### Paper 1: Reading and Writing Overview

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long is the paper?</td>
<td>1 hour 10 minutes</td>
</tr>
<tr>
<td>How many parts are there?</td>
<td>9 (56 questions)</td>
</tr>
<tr>
<td>What kind of texts will candidates read?</td>
<td>A selection of authentic and adapted authentic real-world notices, newspaper and magazine articles, simplified encyclopaedia entries</td>
</tr>
</tbody>
</table>
| What will candidates have to write?           | Parts 1–5: shade lozenge on answer sheet  
Part 6 and 7: a single word  
Part 8: a word or number  
Part 9: 25–35 words                                                                                                                                 |
| Where do candidates write their answers?      | On a separate answer sheet  
Parts 1–5: shade lozenges  
Parts 8–9: write answers on the answer sheet. There is no extra time for candidates to transfer their answers; they should do this at the end of each part. |
| How is the paper marked?                      | Questions 1–55: one mark for each correct answer  
Question 56: marked out of 5                                                                                                                                 |

#### Part 1 Matching
- 8 separate notices
- 5 sentences
- Candidates match the sentences to the correct notice

#### Part 2 Multiple choice
- 5 linked sentences with one word missing
- 3 options for each gap

#### Part 3 Multiple choice/matching
- 2 dialogues
- 5 separate sentences with 3-option multiple-choice options for one dialogue
- 8 responses. Candidates match the correct responses to the 5 gaps in the dialogue.

#### Part 4 Right/wrong/doesn’t say OR Multiple choice
- 1 long text OR 3 short texts
- Candidates EITHER  
  - Read 7 statements and choose whether each statement is right, wrong or the text doesn’t say  
  - Answer 7 3-option multiple-choice items
- OR

#### Part 5 Multiple-choice cloze
- 1 text with 8 gaps
- 4 options for each gap

#### Part 6 Word completion
- 5 separate definition sentences
- Candidates identify and write the word defined in the sentence

#### Part 7 Open cloze
- 1 text with 10 gaps
- Candidates write one word to complete each gap

#### Part 8 Information transfer
- 2 short authentic texts to read
- 1 short output text with gaps to fill with information from the input texts

#### Part 9 Guided writing
- Candidates write a short message, note or postcard (25–35 words) using information from input text or instructions
FAQs

Q What are candidates tested on?
A Their understanding of the main message of a sign, notice or other very short text.

Q What kinds of short texts are they?
A Notices or advertisements with factual information that is common in real life and is usually found in places like schools, railway stations, shops, restaurants, etc.

Q How many short texts are there?
A There are 8, but only 5 relate to the statements given.

Q How many statements are there?
A There are always 5, and they summarise the meaning of 5 of the notices.

Q Can a statement be used more than once?
A No. There are 8 texts and so there are 3 texts that candidates do not need.

Task preparation

The texts all refer to real-life situations. Students should be able to work out their meaning by themselves. In class you can bring in notices for students to read, or ask students to bring in their own notices.

Because the statements summarise the meaning of the notice, the words will not be the same in both the sentence and the notice.

Look at the two approaches to the task below. Which approach would your students prefer? Why?

A Read the notice, think about what it means and then look for a statement that is closest to that meaning.

B Read each statement, then look through the notices to see which notice is closest in meaning to the statement.

Note: If students take approach A they are taking a real-life approach to the task.
Reading and Writing • 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 cannot use your phone.  Answer: 0 A B C D E F G H

1 You should put things back in the right place.

2 Go here if you have lost something.

3 You must walk in this place.

4 These students do not have a lesson.

5 You cannot go in through here.

A  No entrance to art room
    Use other door

B  Turn off all mobiles
    During lessons

C  Found
    Student’s bag
    See Mrs Wade in office

D  Class 4B
    No history class today
    Teacher ill

E  Year 6 trip to Science Museum
    Bus leaves Saturday 8.30 am

F  Do not leave bags
    In front of this door

G  No running in
    School hall

H  Study Centre
    Please return all books
    To correct shelf
Reading and Writing
Part 2

FAQs

Q What are candidates tested on?
A Their knowledge of vocabulary

Q What are all the sentences about?
A In the example, they are about an internet café.

How many sentences are there?
A There are always 5, with 3 options for the gap in each sentence.

Q Is it important to read the instructions and the example?
A Yes, because they tell you what all the sentences are about.

Q Is it possible to have more than one answer?
A No, there is only one possible answer for each sentence.

Task preparation

How would you tell your students to approach this task? Make notes, then compare them with the suggestion below.

• Read the instructions, the example and all the sentences before making any choices. The overall context will help them to get the right answer.

• Go back and read each sentence one by one. Think about the meaning of the missing word, and see if any of the options have that meaning.

• When you have chosen your answers, read all the sentences through again to check that they make sense.

• Students need to build up vocabulary so that they can identify different meanings of similar words.
Sample Test

PAPER 1: READING AND WRITING
Part 2 (questions 6–10)

Reading and Writing • Part 2

Questions 6 – 10

Read the sentences about an internet café. 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 Last month an internet café .......... near Ivan’s house.
   A opened   B began   C arrived
   
   Answer: 

6 The internet café quickly became .......... with Ivan and his friends.
   A favourite   B popular   C excellent

7 It only .......... Ivan five minutes to get to the café.
   A takes   B has   C gets

8 Ivan often .......... his friends there after school.
   A waits   B meets   C goes

9 The café has different .......... of computer games that they can play.
   A things   B ways   C kinds

10 Ivan thinks there is a lot of .......... information on the internet.
   A certain   B sure   C useful

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FAQS

Q What are candidates tested on?
A Their ability to understand the language used in normal activities done in everyday life.

Q What is the difference between questions 11–15 and questions 16–20?
A In questions 11–15 candidates are asked to complete the 2-line conversations by choosing the correct option from a choice of 3. The sentences and conversations are not connected. In questions 16–20 candidates complete a longer dialogue by choosing the correct option from a list of 8 possibilities.

Q What is the context of the dialogues?
A Study and social situations that candidates will be familiar with in everyday life.

Q Is it possible to have more than one answer?
A No, there is only one answer for each question.

Task preparation

Would you tell students to take the same approach to both sections of Part 3?
Make notes, then compare your ideas with the approach suggested below.

Questions 11–15 are separate sentences and do not connect with each other.
Students should go through each one, read the sentence, then all three options and think about which one fits best.

Questions 16–20 form a longer conversation. Students should:
• Read the instructions and the example to understand the topic and the context (in the sample paper it is a telephone conversation between 2 friends).
• Then read the whole conversation and think about the meaning of the missing words.
• They read the options, go through the conversation line by line and choose the best option for each question.
• Finally they read the whole conversation to check that their answers make sense.

In class, practise by:
• Cutting up short dialogues and getting students to put them back together.
• Giving students a topic (e.g. shopping) and asking them to write their own four line dialogues. They can read them out and practise with each other.

Working with dialogues will help students with the listening and speaking papers as well.
**Sample Test**

**PAPER 1: READING AND WRITING**

Part 3 (questions 11–20)

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**Questions 16 – 20**

Complete the following conversation between two friends. Write the correct letter A – H on your answer sheet.

**Example:**


**Matt:** Oh, sorry. I’m phoning about the skateboarding competition this afternoon.

**Jack:** 16. ________

**Matt:** Really? There will be some information about it in our club magazine.

**Jack:** 17. ________

**Matt:** Do you want to come? I really need someone to go with.

**Jack:** 18. ________

**Matt:** We have to arrive at 9.30 a.m. We can go out for lunch afterwards.

**Jack:** 19. ________

**Matt:** I didn’t know that you live here.

**Jack:** 20. ________

---

**Reading and Writing • Part 3**

Complete the five conversations. Write your answers on your answer sheet.

**Example:**

Example: Where do you come from?

A New York
B School
C Home

---

**Questions 11 – 15**

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

**Example:**

Example: Have you seen them?

A I didn’t see them there.
B It was a great time.
C I was doing something else.
D I didn’t see them yesterday.

---

**Questions 16 – 20**

Complete the following conversation between two friends. Write the correct letter A – H on your answer sheet.

**Example:**


**Matt:** Oh, sorry. I’m phoning about the skateboarding competition this afternoon.

**Jack:** 16. ________

**Matt:** Really? There will be some information about it in our club magazine.

**Jack:** 17. ________

**Matt:** Do you want to come? I really need someone to go with.

**Jack:** 18. ________

**Matt:** We have to arrive at 9.30 a.m. We can go out for lunch afterwards.

**Jack:** 19. ________

**Matt:** I didn’t know that you live here.

**Jack:** 20. ________

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Reading and Writing

Part 4

FAQS

Q What are candidates tested on?
A Their ability to understand the main ideas and some of the details in longer texts

Q Are the texts authentic?
A Texts come from authentic sources such as newspaper and magazine articles and short stories, but are adapted to make them more accessible.

Q Will the candidates understand every word?
A There may be some vocabulary in the texts that candidates don’t know, but this should not prevent them completing the task.

Q Is the task always the same?
A No. It can be
• multiple-choice comprehension questions (with 3 options) OR
• a set of statements from which candidates decide whether they are true or false according to the text, or whether there is insufficient information in the text to decide. Whichever task the students are asked to do, there will always be 7 questions.

Task preparation

Look at these students’ statements about Part 4 of the Reading and Writing paper. Are they true or false? What would you say to these students?

1 I don’t need to read the instructions as I know what to do.
   1 False. The instructions give the topic of the text, and also tell you which type of task you have to do.

2 If I read through the questions before the text it will be easier to find the answers.
   2 False. It is better to read the text to get a good understanding of what it is about.

3 I don’t have to do the questions in the order they are printed – I can do them in any order.
   3 False. The questions come in the same order in the text, so it is better to do them in the same order.

4 There is only one answer, so if I think there are two I have made a mistake.
   4 True. If you think there is more than one answer then go back and read the text carefully.

5 If I can’t find the answer I should go on to the next one.
   5 True. If you find the answer to the next question you will be able to spot the part of the text where the missing answer is.

6 I should underline words I don’t know.
   6 False. Don’t worry about words you don’t know, because you may be able to guess the meaning of the word from the sentence. You don’t need to understand every word to find the answers to the questions.
**Sample Test**

**PAPER 1: READING AND WRITING**

Part 4 (questions 21–27)

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**Reading and Writing • Part 4**

### Questions 21–27

#### Ana Johnson

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympic Games. She has been swimming for both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and friends. I have lots of friends who swim and we're very close. It’s much easier to have friends who are swimmers because they also have to get up early to practice like me. And they understand this kind of life. But I'm not so different from other people my age. In my free time, I also enjoy watching TV, going to the movies and parties. There are also some good things about swimming for Australia. I travel a lot for competitions and training. The swim team friends I've made are from other Australian cities and from other parts of the world.

Ana is becoming well known in Australia. And the belief is important to get more young people interested in swimming. "I don't mind competing to be No. 1, but being No. 1 is much more fun."

---

**Answer keys:**

- A: Right
- B: Wrong
- C: Doesn't say

---

**Example:**

- 21. Ana’s home is in Melbourne.  
  - A: Right  
  - B: Wrong  
  - C: Doesn’t say

---

**Sample Test**

**PAPER 1: READING AND WRITING**

Part 4 (questions 21–27)
**FAQS**

**Q** What are candidates tested on?
**A** Their knowledge of grammatical structures used in a reading text.

**Q** Are the texts authentic?
**A** As in Part 4, the texts come from authentic sources like newspapers and magazines, short stories, but are adapted so that they are accessible to candidates.

**Q** What do the missing words focus on?
**A** Structures such as verb forms, determiners, pronouns, prepositions and conjunctions.

**Q** Can candidates find the answer without reading the whole text?
**A** No. It is very important that students understand structural relationships at the different levels of phrase, clause, sentence and paragraph, so they should read the whole text.

**Task preparation**

Look at this student’s explanation of how they approach the task. What would you say to them?

*I read the options first, then I look at the first gap and see which word goes in it. I try to do it quickly so that I don’t think too much. I never read the whole text because it wastes time, and if I’m not sure, I just guess.*

You must read the instructions and the example, so that you understand the topic of the text. Then you should read the whole text without the words because you may think of the missing word as you read. Write in any words that you think might be correct before you look at the options – you may be right! Always read the words before and after the gap because they will help you with the grammar. If you are not sure what the answer is, leave it and go on to the next one. Go back at the end to read the whole text again to check that your answers make sense and finish any you are not sure of.
Reading and Writing • Part 5

Questions 28 – 35

Read the article about a circus. Choose the best word (A, B or C) for each space. For questions 28 – 35, mark A, B or C on your answer sheet.

A famous circus

The circus, Cirque du Soleil, began (9) _______ Montreal, Canada. It was started (28) _______ the Canadian Guy Laliberté in 1984. When he left college, Laliberté travelled around Europe and earned money (29) _______ music in the streets. Not long after he returned home, he started Cirque with (30) _______ friend, Daniel Gauthier. During the 1990s, Cirque grew quickly. It now does shows (31) _______ over the world and the number of people working for it has grown from 70 to (32) _______ than 3,500.

The Cirque does not have any animals, but (33) _______ is music and dance and each show tells a story. (34) _______ show, which is called Varian, is about a man who could fly. The show starts with him falling from the sky and tells the story of how he (35) _______ to learn to fly again.

Example:

0 A in   B at   C to   Answer: A B C

28 A from   B by   C of
29 A played   B plays   C playing
30 A their   B his   C its
31 A some   B all   C enough
32 A more   B much   C most
33 A this   B it   C there
34 A One   B Each   C Both
35 A need   B must   C has
**FAQS**

Q. What are candidates tested on?
A. In both parts they are tested on their ability to produce items of vocabulary and spell them correctly.

Q. Are the tasks the same?
A. No. In Part 6 candidates just have to produce words with the correct meaning. They are given the number of letters for the required word. In Part 7 they have to read a text and fill in the missing words.

Q. What do the missing words focus on?
A. Grammatical structures and vocabulary. In Part 7, candidates are only asked to produce words which students at A2 level can be expected to actively use.

Q. Will candidates get the mark if they make a spelling mistake?
A. No. In both Parts 6 and 7 candidates must spell the missing words correctly.

**Task preparation**

Students should think about the meaning of the missing words, and also their grammatical structure. As with other sections in Part 7 they should read the instructions and the whole text before they try to fill in any gaps.

In class activities that focus on spelling are very useful. Dictations, quizzes, dictionary work all help students to understand the importance of correct spelling. Play games like ‘Hangman’ regularly, and encourage students to check their own written work for spelling mistakes.
## Part 6 (questions 36–40) and Part 7 (questions 41–50)

### Reading and Writing • Part 6

#### Questions 36 – 40

Read the descriptions of some words about the free time that people have. Write the word on your answer sheet.

**Example:**

36. If you like reading about music and fashion, you may buy this.

---

37. If you enjoy taking photographs, you will need this.

---

38. People who like swimming in the sea often go to this place.

---

39. You may play this instrument if you like music.

---

40. If you enjoy camping, you will need to take this with you.

---

### Part 7

#### Questions 41 – 50

Complete the message left on the internet by a girl from Mexico City.

**Example:**

My name (a). Elia Vázquez. I'm twelve and I live in Mexico City. (b) I have (c) brothers, Emilio and Miguel. Both of (d) are a few years older (e).

My sister, Marí, is (f). (g) youngest in my family and it was her tenth birthday (h) last week.

I love spending time (i) with my friends. We often (j) go shopping or play (k) volleyball together. I really enjoy dancing too. I joined a dance school five years (l) ago and I go there once (m) a week to practice. I've learned a lot (n) in class.
**FAQS Part 8**

Q What is the focus of Part 8?
A Part 8 is an information transfer task which focuses on the candidates’ writing and reading abilities.

Q Do candidates ever have to write more than one word?
A Yes, but only a word or phrase, not a sentence.

Q Is spelling important?
A Yes, correct spelling is essential.

**Task preparation**

How would you tell your students to approach this task? Make notes, then compare them with the suggestion below.

- Read the instructions, the two short texts and the notes before writing anything.
- Identify the kind of information required. In the example paper, it is very clear that Q51 is a day of the week, Q52 is a time, Q53 is an object and so on.
- Look for the required information in both texts, and write it in.
- Check spelling.

**FAQs Part 9**

Q Are there always three points that a candidate has to include in their note, email or postcard?
A Yes, and a candidate must include them all.

Q What happens if a candidate doesn’t include all three points in their answer?
A They will be penalised for not communicating the correct message.

Q What happens if a candidate writes fewer than 25 words or more than 35?
A If candidates write fewer than 25 words they will be penalised. If they write more than 35 they will not be penalised, although it is not a good idea to write more words than necessary.

Q Does it matter if the candidate’s handwriting is bad, or if they write in upper or lower case?
A It is important to write clearly, so that the answer is easy to read. It is not important whether a candidate writes in upper or lower case, or whether their writing is joined up.

Q How many marks are there for this part and how are they allocated?
A There is a general mark scheme, and writing is marked out of 5.

Q Does the answer have to be perfect or can candidates make mistakes?
A Their answer doesn’t have to be perfect, but to get 5 marks candidates should write coherently, and should successfully communicate all three parts of the message. There can be minor grammatical and spelling errors which do not impede the communication of the message.

**Task preparation**

Students should plan what they have to write. It helps them if they identify questions before they start to write, so that they know what information they have to include. In the sample paper they could underline the three questions, and then check when they have finished writing that they have included them all in their answer.
PAPER 1: READING AND WRITING
Part 8 (questions 51–55) and Part 9 (question 56)

Reading and Writing • Part 9

Question 56
Read the email from your English friend, Alex.

It's great you can come to my house this evening to watch a DVD. What time can you come? Which film do you want to see?

Write 35 words in the box and answer the questions.

Do not write your answer here.

You must write your answer for Part 9 on your Answer Sheet.

Reading and Writing • Part 8

Questions 51–55
Read the information and the email. Fill in the information and the text blanks.

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

Come to an ice-skating party

Start at 2:00 p.m.
Arrive at 2:15 p.m.
On the playing field
Park car near the grass

You won't need any money but bring a warm winter coat.
Let me know if you can come. We'll meet after the party. By Thursday!

Sara

Louisa's Notes

Ice-skating party

Person having party:

Sara

Day: Sat

Time: 2 p.m.

Take: Skate hire

Travel there by: Car

Call Sara on 3663873 to let her know.

M01_ACTI_TBR_A2GLB_4205_U01.indd   17
7/12/09   14:56:18
<table>
<thead>
<tr>
<th>PART ONE</th>
<th>PART TWO</th>
<th>PART THREE</th>
<th>PART FOUR</th>
<th>PART FIVE</th>
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<tbody>
<tr>
<td>1 H</td>
<td>6 B</td>
<td>11 C</td>
<td>21 A</td>
<td>28 B</td>
</tr>
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<td>2 C</td>
<td>7 A</td>
<td>12 B</td>
<td>22 C</td>
<td>29 C</td>
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<th>PART SIX</th>
<th>PART SEVEN</th>
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<tbody>
<tr>
<td>36 stadium</td>
<td>41 have</td>
<td>51 Saturday</td>
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<td>37 camera</td>
<td>42 them</td>
<td>52 (starts at) 1.30 (p.m.)</td>
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<td>38 beach</td>
<td>43 than</td>
<td>(starts at) 13.30</td>
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<td>39 guitar</td>
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<td>(starts at) one thirty (in the afternoon)</td>
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<td>40 tent</td>
<td>45 last</td>
<td>(starts at) half past one (in the afternoon)</td>
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<td></td>
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<td>53 (a) (warm) sweater</td>
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Brackets ( ) indicate optional words.

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Sample scripts for Part 9

Sample 1
Dear Alex,
I will come to you at 18:00. I want to watch “Fast and Furious”. I would like to eat chips, pizza and fast-food, and drink cola.

5 marks

COMMENTARY
All three parts of the message clearly communicated.

Sample 2
To Alex,
Yes, it’s so great. I arrive at 2.30 and I want to watch Titanic because is interesting and nice. I would like the eggs with potatoe or a hamburgers.

4 marks

COMMENTARY
All three parts of the message communicated but there are some non-impeding errors in spelling and grammar.

Sample 3
I’m really happy to come to your house. You can choose the film. I like cartoons. We can eat a popcorns and cola, and chips, sandwich, hamburger and mustard.
Bye

3 marks

COMMENTARY
Two parts of the message are clearly communicated. Information about what time to come is not included. There are only minor spelling errors and occasional grammatical errors.

Sample 4
Hello. I am come to my house last week. DVD is a film. I can you come at 12:30. My favourite eat it’s a pizza and chips. My favourite drink a cola. Thank you.

2 marks

COMMENTARY
Only two parts of the message communicated. Information about which DVD to watch is not included. There are errors in grammar which may require patience on the part of the reader.

Sample 5
Hello Alex,
I can’t wait the moment when I will go to your house. I would like to see a fantastic film like a Star wars.

1 mark

COMMENTARY
Only one part of the message communicated.

General Mark Scheme for Part 9

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>All three parts of message clearly communicated. Only minor spelling errors or occasional grammatical errors.</td>
</tr>
<tr>
<td>4</td>
<td>All three parts of message communicated. Some non-impeding errors in spelling and grammar or some awkwardness of expression.</td>
</tr>
</tbody>
</table>
| 3    | All three parts of message attempted. Expression requires interpretation by the reader and contains impeding errors in spelling and grammar. All three parts of the message are included but the context is incorrect. 
  or 
  Two parts of message are clearly communicated. Only minor spelling errors or occasional grammatical errors. |
| 2    | Only two parts of 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. Some attempt to address the task but response is very unclear. |
| 0    | Question unattempted, or totally incomprehensible response. |