

Cambridge Key English Test 2

TEACHER'S BOOK

*Examination papers from
University of Cambridge
ESOL Examinations:
English for Speakers of
Other Languages*

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KET content and marking

The KET examination consists of Paper 1 (Reading and Writing), Paper 2 (Listening) and Paper 3 (Speaking).

Paper 1	1 hour 10 mins	Reading and Writing	9 parts	50% of total
Paper 2	approx 30 mins (including 8 mins transfer time)	Listening	5 parts	25% of total
Paper 3	8–10 mins	Speaking	2 parts	25% of total

Paper 1 Reading and Writing (1 hour 10 minutes)

In the KET Reading and Writing paper, Parts 1–5 focus on reading and Parts 6–9 focus on writing. There is a total of 56 questions, with an example for each part. The time allowed for this paper is one hour and ten minutes.

Reading texts

Texts vary according to the different test focus of each part. In Parts 1, 4 and 5, texts are authentic but edited to bring vocabulary and structure within the grasp of students at this level. Texts in other parts are specially written but based on authentic types to ensure task authenticity. Texts may contain some vocabulary or structures unknown to candidates, but they will be able to deduce the meaning from the context, and understanding of these words will not be necessary to complete the task. Most texts are short; no text exceeds 230 words.

- Part 1* Signs, notices, labels and other very short texts of the type found on roads, in railway stations, airports, shops, restaurants, schools, offices, etc.
- Part 2* Simple sentences forming a loose narrative on the same topic, of the type students at this level should be able to read and understand
- Part 3* Texts based on the language used in the routine exchanges of daily life
- Part 4* Factual text from a newspaper or magazine article, or similar source
- Part 5* Factual text from a newspaper or magazine article, junior encyclopaedia or similar source.

Paper 3 frames

Test 1

Note: The visual material for Paper 3 appears on pages 74–81 of the Student’s Book.

Part 1 (5–6 minutes)

Greetings and introductions

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

Giving information about place of origin, occupation, studies

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

Giving general information about self

The interlocutor asks candidates questions about their daily life, past experiences or future plans. They may be asked, for example, about their likes and dislikes or about recent past experiences, or to describe and compare places.

Extended response

In the final section of Part 1, candidates are expected to give an extended response to a ‘Tell me something about ...’ prompt. The topics are still of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

Part 2 (3–4 minutes)

The interlocutor introduces the activity as follows:

Interlocutor: *(Pablo)* here is some information about a dentist.

(Interlocutor shows answer card 1A on page 74 of the Student’s Book to Pablo.)

(Laura) you don’t know anything about the dentist, so ask *(Pablo)* some questions about it.

(Interlocutor shows question card 1B on page 75 of the Student’s Book to Laura.)

Use these words to help you. *(Interlocutor indicates prompt words.)*

Do you understand?

Now *(Laura)* ask *(Pablo)* your questions about the dentist and *(Pablo)* you answer them.

1A




Mary Brown
DENTIST
17, Mount Street

For appointments Tel: 980 4723

Opening times: Monday–Thursday 12.30–8 p.m.
Car parking in Water Lane

1B

DENTIST



- ◆ name?
- ◆ telephone number?
- ◆ appointment / evening?
- ◆ address?
- ◆ car park?

When the candidates have asked and answered their questions about the dentist, they then exchange roles and talk about a different topic.

The interlocutor introduces the activity as follows:

Interlocutor: *(Laura)* here is some information about a new shopping centre.

(Interlocutor shows answer card 1C on page 75 of the Student's Book to Laura.)

(Pablo) you don't know anything about the shopping centre, so ask *(Laura)* some questions about it.

(Interlocutor shows question card 1D on page 74 of the Student's Book to Pablo.)

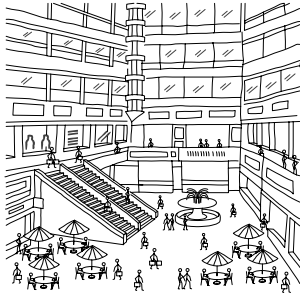
Use these words to help you. *(Interlocutor indicates prompt words.)*

Do you understand?

Now *(Pablo)* ask *(Laura)* your questions about the shopping centre and *(Laura)* you answer them.

1C

**WESTWOOD SHOPPING CENTRE
opens next month!**

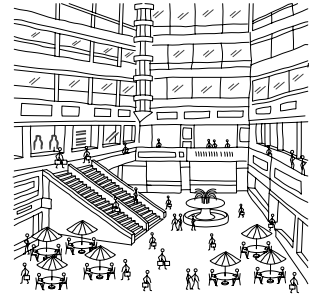


**10 kilometres from city centre
(free car park for 800 cars)
more than 100 shops,
2 restaurants, 4 cafés and a cinema**

1D

NEW SHOPPING CENTRE

- ◆ name?
- ◆ where?
- ◆ many shops?
- ◆ car park?
- ◆ open today?



Note: Candidates are assessed on both their questions and answers in Part 2 of the test.

Test 2

Note: The visual material for Paper 3 appears on pages 74–81 of the Student's Book.

Part 1 (5–6 minutes)

Greetings and introductions

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

Giving information about place of origin, occupation, studies

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

Giving general information about self

The interlocutor asks candidates questions about their daily life, past experiences or future plans. They may be asked, for example, about their likes and dislikes or about recent past experiences, or to describe and compare places.

Extended response

In the final section of Part 1, candidates are expected to give an extended response to a 'Tell me something about ...' prompt. The topics are still of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

Part 2 (3–4 minutes)

The interlocutor introduces the activity as follows:

Interlocutor: *(Pablo)* here is some information about an international library.

(Interlocutor shows answer card 2A on page 76 of the Student's Book to Pablo.)

(Laura) you don't know anything about the library, so ask *(Pablo)* some questions about it.

(Interlocutor shows question card 2B on page 77 of the Student's Book to Laura.)

Use these words to help you. *(Interlocutor indicates prompt words.)*

Do you understand?


Now *(Laura)* ask *(Pablo)* your questions about the library and *(Pablo)* you answer them.

2A

INTERNATIONAL LIBRARY

**BOOKS, CDs
AND VIDEOS**


OVER 100 FOREIGN
NEWSPAPERS AND
MAGAZINES




ENTRANCE FREE
Monday – Saturday 9.30 a.m. – 6 p.m.
New England House, Museum Street

2B

LIBRARY



- ◆ where?
- ◆ close? 
- ◆ open / Sunday?
- ◆ cost? £
- ◆ foreign magazines?

When the candidates have asked and answered their questions about the library, they then exchange roles and talk about a different topic.

The interlocutor introduces the activity as follows:

Interlocutor: (Laura) here is some information about a holiday sports club.

(Interlocutor shows answer card 2C on page 77 of the Student's Book to Laura.)

(Pablo) you don't know anything about the sports club, so ask (Laura) some questions about it.

(Interlocutor shows question card 2D on page 76 of the Student's Book to Pablo.)

Use these words to help you. (Interlocutor indicates prompt words.)

Do you understand?

Now (Pablo) ask (Laura) your questions about the sports club and (Laura) you answer them.

2C

Holiday Sports Club

27 London Road



July – August
for young people (10–18 years)

*Play a different sport every day
(football, basketball, volleyball, tennis and baseball)*

Price £25 a week

2D

HOLIDAY SPORTS CLUB

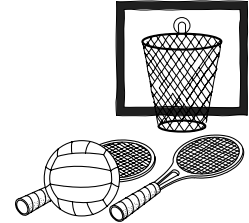
◆ what sports?

◆ address?

◆ all ages?

◆ cost? £

◆ when / open?



Note: Candidates are assessed on both their questions and answers in Part 2 of the test.

Test 3

Note: The visual material for Paper 3 appears on pages 74–81 of the Student’s Book.

Part 1 (5–6 minutes)

Greetings and introductions

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

Giving information about place of origin, occupation, studies

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

Giving general information about self

The interlocutor asks candidates questions about their daily life, past experiences or future plans. They may be asked, for example, about their likes and dislikes or about recent past experiences, or to describe and compare places.

Extended response

In the final section of Part 1, candidates are expected to give an extended response to a ‘Tell me something about ...’ prompt. The topics are still of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

Part 2 (3–4 minutes)

The interlocutor introduces the activity as follows:

Interlocutor: *(Pablo)* here is some information about a lake.

(Interlocutor shows answer card 3A on page 78 of the Student’s Book to Pablo.)

(Laura) you don’t know anything about the lake, so ask *(Pablo)* some questions about it.

Interlocutor shows question card 3B on page 79 of the Student’s Book to Laura.)

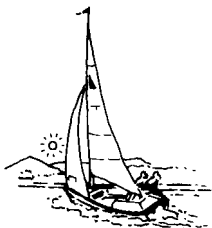
Use these words to help you. *(Interlocutor indicates prompt words.)*

Do you understand?

Now *(Laura)* ask *(Pablo)* your questions about the lake and *(Pablo)* you answer them.

3A

SILVER LAKE



A great place for a holiday

20 kilometres from the city airport

5 large, new hotels

Walking, swimming and boat trips

Dry and sunny 300 days a year

3B

LAKE

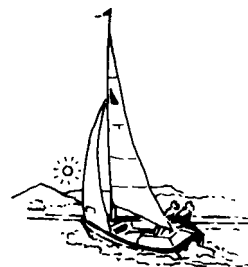
◆ name / lake?

◆ where?

◆ rain / often?

◆ what / do?

◆ modern hotels?



When the candidates have asked and answered their questions about the lake they then exchange roles and talk about a different topic.

The interlocutor introduces the activity as follows:

Interlocutor: *(Laura)* here is some information about an island.

(Interlocutor shows answer card 3C on page 79 of the Student's Book to Laura.)

(Pablo) you don't know anything about the island, so ask *(Laura)* some questions about it.

(Interlocutor shows question card 3D on page 78 of the Student's Book to Pablo.)

Use these words to help you. *(Interlocutor indicates prompt words.)*

Do you understand?

Now *(Pablo)* ask *(Laura)* your questions about the island and *(Laura)* you answer them.

3C

RED SANDS ISLAND



A beautiful island for a special holiday

Sun and blue sky

Hundreds of different birds

Campsite for 50 tents

Boats daily from Port Martin

3D

ISLAND

◆ name / island?

◆ what / see?

◆ where / stay?

◆ weather?

◆ how / get there?



Note: Candidates are assessed on both their questions and answers in Part 2 of the test.

Test 4

Note: The visual material for Paper 3 appears on pages 74–81 of the Student’s Book.

Part 1 (5–6 minutes)

Greetings and introductions

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

Giving information about place of origin, occupation, studies

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

Giving general information about self

The interlocutor asks candidates questions about their daily life, past experiences or future plans. They may be asked, for example, about their likes and dislikes or about recent past experiences, or to describe and compare places.

Extended response

In the final section of Part 1, candidates are expected to give an extended response to a ‘Tell me something about ...’ prompt. The topics are still of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

Part 2 (3–4 minutes)

The interlocutor introduces the activity as follows:

Interlocutor: *(Pablo)* here is some information about a museum.

(Interlocutor shows answer card 4A on page 80 of the Student’s Book to Pablo.)

(Laura) you don’t know anything about the museum, so ask *(Pablo)* some questions about it.

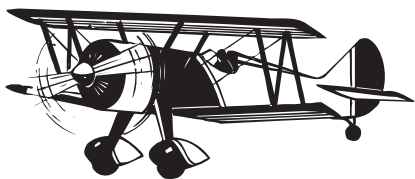
(Interlocutor shows question card 4B on page 81 of the Student’s Book to Laura.)

Use these words to help you. *(Interlocutor indicates prompt words.)*

Do you understand?

Now *(Laura)* ask *(Pablo)* your questions about the museum and *(Pablo)* you answer them.

4A

SANDON AIR MUSEUM

**More than 70 aeroplanes to look at
OPEN DAILY 10 a.m.–6 p.m.**

Shop with books and postcards

Large free car park

Tickets: Adults £8.00 Students £5.00

4B

MUSEUM

◆ what / see?

◆ open / weekends?

◆ student ticket? £

◆ car park?

◆ buy / postcard?

When the candidates have asked and answered their questions about the museum they then exchange roles and talk about a different topic.

The interlocutor introduces the activity as follows:

Interlocutor: *(Laura)* here is some information about a bookshop.

(Interlocutor shows answer card 4C on page 81 of the Student's Book to Laura.)

(Pablo) you don't know anything about the bookshop, so ask *(Laura)* some questions about it.

(Interlocutor shows question card 4D on page 80 of the Student's Book to Pablo.)

Use these words to help you. *(Interlocutor indicates prompt words.)*

Do you understand?

Now *(Pablo)* ask *(Laura)* your questions about the bookshop and *(Laura)* you answer them.