

Cambridge
Key English Test
5

WITH ANSWERS

*Examination papers from
University of Cambridge
ESOL Examinations*



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A guide to KET

The KET examination is part of a group of examinations developed by Cambridge ESOL called the Cambridge Main Suite. The Main Suite consists of five examinations which have similar characteristics but are designed for different levels of English language ability. Within the five levels, KET is at Level A2 (Waystage) in the *Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. It has been accredited in the UK as an Entry Level 2 ESOL certificate in the National Qualifications Framework.

Examination	Council of Europe Framework Level	UK National Qualifications Framework Level
CPE Certificate of Proficiency in English	C2	3
CAE Certificate in Advanced English	C1	2
FCE First Certificate in English	B2	1
PET Preliminary English Test	B1	Entry 3
KET Key English Test	A2	Entry 2

KET is a popular exam with candidates who are learning English out of personal interest and for those who are studying for employment reasons. It is also useful preparation for higher level exams, such as PET (Preliminary English Test) and other Cambridge ESOL examinations.

KET is an excellent first step, helping you to build your confidence in English and measure your progress. If you can deal with everyday basic written and spoken communication (for example: read simple articles, understand signs and notices, write simple notes and emails), then this is the exam for you.

There are two versions of KET available: KET and KET for Schools. KET for Schools was introduced to meet the needs of the increasing number of younger candidates taking KET. Both KET and KET for Schools follow exactly the same format and the task types, testing focuses and level of the question papers are identical. The only difference in the two versions of the exams is that the content and treatment of topics in KET for Schools are particularly targeted at the interests and experience of younger people.

Topics

These are the topics used in the KET exam:

Clothes	People	Shopping
Daily life	Personal feelings, opinions and experiences	Social interaction
Entertainment and media	Personal identification	The natural world
Food and drink	Places and buildings	Transport
Health, medicine and exercise	School and study	Travel and holidays
Hobbies and leisure	Services	Weather
House and home		Work and jobs
Language		

KET content: an overview

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

Paper 1 Reading and Writing

Paper format

The Reading section contains five parts. The Writing section contains four parts.

Number of questions

There is a total of 56 questions: 35 in Reading and 21 in Writing.

Sources

Authentic and adapted-authentic real-world notices, newspaper and magazine articles, simplified encyclopaedia entries.

Answering

Candidates indicate answers either by shading lozenges (Reading) or by writing answers (Writing) on an answer sheet.

Timing

1 hour 10 minutes.

Marks

Each item carries one mark, except for question 56 (Part 9), which is marked out of 5. This gives a total of 60 marks, which is weighted to a final mark out of 50. This represents 50% of the total marks for the whole examination.

Preparing for the Reading section

To prepare for the Reading section, you should read the type of English used in everyday life; for example, short newspaper and magazine articles, advertisements, tourist brochures, instructions and recipes, etc. It is also a good idea to practise reading short communicative messages, including notes, emails and cards. Remember, you won't always need to understand every word to be able to do a task in the exam.

Before the exam, think about the time you need to do each part and check you know how to record your answers on the answer sheet (see page 146).

Part	Task type and format	Task focus	Number of questions
1	Matching. Matching five prompt sentences to eight notices, plus an example.	Gist understanding of real-world notices. Reading for main message.	5
2	Three-option multiple choice. Five sentences (plus an integrated example) with connecting link of topic or story line.	Reading and identifying appropriate lexical item.	5

3	<p>Three-option multiple choice.</p> <p>Five discrete three-option multiple-choice items (plus an example) focusing on verbal exchange patterns.</p> <p>AND</p> <p>Matching.</p> <p>Five matching items (plus an example) in a continuous dialogue, selecting from eight possible responses.</p>	<p>Functional language.</p> <p>Reading and identifying the appropriate response.</p>	10
4	<p>Right/Wrong/Doesn't say OR Three-option multiple choice.</p> <p>One long text or three short texts adapted from authentic newspaper or magazine articles.</p> <p>Seven three-option multiple-choice items or Right/Wrong/Doesn't say items, plus an example.</p>	<p>Reading for detailed understanding and main idea(s).</p>	7
5	<p>Multiple-choice cloze.</p> <p>A text adapted from an original source, for example encyclopaedia entries, newspaper and magazine articles.</p> <p>Eight three-option multiple-choice items, plus an integrated example.</p>	<p>Reading and identifying appropriate structural words (auxiliary verbs, modal verbs, determiners, pronouns, prepositions, conjunctions, etc.).</p>	8

Preparing for the Writing section

To prepare for the Writing section, you should take the opportunity to write short messages in real-life situations, for example to your teacher or other students. These can include invitations, arrangements for meetings, apologies for missing a class, or notices about lost property. They can be handwritten or sent as email.

Before the exam, think about the time you need to do each part and check you know how to record your answers on the answer sheet (see page 147).

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Part	Task type and format	Task focus	Number of questions
6	Word completion. Five dictionary definition type sentences (plus one integrated example). Five words to identify and spell.	Reading and identifying appropriate lexical item, and spelling.	5
7	Open cloze. Text type that candidates can be expected to write, for example a short letter or email. Ten spaces to fill with one word (plus an integrated example) which must be spelled correctly.	Reading and identifying appropriate words, with a focus on structure and/or lexis.	10
8	Information transfer. Two short authentic texts (emails, adverts, etc.) to prompt completion of another text (form, note, etc.). Five spaces to fill with one or more words or numbers (plus an integrated example).	Reading and writing appropriate words or numbers, with a focus on content and accuracy.	5
9	Guided writing. Either a short input text or rubric to prompt a written response. Three messages to communicate in writing.	Writing a short message, note or postcard of 25–35 words.	1

Part 6

This part is about vocabulary. You have to produce words and spell them correctly. The words will all be linked to the same topic, for example jobs or food. You have to read a definition for each one and complete the word. The first letter of each word is given to help you.

Part 7

This part is about grammar and vocabulary. You have to complete a short, gapped text of the type you could be expected to write, such as a note and reply, or a short letter. You must spell all the missing words correctly.

Part 8

This part tests both reading and writing. You have to use the information in two short texts (for example a note, email or advertisement) to complete a document such as a form, notice, diary entry, etc. You will need to understand the vocabulary used on forms, for example *surname*, *date of birth*, etc. You will need to write only words or phrases in your answers, but you must spell correctly.

Part 9

You have to write a short message (25–35 words). You are told who you are writing to and why, and you must include three content points. To gain top marks, all three points must be included in your answer, so it is important to read the question carefully and plan what you are going to write. Before the exam, practise writing answers of the correct length. You will lose marks for writing fewer than 25 words, and it is not a good idea to write answers that are too long.

Mark Scheme for Part 9

There are five marks for Part 9. Minor grammatical and spelling mistakes are acceptable, but to get five marks you must write a clear message and include all three content points.

Mark	Criteria	
5	All three parts of the message clearly communicated. Only minor spelling errors or occasional grammatical errors.	
4	All three parts of the message communicated. Some non-impeding errors in spelling and grammar or some awkwardness of expression.	
3	All three parts of the message attempted. Expression requires interpretation by the reader and contains impeding errors in spelling and grammar.	Two parts of the message clearly communicated. Only minor spelling errors or occasional grammatical errors.
2	Only two parts of the message communicated. Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.	
1	Only one part of the message communicated.	
0	Question unattempted, or totally incomprehensible response.	

A guide to KET

Paper 2 Listening

Paper format

This paper contains five parts.

Number of questions

25

Task types

Matching, multiple choice, gap-fill.

Sources

All texts are based on authentic situations, and each part is heard twice.

Answering

Candidates indicate answers either by shading lozenges (Parts 1–3) or by writing answers (Parts 4 and 5) on an answer sheet.

Timing

About 30 minutes, including 8 minutes to transfer answers.

Marks

Each item carries one mark. This gives a total of 25 marks, which represents 25% of the total marks for the examination.

Preparing for the Listening test

The best preparation for the Listening test is to listen to authentic spoken English for your level. Apart from in class, other sources of English include films, TV, DVDs, songs, the internet, English clubs, and other speakers of English, such as tourists, guides, friends and family.

You will hear the instructions for each task on the recording and see them on the exam paper. There are pauses in the recording to give you time to look at the questions and to write your answers. You should write your answers on the exam paper as you listen. You will have eight minutes at the end of the test to transfer your answers to the answer sheet (see page 148). Make sure you know how to do this and that you check your answers carefully.

Part	Task type and format	Task focus	Number of questions
1	<p>Three-option multiple choice.</p> <p>Short, neutral or informal dialogues.</p> <p>Five discrete three-option multiple-choice items with visuals (plus an example).</p>	<p>Listening to identify key information (times, prices, days of week, numbers, etc.).</p>	5
2	<p>Matching.</p> <p>Longer informal dialogue.</p> <p>Five items (plus an integrated example) and eight options.</p>	<p>Listening to identify key information.</p>	5
3	<p>Three-option multiple choice.</p> <p>Longer informal or neutral dialogue.</p> <p>Five three-option multiple-choice items (plus an integrated example).</p>	<p>Taking the 'role' of one of the speakers and listening to identify key information.</p>	5
4	<p>Gap-fill.</p> <p>Longer neutral or informal dialogue.</p> <p>Five gaps to fill with one or more words or numbers (plus an integrated example).</p> <p>Recognisable spelling is accepted, except with very high-frequency words (e.g. <i>bus</i>, <i>red</i>) or if spelling is dictated.</p>	<p>Listening and writing down information (including spelling of names, places, etc. as dictated on recording).</p>	5
5	<p>Gap-fill.</p> <p>Longer neutral or informal monologue.</p> <p>Five gaps to fill with one or more words or numbers (plus an integrated example).</p> <p>Recognisable spelling is accepted, except with very high-frequency words (e.g. <i>bus</i>, <i>red</i>) or if spelling is dictated.</p>	<p>Listening and writing down information (including spelling of names, places, etc. as dictated on recording).</p>	5

Paper 3 Speaking

Paper format

The paper contains two parts. The standard format for Paper 3 is two candidates and two examiners. One examiner acts only as an assessor and does not join in the conversation. The other examiner is called the interlocutor and manages the interaction by asking questions and setting up the tasks (see Paper 3 frames on pages 102–113).

Task types

Short exchanges with the interlocutor and an interactive task involving both candidates.

Timing

8–10 minutes per pair of candidates.

Marks

Candidates are assessed on their performance throughout the test. There are a total of 25 marks, making 25% of the total score for the whole examination.

Preparing for the Speaking test

Take every opportunity to practise your English with as many people as possible. Asking and answering questions in simple role plays provides useful practice. These role plays should focus on everyday language and situations, and involve questions

Part	Task type and format	Task focus	Timing
1	Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions. The interlocutor follows an interlocutor frame to guide the conversation, ensure standardisation and control level of input.	Language normally associated with meeting people for the first time, giving information of a factual, personal kind. Bio-data type questions to respond to.	5–6 minutes
2	Candidates interact with each other. The interlocutor sets up the activity using a standardised rubric. Candidates ask and answer questions using prompt material.	Factual information of a non-personal kind related to daily life.	3–4 minutes

about daily activities and familiar experiences. It is also a good idea to practise exchanging information in role plays about things such as costs and opening times of, for example, a local sports centre.

Assessment

You are assessed on your own individual performance and not in relation to the other candidate. Both examiners assess you: the assessor awards marks according to Grammar and Vocabulary, Pronunciation, and Interactive Communication; the interlocutor awards a mark for overall performance.

Grammar and Vocabulary

This refers to your ability to use vocabulary and structure. It also covers the ability to paraphrase to convey meaning.

Pronunciation

This refers to the intelligibility of speech. Having an accent from your first language is not penalised if it does not affect communication.

Interactive Communication

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

Further information

The information in this practice book is designed to give an overview of KET. For a full description of all of the Cambridge Main Suite exams, including information about task types, testing focus and preparation, please see the relevant handbooks which can be obtained from Cambridge ESOL at the address below or from the website: www.CambridgeESOL.org.

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Test 1

PAPER 1 READING AND WRITING (1 hour 10 minutes)

PART 1

QUESTIONS 1–5

Which notice (A–H) says this (1–5)?

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

Example:

0 You must use this door between these hours.

Answer:

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

1 Young people and their parents may choose different meals.

A

FIRE EXIT ONLY –
NO ENTRANCE TO GARDEN

2 You can eat here in the evenings.

B

Bed and Breakfast
Only £24.95

3 The waitress will show you where to sit.

C

This way to the restaurant garden
⇒

4 You can stay the night here.

D

**Dinner is served in the restaurant
until 10.00 p.m. daily**

5 You should not usually use this door to go outside.

E

**There is a special children's menu –
please ask your waitress**

F

Galaxy Restaurant
We have high chairs for young children

G

RIVERSIDE RESTAURANT
Please ask us to find you a table

H

Antec Computers
All staff must use night entrance
8 p.m. – 6 a.m.

PART 2

QUESTIONS 6–10

Read the sentences about working in a library.
 Choose the best word (A, B or C) for each space.
 For questions 6–10, mark A, B or C on your answer sheet.



Example:

0 Elena a Saturday job working in a library a few months ago.

- A got B became C was

Answer:

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

6 On Saturdays, a lot of people visit the library where Elena works and it is always

- A busy B heavy C strong

7 'The job is because I meet a lot of different people,' Elena says.

- A friendly B interesting C favourite

8 Her job is to all the books when people bring them back.

- A look B watch C check

9 Elena has to put all the books back on the shelf.

- A good B possible C right

10 Sometimes people to return their books on time.

- A think B forget C mind

PART 3

QUESTIONS 11–15

Complete the five conversations.

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

Example:

0



Where do you come from?



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

Answer:

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

11 Have a good holiday.

- A Thanks, I will.
- B I think so.
- C Yes, very much.

12 What about going shopping this afternoon?

- A I'm too tired!
- B What a pity!
- C That's not right!

13 I can't do my homework.

- A Can you be careful?
- B You can't have that.
- C Of course you can.

14 Which of the boys is your friend?

- A He says I'm right.
- B Yes he is, isn't he?
- C That one over there.

15 I've waited here for two hours!

- A Yes you do.
- B I'm sorry about that.
- C It didn't matter.

QUESTIONS 16–20

Complete the conversation about a game of tennis.

What does Juan say to Rob?

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

Example:

Rob: Are you free on Saturday afternoon?

Juan: **0** **D**

Answer:

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

Rob: Would you like to play tennis?

Juan: **16**

Rob: Yes, at the sports centre at 3 o'clock.

Juan: **17**

Rob: That's OK. You'll be fine!

Juan: **18**

Rob: About an hour should be enough.
We can stop if we get tired.

Juan: **19**

Rob: Your house is nearer to the sports
centre so I'll see you there at 2.30.
We can go in my car.

Juan: **20**

Rob: No problem. It'll be fun.

A Are you a good player?

B Great! Then we won't have to
walk back. Thanks very much.

C OK. Have you booked
somewhere to play?

D Yes. I'm not doing anything.

E Alright. Where shall I meet you?

F You know I haven't played for a
long time.

G It's not expensive to play.

H How long are we going to
play for?

PART 4

QUESTIONS 21–27

Read the article about two Canadian boys.

Are sentences 21–27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

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

A great idea!



Frazer and Peter are two 14-year-old boys who grew up in the same small Canadian town. They have always been friends and classmates. Like all their other friends, they enjoy going fishing or swimming at weekends. But for the last few months, they've spent every weekend in Peter's room working on his laptop. This isn't because they have a lot of homework. They have made a new computer word game.

The idea for the game came from Frazer's little brother, Kevin, who had problems with his reading. Kevin learns words more easily by seeing pictures and hearing information than he does by reading. His brother wanted to help. Frazer and Peter worked together for over 200 hours to make a computer game and now it's ready to use. It's a speaking and picture game. For example, if you look at the word 'hat', there's a drawing of a hat next to it and you can hear Peter saying 'Hat! Hat!' at the same time.

The two boys have won a lot of prizes for their computer game and it will soon be on sale around the world. Many schools are interested in buying it.

Example:

0 Peter and Frazer are both teenagers.

- A Right B Wrong C Doesn't say

Answer:

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

21 Peter and Frazer go to the same school in Canada.

- A Right B Wrong C Doesn't say

22 Peter and Frazer like doing different sports to their friends.

- A Right B Wrong C Doesn't say

23 For the past few months, the boys have spent most of their time outside.

- A Right B Wrong C Doesn't say

24 Peter and Frazer prefer playing computer games to doing their homework.

- A Right B Wrong C Doesn't say

25 It took less than 200 hours to finish the new computer game.

- A Right B Wrong C Doesn't say

26 In the computer game, you see a picture of a word and hear it spoken.

- A Right B Wrong C Doesn't say

27 Students in other countries have said they would like to use the computer game.

- A Right B Wrong C Doesn't say

PART 5

QUESTIONS 28–35

Read the article about parrots.

Choose the best word (A, B or C) for each space.

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

Parrots



Perhaps you have seen **(0)** beautiful birds, with their lovely colours and long tails in the forest or in the zoo. Parrots are **(28)** in countries like Brazil, Australia and India. They usually live in large groups and **(29)** they like to eat fruit, they are **(30)** a problem for farmers.

(31) are many different kinds of parrots, but they all have strong beaks and feet, which they use **(32)** climbing and holding food. The biggest birds **(33)** live for up to 80 years.

They are **(34)** noisy, but they are clever birds and it is easy to teach them to talk. Some zoos have parrot shows, where you can see the birds **(35)** things they have learned.

Example:

0 **A** this **B** these **C** them

Answer:

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

28 **A** finds **B** find **C** found

29 **A** so **B** that **C** because

30 **A** somewhere **B** sometimes **C** something

31 **A** Here **B** They **C** There

32 **A** for **B** by **C** with

33 **A** can **B** did **C** are

34 **A** more **B** very **C** much

35 **A** done **B** doing **C** does

Test 1

PART 6

QUESTIONS 36–40

Read the descriptions of some things you need to enjoy different hobbies.

What is the word for each one?

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

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

Example:

0 If you enjoy taking pictures, you'll need one of these. **c** _ _ _ _ _

Answer:

0	c a m e r a
----------	-------------

36 If you enjoy camping, you'll need this to sleep in. **t** _ _ _ _

37 People learn to play music on this. **g** _ _ _ _ _

38 If you like reading stories about pop stars, you may need to buy these every week. **m** _ _ _ _ _

39 People who like walking in the forest need these to keep their feet dry. **b** _ _ _ _ _

40 If you enjoy watching films at home, you may need to rent this. **v** _ _ _ _ _

PART 7

QUESTIONS 41–50

Complete the email from Greg to his friend, Anna.

Write **ONE** word for each space.

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

Example:

0	n o t
---	-------

From:	Greg
To:	Anna

Hi Anna,

I'm (0) having a very good week!

Yesterday my team had (41)volleyball match, but we lost. The other team played much better (42) we did! Then my friend Jeff, who lives in Australia, telephoned with bad news. He can't come to stay (43) us during the holidays because he's got a summer job. We can't (44) camping together now. And this morning, my sister got (45) late so she rode my bike (46) school! She didn't tell (47) she needed to use (48) I'm really angry with (49)

I hope you have some good news! Write back today (50) you can.

Greg