

# A2 Key for Schools

Handbook for teachers

Where your world grows

# Take your first steps to learn English



Pre A1 Starters

A1 Movers

A2 Flyers

A2 Key for  
Schools

B1 Preliminary for Schools

B2 First for Schools

C1  
Advanced

C2  
Proficiency



**Cambridge**

English Qualifications

# Make the most of your handbook

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

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.

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## Advice by task

The Advice by task sections include advice and tips on how to prepare for each task, as well as example screenshots from the digital sample tests. To access the complete Digital Exam, please go to [camengli.sh/3YITkt6](https://camengli.sh/3YITkt6)

## Sample paper and assessment

The Sample paper and assessment section includes a sample paper for each of the four components as well as answer keys for the Reading and Use of English 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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# About Cambridge

To learn English is to enjoy and experience a language that opens up opportunities across the world.

Together with teachers and our partners, we're here to engage and inspire millions of people throughout their entire learning journey. We help them confidently prove their skills to the world.

We believe that language is at the heart of being human, and English can unlock a lifetime of experiences. We help individuals everywhere connect, communicate and come closer together.

Where your world grows.

- 5.5 million assessments taken every year
- Accepted by over 25,000 organisations worldwide
- 2,800 exam centres in 130 countries
- Over 50,000 preparation centres



## Cambridge English Qualifications Digital

Discover an enhanced exam experience with on-demand test dates and faster results.

[cambridge.org/exams](https://cambridge.org/exams)

**Cambridge** Digital  
English Qualifications

## Cambridge

### English Qualifications

Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding.

Our unique approach encourages continuous progression with a clear path to improving language skills. Each of our qualifications focuses on a level of the Common European Framework of Reference (CEFR), enabling learners to develop and build speaking, writing, reading and listening skills.

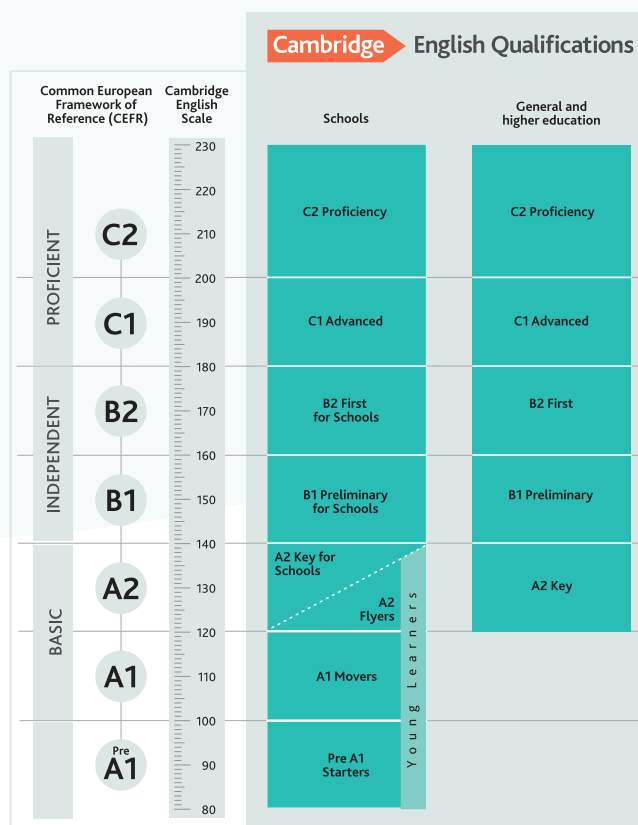
Our qualifications are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world.

We have Cambridge English Qualifications for:

- Schools
- General and higher education

Whether learners are planning to live, work or study in their own country or abroad, our qualifications prove they have the English language skills to succeed.

To find out more about Cambridge English Qualifications and the CEFR, go to [cambridgeenglish.org/cefr](https://cambridgeenglish.org/cefr)





# A2 Key for Schools – an overview

A2 Key for Schools 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 for Schools can be taken as either a digital or paper-based exam.

## Who is the exam for?

A2 Key for Schools is aimed at school students who want to show they can:

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

## Who recognises the exam?

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

## Statements of Results

The Statement of Results shows the candidate's:

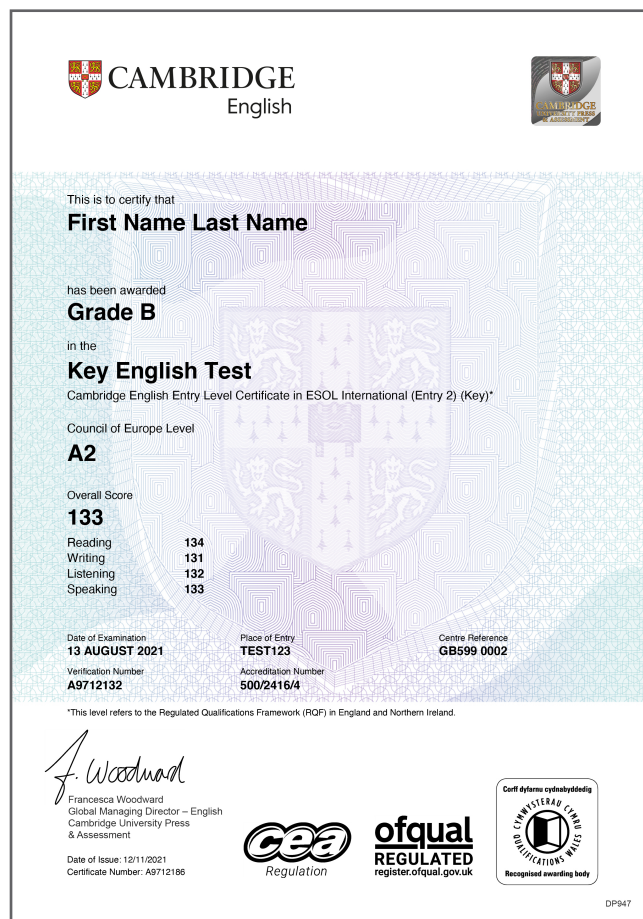
- score on the Cambridge English Scale for their performance in each of the four skills (reading, writing, listening and speaking)
- score on the Cambridge English Scale for their overall performance in the exam. The overall score is the average of their scores for the four skills
- grade – this is based 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 four skills and Use of English
- overall score on the Cambridge English Scale
- grade
- level on the CEFR
- level on the UK National Qualifications Framework (NQF).

Students will receive the same certificate as candidates who take A2 Key.



## Special requirements

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

# Exam support

## Official Cambridge English Qualification preparation materials

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

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

Find our digital and paper-based sample papers on the A2 Key for Schools preparation page.

## Support for teachers

The exam preparation pages for each level provide user-friendly, free resources for all teachers preparing for our exams. They include:

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

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

**Exam tutorial videos** – a step by step guide to completing the digital exams.

**Teaching tips for the Cambridge English Qualifications Digital** – a booklet with teaching tips to help you prepare students for the Cambridge English Qualifications Digital.

**Cambridge English Qualifications Digital FAQs** – here you can find answers to the most important questions about Cambridge English Qualifications Digital.

**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.

**Webinars** – a wide range of exam-specific webinars for both new and experienced teachers.

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

**[camengli.sh/3YITkt6](https://camengli.sh/3YITkt6)**

## 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 for learners

Learners joining our lively Facebook community can get tips, take part in quizzes and talk to other English language learners and support and preparation for students taking the digital test.

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

## A thorough test of all areas of language ability

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

### Reading and Writing: 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 for Schools gives detailed, meaningful results.

	OVERALL LENGTH	NUMBER OF TASKS/PARTS	NUMBER OF ITEMS
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### A2 Key for Schools

Reading and Writing	60 mins	7	32
Listening	approx 30 mins	5	25
Speaking	8–10 mins	2	–
<b>TOTAL</b>	approx 1 hour 40 mins		

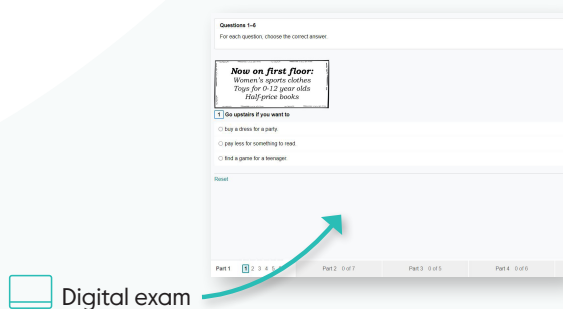
All candidates receive a **Statement of Results**. Candidates whose performance ranges between CEFR Levels A1 and B1 (Cambridge English Scale scores of 100–150) also receive a **certificate**.

**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 for Schools English Test certificate stating that they demonstrated ability at Level B1.

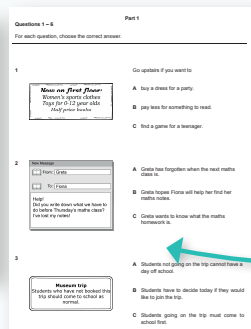
**Grade B and Grade C:** Cambridge English Scale scores of 120–139  
If a candidate achieves a Grade B or Grade C in their exam, they will receive the Key for Schools English Test certificate at Level A2.

**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.

## Digital vs paper-based: Same task, different formats



Digital exam



The exam tasks are exactly the same, but they look different as one is from the digital exam and one is from the paper-based exam.

Paper-based exam

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

# Discover our range of Official Cambridge Exam Preparation materials



Learn more

Paper 1:

# Reading and Writing tasks

**1 hour**

## Reading

PART	NUMBER OF QUESTIONS	NUMBER OF MARKS	TASK TYPES	WHAT DO CANDIDATES HAVE TO DO?
<b>1</b>	<b>6</b>	<b>6</b>	3-option multiple choice	<b>Read six short real-world</b> texts for the main message.
<b>2</b>	<b>7</b>	<b>7</b>	3-option multiple matching	<b>Read seven questions and three short texts</b> on the same topic, then match the questions to the texts.
<b>3</b>	<b>5</b>	<b>5</b>	3-option multiple choice	<b>Read one long text</b> for detailed understanding and main ideas.
<b>4</b>	<b>6</b>	<b>6</b>	3-option multiple-choice cloze	<b>Read a factual text</b> and choose the correct vocabulary items to complete the gaps.
<b>5</b>	<b>6</b>	<b>6</b>	Open cloze	<b>Complete gaps in an email</b> (and sometimes the reply too) using one word.

## Writing

PART	NUMBER OF QUESTIONS	NUMBER OF MARKS	TASK TYPES	WHAT DO CANDIDATES HAVE TO DO?
<b>6</b>	<b>1</b>	<b>15</b>	Guided writing	<b>Write a short email or note</b> of 25 words or more.
<b>7</b>	<b>1</b>	<b>15</b>	Picture story	<b>Write a short story</b> 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 for Schools.

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

- notices and signs (*Part 1*)
- packaging information (*Part 1*)
- notes, emails, cards and 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.

**Parents** can get more information from the **Information for parents page** on the **Cambridge English website**.

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

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

notice

email

article

## 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, and about 20 minutes on 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 digital test (digital test only)

- All answers are typed directly onto the computer.
- Candidates may take pens and pencils and water in a clear, see-through bottle 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 is a timer on the screen which tells candidates how much time they have left.
- Candidates may make notes on paper during the exam. They must leave these notes on their desk at the end of the exam.



### 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.

## Quick links to resources

### Parents

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

- Information for parents

### Learners

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

- Information for candidates guide

### Teachers

[cambridgeenglish.org/exams-and-tests/key-for-schools/preparation/](https://cambridgeenglish.org/exams-and-tests/key-for-schools/preparation/)  
[cambridgeenglish.org/teaching-english/resources-for-teachers](https://cambridgeenglish.org/teaching-english/resources-for-teachers)

- Vocabulary list (including topics list)
- Free teaching resources
- Lesson plans

Language specifications: Page 51

Topics list: Page 53

## Advice by task

This section shows example screenshots from the A2 Key for Schools Digital exam. Please scan the QR code, or click on the link to access the full sample test. [camengli.sh/3YITkt6](https://camengli.sh/3YITkt6)

Candidates should practise these exam strategies regularly in class. See these tasks in full from page 16.



### Reading Part 1

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

**Now on first floor:**  
Women's sports clothes  
Toys for 0-12 year olds  
Half-price books

1 Go upstairs if you want to

☐ buy a dress for a party.

☐ pay less for something to read.

☐ find a game for a teenager.

Reset

Part 1 1 2 3 4 5 6    Part 2 0 of 7    Part 3 0 of 5    Part 4 0 of 6

#### THE TASK

- ▶ In Part 1, 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.
- ▶ Candidates can use the visual information (layout, location etc.) to help identify the context.
- ▶ Next candidates 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 7-12  
For each question, choose the correct answer.

**School gardens competition**

**Any**  
Our class has just won a prize for our school garden in a competition – and they're going to make a TV film about it! The judges want our garden because the flowers are all different colours – and we painted some more on the wall around it. My cousin gave us advice about what to grow – and we're learning about gardening in college. We're planning to grow some vegetables next year. I just hope the insects don't eat them all!

**Fiona**  
Our teacher heard about the school garden competition on TV and told us about it. We decided to enter and won second prize! There's a high wall in our garden where many well-known climbing flowers grow and it looks so pretty as a painting! Our prize is a visit to a special garden where there are lots of butterflies and other insects. My aunt works there and she says it's amazing!

**Louise**  
The garden our class entered in the competition is very special. The flowers we've grown are all yellow! They look lovely on the video we made of the garden. We also grew lots of carrots and potatoes, and everyone says they taste fantastic. It was an interesting project. Our teacher taught us lots of things about the butterflies in our garden. We also watched a TV programme about them, and did some paintings to put on the classroom wall.

7. Whose class learnt about the garden competition from a TV programme?  
☐ Amy  
☐ Fiona  
☐ Louise

8. Whose class grew some vegetables?  
☐ Amy  
☐ Fiona  
☐ Louise

9. Whose class won a trip in the school garden competition?  
☐ Amy  
☐ Fiona  
☐ Louise

10. Whose class painted flowers on their garden wall?  
☐ Amy  
☐ Fiona  
☐ Louise

### THE TASK

- ▶ In Part 2, 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

Questions 14-19  
For each question, choose the correct answer.

**Starting at a new school**

By Anna Gray, Age 11

I've just finished my first week at a new school and I'd like to tell you about it. I like other children in my country. I want to primary school until I was eleven and then I had to go to a different school for older children. I loved my primary school but I was excited to move to a new school. It was very strange on our first day. There were some kids from my primary school there, but most of the children in my year group were from different schools. But I soon started talking to the girl who was sitting beside me in maths. She knew how me so we walked home together. We've best friends now.

When I saw our timetable there were lots of subjects, some were quite new to me! Lessons are harder now. They're longer and the subjects are more difficult, but the teachers keep us safe.

At primary school we had all our lessons in one classroom. Now each subject is taught in a different room. It was difficult to find the classrooms at first because the school is so big. But the teachers gave us each a map of the school, so it's getting easier now.

The worst thing is that I have lots more homework to do now. Some of it is fun but I need to get better at remembering when I have to give different pieces of work to the teachers!

14. How did Anna feel about moving to a new school?  
☐ worried about being with lots of older children  
☐ happy about the idea of doing something different  
☐ pleased because she was bored at her primary school

15. Who has become Anna's best friend at her new school?  
☐ someone from her primary school  
☐ someone she knew from her home area  
☐ someone she met in her new class

16. What does Anna say about the timetable at her new school?  
☐ It includes subjects she didn't do at primary school.  
☐ She has shorter lessons than she had at her old school.  
☐ It is quite difficult to understand.

17. Why couldn't Anna find her classrooms?  
☐ She couldn't read a map.  
☐ There was little time between lessons.  
☐ The school building was very large.

### THE TASK

- ▶ In Part 3, candidates have a longer text, for example, a simplified newspaper or magazine article. There are five multiple-choice questions with three options each.

### 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.
- ▶ Candidates 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 candidates 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.

**Wivenhoe hotel**

Wivenhoe is a beautiful hotel in the countryside, with many rooms and an excellent restaurant. However, there is a big  between Wivenhoe and other hotels. Firstly, Wivenhoe is part of a university, and secondly, its staff are all teenagers.

In fact, Wivenhoe is a hotel school for young people who are  to get jobs in the hotel or restaurant . The students learn by helping staff in a real hotel, while their teachers  them carefully. They do everything, from making beds and cleaning bathrooms to preparing menus and  the telephone.

Some British people may think that a hotel run by students is a rather strange idea, but many visitors say that Wivenhoe is the best hotel they have ever  at.

[Reset](#)

Part 1 0 of 6   Part 2 0 of 7   Part 3 0 of 5   **Part 4 19 20 21 22 23 24**   Part 5 0 of 6   Part 6 0 of 1

### THE TASK

- ▶ In Part 4, 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.
- ▶ Candidates 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, candidates 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

**Questions 25–30**  
For each question, write the correct answer. Write **one** word for each gap.

**From:** Anita  
**To:** Sasha

Thank you for your email. Living in Canada sounds really great! I'm glad that you like  new house. What's the weather like?  it very cold in Canada? Does it snow every day?

I heard that a  of Canadians speak two languages – English and French. Are you having French lessons? Do you watch programmes  TV in French too?

How about the students in your new school? Are  friendly? And send some photos too – I would like to know more about them.

I've got  go now, but I'll write again soon.

Part 1 0 of 6   Part 2 0 of 7   Part 3 0 of 5   Part 4 0 of 6   **Part 5 25 26 27 28 29 30**

### THE TASK

- ▶ In Part 5, 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 candidates 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.
- ▶ Candidates 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.



## Tips for preparing learners for the Writing component

- ✓ Learners should be very familiar with the two writing tasks and their requirements before they take the exam.
- ✓ 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 test.
- ✓ 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.



### Completing the digital test (digital test only)

- There is a timer on the screen which tells candidates how much time they have left.
- Candidates may take pens and pencils and water in a clear, see-through bottle into the exam room, but nothing else (including any bags and anything electronic).
- Students should be given timed practice of typing and editing their answers on screen so they are comfortable completing the tasks in the time available.



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

- Candidates must write their answers on the correct part of the answer sheet.
- Candidates must use clear handwriting so that their answers can be read easily. The most important thing is that their handwriting is clear; they can write in upper or lower case and it does not matter whether their writing is joined up or not.
- Any correction candidates need to make should be clear so that what they have written can be easily marked.

## Advice by task

This section shows example screenshots from the A2 Key for Schools Digital exam. Please scan the QR code, or click on the link to access the full sample test. [camengli.sh/3YITkt6](https://camengli.sh/3YITkt6)

Candidates should practise these exam strategies regularly in class. See these tasks in full from page 20.



### Writing Part 6

#### THE TASK

- ▶ In Part 6, candidates have to write a message of 25 words or more, for example a note or email.

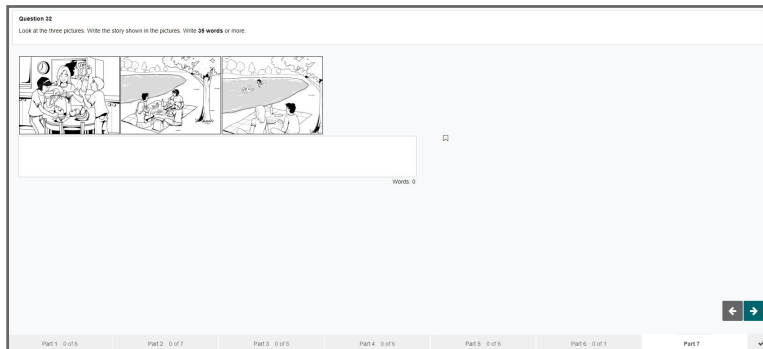
#### HOW TO APPROACH THE TASK

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

#### 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 24 with marks and examiner comments.
- ▶ Answers are assessed using the assessment scales, which consist of three subscales: Content, Language and Organisation.

## Writing Part 7



### THE TASK

- ▶ In Part 7, 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.
- ▶ Candidates need to look at the pictures and identify the three main events of the story.
- ▶ Candidates should consider what kind of information is needed.
- ▶ Candidates must make reference to all three picture prompts.
- ▶ Candidates can write a draft of the story on rough paper before writing the final answer.

### 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 25 with marks and examiner comments.
- ▶ Answers are assessed using the assessment scales, which consist of three subscales: Content, Language and Organisation.

Paper-based sample test

Questions 1 – 6

Part 1

For each question, choose the correct answer.

1

**Now on first floor:**  
*Women's sports clothes  
Toys for 0-12 year olds  
Half-price books*

Go upstairs if you want to

- A buy a dress for a party.
- B pay less for something to read.
- C find a game for a teenager.

2

New Message  
From: Greta  
To: Fiona  
Help!  
Did you write down what we have to do before Thursday's maths class?  
I've lost my notes!

- A Greta has forgotten when the next maths class is.
- B Greta hopes Fiona will help her find her maths notes.
- C Greta wants to know what the maths homework is.

3

**Museum trip**  
Students who have not booked this trip should come to school as normal.

- A Students not going on the trip cannot have a day off school.
- B Students have to decide today if they would like to join the trip.
- C Students going on the trip must come to school first.

2

4

**Concert tickets**  
*Buy these on the school website, then collect them from the office*

- A Pay for tickets online before picking them up at school.
- B Check the website for information about when tickets will be available.
- C Let the office know soon if you are planning to buy tickets.

5

Hi Andy  
I'm playing football with Tom this afternoon on the field behind Woodside School. Do you want to come too? Let me know.  
Jake

What should Andy do?

- A invite some friends to play football
- B tell Jake if he can join him later
- C show Tom where Woodside School is

6

**Swimming Competition**  
To enter the races, you must be able to swim more than 200 metres.

- A Swimmers at all levels can enter this competition.
- B This competition is for people who can swim over 200 metres.
- C The races in the competition will be 200 metres long.

3

Turn over ▶

## Questions 7 – 13

## Part 2

For each question, choose the correct answer.

	Amy	Flora	Louisa
7 Whose class learnt about the garden competition from a TV programme?	A	B	C
8 Whose class grew some vegetables?	A	B	C
9 Whose class won a trip in the school garden competition?	A	B	C
10 Whose class painted flowers on their garden wall?	A	B	C
11 Whose class learnt about the insects in their garden?	A	B	C
12 Whose class got help from someone in a pupil's family?	A	B	C
13 Whose class chose flowers that were the same colour?	A	B	C

4

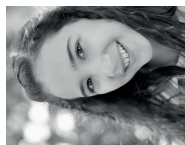
## School gardens competition

Amy



Our class has just won a prize for our school garden in a competition – and they're going to make a TV film about it! The judges liked our garden because the flowers are all different colours – and we painted some more on the wall around it. My cousin gave us advice about what to grow – she's learning about gardening at college. We're planning to grow some vegetables next year. I just hope the insects don't eat them all!

Flora



Our teacher heard about the school garden competition on TV and told us about it. We decided to enter and won second prize! There's a high wall in our garden where many red and yellow climbing flowers grow and it looks as pretty as a painting! Our prize is a visit to a special garden where there are lots of butterflies and other insects. My aunt works there and she says it's amazing.

Louisa



The garden our class entered in the competition is very special. The flowers we've grown are all yellow! They look lovely on the video we made of the garden. We also grew lots of carrots and potatoes, and everyone says they taste fantastic. It was an interesting project. Our teacher taught us lots of things about the butterflies in our garden. We also watched a TV programme about them, and did some paintings to put on the classroom wall.

5

Turn over ►



For each question, choose the correct answer.

Starting at a new school

By Anna Gray, age 11

I've just finished my first week at a new school and I'd like to tell you about it. Like other children in my country, I went to primary school until I was eleven and then I had to go to a different school for older children. I loved my primary school but I was excited to move to a new school.

It was very strange on our first day. There were some kids from my primary school there, but most of the children in my year group were from different schools. But I soon started talking to the girl who was sitting beside me in maths. She lives near me so we walked home together. We're best friends now.

When I saw our timetable there were lots of subjects, some were quite new to me! Lessons are harder now. They're longer and the subjects are more difficult, but the teachers help us a lot.

At primary school we had all our lessons in one classroom. Now each subject is taught in a different room. It was difficult to find the classrooms at first because the school is so big. But the teachers gave us each a map of the school, so it's getting easier now.

The worst thing is that I have lots more homework to do now. Some of it is fun but I need to get better at remembering when I have to give different pieces of work to the teachers!

- 14

How did Anna feel about moving to a new school?

A

worried about being with lots of older children

B

happy about the idea of doing something different

C

pleased because she was bored at her primary school
- 15

Who has become Anna's best friend at her new school?

A

someone from her primary school

B

someone she knew from her home area

C

someone she met in her new class
- 16

What does Anna say about the timetable at her new school?

A

It includes subjects she didn't do at primary school.

B

She has shorter lessons than she had at her old school.

C

It is quite difficult to understand.
- 17

Why couldn't Anna find her classrooms?

A

She couldn't read a map.

B

There was little time between lessons.

C

The school building was very large.
- 18

What does Anna say about the homework she has now?

A

She gets more help from some teachers than others.

B

She thinks it is the hardest part of school life.

C

She remembers everything she's told to do.

Questions 19 – 24

Part 4

For each question, choose the correct answer.

Wivenhoe hotel

Wivenhoe is a beautiful hotel in the countryside, with many rooms and an excellent restaurant. However, there is a big (19) ..... between Wivenhoe and other hotels. Firstly, Wivenhoe is part of a university, and secondly, its staff are all teenagers.

In fact, Wivenhoe is a hotel school for young people who are (20) ..... to get jobs in the hotel or restaurant (21) ..... The students learn by helping staff in a real hotel, while their teachers (22) ..... them carefully. They do everything, from making beds and cleaning bathrooms to preparing menus and (23) ..... the telephone.

Some British people may think that a hotel run by students is a rather strange idea, but many visitors say that Wivenhoe is the best hotel they have ever (24) ..... at.

- |    |   |          |   |           |   |            |
|----|---|----------|---|-----------|---|------------|
| 19 | A | change   | B | variety   | C | difference |
| 20 | A | knowing  | B | hoping    | C | explaining |
| 21 | A | business | B | work      | C | career     |
| 22 | A | see      | B | look      | C | watch      |
| 23 | A | calling  | B | answering | C | speaking   |
| 24 | A | entered  | B | stayed    | C | gone       |

8

Questions 25 – 30

Part 5

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

Example:

0

for

From:	Anita
To:	Sasha

Thank you (0) ..... your email. Living in Canada sounds really great! I'm glad that you like (25) ..... new house. What's the weather like? (26) ..... it very cold in Canada? Does it snow every day?

I heard that a (27) ..... of Canadians speak two languages – English and French. Are you having French lessons? Do you watch programmes (28) ..... TV in French too?

How about the students in your new school? Are (29) ..... friendly? And send some photos too – I would like to know more about them.

I've got (30) ..... go now, but I'll write again soon.

9

Turn over ►

Part 6

Question 31

You are going shopping with your English friend Pat tomorrow.  
Write an email to Pat.

Say:

- where you want to meet
- what time you want to meet
- what you want to buy.

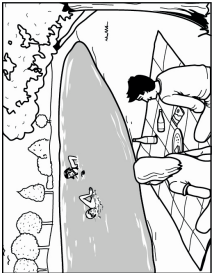
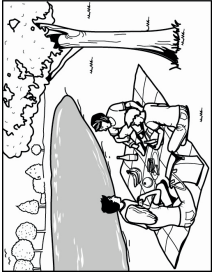
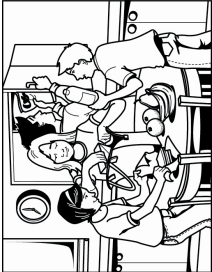
Write **25 words** or more.

Write the email 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 story on your answer sheet.

## Paper-based answer sheet



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English

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

Page 1 of 1

Page 1 of 1

Candidate Name

Centre Number

Examination Title

Candidate Signature

Candidate Number

Centre Number

Examination Details


Assessment Date

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


Key for Schools 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:



01 A B C



02 A B C

**For Part 5:**  
Write your answers clearly in the spaces next to the numbers (25 to 30) like this:

03 ENGLISH

Write your answers in CAPITAL LETTERS.

**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			
26			
27			

**Part 6**

28			
29			
30			

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




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English

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Page 1 of 1

Page 1 of 1



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Page 1 of 2

Page 1 of 2

Candidate Name

Centre Number

Examination Title

Candidate Signature

Candidate Number

Centre Number

Examination Details


Assessment Date

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

Key for Schools 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.



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English

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Page 1 of 2

Page 1 of 2



Part 6: Write your answer below.


Part 7: Write your answer below.


Examiner's Use Only

Part 6

C	O	L

Part 7

C	O	L





## Assessment

### Answer key

Answer Key for paper-based sample test.

Please note that the digital exams do not use letters for the multiple choice options.

### Reading

Q	PART 1	Q	PART 2	Q	PART 3	Q	PART 4	Q	PART 5
1	B	7	B	14	B	19	C	25	your/the
2	C	8	C	15	C	20	B	26	Is
3	A	9	B	16	A	21	A	27	lot
4	A	10	A	17	C	22	C	28	on
5	B	11	C	18	B	23	B	29	they
6	B	12	A			24	B	30	to
		13	C						

### 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	Performance shares features of Bands 3 and 5.		
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	Performance shares features of Bands 1 and 3.		
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.	Performance below Band 1.	

## Assessment of Writing Part 6

Mark scheme for Writing Part 6

### Sample answers

#### Candidate A

Hi Pat,

I am so happy to going shopping tomorrow because I want to buy new football boots. We can meet at your house at 11:00.

Is it OK for you? Then we take a bus.

##### Commentary and mark

Very good attempt at the task. The content of the message is relevant to the task and all three elements of the message are clearly communicated. The text is coherent and basic linking words and cohesive devices (*because, then, it*) are used. Everyday vocabulary is used appropriately and even though there are some errors with the grammatical forms used, the meaning is still completely clear.

**Content 5 Organisation 5 Language 5 Total 15**

#### Candidate B

Dear Pat,

I want to meet for shopping at train station. So how about on 10? I want to buy new computer game and new trainers.

Bye.

##### 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 connected and coherent, and the basic linking words (*so, and*) are used to help organise the text. Simple grammatical forms and everyday vocabulary are generally used appropriately. The error (*So how about on 10?*) may make it difficult to understand the meaning of the question clearly.

**Content 4 Organisation 4 Language 4 Total 12**

#### Candidate C

I'm really happy to go to shopping tomorrow. Let's meet in a coffee in a shopping centre and I want to buy my present for my brother.

##### Commentary and mark

Satisfactory attempt at the task. The target reader is informed about bullet point 1 and 3, but the time to meet is missing from the message. The text is coherent, and punctuation and the simple linking word *and* are used to help organise the text. Some simple grammatical forms are used with some control. The errors in the second sentence (*Let's meet in a coffee*) and in the third sentence (*I want to buy my present for my brother*) may make it difficult to understand the meaning at times.

**Content 3 Organisation 3 Language 3 Total 9**

#### Candidate D

Hello. Let's go shopping 10 morning. We meet you house. My favourite shop sports shop. After lunch in a fast food.

##### Commentary and mark

The target reader is informed about bullet point 1 and 2, but it is not clear what the candidate wants to buy. Only the simple linking word *after* is used to help organise the text. A few simple grammatical forms are used with some limited control. There are errors throughout the message which may impede meaning (*After lunch in a fast food*).

**Content 3 Organisation 1 Language 2 Total 6**

#### Candidate E

Hi Pat,

Let's go to shopping tomorrow afternoon. where you want to meet?

##### Commentary and mark

Poor attempt at the task. Only bullet point two is addressed in the text, which means the target reader is only very minimally informed. No linking words are used and there is limited control of simple grammatical forms.

**Content 1 Organisation 1 Language 1 Total 3**

## Assessment of Writing Part 7

Mark scheme for Writing Part 7

### Sample answers

#### Candidate A

Last Saturday I went to a picnic with my friends. First, we put the fruits, sandwich and orange juice in my bag, then we went. When we arrived at the camping, we ate on the floor. then Tom and Lucy went to the lake and Michel and me saw them.

##### Commentary and mark

Very good attempt at the task. All of the content of the story is relevant to the task and the connections between the pictures are clearly shown using basic linking words and cohesive devices (*and, First, then, when, we*), so the reader can fully understand the story. Vocabulary is generally used appropriately, and even though there are some small errors with the grammatical forms used, the meaning is still clear.

**Content 5 Organisation 5 Language 5 Total 15**

#### Candidate B

Two girls and two mans are preparing all the food for go camping to a lake. When they are in the lake they ate some food and when they finished, they go swam to the lake.

##### Commentary and mark

Good attempt at the task. All three content points of the story are communicated, although very little is mentioned about the first picture. The target reader is on the whole informed. The text is coherent, and some basic linking words and cohesive devices (*and, when and they*) are used. Basic vocabulary is used reasonably appropriately. The change between present and past tenses in the text (*When they are in the lake they ate some food, when they finished, they go swam to the lake*) may impede the reader's understanding.

**Content 4 Organisation 4 Language 3 Total 11**

#### Candidate C

Four people went to a picnic and they sit by a lake. They ate food and drank drinks. Two of people are kids. Kids going to swim so Parents was sawing their kids. Then they went to home.

##### Commentary and mark

Satisfactory attempt at the task. Although the first picture is not mentioned in the text, the rest of the story is mainly communicated clearly. The reader is on the whole informed. The text is connected using basic linking words (*and, so*). The candidate has used the correct verbs and some basic relevant vocabulary (*sit by a lake, food, kids, swim*), and some simple grammatical forms are used with some degree of control.

**Content 3 Organisation 3 Language 3 Total 9**

#### Candidate D

The family are packing, to make a piknik. It was very hot so the children, are jumped in to the watter.

##### Commentary and mark

There is some reference to the first and the third picture in the text, but as there is no mention of a lake or any reference to the second picture, the target reader is only minimally informed. Although the candidate has attempted to use punctuation and a basic linking word (*so*) to help organise the text, the incorrect use of commas may impede meaning. Some basic vocabulary is used (*family, pack, hot, children*). A few simple grammatical forms are used with only limited control.

**Content 2 Organisation 1 Language 1 Total 4**

#### Candidate E

What a sunny day! It's perfect for family picnic. Jake's family it's ready for a lot fun. Family are going to a family picnic. What a funny day!

##### Commentary and mark

Very little of the story is communicated in the text, so the target reader is only very minimally informed. No simple connectors are used. Some basic vocabulary is used (*sunny day, family picnic*), and a few simple grammatical forms are used with only limited control.

**Content 1 Organisation 1 Language 1 Total 3**

# Listening tasks

**approximately 30 mins** (including 2 minutes to check answers in the digital test, and 6 minutes to transfer answers to the answer sheet in the paper-based test)

PART	NUMBER OF QUESTIONS	NUMBER OF MARKS	TASK TYPES	WHAT DO CANDIDATES HAVE TO DO?
1	5	5	3-option multiple choice	<b>Identify key information</b> in five short dialogues and choose the correct visual.
2	5	5	Gap fill	<b>Listen to a monologue</b> and complete gaps in a page of notes.
3	5	5	3-option multiple choice	<b>Listen to a dialogue</b> for key information and answer five 3-option questions.
4	5	5	3-option multiple choice	<b>Identify the main idea, message, gist or topic</b> in five short monologues or dialogues and answer five 3-option questions.
5	5	5	Matching	<b>Listen to a dialogue</b> for key information and match five items.
TOTAL	25	25		

## Preparing learners

### Advice for teachers

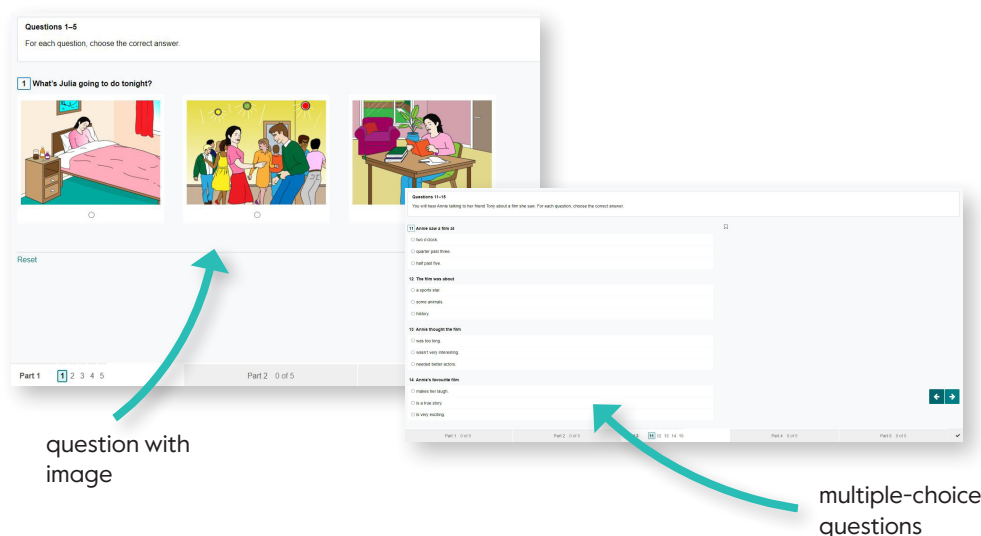
The texts and tasks in the Listening paper reflect the variety of listening situations which learners at A2 level are expected to deal with. Teachers should ensure that learners are exposed to a range of listening situations and interactions.

- 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.

**Parents** can get more information from the **Information for parents page** on the **Cambridge English website**.

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

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



## Quick links to resources

### Parents

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

- Information for parents

### Learners

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

- Information for candidates guide

### Teachers

[cambridgeenglish.org/exams-and-tests/key-for-schools/preparation/](https://cambridgeenglish.org/exams-and-tests/key-for-schools/preparation/)  
[cambridgeenglish.org/teaching-english/resources-for-teachers](https://cambridgeenglish.org/teaching-english/resources-for-teachers)

- Vocabulary list (including topics list)
- Free teaching resources
- Lesson plans

## Tips for preparing learners for the Listening paper

- ✓ The Listening paper is divided into five parts with a total of 25 questions.
- ✓ Each listening 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 screen or 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 and listen to them on the recording so they are completely clear about what they have to do.
- ✓ All the texts in the exam are heard twice. Remind learners to listen both times 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 digital test (digital test only)

- Candidates mark or type all their answers directly onto the computer.
- Candidates may take pens and pencils and water in a clear, see-through bottle 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. They have 2 minutes at the end of the test to check their answers.
- 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.



### 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.
- Candidates have 6 minutes at the end of the test to copy their answers onto the answer sheet.
- Candidates should use a pencil to complete the answer sheet.
- Candidates doing the paper-based test should practise transferring their answers to the answer sheet within the time limit.
- 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.

## Advice by task

This section shows example screenshots from the A2 Key for Schools Digital exam. Please scan the QR code, or click on the link to access the full sample test. [camengli.sh/3YITkt6](https://camengli.sh/3YITkt6)




See these tasks in full from page 32.



### Listening Part 1

Questions 1-5  
For each question, choose the correct answer.

1 What's Julia going to do tonight?

Reset

Part 1 1 2 3 4 5      Part 2 0 of 5      Part 3 0 of 5

#### 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.
- ▶ Candidates 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

**Questions 6–10**  
You will hear a teacher telling students about a school camping trip. For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

**School Camping Trip**

Cost of trip: £39.00

Give money to: Mrs

Day of return:

Time to arrive at school:  a.m.

Travel by:

Bring:

Part 1 0 of 5   Part 2 **6** 7 8 9 10   Part 3 0 of 5   Part 4 0 of 5

### 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, the 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 candidate must spell their answer correctly.
- ▶ Correct spelling of common words is also required.

### ASSESSMENT

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

## Listening Part 3

**Questions 11–15**  
You will hear Annie talking to her friend Tony about a film she saw. For each question, choose the correct answer.

**11. Annie saw a film at**

☐ two o'clock.

☐ quarter past three.

☐ half past five.

**12. The film was about**

☐ a sports star.

☐ some animals.

☐ history.

**13. Annie thought the film**

☐ was too long.

☐ wasn't very interesting.

☐ needed better actors.

**14. Annie's favourite film**

☐ makes her laugh.

☐ is a true story.

☐ is very exciting.

Part 1 0 of 5   Part 2 0 of 5   Part 3 **11** 12 13 14 15   Part 4 0 of 5   Part 5 0 of 5

### THE TASK

- ▶ In Part 3, 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.
- ▶ Candidates should listen for a first time to get the gist and choose the best option for each question.
- ▶ Candidates 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

Questions 16-20  
For each question, choose the correct answer.

16 You will hear a teacher talking to her class.  
What does the teacher want her class to do?

☐ work more quickly  
☐ make less noise  
☐ help each other more

Reset

Part 1: 0:00 5 Part 2: 0:00 5 Part 3: 0:00 5 Part 4: 16 17 18 19 20 Part 5: 0:00 5

### THE TASK

- ▶ In Part 4, 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.
- ▶ Candidates need to listen to each recording for the gist meaning and choose the best option.
- ▶ Candidates listen for a second time to check carefully that the answer is correct.
- ▶ Candidates 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

Questions 21-25  
You will hear Jane talking to her mother about a school fashion show. What will each person help with? For each question, choose the correct answer.

People	Help with
Anton <input type="text"/>	clothes
Emma <input type="text"/>	food
Karl <input type="text"/>	lights
Sarah <input type="text"/>	music
George <input type="text"/>	photographs
	prizes
	tickets

Reset

Part 1: 0:00 5 Part 2: 0:00 5 Part 3: 0:00 5 Part 4: 0:00 5 Part 5: 21 22 23 24 25

### THE TASK

- ▶ In Part 5, 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.
- ▶ Candidates 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.
- ▶ Candidates should then listen again and check all the answers carefully, focusing on specific information.

### ASSESSMENT

- ▶ This part tests understanding of detailed information.

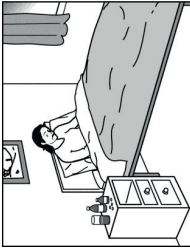
Paper-based sample test

Questions 1 – 5


Part 1

For each question, choose the correct picture.


1 What's Julia going to do tonight?



A

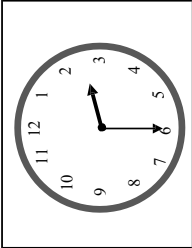


B

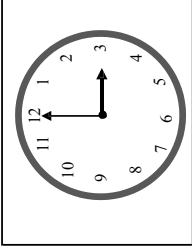


C

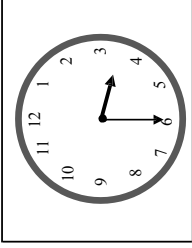
2 What time does the art lesson start?



A

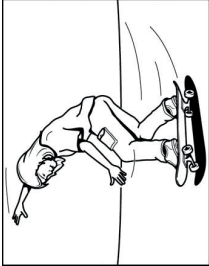


B

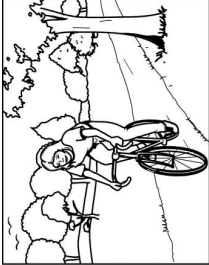


C

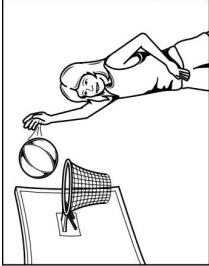
3 What will Chloe do on Saturday?



A



B



C

4 How much will the girl pay for her cinema ticket?

£4.30

A


£5.80

B


£7.60

C


5 Who will meet Peter at the airport?



A



B



C

3

Turn over ▶

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 telling students about a school camping trip.

School Camping Trip

Cost of trip:

£39.00

Give money to:

(6) Mrs .....

Day of return:

(7) .....

Time to arrive at school:

(8) ..... a.m.

Travel by:

(9) .....

Bring:

(10) .....

4

Part 3

Questions 11 – 15

For each question, choose the correct answer.

You will hear Annie talking to her friend Tony about a film she saw.

- 11 Annie saw a film at

A two o'clock.

B quarter past three.

C half past five.
- 12 The film was about

A a sports star.

B some animals.

C history.
- 13 Annie thought the film

A was too long.

B wasn't very interesting.

C needed better actors.
- 14 Annie's favourite film

A makes her laugh.

B is a true story.

C is very exciting.
- 15 Annie prefers to watch films

A at a cinema.

B on her laptop.

C on TV.

5

Turn over ►

Part 4

Questions 16 – 20

For each question, choose the correct answer.

16

You will hear a teacher talking to her class.  
What does the teacher want her class to do?

A

work more quickly

B

make less noise

C

help each other more

17

You will hear two friends talking about their day.  
What have they just done?

A

They've been to a concert.

B

They've had a meal.

C

They've played a sport.

18

You will hear a teacher talking to one of his students called Sarah.  
Why must Sarah do her homework again?

A

She made too many mistakes.

B

She did the wrong work.

C

She forgot to do some of it.

19

You will hear a girl, Lara, talking about shopping.  
Why did Lara buy the bag?

A

The size was right.

B

The price was right.

C

The colour was right.

20

You will hear a man talking to his daughter before she goes out.  
What's the weather like today?

A

It's cold.

B

It's wet.

C

It's sunny.

Part 5

Questions 21 – 25

For each question, choose the correct answer.

You will hear Julia talking to her mother about a school fashion show.  
What will each person help with?

Example:

0

Julia

D

People		Help with
21	Anton	<div><div></div></div> A clothes
22	Emma	<div><div></div></div> B food
23	Karl	<div><div></div></div> C lights
24	Sarah	<div><div></div></div> D make-up
25	George	<div><div></div></div> E music
		<div><div></div></div> F photographs
		<div><div></div></div> G posters
		<div><div></div></div> H tickets

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

6

7

## Paper-based answer sheet



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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 for Schools 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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Download the audio files for the sample paper here:

[cambridgeenglish.org/images/506891-a2-key-for-schools-listening-sample-test.mp3](https://cambridgeenglish.org/images/506891-a2-key-for-schools-listening-sample-test.mp3)

## Audio script

*This is a sample A2 Key for Schools 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: What's Julia going to do tonight?

**M:** Are you going to go to the party tonight, Julia?

**F:** I'd love to, but I can't. I couldn't go to school when I was ill last week, so I have a lot of homework to do.

**M:** But you are feeling better?

**F:** Much better, but I still feel tired.

*Now listen again.*

### 2: What time does the art lesson start?

**M:** What time is it, Maria?

**F:** It's half past two. Why?

**M:** I want to go to that extra art lesson this afternoon. It starts at three, doesn't it?

**F:** It's starting now and you're late! Be quick because it finishes at half past three.

*Now listen again.*

### 3: What will Chloe do on Saturday?

**F:** I've just been to the new skate park. It's great!

**M:** Really, Chloe? I'm going there on Saturday. I'm going to go by bike. Do you want to come too?

**F:** I'd really like to but I'm playing in the school basketball team on that day. Why don't you ask Pete, he's got a new skateboard.

**M:** Okay, I will.

*Now listen again.*

### 4: How much will the girl pay for her cinema ticket?

**M:** Would you like to see a film this evening?

**F:** How much are the tickets? I haven't got much money this week.

**M:** All tickets tonight are four pounds thirty for students like us. Usually they're five pounds eighty.

**F:** Let's go then. I've got seven pounds sixty to spend. We can have a coffee afterwards.

*Now listen again.*

### 5: Who will meet Peter at the airport?

**F:** Will someone meet you when you arrive at the airport, Peter?

**M:** Yes. My parents will be at work, but my older sister will. She's just passed her driving test!

**F:** That's good news.

**M:** And my grandfather lives near the airport so we're going to visit him on the way home.

**F:** That's nice.

*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 telling students about a school camping trip.

**M:** Morning everyone. I hope you're all looking forward to our camping trip next week. Please remember that now we are staying an extra day the trip costs thirty nine pounds, not thirty four. You need to give your money to our new school secretary by the end of the week. Her name is Mrs Fairford. That's F A I R F O R D. Please go to see her soon.

As you know, we are leaving on Tuesday but we're returning on Friday instead of Thursday. Now – you must get to school for half past seven on Tuesday because we'll leave at a quarter to eight and we can't wait for anyone.

We usually go by coach on school trips but because the campsite is near a station, we're going to go by train for a change. You don't need to bring tents or anything like that, but you will need boots. We will do lots of walking by rivers so don't bring trainers because your feet will get wet. Is that clear to everyone?

*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 Annie talking to her friend Tony about a film she saw.

**M:** Annie! I tried to phone you on Saturday afternoon, but your phone was off.

**F:** Sorry, Tony! I was at home all morning and in the evening.

**M:** Oh, so what did you do on Saturday?

**F:** I went to see a film actually. But before that I was at the shops for about two hours. Then I went to the cinema for the 3.15 show and I didn't come out until half past five.

**M:** What was the film?

**F:** An old one from many years ago called 'The Black Lions'. It's the story of a top basketball player.

**M:** Did you enjoy it?

**F:** Actually, it's an interesting story, but it's a shame there are no really good actors in it. Anyway, it's not too long!

**M:** Don't you prefer funny films?

**F:** Well, my favourite film ever is 'Bird Boy', which actually isn't funny and has nothing amazing in it. But the reason I love it is because it all really happened.

**M:** Oh. I haven't seen it.

**F:** I've only seen it on TV. I think it's best to see films on a big cinema screen, but I usually just watch them on my laptop at home.

**M:** Me too.

*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 teacher talking to her class. What does the teacher want her class to do?**

**F:** I'm very pleased with your work. You're getting good marks and working together well. But you really must remember that other classes in rooms near us can't do their work if you shout at one another. Let's all show a bit more respect for other people – OK? Now – everyone has something to finish. Don't hurry, you have lots of time.

*Now listen again.*

**17: You will hear two friends talking about their day. What have they just done?**

**M:** That was great, wasn't it?

**F:** Yes – everyone did really well today but I'm exhausted now and my legs really hurt! I'm going to go straight home and ask Mum if I can have a pizza for dinner.

**M:** I'm going to lie on my bed and listen to music all evening.

**F:** Good idea! We've done so much exercise today!

*Now listen again.*

**18: You will hear a teacher talking to one of his students called Sarah. Why must Sarah do her homework again?**

**M:** I'm afraid you need to do this maths homework again, Sarah.

**F:** Oh no! Didn't I finish it, Mr Hall? I'm sure I did! So – are some of my answers incorrect?

**M:** Not at all. You understood my lesson perfectly – but I told you to do exercise two on page six, not page sixteen!

**F:** Oh dear – I must be much more careful!

*Now listen again.*

**19: You will hear a girl, Lara, talking about shopping. Why did Lara buy the bag?**

**M:** Let's see your new bag, Lara. Oh, why did you get that one? You wanted a pale colour.

**F:** I know! But this was the only one in the shop that was big enough for all my school stuff!

**M:** Right. Well, it looks good. Did it cost a lot?

**F:** Yeah, much too much. Mum had to lend me some money.

*Now listen again.*

**20: You will hear a man talking to his daughter before she goes out. What's the weather like today?**

**M:** Have you looked out of the window this morning, Kate?

**F:** Why, Dad? What do you mean?

**M:** You won't need your warm coat today. The weather forecast says the temperature's definitely going to be higher than yesterday.

**F:** Great. I'm going to the city centre with Diana this morning.

**M:** But take an umbrella because it's just starting to rain.

**F:** All right, no problem.

*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 Julia talking to her mother about a school fashion show. What will each person help with?

**F1:** We're having a fashion show at school again ...

**F2:** Great. What are you helping with, Julia?

**F1:** I'm doing the make-up. I want it to be really good.

**F2:** That will be fun.

**F1:** Anton wanted to have special lights but the teacher says we don't need them. So he's finding CDs to play in the show.

**F2:** Oh.

**F1:** Emma chose really good music last year but she wants to take some pictures with her new camera this time.

**F2:** Karl's a good photographer too, isn't he?

**F1:** Yes, but he's drawing some posters. He's brilliant at art.

**F2:** Is Sarah helping?

**F1:** She's deciding what everyone will wear.

**F2:** Oh, will she be good at that? She was so good at selling tickets last time.

**F1:** Well, she's very interested in fashion now.

**F2:** Will there be a party afterwards?

**F1:** George is going to get some snacks. It's difficult to know how many we'll need because we haven't sold many tickets yet.

**F2:** I'll buy one, how much are they ... [Fade]?

*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

### Answer key

Answer Key for paper-based sample test.

Please note that the digital exams do not use letters for the multiple choice options.

### Listening

---

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

Q	PART 2
6	Fairford
7	Friday
8	7.30
9	train
10	boots

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

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

Q	PART 5
21	E
22	F
23	G
24	A
25	B

## Paper 3:

# Speaking tasks

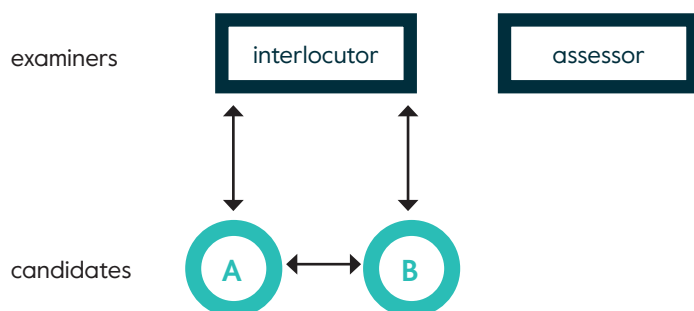
8–10 mins

PART	TIMING	INTERACTION		TASK TYPES	WHAT DO CANDIDATES HAVE TO DO?
1	3–4 minutes	Interlocutor ↓ Candidate		Interlocutor asks questions to each candidate in turn	<b>Respond to questions</b> , giving factual or personal information.
2	5–6 minutes	Candidate ↔ Candidate	Interlocutor ↓ Candidate	Discussion task with visual stimulus	<b>Candidates discuss</b> likes, dislikes and give reasons.

## 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 and occasionally in groups of three. When there are three candidates, the test format is unchanged but the timing will be longer: 13–15 minutes instead of 8–10 minutes. Examiners are trained to ensure each candidate has the same opportunity to speak whether they are in pairs or in groups 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.

**Parents** can get more information from the **Information for parents page** on the **Cambridge English website**.

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

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

## Tips for preparing learners for the Speaking paper

- ✓ Give your learners practice speaking English in a range of contexts and, as much as possible, with a range of different people.
- ✓ 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, school, 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

#### Parents

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

#### Learners

[cambridgeenglish.org/exams-and-tests/key-for-schools/preparation/](https://cambridgeenglish.org/exams-and-tests/key-for-schools/preparation/) • Information for candidates guide

#### Teachers

[cambridgeenglish.org/exams-and-tests/key-for-schools/preparation/](https://cambridgeenglish.org/exams-and-tests/key-for-schools/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 51

Topics list: Page 53

## Advice by task

This section shows example screenshots from the A2 Key for Schools exam. Please scan the QR code, or click on the link to access the full sample test. [camengli.sh/3YITkt6](https://camengli.sh/3YITkt6)

See these tasks in full from page 44.

## 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, how old are you?**

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, how old are you?**

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.

2

### 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.

**Phase 2**  
**Interlocutor**

Now, let's talk about school.

**A, what subject do you like best?**

What clothes do you wear to school?

**B, What time do you finish school?**

What do you eat after school?

**Extended Response**  
Now A, please tell me something about the homework you have to do.

**Interlocutor**

Now, let's talk about home.

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

How many bedrooms are there in your house?

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

What's your favourite room in your house?

**Extended Response**  
Now, B, please tell me what you like doing at home.

**Back-up prompts**

Do you like maths?

Do you wear a uniform?

Do you finish school at 4 o'clock?

Do you eat snacks after school?

**Back-up questions**

Do you get a lot of homework every day?

Did you do any homework yesterday?

Do you like homework? (Why?/Why not?)

**Back-up prompts**

Do you live with your family?

Are there three bedrooms in your house?

Do you watch TV in the kitchen?

Do you like your bedroom?

**Back-up questions**

Do you like cooking?

Do you play computer games?

Did you stay at home last weekend?

3

## 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 hobbies**.

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

Do you like these different hobbies? 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 ...

... playing football is fun?

... playing an instrument is difficult?

... playing computer games is boring?

... reading is interesting?

... painting/drawing is easy?

Optional prompt

Why?/Why not?

What do **you** think?

Interlocutor

So, **A**, which of these hobbies do you like best?

And you, **B**, which of these hobbies 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 to spend your free time alone or with other people, **B**? (Why?)

And what about you, **A**? (Do you prefer to spend your free time alone or with other people?) (Why?)

Which is more fun, playing sports or watching sports, **A**? (Why?)

And you, **B**? (Which is more fun, playing sports or watching sports?) (Why?)

Thank you. That is the end of the test.

4

Do you like these different hobbies?

5

### 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, by 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, school, 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.

Sample test

<div>Test 1</div> <div>Part 1 (3–4 minutes)</div>			
<div>Phase 1</div> <div>Interlocutor</div> <div>To both candidates</div> <div>Good morning / afternoon / evening. Can I have your mark sheets, please? <i>Hand over the mark sheets to the Assessor.</i> I'm ..... and this is .....</div> <div>To Candidate A</div> <div>What's your name?</div> <div>To Candidate B</div> <div>And what's your name?</div>			
<div>Back-up prompts</div> <div><div>For UK, ask</div><div>For Non-UK, ask</div></div> <div><div>B, how old are you?</div><div>Where do you come from?</div><div>Where do you live?</div><div>Thank you.</div></div> <div><div>A, how old are you?</div><div>Where do you come from?</div><div>Where do you live?</div><div>Thank you.</div></div> <div><div>Are you from (Spain, etc.)?</div><div>Do you live in ... (name of district / town etc.)?</div><div>Are you from (Spain, etc.)?</div><div>Do you live in ... (name of district / town etc.)?</div></div>			
		2	

<div>Phase 2</div> <div>Interlocutor</div> <div>Now, let's talk about <b>school</b>.</div> <div>A, what subject do you like best?</div> <div>Do you like maths?</div> <div>Do you wear a uniform?</div> <div>B, What time do you finish school?</div> <div>Do you finish school at 4 o'clock?</div> <div>Do you eat snacks after school?</div> <div>Extended Response</div> <div>Now A, please tell me something about the homework you have to do.</div> <div>Back-up questions</div> <div>Do you get a lot of homework every day?</div> <div>Did you do any homework yesterday?</div> <div>Do you like homework? (Why?/Why not?)</div>			
<div>Interlocutor</div> <div>Now, let's talk about <b>home</b>.</div> <div>B, who do you live with?</div> <div>How many bedrooms are there in your house?</div> <div>A, where do you watch TV at home?</div> <div>What's your favourite room in your house?</div> <div>Extended Response</div> <div>Now, B, please tell me what you like doing at home.</div> <div>Back-up prompts</div> <div>Do you live with your family?</div> <div>Are there three bedrooms in your house?</div> <div>Do you watch TV in the kitchen?</div> <div>Do you like your bedroom?</div> <div>Back-up questions</div> <div>Do you like cooking?</div> <div>Do you play computer games?</div> <div>Did you stay at home last weekend?</div>			
		3	

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 hobbies**.

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

Do you like these different hobbies? 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 ...

... playing football is fun?

... playing an instrument is difficult?

... playing computer games is boring?

... reading is interesting?

... painting/drawing is easy?

Optional prompt  
Why?/Why not?

What do you think?

Interlocutor

So, **A**, which of these hobbies do you like best?

And you, **B**, which of these hobbies 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 to spend your free time alone or with other people, **B**? (Why?)

And what about you, **A**? (Do you prefer to spend your free time alone or with other people?) (Why?)

Which is more fun, playing sports or watching sports, **A**? (Why?)

And you, **B**? (Which is more fun, playing sports or watching sports?) (Why?)

Thank you. That is the end of the test.

4

Do you like these different hobbies?



5



## 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
	Handles communication in everyday situations, despite hesitation.
5	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 for Schools is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales. The assessment scales for A2 Key for Schools (shown on the following page) are extracted from the overall Speaking scales on page 48.

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

A2	GLOBAL ACHIEVEMENT	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>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>

## 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 for Schools 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 for Schools 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. imPORTant. Word stress can also distinguish between words, e.g. proTEST vs PROtest. In sentences, stress can be used to indicate important meaning, e.g. *WHY is that one important?* versus *Why is THAT one important?*

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

## 5. Interactive Communication

#### Development of the interaction

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

#### Initiating and responding

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

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

#### Prompting and supporting

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

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

#### Turn and simple exchange

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

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

# Language specifications

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

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

## Inventory of functions, notions and communicative tasks

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

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

introducing oneself and other people

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

understanding and completing forms giving personal details

describing education

describing people (personal appearance, qualities)

asking and answering questions about personal possessions

asking for repetition and clarification

restating what has been said

checking on meaning and intention

helping others to express their ideas

interrupting a conversation

asking for and giving the spelling and meaning of words

counting and using numbers

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

asking for and giving information about routines and habits

understanding and giving information about everyday activities

talking about what people are doing at the moment

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

understanding and producing simple narratives

reporting what people say

talking about future situations

talking about future plans or intentions

making predictions

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

buying things (costs and amounts)

talking about food and ordering meals

talking about the weather

talking about one's health

following and giving simple instructions

understanding simple signs and notices

asking the way and giving directions

asking for and giving travel information

asking for and giving simple information about places

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

making comparisons and expressing degrees of difference

expressing purpose, cause and result, and giving reasons

making and granting/refusing simple requests

making and responding to offers and suggestions

expressing and responding to thanks

giving and responding to invitations

giving advice

giving warnings and stating prohibitions

asking/telling people to do something

expressing obligation and lack of obligation

asking and giving/refusing permission to do something

making and responding to apologies and excuses

expressing agreement and disagreement, and contradicting people

paying compliments

sympathising

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

talking about feelings

expressing opinions and making choices

expressing needs and wants

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

talking about (im)probability and (im)possibility

expressing degrees of certainty and doubt

## Inventory of grammatical areas

### Verbs

Regular and irregular forms

### Modals

*can* (ability; requests; permission)

*could* (ability; polite requests)

*would* (polite requests)

*will* (future)

*shall* (suggestion; offer)

*should* (advice)



*may* (possibility)  
*have (got) to* (obligation)  
*must* (obligation)  
*mustn't* (prohibition)  
*need* (necessity)  
*needn't* (lack of necessity)

### Tenses

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

Present continuous: present actions and future meaning

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

Past simple: past events

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

Future with *going to*

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

### Verb forms

Affirmative, interrogative, negative

Imperatives

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

Gerunds (-ing form) after verbs and prepositions

Gerunds as subjects and objects

Passive forms: present and past simple

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

### Clause types

Main clause: *Carlos is Spanish.*

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

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

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

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

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

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

*He'll come when you call.*

*He'll follow where you go.*

*I came because you asked me.*

### Interrogatives

*What; What (+ noun)*

*Where; When*

*Who; Whose; Which*

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

### Why

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

### Nouns

Singular and plural (regular and irregular forms)

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

Abstract nouns

Compound nouns

Noun phrases

Genitive: *'s* 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 for Schools, on which they will not be directly tested.

## Topics

Clothes

Daily life

Entertainment and media

Food and drink

Health, medicine and exercise

Hobbies and leisure

House and home

Language

People

Personal feelings, opinions and experiences

Personal identification

Places and buildings

School and study

Services

Shopping

Social interaction

Sport

The natural world

Transport

Travel and holidays

Weather

## Lexis

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

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

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

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

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

## International English

English is used in a wide range of international contexts. To reflect this, candidates' responses to tasks in Cambridge English 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 for Schools 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**

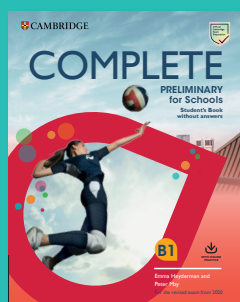
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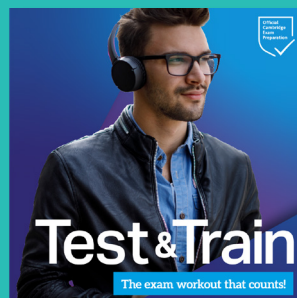
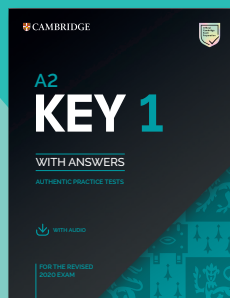
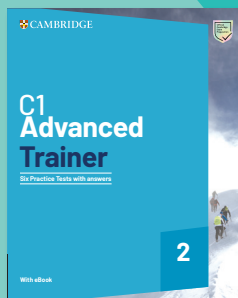


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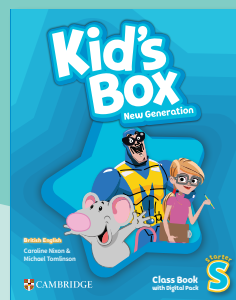
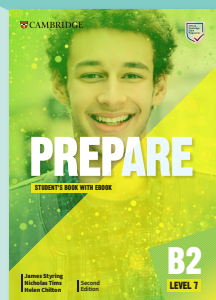
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