

# Developing functional language skills for Cambridge English: Key for Schools



# Outline of the webinar

- a brief overview of *Cambridge English: Key for Schools* (Can Do statements)
- resources available to develop learners' language skills (e.g. topics and vocabulary lists, inventory of functions)
- ideas for classroom activities using these resources



# Overview of Cambridge English: Key for Schools

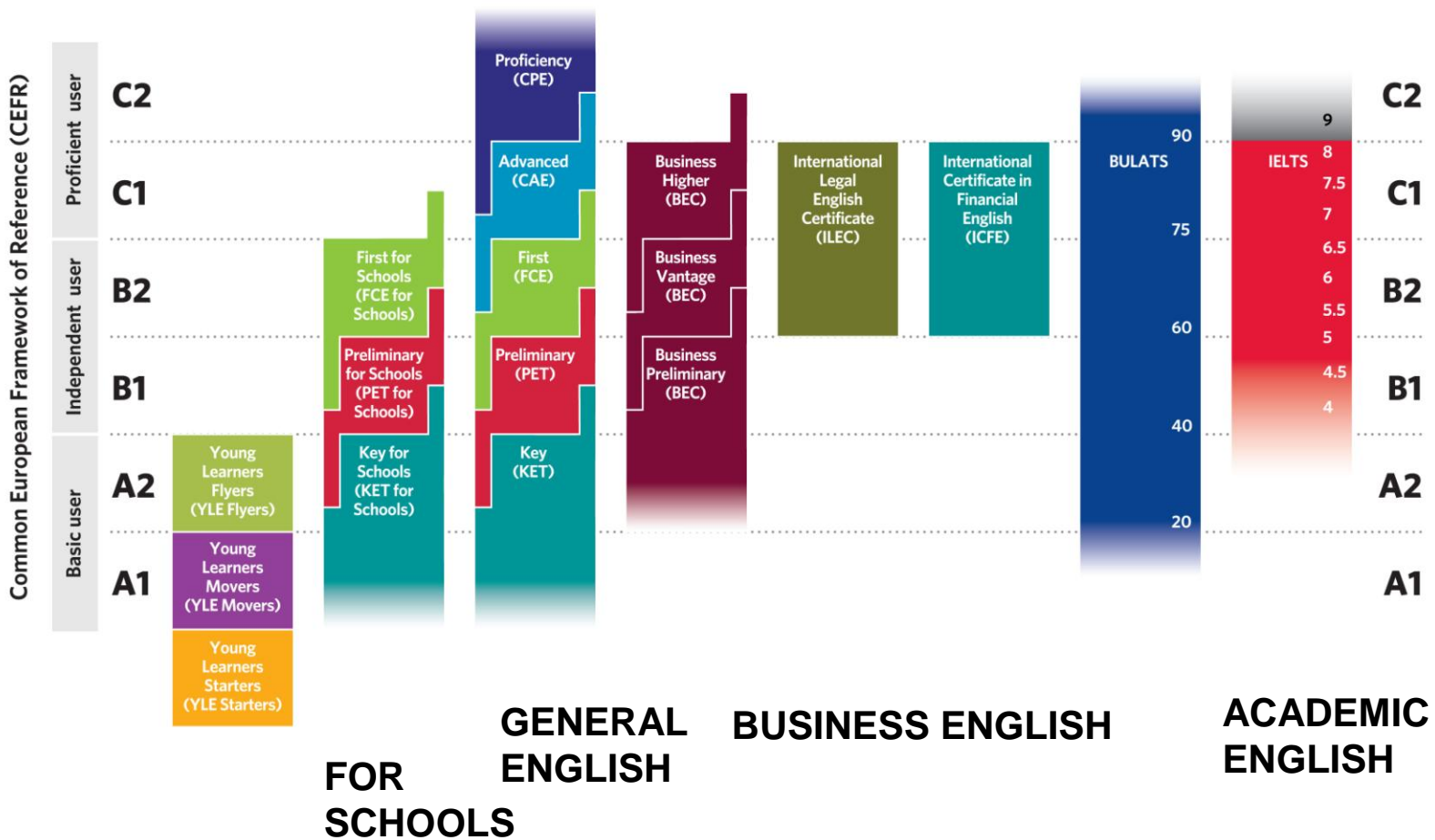


Papers	Format and timing
Reading and Writing	nine parts, 56 questions 1 hour 10 minutes
Listening	five parts, 25 questions Approximately 30 minutes
Speaking	two parts 8–10 minutes



# Cambridge English

A range of exams to meet different needs





# A2 Can Do statements

Typical abilities	Reading and Writing	Listening and Speaking
<b>Overall general ability</b>	<p>CAN understand straightforward information within a known area.</p> <p>CAN complete forms and write short, simple letters or postcards related to personal information.</p>	<p>CAN understand simple questions and instructions.</p> <p>CAN express simple opinions or requirements in a familiar context.</p>



# Topics, language functions and vocabulary



# Topics

- Clothes
- Daily life





# Topic list

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



# Functions

- imparting and seeking factual information
- expressing and finding out attitudes
- getting things done
- socialising
- structuring discourse
- communication repair



general functions

functions

notions

communicative tasks



# Which topic?

- giving and responding to invitations
- understanding and giving information about everyday activities
- expressing preferences, likes and dislikes

A. Entertainment and media

B. Personal feelings, opinions and experiences

C. Hobbies and leisure



# A2 Can Do statements

## Typical abilities

## Reading and Writing

## Listening and Speaking

### Social and Leisure

CAN understand short, simple messages from people who share his/her interests, for example emails, postcards or short letters from pen-friends.

CAN write a very simple personal letter, note or email, for example accepting or offering an invitation, thanking someone for something, apologising.

CAN have short conversations with friends about interesting topics.

CAN make simple plans with people, such as what to do, where to go, and when to meet.

CAN express likes and dislikes in familiar contexts using simple language.



# Travel and holidays

- Transport
- Places and buildings
- Town and countryside
- The natural world
- Food and drink
- Weather
- Clothes

# Vocabulary list

## A

a/an (det)  
 able (adj)
 

- be able to

 about (adv & prep)
 

- What about a cold drink?
- I have about £3. (adv)
- a book about animals (prep)

 above (adv & prep)  
 accident (n)  
 across (adv & prep)
 

- The bank's across the road.
- He walked across the bridge.

 act (n & v)  
 activity (n)  
 actor (n)  
 actually (adv)  
 ad (n)
 

- an ad on TV

 add (v)  
 address (n)  
 adult (adj & n)  
 advanced (adj)  
 adventure (n)  
 advertisement (n)  
 advice (n)  
 aeroplane (n)  
 afraid (adj)  
 after (adv & prep)  
 afternoon (n)  
 afterwards (adv)  
 again (adv)  
 against (prep)
 

- We watched England play against France.

 age (n)
 

- I don't know his age.

 aged (adj)  
 ago (adv)  
 agree (v)
 

- Yes, I agree with you.
- Don't you agree, Sam?

 air (n)
 

- to travel by air

 airport (n)  
 alarm clock (n)  
 album (n)  
 all (adv, det & pron)  
 all right/alright (adj, adv & exclam)  
 almost (adv)  
 alone (adj & adv)  
 along (prep)  
 already (adv)  
 alright (adj, adv & exclam)

also (adv)  
 always (adv)  
 a.m. (adv)  
 amazing (adj)  
 ambulance (n)  
 among (prep)  
 an (det)  
 and (conj)  
 angry (adj)  
 animal (n)  
 another (det & pron)  
 answer (n & v)  
 any (det & pron)  
 anybody (pron)  
 anymore (adv)  
 anyone (pron)  
 anything (pron)  
 anyway (adv)  
 anywhere (adv)  
 apartment (n)  
 apartment building (n)  
 apple (n)  
 appointment (n)
 

- an appointment with the doctor

 area (n)  
 arm (n)  
 armchair (n)  
 around (adv & prep)
 

- to travel around (adv)
- to sit around the table (prep)

 arrive (v)  
 art (n)  
 article (n)
 

- an article about skiing

 artist (n)  
 as (conj & prep)
 

- as good as
- as soon as possible
- the same as

 ask (v)  
 assistant (n)  
 as well (adv)  
 as well (as) (prep)  
 at (prep)  
 at / @ (prep)
 

- My email address is david@cambridgeesol.org

 attractive (adj)  
 aunt (n)  
 autumn (n)  
 available (adj)  
 away (adv)
 

- He's gone away.
- It's two kilometres away.

 awful (adj)

## B

baby (n)  
 back (n, adv & adj)  
 backpack (n)  
 bad (adj)  
 badly (adv)  
 badminton (n)  
 bag (n)  
 bake (v)  
 ball (n)  
 balloon (n)  
 banana (n)  
 band (n)  
 bandage (n)  
 bank (n)
 

- I changed my money in the bank.

 barbecue (n)  
 baseball (n)  
 basketball (n)  
 bat (n)  
 bath (n)  
 bathing suit (n)  
 bathroom (n)  
 bathtub (n)  
 battery (n)  
 be (av & v)  
 beach (n)  
 bean (n)  
 bear (n)  
 beard (n)  
 beautiful (adj)  
 because (conj)  
 become (v)  
 bed (n)  
 bedroom (n)  
 bee (n)  
 before (adv, conj & prep)  
 begin (v)  
 beginner (n)  
 beginning (n)  
 behind (adv & prep)  
 believe (v)  
 belong (v)  
 below (adv & prep)  
 belt (n)  
 beside (prep)  
 best (adj & adv)  
 better (adj & adv)  
 between (prep)  
 bicycle (n)  
 big (adj)  
 bike (n)  
 bill (n)
 

- Can I have my bill, please?

 biology (n)  
 bird (n)  
 birth (n)  
 birthday (n)  
 biscuit (n) (Br Eng) (Am Eng: cookie)  
 bit (n)
 

- Just a small bit of cake, please.

 black (adj & n)  
 blackboard (n)  
 blanket (n)  
 block (n)
 

- Shall we walk round the block?

 blond(e) (adj)  
 blood (n)  
 blouse (n)  
 blue (adj & n)  
 board (n)
 

- The teacher's writing on the (black/white)board.

 board game (n)  
 boat (n)  
 body (n)  
 boil (v)  
 boiled (adj)  
 book (n & v)  
 bookcase (n)  
 bookshelf (n)  
 bookshop (n) (Br Eng) (Am Eng: bookstore)  
 bookstore (n) (Am Eng) (Br Eng: bookshop)  
 boot (n)
 

- a pair of boots

 bored (adj)  
 boring (adj)  
 born (v)
 

- I was born in Manchester.

 borrow (v)
 

- She borrowed a book from the library.

 boss (n)  
 both (pron & det)  
 bother (v)  
 bottle (n)  
 bottom (n)
 

- at the bottom of the stairs

 bowl (n)  
 box (n)  
 boy (n)  
 boyfriend (n)  
 brain (n)  
 brave (adj)  
 bread (n)  
 break (n & v)
 

- a break for lunch (n)
- Someone's broken the window. (v)

 breakfast (n)  
 bridge (n)

# English Vocabulary Profile



## About the English Vocabulary Profile

Welcome to the pilot version of the full six-level **English Vocabulary Profile**. This version covers levels A1-C2 of the Common European Framework of Reference (CEFR) for British and American English.

If you have any comments, questions or requests, the EVP team would love to hear from you! **Get in touch** now.

- What is the English Vocabulary Profile (EVP)?
- Why is the EVP important to me?
- How has the EVP been created?
- What does an EVP entry include?
- How can I work with the EVP?

British English American English

Choose level:

- A1
- A1-A2
- A1-B1
- A1-B2
- A1-C1
- A1-C2
- A2 only
- B1 only
- B2 only
- C1 only
- C2 only

[Browse A-Z](#)

OR

Enter a word or phrase

ADVANCED SEARCH

Hide culturally sensitive words

Search

- English Profile Home
- About English Vocabulary Profile
- Word of the Week
- Help
- Feedback

- [What is the EVP?](#)
- [Why is the EVP important?](#)
- [How has it been created?](#)
- [What does an EVP entry include?](#)
- [How can I work with the EVP?](#)

### What is the English Vocabulary Profile?

The EVP shows, in both British and American English, which words and phrases learners around the world know at each level - A1 to C2 - of the CEFR. Rather than providing a syllabus of the vocabulary that learners *should* know, the EVP project verifies what they *do* know at each level. CEFR levels are assigned not just to the words themselves, but to each individual meaning of these words. So, for instance, the word *degree* is assigned level A2 for the sense TEMPERATURE, B1 for QUALIFICATION, B2 for AMOUNT and C2 for the phrase *a/some degree of (sth)*. The capitalized guidewords help the user to navigate longer entries, and phrases are listed separately within an entry.

[Find out more about the CEFR.](#)

	Common European Framework of Reference for Languages	General English
Proficient user	C2 <b>Mastery</b>	<b>CPE</b>
	C1 <b>Effective Operational Proficiency</b>	<b>CAE</b>
Independent user	B2 <b>Vantage</b>	<b>FCE</b>
	B1 <b>Threshold</b>	<b>PET</b>
Basic user	A2 <b>Waystage</b>	<b>KET</b>
	A1 <b>Breakthrough</b>	





# Classroom activities



# Vocabulary list

## Travel and Transport

(aero)/(air)plane

airport

ambulance

backpack

boat

bridge

bus

bus station

bus stop

car

case

coach

country

delay (n & v)

delayed

drive

driver

driving/driver's licence

engine

engineer

explorer

far

flight

fly

garage

helicopter

journey

leave

left

light

luggage

machine

map

mechanic

mirror

miss (v)

motorbike

motorway

move

oil

park (v)

passenger

passport

petrol

petrol station

pilot

platform

railway

repair (v)

return (n & v)

ride

right

road

roundabout

sailing

seat

ship

station

stop

straight on

street

suitcase

taxi

ticket

tour (n)

tour guide

tourist

tourist information centre

traffic

traffic light

tram

travel

trip

tyre

underground (n)

visit

visitor

way (n)

wheel

window



# Vocabulary practice

A person who is on holiday in a place away  
from home = t \_ \_ \_ \_ \_



# Vocabulary practice

A person who is on holiday in a place away from home = tourist



## Reading and Writing • Part 6

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### Questions 36 – 40

Read the descriptions of some words about the free time that people have.

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 like reading about music and fashion, you may buy this. **m** \_ \_ \_ \_ \_

*Answer:* **0** m a g a z i n e

---

**36** People who like watching football often go to this place. **s** \_ \_ \_ \_ \_

**37** If you enjoy taking photographs, you will need this. **c** \_ \_ \_ \_ \_



# Classroom activities for topics

anagrams

crosswords

word search

hangman

spelling tests

online games – e.g. *Funland*

# Funland



**CEFR levels:**

A1, A2, B1

**Skills practised:**

reading, listening



# Funland



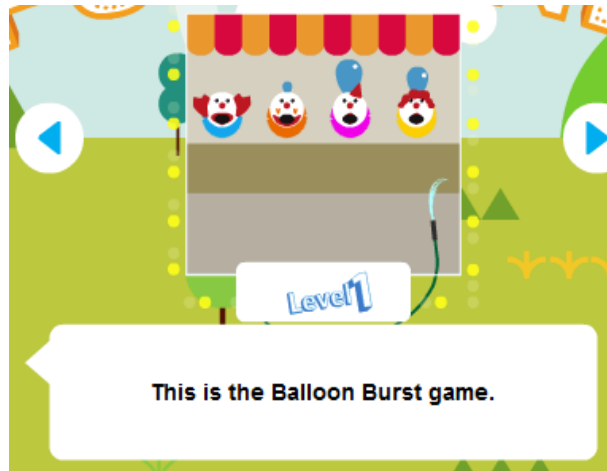
This is the Hook It game.



This is the Clown Splash game.



This is the Big Wheel game.



This is the Balloon Burst game.





Cambridge English: Key for Schools

# Speaking



# Using the handbook: Speaking test

## PART 2

- This takes 3 to 4 minutes. In this part, the two candidates interact with each other. This involves asking and answering questions about factual information of a non-personal kind. Prompt cards are used to stimulate questions and answers which will be related to daily life, leisure activities and social life (including references to places, times, services, where to go, how to get there, what to eat, etc.).



Candidate A – your answers

**Skateboarding Competition**  
for anyone 11 – 15 years old

at  
**Green Park**  
20 June



**1<sup>st</sup> prize**  
New Skateboard  
visit [www.citynews.com](http://www.citynews.com) for more  
information

Candidate B – your questions

**Skateboarding Competition**

- ◆ where ?
- ◆ for children ?
- ◆ date ?
- ◆ website ?
- ◆ what / win ?



Candidate A – your answers

**Skateboarding Competition**  
for anyone 11 – 15 years old

at  
**Green Park**  
20 June

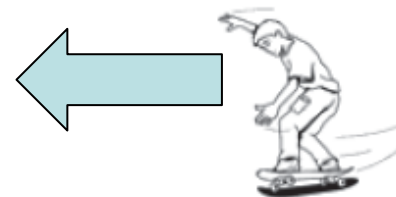


**1<sup>st</sup> prize**  
New Skateboard  
visit [www.citynews.com](http://www.citynews.com) for more  
information

Candidate B – your questions

**Skateboarding Competition**

- ◆ where ?
- ◆ for children ?
- ◆ date ?
- ◆ website ?
- ◆ what / win ?



Candidate A – your answers

**Skateboarding Competition**  
for anyone 11 – 15 years old



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20 June

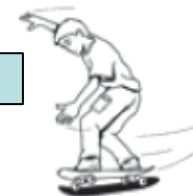
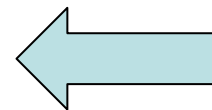


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Candidate B – your questions

**Skateboarding Competition**

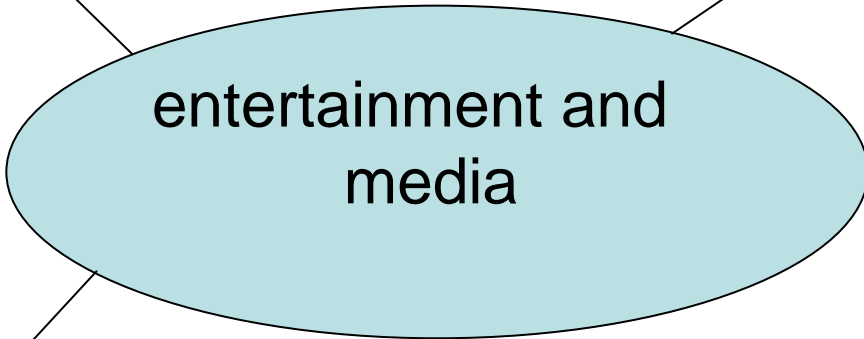
- ◆ where ?
- ◆ for children ?
- ◆ date ?
- ◆ website ?
- ◆ what / win ?





music concert

film at the cinema



entertainment and  
media

programme on TV

video game for sale



# Vocabulary list

## Entertainment and Media

act	draw	magazine	practise (v)
actor	drawing	MP3 player	programme
adventure	disco	museum	project
advertisement	drum	music	radio
art	DVD (player)	musician	read (v)
article	exhibition	news	rock (concert)
board game	festival	newspaper	screen (n)
book	film (n & v)	opera	show (n)
card	fun	paint (v)	sing
cartoon	go out	painter	singer
CD (player)	group	photograph	song
chess	guitar	photographer	television / TV
cinema	hip hop	photography	theatre
classical (music)	instrument	piano	ticket
competition	keyboard	picture	video (game)
concert	laugh	play (n)	watch (v)
dance (n & v)	listen to	pop (music)	
dancer	look at	practice (n)	



# Concert – prompts

where concert?

kind of music?

name singer?

£ tickets?

instrument play?





Cambridge English: Key for Schools

# Listening



# Listening task types

1	Three-option multiple choice	Listening for key information (times, prices, days of week, etc.)
2	Matching	Listening for key information
3	Three-option multiple choice	Listening for key information in a dialogue – all the information comes from one of the speakers
4	Gap-fill	Listening for and writing down information (names, places, etc.) – dialogue
5	Gap-fill	Listening for and writing down information (names, places, etc.) – monologue



# Listening Part 5 task

## New quiz show

Name: *Answer That!*

Day: **(21)** .....

Number of teams: **(22)** .....

Questions will be about: *Films, TV and*  
**(23)** .....

This week's prize: **(24)** .....

To be on the show, phone: **(25)** .....



## New quiz show

Name: *Answer That!*

Day: **(21)** .....

Number of teams: **(22)** .....

Questions will be about: *Films, TV and*  
**(23)** .....

This week's prize: **(24)** .....

To be on the show, phone: **(25)** .....

Now, listen carefully! I want to tell you about a new TV quiz show for children. It's called Answer That, and it will be on channel five at four o'clock every Thursday. It will be just like the popular adult quiz show on the same channel on Monday afternoons. I'm sure you've all seen that!

Every week there will be forty-eight children on the programme. They will be in eight teams, and each team will have six children.

The questions will be easy at the beginning of the quiz and then they will get more difficult. They will all be about films, music and TV. At the end there will be only one team left – the winners.

There will be some great prizes. This week the winners will all get a new camera. Everyone loves taking photos. Next week the first prize is a laptop. If you would like to be on Answer That, then call 05735 789 655. Just give your name, age and school address, and maybe you will be on TV soon!



## New quiz show

- Name: *Answer That!*
- Day: **(21)** .....
- Number of teams: **(22)** .....
- Questions will be about: *Films, TV and*  
**(23)** .....
- This week's prize: **(24)** .....
- To be on the show, phone: **(25)** .....

Now, listen carefully! I want to tell you about a new TV quiz show for children. It's called Answer That, and it will be on channel **five at four o'clock every Thursday**. It will be just like the popular adult quiz show on the same channel on **Monday afternoons**. I'm sure you've all seen that!

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# Classroom ideas for Listening

- Use recordings that go with your coursebook
- Use sample papers and audio files from the Cambridge English website
- Get students to make their own tasks and recordings
- Help develop listening strategies



Cambridge English: Key for Schools

# Reading – functional language



# Reading Part 3

## Functions tested

### PART 3

- In Part 3, candidates are tested on their ability to understand the language of the routine transactions of daily life.
- Questions 11–15 are multiple choice (three options). Candidates are asked to complete five 2-line conversational exchanges.
- Questions 16–20 are matching questions. Candidates are asked to complete a longer dialogue, by choosing from a list of eight options. These dialogues take place in study and social situations.





# Daily life

- greeting people and responding to greetings
- asking for and giving personal details
- introducing oneself and other people
- asking and answering questions about personal possessions
- 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
- expressing obligation and lack of obligation



# Reading and Writing • 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:*

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



# Reading Part 3

**12** I have to go home now.

- A. giving information about routines and habits
- B. expressing obligation and lack of obligation
- C. telling people the time, day and date



**12** I have to go home now.

- A** Have you been before?
- B** It's still quite early.
- C** How long was it for?



No you don't.

It's still  
quite early.

I have to go home now.

Don't leave me on  
my own.

But we haven't  
seen the castle  
yet.



## Questions 16 – 20

Complete the telephone conversation between two friends.

What does Josh say to Matt?

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

### Example:

*Matt:* Hi, Josh. It's Matt.

*Josh:* **0** ..... **C** .....

*Answer:*

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

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

*Josh:* **16** .....

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

*Josh:* **17** .....

*Matt:* Just from 2.30 till 5 pm. They give out the prizes at 6 pm.

*Josh:* **18** .....

*Matt:* The prizes are better this time. The top prize is a skateboard.

*Josh:* **19** .....

- A** I'd like a new one but I don't think I'm good enough to win.
- B** I didn't see it. Is the competition on all afternoon?
- C** Hi. You're calling early!
- D** Do the winners get CDs like last year?
- E** I wasn't very good then.
- F** I didn't know that was today.
- G** I haven't got one of those.
- H** Maybe, we'll see. Shall we meet in the park at 2.00?



Cambridge English: Key for Schools

# Writing



# Writing task types

**Part 6** Word completion

**Part 7** Open cloze

**Part 8** Information transfer

**Part 9** Guided writing: message





# Reading and Writing

## Social and Leisure

CAN understand short, simple messages from people who share his/her interests, for example emails, postcards or short letters from pen-friends.

CAN write a very simple personal letter, note or email, for example accepting or offering an invitation, thanking someone for something, apologising.

Come to an ice-skating party  
on Saturday  
at  
Park Ice Rink

*Starts at 1.30 p.m.*

You won't need any money  
but bring a warm sweater.

Let me know if you can come  
by Thursday.

Sara

**From:** Carla

**To:** Louisa

Shall we go to Sara's ice-skating party together?  
My dad will take us in the car but we'll need to  
come back by bus. We'll drive to yours and get  
you at 12.30. Ring me this afternoon on my  
mobile (07816 212185) or after 6 p.m. at home  
(366387) to let me know.

## Louisa's Notes

### *Ice-skating party*

Person having party: Sara

Day:

51

Time:

52

p.m.

Take:

53

Travel there by:

54

Carla's evening phone number:

55



# Vocabulary list

## Hobbies and Leisure

barbecue

beach

bicycle

bike

book

camera

camp

camping

campsite

CD (player)

club

collect **(v)**

computer

dance **(n & v)**

draw

DVD (player)

festival

go out

guitar

hobby

holidays

join

magazine

member

MP3 player

museum

music

musician

paint **(n & v)**

park

party

photograph **(n & v)**

picnic

quiz

tent

video game



## Reading and Writing • Part 9

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### Question 56

Read the email from your English friend, Alex.

<b>From:</b>	Alex
<b>To:</b>	

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

Write an email to Alex and answer the questions.

Write **25 – 35** words.

Write the email on your answer sheet.



# Writing Part 9 – classroom ideas

- brainstorm other scenarios using the vocabulary list
- learners write an email to each other requesting answers to three questions (try to use different functions from the list)
- send emails across the class OR learners can send their letters to each other by text message
- highlight examples of good language

# Developing functional language skills

- a brief overview of *Cambridge English: Key for Schools* (Can Do statements)
- resources available to develop learners' language skills (e.g. topics and vocabulary lists, inventory of functions)
- ideas for classroom activities using these resources

# Further information

Assessing Reading  
13 and 15 July 2015

University of Cambridge  
Cambridge English Language Assessment  
1 Hills Road, Cambridge, CB1 2EU, UK  
Tel: +44 (0)1223 553997  
Fax: +44 (0)1223 553621  
Email: [helpdesk@cambridgeenglish.org](mailto:helpdesk@cambridgeenglish.org)

Keep up to date with what's new via the  
Cambridge English Language Assessment website:  
[www.cambridgeenglish.org](http://www.cambridgeenglish.org)

For information on Cambridge English webinars for teachers:  
[www.cambridgeenglish.org/webinars](http://www.cambridgeenglish.org/webinars)

