



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Experts in Language Assessment

Key English Test

KET Examination Report

December 2007

University of Cambridge ESOL Examinations
1 Hills Road
Cambridge
CB1 2EU United Kingdom

Tel. +44 1223 553355
Fax. +44 1223 460278
email ESOL@CambridgeESOL.org
www.CambridgeESOL.org



Key English Test

Examination Report

December 2007

CONTENTS

	Page
Introduction	1
Paper 1 - Reading and Writing	3
Paper 2 - Listening	11
Paper 3 - Speaking	16
Feedback Form	20

WEBSITE REFERENCE

This report can be downloaded from the Cambridge ESOL website at:

www.CambridgeESOL.org

INTRODUCTION

This report is intended to provide a general view of how candidates performed on each paper in the December 2007 session, and to offer guidance on the preparation of candidates.

The overall pass rate for the December 2007 session was **82.63%**.

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

December 2007	
GRADE	PERCENTAGE
Pass with Merit	30.16
Pass	52.47
Narrow Fail	6.43
Fail	10.94

- **Grading**

Grading took place during January 2008 (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 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, 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:

Cambridge ESOL Information
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

Tel: +44 1223 553355

Fax: +44 1223 553068

Email: ESOLinfo@CambridgeESOL.org

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

The majority of candidates performed very well on this part of the paper and for many it proved to be the easiest part of the paper. For example, candidates had very few problems with Question 1, finding the match between 'you must have a ticket to go past' and 'passengers only through this gate' relatively straightforward.

Some candidates experienced more problems with Question 5, choosing C instead of the correct answer E. Both C and E refer to a place to eat but while the café in E is 'open all day' the restaurant in C is 'closed on today's ... train'. Option C is a distractor and is not an accurate match to any of the questions. Candidates should remember that two of the options A-H are distractors and they need to read carefully in order to rule them out.

Candidates found Question 3 the most challenging, with a considerable number choosing G instead of the correct answer B. It is possible that many candidates chose G because 'luggage' appears in both the question and the notice. However, candidates must read beyond word level. Candidates have to match Question 3 with a notice that mentions seating as well as luggage. While option B refers to seating and who it is intended for, G does not. Candidates should remember that the notice they choose must satisfy all the elements that appear in the question.

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

The majority of candidates performed very well on this part of the paper. For example, candidates had relatively few problems correctly identifying the phrase 'goes swimming' in Question 8.

Question 6 caused a few problems for candidates with some incorrectly choosing option C. The question requires candidates to distinguish between wanting to 'spend a lot of time' in a place and 'staying' in a place. Although Part 2 generally tests lexical appropriacy, candidates should remember that the correct answer may also be limited by the grammatical context.

With Question 7, a considerable number of candidates chose A instead of the correct answer B. This question focuses on semantic precision and candidates need to be aware of the different uses of the adjectives in the three options. In Question 7, while the water could be described as 'beautifully clear', it would not be appropriate to describe it as 'beautifully light'.

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

Candidates coped very well with this part and had relatively few problems with the questions. The only question that caused some difficulties was number 11. Some candidates chose option C instead of the correct answer A. Candidates should remember that this part of the test focuses on functional appropriacy and while 'You decide' is a suitable response to a question about an invitation, 'You make it' is not.

Part 3, Questions 16-20: Matching

On the whole, candidates handled this part of the paper well. However, quite a large number of candidates had problems with the last question. The correct answer to Question 20 is A but a relatively large number of candidates chose G or F. Both of these are distractors and do not fit in any of the gaps. It is important that candidates

read the other speaker's response before they decide which option fits a gap. For example, candidates may have considered G in Question 20 but the mother's response after the gap should have helped them rule it out. Candidates also need to bear in mind the development of the conversation and whether an option fits in terms of context. The conversation focuses on the speakers' plans for that evening and the past tense in option F makes this option unsuitable.

It is possible that some candidates did not know the meaning of 'check' in option A, the correct answer. However, there is support for its meaning and candidates should consider an option that fits in other respects even if they are not familiar with every word.

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

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

Question 26 targets the third sentence of the second paragraph: 'Oleg soon began to win prizes for his piano playing'. However, a number of candidates incorrectly gave C as their answer. It is possible that they confused concerts with competitions and equated the question with the fourth sentence in the third paragraph: '... he gave fifty-two concerts in two months during a trip to England!' Candidates should always check that the part of text they chose is an accurate paraphrase of the question.

Some candidates also had problems with Question 24. In order to answer the question, candidates need to compare the three pieces of information that relate to age. The answer, C, can be found in the second sentence of the third paragraph: 'The family moved to Germany when Josef was two, and a year later he started playing the piano.' The candidates who incorrectly chose B may have matched the question with the first sentence of the second paragraph, specifically with 'Oleg was the youngest of five children ...'. With careful reading these candidates would have been able to rule out C.

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

This was the most challenging part of the test and candidates particularly had difficulties with Questions 30, 34 and 35. In Questions 30 and 34 the candidates who answered incorrectly were mainly drawn to option B, while in Question 35 they were split equally between options A and C. The main focus of these questions is grammatical accuracy with prepositions being tested in 30, the present passive in 34 and determiners in 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 also a relatively challenging part of the test with Questions 38 and 39 proving particularly difficult for candidates. Question 38 led to a high number of misspellings as a result of first language interference, with many candidates writing 'mensaje' instead of 'message'. In Question 39 some candidates incorrectly wrote 'bord', a misspelling of 'board'. In Part 6 candidates need to produce the word that corresponds to the definition but they must also spell the word correctly. The first letter of the answer is provided and there is a dash for each additional letter. Candidates should remember to count the number of letters required since this will help them check whether they have the correct spelling.

Part 7, Questions 41-50: Open cloze

This was another challenging task for many of the candidates. Question 42 was the most difficult for candidates with a relatively high number putting 'become' or 'make' instead of the correct answer 'be'. Question 50 was another relatively challenging question. Some candidates wrote 'or in' as their answer, which was not an accepted response. The instructions to the task indicate that candidates must write 'ONE word for each space'.

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.

However, some candidates had problems with Questions 53 and 55. They became confused between the two questions and gave the answer to 53 as their answer to 55 and vice versa. In order to answer these two questions correctly candidates need to read the email carefully and select the correct option from the advertisement. Question 53 targets the third sentence of the email: 'Let's do a morning tour on Saturday.' According to the advertisement, the cathedral tours take place in the morning, while castle tours are in the afternoon.

Candidates should remember that for the majority of questions in this task type there is distracting information in the input. In this case, Questions 53 and 55 distract for one another.

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 the past tense and produced an adequate range of vocabulary.

For the first bullet point a number of candidates wrote about a range of sports they had watched. If they continued by focusing on one particular sport this was not considered to be a problem and they did not lose marks. However, a few candidates wrote about sports they liked in general rather than relating their answer to a sporting event they had watched. This strayed away from the question and candidates were penalised for this.

There was a small number of candidates who misunderstood the second bullet point and wrote about a person who took part in the competition. It is important that candidates read the three points carefully before they start writing so they do not lose marks for inappropriate content.

• 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, e.g. name, nationality, age, etc. 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 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 3 pieces of information. If they do not give clear answers to the 3 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. Candidates generally find this an undemanding introduction to the Listening test. Most candidates did this task well. Question 1 proved the most challenging, with many of the weaker candidates choosing B, the café, rather than the correct answer, A, the cinema. Here, candidates needed to realise that although the speakers will eat at the café before seeing the film, they need to buy their cinema tickets first. Therefore they will meet at the cinema rather than at the café. In Question 2, some of the weaker candidates chose B as their answer instead of C. The answer to this question comes at 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 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. Question 6 proved the most challenging. Many of the weaker candidates chose E, 'shoes', as their answer, instead of F, 'suitcase'. Quite a lot of processing of language was required here, as candidates had to work out that Alison wanted a larger suitcase so that she could take all her shoes on holiday with her. Understanding the use of referencing in 'she bought a new one' would have helped candidates rule out the plural 'shoes' as the key.

Question 7 was not as challenging, but many weaker candidates were attracted by C, 'mobile phone', rather than the key, 'magazine'. They failed to understand that Helen bought a magazine *about* mobile phones. It is very important that candidates don't simply match the first word they hear, but listen to the meaning of what is said.

Questions 8, 9 and 10 did not cause the candidates much difficulty, with 10 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. This task proved the most challenging in the test. With Question 11, the weaker candidates chose A, 'by bicycle', or B, 'by bus', instead of the key C, 'on foot'. In order to get the key, stronger candidates were able to understand that 'walk' in the text is a paraphrase of 'on foot', which is what they see on the question paper. In contrast, the words 'bicycle' and 'bus' both appear in both the text and on the question paper. With Question 12, weaker candidates chose C, again choosing a word they heard in the text as the answer instead of working out that 'there's a shoe shop downstairs' equates with A, 'over a shop'. Question 15 was the most difficult, with many candidates picking A, 'Saturday', possibly because it is the first day they hear. They actually needed to listen to what both speakers say after that to realise that the speakers decide to move 'the next day', i.e. Sunday, making the correct answer B. Question 14 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 well in this part of the test. They found Questions 16 'Wednesday' and 18 (a spelling) the most challenging. Questions 19 (a time) and 20 (a bus number) 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. Candidates coped well with this part of the test, finding Questions 21 and 25 the easiest. They found Questions 22, 23, and 24 more difficult. Question 22 was a spelling, and there were some problems interpreting handwriting here. It is very important that candidates write clearly so that the marker can read the answer easily.

• 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 easy questions and that 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. 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.

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, for example, when Amy's father starts asking about her shopping trip, he hears about each person 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 2 of the options on the question paper for each question. For example, in relation to Alison, they hear both shoes and a suitcase mentioned and in relation to Helen they hear both a mobile phone and a magazine 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 11, candidates need to understand that 'on foot' means the same as 'walk' in order to get the right answer. They do not actually hear 'on foot' 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 Questions 18 and 22, 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 'book' 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 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 2-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 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 as 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 2 sets of questions about information provided on prompt material.

One candidate is shown some information (e.g. about a cycling holiday) 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 ('Where's the cycling holiday?' 'How much does it cost?'), while good and average candidates succeed in communicating their ideas without always forming questions correctly ('Where cycling holiday?' 'What holiday cost?'). 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 'Do I stay in a hotel?', a weaker candidate might say 'Stay on camp-sites', while a stronger candidate might say 'No, you don't. You stay on camp-sites.'

Each candidate is required to ask and answer 5 questions. There is 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 2007

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:

Cambridge ESOL Information
1 Hills Road
Cambridge
CB1 2EU
United Kingdom

Fax: +44 1223 460278

Email: ESOLinfo@CambridgeESOL.org

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.