TRI MINH
LANGUAGE CENTRE

Cambridge Assessment English

PRELIMINARY ENGLISH TEST
Reading

Test: ***Quality Assessment Test 1***

Time: 45 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

Questions 1 -32 carry one mark.

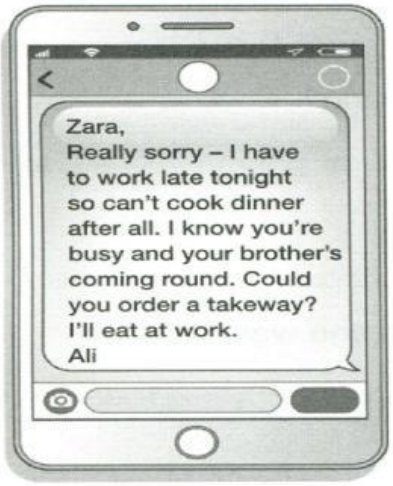
LIVEWORKSHEETS

Part 1

Questions 1 - 5

For each question, choose the correct answer.
What does it say?
Mark the correct letter A, B or C on your answer sheet.

1.



Zara should

A buy something for Ali's dinner.

B have dinner without Ali.

C eat the dinner that Ali has made.

2.



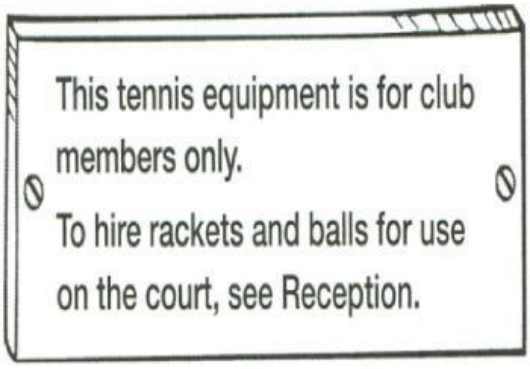
What does the seller say?

A The items he has got are not all in perfect condition.

B You can contact him any time you like.

C His furniture is not made in an old- fashioned style.

3.



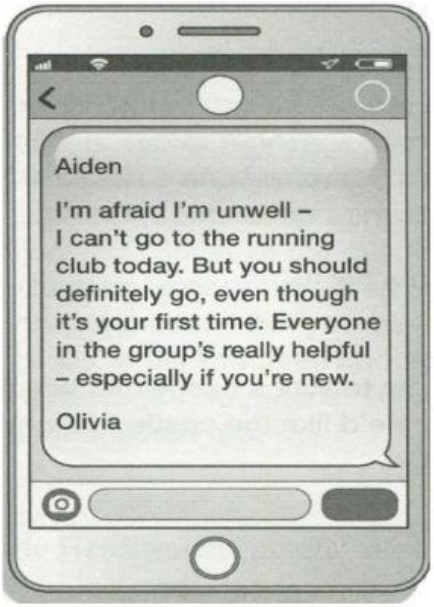
A You're not permitted to use this equipment unless you have club membership.

B If you wish to become a member of the tennis club, ask at Reception.

C Non-members must bring their own equipment to use on these courts.

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4.

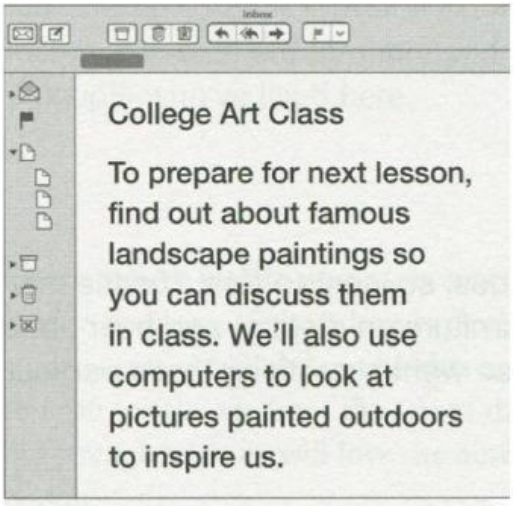


A Olivia is encouraging Aiden to go running today.

B Olivia wants Aiden to tell the group that she can't run today.

C Olivia is letting Aiden know that the running group are expecting him today.

5.



A Students will be working outdoors during their next art class.

B Students must produce their next picture using painting software.

C Students should do some research before the next session.

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Part 2

Questions 6 -10
For each question, choose the correct answer.

The people below are all doing school geography projects and want to find a website to help them. On the opposite page there are descriptions of eight geography websites.
Decide which website would be the most suitable for the people below. For questions **6-10**, mark the correct letter (**A-H**) on your answer sheet.

6. 

Sandra wants to learn more about what Planet Earth is actually made of, and how much of it is covered by water. She'd also like online advice about how to organise her work.

7. 

Miranda wants to learn about some of the famous tourist sites in the world, and why they have become famous. She'd like to play games on the website to help her remember the information.

8. 

For his project, Billy needs to find out about the biggest mountains in the world, and the kind of animals living near them. He'd also like to see videos of the locations he's studying.

9. 

Anna wants to learn about the biggest land areas of the world, and get key facts about their geography. She'd also like advice on how to improve her map-reading skills.

10. 

Kristofer's country has very cold winters, so he's interested in how other people in cold countries deal with their environment. He'd like to share his experiences online with teenagers there.

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Geography websites

A Geoview
This website has fantastic videos of animals in challenging locations, and information about how they manage to live there. There are also helpful tips on understanding geographical information, such as maps and diagrams of the Earth and its oceans. Users can also share information about useful links to follow.

B Geographical
This website has lots of maps, quizzes and advice, to check your knowledge of what you've studied - and remind you of anything you've forgotten! There's a brilliant section about popular places in many different countries, which attract large numbers of visitors, with background historical details about the reasons these places are now so well known.

C Geographv.com
This website has interesting maps and details about places that have become famous tourist destinations in different countries, and also some famous geographical features around the world, such as the biggest mountains and rivers. There are also online tips available on how to research information for projects.

D Goworld
How do people live in places with very high or low temperatures in different seasons? Find out how people adapt to the climate they live in, how it affects their lives and what they do to stay warm or keep cool, as necessary. You can also upload your own stories about life in extreme temperatures in your country.

E Planet Zoom
Not sure how to understand the information included on maps? Here's a step-by-step guide to using them! The site also has games and puzzles about all the continents, including Africa, Asia and Europe, and important details about them, such as their huge size, and their mountain ranges, rivers and climate.

F Worldwide
This website has lots of beautiful photos, maps and film clips to help you learn more about some of the highest - and coldest - peaks on the planet. You'll find plenty of amazing facts about them, together with details of the wildlife that makes its home in the surrounding areas.

G Geolnfo
Which countries in the world have the coldest winters, the highest mountains or the most unusual animals? Check your knowledge with some fantastic geography puzzles and games. And the photos on this site also show people's everyday lives in very different climate conditions.

H Geowatch
What's underneath the ground we walk on? You'll find maps and diagrams here to tell you - including what you'd see inside the planet if you cut it in half! There's information, too, about parts of the world that aren't land, but actually oceans and seas, and help on researching and presenting project information.

LIVEWORKSHEETS

Part 3

Questions 11 – 15

For each question, choose the correct answer.

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

Karina Moore - teenage high diver!

Several times a week, teenager Karina Moore trains at her local pool to jump from the high-diving board into the water in an attempt to become a national diving champion.

Karina first learned about diving during a family break in Spain, where the resort's pool had a high-diving board. Young people were diving off it, and it looked fun, but Karina didn't join in, even though she was a strong swimmer. Then after returning home, she discovered a long-distance runner she'd always admired had started diving for relaxation — so she became more interested.

Karina joined a beginners' diving class at her local pool. They had several sessions jumping onto soft materials before trying the high board. 'The water looked a long way down,' says Karina, 'but after our training, I felt I'd handle it without injuring myself! They'd warned me I'd land in the water fast - at around 60 kph - but I was prepared. I couldn't wait to get started although the others weren't so keen! Anyway, I wasn't disappointed by the experience.' In Karina's area, there's now lots of interest in high diving, but it's sometimes difficult for swimmers to find suitable practice facilities.

Although the pools are deep enough, they're in use so often by diving clubs that other people don't get opportunities to practise. Fortunately,though, Karina's coach noticed her talent and helped her develop her techniques. After only two years, she's winning competitions in her area.

But what's it like to concentrate so much on diving? 'I train 20 hours a week' says Karina, 'and I won't pretend it's easy you have to enjoy it to spend so much time doing it! It's not easy for my parents either, though they drive me to training sessions early in the morning, and that costs money. But they've had financial help from sports organisations, luckily. And my schoolwork and social life are good. I still meet my mates - and there's always the phone!

The only thing I hadn't realised was that the pool water would damage my hair I used to love my long hair, but I've had to cut it short because it looked awful! But I'll definitely keep on diving!'

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11. What made Karina keen to take up diving?

A She wanted to repeat her holiday experience.

B She found out her athletics hero had taken it up.

C She'd visited a pool where some teenagers were doing it.

D She wanted a new challenge after her success at swimming.

12. How did Karina feel the first time she used the high board?

A worried about how far it was above the pool

B pleased to experience it with other beginners

C confident that she wouldn't get hurt

D shocked to hit the water at such speed

13. What does the writer suggest about diving facilities in Karina's area?

A They're not used as much as they could be.

B There aren't enough coaches teaching people to use them.

C There aren't as many boards as there used to be.

D They're not available to the public for long enough each day.

14. How does Karina feel about spending so much time diving?

A surprised by one effect it has had on her

B sorry she no longer sees her friends so much

C anxious about the amount of money it costs

D grateful to be able to focus on something she loves

15. What would the writer say about Karina?

A She's a young girl who's achieved a lot by becoming a national diving champion - and all with very little support.

B She's made enormous progress in a very short time - after only a couple of years, she's already showing great signs of success.

C She has a lot of natural talent, but she's already thinking of having a break from the high board for a while.

D She's sad that she's given up almost everything for her sport - and her lifestyle really sounds quite hard.

LIVEWORKSHEETS

Part 4

Questions 16 – 20

Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

What's the point in studying music?

Many children have music classes when they attend school. And it's thought that music can really help children with learning other subjects.

For example, one research project looked at what happened when a class of children were divided into groups and given a simple task to do, with one group listening to music while completing it, and the other completing the task in silence. 16 _____ The first group performed better than the second. So this seems to suggest that music can improve performance in certain areas.

So how exactly can you benefit from studying music? According to some studies, musical training can develop the part of your brain that's involved with language, so you can understand your own language better. 17 _____ And that's a very useful skill to have. What's more, young people who've studied music also seem to score more highly in other areas such as maths. For example, 18 _____ reading music includes learning about quarter and half notes, which are basically fractions, like in maths. And when you're learning about rhythm, you're counting the notes in a piece of music. So they do appear to be connected.

Music also lets you explore new ideas, think in a creative way, and gain in confidence. If you're learning the guitar, for example, it can be really exciting when you're able to start inventing your own pieces of music. And when you do that, you're practising your listening skills because you have to listen carefully to the music you're making. 19 _____ It's certainly essential when you join an orchestra, for example.

One of the biggest benefits, of course, is that listening to music helps you to be less stressed. 20 _____ That should always be in a relaxed atmosphere, though, to be effective. And who knows? Maybe your musical knowledge will open up a great career path for you in the future!

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A Students have also shared their own ideas about music.

B And creating music can make you feel the same way.

C So it could be that these school subjects are linked in some way.

D These explain why music affects us in certain ways.

E And there was a difference between the two.

F It could also help with learning a second one.

G But it isn't really what's happening.

H This is particularly important when performing with other people.

LIVEWORKSHEETS

Part 5

Questions 21 – 26
For each question, choose the correct answer.
For each question, mark the correct letter A, B, C, or D on your answer sheet.

The Titan Arum

We usually expect flowers to have an attractive smell. However, this isn't true of all of them. The flowering plant called the Titan Arum only produces flowers every ten years or so - but when it does, the smell is so (21) . . . . . that most people say they can't stand being near the flower, unless they hold their noses. They say that it's the worst smell they have ever (22) . . . . . .

The plant, which can grow to over 100 cm tall, is able to produce heat. As this happens, the bad smell is created. But the smell does have a purpose. It's intended to encourage all kinds of insects to travel (23) . . . . . distances to visit the flowers.

The flowers always (24) . . . . . a lot of interest because they are produced so (25) . . . . . Scientists wanting to study the plant need to (26) . . . . . out their research before the flowers disappear again for another ten years.

21. A messy	B disgusting	C frightening	D painful
22. A experienced	B met	C realised	D felt
23. A far	B broad	C wide	D long
24. A aim	B offer	C demand	D attract
25. A rarely	B slightly	C hardly	D lately
26. A take	B find	C carry	D start

LIVEWORKSHEETS

Part 6

Questions 27 – 32
For each question, write the correct answer.
Write **one** word for each gap.

From: Harry
To: Oliver
Subject: Piano lessons

Hi Oliver,

Guess what? I've finally started piano lessons, like you! As you know, it's something I've wanted to do ever (27) . . . . . I was young. Anyway, a couple of months ago I saw someone playing the piano on TV - he was brilliant. And when I found out he'd only started playing quite recently, that encouraged (28) . . . . . to start lessons.

I've got a really good teacher, and I go to her house twice a week (29) . . . . . lessons. She's very patient. Every time I make a mistake, she explains what I did wrong. Also, I couldn't read music when I started. It's been hard to learn to read the notes on the page and decide which piano keys to use at the (30) . . . . . time! But when I finally play something that other people recognise, it really makes me happy. Maybe (31) . . . . . day, I'll become even better (32) . . . . . .you are at playing the piano!

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