when you make exercise the priority, instead of enjoying friends and social outings. You also might feel irritable and inattentive at school.

Slow down! You don't have to exercise intensely 7 days a week to be at the top of your game.

In fact, most experts claim that rest is the other half of an athlete's workout. You work out, and then you rest. You work out again and rest. Rest gives your body time to heal from the stresses put upon it by running, swimming, dancing, wrestling, strength training, or other activities.

<http://teens.webmd.com/compulsive-exercise> (abridged and adapted), accessed in January 2015

Reading • Part 4

Questions 13 – 17

Read the text and questions on the following page.

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

.....

Healthy eating

To set yourself up for success, think about planning a healthy diet as a number of small, manageable steps rather than one big drastic change. If you approach the changes gradually and with commitment, you will have a healthy diet sooner than you think.

People often think of healthy eating as an all or nothing proposition, but a key idea for any healthy diet is moderation. But what is moderation? In essence, it means eating only as much food as your body needs. You should feel satisfied at the end of a meal, but not stuffed. Moderation is also about balance. Despite what certain diets would have you believe, we all need a balance of carbohydrates, protein, fat, fibre, vitamins, and minerals to sustain a healthy body.

Healthy eating is about more than the food on your plate – it is also about how you think about food. Healthy eating habits can be learned and it is important to slow down and think about food as nourishment rather than just something to swallow down.

Fruits and vegetables are the basics of a healthy diet. They are low in calories and rich in nutrients, which means they are packed with vitamins, minerals, antioxidants, and fibre. Unfortunately, most people are falling short of the recommended daily minimum of five servings of fruit and vegetables. In fact, most of us need to double the amount we currently eat.

Try to eat a rainbow of fruits and vegetables every day and with every meal – the brighter the better. Deeply coloured fruits and vegetables contain higher concentrations of vitamins, minerals, and antioxidants – and different colours provide different benefits, so eat a variety. Aim for a minimum of five portions each day. Try adding berries to breakfast cereals, eating fruit as a healthy dessert, and snacking on vegetables such as carrots, snow peas, or cherry tomatoes instead of processed snack foods.

Choose healthy carbohydrates and fibre sources, especially whole grains, for long lasting energy. Studies have shown people who eat more whole grains tend to have a healthier heart.

Good sources of healthy fat are needed to nourish your brain, heart, and cells, as well as your hair, skin, and nails. Foods rich in certain omega-3 fats called EPA and DHA are particularly important and can reduce cardiovascular disease, improve your mood, and help prevent dementia.

<http://www.helpguide.org/articles/healthy-eating/healthy-eating.htm> (abridged and adapted), accessed in January 2015

13 A healthy diet

- A** should involve a drastic change of eating habits.
- B** needs to be implemented step by step and seriously.
- C** must be controlled by a doctor.
- D** shouldn't include meat or dairy products.

14 Moderation and balance

- A** are exclusive to vegan diets.
- B** may be important for obese people.
- C** make no difference.
- D** are key factors in a healthy diet.

15 Healthy eating

- A** should be taught at school.
- B** means thinking of gulping food.
- C** is about what your body needs.
- D** is about what you feel like eating.

16 A "rainbow of fruits and vegetables" refers to

- A** as much variety as possible.
- B** different shapes.
- C** the weather affecting your "eating mood".
- D** fruit and vegetables that match one another.

17 If you make the right choices, you are likely to

- A** become seriously ill.
- B** spend a lot of money on food.
- C** be able to choose what you want to eat.
- D** be protected from a series of health risks.

Reading • Part 5

Questions 18 – 26

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.



Wrestling was probably the **(18)** popular sport of the ancient Greeks. Young men belonged to *palaestras*, or wrestling schools, which were the focal point of their social life. Illustrations of wrestling on Greek vases and coins are common throughout all periods of ancient Greece, **(19)** all that we can say is that the style was loose wrestling.

The most **(20)** ancient Greek wrestler was Milon of Croton, who won the wrestling championship of the Olympic Games six times. Wrestling was less popular among the Romans than it had been **(21)** the Greeks, and, with the fall of the Roman Empire, references to wrestling disappeared in Europe **(22)** about 800 AD.

The three basic types of wrestling contests are the belt-and-jacket, catch-hold, and loose styles, all of **(23)** appear to have originated in antiquity. Belt-and-jacket styles of wrestling are those in which the clothing of the wrestlers provides the principal means of taking a grip on the opponent. In many cases this is no more than a special belt worn by both wrestlers, **(24)** in others a special belted jacket and special trousers are worn. Loose styles of wrestling, which are common in **(25)** international competitions, start with the wrestlers separated and free to **(26)** their opponent any way they choose except holds that are explicitly forbidden.

<http://www.britannica.com/EBchecked/topic/649438/wrestling> (abridged and adapted), accessed in January 2015

- | | | | | |
|----|-----------|--------------|-------------|------------|
| 18 | A longest | B least | C greatest | D most |
| 19 | A since | B but | C so | D though |
| 20 | A famous | B aggressive | C dedicated | D educated |
| 21 | A by | B for | C with | D to |
| 22 | A since | B until | C at | D from |
| 23 | A which | B them | C that | D those |
| 24 | A but | B since | C because | D as |
| 25 | A ancient | B modern | C actual | D average |
| 26 | A punch | B stop | C hold | D catch |

Writing • Part 1

Questions 1 – 5

Here are some sentences about exercising and dieting.

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.

.....

- 1 Sarah made a very great effort to lose a lot of weight.
Sarah made a very great effort **she lost a lot of weight.**
- 2 The doctor advised Helena against working out.
The doctor said, “You **work out.”**
- 3 Marianne plays tennis compulsively.
Marianne **tennis player.**
- 4 Anorectics think they are overweight.
If someone is anorectic, they think of **as overweight.**
- 5 “You shouldn’t eat so many sweets.”
If I **, I wouldn’t eat so many sweets.**

Writing • Part 2

Question 6

Your friend Maria has asked you about your Physical Education lessons at school.

Write an email telling her about what you do in P.E.

In your email you should:

- tell her how regularly you have P.E. lessons;
- where they normally take place;
- what your favourite activities/exercises are.

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

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.

Tick the box (Question 7 or Question 8) on your answer sheet to show which question you have answered.

.....

Question 7

- This is part of a letter you received from a friend of yours.

I would like to take up some type of physical activity, but I can't decide between an individual or a team sport. Which one do you prefer? Why? What do you think I should choose?

- Now write a letter giving your friend your opinion.
- Write your **letter** in about 100 words.

Question 8

- Your teacher has asked you to write a story.
- This is the title for your story:
That's how I broke my leg!
- Write your **story** in about 100 words on your answer sheet.

Listening • Part 1

Questions 1 – 6

There are six 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).

.....

1 Whose leg was broken?



A



B



C

2 How much weight has she lost?



A



B



C

3 What's the best option?



A



B



C

4 What's not on the menu?



A



B



C

5 What can I eat?



A



B



C

6 At what time does Rory start working out?



A



B



C

Listening • Part 2

Questions 7 – 12

You will hear a former Olympic athlete and coach, Jim Sheridan, being interviewed about the way Olympic athletes train.

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

.....

- 7** In order to reach Olympic level, athletes
- A** must be determined.
 - B** could give up.
 - C** must find a good coach.
- 8** Long-term planning
- A** makes no difference if you're good.
 - B** is a significant step.
 - C** is very hard.
- 9** Two significant aspects of their plans are
- A** dieting and working out.
 - B** healthy food and lots of water.
 - C** resting and working out.
- 10** Athletes prepare their bodies
- A** on their own, by exercising.
 - B** with help from a group of professionals.
 - C** with help from a group of other team members.
- 11** Being an Olympic athlete requires
- A** a lot of investment.
 - B** the support of family and friends.
 - C** an unhealthy mind.
- 12** A full-time job is not
- A** so demanding as an Olympic athlete's training.
 - B** as easy as an Olympic athlete's training.
 - C** as different to an Olympic athlete's training.

Listening • Part 3

Questions 13 – 18

You will hear a woman, Debra, talking on the radio about junk food cravings. For each question, fill in the missing information in the numbered space.

.....

Junk food cravings

Chocolate contains chemicals that alter a person's **(13)**

(14) also play a large part in teens' cravings for junk food.

Teenagers who continuously satisfy cravings for junk food put their health **(15)**

Refined sugars and carbohydrates also lead to decreased **(16)** and focus.

Replacing junk food with healthier alternatives is the best way to **(17)** cravings for sweet, salty and crunchy treats.

Try swapping rich cakes and desserts for things like **(18)** or cheese slices.



Listening • Part 4

Questions 19 – 24

Look at the six sentences for this part.
You will hear a conversation between Lisa and Jackie about an author.
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
19 Jackie had never heard of the author of the book Lisa was reading.	A	B
20 Lisa could not remember who the main characters were.	A	B
21 Lisa pointed out one of the possible reasons for Grisham's success.	A	B
22 Lisa disagrees with Jackie's views on education.	A	B
23 Lisa owns a collection of the author's books.	A	B
24 Lisa thinks she has the creativity to be a writer.	A	B



Speaking • Part 1

(2 – 3 minutes)

Be prepared to say your name, spell your surname and answer questions about yourself, your daily life, interests, etc. For example:

- Where do you live?
 - Where do you come from?
 - What do you study?
 - Do you study English at school?
Do you like it? Why?
- Tell us about your school.

 - Where do you normally have lunch?
 - What's your favourite type of food?
 - Do you eat a lot of sweets?

Speaking • Part 2

(2 – 3 minutes)

Talk to your partner about the following situation. The pictures below may help you.

You have been asked to draw up a healthy menu for your school canteen.
Talk together about the things you should include in the menu and why.



Speaking • Part 3

(3 minutes)

Look at the photographs, which show people and food, and talk on your own about what you see in one of them.



Speaking • Part 4

(3 minutes)

The photographs above show people and different types of food. Now, talk to your partner about your favourite types of food and how often you eat them, and whether they are healthy or not.