



# OVERVIEW

A2 Key, A2 Key for Schools, B1 Preliminary,  
B1 Preliminary for Schools 2020

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## Aims

- Why change the exams?
- What are the changes? How do you prepare students for the revised exams?
- How is results reporting changing?
- Summary of the changes
- Exam support and preparation
- Questions



# Why change the exams?





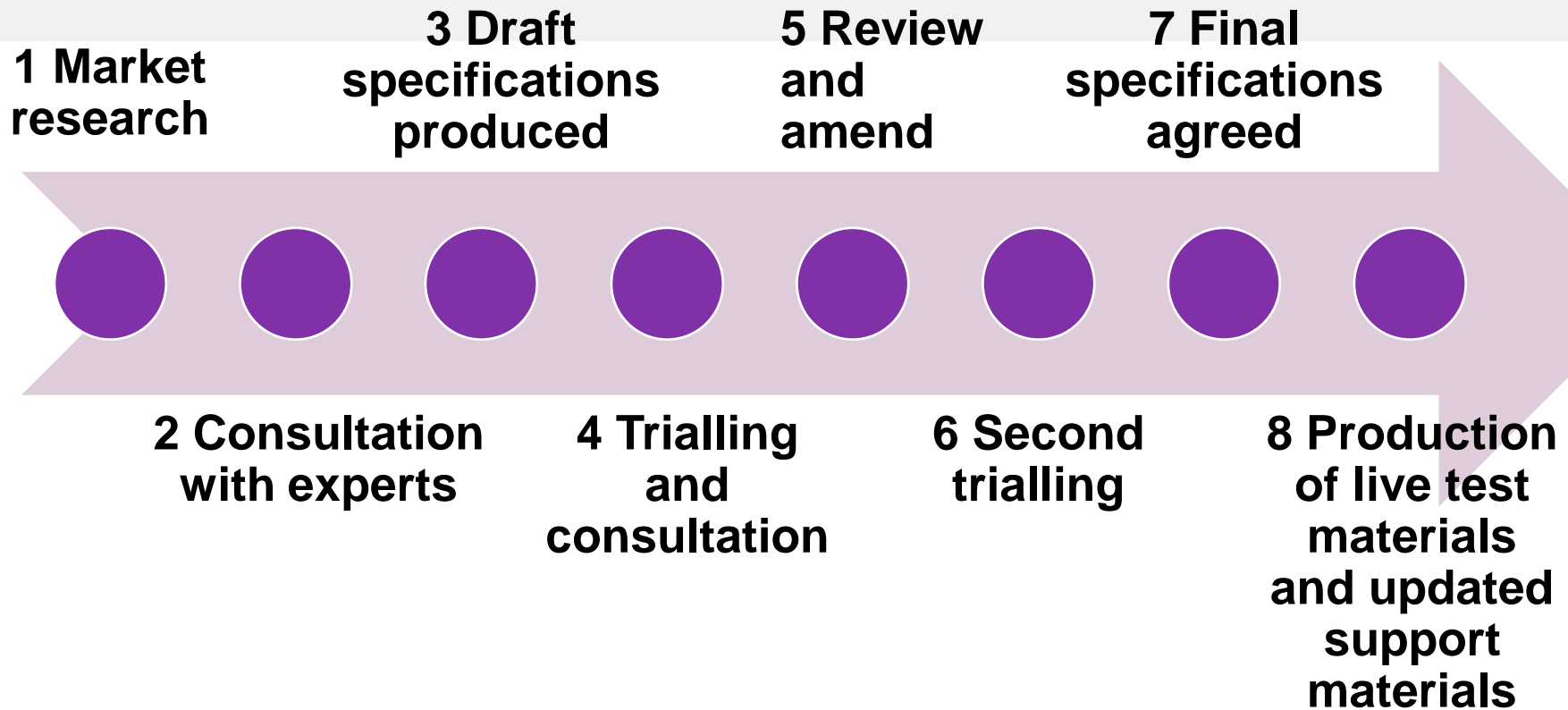
## Why change the exams?

- To keep them **relevant** to the needs of learners and schools
- To incorporate **evolving approaches** to assessment and learning
- To address **feedback** from stakeholders (Heads of English, teachers, learners, exam centres, etc.)
- To **align** Key/Key for Schools more closely with Preliminary/Preliminary for Schools and higher levels exams.



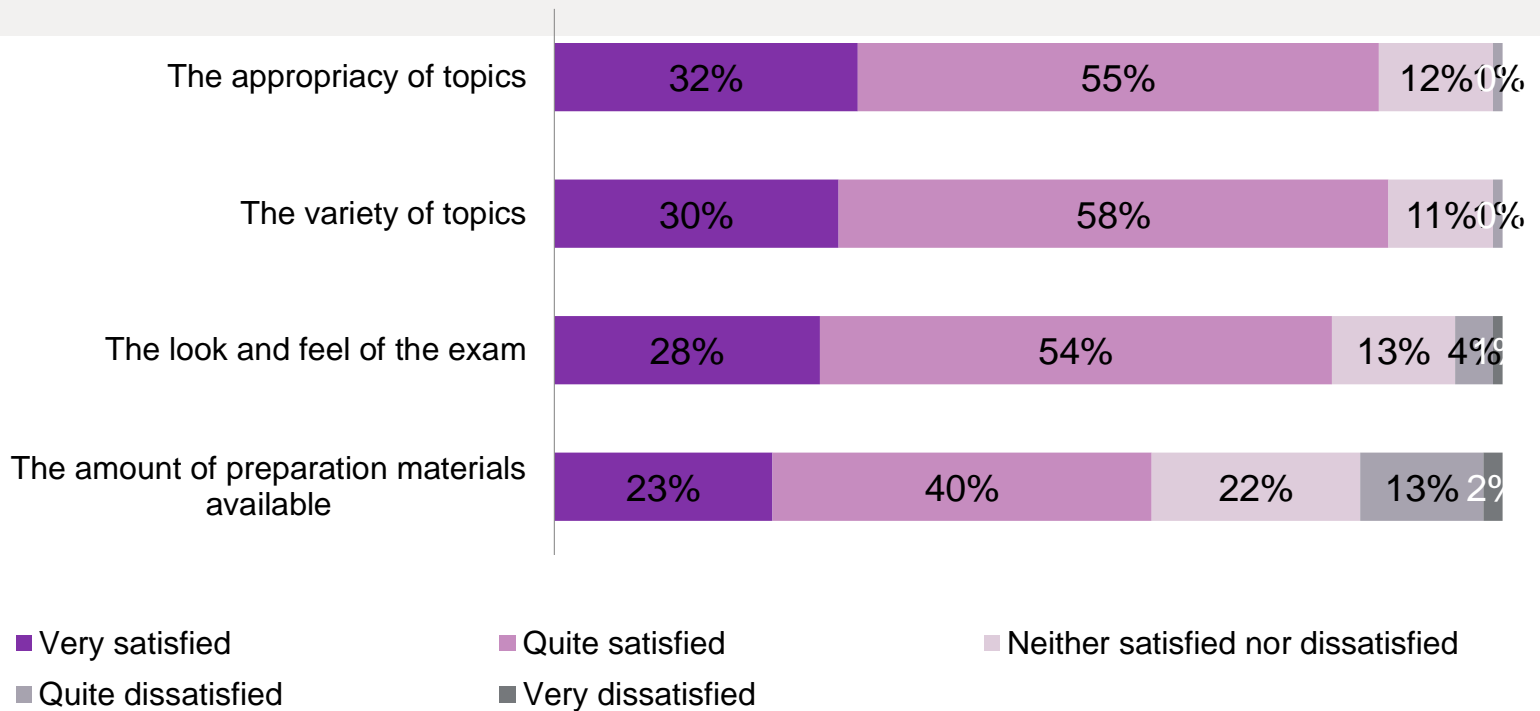


## Revision process



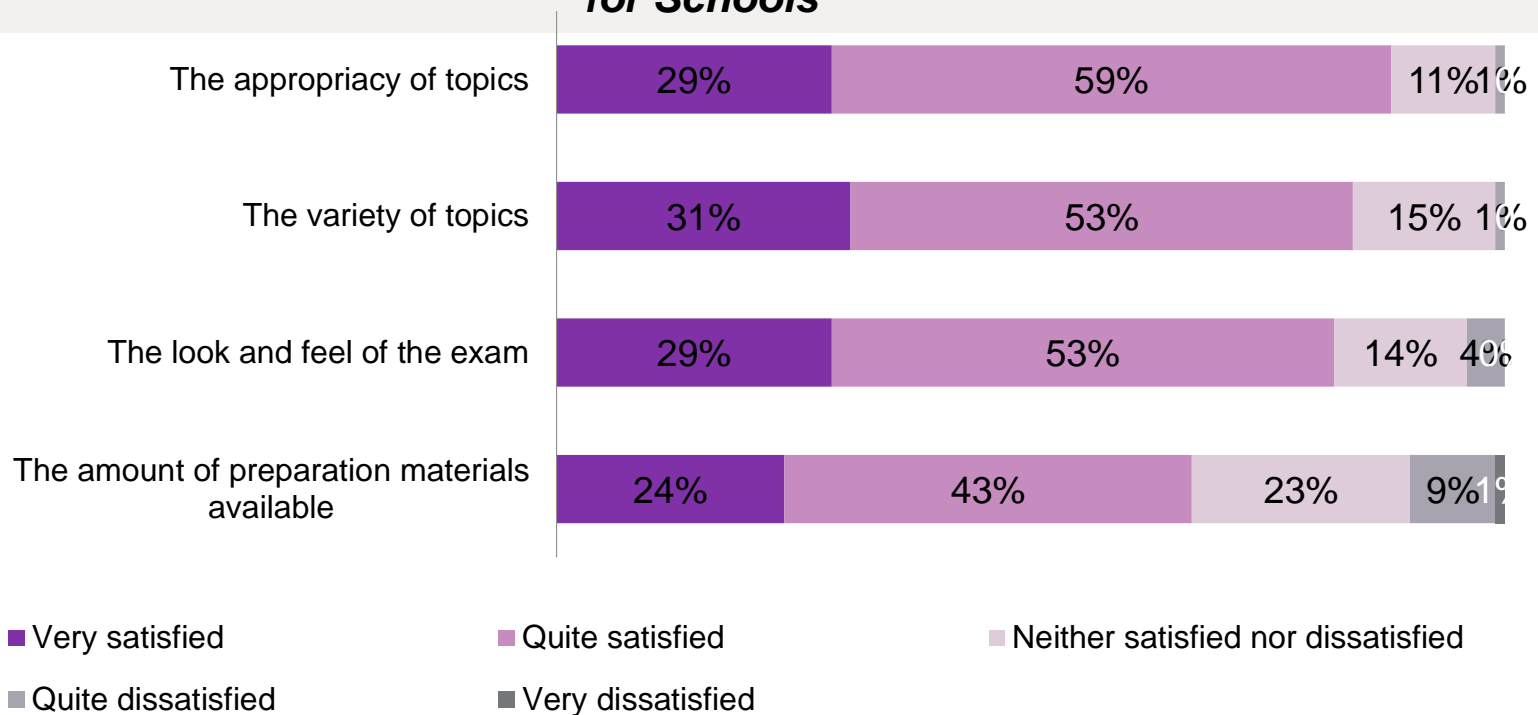
## Market research

### Satisfaction with *Cambridge English: Key/Key for Schools*



## Market research

### Satisfaction with *Cambridge English: Preliminary/Preliminary for Schools*





## Market Research Feedback: Key for Schools

*Key for Schools makes candidates feel ready to take on the world.*

*School English Coordinator, Bolivia*

*The exam gives the students a good first-hand experience at exam taking and allows their growth in self confidence towards higher levels.*

*Teacher, Argentina*

*Topics are suitable for the students' age*

*Teacher, Italy*

*I like Key because it provides an international standard, students like the experience of doing the test and using real, every day English.*

*Centre Exams Manager, Brazil*

*My child liked the face-to-face Speaking test.*

*Parent, Taiwan*

*It's what students and parents choose. Not only do they want to learn English but it is important to gain a qualification that will help them with further studies.*

*Centre Exams Manager, Italy*





## Market Research Feedback: Preliminary for Schools

*I like that the topics have to do with the students' daily life, and that it tests the four skills.*

*Teacher, Switzerland*

*The report explains the results accurately and the break down is easy to comprehend.*

*Parent, Malaysia*

*The whole preparation for the exam makes teenagers develop a lot their skills. They feel really proud at the end of the year.*

*Teacher, Brazil*

*Teachers want their students to take Preliminary because the preparation paves the way to First. Students enjoy both the preparation and the exam.*

*Centre Exams Manager, Argentina*

*It is a reliable exam that allows institutions and universities have a clear idea of their students' English level.*

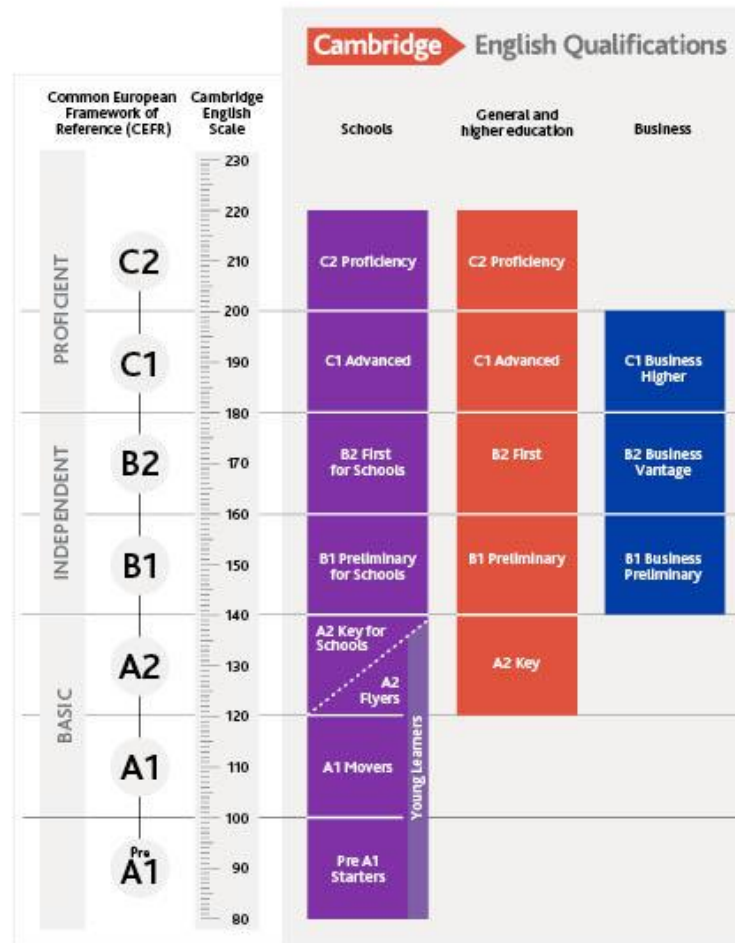
*Centre Exams Manager, Colombia*



## Changes based on expert consultation

- More opportunities to produce spoken and written language enabling strong candidates to demonstrate ability at the CEFR level above - Reading and Writing in Preliminary/Preliminary for Schools now separate papers to allow for more Writing
- Better balance between Reading and Writing in Key/Key for Schools, removal of repetition/redundancy, and increased authenticity in Reading
- Greater focus on fluency and interactive skills in Key/Key for Schools Speaking
- More use of the same task types across levels to improve alignment across Cambridge English Qualifications

# Progression





# What are the changes?

<https://keyandpreliminary.cambridgeenglish.org/>





## Key / Key for schools Reading & Writing – what's changed

Now 7 parts / 32 questions in 1 hour

### Part What's changed

- 1 Revised multiple-choice task: understanding 6 short messages
- 2 Matching: Read 3 short texts for specific information and detailed comprehension (similar to old Part 4)
- 3 Multiple-choice: Read one longer text for detailed understanding and main ideas (similar to old Part 4)
- 4 Revised multiple-choice gap fill text: Lexico-grammatical focus (old Parts 2 and 5 combined)
- 5 Gap fill: Read a text and write words in the gaps (old Part 7 but now 6 gaps)
- 6 Guided writing: write a short message based on instructions (old Part 9 but word count now 25 words or more)
- 7 New story task: write a story based on 3 pictures



# Key / Key for schools Reading & Writing - Revised 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 can eat here in the mornings.      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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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1 You should not swim here.      **A** 

2 You must not drive fast here.      **B** 

3 You can play football here after lessons.      **C** 

4 It is cheaper to buy things today than tomorrow.      **D** 

5 You can drive here next week.


For these questions, choose the correct answer.

**Revised Part 1**

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1

**Women's bicycle for sale**  
 Small size  
 11 years old - needs new tyres  
 £90  
 Phone Debbie  
 - 0794587454



**A** The bicycle that's for sale was built for a child.

**B** Some parts of the bicycle must be changed.

**C** Debbie is selling the bike because she's too big for it now.



# Key / Key for schools Reading & Writing – Revised Part 4

## Part 4

Questions 19 – 24

For these questions, choose the correct answer for each gap.

### William Perkin



William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) ..... of chemistry that really interested him. At the age of 15, he went to college to study it. While he was there, he was (20) ..... to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) ..... to make the colour purple. At that (22) ..... it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) ..... his own factory to make the colour. It sold well, and soon purple clothes (24) ..... very popular in England and the rest of the world.

- |    |   |          |   |         |   |          |
|----|---|----------|---|---------|---|----------|
| 19 | A | class    | B | subject | C | course   |
| 20 | A | thinking | B | trying  | C | deciding |
| 21 | A | way      | B | path    | C | plan     |
| 22 | A | day      | B | time    | C | hour     |
| 23 | A | brought  | B | turned  | C | opened   |
| 24 | A | began    | B | arrived | C | became   |



## Key / Key for schools Reading & Writing – New Part 7

Look at the three pictures.  
Write the story shown in the pictures.  
Write **35 words** or more.

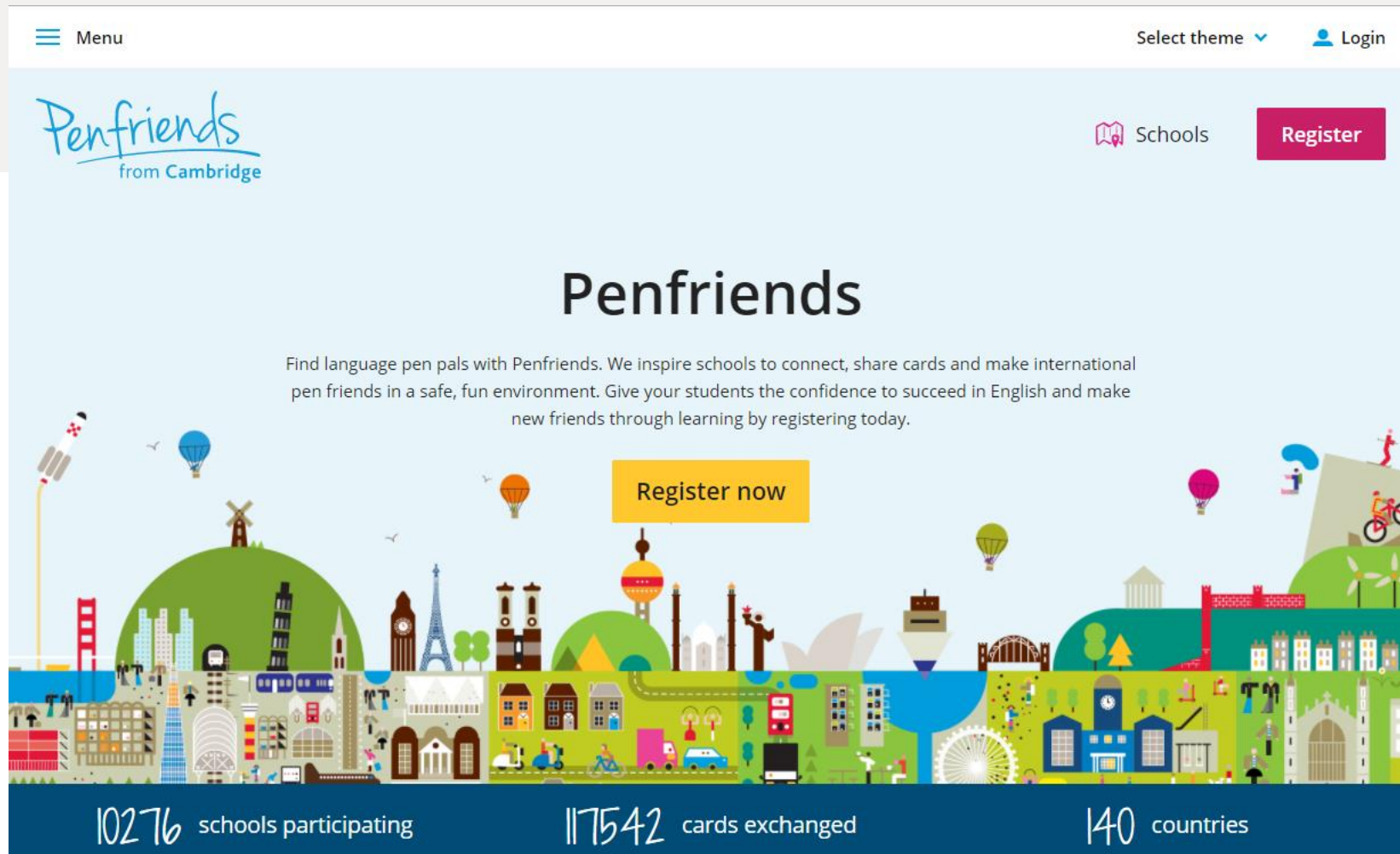


Write the story on your answer sheet.





# Preparing for Key/Key for Schools Reading and Writing



The banner features a light blue background with a colorful, stylized illustration of a city skyline at the bottom. The skyline includes various buildings, a windmill, a hot air balloon, a rocket, a ship, and a Ferris wheel. A yellow button with the text 'Register now' is centered in the middle of the banner. The text 'Penfriends from Cambridge' is in the top left, and 'Register' is in a pink button in the top right. The text '10276 schools participating', '117542 cards exchanged', and '140 countries' is at the bottom.

Menu Select theme ▼ 👤 Login

Penfriends  
from Cambridge 📖 Schools Register

## Penfriends

Find language pen pals with Penfriends. We inspire schools to connect, share cards and make international pen friends in a safe, fun environment. Give your students the confidence to succeed in English and make new friends through learning by registering today.

Register now

10276 schools participating    117542 cards exchanged    140 countries

[penfriends.cambridgeenglish.org](https://penfriends.cambridgeenglish.org)



## Key / Key for schools Listening – what's changed

25 questions in 5 parts in 30 minutes, as before. Some parts are in a different order so that the tasks gradually get more complex.

### Part What's changed

- 1 Multiple-choice task: Listen to 5 short texts for specific information and choose the right picture (A, B, C)
- 2 Gap fill: Listen to a longer text (a monologue) and write down missing information in gaps (old Part 5)
- 3 Multiple-choice: Listen to a longer text (a dialogue) for specific Information, feelings and opinions
- 4 New multiple-choice task: Listen to 5 short texts for gist understanding (main idea / message)
- 5 Matching task: Listen to a longer text for specific information (old Part 2)



# Key / Key for schools Listening – New Part 4

## Listening • Part 4

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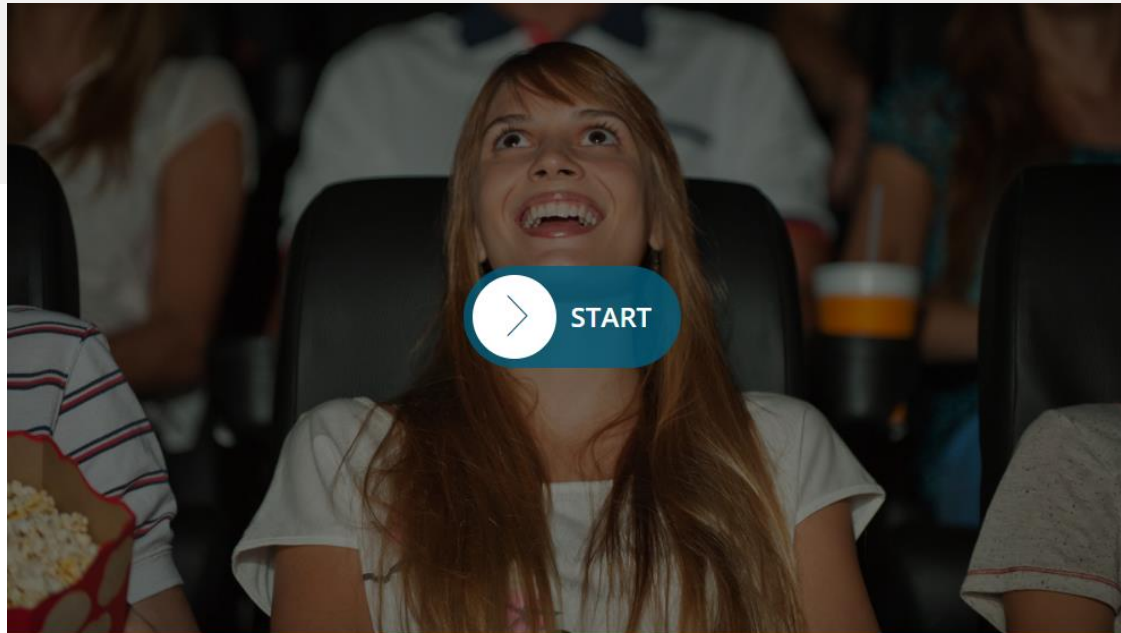
### Questions 16 – 20

For these questions, choose the correct answer.

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- 16 You will hear a teacher talking to her class. What does the teacher want her class to do?
- A work more quickly
  - B make less noise
  - C help each other more
- 17 You will hear two friends talking about their day. What have they just done?
- A They've been to a concert.
  - B They've had a meal.
  - C They've played a sport.
- 18 You will hear a teacher talking to one of his students called Sarah. Why must Sarah do her homework again?
- A She made too many mistakes.
  - B She did the wrong work.
  - C She forgot to do some of it.
- 19 You will hear a girl, Lara, talking about shopping. Why did Lara buy the bag?
- A The size was right.
  - B The price was right.
  - C The colour was right.
- 20 You will hear a man talking to his daughter before she goes out. What's the weather like today?
- A It's cold.
  - B It's wet.
  - C It's sunny.

# Preparing for Key/Key for Schools Listening



Basic How difficult was this activity?

**Going to the movies** Too easy

|            |              |           |   |
|------------|--------------|-----------|---|
| CEFR Level | Time         | Skills    |  |
| A1-A2      | 5-10 minutes | Listening |   |

Listen to two friends talking about going to see a film and then choose the correct answer to the questions.

[cambridgeenglish.org/learning-english/](https://cambridgeenglish.org/learning-english/)



## Key / Key for schools Speaking – what's changed

2 parts in 8-10 minutes, as before

### Part **What's changed**

- 1** Introductory phase: focus on interactional and social language (similar to old Part 1)
- 2** New collaborative task: compare, describe and express opinions



## Key / Key for Speaking – Part 1

Now, let's talk about home.

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

How many bedrooms are there in your house?

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

What's your favourite room in your house?

### **Extended Response**

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

### **Back-up prompts**

Do you live with your family?

Are there three bedrooms in your house?

Do you watch TV in the kitchen?

Do you like your bedroom?

### **Back-up questions**

Do you like cooking?

Do you play computer games?

Did you stay at home last weekend?



## Key / Key for Speaking – New Part 2

Interlocutor

Phase 1

Do you like these different holidays?





## Key / Key for schools Speaking – New Part 2 Examiner feedback

- Better fit with classroom practice
- Candidates produce a wider range of language than the old Part 2 task with increased focus on fluency
- Meaningful interaction - better test of interactive communication





## Preparing for Key/Key for Schools Speaking



| Types of holiday  | Positive adjectives | Negative adjectives |
|-------------------|---------------------|---------------------|
| Camping holidays  | Exciting            | Boring              |
| Skiing holidays   | Interesting         | Expensive           |
| City holidays     | Fun                 | Dangerous           |
| Mountain holidays | Cheap               | Awful               |
| Beach holidays    | Brilliant           | Scary               |





## Preliminary / Preliminary for schools Reading – what’s changed

Reading now a separate paper from Writing - 45 minutes each.

### Part What’s changed

- 1 Multiple-choice task: understanding 5 short messages
- 2 Matching: Match descriptions of people with texts - reading for specific information
- 3 Multiple-choice: Read a longer text for detailed understanding (old Part 4)
- 4 New multiple-choice gapped text: choose correct sentence to put in gaps – understanding gist and text structure
- 5 Multiple-choice gap fill: Read a text and choose the right word for each gap – understanding vocabulary
- 6 New gap fill: Read a text and write words in the gaps – detailed understanding



# Preliminary / Preliminary for Schools Reading – New Part 4

## Questions 1 – 5

You are going to read an article about a famous bicycle race.

Five sentences have been removed from the article. Choose from sentences **A – H** the one which fills each gap (1 – 5). There are three extra sentences which you do not need to use.

### The world's most famous bicycle race

The Tour de France is the biggest event in the worldwide cycling calendar. It is a bicycle race lasting approximately three weeks which usually covers more than 3,500 km in total. The route around France includes steep climbs on difficult mountain roads and is divided into daily sections known as stages. The final champion is the cyclist who has ridden the whole route in the least time. (1) ..... And each day, the cyclist who has taken the shortest time to get to that point in the Tour de France is allowed to wear a special yellow top.

The first Tour de France was held in 1903 as a publicity event for a newspaper. The early races were extremely challenging, and some individual stages were 400 km or more in length. (2) ..... The roads, particularly in the mountains, were often in poor condition. There were no support teams following the cyclists in cars as there are today, and their bikes often broke down. (3) .....

The Tour de France has taken place nearly every year since 1903. Thousands of people now stand at the roadsides to watch the cyclists go past and people come from all over the world to watch one or several stages. (4) ..... This is often the only way to make sure they have the best possible view of the race. The Tour de France always finishes in the centre of France's capital, Paris. (5) ..... The Tour begins in different cities, and can even include visits to nearby countries.

- A On the most important days, many of them camp out along the route.
- B That's why people want to know all about famous international cyclists.
- C But there is also a winner of every individual stage.
- D It was a long way so they asked the reporters for help.
- E They were required to fix them themselves if this happened.
- F However, the exact route changes every year.
- G The winner of that stage was allowed to do this the following day.
- H In order to complete these distances, many competitors had to carry on until the middle of the night.



# Preliminary / Preliminary for Schools Reading – New Part 6

## Part 6

### Questions 27 – 32

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

### The Natural History Museum

This is one of my favourite places to visit. I've learned a huge amount about animals and plants  
(27) ..... time I've visited. I've even seen bits of rock from the moon!

The building's really beautiful and it's easy to find your way around. There are hundreds of interesting things on display, but (28) ..... you like dinosaurs the best time (29) ..... see them is during term-time. I've been twice in the school holidays and the queue was (30) ..... long that I wasn't able to visit that part (31) ..... the museum.

You'll probably want something to eat while you're there. You can take (32) ..... own picnic and eat in the museum garden, or try one of the two museum cafés.



## Preparing for Preliminary/ Preliminary for Schools Reading

• OUR TOP PICKS AT THE •

### STREET FOOD MARKET

**A *Amazing Food by Jason***  
If you're looking for a main meal, try the delicious curry from Mauritius here. Don't miss the Creole Chicken, which is spicy fried chicken cooked in tomatoes and served with rice and salad. Not cheap, but visit the stall on Tuesdays for a free glass of hot tea.

**B *Scandinavian Kitchen***  
Looking for a light lunch? Order the picnic box at this stall which opens this week and you won't be disappointed. We recommend the top-quality salmon with potato salad and cheese. Or why not try the surprise box, which comes with free coffee? Perfect for those who feel like a change but don't have much time!

**C *Just Right Burgers***  
All reviews recommend these reasonably priced beef or tuna burgers. The vegetarian burger is made of grilled vegetables and just the right amount of mushrooms, with or without cheese. Something new for those who fancy a light lunchtime meal. Order a homemade soft drink with your meal.

**D *Aladdin's Cave***  
Expect to queue for a light middle-eastern meal from this stall. Their lunchbox contains fresh salad, sweet potato chips, cheese and bread. Even meat eaters will consider becoming vegetarians here. Not cheap, but their fresh fruit juices are amazing!



1 Katie's family have tried most of the stalls so want to try something brand new on Tuesday. None of them eat much at lunchtime and they want a hot drink with their meal.

*From "Complete Preliminary for Schools"  
Cambridge University Press*



## Preliminary / Preliminary for schools Writing – what's changed

Writing now a separate paper from Reading. Now 2 parts in 45 minutes.

### Part What's changed

- 1 New task: write an email in response to information given
- 2 Write an article or story on a given topic



# Preliminary / Preliminary for Schools Writing – New Part 1

## Question 1

Read this email from your English-speaking friend Sandy and the notes you have made.

**EMAIL**

From:

Subject:

Hi,

I'm so excited that you're coming to stay with me for a week!

On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?

Also, shall we go climbing in the mountains while you're here?

Let me know if you have any questions.

See you soon

Sandy

*Me too!*

*Say which I prefer*

*No, because ...*

*Ask Sandy ...*

Write your email to Sandy using all the notes.

**Preliminary**

## Question 1

Read this email from your English teacher Mrs Lake and the notes you have made.

**EMAIL**

From:

Subject:

Dear Class,

I'd like our class to have a party to celebrate the end of the school year.

We could either have a party in the classroom or we could go to the park. Which would you prefer to do?

What sort of activities or games should we do during the party?

What food do you think we should have at the party?

Reply soon!

Anna Lake

*Great!*

*Explain*

*Suggest ...*

*Tell Mrs Lake*

Write your email to Mrs Lake using all the notes.

**Preliminary for Schools**





## Preliminary / Preliminary for Schools Writing – Part 2

ARTICLE

OR

STORY

You see this announcement in your school English-language magazine.

### Articles wanted!

#### WHAT MAKES YOU LAUGH?

Write an article telling us what you find funny and who you enjoy laughing with.

Do you think it's good to laugh a lot? Why?

The best articles answering these questions will be published next month.

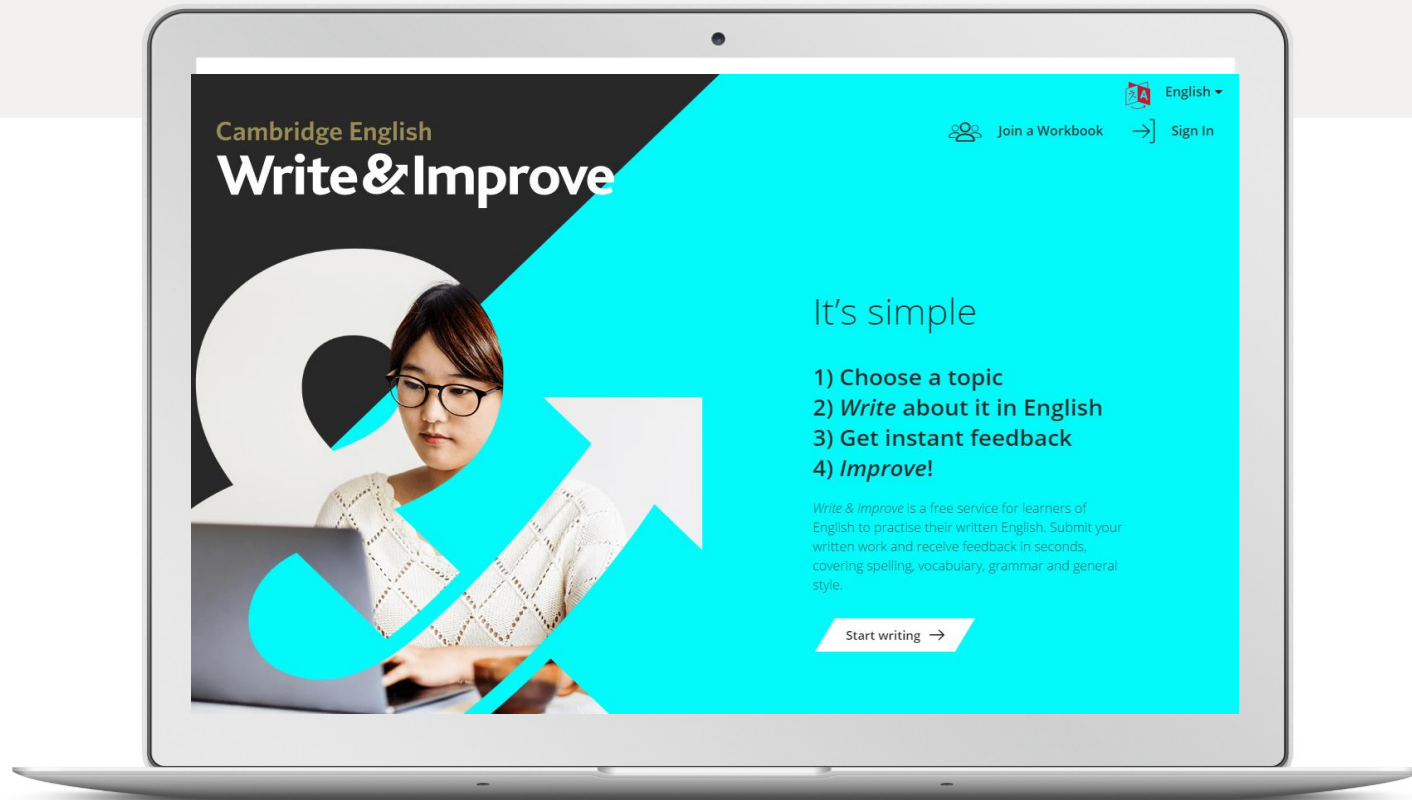
Write your article.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

*I knocked on the door and waited.*

- Write your **story** in about **100** words on the opposite page.

# Preparing for Preliminary/ Preliminary for Schools Writing





## Preliminary / Preliminary for schools Listening – what's changed

25 questions in 4 parts in 35 minutes, as before. Some parts are in a different order so that the tasks gradually get more complex as students progress through the test.

### Part What's changed

- 1 Multiple-choice task: Listen to 7 short recordings and choose the right picture – listening for key information
- 2 New multiple-choice task: Listen to 6 short texts for gist understanding (focus on attitudes and opinions)
- 3 Note or sentence completion: Listen to a longer text and write missing information in the gaps
- 4 Multiple-choice task: Listen to a longer text and choose the right answer (old Part 2)



# Preliminary / Preliminary for schools Listening – New Part 2

## Listening • Part 2

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### Questions 8 – 13

For each question, choose the correct answer.

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- 8 You will hear two friends talking about a campsite they have been to.

What did the boy like best about it?

- A It was very close to the beach.
- B There were lots of people his age.
- C The activities were free.

- 9 You will hear two friends talking about homework.

The girl thinks that doing homework with friends

- A is fun.
- B helps concentration.
- C takes longer than doing it alone.

- 10 You will hear a boy telling his friend about a rock-climbing trip.

How did he feel about it?

- A grateful for the help he got
- B satisfied with his climbing
- C hopeful of going again

- 11 You will hear two friends talking about learning to play the guitar.

The girl advises the boy to

- A practise more often.
- B play in a variety of styles.
- C listen to the best guitarists.

## Preparing for Preliminary/ Preliminary for Schools Listening





## Preliminary / Preliminary for schools Speaking – what's changed

4 parts in 10-12 minutes, as before. Some parts are in a different order.

### Part What's changed

- 1 Introductory phase: focus on interactional and social language
- 2 Individual long turn: describing a photo (similar to old Part 3)
- 3 Collaborative task: making suggestions and discussing alternatives (old Part 2)
- 4 Discussion: talking about likes/dislikes and habits, giving opinions (similar to old Part 4)



## Preparing for Preliminary/ Preliminary for Schools Speaking



- Place
- People
- Activity
- Objects
- Colours
- Atmosphere
- Time of day







# Word list changes

## Entertainment and Media

act (v)  
action  
actor  
actress  
ad  
admission  
adventure  
advert  
advertisement  
app  
art  
article  
audience  
ballet  
band  
bestseller  
board game  
book  
camera  
card  
cartoon  
celebrity

CD (player)  
channel  
chat show  
chess  
cinema  
circus  
classical music  
comedy  
comic  
competition  
concert  
dance  
dancer  
disc  
disco  
display  
DJ / disc jockey  
documentary  
drama  
draw  
drawing  
DVD (player)

entrance  
exhibition  
exit  
festival  
film  
film maker  
film star  
fireworks  
folk music  
fun  
go out  
group  
guitar  
guitarist  
headline  
headphones  
hero  
heroine  
hip hop  
hit song  
horror  
instrument

interval  
interview(er)  
jazz music  
journalist  
keyboard  
laugh  
listen to  
look at  
magazine  
magic  
MP3 player  
museum  
music  
musician  
news  
newspaper  
opera  
orchestra  
paint  
painter  
perform  
performance

performer  
play  
podcast  
poem  
pop music  
presenter  
production

programme  
quiz  
recording  
review  
rock music  
romantic  
row

scene  
screen  
selfie  
series  
soap opera  
soundtrack  
stage

star  
television  
thriller  
video

**APP**

**PODCAST**

**SELFIE**

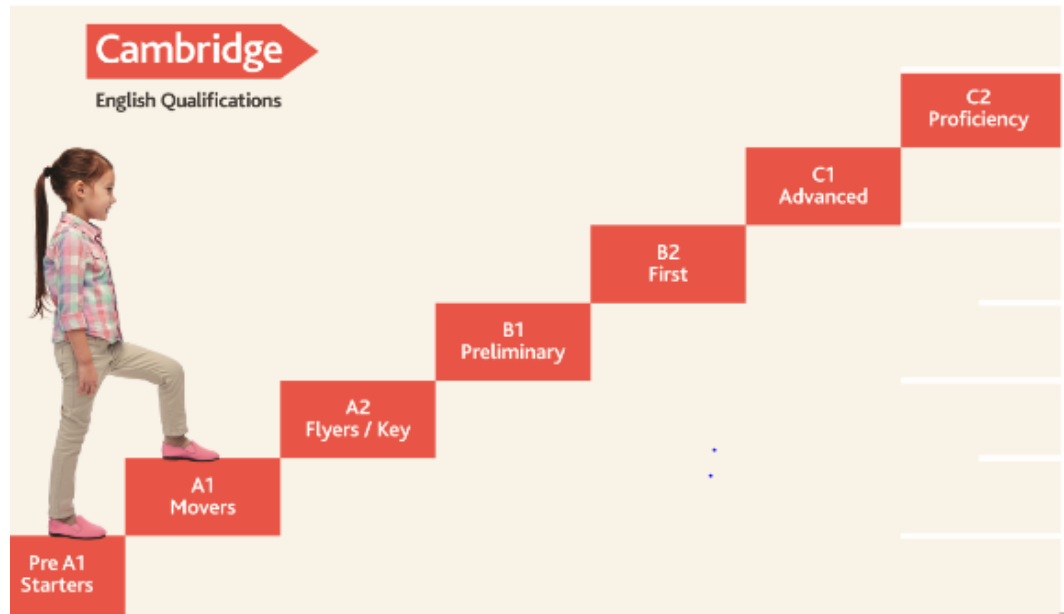
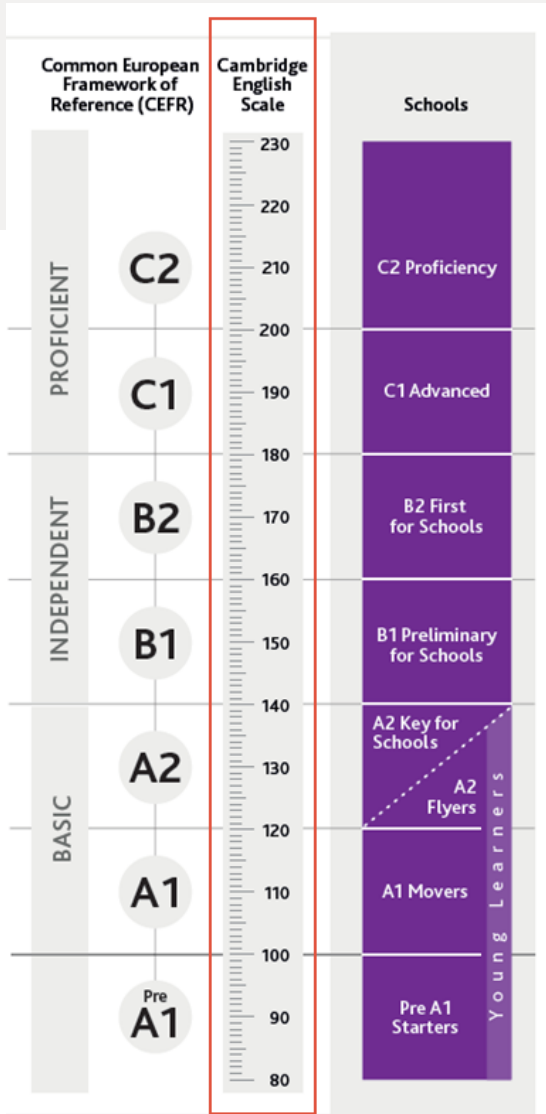


# Results reporting






# Understanding results





# Results reporting



Reference No.  
**15BGB9615003**  
To be quoted on all  
Correspondence

## Preliminary English Test

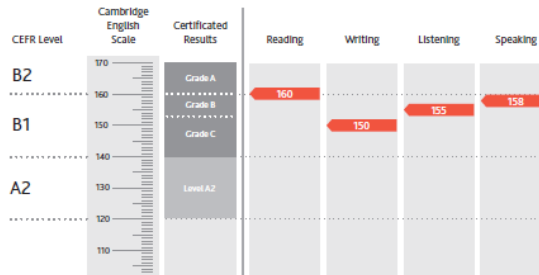
**Statement of Results**

Candidate name  
**A N Example**

Place of entry  
**Cambridge**

Session  
**January 2018**

| Result          | Overall Score | CEFR Level |
|-----------------|---------------|------------|
| Pass at Grade B | 156           | B1         |



**Preliminary** is an examination targeted at Level B1 in the Council of Europe's Common European Framework of Reference.

Candidates achieving Grade A (between 160 and 170 on the Cambridge English Scale) receive a certificate stating that they have demonstrated ability at Level B2. Candidates achieving Grade B or Grade C (between 140 and 150) on the Cambridge English Scale) receive a certificate at Level B1.

Candidates whose performance is below Level B1, but falls within Level A2 (between 120 and 139 on the Cambridge English Scale), receive a certificate stating that they have demonstrated ability at Level A2.

Examination results can be quickly and securely verified online at [www.cambridgeenglish.org/verifiers](http://www.cambridgeenglish.org/verifiers)

| Results         | Score     |
|-----------------|-----------|
| Pass at Grade A | 160 – 170 |
| Pass at Grade B | 153 – 159 |
| Pass at Grade C | 140 – 152 |
| Level A2        | 120 – 139 |

Candidates who take Preliminary and score between 102 and 119 on the Cambridge English Scale do not receive a result, CEFR level or certificate.


Cambridge English Scale scores below 102 are not reported for this examination.

**Other**


X - the candidate was absent from part of the examination  
 Z - the candidate was absent from all parts of the examination  
 Pending - a result cannot be issued at present, but will follow in due course  
 Withheld - the candidate should contact their centre for information  
 Exempt - the candidate was not required to sit this part of the examination

**THIS IS NOT A CERTIFICATE**

Cambridge Assessment English reserves the right to amend the information given before the issue of certificates to successful candidates.



Cambridge Assessment  
English



## Cambridge English Level 1 Certificate in ESOL International (Preliminary)

This is to certify that  
**A N Example**  
has been awarded  
**Grade B**  
in the  
**Preliminary Certificate in English**  
Council of Europe Level B1

**Overall Score** **156**

Reading 160

Writing 150

Listening 155

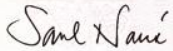
Speaking 158

Date of Examination **JANUARY 2018**

Place of Entry **CAMBRIDGE**

Reference Number **000AA0000000**


Accreditation Number **000/0000/0**




Saul Nassé  
Chief Executive

\*This level refers to the UK National Qualifications framework

Regulated by



Date of Issue 00/00/00  
Certificate Number 0000000000



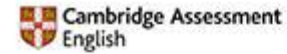
Recognized awarding body

00014135



# Celebrating success

## Certificate ceremony toolkit



### Celebrating your school's success A helpful guide





# Summary of the changes





## What's changed?

- More opportunities to demonstrate a range of Speaking and Writing skills and therefore show an ability to perform at the next CEFR level
- Reading and Writing in Preliminary/Preliminary for Schools now separate papers to allow for more Writing
- Better balance between Reading and Writing in Key/Key for Schools, with removal of repetition and redundancy, and increased authenticity in Reading
- More focus on fluency and interactive skills in Key/Key for Schools Speaking
- More use of the same task types across exams and grading changed to A, B, C to improve alignment across Cambridge English Qualifications
- Very minor changes to word lists



# Exam support and preparation





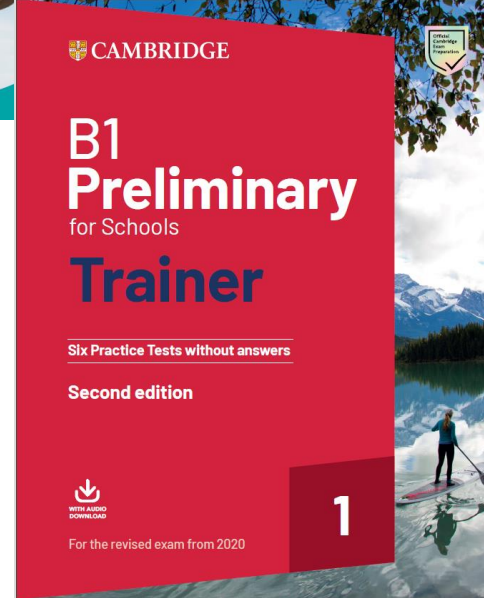
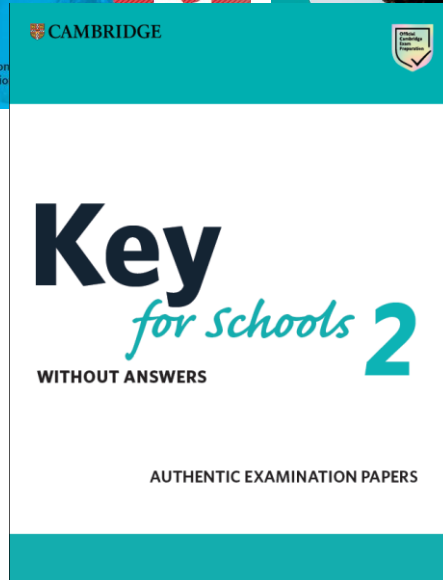
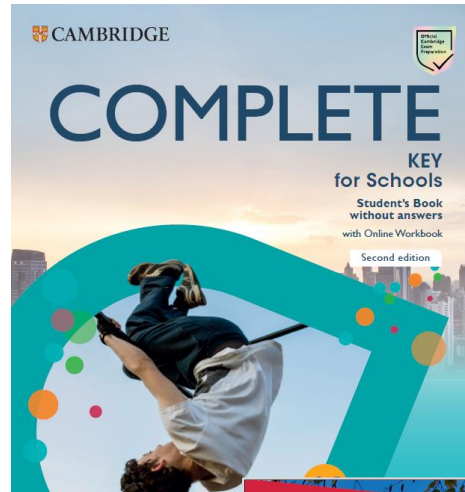
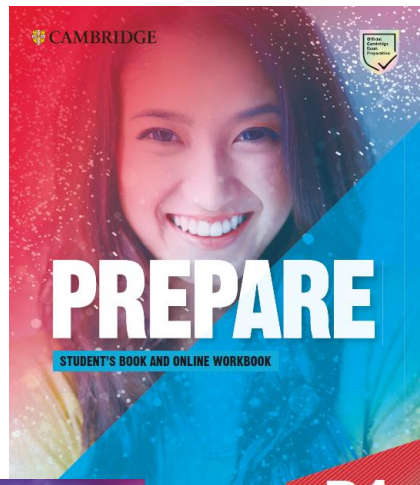
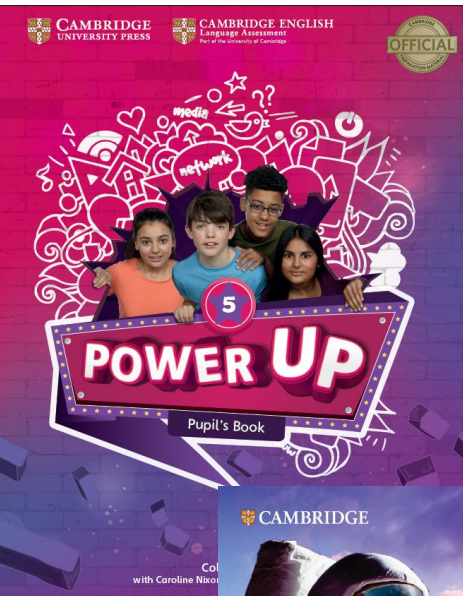


## Resources for teachers

- Handbook for teachers
- Paper-based and computer-based sample tests
- Speaking test videos with Examiner comments
- Assessment scales for Speaking
- Assessment scales for Writing
- Word lists
- Lesson plans
- Teaching tips on Cambridge English TV
- Regular global webinars
- Information for candidates
- Online activities and games
- Facebook (for learners aged 13+)



# Official Cambridge Exam Preparation





# Questions?





C

**Thank you**

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