

Test 2**PAPER 1 READING AND WRITING****READING***Part 1*

1 B 2 B 3 A 4 C 5 C

Part 2

6 D 7 B 8 E 9 G 10 F

Part 3

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

Part 4

21 B 22 C 23 A 24 D 25 B

Part 5

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

WRITING*Part 1*

- 1 (much) more than
- 2 (has) lent
- 3 mind/care/worry
- 4 took
- 5 give

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

The content elements that need to be covered are:

- i thanks (to friend) for the present/birthday money
- ii details of which DVD candidate is intending to buy
- iii explanation of why candidate has chosen the particular DVD

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

SAMPLE A (Test 2, Question 6: Email to Richard)

Dear Richard

I write to thank you for the present. I'm very happy that you give me the DVD of "Spiderman 2" because I hadn't it. This afternoon I'm going to buy for you the DVD of "The GLADIATOR". I chose it because I like very much and because it is my favourite film.

Examiner Comments

This answer implies a misreading of the question; point 1 is acceptable but points 2 and 3 are irrelevant.

Mark: 2

SAMPLE B (Test 2, Question 6: Email to Richard)

Hi Richard!

Thanks for the money! I'm very happy. I will buy a DVD. Do you remember the first film we have seen together? I'll buy it! I remember very good moments that I have passed with you when I see it that I will never forget. Bye!

Examiner Comments

This is a clever reading of the question! The answer is complete.

Mark: 5

SAMPLE C (Test 2, Question 6: Email to Richard)

Dear Richard

Hello Richard. How are you? I really thank you for the present you sent me. With the money you sent me I'm going to buy the new DVD "NARNIA" because it's a fantastic film and very scared. It's the best!

Love

[signature]

Examiner Comments

All content elements have been adequately dealt with and the message has been communicated successfully on the whole.

Mark: 4

SAMPLE D (Test 2, Question 7: Letter to a penfriend)

Dear Jenny,

How are you? I hope fine. Thanks a lot for your letter. It is wonderful that your sister is getting married. What a suprise! Well, I think all weddings are quite diffrent, but I can remember when my aunt got married 2 years ago. It was in the summer and of course all guest looked very summery. They all had diffrent types of dresses and suits. I saw lots of red, yellow and orange colours. It was amazing. They had also diffrent kinds of food because not everybody eats the same food. There was fish, meat, soups, diffrent kinds of salats and vegetables. I hope you will enjoy the wedding. Have a nice celebration. Good luck for your sister. I hope to hear from you soon.

Love,

[signature]

Examiner Comments

This is a very good attempt with confident and ambitious use of language, e.g.: 'Well, I think all weddings are quite diffrent . . .'. There is a wide range of structures and vocabulary and some simple linking devices have been used, e.g.: 'because', 'and', with evidence of organisation, e.g.: 'in the summer' and '2 years ago'. There are some minor non-impeding errors, e.g.: 'suprise', 'diffrent' and 'salats' but no effort is required from the reader.

Band: 5

SAMPLE E (Test 2, Question 7: Letter to a penfriend)

Dear Sue!

I am so excited because my sister getting married next Saturday. My all family getting ready. In my country the weddings are very interesting. The bride wearing a white big dress till midnight after she change her dress for a red, short dress. The husband wearing a black suit. Usually the wedding starts about at 4pm and finish the next morning about 5 am. A food is always traditional hungarian. On the wedding we having a fun and we danceing a lots. I hope one day you will see what a hungarian wedding. Tell me what's happening on the English wedding.

Lots of love

Examiner Comments

This is an adequate attempt with a suitable range of structures and vocabulary, e.g.: 'Usually the wedding starts about at 4pm', 'change her dress for' and 'traditional'. The narrative has some cohesion and there are a number of non-impeding errors, e.g.: 'My all family getting ready' and 'On the wedding we having a fun' so only a little effort is required from the reader.

Band: 3

SAMPLE F (Test 2, Question 7: Letter to a penfriend)

Dear, Sally

How are you? Thank you for your letter and condratulion for your sister. I'm dont hear hear that well you want know for weding in my country. We are making a bigger celebration and we invitied a many friends on the day. We are wearing a drees wedding. it was special for it. The women how weding is wearing a beatiful wedding semiler than you and she make her hair a new stely. In the end of day bring the food. We have a much food and different kind of the food becouse we invited many people.

I hope to invited you for medding my brother next manth.

I am looking fowrawd to seeing your soon.

Love

[signature]

Examiner Comments

This is an inadequate attempt with severe flaws, leading to incoherence, e.g.: 'I'm don't hear hear that' and 'The women how weding is wearing'. The language is severely inaccurate – see above examples – so considerable effort is required from the reader.

Band: 2

SAMPLE G (Test 2, Question 8: As the concert finished . . .)

As the concert finished, I heard someone call my name. I turned around and I saw a man is waving to me.

'Hey, Jack!' I shouted. He ran to me and looked so excited. 'I thought that was you but I'm not sure, I called your name and you turned around,' He said. 'I can't believe we can meet here' . . .

We were very good friends since primary school but he left after we graduated and have not seen each other till now. He invited me to his wedding as he is going to marry with her girlfriend soon. He is a very famous businessman now and being very successful.

Looking forward to go to his wedding and hope they can be sweet forever.

Examiner Comments

This is a good attempt with a fairly ambitious use of language, e.g.: ' "Hey, Jack!" I shouted. He ran to me and looked so excited.' A more than adequate range of structures and vocabulary has been used, e.g.: 'We were very good friends . . . graduated' within a well-organised narrative, with clear sequencing. There are some errors, generally non-impeding, e.g.: 'I thought that was you but I'm not sure'. This answer requires only a little effort from the reader.

Band: 4

SAMPLE H (Test 2, Question 8: As the concert finished . . .)

As the concert finished, I heard someone call my name. I can't belive. It was Mark. He plays in the drums. We didn't see each other long time. We went together to the night school and traveled a lot of different place. He was my best friend. He lived near me. After when we finish night school he disapirt. He didn't send to me any information. I was disapointed. That concert change us life again. We meet each other, He remember also how I look. That meeting make us friendshipp again. I'm happy that I have a very cleever friend.

Examiner Comments

This is an adequate attempt overall, but flawed when ambition is attempted, e.g.: 'That meeting make us friendshipp again'. There is some attempt at organisation, but linking is not always maintained, e.g.: 'I can't belive. It was Mark. He plays in the drums.' There are a number of errors, mostly non-impeding, e.g.: 'We didn't see each other long time' and 'That concert change us life again'. This script requires some effort from the reader.

Band: 3

SAMPLE 1 (Test 2, Question 8: As the concert finished . . .)

As the concert finished, I heard someone call my name. It was my best friend Pedra! We haven't seen each other for ages. I couldn't recognise her. She changed a lot. She looked just perfect. We decided to go to find some quiet place where we could have a nice talk. We went to mine house, I made a cup of coffee and prepared some nibbles. We were talking about school, remembering all our boyfriends, all the naughty things that we used to do, about work that we found after school and lots of more. We didn't even realize it was almost 3 a.m! We would talk until the morning! What a pity we had to say good night. But never mind. We met up next day again.

Examiner Comments

This is a very good attempt with ambitious use of language, e.g.: 'We decided to go to find some quiet place where we could have a nice talk' and 'We were talking about . . . remembering all our boyfriends, all the naughty things that we used to do . . .'. Very good vocabulary has been used, e.g.: 'prepared some nibbles', 'recognise', 'never mind' and 'just perfect' in a generally well-organised narrative, with some linking of sentences. There are a few non-impeding errors, e.g.: 'mine house', 'we would talk until the morning' and 'lots of more' but no effort is required from the reader.

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

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

Part 2

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

Part 3

- 14 back gate
- 15 The Party
- 16 (school) secretary
- 17 £15.75
- 18 ice cream
- 19 bus station or bus stop

Part 4

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

Test 2 transcript

This is the Cambridge Preliminary English Test, Test 2. 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.

Where did the man leave his camera?

Man: Oh no! I haven't got my camera!

Woman: But you used it just now to take a photograph of the fountain.

Man: Oh I remember, I put it down on the steps while I put my coat on.

Woman: Well, let's drive back quickly – it might still be there.

[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. Which sport will the woman learn on holiday?

Man: . . . So if you're interested in water sports, this hotel has two pools, diving boards, and its own private beach. You can learn to water ski there, and guests can windsurf too – although the hotel advises beginners to take a few lessons before going out on their own.

Woman: Good. I'm quite a strong swimmer, and I have always wanted to try windsurfing, so that would suit me fine. I tried water skiing once, but I didn't like it.

Man: Well, I'm sure you'll enjoy your stay there then.

Woman: Good.

[pause]

Now listen again.

[The recording is repeated.]

[pause]

Two. What does the girl's penfriend look like now?

Woman: Look at these photos of my penfriend and her family. I took them during the trip.

Man: So is she the one with long hair?

Woman: Oh, that's her sister. This is her, next to me. She looks a lot like her sister, though, doesn't she? And they used to have hair the same length, but hers has always been curly. It's a shame she had it cut, though – I think it looked better when it was long.

[pause]

Now listen again.

[The recording is repeated.]

[pause]

Three. Which animals did the children see?

Woman: Well, the zoo was a bit disappointing. The children enjoyed feeding the horses and watching the monkeys and the birds, but they hoped to see lions and tigers, and there weren't any. Someone told us they don't have them there because the security isn't good enough, but I don't know if that's true.

[pause]

Now listen again.

[The recording is repeated.]

[pause]

Four. Which TV programme is on first?

Woman: . . . and welcome to our Tuesday evening programmes. At 9.00 we'll have the first of our new programmes on sport, and today you can see live the final of the international tennis cup. But before that we have singer, Jane Shelley in concert. She will perform songs from her new CD. This will be followed by today's news from around the world . . .

[pause]

Now listen again.

[The recording is repeated.]

[pause]

Five. What does the boy decide to buy for his grandmother?

Boy: My mum says I've got to buy my granny a present because she always gets me one when she goes on holiday. I thought I'd get her a black T-shirt.

Girl: Don't be silly, old ladies don't wear T-shirts. Why not get her some of the local perfume. It smells of roses, or one of those little wooden boxes – they're great for keeping earrings and stuff in.

Boy: That's a good idea. She does a lot of travelling, so she can use it to put her jewellery in.

[pause]

Now listen again.

[The recording is repeated.]

[pause]

Six. What time is the man's appointment?

Woman: Hello. Appointments.

Man: Hello. Could I make an appointment to see Dr. Smith, next Tuesday please?
Early evening, if possible – anything after 6 o'clock.

Woman: Well, we open at 6.15 on Tuesday evenings, and there's an appointment at 6.35 or 6.50.

Man: Thanks. I'll take the earlier one. My name's . . .

[pause]

Now listen again.

[The recording is repeated.]

[pause]

Seven. What has the woman lost?

Woman: Excuse me, I was sitting over there ten minutes ago making a call on my mobile phone. I got a pen out of my bag to write something down and I think my purse fell out. I can't find it now. Has anyone handed it to you?

[pause]

Now listen again.

[The recording is repeated.]

[pause]

That is the end of Part 1.

[pause]

PART 2 *Now turn to Part 2, questions 8–13.*

You will hear a man called Frank, talking on the radio about looking for ships that sank at sea long ago.

For each question, put a tick in the correct box. You now have 45 seconds to look at the questions for Part 2.

[pause]

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

Woman: Frank, tell us about some of the ships you've discovered.

Man: Well, there's nothing quite like finding your first old ship – it was 300 years old. It was just lying at the bottom of the sea, so it wasn't difficult to find. Most are covered in sand and rocks – but this one wasn't.

I'm actually a teacher, not a full-time diver – I dive in my free time but I often get to them before the professional divers, because I have good up-to-date equipment. Another thing that helps is talking to fishermen who tell me about their local area. I've even written a book about some of their experiences.

At the moment, I'm looking for the gold from a ship called *The Seabird*. It was an enormous well-built ship and it was coming from Australia on a winter night in 1859. Everything was going fine until the ship reached the English coast, when it crashed into some rocks in a very strong wind and sank to the bottom of the sea. It was carrying gold from Australia, and most of it is still at the bottom of the sea.

My wedding ring is actually made from gold which I found on an eighteenth-century sailing ship. A friend of mine, another diver, has already found £88,000 worth of gold from different ships. He's now decided to give up his job and become a full-time diver.

My house is full of things like coins, bottles and old guns. My wife is always complaining about the number of objects around the house – she says I should open an antiques shop – but I love all these old things. Anyway, in the end, I gave some things from my collection to museums, because I didn't want to sell them. But my wife still wasn't very pleased, I'm afraid.

As diving is a dangerous hobby, it's not a good idea to try to teach yourself. I'd advise anyone interested to do what I did. There are some excellent diving clubs like the one I joined, which run courses for beginners. It is best to do one of these before you go on a diving holiday . . .

[pause]

Now listen again.

[The recording is repeated.]

That is the end of Part 2.

[pause]

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

You will hear a man telling a group of students about a trip to the theatre.

For each question, fill in the missing information in the numbered space. You now have 20 seconds to look at Part 3.

[pause]

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

Man: Okay everyone, now I need to say a few things about our visit to Staunton Theatre next Tuesday. You need to be here at school at six o'clock. We'll meet by the back gate because the coach can't stop at the front one. We can't leave any later than six, as the play starts at 7.30.

We're seeing a very interesting play called *The Party* by Andrew McVitie. It's a comedy about a birthday celebration. His works can be difficult to understand so you need to read the play in advance. There is a copy for everybody which you can pick up from the school secretary. Do that as soon as you can.

I'll hand out the theatre tickets on the coach. We're all sitting together, in rows E and F. The full price of these tickets is £18, but you're lucky, because I managed to get a discount for the group, so you only have to pay £15.75 each. Could you let me have this money before Tuesday, please, and £3.50 for the coach.

Now, a lot of you have suggested going somewhere together afterwards. Well, the coach driver is willing to come back a bit later, but there isn't time for a three course meal, so we'll go to a café I know nearby for an ice cream and a coffee. Don't forget to bring some money for that.

I've arranged for the coach to make an extra stop before it comes back to the school. So for those of you who need to take the bus home, it will be possible for you to get off at the bus station. If you decide to take a taxi, you should find plenty of taxis there, or you can walk to the main square.

Right, any questions. . .

[pause]

Now listen again.

[The recording is repeated.]

That is the end of Part 3.

[pause]

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

Look at the six sentences for this part. You will hear a conversation between a teenage boy, Alex, and his sister, Rose, about where to go to eat.

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 20 seconds to look at the questions for Part 4.

[pause]

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

Girl: Hi Alex, where's Mum?

Boy: She's gone out.

Girl: Has she? Where's she gone?

Boy: I don't know actually. She just left a note. I expect she's gone to Grandad's.

Girl: But Grandad's gone to his club today. He always goes on Tuesdays.

Boy: Oh yes, you're right. I don't know where she is then.

Girl: Oh, never mind. What's for supper, then?

Boy: Boring soup and boring salad.

Girl: Oh no. I could make something more interesting.

Boy: That's a good idea, but you're an awful cook, Rose. And anyway, there's nothing else in the fridge.

Girl: Let's eat out then.

Boy: We can't. I haven't got any money.

Girl: Well, I have.

Boy: Great! Let's go to the Pizza Palace!

Girl: I'm not that rich! Be reasonable, the prices at Pizza Palace are much higher than anywhere else. Why don't we go to MacGregor's?

Boy: MacGregor's! I'd rather have soup and salad at home.

Girl: The food's not that bad there. But they don't have any music.

Boy: Well, they do, but it's really awful.

Girl: They have good music at Classic Express though, don't they?

Boy: Well, sometimes they have terrible classical stuff, but you can ask them to change the CD for some cool rock music.

Girl: Oh, I've never thought of doing that. That's a good idea.

Boy: Shall we go there then? What's the food like? I've been there a few times, but only for a coffee.

Girl: Well, you'd like it. You get really huge plates of food. There would even be enough for you. I'm surprised you haven't noticed.

Boy: Well, I haven't.

Girl: Anyway, I'm hungry now. Are we going or aren't we?

Boy: Sure. Let's go by bike.

Girl: You're crazy, Alex, it's pouring with rain out there!

Boy: OK, how about a taxi?

Girl: Yes, Alex, we could take a taxi, but then I wouldn't have enough money for the meal. I'm going on foot, and you're coming with me.

Boy: Oh, all right. Sisters!

[pause]

Now listen again.

[The recording is repeated.]

That is the end of Part 4.

[pause]

You now have six minutes to check and copy your answers onto 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.