

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

1 B    2 C    3 C    4 A    5 B

*Part 2*

6 F    7 H    8 E    9 G    10 C

*Part 3*

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

*Part 4*

21 C    22 A    23 D    24 D    25 B

*Part 5*

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

**WRITING***Part 1*

- 1 have not/haven't/(I)'ve not
- 2 (very/too/that/so) far (away) from
- 3 unless/except if/until/till/before
- 4 don't you/not
- 5 (really/much/far/unfortunately) too

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

The content elements that need to be covered are:

- i reason why candidate's school was chosen
- ii indication of who or what was filmed
- iii mention of when programme can be seen on TV

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

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

Dear Alice:

Hey Alice, how're you. I hope you're healthy.

Yesterday I was sitting in the school yard, when a man came in and was talking to the Headmaster telling him about the Matrix movie they were going to film.

The premier is on Saturday. Bye

Patricio

**Examiner Comments**

Points 1 and 2 are missing. Point 3 relates to a cinema premiere.

**Mark: 1**

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

Dear Alice,

Yesterday a TV company came to my school to film a terror film. They chose my school because it's very old and big. This film is going to be on TV next wednesday because they have to film more yet.

Best wishes,

Jose

**Examiner Comments**

Points 1 and 3 are clear. However, point 2 has not been addressed.

**Mark: 3**

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

Dear Alice:

Yesterday a TV company came to our school because our class won the competition of writing a story about a man lost in a mountain.

They filmed us reading the story and they told us that the programme will be shown on channel five.

Your Friend.

**Examiner Comments**

A good and clear response.

**Mark: 5**

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

Dear Anna,

Hi, how are you doing?

How is your family? Are they alright? Please say hello to them from me.

In the letter you told about your holiday, didn't you? In, my opinion, if I were you, I'd go with my family. Because, you told me your parents were always busy so you couldn't talk with them often. Why don't you go with them? You can have a nice talking with your parents. Your parents must want to go with you. Next year is your last year of the university so you'll be much busier than now. Otherwise, you can't go to the trip with your family anymore, perhaps. Family time is precious, I think. So I'd recommend you to go with your family.

Anyway, take care of your self.

I hope I hear from you soon. xxx

Love,

Mayu

**Examiner Comments**

This is a very good attempt with confident and ambitious use of language, e.g. 'Next year is your last year of the university so you'll be much busier than now.' There is a wide range of structures and vocabulary, e.g. 'Family time is precious, I think'. It is well organised and coherent, with simple linking, e.g. 'In my opinion', 'Because,' 'Otherwise' and 'so'. Some minor non-impeding errors do exist, which are not always due to ambition, e.g. 'You can have a nice talking . . .' but no effort is required from the reader.

**Band: 5**

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

*Hi, Jenny.*

*Would you prefer go somewhere with you friends*

*Did you already choice the place where will you go your friends*

*If you don't choice somewhere yet, I think, what you go on holiday with your parents is better.*

*Because, whenever you can go somewhere with your friends but this chance that you have holiday with your parent will seldom come to you.*

*Besides, If you don't go with your parents, they will dissapoint and sad.*

*So, I recommend that you go this holiday with your parents*

*Love*

*JINA.*

**Examiner Comments**

An adequate attempt that shows ambition but is flawed, e.g. 'If you don't go with your parents, they will dissapoint and sad.' There is an adequate range of structures, e.g. 'So, I recommend that you go . . .' and vocabulary, e.g. 'whenever', 'seldom'. Some attempt at organisation is evident, with linking devices, e.g. 'Besides', 'So', 'Because'. A number of non-impeding errors are present, e.g. 'Did you already choice the place where will you go your friends' and some effort is required from the reader.

**Band: 3**

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

My parent want me to go on holiday with them this sumer but I would prefer to go somewhere with my friends. Then just because I a holiday per year my parents thoung It is very good idea they give money for going to the a beach and make big party; so I thoung fantastic idea of my parent: Then they explening me. We have all the year for stay together easter Christmas mothers day for my family IT's very important  
So then I am so happy.

**Examiner Comments**

This is an inadequate attempt. The quality of language is limited with an inadequate range of structures and vocabulary, e.g. ' . . . they give money for going to the a beach . . . '. The punctuation is erratic together with poor spelling and numerous structural errors leading to some incoherence, e.g. 'Then just because I a holiday per year my parents thoung . . . '. Considerable effort required on behalf of the reader.

**Band: 2**



**SAMPLE G (Test 2, Question 8: As soon as I saw the handwriting . . .)**

As soon as I saw the handwriting on the envelope I smiled. I read the letter and it said i was invited to a christmas ball - at 11:30pm.

In the next evening I started to wonder what i will wear I went to my closet and searched for nice clothes but idin't find one then my friend came over with a bunch of clothes saying that is was for me so i took it and I started serching and searching until I found something it was a white top with a pink skirt. I looked fabulous in it. then the next minute i thought I had nice high heeled white shoes but i dint have them I looked in my shoe rack and I found one for my sister and I wore it. the went to the ball and had so much fun

**Examiner Comments**

This is an adequate attempt. It is at times fairly ambitious, e.g. 'my friend came over with a bunch of clothes', with a more than adequate range of structures and vocabulary, e.g. 'I started serching and searching until I found something', 'high heeled white shoes'. Punctuation, however, is erratic, frequently lacking full stops and commas, e.g. 'In the next evening . . . pink skirt'. Some linking is evident, e.g. 'but', 'so'. There are a number of errors but mostly non-impeding, e.g. 'In the next evening', 'that is was for me'. Some effort is required by the reader.

**Band: 3**

**SAMPLE H (Test 2, Question 8: As soon as I saw the handwriting . . .)**

As soon as I saw the handwriting on the envelope, I smiled. That was it!! I waited this letter for three weeks now!

I went to London for an audition at the Royal ballet school three weeks ago. This is one of the best dance schools in the world and I had a letter from the school director to know if I was accepted. I was shaking. I was scared . . . I get slowly the handwriting in the envelope and I opened my eyes. It said: "Dear Miss Boissiere, we are happy to tell you that you have got a place at the Royal ballet school in September . . ." I couldn't read anymore because of my tears. That was the best day of my life!

**Examiner Comments**

This is a very good attempt. There is confident and ambitious use of language, e.g. 'This is one of the best dance schools in the world', and a wide range of structures and vocabulary, e.g. 'I went to London for an audition', 'I couldn't read anymore because of my tears.' It is well organized and coherent through narrative development. There are a few errors, including one that is potentially impeding; 'I get slowly the handwriting . . .'. Generally, though, apart from this example, it requires no effort from the reader.

**Band: 5**

**SAMPLE 1 (Test 2, Question 8: As soon as I saw the handwriting . . .)**

As soon as I saw the handwriting on the envelope I smiled because I know who the sender is. It's been a long time since we talk so I was very happy to hear from her. She is my bestfriend. Her name is Parvin, she is a Mauritian. She's been on vacation for two months already. She's telling all the places she visited. She visited four countries. She was amazed of the people she meets, the kind of food they eat and the kind of dress they wear. One more thing she likes is that she can buy lots of things without spending too much. She wants me to be with her for the next trip.

**Examiner Comments**

A good attempt. There is fairly ambitious use of language, e.g. 'One more thing she likes . . . without spending too much', with a more than adequate range of structures and vocabulary, e.g. 'It's been a long time since we talk so I was very happy to hear from her.' There is evidence of organization through thematic linking, though little use is made of linking devices. Some errors exist but they are generally non-impeding, e.g. 'She's telling all the places she visited', 'She was amazed of the people she meets . . .'. Requires only a little effort on the part of the reader.

**Band: 4****PAPER 2 LISTENING****Part 1**

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

**Part 2**

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

**Part 3**

- 14 O/opera(s)
- 15 T/ten (students) /10
- 16 (to) R/relax
- 17 C/classic(al) (s) (songs)
- 18 (the) S/salad (s) (bar)
- 19 T/Tuesday T/tues

**Part 4**

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

## 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.*

*How many eggs do you need to make the cake?*

Woman: That cake you made yesterday was lovely. Could you show me how to make one?

Man: Mmm . . . It's really simple. Have you got any butter?

Woman: Yes, I've got about a hundred grams.

Man: That's fine. And you'll need a hundred and fifty grams of flour and sugar. You mix the butter and sugar together, add one egg, mix some more, then add another one. After that you add some flour, stir well, then put in some more flour. Then you just pour it into a cake tin and bake it. Easy!

[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. Where are the dictionaries?*

Man: As this is your first visit to the library, I'll show you round. As you can see, shelves are clearly labelled according to subject. Most books you may take home with you but some, such as foreign language dictionaries, must stay in the library. These can be found over there behind the computers and it's best if you take them to the desks by the window and study them there. Or you can use these armchairs if you prefer to sit somewhere more comfortable.

[Pause]

*Now listen again.*

[The recording is repeated]

[Pause]

*Two. Which evening dress does the woman decide to wear?*

Man: Why are you taking so long to decide what to wear tomorrow night? The black dress with the long sleeves will be fine!

Woman: Mmm . . . Long sleeves are a bit uncomfortable, but yes, it's a nice dress. Trouble is, I've lent my short-sleeved dress to Angela. That would be perfect, it's a long dress with a wide belt . . . Anyway, let's see what I've got here . . . this one, also black, short-sleeved – but it's got white flowers on the sleeves.

Man: Why don't you phone Angela and get your dress back?



Woman: Yes, I think I will.

[Pause]

*Now listen again.*

[The recording is repeated]

[Pause]

*Three. What is the man's job now?*

Man: When I was young, I used to paint. I always dreamed of being an artist, painting pictures for a living. But I didn't do very well at school and so I left early to join my dad working in the family photography business. After a few years of that I got bored, and felt I wanted to go back and study. That's when I did my degree and teacher training, and I've taught photography ever since, although I still paint in my spare time.

[Pause]

*Now listen again.*

[The recording is repeated]

[Pause]

*Four. Which calendar will the boy buy?*

Boy: Mum asked me to buy her a calendar. Shall I get this one with pictures of mountains, or this one with boats on it?

Girl: She loves sailing, so get that one. I like that one with wild animals, but I don't suppose Mum would. And you can't get the one with mountains because she had that last year.

Boy: Yes, I know. I'll get the one you suggested then.

[Pause]

*Now listen again.*

[The recording is repeated]

[Pause]

*Five. What time will the writer arrive at the bookshop?*

Man: All fans of Peter Robbins should go to the South Street book store tomorrow afternoon, where Peter will sign copies of his book *Love of Life* and answer questions. He is expected at a quarter past two and promises to stay until half past three, when he has to leave for another appointment. Get there as soon as you can because, if it's anything like Peter's last visit, queues will start to form at quarter to two or even earlier. Don't miss this opportunity to meet everyone's favourite writer.

[Pause]

*Now listen again.*

[The recording is repeated]

[Pause]

*Six. What did the woman leave in the restaurant?*

Man: Hello . . . back again. Did you leave something behind?

Woman: Yes. I don't know if you remember but when I wanted to pay the bill I couldn't find my purse, so I emptied everything out of my bag to look for it, and that's when I took my keys out. When I got back to the car, I realised they weren't in my bag . . .

Man: Which table were you sitting at?

[Pause]

*Now listen again.*

[The recording is repeated]

[Pause]

*Seven. Where is the bicycle?*

Boy: I think someone's stolen my bicycle. I left it by that tree on the pavement, but it's not there any more.

Girl: Perhaps it got in my father's way when he was parking his car.

Boy: Oh yeah, I think you're right. It's on the other side of the road, by that street light. He probably moved it. I'll remember to leave it well away from the tree in future!

Girl: Yes, and lock it next time as well.

[Pause]

*Now listen again.*

[The recording is repeated]

[Pause]

*That is the end of Part 1.*

[Pause]

*Now turn to Part 2, questions 8–13.*

PART 2 *You will hear a radio interview with Jack Williams, who is talking about a town called Swanton. For each question, put a tick in the correct box. You now have forty-five seconds to look at the questions for Part 2.*

[Pause]

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

Interviewer: Oh, what a wonderful view! I'm here with Jack Williams, who's telling me about his home town of Swanton.

Jack: Yes, the top of this hill is the best place to see the area. Swanton is on the coast – you can see the harbour from here – but in fact the town is built along the river Dean. This river comes from a lake in the mountains, over there in the distance, then flows down to the flat land below us where the town is built.

Interviewer: What do you most like about living here?

Jack: About Swanton? Oh, it's an important industrial town and a port, so there's lots of activity. And there's a forest behind the town with interesting wildlife. But the most exciting thing for me is the mountains. I go climbing whenever I get the chance.

Interviewer: What about entertainment?

Jack: There's plenty of entertainment. A big centre was built last year to encourage the arts – very modern. It's got a cinema, a theatre and an art gallery. And there's football. The local team hasn't done so well lately. A few years ago we nearly won the Cup. And our area is famous for music – not in Swanton itself, but there's a well-known music festival in the next town.

Interviewer: But there are problems with the environment.

Jack: We're working on that. The river was a great place for fish, but the water got so polluted by the factories that most of the fish disappeared. Well, we've cleaned the river up now, and the fish are starting to come back. But I'm unhappy about Swanton woods. The trees are quite healthy, but if you look, there are no birds there, and that's because pollution has reduced the number of insects.

Interviewer: Swanton's growing fast. Are you pleased about the way it's changed?

Jack: You've got to move with the times. It was completely different when I was a boy. In those days everybody worked in the factories, and the families all knew each other. Maybe it was a little boring. Today there are hundreds of different companies, and so many new houses that some people don't even know their neighbours. There are disadvantages, but it's impossible to be bored with all the things going on.

Interviewer: And what about Swanton's future?

Jack: Education is important to us. We have a fine university, which specialises in advanced technology. And a huge shopping centre, just built, which is bringing in double the number of visitors – good news for us. And last year we improved our airport, so more planes can come in.

[Pause]

*Now listen again.*

[The recording is repeated]

[Pause]

*That is the end of Part 2.*

[Pause]

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

**PART 3** *You will hear a woman talking on the radio about a singing course she attended.*

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

[Pause]

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

Interviewer: I've just come back from a short music course called *Singing for Beginners*. It was at Brownstoke College, which is just to the north of London.

A woman called Lena Phipps runs these three-day courses for people with no previous experience of singing. Lena used to be an opera singer, but no longer appears on the stage. Nowadays she occasionally sings in jazz clubs, but spends most of her time teaching. She was excellent!

There were only nine of us on the course I attended, five men and four women, and Lena never takes more than ten students on a course. This means that everyone has lots of attention and plenty of opportunity to sing.

We were all very nervous at the beginning, but every class begins with some exercises to help students relax. These are followed by warm-up exercises to improve the quality of the voice.

During the three days, students learn around twenty songs in a variety of different styles, depending on the interests of the class members. There are classical and modern songs, including pop songs. By the last day, everyone was confident enough to perform their favourite song on their own!

I would really recommend this course. Brownstoke College is an old building surrounded by a beautiful garden. Accommodation is very comfortable – the single and twin rooms are clean and warm, and three meals a day are included in the cost; a cooked breakfast, lunch and an evening meal. The lunch is very good, and the salads can be recommended.

Courses begin on the last Tuesday of the month, so the next one begins on the 24<sup>th</sup> of September and continues until Thursday the 26<sup>th</sup> of September. I would advise you to reserve a place early, because it's certain to be very popular!

[Pause]

*Now listen again.*

[The recording is repeated]

[Pause]

*That is the end of Part 3.*

[Pause]

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



PART 4 *Look at the six sentences for this part. You will hear a conversation between a man, Marco, and his wife, Sarah, about a film they have just seen at the cinema.*

*Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under A for YES. If it is not correct, put a tick in the box under B for NO.*

*You now have twenty seconds to look at the questions for Part 4.*

[Pause]

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

Marco: So . . . what did you think of the film?

Sarah: Mmm . . . I didn't know what it would be like. I wasn't very keen to see it when you suggested it, but I'm pleased I came now.

Marco: Oh, good. I'm glad you liked it.

Sarah: And it was great to see scenes of London in the background. I'm sure I recognised the hotel where we stayed last year.

Marco: Mmm . . . I wasn't sure it was London at first, but then I recognised the place we stayed, too. It was nice to see it, wasn't it?

Sarah: Oooh, my legs are stiff from sitting for so long. Over three hours, wasn't it?

Marco: At least. I didn't notice the time going by at all, though – I was interested in the film. I thought it was good – and I usually hate long films! I often find them a bit boring.

Sarah: Well, the man sitting next to me didn't find it as interesting as you did. Did you see he fell asleep after fifteen minutes?

Marco: Oh, I didn't notice.

Sarah: And the two women in front kept talking right through the exciting bits. I couldn't concentrate. I was really angry.

Marco: Mmm . . . it's a shame they talked when the main actor was on screen. I can't remember his name, but I liked his acting. He was brilliant.

Sarah: Mmm . . . you're right. He must be a new actor – I haven't seen him before. He's obviously going to have a great career.

Marco: Mmm . . . and the director's really good, too. I think I prefer the other films he's made, though. His earliest one was probably the most entertaining.

Sarah: Oh, I must see that, then. Perhaps we can get it on DVD . . .

Marco: Good idea. We could stop at the shop on the way home, and see if they've got it.

Sarah: Right.

[Pause]

*Now listen again.*

[The recording is repeated]

[Pause]

*That is the end of Part 4.*

[Pause]

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

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

*That is the end of the test.*