

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Key English Test for Schools

Handbook for teachers

Level A2

Common European Framework of Reference

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KET for Schools content and overview

Paper	Name	Timing	Content	Test Focus
Paper 1	Reading/Writing	1 hour 10 minutes	Nine parts: Five parts (Parts 1–5) test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts. Parts 6–9 concentrate on testing basic writing skills.	Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level. Assessment of candidates' ability to produce simple written English, ranging from one-word answers to short pieces of continuous text.
Paper 2	Listening	30 minutes (including 8 minutes, transfer time)	Five parts ranging from short exchanges to longer dialogues and monologues.	Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.
Paper 3	Speaking	8–10 minutes per pair of candidates	Two parts: in Part 1, candidates interact with an examiner; in Part 2 they interact with another candidate.	Assessment of candidates' ability to answer and ask questions about themselves and about factual non-personal information.

Preface

This handbook is for anyone preparing candidates for the Cambridge ESOL Key English Test for Schools (KET for Schools) examination. The introduction gives an overview of KET and its place within Cambridge ESOL. This is followed by a focus on each paper and includes content, advice on preparation and example papers.

If you require additional CDs or further copies of this booklet, please email: **ESOLinfo@CambridgeESOL.org**

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Introduction to Cambridge ESOL

■ University of Cambridge ESOL Examinations

University of Cambridge ESOL Examinations (Cambridge ESOL) is a part of the Cambridge Assessment Group, which is a department of the University of Cambridge*. It has a tradition of language assessment dating back to 1913, and is one of the world's largest educational assessment agencies. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English. In 2006, over 2 million people took these examinations at centres in over 140 countries.

Cambridge ESOL's systems and processes for designing, developing and delivering examinations and assessment services are certified as meeting the internationally recognised ISO9001:2000 standard for quality management.

Cambridge ESOL examinations are suitable for learners of all nationalities, whatever their first language and cultural background, and there are examinations suitable for learners of almost any age. Although they are designed for native speakers of languages other than English, no language related restrictions apply. The range of Cambridge ESOL examinations includes specialist examinations in Business English and English for Academic Purposes, as well as tests for young learners and a suite of certificates and diplomas for language teachers.

The examinations cover all four language skills – listening, speaking, reading and writing. They include a range of tasks which assess candidates' ability to use English, so that in preparing for the examinations, candidates develop the skills they need to make practical use of the language in a variety of contexts. Above all, what the Cambridge ESOL examinations assess is the ability to communicate effectively in English.

Cambridge ESOL is committed to providing examinations of the highest possible quality. This commitment is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge ESOL examinations. Of particular importance is the rigorous set of procedures which are used in the production and pretesting of question papers.

■ Key features of Cambridge ESOL examinations

Cambridge ESOL undertakes:

- to assess language skills at a range of levels, each of them having a clearly defined relevance to the needs of language learners
- to assess skills which are directly relevant to the range of uses for which learners will need the language they have learned, and which cover the four language skills – listening, speaking, reading and writing – as well as knowledge of language structure and use
- to provide accurate and consistent assessment of each language skill at the appropriate level
- to relate the examinations to the teaching curriculum in such a way that they encourage positive learning experiences and to seek to achieve a positive impact wherever possible
- to endeavour to be fair to all candidates, whatever their national, ethnic and linguistic background, gender or possible disability.

Cambridge ESOL examinations are designed around four essential qualities: validity, reliability, impact and practicality. Validity is normally taken to be the extent to which a test can be shown to produce scores which are an accurate reflection of the candidate's true level of language skills. Reliability concerns the extent to which test results are stable, consistent and accurate, and therefore the extent to which they can be depended on for making decisions about the candidate. Impact concerns the effects, beneficial or otherwise, which an examination has on the candidates and other users, whether these are educational, social, economic or political, or various combinations of these. Practicality can be defined as the extent to which an examination is practicable in terms of the resources needed to produce and administer it. All these factors underpin the development and production of Cambridge ESOL examinations.

Examination content and processing

■ KET and KET for Schools

There are two versions of KET available: KET and KET for Schools. KET for Schools has been specifically designed for younger candidates. Both KET and KET for Schools exams follow exactly the same format and the task types, testing focuses and level of the question papers are identical. The only difference in the two versions of the exams is that the content and treatment of topics in KET for Schools have been particularly targeted at the interests and experience of younger students.

Where reference is made to information common to both versions of the exam, we will refer to **KET**. Where reference is made to information specific to the KET for Schools exam, we will refer to this by using the **KET for Schools** title.

■ Introduction to KET

KET was originally developed between 1991 and 1994, and tests competence in reading, writing, listening and speaking. It offers a basic qualification in English and also represents a first step for those wishing to progress towards the Preliminary English Test (PET).

*Cambridge Assessment is the operating name for the University of Cambridge Local Examinations Syndicate (UCLES).

KET is aligned to the Council of Europe Common European Framework of Reference (CEFR) for Languages Level A2. The format of KET was updated in March 2004, following an extensive review involving key clients and stakeholders.

■ Content of KET

Cambridge ESOL examinations reflect a view of language proficiency in terms of a language user's overall communicative ability; at the same time, for the purposes of practical language assessment, the notion of overall ability is subdivided into different skills and subskills. This 'skills and components' view is well established in the language research and teaching literature.

Four main skills of reading, writing, listening and speaking are recognised, and each of these is assessed within the three test papers. Reading and Writing are combined under a single test component in KET. Reading is a multi-dimensional skill involving the interaction of the reader's mental processing capacities with their language and content knowledge; further interaction takes place between the reader and the external features of the text and task. Purpose and context for reading shape these interactions and this is reflected through the use of different text and task types which link to a relevant target language use context beyond the test.

Writing ability is also regarded as a linguistic, cognitive, social and cultural phenomenon that takes place in a specific context and for a particular purpose. Like Reading, KET Writing involves a series of interactions between the task and the writers, who are required to draw on different aspects of their knowledge and experience to produce a written performance for evaluation. KET Writing tasks vary in complexity from tasks requiring single word answers to a communicative task requiring up to 35 words of output.

Listening, like reading, is a multi-dimensional skill, involving interaction between the listener and the external features of the text and task and the test employs a range of text and task types to reflect the variety of situations a learner at this level is likely to encounter.

As with writing, speaking involves multiple competencies including vocabulary and grammatical knowledge, phonological control, knowledge of discourse, and pragmatic awareness, which are particularly distinct from their equivalents in the written language. Since speaking generally involves reciprocal oral interaction with others, Speaking in KET is assessed directly, through a face-to-face encounter between candidates and examiners.

Each of the four skills tested in KET provides a unique contribution to a profile of overall communicative language ability that defines what a candidate can do at this level.

■ The level of KET

KET is at Level A2 of the Common European Framework of Reference for Languages, and a description of this level is given below in terms of:

- what material learners can handle
- what learners can be expected to be able to do.

At this level a learner should be able to cope linguistically in a range of everyday situations which require a basic and largely predictable use of language. An A2 level user will be able to use English in their own or a foreign country in contact with native and non-native speakers of English for general purposes as described below.

The type of materials a KET for Schools candidate can deal with

A language user at this level needs to be able to read simple texts, many of which are of the kind needed for survival in day-to-day life or while travelling in a foreign country. These include street signs and public notices, product packaging, forms, posters, brochures, city guides and basic instructions. The user should also be able to deal with personal messages written as letters, postcards or emails, and gain some information from informative texts taken from newsletters and magazines. Where listening skills are concerned, a user needs to understand the basic facts given in announcements, for example in class or on schools trips, and public announcements made at sporting events or pop concerts.

What a KET for Schools candidate can do

In the context of school and leisure, a language user at this level can handle basic questions relating to their studies and hobbies. On the telephone, they could take the name of a caller and note down a simple message including a phone number.

If travelling as a tourist with their family or school, a user is able to find out what time a tour starts and how much something costs. They can understand the outline of the information given on a guided tour, as long as it is in a predictable context, but can ask only very simple questions to get more information.

They can express their own likes and dislikes, but only in simple terms.

Where reading is concerned, at this level the user can understand the gist of a magazine article on a familiar topic with the help of a dictionary. They can also write very simple personal letters or emails expressing thanks, or a basic message, although there may be elementary mistakes.

The ALTE 'Can Do' Project

The Association of Language Testers in Europe (ALTE) has developed a framework which covers six levels of language proficiency aligned to the Council of Europe Common European Framework of Reference for Languages. (See table 1, overleaf.) Research carried out by ALTE has shown what

language learners can typically do at each level. Table 2 gives some examples at KET level of typical general ability plus ability in each of the skill areas and a range of contexts.

Table 1

Cambridge Main Suite	CEFR levels
Certificate of Proficiency in English	C2
Certificate in Advanced English	C1
First Certificate in English	B2
Preliminary English Test	B1
Key English Test	A2
	A1

■ Varieties of English

Candidates' responses to tasks in the Cambridge ESOL examinations are acceptable in varieties of English which would enable candidates to function in the widest range of international contexts. Candidates are expected to use a particular variety with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word in the same written response to a given task.

■ Recognition

KET is widely recognised as a qualification representing a general basic ability in English. More information about recognition is available from centres, British Council offices, Cambridge ESOL and from **www.CambridgeESOL.org**

■ The KET candidature

Information is collected about KET candidates at each session, when candidates fill in a Candidate Information Sheet. The candidates for KET come from a wide range of backgrounds and take the examination for a number of different reasons.

■ What sort of test is KET?

In real life, language is used in context, and the forms of language vary according to that context. The assessment aims of KET and its syllabus are designed to ensure that the test reflects the use of language in real life. The question types and formats have been devised with the purpose of fulfilling these aims. KET corresponds closely to an active and communicative approach to learning English, without neglecting the need for clarity and accuracy.

■ Marks and results

The final mark a candidate receives in KET is the total of the marks obtained in each of the three papers (Reading and Writing, Listening, and Speaking). There is no minimum pass mark for individual papers. The Reading, and Writing paper carries 50% of the marks and Listening and Speaking each carry 25% of the total marks.

There are two passing grades (Pass with Merit and Pass).

Table 2

'Can Do' summary

Typical abilities	Listening and Speaking	Reading and Writing
Overall general ability	CAN understand simple questions and instructions. CAN express simple opinions or requirements in a familiar context.	CAN understand straightforward information within a known area. CAN complete forms and write short simple letters or postcards related to personal information.
Social & Leisure	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.	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, apologizing.
School and Study	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'.	CAN understand the general meaning of a simplified text book or story, reading very slowly. CAN write about his/her daily life in simple phrases and sentences, for example family, school, hobbies, holidays, likes and dislikes.

Candidates who have not achieved a KET passing grade (Council of Europe Level A2), but have demonstrated ability at the Council of Europe Level below this, are awarded level A1. Candidates with a score below Council of Europe level A1 receive a Fail grade. Grade boundaries are set by considering:

- Statistics on candidature
- Statistics on the overall performance
- Statistics on individual items, for those parts of the examination for which this is appropriate (Reading and Listening)
- Advice, based on the performance of candidates and recommendations of examiners, where this is relevant (Writing and Speaking)
- Comparison with statistics from previous years' examination performance and candidature.

Candidates receive their results approximately 5–6* weeks after the examination.

Results show the grade awarded and a graphical display of the candidate's performance in each skill (shown against the scale Exceptional – Good – Borderline – Weak), and a standardised score out of 100. This score allows candidates to see exactly how they have performed. There are fixed values for each KET grade, allowing comparison across sessions of the examination:

Pass with Merit = 85–100
Pass = 70–84.
This means that the score a candidate needs to achieve a passing grade will always be 70.

KET certificates are issued to candidates gaining a passing grade (Pass or Pass with Merit), and A1 level certificates are issued to candidates at that level, approximately four weeks after the issue of statements of results. A1 level certificates do not refer to the KET exam.

Certificates are not issued to candidates awarded a Fail grade.

■ Special circumstances

Special circumstances covers three main areas: special arrangements, special consideration and malpractice.

- *Special arrangements:*
  These are available for candidates with a permanent or long-term disability, such as a visual or hearing difficulty, or a temporary difficulty such as a broken hand, or ear infection affecting a candidate's ability to hear clearly. Special arrangements may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the Cambridge ESOL Centre Exams Manager in your area for more details as soon as possible.
- *Special consideration:*
  Cambridge ESOL will give special consideration to candidates affected by adverse circumstances immediately before or during an examination. Special consideration can be given where an application is sent through the centre and is made within 10 working days of the examination date. Examples of acceptable reasons for giving special consideration are in cases of illness or other unexpected events.
- *Malpractice:*
  Cambridge ESOL will consider cases where candidates are suspected of copying, collusion or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results have been investigated.

*Results for computer-based tests are released in 3–4 weeks.

KET support

■ Course materials

A list of UK publishers which produce coursebooks and practice materials related to the examinations is available from Cambridge ESOL and is on the Cambridge ESOL website. KET requires an all-round language ability and this should be borne in mind when selecting course materials. Most coursebooks will need to be supplemented; care should be taken to ensure that coursebooks and practice materials selected accurately reflect the content and format of the examination.
N.B. Cambridge ESOL does not undertake to advise on textbooks or courses of study.

■ Past papers and examination reports

Cambridge ESOL produces past examination papers, which can be used for practice, and examination reports, which provide a general view of how candidates performed overall and on each paper and offer guidance on the preparation of candidates. Details of how to order past papers and examination reports, and how to download an order form, are available from **www.CambridgeESOL.org/support**

The sample question papers included in this handbook have been produced to reflect the format of the examination. However, candidates are strongly advised not to concentrate unduly on working through practice tests and examinations as this will not by itself make them more proficient in the different skills.

■ Online support

Cambridge ESOL provides an online resource for teachers, designed to help them understand the examinations better and to prepare candidates more effectively.

The Teaching Resources website can be found at **www.CambridgeESOL.org/teach**

■ Seminars for teachers

Cambridge ESOL offers a wide range of seminars designed for teachers concerned with the examinations; some are also suitable as introductions for administrators, school directors etc. Some seminars are intended to provide information and support for teachers who are familiar with the examinations, and others can be used to introduce teachers to established examinations and also to new or revised examinations. Contact Cambridge ESOL for further details.

■ Administrative information

The KET for Schools examination is available six times a year.

A computer-based version of KET for Schools (CB KET for Schools) will be available from 2010. The tasks in each component of CB KET for Schools follow the same format as in the paper-based version of KET for Schools. The Reading and Writing, and Listening components are taken on computer, but the Speaking test is still administered in the same way as for paper-based KET for Schools. Please contact your local Cambridge ESOL centre for more information.

Candidates must enter through a recognised centre.

■ Further information

Copies of Regulations and details of entry procedure, current fees and further information about this and other Cambridge examinations can be obtained from the Cambridge ESOL Centre Exams Manager in your area, or from the address on the back cover of this handbook. In some areas this information can also be obtained from the British Council.

The aims and objectives of KET

Candidates who are successful in KET 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 information provides an outline of the four skills covered in KET and a list of the language specifications that the KET examination is based on.

■ Reading

Making use of the limited structural and lexical resources at their disposal, candidates should be able to understand the main message, and some detail, of a variety of short factual reading texts and short pieces of fiction: for example, signs, notices, instructions, brochures, guides, personal correspondence and informative articles from newsletters and magazines. They should also have strategies for dealing with unfamiliar structures and vocabulary.

■ Writing

Candidates need to be able to produce items of vocabulary from a short definition, select appropriate lexis to complete one-word gaps in a simple text, and to transfer information from a text to a form. They also need to show their ability to complete a short everyday writing task appropriately, coherently and showing reasonable control of structure, vocabulary, spelling and punctuation.

■ Listening

Candidates should be able to understand and respond to dialogues and monologues, including telephone conversations and recorded messages, in both informal and neutral settings on a range of everyday topics. The texts will be delivered at a pace which is slow but not unnaturally so. Candidates should be able to extract relevant factual information from what they hear.

■ Speaking

Candidates should be able to interact both with an examiner and with another candidate. They should be able to answer and ask questions about themselves and about factual information on a prompt card (e.g. times, prices, etc). They should also demonstrate strategies for dealing with communication difficulties, e.g. paraphrasing, asking for clarification.

Language specifications

The following is a summary of the language which is tested in KET. In terms of vocabulary and grammatical structure, KET candidates will have productive control of only the simplest of exponents for each category below; there is a wider, but still limited, range that they will be able to deal with receptively; and they will have strategies for coping with the unfamiliar.

Language purposes

- Carrying out certain transactions:
  Making arrangements
  Making purchases
  Ordering food and drink
- Giving and obtaining factual information:
  Personal
  Non-personal (places, times, etc.)
- Establishing and maintaining social and professional contacts:
  Meeting people
  Extending and receiving invitations
  Proposing/arranging a course of action
  Exchanging information, views, feelings and wishes

Language functions

There are six broad categories of language functions (what people do by means of language):

- Imparting and seeking factual information
- Expressing and finding out attitudes
- Getting things done
- Socialising
- Structuring discourse
- Communication repair

A more detailed inventory of functions, notions and grammatical areas covered by KET is given below.

■ 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
re-stating 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 KET, on which they will not be directly tested.

■ Topics for KET for Schools

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 KET 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 KET.

A list of vocabulary that may appear in the KET examination is available from the Cambridge ESOL website:
www.CambridgeESOL.org/teach

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

PAPER 1 READING AND WRITING

GENERAL DESCRIPTION

Paper format	This paper contains nine parts.
Timing	1 hour 10 minutes.
No. of questions	56.
Task types	Matching, multiple choice, multiple choice cloze, open cloze, word completion, information transfer and guided writing.
Sources	Authentic and adapted-authentic real-world notices, newspaper and magazine articles, simplified encyclopaedia entries.
Answering	Candidates indicate answers either by shading lozenges (Parts 1–5) or writing answers (Parts 6–9) on the answer sheet.
Marks	Each item carries one mark, except for question 56 which is marked out of 5. This gives a total of 60 marks, which is weighted to a final mark out of 50, representing 50% of total marks for the whole examination.

STRUCTURE AND TASKS

PART 1

Task type and format	Matching. Matching five prompt sentences to eight notices, plus one example.
Task focus	Gist understanding of real-world notices. Reading for main message.
No. of Qs	5.

PART 2

Task type and format	Three-option multiple-choice sentences. Five sentences (plus an integrated example) with connecting link of topic or story line.
Task focus	Reading and identifying appropriate vocabulary.
No. of Qs	5.

PART 3

Task type and format	Three-option multiple choice. Five discrete 3-option multiple-choice items (plus an example) focusing on verbal exchange patterns. **AND** Matching. Five matching items (plus an integrated example) in a continuous dialogue, selecting from eight possible responses.
Task focus	Functional language. Reading and identifying appropriate response.
No. of Qs	10.

PART 4

Task type and format	Right/Wrong/Doesn't say **OR** 3-option multiple choice. One long text or three short texts adapted from authentic newspaper and magazine articles. Seven 3-option multiple-choice items or seven Right/Wrong/Doesn't say items, plus an integrated example.
Task focus	Reading for detailed understanding and main idea(s).
No. of Qs	7.

PART 5

Task type and format	Multiple-choice cloze. A text adapted from an original source, for example encyclopaedia entries, newspaper and magazine articles. Eight 3-option multiple-choice items, plus an integrated example.
Task focus	Reading and identifying appropriate structural word (auxiliary verbs, modal verbs, determiners, pronouns, prepositions, conjunctions etc.).
No. of Qs	8.

PART 6

Task type and format	Word completion. Five dictionary definition type sentences (plus an integrated example). Five words to identify and spell.
Task focus	Reading and identifying appropriate lexical item, and spelling.
No. of Qs	5.

PART 7

Task type and format	Open cloze. Text of type candidates could be expected to write, for example a short letter or email. Ten spaces to fill with one word (plus an integrated example) which must be spelled correctly.
Task focus	Reading and identifying appropriate word with focus on structure and/or lexis.
No. of Qs	10.

PART 8

Task type and format	Information transfer. Two short input texts, authentic in nature (emails, adverts etc.) to prompt completion of an output text (form, note, etc.). Five spaces to fill on output text with one or more words or numbers (plus an integrated example).
Task focus	Reading and writing down appropriate words or numbers with focus on content and accuracy.
No. of Qs	5.

PART 9

Task type and format	Guided writing. Either a short input text or rubric to prompt a written response. Three messages to communicate.
Task focus	Writing a short message, note or postcard of 25–35 words.
No. of Qs	1.

1

Preparation

General

The Reading and Writing part of the test together take 1 hour and 10 minutes with a total of 56 questions. Candidates have a question paper and a separate answer sheet on which they record their answers. Efforts are made to keep the language of instructions to candidates as simple as possible, and a worked example is given in every part of the test.

Reading texts are authentic texts, adapted where necessary so that most of the vocabulary and grammatical structures are accessible to students at this level. However, candidates are expected to be able to make use of interpretation strategies if they encounter unfamiliar lexis or structures.

Candidates do not need to follow a specific course before attempting KET. Any general English course for beginners of approximately 200 learning hours which develops reading and writing skills alongside instruction in grammar and vocabulary will be suitable.

In addition to coursebook reading texts, teachers are advised to give their students every opportunity to read the type of English used in everyday life, for example, short newspaper and magazine articles, advertisements, tourist brochures, instructions, recipes, etc. In dealing with this real-life material, students should be encouraged to develop reading strategies to compensate for their limited linguistic resources, such as the ability to guess unfamiliar words, and the ability to extract the main message from a text. A class library consisting of English language magazines and simplified readers on subjects of interest to students will be a valuable resource.

Students 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.

To ensure that candidates fully understand what they will have to do in the Reading and Writing paper, it is advisable for them to become familiar in advance with the different types of test tasks. They should also make sure that they understand how to record their answers on the answer sheet, (page 23).

By part

Parts 1–5 focus particularly on reading.

PART 1

In Part 1, candidates are tested on their ability to understand the main message of a sign, notice or other very short text. These texts are of the type usually found in schools, railway stations, airports, shops, restaurants, on roads, etc. Wherever possible these texts are authentic and so may contain lexis which is unfamiliar to the candidates, but this should not prevent them from understanding the main message. This is a matching question, requiring candidates to match five sentences to the appropriate sign or notice.

PART 2

In Part 2, candidates are tested on their knowledge of vocabulary. They are asked to fill the gap in each of five sentences with one of the three options provided. There is a completed example sentence at the beginning. The six sentences are all on the same topic or are linked by a simple story line. Candidates should deal with each sentence individually but be aware that the overall context will help them find the correct answer.

PART 3

In Part 3, candidates are tested on their ability to understand the language of the routine transactions of daily life.

Questions 11–15 are multiple choice (three options). Candidates are asked to complete five 2-line conversational exchanges.

Questions 16–20 are matching questions. Candidates are asked to complete a longer dialogue, by choosing from a list of eight options. These dialogues take place in study and social situations.

PART 4

In Part 4, candidates are tested on their ability to understand the main ideas and some details of longer texts. These texts come from authentic sources, such as newspaper and magazine articles and collections of short stories, but are adapted to make them accessible to candidates. Texts may include vocabulary which is unfamiliar to the candidates, but this should not interfere with their ability to complete the task.

The questions in this part may be multiple-choice comprehension questions (with three options) or alternatively, candidates may be asked to decide whether, according to the text, each one of a set of statements is correct or incorrect, or whether there is insufficient information in the text to decide this.

PART 5

In Part 5, candidates are tested on their knowledge of grammatical structure and usage in the context of a reading text. As with Part 4, texts are adapted from newspaper and magazine articles, encyclopaedias and other authentic sources. Words are deleted from the text and candidates are asked to complete the text by choosing the appropriate word from three options. Deletions mainly focus on structural elements, such as verb forms, determiners, pronouns,

prepositions and conjunctions. Understanding of structural relationships at the phrase, clause, sentence or paragraph level is also required.

Parts 6–9 focus particularly on writing.

■ PART 6

In Part 6, candidates are asked to produce five items of vocabulary and to spell them correctly. The five items of vocabulary will all belong to the same lexical field, for example, food, things you can find in a school, free time activities etc. For each word they have to write, candidates are given a 'definition' of the type you can find in a learner's dictionary, followed by the first letter of the required word and a set of dashes to represent the number of the remaining letters in the required word. There is a worked example at the beginning.

■ PART 7

In Part 7, candidates are asked to complete a gapped text. Texts are short and simple and are of the type candidates at this level may be expected to write, for example, notes, emails and short letters. A text may take the form of a note plus a reply to that note, or may be a single letter. Deletions in the text focus on grammatical structure and vocabulary. Candidates are only asked to produce words which students at this level can be expected to actively use. Correct spelling of the missing words is essential in this part.

■ PART 8

In Part 8, candidates complete a simple information transfer task. They are asked to use the information in two short texts (email, advertisement, note, etc.) to complete a note, form, diary entry or other similar type of document. Candidates have to understand the text(s) in order to complete the task, and the focus is on both writing and reading ability. Candidates are expected to understand the vocabulary commonly associated with forms and note taking, for example, name, date, time, cost, etc. The required written production is at word and phrase level, not sentence. Correct spelling is essential in this part.

■ PART 9 – Question 56

In Part 9, candidates are given the opportunity to show that they can communicate a written message (25–35 words) of an authentic type, for example a note, email or postcard to a friend. The instructions indicate the type of message required, who it is for and what kind of information should be included. Candidates must respond to the prompts given. All three prompts must be addressed in order to complete the task fully. Alternatively, the candidates may be asked to read and respond appropriately to three elements contained within a short note, email or postcard from a friend.

Assessment

There are 5 marks for Part 9. Candidates at this level are not expected to produce faultless English, but to achieve 5 marks a candidate should write a cohesive message, which successfully communicates all three parts of the message, with only minor grammar and spelling errors. A great variety of fully acceptable answers is possible.

General Mark Scheme for Part 9

Mark	Criteria
5	*All three parts of message clearly communicated.* Only minor spelling errors or occasional grammatical errors.
4	*All three parts of message communicated.* Some non-impeding errors in spelling and grammar or some awkwardness of expression.
3	*All three parts of message attempted.* Expression requires interpretation by the reader and contains impeding errors in spelling and grammar. All three parts of the message are included but the context is incorrect. **or** *Two parts of message are clearly communicated.* Only minor spelling errors or occasional grammatical errors.
2	*Only two parts of message communicated.* Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.
1	*Only one part of the message communicated.* Some attempt to address the task but response is very unclear.
0	*Question unattempted, or totally incomprehensible response.*

Candidates are penalised for not writing the minimum number of words (i.e. fewer than 25). They are not penalised for writing too much, though they are not advised to do so. Candidates also need to think carefully about who the target reader is for each task and try to write in an appropriate style. It is important to write clearly so that the answers are easy to read. However, it is not important if candidates write in upper or lower case, or if their writing is joined up or not.

PAPER 1: READING AND WRITING

UNIVERSITY of CAMBRIDGE
ESOL Examinations

KEY ENGLISH TEST for Schools

PAPER 1 **Reading and Writing**

Sample Paper

Time 1 hour 10 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, Centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet in the time allowed.

INFORMATION FOR CANDIDATES

There are nine parts to the test.

Questions **1 – 55** carry one mark.

Question **56** carries five marks.

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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

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.

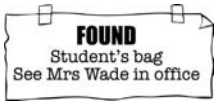
A



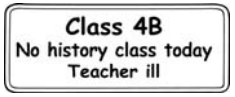
B



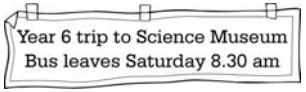
C



D



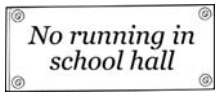
E



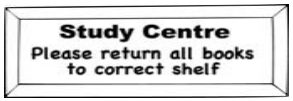
F



G



H



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

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

Turn over ►

Reading and Writing • Part 3

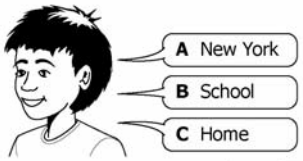
Questions 11 – 15

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

Example:

0





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** ..C..

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 **(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

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** _ _ _

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.

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:	**51**	
Time:	**52**	p.m.
Take:	**53**	
Travel there by:	**54**	
Carla's evening phone number:	**55**	

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.

PAPER 1: READING AND WRITING
Answer key

Reading and Writing

PART ONE

1 **H**
2 **C**
3 **G**
4 **D**
5 **A**

PART TWO

6 **B**
7 **A**
8 **B**
9 **C**
10 **C**

PART THREE

11 **C**
12 **B**
13 **C**
14 **A**
15 **C**
16 **F**
17 **B**
18 **D**
19 **A**
20 **H**

PART FOUR

21 **A**
22 **C**
23 **A**
24 **B**
25 **A**
26 **A**
27 **B**

PART FIVE

28 **B**
29 **C**
30 **B**
31 **B**
32 **A**
33 **C**
34 **A**
35 **C**

PART SIX

36 **stadium**
37 **camera**
38 **beach**
39 **guitar**
40 **tent**

PART SEVEN

41 **have**
42 **them**
43 **than**
44 **the**
45 **last**
this
46 **with**
47 **go**
48 **ago**
49 **each**
every
a
per
50 **lot**

PART EIGHT

51 **Saturday**
52 (starts at) **1.30** (p.m.)
(starts at) **13.30**
(starts at) **one thirty** (in the afternoon)
(starts at) **half past one** (in the afternoon)
53 (a) (warm) **sweater**
54 **car**
55 **366387**

Brackets ( ) indicate optional words.

Sample scripts for Part 9

Sample 1

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.

5 marks

COMMENTARY

All three parts of the message clearly communicated.

Sample 2

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

4 marks

COMMENTARY

All three parts of the message communicated but there are some non-impeding errors in spelling and grammar.

Sample 3

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 chisp, swindwich, hamburger and mustard.
Bye

3 marks

Commentary

Two parts of the message are clearly communicated. Information about what time to come is not included. There are only minor spelling errors and occasional grammatical errors.

Sample 4

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.

2 marks

COMMENTARY

Only two parts of the message communicated. Information about which DVD to watch is not included. There are errors in grammar which may require patience on the part of the reader.

Sample 5

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.

1 mark

COMMENTARY

Only one part of the message communicated.

UNIVERSITY of CAMBRIDGE
ESOL Examinations

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Centre No.

Candidate Signature

Candidate No.

Examination Title

Examination Details

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here

KET Paper 1 Reading and Writing Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).
Rub out any answer you want to change with an eraser.

For **Parts 1, 2, 3, 4** and **5:**
Mark ONE letter for each question.
For example, if you think **C** is the right answer to the question, mark your answer sheet like this:

0 A B C

Part 1

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H

Part 2

6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

Part 3

11	A	B	C	16	A	B	C	D	E	F	G	H
12	A	B	C	17	A	B	C	D	E	F	G	H
13	A	B	C	18	A	B	C	D	E	F	G	H
14	A	B	C	19	A	B	C	D	E	F	G	H
15	A	B	C	20	A	B	C	D	E	F	G	H

Part 4

21	A	B	C
22	A	B	C
23	A	B	C
24	A	B	C
25	A	B	C
26	A	B	C
27	A	B	C

Part 5

28	A	B	C
29	A	B	C
30	A	B	C
31	A	B	C
32	A	B	C
33	A	B	C
34	A	B	C
35	A	B	C

Turn over for Parts 6 - 9 →

KET RW DP488/386

For **Parts 6, 7 and 8:**
Write your answers in the spaces next to the numbers (36 to 55) like this:

0 example

Part 6

		Do not write here
36		1 36 0
37		1 37 0
38		1 38 0
39		1 39 0
40		1 40 0

Part 7

		Do not write here
41		1 41 0
42		1 42 0
43		1 43 0
44		1 44 0
45		1 45 0
46		1 46 0
47		1 47 0
48		1 48 0
49		1 49 0
50		1 50 0

Part 8

		Do not write here
51		1 51 0
52		1 52 0
53		1 53 0
54		1 54 0
55		1 55 0

Part 9 (Question 56): Write your answer below.

Do not write below (Examiner use only)
0 1 2 3 4 5

PAPER 1: READING AND WRITING
Answer sheet

PAPER 2 LISTENING

GENERAL DESCRIPTION

Paper format	This paper contains five parts.
Timing	About 30 minutes, including 8 minutes to transfer answers.
No. of questions	25.
Task types	Matching, multiple choice, gap-fill.
Sources	All texts are based on authentic situations, and each part is heard twice.
Answering	Candidates indicate answers either by shading lozenges (Parts 1–3) or writing answers (Parts 4 and 5) on the answer sheet.
Marks	Each item carries one mark. This gives a total of 25 marks which represents 25% of total marks for the whole examination.

STRUCTURE AND TASKS

PART 1

Task type and format	Three-option multiple choice. Short neutral or informal dialogues. Five discrete 3-option multiple-choice items with visuals, plus one example.
Task focus	Listening to identify key information (times, prices, days of week, numbers, etc.).
No. of Qs	5.

PART 2

Task type and format	Matching. Longer informal dialogue. Five items (plus one integrated example) and eight options.
Task focus	Listening to identify key information.
No. of Qs	5.

PART 3

Task type and format	Three-option multiple choice. Longer informal or neutral dialogue. Five 3-option multiple-choice items (plus an integrated example).
Task focus	Taking the 'role' of one of the speakers and listening to identify key information.
No. of Qs	5.

PART 4

Task type and format	Gap-fill. Longer neutral or informal dialogue. Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high frequency words, e.g. 'bus', 'red', or if spelling is dictated.
Task focus	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).
No. of Qs	5.

PART 5

Task type and format	Gap-fill. Longer neutral or informal monologue. Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high frequency words e.g. 'bus', 'red', or if spelling is dictated.
Task focus	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).
No. of Qs	5.

Preparation

General

The Listening paper is divided into five parts with a total of 25 questions. The texts are written or adapted by item writers specifically for the test and recorded in a studio to simulate real spoken language. 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. Candidates write their answers on the question paper as they listen, and they are then given 8 minutes at the end of the test to transfer these answers to an answer sheet. The complete Listening test, including time for the transfer of answers, takes about 30 minutes.

Listening is a language skill which should be practised from the early stages of learning English.

The teacher's first resource is the listening material included in the coursebook. These listening tasks should be made use of regularly in order to build up the confidence which comes from listening to a variety of speakers talking about a range of topics. A major advantage of using taped material is that teacher and students are in control of the number of times a particular listening text is played, which should be varied. Sometimes students will need several repeats before they are able to extract the information required by a particular listening task, but at other times they should try to see how much they can understand after just one hearing.

In addition to making regular use of coursebook materials, teachers should take every opportunity to maximise students' exposure to authentic spoken English. Even with beginner level students, English should be used as much as possible as the language of classroom management. Thus from an early stage students become used to following instructions in English and to extracting relevant information from spoken discourse.

Other sources of authentic listening material include: films, television, videos and DVDs, songs, the internet, British Embassies and Consulates, the British Council, language schools, clubs, hotels, youth hostels, airports, teachers of English and any other speakers of English, such as tourists, tourist guides, friends and family.

In listening to real-life spoken English, students should be encouraged to develop listening strategies such as picking out important information, and deducing meaning from context by focusing on key words and ignoring unimportant unfamiliar terms.

Students should also become familiar with the task types in the KET Listening paper, and make sure they know how to record their answers on the answer sheet.

Candidates should tell the supervisor of the Listening test as soon as possible if they have difficulty hearing the recording. It is important to let the supervisor know this at the beginning of the recording before the Listening test begins properly.

By part

PART 1

In Part 1, candidates are tested on their ability to identify simple factual information in five separate short conversational exchanges. The short conversations are either between friends or relatives, or between a member of the public and a shop assistant, etc. The information focused on in these dialogues is, for example, prices, numbers, times, dates, locations, directions, shapes, sizes, weather, descriptions of people and current actions.

On the question paper, the candidates see a simple question and three multiple-choice options based on pictures or drawings. There are five questions in Part 1.

PART 2

In Part 2, candidates are tested on their ability to identify simple factual information in a longer conversation. The conversation is an informal one between two people who know each other. The topic will be one of personal interest to the speakers, for example, daily life, travel, free-time activities, etc.

Candidates show their understanding of the conversation by matching two lists of items, for example, people with the food they like to eat, or days of the week with activities.

PART 3

In Part 3, candidates are also tested on their ability to identify simple factual information. The listening text is usually an informal conversation between two people who know each other about a topic of personal interest to the speakers.

In this part, candidates show their understanding of the conversation by answering five multiple choice questions, each with three options.

PARTS 4 AND 5

In Parts 4 and 5, candidates are tested on their ability to extract specific factual information from a dialogue or monologue and write it down. The dialogue or monologue is in a neutral context, for example, in shops, schools, etc. A monologue may be a recorded message. The information to be extracted is of a practical nature, for example, opening times, entrance fees, etc.

Candidates are asked to complete a message or notes on the question paper by extracting information from the listening text and writing it down. Information to be written

down consists of numbers, times, dates, prices, spellings and words. In each case, candidates are required to write down one or two words or numbers. Completely accurate spelling is not required, except where a name has been spelled out in the listening text or when it is a simple high-frequency word.

UNIVERSITY of CAMBRIDGE
ESOL Examinations

Centre Number	Candidate Number

Candidate Name _____

KEY ENGLISH TEST for Schools

PAPER 2 Listening

Sample Paper

Time Approximately 30 minutes (including 8 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, Centre number and candidate number in the spaces at the top of this page and on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have eight minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are five parts to the test.

Each question carries one mark.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

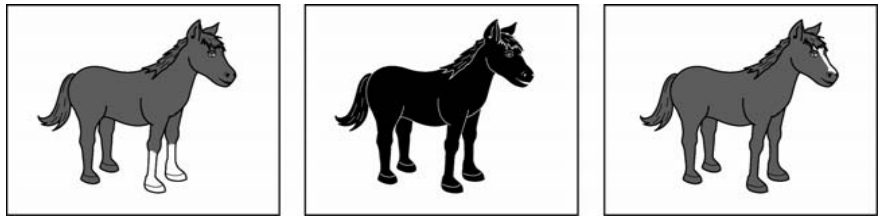
© UCLES 2009

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?



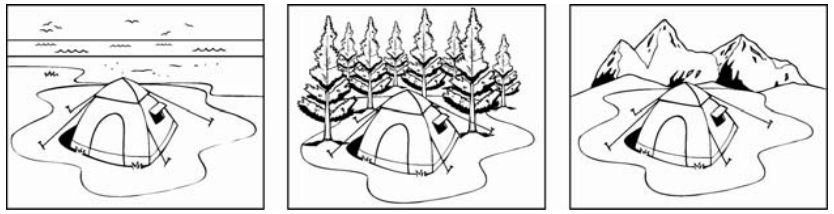
Ⓐ B C

1 How many children went on the school trip?



A B C

2 Which campsite did Josh stay at last year?



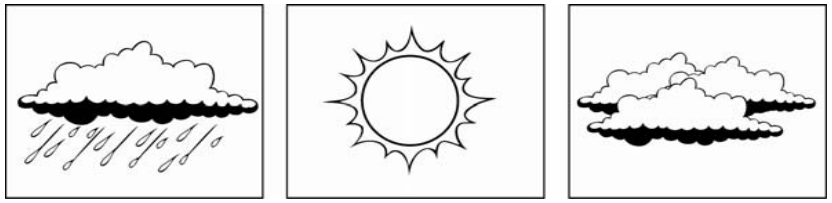
A B C

3 How much is the skirt?



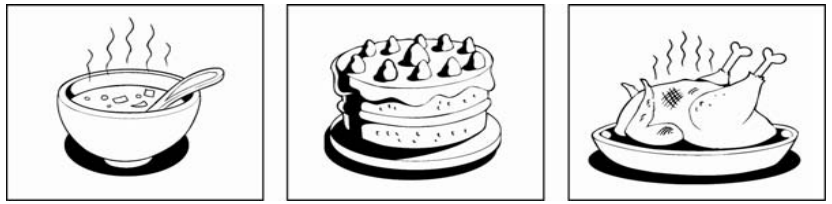
A B C

4 What's the weather like now?



A B C

5 What will the girl cook?



A B C

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 **B**

	PEOPLE		PRESENTS	
6	Mum		**A**	bike
7	Brother		**B**	book
8	Aunt		**C**	cinema tickets
9	Uncle		**D**	clothes
10	Grandmother		**E**	computer game
			F	mobile phone
			G	money
			H	music CD

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.

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.

PAPER 2: LISTENING
Tapescript for Sample Paper

This is the Cambridge Key English Test for Schools Listening Sample Paper.
There are five parts to the test. Parts One, Two, Three, Four and Five.

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

PAUSE

Now look at the instructions for Part One.

PAUSE

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?

PAUSE

The answer is A.
Now we are ready to start.

— *** —

Look at question 1.

PAUSE

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.

PAUSE

Now listen again.

REPEAT
PAUSE

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.

PAUSE

Now listen again.

REPEAT
PAUSE

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.

PAUSE

Now listen again.

REPEAT
PAUSE

Now listen again.

REPEAT
PAUSE

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.

PAUSE

Now listen again.

REPEAT
PAUSE

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.

PAUSE

Now listen again.

REPEAT
PAUSE

This is the end of Part One.

PAUSE

— *** —

Now look at Part Two.

PAUSE

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.

PAUSE

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!

PAUSE

Now listen again.

REPEAT
PAUSE

This is the end of Part Two.

PAUSE

— *** —

Now look at Part Three.

PAUSE

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 twenty seconds.

PAUSE

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!

PAUSE

Now listen again.

REPEAT
PAUSE

This is the end of Part Three.

PAUSE

— *** —

Now look at Part Four.

PAUSE

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

PAUSE

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.

PAUSE

Now listen again.

REPEAT
PAUSE

This is the end of Part Four.

PAUSE

— *** —

Now look at Part Five.

PAUSE

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.

PAUSE

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!

PAUSE

Now listen again.

REPEAT
PAUSE

This is the end of Part Five.

— *** —

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

PAUSE

You have one more minute.

PAUSE

This is the end of the test.

PAPER 2: LISTENING
Answer key

PART ONE

1 **C**
2 **B**
3 **A**
4 **C**
5 **A**

PART TWO

6 **F**
7 **D**
8 **C**
9 **G**
10 **E**

PART THREE

11 **B**
12 **C**
13 **B**
14 **A**
15 **B**

PART FOUR

16 (Alison) **GAYLE**
17 (£) **26.50** (per hour)
18 **city centre**
city center
19 **01253 664 783**
20 (before) **9** (.00) (o'clock) (p.m.)
(before) **nine** (o'clock) (p.m.)

PART FIVE

21 **Thursday** (s)
Thurs
22 **8**
eight
23 (Films, TV and) **music**
24 (a new) **camera**
25 **05735 789 655**

Brackets ( ) indicate optional words.

PAPER 2: LISTENING
Answer sheet

UNIVERSITY of CAMBRIDGE
ESOL Examinations

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Centre No.

Candidate No.

Examination Details

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here

KET Paper 2 Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For **Parts 1, 2** and **3:**
Mark ONE letter for each question.
For example, if you think **C** is the right answer to the question, mark your answer sheet like this:



Part 1	
1	A B C
2	A B C
3	A B C
4	A B C
5	A B C

Part 2	
6	A B C D E F G H
7	A B C D E F G H
8	A B C D E F G H
9	A B C D E F G H
10	A B C D E F G H

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

For **Parts 4** and **5:**
Write your answers in the spaces next to the numbers (16 to 25) like this:



Part 4		Do not write here
16		1 16 0
17		1 17 0
18		1 18 0
19		1 19 0
20		1 20 0

Part 5		Do not write here
21		1 21 0
22		1 22 0
23		1 23 0
24		1 24 0
25		1 25 0

KET L DP314/088

PAPER 3 SPEAKING

GENERAL DESCRIPTION

Paper format	The paper contains two parts.
Timing	8–10 minutes per pair of candidates.
No. of parts	2.
Interaction pattern	The standard format is two candidates and two examiners. One examiner acts as both assessor and interlocutor and manages the interaction by asking questions and setting up the tasks. The other acts as assessor and does not join in the conversation.
Task types	Short exchanges with the examiner and an interactive task involving both candidates.
Marks	Candidates are assessed on their performance throughout the test. Candidates are not expected to produce completely accurate or fluent language, but they are expected to interact appropriately and intelligibly. The emphasis in assessment is on the ability to communicate clearly.

STRUCTURE AND TASKS

PART 1

Task type and format	Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions. The interlocutor follows an interlocutor frame to guide the conversation, ensure standardisation and control level of input.
Focus	Language normally associated with meeting people for the first time, giving information of a factual personal kind. Bio-data type questions to respond to.
Timing	5–6 minutes.

PART 2

Task type and format	Candidates interact with each other. The interlocutor sets up the activity using a standardised rubric. Candidates ask and answer questions using prompt material.
Focus	Factual information of a non-personal kind related to daily life.
Timing	3–4 minutes.

Preparation

General

The Speaking test has two parts and lasts 8 to 10 minutes, involving two examiners and a pair of candidates. One examiner is an interlocutor while the other, who takes no part in the interaction, is an assessor. The Speaking component contributes 25% of the marks for the whole test.

It is important that the speaking skill is developed alongside the other language skills. This may best be done by making English the language of classroom management, and by encouraging students to communicate with each other and with the teacher in English.

Candidates should be able to respond appropriately to questions asking for simple information about themselves. They should, for example, be able to give their name (including spelling it), country of origin, subject of study, give information about their family, home town, school, free-time activities and talk simply about their likes and dislikes.

Simple role plays in which students are required to ask and answer questions will provide useful practice. Such role plays should focus on everyday language and situations and involve questions about daily activities and familiar experiences, or feature exchanging information about such things as charges and opening times of, for example, a local sports centre.

Practising for the KET Speaking component will help students prepare for possible real-life situations. This will encourage students to use the spoken language, increase their confidence in their language ability and help them develop a positive attitude towards the language learning process.

By part

PART 1

This takes 5 to 6 minutes. In this part, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time, giving factual information of a personal kind, for example, name, place of origin, study, family etc. Candidates are also expected to be able to talk about their daily life, interests, likes, etc.

PART 2

This takes 3 to 4 minutes. In this part, the two candidates interact with each other. This involves asking and answering questions about factual information of a non-personal kind. Prompt cards are used to stimulate questions and answers which will be related to 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

Throughout the test, candidates are assessed on their language skills, not their personality, intelligence or knowledge of the world. They must, however, be prepared to develop the conversation, where appropriate, and respond to the tasks set. Prepared speeches are not acceptable. Candidates are assessed on their own individual performance and not in relation to each other. Both examiners assess the candidates according to criteria which are interpreted at KET level. The assessor awards marks according to three analytical criteria: Grammar and Vocabulary, Pronunciation and Interactive Communication. The interlocutor awards a global achievement mark.

Grammar and Vocabulary

This refers to the candidate's ability to use vocabulary, structure and paraphrase strategies to convey meaning. Candidates at this level are only expected to have limited linguistic resources, and it is success in using these limited resources to communicate a message which is being assessed rather than range and accuracy.

Pronunciation

This refers to the intelligibility of the candidate's speech. First language interference is expected and not penalised if it does not affect communication.

Interactive Communication

This refers to the candidate's ability to take part in the interaction appropriately. Hesitation while the candidate searches for language is expected and not penalised so long as it does not strain the patience of the listener. Candidates are given credit for being able to ask for repetition or clarification if necessary.

Global Achievement

This is based on the analytical criteria and relates to the candidate's performance overall.

Marking

As mentioned above, assessment is based on performance in the whole test, and is not related to performance in particular parts of the test. The assessor awards marks for each of the four criteria listed above. The interlocutor awards each candidate one global mark.

In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately 15 Oral Examiners. Team Leaders give advice and support to Oral Examiners, as required.

The Team Leaders are responsible to a Professional Support Leader who is the professional representative of Cambridge ESOL for the Speaking tests. Professional Support Leaders are

appointed by Cambridge ESOL and attend an annual co-ordination and development session. Team Leaders are appointed by the Professional Support Leader in consultation with the local administration.

After initial training of examiners, standardisation of marking is maintained by both examiner co-ordination sessions and by monitoring visits to centres by Team Leaders. During co-ordination sessions, examiners watch and discuss sample Speaking tests recorded on DVD.

The sample tests on DVD are selected to demonstrate a range of nationalities and different levels of competence, and are pre-marked by a team of experienced assessors.

Cambridge ESOL Common Scale for Speaking

LEVEL C2 **MASTERY**
CERTIFICATE OF PROFICIENCY IN ENGLISH:
Fully operational command of the spoken language
- Able to handle communication in most situations, including unfamiliar or unexpected ones.
- Able to use accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and always easy to follow.
- Rarely produces inaccuracies and inappropriacies.
- Pronunciation is easily understood and prosodic features are used effectively; many features, including pausing and hesitation, are 'native-like'.

LEVEL C1 **EFFECTIVE OPERATIONAL PROFICIENCY**
CERTIFICATE IN ADVANCED ENGLISH:
Good operational command of the spoken language
- Able to handle communication in most situations.
- Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.
- Occasionally produces inaccuracies and inappropriacies.
- Maintains a flow of language with only natural hesitation resulting from considerations of appropriacy or expression.
- L1 accent may be evident but does not affect the clarity of the message.

LEVEL B2 **VANTAGE**
FIRST CERTIFICATE IN ENGLISH:
Generally effective command of the spoken language
- Able to handle communication in familiar situations.
- Able to organise extended discourse but occasionally produces utterances that lack coherence and some inaccuracies and inappropriate usage occur.
- Maintains a flow of language, although hesitation may occur whilst searching for language resources.
- Although pronunciation is easily understood, L1 features may be intrusive.
- Does not require major assistance or prompting by an interlocutor.

LEVEL B1 **THRESHOLD**
PRELIMINARY ENGLISH TEST:
Limited but effective command of the spoken language
- Able to handle communication in most familiar situations.
- Able to construct longer utterances but is not able to use complex language except in well-rehearsed utterances.
- Has problems searching for language resources to express ideas and concepts resulting in pauses and hesitation.
- Pronunciation is generally intelligible, but L1 features may put a strain on the listener.
- Has some ability to compensate for communication difficulties using repair strategies but may require prompting and assistance by an interlocutor.

LEVEL A2 **WAYSTAGE**
KEY ENGLISH TEST:
Basic command of the spoken language
- Able to convey basic meaning in very familiar or highly predictable situations.
- Produces utterances which tend to be very short – words or phrases – with frequent hesitations and pauses.
- Dependent on rehearsed or formulaic phrases with limited generative capacity.
- Only able to produce limited extended discourse.
- Pronunciation is heavily influenced by L1 features and may at times be difficult to understand.
- Requires prompting and assistance by an interlocutor to prevent communication from breaking down.

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?

PAPER 3: SPEAKING
Part 2

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 ?