



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Key English Test

KET Examination Report

December 2008

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CONTENTS

	Page
Introduction	1
Paper 1 - Reading and Writing	3
Paper 2 - Listening	11
Paper 3 - Speaking	17
Feedback Form	21

WEBSITE REFERENCE

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INTRODUCTION

This report is intended to provide a general view of how candidates performed on each paper in the December 2008 session, and to offer guidance on the preparation of candidates.

The overall pass rate for the December 2008 session was **81.64%**.

The following table gives details of the percentage of candidates at each grade:

December 2008	
GRADE	PERCENTAGE
Pass with Merit	31.78
Pass	49.86
Narrow Fail	5.9
Fail	12.46

- **Grading**

Grading took place during January 2009 (approximately five weeks after the examination).

The final mark a candidate receives in KET is an aggregate of the marks obtained in each of the three papers (Reading/Writing, Listening and Speaking). There is no minimum pass mark for individual papers.

KET has two passing grades:

Pass with Merit
Pass

and two failing grades:

Narrow Fail
Fail

The minimum successful performance which a candidate typically requires in order to achieve a 'Pass' grade corresponds to about 70% of the total marks. 'Pass with Merit' corresponds to approximately 85% of the total marks available. A 'Narrow Fail' grade means that the candidate is within 5% of the 'Pass' level.

Statements of results contain a graphical display of a candidate's performance in each paper. These are shown against a scale of Exceptional – Good – Borderline – Weak and indicate the candidate's relative performance in each paper.

- **Special Consideration**

Special Consideration can be given to candidates affected by adverse circumstances immediately before or during an examination. Examples of acceptable reasons for giving Special Consideration include illness and bereavement. All applications for Special Consideration must be made through the local Centre as soon as possible after the examination affected.

- **Irregular Conduct**

Cases of candidates who are suspected of copying, collusion or breaking the examination regulations in some other way will be considered by the Cambridge ESOL Malpractice Committee. Results may be withheld because further investigation is needed or because of infringement of the regulations.

- **Notification of Results**

Candidates' Statements of Results are issued through their local Centre and are available online approximately five to six weeks after the examination has been taken. Certificates are issued about four weeks after the issue of Statements of Results. Requests for a check on results may be made through the local Centre, within one month of the issue of Statements of Results.

Cambridge ESOL produces the following documents which may be of use to teachers or institutions preparing candidates for KET:

- *Regulations* (produced annually, for information on dates, etc.)
- *KET Handbook* (for detailed information on the examination and sample materials)
- *Examination Report* (produced once a year)
- *Past Paper Pack* (available approximately 10 weeks after the selected examination session, including question papers 1 and 2, CD and tapescript for Paper 2, answer keys, sample Speaking test materials and Paper 1 mark schemes and sample scripts).

Users of this Examination Report may find it useful to refer simultaneously to the relevant Past Paper Pack. This is available from the Centre through which candidates entered, or can be purchased using the order form online at www.CambridgeESOL.org

If you do not have access to the internet, you can obtain an order form from:

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Feedback on this report is very welcome and should be sent to Cambridge ESOL, at the above address. Please use the feedback form at the end of this report.

PAPER 1 – READING and WRITING

PART	TASK TYPES AND FORMAT	TASK FOCUS	NUMBER OF QUESTIONS
1	<p>Matching.</p> <p>Matching five prompt sentences to eight notices, plus one example.</p>	Gist understanding of real-world notices. Reading for main message.	5
2	<p>Three-option multiple-choice sentences.</p> <p>Six sentences (including one integrated example) with connecting link of topic or story line.</p>	Reading and identifying appropriate vocabulary.	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 integrated example) in a continuous dialogue, selecting from eight possible responses.</p>	Functional language. Reading and identifying appropriate response.	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 and magazine articles.</p> <p>Seven three-option multiple-choice items or seven Right/Wrong/Doesn't say items, plus an integrated example.</p>	Reading for detailed understanding and main idea(s).	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>	Reading and identifying appropriate structural word (auxiliary verbs, modal verbs, determiners, pronouns, prepositions, conjunctions, etc.).	8

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

- **Marking**

Candidates record their answers on a separate answer sheet. The answers for Parts 1-5 are scanned by computer. The answers for Parts 6-9 are marked by teams of trained markers. The Reading and Writing component has a total of 60 marks, which is weighted to a final mark out of 50, representing 50% of the total marks of the whole examination.

- **Candidate performance**

Part 1, Questions 1-5: Matching

Candidates performed very well on this matching task and for many it was the easiest part of the paper. The majority of candidates had few problems with Questions 1 and 5. In Question 1 candidates correctly matched 'you cannot come here tomorrow' with 'closes for two weeks today' and in Question 5 candidates found the match between 'you can buy music more cheaply here' and 'low prices on latest CDs' relatively straightforward.

Some candidates had greater difficulties with Question 4, and chose C instead of the correct answer A. Although tickets are not referred to in A, it is clear from the context that 'students half-price' is the cost of entrance. On the other hand, C states that tickets are no longer available, thereby making it impossible for students to get cheaper tickets. Candidates were possibly attracted to the reference to 'tickets' in C but it is important that they read beyond word level and match on the overall meaning of an option. C is a distractor which does not match any of the questions and candidates should remember that there are always two extra options in this task.

Part 2, Questions 6-10: Three-option multiple-choice sentences

Candidates coped very well with this part and had relatively few problems with the questions. The primary focus of the task is lexis and the majority of candidates correctly identified phrases such as 'learnt to ride' in Question 6 and 'keep himself safe' in Question 7.

Question 8 caused a few problems with some candidates choosing option A instead of the correct answer, C. It is possible that candidates are more familiar with the phrase 'to win first prize' than they are with 'to get first prize' and for this reason did not choose the correct answer C. However, candidates need to recognise a range of collocations of high frequency vocabulary. It is also possible that candidates are aware of the phrase 'got a fast time' and incorrectly assumed that 'got first time' was correct.

Part 3, Questions 11-15: Three-option multiple-choice items

On the whole, candidates performed very well on this part of the paper. However, Question 15 caused a few difficulties with a number of candidates choosing C instead of the correct answer, B. It may be helpful to remind candidates that this part of the paper tests functional language. 'Do you think so?' is an appropriate response to the remark, 'You're looking really well', but 'It doesn't matter' is not.

Part 3, Questions 16-20: Matching

The majority of candidates coped well with this task, correctly identifying an option to fit each gap. However, some candidates had problems with the first two gaps.

The correct answer to Question 16 is A but quite a few candidates chose E or F. Option F is ruled out by the assistant's response after the gap and it is important that candidates read on before they decide which option fits. 'I agree but it is too small for you' could not follow F in any meaningful way. It may also be worth reminding

candidates that this task, like Part 1, has two extra options. F is a distractor that does not fit any of the gaps.

Option E is also ruled out by the assistant's response. 'I agree, but it's too small for you' needs to contrast with the previous speaker's statement, which is not the case with E. In addition, E can be ruled out grammatically. The assistant asks 'Would you like to try them on?' which would not be followed by 'I don't think it will look right.'

The correct answer to Question 17 is E but some candidates chose F. They may have been attracted to the link between 'It's too small for you' and 'Have you got a bigger one?' However, the assistant's response 'That's a pity' could not follow F. As with Question 16, it is important that candidates read after the gap before deciding on their answer.

Part 4, Questions 21-27: Three-option multiple-choice items

The majority of candidates performed well on this part. However, there were a few questions that candidates had difficulties with.

Some candidates had problems with Question 24, the key to which is C. In order to decide that there isn't enough information to choose A or B for Question 24, candidates need to look at the final sentence of the first paragraph. The sentence indicates that Bollywood sold its films to other countries, but it does not tell candidates whether Bollywood 'spent a lot of money on advertisements' or not. Therefore the correct answer is C.

Candidates also found Question 26 relatively hard. The answer to this question can be found in the first two sentences of the third paragraph. Here it states that 'Most Bollywood actors are quite young. They work hard but only for a few years'. Therefore their key to Question 26 is B – most actors do not work until they are quite old.

Part 5, Questions 28-35: Multiple-choice cloze

On the whole, candidates handled this part of the paper very well. A couple of questions caused difficulties for candidates, particularly Question 33 and Question 35. In Question 33 the candidates who answered incorrectly were mainly drawn to option C, while in Question 35 they were split between options B and C. The main focus of these questions is grammatical accuracy and candidates need to be familiar with the structures that are tested at KET level. Determiners are tested in Question 33, and the present passive in Question 35. In each question the incorrect options are plausible alternatives but structural knowledge should help candidates rule them out.

Part 6, Questions 36-40: Word completion

This was the most challenging part of the test and a relatively high number of candidates had difficulties with Questions 37 and 38.

Question 38 led to numerous misspellings including 'jurnalist', 'jernalist' and 'jurnelist'. These misspellings do not contain the right number of letters and candidates should remember to count the number of spaces since this will help them check whether they have the correct spelling.

For Question 37 a number of candidates wrote 'machinist' which indicates they knew the word 'machine' but could not produce the correct spelling and suffix. Counting the number of spaces would also have helped these candidates realise they had written an incorrect word.

Part 7, Questions 41-50: Open cloze

This was another challenging task for many candidates. Question 48 was the most difficult with a relatively large number putting 'her' or 'he' instead of the correct answer 'him'. The main focus of this task is grammatical accuracy and candidates need to be aware of KET-level structures. 'He' is incorrect because an object pronoun is required in this sentence.

The text before the gap does not indicate whether the head teacher is a man or woman but if candidates read on after the gap they learn that 'he shouts a lot'. Therefore 'her' is also incorrect. With this task, as with most other tasks in the paper, it is important that candidates process text at sentence and sometimes even paragraph level. They should always read the text that is after a gap as well as the text that comes before it.

Part 8, Questions 51-55: Information transfer

Questions 53 and 55 were slightly more challenging than the other questions but on the whole candidates handled this task very well. For many it was one of the easier tasks on the paper.

Candidates should remember that for the majority of questions in this task type there is distracting information in the input. With Question 53 a number of candidates gave 7pm as their answer, rather than the correct time of half-past seven (or 7.30). However, the question requires the time of a table booking and in the email Susie tells her friend '7pm is early, so say half-past when you phone'.

With Question 55 a number of candidates gave £25 as their answer rather than the correct answer of £20. The third sentence of the email indicates that the booking is for 18 people, and the advertisement states that bookings for groups of ten or more are £20 per person. Candidates should remember to process both pieces of input in order to arrive at the correct answer.

For Question 52 a relatively high number of candidates wrote 'Italian and Greek Food'. It is also worth reminding candidates that if they put two answers, one of which is the correct answer and one of which is the distractor, their answer is marked wrong.

Part 9, Question 56: Guided writing

Most candidates performed well on this task. There were relatively few misinterpretations and the majority of candidates produced appropriate responses to the three bullet points. Most candidates showed good control of future tenses and produced an adequate range of vocabulary.

For the first bullet point, most candidates suggested a suitable time in the evening to meet. There was good use of functional language for making suggestions, such as 'Let's meet at 7 o'clock' or 'Why don't we meet at 6.30 at your house?' A few candidates suggested times in the morning, such as 10 am, but this was not regarded as a major error.

For the second point, most candidates suggested an appropriate way of getting to the sports centre, such as travelling there by bus or on foot. However, a few candidates misinterpreted the point, and referred to ticket details or how much money was needed to enter the sports centre. It is possible they misread the point and understood it to mean 'How shall we get into the sports centre?'

For the third point, the majority of candidates suggested clothes that were appropriate for playing tennis but a few mentioned an item to bring, such as a tennis racket. This was regarded as a minor misinterpretation and marked accordingly.

• **RECOMMENDATIONS FOR CANDIDATE PREPARATION**

Part 1

Notices are of the kind found in everyday life and should be accessible to all candidates. Candidates should not worry if they meet some unfamiliar words in the notices. These questions only require understanding of gist and they should be able to identify the correct answer without necessarily understanding every word. They should consider the main message of the notice and not match their answer on the basis of individual words.

Part 2

The sentences are all on the same topic or are linked by a story line, and this context should help candidates. The options will be quite close in meaning so candidates need to think carefully about the way the words are used in a sentence.

Part 3

Practice in simple conversational exchanges, based on everyday situations, will help candidates with Part 3.

When doing Questions 11-15, candidates should remember that they are looking for an appropriate response to the stimulus, not a reformulation of it. The correct answer will be the only one that is appropriate. Sometimes knowledge of grammar will be needed to rule out incorrect options.

When doing Questions 16-20, candidates need to think about the meaning of the whole dialogue. They need to make sure that the option they choose for each gap fits with what goes after it, as well as what goes before it.

Part 4

Candidates should get plenty of practice reading simple, continuous texts. They should concentrate on the overall meaning of the text, and not focus on a few unfamiliar words. However, in order to find the correct answer to a question and to be able to dismiss incorrect options, they will need to look at parts of the text carefully. They should not expect to find exactly the same words in the questions as they find in the text so it is important to read them carefully.

Part 5

To do well in this part, candidates need to have control of simple grammatical forms. They will not be tested on any grammatical forms that are above the level. A list of the grammatical areas that are targeted at this level can be found in the KET Handbook.

Part 6

When learning vocabulary, candidates can be shown how to group together words in the same lexical set under headings such as 'hobbies' or 'things in the house'. They can also be encouraged to study the definitions for common words in a simple language learner's dictionary.

Candidates need to recognise whether a question requires a noun (singular or plural), a verb or an adjective.

Correct spelling is essential in this part and spelling games will help candidates with this.

Part 7

Candidates should have practice in simple gap-filling exercises to help them with this part. When deciding on an answer, they need to think about the whole text and not just the words before and after the gap. They need to remember that if a gap requires a verb, it is important not only what the correct word is but also what tense or form it should be in. Candidates must not write more than one word for each gap and their answers must be spelled correctly.

Part 8

Candidates need to be familiar with the vocabulary associated with form-filling and note taking. Remind candidates that as they are filling in a person's notes, their answers will usually consist of just one word or a figure. They must be careful to use correct spelling when they are copying information from the input text(s) to the answer sheet.

The task requires careful reading in order to eliminate the incorrect answer. For example, if a question requires a date, there will usually be two dates in the text. The candidates have to decide which date is the one required.

Part 9

Candidates need to practise writing simple communicative messages to each other or to a pen-friend to prepare for this part. The emphasis should be on the successful communication of a message, though it is also important to avoid errors of structure, vocabulary, spelling and punctuation.

Candidates must remember to cover all three pieces of information. If they do not give clear answers to the three points, they will lose marks.

If they are asked to write a note, they should remember to begin appropriately (e.g. 'Dear Ally') and to sign it, as they would in real life. Candidates must write at least 25 words or they will be penalised. They will not lose marks if they write more than 35 words, but they should be encouraged not to write many more as this will increase the risk of making errors and including irrelevant information.

• **DOs and DON'Ts for KET PAPER 1 READING and WRITING**

- DO** read the instructions and study the example carefully for each part.
- DO** think about why a particular answer to a multiple-choice question is correct and why the other options are incorrect, before choosing your answer.
- DO** remember that the sentences in Part 2 are linked. They are on the same topic or follow a simple story line.
- DO** check backwards and forwards when deciding which option fits in the gaps in Part 3.
- DO** write your answers to Parts 6, 7 and 8 clearly on the answer sheet.
- DO** look at the number of spaces provided in Part 6. Check that your answer has the same number of letters.
- DO** only write ONE word for each space in Part 7.
- DO** remember that you are filling in a person's notes in Part 8 and that sentences are not required.
- DO** make sure you have written about all three elements in Part 9.
- DO** answer all the questions even if you are not sure of the answer. A guess may be correct.
- DO** check your answers and make sure you have marked the appropriate letter on the answer sheet.
- DO** approach the test calmly. You have plenty of time to answer all the questions and you shouldn't rush.
- DON'T** worry if you come across words you don't understand. You can usually guess the meaning from the context.
- DON'T** forget that it is easy to make spelling mistakes when copying words in Part 8.
- DON'T** write fewer than 25 words in Part 9.
- DON'T** forget to put an opening and ending for the note in Part 9.
- DON'T** use a pen on the answer sheet. You should use a pencil.

PAPER 2 – LISTENING

PART	TASK TYPES 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 one example.</p>	<p>Listening to identify key information (times, prices, days of week, numbers, etc.).</p>	5
2	<p>Matching.</p> <p>Informal dialogue.</p> <p>Five items (plus one integrated example) and eight options.</p>	<p>Listening to identify key information.</p>	5
3	<p>Three-option multiple choice.</p> <p>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>Neutral or informal dialogue.</p> <p>Five gaps to fill with one or more words or numbers, plus an integrated example. (Recognisable spelling is accepted, except with very high frequency words e.g. 'bus', 'red', 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>Neutral or informal monologue.</p> <p>Five gaps to fill with one or more words or numbers, plus an integrated example. (Recognisable spelling is accepted, except with very high frequency words e.g. 'bus', 'red', or if spelling is dictated.)</p>	<p>Listening and writing down information (including spelling of names, places, etc. as dictated on recording).</p>	5

- **Marking**

Candidates record their answers on a separate answer sheet. The answers for Parts 1-3 are scanned by computer. The answers for Parts 4 and 5 are marked by teams of trained markers. Each question carries one mark, so the Listening component has a total of 25 marks, representing 25% of the total marks for the whole examination.

- **Candidate Performance**

Part 1, Questions 1-5: Three-option multiple-choice items

This part focuses on candidates' ability to pick out specific information, and to choose the right answer to a three-option multiple-choice question, in 5 short dialogues. Although most candidates did this task quite well, some questions were quite challenging. Question 1 was the most challenging, with many of the weaker candidates choosing A, play football, rather than the correct answer, B, play tennis. Here, candidates needed to understand that the first speaker suggests fishing and then talks about football and then tennis in a negative way; he says it's too hot to play tennis. However, the second speaker disagrees that it's too hot to play tennis and then finally the first speaker agrees. Therefore they will play tennis. In Question 2, some of the weaker candidates chose B as their answer instead of A. The answer to this question comes towards the end of the dialogue, so it is very important that candidates do not choose their answer too early, but listen to the whole dialogue before deciding. Candidates had to understand the use of referencing in 'And this one here is ...' and 'Oh, That'll be best.' Candidates had no difficulties with Questions 3, 4 and 5, where most of them chose the correct answers.

Part 2, Questions 6-10: Matching

This part focuses on candidates' ability to pick out specific information in the context of a longer dialogue, and to do a simple matching task. Candidates did this task very well. Question 8 proved the most challenging. Many of the weaker candidates chose C, 'small cupboard', as their answer, instead of H, 'table'. Quite a lot of processing of language was required here, as candidates had to work out that Kerri wanted to move the small cupboard so that she could put the lamp on the table. Understanding a longer sentence was required so that candidates were not tempted by the distractor.

Questions 6, 7, 9 and 10 did not cause the candidates much difficulty, with 7 being the easiest question in the task.

Part 3, Questions 11-15: Three-option multiple-choice items

This part focuses on candidates' ability to pick out specific information in the context of a dialogue and to answer three-option multiple-choice questions. Candidates did this task very well. However, for Question 11, the weaker candidates chose B, 'in a supermarket', instead of the key A, 'at the market'. Weaker candidates may have chosen 'in a supermarket' because 'supermarket' is the last word in the boy's second turn. This makes the word easy to hear and remember but it is not the correct answer. For Question 15, weaker candidates chose A, perhaps because they heard in the text 'Well, there'll be one (phone) in the hotel,' and thought that was the answer instead of continuing to listen to hear 'But take yours because then you can call someone if you get lost in the mountains.' Candidates had to read the question carefully and not choose an answer too soon. Question 13 was the easiest, and most candidates got this one right.

Part 4, Questions 16-20: Gap-fill

This part focuses on candidates' ability to pick out specific information in the context of a dialogue and to write it down. Candidates performed very well in this part of the test. They found Questions 20 'Friday' the most challenging. This was because many candidates put a variety of incorrect prepositions in front of 'Friday', such as, to / until / on, even though there was no need to add anything to the answer because 'by' was already

written on the question paper. Questions 18 (a number) and 19 'fish' were the easiest, with almost all candidates getting them right.

Part 5, Questions 21-25: Gap-fill

This part also focuses on candidates' ability to pick out specific information and to write it down, this time in the context of a monologue. Although most candidates coped quite well with this part of the test, Questions 21 and 22 were challenging. The answer to Question 21 was '5th / 5 / fifth', and candidates needed to be used to listening to ordinal numbers. The answer to Question 22 was 'drums'. It is important that candidates learn a good range of vocabulary and know how to spell words correctly.

• RECOMMENDATIONS FOR CANDIDATE PREPARATION

Candidates need a lot of practice listening to all kinds of listening texts when there is no pressure on them to find the answers to questions. This will increase their confidence in their listening ability.

Part 1

Reassure candidates that the Listening test begins with 5 short texts and that they can expect to get most of the answers right. The question which they read and hear before each dialogue should focus their attention on what to listen out for in the conversation. However, they should be careful because each question has 3 options, and each of them will probably be mentioned in the conversation, but only one of them will be the correct answer. Candidates need to think carefully about the meaning of what they hear before choosing their answer. They also need to listen carefully to the whole dialogue before choosing their answer. Make sure that candidates have plenty of practice with reference words such as this (one) / that (one) so that they understand their use.

Part 2

If candidates are not used to this kind of matching task, they may find it difficult at first, but once they understand what is expected, they will generally find it straightforward. Candidates should listen to and read the instructions carefully, so they know what the conversation will be about and what kind of information they are likely to hear. The order in which candidates hear the information follows the order of what they see on the question paper. So, for example, when Kerri starts talking about the things in her new room, candidates hear about each thing in the order in which they appear in the list. When preparing students for this part it is important that they realise that they will hear at least two of the options on the question paper for each question. For example, in relation to 'books', they hear both 'shelves' and 'floor' mentioned and in relation to 'plant' they hear both 'table' and 'big cupboard' mentioned. Students have to process the language they hear in order to rule out one option and select the correct one.

Part 3

Candidates should listen to the instructions for this part carefully and take advantage of the slightly longer pause to read all the multiple-choice questions quickly. This way they will know what information they are listening for. Again, the questions follow the same order as the information on the recording and again, candidates have to think about what they hear to dismiss the incorrect options and choose the correct one. This is because reference to all the options is likely to be made in the recording, although only one option will correctly answer the question or complete the sentence. Understanding paraphrase is a useful skill for this part of the exam and is something that can be practised in the classroom. For example, with reference to Question 15, candidates need to understand that 'call someone if you get lost' means the same as 'phone for help' in order to get the right answer. They do not actually hear 'phone for help' at all. If candidates cannot find the answer to a particular question, they should not waste time worrying about it because they will then miss the answer to the following question. They can find any missing answers when they hear the conversation for a second time.

Parts 4 and 5

Candidates are likely to find these parts of the test the most challenging because they have to listen and write down one word (occasionally two words) or a figure for each question. They will benefit from practising this kind of task. Candidates may find Part 5 slightly more difficult than Part 4 because it is a monologue rather than a conversation. For both parts, candidates should imagine that they have a practical need for the information they are going to hear and that is why they are completing the notes on the question paper. They should listen carefully to the instructions and look at the material on the question paper so that they know what to listen for. The information they may be asked to note down could be for example: a date, a price, a name, a time, a phone number, an address, a meeting place, a sport, an object, a day, a month, a colour. With prices, although some variations are acceptable, candidates should be able to write British prices (pounds and pence) correctly, with the pound sign and decimal point in the right positions (e.g. '£4.65'). With times, candidates are expected to give their answers in figures (e.g. '9.30') and need not try to write the answer in words (e.g. 'half past nine'), although, if correct, this will be accepted. In Question 17, there is a name which is spelled out for the candidates. Spellings like this must be written correctly and it is important that their handwriting is legible. If the marker cannot be sure what letter the candidate intended, he or she will be unable to award the mark. With other words, any recognisable spelling is usually acceptable, but candidates are expected to be able to spell simple common words like 'fish' correctly.

A common mistake candidates make in these parts is to write down everything they hear which they think might be relevant, for example, when asked for a time, to write down all the times they hear. Even if the right answer is included in the list of times, no mark can be given. Candidates must read the question paper carefully to identify the one correct piece of information which is required.

- **DOs and DON'Ts for KET PAPER 2 LISTENING**

- | | |
|--------------|---|
| DO | read the instructions carefully for each part. |
| DO | look at the questions for each part in the short pause before the text for that part begins. |
| DO | look at the example question as you listen to the beginning of the recording. |
| DO | mark/write your answers on the question paper as you listen. |
| DO | answer as much as you can when you hear the recording for the first time. |
| DO | check your answers and find any missing answers when you hear the recording for the second time. |
| DO | answer all the questions even if you are not sure of the answer. A guess may be correct. |
| DO | transfer your answers to the answer sheet only when you are told to do so at the end of the test. |
| DON'T | worry too much if you don't hear the answer to a question the first time. You will hear everything twice. |
| DON'T | change your answers when you are transferring them to the answer sheet. |
| DON'T | use a pen on the answer sheet. You should use a pencil. |

PAPER 3 – SPEAKING

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

- **Marking**

Candidates are awarded marks by both examiners for their performance across Parts 1 and 2. Candidates at this level are not expected to produce completely accurate or fluent language but they are expected to be able to interact appropriately and intelligibly with both the interlocutor and each other. Assessment is made both on the basis of candidates' interactive skill and ability to communicate clearly in speech and also on the accuracy of language use – grammar, vocabulary and pronunciation. Candidates' marks are out of 20, which is then weighted to a score of 25, representing 25% of the total marks for the whole examination.

Grammar and Vocabulary

This refers to the candidate's ability to control the use of simple grammatical forms and to use appropriate vocabulary to talk about everyday situations. Candidates at this level are only expected to have limited linguistic resources, and it is the success in using these limited resources to convey meaning which is being assessed.

Pronunciation

This refers to the intelligibility of the candidate's speech. First language interference is expected and not penalised if it does not affect communication.

Interactive Communication

This refers to the candidate's ability to take part in the interaction appropriately by maintaining simple exchanges and to the degree of prompting or support required. Candidates are given credit for being able to ask for repetition or clarification if necessary.

Global Achievement

This refers to the candidate's overall effectiveness in dealing with the tasks and conveying meaning appropriately.

- **Candidate Performance**

This is a two-part paired speaking test. In the first part, candidates answer questions in turn about themselves put to them by the examiner. Part 2 is a question-and-answer activity between candidates using prompt material.

Part 1

As usual, candidates performed well in this part. The questions the examiner asked were predictable ones about studies or work, free-time activities, etc. A few questions were the same to both candidates but most were different. Some candidates, mistakenly assuming they were going to be asked the same questions as their partner, did not listen carefully to their question and gave an inappropriate answer. Most candidates were confident enough to ask the examiner for clarification or repetition when they had not understood a question, but some did not realise that it was perfectly acceptable to make use of this common conversational strategy. Average candidates, and some younger candidates, gave one- or two-word answers to questions (e.g. 'Where do you live?' 'Madrid'), which in most cases was quite adequate. The strongest candidates extended their answers to a complete utterance (e.g. 'In the centre of Madrid').

Part 2

As usual, candidates also performed well in this part. However, because the questions were not quite as predictable as in Part 1, and also because candidates had to take the initiative in asking questions, some found this part more challenging. In this part, candidates take it in turns to ask and answer questions. They are required to ask and answer two sets of questions about information provided on prompt material.

One candidate is given some information (e.g. about a cinema) and the other candidate is given written prompts to ask questions about this information. The candidate answering should remember to answer on the basis of the information provided. The strongest candidates asked well-formed questions ('Where's the cinema?' 'Is it a big cinema?'), while good and average candidates succeeded in communicating their ideas without always forming questions correctly ('Where cinema?' 'Is big cinema?'). Answering candidates who did not give an entirely successful performance tended to just read the information straight from the card without turning it into a natural-sounding answer. So, in reply to 'Is it open on Sunday?', a weaker candidate might have said 'Open every day', while a stronger candidate might have said 'Yes, it is. It's open every day.'

Each candidate is required to ask and answer five questions. Each question can usually be asked in a number of different acceptable ways. When making assessments, examiners focus on success in communicating rather than counting up the number of language errors made.

- **RECOMMENDATIONS FOR CANDIDATE PREPARATION**

Part 1

Candidates need practice in answering simple questions about themselves, their work or studies, their school, free-time activities, families, homes, home towns, etc. They should be able to spell their surname. They should also learn to make use of simple phrases for asking the examiner to repeat or rephrase something they have not understood. In the Speaking test, they will get credit for doing this appropriately.

Part 2

Candidates need practice in taking part in simple conversation and information exchange activities in which they have to both ask and answer questions. They should be encouraged to listen to each other and not just to do the task mechanically. They should be prepared to rephrase a question, ask for clarification, explain or change an answer if any problems arise in the interaction. They will get credit in the Speaking test for doing this successfully. Candidates at this level also benefit from doing some speaking exercises which focus on pronunciation. In the Speaking test, candidates' pronunciation is not expected to be perfect, but they will be penalised if the examiners cannot understand them.

- **DOs and DON'Ts for KET PAPER 3 SPEAKING**

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| DO | practise your spoken English both in and out of class as much as possible before the test. |
| DO | listen carefully to the examiner's questions and instructions. |
| DO | ask the examiner for clarification if necessary. |
| DO | speak clearly so that both examiners can hear you. |
| DO | talk to your partner, not the examiner, in Part 2. |
| DO | listen to your partner's questions and answers in Part 2 and try to make the conversation as natural as possible. |
| DO | remember that the examiners are sympathetic listeners and want you to give your best possible performance. |
| DO | try to relax and enjoy the test. |
| DON'T | worry too much about making grammar mistakes. |
| DON'T | worry if you think your partner in the test is much better at speaking English than you, or not as good as you. The examiners look at each candidate's performance individually. |
| DON'T | let exam nerves keep you from speaking. Examiners can't give marks to silent candidates. |

FEEDBACK FORM

KET Examination Report – December 2008

We are interested in hearing your views on how useful this report has been.

We would be most grateful if you could briefly answer the following questions and return a copy of this page to the following address:

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1. Please describe your situation (e.g. EFL/ESOL teacher, Director of Studies, Examinations Officer, Local Secretary).

2. Have you prepared candidates for KET? YES/NO

3. Do you plan to prepare candidates for KET in the future? YES/NO

4. How have you used this report (e.g. to provide feedback to other teachers, for examination practice, etc.)?

5. Which parts of this report did you find most useful?

6. Which parts are not so useful?

7. What extra information would you like to see included in this report?

8. (Optional) Your name
- Centre/School

Thank you.