

Key English Test

Examination Report

March 2004

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WEBSITE REFERENCE

This report can be accessed through 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 March 2004 session, and to offer guidance on the preparation of candidates.

The overall pass rate for the March 2004 session was **77.17%**.

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

March 2004	
GRADE	PERCENTAGE
Pass with Merit	25.87
Pass	51.30
Narrow Fail	7.27
Fail	15.56

- **Grading**

Grading took place during May 2004 (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 March 2004 examination was 77.17% 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**

The 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 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, together with further copies of this report, can be purchased using the order form on-line 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
e-mail: ESOLinfo@ucles.org.uk
website: www.CambridgeESOL.org

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 5 prompt sentences to 8 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 story line.</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 are weighted to 50.

- **Candidate performance**

Part 1, Questions 1-5: Matching

Most candidates performed well in this task. Very few had problems with question 4, finding the match between 'heavy sweater or jacket' and 'wear something warm' in E quite easy.

The most difficult question proved to be number 2. The correct answer was D but some weaker candidates chose A. In option A, candidates were probably attracted to the word 'medicine' but failed to take into account the meaning of the whole notice, which does not indicate that it is a 'bad time' to be ill.

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

This was handled well by the majority of candidates and proved to be one of the easier tasks on the paper. Strong candidates had very few difficulties with question 10, and nearly all of them chose the correct answer, C.

Question 9 was the most challenging. The correct answer here is B: Louise 'spent' two hours cooking. Quite a few candidates chose C, failing to realise that it is not correct to talk about 'passing' two hours doing something.

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

The most challenging question in this part was number 15. The correct answer was A, but quite a few candidates chose C. However, 'I don't agree' is not a suitable response to a request.

Question 14 was also challenging. Some candidates chose B, rather than A, the correct answer. In A the speaker is asking for clarification. B would not be a suitable response for the person answering the phone call and would only be appropriate for the caller. Candidates need to choose a response that is suitable for the second person in the conversation.

Part 3, Questions 16-20: Matching

This was the easiest task on the paper. Very few candidates had problems with the first question, finding the match between 'How long do you want to stay?' and 'Just for one night' relatively easy.

Question 19 was more challenging and some weaker candidates chose B or D instead of the correct answer, E. There is no backward link in E and it is necessary for candidates to read what the receptionist says after the gap. The receptionist's response makes B unsuitable because he/she is not replying to Tom's request to be shown the room. With D, candidates were probably making a link between the time breakfast started and the time it finished. However, the receptionist's response also makes D an inappropriate choice.

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

This proved to be one of the more difficult tasks on the paper. Question 23 was the most challenging. The answer here is 'Doesn't say'. We know that Bill's daughter is going to start college but we do not know if she wants to do this. When there is not enough information in a text, the correct answer is 'Doesn't say'.

Question 25 was also challenging. We learn in the text that Bill likes visiting new places and meeting lots of people. These are the things he has to do to sell his books, making A the correct answer to Question 25.

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

Most candidates performed well on this task. Very few had difficulties with question 35 and chose the correct answer 'for'. More candidates had problems identifying the correct preposition in question 28, where the answer is 'in'. In question 33, some weaker candidates did not realise that a plural pronoun was needed to refer to 'teeth' and chose A instead of C.

Part 6, Questions 36-40: Word completion

Question 39 proved the most challenging in this part. Some candidates had problems identifying 'message' as the answer and did not attempt an answer while others were unable to spell it correctly. Incorrect spellings included, 'missage', 'massage' and 'messege'.

Part 7, Questions 41-50: Open cloze

This productive task that focuses on accuracy proved to be the hardest part of the paper. The questions that candidates found the most challenging were 41, 45 and 47. In gap 41, the correct answer was 'about' or 'of', but candidates gave a range of prepositions, including 'in', 'at', 'for' and 'to'.

In gap 45, the correct answer was 'next' or 'this'. There were various wrong answers for this, including 'some', 'any' and 'every'. In these cases, candidates had probably not considered the sentence as a whole and were influenced by the word 'time' that follows the gap.

In gap 47, 'must' was one of the common wrong answers. The correct answers were 'have', 'need' or 'ought', all of which are followed by 'to'.

Part 8, Questions 51-55: Information transfer

The majority of candidates handled this task well. However, Question 51 caused some difficulties. Many candidates put 'London' instead of 'Manchester' as their answer. They needed to read the question prompt carefully, which required them to note the city they were travelling 'from'.

Part 9, Question 56: Continuous writing

In this task, candidates were required to cover three points: 'Where shall we eat?' 'What time can you come?' and 'Where can I park my car?'. Most candidates

performed reasonably well and gave full answers with a minimal number of errors. Some interpreted 'near your house' as 'at your house' but this was acceptable in answers where all three points had been addressed.

• RECOMMENDATIONS FOR CANDIDATE PREPARATION

Part 1

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. Notices are of the kind found in everyday life and so should be accessible to all candidates.

Part 2

The sentences are all on the same topic or are linked by 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. If the correct answer is *Doesn't say* then the information referred to will not be stated anywhere in the text.

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.

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. Correct spelling is essential in this part and games such as 'hangman' 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.

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 are asked to write a note, they should remember to begin appropriately (e.g. 'Dear Sara') 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 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.

- **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 in a 3-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. Candidates coped well with Question 1 but found Question 5 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 easier parts of the test, as they did here. They found Question 9 the easiest and Question 6 the most difficult. In Question 6, a significant proportion of candidates chose 'hotel', probably because they heard this word before the key word 'sea' and didn't realise that 'She preferred swimming here to the hotel pool' ruled 'hotel' out.

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 3-option multiple-choice questions. Candidates generally had little difficulty with this particular part. They found Question 15 the easiest and Question 13 the most difficult. In Question 13, many of the weaker candidates did not hear the negative in 'They don't make you wear a swimming hat' and mistakenly chose option B ('a swimming hat') as the answer.

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 usually find this one of the more challenging parts of the test, as they did here. They found Question 19 the easiest and Question 20 the most difficult. Question 17 was a spelling question (LEITH), which most candidates handled well, although some candidates had problems distinguishing between the letters A, E and I.

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 usually find this one of the more difficult parts of the test, but this particular one they did not find especially challenging. Question 25 was the easiest and Question 23 was the only one which gave candidates any problems.

- **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 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. But 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. So, for example in Question 2, some weaker candidates were attracted to options A and C because they heard these months mentioned, but only the month in B was the answer to the focus question. Candidates cannot 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 Sarah talks about the people in her holiday photographs, she talks about her mother first (the example), followed by Caroline (Question 6), Jack (Question 7) and so on until the last person, Sarah's father (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 (Peter) they hear 'Is he in the garden of your hotel?' 'Actually, it's a restaurant near the cathedral'. Candidates have to understand the meaning of the exchange to dismiss 'hotel' and 'cathedral' and choose 'restaurant' as the correct option.

Part 3

Candidates should listen to the instructions for this part carefully and take advantage of the slightly longer pause to read quickly all the multiple-choice questions. 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. For example, with reference to Question 13, candidates hear 'The swimming pool has good hot showers. You have to bring your own towel but you can get soap there. They don't make you wear a swimming hat'. They have to dismiss 'soap' and 'a swimming hat' to choose the correct option 'a towel'. 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. So, for Questions 21-25, they can see they must listen for a time, the name of a station, a

date, an article associated with a zoo shop, and a price. 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. '£4.50'). With times, candidates are expected to give their answers in figures (e.g. '7.30') and do not need to try to write the answer in words (e.g. 'half past seven'), 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. Question 17 here 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 20, some candidates wrote 'Tuesday, Wednesday' because they heard both these days mentioned. This was not an acceptable answer because the 'factory visit' is scheduled for 'Tuesday'. Another common error is not to read the question paper carefully. So, for example, Question 25 asks for the cost of a 'family ticket' but some candidates wrote '£10', which is the cost of an adult ticket.

- **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 in 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 25.

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.

- **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 cards.

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 cards (see 'Animal hospital' and 'Horse-riding lessons' in the 2004 Past Paper Pack).

One candidate is given a prompt card with some information on it (e.g. about an animal hospital) and the other candidate has a card with prompts to ask for information about what is on his/her partner's card. The candidate answering should remember to answer on the basis of the information on his/her prompt card. The strongest candidates ask well-formed questions ('What's the name of the animal hospital?' 'Is it open on Sundays?'), while good and average candidates succeed in communicating their ideas without always forming questions correctly ('What the address?' 'It have car park?'). Answering candidates who don't 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 'Is it open on Sundays?', a weaker candidate would say '7 days a week', while a stronger candidate would say 'Yes, it's open 7 days a week.'

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 both to 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 – March 2004

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 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.