

Cambridge English Key

A2

Handbook for teachers
for exams from 2016



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

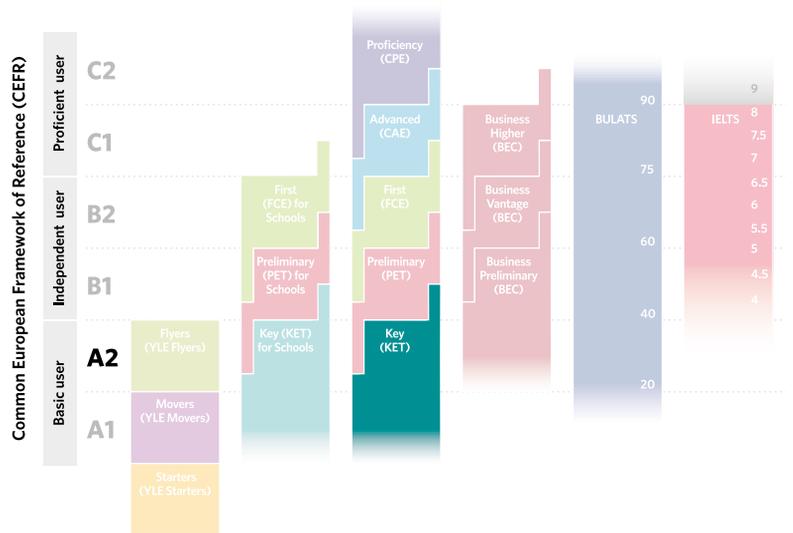


2015

Quick overview

What level is the exam?

Cambridge English: Key is targeted at **Level A2**, which is pre-intermediate on the CEFR scale. Achieving a certificate at this level proves that a person can use English to communicate in simple situations.



PAPER 1: Reading and Writing

1 hour 10 mins

Reading:

- FIVE PARTS, each with one or more texts and a set of questions
- Texts range from very short notices to longer continuous texts
- Covers a range of reading skills, from word up to whole-text level

Writing:

- FOUR PARTS
- Three tasks focusing on spelling, vocabulary and single words
- One communicative task of 25–35 words
- Tests basic writing skills

PAPER 2: Listening

about 30 mins

- FIVE PARTS, each with one or more recordings and a set of questions
- Texts may be monologues or dialogues based on authentic situations
- Covers a range of listening skills on a range of everyday topics

PAPER 3: Speaking

8–10 mins

- TWO PARTS, covering interaction with the examiner and with another candidate
- Tests are taken in pairs, or sometimes a group of three
- Candidates answer questions about themselves
- Candidates ask and answer questions about factual, non-personal information

Make the most of your handbook

The best way to get the most from your handbook is to use the digital version. The digital version is updated more regularly and includes an extra set of sample papers.

The digital version contains links which take you straight to related pages if you want to find out more. For example, you can read about Part 1 of the Reading and Writing paper in the Tasks section, then click on the link to take you straight to a sample Part 1 task. There are also links which take you to useful websites and resources.

Tasks

The Tasks pages give information about the exam format and what is tested in each part of the paper.

Preparing learners

The Preparing learners pages give information and advice about what teachers can do to prepare their learners for the exam. There are also links to useful websites to find additional materials. You'll find suggested exam strategies to help learners perform to the best of their ability on the day.

Sample paper and assessment

The Sample paper and assessment section includes a sample paper for each of the four components as well as an answer key for the Reading and Listening components. For the Writing and Speaking papers there is information about the assessment criteria, and for Writing there are example answers for you to refer to or use with your learners.

We want to hear from you

We are keen to make this handbook as useful as possible so please complete our [online survey](#).

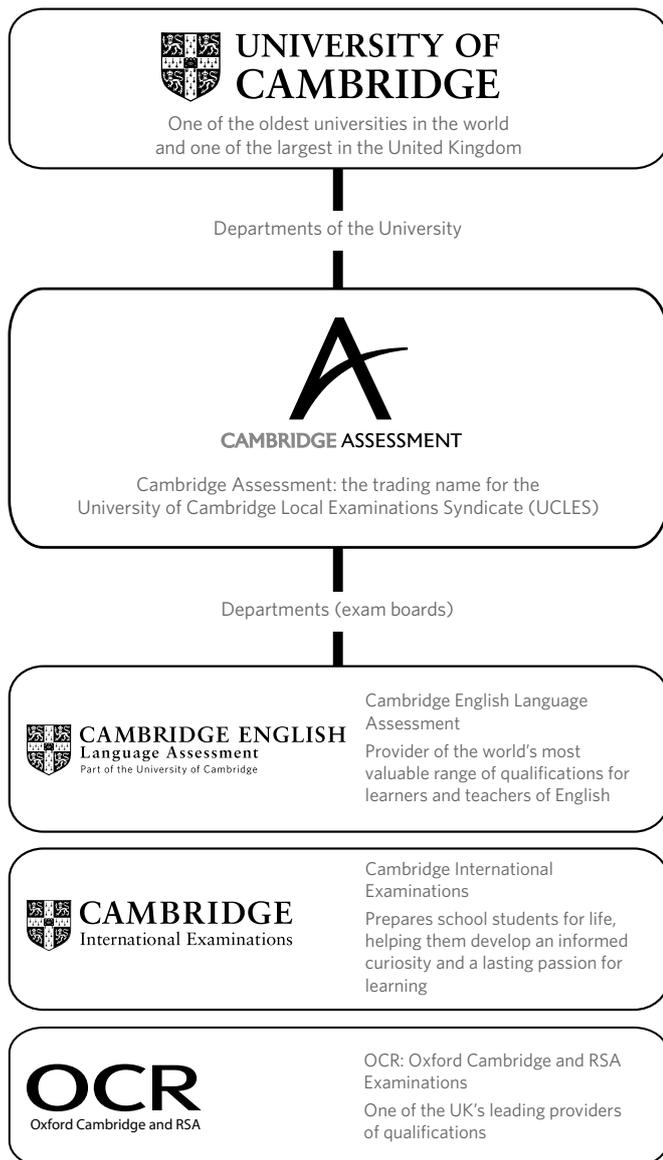
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About Cambridge English Language Assessment

Cambridge English: Key is developed by Cambridge English Language Assessment, part of the University of Cambridge.

We are one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 170 countries around the world every year.



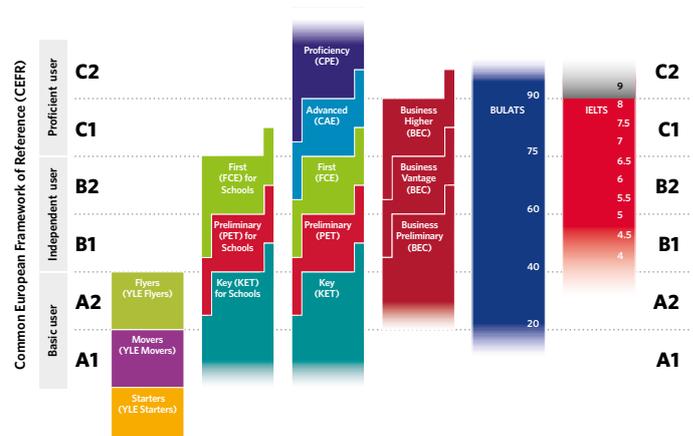
The world's most valuable range of English qualifications

Cambridge English Language Assessment offers the world's leading range of qualifications for learners and teachers of English. Over 5 million Cambridge English exams are taken each year in more than 130 countries.

We offer assessments across the full spectrum of language ability – for general communication, for professional and academic purposes, and also for specific business English qualifications. All of our exams are aligned to the principles and approach of the Common European Framework of Reference for Languages (CEFR).

To find out more about Cambridge English exams and the CEFR, go to

www.cambridgeenglish.org/exams/cefr



Key features of Cambridge English exams

Cambridge English exams:

- are based on realistic tasks and situations – preparing for their exam gives learners real-life language skills
- accurately and consistently test all four language skills – reading, writing, listening and speaking
- encourage positive learning experiences, and seek to achieve a positive impact on teaching wherever possible
- are as fair as possible to all candidates, whatever their national, ethnic and linguistic background, gender or disability.

Proven quality

Our commitment to providing exams of the highest possible quality is underpinned by an extensive programme of research and evaluation. Question papers are produced and pretested using rigorous procedures to ensure accuracy and fairness, and the marking and grading of our exams is continuously monitored for consistency. More details can be found in our publication *Principles of Good Practice*, which can be downloaded free from

www.cambridgeenglish.org/principles

Cambridge English: Key – an overview

Cambridge English: Key is a basic level qualification that shows a candidate has achieved a good foundation in learning English. It is an ideal first exam for those new to learning English and gives learners confidence to study for higher Cambridge English exams such as *Cambridge English: Preliminary* and *Cambridge English: First*.

Exam formats

Cambridge English: Key can be taken as either a paper-based or computer-based exam.

Who is the exam for?

Cambridge English: Key is aimed at learners who need to show they can:

- understand and use basic phrases and expressions
- understand simple written English
- interact with English speakers at a basic level.

Who recognises the exam?

The *Cambridge English: Key* certificate is recognised around the world as a basic qualification in English.

The Cambridge English range of exams is recognised by more than 20,000 institutions and employers. For more information about recognition go to

www.cambridgeenglish.org/recognition

What level is the exam?

Cambridge English: Key is targeted at Level A2 on the CEFR. Achieving a certificate at this level proves that a candidate can use English to communicate in simple situations.

What can candidates do at Level A2?

The Association of Language Testers in Europe (ALTE) has researched what language learners can typically do at each CEFR level. They have described each level of ability using Can Do statements, with examples taken from everyday life. Cambridge English Language Assessment, as one of the founding members of ALTE, uses this framework to ensure its exams reflect real-life language skills.

Typical abilities	Reading and Writing	Listening and Speaking
Overall general ability	CAN understand straightforward information within a known area. CAN complete forms and write short, simple letters or postcards related to personal information.	CAN understand simple questions and instructions. CAN express simple opinions or requirements in a familiar context.
Social & Tourist	CAN understand straightforward information on food, standard menus, road signs and messages on automatic cash machines. CAN complete most forms related to personal information.	CAN understand straightforward directions, provided that these are not lengthy or complex. CAN express likes and dislikes in familiar contexts using simple language.
Work	CAN understand most short reports or manuals of a predictable nature within his/her own area of expertise. CAN write a short, comprehensible note of request to a colleague or a known contact in another company.	CAN understand the general meaning of a presentation made at a conference if the language is simple and backed up by visuals or video. CAN state simple requirements within own job area.
Study	CAN understand the general meaning of a simplified textbook or article, reading very slowly. CAN write a very short, simple narrative or description.	CAN understand basic instructions on class time, dates and room numbers. CAN express simple opinions using expressions such as 'I don't agree'.

About the exam

Cambridge English: Key is a rigorous and thorough test of English at Level A2. It covers all four language skills – reading, writing, listening and speaking.

A thorough test of all areas of language ability

There are three papers: detailed information on each test paper is provided later in this handbook, but the overall focus of each test is as follows:

Reading and Writing: 1 hour 10 minutes

Candidates need to be able to understand simple written information such as signs and newspapers, and produce simple written English.

Listening: 30 minutes – approximately

Candidates need to show they can follow and understand a range of spoken materials such as announcements, when people speak reasonably slowly.

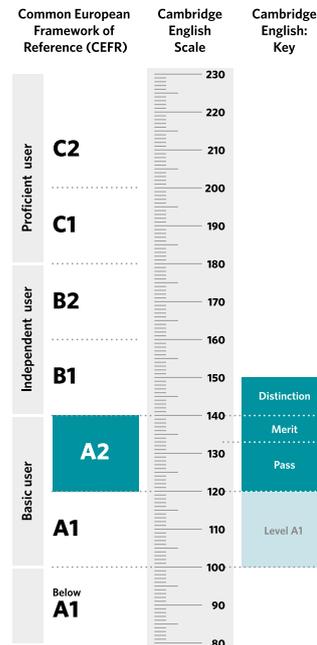
Speaking: 8–10 minutes

Candidates take the Speaking test with another candidate or in a group of three. They are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

Each of the three test components contributes to a profile which defines the candidates' overall communicative language ability at this level.

Marks and results

Cambridge English: Key gives detailed, meaningful results.



All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels A1 and B1 (Cambridge English Scale scores of 100–150) also receive a **certificate**.

Distinction: Cambridge English Scale scores of 140–150
Candidates sometimes show ability beyond Level A2. If a candidate achieves a Distinction in their exam, they will receive the Key English Test certificate stating that they demonstrated ability at Level B1.

Pass and Pass with Merit: Cambridge English Scale scores of 120–139
If a candidate achieves a Pass or Pass with Merit in their exam, they will receive the Key English Test certificate at Level A2.

CEFR Level A1: Cambridge English Scale scores of 100–119
If a candidate's performance is below Level A2, but falls within Level A1, they will receive a Cambridge English certificate stating that they demonstrated ability at Level A1.

Statements of Results

The Statement of Results shows the candidate's:

- Score on the Cambridge English Scale for their performance in each of the three exam papers (Reading and Writing, Listening and Speaking).
- Score on the Cambridge English Scale for their overall performance in the exam. The Reading and Writing paper tests two skills so the score is doubled. The overall score is calculated by adding all of the individual scores together and dividing by four.
- Grade. This is based on the candidate's overall score.
- Level on the CEFR. This is also based on the overall score.

Certificates

The certificate shows the candidate's:

- score on the Cambridge English Scale for each of the three exam papers
- overall score on the Cambridge English Scale
- grade
- level on the CEFR
- level on the UK National Qualifications Framework (NQF).

Special circumstances

Cambridge English exams are designed to be fair to all test takers. For more information about special circumstances, go to

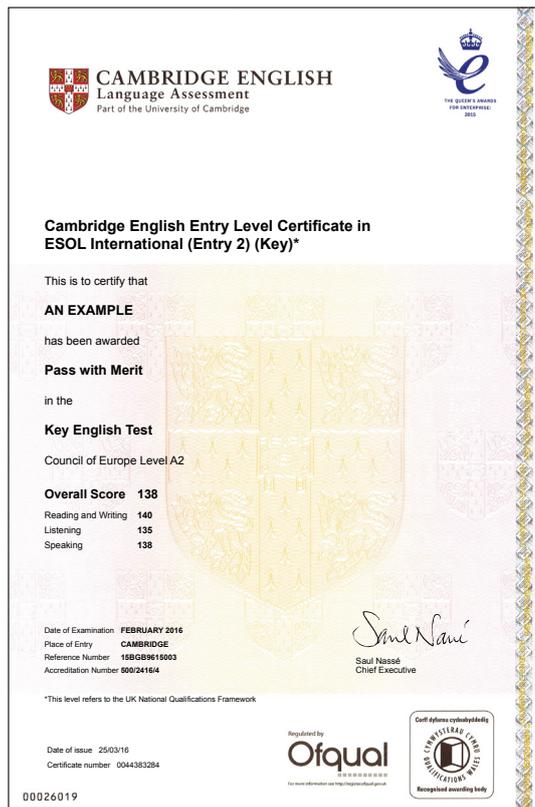
www.cambridgeenglish.org/help

Exam support

Official Cambridge English exam preparation materials

To support teachers and help learners prepare for their exams, Cambridge English Language Assessment and Cambridge University Press have developed a range of official support materials including coursebooks and practice tests. These official materials are available in both print and digital formats.

www.cambridgeenglish.org/exam-preparation



Support for teachers

The Teaching English section of our website provides user-friendly, free resources for all teachers preparing for our exams. It includes:

General information – handbooks for teachers, sample papers.

Detailed exam information – format, timing, number of questions, task types, mark scheme of each paper.

Advice for teachers – developing students' skills and preparing them for the exam.

Downloadable lessons – a lesson for every part of every paper.

Teaching qualifications – a comprehensive range of qualifications for new teachers and career development for more experienced teachers.

Seminars and webinars – a wide range of exam-specific seminars and live and recorded webinars for both new and experienced teachers.

Teacher development – resources to support teachers in their Continuing Professional Development.

www.cambridgeenglish.org/teaching-english

Support for candidates

We provide learners with a wealth of exam resources and preparation materials throughout our website, including exam advice, sample papers, candidate guides, games and online learning resources.

www.cambridgeenglish.org/learning-english

Facebook

Learners joining our lively Facebook community can get tips, take part in quizzes and talk to other English language learners.

www.facebook.com/CambridgeEnglish

Registering candidates for an exam

Exam entries must be made through an authorised Cambridge English examination centre.

Centre staff have all the latest information about our exams, and can provide you with:

- details of entry procedures
- copies of the exam regulations
- exam dates
- current fees
- more information about *Cambridge English: Key* and other Cambridge English exams.

We have more than 2,800 centres in over 130 countries – all are required to meet our high standards of exam administration, integrity, security and customer service. Find your nearest centre at

www.cambridgeenglish.org/centresearch

Further information

If your local authorised exam centre is unable to answer your question, please contact our helpdesk:

www.cambridgeenglish.org/help



PAPER 1:

Reading and Writing

Tasks

1 hour 10 mins



Reading

Writing

Part	Number of questions	Number of marks	Task type	What do candidates have to do?
1	5	5	Matching	Match five sentences to eight real-world notices.
2	5	5	3-option multiple choice	Read and identify appropriate vocabulary.
3	10	10	3-option multiple choice (five questions) AND matching (five questions)	Choose appropriate responses in verbal exchanges and continuous dialogue.
4	7	7	3-option multiple-choice questions or Right/Wrong/Doesn't say questions	Read one long or three short texts for detailed understanding and main idea(s).
5	8	8	3-option multiple-choice cloze	Read a factual text and choose the correct grammatical items to complete gaps.
6	5	5	Spelling	Identify and spell individual words from definitions.
7	10	10	Open cloze	Complete gaps in text using one word.
8	5	5	Information transfer	Read two short input texts and complete gaps in output text.
9	1	5	Guided writing	Write a short note, email or postcard of 25–35 words.
Total	56	60		

Preparing learners

Advice for teachers

Writers use the **grammatical syllabus** and the **vocabulary list** when preparing tasks so they are suitable for learners at A2 level, which is the level of *Cambridge English: Key*.

Whenever possible, the texts used in the Reading component are adapted from authentic reading texts. They may include:

- notices and signs (*Part 1*)
- packaging information (*Part 1*)
- notes, emails, cards, text messages, postcards (*Parts 1, 4, 5*)
- newspapers and magazines (*Parts 4, 5*)
- simplified encyclopaedias and other non-fiction books (*Parts 4, 5*)
- brochures and leaflets (*Parts 4, 5*)
- websites (*Parts 4, 5*).

Teachers may need to adapt texts to make them suitable for A2-level learners. The **vocabulary list** and the **language specifications** can help teachers to identify suitable language areas. The vocabulary list is updated annually.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.

notice

Part 1

Questions 1 – 5

Which notice (A – H) says this (1 – 5)?

For questions 1 – 5, mark the correct letter A – H on your answer sheet.

Example:

0 We can sell you a ticket if you want to go to a concert.

Answer: 0 A B C D E F G H

1 If you want to learn to play this, call this number.

2 Buy these here and listen to them while you are travelling.

3 You do not have to pay to go to these concerts.

4 You will learn about the history of music in this class.

5 Your age is not important for these lessons.

A **MUSIC SHOP**
New and used CDs – great for the car!

B **Play the Guitar**
Classes for children and adults
Beginners welcome

C **Pop group needs new singer**
Call Andy on
020 8746 9902

D Live music here every Friday –
get your free ticket today!

E **PIANO FOR SALE**
LOOKS AND SOUNDS BEAUTIFUL
ONLY £300

F **Piano lessons**
only for people who can read music
Phone 020 4998 3664

G Buy concert tickets here –
Pop, Rock – even classical piano!

H **New Course!**
1000 years of Music
12.30, Mondays and Wednesday

Part 4

For 'Wrong' (B)?
to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).
For C on your answer sheet.

world

er both had very busy jobs
ne to spend with their young
hange this and, because their
sided to sail round the world

re everything for the trip. First, they bought a new boat.
ike advanced sailing lessons and learned to sail.
I did several courses in repairing engines, and Claire spent an
g to cut up fish.

re-year break from their jobs and sailed away from England
e next year, in August, their long journey ended in Australia.

but Jonathan and Claire took a teacher for the children with
f the trip boring because there were three computers, many
player on the boat.

sa and seeing the stars in the sky. But, most of all, Jonathan
g time with their children while they were still young.

article

sign

Tips for preparing learners for the Reading component

- ✓ Give learners a wide range of text types to read, both authentic and adapted. For example, notes and messages on social media websites, information leaflets, graded readers and articles.
- ✓ Help learners practise skimming and scanning both shorter and longer texts. Encourage learners to develop a habit of always skimming a text first to get a general understanding.
- ✓ Give learners practice reading texts with unfamiliar vocabulary, learning to ignore words which are not important for the task.
- ✓ Encourage your learners to read instructions carefully. Ask them to highlight key words, and use examples to help them understand what to do.
- ✓ Give learners practice doing timed exercises and exam tasks. They need to manage their own time in the Reading and Writing paper. Suggest that they spend about 40 minutes on the Reading component (leaving about 30 minutes for the Writing component).
- ✓ Help learners think about the different ways they read texts. For example, if they are reading an information leaflet then ask them to find some specific information. If they are reading a message, ask them to think how they would reply to it.
- ✓ Help your learners to work out the meaning of new words by using the rest of the text.



Completing the answer sheet (paper-based test only)

- All answers must go on an answer sheet.
- Candidates should use a pencil to complete the answer sheet.
- There is no additional time allowed for completing the answer sheet: candidates must do this within the 1 hour 10 minutes allowed for the test.
- For the Reading component, candidates shade a lozenge on the answer sheet to show their answer.
- For the Writing component, candidates write their answers on the correct part of the answer sheet.



Completing the computer-based test (computer-based test only)

- All answers are typed directly onto the computer.
- Candidates may take pens and pencils and a bottle of water into the exam room, but nothing else (including bags and anything electronic).
- Candidates should listen carefully to the instructions which the invigilator gives and follow the instructions on the computer screen.
- There are no examples in the Reading component, but candidates can access a help screen for information.
- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may make notes on paper during the exam, for example, if they want to plan an answer for the Writing component. They must leave these notes on their desk at the end of the exam as these are collected by the invigilator.

Quick links to resources

Learners

cambridgeenglish.org/exams/key/preparation

- Information for candidates guide

Teachers

cambridgeenglish.org/exams/key/preparation

- Vocabulary list

cambridgeenglish.org/teaching-english/resources-for-teachers

- Free teaching resources
- Lesson plans

Language specifications: [Page 57](#)

Topics list: [Page 58](#)

Advice by task

Candidates should practise these exam strategies regularly in class.

See these tasks in full from page 20.

Reading Part 1

Questions 1 – 5

Which notice (A – H) says this (1 – 5)?

For questions 1 – 5, mark the correct letter A – H on your answer sheet.

Example:

0 We can sell you a ticket if you want to go to a concert.

Answer: 0 A B C D E F G H

1	If you want to learn to play this, call this number.	A	<p style="text-align: center;">MUSIC SHOP</p> <p style="text-align: center;">New and used CDs – great for the car!</p>
2	Buy these here and listen to them while you are travelling.	B	<p style="text-align: center;">Play the Guitar</p> <p style="text-align: center;">Classes for children and adults Beginners welcome</p>
3	You do not have to pay to go to these concerts.	C	<p style="text-align: center;">Pop group needs new singer</p> <p style="text-align: center;">Call Andy on 020 8746 9902</p>
4	You will learn about the history of music in this class.	D	<p style="text-align: center;">Live music here every Friday – get your free ticket today!</p>
5	Your age is not important for these lessons.	E	<p style="text-align: center;">PIANO FOR SALE</p> <p style="text-align: center;">LOOKS AND SOUNDS BEAUTIFUL – ONLY £300</p>
		F	<p style="text-align: center;">Piano lessons</p> <p style="text-align: center;">(only for people who can read music) Phone 020 4998 3664</p>
		G	<p style="text-align: center;">Buy concert tickets here – Pop, Rock – even classical piano!</p>
		H	<p style="text-align: center;">New Course!</p> <p style="text-align: center;">1000 years of Music 12.30, Mondays and Wednesdays</p>

THE TASK

- ▷ In this part, candidates have eight signs or notices. There are also five sentences. Candidates have to choose which sentence matches each text.

HOW TO APPROACH THE TASK

- ▷ Candidates should read each short text and decide what situation it would appear in.
- ▷ They can use the visual information (layout, location, etc.) to help identify the context.
- ▷ Candidates should read the five sentences.
- ▷ They should compare each sentence with each text before choosing an answer.

ASSESSMENT

- ▷ This part tests understanding of various kinds of short texts.

Reading Part 2

Questions 6 – 10

Read the sentences about going camping.
Choose the best word (A, B or C) for each space.

For questions 6 – 10, mark A, B or C on your answer sheet.

Example:

0 Adrian and Martin their school holiday last week.

A opened B joined C began

Answer: 0 A B C



6 They to go camping for their holiday.

A decided B thought C felt

7 They wanted to somewhere near the sea.

A stand B put C stay

8 It three hours to drive to the campsite.

A had B took C got

9 They put their tent in a of the field.

A centre B corner C back

10 They some postcards to their friends.

A bought B chose C sent

THE TASK

- ▷ In this part, candidates read six sentences about the same topic or storyline, including a completed example sentence at the beginning. Candidates have to complete gaps in the remaining five of these sentences. There are three multiple-choice options for each gap.

HOW TO APPROACH THE TASK

- ▷ Candidates should skim all six sentences to find out the topic and general meaning. The overall context of the sentences may help them to find the correct answer.
- ▷ They need to work through the five questions, reading the whole sentence to choose the correct word to complete the gap.
- ▷ After choosing an answer, they should check the other two options and decide why they are wrong.
- ▷ Once all the gaps are completed, candidates should read all the sentences again to make sure they make sense.

ASSESSMENT

- ▷ This part tests understanding of vocabulary.

Reading Part 4

Questions 21 – 27

Read the article about a sailing trip.
 Are sentences 21 – 27 'Right' (A) or 'Wrong' (B)?
 If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).
 For questions 21 – 27, mark A, B or C on your answer sheet.

Round the World



Jonathan and Claire Spencer both had very busy jobs and didn't have enough time to spend with their young children. They wanted to change this and, because their hobby was boats, they decided to sail round the world together.

It took six years to prepare everything for the trip. First, they bought a new boat. Then, both adults had to take advanced sailing lessons and learn all about the sea and the weather. Jonathan also did several courses in repairing engines and Claire spent an hour in a restaurant learning to cut up fish.

In October, they took a one-year break from their jobs and sailed away from England with their two children. The next year, in August, their long journey ended in Australia.

The boat was quite small, but Jonathan and Claire took a teacher for the children with them. None of them found the trip boring because there were three computers, many CDs, a television and a DVD player on the boat.

The family loved being at sea and seeing the stars in the sky. But, most of all, Jonathan and Claire enjoyed spending time with their children while they were still young.

Example:

0 Before their trip, Jonathan and Claire Spencer spent a lot of time working.
 A Right B Wrong C Doesn't say Answer: 0 A B C

- 21 The Spencers were soon ready to travel round the world.
 A Right B Wrong C Doesn't say
- 22 Jonathan learnt to do the work of a mechanic.
 A Right B Wrong C Doesn't say
- 23 Claire knew a lot about cooking before the trip started.
 A Right B Wrong C Doesn't say
- 24 The trip took longer than twelve months.
 A Right B Wrong C Doesn't say
- 25 When the trip ended, Jonathan and Claire decided to stay in Australia.
 A Right B Wrong C Doesn't say
- 26 There was a lot for the children to do on the boat.
 A Right B Wrong C Doesn't say
- 27 For Jonathan and Claire, the best part of the trip was being with their family.
 A Right B Wrong C Doesn't say

THE TASK

- ▷ In this part, candidates have a longer text, for example, a simplified newspaper or magazine article. There are seven multiple-choice questions with three options, A, B and C.
- ▷ They may be 3-option multiple-choice comprehension questions.
- ▷ They may be Right/Wrong/Doesn't say questions.

HOW TO APPROACH THE TASK

- ▷ Candidates should skim the text to find out the topic and general meaning.
- ▷ They need to look at the questions and consider whether they are multiple-choice questions or Right/Wrong/Doesn't say questions.
- ▷ Next candidates should read the text more carefully.
- ▷ They need to look at each question, then compare each option with the text before choosing one.
- ▷ Candidates should check the choice of answer carefully with the text again.
- ▷ For multiple-choice questions, after choosing an answer, they should check the other two options and decide why they are wrong.
- ▷ For Right/Wrong/Doesn't say questions, candidates should check carefully whether the information required is actually in the text.

ASSESSMENT

- ▷ This part tests understanding of the main ideas and some details of longer texts.

Reading Part 5

Questions 28 – 35

Read the article about penguins.
Choose the best word (A, B or C) for each space.

For questions 28 – 35, mark A, B or C on your answer sheet.

PENGUINS

There (0) seventeen different types of penguins. They can be (28) forty centimetres to more than one metre tall. They all (29) in the south part of the world. In winter, they swim (30) long way to find warmer weather.

In spring, (31) penguins come together on the beaches of Antarctica. The female penguin has one or two eggs. She puts (32) eggs on the ground and sits there to keep (33) warm. But she doesn't sit all the time because penguins can move with one egg between their legs.

(34) the female penguin is sitting on the eggs, the male penguin brings her food. He also (35) this after the baby penguins are born.



Example:

0 A is B are C be Answer: 0 A B C

- 28 A from B by C between
- 29 A lives B live C lived
- 30 A one B the C a
- 31 A lots B much C many
- 32 A her B hers C she
- 33 A it B them C their
- 34 A When B How C Who
- 35 A does B do C doing

THE TASK

- ▷ In this part, candidates read a short text with eight numbered spaces and an example, and answer 3-option multiple-choice questions.

HOW TO APPROACH THE TASK

- ▷ Candidates should skim the text to find out the topic and general meaning.
- ▷ They need to work through the eight questions, reading the whole sentence to choose the correct word to complete the gap.
- ▷ After choosing an answer, candidates should check the other two options and decide why they are wrong.
- ▷ Once all the gaps are completed, they should read the whole text again to make sure it makes sense.

ASSESSMENT

- ▷ This part tests understanding of grammatical items (for example, verb forms, determiners, pronouns) as well as structural relationships at the phrase, clause, sentence or paragraph level.

Tips for preparing learners for the Writing component

- ✓ Candidates must use clear handwriting so that examiners can read their answers easily. The most important thing is that their handwriting is clear; they can write in upper or lower case, and it does not matter if their writing is joined up or not.
- ✓ Candidates need to leave themselves enough time to complete Part 9, which carries 5 marks out of the total of 50 for the Reading and Writing paper.
- ✓ In Part 9, candidates should aim to write between 25 and 35 words. This will ensure that they don't leave out important information, and that their message is clear. Candidates will be penalised for not writing the minimum number of words (i.e. fewer than 25), but they are not penalised for writing too much (though they are not advised to do this).
- ✓ Learners should also be encouraged to take advantage of real-life occasions for writing short messages to each other and their teacher. They can, for example, write invitations, arrangements for meeting, apologies for missing a class, or notices about lost property. Here the emphasis should be on the successful communication of the intended message, though errors of structure, vocabulary, spelling and punctuation should not be ignored.
- ✓ Learners should practise planning their answers carefully before writing, to ensure answers are well organised and contain relevant content.
- ✓ Learners also need to think carefully about who the target reader is for each task and try to write in an appropriate style.
- ✓ Learners should practise writing timed answers within the recommended word length.
- ✓ Learners should practise evaluating their own and others' answers, with close reference to the question. For example, learners can look at sample answers or at each other's answers, identifying what the writer did well, and what they could improve.

Advice by task

See these tasks in full from page 24.

Writing Part 6

Questions 36 – 40

Read the descriptions of some words about families.
What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36 – 40, write the words on your answer sheet.

Example:

0 This person is your father's or mother's sister. a _ _ _
Answer: a u n t

36 A married man is called this by his wife. h _ _ _ _ _

37 You can learn from these people in your family because
they are much older than you. g _ _ _ _ _ _ _ _

38 This is what you are before you get married. s _ _ _ _ _

39 If you have any children, the girl is called this. d _ _ _ _ _ _

40 This is written on your passport and is usually the same
for one family. s _ _ _ _ _

THE TASK

- ▷ In this part, candidates have to produce five items of vocabulary about one topic and spell them correctly.

HOW TO APPROACH THE TASK

- ▷ Candidates need to read the sentences and identify which topic area all the words are from.
- ▷ They should look at the definitions for each word.
- ▷ They need to consider the first letter of the word required, and count how many remaining letters are required.
- ▷ Candidates should think of the correct word and check how many letters it has.

ASSESSMENT

- ▷ This part tests vocabulary and accuracy of spelling.

Writing Part 7

Questions 41 – 50

Complete the email.
Write ONE word for each space.

For questions 41 – 50, write the words on your answer sheet.

Example: 0

From: Jessie
To: Carmen

Thanks for your email.

This month (0) been quite boring for me. I haven't had the time to do any (41) the things I like. Our new teacher gives us too (42) homework and the weather's been terrible (43) the weekends. I haven't played tennis (44) three weeks now! But (45) is some good news! I can come and stay (46) you in the summer. Mum and Dad have said yes! I (47) so pleased.

The best time for me is (48) second half of July. (49) this okay? Please ask (50) mum and dad and email me back. Then I can get my plane ticket.

THE TASK

- ▷ In this part, candidates have to fill in 10 gaps in a text or texts using single words.
- ▷ Spelling must be correct.
- ▷ Texts are short and simple.
- ▷ Candidates are only asked to produce simple words.

HOW TO APPROACH THE TASK

- ▷ Candidates need to skim the text to find out the topic and general meaning.
- ▷ For each gap in the text they should think of possible words which may fit.
- ▷ Candidates need to check each possibility carefully with the meaning of the sentence and the whole text.
- ▷ They should consider the spelling carefully to make sure it is correct.
- ▷ Once all the gaps are completed, candidates should read the whole text again to make sure it makes sense.

ASSESSMENT

- ▷ This part tests understanding of grammatical forms and vocabulary, as well as spelling.

Writing Part 8

Questions 51 – 55

Read the advertisement and the email.
Fill in the information in Sam's notes.

For questions 51 – 55, write the information on your answer sheet.

EASTON HALL Concerts in the Park	
17 June	MYRA Tickets: £12.50 £11.00 students
24 June	SONEX Tickets: £10.00 £8.50 students

From:	Helena
To:	Sam

Can you book two tickets – one each – for a concert at Easton Hall? I'm busy on 24 June - it'll have to be the weekend before. Remember we get in cheaper because we're at university. We won't need any food, but it may get cold so bring a jacket.

Sam's Notes CONCERT	
Place:	Easton Hall
Date:	51 <input type="text"/>
Name of band:	52 <input type="text"/>
Number of tickets:	53 <input type="text"/>
Price of my ticket:	54 £ <input type="text"/>
Take:	55 <input type="text"/>

THE TASK

- ▷ In this part, candidates complete a simple information-transfer task. They have to use the information in two short texts to complete a third text.

HOW TO APPROACH THE TASK

- ▷ Candidates should read the two texts first.
- ▷ They should look at the information required to complete the third text.
- ▷ Candidates need to find this information in the first two texts and transfer it.
- ▷ They should check spelling carefully.

ASSESSMENT

- ▷ This part tests understanding of simple texts and vocabulary.

Writing Part 9

Question 56

You have started going to a new sports club. Write an email to your English friend, Pat.

Tell Pat:

- **where** the club is
- **what sport** you do there
- **how much** it costs.

Write **25 – 35** words.
Write the email on your answer sheet.

THE TASK

- ▷ In the last part of the Reading and Writing paper, candidates have to write a short message of 25–35 words, for example, a note, email or postcard.

HOW TO APPROACH THE TASK

- ▷ Candidates should read the instructions carefully.
- ▷ They need to identify what kind of message is required and who it is for.
- ▷ They should consider what kind of information is needed.
- ▷ Candidates must respond to all three prompts.
- ▷ They should write a draft of the message on rough paper before writing the final answer on the answer sheet.

ASSESSMENT

- ▷ This part tests candidates' ability to write short texts with a real communicative purpose.
- ▷ In order to help teachers assess the standards required, there are several sample answers to the Writing Part 9 question on pages 28 and 29, with marks and examiner comments.
- ▷ Answers are assessed using the assessment scales, which consist of four subscales: Content, Communicative Achievement, Organisation and Language.

Part 1

Questions 1 – 5

Which notice (A – H) says this (1 – 5)?

For questions 1 – 5, mark the correct letter A – H on your answer sheet.

Example:

0 We can sell you a ticket if you want to go to a concert.

Answer: A B C D E F G H

- 1 If you want to learn to play this, call this number.
- 2 Buy these here and listen to them while you are travelling.
- 3 You do not have to pay to go to these concerts.
- 4 You will learn about the history of music in this class.
- 5 Your age is not important for these lessons.

A	MUSIC SHOP New and used CDs – great for the car!
B	Play the Guitar Classes for children and adults Beginners welcome
C	Pop group needs new singer Call Andy on 020 8746 9902
D	Live music here every Friday – get your free ticket today!
E	PIANO FOR SALE LOOKS AND SOUNDS BEAUTIFUL – ONLY £300
F	Piano lessons (only for people who can read music) Phone 020 4998 3664
G	Buy concert tickets here – Pop, Rock – even classical piano!
H	New Course! 1000 years of Music 12.30, Mondays and Wednesdays

2

Part 2

Questions 6 – 10

Read the sentences about going camping.
Choose the best word (A, B or C) for each space.

For questions 6 – 10, mark A, B or C on your answer sheet.

Example:

0 Adrian and Martin their school holiday last week.

A opened B joined C began

Answer: A B C



- 6 They to go camping for their holiday.
A decided B thought C felt
- 7 They wanted to somewhere near the sea.
A stand B put C stay
- 8 It three hours to drive to the campsite.
A had B took C got
- 9 They put their tent in a of the field.
A centre B corner C back
- 10 They some postcards to their friends.
A bought B chose C sent

Turn over ▶

3

Part 3

Questions 11 – 15

Complete the five conversations.

For questions 11 – 15, mark **A**, **B** or **C** on your answer sheet.

Example:



Where do you come from?



- A New York
- B School
- C Home

Answer: A B C

11 I'm sorry we don't have your size.

- A What a pity!
- B I hope so.
- C I'll take it.

12 How long are you going to stay in Bangkok?

- A For another three weeks.
- B For the last three weeks.
- C It took three weeks.

13 See you tomorrow.

- A That's all right.
- B I can't see.
- C Don't be late.

14 Can I leave early?

- A Before 4.30.
- B Yes, that's fine.
- C Not at all.

15 I don't like this programme.

- A I'll turn it on.
- B Let's turn it off then.
- C You didn't take it off.

4

Questions 16 – 20

Complete the conversation between two friends. What does Anita say to Kim?

For questions 16 – 20, mark the correct letter **A – H** on your answer sheet.

Example:

Kim: What are you going to do at the weekend, Anita?

Anita: **0**

Answer: A B C D E F G H

Kim: Well, I'm going to go to London. Would you like to come as well?

Anita: **16**

Kim: Yes. I need to study on Sunday. Great! It'll be good to go together.

Anita: **17**

Kim: First, I'd like to go shopping.

Anita: **18**

Kim: Oh, I can help you choose them. Is there anything else you want to do?

Anita: **19**

Kim: OK. There's a good one in Oxford Road. It always has the newest films.

Anita: **20**

Kim: I'm not sure, but I'll phone and ask. I know we'll have a good day.

A Me, too. I need some books for school and a pair of shoes.

B Yes, I have to work on Saturday.

C I'd love to. I suppose you want to go on Saturday?

D Fine. Do we need to book tickets?

E I have some money for a new jacket.

F What do you want to do there?

G Yes, I'd like to go to a cinema afterwards.

H I don't know.

5

Turn over ▶

Part 4

Questions 21 – 27

Read the article about a sailing trip. Are sentences 21 – 27 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21 – 27, mark A, B or C on your answer sheet.

Round the World

Jonathan and Claire Spencer both had very busy jobs and didn't have enough time to spend with their young children. They wanted to change this and, because their hobby was boats, they decided to sail round the world together.

It took six years to prepare everything for the trip. First, they bought a new boat. Then, both adults had to take advanced sailing lessons and learn all about the sea and the weather. Jonathan also did several courses in repairing engines and Claire spent an hour in a restaurant learning to cut up fish.

In October, they took a one-year break from their jobs and sailed away from England with their two children. The next year, in August, their long journey ended in Australia.

The boat was quite small, but Jonathan and Claire took a teacher for the children with them. None of them found the trip boring because there were three computers, many CDs, a television and a DVD player on the boat.

The family loved being at sea and seeing the stars in the sky. But, most of all, Jonathan and Claire enjoyed spending time with their children while they were still young.



Example:

0 Before their trip, Jonathan and Claire Spencer spent a lot of time working.

A Right B Wrong C Doesn't say

Answer:

0	A	B	C
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21 The Spencers were soon ready to travel round the world.

A Right B Wrong C Doesn't say

22 Jonathan learnt to do the work of a mechanic.

A Right B Wrong C Doesn't say

23 Claire knew a lot about cooking before the trip started.

A Right B Wrong C Doesn't say

24 The trip took longer than twelve months.

A Right B Wrong C Doesn't say

25 When the trip ended, Jonathan and Claire decided to stay in Australia.

A Right B Wrong C Doesn't say

26 There was a lot for the children to do on the boat.

A Right B Wrong C Doesn't say

27 For Jonathan and Claire, the best part of the trip was being with their family.

A Right B Wrong C Doesn't say

Part 5

Questions 28 – 35

Read the article about penguins.
Choose the best word (A, B or C) for each space.

For questions 28 – 35, mark A, B or C on your answer sheet.



PENGUINS

There (0) seventeen different types of penguins. They can be (28) forty centimetres to more than one metre tall. They all (29) in the south part of the world. In winter, they swim (30) long way to find warmer weather.

In spring, (31) penguins come together on the beaches of Antarctica. The female penguin has one or two eggs. She puts (32) eggs on the ground and sits there to keep (33) warm. But she doesn't sit all the time because penguins can move with one egg between their legs.

(34) the female penguin is sitting on the eggs, the male penguin brings her food. He also (35) this after the baby penguins are born.

Example:

0	A	is	B	are	C	be	Answer:
							A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/>

- 28 A from B by C between
- 29 A lives B live C lived
- 30 A one B the C a
- 31 A lots B much C many
- 32 A her B hers C she
- 33 A it B them C their
- 34 A When B How C Who
- 35 A does B do C doing

Part 6

Questions 36 – 40

Read the descriptions of some words about families. What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36 – 40, write the words on your answer sheet.

Example:

0 This person is your father's or mother's sister.

a _ _ _

Answer: 0 a u n t

- 36 A married man is called this by his wife. h _ _ _ _ _
- 37 You can learn from these people in your family because they are much older than you. g _ _ _ _ _
- 38 This is what you are before you get married. s _ _ _ _ _
- 39 If you have any children, the girl is called this. d _ _ _ _ _
- 40 This is written on your passport and is usually the same for one family. s _ _ _ _ _

Part 7

Questions 41 – 50

Complete the email. Write ONE word for each space.

For questions 41 – 50, write the words on your answer sheet.

Example: 0 h a s

From: Jessie
To: Carmen

Thanks for your email.

This month (0) been quite boring for me. I haven't had the time to do any (41) the things I like. Our new teacher gives us too (42) homework and the weather's been terrible (43) the weekends. I haven't played tennis (44) three weeks now! But (45) is some good news! I can come and stay (46) you in the summer. Mum and Dad have said yes! I (47) so pleased.

The best time for me is (48) second half of July. (49) this okay? Please ask (50) mum and dad and email me back. Then I can get my plane ticket.

Part 8

Questions 51 – 55

Read the advertisement and the email. Fill in the information in Sam's notes.

For questions 51 – 55, write the information on your answer sheet.

EASTON HALL	
Concerts in the Park	
17 June	MYRA Tickets: £12.50 £11.00 students
24 June	SONEX Tickets: £10.00 £8.50 students

From:	Helena
To:	Sam

Can you book two tickets – one each – for a concert at Easton Hall? I'm busy on 24 June - it'll have to be the weekend before. Remember we get in cheaper because we're at university. We won't need any food, but it may get cold so bring a jacket.

Part 9

Question 56

You have started going to a new sports club. Write an email to your English friend, Pat. Tell Pat:

- where the club is
- what sport you do there
- how much it costs.

Write 25 – 35 words.
Write the email on your answer sheet.

Sam's Notes
CONCERT

Place: Easton Hall

Date:

Name of band:

Number of tickets:

Price of my ticket:

Take:

Assessment

Answer key

READING

Q Part 1	Q Part 2	Q Part 3	Q Part 4	Q Part 5
1 F	6 A	11 A	21 B	28 A
2 A	7 C	12 A	22 A	29 B
3 D	8 B	13 C	23 C	30 C
4 H	9 B	14 B	24 B	31 C
5 B	10 C	15 B	25 C	32 A
		16 C	26 A	33 B
		17 F	27 A	34 A
		18 A		35 A
		19 G		
		20 D		

WRITING

Q Part 6	Q Part 7	Q Part 8
36 husband	41 of	51 17(th) June
37 grandparents	42 much	52 Myra
38 single	43 at / during / on	53 2 / two
39 daughter	44 for / in	54 (£)11(00) / eleven (pounds)
40 surname	45 there / here	55 (a) jacket
	46 with	
	47 'm / am / was	
	48 the	
	49 is	
	50 your	

Assessment of Writing Part 9

Mark scheme for Writing Part 9

Band	
5	<ul style="list-style-type: none">Very good attempt at the task.No effort is required of the reader.All elements of the message are fully communicated.
4	<ul style="list-style-type: none">Good attempt at the task.Minimal effort is required of the reader.All elements of the message are communicated.
3	<ul style="list-style-type: none">Satisfactory attempt at the task.Some effort is required of the reader.All elements of the message are communicated.
OR	
	<ul style="list-style-type: none">One content element omitted but others clearly communicated.
2	<ul style="list-style-type: none">Inadequate attempt at the task.Significant effort may be required of the reader.Content elements omitted, or unsuccessfully dealt with, so the message is only partly communicated.
1	<ul style="list-style-type: none">Poor attempt at the task.Excessive effort is required of the reader.Very little of the message is communicated.
0	<ul style="list-style-type: none">Content is totally irrelevant or incomprehensible.
OR	
	<ul style="list-style-type: none">Too little language to assess.

Sample answers

Candidate A

Hi, Pat! I joined to a new sport club at the school last week. I am playing football every week there and it don't cost anything! It's great fun. Do you want to come too?

Write soon,

Joseph

Mark and commentary **5 marks**

Very good attempt at task. All three elements of the message are fully communicated. No effort is required of the reader.

Candidate B

From: Maria

To: Pat

My favorite sport is a the tennis. I go to new tennis club near my house and plays with my huband. I don't know how much is the cost, pays mine huband!

Mark and commentary **4 marks**

Good attempt at task. All elements of the message are communicated. Minimal effort is required of the reader, for example with '... is a the tennis', and 'pays mine huband!'.

Candidate C

Hi Pat,

Thank you for your email. I started go to my new football club with my work college. It cost \$4 dollars for a match. Last game I was fist in team and we win!

Mark and commentary **3 marks**

Satisfactory attempt at task. Two elements of the message are communicated. Some effort is required of the reader, for example, with 'Last game I was fist in team and we win!'

Candidate D

From: Toni

To: Pat

Thank for email. The sport is a favrite sport. I like a football. I play football in club. I very like. Yo like football? Write me soon.

Mark and commentary **1 mark**

Poor attempt at task. Very little of the message is communicated.

Candidate E

Dear Pat,

You start going a sport club. Where is club? What the sport there?

How it cost?

Mark and commentary **0 marks**

Content is not relevant to the actual task.



PAPER 2: Listening Tasks

About 30 mins
(including 8 minutes to transfer answers)



Listening

Part	Number of questions	Number of marks	Task type	What do candidates have to do?
1	5	5	3-option multiple choice	Identify key information in five short dialogues and choose the correct visual.
2	5	5	Matching	Listen to a dialogue for key information and match five items.
3	5	5	3-option multiple choice	Listen to a dialogue for key information and answer five 3-option questions.
4	5	5	Gap-fill	Listen to a dialogue and complete gaps in a page of notes.
5	5	5	Gap-fill	Listen to a monologue and complete gaps in a page of notes.
Total	25	25		

Preparing learners

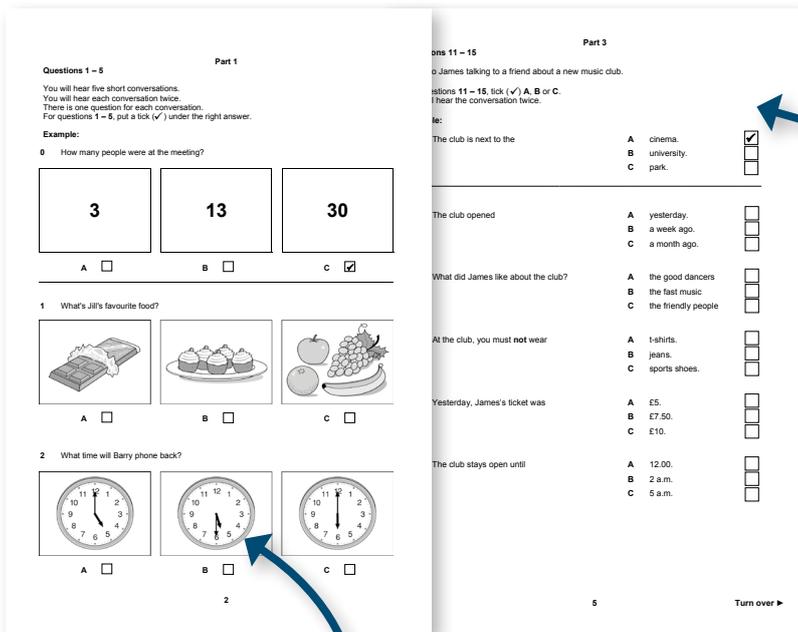
Advice for teachers

The texts and tasks in the Listening paper reflect the variety of listening situations which candidates at A2 level are expected to deal with. Teachers should ensure that learners are exposed to a range of listening situations and interactions.

- The recordings will contain a range of standard native-speaker accents. Learners should practise listening to a variety of accents.
- When selecting listening material, teachers can use the **topics list** to help them identify suitable topics to use with learners.
- Teachers may find that the inventory of functions, notions and communicative tasks in the **Language specifications** helps them to identify different listening situations for learners to work with.
- Free teaching resources and lesson plans are available on the Cambridge English website.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.



informal conversation

question with image

Tips for preparing learners for the Listening paper

- ✓ The Listening paper is divided into five parts with a total of 25 questions.
- ✓ The listening texts are recorded on CD, and each text is heard twice. There are pauses for candidates to look at the questions and to write their answers.
- ✓ The instructions to the candidates on the recording are the same as the instructions on the question paper.
- ✓ Help learners identify and understand the type of text they are listening to. They should also identify the purpose of the task that they have to do. Together, these activities will help them to choose the most appropriate listening strategies for the tasks in the exam.
- ✓ Use classroom discussion activities and listening to the teacher to help to develop listening skills. However, learners must also listen to a range of recordings to prepare for the content of the exam.
- ✓ Make sure learners read the instructions on the question paper, and listen to them on the recording so they are completely clear about what they have to do.
- ✓ Candidates doing the paper-based test should practise transferring their answers to the answer sheet.
- ✓ All the texts in the exam are heard twice. Remind learners to use both listenings to refine their answers.
- ✓ Use the transcript of the recording once learners have completed a task. It can be useful to look at it to identify key phrases, cues, distraction, etc.
- ✓ Encourage learners not to leave blank spaces. They won't lose marks for a wrong answer. Ask learners to check they have an answer, as they might have understood more than they think.
- ✓ Practise different types of listening to develop your learners' listening skills. Testing should not be the only focus.



Completing the answer sheet (paper-based test only)

- All answers must go on an answer sheet.
- Candidates should write their answers on the question paper as they listen.
- They then have 8 minutes at the end of the test to copy these answers onto the answer sheet.
- Candidates should use a pencil to complete the answer sheet.
- For Parts 1, 2 and 3, candidates shade a lozenge on the answer sheet to show their answer.
- For Parts 4 and 5, candidates write their answers on the answer sheet.



Completing the computer-based test (computer-based test only)

- Candidates mark or type all their answers directly onto the computer.
- Candidates may take pens and pencils and a bottle of water into the exam room, but nothing else (including bags and anything electronic).
- Candidates should listen carefully to the instructions which the invigilator gives and follow the instructions on the computer screen.
- Candidates should check that they can hear the test properly. If they cannot hear the recording, they should raise their hand and inform the invigilator immediately.
- There are no examples in the Listening component, but candidates can access a help screen for information.
- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may make notes on paper during the exam, for example, if they want to write down two alternative answers where they are unsure. They must leave these notes on their desk at the end of the exam.

 Quick links to resourcesLearners

cambridgeenglish.org/exams/key/preparation

- Information for candidates guide

Teachers

cambridgeenglish.org/exams/key/preparation

- Vocabulary list (including **Topics list**)

cambridgeenglish.org/teaching-english/resources-for-teachers

- Free teaching resources
- Lesson plans

Advice by task

See these tasks in full from page 37.

Listening Part 1

Questions 1 – 5

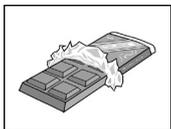
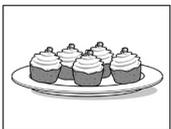
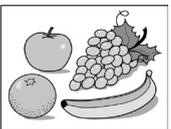
You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1 – 5, put a tick (✓) under the right answer.

Example:

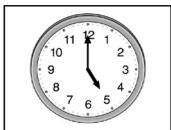
0 How many people were at the meeting?

3	13	30
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input checked="" type="checkbox"/>

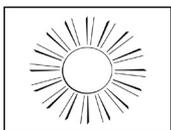
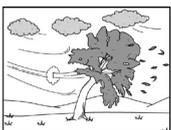
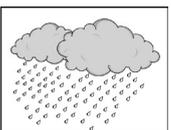
1 What's Jill's favourite food?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

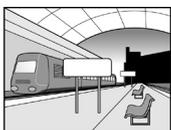
2 What time will Barry phone back?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

3 What was the weather like last weekend?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

4 Where are they going to meet?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

5 What's still in the car?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

THE TASK

- ▷ In this part, there are five short listenings, each with a question and three images.
- ▷ Candidates listen to the text, then choose the image which best answers the question in the context of what they heard.

HOW TO APPROACH THE TASK

- ▷ Candidates should read and listen to the example text and task to check how to record the answers.
- ▷ They need to listen to the recording for the gist meaning and choose the best option.
- ▷ They then listen for a second time to check carefully that the answer is correct.
- ▷ Candidates should focus on the key information in the text.
- ▷ They then repeat for the remaining questions.

ASSESSMENT

- ▷ The task requires candidates to listen for specific information in the text which will answer the question.

Listening Part 2

Questions 6 – 10

Listen to Sam talking to Jenny about his birthday presents. Which present did each person give him?

For questions 6 – 10, write a letter A – H next to each person. You will hear the conversation twice.

Example:

0 Jenny C

People		Presents
6	parents	<input type="checkbox"/>
7	brother	<input type="checkbox"/>
8	sister	<input type="checkbox"/>
9	aunt	<input type="checkbox"/>
10	cousin	<input type="checkbox"/>
		A belt
		B book
		C CD
		D chocolate
		E computer game
		F football
		G money
		H sweater

THE TASK

- ▷ In this part, candidates listen to a longer conversation between two people who know each other.
- ▷ Candidates have to match two lists of items by identifying simple information in the conversation.

HOW TO APPROACH THE TASK

- ▷ Candidates should read and listen to the instructions, then read the questions and think about the context.
- ▷ They need to note that all the words in each list are from the same lexical set (for example, family members, birthday presents).
- ▷ Candidates should listen for the first time to get the gist and choose the best option for each question.
- ▷ They should then listen again and check all the answers carefully, focusing on specific information.

ASSESSMENT

- ▷ This part tests understanding of detailed information.

Listening Part 3

Questions 11 – 15

Listen to James talking to a friend about a new music club.

For questions 11 – 15, tick (✓) A, B or C. You will hear the conversation twice.

Example:

0 The club is next to the

A	cinema.	<input checked="" type="checkbox"/>
B	university.	<input type="checkbox"/>
C	park.	<input type="checkbox"/>

11 The club opened

A	yesterday.	<input type="checkbox"/>
B	a week ago.	<input type="checkbox"/>
C	a month ago.	<input type="checkbox"/>

12 What did James like about the club?

A	the good dancers	<input type="checkbox"/>
B	the fast music	<input type="checkbox"/>
C	the friendly people	<input type="checkbox"/>

13 At the club, you must **not** wear

A	t-shirts.	<input type="checkbox"/>
B	jeans.	<input type="checkbox"/>
C	sports shoes.	<input type="checkbox"/>

14 Yesterday, James's ticket was

A	£5.	<input type="checkbox"/>
B	£7.50.	<input type="checkbox"/>
C	£10.	<input type="checkbox"/>

15 The club stays open until

A	12.00.	<input type="checkbox"/>
B	2 a.m.	<input type="checkbox"/>
C	5 a.m.	<input type="checkbox"/>

THE TASK

- ▷ In this part, candidates listen to an informal conversation and answer five 3-option multiple-choice questions.

HOW TO APPROACH THE TASK

- ▷ Candidates should read and listen to the instructions to understand the context of the conversation.
- ▷ They should listen for the first time to get the gist and choose the best option for each question.
- ▷ They should listen again and check all the answers carefully, focusing on specific information.

ASSESSMENT

- ▷ This part tests understanding of detailed information.

Listening Parts 4 and 5

Questions 16 – 20

You will hear a man telephoning the Tourist Information Centre in Windfield.

Listen and complete questions 16 – 20.
You will hear the conversation twice.

Trip to Windfield	
Name of hotel in centre:	Mill Hotel
Address:	16 24 Road
Cost of single room:	17 £
Telephone number of hotel:	18
Places to visit:	19 Museum and
Museum closed on:	20

Questions 21 – 25

Part 5

You will hear some information about a food market.

Listen and complete questions 21 – 25.
You will hear the information twice.

ELWOOD FOOD MARKET	
Hall 1 sells:	vegetables
	21 and
Hall 2 sells:	22 cakes and
Hot breakfast in the café until:	23
Hall 3	
Piece of pizza costs:	24
Children's playroom next to the:	25

You now have 8 minutes to write your answers on the answer sheet.

THE TASKS

- ▷ In Parts 4 and 5, candidates have to identify specific information (for example, prices, times, telephone numbers) and write it down in note form.
- ▷ In Part 4 they listen to a dialogue.
- ▷ In Part 5 they listen to a monologue.

HOW TO APPROACH THE TASKS

- ▷ Candidates should read and listen to the instructions, then use the breaks in the recordings to read the questions.
- ▷ They should listen to each recording for the first time to find the specific information and copy it.
- ▷ Candidates should listen for a second time to check the answers are correct.
- ▷ If the word has been spelled in the recording, the spelling must be correct on the answer sheet.
- ▷ Correct spelling of common words is also required.

ASSESSMENT

- ▷ These tasks test listening for specific and detailed information.

Part 1

Questions 1 – 5

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For questions 1 – 5, put a tick (✓) under the right answer.

Example:

0 How many people were at the meeting?

A

B

C

3

13

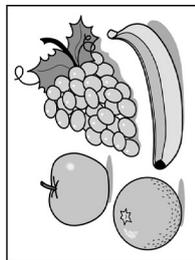
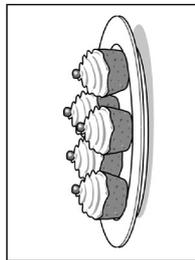
30

A

B

C

1 What's Jill's favourite food?

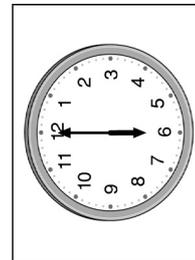
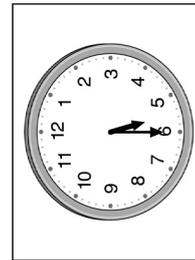
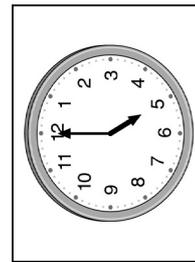


A

B

C

2 What time will Barry phone back?

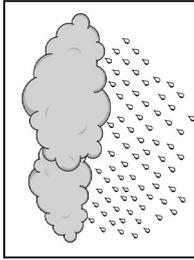
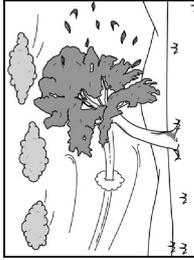
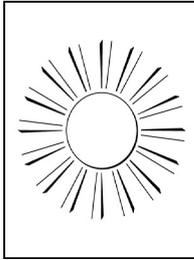


A

B

C

3 What was the weather like last weekend?

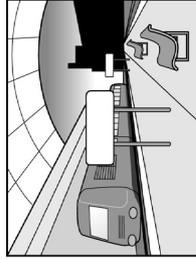
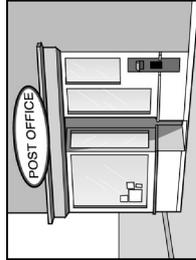


A

B

C

4 Where are they going to meet?



A

B

C

5 What's still in the car?



A

B

C

Part 2

Questions 6 – 10

Listen to Sam talking to Jenny about his birthday presents. Which present did each person give him?

For questions 6 – 10, write a letter A – H next to each person. You will hear the conversation twice.

Example:

0 Jenny

People

- 6 parents
- 7 brother
- 8 sister
- 9 aunt
- 10 cousin

Presents

- A belt
- B book
- C CD
- D chocolate
- E computer game
- F football
- G money
- H sweater

4

Part 3

Questions 11 – 15

Listen to James talking to a friend about a new music club.

For questions 11 – 15, tick (✓) A, B or C. You will hear the conversation twice.

Example:

0 The club is next to the
 A cinema.
 B university.
 C park.

- 11 The club opened
 A yesterday.
 B a week ago.
 C a month ago.
- 12 What did James like about the club?
 A the good dancers
 B the fast music
 C the friendly people
- 13 At the club, you must **not** wear
 A t-shirts.
 B jeans.
 C sports shoes.
- 14 Yesterday, James's ticket was
 A £5.
 B £7.50.
 C £10.
- 15 The club stays open until
 A 12.00.
 B 2 a.m.
 C 5 a.m.

5

Turn over ▶

Part 5

Questions 21 – 25

You will hear some information about a food market.

Listen and complete questions 21 – 25. You will hear the information twice.

ELWOOD FOOD MARKET

Hall 1 sells: *vegetables*

21 and

Hall 2 sells: *cakes and*

22 cakes and

Hot breakfast in the café until:

23

Hall 3

Piece of pizza costs:

24

Children's playroom next to the:

25

You now have 8 minutes to write your answers on the answer sheet.

Part 4

Questions 16 – 20

You will hear a man telephoning the Tourist Information Centre in Windfield.

Listen and complete questions 16 – 20. You will hear the conversation twice.

Trip to Windfield

Name of hotel in centre: Mill Hotel

Address: 16 24 Road

17 £

Cost of single room:

18

Telephone number of hotel:

19 Museum and

20

Places to visit:

Museum closed on:



Download the audio files for the sample paper here:
www.cambridgeenglish.org/ket-handbook-audio

Transcript

This is the Cambridge Key English Test Listening sample paper. There are five parts to the test. Parts 1, 2, 3, 4 and 5.

We will now stop for a moment before we start the test. Please ask any questions now because you must NOT speak during the test.

Now look at the instructions for Part 1.

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For Questions 1-5, put a tick under the right answer.

Here is an example:

How many people were at the meeting?

Woman: Were there many people at the meeting?

Man: About thirty.

Woman: That's not many.

Man: No, but more than last time.

The answer is 30, so there is a tick in box C.

Now we are ready to start.

Look at Question 1.

1: What's Jill's favourite food?

Man: You like sweet food, don't you, Jill?

Jill: Well, yes, but I really like apples and oranges and things like that best.

Man: Don't you love cream cakes and chocolate?

Jill: They make me feel rather ill if I eat too much.

Now listen again.

2: What time will Barry phone back?

Barry: Hello, this is Barry. Can I speak to Linda please?

Woman: Sorry, she's not here. She'll be back at five o'clock.

Barry: Is it OK if I call at six because my music class doesn't finish until five thirty?

Woman: Yes, that will be fine.

Now listen again.

3: What was the weather like last weekend?

Man: Hi, Anne. What's happened to your umbrella? Was it the wind?

Anne: Yes, and I got wet this morning in the rain.

Man: The weather's really changed, hasn't it? At the weekend I sat in the sun all day.

Anne: Yes, it's good it didn't rain then.

Now listen again.

4: Where are they going to meet?

Shirley: Hi, John. It's Shirley. I'm at the Aroma Café. Can you come and meet me here?

John: Is that the café near the post-office?

Shirley: It's the one near the station. Look, I'll walk to the post-office, you know where that is - so wait for me there.

John: Fine.

Now listen again.

5: What's still in the car?

Woman: Have you left anything outside in the car?

Man: I think I brought everything inside. My coat, your bag, and you've got the map, haven't you?

Woman: No, I didn't see it - was it on the back seat?

Man: Yes, I'll go and get it.

Now listen again.

This is the end of Part 1.

— *** —

Now look at Part 2.

Listen to Sam talking to Jenny about his birthday presents.

Which present did each person give him?

For Questions 6-10, write a letter A-H next to each person.

You will hear the conversation twice.

Sam: Hello, Jenny. Is that for me?

Jenny: Yes, Sam. Happy Birthday. I'm sure you can see it's a CD! Have you had lots of nice presents?

Sam: Yeah. My parents wanted to get me a new sweater, but I asked them for a computer game instead, and they agreed.

Jenny: And I suppose your brother bought you chocolate again?

Sam: Actually, he found a really interesting book on football for me.

Jenny: That's good. And what about your sister?
Last year, she bought you that sweater you're wearing, didn't she?

Sam: Yes. Look, she bought me this brown belt. It's Italian leather. I'm sure it cost a lot of money.

Jenny: Lovely. Did your aunt remember to give you something?

Sam: She sent me a cheque for twenty pounds. I may buy some CDs with it.

Jenny: And what about your cousin?

Sam: Well, he hasn't got much money but he gave me some of my favourite chocolate. We can eat it when we watch the football on TV.

Jenny: Great.

Now listen again.

This is the end of Part 2.

— *** —

Now look at Part 3.

Listen to James talking to a friend about a new music club.

For Questions 11–15, tick A, B or C.

You will hear the conversation twice.

Look at Questions 11–15 now. You have 20 seconds.

Now listen to the conversation.

James: You know that new music club – well, I've been there.

Woman: Oh yes, James. Is it near the university?

James: No, it's in Park Street, next to the cinema.

Woman: Oh, I know – aren't they still building it?

James: Yes, but it's been open for four weeks now. When I was there yesterday, they said the work will finish this week.

Woman: Was the music good?

James: Well it wasn't fast enough for me or my friends, but some people who were dancing were excellent. I loved watching them.

Woman: Can you wear jeans there?

James: There's a notice saying 'no sports shoes', but jeans and t-shirts are fine.

Woman: How much was it to get in?

James: Usually a ticket costs ten pounds, but I paid less because the first time you go it's only seven pounds fifty. And I can get in for five pounds next time if I bring a friend.

Woman: I'll come. What time does it close?

James: I left at twelve when the band finished playing. After that there's a disco until two a.m. So not as late as some clubs which don't close until five.

Now listen again.

This is the end of Part 3.

— *** —

Now look at Part 4.

You will hear a man telephoning the Tourist Information Centre in Windfield.

Listen and complete Questions 16–20.

You will hear the conversation twice.

Woman: Hello, Windfield Tourist Information. How can I help?

Man: Hello. I'm hoping to come to Windfield for a few days and I'd like some information about places to stay. I'm looking for somewhere in the centre.

Woman: There's the Mill Hotel. That's at 24 Harvest Road – that's H A R V E S T. It's in the centre.

Man: Do you know how much a room is? I don't want to pay more than thirty pounds.

Woman: The rooms for one person are twenty-eight pounds per night and the double rooms are thirty-two pounds.

Man: That's fine. Do you have the phone number?

Woman: It's 7 2 0 4 3 3. You can phone them any time.

Man: I'd also like to know something about interesting places to see in Windfield.

Woman: Well, there's the Windfield Museum, and of course there's the castle. It's over five hundred years old. They're both quite close to the hotel.

Man: And are they open every day?

Woman: You can't visit the museum on Mondays, and the castle is only open on Saturdays and Sundays.

Man: Thank you. That's a great help. Goodbye.

Woman: Goodbye.

Now listen again.

This is the end of Part 4.

— *** —

Now look at Part 5.

You will hear some information about a food market.

Listen and complete Questions 21–25.

You will hear the information twice.

Man: This is some information for shoppers at Elwood Food Market. There are three large food halls here.

Turn left at the entrance for Hall 1. Here you can buy many different vegetables. Choose the vegetables yourself. Use the plastic bags and then pay for everything at the cash desk. This hall also has very good fish. It all comes here straight from the sea.

In Hall 2, you can find lovely cakes and bread. And next to this hall there is a café. You can get sandwiches, snacks and drinks all day in the café, and a hot breakfast until 11.30.

Hall 3 is the biggest hall and sells cheese, eggs and meat. In this hall there is also a special Italian shop. You can buy different pasta and they make pizza daily. At 55p a piece, it's not expensive. Children will love our new playroom. It's at the end of the hall next to the telephones. You can leave them there safely when you shop.

Happy shopping!

Now listen again.

This is the end of Part 5.

— *** —

You now have 8 minutes to write your answers on the answersheet.

You have one more minute.

This is the end of the test.

Assessment

Answer key

Q Part 1		Q Part 2		Q Part 3	
1	C	6	E	11	C
2	C	7	B	12	A
3	A	8	A	13	C
4	A	9	G	14	B
5	B	10	D	15	B

In Parts 4 and 5, recognisable spelling is accepted except in Question 16, where spelling must be correct.

Q Part 4		Q Part 5	
16	Harvest	21	(very good) fish
17	28 / twenty eight	22	bread
18	720433	23	11:30 / eleven thirty
19	castle	24	(£0.)55p / pence
20	Monday(s)	25	telephone(s)

Brackets () indicate optional words or letters.



PAPER 3: Speaking Tasks

8-10 mins



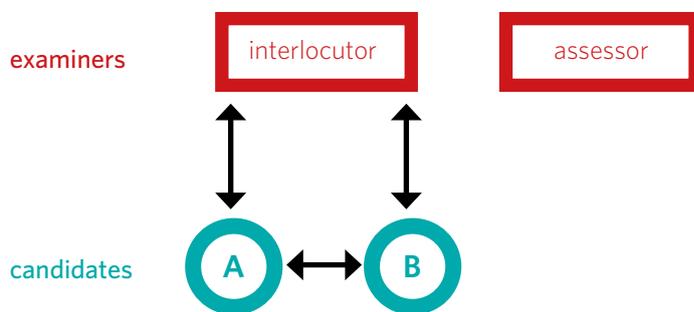
Speaking

Part	Timing	Interaction	Task type	What do candidates have to do?
1	5-6 minutes	Interlocutor ↓ Candidate	Interlocutor asks questions to each candidate in turn	Respond to questions , giving factual or personal information.
2	3-4 minutes	Candidate ↕ Candidate	Information exchange	Candidates ask and answer questions about factual, non-personal information using prompt material.
Total		25 marks		

Preparing learners

Advice for teachers

- The standard format for the Speaking test is two candidates and two examiners.
- One examiner is the interlocutor, who manages the interaction and speaks directly with the candidates. The interlocutor sets up the tasks and gives the candidates their instructions.
- The other examiner is the assessor, who does not join in the conversation, but assesses the candidates' performances.



- Candidates are usually assessed in pairs, unless there is an uneven number of candidates at a centre. In this case, the last test of the session will be a group of three. This is the only circumstance in which candidates can be assessed as a group of three.
- There are a number of packs of materials from which examiners can choose tasks in any one session.
- When selecting topics and resources for speaking practice, teachers can use the **topics list** to help them identify suitable topics to use with learners.
- Free teaching resources and lesson plans are available on the Cambridge English website.

Learners can get more information from the **Information for candidates guide**.

Teachers can find lesson plans and sample papers on the **Cambridge English website**.

Tips for preparing learners for the Speaking paper

- ✓ Give your learners practice speaking English in a range of contexts and, as much as possible, with a range of different people.
- ✓ Use classroom activities which focus on listening and responding to questions, expanding answers and helping to keep a conversation going.
- ✓ Make sure that learners are able to answer simple questions about themselves, including spelling their own names.
- ✓ Common topics for Part 1 include country of origin, subject of study, family, home town, free-time activities, likes and dislikes.
- ✓ Practise using the prompt cards in Part 2 of the Speaking paper by using sample materials from the Cambridge English website.
- ✓ Simple role-plays in which students are required to ask and answer questions will provide useful practice for Part 2.
- ✓ Watch videos of sample candidates, and do 'mock tests' to help your learners become very familiar with the format of the Speaking test.
- ✓ If candidates have any difficulty in understanding an instruction or response, they should ask the interlocutor or their partner to repeat what they said. This will not normally result in any loss of marks.
- ✓ Encourage learners not to learn set pieces for the exam. These will sound unnatural and probably won't answer the specific questions asked.

Quick links to resources

Learners

cambridgeenglish.org/exams/key/preparation

- Information for candidates guide

Teachers

cambridgeenglish.org/exams/key/preparation

- Vocabulary list

cambridgeenglish.org/teaching-english/resources-for-teachers

- Free teaching resources
- Lesson plans

Advice by task

Speaking Part 1

THE TASK

- ▷ The interlocutor leads a general conversation with each of the candidates.
- ▷ The interlocutor asks questions about their personal details (including spelling their name), daily routines, likes, dislikes, etc.
- ▷ The interlocutor speaks to the candidates in turn.
- ▷ Candidates respond directly to the interlocutor – they do not talk to each other in this part.
- ▷ Each candidate speaks for 2-3 minutes in this part of the test.

HOW TO APPROACH THE TASK

- ▷ It's normal to feel nervous at the beginning of the Speaking test. This conversation uses everyday, simple language and should be easy for candidates to understand.
- ▷ Candidates should listen carefully to the questions and give relevant answers.
- ▷ Candidates should avoid giving one-word answers, but try to extend their answers with reasons and examples wherever possible.
- ▷ If candidates have any difficulty in understanding a question, they should ask the interlocutor to repeat it.

ASSESSMENT

- ▷ This part of the test assesses the candidates' ability to answer simple questions about themselves.

See this task in full on page 51.

Speaking Part 2

Part 2 3 - 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered questions, they change roles, as in the example below.

Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

Candidate A, here is some information about a museum. Candidate B, you don't know anything about the museum, so ask A some questions about it. Now B, ask A your questions about the museum and A, you answer them.

Candidate A - your answers.

Candidate B - your questions.

<p style="text-align: center;">SANDON AIR MUSEUM</p>  <p>More than 70 aeroplanes to look at OPEN DAILY 10 am – 6 pm Shop with books and postcards Large free car park</p> <p>Tickets: Adults £8.00 Students £5.00</p>	<p style="text-align: center;">MUSEUM</p> <ul style="list-style-type: none"> ◆ what / see? ◆ open / weekends? ◆ student ticket? £ ? ◆ car park? ◆ buy / postcard?
---	---

There is a variety of acceptable questions which may be produced using this material. For example:

- What can I see at the museum?
- Is it open at the weekend?
- How much is a student ticket?
- Is there a car park?
- Can I buy a postcard there?

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a library.

Candidate B, here is some information about a bookshop. Candidate A, you don't know anything about the bookshop, so ask B some questions about it. Now A, ask B your questions about the bookshop and B, you answer them.

Candidate B - your answers.

Candidate A - your questions.

<p style="text-align: center;">WORLD BOOKS 212 Main Street</p>  <p>Largest bookshop in the country</p> <p><i>Get your travel books here</i></p> <p>Monday – Saturday 10.00 am – 8.00 pm Sunday 12.30 pm – 8.00 pm</p> <p>Tel: 724 399</p>	<p style="text-align: center;">BOOKSHOP</p> <ul style="list-style-type: none"> ◆ address ? ◆ big / small ? ◆ closed / Sundays ? ◆ sell / travel books ? ◆ telephone number ?
--	--

THE TASK

- ▷ In this part, the candidates talk to each other. The interlocutor sets up the task, but does not take part in it.
- ▷ The candidates ask and answer non-personal questions.
- ▷ One candidate is given a prompt card for making questions, and the other candidate has a card for answering them.
- ▷ Then the candidates are given new cards and swap roles.
- ▷ This part lasts 3–4 minutes in total.

HOW TO APPROACH THE TASK

- ▷ Candidates should look at the cards carefully and make sure they understand the information on them.
- ▷ Candidates should be clear whether they are asking or answering questions.
- ▷ Candidates should pay attention to accuracy of question forms.
- ▷ Possible topics include daily life, leisure activities and social life (including references to places, times, services, where to go, how to get there, what to eat, etc.).

ASSESSMENT

- ▷ This part tests candidates' ability to exchange simple, non-personal information, and to ask questions.

Part 2 3 - 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered questions, they change roles, as in the example below.

Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

Candidate A, here is some information about a museum.
Candidate B, you don't know anything about the museum,
so ask A some questions about it. Now B, ask A your questions
about the museum and A, you answer them.

Candidate A - your answers.

Candidate B - your questions.

SANDON AIR MUSEUM



More than 70 aeroplanes to look at
OPEN DAILY 10 am - 6 pm
 Shop with books and postcards
 Large free car park

Tickets: Adults £8.00
Students £5.00

MUSEUM

- ◆ what / see?
- ◆ open / weekends?
- ◆ student ticket? £ ?
- ◆ car park?
- ◆ buy / postcard?

There is a variety of acceptable questions which may be produced using this material. For example:

- What can I see at the museum?
- Is it open at the weekend?
- How much is a student ticket?
- Is there a car park?
- Can I buy a postcard there?

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a library.

Candidate B, here is some information about a bookshop.
Candidate A, you don't know anything about the bookshop,
so ask B some questions about it. Now A, ask B your questions
about the bookshop and B, you answer them.

Candidate B - your answers.

Candidate A - your questions.

WORLD BOOKS
 212 Main Street



Largest bookshop in the country
Get your travel books here

Monday - Saturday 10.00 am - 8.00 pm
 Sunday 12.30 pm - 8.00 pm

Tel: 724 399

BOOKSHOP

- ◆ address ?
- ◆ big / small ?
- ◆ closed / Sundays ?
- ◆ sell / travel books ?
- ◆ telephone number ?

Assessment

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge English Language Assessment for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure, followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test candidates are assessed on their own individual performance and not in relation to each other. They are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria:

- Grammar and Vocabulary
- Pronunciation
- Interactive Communication.

The interlocutor awards a mark for global achievement using the global achievement scale.

A2 Global achievement	
5	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
4	Performance shares features of Bands 3 and 5.
3	Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short – words or phrases – with frequent hesitation and pauses.
2	Performance shares features of Bands 1 and 3.
1	Has difficulty conveying basic meaning even in very familiar everyday situations. Responses are limited to short phrases or isolated words with frequent hesitation and pauses.
0	Performance below Band 1.

Assessment for *Cambridge English: Key* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for *Cambridge English: Key* (shown on page 53) are extracted from the overall Speaking scales on page 54.

Cambridge English: Key Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 54.

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5.		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1.		

Overall Speaking scales

CEFR level	Grammatical Resource	Lexical Resource	Discourse Management	Pronunciation	Interactive Communication
C2	<ul style="list-style-type: none"> Maintains control of a wide range of grammatical forms and uses them with flexibility. Maintains control of a wide range of grammatical forms. 	<ul style="list-style-type: none"> Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics. Uses a wide range of appropriate vocabulary to give and exchange views on unfamiliar and abstract topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Makes full and effective use of a wide range of cohesive devices and discourse markers. Produces extended stretches of language with ease and with very little hesitation. Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Phonological features are used effectively to convey and enhance meaning. Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Interacts with ease by skilfully interweaving his/her contributions into the conversation. Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome. Interacts with ease, linking contributions to those of other speakers. Widens the scope of the interaction and negotiates towards an outcome.
C1	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. 	<ul style="list-style-type: none"> Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
B2	<p>Grammar and Vocabulary</p> <ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses appropriate vocabulary to give and exchange views, on a range of familiar topics. 		<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
B1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 		<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
A2	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 			<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
A1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 			<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.

Speaking assessment glossary of terms

1. GENERAL

CONVEYING BASIC MEANING

Conveying basic meaning: the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.

SITUATIONS AND TOPICS

Everyday situations: situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to work, taking part in leisure activities. A *Cambridge English: Key* task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.

Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. *Cambridge English: First* tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.

Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. *Cambridge English: Advanced* tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.

Abstract topics: topics which include ideas rather than concrete situations or events. *Cambridge English: Proficiency* tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.

UTTERANCE

Utterance: people generally write in sentences and they speak in utterances.

An utterance may be as short as a word or phrase, or a longer stretch of language.

2. GRAMMAR AND VOCABULARY

APPROPRIACY OF VOCABULARY

Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in the utterance *I'm very sensible to noise*, the word *sensible* is inappropriate as the word should be *sensitive*. Another example would be *Today's big snow makes getting around the city difficult*. The phrase *getting around* is well suited to this situation. However, *big snow* is inappropriate as *big* and *snow* are not used together. *Heavy snow* would be appropriate.

FLEXIBILITY

Flexibility: the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.

GRAMMATICAL CONTROL

Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning.

Where language specifications are provided at lower levels (as in *Cambridge English: Key* and *Cambridge English: Preliminary*), candidates may have control of only the simplest exponents of the listed forms.

Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning; the production of one part of a complex form incorrectly; or the use of some complex forms correctly and some incorrectly.

Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.

GRAMMATICAL FORMS

Simple grammatical forms: words, phrases, basic tenses and simple clauses.

Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb

clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

RANGE

Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

3. DISCOURSE MANAGEMENT

COHERENCE AND COHESION

Coherence and cohesion are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised.

Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.

Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition (*and, in addition, moreover*); consequence (*so, therefore, as a result*); order of information (*first, second, next, finally*).

At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. *and, but, or, then, finally*) but also with more sophisticated devices (e.g. *therefore, moreover, as a result, in addition, however, on the other hand*).

Related vocabulary: the use of several items from the same lexical set, e.g. *train, station, platform, carriage*; or *study, learn, revise*.

Grammatical devices: essentially the use of reference pronouns (e.g. *it, this, one*) and articles (e.g. *There are two women in the picture. The one on the right ...*).

Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. *you know, you see, actually, basically, I mean, well, anyway, like*.

EXTENT/EXTENDED STRETCHES OF LANGUAGE

Extent/extended stretches of language: the amount of language produced by a candidate which should be appropriate to the task. Long-turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.

RELEVANCE

Relevance: a contribution that is related to the task and not about something completely different.

REPETITION

Repetition: repeating the same idea instead of introducing new ideas to develop the topic.

4. PRONUNCIATION

INTELLIGIBLE

Intelligible: a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.

PHONOLOGICAL FEATURES

Phonological features include the pronunciation of individual sounds, word and sentence stress and intonation.

Individual sounds are:

pronounced vowels, e.g. the /æ/ in *cat* or the /e/ in *bed*

diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in *host* or the /eɪ/ in *hate*

consonants, e.g. the /k/ in *cut* or the /f/ in *fish*.

Stress: the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. imPORtant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. *WHY* is that one important? versus *Why* is *THAT* one important?

Intonation: the way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.

5. INTERACTIVE COMMUNICATION

DEVELOPMENT OF THE INTERACTION

Development of the interaction: actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus or to something the other candidate/interlocutor has said; or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. *What about bringing a camera for the holiday?* or *Why's that?*).

INITIATING AND RESPONDING

Initiating: starting a new turn by introducing a new idea or a new development of the current topic.

Responding: replying or reacting to what the other candidate or the interlocutor has said.

PROMPTING AND SUPPORTING

Prompting: instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution.

Supporting: instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.

TURN AND SIMPLE EXCHANGE

Turn: everything a person says before someone else speaks.

Simple exchange: a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question-answer, suggestion-agreement.

Language specifications

Candidates who are successful in *Cambridge English: Key* should be able to satisfy their basic communicative needs in a range of everyday situations with both native and non-native speakers of English.

The following is a list of the language specifications that the *Cambridge English: Key* examination is based on.

INVENTORY OF FUNCTIONS, NOTIONS AND COMMUNICATIVE TASKS

The realisations of these functions, notions and communicative tasks will be in the simplest possible ways.

greeting people and responding to greetings (in person and on the phone)

introducing oneself and other people

asking for and giving personal details: (full) name, age, address, names of relatives and friends, etc.

understanding and completing forms giving personal details

describing education

describing people (personal appearance, qualities)

asking and answering questions about personal possessions

asking for repetition and clarification

restating what has been said

checking on meaning and intention

helping others to express their ideas

interrupting a conversation

asking for and giving the spelling and meaning of words

counting and using numbers

asking and telling people the time, day and/or date

asking for and giving information about routines and habits

understanding and giving information about everyday activities

talking about what people are doing at the moment

talking about past events and states

in the past, recent activities and completed actions

understanding and producing simple narratives

reporting what people say

talking about future situations

talking about future plans or intentions

making predictions

identifying and describing accommodation (houses, flats, rooms, furniture, etc.)

buying things (costs and amounts)

talking about food and ordering meals

talking about the weather

talking about one's health

following and giving simple instructions

understanding simple signs and notices

asking the way and giving directions

asking for and giving travel information

asking for and giving simple information about places

identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)

making comparisons and expressing degrees of difference

expressing purpose, cause and result, and giving reasons

making and granting/refusing simple requests

making and responding to offers and suggestions

expressing and responding to thanks

giving and responding to invitations

giving advice

giving warnings and stating prohibitions

asking/telling people to do something

expressing obligation and lack of obligation

asking and giving/refusing permission to do something

making and responding to apologies and excuses

expressing agreement and disagreement, and contradicting people

paying compliments

sympathising

expressing preferences, likes and dislikes (especially about hobbies and leisure activities)

talking about feelings

expressing opinions and making choices

expressing needs and wants

expressing (in)ability in the present and in the past

talking about (im)probability and (im)possibility

expressing degrees of certainty and doubt

INVENTORY OF GRAMMATICAL AREAS

VERBS

Regular and irregular forms

MODALS

can (ability; requests; permission)

could (ability; polite requests)

would (polite requests)

will (future)

shall (suggestion; offer)

should (advice)

may (possibility)

have (got) to (obligation)

must (obligation)

mustn't (prohibition)

need (necessity)

needn't (lack of necessity)

TENSES

Present simple: states, habits, systems and processes and with future meaning (and verbs not used in the continuous form)

Present continuous: present actions and future meaning

Present perfect simple: recent past with *just*, indefinite past with *yet*, *already*, *never*, *ever*; unfinished past with *for* and *since*

Past simple: past events

Past continuous: parallel past actions, continuous actions interrupted by the past simple tense

Future with *going to*

Future with *will* and *shall*: offers, promises, predictions, etc.

VERB FORMS

Affirmative, interrogative, negative

Imperatives

Infinitives (with and without *to*) after verbs and adjectives

Gerunds (-ing form) after verbs and prepositions

Gerunds as subjects and objects

Passive forms: present and past simple

Short questions (*Can you?*) and answers (*No, he doesn't*)

CLAUSE TYPES

Main clause: *Carlos is Spanish.*

Co-ordinate clause: *Carlos is Spanish and his wife is English.*

Subordinate clause following *sure, certain*: *I'm sure (that) she's a doctor.*

Subordinate clause following *know, think, believe, hope*: *I hope you're well.*

Subordinate clause following *say, tell*: *She says (that) she's his sister.*

Subordinate clause following *if, when, where, because*:

I'll leave if you do that again.

He'll come when you call.

He'll follow where you go.

I came because you asked me.

INTERROGATIVES

What; What (+ noun)

Where; When

Who; Whose; Which

How; How much; How many; How often; How long; etc.

Why

(including the interrogative forms of all tenses and modals listed)

NOUNS

Singular and plural (regular and irregular forms)

Countable and uncountable nouns with *some* and *any*

Abstract nouns

Compound nouns

Noun phrases

Genitive: 's & s'

Double genitive: *a friend of theirs*

PRONOUNS

Personal (subject, object, possessive)

Impersonal: *it, there*

Demonstrative: *this, that, these, those*

Quantitative: *one, something, everybody, etc.*

Indefinite: *some, any, something, one, etc.*

Relative: *who, which, that*

DETERMINERS

a + countable nouns

the + countable/uncountable nouns

ADJECTIVES

Colour, size, shape, quality, nationality

Predicative and attributive

Cardinal and ordinal numbers

Possessive: *my, your, his, her, etc.*

Demonstrative: *this, that, these, those*

Quantitative: *some, any, many, much, a few, a lot of, all, other, every, etc.*

Comparative and superlative forms (regular and irregular)

Order of adjectives

Participles as adjectives

ADVERBS

Regular and irregular forms

Manner: *quickly, carefully, etc.*

Frequency: *often, never, twice a day, etc.*

Definite time: *now, last week, etc.*

Indefinite time: *already, just, yet, etc.*

Degree: *very, too, rather, etc.*

Place: *here, there, etc.*

Direction: *left, right, etc.*

Sequence: *first, next, etc.*

Pre-verbal, post-verbal and end-position adverbs

Comparative and superlative forms (regular and irregular)

PREPOSITIONS

Location: *to, on, inside, next to, at (home), etc.*

Time: *at, on, in, during, etc.*

Direction: *to, into, out of, from, etc.*

Instrument: *by, with*

Miscellaneous: *like, about, etc.*

Prepositional phrases: *at the end of, in front of, etc.*

Prepositions preceding nouns and adjectives: *by car, for sale, on holiday, etc.*

CONNECTIVES

and, but, or

when, where, because, if

Note that students will meet forms other than those listed above in *Cambridge English: Key*, on which they will not be directly tested.

TOPICS

Clothes

Daily life

Entertainment and media

Food and drink

Health, medicine and exercise

Hobbies and leisure

House and home

Language

People

Personal feelings, opinions and experiences

Personal identification

Places and buildings

Services

Shopping

Social interaction

Sport

The natural world

Transport

Travel and holidays

Weather

LEXIS

The *Cambridge English: Key* vocabulary list includes items which normally occur in the everyday vocabulary of native speakers using English today.

Candidates should know the lexis appropriate to their personal requirements, for example, nationalities, hobbies, likes and dislikes.

Note that the use of American pronunciation, spelling and lexis is acceptable in *Cambridge English: Key*.

A list of vocabulary that may appear in the *Cambridge English: Key* and *Cambridge English: Key for Schools* examinations is available on our website:

www.cambridgeenglish.org/exams/key/preparation

The list does not provide an exhaustive register of all the words which could appear in *Cambridge English: Key* question papers and candidates should not confine their study of vocabulary to the list alone.

INTERNATIONAL ENGLISH

English is used in a wide range of international contexts. To reflect this, candidates' responses to tasks in Cambridge English exams are acceptable in all varieties and accents of English, provided they do not interfere with communication. Materials used feature a range of accents and texts from English-speaking countries, including the UK, North America and Australia. US and other versions of spelling are accepted if used consistently.

Cambridge English: Key Glossary

ANSWER SHEET

the form on which candidates record their responses.

ASSESSOR

the Speaking test examiner who assigns a score to a candidate's performance, using analytical criteria to do so.

CLOZE TEST

a type of gap-filling task in which whole words have been removed from a text and which candidates must replace.

DISCOURSE

written or spoken communication.

GAP-FILLING ITEM

any type of item which requires the candidate to insert some written material – letters, numbers, single words, phrases, sentences or paragraphs – into spaces in the text. The response may be supplied by the candidate or selected from a set of options.

GIST

the central theme or meaning of the text.

IMPEDING ERROR

an error which prevents the reader from understanding the word or phrase.

INTERLOCUTOR

the Speaking test examiner who conducts the test and makes a global assessment of each candidate's performance.

ITEM

each testing point in a test which is given a separate mark or marks.

KEY

the correct answer to an item.

LEXICAL

adjective from lexis, meaning to do with vocabulary.

LOZENGE

the space on the answer sheet which candidates must fill in to indicate their answer to a multiple-choice question.

MULTIPLE CHOICE

a task where candidates are given a set of several possible answers of which only one is correct.

MULTIPLE MATCHING

a task in which a number of questions or sentence-completion items, generally based on a reading text, are set. The responses are provided in the form of a bank of words or phrases, each of which can be used an unlimited number of times.

OPTIONS

the individual words in the set of possible answers for a multiple-choice item.

PARAPHRASE

to give the meaning of something using different words.

PRETESTING

a stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty.

REGISTER

the tone of a piece of writing. The register should be appropriate for the task and target reader, e.g. a letter of application is written in formal register.

RUBRIC

the instructions to an examination question which tell the candidate what to do when answering the question.

TARGET READER

the intended recipient of a piece of writing. It is important to ensure that the effect of a written task on a target reader is a positive one.

Acronyms

ALTE

The Association of Language Testers in Europe

CEFR

Common European Framework of Reference for Languages

EFL

English as a Foreign Language

ESOL

English for Speakers of Other Languages

UCLES

University of Cambridge Local Examinations Syndicate

Additional sample papers

(digital version only)

Click below to skip to the paper you need.

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Reading and Writing

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PAPER 2:

Listening

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PAPER 3:

Speaking

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For full details of the Speaking paper see page 45

Part 1

Questions 1 – 5

Which notice (A – H) says this (1 – 5)?

For questions 1 – 5, mark the correct letter A – H on your answer sheet.

Example:

0 Call this person if you are interested in buying these.

Answer:

0	A	B	C	D	E	F	G	H
	<input type="checkbox"/>	<input checked="" type="checkbox"/>						

1 If you buy enough of these, you will get one free.

A

Hilltop Guesthouse
Walkers - no dirty boots
inside please

2 These will cost less at the weekend.

B

**50% discount on all
sports clothes**
Saturday and Sunday only

3 When you play here, you always need to wear the right things.

C

Can't find the right shoe size?
Please ask the assistant

4 Speak to this person if you need some help.

D

Grey's Hotel Pool
Towels available from front desk
One per guest

5 You have to take these off before you enter this place.

E

TOP GUY
Men's t-shirts
Three for the price of two

F

Tennis Club
Trainers and sports clothes
only on the tennis courts

G

Football practice this weekend
Bring trainers –
we might play indoors

H

Ski boots for sale
Ring Sue – 657365
Weekends and evenings only please

Part 2

Questions 6 – 10

Read the sentences about Ravi's barbecue.
Choose the best word (A, B or C) for each space.

For questions 6 – 10, mark A, B or C on your answer sheet.

Example:

0 Ravi some friends to come to his house.

A visited B included C invited



Answer:

0

A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6 It was a great for a barbecue.

A weather B day C temperature

7 Ravi a big table and some chairs in the garden.

A did B put C held

8 Ravi had some of chicken to cook on the barbecue.

A sides B parts C pieces

9 Everybody and chatted while they were eating their food.

A laughed B enjoyed C pleased

10 Nobody wanted to because they were having such fun.

A leave B close C end

Part 3

Questions 11 – 15

Complete the five conversations.
For questions 11 – 15, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Where do you come from?



A New York

B School

C Home

Answer:

0

A B C

11 How do you eat this?

A In this restaurant.

B With a spoon.

C It's lovely.

12 Let's go to the cinema this evening.

A We don't have any film.

B You went to the theatre.

C I've seen the film already.

13 Do you know why they came here?

A To meet Josie.

B For two weeks.

C On their way home.

14 I'm really sorry about breaking that plate.

A I'd like you to.

B Yes, you were.

C That's all right.

15 I feel very cold in here, don't you?

A Did you go out in the rain?

B I don't think there is.

C Shall I close the door?

Questions 16 – 20

Complete the conversation between two friends.
What does Sarah say to Jack?

For questions **16 – 20**, mark the correct letter **A – H** on your answer sheet.

Example:

Jack: Hello Sarah. How was your weekend?

Sarah: 0 **G**

Answer: 0

A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

Jack: It was OK. But Jane wasn't feeling very well.

Sarah: **16**.....

Jack: She felt tired and hot, so she stayed in bed. What did you do?

Sarah: **17**.....

Jack: That's great. Where did you go?

Sarah: **18**.....

Jack: A few times. My parents live near there. Did you go to the beach?

Sarah: **19**.....

Jack: It's always quiet. Did you go in the sea?

Sarah: **20**.....

Jack: Well, it's a lovely place. We're hoping to go there again soon.

A I drove to Burnham-by-the-Sea. Have you been there?

B It was too cold to swim.

C No, I haven't. How long did you stay?

D I went away for a few days.

E When was she ill?

F I went for a walk there. There weren't many people.

G Fine, thanks. And yours?

H What was wrong with her?

Part 4

Questions 21 – 27

Read the article about a theatre school.

For questions 21 – 27, mark **A**, **B** or **C** on your answer sheet.

My Theatre School



I've been an actor for thirty years, since I was ten, and four years ago I started a theatre school. It's open every Saturday and Sunday and I help there when I'm not in a play.

I got the idea for the school at a party. I was talking to a few friends, who said how difficult it is for young people who want to be actors. I didn't study in a theatre school, but it didn't matter because I learned by working in different theatres. But now, because a lot of these have closed, not many young people can do this.

My school is open to anyone, of any age, who wants to act. You don't have to be the world's best actor or singer and at the moment we have students from eight years old to twenty-six. Our teachers are actors themselves. I can't pay them anything but they come because they like being with the students and helping them. My twelve-year-old daughter, who sings beautifully, goes to the school. Last month she wanted to be an actor, but now she says she wants to be a police officer!

The school is hard work because it's getting bigger with more new students every week. It takes all my free time but I like being busy and it has become a special part of my life.

Example:

- 0** The writer opened her theatre school
- A** four years ago.
B ten years ago.
C thirty years ago.

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-
- 21** When does the writer go to the theatre school?
- A** every Saturday and Sunday
B from Monday to Friday
C on her free weekends
- 22** Who made the writer decide to start a theatre school?
- A** some friends
B young people
C teachers
- 23** What is the problem today for young actors?
- A** The schools for actors are full.
B Acting is a difficult thing to learn.
C Many theatres are not open any more.
- 24** Everyone who goes to the writer's school
- A** has to be very good at singing.
B is hoping to work in the theatre.
C must be older than eight years of age.
- 25** Actors agree to teach at the school because they want
- A** to work with young people.
B to earn a little more money.
C to get better at their job.
- 26** At the moment, the writer's daughter wants to be
- A** a singer.
B an actor.
C a police officer.
- 27** How does the writer feel about the theatre school?
- A** She hasn't got enough time for it.
B It's very important to her.
C It has too many students.

Part 5

Questions 28 – 35

Read the article about a boat called Tara.
Choose the best word (**A**, **B** or **C**) for each space.

For questions **28 – 35**, mark **A**, **B** or **C** on your answer sheet.

The boat Tara

The sailing boat Tara, **(0)** part of a science project to learn about the air, sea and ice in the Arctic. The scientists could not build a camp on the Arctic ice because it was too dangerous. **(28)** decided to use Tara as a camp instead and **(29)** September 2006, the scientists sailed the ship into the ice. This is **(30)** the ship stayed for many months.



Soon Tara was caught in the ice. The boat **(31)** with the ice, and travelled over 5,200 kilometres. **(32)** that time the boat crossed the North Pole. The scientists could hear the ice making strange noises **(33)** they did not worry too much. On the 500th day in the ice they **(34)** had a small party. Then, **(35)** four days later, the ice broke and Tara was free.

Example:

0 **A** was **B** were **C** be

Answer:

0	A	B	C
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28 **A** It **B** He **C** They

29 **A** to **B** in **C** at

30 **A** where **B** which **C** when

31 **A** moves **B** moved **C** moving

32 **A** Until **B** Since **C** During

33 **A** but **B** if **C** because

34 **A** often **B** already **C** even

35 **A** quite **B** just **C** still

Part 6

Questions 36 – 40

Read the descriptions of some things in a house.
What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions **36 – 40**, write the words on your answer sheet.

Example:

0 You go to sleep on this.

b _ _

Answer:

0

b e d

36 You turn this on when it starts to get dark.

l _ _ _ _

37 You can watch different programmes like the news on this.

t _ _ _ _ _ _ _ _

38 This is on a wall and you can put books on it.

s _ _ _ _

39 You look through this to see outside.

w _ _ _ _ _

40 You go up these to the next floor.

s _ _ _ _ _

Part 7

Questions 41 – 50

Complete the letter from David to his music teacher.
Write ONE word for each space.

For questions 41 – 50, write the words on your answer sheet.

Example:

0	a m
---	-----

Dear Mrs Farr,

I (0) very sorry but I can't come to my music lesson (41) Wednesday this week. I (42) to go to the dentist (43) school that day. I fell off my bike yesterday and broke (44) tooth! (45) is a free appointment this Wednesday and it's important I see the dentist soon.

(46) it's okay with you, I (47) like to have a lesson this Saturday. Can you phone my mother to tell (48) what time you will (49) free? Our telephone number is 455902. She usually comes home (50) work at six o'clock.

David

Part 8

Questions 51 – 55

Read the invitation to a picnic and the email.
Fill in the information in Peter's notes.

For questions 51 – 55, write the information on your answer sheet.

TO CLASS C

Please come to a picnic at 12.30 p.m. next Sunday in King's Park. The bus stops outside. There'll be lots of food - but bring something to drink.

Louise
☎ 577021

From:

To:

Louise's picnic next weekend is on Saturday now but the time hasn't changed. Let's meet at my house at 11.30 a.m. Come on your bike so we can ride there together. Call me this evening.

Peter's Notes

Picnic

Where:

Who to phone tonight:

Day of picnic:

Time of picnic:

Take for picnic:

Travel there by:

Part 9

Question 56

You have seen this notice in your school.

<p style="text-align: center;">SPORTS CLUB</p> <p style="text-align: center;"><i>We want to start a sports club after school.</i></p> <p style="text-align: center;">What's your favourite sport?</p> <p style="text-align: center;">Why do you like it?</p> <p style="text-align: center;">How well can you play it?</p> <p style="text-align: center;"><i>Write to: Sudesh, Class 3</i></p>

You want to join the sports club.
Write a note to Sudesh and answer the questions.

Write **25 – 35** words.
Write the note on your answer sheet.

Answer key

READING

Q Part 1	Q Part 2	Q Part 3	Q Part 4	Q Part 5
1 E	6 B	11 B	21 C	26 C
2 B	7 B	12 C	22 A	27 B
3 F	8 C	13 A	23 C	28 C
4 C	9 A	14 C	24 B	29 B
5 A	10 A	15 C	25 A	30 A
		16 H		31 B
		17 D		32 C
		18 A		33 A
		19 F		34 C
		20 B		35 B

WRITING

Q Part 6	Q Part 7	Q Part 8
36 light	41 on	51 Katy
37 television	42 have	52 (on)(next) Saturday
38 shelf	43 after / at	53 12.30
39 window	44 a / my / one	54 something (to)(a) drink
40 stairs	45 There	55 my bike / bicycle
	46 if	
	47 would / 'd	
	48 her	
	49 be	
	50 from / after	

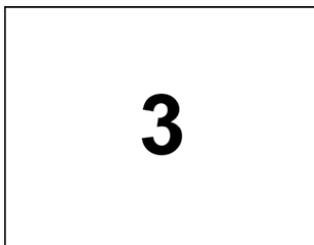
Part 1

Questions 1 – 5

You will hear five short conversations.
 You will hear each conversation twice.
 There is one question for each conversation.
 For questions 1 – 5, put a tick (✓) under the right answer.

Example:

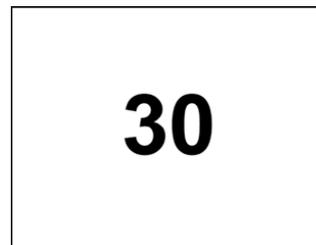
How many people were at the meeting?



A

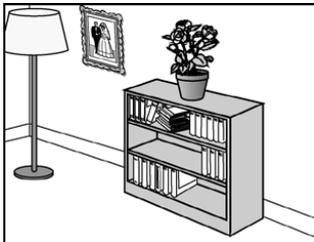


B



C

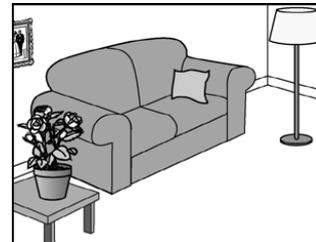
1 Where will Helen put her new house plant?



A

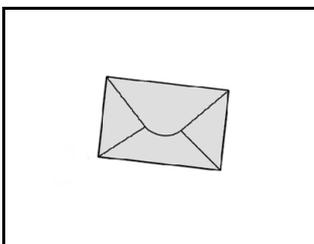


B

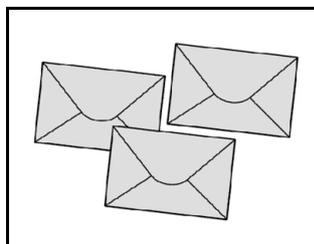


C

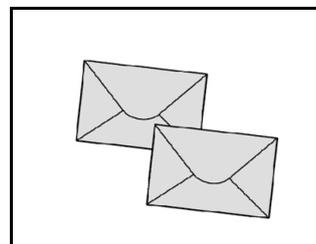
2 What post does the woman have today?



A

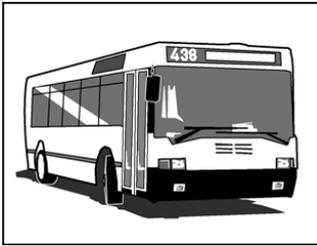


B

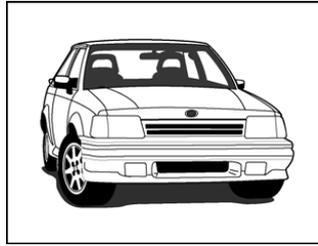


C

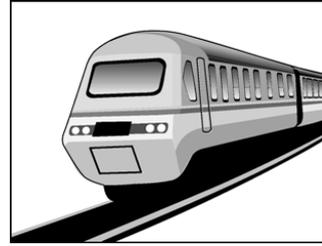
3 How will the friends travel to the city?



A

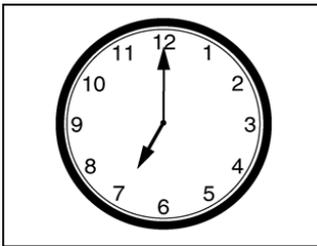


B

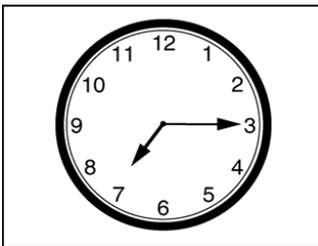


C

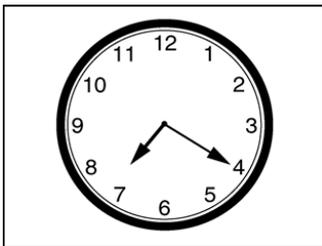
4 What time will they have dinner this evening?



A



B

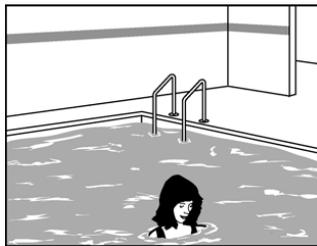


C

5 What will Jenny do this afternoon?



A



B



C

Part 2

Questions 6 – 10

Listen to Megan talking to a friend about her glass animals.
Which person gave her each animal?

For questions 6 – 10, write a letter **A – H** next to each animal.
You will hear the conversation twice.

Example:

0 dog F

GLASS ANIMALS

6 dolphin

7 elephant

8 cat

9 lion

10 bear

PEOPLE

A brother

B cousin

C father

D friend

E grandfather

F grandmother

G mother

H sister

Part 3

Questions 11 – 15

Listen to Polly talking to a friend about a day trip to York she will go on.

For questions **11 – 15**, tick (✓) **A**, **B** or **C**.
You will hear the conversation twice.

Example:

- | | | | |
|----------|-------------------------------------|-------------------|-------------------------------------|
| 0 | When will Polly go on the day trip? | A Saturday | <input checked="" type="checkbox"/> |
| | | B Sunday | <input type="checkbox"/> |
| | | C Monday | <input type="checkbox"/> |
-

- | | | | |
|-----------|---|---------------------|--------------------------|
| 11 | Who will Polly go on the day trip with? | A her sister | <input type="checkbox"/> |
| | | B her mum | <input type="checkbox"/> |
| | | C her friend | <input type="checkbox"/> |

- | | | | |
|-----------|-------------------------------------|--|--------------------------|
| 12 | Polly will go to the museum because | A she has never been there. | <input type="checkbox"/> |
| | | B she has free tickets. | <input type="checkbox"/> |
| | | C she wants to see the dinosaur exhibition. | <input type="checkbox"/> |

- | | | | |
|-----------|-------------------------|------------------------|--------------------------|
| 13 | Polly will eat lunch in | A a restaurant. | <input type="checkbox"/> |
| | | B a park. | <input type="checkbox"/> |
| | | C a café. | <input type="checkbox"/> |

- | | | | |
|-----------|--------------------------------------|----------------------------|--------------------------|
| 14 | What will Polly do in the afternoon? | A go shopping | <input type="checkbox"/> |
| | | B watch a film | <input type="checkbox"/> |
| | | C walk by the river | <input type="checkbox"/> |

- | | | | |
|-----------|--------------------------------------|--------------------|--------------------------|
| 15 | How long will the journey home take? | A ½ hour | <input type="checkbox"/> |
| | | B 1 hour | <input type="checkbox"/> |
| | | C 1 ½ hours | <input type="checkbox"/> |

Part 4

Questions 16 – 20

You will hear a woman talking to a man. She wants to buy a car.

Listen and complete questions 16 – 20.
You will hear the conversation twice.

CAR FOR SALE

Telephone number: 534028

Car made in: **16**

Age of car: **17** years

Colour of car: **18**

Price of car: **19** £
.....

Address to see car: **20** 24 Lane

Part 5

Questions 21 – 25

You will hear some information about a castle.

Listen and complete questions **21 – 25**.

You will hear the information twice.

Oldbridge Castle

Castle not open on: Mondays

Number of bus to castle: **21**

Special exhibition of: **22** 16th and 17th century

Café open: **23** between 10a.m. and p.m.

Castle shop has free: **24**

Price of an adult ticket: **25** £

You now have 8 minutes to write your answers on the answer sheet.



Download the audio files for the sample paper here:
www.cambridgeenglish.org/ket-handbook-additional-audio

Transcript

This is the Cambridge Key English Test, Listening Test.

There are five parts to the test. Parts One, Two, Three, Four and Five.

We will now stop for a moment before we start the test.

Please ask any questions now because you must NOT speak during the test.

— *** —

Now, look at the instructions for Part 1.

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For Questions 1–5, put a tick under the right answer.

Here is an example:

How many people were at the meeting?

Woman: Were there many people at the meeting?

Man: About thirty.

Woman: That's not many.

Man: No, but more than last time.

The answer is 30, so there is a tick in box C.

Now we are ready to start.

Look at Question 1.

1: Where will Helen put her new house plant?

Man: That's a beautiful plant, Helen. Shall I put it on the living room table?

Helen: I think it should go on the bookshelf.

Man: There's more light next to the window – it'll be better there.

Helen: But look at these instructions – it's a plant that doesn't need much light!

Man: Oh, OK then.

Now listen again.

2: What post does the woman have today?

Woman: Sam, is there any post today?

Sam: Yes. And look, there are three letters and they're all for you.

Woman: Wait a moment, I've only got two, one of the letters isn't for me, it's for you.

Sam: Oh yes, you're right, it is.

Now listen again.

3: How will the friends travel to the city?

Man: What's the best way to get to the city on Saturday?

Woman: Well, we could drive but parking is so expensive!

Man: Why don't we take the train then? We can get cheap tickets with our student cards.

Woman: Fine. It will get us to the city centre and will be faster than the bus.

Now listen again.

4: What time will they have dinner this evening?

Woman: Are you going to play tennis again this evening, Richard?

Richard: Yes, but it only takes me twenty minutes to ride home. I won't be late for dinner at seven o'clock.

Woman: OK but let's eat a little later tonight. How about quarter past? And then you'll have time for a quick shower first.

Richard: All right.

Now listen again.

5: What will Jenny do this afternoon?

Jenny: I don't have to work this afternoon, Alan. Would you like to come swimming with me?

Alan: Mmm, that sounds great, Jenny, but I've got to finish something on the computer. When are you going?

Jenny: At about three. I've got to go shopping for food this evening, so it can't be any later.

Alan: Well, another time then. Have fun!

Now listen again.

That is the end of Part 1.

— *** —

Now look at Part 2.

Listen to Megan talking to a friend about her glass animals.

Which person gave her each animal?

For Questions 6–10, write a letter A–H next to each animal.

You will hear the conversation twice.

Friend: I love your glass animals, Megan. Where did you get them?

Megan: People give them to me. This dog is the newest. My grandmother gave it to me for my birthday.

Friend: And what about this beautiful dolphin?

Megan: Oh, my little sister loves that! But I can't give it to her because it was a present from my best friend.

Friend: This elephant is my favourite. Did your father buy it for you when he was in India?

Megan: My cousin got it for me, years ago. You can't see where I repaired it, can you?

Friend: No, but you need to repair this cat.

Megan: I know it's broken, but I love it. My grandfather sent it to me when my brother was born.

Friend: And what about the lion?

Megan: I saw that when I was shopping with my cousin. He told my mum about it, and she went and bought it for me.

Friend: Did she get you the bear as well?

Megan: My dad gave me that when I was seven. All my friends wanted one like it.

Now listen again.

That is the end of Part 2.

— *** —

Now look at Part 3.

Listen to Polly talking to a friend about a day trip to York she will go on.

For Questions 11–15, tick A, B or C.

You will hear the conversation twice.

Look at Questions 11–15 now. You have 20 seconds.

Now listen to the conversation.

Friend: Are you busy this weekend, Polly?

Polly: I'm going to York for the day on Saturday. Sunday, Dad's cooking a meal and then Greta goes home on Monday.

Friend: Who's Greta? Your sister?

Polly: My friend. We're going to York together. If Mum says it's OK, I'm going to stay with Greta in Germany.

Friend: Where are you going in York?

Polly: The museum. Greta's never been there and when I saw the dinosaur exhibition last year I got free tickets for a different exhibition so we're going to use those.

Friend: Will you have lunch there? The museum restaurant's nice.

Polly: It's expensive. I wanted to have a picnic in the park

but we've decided to go to a café because of the cold weather.

Friend: Any plans for the afternoon?

Polly: The bus goes by the river to Lewis department store. Greta wants to get presents for her family there. In the evening we'll watch a DVD at home.

Friend: Will it take you long to get home?

Polly: Half an hour longer than the journey there! The bus timetable says 60 minutes for the return journey.

Friend: That's strange!

Now listen again.

That is the end of Part 3.

— *** —

Now look at Part 4.

You will hear a woman talking to a man.

She wants to buy a car.

Listen and complete Questions 16–20.

You will hear the conversation twice.

Man: 534028.

Woman: Oh, hello, I saw your advertisement for a car.

Man: Yes.

Woman: Can I ask you a few questions about it? First of all is it an English car?

Man: I bought it when I lived in Germany. I like the cars they make there.

Woman: I see. Is it very old?

Man: Well I've had it for six years but it's actually nine years old because my father had it for three years before me. It's a really good car.

Woman: So why are you selling it?

Man: It's too small for my family now.

Woman: Right, now what about the colour? Not white, I hope.

Man: It's grey and it still looks really good.

Woman: How much do you want for it?

Man: I've just spent two hundred and eighty pounds on new tyres so I'm selling it for eight hundred and ninety-five pounds. It's an excellent price. Why don't you come and see it?

Woman: OK. Where do you live?

Man: Twenty-four Chepstow Lane, that's C-H-E-P-S-T-O-W. Near Forest Park.

Woman: Can I come this evening at eight?

Man: Yes. Fine. See you later.

Now listen again.

That is the end of Part 4.

— *** —

Now look at Part 5.

You will hear some information about a castle.

Listen and complete Questions 21–25.

You will hear the information twice.

Man: Thank you for phoning Oldbridge Castle. The castle is open from ten a.m. to six p.m. every day of the week except Mondays. It is just three kilometres from the town. To get to the castle, catch the number seven bus from the town centre. It leaves every fifteen minutes and it stops right outside the castle.

Oldbridge Castle is four hundred years old. There are lots of rooms full of furniture and paintings. This month there is also a special exhibition of dresses that women wore in the sixteenth and seventeenth centuries.

The castle café sells snacks and drinks. It opens at ten a.m. and closes at five thirty p.m. The restaurant is open for lunch between twelve and two o'clock.

Don't forget to visit the castle shop which sells postcards, toys and lots of other things. There are also free maps which will help you find your way round the castle.

If you're over eighteen, a ticket costs ten pounds seventy-five, a children's ticket is six pounds fifty and a family ticket costs twenty pounds. We hope you visit Oldbridge Castle very soon!

Now listen again.

That is the end of Part 5.

You now have 8 minutes to write your answers on the answer sheet.

You have one more minute.

That is the end of the test.

Answer key

LISTENING

Q	Part 1	Q	Part 2	Q	Part 3
1	A	6	D	11	C
2	C	7	B	12	B
3	C	8	E	13	C
4	B	9	D	14	A
5	B	10	G	15	B

Q	Part 4	Acceptable misspelling
16	(in) Germany	Germaney
17	(actually) 9 (years) (actually) nine (years)	
18	(it's/it is) grey (it's/it is) gray	
19	(£) 895 (.00) eight hundred (and) ninety(-)five (pounds)	
20	(24) CHEPSTOW (Lane)	

Q	Part 5	Acceptable misspelling
21	(the) (number) 7 (bus) (the) (number) seven (bus)	
22	dresses (that) (women wore) dress (that) (women wore)	
23	(at) (0) 5.30 (pm) (in the afternoon/evening) (at) five(-)30 (pm) (in the afternoon/evening) (at) 5(-)thirty (pm) (in the afternoon/evening) (at) half (past) five (pm) (in the evening) (at) five(-)thirty (pm) (in the evening) (at) 17.30 (pm) (in the evening) (at) seventeen(-)thirty (pm) (in the evening) (at) seventeen(-)30 (pm) (in the evening) (at) 17(-)thirty (pm) (in the evening)	
24	(free) map (free) maps	
25	(costs) (£) 10.75 (p/pence) (each) (costs) ten (pound(s)) (and) seventy(-)five (p/pence) (each)	lbs poundes

Bracketed words and letters do not have to appear in the answer. **Bold** text signifies the answer is required.

1a

Flight delayed

A, here is some information about a **flight** which is **delayed**.
(Hand candidate booklet to **A**, open at **Task 1a**)

B, you don't know anything about the **delayed flight**, so ask **A** some questions about it.
(Hand candidate booklet to **B**, open at **Task 1a**)

Use these words to help you. (Indicate prompt words)

Do you understand? (If necessary, repeat instructions)

(If necessary)

Now **B**, ask **A** your questions about the **delayed flight**, and **A** you answer them.

Flight 312 London to Dubai

– 3 hours late
because of bad weather



New travel time: 11.20 a.m.

Passengers please wait
in airport restaurant

Listen for more information

Flight delayed

- ◆ flight number ?
- ◆ why / late ?
- ◆ short delay ?
- ◆ where / passengers wait ?
- ◆ when / plane leave ?



Tourist information centre

B, here is some information about a **tourist information centre**.

(Turn over **B**'s booklet to show **Task 1b**)

A, you don't know anything about the **tourist information centre**, so ask **B** some questions about it.

(Turn over **A**'s booklet to show **Task 1b**)

Use these words to help you. (Indicate prompt words)

Do you understand? (If necessary, repeat instructions)

(If necessary)

Now **A**, ask **B** your questions about the **tourist information centre**, and **B** you answer them.

Sun Beach Tourist Information Office

Find places to eat and where to stay



Our staff speak Spanish, English and Italian

On sale: maps, postcards, guidebooks

Daily 9 a.m. – 5.30 p.m.

www.SunBeach.com

Tourist information centre

- ◆ opening times ?
- ◆ information about restaurants ?
- ◆ staff speak English ?
- ◆ buy postcards ?
- ◆ website ?



1a

Flight 312 London to Dubai

– 3 hours late
because of bad weather

**New travel time: 11.20 a.m.**

Passengers please wait
in airport restaurant

Listen for more information

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1a

Flight delayed

- ◆ flight number ?
- ◆ why / late ?
- ◆ short delay ?
- ◆ where / passengers wait ?
- ◆ when / plane leave ?

Tourist information centre

- ◆ opening times ?
- ◆ information about restaurants ?
- ◆ staff speak English ?
- ◆ buy postcards ?
- ◆ website ?

CEFR

C2

C1

B2

B1

A1

Below
A1

Proficient user

Independent user

Basic user

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