

Key English Test

Examination Report

December 2005

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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 2005 session, and to offer guidance on the preparation of candidates.

The overall pass rate for the December 2005 session was **79.2%**.

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

December 2005	
GRADE	PERCENTAGE
Pass with Merit	29.0%
Pass	50.2%
Narrow Fail	6.9%
Fail	13.9%

- **Grading**

Grading took place during January 2006 (approximately six 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 overall pass rate for the December 2005 examination was 79.2% of the candidates. 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 approximately two months after the examination has been taken. Certificates are issued about six 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, tape/CD and tapescript for Paper 2, answer keys, sample Speaking test materials, 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, together with further copies of this report, can be purchased using the order form on-line at www.CambridgeESOL.org

Alternatively, you can obtain an order form from:

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Feedback on this report is very welcome and should be sent to the Reports Co-ordinator, Cambridge ESOL, at the above address. A feedback form is included on page 20.

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.</p> <p>Six sentences (including one integrated example) with connecting link of topic or storyline.</p>	Lexical. 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>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 with maximum word length of 230 words 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 postcard.</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, notice 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>Continuous 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, 7 and 8 are marked by teams of trained markers. Part 9 is marked by experienced examiners. 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 for the whole examination.

- **Candidate Performance**

Part 1, Questions 1-5: Matching

Candidates had very few problems with this task and for many it was the easiest part of the paper. The majority of candidates chose the correct answer G for Question 4. In addition to the match between 'if you want someone to wash some clothes for you' and 'clean shirts in 24 hours', there was the further support of 'it will be cheaper this week' and 'half-price until Saturday'. Only a small number of candidates chose E. While there was the offer of help with housework in E, there was no reference to cost.

Candidates found Question 1 the most challenging. The correct answer was H but some candidates chose E instead. Although cooking is mentioned in H and E and both meet the requirement 'to make different kinds of food', it is only H that refers to lessons and can be regarded as a course. It is necessary for candidates to check that the notice they choose matches all the requirements referred to in the question.

Part 2, Questions 6-10: Multiple-choice sentences

The majority of candidates performed well on this part of the paper.

Question 8 was one of the more difficult questions with quite a few candidates choosing B instead of the correct answer, A. It is possible that candidates were confused about the different uses of 'met' and 'knew'. The options may be close in meaning and it is important that candidates consider the three options carefully before selecting their answer.

Part 3, Questions 11-15: Multiple-choice items

The majority of candidates performed well on this part of the paper.

Candidates found Question 14 the most problematic. Option A is the only possible response to the request, 'Can you help me with my homework?' Quite a few candidates chose C, perhaps not realising the importance of 'it' at the end of the response. Option C would have to be, 'I can't help you' or 'I can't help you with it' to be a correct answer.

Part 3, Questions 16-20: Matching

Most candidates handled this part of the paper very well.

Candidates found the first two questions the hardest. In Question 16 some chose A instead of the correct answer E. There is a forward link between E and Mrs Brown's statement after the gap. After Jack's positive comments about the room in E, Mrs Brown's response is: 'And it's very warm'. Option A, however, does not link with the response that follows. A is a question about the cost of heating and although candidates may have chosen this because of Mrs Brown's reference to '£400 a month', she is referring to rent and not to heating. In addition, 'And it's very warm', is not a suitable response to a question about the cost of heating.

It is possible that if candidates chose A for Question 16, this had an impact on 17 (the correct answer here was A). It is important that candidates go back and check their answers. If they cannot find a suitable option for a gap, they should look back at questions they have already answered and decide if an option fits better elsewhere.

Part 4, Questions 21-27: Right/Wrong/Doesn't say

The majority of candidates performed very well on this task.

The most difficult question for candidates was 22. This is testing the fifth sentence of the first paragraph: 'Her sister Virginiaplayed the piano and after Chloë heard her play something, she tried to play it on her violin.' In other words, Chloë practised 'the same music' as her sister. We also know that this is 'to start with' because Chloë had just got her first violin.

Another question that was problematic for candidates was 27. This has a 'Doesn't say' answer as there is not enough information in the text for candidates to decide whether the answer is right or wrong. The question is located in the second sentence of the third paragraph: 'I have lots of friends and I love pop music.' The text, however, does not enable the reader to decide whether she plays or doesn't play 'pop music on the violin for her friends'.

Question 22 was the easiest question for candidates. The correct answer is A and it tests the second sentence of the second paragraph: 'She was certain from the beginning that he was the right teacher for her.' The 'beginning' refers to their first meeting, which is mentioned in the previous sentence and 'she knew she wanted to study with him' is a paraphrase of 'she was certain.... he was the right teacher for her.'

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

Most candidates handled this part of the paper very well.

Candidates had most difficulties with Questions 30 and 35. Grammatical accuracy is being tested in these items and candidates need to be familiar with the structures that are tested at KET level. The correct answer to Question 30 is 'for' because it refers to the period of time (i.e. centuries) that badgers' homes have existed in European woods and forests. Question 35 refers to the characteristics of badgers and the plural form of the present simple is needed.

Part 6, Questions 36-40: Word completion

Candidates found this the most challenging part of the exam.

The task focuses on vocabulary connected with places in a town and all of the questions required a noun. Candidates found Question 39 particularly difficult. Some did not attempt the question while others wrote 'classes'. It is important that candidates read the definition carefully. In this case the question requires the name of a building or place in which classrooms are found and the correct answer is college. Candidates also had problems with Question 40. As with Question 39, some were unaware of the correct word. Others had problems with the spelling. Common misspellings were 'teathre' or 'teather'.

Part 7, Questions 41-50: Open cloze

This was a difficult task for many of the candidates.

Question 50 was the most difficult for candidates. Although the main focus of this task is grammatical accuracy, it is possible that a few items will test vocabulary. This was a letter of invitation and the correct answer to Question 50, which is the concluding sentence of the letter, is: 'I really *hope* you can come.' There were a variety of wrong answers including 'like', 'want' and 'happy' which indicates that candidates understood the context and the meaning of the sentence but were unable to produce the precise word required.

For Question 48 both 'if' and 'because' were accepted as correct answers. Quite a few candidates put 'when' as their answer. Although this fits grammatically in this sentence, it is not correct in terms of the wider context. The date for the trip to the beach had been mentioned at the beginning of the letter and in this respect '*when* the weather is good, we may swim in the sea' is not appropriate. Candidates should remember to consider the wider context when deciding on their answers.

Part 8, Questions 51-55: Information transfer

Candidates handled this task well and for many it was one of the easier tasks on the paper.

The two questions that caused some problems for candidates were 52 and 55. Question 52 requires the date of the shopping trip. The candidates who put 5 – 10 January as their answer, which they took from the advertisement, did not process the email correctly. Robert's suggestion is to go on the first day of the sale which makes 5 January the correct answer.

Some candidates also had problems with Question 55. The correct answer here is £550 but quite a few candidates saw £300 in the email and put this as their answer. It is necessary for candidates to process the text surrounding the figures. In his email, Robert says, 'Computers are £300 cheaper at the moment'. This is a reduction in price and is not the cost of the computer.

Part 9, Question 56: Continuous writing

In this task, candidates were told that they had left something important at a friend's house the previous evening. They had to write a note to that friend saying what they had left behind, why it was important and where they had left it.

There were a few general misinterpretations of the task with some candidates writing to one friend about an item that had been left behind at a different friend's house. Other candidates did not give appropriate responses to individual points in the task. For example, some candidates said that the item was important but did not say why. Others said they had left the item at the friend's house but did not specify where. Although candidates are given credit for such answers, in order to gain top marks they need to clearly address each of the individual points.

• 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 storyline, 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 but it is important to read the questions and options carefully. All three options may be referred to in the text but only one will be the correct answer to the question.

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 'jobs' or 'in the countryside'. 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, e.g. name, nationality, age, etc. Remind candidates that as they are filling in a form, 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 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 task. 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 storyline.
- 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 form in Part 8 and that sentences are not required.
- DO** make sure you have written about all the 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 letters 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: 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 five short dialogues. Candidates generally find this an undemanding introduction to the Listening test. Most candidates did this task well. Candidates coped well with Questions 1,2,4 and 5, but found Question 3 more challenging.

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 usually find this one of the more straightforward parts of the test, as they did here. They performed best on Question 6 and found Question 9 the most challenging. In Question 9, some candidates erroneously chose 'racing cars', probably because they heard the male speaker suggest this option and they failed to take account of the fact that the female speaker rejected this and made an alternative suggestion which was accepted by the male speaker.

Part 3, Questions 11-15: 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 found this the most challenging part of the test. They coped well with Questions 11, 12 and 13, and found Questions 14 and 15 the most challenging. In Question 15, weaker candidates failed to equate what they heard in the text ('didn't cost much') with option A ('cheap').

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 well on this part of the test. They found Questions 19 and 20 the most challenging. Some weaker candidates had problems identifying the sum of money (£690) mentioned in the text, which was the answer to Question 19.

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. Candidates performed well in this part of the test. They found Question 21, which was a spelling question, the most challenging.

• 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 five easy questions and they can expect to get most of them right. The question which they read and hear before each dialogue should focus their attention on what to listen out for in the conversation. They should be careful because each question has three options, and each of them will probably be mentioned in the conversation, but only one of them will be the correct answer. For example in Question 3, some weaker candidates were attracted to options A and B because they heard these activities mentioned, but only the activity in C was the answer to the focus question. Candidates should not answer without thinking about what they hear.

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 the candidates hear the information follows the order of what they see on the question paper. So, when the speakers talk about the things in the house, they talk about the living room first (the example), followed by the bathroom (Question 6), the bedroom (Question 7) and so on until the last room, the dining room (Question 10). Warn candidates that they have to *think* about what they hear because they will probably hear at least two of the options on the question paper mentioned in relation to each question. So for Question 9 (hall) they hear both 'racing cars' and 'your village' suggested. Candidates have to listen carefully to the exchange to understand that 'racing cars' is rejected, and 'village' accepted. Sometimes they don't hear the exact word that they see in the list of options; instead they hear a word or phrase which means the same thing. So, for example, for Question 10 (dining room) they hear 'your Mum and Dad', and the option they should choose is 'Gemma's parents'.

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. Candidates have to think about what they hear to dismiss the incorrect options and choose the correct one. For example, with reference to Question 14, candidates hear 'There were lots of vegetables but the meat and fish were always fried and often came with chips.' They have to dismiss 'too few vegetables' and 'chips with every meal' to choose the correct option 'a lot of fried food'. 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 listen for 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. So, for Questions 16-20, they can see they must listen for an age, a date, a noun, a price, and an address. 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. Other common types of answer include days of the week, months, colours, locations, phone numbers and other numbers. In Questions 20 and 21, there is a name which is spelled out for the candidates. Spellings like this must be written correctly. With other words, any recognisable spelling is usually acceptable, but candidates are expected to be able to spell simple common words like 'book' correctly. A common mistake candidates make in these parts is to write down everything they hear which they think might be relevant. So, for example, in Question 18, some weaker candidates wrote 'teenagers, families, homes, teachers' because they heard all these things mentioned. This was not an acceptable answer. Another common error is not to read the question paper carefully. So, for example, Question 23 asks for the 'summer opening times' but some candidates wrote '(10 am to) 4 pm', which are the winter opening times.

- **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. One of the examiners acts as an interlocutor and the other as an assessor. The interlocutor directs the Speaking Test, while the assessor takes no part in the interaction. The test lasts eight to ten minutes and consists of two parts. The Speaking tests are conducted by trained examiners, who attend annual co-ordination sessions to ensure that standards are maintained.

The assessor awards marks to each candidate for performance throughout the test according to the three Analytical Criteria (Grammar and Vocabulary, Pronunciation and Interactive Communication). The interlocutor awards marks according to the Global Achievement Scale, which assesses the candidates' overall effectiveness in tackling the tasks. Candidates' marks are 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 use vocabulary, structure and paraphrase strategies to convey meaning. Candidates at this level are only expected to have limited linguistic resources, and it is success in using these limited resources to communicate a message which is being assessed, rather than range and accuracy.

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. Hesitation while the candidate searches for language is expected and not penalised as long as it does not strain the patience of the listener. Candidates are given credit for being able to ask for repetition or clarification if necessary.

Global Achievement

This refers to the candidate's overall ability to deal with the tasks and to convey meaning appropriately.

• **Candidate Performance**

This is a two-part paired speaking test. In the first part, candidates in turn answer questions 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 asks are predictable ones about studies or work, free-time activities, etc. A few questions are the same to both candidates but most are different. Some candidates, mistakenly assuming they are going to be asked the same questions as their partner, do not listen carefully to their question and give an inappropriate answer. Most candidates are confident enough to ask the examiner for clarification or repetition when they have not understood a question, but some do not realise that it is perfectly acceptable to make use of this common conversational strategy. Average candidates, and some younger candidates, give one- or two-word answers to questions (e.g. 'Where do you live?' 'Madrid'), which in most cases is quite adequate. The strongest candidates extend 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 are not quite so predictable as in Part 1, and also because candidates have to take the initiative in asking questions, some find 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 shown some information (e.g. about a museum) and the other candidate is shown prompts to ask questions about this information. The candidate answering should remember to answer on the basis of the information provided. The strongest candidates ask well-formed questions ('What's the name of the museum?' 'What can I see there?') while good and average candidates succeed in communicating their ideas without always forming questions correctly ('What the museum name?' 'What I see in museum?'). Answering candidates who do not give an entirely successful performance tend to just read the information straight from the card without turning it into a natural-sounding answer. So, in reply to 'Can I buy postcards there?', a weaker candidate might say 'Museum shop, for postcards and presents', while a stronger candidate might say 'Yes, in the museum shop.'

Each candidate is required to ask and answer five questions. There are usually a number of different acceptable ways of asking each question. 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**

- | | |
|--------------|--|
| 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 2005

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 photocopy of this page to the following address:

University of Cambridge
ESOL Examinations
Reports Co-ordinator
1 Hills Road
Cambridge
CB1 2EU

Fax: +44 1223 460278

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 were not so useful?

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

8. (Optional) Your name
- Centre/School

Thank you.

