

Cambridge English

Key

Key English Test (KET)

CEFR Level A2

Handbook for teachers



Content and overview

Paper/timing	Content	Test focus
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.
2 LISTENING Approx. 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.
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 questions about themselves and to ask/answer questions about factual non-personal information.

Preface

This handbook is for teachers who are preparing candidates for *Cambridge English: Key*, also known as *Key English Test (KET)*. The introduction gives an overview of the exam and its place within the range of Cambridge English exams. This is followed by a focus on each paper and includes content, advice on preparation and example papers.

If you need further copies of this handbook, please email marketingsupport@cambridgeenglish.org

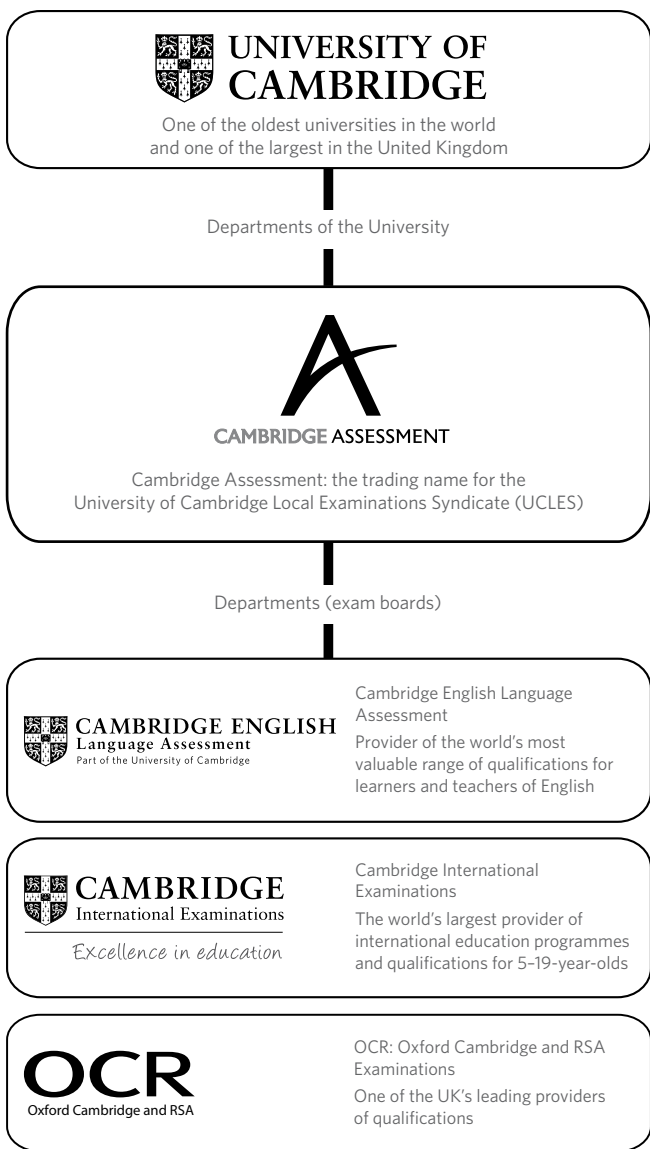
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About Cambridge English Language Assessment

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

We are one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 160 countries around the world every year.

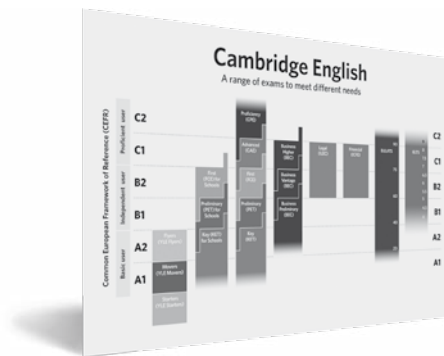


The world's most valuable range of English qualifications

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

We offer assessments across the full spectrum of language ability. We provide examinations for general communication, for professional and academic purposes, and also specialist legal and financial English qualifications. All of our exams are aligned to the principles and

approach of the Common European Framework of Reference for Languages (CEFR).



To find out more about Cambridge English exams and the CEFR, go to www.cambridgeenglish.org/cefr

In addition to our own programmes of world-leading research, we work closely with professional bodies, industry professionals and governments to ensure that our exams remain fair and relevant to candidates of all backgrounds and to a wide range of stakeholders.

Key features of Cambridge English exams

Cambridge English exams:

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

Proven quality

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

All our systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2008 standard for quality management and are designed around five essential principles:

- Validity** – are our exams an authentic test of real-life English?
- Reliability** – do our exams behave consistently and fairly?
- Impact** – does our assessment have a positive effect on teaching and learning?
- Practicality** – does our assessment meet learners' needs within available resources?
- Quality** – how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from www.cambridgeenglish.org/principles

Cambridge English: Key – an overview

Cambridge English: Key is a qualification at pre-intermediate level. It demonstrates that a person can use English to communicate in simple situations and has achieved a good foundation in learning English.

Candidates can choose to take *Cambridge English: Key* as either a paper-based or computer-based exam.

Cambridge English: Key for Schools, a version of *Cambridge English: Key* with exam content and topics targeted at the interests and experience of school-age learners, is also available.

Who is the exam for?

Cambridge English: Key is aimed at learners who want to:

- understand and use basic phrases and expressions
- introduce themselves and answer basic questions about personal details
- interact with English speakers who talk slowly and clearly
- write short, simple notes.

Who recognises the exam?

- *Cambridge English: Key* is a truly international certificate, recognised around the world for business and study purposes.
- Employers, universities and government departments officially recognise *Cambridge English: Key* as a basic qualification in English.
- The exam is accredited by Ofqual, the statutory regulatory authority for external qualifications in England, and its counterparts in Wales and Northern Ireland.

For more information about recognition go to www.cambridgeenglish.org/recognition

What level is the exam?

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

What can candidates do at Level A2?

The Association of Language Testers in Europe (ALTE) has carried out research to determine what language learners can typically do at each CEFR level. It has described these abilities in a series of Can Do statements using examples taken from real-life situations.

Cambridge English Language Assessment, as one of the founding members of ALTE, uses this framework as a way of ensuring its exams reflect real-life language skills.

Examples of Can Do statements at Level A2

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

Exam content and processing

Cambridge English: Key is a rigorous and thorough test of English at Level A2. It covers all four language skills – reading, writing, listening and speaking. Preparing for *Cambridge English: Key* helps candidates develop the skills they need to use English to communicate effectively in a variety of practical contexts.

A thorough test of all areas of language ability

There are three papers: Reading and Writing, Listening and Speaking. The Reading and Writing paper carries 50% of the total marks, the Listening paper and the Speaking paper each carry 25% of the total marks. Detailed information on each test and sample papers follow later in this handbook, but the overall focus of each test is as follows:

Reading and Writing: 1 hour 10 minutes

Candidates need to be able to understand simple written information such as signs, brochures, newspapers and magazines. They must also be able to produce simple written English.

Listening: 30 minutes (approximately)

Candidates need to be able to understand announcements and other spoken material when people speak reasonably slowly.

Speaking: up to 10 minutes

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

Each of these three test components provides a unique contribution to a profile of overall communicative language ability that defines what a candidate can do at this level.

Language specifications

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

The following is a summary of the language which is tested in *Cambridge English: Key*. In terms of vocabulary and grammatical structure, *Cambridge English: Key* 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 *Cambridge English: Key* 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, occupation, etc.

understanding and completing forms giving personal details

describing education and/or job

describing people (personal appearance, qualities)

asking and answering questions about personal possessions

asking for repetition and clarification

restating what has been said

checking on meaning and intention

helping others to express their ideas

interrupting a conversation

asking for and giving the spelling and meaning of words

counting and using numbers

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

asking for and giving information about routines and habits

understanding and giving information about everyday activities

talking about what people are doing at the moment

talking about past events and states in the past, recent activities and

completed actions

understanding and producing simple narratives

reporting what people say

talking about future situations

talking about future plans or intentions

making predictions

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

buying and selling 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 verbs not used in the continuous form)
 Present continuous: present actions and future meaning
 Present perfect simple: recent past with just; indefinite past with yet, already, never, ever; unfinished past with for and since
 Past simple: past events
 Past continuous: parallel past actions, continuous actions interrupted by the past simple tense
 Future with going to
 Future with will and shall: offers, promises, predictions, etc.

Verb forms

Affirmative, interrogative, negative
 Imperatives
 Infinitives (with and without to) after verbs and adjectives
 Gerunds (-ing form) after verbs and prepositions
 Gerunds as subjects and objects
 Passive forms: present and past simple
 Short questions (Can you?) and answers (No, he doesn't)

Clause types

Main clause: Carlos is Spanish.
 Co-ordinate clause: Carlos is Spanish and his wife is English.
 Subordinate clause following sure, certain: I'm sure (that) she's a doctor.
 Subordinate clause following know, think, believe, hope:
 I hope you're well.
 Subordinate clause following say, tell: She says (that) she's his sister.
 Subordinate clause following if, when, where, because:
 I'll leave if you do that again.
 He'll come when you call.
 He'll follow where you go.
 I came because you asked me.

Interrogatives

What; What (+ noun)
 Where; When
 Who; Whose; Which
 How; How much; How many; How often; How long; etc.
 Why
 (including the interrogative forms of all tenses and modals listed)

Nouns

Singular and plural (regular and irregular forms)
 Countable and uncountable nouns with some and any
 Abstract nouns
 Compound nouns
 Noun phrases
 Genitive: 's & s'
 Double genitive: a friend of theirs

Pronouns

Personal (subject, object, possessive)
 Impersonal: it, there

Demonstrative: this, that, these, those
 Quantitative: one, something, everybody, etc.
 Indefinite: some, any, something, one, etc.
 Relative: who, which, that

Determiners

a + countable nouns
 the + countable/uncountable nouns

Adjectives

Colour, size, shape, quality, nationality
 Predicative and attributive
 Cardinal and ordinal numbers
 Possessive: my, your, his, her, etc.
 Demonstrative: this, that, these, those
 Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.
 Comparative and superlative forms (regular and irregular)
 Order of adjectives
 Participles as adjectives

Adverbs

Regular and irregular forms
 Manner: quickly, carefully, etc.
 Frequency: often, never, twice a day, etc.
 Definite time: now, last week, etc.
 Indefinite time: already, just, yet, etc.
 Degree: very, too, rather, etc.
 Place: here, there, etc.
 Direction: left, right, etc.
 Sequence: first, next, etc.
 Pre-verbal, post-verbal and end-position adverbs
 Comparative and superlative forms (regular and irregular)

Prepositions

Location: to, on, inside, next to, at (home), etc.
 Time: at, on, in, during, etc.
 Direction: to, into, out of, from, etc.
 Instrument: by, with
 Miscellaneous: like, about, etc.
 Prepositional phrases: at the end of, in front of, etc.
 Prepositions preceding nouns and adjectives: by car, for sale, on holiday, etc.

Connectives

and, but, or,
 when, where, because, if

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

Topics

Clothes
 Daily life
 Entertainment and media
 Food and drink
 Health, medicine and exercise
 Hobbies and leisure
 House and home
 Language
 People
 Personal feelings, opinions and experiences
 Personal identification
 Places and buildings

School and study
 Services
 Shopping
 Social interaction
 Sport
 The natural world
 Transport
 Travel and holidays
 Weather
 Work and jobs

Lexis

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

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

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

A list of vocabulary that may appear in the *Cambridge English: Key* examination is available on our website:

www.cambridgeenglish.org/teaching-english

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

International English

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

Marks and results

Cambridge English: Key gives detailed, meaningful results. All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels A1 and B1 also receive a **certificate**.

Statement of Results

This Statement of Results outlines:

- the candidate's result. This is based on a candidate's total score in all three papers
- a graphical display of a candidate's performance in each paper (shown against the scale Exceptional – Good – Borderline – Weak)
- a standardised score out of 100 which allows a candidate to see exactly how they performed.

Certificates

We have made enhancements to the way we report the results of our exams because we believe it is important to recognise candidates' achievements.

The Common European Framework of Reference		Cambridge English: Key
C Proficient user	C2	
	C1	
B Independent user	B2	
	B1	
A Basic user	A2	Pass with Distinction* Pass with Merit Pass
	A1	Level A1

* Pass with Distinction was introduced in September 2011

Cambridge English: Key – Level B1

Pass with Distinction

Exceptional candidates sometimes show ability beyond Level A2. If a candidate achieves a Pass with Distinction, they will receive the *Key English Test* certificate stating that they demonstrated ability at Level B1.

Cambridge English: Key – Level A2

If a candidate achieves Pass with Merit or Pass in the exam, they will be awarded the *Key English Test* certificate at Level A2.

Level A1 Certificate

If a candidate's performance is below Level A2, but falls within Level A1, they will receive a Cambridge English certificate stating that they demonstrated ability at A1 level.

Special circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:

- Special arrangements**
These are available for candidates with a permanent or long-term disability. Consult the Centre Exams Manager (CEM) in your area for more details as soon as you become aware of a candidate who may need special arrangements.
- Special consideration**
We will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.
- Malpractice**
We will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

For more information about special circumstances go to

www.cambridgeenglish.org/help

Exam support

Cambridge English

Official Cambridge English exam preparation materials

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

www.cambridgeenglish.org/prepare

Support for teachers

Our website provides an invaluable, user-friendly, free resource for all teachers preparing for our exams. It includes:

General information – handbooks for teachers and sample papers

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

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

Downloadable lessons – a lesson for every part of every paper

Teaching qualifications – the whole range of Cambridge English Teaching Qualifications

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

www.cambridgeenglish.org/teaching-english



Cambridge English Teacher

Cambridge English Teacher is the professional membership that supports teaching excellence. It offers teachers continuous professional development that is both reliable and convenient. It includes online courses, access to ELT experts and other professionals, sharing best practice and networking. Everything is online, so is available anytime, anywhere. Cambridge English Teacher is provided by Cambridge University Press and Cambridge English Language Assessment, world leaders in English language teaching and assessment. Join as a teacher, or find out about Institutional Membership at www.cambridgeenglishteacher.org

Support for candidates

Cambridge English website

We provide learners with a wealth of exam resources and preparation materials throughout our main website, including exam advice, sample papers and a guide for candidates.

www.cambridgeenglish.org



Facebook

Students can also join our active Facebook community to get tips on English language learning and take part in fun and topical quizzes.

www.facebook.com/CambridgeEnglish

Exam sessions

Cambridge English: Key is available as a paper-based or computer-based test. Candidates must be entered through an authorised Cambridge English Language Assessment examination centre. Find your nearest centre at

www.cambridgeenglish.org/centresearch

Further information

Contact your local authorised exam centre, or our helpdesk (www.cambridgeenglish.org/help) for:

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

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 Three-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

Paper 1

Reading and Writing

Structure and tasks

PART 5

TASK TYPE Multiple-choice cloze.
AND FORMAT 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 Word completion.
AND FORMAT 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 Open cloze.
AND FORMAT 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 Information transfer.
AND FORMAT One or two short input texts, authentic in nature (notes, 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 Guided writing.
AND FORMAT Either a short input text or rubric to prompt a written response.
Three messages to communicate.

TASK FOCUS Writing a short note, email or postcard of 25-35 words.

NO. OF QS 1

Preparation

General

- The Reading and Writing part of the test takes 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 Parts 1–8 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 *Cambridge English: Key*. 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 21).

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 on roads, in railway stations, airports, shops, restaurants, offices, schools, 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 shops, hotels, restaurants, etc., and in various work, 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, 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, jobs, food, things you can find in a house, 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 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 one or 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 texts 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, 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

- 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.
- In order to help teachers assess the standards required, there are several sample answers to the Writing Part 9 question on page 20, with marks and examiner comments.

PAPER 1 | 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 We can sell you a ticket if you want to go to a concert.

Answer: A B C D E F G H

Answer: 0

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

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

Play the Guitar
Classes for children and adults
Beginners welcome

Pop group needs new singer
Call Andy on
020 8746 9902

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

PIANO FOR SALE
LOOKS AND SOUNDS BEAUTIFUL –
ONLY £300

Piano lessons
(only for people who can read music)
Phone 020 4998 3664

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

New Course!
1000 years of Music
12.30, Mondays and Wednesdays

2

Part 2

Questions 6 – 10

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

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

Example:

- 0 Adrian and Martin their school holiday last week.

Answer: A B C



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

Turn over ▶

3

Questions 11 – 15

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

Example:

0



Where do you come from?



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

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

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

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

12 How long are you going to stay in Bangkok?

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

13 See you tomorrow.

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

14 Can I leave early?

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

15 I don't like this programme.

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

4

Turn over ▶

Questions 16 – 20

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

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

Example:

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

Anita: **0**

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

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

Anita: **16**

Kim: Great! It'll be good to go together.

Anita: **17**

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

Anita: **18**

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

Anita: **19**

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

Anita: **20**

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

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

B Yes, I have to work on Saturday.

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

D Fine. Do we need to book tickets?

E I have some money for a new jacket.

F What do you want to do there?

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

H I don't know.

5

Part 4

Questions 21 – 27

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

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

Round the World



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

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

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

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

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

Example:

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

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

Answer:

0 **A** **B** **C**

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

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

22 Jonathan learnt to do the work of a mechanic.

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

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

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

24 The trip took longer than twelve months.

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

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

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

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

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

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

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

Part 5

Questions 28 – 35

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

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



PENGUINS

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

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

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

Example:

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

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

PAPER 1 | READING AND WRITING

Part 7

Questions 41 – 50

Complete the email.
Write ONE word for each space.

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

Example:

0	h a s
---	-------

From:

Jessie

To:

Carmen

Thanks for your email.

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

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

Part 6

Questions 36 – 40

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

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

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

Example:

0	a	_ _ _ _
---	---	---------

Answer:

0	a u n t
---	---------

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

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

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

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

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

Part 8

Questions 51 – 55

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

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

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

From:	Helena
To:	Sam

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

Sam's Notes
CONCERT

Place: Easton Hall

Date:

Name of band:

Number of tickets:

Price of my ticket:

Take:

12

Part 9

Question 56

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

Tell Pat:

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

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

13

PAPER 1 | READING AND WRITING

Answer key

Q Part 1

- 1 F
2 A
3 D
4 H
5 B

Q Part 2

- 6 A
7 C
8 B
9 B
10 C

Q Part 3

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

Q Part 4

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

Q Part 5

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

Q Part 6

- 36 husband
37 grandparents
38 single
39 daughter
40 surname

Q Part 7

- 41 of
42 much
43 at / during / on
44 for / in
45 there / here
46 with
47 'm / am / was
48 the
49 is
50 your

Q Part 8

- 51 17(th) June
52 Myra
53 2 / two
54 (£)11(.00) / eleven (pounds)
55 (a) jacket

Assessment of Writing Part 9

- 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.

Mark Scheme for Part 9

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

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.

Sample answers with examiner comments

Candidate A

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

Write soon,
Joseph

Examiner comments **5 marks**

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

Candidate B

From: Maria
To: Pat

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

Examiner comments **4 marks**

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

Candidate C

Hi Pat,

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

Examiner comments **3 marks**

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

Candidate D

From: Toni
To: Pat

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

Examiner comments **1 mark**

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

Candidate E

Dear Pat,

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

Examiner comments **0 marks**

Content is not relevant to the actual task.

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 the 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 recorded 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 from redundant material, and deducing meaning from context by focusing on important key words and ignoring unimportant or unfamiliar terms.
- Students should also become familiar with the task types in the *Cambridge English: Key* Listening paper, and make sure they know how to record their answers on the answer sheet (page 29).
- 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, booking office clerk, 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. 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, occupational activities, 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. It is sometimes a transactional exchange, e.g. a person making enquiries in a travel agent's.
- 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, offices, 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 memo, message or notes 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.

Part 1

Questions 1 – 5

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

Example:

0 How many people were at the meeting?

A 3

B 13

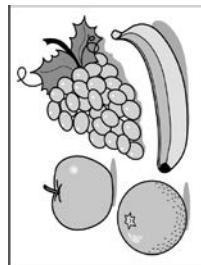
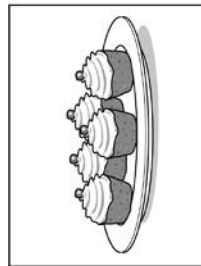
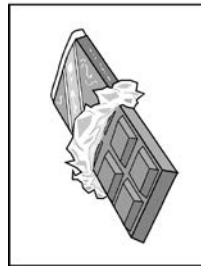
C 30

A

B

C

1 What's Jill's favourite food?

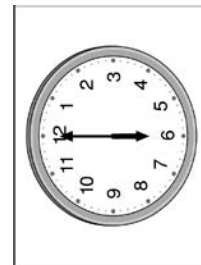
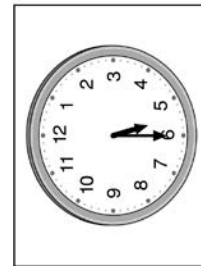
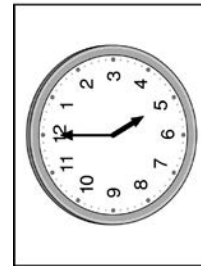


A

B

C

2 What time will Barry phone back?

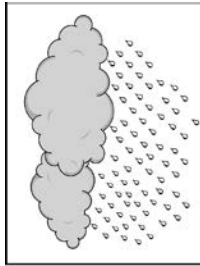
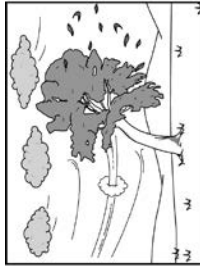
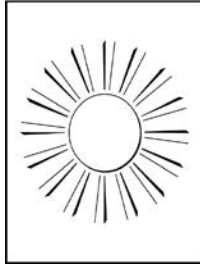


A

B

C

3 What was the weather like last weekend?

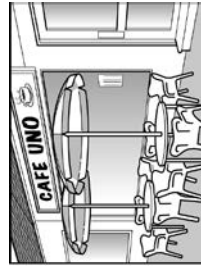
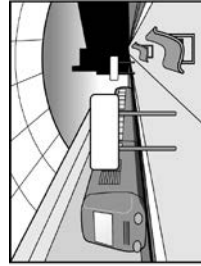


A

B

C

4 Where are they going to meet?



A

B

C

5 What's still in the car?



A

B

C

PAPER 2 | LISTENING

Part 2

Questions 6 – 10

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

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

Example:

0 Jenny

People

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

Presents

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

4

Part 3

Questions 11 – 15

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

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

Example:

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

11 The club opened

- A** yesterday.
- B** a week ago.
- C** a month ago.

12 What did James like about the club?

- A** the good dancers.
- B** the fast music.
- C** the friendly people.

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

- A** t-shirts.
- B** jeans.
- C** sports shoes.

14 Yesterday, James's ticket was

- A** £5.
- B** £7.50.
- C** £10.

15 The club stays open until

- A** 12.00.
- B** 2 a.m.
- C** 5 a.m.

5

Turn over ▶

Part 5

Questions 21 – 25

You will hear some information about a food market.

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

ELWOOD FOOD MARKET

Hall 1 sells: *vegetables*

21 and

Hall 2 sells: *cakes and*

22

Hot breakfast in the café until:

23

Hall 3

Piece of pizza costs:

24

Children's playroom next to the:

25

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

Part 4

Questions 16 – 20

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

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

Trip to Windfield

Name of hotel in centre: Mill Hotel

Address: 16 24 Road

Cost of single room: 17 £

Telephone number of hotel: 18

Places to visit: 19 Museum and

Museum closed on: 20

PAPER 2 | LISTENING

Tapescript*

This is the Cambridge Key English Test 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.

Now look at the instructions for Part One.

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

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

Here is an example:

How many people were at the meeting?

Woman: Were there many people at the meeting?

Man: About thirty.

Woman: That's not many.

Man: No, but more than last time.

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

Now we are ready to start.

Look at question one.

1 What's Jill's favourite food?

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

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

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

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

Now listen again.

2 What time will Barry phone back?

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

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

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

Woman: Yes, that will be fine.

Now listen again.

3 What was the weather like last weekend?

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

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

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

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

Now listen again.

4 Where are they going to meet?

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

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

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

John: Fine.

Now listen again.

5 What's still in the car?

Woman: Have you left anything outside in the car?

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

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

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

Now listen again.

This is the end of Part One.

Now look at Part Two.

Listen to Sam talking to Jenny about his birthday presents.

Which present did each person give him?

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

You will hear the conversation twice.

Sam: Hello, Jenny. Is that for me?

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

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

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

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

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

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

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

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

Jenny: And what about your cousin?

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

Jenny: Great.

Now listen again.

This is the end of Part Two.

PAPER 2 | LISTENING

Now look at Part Three.

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

For questions 11 – 15, tick A, B or C.

You will hear the conversation twice.

Look at questions 11 – 15 now. You have twenty seconds.

Now listen to the conversation.

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

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

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

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

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

Woman: Was the music good?

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

Woman: Can you wear jeans there?

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

Woman: How much was it to get in?

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

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

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

Now listen again.

This is the end of Part Three.

Now look at Part Four

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

Listen and complete questions 16 – 20.

You will hear the conversation twice.

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

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

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

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

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

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

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

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

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

Man: And are they open every day?

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

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

Woman: Goodbye.

Now listen again.

This is the end of Part Four.

Now look at Part Five

You will hear some information about a food market.

Listen and complete questions 21 – 25.

You will hear the information twice.

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

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

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

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

Happy shopping!

Now listen again.

This is the end of Part Five.

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

You have one more minute.

This is the end of the test.

PAPER 2 | LISTENING

Answer key

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

Q	Part 2
6	E
7	B
8	A
9	G
10	D

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


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

Q	Part 4
16	Harvest
17	28 / twenty eight
18	720433
19	castle
20	Monday(s)

Q	Part 5
21	(very good) fish
22	bread
23	11.30 / eleven thirty
24	(£0.) 55p / pence
25	telephone(s)

Brackets () indicate optional words or letters.

Candidate answer sheet



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

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:

0 A B C

Centre No.

Candidate No.

Examination Details

Candidate Signature

Examination Title

Centre

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

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:

0 e x a m p l e

Part 4

16	1	16
17	1	17
18	1	18
19	1	19
20	1	20

Part 5

21	1	21
22	1	22
23	1	23
24	1	24
25	1	25

KET L denote 0121 520 5100

DP741/088

Paper 3

Speaking

General description

PAPER FORMAT	This 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 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 the level of input.
FOCUS	Language normally associated with meeting people for the first time, giving information of a factual personal kind. Biodata-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, job or 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 *Cambridge English: Key Speaking* component will help students prepare for possible real-life situations. This will encourage students to use 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, occupation, 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.).

Part 2 3 - 4 minutes (Prompt card activity)

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

Example

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

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

Candidate A - your answers.

Candidate B - your questions.

SANDON AIR MUSEUM



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

Tickets: Adults £8.00
Students £5.00

MUSEUM

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

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

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


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

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

Candidate B - your answers.

Candidate A - your questions.

WORLD BOOKS
212 Main Street



Largest bookshop in the country
Get your travel books here

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

Tel: 724 399

BOOKSHOP

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

Assessment of Speaking

Examiners and marking

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

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

Assessment scales

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

- Grammar and Vocabulary
- Pronunciation
- Interactive Communication

The interlocutor awards a mark for Global Achievement using the Global Achievement scale.

Assessment for *Cambridge English: Key* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for *Cambridge English: Key* (shown on page 34) are extracted from the overall Speaking scales on page 35.

Cambridge English: Key Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 35.

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

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

Overall Speaking scales

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

Speaking Assessment

Glossary of terms

1. GENERAL

Conveying basic meaning	Conveying basic meaning: the ability of candidates to get their message across to their listeners, despite possible inaccuracies in the structure and/or delivery of the message.
Situations and topics	<p>Everyday situations: situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to school or work, taking part in leisure activities. A <i>Cambridge English: Key</i> task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.</p> <p>Familiar topics: topics about which candidates can be expected to have some knowledge or personal experience. <i>Cambridge English: First</i> tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.</p> <p>Unfamiliar topics: topics which candidates would not be expected to have much personal experience of. <i>Cambridge English: Advanced</i> tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.</p> <p>Abstract topics: topics which include ideas rather than concrete situations or events. <i>Cambridge English: Proficiency</i> tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.</p>
Utterance	Utterance: people generally write in sentences and they speak in utterances. An utterance may be as short as a word or phrase, or a longer stretch of language.

2. GRAMMAR AND VOCABULARY

Appropriacy of vocabulary	Appropriacy of vocabulary: the use of words and phrases that fit the context of the given task. For example, in the utterance <i>I'm very sensible to noise</i> , the word <i>sensible</i> is inappropriate as the word should be <i>sensitive</i> . Another example would be <i>Today's big snow makes getting around the city difficult</i> . The phrase <i>getting around</i> is well suited to this situation. However, <i>big snow</i> is inappropriate as <i>big</i> and <i>snow</i> are not used together. <i>Heavy snow</i> would be appropriate.
Flexibility	Flexibility: the ability of candidates to adapt the language they use in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity. Examples of this would be reformulating and paraphrasing ideas.
Grammatical control	<p>Grammatical control: the ability to consistently use grammar accurately and appropriately to convey intended meaning. Where language specifications are provided at lower levels (as in <i>Cambridge English: Key</i> and <i>Cambridge English: Preliminary</i>, candidates may have control of only the simplest exponents of the listed forms.</p> <p>Attempts at control: sporadic and inconsistent use of accurate and appropriate grammatical forms. For example, the inconsistent use of one form in terms of structure or meaning, the production of one part of a complex form incorrectly or the use of some complex forms correctly and some incorrectly.</p> <p>Spoken language often involves false starts, incomplete utterances, ellipsis and reformulation. Where communication is achieved, such features are not penalised.</p>

2. GRAMMAR AND VOCABULARY (cont.)

Grammatical forms	<p>Simple grammatical forms: words, phrases, basic tenses and simple clauses.</p> <p>Complex grammatical forms: longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.</p>
Range	Range: the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.

3. DISCOURSE MANAGEMENT

Coherence and cohesion	<p>Coherence and cohesion are difficult to separate in discourse. Broadly speaking, coherence refers to a clear and logical stretch of speech which can be easily followed by a listener. Cohesion refers to a stretch of speech which is unified and structurally organised. Coherence and cohesion can be achieved in a variety of ways, including with the use of cohesive devices, related vocabulary, grammar and discourse markers.</p> <p>Cohesive devices: words or phrases which indicate relationships between utterances, e.g. addition (<i>and, in addition, moreover</i>); consequence (<i>so, therefore, as a result</i>); order of information (<i>first, second, next, finally</i>).</p> <p>At higher levels, candidates should be able to provide cohesion not just with basic cohesive devices (e.g. <i>and, but, or, then, finally</i>) but also with more sophisticated devices (e.g. <i>therefore, moreover, as a result, in addition, however, on the other hand</i>).</p> <p>Related vocabulary: the use of several items from the same lexical set, e.g. <i>train, station, platform, carriage</i>; or <i>study, learn, revise</i>.</p> <p>Grammatical devices: essentially the use of reference pronouns (e.g. <i>it, this, one</i>) and articles (e.g. <i>There are two women in the picture. The one on the right ...</i>).</p> <p>Discourse markers: words or phrases which are primarily used in spoken language to add meaning to the interaction, e.g. <i>you know, you see, actually, basically, I mean, well, anyway, like</i>.</p>
Extent/extended stretches of language	Extent/extended stretches of language: the amount of language produced by a candidate which should be appropriate to the task. Long turn tasks require longer stretches of language, whereas tasks which involve discussion or answering questions could require shorter and extended responses.
Relevance	Relevance: a contribution that is related to the task and not about something completely different.
Repetition	Repetition: repeating the same idea instead of introducing new ideas to develop the topic.

4. PRONUNCIATION

Intelligible	Intelligible: a contribution which can generally be understood by a non-EFL/ESOL specialist, even if the speaker has a strong or unfamiliar accent.
Phonological features	<p>Phonological features include the pronunciation of individual sounds, word and sentence stress and intonation.</p> <p>Individual sounds are:</p> <ul style="list-style-type: none"> • Pronounced vowels, e.g. the /æ/ in cat or the /e/ in bed • Diphthongs, when two vowels are rolled together to produce one sound, e.g. the /əʊ/ in host or the /eɪ/ in hate • Consonants, e.g. the /k/ in cut or the /f/ in fish. <p>Stress: the emphasis laid on a syllable or word. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly, and is longer than the others, e.g. imPOrtant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. <i>WHY is that one important?</i> versus <i>Why is THAT one important?</i></p> <p>Intonation: the way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.</p>

5. INTERACTIVE COMMUNICATION

Development of the interaction	Development of the interaction: actively developing the conversation, e.g. by saying more than the minimum in response to the written or visual stimulus, or to something the other candidate/interlocutor has said, or by proactively involving the other candidate with a suggestion or question about further developing the topic (e.g. <i>What about bringing a camera for the holiday?</i> or <i>Why's that?</i>).
Initiating and Responding	<p>Initiating: starting a new turn by introducing a new idea or a new development of the current topic.</p> <p>Responding: replying or reacting to what the other candidate or the interlocutor has said.</p>
Prompting and Supporting	<p>Prompting: instances when the interlocutor repeats, or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution.</p> <p>Supporting: instances when one candidate helps another candidate, e.g. by providing a word they are looking for during a discussion activity, or helping them develop an idea.</p>
Turn and Simple exchange	<p>Turn: everything a person says before someone else speaks.</p> <p>Simple exchange: a brief interaction which typically involves two turns in the form of an initiation and a response, e.g. question-answer, suggestion-agreement.</p>

Cambridge English: Key Glossary

Answer sheet	the form on which candidates record their responses.
Assessor	the Speaking test examiner who assigns a score to a candidate's performance, using analytical criteria to do so.
Cloze test	a type of gap-filling task in which whole words have been removed from a text and which candidates must replace.
Discourse	written or spoken communication.
Gap-filling item	any type of item which requires the candidate to insert some written material – letters, numbers, single words, phrases, sentences or paragraphs – into spaces in the text. The response may be supplied by the candidate or selected from a set of options.
Gist	the central theme or meaning of the text.
Impeding error	an error which prevents the reader from understanding the word or phrase.
Interlocutor	the Speaking test examiner who conducts the test and makes a global assessment of each candidate's performance.
Item	each testing point in a test which is given a separate mark or marks.
Key	the correct answer to an item.
Lexical	adjective from lexis, meaning to do with vocabulary.
Long turn	the opportunity in the Speaking test for a candidate to talk uninterrupted for a period of time, enabling them to produce an extended piece of discourse.
Lozenge	the space on the mark sheet which candidates must fill in to indicate their answer to a multiple-choice question.
Multiple choice	a task where candidates are given a set of several possible answers of which only one is correct.
Multiple matching	a task in which a number of questions or sentence completion items, generally based on a reading text, are set. The responses are provided in the form of a bank of words or phrases, each of which can be used an unlimited number of times.
Options	the individual words in the set of possible answers for a multiple-choice item.
Paraphrase	to give the meaning of something using different words.
Pretesting	a stage in the development of test materials at which items are tried out with representative samples from the target population in order to determine their difficulty.
Register	the tone of a piece of writing. The register should be appropriate for the task and target reader, e.g. a letter of application is written in a formal register.
Rubric	the instructions to an examination question which tell the candidate what to do when answering the question.
Target reader	the intended recipient of a piece of writing. It is important to ensure that the effect of a written task on a target reader is a positive one.

Acronyms

ALTE	The Association of Language Testers in Europe.
CEFR	Common European Framework of Reference for Languages.
EFL	English as a Foreign Language.
ESOL	English for Speakers of Other Languages.
UCLES	University of Cambridge Local Examinations Syndicate.



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