

Cambridge Preliminary English Test 2

TEACHER'S BOOK

*Examination papers from
University of Cambridge
ESOL Examinations:
English for Speakers of
Other Languages*

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Frameworks for the Speaking test

The pictures referred to here are in the Colour Section at the end of the Student's Book (pages I–VIII).

Test 1

PART 1 GENERAL CONVERSATION

- Tasks** Identifying oneself; giving information about oneself; talking about interests.
- Sub-tasks** Spelling; responding to questions.
- Framework** *In this section the examiner asks questions in order to elicit information about personal details, home town, schools, jobs, family, etc.*
The task requires the students to respond to the examiner's questions.
- Time** 2–3 minutes.

PART 2 SIMULATED SITUATION (MOVING TO A NEW PLACE)

- Tasks** Discussing alternatives; expressing opinions; making choices.
- Framework** *Say (slowly) to both students:*

'I'm going to describe a situation to you.
You are both planning to study English in Britain (**for UK students, specify an alternative, appropriate town**) for a few months. The school has sent you some information about different types of accommodation. Talk together about the different types of accommodation and then decide where you would each prefer to live.
Here is a picture with some ideas to help you.

Ask both students to look at pictures 1A on page I of the Student's Book and repeat the frame.

'I'll say that again. You are both planning to study English in Britain for a few months. The school has sent you some information about different types of accommodation. Talk together about the different types of accommodation and then decide where you would each prefer to live.
All right? Talk together.'

Allow the students enough time to complete the task without intervention. Prompt only if necessary.

The task requires the students to arrive at a conclusion without prompting.

Time 2–3 minutes (including time to assimilate the information).

PART 3 DESCRIBING A PHOTOGRAPH (PEOPLE ON BOATS)

Tasks Describing people and places; saying where people and things are and what different people are doing.

Framework *Say to both students:*

‘Now, I’d like each of you to talk on your own about something. I’m going to give each of you a photograph of people on a boat.

Student A, here is your photograph. *(Ask Student A to look at photo 1B on page II of the Student’s Book.)* Please show it to Student B, but I’d like you to talk about it. Student B, you just listen. I’ll give you your photograph in a moment.

Student A, please tell us what you can see in your photograph.

Thank you.’

If there is a need to intervene, prompts rather than direct questions should be used.

‘Now, Student B, here is your photograph. It also shows people on a boat. *(Ask Student B to look at photo 1C on page VI of the Student’s Book.)* Please show it to Student A and tell us what you can see in your photograph.

Thank you.’

The students should talk about the photographs with little or no prompting. They are not expected to use specialised words, but the ability to paraphrase is expected if required.

Ask the students to close their books before moving to Part 4.

PART 4 GENERAL CONVERSATION BASED ON THE PHOTOGRAPHS

Tasks Talking about one's likes and dislikes; expressing opinions.

Framework *Say to both students:*

'Your photographs showed people enjoying a holiday on a boat. Now, I'd like you to talk together about whether or not you would like to spend a holiday on a boat and why.'

The task is achieved if the students can talk about the sort of boating holiday they would prefer, with little or no prompting.

Time **Parts 3 and 4** should take about **6 minutes** together.

Test 2

PART 1 GENERAL CONVERSATION

Tasks Identifying oneself; giving information about oneself; talking about interests.

Sub-tasks Spelling; responding to questions.

Framework *In this section the examiner asks questions in order to elicit information about personal details, home town, schools, jobs, family, etc.*

The task requires the students to respond to the examiner's questions.

Time 2–3 minutes.

PART 2 SIMULATED SITUATION (AN ELDERLY FRIEND)

Tasks Discussing alternatives; expressing opinions; making choices.

Framework *Say (slowly) to both students:*

'I'm going to describe a situation to you.
Your elderly neighbour lives alone and would like some help.
'Talk together about which activities would be most useful and then decide which you would each like to do. Here is a picture with some ideas to help you.'

Ask both students to look at pictures 2A on page IV of the Student's Book.

Pause.

'I'll say that again.
Your elderly neighbour lives alone and would like some help.
Talk together about which activities would be most useful and
then decide which you would each like to do.
All right? Talk together.
Student A, would you like to start?'

Allow the students enough time to complete the task without intervention. Prompt only if necessary.

The task requires the students to arrive at a conclusion without prompting.

Time 2–3 minutes (including time to assimilate the information).

PART 3 DESCRIBING A PHOTOGRAPH (EATING)

Tasks Describing people and places; saying where people and things are and what different people are doing.

Framework *Say to both students:*

'Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of some people enjoying a meal together.
Student A, here is your photograph. *(Ask Student A to look at photo 2B on page II of the Student's Book.)* Please show it to Student B but I'd like you to talk about it, please. Student B you just listen, I'll give you your photograph in a moment.
Student A, please tell us what you can see in your photograph.
Thank you.'

If there is a need to intervene, prompts rather than direct questions should be used.

'Now, Student B, here is your photograph. It also shows people enjoying a meal together. *(Ask Student B to look at photo 2C on page VI of the Student's Book.)* Please show it to Student A and tell us what you can see in your photograph.
Thank you.'

The students should talk about the photographs with little or no prompting. They are not expected to use specialised words, but the ability to paraphrase is expected if required.

Ask the students to close their books before moving to Part 4.

PART 4 GENERAL CONVERSATION BASED ON THE PHOTOGRAPHS

Tasks Talking about one's likes and dislikes; expressing opinions.

Framework *Say to both students:*

'Your photographs showed people eating in very different places. Now, I'd like you to talk together about the sort of meal you enjoy most and say where you like to eat.'

The task is achieved if the students can talk about the sort of meal they enjoy most and where they like to eat, with little or not prompting.

Time **Parts 3 and 4** should take about **6 minutes** together.

Test 3

PART 1 GENERAL CONVERSATION

Tasks Identifying oneself; giving information about oneself; talking about interests.

Sub-tasks Spelling; responding to questions.

Framework *In this section the examiner asks questions in order to elicit information about personal details, home town, schools, jobs, family, etc.*

The task requires the students to respond to the examiner's questions.

Time 2–3 minutes.

PART 2 SIMULATED SITUATION (A WEDDING GIFT FOR A TEACHER)

Tasks Discussing alternatives; expressing opinions; making choices.

Framework *Say (slowly) to both students:*

'I'm going to describe a situation to you.
One of your teachers is leaving the school to get married and you would like to buy a present for her. Talk together about the different things you could buy her and then decide which is best. Here is a picture with some ideas to help you.'

Ask both students to look at pictures 3A on page V of the Student's Book.

'I'll say that again.

One of your teachers is leaving the school to get married and you would like to buy a present for her. Talk together about the different things you could buy her and then decide which is best.

All right? Talk together.'

Allow the students enough time to complete the task without intervention. Prompt only if necessary.

The task requires the students to arrive at a conclusion without prompting.

Time 2–3 minutes (including time to assimilate the information).

PART 3 DESCRIBING A PHOTOGRAPH

Tasks Describing people and places; saying where people and things are and what different people are doing.

Framework Say to both students:

'Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph showing people doing very different things on a holiday.

Student A, here is your photograph. (*Ask Student A to look at photo 3B on page III of the Student's Book.*) Please show it to Student B but I'd like you to talk about it. Student B, you just listen. I'll give you your photograph in a moment.

Student A, please tell us what you can see in your photograph. Thank you.'

If there is a need to intervene, prompts rather than direct questions should be used.

'Now, Student B, here is your photograph. It also shows people doing things on a holiday. (*Ask Student B to look at photo 3C on page VII of the Student's Book.*) Please show it to Student A and tell us what you can see in your photograph.

Thank you.'

The students should talk about the photographs with little or no prompting. They are not expected to use specialised words, but the ability to paraphrase is expected if required.

Ask the students to close their books before moving to Part 4.

PART 4 GENERAL CONVERSATION BASED ON THE PHOTOGRAPHS

Tasks Talking about one's likes and dislikes; expressing opinions.

Framework *Say to both students:*

'Your photographs showed people enjoying themselves in very different ways. Now, I'd like you to talk together about the sort of things you like to do while you are on holiday.'

The task is achieved if the students can talk about the kind of activities they like to do on holiday, with little or no prompting.

Time **Parts 3 and 4** should take about **6 minutes** together.

Test 4

PART 1 GENERAL CONVERSATION

Tasks Identifying oneself; giving information about oneself; talking about interests.

Sub-tasks Spelling; responding to questions.

Framework *In this section the examiner asks questions in order to elicit information about personal details, home town, schools, jobs, family, etc.*

The task requires the students to respond to the examiner's questions.

Time 2–3 minutes.

PART 2 SIMULATED SITUATION (PLANNING A DAY OUT)

Tasks Discussing alternatives; expressing opinions; making choices.

Framework *Say (slowly) to both students:*

'I'm going to describe a situation to you.
You have decided to go on a trip together on Saturday. You must now decide where to go. Talk together about where you will go, what you will do and what you will take with you. Here is a picture with some ideas to help you.'

Ask both students to look at pictures 4A on page VIII of the Student's Book.

'I'll say that again.

You have decided to go on a trip together on Saturday. You must decide where to go. Talk together about where you will go, what you will do and what you will take with you.

All right? Talk together.'

Allow the students enough time to complete the task without intervention. Prompt only if necessary.

The task requires the students to arrive at a conclusion without prompting.

Time 2–3 minutes for pair students and about 3 minutes for groups of three students (including time to assimilate the information).

PART 3 DESCRIBING A PHOTOGRAPH (JOBS)

Tasks Describing people and places; saying where people and things are and what different people are doing.

Framework *Say to both students:*

'Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of someone working.

Student A, here is your photograph. (*Ask Student A to look at photo 4B on page III of the Student's Book.*) Please show it to Student B but I'd like you to talk about it. Student B, you just listen. I'll give you your photograph in a moment.

Student A, please tell us what you can see in your photograph.

Thank you'

If there is a need to intervene, prompts rather than direct questions should be used.

'Now, Student B, here is your photograph. It also shows someone working. (*Ask Student B to look at photo 4C on page VII of the Student's Book.*) Please show it to Student A and tell us what you can see in your photograph.

Thank you.'

The students should talk about the photographs with little or no prompting. They are not expected to use specialised words, but the ability to paraphrase is expected if required.

Ask the students to close their books before moving to Part 4.

PART 4 GENERAL CONVERSATION BASED ON THE PHOTOGRAPHS

Tasks Talking about one's likes and dislikes; expressing opinions.

Framework *Say to both students:*

Your photographs showed people doing very different jobs.
Now, I'd like you to talk together about the sort of job you do/would like to do.'

The task is achieved if the students can talk about the jobs they do, or would like to do, with little or no prompting.

Time **Parts 3 and 4** should take about **6 minutes** together.

Key

Test 1

PAPER 1 READING AND WRITING

READING

Part 1

1 C 2 B 3 B 4 A 5 C

Part 2

6 C 7 F 8 G 9 D 10 B

Part 3

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

Part 4

21 D 22 C 23 A 24 C 25 B

Part 5

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

WRITING

Part 1

1 My parents prefer jazz to classical music.

My parents think jazz	is better	than classical music.
------------------------------	-----------	------------------------------

2 My parents only go swimming at the weekend.

On weekdays, my parents aren't	able to	go swimming.
---------------------------------------	---------	---------------------

3 If I finish my homework, I can go out at the weekend.

I can't go out at the weekend	unless	I finish my homework.
--------------------------------------	--------	------------------------------

4 My sister watches more TV than me.

I don't	watch	TV	as/so much/often as	my sister does.
---------	-------	----	---------------------	-----------------

5 My parents suggested going out for a meal.

My parents said, 'Why	don't	we go out for a meal?'
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Part 2

This task-specific Mark scheme given below should be used in conjunction with the General Mark scheme for **Writing Part 2** given on page 13.

Task-specific Mark scheme

The content elements that need to be covered are:

- i an apology
- ii an explanation for the delay
- iii a suggestion for when Jo could come in the future.

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

SAMPLE A (Test 1, Question 6: Card to Jo)

Dear Jo

As you know, the other day I invited you next month. I'm sorry but I have to delay it because there is my friend's wedding party that day.

Could you come here on 22th of October.

Yours sincerely

Kyoko

Examiner Comments

This is a very good answer. All three content elements are covered appropriately and within the word limit. Language errors are present, but they are minor and do not affect the message being clearly communicated to the reader.

Band: 5

SAMPLE B (Test 1, Question 6: Card to Jo)

Dear Jo

First of all, I apologise to you for delay to visit. I have to go to library next month, because I have some exams. So, I must study for exam at daytime with my class mate.

But in the night time, I'll be free for you.

I suggest that you come to my house and stay with me.

When would you be convenient to come?

I'll happy to you're coming.

See you later

Examiner Comments

In this script, all three content elements are attempted but the third one (suggest when it would be convenient for Jo to come) has been inadequately dealt with – the candidate does include a general comment that night-time is when he'll be free, but then asks Jo, rather than suggesting when it would be convenient. The message also requires some effort by the reader, due to the language errors.

Band: 3

SAMPLE C (Test 1, Question 6: Card to Jo)

Hi Jo!

How are you? I hope you are fine. I'm fine, but I miss you so much. I think if I see you again, I'll be much happy.

Next month I'm not working, and my parents going to holiday. So I'll be alone! I have lots of plan for next month, If you can come my house.

Before come, please send me your flyt delayes, because I'll collect to you at airport.

I'm waiting your repley.

I'm forward seeing you again.

Love, Gamze

Examiner Comments

This is a poor attempt, with little relevance to the task set. It appears that the initial rubric has been disregarded or misunderstood, as the content is about Jo visiting next month. Similarly, the first two bullet points have been ignored. The answer is also much too long at around 90 words, failing to demonstrate the ability to write a short message.

Band: 1

Part 3

The following sample answers and commentaries should be read in conjunction with the General Mark scheme for **Writing Part 3** given on page 14.

SAMPLE D (Test 1, Question 7: 'Carla looked at the car in surprise')

Carla looked at the car in surprise. She said "Oh my God! that car is wonderful".

Her father promised her a car like that, but he forgot it, at least she told me it.

Carla is too young to drive a car, I think that her father should wait some years to give her a car, but she make up her mind and asked her father every day "where the car is, I want it", you promised for me".

Now her father want that I try to change her mind, because he think is too dangeous for her.

I said I will try, but I don't promis that I will be able to do it.

Examiner Comments

This answer is ambitious, but flawed by a number of mostly non-impeding errors in, for example, tenses, subject-verb agreement, question formation and spelling. The story is well organised and the range of structures and vocabulary used is more than adequate. With fewer errors, the script would have been placed in Band 4.

Band: 3

SAMPLE E (Test 1, Question 7: 'Carla looked at the car in surprise')

Carla looked at the car in surprise.

When the driver noticed her, it was so late. She woke up at the driver's house in two or three hours. She asked him why he hadn't called an ambulance, but soon she found the answer before he explains because he looks so young. She could guess that he had been driving without the license.

They talked each other about themselves. They fell in love by the time she leaves his house. They made a promise to see again before saying good-bye.

Examiner Comments

This is a good attempt, requiring only a little effort by the reader. The writing is ambitious, and reasonably well organised, although would benefit from more linking of sentences. There is evidence of a wide range of structures, including the past perfect continuous tense and good use of pronouns. A range of vocabulary is attempted, though spelling is not always accurate.

Band: 4

SAMPLE F (Test 1, Question 7: ‘Carla looked at the car in surprise’)

Carla looked at the car in surprise. Because there were too many people. Almost 12 people was in the car. Carla said that how they could do. And A few minute later, a big man drived the car slow. And then he suddenly stoped the car and shouted to people in the car that whe we didn't walk Because of his shouting, some people walked and another people went by the car, at last. All in the street laught.

Examiner Comments

The story requires some effort by the reader, mainly due to flawed sentence structure and a number of errors, some of which impede communication, for example, *Carla said that how they could do*. However, the range used is adequate to the task, so this answer would be placed at the top of Band 2.

Band: 2

SAMPLE G (Test 1, Question 8: 'The last film I saw')

The last film I saw is "Austin Powers in Gold Member". It was absolutely fantastic!! I've seen "Austin Powers 2". It was great too. But "Austin Powers 3" is greatest than "2". It was in Tom Cruse, Kevin Spacy and so on. Also it was in Tokyo. It was so strange. For example, Mt. Fuji isn't in Tokyo. But in the film, it was in Tokyo. How funny! Of course, I know you don't know about Japan very much, But it is still interesting, I think. As if you haven't seen "Austin Powers 1 and 2", you will enjoy this film. Because I want to see it again! I recommed it to you. You should see it.

Examiner Comments

This is an adequate attempt at the task, despite the absence of opening and closing letter formulae. The letter is reasonably well organised, with some linking of sentences. The range of structures and vocabulary used is adequate and all errors are non-impeding.

Band: 3

SAMPLE H (Test 1, Question 8: 'The last film I saw')

Hi, mate!!

How's it going? I was very busy this week. But. You know that I love films. I saw the film with the name of 'Bend it like Beckham' It's a very interesting film about football. An indian girl who wanted to play football was the main story. Her parents don't let her play. But she's a very good football player, she's better than a boy who doesn't know how to play football. Finally, she went to America for proffesional league. Santa Barbara. I'm not sure of the team name. Anyway, it's a happy ending for her and for her family.

I recomended the film to Mike and Mike saw the film. He loved it. So I do recomend to you the film 'Bend it like Beckham'.

If I were you, I'd go the cinema right now. Have a good weekend. See you soon.

Bye.

Examiner Comments

This is a very good answer, showing confident and ambitious use of language. The letter is well organised, with good linking of sentences. There is a wide range of structures, including *If I were you, I'd ...* and vocabulary, as well as appropriate expressions, for example *happy ending*. Errors are minor and mainly due to ambition.

Band: 5

SAMPLE 1 (Test 1, Question 8: 'The last film I saw')

Hello dear Maria,
In your last letter you asked me to write to you about the last film which I've seen. It was „Gladiator” It's a very interesting film with Russel Crow I love this actor, you knew that. But is not only because of him. I also love to watch histori films.

Examiner Comments

This is an inadequate attempt at the task, due to its length (the answer appears unfinished and is only 50 words long). There is some evidence of range in the language used and the task has been addressed.

Band: 2

Key

PAPER 2 LISTENING

Part 1

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

Part 2

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

Part 3

(Recognisable spelling accepted in all except number 18)

14 science

15 running

16 bicycle/bike

17 (he) helps (his uncle) to milk (fifty) cows

(he) helps (to) do the milking

(he) sometimes cleans (the) cowsheds

(he) milks (his uncle's) cows

helps his uncle (on his farm)

works at/on (his) uncle's farm

(he) helps to look after/looks after (his) uncle's cows

18 Monday(s)

19 farmer/have (his) own farm

work in (the) countryside

Part 4

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

Test 1 transcript

This is the Cambridge Preliminary English Test number 1. 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 on to the answer sheet.

The recording will now be stopped. Please ask any questions now because you must not speak during the test.

[pause]

PART 1 *Now open your question paper and look at 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.