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Cambridge English Key for Schools

Handbook for teachers
for exams from 2016



A2



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

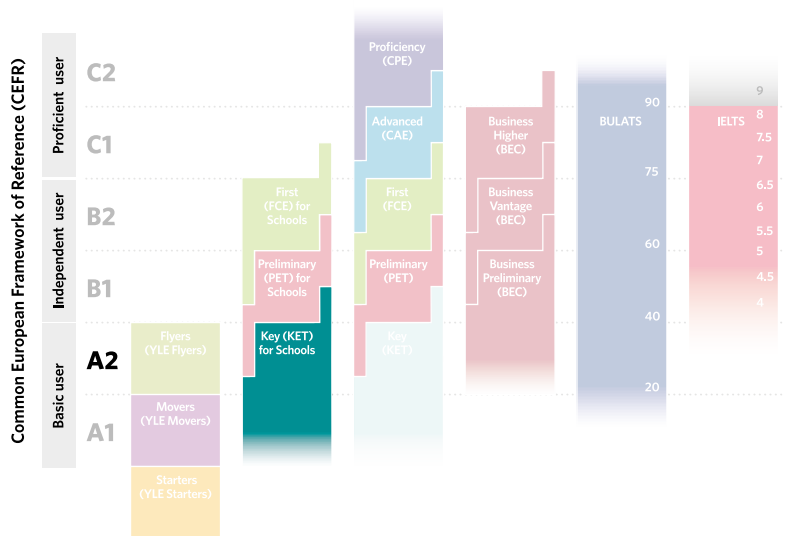


2015

Quick overview

What level is the exam?

Cambridge English: Key for Schools 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](#).

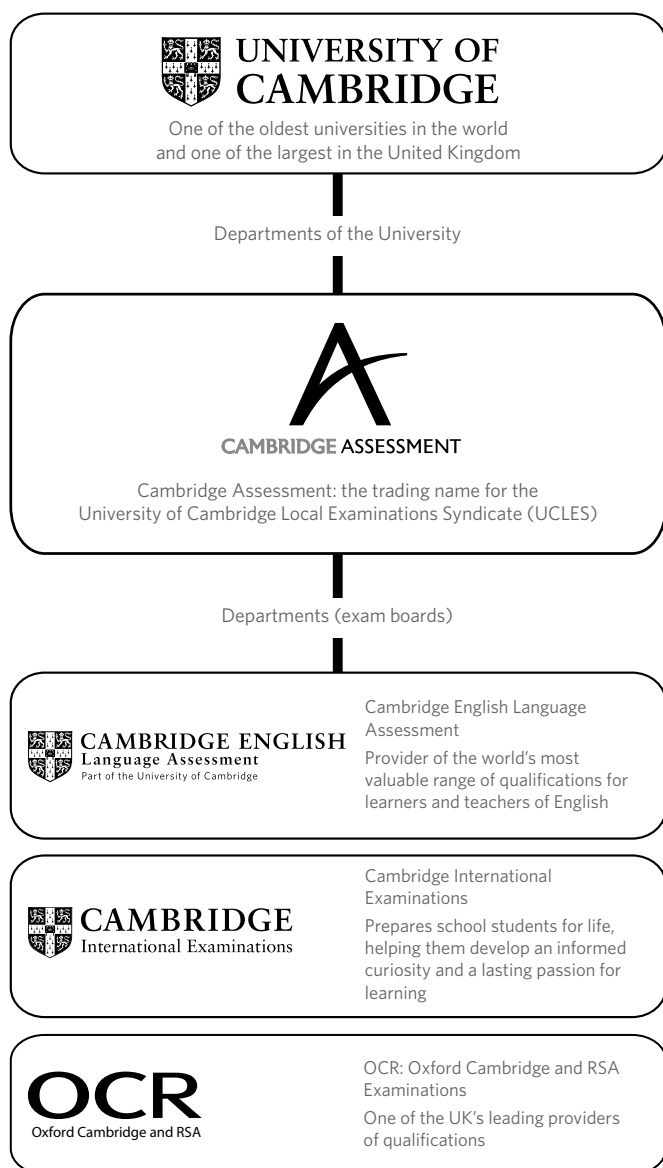
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About Cambridge English Language Assessment

Cambridge English: Key for Schools 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.



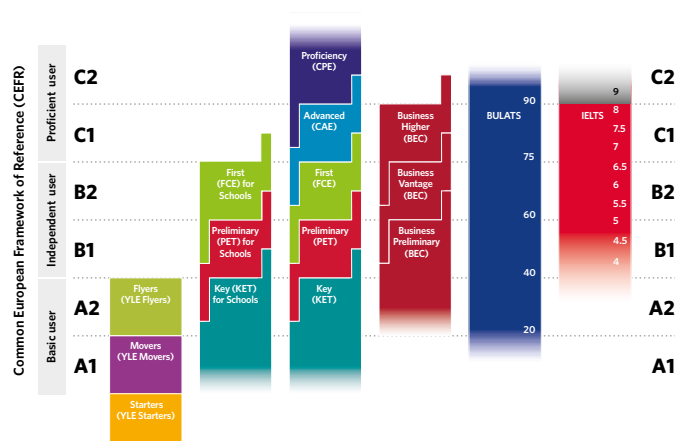
The world's most valuable range of English qualifications

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 for Schools – an overview

Cambridge English: Key for Schools is a basic level English qualification.

It was developed in 2008 as a version of *Cambridge English: Key* with exam content and topics specifically targeted at the interests and experience of school-age learners.

Cambridge English: Key for Schools:

- follows the exam format and is at the same level as *Cambridge English: Key*
- leads to exactly the same internationally recognised certificate as *Cambridge English: Key*
- matches students' experiences and interests
- follows on as a progression from our *Cambridge English: Young Learners* tests
- enables students to take an internationally recognised exam and enjoy the exam experience.

Exam formats

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

Who is the exam for?

Cambridge English: Key for Schools is aimed at school students who want 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 for Schools 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 and Leisure	CAN understand short, simple messages from people who share his/her interests, for example emails, postcards or short letters from pen-friends. CAN write a very simple personal letter, note or email, for example accepting or offering an invitation, thanking someone for something, apologising.	CAN have short conversations with friends about interesting topics. CAN make simple plans with people, such as what to do, where to go, and when to meet. CAN express likes and dislikes in familiar contexts using simple language.
School and Study	CAN understand the general meaning of a simplified textbook or article, reading very slowly. CAN write about his/her daily life in simple phrases and sentences, for example family, school, hobbies, holidays, likes and dislikes.	CAN understand basic instructions on class times, dates and room numbers. CAN ask the person to repeat what they said, when he/she does not understand something. CAN express simple opinions using expressions such as 'I don't agree'.

About the exam

Cambridge English: Key for Schools 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.

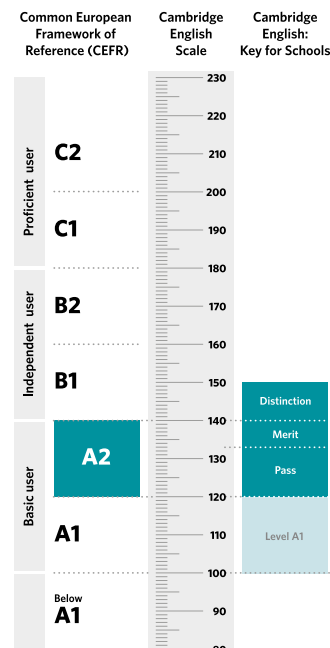
Speaking: 8-10 minutes

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 for Schools 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

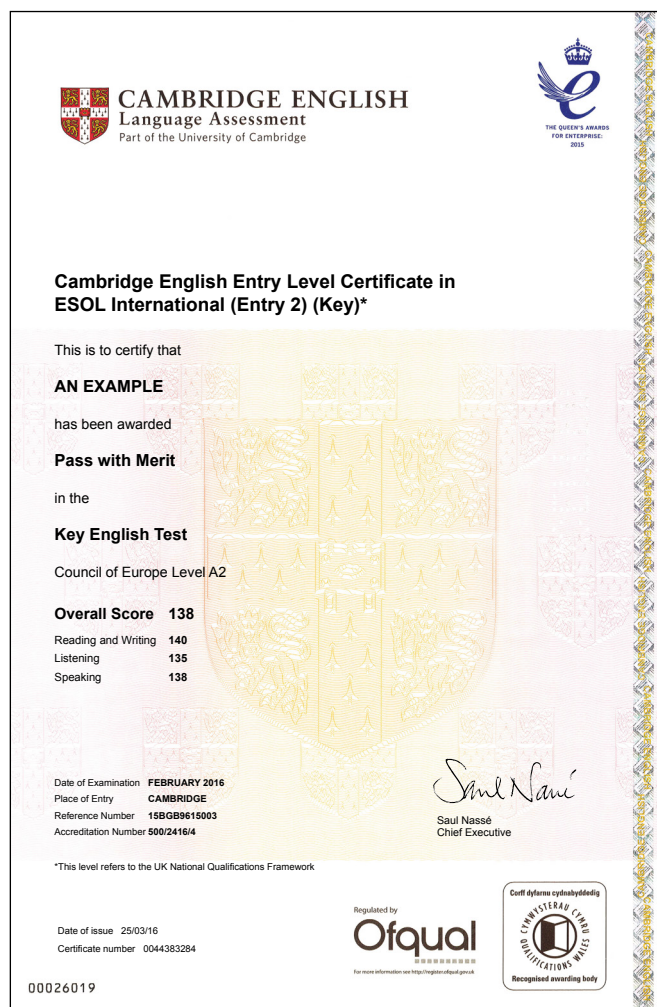
The Statement of Results shows the candidate's:

- 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 for Schools* 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 

Part	Number of questions	Number of marks	Task type	What do candidates have to do?	
Reading	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.
Writing	7	10	10	Open cloze	Complete gaps in a 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

We make every effort to ensure that all texts are accessible worldwide and are interesting to young people aged between 11 and 14.

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

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.

Parents can get more information from the **Information for parents** page 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**.

Reading and Writing • 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 You cannot use your phone. Answer: A B C D E F G H

1 You should put things back in the right place. A No entrance to art room. Use other door.

2 Go here if you have lost something. B Turn off all mobiles during lessons.

3 You must walk in this place. C Found Student's bag. See Mrs Wade in office.

4 These students do not have a lesson. D Class 4B. No history class today. Teacher ill.

5 You cannot go in through here. E Year 6 trip to Science Museum. Bus leaves Saturday 8.30 am.

F Do not leave bags in front of this door.

G No running in school hall.

H Study Centre. Please return all books to correct shelf.

Reading • Part 4
 ... swimmer.
 (A) or 'Wrong' (B)?
 ... to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C), A, B or C on your answer sheet.

... swimmer who lives in Melbourne in swim for Australia in the next Olympics. ... and short races and she has already come first in many important ... hours in the pool, Ana also makes time for studying and for friends. ... swim and we're very close. It's much easier to have friends who are ... so have to get up early to practise like me and they understand this ... different from other people my age. In my free time I also enjoy ... things. There are also some good things about swimming for a club. I ... is and I've made friends with swimmers from other Australian cities ... world.
 ... in Australia and she believes it is important to get more young ... thing. 'I don't mind talking to journalists and having my photograph ... on TV and that was much more fun.'

notice

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

Parents

cambridgeenglish.org/learning-english/parents-and-children/information-for-parents

- Information for parents

Learners

cambridgeenglish.org/exams/key-for-schools/preparation

- Information for candidates guide

Teachers

cambridgeenglish.org/exams/key-for-schools/preparation

- Vocabulary list
- Free teaching resources

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

- Lesson plans

Language specifications: [Page 52](#)

Topics list: [Page 53](#)

Advice by task

Candidates should practise these exam strategies regularly in class.

See these tasks in full from page 17.

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 You cannot use your phone. Answer: 0 A B C D E F G H

- 1 You should put things back in the right place.
2 Go here if you have lost something.
3 You must walk in this place.
4 These students do not have a lesson.
5 You cannot go in through here.

A

B

C

D

E

F

G

H

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 an internet café.
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 Last month an internet café near Ivan's house.
A opened B began C arrived Answer: 0 A B C

- 6 The internet café quickly became with Ivan and his friends.
A favourite B popular C excellent
- 7 It only Ivan five minutes to get to the café.
A takes B has C gets
- 8 Ivan often his friends there after school.
A waits B meets C goes
- 9 The café has different of computer games that they can play.
A things B ways C kinds
- 10 Ivan thinks there is a lot of information on the internet.
A certain B sure C useful



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 candidates 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 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 Why didn't you come to the pool yesterday?
- A I didn't see them there.
B It was a great time.
C I was doing something else.
- 12 I have to go home now.
- A Have you been before?
B It's still quite early.
C How long was it for?
- 13 Whose phone is that?
- A It's not there.
B Wasn't it?
C I'm not sure.
- 14 There weren't any more tickets for the match.
- A That's a pity.
B It isn't enough.
C I hope so.
- 15 Shall we play that new computer game?
- A It's all right.
B Yes, it is.
C If you'd like to.

THE TASKS

- ▷ This part of the test has two tasks based on conversations.
- ▷ In the first task, candidates have to choose one of three options to complete five 2-line conversational exchanges.
- ▷ In the second task, they have to complete a longer dialogue selecting the correct options for the gaps.

HOW TO APPROACH THE TASKS

- ▷ For the first task, candidates should read the first part of each conversation first. They should not look at the options yet.
- ▷ They need to consider what possible responses could be.
- ▷ Now they should look at the options.
- ▷ Candidates need to choose one response, then read the exchange again to check it makes sense.
- ▷ For the second task, candidates should read the whole long conversation first. They should not look at the options yet.
- ▷ They need to consider what possible responses could be.
- ▷ Now they should compare the responses and choose one response for each gap.
- ▷ Candidates should read the whole conversation again and check that it makes sense.

ASSESSMENT

- ▷ This part tests understanding of the language of the routine transactions of daily life.

Reading Part 4

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.

Questions 21 – 27

Read the article about a young swimmer.
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.

Ana Johnson



Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics. She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'

- ▷ 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 a circus.
Choose the best word (A, B or C) for each space.
For questions 28 – 35, mark A, B or C on your answer sheet.

A famous circus



The circus, Cirque du Soleil, began (0) Montreal, Canada. It was started (28) the Canadian Guy Laliberté in 1984. When he left college, Laliberté travelled around Europe and earned money (29) music in the streets. Not long after he returned home, he started Cirque with (30) friend, Daniel Gauthier. During the 1990s, Cirque grew quickly. It now does shows (31) over the world and the number of people working for it has grown from 73 to (32) than 3,500.

The Cirque does not have any animals, but (33) is music and dance and each show tells a story. (34) show, which is called Varian, is about a man who could fly. The show starts with him falling from the sky and tells the story of how he (35) to learn to fly again.

Example:

0 A in B at C to Answer: 0 A B C

- 28 A from B by C of
- 29 A played B plays C playing
- 30 A their B his C its
- 31 A some B all C enough
- 32 A more B much C most
- 33 A this B it C there
- 34 A One B Each C Both
- 35 A need B must C has

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 21.

Writing Part 6

Questions 36 – 40

Read the descriptions of some words about the free time that people have. 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 If you like reading about music and fashion, you may buy this. m _ _ _ _ _

Answer: 0

36 People who like watching football often go to this place. s _ _ _ _ _

37 If you enjoy taking photographs, you will need this. c _ _ _ _ _

38 People who like swimming in the sea often go here. b _ _ _ _

39 You may play this instrument if you like music. g _ _ _ _ _

40 If you enjoy camping, you will need to take this with you. t _ _ _

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 message left on the internet by a girl from Mexico City. Write ONE word for each space.

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

Example: 0

My name (0) Elisa Valdez. I'm twelve and I live in Mexico City. I (41) two brothers, Emilio and Miguel. Both of (42) are a few years older (43) me. My sister, Maria, is (44) youngest in my family and it was her tenth birthday (45) week.

I love spending time (46) my friends. We often (47) shopping or play volleyball together. I really enjoy dancing too. I joined a dance school five years (48) and I go there twice (49) week to practise. I've learned a (50) of interesting things about my country's music and dancing.

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 invitation and the email.
Fill in the information in Louisa's notes.
For questions 51 – 55, write the information on your answer sheet.

Come to an ice-skating party
on Saturday
at
Park Ice Rink
Starts at 1.30 p.m.
You won't need any money
but bring a warm sweater.
Let me know if you can come
by Thursday.
Sara

From: Carla
To: Louisa

Shall we go to Sara's ice-skating party together?
My dad will take us in the car but we'll need to
come back by bus. We'll drive to yours and get
you at 12.30. Ring me this afternoon on my
mobile (07816 212185) or after 6 p.m. at home
(366387) to let me know.

Louisa's Notes
Ice-skating party

Person having party: Sara

Day:

Time: p.m.

Take:

Travel there by:

Carla's evening phone number:

THE TASK

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

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

Read the email from your English friend, Alex.

From: Alex
To:

It's great you can come to my house this evening to watch a DVD. What time can you come? Which DVD do you want to watch? What would you like to eat?

Write an email to Alex and answer the questions.
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 page 25**, with marks and examiner comments.
- ▷ Answers are assessed using the assessment scales, which consist of four subscales: Content, Communicative Achievement, Organisation and Language.

Reading and Writing • 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.

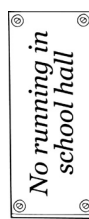
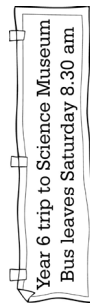
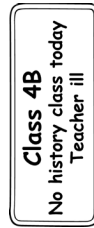
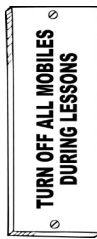
Example:

0 You cannot use your phone.

Answer:

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

- 1 You should put things back in the right place.
- 2 Go here if you have lost something.
- 3 You must walk in this place.
- 4 These students do not have a lesson.
- 5 You cannot go in through here.



2

Reading and Writing • Part 2

Questions 6 – 10

Read the sentences about an internet café.

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 Last month an internet café near Ivan's house.

A opened B began C arrived

Answer:

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



- 6 The internet café quickly became with Ivan and his friends.
A favourite B popular C excellent
- 7 It only Ivan five minutes to get to the café.
A takes B has C gets
- 8 Ivan often his friends there after school.
A waits B meets C goes
- 9 The café has different of computer games that they can play.
A things B ways C kinds
- 10 Ivan thinks there is a lot of information on the internet.
A certain B sure C useful

3

Turn over ▶

Reading and Writing • Part 3

Questions 11 – 15

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

Example:



- A** New York
- B** School
- C** Home

Answer: **0** **A** **B** **C**

- 11** Why didn't you come to the pool yesterday?
A I didn't see them there.
B It was a great time.
C I was doing something else.
- 12** I have to go home now.
A Have you been before?
B It's still quite early.
C How long was it for?
- 13** Whose phone is that?
A It's not there.
B Wasn't it?
C I'm not sure.
- 14** There weren't any more tickets for the match.
A That's a pity.
B It isn't enough.
C I hope so.
- 15** Shall we play that new computer game?
A It's all right.
B Yes, it is.
C If you'd like to.

Questions 16 – 20

Complete the telephone conversation between two friends.
What does Josh say to Matt?
For questions 16 – 20, mark the correct letter **A – H** on your answer sheet.

Example:

Matt: Hi, Josh. It's Matt.
Josh: **0**

Answer: **0** **A** **B** **C** **D** **E** **F** **G** **H**

- Matt:* Oh, sorry. I'm phoning about the skateboarding competition this afternoon.
Josh: **16**
- Matt:* Really? There was some information about it in our club magazine.
Josh: **17**
- Matt:* Just from 2.30 till 5 pm. They give out the prizes at 6 pm.
Josh: **18**
- Matt:* The prizes are better this time. The top prize is a skateboard.
Josh: **19**
- Matt:* You're much better than you were last year!
Josh: **20**
- Matt:* Great! See you then.

- A** I'd like a new one but I don't think I'm good enough to win.
- B** I didn't see it. Is the competition on all afternoon?
- C** Hi. You're calling early!
- D** Do the winners get CDs like last year?
- E** I wasn't very good then.
- F** I didn't know that was today.
- G** I haven't got one of those.
- H** Maybe, we'll see. Shall we meet in the park at 2.00?

Reading and Writing • Part 4

Questions 21 – 27

Read the article about a young swimmer.

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.



Ana Johnson

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics.

She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'

Example:

0 Ana's home is in Melbourne.

A Right **B** Wrong **C** Doesn't say

Answer:

0

A **B** **C**

21 Ana hopes she will become an Olympic swimmer.

A Right **B** Wrong **C** Doesn't say

22 Ana knows that she is better at short races than long ones.

A Right **B** Wrong **C** Doesn't say

23 Ana has won a lot of swimming competitions.

A Right **B** Wrong **C** Doesn't say

24 It is difficult for Ana to make friends with other people who swim.

A Right **B** Wrong **C** Doesn't say

25 Ana likes doing the same things as other teenagers.

A Right **B** Wrong **C** Doesn't say

26 Ana has met people from different countries at swimming competitions.

A Right **B** Wrong **C** Doesn't say

27 Ana prefers speaking to journalists to being on television.

A Right **B** Wrong **C** Doesn't say

Reading and Writing • Part 5

Questions 28 – 35

Read the article about a circus.
Choose the best word (A, B or C) for each space.
For questions 28 – 35, mark A, B or C on your answer sheet.



A famous circus

The circus, Cirque du Soleil, began (28) Montreal, Canada. It was started (29) the Canadian Guy Laliberté in 1984.

When he left college, Laliberté travelled around Europe and earned money (29) music in the streets. Not long after he returned home, he started Cirque with (30) friend, Daniel Gauthier. During the 1990s, Cirque grew quickly. It now does shows (31) over the world and the number of people working for it has grown from 73 to (32) than 3,500.

The Cirque does not have any animals, but (33) is music and dance and each show tells a story. (34) show, which is called Varian, is about a man who could fly. The show starts with him falling from the sky and tells the story of how he (35) to learn to fly again.

Example:

0 A in B at C to

Answer:

0 A B C

- 28 A from B by C of
29 A played B plays C playing
30 A their B his C its
31 A some B all C enough
32 A more B much C most
33 A this B it C there
34 A One B Each C Both
35 A need B must C has

Reading and Writing • Part 6

Questions 36 – 40

Read the descriptions of some words about the free time that people have. 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 If you like reading about music and fashion, you may buy this. m _ _ _ _ _

Answer: 0 m a g a z i n e

- 36 People who like watching football often go to this place. s _ _ _ _ _
- 37 If you enjoy taking photographs, you will need this. c _ _ _ _ _
- 38 People who like swimming in the sea often go here. b _ _ _ _ _
- 39 You may play this instrument if you like music. g _ _ _ _ _
- 40 If you enjoy camping, you will need to take this with you. t _ _ _ _

10

Reading and Writing • Part 7

Questions 41 – 50

Complete the message left on the internet by a girl from Mexico City. Write ONE word for each space.

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

Example:

0 i s

My name (0) Elisa Valdez. I'm twelve and I live in Mexico City. I (41) two brothers, Emilio and Miguel. Both of (42) are a few years older (43) me. My sister, Maria, is (44) youngest in my family and it was her tenth birthday (45) week.

I love spending time (46) my friends. We often (47) shopping or play volleyball together. I really enjoy dancing too. I joined a dance school five years (48) and I go there twice (49) week to practise. I've learned a (50) of interesting things about my country's music and dancing.

11

Turn over ▶

Reading and Writing • Part 8

Questions 51 – 55

Read the invitation and the email. Fill in the information in Louisa's notes. For questions **51 – 55**, write the information on your answer sheet.

Come to an ice-skating party
on Saturday
at
 Park Ice Rink
Starts at 1.30 p.m.

You won't need any money but bring a warm sweater.
 Let me know if you can come by Thursday.

Sara

From: Carla
To: Louisa

Shall we go to Sara's ice-skating party together? My dad will take us in the car but we'll need to come back by bus. We'll drive to yours and get you at 12.30. Ring me this afternoon on my mobile (07816 212185) or after 6 p.m. at home (366387) to let me know.

Louisa's Notes
Ice-skating party

Person having party: Sara

Day:

Time: p.m.

Take:

Travel there by:

Carla's evening phone number:

Reading and Writing • Part 9

Question 56

Read the email from your English friend, Alex.

From: Alex
To:

It's great you can come to my house this evening to watch a DVD. What time can you come? Which DVD do you want to watch? What would you like to eat?

Write an email to Alex and answer the questions. Write **25 – 35** words. Write the email on your answer sheet.

Do not write your answer here.

You must write your answer for Part 9 on your Answer Sheet.

Assessment

Answer key

READING

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

WRITING

Q Part 6	Q Part 7	Q Part 8
36 stadium	41 have	51 Saturday
37 camera	42 them	52 1.30 (p.m.) 13.30 one thirty half past one
38 beach	43 than	53 (a) (warm) sweater
39 guitar	44 the	54 car
40 tent	45 last/this	55 366387
	46 with	Brackets () indicate optional words
	47 go	
	48 ago	
	49 each/every/a/per	
	50 lot	

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. <p>OR</p> <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. <p>OR</p> <ul style="list-style-type: none"> Too little language to assess.

Sample answers

Candidate A

Dear Alex,

I will come to you at 18.00. I want to watch "Fast and Furious".

I would like to eat chips, pizza and fast-food, and drink cola.

Mark and commentary **5 marks**

Very good attempt at task. All three elements of the message are clearly communicated.

Candidate B

To Alex,

Yes, it's so great. I arrive at 2.30 and I want to watch Titanic because is interesting and nice. I would like the eggs with potatoe or a hamburgers.

Mark and commentary **4 marks**

Good attempt at task. All three elements of the message are communicated. Minimal effort is required of the reader, for example, with the last sentence.

Candidate C

I'm really happy to come to your house. You can choose the film.

I like cartoons. We can eat a pop-corns and kola, and chiep, swindwich, hamburger and mustard.

Bye

Mark and commentary **3 marks**

Satisfactory attempt at task. Two elements of the message are clearly communicated. Information about what time to come is not included. Some effort is required of the reader, for example, with the last sentence.

Candidate D

Hello. I am come to my house last week. DVD is a film. I can you come at 12.30. My favourite eat it's a pizza and chips. My favourite drink a cola. Thank you.

Mark and commentary **2 marks**

Inadequate attempt at task. Only two elements of the message are communicated. Information about which DVD to watch is not included. Significant effort is required of the reader, e.g. 'DVD is a film' and 'I can you come at 12.30'.

Candidate E

Hello Alex,

I can't wait the moment when I will go to your house.

I would like to see a fantastic film like a Star wars.

Mark and commentary **1 mark**

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



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

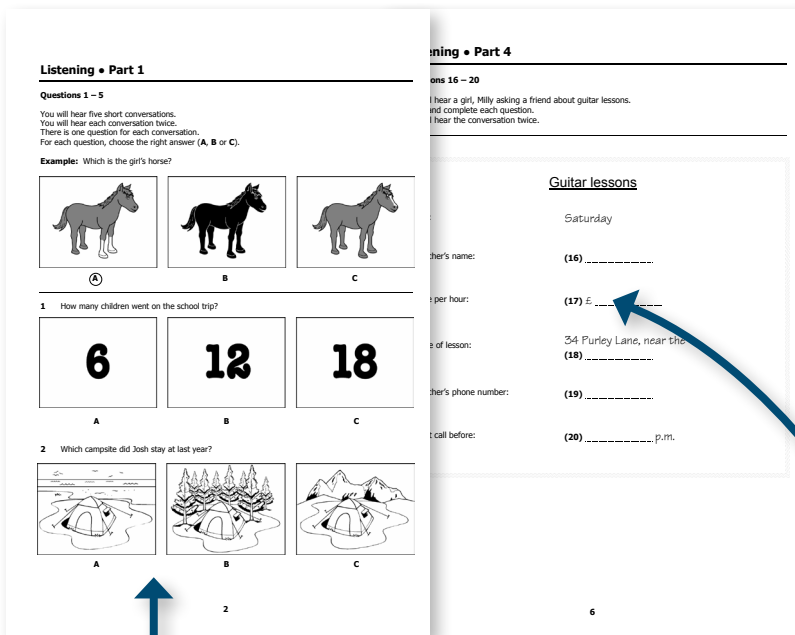
The texts and tasks in the Listening paper reflect the variety of listening situations which candidates at A2 level are expected to deal with. Teachers should ensure that learners are exposed to a range of listening situations and interactions.

- 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.

Parents can get more information from the **Information for parents** page 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**.



listening for gist

specific information
(e.g. prices)

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 resources**Parents**

cambridgeenglish.org/learning-english/parents-and-children/information-for-parents

- Information for parents

Learners

cambridgeenglish.org/exams/key-for-schools/preparation

- Information for candidates guide

Teachers

cambridgeenglish.org/exams/key-for-schools/preparation

- Vocabulary list (including **topics list**)
- Free teaching resources

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

- Lesson plans

Advice by task

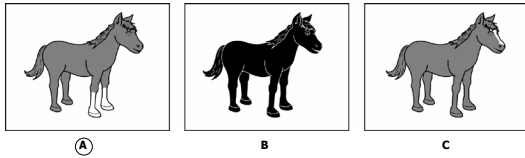
See these tasks in full from page 33.

Listening Part 1

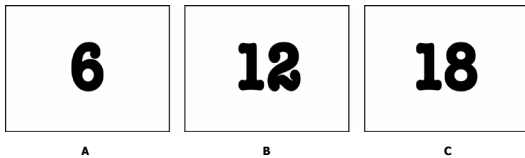
Questions 1 – 5

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For each question, choose the right answer (A, B or C).

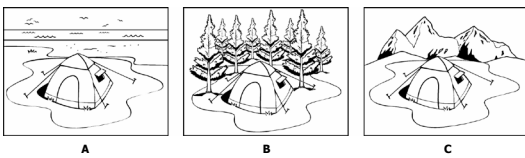
Example: Which is the girl's horse?



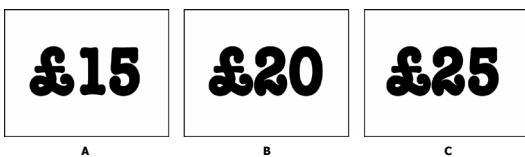
1 How many children went on the school trip?



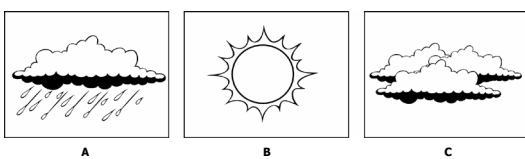
2 Which campsite did Josh stay at last year?



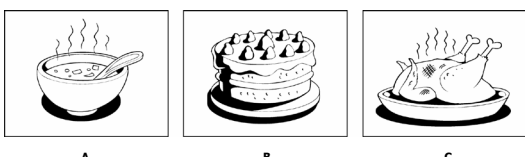
3 How much is the skirt?



4 What's the weather like now?



5 What will the girl cook?



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 Nick talking to a friend about his birthday presents
What 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 Cousin **B**

PEOPLE	PRESENTS
6 Mum <input type="checkbox"/>	A bike
7 Brother <input type="checkbox"/>	B book
8 Aunt <input type="checkbox"/>	C cinema tickets
9 Uncle <input type="checkbox"/>	D clothes
10 Grandmother <input type="checkbox"/>	E computer game
	F mobile phone
	G money
	H music CD

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 Susie talking to her friend Matt about going to the cinema.
For each question choose the right answer (**A, B or C**).
You will hear the conversation twice.

Example:

0 Who is going to the cinema with Susie?

- A** Jane
 B Sam
 C Pete

- 11 Which film will they see?
A *Sunny Day*
B *Field of Green*
C *Heart of Gold*
- 12 They are going to the cinema
A by the market.
B in the shopping centre.
C opposite the park.
- 13 How will they get there?
A by car
B on foot
C by bus
- 14 Matt should meet Susie at
A 3.45.
B 4.15.
C 4.20.
- 15 The cinema tickets will cost
A £5.50.
B £6.20.
C £8.00.

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 a 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 Parts 4 and 5

Questions 16 – 20

You will hear a girl, Milly, asking a friend about guitar lessons. Listen and complete each question. You will hear the conversation twice.

<u>Guitar lessons</u>	
Day:	Saturday
Teacher's name:	(16)
Price per hour:	(17) £
Place of lesson:	34 Purley Lane, near the (18)
Teacher's phone number:	(19)
Must call before:	(20) p.m.

Questions 21 – 25

You will hear a man on the radio talking about a new TV quiz show. Listen and complete each question. You will hear the information twice.

<u>New quiz show</u>	
Name:	Answer That!
Day:	(21)
Number of teams:	(22)
Questions will be about:	Films, TV and (23)
This week's prize:	(24)
To be on the show, phone:	(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

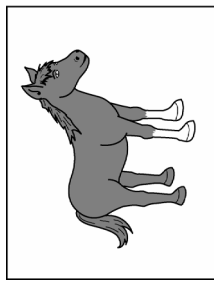
- ▷ These tasks test listening for specific and detailed information.

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 each question, choose the right answer (A, B or C).

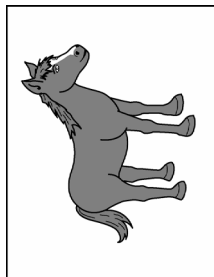
Example: Which is the girl's horse?



(A)

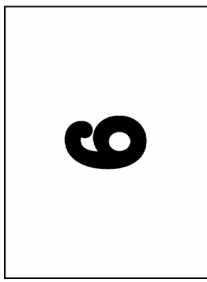


B

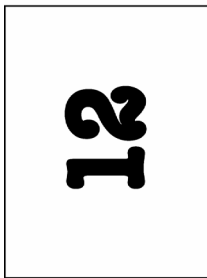


C

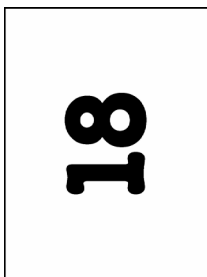
1 How many children went on the school trip?



A

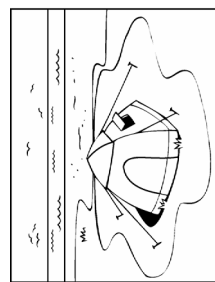


B

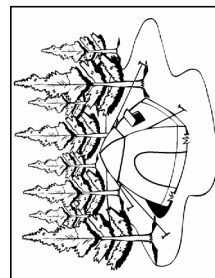


C

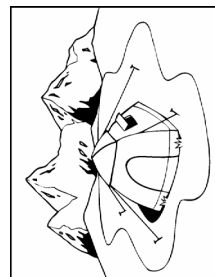
2 Which campsite did Josh stay at last year?



A

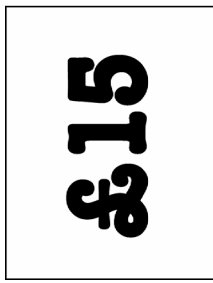


B

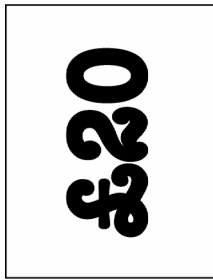


C

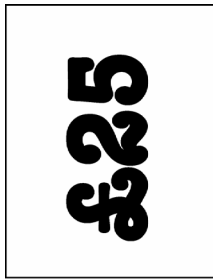
3 How much is the skirt?



A

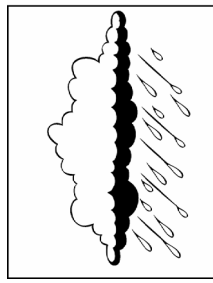


B

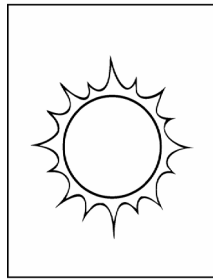


C

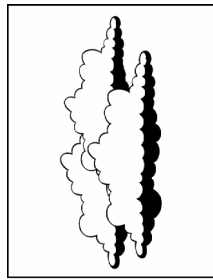
4 What's the weather like now?



A

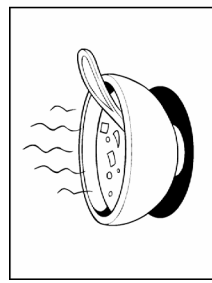


B

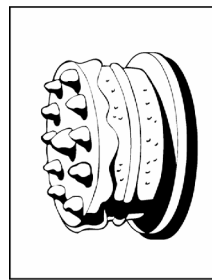


C

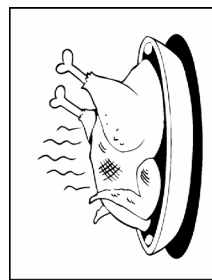
5 What will the girl cook?



A



B



C

2

3

Turn over ▶

Listening • Part 2

Questions 6 – 10

Listen to Nick talking to a friend about his birthday presents. What 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 Cousin

PEOPLE

6 Mum

7 Brother

8 Aunt

9 Uncle

10 Grandmother

PRESENTS

A bike

B book

C cinema tickets

D clothes

E computer game

F mobile phone

G money

H music CD

4

Listening • Part 3

Questions 11 – 15

Listen to Susie talking to her friend Matt about going to the cinema. For each question choose the right answer (**A, B** or **C**). You will hear the conversation twice.

Example:

0 Who is going to the cinema with Susie?

- A** Jane
- B** Sam
- C** Pete

11 Which film will they see?

- A** *Sunny Day*
- B** *Field of Green*
- C** *Heart of Gold*

12 They are going to the cinema

- A** by the market.
- B** in the shopping centre.
- C** opposite the park.

13 How will they get there?

- A** by car
- B** on foot
- C** by bus

14 Matt should meet Susie at

- A** 3.45.
- B** 4.15.
- C** 4.20.

15 The cinema tickets will cost

- A** £5.50.
- B** £6.20.
- C** £8.00.

5

Turn over ▶

Listening • Part 4

Questions 16 – 20

You will hear a girl, Milly, asking a friend about guitar lessons. Listen and complete each question. You will hear the conversation twice.

Guitar lessons

Day: Saturday

Teacher's name: (16)

Price per hour: (17) £

Place of lesson: 34 Purley Lane, near the (18)

Teacher's phone number: (19)

Must call before: (20) p.m.

Listening • Part 5

Questions 21 – 25

You will hear a man on the radio talking about a new TV quiz show. Listen and complete each question. You will hear the information twice.

New quiz show

Name: Answer That!

Day: (21)

Number of teams: (22)

Questions will be about: Films, TV and (23)

This week's prize: (24)

To be on the show, phone: (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-for-schools-audio

Transcript

This is the Cambridge English: Key for Schools 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 each question, choose the right answer, A, B or C.

Here is an example:

Which is the girl's horse?

Boy: Is that your horse over there, with the white face?

Girl: No. Mine is the one with two white legs. Isn't she pretty?

Boy: Oh yes, standing next to the black one.

Girl: That's right. Would you like to ride her?

The answer is A.

Now we are ready to start.

— *** —

Look at Question 1.

1: How many children went on the school trip?

Man: Did you enjoy your school trip, James? Did everyone in your class go?

James: No, twelve people stayed behind, so there were eighteen of us. We had a great time.

Man: Where did you all sleep?

James: We had small rooms with six beds in each one. It was lots of fun.

Now listen again.

2: Which campsite did Josh stay at last year?

Woman: Where did you go on holiday last year Josh? Did you go to that campsite by the sea again?

Josh: We couldn't because it was full. But we found an even nicer one, in a forest.

Woman: Are you going there again this year?

Josh: My dad wants to try one in the mountains this year.

Now listen again.

3: How much is the skirt?

Sophie: Mum, will you buy me this skirt?

Mother: How much is it, Sophie? I don't want to spend more than twenty pounds.

Sophie: Well, this ticket says twenty-five pounds but I think everything in this part of the shop is in the sale.

Mother: Oh yes, look, it's fifteen pounds. OK then, but that's the last thing I'm buying today.

Now listen again.

4: What's the weather like now?

Boy: Pete, it's stopped raining. Shall we go out for a bike ride?

Pete: I'm watching TV now. Anyway, it's still cloudy. I think it's going to rain again.

Boy: Oh all right. Shall we go tomorrow if it's sunny?

Pete: Yes, OK.

Now listen again.

5: What will the girl cook?

Girl: Mum, can I do some cooking?

Mother: I suppose so. What do you want to make, a cake?

Girl: No one liked the one I made last week. Can I make some soup this time?

Mother: OK. We can have it for lunch. I'm cooking roast chicken for dinner tonight.

Now listen again.

This is the end of Part 1.

— *** —

Now look at Part 2.

Listen to Nick talking to a friend about his birthday presents.

What 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.

Girl: Hi Nick. What's that you're reading?

Nick: It's a book my cousin got me for my birthday. It's really interesting.

Girl: Oh yes, I forgot it was your birthday. What did you get from your mum?

Nick: Well, I asked for a new bike, but she bought me this phone instead. I can listen to music on it and take pictures!

Girl: Oh! And what did your brother get you? A computer game?

Nick: He bought me this jacket. Do you like it?

Girl: It's great. Did your aunt buy you anything?

Nick: Well, she usually gives me money. But this year she got me two tickets to see a film.

Girl: And what about your uncle? He knows a lot about music doesn't he?

Nick: Yes, he usually buys me a CD. But this time he gave me twenty pounds and told me to choose something myself.

Girl: And did your grandmother give you anything?

Nick: Well, I often get clothes from her, but this year she gave me a computer game. My brother helped her choose it!

Now listen again.

This is the end of Part 2.

— *** —

Now look at Part 3.

Listen to Susie talking to her friend Matt about going to the cinema.

For each question, choose the right answer, 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.

Susie: Hi Matt. Would you like to come to the cinema with me and Jane on Saturday? We asked Sam and Pete too but they're both busy.

Matt: What are you going to see Susie?

Susie: *Field of Green*. It's got Johnny Delaicey in it.

Matt: Oh, yes, I know. He was in *Sunny Day* and *Heart of Gold*. Is it on at the cinema in the shopping centre?

Susie: That one's closed. We're going to the one opposite the park. It's not on at the one by the market.

Matt: And how are you getting there?

Susie: My mum can't drive us, so we're going to walk from my house. We can get the bus back afterwards.

Matt: OK. What time shall I be at your house then?

Susie: Well, the film starts at four-fifteen, so come at a quarter to four. It takes about twenty minutes to get there.

Matt: Fine. And how much money should I bring? Tickets are five pounds fifty aren't they?

Susie: These are more. They're six pounds twenty for this film. I'm taking eight pounds so I can get a drink as well.

Matt: Good idea. See you later!

Now listen again.

This is the end of Part 3.

— *** —

Now look at Part 4.

You will hear a girl, Milly, asking a friend about guitar lessons.

Listen and complete each question.

You will hear the conversation twice.

Milly: Hello Dan, it's Milly here.

Dan: Hi.

Milly: I'm phoning to ask about your guitar lessons. My parents are thinking about buying me an electric guitar.

Dan: Oh, great. Well, the teacher I go to gives lessons every Saturday morning.

Milly: What's the teacher's name?

Dan: She's called Alison Gayle. She's very good.

Milly: How do you spell her surname?

Dan: It's G A Y L E.

Milly: And how much is a lesson? My parents don't want to pay more than thirty pounds.

Dan: It's twenty-six pounds fifty for an hour. But you can have a shorter lesson if you like. I pay seventeen pounds fifty for forty minutes.

Milly: That sounds good. And where do you have the lessons? At her house?

Dan: That's right. She lives at 34 Purley Lane. It's close to the city centre. You'll find it easily.

Milly: Have you got her phone number?

Dan: Yes, it's 01253 664 783.

Milly: Thanks Dan. I'll call her tonight.

Dan: OK. Make sure you call between six o'clock and nine o'clock. She doesn't like it if people call later than that.

Milly: All right. Thanks for your help Dan.

Now listen again.

This is the end of Part 4.

— *** —

Now look at Part 5.

You will hear a man on the radio talking about a new TV quiz show.

Listen and complete each question.

You will hear the information twice.

Man: Now, listen carefully! I want to tell you about a new TV quiz show for children. It's called *Answer That*, and it will be on channel five at four o'clock every Thursday. It will be just like the popular adult quiz show on the same channel on Monday afternoons. I'm sure you've all seen that!

Every week there will be forty-eight children on the programme. They will be in eight teams, and each team will have six children.

The questions will be easy at the beginning of the quiz and then they will get more difficult. They will all be about films, music and TV. At the end there will be only one team left – the winners.

There will be some great prizes. This week the winners will all get a new camera. Everyone loves taking photos. Next week the first prize is a laptop. If you would like to be on *Answer That*, then call 05735 789 655. Just give your name, age and school address, and maybe you will be on TV soon!

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
1	C
2	B
3	A
4	C
5	A

Q	Part 2
6	F
7	D
8	C
9	G
10	E

Q	Part 3
11	B
12	C
13	B
14	A
15	B

Q	Part 4
16	(Alison) GAYLE
17	26.50
18	city centre/center
19	01253 664 783
20	9/nine

Brackets () indicate optional words or letters

Q	Part 5
21	Thursday
22	8/eight
23	music
24	(a new) camera
25	05735 789 655

Brackets () indicate optional words or letters



PAPER 3: Speaking Tasks

8-10 mins



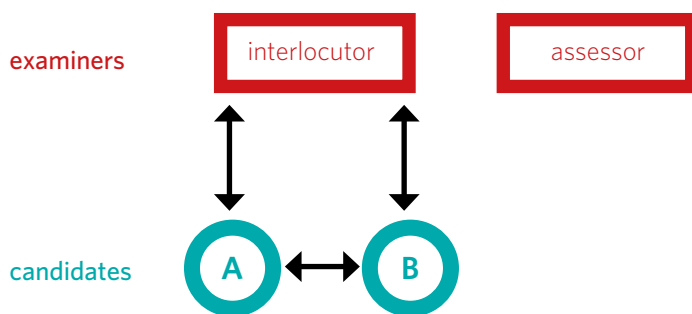
Speaking

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.

Parents can get more information from the **Information for parents** page 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, school, 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

Parents

[cambridgeenglish.org/learning-english/parents-and-children/information-for-parents](https://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents)

- Information for parents

Learners

[cambridgeenglish.org/exams/key-for-schools/preparation](https://www.cambridgeenglish.org/exams/key-for-schools/preparation)

- Information for candidates guide

Teachers

[cambridgeenglish.org/exams/key-for-schools/preparation](https://www.cambridgeenglish.org/exams/key-for-schools/preparation)

[cambridgeenglish.org/teaching-english/resources-for-teachers](https://www.cambridgeenglish.org/teaching-english/resources-for-teachers)

- Vocabulary list
- 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 46.

Speaking Part 2

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

Candidate A – your answers

Candidate B – your questions

<p>Skateboarding Competition for anyone 11 – 15 years old</p> <p>at Green Park 20 June</p>  <p>1st prize New Skateboard visit www.citynews.com for more information</p>	<p>Skateboarding Competition</p> <ul style="list-style-type: none"> ◆ where ?  ◆ for children ? ◆ date ? ◆ website ? ◆ what / win ?
--	--

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



Where is the competition?
Is the competition for children?
What date is it?
Is there a website address?
What can you win?

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 theatre school.

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

Candidate B – your answers

Candidate A – your questions

<p>"Lenny Grade"</p>  <p>Theatre School 22 High Street</p> <p>We'll teach you to act, sing and dance!</p> <p>Classes 3 to 5 p.m. Every Saturday</p> <p>Fee: £35 a month</p> <p>Visit: www.theatre.com</p>	<p>Theatre school </p> <ul style="list-style-type: none"> ◆ name / school ? ◆ what / learn ? ◆ when / classes ? ◆ cost ? ◆ address ?
--	---

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

Candidate A – your answers

Skateboarding Competition
for anyone 11 – 15 years old

at
Green Park
20 June



1st prize
New Skateboard
visit www.citynews.com for more
information

Candidate B – your questions

Skateboarding Competition

- ◆ where ?
- ◆ for children ?
- ◆ date ?
- ◆ website ?
- ◆ what / win ?



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

- Where is the competition?
- Is the competition for children?
- What date is it?
- Is there a website address?
- What can you win?

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 theatre school.

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

Candidate B – your answers

"Lenny Grade"



Theatre School
22 High Street

We'll teach you to act, sing and dance!

Classes 3 to 5 p.m. Every Saturday

Fee: £35 a month

Visit: www.theatre.com

Candidate A – your questions

Theatre school



- ◆ name / school ?
- ◆ what / learn ?
- ◆ when / classes ?
- ◆ cost ?
- ◆ address ?

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 for Schools* 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 for Schools* (shown on page 48) are extracted from the overall Speaking scales on page 49.

Cambridge English: Key for Schools Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 49.

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 school or 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: 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 for Schools* 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 for Schools* 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 for Schools*, 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

School and study

Services

Shopping

Social interaction

Sport

The natural world

Transport

Travel and holidays

Weather

LEXIS

The *Cambridge English: Key for Schools* 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 for Schools*.

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-for-schools/preparation

The list does not provide an exhaustive register of all the words which could appear in *Cambridge English: Key for Schools* 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 for Schools 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.

PAPER 1:

Reading and Writing

Sample paper	57
Answer key	69

For full details of the Reading and Writing paper see page 7

PAPER 2:

Listening

Sample paper	70
Transcript	76
Answer key	79

For full details of the Listening paper see page 26

PAPER 3:

Speaking

Sample paper	80
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For full details of the Speaking paper see page 41

Reading and Writing • 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:

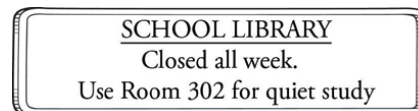
- 0 Do not forget to take these to your classes.

Answer:

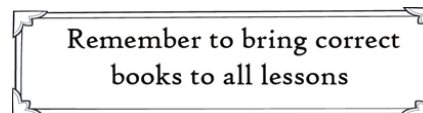
0	A	B	C	D	E	F	G	H
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1 If you get to school after lessons have started, see this person.
- 2 It is not possible to work here at the moment.
- 3 It is important not to make a noise when leaving or entering here.
- 4 These people need to eat their meal before doing this activity.
- 5 You should not leave these open at the end of the day.

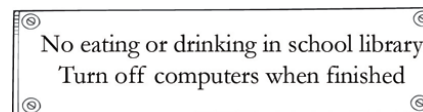
A



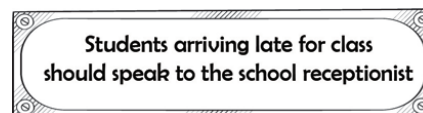
B



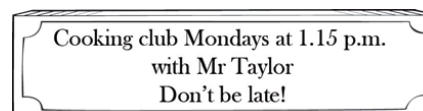
C



D



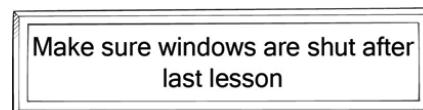
E



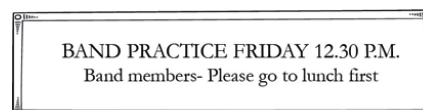
F



G



H



Reading and Writing • Part 2

Questions 6 – 10

Read the sentences about a boy who is learning to cook.
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 Rafael is how to cook at school.

- A** thinking **B** learning **C** enjoying

Answer:

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

6 Rafael likes to bake biscuits and cakes.

- A** immediately **B** exactly **C** especially

7 Sometimes Rafael nuts or dried fruit to his cakes.

- A** adds **B** puts **C** cooks

8 The biscuits don't usually a long time to bake.

- A** go **B** want **C** take

9 He often gets information about cooking from the internet.

- A** possible **B** useful **C** right

10 Rafael's family that his cooking has really improved since his first lesson.

- A** say **B** tell **C** speak

Reading and Writing • 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 Is the market a long way from here?

A Only about 30 minutes.

B How do you know?

C It's not enough.

12 Can I help you with that suitcase?

A Much better thanks.

B You look nice.

C Please, it's very heavy!

13 Would you like some chips?

A If you want it.

B Yes, I'm sure I have.

C I've already eaten.

14 Look at that cool skateboard!

A Why don't you like it?

B I had one like that.

C That's a good idea.

15 Why don't you come on our walk too?

A It's not much.

B It's long enough.

C It's too far.

Questions 16 – 20

Complete the conversation.

What does Jack say to Karl?

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

Example:

Karl: Jack, you know we haven't got an under 14s football team in our town?

Jack: **0****F**.....

Answer:

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

Karl: Well why don't we start one ourselves?

Jack: **16**

Karl: The park near school isn't used much after 4.00 p.m.

Jack: **17**

Karl: I never thought of that! Shall I ask him or do you want to?

Jack: **18**

Karl: Alright then. Shall I go round to his house after school tomorrow?

Jack: **19**

Karl: You're right, I forgot. I'll go on Friday then. I'll call you afterwards.

Jack: **20**

Karl: Me too!

A We've got school football practice then.

B Can you do it? You know him better than I do.

C I didn't really want to.

D Thanks. I hope he says yes.

E Good idea, but where can we play?

F Yes, it's a pity, isn't it!

G Does he still play?

H That's true. Let's ask Tim's father to help us.

Reading and Writing • Part 4

Questions 21 – 27

Read the article about summer camps.

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.

Summer camps

My name is Jay Scott. I'm 13 and I come from Toronto, in Canada. In my country, some teenagers choose to spend part of their summer holiday at an activity camp while their



parents work. I first went on summer camp when I was 8 and I've been every year since then. I go to an international forest adventure camp called Treetops, but there are lots of different kinds of camps – like sports camps, music camps, even computer camps.

When I first started going to Treetops, there weren't so many activities to do, but it's better now because there are such a lot to choose from! Some teenagers go home at the end of each day, but others, including me, sleep there. We stay in groups in small wooden houses called cabins. Each cabin has its own shower and toilet. Usually there are 6-8 boys in each cabin but last year there were 10 of us. We didn't have as much space, but it was fine. Anyway, when it is warm we quite often sleep outside, under the stars. There are lots of things I love about camp, but the best thing is all the friends I've made from around the world.

Example:

0 Jay Scott is a Canadian teenager.

A Right **B** Wrong **C** Doesn't say

Answer:

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

21 Jay has missed one year of camp since he started going.

A Right **B** Wrong **C** Doesn't say

22 Jay is planning to go to a different kind of camp next year.

A Right **B** Wrong **C** Doesn't say

23 The number of activities at Treetops has changed since Jay started going.

A Right **B** Wrong **C** Doesn't say

24 Some teenagers travel to Treetops every day.

A Right **B** Wrong **C** Doesn't say

25 Each teenager has their own shower and toilet at Treetops.

A Right **B** Wrong **C** Doesn't say

26 Jay spends every night in the cabin while he is at Treetops.

A Right **B** Wrong **C** Doesn't say

27 Jay has made friends from lots of different countries.

A Right **B** Wrong **C** Doesn't say

Reading and Writing • Part 5

Questions 28 – 35

Read the article about Thanksgiving Day.
Choose the best word (**A**, **B** or **C**) for each space.
For questions **28 – 35**, mark **A**, **B** or **C** on your answer sheet.

Thanksgiving Day



Thanksgiving is an important day **(0)** the USA. It happens once a year on the first Thursday of November. It is a holiday, **(28)** no one goes to school or work. One of the best things about Thanksgiving is having time to **(29)** with the family. Many people live far from family members and travel a long way by car, train or plane to be with **(30)** other. Thanksgiving is the **(31)** day of the year to travel.

The most important part of the day is the special Thanksgiving meal. **(32)** it is finished people go **(33)** a walk, play cards, or watch football games on TV. Some people go into town **(34)** they can enjoy listening to music in the street. It is a day that **(35)** American children really love.

Example:

0 **A** at **B** in **C** on

Answer: .

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

28 **A** but **B** so **C** if

29 **A** spend **B** spending **C** spent

30 **A** one **B** the **C** each

31 **A** busy **B** busier **C** busiest

32 **A** When **B** Because **C** While

33 **A** to **B** for **C** with

34 **A** why **B** where **C** what

35 **A** any **B** all **C** both

Reading and Writing • Part 6

Questions 36 – 40

Read the descriptions of some things you can find in the countryside.

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** These are not as high as mountains and some people enjoy walking on them. **h** _ _ _ _

Answer: **0** h i l l s

- 36** In this place, lots of trees grow close together. **f** _ _ _ _

- 37** To get across this, people usually use a bridge. **r** _ _ _ _

- 38** This green plant is eaten by cows and horses when they are outside. **g** _ _ _ _

- 39** This is like a town, but it's not as big. **v** _ _ _ _ _

- 40** This insect often lives in the countryside and makes honey. **b** _ _

Reading and 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

is

From:	Marcia
To:	Tasha
Subject:	

Hi Tasha,

I've just heard that Sara **(0)** leaving our school soon. **(41)** father has a new job in London, so she is moving **(42)** a different school. She is very excited **(43)** it! Let's do something special for her before she goes. Have you got any ideas? **(44)** about going skating, then back to my house for pizzas **(45)** Saturday?

I haven't asked my parents yet but I **(46)** sure they won't mind. Shall we get her **(47)** present? Maybe some **(48)** her favourite Belgian chocolates? **(49)** you think that's a good idea? Let's **(50)** shopping tomorrow!

Marcia

Reading and Writing • Part 8

Questions 51 – 55

Read the advertisement and the email.
Fill in the information in Josie's notes.
For questions **51 – 55**, write the information on your answer sheet.

ELENA'S

FASHION for TEENAGERS

Clothes and Jewellery

Open: Monday – Saturday
8.45 a.m. – 6.00 p.m.

From: Tina

To: Josie

I'm glad you can come to Elena's with me! I need new jeans – I have enough T-shirts. Saturday's not possible so let's go after school on Friday. Mum wants me home by 5.30 so I'll see you at 4.00. I need to go to the library first – just wait for me at the bus stop. Karen's busy but can you phone Maggie to ask her to come?

Tina

Josie's Notes Shopping trip

Name of shop: Elena's

Day to go shopping:

51

Place to meet:

52

Time to meet:

53

p.m.

What Tina wants to buy:

54

Name of person to call:

55

Reading and Writing • Part 9

Questions 56

You need to choose a friend to do your school project with. Write an email to your English school friend, Tim.

- ask Tim to do the project with you
- say when you can meet
- tell Tim what to bring.

Write 25 – 35 words.

Write the email below.

Answer key

READING

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

WRITING

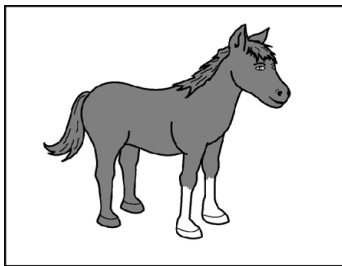
Q Part 6	Q Part 7	Q Part 8
36 (f)orest	41 Her/her (father)	51 (on) Fri(day)
37 (r)iver	42 (moving) to (a)	52 (at) (the) bus(-)stop
38 (g)rass	43 (excited) about (it)	53 (at) 4/four (p.m./in the afternoon/o'clock)
39 (v)illage	44 How / What (about)	54 (new) jeans
40 (b)ee	45 (pizzas) next / this / on (Saturday)	55 m/Maggie
	46 (I)'m / am/ feel (sure)	
	47 (her) a (present)	
	48 (some) of (her)	
	49 Do (you)	
	50 (let's) go (shopping)	

Listening • Part 1

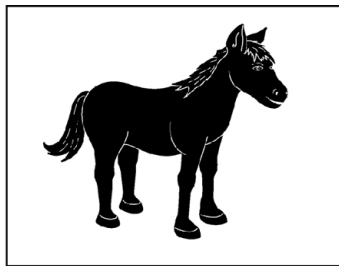
Questions 1 – 5

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For each question, choose the right answer (A, B or C).

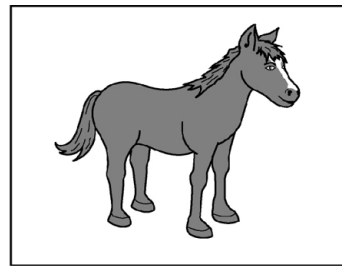
Example: Which is the girl's horse?



A



B

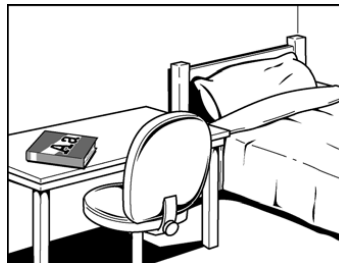


C

1 Where will Miles find a dictionary?



A

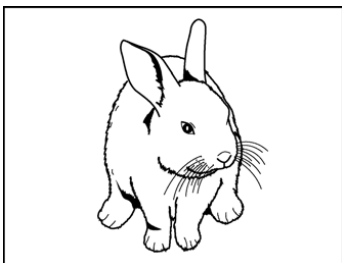


B

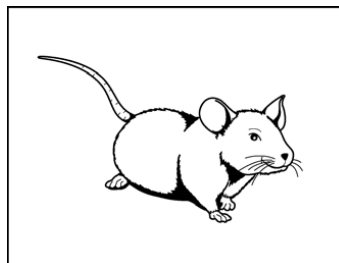


C

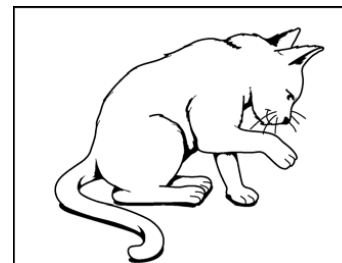
2 What animal does Lucy have as a pet?



A



B

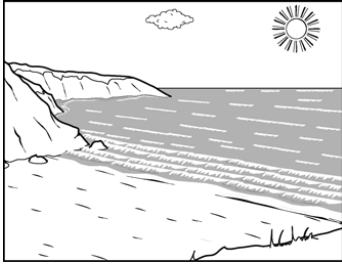


C

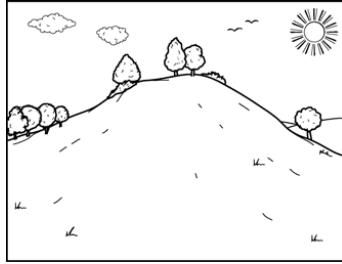
1

Turn over ►

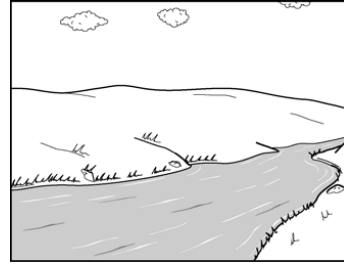
3 Where do they decide to have a picnic?



A



B



C

4 Which man is Joe's uncle?



A



B



C

5 How much money will they each take on the school trip?



A



B



C

Listening • Part 2

Questions 6 – 10

Listen to Gina talking to her dad about a shopping trip.
What clothes did each person buy?
For questions **6 – 10**, write a letter **A – H** next to each person.
You will hear the conversation twice.

Example:

0 Gina

Person		Clothes
6 Susan	<input type="text"/>	A dress
7 Julia	<input type="text"/>	B jacket
8 Gabby	<input type="text"/>	C jeans
9 Trisha	<input type="text"/>	D skirt
10 Della	<input type="text"/>	E sports kit
		F sweater
		G t-shirt
		H trousers

Listening • Part 3

Questions 11 – 15

Listen to Frank talking to a new student, Sophie, about the school cafeteria.
For each question, choose the right answer (**A**, **B** or **C**).
You will hear the conversation twice.

Example:

0 The cafeteria opens at

- A** 12.00.
 - B** 1.00.
 - C** 1.30.
-

11 There is a machine that serves snacks

- A** in the music building.
- B** outside the sports hall.
- C** near the office.

12 What is not sold in the cafeteria?

- A** hot dishes
- B** salads
- C** sandwiches

13 How much does Frank usually spend on his lunch?

- A** £2.50
- B** £4.00
- C** £6.00

14 What does Frank like about the cafeteria?

- A** The staff are friendly.
- B** There are a lot of different dishes.
- C** The food is interesting.

15 They serve curry on

- A** Monday.
- B** Wednesday.
- C** Friday.

Listening • Part 4

Questions 16 – 20

You will hear a student asking for some information about an after-school science club.
Listen and complete each question.
You will hear the conversation twice.

After-school science club

- Day: Wednesday
- Time club finishes: (16) p.m.
- Which room: (17)
- Cost per term for every student: (18) £
- Name of teacher: (19) Mrs
- What to bring next week: (20)

Listening • Part 5

Questions 21 – 25

You will hear a teacher telling some students about a school sports day.
Listen and complete each question.
You will hear the information twice.

Sports Day

- Date: July 12
- Time sports day starts: (21)
... a.m.
- Colours of teams: (22) blue, green and
.....
- Food available from school kitchen: (23)
- Price of food: (24) £
- What to bring: (25)

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



Transcript

This is the Cambridge Key English Test for Schools Listening.

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 each question, choose the right answer, A, B or C.

Here is an example:

Which is the girl's horse?

- M: Is that your horse over there, with the white face?
 F: No. Mine is the one with two white legs. Isn't she pretty?
 M: Oh yes, standing next to the black one.
 F: That's right. Would you like to ride her?

The answer is A.

Now we are ready to start.

Look at Question 1.

1: Where will Miles find a dictionary?

- M: Excuse me Mary, can I borrow your dictionary again?
 F: There are lots on the bookshelf in the library, Miles.
 M: Don't you have one in your bag?
 F: Sorry, Miles, mine's on my desk at home. I forgot to put it in my bag.

Now listen again.

2: What animal does Lucy have as a pet?

- F: How much is this rabbit, please?
 M: This one is sold I'm afraid. I don't have any more. What about a mouse instead?
 F: A mouse might be nice but we already have a cat at home.
 M: Ah, then you're right, it's not a good idea. Come back next week. I'll have some rabbits then.

Now listen again.

3: Where do they decide to have a picnic?

- F1: I'm getting hungry. Shall we have our picnic lunch soon?
 F2: Yes, let's. But it's a bit hot here on the beach.
 F1: Why don't we walk up there, to those trees?
 F2: Good idea. And after lunch we can go down to the river for a swim.

Now listen again.

4: Which man is Joe's uncle?

- F: Is that your uncle over there, Joe?
 M: That's my cousin. My uncle has glasses. Oh - there he is.
 F: Ah, you mean the one with the long hair?
 M: The one with the beard. He had long hair but he cut it short. He looks better now.

Now listen again.

5: How much money will they each take on the school trip?

- F: How much money can we take on the school trip next week?
 M: Well, the teacher said not more than fifteen pounds.
 F: OK, that's what I'm going to bring.
 M: Me too. Last time I took five pounds, and it wasn't enough. There was a really nice book in the gift shop for ten pounds, and I couldn't buy it.

Now listen again.

That is the end of Part 1.

— *** —

Now look at Part 2.

Listen to Gina talking to her dad about a shopping trip.

What clothes did each person buy?

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

You will hear the conversation twice.

- M: Hi Gina. How was your shopping trip? Did you get your sports kit?
 F: Yes, thanks Dad. We all bought something.
 M: What did Susan get? Another pair of jeans?
 F: Actually, she got a dress. She needs it for a family party next month.
 M: And Julia? I know she loves fashion. Did she also buy a new dress?
 F: She got a skirt, with pretty green flowers. A bit like my jacket, you know?

- M: That sounds nice. What about Gabby?
- F: Gabby was looking for some trousers. She tried on lots, but didn't like them. But she found a lovely jacket, and bought that instead.
- M: And who else was with you? Trisha?
- F: Yes. Trisha wanted a T-shirt to wear with the skirt she bought last week. She got one just before we left.
- M: That was lucky!
- F: Yes. And the last person was Della. She bought some jeans as soon as we got to the shopping centre and then wanted a sweater to go with them.
- M: Did she find one?
- F: I'm afraid not! Maybe next time!

Now listen again.

That is the end of Part 2.

— *** —

Now look at Part 3.

Listen to Frank talking to a new student, Sophie, about the school cafeteria.

For each question, choose the right answer, 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.

- M: Hi Sophie – I'm Frank. Miss Jones asked me to tell you about the cafeteria.
- F: Thanks, Frank. Does it open at one o'clock?
- M: It opens at midday and closes at one thirty.
- F: Is there a machine we can use at other times, for snacks?
- M: Yes. It's outside the sports hall. They want to put another one in the music building. The one near the office was taken away, unfortunately.
- F: What do they serve in the cafeteria?
- M: Hot meals, salads and soup. They don't serve sandwiches but you can bring your own if you want.
- F: Ah, and is it expensive?
- M: Well, some people have a main course and dessert, which costs between four pounds and six pounds but most days I have soup or a salad for two pounds fifty.
- F: Is it good?
- M: There's not much to choose from and it's all a bit boring, but the people who work there are really nice.

- F: Is the menu the same every day then?
- M: No. There's curry once a week, on Friday. Wednesday's good too, it's usually pizza, and Monday's pasta. The sauces aren't very nice – bring a sandwich!

Now listen again.

That is the end of Part 3.

— *** —

Now look at Part 4.

You will hear a student asking for some information about an after-school science club.

Listen and complete each question.

You will hear the conversation twice.

- M: Hello Frances. Do you go to science club?
- F: Yes, it's excellent! It's every Wednesday after school. Are you free then?
- M: Well, I have a guitar lesson at five fifteen.
- F: That's fine – science club is from three twenty to four forty, so you can easily get to your guitar lesson at five fifteen.
- M: Brilliant! Where is it?
- F: We're in room T79. Last term we were in L86, but that's not available this term.
- M: Do we have to pay?
- F: A bit. The teacher spends five pounds a week on things for the club, but as there are twenty students, it's just three pounds each, for the whole term.
- M: That's good! Which teacher is it?
- F: Mrs Driscoll. Just send her an email if you want to join.
- M: OK. How do you spell her name?
- F: It's D-R-I-S-C-O double L.
- M: Got it, thanks.
- F: By the way, if you're coming next week, you'll need a lemon. Last week, we all had to bring an egg.
- M: OK, I'll ask Mum to get one!
- Now listen again.*
- That is the end of Part 4.*

— *** —

Now look at Part 5.

You will hear a teacher telling some students about a school sports day.

Listen and complete each question.

You will hear the information twice.

F: Listen carefully everyone! I want to tell you about sports day, on July the twelfth. It's going to be lots of fun! On the day, school will open as usual at eight a.m. and we'll go up onto the field ready to begin at nine thirty. We'll probably finish at about twelve thirty. The school will be in three teams for the day, and each team will wear a different colour. We've chosen green, orange and blue. For those of you who wanted to wear red - I'm sorry. Maybe next year!

The races will take about three hours, and afterwards we'll have lunch together on the field. You can bring sandwiches from home, or staff at the school kitchen are going to make pasta. It's always really good. If you would like that, it's not expensive - just two pounds eighty-seven. There will also be drinks for one pound fifty each. And finally, it's going to be a hot day - can everyone remember a hat please? There'll be lots of water on the field, so no need to bring that. OK, I think that's everything ...

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

- | | |
|---|---|
| 1 | A |
| 2 | C |
| 3 | B |
| 4 | A |
| 5 | A |

Q Part 2

- | | |
|----|---|
| 6 | A |
| 7 | D |
| 8 | B |
| 9 | G |
| 10 | C |

Q Part 3

- | | |
|----|---|
| 11 | B |
| 12 | C |
| 13 | A |
| 14 | A |
| 15 | B |

Q Part 4

- | | |
|----|---|
| 16 | 4.40 / four-forty (p.m./in the afternoon) |
| 17 | T79 / tee seventy-nine |
| 18 | £3(.00) / three (pounds) |
| 19 | d/Driscoll |
| 20 | (a) lemon |

Q Part 5

- | | |
|----|---|
| 21 | (0)9.30 / nine-thirty (a.m./in the morning) |
| 22 | orange |
| 23 | pasta |
| 24 | (£)2.87 / two pounds eighty seven (p/pence) |
| 25 | (a) hat |

TEST 5

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 another. After the candidates have asked and answered the questions, they change roles, as in the example below.

Xa

Xxx

A, here is some information about **swimming lessons**.

(Hand candidate booklet to A, open at Task Xa)

(Turn over B's booklet to show Task Xb)

B, you don't know anything about the **swimming lessons**, so ask **A** some questions about them.

(Hand candidate booklet to B, open at Task Xa)

(Turn over A's booklet to show Task Xb)


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 **swimming lessons**, and **A** you answer them.

Learn to swim
at City Pool, Dover Road



Fantastic teachers!
Lessons every Monday and Thursday
4 p.m. – 6 p.m.
For ages 11-16
£5 per lesson
Call 821934 for more information

Swimming lessons

- ◆ where / swimming lessons?
- ◆ lessons on Fridays?
- ◆ good teachers?
- ◆ lessons? £?
- ◆ phone number?

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

Where are the swimming lessons?

Are there any lessons on Fridays?

Are the teachers good?

How much do lessons cost?

Could you tell me the phone number please?

Xa

Xxx

B, here is some information about a **bike ride**.
(Hand candidate booklet to **A**, open at **Task Xa**)
(Turn over **B**'s booklet to show **Task Xb**)

A, you don't know anything about the **bike ride**, so ask **B** some questions about it.
(Hand candidate booklet to **B**, open at **Task Xa**)
(Turn over **A**'s booklet to show **Task Xb**)

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 **bike ride**, and **B** you answer them.

Bike Ride for 11-16 year-olds



Saturday 15 June

Leave station at 9 a.m.

Return at 6 p.m.

Don't forget a drink and a snack

Go to www.bike.com to find out more

Bike Ride

- ◆ when / bike ride?
- ◆ start? ⌚?
- ◆ for everyone?
- ◆ what / bring?
- ◆ website?

CEFR

C2

C1

B2

B1

A1

Below
A1

Proficient user

Independent user

Basic user

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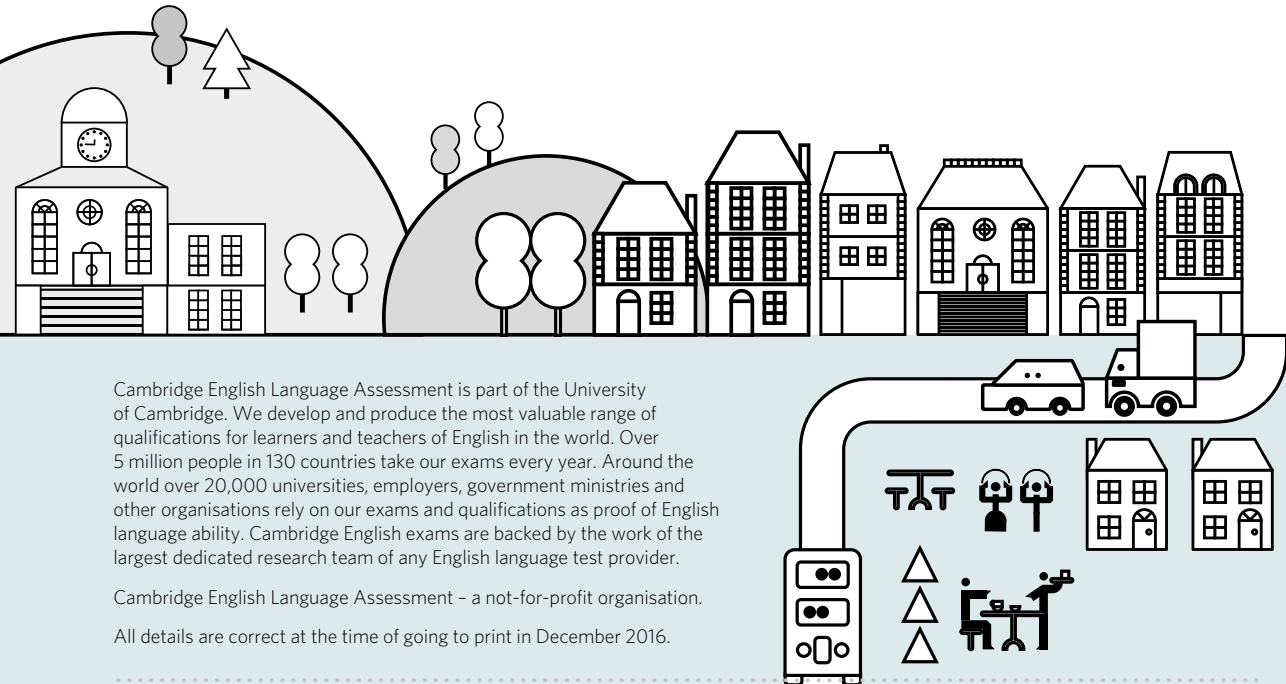
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