



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Key English Test



Handbook for teachers

The Key English Test is at Level A2 of the *Common European Framework of Reference for Languages: Learning, teaching, assessment* published by the Council of Europe

KET content and overview

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

Preface

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

Further information on the examination will be issued in the form of:

- regular update bulletins
- an extensive programme of seminars and conference presentations.

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

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Introduction to Cambridge ESOL

■ University of Cambridge ESOL Examinations

University of Cambridge ESOL Examinations (Cambridge ESOL) is a part of the University of Cambridge Local Examinations Syndicate (UCLES), which has provided examinations in English for speakers of other languages since 1913. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English. In 2006 over 2 million people took these examinations at centres in over 140 countries.

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

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

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

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

■ Key features of Cambridge ESOL examinations

Cambridge ESOL undertakes:

- to assess language skills at a range of levels, each of them having a clearly defined relevance to the needs of language learners
- to assess skills which are directly relevant to the range of uses for which learners will need the language they have learned, and which cover the four language skills – listening, speaking, reading and writing – as well as knowledge of language structure and use
- to provide accurate and consistent assessment of each language skill at the appropriate level

- to relate the examinations to the teaching curriculum in such a way that they encourage positive learning experiences and to seek to achieve a positive impact wherever possible
- to endeavour to be fair to all candidates, whatever their national, ethnic and linguistic background, gender or possible disability.

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

Examination content and processing

■ Introduction to KET

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

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

■ Content of KET

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

Four main skills of reading, writing, listening and speaking are recognised, and each of these is assessed within the three test papers. Reading and Writing are combined under a single test component in KET. Reading is a multi-dimensional skill involving the interaction of the reader's mental processing capacities with their language and content knowledge; further

interaction takes place between the reader and the external features of the text and task. Purpose and context for reading shape these interactions and this is reflected through the use of different text and task types which link to a relevant target language use context beyond the test. Writing ability is also regarded as a linguistic, cognitive, social and cultural phenomenon that takes place in a specific context and for a particular purpose. Like Reading, KET Writing involves a series of interactions between the task and the writers, who are required to draw on different aspects of their knowledge and experience to produce a written performance for evaluation. KET Writing tasks vary in complexity from tasks requiring single word answers to a communicative task requiring up to 35 words of output. Listening, like reading, is a multi-dimensional skill, involving interaction between the listener and the external features of the text and task and the test employs a range of text and task types to reflect the variety of situations a learner at this level is likely to encounter. As with writing, speaking involves multiple competencies including vocabulary and grammatical knowledge, phonological control, knowledge of discourse, and pragmatic awareness, which are particularly distinct from their equivalents in the written language. Since speaking generally involves reciprocal oral interaction with others, Speaking in KET is assessed directly, through a face-to-face encounter between candidates and examiners.

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

■ The level of KET

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

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

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

The type of materials a KET candidate can deal with

A language user at this level needs to be able to read simple texts, many of which are of the kind needed for survival in day-to-day life or while travelling in a foreign country. These include street signs and public notices, product packaging, forms, posters, brochures, city guides and instructions on how to make a phone call. The user should also be able to deal with personal messages written as letters or postcards, and gain some information from informative texts taken from newspapers and magazines. Where listening skills are concerned, a user needs to understand the basic facts given in announcements such as at railway stations and airports,

traffic information given on the radio, and public announcements made at sporting events or pop concerts.

What a KET candidate can do

In the context of work, a language user at this level can handle basic enquiries related to their own familiar job area, dealing, for example, with questions about prices, quantities of goods ordered, or delivery dates. In a meeting, they could provide straightforward facts if asked directly, but cannot follow a discussion. On the telephone, they could take the name of a caller and note down a simple message including a phone number.

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

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

Where reading is concerned, at this level the user can understand the gist of a tourist brochure with the help of a dictionary, to the extent of being able to identify the starting and finishing times of a guided tour and what will be seen on the tour. They can write very simple personal letters, expressing thanks, or a basic message, although there may be elementary mistakes.

The ALTE 'Can Do' Project

The Association of Language Testers in Europe (ALTE) has developed a framework which covers six levels of language proficiency aligned to the Council of Europe Common European Framework of Reference for Languages. (See table 1.) Research carried out by ALTE has shown what language learners can typically do at each level. Table 2 (overleaf) gives some examples at KET level of typical general ability plus ability in each of the skill areas and a range of contexts.

Table 1

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

■ Varieties of English

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

Table 2**‘Can Do’ summary**

Typical abilities	Listening and Speaking	Reading and Writing
Overall general ability	CAN understand simple questions and instructions. CAN express simple opinions or requirements in a familiar context.	CAN understand straightforward information within a known area. CAN complete forms and write short simple letters or postcards related to personal information.
Social and Tourist	CAN understand straightforward directions, provided that these are not lengthy or complex. CAN express likes and dislikes in familiar contexts using simple language.	CAN understand straightforward information on food, standard menus, road signs and messages on automatic cash machines. CAN complete most forms related to personal information.
Work	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.	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.
Study	CAN understand basic instructions on class times, dates and room numbers. CAN express simple opinions using expressions such as ‘I don’t agree’.	CAN understand the general meaning of a simplified textbook or article, reading very slowly. CAN write a very short simple narrative or description.

British spelling of a word to an American spelling of the same word in the same written response to a given task.

■ Recognition

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

■ Official accreditation in the UK

KET has been accredited by the Qualifications and Curriculum Authority (QCA), the statutory regulatory authority for external qualifications in England, and its counterparts in Wales and Northern Ireland at Cambridge ESOL Entry Level Certificate in ESOL International (Entry 2).

■ The KET candidature

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

Nationality

KET is taken by candidates throughout the world in about 100 countries, with the majority of candidates coming from Europe and South American countries.

Age and gender

The majority of KET candidates are aged between 12 and 16, though KET is also taken by a significant proportion of adults in certain countries. About 58% of candidates are female.

Education

Most candidates are studying full-time in secondary schools or at college or university.

Exam preparation

A large proportion of candidates (about 85%) undertake a preparatory course before taking the examination.

Reasons for taking PET

Candidates’ reasons for taking KET are as follows:

- for further study (53%)
- for career purposes (25%)
- out of personal interest (15%)
- for university recognition (5%)
- other (2%).

■ What sort of test is KET?

In real life, language is used in context, and the forms of language vary according to that context. The assessment aims of KET and its syllabus are designed to ensure that the test reflects the use of language in real life. The question types and formats have been devised with the purpose of fulfilling these aims. KET corresponds closely to an active and communicative

approach to learning English, without neglecting the need for clarity and accuracy.

■ Marks and results

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

Results are reported as two passing grades (Pass with Merit and Pass) and two failing grades (Narrow Fail and Fail) and are set according to the following information:

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

Candidates are issued with statements of results approximately 5–6* weeks after the examination has been taken.

These include the grade awarded and a graphical display of the candidate's performance in each paper (shown against the scale Exceptional – Good – Borderline – Weak).

'Pass' ordinarily corresponds to about 70% of the total marks. 'Pass with Merit' ordinarily corresponds to approximately 85% of the total. A 'Narrow Fail' grade means that the candidate is within 5% of the 'Pass' level.

■ Special circumstances

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

- *Special arrangements:*
These are available for candidates with a permanent or long-term disability, such as a visual or hearing difficulty, or a temporary difficulty such as a broken hand, or ear infection affecting a candidate's ability to hear clearly. Special arrangements may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the Cambridge ESOL Local Secretary in your area for more details as soon as possible.
- *Special consideration:*
Cambridge ESOL will give special consideration to candidates affected by adverse circumstances immediately before or during an examination. Special consideration can

be given where an application is sent through the centre and is made within 10 working days of the examination date. Examples of acceptable reasons for giving special consideration are in cases of illness or other unexpected events.

- *Malpractice:*
Cambridge ESOL will consider cases where candidates are suspected of copying, collusion or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results have been investigated.

KET support

■ Course materials

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

■ Past papers and examination reports

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

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

■ Online support

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

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

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

■ Seminars for teachers

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

Contact Cambridge ESOL for further details.

■ Administrative information

The KET examination is available six times a year in March, May, June (twice), November and December.

A computer-based version of KET (CB KET) is also available via the Cambridge Connect internet delivery system. The tasks in each component of CB KET follow the same format as in the paper-based version of KET. The Reading and Writing, and Listening components are taken on computer, but the Speaking test is still administered in the same way as for paper-based KET. CB KET was introduced to allow centres greater flexibility with test dates. CB KET is also available on several dates throughout the year. Please contact your local Cambridge ESOL centre for more information.

Candidates must enter through a recognised centre.

■ Further information

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

The aims and objectives of KET

Candidates who are successful in KET should be able to satisfy their basic communicative needs in a range of everyday situations with both native and non-native speakers of English. The following information provides an outline of the four skills covered in KET and a list of the language specifications that the KET examination is based on.

■ Reading

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

■ Writing

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

■ Listening

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

■ Speaking

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

Language specifications

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

Language purposes

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

Language functions

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

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

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

■ Inventory of functions, notions and communicative tasks

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

greeting people and responding to greetings (in person and on the phone)
introducing oneself and other people
asking for and giving personal details: (full) name, age, address, names of relatives and friends, 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
re-stating what has been said
checking on meaning and intention

helping others to express their ideas
interrupting a conversation
asking for and giving the spelling and meaning of words
counting and using numbers
asking and telling people the time, day and/or date
asking for and giving information about routines and habits
understanding and giving information about everyday activities
talking about what people are doing at the moment
talking about past events and states in the past, recent activities and completed actions
understanding and producing simple narratives
reporting what people say
talking about future situations
talking about future plans or intentions
making predictions
identifying and describing accommodation (houses, flats, rooms, furniture, etc.)
buying 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

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.

Nouns

Singular and plural (regular and irregular forms)

Countable and uncountable nouns with some and any

Abstract nouns

Compound nouns

Noun phrases

Genitive: 's & s'

Double genitive: a friend of theirs

Pronouns

Personal (subject, object, possessive)

Impersonal: it, there

Demonstrative: this, that, these, those

Quantitative: one, something, everybody, etc.

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

Relative: who, which, that

Determiners

a + countable nouns

the + countable/uncountable nouns

Adjectives

Colour, size, shape, quality, nationality

Predicative and attributive

Cardinal and ordinal numbers

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

Demonstrative: this, that, these, those

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

Comparative and superlative forms (regular and irregular)

Order of adjectives

Participles as adjectives

Adverbs

Regular and irregular forms

Manner: quickly, carefully, etc.

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

Definite time: now, last week, etc.

Indefinite time: already, just, yet, etc.

Degree: very, too, rather, etc.

Place: here, there, etc.

Direction: left, right, etc.

Sequence: first, next, etc.

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

Comparative and superlative forms (regular and irregular)

Prepositions

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

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

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

Instrument: by, with

Miscellaneous: like, about, etc.

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

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

Connectives

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

Note that students will meet forms other than those listed above in KET, on which they will not be directly tested.

■ Topics

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 KET Vocabulary List includes items which normally occur in the everyday vocabulary of native speakers using English today.

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

Note that the use of American pronunciation, spelling and lexis is acceptable in KET.

A list of vocabulary that may appear in the KET examination is available from the Cambridge ESOL website:

www.CambridgeESOL.org/teach

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

PAPER 1

READING AND WRITING

GENERAL DESCRIPTION

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

STRUCTURE AND TASKS

PART 1

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

PART 2

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

PART 3

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

PART 4

Task type and format Right/Wrong/Doesn't say **OR** 3-option multiple choice. One long text or three short texts adapted from authentic newspaper and magazine articles. Seven 3-option multiple-choice items or seven Right/Wrong/Doesn't say items, plus an integrated example.

Task focus Reading for detailed understanding and main idea(s).

No. of Qs 7.

PART 5

Task type and format Multiple-choice cloze. A text adapted from an original source, for example encyclopaedia entries, newspaper and magazine articles. Eight 3-option multiple-choice items, plus an integrated example.

Task focus Reading and identifying appropriate structural word (auxiliary verbs, modal verbs, determiners, pronouns, prepositions, conjunctions etc.).

No. of Qs 8.

PART 6

Task type and format Word completion. Five dictionary definition type sentences (plus one integrated example). Five words to identify and spell.

Task focus Reading and identifying appropriate lexical item, and spelling.

No. of Qs 5.

PART 7

Task type and format Open cloze. Text of type candidates could be expected to write, for example a short letter or email. Ten spaces to fill with one word (plus an integrated example) which must be spelled correctly.

Task focus Reading and identifying appropriate word with focus on structure and/or lexis.

No. of Qs 10.

PART 8

Task type and format Information transfer. 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 and format Guided writing. Either a short input text or rubric to prompt a written response. Three messages to communicate.

Task focus Writing a short message, note or postcard of 25–35 words.

No. of Qs 1.

Preparation

General

- The Reading and Writing part of the test together take 1 hour and 10 minutes with a total of 56 questions. Candidates have a question paper and a separate answer sheet on which they record their answers. Efforts are made to keep the language of instructions to candidates as simple as possible, and a worked example is given in every part of the test.
- Reading texts are authentic texts, adapted where necessary so that most of the vocabulary and grammatical structures are accessible to students at this level. However, candidates are expected to be able to make use of interpretation strategies if they encounter unfamiliar lexis or structures.
- Candidates do not need to follow a specific course before attempting KET. Any general English course for beginners of approximately 200 learning hours which develops reading and writing skills alongside instruction in grammar and vocabulary will be suitable.
- In addition to coursebook reading texts, teachers are advised to give their students every opportunity to read the type of English used in everyday life, for example, short newspaper and magazine articles, advertisements, tourist brochures, instructions, recipes, etc. In dealing with this real-life material, students should be encouraged to develop reading strategies to compensate for their limited linguistic resources, such as the ability to guess unfamiliar words, and the ability to extract the main message from a text. A class library consisting of English language magazines and simplified readers on subjects of interest to students will be a valuable resource.
- Students should also be encouraged to take advantage of real-life occasions for writing short messages to each other and their teacher. They can, for example, write invitations, arrangements for meeting, apologies for missing a class, or notices about lost property. Here the emphasis should be on the successful communication of the intended message, though errors of structure, vocabulary, spelling and punctuation should not be ignored.
- To ensure that candidates fully understand what they will have to do in the Reading and Writing paper, it is advisable for them to become familiar in advance with the different types of test tasks. They should also make sure that they understand how to record their answers on the answer sheet (page 30).

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) – see Part 4, Reading and Writing Sample Paper 2. 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 – see Part 4, Reading and Writing Sample Paper 1.

■ 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 the remaining letters in the required word. There is a worked example at the beginning.

■ PART 7

■ In Part 7, candidates are asked to complete a gapped text. Texts are short and simple and are of the type candidates at this level may be expected to write, for example, notes 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 (note, email, advertisement, etc.) to complete a note, form, diary entry or other similar type of document. Candidates have to understand the text(s) in order to complete the task, and the focus is on both writing and reading ability. Candidates are expected to understand the vocabulary commonly associated with forms, for example, surname, date of birth, etc. The required written production is at word and phrase level, not sentence. Correct spelling is essential in this part.

■ PART 9 – Question 56

■ In Part 9, candidates are given the opportunity to show that they can communicate a written message (25–35 words) of an authentic type, for example a note 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 from a friend.

Assessment

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

General Mark Scheme for Part 9

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

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

PAPER 1: READING AND WRITING

Test 1 Part 1 (questions 1–5) and Part 2 (questions 6–10)

3

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 school last week.

A studied B went C finished Answer:

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



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 camp-site.
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

2

Part 1

Questions 1-5

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

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

Example:

0 You can eat here in the mornings.

Answer:

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

SLOW!
DANGEROUS CROSSROADS

SWIMMING POOL
OPEN AFTERNOONS
Adults - £2.50
Children - £1.00

HALF PRICE FOOTBALL SHIRTS -
SALE MUST END THIS AFTERNOON

POLICE CARS ONLY

DANGER!
DO NOT GO INTO
THE WATER

BREAKFAST SERVED
7.00 - 10.00

ROAD CLOSED
UNTIL WEEKEND

SCHOOL SPORTS CLUB
NOW OPEN IN THE
EVENINGS!

1 You should not swim here.

2 You must not drive fast here.

3 You can play football here after lessons.

4 It is cheaper to buy things today than tomorrow.

5 You can drive here next week.

A

B

C

D

E

F

G

H

PAPER 1: READING AND WRITING
 Test 1 Part 3 (questions 11–20)

5

Questions 16-20

Complete the conversation.
 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
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

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

Anita: 16

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

Anita: 17

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

Anita: 18

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

Anita: 19

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

Anita: 20

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

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

B Yes, I have to work on Saturday.

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

D Fine. Do we need to book tickets?

E I have some money for a new jacket.

F What do you want to do there?

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

H I don't know.

4

Part 3

Questions 11-15

Complete the five conversations.

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

Example:



Where do you come from?



A New York

B School

C Home

Answer:

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

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 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.

15 Can I leave early?

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

[Turn over

PAPER 1: READING AND WRITING

Test 1 Part 4 (questions 21–27)

7

Example:

0 Thomas and Inger's home is in Sweden.

A Right B Wrong C Doesn't say

Answer:

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

21 Thomas asked Inger to marry him when they were on a boat.

A Right B Wrong C Doesn't say

22 Thomas put the gold ring on Inger's finger.

A Right B Wrong C Doesn't say

23 They returned from their boat trip without the ring.

A Right B Wrong C Doesn't say

24 Mr Carlsson often visited Thomas and Inger.

A Right B Wrong C Doesn't say

25 Mr Carlsson caught the fish.

A Right B Wrong C Doesn't say

26 Mr Carlsson found the ring when he ate the fish.

A Right B Wrong C Doesn't say

27 Thomas and Inger prefer the first ring.

A Right B Wrong C Doesn't say

[Turn over

6

Part 4

Questions 21-27

Read the article about a young man and woman who lost a ring.

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.

THE RING AND THE FISH



Thomas and Inger, who live in Sweden, are the happiest couple in the world. Two years ago, they were on a boat a few kilometres from the beach. Thomas asked Inger to marry him and he gave her a gold ring. He wanted to put the ring on Inger's finger, but he dropped it and it fell into the sea. They were sure the ring was lost for ever.

That is, until last week, when Mr Carlsson visited them. He has a fish shop and he found the ring in a large fish which he was cutting up for one of his customers. The fish thought the ring was something to eat! Mr Carlsson knew that the ring belonged to Thomas and Inger because inside the ring there were some words. They were, 'To Inger, All my love, Thomas'. And so Mr Carlsson gave the ring back to them.

Inger now has two rings. When they lost the first one, Thomas bought Inger another one. But they think the one the fish ate is the best one.

8

Part 5

Questions 28–35

Read the article about a woman called Jahan Begum. Choose the best word (A, B or C) for each space.

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



Jahan Begum

Jahan Begum (0) born on a farm in the hills. She lived there with her family (28) thirteen years. The family grew their own food and (29) animals. But then one year it didn't rain so they decided to move to (30) country.

The journey (31) the mountains was long and difficult. (32) first home in the new country was a tent. Then Jahan's brothers made a house with wood and stones so the family had somewhere better to live.

Now, (33) day Jahan makes things like hats and socks out of wool. She sells (34) in the market to get money for food. She is happy with her home and her work, but she (35) hopes to return to her farm in the hills one day.

9

Example:

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

- 28 A for B after C since
- 29 A keep B keeping C kept
- 30 A any B another C that
- 31 A against B through C at
- 32 A Their B Its C His
- 33 A some B each C this
- 34 A they B it C them
- 35 A yet B ever C still

[Turn over

PAPER 1: READING AND WRITING

Test 1 Part 6 (questions 36–40) and Part 7 (questions 41–50)

11

Part 7

Questions 41–50

Complete this postcard.
Write ONE word for each space.

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

Example: 0 011

Dear Jane,

I'm sitting (0) the beach at the moment. Soon, I'm (41) to have a swim.
I arrived here three days (42) with my family. We (43) be on holiday
together here for two weeks. It (44) a beautiful place. The beach is very near
(45) hotel. The sea isn't cold and (46) are many interesting places to
visit. Yesterday we walked (47) a village in the mountains. I took lots
(48) photographs. It's (49) pity that you didn't come (50) us.

Love

Peter

[Turn over

10

Part 6

Questions 36–40

Read the descriptions of some jobs.
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 I help people to learn things. t _ _ _ _ _

Answer: 0 t e a c h e r

36 I show customers the menu and bring them their food. w _ _ _ _ _

37 People come to my shop to buy medicine. c _ _ _ _ _

38 I will repair your car for you. m _ _ _ _ _

39 If you want to change the colour of your room, I will do it for you. p _ _ _ _ _

40 I help my boss by answering the phone, making appointments and writing letters. s _ _ _ _ _

PAPER 1: READING AND WRITING

Test 1 Part 8 (questions 51–55) and Part 9 (question 56)

13

Part 9

Question 56

You now live in a new house. Write a note to a friend about the house.

Say:

- where your house is
- which room you like best and why.

Write 25-35 words.

Write the note on your answer sheet.

[Turn over

12

Part 8

Questions 51-55

Read these two notes about school books.

Fill in the information on the Bookshop Order Form.

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

Books you'll need this year:

Europe, 1815 - 1875

by T. Hudson

£7.99 each

Geography of India

by Grant Robinson

Order from:

Queen's Bookshop

22 Green Street

Barking

14 Park Road

Ilford

11 February

Jack,

I'll give you £4 for your old school geography book. When you're at the bookshop tomorrow, can you order the history book I need?

Thanks.

Jenny Doyle

**QUEEN'S BOOKSHOP
ORDER FORM**

Customer:

Jenny Doyle

Address:

51

Name of book:

52

Writer:

53

Price:

54

Date of order:

55

PAPER 1: READING AND WRITING

Answer keys for Test 1

Numbers 1–35

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

For numbers 36–50, spelling must be correct.

36	waiter	41	going, planning	46	there
37	chemist	42	ago	47	to, in
38	mechanic	43	'll, will, shall	48	of
39	painter	44	is, 's	49	a
40	secretary	45	the, our, my	50	with

For numbers 51–55, spelling must be correct.

-
- 51 **14 Park Road, Ilford**
- 52 **Europe 1815 – 1875**
- 53 **T Hudson**
- 54 **(£) 7.99**
- 55 **12 Feb(ruary)**

Sample scripts for Test 1, Part 9

Sample 1

Dear Lucho,

I live in a house on Urovizes street now.
I only like the garage Where I can play football all day

Love

Emilia

5 marks

COMMENTARY

The candidate has clearly communicated all three parts of the message, with only a minimal punctuation error. The candidate was therefore awarded 5 marks for this Part.

Sample 2

Dear Jin :

I had moved to my new house. My new house's address is 4F, No.169, 2nd Sec., Shou-Long Rd. Lung-Ho. It has three rooms. I would like inside room, because the others are too closely the road. I don't like too noise. so, I choose inside room.

John

4 marks

COMMENTARY

This script covers all three pieces of information but could not be awarded the full 5 marks because of grammatical errors and the omission of some words. This candidate scored 4 for this Part. Students are not penalised if they write more than 35 words. If they use fewer than 25 words, they automatically lose 1 mark.

Sample 3

Hi John

I moved to a new house at Hsintein. It is a new village in the mountain. All around likes a garden. Especially from the dining room, I can see the mountain, green trees, and lots of flowers and birds singing. I love it very much. I'm pleasure to invite you to my house soon.

friendly

Wei Hsiao

3 marks

COMMENTARY

This candidate attempted all three pieces of information. However, the reader needs to interpret what the candidate means for the second content point, which room they like best. Because of this, the script was awarded 3.

Sample 4

Dear Tomy

My hose in Japan. and I like bad room. because it very beautifully room and nice. That all.

from

you best friend

Ken

2 marks

COMMENTARY

This answer only covers two of the content points, which room they like best and why. That the house is 'in Japan' is not a satisfactory answer to 'where the new house is' and the errors in spelling and grammar in the rest of the text are too extensive to justify 3 points. The candidate was therefore awarded 2 marks.

PAPER 1: READING AND WRITING

Test 2 Part 1 (questions 1–5) and Part 2 (questions 6–10)

3

Part 2

Questions 6-10

Read the sentences about going to a disco.
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 Jane Sarah to go to the disco with her.
A said B asked C thought Answer:

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

6 Jane Sarah outside the disco at 9.30.
A met B arrived C came

7 Jane was her new jeans.
A dressing B wearing C putting

8 There is a special for students on Thursdays.
A price B cost C money

9 They danced to some very music.
A good B faster C nicest

10 Sarah Jane home in her car.
A went B took C travelled

[Turn over

2

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 There is no meat in this.
Answer:

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

1 Next week these will be more expensive.

2 You cannot eat this meal in the evening.

3 You may be late.

4 It's cheaper to buy three of these.

5 You must not leave this open.

A **CLOSED FOR LUNCH –
Come back later**

B **ALL BUSES DELAYED**

C **FIRE DOOR –
keep closed at all times**

D **Special lunch
until 2.30 p.m.
£4.50**

E **Children under three
eat free!**

F **Postcards 40p each
or 3 for £1**

G **COUNTRY FARM SOUP
100% fresh vegetables**

H **Shoes half-price
until Saturday**

4

Part 3

Questions 11-15

Complete the five conversations.

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

Example:



Where do you come from?



- A New York
- B School
- C Home

Answer:

0 A B C

11 Is lunch ready yet?

- A Ten minutes ago.
- B In a few more minutes.
- C It's been too long.

12 I'll write a letter to you.

- A Let me post it.
- B That will be nice.
- C It hasn't come yet.

13 Let's have a pizza.

- A Not again.
- B It doesn't matter.
- C Not at all.

14 How does the washing machine work?

- A Too much.
- B Not often.
- C Like this.

15 I prefer swimming to tennis.

- A I do, too.
- B I can't have it.
- C That's better.

5

Questions 16-20

Complete the conversation between two friends. What does Marie say to Gordon?

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

Example:

Gordon: Hi, Marie. How are you?

Marie: 0

Answer:

0 A B C D E F G H

Gordon: I'm fine. That's a lovely sweater you're wearing. Where did you buy it?

Marie: 16

Gordon: It looks very expensive.

Marie: 17

Gordon: Do you know where he bought it?

Marie: 18

Gordon: Is that the shop next to the pizza restaurant?

Marie: 19

Gordon: Do they sell sweaters for men?

Marie: 20

Gordon: Good. I must go and have a look.

- A Yes, he always buys me nice things.
- B The shopping centre has a lot of clothes shops.
- C No, I don't. He didn't tell me but he often buys things from New Look.
- D I'm fine, thanks, Gordon. How are you?
- E I didn't. My brother gave it to me for my birthday.
- F Oh, I'm sure they do. They have clothes for everyone.
- G I don't have a lot of money for clothes.
- H No, it's on the other side of the road.

[Turn over

PAPER 1: READING AND WRITING

Test 2 Part 4 (questions 21–27)

7

Example:

- 0 Ingrid left school
- A five years ago.
B nine years ago.
C eighteen years ago.

Answer: 0

A B C

- 21 Ingrid would like to
- A take some exams.
B earn more money.
C change her job.
- 22 How does Ingrid feel about working in bad weather?
- A She hates getting dirty.
B She doesn't mind it.
C She likes the snow.
- 23 If Ingrid doesn't check the monkeys,
- A they may become ill.
B they may get hungry.
C they may run away.
- 24 The animals Ingrid likes best are the
- A monkeys.
B deer.
C rhinos.
- 25 Ingrid travelled to Africa
- A to have a month's holiday.
B to visit a colleague there.
C to learn more about some animals.
- 26 The zoo is open
- A only five days a week.
B seven days a week.
C on different days every week.
- 27 Ingrid arrives at her flat in the evening at
- A five fifteen.
B twenty past five.
C ten to seven.

[Turn over

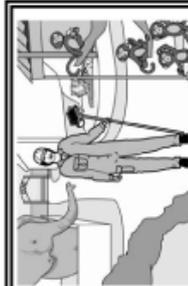
6

Part 4

Questions 21-27

Read the article about Ingrid McFarlane and then answer the questions.

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



Ingrid McFarlane Zoo Keeper

When I left school at eighteen, I got a job at a zoo as a student keeper. Now, five years later, things have changed – I have passed my exams and I am a full animal keeper.

The money is not good. I only get £9,000 a year. You have to be outside in rain and snow, which is hard work, and you get very dirty. But this doesn't matter to me because animals are the most important thing in my life!

There are a hundred monkeys and fifty deer in my part of the zoo and I give them their food and clean their houses. I also need to watch them carefully to be sure that they are all well. In fact, rhinos are my favourite animals and so last year I went to Africa with a colleague for a month to study them.

The zoo is open every day and I work five different days each week. I live in a small flat twenty minutes away and I get up at ten to seven and start work at eight. The first thing I do when I get home at quarter past five is have a shower!

9

Example:

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

[Turn over

8

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 when the baby penguins are born.

PAPER 1: READING AND WRITING

Test 2 Part 6 (questions 36–40) and Part 7 (questions 41–50)

11

Part 7

Questions 41-50

Complete these letters.
Write ONE word for each space.

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

Example: 0 my

Dear Mr Chapman,

I have done (0) homework but I can't come (41) class today. I (42) broken my arm and the doctor says I must stay at home (43) two days. Please send me some more work (44) I have nothing to do all day.

Yours,

Maria

Dear Maria,

I'm very sorry to hear (45) your arm. How (46) you break it? (47) is some homework for you. I (48) send you more books (49) you need them.

I (50) you feel better soon.

Best wishes.

S Chapman

[Turn over

10

Part 6

Questions 36-40

Read the descriptions of some things you can find in a school.
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 student needs this to write notes on a piece of paper. p _ _ _ _ _

Answer: 0 pencil

36 Everyone has one of these to sit on. c _ _ _ _ _

37 Sometimes this person gives you a lot of homework. t _ _ _ _ _

38 This is the place where people have lessons. c _ _ _ _ _

39 In some schools, all the students have to wear this. u _ _ _ _ _

40 At school, you can look for information on this or write your homework on it. c _ _ _ _ _

13

Part 9

Question 56

Read this postcard from your English pen-friend, Sam.

Here is a postcard of my town. Please send me a postcard from your town. What size is your town? What is the nicest part of your town? Where do you go in the evenings?

Sam

Write Sam a postcard. Answer the questions. Write 25-35 words. Write the postcard on your answer sheet.

12

Part 8

Questions 51-55

Read the information about a talk at a school. Complete Carla's notes.

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

<p>Jim Jordan (Grey's Music Shop) will speak to Class 7B about The Music Business Monday 10 March, 2.30 p.m. School Hall</p>	<p>Carla, Jim Jordan can't come to talk next Monday, but Grey's will send John Jones and he will talk about the same thing. Can you meet him at the school entrance at 2pm, half an hour before the talk starts? Bring him to the school office. Thanks.</p> <p>S Becket</p>
--	--

CARLA'S NOTES

Date: 10 March

Name of person to meet:

Time:

Meeting Place:

Take him to:

Subject of his talk:

PAPER 1: READING AND WRITING

Answer keys for Test 2

Numbers 1–35

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

For numbers 36–50, spelling must be correct.

36	chair	42	have/I've/'ve	47	here/this
37	teacher	43	for	48	will/can/shall/'ll /I'll/could
38	classroom	44	because/as/since	49	if/when
39	uniform	45	about	50	hope
40	computer	46	did		
41	to				

For numbers 51–55, spelling must be correct.

51	John Jones
52	2 (p.m.)/2 o'clock /14.00
53	(the) school entrance
54	(the) school office
55	(The) Music Business

Sample scripts for Test 2, Part 9

Sample 1

Dear Sam,
 Here is my town, Marina de Pisa. It is a seaside resort near Pisa. It isn't very big, but I think it's so nice! The nicest part of Marina is the seaside front.
 On summer holiday, in the evening, I go always there!
 Francesca

5 marks

COMMENTARY

All three parts of the message are clearly communicated with only very minor errors.

Sample 2

Dear Sam,
 I lived in a small town, although it was small but lovely. People lived in my town are friendly and nice, they always help each other. I think that's the nicest part of my town. I hope you can come here. By the way I'm not went out in evenings.
 Love
 Ruby

4 marks

COMMENTARY

All three parts of the message are communicated but there are frequent errors with tenses. It is acceptable that 'the people' should be the nicest part of the candidate's town.

Sample 3

Dear Sam,
 Here is a postcard of my town. It looks like Huesca. The nicest part of my town is the park and every evening my friends and I go to the park.
 Gloria

3 marks

COMMENTARY

Only two parts of the message are communicated. Information about the size of the town is not given.

Sample 4

Dear Sam,
 Here is post cart shows you my tawn, it in south.
 The nicest part is mountains.
 In evening I go to jungle with my freind.
 Bye
 David

2 marks

COMMENTARY

Only two parts of the message are communicated and there are errors in spelling and grammar which require patience on the part of the reader.

PAPER 2

LISTENING

GENERAL DESCRIPTION

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

STRUCTURE AND TASKS

PART 1

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

PART 2

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

PART 3

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

PART 4

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

PART 5

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

Preparation

General

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

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

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

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

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

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

■ Students should also become familiar with the task types in the KET Listening paper, and make sure they know how to record their answers on the answer sheet (page 48).

■ 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 or drawings. There are five questions in Part 1.

■ PART 2

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

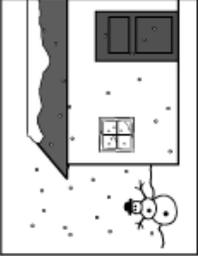
■ Candidates are asked to complete a memo, message or notes on the question paper by extracting information from the listening text and writing it down. Information to be written down consists of numbers, times, dates, prices, spellings and words. In each case, candidates are required to write down one or two words or numbers. Completely accurate spelling is not required, except where a name has been spelled out in the listening text or when it is a simple high-frequency word.

PAPER 2: LISTENING

Test 1 Part 1 (questions 1–5)

3

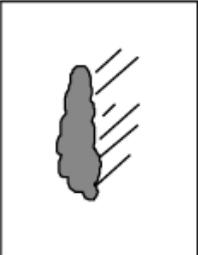
3 What will the weather be like?



A

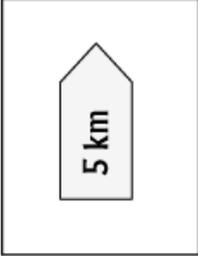


B

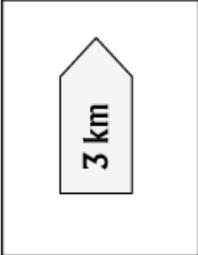


C

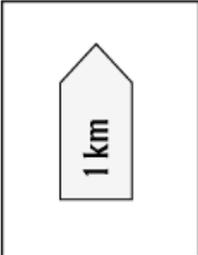
4 How far is the nearest supermarket?



A

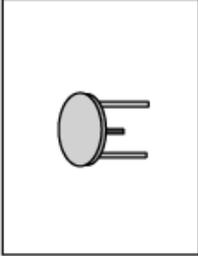


B

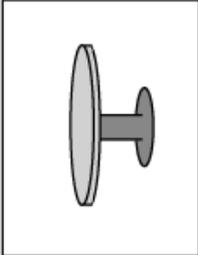


C

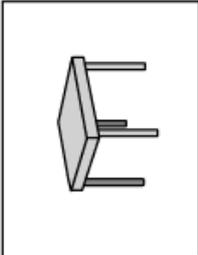
5 Which table does Sally like?



A



B



C

[Turn over

2

Part 1

Questions 1-5

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

Example:

0 How many people were at the meeting?

3

A

13

B

30

C

1 Where is the woman going to go on holiday this year?

Canada

A

Italy

B

Turkey

C

2 What time was the man's appointment?



A



B



C

Test 1 Part 2 (questions 6–10) and Part 3 (questions 11–15)

5

Part 3

Questions 11-15

Listen to Jenny talking to Mark about buying a computer game.

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

Example:

- 0 The name of the computer game is
- | | | | | |
|---|-----------|-------------------------------------|--------------------------|--------------------------|
| A | City 2010 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B | City 2001 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C | City 2100 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 11 The game is **not** good for people under
- | | | | | |
|---|---------|--------------------------|--------------------------|--------------------------|
| A | eight. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B | ten. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C | twelve. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 12 Black's PC shop is in
- | | | | | |
|---|-------------|--------------------------|--------------------------|--------------------------|
| A | Cambridge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B | London. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C | Peterstown. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 13 The address of the shop is
- | | | | | |
|---|--------------------|--------------------------|--------------------------|--------------------------|
| A | 29 Hunter Road. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B | 29 Walker Street. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C | 29 Marsden Street. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 14 The last day you can get a free game is
- | | | | | |
|---|-----------|--------------------------|--------------------------|--------------------------|
| A | Monday. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B | Thursday. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C | Friday. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 15 The computer game cost
- | | | | | |
|---|------|--------------------------|--------------------------|--------------------------|
| A | £26. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B | £30. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C | £48. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Turn over

4

Part 2

Questions 6-10

Listen to Tom talking to a friend about a sports afternoon. What sport did each person do?

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

Example:

- 0 Tom D

- | People | Sports |
|---------|---|
| 6 Sam | A basketball <input type="checkbox"/> |
| 7 Jane | B football <input type="checkbox"/> |
| 8 Paul | C golf <input type="checkbox"/> |
| 9 Susan | D horse-riding <input type="checkbox"/> |
| 10 Anne | E skiing <input type="checkbox"/> |
| | F table-tennis <input type="checkbox"/> |
| | G tennis <input type="checkbox"/> |
| | H volleyball <input type="checkbox"/> |

PAPER 2: LISTENING

Test 1 Part 4 (questions 16–20) and Part 5 (questions 21–25)

7

Part 5

Questions 21-25

You will hear some information about a museum.

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

Manor House Museum

YOU CAN SEE:

Downstairs:

Entrance Hall: old photos

Ford Room: 21 pictures of Italian

Upstairs:

Left: 22 more than 150

Right: 23 from films and TV

Price of guide book: 24 £

Museum closes at: 25

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

6

Part 4

Questions 16-20

You will hear a man asking for information about a train.

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

TRAIN

To: Newcastle

Day of journey: 16

Train leaves at: 17

Return ticket costs: 18 £

Food on train: 19 Drinks and

Address of Travel Agency: 20 22 Street

PAPER 2: LISTENING

Tapescript for Sample Test 1

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

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

PAUSE

Now look at the instructions for Part 1.

PAUSE

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 30.

Woman: That's not many.

Man: No, but more than last time.

PAUSE

The answer is 30, so there is a tick in box C. Now we are ready to start.

— *** —

Look at question 1.

PAUSE

1 Where is the woman going to go on holiday this year?

Man: Are you going to go on holiday with your sister again this year?

Woman: Yes, she comes home from Canada tomorrow, and then we're going to go away next week.

Man: Where are you going?

Woman: I've booked a hotel in Turkey. My sister wanted to go to Italy again, so I hope she doesn't mind.

PAUSE

Now listen again.

REPEAT

PAUSE

2 What time was the man's appointment?

Man: Hello – I have an appointment to see the dentist at 11.

Woman: Oh dear, you're very late. That was over half an hour ago.

Man: What time is it now?

Woman: It's 11.40.

PAUSE

Now listen again.

REPEAT

PAUSE

3 What will the weather be like?

Man: I hope you have a nice holiday with lots of sun.

Woman: Thanks, but I heard the weather forecast and it isn't very good.

Man: Is it going to rain?

Woman: It's worse than that. It's going to snow!

PAUSE

Now listen again.

REPEAT

PAUSE

4 How far is the nearest supermarket?

Woman: How far is the nearest supermarket?

Man: Well, Johnson's is the best one but that's nearly five kilometres away.

Woman: Isn't there one nearer?

Man: Well, there is one three kilometres away but it's not very good.

PAUSE

Now listen again.

REPEAT

PAUSE

5 Which table does Sally like?

Man: What are you looking for, Sally?

Sally: A table for my bedroom.

Man: There are some small round ones there.

Sally: I think I'd prefer that small square one.

PAUSE

Now listen again.

REPEAT

PAUSE

This is the end of Part 1.

PAUSE

— *** —

Now look at Part 2.

PAUSE

Listen to Tom talking to a friend about a sports afternoon.
What sport did each person do?

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

PAUSE

Girl: Did you go to the sports afternoon last Friday, Tom? I couldn't go.

Tom: Yes, we had a great afternoon. We all did a new sport. I had some horse-riding lessons.

Girl: Really! What did the others do?

Tom: Well, Sam was happy. There's a dry ski slope there so he went skiing.

Girl: Really? Did Jane do the same thing?

Tom: She didn't want to. She played volleyball with some other people. She was tired after the game.

Girl: What about Paul and Susan?

Tom: Well, Paul wanted to try basketball, but they don't do that on Fridays – so he did golf. And Susan did very well. She played in a football team and got two goals!

Girl: Great ... Did anyone play tennis?

Tom: Nobody did that. Anne didn't want to do anything but she had to play something so she had a game of table-tennis.

Girl: Did she like that?

Tom: Yes – I think so.

Girl: Well, I hope I can go next time.

PAUSE

Now listen again.

REPEAT

PAUSE

This is the end of Part 2.

PAUSE

— *** —

Now look at Part 3.

PAUSE

Listen to Jenny talking to Mark about buying a computer game. For questions 11–15, tick A, B or C.

You will hear the conversation twice. Look at questions 11–15 now. You have 20 seconds.

PAUSE

Now listen to the conversation.

Jenny: Hi, Mark. What are you doing?

Mark: Hello, Jenny. Shopping for a present for my little brother.

Jenny: I bought my brother a computer game called City two thousand and ten. He plays with it for hours.

Mark: How old is he?

Jenny: 10.

Mark: Oh – my brother's 12.

Jenny: That's OK. This game's good for 8 to 13 year olds.

Mark: Great! Where did you buy it?

Jenny: In Black's PC shop. I looked everywhere in Cambridge and Peterstown, but I had to go to a shop in London to find it.

Mark: Where is the shop?

Jenny: In Marsden Street. You know Hunter Road? Turn left at the end and it's opposite Walker's department store at number 29.

Mark: I can go there next Thursday.

Jenny: That's good. Next week from Monday to Friday you get a second game free!

Mark: Great. How much was your brother's game?

Jenny: I bought two games that day and paid £48 altogether, so my brother's game was £26.

Mark: Oh, less than 30! That's not bad. Thanks, Jenny.

PAUSE

Now listen again.

REPEAT

PAUSE

This is the end of Part 3.

PAUSE

— *** —

Now look at Part 4

PAUSE

You will hear a man asking for information about a train.
Listen and complete questions 16–20. You will hear the conversation twice.

PAUSE

Woman: Hello. Can I help you?

Man: Yes, please. I want some information about a train to Newcastle.

Woman: Certainly. When are you going to travel? Today?

Man: Oh no. On Tuesday. I think there's one at about half past eleven in the morning.

Woman: Let me see. Yes, there is, it arrives in Newcastle at half past one.

Man: That's fine. How much is a ticket please?

Woman: Well, a single is £25.

Man: I'd like a return, please.

Woman: Then that's £40.

Man: Right. Can I get a meal on that train, you know, lunch?

Woman: Mmm. I'm afraid there isn't a restaurant car on that train, but they sell drinks and sandwiches.

Man: That'll be OK. Must I buy my ticket at the station ticket office, or can I get one in the town centre?

Woman: You can buy one at the Northern Travel Agency at 22 Mallet Street.

Man: 22 what street?

Woman: Mallet. M A double L E T.

Man: I'll do that then. Thank you very much.

Woman: Not at all. Goodbye.

PAUSE

Now listen again.

REPEAT

PAUSE

This is the end of Part 4.

PAUSE

— *** —

Now look at Part 5.

PAUSE

You will hear some information about a museum. Listen and complete questions 21–25.

You will hear the information twice.

PAUSE

Man: Good afternoon, everybody, and welcome to the Manor House Museum. Before you go round, I'd like to tell you about some of the interesting things we have for you.

Here in the entrance hall, you can see some old photos of the town. Over there in the Ford Room, we have some pictures of gardens painted in Italy. The colours of the flowers are really beautiful.

Upstairs on the left is our famous clock collection. We have more than 150 different clocks and they all tell the right time. The oldest is 400 years old!

On the right we have a clothes show. Famous actors once wore these clothes in films or television plays. Some of them are really beautiful.

You may like to buy the guide book to the museum – this has many coloured photographs and it costs £1.75. You can buy one over there.

We are open until 5.30 today, so you have lots of time. Enjoy your visit!

PAUSE

Now listen again.

REPEAT

PAUSE

This is the end of Part 5.

— *** —

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

PAUSE

You have one more minute.

PAUSE

This is the end of the test.

PAPER 2: LISTENING

Answer keys for Sample Test 1

Numbers 1–15

1	C	6	E	11	A
2	B	7	H	12	B
3	A	8	C	13	C
4	B	9	B	14	C
5	C	10	F	15	A

For numbers 16–25, recognisable spelling is accepted, except in numbers 16, 20, 21, 22.

16	Tuesday	21	garden(s)
17	11.30/half past eleven/ eleven thirty	22	clock(s)
18	(£) 40/forty pounds	23	clothes
19	sandwich(es)	24	(£) 1.75/one pound seventy five (p/pence)
20	(22) Mallet (Street)	25	5.30/half past five/five thirty

PAPER 2: LISTENING

Test 2 Part 1 (questions 1–5)

3

3 What time will they go to the cinema?



A



B



C

2

Part 1

Questions 1-5

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

Example:

0 How many people were at the meeting?

3

A

B

C

13

A

B

C

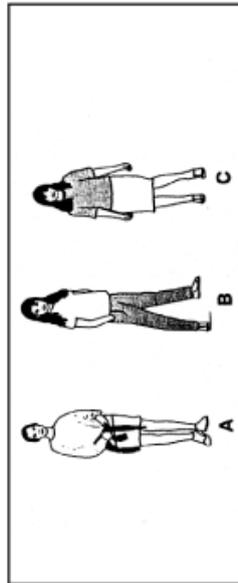
30

A

B

C

1 Which is the woman's friend?



A

B

C

2 What animals has Sue got?



A



B



C

[Turn over

PAPER 2: LISTENING

Test 2 Part 2 (questions 6–10) and Part 3 (questions 11–15)

5
Part 3

Questions 11-15
Listen to Paul asking about a club for children.
For questions 11-15, tick (✓) A, B or C.
You will hear the conversation twice.
Example:

0	The Children's Fun Club has offices in	A the U.S. B India. C London.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
----------	--	--	---

11	The club tries to help children with their	A studies. B sports. C painting.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12	This month, the children will get a	A video. B magazine. C pen.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13	The club has a competition every	A week. B month. C year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14	The club is for children under	A 10. B 13. C 16.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
15	The club costs	A £3 a year. B £5 a year. C £12 a year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

[Turn over

4
Part 2

Questions 6-10
Listen to Steve telling Olga 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	Mary	D	
----------	------	----------	--

	Presents		
6 Harry	A book	<input type="checkbox"/>	
7 Linda	B camera	<input type="checkbox"/>	
8 Thomas	C chocolates	<input type="checkbox"/>	
9 Victoria	D jacket	<input type="checkbox"/>	
10 James	E pen	<input type="checkbox"/>	
	F socks		
	G sweater		
	H video		

7

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
Hall 2 sells:	cakes and
Hot breakfast in the café until:	
Hall 3	
Piece of pizza costs:	
Children's playground next to the:	

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

6

Part 4

Questions 16–20

You will hear a conversation at a sports centre.

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

DUXFORD SPORTS CENTRE	
First name:	Mary
Surname:	
Sport:	
Starting date:	September
Day:	
Cost of a lesson:	£

PAPER 2: LISTENING**Tapescript for Test 2**

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

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

PAUSE

Now, look at the instructions for Part 1.

PAUSE

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 30.

Woman: That's not many.

Man: No, but more than last time.

PAUSE

The answer is 30, so there is a tick in box C. Now we are ready to start.

— *** —

Look at question 1.

PAUSE

1 Which is the woman's friend?

Woman: And here's a photo of us on holiday. That's my friend, Debbie.

Man: The woman with long, dark hair next to you?

Woman: Yes, we're very different. Aren't we?

Man: Mmm, she's very tall and you're quite short!

PAUSE

Now listen again.

REPEAT

PAUSE

2 What animals has Sue got?

Boy: You like animals, don't you, Sue?

Sue: Yes, I've had two dogs since I was 3 years old.

Boy: Do you like cats too?

Sue: Yes, my parents gave me a cat for my birthday last year!

PAUSE

Now listen again.

REPEAT

PAUSE

3 What time will they go to the cinema?

Girl: What time does the film start?

Boy: Well ... we can go at 5.30 or 8.30.

Girl: I've got to be home by 10 o'clock so half past eight's too late.

Boy: OK. We'll go at half past five.

PAUSE

Now listen again.

REPEAT

PAUSE

4 What is Joe going to do at the weekend?

Girl: Would you like to come to the beach with us on Saturday, Joe?

Joe: I don't like swimming much. I may go for a cycle ride.

Girl: It's too cold for swimming. We're going to play volleyball.

Joe: I'll come with you then.

PAUSE

Now listen again.

REPEAT

PAUSE

5 Which man is the English teacher?

Boy: Look, Anna! There's your English teacher.

Anna: Oh yes, what a nice suit he's wearing.

Boy: The two men with him are teachers at my school. The one in the dark shirt is the Maths teacher.

Anna: They're all wearing the same tie! How strange!

PAUSE

Now listen again.

REPEAT

PAUSE

This is the end of Part 1.

PAUSE

— *** —

Now look at Part 2.

PAUSE

Listen to Steve telling Olga 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.

PAUSE

Olga: Happy Birthday, Steve. Did you get lots of presents?

Steve: Yes, I did, Olga. Mary gave me this jacket. It's lovely isn't it?

Olga: Yes, it is. Did Harry buy you anything?

Steve: Something very expensive, a Japanese camera. I must get a film for it.

Olga: Oh, you are lucky! And that purple sweater you're wearing, that's new.

Steve: Yes, Linda gave it to me.

Olga: It looks really good on you. Did you get anything else?

Steve: Oh yes – Thomas knows I love travel films, so he bought me a video about Africa. I must get a book on Africa now, too.

Olga: What about Victoria? I saw her looking at some big boxes of chocolates.

Steve: Oh, I love chocolates but she gave me a pen and I've already got lots of those.

Olga: Anything else? I suppose James gave you a book.

Steve: Well not this year. He bought me some purple socks. They're the same colour as my new sweater.

Olga: That was clever of him!

PAUSE

Now listen again.

REPEAT

PAUSE

This is the end of Part 2.

PAUSE

— *** —

Now look at Part 3.

PAUSE

Listen to Paul asking about a club for children. For questions 11–15, tick A, B or C.

You will hear the conversation twice. Look at questions 11–15 now. You have 20 seconds.

PAUSE

Now listen to the conversation.

Woman: Hello, Children's Fun Club.

Paul: Oh, hello, my name's Paul, can you tell me where your offices are?

Woman: They're in London but we send information to children in Europe, India and the US.

Paul: What's the club about?

Woman: We want to help children get better at school – with reading and writing. So that they like these subjects as much as things like sports or painting.

Paul: What do you send us?

Woman: This month, it's a magazine about films and video. A month ago everyone got a red pen. It's always something different.

Paul: How nice. Are there any competitions?

Woman: Yes.

Paul: Are they every month too?

Woman: Just once a year, and it's next week!

Paul: Great! (pause) How old do you have to be? I'm only 13.

Woman: That's fine. Some children in our club are only 10. We just say that you can't be older than 15. The club will be just right for you.

Paul: And how much does it cost?

Woman: For 12 months it's £5 or £3 for half a year.

Paul: OK, thanks.

PAUSE

Now listen again.

REPEAT

PAUSE

This is the end of Part 3.

PAUSE

— *** —

Now look at Part 4.

PAUSE

You will hear a conversation at a sports centre. Listen and complete questions 16–20. You will hear the conversation twice.

PAUSE

Mary: Hello, I'd like to learn a new sport here. Could you give me some information please?

Man: Of course. Could I have your name, please?

Mary: It's Mary Lawlor.

Man: How do you spell your surname?

Mary: L A W L O R.

Man: Thanks. Now which sport do you want to do?

Mary: What is there?

Man: Well, we've got volleyball, basketball, tennis, golf ...

Mary: Last year I played basketball so this year I'd like to do something different, tennis, I think. When can I start?

Man: Let me see (*reading*). The next volleyball course starts on the third of September; and, here we are, tennis on the seventh. There's room for six more people.

Mary: I'd like to play once a week. Which day can I come?

Man: Lessons are on Mondays and Fridays.

Mary: Monday is better because on Fridays I usually go out with my friends. I've just got one more question. How much do I have to pay?

Man: It's £3.75 a lesson, and it's £5 for a key to the changing room.

Mary: That's fine ... (*fade*)

PAUSE

Now listen again.

REPEAT

PAUSE

This is the end of Part 4.

PAUSE

— *** —

Now look at Part 5.

PAUSE

You will hear some information about a food market. Listen and complete questions 21–25. You will hear the information twice.

PAUSE

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!

PAUSE

Now listen again.

REPEAT

PAUSE

This is the end of Part 5.

PAUSE

— *** —

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

PAUSE

You have one more minute.

PAUSE

This is the end of the test.

PAPER 2: LISTENING

Answer keys for Sample Test 2

Numbers 1–15

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

For numbers 16–25, recognisable spelling is accepted, except in numbers 19, 21 and 22.

16	LAWLOR	21	fish(es)(s)
17	tennis	22	bread(s)
18	7(th)/seven/seventh/ 07 Sept(ember)	23	11.30/eleven thirty/ half past eleven
19	Monday(s)	24	(£0.) 55 p/pence
20	(£)3.75/three pounds seventy five(p/pence)	25	telephon(es)/phon(es)/ fon(es)

PAPER 3

SPEAKING

GENERAL DESCRIPTION

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

STRUCTURE AND TASKS

PART 1

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

PART 2

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

Preparation

General

- The Speaking test has two parts and lasts 8 to 10 minutes, involving two examiners and a pair of candidates. One examiner is an interlocutor while the other, who takes no part in the interaction, is an assessor. The Speaking component contributes 25% of the marks for the whole test.
- It is important that the speaking skill is developed alongside the other language skills. This may best be done by making English the language of classroom management, and by encouraging students to communicate with each other and with the teacher in English.
- Candidates should be able to respond appropriately to questions asking for simple information about themselves. They should, for example, be able to give their name (including spelling it), country of origin, 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 KET Speaking component will help students prepare for possible real-life situations. This will encourage students to use the spoken language, increase their confidence in their language ability and help them develop a positive attitude towards the language learning process.

By part

■ PART 1

- This takes 5 to 6 minutes. In this part, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time, giving factual information of a personal kind, for example, name, place of origin, 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.).

Assessment

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

■ Grammar and Vocabulary

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

■ Pronunciation

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

■ Interactive Communication

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

■ Global Achievement

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

Marking

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

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

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

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

After initial training of examiners, standardisation of marking is maintained by both examiner co-ordination sessions and by monitoring visits to centres by Team Leaders. During co-ordination sessions, examiners watch and discuss sample Speaking tests recorded on video and then conduct practice tests with volunteer candidates in order to establish a common standard of assessment.

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

Cambridge ESOL Common Scale for Speaking

LEVEL MASTERY C2

CERTIFICATE OF PROFICIENCY IN ENGLISH:

Fully operational command of the spoken language

- Able to handle communication in most situations, including unfamiliar or unexpected ones.
- Able to use accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended discourse that is coherent and always easy to follow.
- Rarely produces inaccuracies and inappropriacies.
- Pronunciation is easily understood and prosodic features are used effectively; many features, including pausing and hesitation, are 'native-like'.

LEVEL EFFECTIVE OPERATIONAL PROFICIENCY C1

CERTIFICATE IN ADVANCED ENGLISH:

Good operational command of the spoken language

- Able to handle communication in most situations.
- Able to use accurate and appropriate linguistic resources to express ideas and produce discourse that is generally coherent.
- Occasionally produces inaccuracies and inappropriacies.
- Maintains a flow of language with only natural hesitation resulting from considerations of appropriacy or expression.
- L1 accent may be evident but does not affect the clarity of the message.

LEVEL VANTAGE B2

FIRST CERTIFICATE IN ENGLISH:

Generally effective command of the spoken language

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

LEVEL THRESHOLD B1

PRELIMINARY ENGLISH TEST:

Limited but effective command of the spoken language

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

LEVEL WAYSTAGE A2

KEY ENGLISH TEST:

Basic command of the spoken language

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

PAPER 3: SPEAKING

Parts 2

Part 2 3 - 4 minutes (Prompt card activity)

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

Example

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

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

Candidate A - your answers.

Candidate B - your questions.

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.

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