



Cambridge Assessment  
English

Cambridge

English Qualifications

# A2 Key

Handbook for teachers  
for exams from 2020

A2 Key



Cambridge Assessment  
English

Cambridge

English Qualifications

# Your path to learning English, step by step

[cambridgeenglish.org/qualifications](https://cambridgeenglish.org/qualifications)



A2 Key

B1 Preliminary

B2 First

C1 Advanced

C2 Proficiency

# Make the most of your handbook

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The best way to get the most from your handbook is to use the digital version. The digital version is updated more regularly.

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

## Tasks

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

## Preparing learners

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

## Sample paper and assessment

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

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# A2 Key – an overview

A2 Key is a basic level qualification that shows a candidate has achieved a good foundation in learning English. It is an ideal first exam for those new to learning English and gives learners confidence to study for higher Cambridge English Qualifications such as B1 Preliminary and B2 First.

## Exam formats

A2 Key can be taken as either a paper-based or computer-based exam.

## Who is the exam for?

A2 Key is aimed at learners who need to show they can:

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

## Who recognises the exam?

The A2 Key certificate is recognised around the world as a basic qualification in English.

Cambridge English Qualifications are accepted and trusted by thousands of organisations worldwide. For more information about recognition go to [cambridgeenglish.org/recognition](https://cambridgeenglish.org/recognition)

## What level is the exam?

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

## Statements of Results

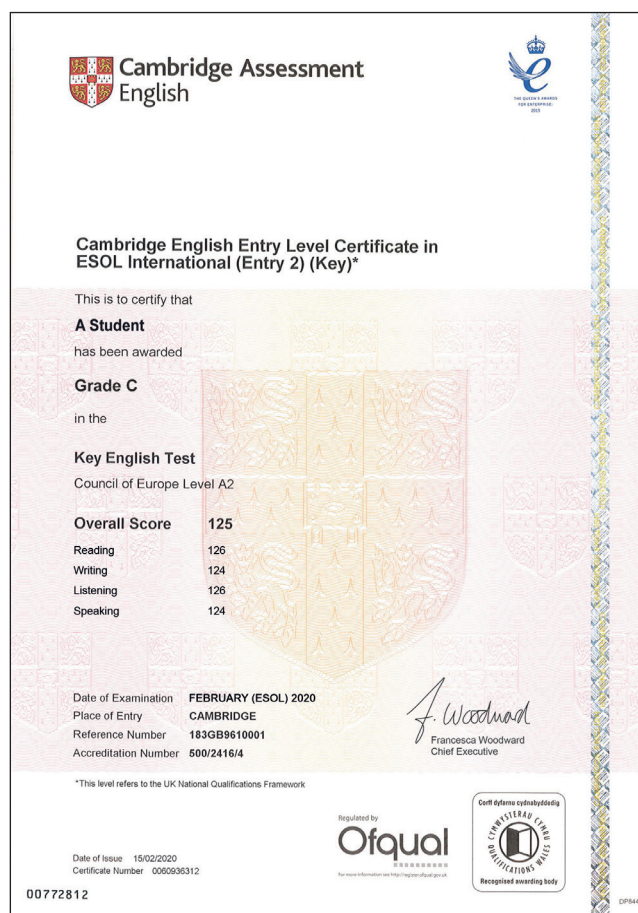
The Statement of Results shows the candidate's:

- Score on the Cambridge English Scale for their performance in each of the three exam papers (Reading and Writing, Listening and Speaking).
- Score on the Cambridge English Scale for their overall performance in the exam. The overall score is the average of their scores for the four skills.
- Grade – this is based on the candidate's overall score.
- Level on the CEFR – this is also based on the overall score.

## Certificates

The certificate shows the candidate's:

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



## Special circumstances

Cambridge English Qualifications are designed to be fair to all test takers. For more information about special circumstances, go to [cambridgeenglish.org/help](https://cambridgeenglish.org/help)

# Exam support

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## Official Cambridge English preparation materials

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

[cambridgeenglish.org/exam-preparation](https://cambridgeenglish.org/exam-preparation)

## Support for teachers

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

**General information** – handbooks for teachers, sample papers.

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

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

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

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

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

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

[cambridgeenglish.org/teaching-english](https://cambridgeenglish.org/teaching-english)

## Facebook for teachers

Teachers can join our community on Facebook for free resources, activities and tips to help prepare learners for Cambridge English Qualifications.

[facebook.com/CambridgeEnglishTeaching](https://facebook.com/CambridgeEnglishTeaching)

## Free support for candidates

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

[cambridgeenglish.org/learning-english](https://cambridgeenglish.org/learning-english)

## Facebook

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

[facebook.com/CambridgeEnglish](https://facebook.com/CambridgeEnglish)

## Registering candidates for an exam

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

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

- details of entry procedures
- copies of the exam regulations
- exam dates
- current fees
- more information about A2 Key and other Cambridge English Qualifications.

We have more than 2,800 centres in over 130 countries – all are required to meet our high standards of exam administration, integrity, security and customer service. Find your nearest centre at [cambridgeenglish.org/centresearch](https://cambridgeenglish.org/centresearch)

## Further information

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

[cambridgeenglish.org/help](https://cambridgeenglish.org/help)

# About the exam

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

## A thorough test of all areas of language ability

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

### Reading and Writing: 60 minutes

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

### Listening: 30 minutes – approximately

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

### Speaking: 8–10 minutes

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

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

## Marks and results

A2 Key gives detailed, meaningful results.

	Overall length	Number of tasks/parts	Number of items
<b>A2 Key</b>			
Reading and Writing	60 mins	7	32
Listening	approx 30 mins	5	25
Speaking	8–10 mins	2	–
Total	total approx 1 hour 40 mins		

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

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

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

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

## Can Do summary

### What can candidates do at Level A2?

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

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



Paper 1:

1 hour

# Reading and Writing tasks

## Reading

Part	Number of questions	Number of marks	Task types	What do candidates have to do?
<b>1</b>	6	6	3-option multiple choice	Read six short real-world texts for the main message.
<b>2</b>	7	7	3-option multiple matching	Read seven questions and three short texts on the same topic, then match the questions to the texts.
<b>3</b>	5	5	3-option multiple choice	Read one long text for detailed understanding and main ideas.
<b>4</b>	6	6	3-option multiple-choice cloze	Read a factual text and choose the correct vocabulary items to complete the gaps.
<b>5</b>	6	6	Open cloze	Complete gaps in an email (and sometimes the reply too) using one word.

## Writing

<b>6</b>	1	15	Guided writing	Write a short email or note of 25 words or more.
<b>7</b>	1	15	Picture story	Write a short story of 35 words or more based on three picture prompts.
<b>Total</b>	<b>32</b>	<b>60</b>		

# Preparing learners

## Advice for teachers

Writers use the **language specifications** when preparing tasks so they are suitable for learners at A2 level, which is the CEFR level of A2 Key.

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

- notices and signs (*Part 1*)
- packaging information (*Part 1*)
- notes, emails, cards, text messages (*Parts 1, 5*)
- newspapers and magazines (*Parts 2, 3, 4*)
- simplified encyclopaedias and other non-fiction books (*Part 4*)
- brochures and leaflets (*Parts 2, 3, 4*)
- websites (*Parts 2, 3, 4*).

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

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

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

*text message*

**Questions 1 – 6** Part 1  
For each question, choose the correct answer.

1 **For Sale**  
**Women's bicycle (email)**  
11 years old - needs new tyres  
Phone Debbie  
- 0794587454

2 **Hi Ben**  
I've booked concert tickets for both of us online. Can you give me the money this afternoon when I see you?  
Tim

3 **ADVENTURE PARK**  
Half-price tickets for groups of 12 or more  
Ask at entrance

2

**Part 3**  
Correct answer.

**of dancers**

6

*article*

*sign*

## Tips for preparing learners for the Reading component

- ✓ Give learners a wide range of text types to read, both authentic and adapted. For example, notes and messages on social media websites, information leaflets, graded readers and articles.
- ✓ Help learners practise skimming and scanning both shorter and longer texts. Encourage learners to develop a habit of always skimming a text first to get a general understanding.
- ✓ Give learners practice reading texts with unfamiliar vocabulary, learning to ignore words which are not important for the task.
- ✓ Encourage your learners to read instructions carefully. Ask them to highlight key words, and use examples to help them understand what to do.
- ✓ Give learners practice doing timed exercises and exam tasks where they need to manage their own time in the Reading and Writing paper. Suggest that they spend about 40 minutes on the Reading component (leaving about 20 minutes for the Writing component).
- ✓ Help learners think about the different ways they read texts. For example, if they are reading an information leaflet then ask them to find some specific information. If they are reading a message, ask them to think how they would reply to it.
- ✓ Help your learners to work out the meaning of new words by using the rest of the text. Encourage them not to use a dictionary for every new word.

### **Completing the answer sheet** (paper-based test only)

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

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

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

## Quick links to resources

### Learners

[cambridgeenglish.org/exams/key/preparation](https://cambridgeenglish.org/exams/key/preparation)

- Information for candidates guide

### Teachers

[cambridgeenglish.org/exams/key/preparation](https://cambridgeenglish.org/exams/key/preparation)

- Vocabulary list (including **topics list**)

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

- Free teaching resources
- Lesson plans

Language specifications: Page 49

Topics list: Page 51

# Advice by task

Candidates should practise these exam strategies regularly in class.

See these tasks in full from page 14.

## Reading Part 1

Questions 1 – 6

Part 1

For each question, choose the correct answer.

1

- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2

- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

3

- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

### THE TASK

- ▶ In this part, candidates have to read six short emails, notices, signs or text messages. There are three sentences next to each one. Candidates have to choose which sentence matches the meaning of the email, notice, sign or text message.

### HOW TO APPROACH THE TASK

- ▶ Candidates should read the text and decide what context it would appear in.
- ▶ They can use the visual information (layout, location etc.) to help identify the context.
- ▶ Next they should read the three options next to each text.
- ▶ Candidates then need to compare each option with the text before choosing an answer.
- ▶ Explain that it is important to read the chosen option again to check that the meanings match.

### ASSESSMENT

- ▶ This part tests the candidate's understanding of various kinds of short texts.

## Reading Part 2

Questions 7 – 13

Part 2

For each question, choose the correct answer.

	Tasha	Danni	Christie
7 Who writes both a magazine and a blog?	A	B	C
8 Who says that studying and writing a blog at the same time can be hard?	A	B	C
9 Who answers questions from other people who read her blog?	A	B	C
10 Who plans to stop writing her blog soon?	A	B	C
11 Who didn't have many people reading her blog in the beginning?	A	B	C
12 Who asks a member of her family to help her write her blog?	A	B	C
13 Who says writing a blog is easier than some other types of writing?	A	B	C

4

5

Turn over ▶

**Young blog writers**

**Tasha**  
Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

**Danni**  
I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing will take time. I don't think it's worth it for much longer. I'm busy, and it's time to do something new.

**Christie**  
I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do. I've had some lovely comments.

### THE TASK

- ▶ In this part, candidates read seven questions and then three short texts on the same topic. Candidates have to match each question to one of the texts.

### HOW TO APPROACH THE TASK

- ▶ Candidates should read each question to find out what information they need to look for in the texts.
- ▶ For each question candidates should quickly read the texts and try to find the parts relevant to each question.
- ▶ After finding a relevant piece of text, candidates should read carefully to check whether that part of the text answers the question.
- ▶ Before choosing the answer, candidates should check that the other texts do not contain anything that could answer the questions. If one of them does, they must decide which text best matches the question.

### ASSESSMENT

- ▶ This part tests locating specific information by reading quickly and understanding detail by reading carefully.

## Reading Part 3

Part 3

Correct answer:

**illy of dancers**  
 They are all crazy about ballet. These  
 #ballets, but for many years, she was a  
 Company. Her mother, Hannah, always  
 ing costumes for the dancers.

learning ballet as soon as she could  
 Alice, because she never let me. How  
 of the ballet company where her  
 many years.

richman. They met while he was working at a theatre where she  
 also when. When Demi started dancing, the house was too small  
 so I made the garage into a dance studio. Now the living room is  
 ing rehearsal! he says.

to dance in the ballet Swan Lake. Of course, Alice and Hannah  
 Jack was there, which made it very special for Demi. Jack says,  
 I never had so fantastic evening. Demi taking her first steps with  
 as wearing a dress that Hannah made for Alice many years before.

it, says Hannah. Demi's way of dancing is very like Alice's. I know  
 it she has a great future!

14 What is Alice Watson's job now?  
 A dancer  
 B teacher  
 C dress-maker

15 Demi had her first ballet lessons  
 A at a very young age.  
 B at the National Ballet Company.  
 C from her mother.

16 Jack helped his wife and daughter by  
 A moving to a larger house.  
 B letting them use the living room for dancing.  
 C making a place for them to practise in.

17 What was the best thing about the Swan Lake show for Demi?  
 A It was her first show with the company.  
 B All her family were there.  
 C She was wearing a new dress.

18 Hannah says that Demi  
 A will be a star one day.  
 B is her favourite granddaughter.  
 C dances better than Alice did.

Turn over ▶

## THE TASK

- ▶ In this part, candidates have a longer text, for example, a simplified newspaper or magazine article. There are five multiple-choice questions with three options, A, B and C.

## HOW TO APPROACH THE TASK

- ▶ Candidates should skim the text to find out the topic and general meaning.
- ▶ Next candidates should read the text more carefully.
- ▶ They need to look at each question then compare each option with the text before choosing one.
- ▶ Candidates should check the choice of answer carefully with the text again.
- ▶ After choosing an answer they should check the other two options and decide why they are wrong.

## ASSESSMENT

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

## Reading Part 4

## Questions 19 – 24

For each question, choose the correct answer.

**William Perkin**

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) ..... of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (20) ..... to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) ..... to make the colour purple. At that (22) ..... it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) ..... his own factory to make the colour. It sold well, and soon purple clothes (24) ..... very popular in England and the rest of the world.

- 19 A class B subject C course
- 20 A thinking B trying C deciding
- 21 A way B path C plan
- 22 A day B time C hour
- 23 A brought B turned C opened
- 24 A began B arrived C became

## THE TASK

- ▶ In this part, candidates read a short text with six numbered spaces. Then they decide which of the three words provided belongs in each gap.

## HOW TO APPROACH THE TASK

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

## ASSESSMENT

- ▶ This part tests understanding of words within a context. The main focus is on vocabulary, but a small amount of grammar may also be tested.

## Reading Part 5

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Questions 25 – 30

Part 5

For each question, write the correct answer.  
Write **one** word for each gap.

Example: 0  you

From:	Maria
To:	John

I hope (0) ..... are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (25) ..... lovely beach. We had to leave before lunch because it was very hot. We went to a party (26) ..... the evening in the centre (27) ..... the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (28) ..... on a boat trip or (29) ..... tennis.

I'll show you my photos (30) ..... I get back.

See you soon,  
Maria

### THE TASK

- ▶ In this part, candidates have to fill in six gaps in a text or texts using single words.
- ▶ Spelling must be correct.
- ▶ Texts are short and simple.
- ▶ Candidates are asked to write only one word in each gap.

### HOW TO APPROACH THE TASK

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

### ASSESSMENT

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

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## Tips for preparing learners for the Writing component

- ✓ Learners need to leave themselves enough time to complete Writing Parts 6 and 7, which carry 30 marks out of the total 60 for the Reading and Writing paper.
- ✓ Learners must use clear handwriting so that examiners can read their answers easily. The most important thing is that their handwriting is clear; they can write in upper or lower case, and it does not matter if their writing is joined up or not.
- ✓ In Parts 6 and 7, learners should aim to write roughly the required number of words. This will ensure that they don't leave out important information (for example, a content point in Parts 6 and 7), that their message is clear and doesn't include any irrelevant information.
- ✓ Learners should be very familiar with the two writing tasks and their requirements before they take the exam.

### FOR EMAIL-WRITING:

- Learners should write to penfriends or 'e-pals' regularly.
- Learners should read and notice the organisation of emails, including typical language and phrases used for opening and closing an email.

### FOR STORY-WRITING:

- Learners should plan and write short stories regularly, both at home and in class.
- Learners should also read short stories, for example simplified readers in English. They can use these to identify how stories start, develop and end.

- ✓ The word length is a guide which learners should aim for.
- ✓ Learners shouldn't spend too long on the Reading or Writing paper. Suggest that they spend about 20 minutes on the Writing component (leaving about 40 minutes for the Reading component).

## Advice by task

Candidates should practise these exam strategies regularly in class.

See these tasks in full from page 14.

### Writing Part 6

#### Part 6

##### Question 31

You want to go swimming on Saturday with your English friend, Toni. Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write **25 words** or more.

Write the email/story on your answer sheet.

#### THE TASK

- ▶ In this part, candidates have to write a message of 25 words or more, for example a note or email.

#### HOW TO APPROACH THE TASK

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

#### ASSESSMENT

- ▶ This part tests candidates' ability to write short texts with a real communicative purpose.
- ▶ In order to help teachers assess the standards required there are several sample answers to the Writing Part 6 questions on page 22 with marks and examiner comments.
- ▶ Answers are assessed using the assessment scales, which consist of three subscales: Content, Language and Organisation.

### Writing Part 7

#### Part 7

##### Question 32

Look at the three pictures. Write the story shown in the pictures. Write **35 words** or more.



Write the email/story on your answer sheet.

#### THE TASK

- ▶ In the last part of the Reading and Writing paper, candidates have to write a short story of 35 words or more based on three picture prompts.

#### HOW TO APPROACH THE TASK

- ▶ Candidates should read the instructions carefully.
- ▶ They need to look at the pictures and identify the three main events of the story.
- ▶ They should consider what kind of information is needed.
- ▶ Candidates must make reference to all three picture prompts.
- ▶ They should write a draft of the story on rough paper before writing the final answer on their answer sheet.

#### ASSESSMENT

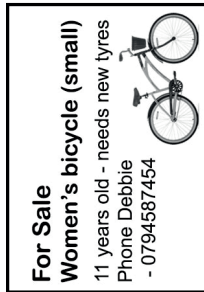
- ▶ This part tests candidates' ability to write short narratives.
- ▶ In order to help teachers assess the standards required there are several sample answers to the Writing Part 7 questions on page 23 with marks and examiner comments.
- ▶ Answers are assessed using the assessment scales, which consist of three subscales: Content, Language and Organisation.

Questions 1 – 6


Part 1

For each question, choose the correct answer.

1

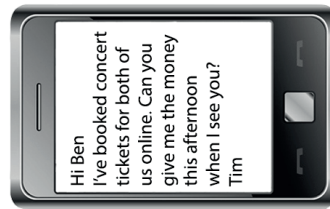


**For Sale**  
**Women's bicycle (small)**  
11 years old - needs new tyres  
Phone Debbie  
- 0794587454



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2



Hi Ben  
I've booked concert tickets for both of us online. Can you give me the money this afternoon when I see you?  
Tim

- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

3



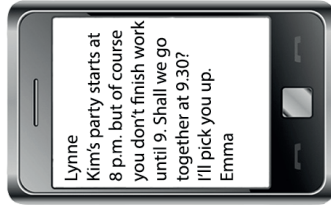
**ADVENTURE PARK**  
Half-price tickets for groups of 12 or more  
Ask at entrance

- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

2

Turn over ►

4



Lynne  
Kim's party starts at 8 p.m. but of course you don't finish work until 9. Shall we go together at 9.30? I'll pick you up.  
Emma

- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

5



**DAN'S ICE CREAMS**  
Buy one, get one free!  
(Special offer 12 - 2 p.m. only)



- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.

6



Anna,  
Sorry you missed today's class. Don't forget about the history project we're working on together - the teacher wants it by Friday. Call me!  
Sophie

- Why did Sophie write this message?
- A to check if Anna has completed her homework
  - B to let Anna know what they did in class today
  - C to ask Anna to contact her about the homework

3



Part 2

Questions 7 – 13

For each question, choose the correct answer.

	Tasha	Danni	Chrissie
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C
11	A	B	C
12	A	B	C
13	A	B	C

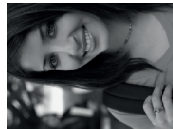
Young blog writers

Tasha



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

Danni



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

Chrissie



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do. I've had some lovely comments.

Part 3

Questions 14 – 18

For each question, choose the correct answer.

**A family of dancers**

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'



14 What is Alice Watson's job now?

- A dancer
- B teacher
- C dress-maker

15 Demi had her first ballet lessons

- A at a very young age.
- B at the National Ballet Company.
- C from her mother.

16 Jack helped his wife and daughter by

- A moving to a larger house.
- B letting them use the living room for dancing.
- C making a place for them to practise in.

17 What was the best thing about the *Swan Lake* show for Demi?

- A It was her first show with the company.
- B All her family were there.
- C She was wearing a new dress.

18 Hannah says that Demi

- A will be a star one day.
- B is her favourite granddaughter.
- C dances better than Alice did.

Part 4

Questions 19 – 24

For each question, choose the correct answer.

**William Perkin**

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) ..... of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (20) ..... to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) ..... to make the colour purple. At that (22) ..... it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) ..... his own factory to make the colour. It sold well, and soon purple clothes (24) ..... very popular in England and the rest of the world.

- 19 A class B subject C course
- 20 A thinking B trying C deciding
- 21 A way B path C plan
- 22 A day B time C hour
- 23 A brought B turned C opened
- 24 A began B arrived C became

8

Part 5

Questions 25 – 30

For each question, write the correct answer. Write **one** word for each gap.

Example: 0

From:	<input type="text" value="Maria"/>
To:	<input type="text" value="John"/>

I hope (0) ..... are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (25) ..... lovely beach. We had to leave before lunch because it was very hot. We went to a party (26) ..... the evening in the centre (27) ..... the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (28) ..... on a boat trip or (29) ..... tennis.

I'll show you my photos (30) ..... I get back.

See you soon,

Maria

9

Turn over ►

**Part 6**

**Question 31**

You want to go swimming on Saturday with your English friend, Toni. Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

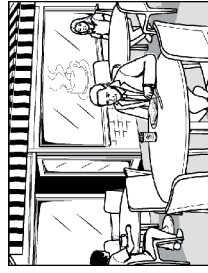
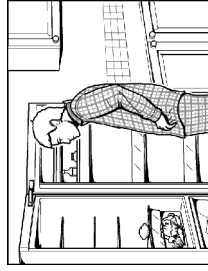
Write **25 words** or more.

**Write the email/story on your answer sheet.**

**Part 7**

**Question 32**

Look at the three pictures. Write the story shown in the pictures. Write **35 words** or more.



**Write the email/story on your answer sheet.**



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Page 1 of 2



Candidate Name		Candidate Number	
Centre Name		Centre Number	
Examination Title		Examination Details	
Candidate Signature		Assessment Date	

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

Key Writing

Candidate Answer Sheet for Parts 6 and 7

**INSTRUCTIONS TO CANDIDATES**

Make sure that your name and candidate number are on this sheet.  
 Write your answers to Writing Parts 6 and 7 on the other side of this sheet.  
 Use a pencil.  
 You **must** write within the grey lines.  
 Do **not** write on the bar codes.

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK BELOW THIS LINE

Page 1 of 2



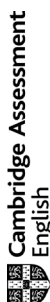
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Page 1 of 1



Candidate Name		Candidate Number	
Centre Name		Centre Number	
Examination Title		Examination Details	
Candidate Signature		Assessment Date	

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

**Key Reading and Writing Candidate Answer Sheet**

**Instructions**

Use a PENCIL (B or HB).

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

**For Parts 1, 2, 3 and 4:**

Mark ONE letter for each answer.

For example: If you think A is the right answer to the question, mark your answer sheet like this:



A  B  C



E  N  G  L  I  S  H

**For Part 5:**

Write your answers clearly in the spaces next to the numbers (25 to 30) like this:

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

Part 2		
7	A B C	
8	A B C	
9	A B C	
10	A B C	
11	A B C	
12	A B C	
13	A B C	

Part 3		
14	A B C	
15	A B C	
16	A B C	
17	A B C	
18	A B C	

Part 4		
19	A B C	
20	A B C	
21	A B C	
22	A B C	
23	A B C	
24	A B C	

**Part 5**

25	<input type="text"/>	Do not write below here
26	<input type="text"/>	Do not write below here
27	<input type="text"/>	Do not write below here

28	<input type="text"/>	Do not write below here
29	<input type="text"/>	Do not write below here
30	<input type="text"/>	Do not write below here

Put your answers to Writing Parts 6 and 7 on the separate Answer Sheet

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Page 1 of 1



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# Assessment

## Answer key

### Reading

Q	Part 1	Q	Part 2	Q	Part 3	Q	Part 4	Q	Part 5
1	B	7	C	14	B	19	B	25	a/this
2	C	8	B	15	A	20	B	26	in/during
3	B	9	A	16	C	21	A	27	of
4	A	10	B	17	B	22	B	28	go
5	B	11	C	18	A	23	C	29	play/watch
6	C	12	C			24	C	30	when/after
		13	A						

### Assessment of Writing scale

Band	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.  Uses simple grammatical forms with a good degree of control.  While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately.  Uses simple grammatical forms with some degree of control.  Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases.  Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>	

## Assessment of Writing Part 6

### Mark scheme for Writing Part 6

#### Sample answers

##### Candidate A

---

Hi Toni!

Saturday will be a nice weather, so I want to go swimming. Do you want to go with me? I want to visit pool in a park. We can travel there on bus, because it is faster and not expensive. What do you think about this plan?

Alex

##### Commentary and mark

Very good attempt at the task. All three elements of the message are fully communicated so the target reader would be fully informed. The text is coherent, with a range of cohesive devices (*so* and *there, because it is, this plan*). All vocabulary is used appropriately. The only errors are with articles and do not affect meaning.

Content	5	Organisation	5	Language	5	Total	15
---------	---	--------------	---	----------	---	-------	----

##### Candidate B

---

Hi Toni,

Tomorrow is Saturday, so let's go to swimming together. I want to go swimming pool at new sports centre. Do you like this place? We will travel to swimming pool by bus because pupils are cheaper.

##### Commentary and mark

Good attempt at the task. All three elements of the message are communicated. The target reader would be, on the whole, informed. The text is coherent, but *so* and *this place* are the only cohesive devices used. Grammatical forms are well controlled (*Let's go, I want to, Do you like, We will travel*). Vocabulary is used reasonably appropriately, but there is too much repetition of lexis from the rubric and the meaning of *pupils are cheaper* is not immediately obvious.

Content	4	Organisation	4	Language	4	Total	12
---------	---	--------------	---	----------	---	-------	----

##### Candidate C

---

Hi Toni,

I want to swim to golden beach on Saturday because is sunny day. We can go with a car from my father. Are you agree?

##### Commentary and mark

Satisfactory attempt at the task. It is not clear if the candidate has asked Toni to go swimming, but the other content points are addressed. The text is coherent, but *because* is the only linking word. There is some control of grammatical forms (*I want to swim, We can go*), but the errors (*swim to golden beach, a car from my father*) impede communication.

Content	3	Organisation	3	Language	3	Total	9
---------	---	--------------	---	----------	---	-------	---

##### Candidate D

---

Toni,

Do you like to the beach? Maybe is a nice weather and we eating ice cream and play volleyball. We go the bus.

##### Commentary and mark

Poor attempt at the task. Bullet points 1 and 2 are not clearly addressed. Uses only the simple connector *and*. Limited control of grammatical forms, but basic vocabulary is mainly used appropriately (*nice weather, eating ice cream, play volleyball*).

Content	1	Organisation	1	Language	2	Total	4
---------	---	--------------	---	----------	---	-------	---

##### Candidate E

---

Hi Toni,

I go to swimming yesterday with brother. We are very funny day. Are you like simming?

##### Commentary and mark

Poor attempt at the task. The content is not relevant to the task. Production is unconnected. Uses only basic vocabulary and a very limited range of grammatical forms.

Content	0	Organisation	1	Language	1	Total	2
---------	---	--------------	---	----------	---	-------	---



## Assessment of Writing Part 7

### Mark scheme for Writing Part 7

#### Sample answers

##### Candidate A

Tom woke up at 7 o'clock. He washed his face and he wanted to make breakfast, but he saw that there were nothing in the fridge, so he went to the restaurant and ate a toast.

##### Commentary and mark

Very good attempt at the task. All the content points are dealt with, so the target reader is fully informed. The text is coherent thanks to basic, but effective use of linking words. Vocabulary is used appropriately and correctly. Simple grammatical forms (past simple, *want to*, prepositions) are used correctly with only 2 non-impeding errors (*there were nothing, ate a toast*)

Content	5	Organisation	5	Language	5	Total	15
---------	---	--------------	---	----------	---	-------	----

##### Candidate B

A man waked up and go in the kitchen, he searched something to eat for breakfast but he didn't like what he had in his house. So the man went to a café and he had breakfast here.

##### Commentary and mark

Good attempt at the task. All the content points are dealt with, though the first picture receives minimal treatment. The text is generally coherent thanks to the use of basic linking words (*but, so, and*). The vocabulary is used appropriately and correctly. Simple grammatical forms are used with some control (*he didn't like what he had in his house, went to a café, he had breakfast*), but there are examples of a lack of control (*waked up and go, searched something to eat*).

Content	4	Organisation	4	Language	4	Total	12
---------	---	--------------	---	----------	---	-------	----

##### Candidate C

In the morning the man get up. He go to a kitchen and he do a Breakfast, but in his fridge the milk doesn't stay. The man decide to go a bar and he order the Breakfast.

##### Commentary and mark

Satisfactory attempt at the task but not all parts of the story are clearly communicated. The description of picture 2 is unclear because of vocabulary errors (*do a Breakfast and the milk doesn't stay*). There is some attempt at organisation using simple linking words (*but, and*). There is some appropriate use of vocabulary (*in the morning, get up, kitchen, fridge, decide, order*). Word order and prepositions are well controlled, but there is a lack of control of basic verb forms.

Content	4	Organisation	3	Language	3	Total	10
---------	---	--------------	---	----------	---	-------	----

##### Candidate D

He wake up at the morning. He is sleeping. He is hungry and he is opened the frezeg. Then eating lunch in the café

##### Commentary and mark

The candidate has attempted the task, but the reader is only minimally informed, mainly because the cohesive devices are either absent or not used effectively. The candidate has used the correct verbs and some basic relevant vocabulary appropriately (*lunch, hungry, café*), but has only limited control of the grammatical forms.

Content	1	Organisation	2	Language	2	Total	5
---------	---	--------------	---	----------	---	-------	---

##### Candidate E

Peter good morning, at the 7.00 o'clock.

He go to the cocine

Peter hungry.

at the refrigerator

eat, the soup, and restaurant the favourite foot, cebiche and canies, drinking coffe.

##### Commentary and mark

The candidate has attempted the task, but, due to the absence of cohesive devices and the limited control of vocabulary and grammar, the reader is only minimally informed.

Content	1	Organisation	1	Language	1	Total	3
---------	---	--------------	---	----------	---	-------	---

Paper 2:

about 30 mins

(including 6 minutes to transfer answers)

# Listening tasks

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

## Preparing learners

### Advice for teachers

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

- The recordings contain a range of standard native-speaker accents. Learners should practise listening to a variety of accents.
- When selecting listening material, teachers can use the **topics list** to help them identify suitable topics to use with learners.
- Teachers may find that the inventory of functions, notions and communicative tasks in the **language specifications** helps them to identify different listening situations for learners to work with.

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

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

*multiple-choice questions*

*question with image*

## Tips for preparing learners for the Listening paper

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

### **Completing the answer sheet** (paper-based test only)

- All answers must go on an answer sheet.
- Candidates should write their answers on the question paper as they listen.
- They then have 6 minutes at the end of the test to copy these answers onto the answer sheet.
- Candidates should use a pencil to complete the answer sheet.
- For Parts 1, 3, 4 and 5, candidates shade a lozenge on the answer sheet to show their answer.
- For Part 2, candidates write their answers on the answer sheet.

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

- Candidates mark or type all their answers directly onto the computer.
- Candidates may take pens and pencils and a bottle of water into the exam room, but nothing else (including bags and anything electronic).
- Candidates should listen carefully to the instructions which the invigilator gives and follow the instructions on the computer screen.
- Candidates should check that they can hear the test properly. If they cannot hear the recording, they should raise their hand and inform the invigilator immediately.
- On the computer-based test only Part 2 has an example. For the other parts candidates can access a help screen for information.
- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may make notes on paper during the exam, for example, if they want to write down two alternative answers where they are unsure. They must leave these notes on their desk at the end of the exam.

## Quick links to resources

### Learners

---

[cambridgeenglish.org/exams/key/preparation](https://cambridgeenglish.org/exams/key/preparation)

- Information for candidates guide

### Teachers

---

[cambridgeenglish.org/exams/key/preparation](https://cambridgeenglish.org/exams/key/preparation)

- Vocabulary list (including topics list)

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

- Free teaching resources
- Lesson plans

## Advice by task

See these tasks in full from page 30.


### Listening Part 1

Part 1

Questions 1 – 5


For each question, choose the correct answer.

1 Where will Claire meet Alex?



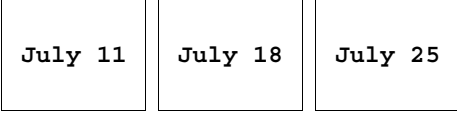
A B C

2 What time should the man telephone again?



A B C

3 When are they going to have the party?



A B C

#### THE TASK

- ▶ In Part 1 there are five short recordings, each with a question and three images.
- ▶ Candidates listen to the text, then choose the visual image which best answers the question in the context of what they heard.

#### HOW TO APPROACH THE TASK

- ▶ Candidates should read the question and look at the three images for each question.
- ▶ During the first listening the candidates need to listen for specific information, choosing the best option.
- ▶ Candidates should use the second listening to check the answer is correct, focusing on the key information in the text.
- ▶ They then repeat this for the remaining questions.

#### ASSESSMENT

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

### Listening Part 2

Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher talking to a group of students about summer jobs.

Jobs for students with <i>Sunshine Holidays</i>	
Work in:	Children's summer camps
Dates of jobs:	(6) 15th June – 20th .....
Staff must be:	(7) ..... years old
Staff must be able to:	(8) .....
Staff will earn:	(9) £ ..... per week
Send a letter and:	(10) .....

#### THE TASK

- ▶ In Part 2, candidates have to identify specific information (for example prices, times, telephone numbers) and write it down in note form.
- ▶ They listen to a monologue.
- ▶ The candidates should only write **ONE** word, or a number, or a date, or a time for their answer.

#### HOW TO APPROACH THE TASK

- ▶ Candidates should first read and listen to the instructions, then use the pause to read the title and the questions and think about the context.
- ▶ During the first listening, candidates should listen to find the specific information and write it down.
- ▶ Candidates should listen for a second time to check their answers are correct.
- ▶ If the word has been spelled in the recording, the spelling must be correct on the answer sheet.
- ▶ Correct spelling of common words is also required.

#### ASSESSMENT

- ▶ This task tests listening for specific and detailed information.

## Listening Part 3

---

### Part 3

#### Questions 11 – 15

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11 Who has already decided to go with Robert?  
A family members  
B colleagues  
C tennis partners
- 12 They'll stay in  
A a university.  
B a guest house.  
C a hotel.
- 13 Laura must remember to take  
A a map.  
B a camera.  
C a coat.
- 14 Why does Laura like Dublin?  
A The people are friendly.  
B The buildings are interesting.  
C The shops are beautiful.
- 15 Robert's excited about the trip to Dublin because  
A he can't wait to go to the music festival.  
B he loves the food there.  
C he wants to go to a new art exhibition.

### THE TASK

- ▶ In this part, candidates listen to an informal conversation and answer five 3-option multiple-choice questions.
- ▶ The answers for Part 3 come from both speakers.
- ▶ This task includes questions on the opinions and attitudes of the speakers.

### HOW TO APPROACH THE TASK

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

### ASSESSMENT

- ▶ This part tests understanding of detailed information.

## Listening Part 4

---

### Part 4

#### Questions 16 – 20

For each question, choose the correct answer.

- 16 You will hear a woman talking to her friend about why she's bought a motorbike. Why did she buy it?  
A It's fast.  
B It was cheap.  
C It'll be easy to repair.
- 17 You will hear two friends talking about going to University. What subject is the man going to study?  
A history  
B geography  
C chemistry
- 18 You will hear two friends talking about a photograph. What's the photograph of?  
A a sports stadium  
B a zoo  
C a school playground
- 19 You will hear a woman talking to a friend on the phone. Why's she upset?  
A Her train was delayed.  
B She's lost her wallet.  
C She's broken her glasses.
- 20 You will hear a woman talking to her friend, David, about something she's bought. What has she bought?  
A some clothes  
B some food  
C some games

### THE TASK

- ▶ In this part candidates listen to five short monologues or dialogues, each with a scene setter, a question and three options.
- ▶ Candidates listen to the monologue or dialogue and choose the option which best answers the question in the context of what they have heard.

### HOW TO APPROACH THE TASK

- ▶ Candidates should read the question and options for each question.
- ▶ They need to listen to each recording for the gist meaning and choose the best option.
- ▶ They listen for a second time to check carefully that the answer is correct.
- ▶ They then repeat this for the remaining questions.

### ASSESSMENT

- ▶ The task calls for an understanding of the gist of a monologue or dialogue containing neutral or less formal language and may include the correct identification of attitudes, opinions and agreement. Candidates will need to understand the main idea, gist or topic of each recording.

## Listening Part 5

## Part 5

## Questions 21 – 25

For each question, choose the correct answer.

You will hear Simon talking to Maria about a party.  
What will each person bring to the party?

## Example

0 Maria  B

## People

21 Barbara

22 Simon

23 Anita

24 Peter

25 Michael

## Food

A bread

B cake

C cheese

D chicken

E fish

F fruit

G ice cream

H salad

You now have 6 minutes to write your answers on the answer sheet.

## THE TASK

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

## HOW TO APPROACH THE TASK

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

## ASSESSMENT

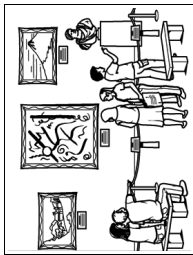
- ▶ This part tests understanding of detailed information.

Part 1

Questions 1 – 5

For each question, choose the correct answer.

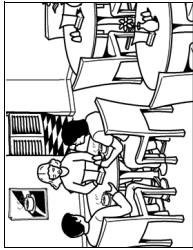
1 Where will Claire meet Alex?



A

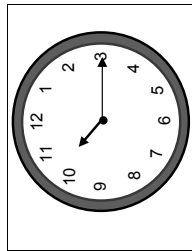


B

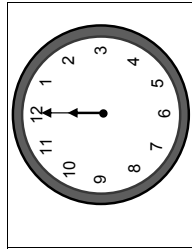


C

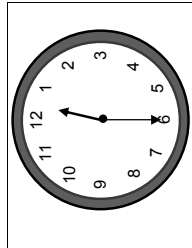
2 What time should the man telephone again?



A

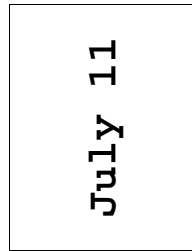


B

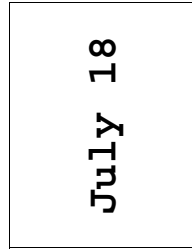


C

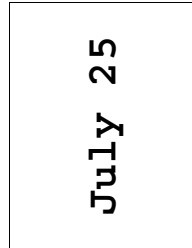
3 When are they going to have the party?



A

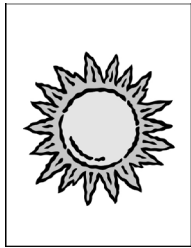


B

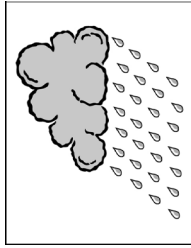


C

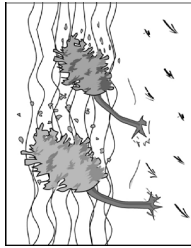
4 What was the weather like on the picnic?



A

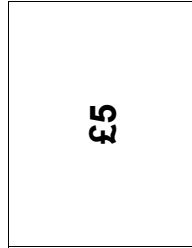


B

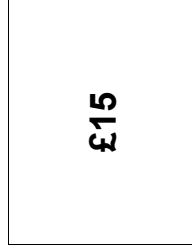


C

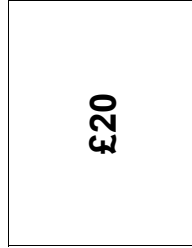
5 How much are the shorts?



A



B



C



Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher talking to a group of students about summer jobs.

**Jobs for students  
with *Sunshine Holidays***

Work in: Children's summer camps

Dates of jobs: (6) 15th June – 20th .....

Staff must be: (7) ..... years old

Staff must be able to: (8) .....

Staff will earn: (9) £ ..... per week

Send a letter and: (10) .....

4

Part 3

Questions 11 – 15

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11 Who has already decided to go with Robert?
- A family members
  - B colleagues
  - C tennis partners
- 12 They'll stay in
- A a university.
  - B a guest house.
  - C a hotel.
- 13 Laura must remember to take
- A a map.
  - B a camera.
  - C a coat.
- 14 Why does Laura like Dublin?
- A The people are friendly.
  - B The buildings are interesting.
  - C The shops are beautiful.
- 15 Robert's excited about the trip to Dublin because
- A he can't wait to go to the music festival.
  - B he loves the food there.
  - C he wants to go to a new art exhibition.

5

Turn over ►

## Part 4

## Questions 16 – 20

For each question, choose the correct answer.

- 16 You will hear a woman talking to her friend about why she's bought a motorbike.  
Why did she buy it?  
A It's fast.  
B It was cheap.  
C It'll be easy to repair.
- 17 You will hear two friends talking about going to University.  
What subject is the man going to study?  
A history  
B geography  
C chemistry
- 18 You will hear two friends talking about a photograph.  
What's the photograph of?  
A a sports stadium  
B a zoo  
C a school playground
- 19 You will hear a woman talking to a friend on the phone.  
Why's she upset?  
A Her train was delayed.  
B She's lost her wallet.  
C She's broken her glasses.
- 20 You will hear a woman talking to her friend, David, about something she's bought.  
What has she bought?  
A some clothes  
B some food  
C some games

6

## Part 5

## Questions 21 – 25

For each question, choose the correct answer.

You will hear Simon talking to Maria about a party.  
What will each person bring to the party?

## Example

0 Maria  B

People	Food
21 Barbara <input type="checkbox"/>	A bread
22 Simon <input type="checkbox"/>	B cake
23 Anita <input type="checkbox"/>	C cheese
24 Peter <input type="checkbox"/>	D chicken
25 Michael <input type="checkbox"/>	E fish
	F fruit
	G ice cream
	H salad

You now have 6 minutes to write your answers on the answer sheet.

7



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Page 1 of 1



Candidate Name

Centre Name

Examination Title

Candidate Signature

Candidate Number

Centre Number

Examination Details

Assessment Date

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

**Key Listening Candidate Answer Sheet**

**Instructions**

Use a PENCIL (B or HB).

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

**For Parts 1, 3, 4 and 5:**

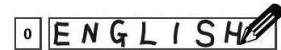
Mark ONE letter for each answer.

For example: If you think A is the right answer to the question, mark your answer sheet like this:



**For Part 2:**

Write your answers clearly in the spaces next to the numbers (6 to 10) like this:



Write your answers in CAPITAL LETTERS.

Part 1			
1	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2		Do not write below here
6	<input type="text"/>	6 1 0 <input type="radio"/> <input type="radio"/>
7	<input type="text"/>	7 1 0 <input type="radio"/> <input type="radio"/>
8	<input type="text"/>	8 1 0 <input type="radio"/> <input type="radio"/>
9	<input type="text"/>	9 1 0 <input type="radio"/> <input type="radio"/>
10	<input type="text"/>	10 1 0 <input type="radio"/> <input type="radio"/>

Part 3			
11	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 4			
16	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 5								
21	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	A	B	C	D	E	F	G	H
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page 1 of 1

Draft





## Transcript

*This is a sample A2 Key English Listening test.*

*There are five parts to the test. You will hear each piece twice.*

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

*Now, look at the instructions for Part 1.*

*For each question, choose the correct answer.*

*Look at Question 1.*

### 1: Where will Claire meet Alex?

- M:** Hi Claire. Are you in the city centre?  
**F:** Hi Alex. Yes, I'm just having a sandwich in the café. How about you?  
**M:** I'm at the museum, looking at a really great art exhibition. Why don't you come and meet me here?  
**F:** OK, but just for an hour. I've got to go to the hairdresser's at 2.

*Now listen again.*

### 2: What time should the man telephone again?

- M:** Can I speak to Fred Warner, please?  
**F:** He's in a meeting now. I'll ask him to call you at quarter past ten when he comes out.  
**M:** I'm seeing a customer then. I can phone at twelve o'clock.  
**F:** He'll be in another meeting then. Call at half past before he goes for lunch.  
**M:** OK.

*Now listen again.*

### 3: When are they going to have the party?

- M:** Shall we have a party this month? A Friday night is best. How about July the eighteenth?  
**F:** I have to work late that day. The eleventh will be better.  
**M:** We've got theatre tickets for then. Are we doing anything on the twenty-fifth?  
**F:** That's fine. Let's make it then. The eleventh is too soon anyway.

*Now listen again.*

### 4: What was the weather like on the picnic?

- M:** Did you have a good picnic yesterday? It was so sunny and hot!  
**F:** Yes, but we almost didn't go because the television weatherman was talking about rain.  
**M:** So did you take umbrellas with you?  
**F:** Yes, but of course we didn't use them. It's good we didn't go today – there's such a strong wind!

*Now listen again.*

### 5: How much are the shorts?

- M:** Excuse me, are these shorts in the sale?

**F:** Yes, sir. Everything on that shelf is five pounds.

**M:** I'll take this shirt too.

**F:** That's fifteen pounds, so with the shorts that will be twenty pounds.

*Now listen again.*

*That is the end of Part 1.*

*Now look at Part 2.*

*For each question, write the correct answer in the gap. Write one word, or a number, or a date, or a time. Look at Questions 6–10 now. You have 10 seconds.*

### You will hear a teacher talking to a group of students about summer jobs.

**M:** Several students from this college went to work for Sunshine Holidays last year and enjoyed it. So I'm going to give you some information about working in their summer camps this year.

The camps start on the fifteenth of June so you must be free from then until August the twentieth. Most students then spend September travelling around and having a holiday before they come home.

The camps are for children who are between ten and fifteen years old and to work there you have to be nineteen. So that's OK for most of you.

You don't need to be good at sports or languages but they only want people who can drive. That's because you'll take the children out on trips by car. Each week you'll get sixty-five pounds, so you could save over five hundred pounds during your time there.

If you're interested, you need to write a letter and send it with a photo to Sunshine Holidays. So, does anyone have any questions ...?

*Now listen again.*

*That is the end of Part 2.*

*Now look at Part 3.*

*For each question, choose the correct answer. Look at Questions 11–15 now. You have 20 seconds.*

### You will hear Robert talking to his friend, Laura, about a trip to Dublin.

**M:** Hi Laura. Some of us are going for a weekend in Dublin this year. Are you free at the beginning of next month?

**F:** Yes, I'd love to come.

**M:** Great!

**F:** Who else is going?

**M:** I asked my cousins, but they're playing in a tennis competition – so there'll be four of us from my office, and you.

**F:** Where are we staying?

**M:** I tried to book a guest-house. It was full, but visitors can rent rooms in the university during the holidays. We'll do that – it's cheaper than a hotel.

- F: Excellent. Are you taking your new camera?  
 M: Yes, some maps of the city too. But you'll need a coat! It often rains.  
 F: OK!  
 M: Have you been before?  
 F: Yes! The centre's busy – the shops are always full of people! My friends and I loved all the beautiful buildings – I really enjoyed learning about their history.  
 M: Yeah!  
 F: So, are you excited about the trip?  
 M: Yeah but it's a pity the music festival won't be on. When I'm in Dublin I always have lots of fish – it's fantastic. There's a new art exhibition – you might like it, but I'm not interested.

*Now listen again.*

*That is the end of Part 3.*

*Now look at Part 4.*

*For each question, choose the correct answer.*

**16: You will hear a woman talking to her friend about why she bought a motorbike. Why did she buy it?**

- M: So, you've got a motorbike, Sally?  
 F: Yeah, what do you think?  
 M: Cool!  
 F: Thanks! I paid quite a lot for it, but I'll be able to get to college in ten minutes now. Remember how I was always late last year?  
 M: And you were always having to repair your old bicycle, weren't you?  
 F: Yeah. It was just too slow, really.

*Now listen again.*

**17: You will hear two friends talking about going to university. What subject is the man going to study?**

- F: So do you think you'll enjoy university?  
 M: Yes, especially the trips! I loved science at school, but I won't need it much. I thought about studying history but couldn't find a course I really liked. We're learning about mountains and rivers in the first term, which'll be great. And I'm looking forward to finding out about cities and how they've developed over time.

*Now listen again.*

**18: You will hear two friends talking about a photograph. What's the photograph of?**

- M: What a great photo!  
 F: Thanks! They were all moving around so quickly – running and jumping about.  
 M: Is that a group of mothers over there?  
 F: Yes, and the little ones were all ready to go home. Their lessons were over for the day. It was raining, but they just wanted to run around after being indoors for so many hours.

*Now listen again.*

**19: You will hear a woman talking on the phone. Why's she upset?**

- F: I feel so upset! I can't see it anywhere. It probably fell out of my bag on the way to the station. I can't buy a ticket now! I'm going back to work to ask if anybody has seen it, or can lend me some money. I have an appointment for an eye test this afternoon – I'll be late now!

*Now listen again.*

**20: You will hear a woman talking to her friend, David, about something she's bought. What has she bought?**

- M: Did you buy something nice, Kate?  
 F: Yes, David, I'm delighted! We're having a special meal tomorrow for my sister's birthday. My cousin's cooking and we'll play some board games afterwards. The whole family will be there and I want to look nice.  
 M: Sure!  
 F: I wanted something green, and this is so comfortable! Of course we'll all argue about the games!

*Now listen again.*

*That is the end of Part 4.*

*Now look at Part 5.*

*For each question, choose the correct answer. Look at Questions 21–25 now. You have 15 seconds.*

**You will hear Simon talking to Maria about a party. What will each person bring to the party?**

- M: Are you nearly ready for your birthday party on Saturday, Maria?  
 F: I think so, Simon. I've made a cake and my friends are bringing the other food.  
 M: That's a good idea.  
 F: Barbara's going to bring some oranges and grapes.  
 M: And I'll bring some bread and cheese from the market if you like. Everyone gets hungry at parties, don't they?  
 F: Thanks, Simon. But you don't need to bring bread because Anita's bringing that. She wanted to bring ice cream but I think the weather's too cold!  
 M: Mm, it is. Perhaps Peter can help. He likes cooking, doesn't he?  
 F: Yes, he emailed me and asked me to choose roast chicken or fish. I chose chicken because it's more popular than fish. What do you think?  
 M: That sounds great! What's Michael bringing – he's coming, isn't he?  
 F: Yes, he loves parties! I telephoned him and he's going to make a big bowl of sliced tomatoes and onions.  
 M: Lovely!

*Now listen again.*

*That is the end of Part 5.*

*You now have 6 minutes to write your answers on the answer sheet.*

*You have one more minute.*

*That is the end of the test.*

# Assessment

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## Answer key

### Listening

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

Q	Part 2
6	August
7	19
8	drive
9	65
10	photo(graph)(s)

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

Q	Part 4
16	A
17	B
18	C
19	B
20	A

Q	Part 5
21	F
22	C
23	A
24	D
25	H

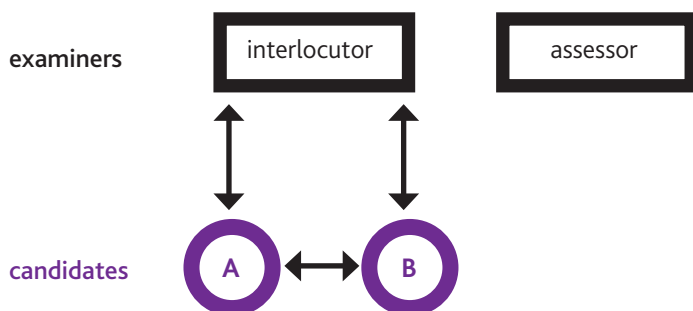
# Speaking tasks

Part	Timing	Interaction	Task type	What do candidates have to do?						
<b>1</b>	3–4 minutes	Interlocutor ↓ Candidate	Interlocutor asks questions to each candidate in turn	<b>Respond to questions</b> , giving factual or personal information.						
<b>2</b>	5–6 minutes	<table style="border: none; width: 100%;"> <tr> <td style="text-align: center;">Candidate</td> <td style="text-align: center;">Interlocutor</td> </tr> <tr> <td style="text-align: center;">↕</td> <td style="text-align: center;">↓</td> </tr> <tr> <td style="text-align: center;">Candidate</td> <td style="text-align: center;">Candidate</td> </tr> </table>	Candidate	Interlocutor	↕	↓	Candidate	Candidate	Discussion task with visual stimulus	<b>Candidates discuss likes, dislikes and give reasons.</b>
Candidate	Interlocutor									
↕	↓									
Candidate	Candidate									
<b>Total</b>		<b>25</b>								

## Preparing learners

### Advice for teachers

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



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

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

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



## Tips for preparing learners for the Speaking paper

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

### Quick links to resources

#### Learners

---

[cambridgeenglish.org/exams/key/preparation](https://cambridgeenglish.org/exams/key/preparation)

- Information for candidates guide

#### Teachers

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[cambridgeenglish.org/exams/key/preparation](https://cambridgeenglish.org/exams/key/preparation)

- Vocabulary list (including **topics list**)

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

- Free teaching resources
- Lesson plans

Language specifications: Page 49

Topics list: Page 51

# Advice by task

See these tasks in full from page 42.

## Speaking Part 1

**Test 1**

**Part 1 (3-4 minutes)**

**Phase 1**  
**Interlocutor**

To both candidates Good morning / afternoon / evening.  
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm ..... and this is .....

To Candidate A What's your name?

To Candidate B And what's your name?

**Back-up prompts**

**B**, do you work or are you a student? Do you work? Do you study? Are you a student?

For UK, ask Where do you come from? Are you from (Spain, etc.)?

For Non-UK, ask Where do you live? Do you live in ... (name of district / town etc.)?

Thank you.

**A**, do you work or are you a student? Do you work? Do you study? Are you a student?

For UK, ask Where do you come from? Are you from (Spain, etc.)?

For Non-UK, ask Where do you live? Do you live in ... (name of district / town etc.)?

Thank you.

**Phase 2**  
**Interlocutor**

Now, let's talk about **friends**.

**A**, how often do you see your friends? **Back-up prompts**  
Do you see your friends every day?

What do you like doing with your friends? Do you like going to the cinema?

**B**, where do your friends live? Do your friends live near you?

When do you see your friends? Do you see your friends at weekends?

**Extended Response**  
Now **A**, please tell me something about one of your friends. **Back-up questions**  
Do you like your friend?  
Where did you meet your friend?  
Did you see your friends last weekend?

**Interlocutor**

Now, let's talk about **home**.

**B**, who do you live with? **Back-up prompts**  
Do you live with your family?

How many bedrooms are there in your house / flat? Are there three bedrooms in your house / flat?

**A**, where do you watch TV at home? Do you watch TV in the kitchen?

What's your favourite room in the house? Is your bedroom your favourite room?

**Extended Response**  
Now, **B**, please tell me something about the things you like doing at home, at the weekends. **Back-up questions**  
Do you like cooking at the weekends?  
Do you play computer games at the weekends?  
What did you do at home, last weekend?

### THE TASK

- ▶ The interlocutor leads a general conversation with each of the candidates.
- ▶ In Part 1, Phase 1, the interlocutor asks questions of a factual and personal nature to each candidate in turn.
- ▶ Part 1, Phase 2 takes the form of a topic-based interview. The interlocutor asks two short-answer questions to each candidate about their daily life, interests, likes, dislikes etc. followed by one longer 'Tell me something about ...' question.
- ▶ Candidates respond directly to the interlocutor – they do not talk to each other in this task.
- ▶ Part 1 lasts 3–4 minutes in total.

### HOW TO APPROACH THE TASK

- ▶ It's normal for candidates to feel nervous at the beginning of the Speaking test. This conversation uses everyday, simple language. It is designed to help settle candidates into the test.
- ▶ Candidates should listen carefully to the questions and give relevant answers.
- ▶ Candidates should avoid giving one-word answers, but try to extend their answers with reasons and examples wherever possible. However, they are not expected to give very long answers at this stage.
- ▶ If candidates have any difficulty in understanding a question, they should ask the interlocutor to repeat it.

### ASSESSMENT

- ▶ This part of the test assesses the candidates' ability to answer simple questions about themselves. The focus is on interactional and social language.

## Speaking Part 2

**Test 1**

**Part 2 (5-6 minutes)**

**Phase 1**  
**Interlocutor**  
Ⓢ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

**Candidates**

.....

Ⓢ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

**Interlocutor / Candidates**

Do you think...  
... eating on the beach is fun?  
... eating in restaurants is expensive?  
... eating at home is boring?  
... eating at college/work is cheap?  
... eating in the park is nice?

*Optional prompt*  
Why?/Why not?  
What do you think?

**Interlocutor**

So, **A**, which of these places to eat do you like best?  
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

**Phase 2**

**Interlocutor**  
Ⓢ Allow up to 2 minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?



Speaking Preparing learners

## THE TASK

- ▶ In Part 2, Phase 1, the candidates talk to each other. The interlocutor sets up the task, but does not take part in this phase.
- ▶ Part 2, Phase 1 takes the form of a discussion based on five illustrations representing an appropriate topic, e.g. hobbies. The candidates are asked to discuss the activities, things or places illustrated.
- ▶ The interlocutor allows candidates to speak together for 1–2 minutes before intervening to extend the conversation by asking questions related to the activities, things or places. A rounding-off short-answer question asked to both candidates closes this phase.
- ▶ In Part 2, Phase 2, the interlocutor leads a follow-up discussion on the same topic as that discussed in Phase 1. Each candidate is asked two questions.

## HOW TO APPROACH THE TASK

- ▶ Candidates should look at the illustrations on the visual prompt carefully and identify the activity, place or thing each one represents.
- ▶ Candidates should aim to talk about all of the activities, things or places, saying which they like and dislike, and why.
- ▶ Candidates are encouraged to extend as much as possible by elaborating on their answers and by responding to each other's utterances, for example, giving their opinion on their partner's idea or asking a question to help keep the conversation going.
- ▶ Possible topics include activities and places relating to daily life, leisure activities, transport, towns and cities, and holidays.

## ASSESSMENT

- ▶ Candidates are assessed on their use of appropriate language and interactive strategies, not on their ideas.

**Test 1**

**Part 1 (3-4 minutes)**

**Phase 1**

**Interlocutor**

To both candidates

Good morning / afternoon / evening.  
Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

I'm ....., and this is .....

To Candidate A

What's your name?

To Candidate B

And what's your name?

**Back-up prompts**

**B.** do you work or are you a student?  
Where do you come from?

For UK, ask

Where do you live?

For Non-UK, ask

Thank you.  
Where do you live in ... (name of district / town etc.)?

**A.** do you work or are you a student?  
Where do you come from?

For UK, ask

Where do you live?

For Non-UK, ask

Thank you.  
Where do you live in ... (name of district / town etc.)?

**Phase 2**

**Interlocutor**

Now, let's talk about friends.

**Back-up prompts**

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

**Back-up questions**

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

**Extended Response**

Now **A**, please tell me something about one of your friends.

**Interlocutor**

Now, let's talk about home.

**Back-up prompts**

Do you live with your family?

Are there three bedrooms in your house / flat?

**B.** who do you live with?

How many bedrooms are there in your house / flat?

**A.** where do you watch TV at home?

What's your favourite room in the house?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

**Extended Response**

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

**Back-up questions**

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

**Test 1**

**Part 2 (5-6 minutes)**

**Phase 1  
Interlocutor**  
⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

**Candidates**

⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

**Interlocutor /  
Candidates**

Use as appropriate.  
Ask each candidate  
at least one  
question.

Do you think...

- ... eating on the beach is fun?
- ... eating in restaurants is expensive?
- ... eating at home is boring?
- ... eating at college/work is cheap?
- ... eating in the park is nice?

*Optional prompt*  
Why?/Why not?  
What do you think?

**Interlocutor**

So, **A**, which of these places to eat do you like best?  
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

**Phase 2**

**Interlocutor**  
⌚ Allow up to 2  
minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

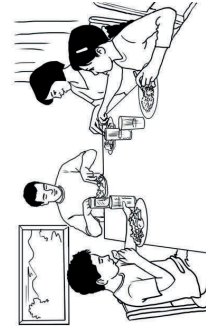
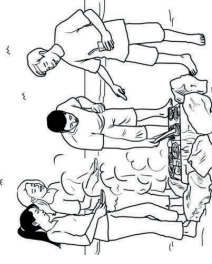
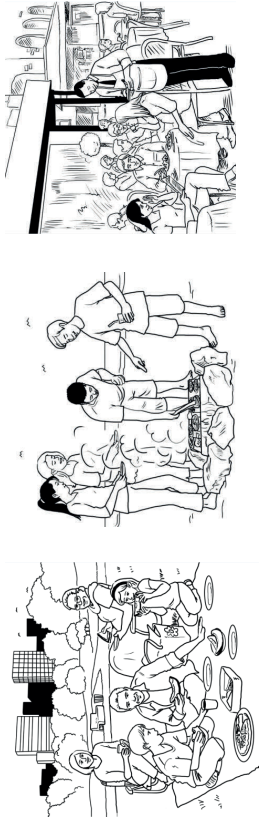
And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B**? (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?



# Assessment

## Examiners and marking

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

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

## Assessment scales

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

- Grammar and Vocabulary
- Pronunciation
- Interactive Communication.

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

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

Assessment for A2 Key is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for A2 Key (shown on the following page) are extracted from the overall Speaking scales on page 46.

A2 Key Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on the following page.

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

## Overall Speaking scales

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



# Speaking assessment glossary of terms

## 1. General

### Conveying basic meaning

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

### Situations and topics

**Everyday situations:** situations that candidates come across in their everyday lives, e.g. having a meal, asking for information, shopping, going out with friends or family, travelling to work, taking part in leisure activities. An A2 Key task that requires candidates to exchange details about a store's opening hours exemplifies an everyday situation.

**Familiar topics:** topics about which candidates can be expected to have some knowledge or personal experience. B2 First tasks that require candidates to talk about what people like to do on holiday, or what it is like to do different jobs, exemplify familiar topics.

**Unfamiliar topics:** topics which candidates would not be expected to have much personal experience of. C1 Advanced tasks that require candidates to speculate about whether people in the world today only care about themselves, or the kinds of problems that having a lot of money can cause, exemplify unfamiliar topics.

**Abstract topics:** topics which include ideas rather than concrete situations or events. C2 Proficiency tasks that require candidates to discuss how far the development of our civilisation has been affected by chance discoveries or events, or the impact of writing on society, exemplify abstract topics.

### Utterance

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

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

## 2. Grammar and Vocabulary

### Appropriacy of vocabulary

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

### Flexibility

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

### Grammatical control

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

Where language specifications are provided at lower levels (as in A2 Key and B1 Preliminary), candidates may have control of only the simplest exponents of the listed forms.

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

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

### Grammatical forms

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

**Complex grammatical forms:** longer and more complex utterances, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.

### Range

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

## 3. Discourse Management

### Coherence and cohesion

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

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

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

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

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

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

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

### Extent/extended stretches of language

**Extent/extended stretches of language:** the amount of language produced by a candidate which should be appropriate to the task. Long-turn tasks require longer stretches of language, whereas

tasks which involve discussion or answering questions could require shorter and extended responses.

### Relevance

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

### Repetition

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

## 4. Pronunciation

### Intelligible

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

### Phonological features

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

#### Individual sounds are:

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

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

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

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

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

## 5. Interactive Communication

### Development of the interaction

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

### Initiating and responding

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

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

### Prompting and supporting

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

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

### Turn and simple exchange

**Turn:** everything a person says before someone else speaks.

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

# Language specifications

Candidates who are successful in A2 Key should be able to satisfy their basic communicative needs in a range of everyday situations with both native and non-native speakers of English.

The following is a list of the language specifications that the A2 Key examination is based on.

## Inventory of functions, notions and communicative tasks

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

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

introducing oneself and other people

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

understanding and completing forms giving personal details

describing education

describing people (personal appearance, qualities)

asking and answering questions about personal possessions

asking for repetition and clarification

restating what has been said

checking on meaning and intention

helping others to express their ideas

interrupting a conversation

asking for and giving the spelling and meaning of words

counting and using numbers

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

asking for and giving information about routines and habits

understanding and giving information about everyday activities

talking about what people are doing at the moment

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

understanding and producing simple narratives

reporting what people say

talking about future situations

talking about future plans or intentions

making predictions

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

buying things (costs and amounts)

talking about food and ordering meals

talking about the weather

talking about one's health

following and giving simple instructions

understanding simple signs and notices

asking the way and giving directions

asking for and giving travel information

asking for and giving simple information about places

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

making comparisons and expressing degrees of difference

expressing purpose, cause and result, and giving reasons

making and granting/refusing simple requests

making and responding to offers and suggestions

expressing and responding to thanks

giving and responding to invitations

giving advice

giving warnings and stating prohibitions

asking/telling people to do something

expressing obligation and lack of obligation

asking and giving/refusing permission to do something

making and responding to apologies and excuses

expressing agreement and disagreement, and contradicting people

paying compliments

sympathising

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

talking about feelings

expressing opinions and making choices

expressing needs and wants

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

talking about (im)probability and (im)possibility

expressing degrees of certainty and doubt

## Inventory of grammatical areas

### Verbs

Regular and irregular forms

### Modals

*can* (ability; requests; permission)

*could* (ability; polite requests)

*would* (polite requests)

*will* (future)

*shall* (suggestion; offer)

*should* (advice)

*may* (possibility)

*have (got) to* (obligation)

*must* (obligation)

*mustn't* (prohibition)

*need* (necessity)

*needn't* (lack of necessity)

### **Tenses**

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

Present continuous: present actions and future meaning

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

Past simple: past events

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

Future with *going to*

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

### **Verb forms**

Affirmative, interrogative, negative

Imperatives

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

Gerunds (-ing form) after verbs and prepositions

Gerunds as subjects and objects

Passive forms: present and past simple

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

### **Clause types**

Main clause: *Carlos is Spanish.*

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

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

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

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

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

*I'll leave if you do that again.*

*He'll come when you call.*

*He'll follow where you go.*

*I came because you asked me.*

### **Interrogatives**

*What; What* (+ noun)

*Where; When*

*Who; Whose; Which*

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

*Why*

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

### **Nouns**

Singular and plural (regular and irregular forms)

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

Abstract nouns

Compound nouns

Noun phrases

Genitive: 's and 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 A2 Key, on which they will not be directly tested.

**Topics**

Clothes

Daily life

Entertainment and media

Food and drink

Health, medicine and exercise

Hobbies and leisure

House and home

Language

People

Personal feelings, opinions and experiences

Personal identification

Places and buildings

Services

Shopping

Social interaction

Sport

The natural world

Transport

Travel and holidays

Weather

**Lexis**

The A2 Key vocabulary list includes items which normally occur in the everyday vocabulary of native speakers using English today.

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

Note that the use of American pronunciation, spelling and lexis is acceptable in A2 Key.

A list of vocabulary that may appear in the A2 Key and A2 Key for Schools examinations is available on our website:

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

The list does not provide an exhaustive register of all the words which could appear in A2 Key question papers and candidates should not confine their study of vocabulary to the list alone.

**International English**

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

# A2 Key glossary

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## Answer sheet

the form on which candidates record their responses.

## Assessor

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

## Cloze test

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

## Coherence

language which is coherent is well planned and clear, and all the parts or ideas fit well so that they form a united whole.

## Collaborative task

the opportunity in the Speaking test for the candidates to engage in a discussion and work together towards a negotiated outcome of the task set.

## Discourse

written or spoken communication.

## Gap-filling item

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

## Gist

the central theme or meaning of the text.

## Impeding error

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

## Interlocutor

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

## Item

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

## Key

the correct answer to an item.

## Lexical

adjective from lexis, meaning to do with vocabulary.

## Long turn

the opportunity in the Speaking test for a candidate to talk uninterrupted for a period of time, enabling them to produce an extended piece of discourse.

## Lozenge

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

## Multiple choice

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

## Multiple matching

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

## Opening and closing formulae

the expressions, either formal or informal, that are usually used to open and close letters, e.g. *Dear Maria ... With best wishes from ...*, or *Dear Mr Dakari ... Yours sincerely ...*

## Options

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

## Paraphrase

to give the meaning of something using different words.

## Pretesting

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

## Prompt sentence

the complete sentence given as the opening or closing line of a story in B1 Preliminary Writing Part 3.

## Referencing

the technique of using 'referents'.

## Referent

a word or term that refers to another person, place, etc.

## Register

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

## Rubric

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

## Target reader

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

## Acronyms

### ALTE

The Association of Language Testers in Europe.

### CEFR

Common European Framework of Reference.

### EFL

English as a Foreign Language.

### ESOL

English for Speakers of Other Languages.


### UCLES

University of Cambridge Local Examinations Syndicate.

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### A few facts and figures about us:

- 5.5 million assessments taken every year
- Accepted by over 20,000 organisations worldwide
- 2,800 exam centres in 130 countries
- Over 50,000 preparation centres
- Providing English language assessment since 1913



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All details are correct at the time of going to print in February 2019.

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