

CAMBRIDGE

EXAMINATIONS, CERTIFICATES & DIPLOMAS

KET

KEY ENGLISH TEST



HANDBOOK

English as a
Foreign Language



UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

PREFACE

This Handbook is intended principally for teachers and course designers who are, or who intend to become, involved in preparing candidates for the Cambridge Key English Test (KET). There are separate Handbooks for other Cambridge EFL examinations.

The introductory part of the Handbook provides the general background to the Cambridge EFL examinations and an overview of the work of the EFL Division at UCLES, including a description of current procedures for test design, production and marking. It is hoped that this will be of interest both to those who are familiar with the Cambridge EFL examinations and to those who are coming to them for the first time.

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INTRODUCTION TO UCLES

The University of Cambridge Local Examinations Syndicate (UCLES) was established as a department of the University of Cambridge in 1858 in order to set a standard of efficiency for schools in England. The Cambridge examinations cover a wide range of academic and vocational subjects and include examinations especially designed for international use.

Examinations in English as a Foreign Language were started at UCLES in 1913, with the Certificate of Proficiency in English (CPE). The First Certificate in English (FCE) was introduced in 1939. Other EFL examinations and schemes for Teachers of English as a Foreign Language (TEFL) have been added since then, so that UCLES now offers a comprehensive range of EFL examinations and TEFL schemes with a total annual candidature of over 500,000.

The EFL Division

The English as a Foreign Language (EFL) Division at UCLES has specific responsibility for all the professional and specialist aspects of the EFL examinations and the TEFL schemes. The EFL team is made up of staff with qualifications mainly in the area of Applied Linguistics and TEFL, and with considerable experience in overseas teaching situations.

The work of the EFL Division covers four main areas:

- Question paper production
- Support for the administration of the examinations (particularly the Speaking tests)
- Processing of examinations (marking, etc.)
- User service

In all these areas there is a programme of on-going validation, and specialist staff work on analysis and evaluation. The aim is to ensure that standards are being met and that the examinations develop in order to meet the changing needs of candidates and other test users.

The core of the EFL system is the question paper production process. This is described in detail later in this section.

The general administration and processing of examinations is largely carried out by other divisions at UCLES. The EFL Division, however, is responsible for ensuring that various professional requirements are met. This includes, for example, the development and implementation of training and monitoring procedures, which are required for carrying out the assessment of spoken and written language by examiners.

For the EFL Division, user service involves professional matters such as the production of information for test users, e.g. handbooks, sample materials, reports, etc. It is also the responsibility of EFL staff to ensure that obligations to test users are met, and that in this context UCLES EFL examinations fulfil the Code of Practice established by the Association of Language Testers in Europe – ALTE (see below). This Code of Practice focuses on the responsibilities both of examination providers and examination users and covers four main areas:

- Developing examinations
- Interpreting examination results
- Striving for fairness
- Informing examination takers

The Association of Language Testers in Europe (ALTE)

UCLES is a member of The Association of Language Testers in Europe (ALTE), which was formed in 1990. The members are all providers of language examinations and certificates from countries within the European Union.

The principal objectives of ALTE are as follows:

- to establish a framework of levels of proficiency in order to promote the transnational recognition of certification, especially in Europe;
- to establish common standards for all stages of the language testing process: i.e. for test development, question and item writing, test administration, marking and grading, reporting of test results, test analysis and reporting of findings;
- to collaborate on joint projects and in the exchange of ideas and know-how.

More information about ALTE and copies of ALTE documents can be obtained from UCLES.

The Production of EFL Question Papers

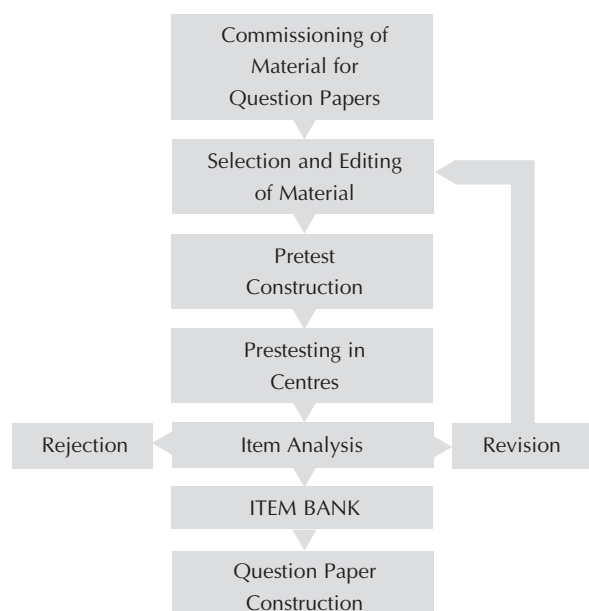
The production process for question papers for EFL examinations and TEFL schemes begins with the commissioning of material and ends with the printing of question papers.

There are five main stages in the process:

- Commissioning
- Editing
- Pretesting
- Analysis and banking of material
- Question paper construction

This process is represented in the diagram on the following page.

The Production Cycle for Pretested Question Papers



Throughout the writing and editing process strict guidelines are followed in order to ensure that the materials conform to the test specifications. Topics or contexts of language use which might introduce a bias against any group of candidates of a particular background (i.e. on the basis of sex, ethnic origin, etc.) are avoided.

After selection and editing, the items are compiled into pretest papers. Pretesting plays a central role as it allows for questions and materials with known characteristics to be banked, so that new versions of question papers can be produced as and when required. The pretesting process helps to ensure that all versions conform to the test requirements in terms of content and level of difficulty.

Each pretest paper contains anchor items. The anchor items are carefully chosen on the basis of their known characteristics and their inclusion means that all new items can be linked to a common scale of difficulty.

Pretest papers are despatched to a wide variety of schools and colleges around the world which have offered to administer the pretests to candidates of a suitable level. After the completed pretests are returned to UCLES, the items are marked and analysed, and those which are found to be unsuitable are rejected or revised. A score for each student is provided to the centre within about two weeks of UCLES receiving the completed pretests.

The UCLES Main Suite: a Five Level System

UCLES has developed a series of examinations with similar characteristics, which span five levels. Within the five levels the Key English Test (KET) is at Cambridge Level One.

Cambridge Level Five Certificate of Proficiency in English (CPE)
Cambridge Level Four Certificate in Advanced English (CAE)
Cambridge Level Three First Certificate in English (FCE)
Cambridge Level Two Preliminary English Test (PET)
Cambridge Level One Key English Test (KET)

BACKGROUND TO KET

KET was developed between 1991 and 1994, during which time extensive trialling took place. It offers a basic qualification in English and also represents a first step for those wishing to progress towards Cambridge Level Two, the Preliminary English Test (PET) and the rest of the UCLES EFL examinations.

The Key English Test is a free-standing part of the *Look Ahead* project – a collaborative venture between four of Britain's leading organisations involved in English language teaching and testing, developed under the auspices of the Council of Europe.

Look Ahead consists of:

- TV and radio programmes;
- self-study materials and audio cassettes;
- printed support materials;
- text books, videos and audio cassettes for use in the classroom;
- KET and PET tests.

While it is expected that some candidates for KET may have used the *Look Ahead* study materials, it is not necessary to have followed *Look Ahead* in order to be successful in the examination.

The Level of KET

KET, at Cambridge Level One, also falls within Level One of the ALTE framework and a description of this level is given below in terms of:

- the general level of proficiency;
- what material learners can handle;
- what learners can be expected to be able to do.

ALTE Level One – A Waystage User

As a Level One examination, KET is based on the Waystage 1990 specification (J A van Ek and J L M Trim, Council of Europe Press 1991) or what may be achieved after approximately 180-200 hours of study, about half-way to PET. It includes Reading and Writing, Listening, and Speaking components. It may be seen as either an objective half-way towards Level 2, the Threshold Level, or as a final objective indicating that successful candidates have the linguistic ability to satisfy their most basic communication needs in everyday situations.

A Waystage user will be able to use English in their own or a foreign country in contact with native and non-native speakers of English for the general purposes listed on page 7.

Materials a Waystage User can deal with

A language user at this level needs to be able to read simple texts, many of which are of the kind needed for survival in day-to-day life or while travelling in a foreign country. These include street signs and public notices, product packaging, forms, posters, brochures, city guides and instructions on how to make a phone call. The user should also be able to deal with personal messages written as letters or postcards, and gain some information from informative texts taken from newspapers and magazines. Where listening skills are concerned, a user needs to understand the basic facts given in announcements such as at railway stations and airports, traffic information given on the radio, and public announcements made at sporting events or pop concerts.

What a Waystage User can do

In the context of work, a language user at this level can handle basic enquiries related to their own familiar job area, dealing, for example, with questions about prices, quantities of goods ordered, or delivery dates. In a meeting, they could provide straightforward facts if asked directly, but cannot follow a discussion. On the telephone, they could take the name of a caller and note down a simple message including a phone number.

If travelling as a tourist, a user is able to find out what time a tour starts and how much something costs. They can understand the outline of the information given on a guided tour, as long as it is in a predictable context, but can ask only very simple questions to get more information.

They can express their own likes and dislikes, but only in simple terms.

Where reading is concerned, at this level the user can understand the gist of a tourist brochure with the help of a dictionary, to the extent of being able to identify the starting and finishing times of a guided tour and what will be seen on the tour. They can write very simple personal letters, expressing thanks, or a basic message, although there may be elementary mistakes.

KET Candidature

In 1997 (the third full year of KET), there were over 20,000 candidates for KET. Information is collected about KET candidature at each session, when candidates fill in Candidate Information Sheets.

These provide essential information which is needed, for example, to see whether certain types of question cause difficulties for candidates in particular age ranges or from particular language backgrounds.

The information provided is treated as confidential and is covered by the Data Protection Act of the United Kingdom. The answers that a candidate gives to the questions on the Candidate Information Sheet will not affect his/her result in any way.

Nationality – KET is taken in over forty different countries, with the majority of candidates in Europe, South America, and the Asia-Pacific region.

Age – About 75% of KET candidates are aged 20 or under. A further 16% are in the 21-30 age group.

Gender – Approximately 60% are female.

Employment – Most candidates are studying full-time.

Exam Preparation – Approximately 80% of the candidates attend preparation classes.

Reasons for taking KET – Candidates enter for a variety of reasons. About 58% of candidates indicate that they are taking KET out of personal interest and 30% for employment reasons. About 35% of the candidature are also specifically interested in further study of English.

What sort of test is KET?

In real life, language is used in context, and the forms of language vary according to that context. The assessment aims of KET and its syllabus are designed to ensure that the test reflects the use of language in real life. The question types and formats have been devised with the purpose of fulfilling these aims. KET corresponds closely to an active and communicative approach to learning English, without neglecting the need for clarity and accuracy.

MARKING AND GRADING

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

KET has two passing grades:

Pass with Merit
Pass

and two failing grades:

Narrow Fail
Fail

'Pass' ordinarily corresponds to about 72 - 74% of the total marks.

For those candidates that receive a 'Pass with Merit' or 'Pass' grade, details are given on the result slips of those papers in which they do particularly well. For candidates with an overall 'Narrow Fail' or 'Fail' grade, details are given on result slips of those papers in which their performance is particularly weak.

KET ADMINISTRATION

Candidates mark all their answers for KET Paper 1 (Reading and Writing) on answer sheets. Candidates must fill in these sheets within the total time allowed for the examination. The answers for Parts 1 - 5 are automatically read by computer. Answers for Parts 6 - 8 are marked by trained examiners. For KET Paper 2 (Listening), candidates write their answers onto the question paper as they listen to the tape, and are given 8 additional minutes to transfer their answers to the answer sheet. Parts 1 - 3 are automatically read by computer, and Parts 4 and 5 are marked by trained examiners.

Samples of the answer sheets are given on pages 34 - 36 and students should be given practice in completing these before the date of the examination.

Time and Place

KET is usually available six times a year on fixed dates in March, May, June (twice), November and December.

Current information on dates and the administrative details of the examination are provided separately to centres. A copy can be obtained from your nearest Cambridge Examination Centre. A list of Cambridge Examinations Centres is obtainable from UCLES (address follows) or from the nearest office of the British Council. All KET entries must be made through an authorised centre.

Special Arrangements

Special arrangements are available for disabled candidates. These may include extra time, separate accommodation or equipment, Braille transcription, etc. Please consult the UCLES KET/PET organiser in your area for more details.

Further Information

Further details, information concerning fees, and entry forms can be obtained from:

The Administration and Systems Division
University of Cambridge Local Examinations Syndicate
Syndicate Buildings
1 Hills Road
Cambridge, CB1 2EU
U.K.

Telephone: (++44) (0)1223-553074

Fax: (++44) (0)1223-460278

KET FORMAT

KET has three papers, covering the four skills. The Reading and Writing component carries 50% of the final marks; the Listening and Speaking components carry 25% each. The components of KET are described in summary in the table below and in greater detail in the following pages. They are also exemplified in the Sample Papers on pages 22- 33.

Summary of components

Paper 1: Reading and Writing (1 hour 10 mins)

Component	No of Parts	Total mark for each component
Reading	5	40
Writing	3	20

} 60 weighted to 50

Paper 2: Listening (approx. 25 mins)

Component	No of Parts	Total mark for component
Listening	5	25

Paper 3: Speaking (8-10 mins)

Component	No of Parts	Total mark for component
Speaking	2	20 weighted to 25

READING AND WRITING

PART 1 – SIGNS

five multiple-choice questions (3 options)

five matching questions

Test focus: gist understanding of real-world notices

PART 2 – DEFINITIONS

matching 5 definitions to 8 items in a lexical set

Test focus: reading and identifying appropriate vocabulary

PART 3 – VERBAL EXCHANGE PATTERNS

five multiple-choice questions (3 options)

five matching questions

Test focus: reading and identifying appropriate response

PART 4 – FACTUAL TEXT

seven multiple-choice questions (3 options)

OR seven Right/Wrong/Doesn't say questions

Test focus: reading for main idea(s) and detail

PART 5 – FACTUAL TEXT

cloze passage with eight multiple-choice questions (3 options)

Test focus: reading and identifying appropriate structural word

PART 6 – NOTES, SHORT MESSAGE, LETTER

cloze passage with ten gaps

Test focus: reading and writing down appropriate word (focus on structure and vocabulary)

PART 7 – FORM-COMPLETION

completing five gaps on a form

Test focus: reading and writing down appropriate words or numbers (focus on content and accuracy)

PART 8 – CONTINUOUS WRITING

writing a short note or message (20-25 words)

Test focus: ability to communicate a given message (focus on appropriacy, structure, vocabulary, cohesion)

LISTENING

PART 1 – FIVE SHORT DIALOGUES

five multiple-choice questions (3 options)

Test focus: listening to identify information

PART 2 – CONVERSATION

five matching questions

Test focus: listening to identify information

PART 3 – CONVERSATION

five multiple-choice questions (3 options)

Test focus: listening to identify information

PART 4 – CONVERSATION

Completing a set of notes by filling five gaps with words or numbers

Test focus: listening and writing down information

PART 5 – FACTUAL MONOLOGUE

Completing a set of notes by filling five gaps with words or numbers

Test focus: listening and writing down information

SPEAKING

PART 1 – PERSONAL INFORMATION

Giving personal factual information

PART 2 – PROMPT CARD ACTIVITY

Asking for and giving personal or non-personal information

AIMS AND OBJECTIVES

Candidates who are successful in KET should be able to satisfy their basic communicative needs in a range of everyday situations with both native and non-native speakers of English. This aim corresponds to the recommendations of the Council of Europe's Waystage specification.

READING

Making use of the limited structural and lexical resources at their disposal, KET candidates should be able to understand the main message, and some detail, of a variety of short factual reading texts: for example, signs, notices, instructions, brochures, guides, personal correspondence and informative articles from newspapers and magazines. They should also have strategies for dealing with unfamiliar structures and vocabulary.

WRITING

Only one part of KET requires written production above the word level. Here candidates should show their ability to complete a short everyday writing task appropriately, coherently and showing reasonable control of structure, vocabulary, spelling and punctuation.

LISTENING

Candidates should be able to understand and respond to dialogues and monologues, including telephone conversations and recorded messages, in both informal and neutral settings on a range of everyday topics. The texts will be delivered at a pace which is slow but not unnaturally so. Candidates should be able to extract relevant factual information from what they hear.

SPEAKING

Candidates should be able to interact both with an examiner and with another candidate. They should be able to answer and ask questions about themselves and about factual information on a prompt card (eg times, prices, etc). They should also demonstrate strategies for dealing with communication difficulties, eg paraphrasing, asking for clarification.

LANGUAGE SPECIFICATIONS

The language specifications of KET are the same as those set out in Waystage 1990. It should be noted that the Waystage specification is not a closed syllabus. The following is a summary of the language which is tested in KET. In terms of vocabulary and grammatical structure, KET candidates will have productive control of only the simplest of exponents for each category below; there is a wider, but still limited, range that they will be able to deal with receptively; and they will have strategies for coping with the unfamiliar.

Language Purposes

- Carrying out certain transactions:
 - Making arrangements
 - Making purchases
 - Ordering food and drink
- Giving and obtaining factual information:
 - Personal
 - Non-personal (places, times, etc.)
- Establishing and maintaining social and professional contacts:
 - Meeting people
 - Extending and receiving invitations
 - Proposing/arranging a course of action
 - Exchanging information, views, feelings and wishes

Language Functions

There are six broad categories of language functions (what people do by means of language):

- Imparting and seeking factual information
- Expressing and finding out attitudes
- Getting things done
- Socialising
- Structuring discourse
- Communication repair

Topics

KET candidates will mainly be expected to deal with the personal and the concrete. These include the following topic areas:

- Personal identification
- House, home and environment
- Daily life, work and study
- Free time, sport and entertainment
- Travel and holidays
- Relations with other people
- Health
- Shopping
- Food and drink
- Services: post office, bank, police, etc.
- Places
- Language
- Weather

Practice Material

A past KET examination paper, including key and cassette is available from the UCLES Publications Unit at the address given on page 5.

A DETAILED GUIDE TO KET

READING AND WRITING

The reading and writing part of the test together take 1 hour and 10 minutes with a total of 56 questions. Candidates have a question paper and a separate answer sheet on which they record their answers. Examples of sample answer sheets can be found on pages 34 - 35, and detailed instructions about their use are issued to centres separately. Teachers are encouraged to make photocopies of answer sheets and to use these with students preparing for KET. Efforts are made to keep the language of instructions to candidates as simple as possible, and a worked example is given in every part of the test.

The reading test is divided into five parts. Reading texts are authentic texts, adapted where necessary so that most of the vocabulary and grammatical structures are accessible to students at this level. However, candidates are expected to be able to make use of interpretation strategies if they encounter unfamiliar lexis or structures.

PART 1

In Part 1 candidates are tested on their ability to understand the main message of a sign, notice or other very short text. These texts are of the type usually found on roads, in railway stations, airports, shops, restaurants, offices, schools, etc. Wherever possible these texts are authentic and so may contain lexis which is unfamiliar to the candidates, but this should not prevent them from understanding the main message.

Questions 1 - 5 are multiple choice (3 options). Candidates are asked either about the likely location of the text, or about the likely target reader.

Part 1

Questions 1 - 5

Where can you see these notices?

For questions 1 - 5, mark A, B or C on the answer sheet.

1

EVERYTHING
HALF-PRICE

- A** in a bank
- B** in a shop
- C** in a theatre

2

TRAINS FOR LONDON
LEAVE FROM
PLATFORM 2

- A** at a station
- B** at a bus stop
- C** on a motorway

Key: 1 B 2 A

Part 1

Questions 1 - 5

Who are these notices for?

For questions 1 - 5, mark A, B or C on the answer sheet.

- 1

BRITISH AND
EUROPEAN PASSPORTS

A tourists
B customers
C school children
- 2

PLEASE DO NOT TAKE
BATHROOM TOWELS
TO THE BEACH.

A people in a cinema
B secretaries
C hotel guests

Key: 1 A 2 C

Questions 6 – 10 are matching questions. Candidates are tested on their understanding of the general meaning of the texts.

Part 1

Questions 6 - 10

Which notice (A - H) says this (6 - 10)?

For questions 6 - 10, mark the correct letter A - H on the answer sheet.

EXAMPLE	ANSWER
0 We can help you.	E

- 6 We do our job fast.
7 We are open this afternoon.
8 We sell food.
9 You can save money here.
10 This is too old.

- A**

Closed for lunch 1 - 2 pm

B

Use before 10.10.97

C

STAMPS ONLY

D

Freshly made sandwiches

E

INFORMATION

F

Buy more and spend less!

G

One hour photo service

H

Grand opening 8 January

Key: 6 G 7 A 8 D 9 F 10 B

PART 2

In Part 2 candidates are tested on their knowledge of a specific field of vocabulary. Candidates are asked to match a set of topic related words to the appropriate 'definitions' of the sort which may be found in a learner's dictionary.

Part 2

Questions 11 - 15

Read the descriptions (11 - 15) of some places.

What is the name of each place (A - H)?

For questions 11 - 15, mark the correct letter A - H on the answer sheet.

EXAMPLE	ANSWER
0 You can see a film here.	C

- 11 You can buy medicine here.
12 People often stay in a room here on holiday.
13 If you are very ill, you stay here.
14 You can buy stamps here.
15 When your car has a problem, you take it here.

- A** camping site **E** hospital
B chemist **F** hotel
C cinema **G** post office
D garage **H** theatre

Key: 11 B 12 F 13 E 14 G 15 D

PART 3

In Part 3, candidates are tested on their ability to understand the language of the routine transactions of daily life.

Questions 16 – 20 are multiple-choice (3 options). Candidates are asked to complete five unrelated 2-line conversational exchanges.

Part 3

Questions 16 - 20

Complete the conversations.

For questions 16 - 20, mark A, B or C on the answer sheet.

- 16 Can I use your telephone? **A** Phone me at 5 o'clock.
B Yes, of course.
C Sorry, you have the wrong number.
- 17 When's Tom coming? **A** Last night.
B At lunch time.
C Two days ago.
- 18 How old is David? **A** He's good.
B Next year.
C Twenty.

Key: 16 B 17 B 18 C

Questions 21 - 25 are matching questions. Candidates are asked to complete a longer dialogue, by choosing from a list of options. These dialogues take place in shops, hotels, restaurants, etc., and in various work, study and social situations.

Questions 21 - 25

Complete the conversation.

What does Mario say to Jenny?

For questions 21 - 25, mark the correct letter A - H on the answer sheet.

EXAMPLE	ANSWER
Jenny: Hello, Mario. How are you?	
Mario: 0	D

Jenny: Fine. Are you doing anything on Saturday?
Mario: 21

Jenny: Well, would you like to come to the beach with me and some friends?
Mario: 22

Jenny: We're meeting at Mike's house. Have you been there before?
Mario: 23

Jenny: That's right. Can you be there at 7.30?
Mario: 24

Jenny: Please don't be late! We're all taking some food. Can you bring something?
Mario: 25

Jenny: And don't forget to bring your swimming things!
Mario: Right. Bye!

- A Yes, I'd love to.
- B Yes, I'll make some sandwiches.
- C The bus leaves at 8 o'clock.
- D I'm fine, thanks. How are you?
- E It's opposite the park, isn't it?
- F It's a beautiful beach.
- G That's very early!
- H No, I don't think so. Why?

Key: 21 H 22 A 23 E 24 G 25 B

PART 4

In Part 4, candidates are tested on their ability to understand the main ideas and some details of longer texts (about 180 words). These texts come from authentic sources, such as newspaper and magazine articles, but are adapted to make them accessible to candidates. Texts may include vocabulary which is unfamiliar to the candidates, but this should not interfere with their ability to complete the task.

The questions in this part may be multiple-choice (3 options) comprehension questions. Alternatively, candidates may be asked to decide whether, according to the text, each one of a set of statements is correct or incorrect, or whether there is insufficient information in the text to decide this.

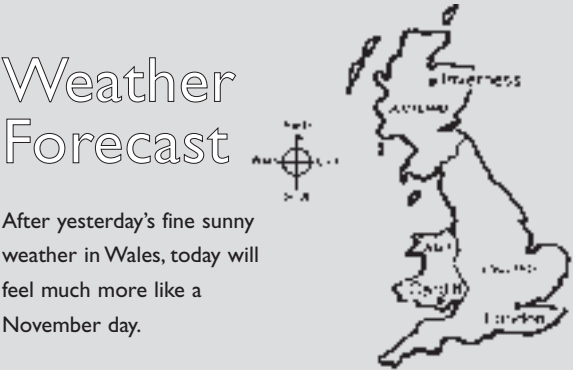
The following is an example of the multiple-choice type of exercise.

Part 4

Questions 26 - 32

Read the weather forecast, and then answer the questions.

For questions 26 - 32, mark A, B or C on the answer sheet.



After yesterday's fine sunny weather in Wales, today will feel much more like a November day.

Very strong winds will bring rain to Scotland and most of northern England in the morning. These winds will die away during the afternoon to give a cold clear night and there may be ice on the roads in Scotland. The rest of England and Wales will have a dry day, and in the south-east temperatures will be higher than normal for the time of year. The evening will be cold with fog in many places in the south-west, but temperatures will not be low enough for ice to form.

Tomorrow will be a windy day with rain everywhere until around noon. In the afternoon the rain will clear from the south-west, bringing fine weather to all parts by the evening and there may be some sun in the south-east of England. But temperatures will be low and the winds may bring some snow anywhere in the north and west before morning.

EXAMPLE	ANSWER
0 Yesterday it was sunny in	B
A Inverness	
B Cardiff	
C London	

- 26** Today it will be windy in
A Inverness.
B Cardiff.
C London.
- 27** Tonight there may be ice in
A Inverness.
B Cardiff.
C London.
- 28** Today it will be warmer than usual in
A Inverness.
B Cardiff.
C London.
- 29** Tonight there may be fog in
A Inverness.
B Cardiff.
C London.
- 30** Tomorrow it will stop raining first in
A Inverness.
B Cardiff.
C London.
- 31** Which city may have sun tomorrow?
A Inverness
B Cardiff
C London
- 32** Where will it not snow tomorrow night?
A Inverness
B Cardiff
C London

Key: 26 A 27 A 28 C 29 B 30 B 31 C 32 C

The following is an example of a Part 4
 'Right/Wrong/Doesn't say' question type.

Part 4

Questions 26 - 32

Read the article about a young actor.

Are sentences 26 - 32 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' or
 'Wrong', choose 'Doesn't say' (C).

For questions 26 - 32, mark A, B, or C on the answer sheet.

SEPTEMBER IN PARIS

This week our interviewer talked to the star of the film
 'September in Paris', Brendan Barrick.

*You are only 11 years old. Do you get frightened when there are lots of
 photographers around you?*

No, because that always happens. At award shows and things like
 that, they crowd around me. Sometimes I can't even move.

How did you become such a famous actor?

I started in plays when I was six and then people wanted me for
 their films. I just kept getting films, advertisements, TV films and
 things like that.

Is there a history of acting in your family?

Yes, well my aunt's been in films and my dad was an actor.

You're making another film now – is that right?

Yes! I'm going to start filming it this December. I'm not sure if
 they've finished writing it yet.

What would you like to do for the rest of your life?

Just be an actor! It's a great life.

EXAMPLE	ANSWER
---------	--------

0 Brendan is six years old now.	B
A Right B Wrong C Doesn't say	

26 A lot of people want to photograph Brendan.
A Right **B** Wrong **C** Doesn't say

27 Brendan's first acting job was in a film.
A Right **B** Wrong **C** Doesn't say

28 Brendan has done a lot of acting.
A Right **B** Wrong **C** Doesn't say

29 Brendan wanted to be an actor when he was four years old.
A Right **B** Wrong **C** Doesn't say

30 Some of Brendan's family are actors.
A Right **B** Wrong **C** Doesn't say

31 Brendan's father is happy that Brendan is a famous actor.
A Right **B** Wrong **C** Doesn't say

32 Brendan would like to be a film writer.
A Right **B** Wrong **C** Doesn't say

Key: 26 A 27 B 28 A 29 C 30 A 31 C 32 B

PART 7

In Part 7, candidates complete a simple information transfer task. They are asked to use the information in a short text to fill in a form or other similar type of document. Candidates have to understand the text in order to complete the task, but the focus is on writing rather than reading ability. Candidates are expected to understand the vocabulary commonly associated with forms, for example, surname, date of birth, etc. The required written production is at word and phrase level, not sentence. Correct spelling and use of capital letters is essential in this part.

Part 7

Questions 51 - 55

Read this information about a family who want to visit China.

Fill in the information on the VISA APPLICATION.

For questions 51 - 55, write the information on the answer sheet.

Joseph Flood is from the USA. He is 36 years old and he is a pilot. He lives in the Mid-West in a town called Oshkosh. He is married to Jane. They have two daughters and one son.

VISA APPLICATION

First name:	Joseph	
Surname:	51	
Nationality:	52	
Age:	36	
Job:	53	
Wife's name:	54	
Number of children:	55	

Key:

51 Flood 52 American 53 pilot 54 Jane 55 3/three

PART 8

In Part 8, candidates are given the opportunity to show that they can communicate a written message (20 – 25 words) of an authentic type, for example a note or postcard to a friend. The instructions indicate the type of message required, who it is for and what kind of information should be included. Alternatively, the candidates may be asked to read and respond appropriately to a short note from a friend. Candidates are asked to convey three pieces of information.

An example of each type of question is given below.

Part 8

Question 56

You must see your friend, David, before tomorrow evening.

Write a note to David.

Say:

why you want to see him.

where and **when** to meet you.

Write 20 - 25 words.

Write your note on the back of the answer sheet.

Part 8

Question 56

Read this note from your friend, Elizabeth.

Have a nice holiday!
Please send me a holiday postcard.
Tell me where you are, what you are doing,
and what the weather is like.

Elizabeth

Write Elizabeth a postcard. Answer her questions about your holiday.

Write 20 - 25 words.

Write your postcard on the back of the answer sheet.

There are 5 marks for this question. Candidates at this level are not expected to produce faultless English, but to achieve 5 marks a candidate should write a cohesive message, which successfully communicates everything indicated in the instructions, with only minor grammar and spelling errors. A great variety of fully acceptable answers is possible. The full Part 8 mark scheme is on page 37.

Part 8

Sample answers

The following is an example of a candidate's note to David (see first example question above) which scored 5 marks.

3rd Feb.

Dear David,

Yesterday, I found a book that you wanted.

I'd like to give you as soon as I can.

Will you come to my house at 8.00 PM?

See you!

Keiko

The following is an example of a less successful note. This candidate scored 2 marks. There is an attempt to communicate only two parts of the message, and errors in expression mean that communication is only partially achieved.

Dear David

I want to see today, until I speak with your about some order.

I well wite 2o'clock to night.

Thank you.

yours

Omar

Preparation for the Reading and Writing Component

Candidates do not need to follow a specific course before attempting KET. Any general English course for beginners of approximately 180 learning hours which develops reading and writing skills alongside instruction in grammar and vocabulary will be suitable.

In addition to course book reading texts, teachers are advised to give their students every opportunity to read the type of English used in everyday life, for example, short newspaper and magazine articles, advertisements, tourist brochures, instructions, recipes, etc. In dealing with this real life material, students should be encouraged to develop reading strategies to compensate for their limited linguistic resources, such as the ability to guess unfamiliar words, and the ability to extract the main message from a text. A class library consisting of English language magazines and simplified readers on subjects of interest to students will be a valuable resource.

Students should also be encouraged to take advantage of real life occasions for writing short messages to each other and their teacher. They can, for example, write invitations, arrangements for meeting, apologies for missing a class, or notices about lost property. Here the emphasis should be on the successful communication of the intended message, though errors of structure, vocabulary, spelling and punctuation should not be ignored.

To ensure that candidates fully understand what they will have to do in the Reading and Writing paper, it is advisable for them to become familiar in advance with the different types of test tasks, as illustrated by the previous examples and by the sample paper at the end of this Handbook. They should also make sure that they understand how to record their answers on the answer sheet (pages 34 and 35).

LISTENING

The Listening Component is divided into five parts with a total of 25 questions. The texts are written or adapted by item writers specifically for the test and recorded in a studio to simulate real spoken language. The listening texts are recorded on cassette, and each text is heard twice. There are pauses for candidates to look at the questions and to write their answers. The instructions to the candidates on the cassette are the same as the instructions on the question paper. Candidates write their answers on the question paper as they listen, and they are then given 8 minutes at the end of the test to transfer these answers to an answer sheet. The complete listening test, including time for the transfer of answers, takes about 25 - 30 minutes.

Candidates should tell the supervisor of the listening test as soon as possible if they have difficulty hearing the recording. It is important to let the supervisor know this at the beginning of the tape before the listening test begins properly.

PART 1

In Part 1, candidates are tested on their ability to identify simple factual information in five separate short conversational exchanges. The short conversations are either between friends or relatives, or between a member of the public and a shop assistant, booking office clerk, etc. The information focused on in these dialogues is, for example, prices, numbers, times, dates, locations, directions, shapes, sizes, weather, descriptions of people and current actions.

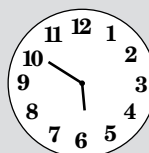
On the question paper, the candidates see a simple question and 3 multiple-choice options based on pictures or drawings. There are five questions in Part 1.

Candidates look at the following on the question paper:

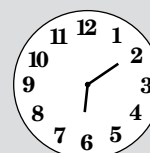
Part 1

Question 1

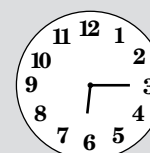
I What time does the train go?



A ☐



B ☐



C ☐

Candidates hear the following on cassette (heard twice):

I. What time does the train go?

Man: Hurry up! We'll be late.

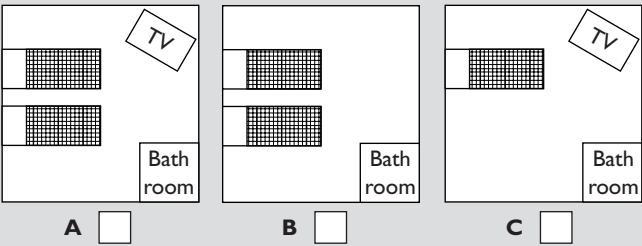
Woman: What time does the train go?

Man: At six fifteen. We must leave in ten minutes.

Woman: Fine, I'm nearly ready.

For the second question candidates look at this:

2 Which room does the woman want?



Candidates hear:

2. Which room does the woman want?

Man: Seaview Hotel. Can I help you?

Woman: Yes, please. I'd like to book a room with a bathroom for tomorrow night.

Man: Certainly, madam. With one bed or two?

Woman: Two beds, please. And I'd like a television in the room.

Key: 1 C 2 A

PART 2

In Part 2, candidates are tested on their ability to identify simple factual information in a longer conversation. The conversation is an informal one between two people who know each other. The topic will be one of personal interest to the speakers, for example, daily life, travel, occupational activities, free time activities, etc.

Candidates show their understanding of the conversation by matching two lists of items, for example, souvenirs with the countries where they were bought.

The candidates look at the following on the question paper:

Part 2

Questions 6 - 10

Listen to Sandra talking to Lucy about her holiday.

Sandra went to six countries.

What did she buy in each country?

For questions 6 - 10, write a letter A - H next to each country.

EXAMPLE: 0 Italy **B**

COUNTRIES

6 Germany

☐

7 Spain

☐

8 Holland

☐

9 Portugal

☐

10 France

☐

THINGS BOUGHT

A cassette

B coffee

C guitar

D hat

E picture

F plate

G suitcase

H sunglasses

Candidates hear the following:

Listen to Sandra talking to Lucy about her holiday. Sandra went to six countries. What did she buy in each country? For questions 6 - 10, write a letter A - H next to each country.

You will hear the conversation twice.

Sandra: Do you like this coffee, Lucy?

Lucy: Yes, Sandra, it's delicious.

Sandra: I got it on holiday in Italy.

Lucy: Did you enjoy your holiday?

Sandra: Oh yes. It was wonderful. Look at all these souvenirs I've got!

Lucy: What did you buy?

Sandra: Well, it was really hot in Germany, so I had to get this sun hat there. And then in Spain I had to get some sunglasses, because of the bright sun.

Lucy: What did you buy in Portugal? Is that where you got this plate?

Sandra: No, the plate comes from Holland. Isn't it pretty? I'm going to give it to my mother. In Portugal I bought a cassette of guitar music. I'll play it for you later.

Lucy: What about this picture? It looks Spanish.

Sandra: Yes, it does, doesn't it? Actually it's French. I bought it in Paris. There was so much to buy in France...

Lucy: It's a good thing you took a large suitcase!

Key: 6 D 7 H 8 F 9 A 10 E

PART 3

In Part 3, candidates are also tested on their ability to identify simple factual information. The listening text is usually an informal conversation between two people who know each other about a topic of personal interest to the speakers. It is sometimes a transactional exchange e.g. a person making enquiries in a travel agent's.

In this part, candidates show their understanding of the conversation by answering 5 multiple-choice questions, each with 3 options.

The candidates look at the following on the question paper. There is a twenty second pause to allow candidates to read the questions.

Part 3

Questions 11 - 15

Listen to Jill talking to her friend about a visit to Ireland.

For questions 11 - 15, tick [✓] A, B or C.

You will hear the conversation twice.

EXAMPLE	ANSWER	
0 Jill is going to Ireland next	A week.	<input type="checkbox"/>
	B Monday.	<input type="checkbox"/>
	C month.	<input checked="" type="checkbox"/>
11 The taxi will cost	A £10.	<input type="checkbox"/>
	B £12.	<input type="checkbox"/>
	C £13.	<input type="checkbox"/>
12 The hotel is	A cheap.	<input type="checkbox"/>
	B big.	<input type="checkbox"/>
	C unfriendly.	<input type="checkbox"/>
13 The hotel receptionist is Mr	A MANUJA.	<input type="checkbox"/>
	B MANAKA.	<input type="checkbox"/>
	C MENUKA.	<input type="checkbox"/>
14 Jill should take	A a raincoat.	<input type="checkbox"/>
	B a camera.	<input type="checkbox"/>
	C warm clothes.	<input type="checkbox"/>
15 The weather will be	A sunny.	<input type="checkbox"/>
	B windy.	<input type="checkbox"/>
	C wet.	<input type="checkbox"/>

Candidates hear the following:

Listen to Jill talking to her friend about a visit to Ireland. For questions 11 - 15, tick A, B or C. You will hear the conversation twice.

(telephone rings)

Adam: Hello.

Jill: Hello, Adam? It's Jill here. I'm going to Ireland next month.

Adam: Oh really, are you going to Cork?

Jill: Yes, and I'm staying in the Shamrock Hotel. You know, the one you like. Now, how much will a taxi from the station cost?

Adam: Well I think it's about ten or twelve pounds. No... more than that: thirteen pounds.

Jill: That's fine. And do you think I'll like the hotel?

Adam: Yes. It's small but very comfortable. And it's not expensive.

Jill: Are the people there friendly?

Adam: Oh very. By the way, please say hello to Mr Manuja for me.

Jill: Who?

Adam: Mr Manuja, the receptionist, that's (spells out) M A N U J A.

Jill: OK. What kind of clothes should I take?

Adam: Well, you'll need lots of thick sweaters. At this time of year it'll be very windy. Anything else you want to know?

Jill: No. That's all. Thanks a lot, Adam.

Adam: Have a good trip. Bye.

Jill: Good-bye.

Key: 11 C 12 A 13 A 14 C 15 B

PARTS 4 AND 5

In Parts 4 and 5, candidates are tested on their ability to extract specific factual information from a dialogue or monologue and write it down. The dialogue or monologue is in a formal/neutral context, for example, in shops, offices, etc. A monologue may be a recorded message. The information to be extracted is of a practical nature, for example, opening times, entrance fees, etc.

Candidates are asked to complete a memo, message or form on the question paper by extracting information from the listening text and writing it down. Information to be written down consists of numbers, times, dates, prices, spellings and words. In each case, candidates are required to write down 1 or 2 words or numbers. Completely accurate spelling is not required, except where a name has been spelt out in the listening text or when it is a simple high-frequency word.

Candidates look at the following on the question paper:

Part 5

Questions 21 - 25

You will hear some information about a swimming pool.

Listen and complete questions 21 - 25.

You will hear the information twice.

Waterworld Swimming Pool		
Opens:	8 a.m.	
Closes:	21	
Cost for adults:	£2.60	
for students:	22	£
Wednesday mornings for:		
	23	
and for:	24	
Café opens:	25	

Candidates hear the following:

You will hear some information about a swimming pool. Listen and complete questions 21 – 25.

You will hear the information twice.

Thank you for calling Waterworld Swimming Pool. This is a recorded message.

The swimming pool is open every day from eight o'clock in the morning until half past seven at night. It costs two pounds sixty to enter the pool. There is a special cheap price for students with a student card. This student price is one pound forty. But you must bring your student card with you.

On Wednesday morning the pool is only open to mothers and babies. So mothers can enjoy a quiet time in the water with their babies. Please leave your older children at home on Wednesday mornings.

The new Waterworld Café is nearly finished. The café will open on the twenty-second of June. From the café you can watch the swimmers or enjoy a drink after your swim.

Thank you for calling and we look forward to seeing you at Waterworld.

Key: 21 7.30 [p.m.] 22 £1.40 23 mothers 24 babies
25 22 June / 22/6

Preparation for the Listening Component

Listening is a language skill which should be practised from the early stages of learning English.

The teacher's first resource is the listening material included in the course book. These listening tasks should be made use of regularly in order to build up the confidence which comes from listening to a variety of speakers talking about a range of topics. A major advantage of using taped material is that teacher and students are in control of the number of times a particular listening text is played, which should be varied. Sometimes students will need several repeats before they are able to extract the information required by a particular listening task, but at other times they should try to see how much they can understand after just one hearing.

In addition to making regular use of course book materials, teachers should take every opportunity to maximise students' exposure to authentic spoken English. Even with beginner level students, English should be used as much as possible as the language of classroom management. Thus from an early stage students become used to following instructions in English and to extracting relevant information from spoken discourse.

Teachers may also direct students to listen to BBC English by radio or TV language programmes; a free schedule of such programmes is available from BBC English, Bush House, Strand, London WC2B 4PH, United Kingdom. Students can also listen to other English language broadcasts such as the BBC World Service in English.

Other sources of authentic listening material include: films, television, videos, songs, British Embassies and Consulates, the British Council, language schools, clubs, hotels, youth hostels, airports, teachers of English and any other speakers of English, such as tourists, tourist guides, friends and family.

In listening to real life spoken English, students should be encouraged to develop listening strategies such as picking out important information from redundant material, and deducing meaning from context by focusing on important key words and ignoring unimportant unfamiliar terms.

Students should also become familiar with the task types in the KET Listening paper, as exemplified above and in the sample paper, and make sure they know how to record their answers on the answer sheet (page 36).

SPEAKING

The speaking test has two parts and lasts 8 to 10 minutes, involving two examiners and a pair of candidates. One examiner is an interlocutor while the other, who takes no part in the interaction, is an assessor. The speaking component contributes 25% of the marks for the whole test.

Test Format

PART 1

This takes 5 to 6 minutes. In this part each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time, giving factual information of a personal kind, for example, name, place of origin, occupation, family, etc. Candidates are also expected to be able to talk about their daily life, interests, likes, etc.

PART 2

This takes 3 to 4 minutes. In this part the two candidates interact with each other. This involves asking and answering questions about factual information of a personal or non-personal kind. Prompt cards are used to stimulate questions which will be related to daily life, leisure activities and social life (including references to places, times, services, where to go, how to get there, what to eat, etc.).

Example 1

A prompt card is used to stimulate Candidate A to ask Candidate B some questions of a **personal** kind, in this case about his/her daily routine activities:

(See page 19.)

There is a variety of acceptable questions which may be produced using this material. For example:

What time do you get up?

What do you have for breakfast?

Do you have a big lunch?

Do you watch television in the evening?

Do you go to bed late?

Candidate B is expected to give short appropriate answers, with reference to his/her personal experience.

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. Candidate B is then given a similar prompt card to stimulate him/her to ask Candidate A personal information questions on a different topic.

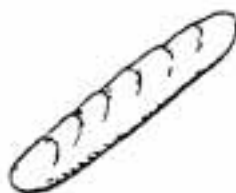
DAILY LIFE

Ask your partner questions. What does he/she do every day?

GET UP?



BREAKFAST?



LUNCH?



EVENINGS?



BED?



This is an example of a set of prompt cards used to stimulate questions and answers of a **non-personal** kind, in this case about a cinema. The interlocutor reads out these instructions and gives a question card to Candidate A and an answer card to Candidate B.

Candidate A, you don't know anything about this cinema, so ask B some questions about it. Use these words to help you. Do you understand? Now A, ask B your questions about the cinema and the film, and B you answer them.

CINEMA

name of cinema?

film?

time?

price?

address?

What's the cinema called?
What's the name of the film?
When does the film start?
Are the tickets expensive?
Where is the cinema?

<u>CANNON CINEMA</u>		
Market Street		
FILM:		
<i>HOME ALONE 2</i>		
TIMES OF FILM:		
5.30 pm	8.30 pm	10.30 pm
PRICES:		
Seats: £5	Students: £1.50	

Candidates should be able to respond appropriately to questions asking for simple information about themselves. They should, for example, be able to give their name (including spelling it), country of origin, job or subject of study, give information about their family, home town, school, free time activities and talk simply about their likes and dislikes.

Simple role plays in which students are required to ask and answer questions will provide useful practice. Such role plays should focus on everyday language and situations and involve questions about daily activities and familiar experiences, or feature exchanging information about such things as charges and opening times of, for example, a local sports centre.

Practising for the KET speaking component will help students prepare for possible real life situations. This will encourage students to use the spoken language, increase their confidence in their language ability and help them develop a positive attitude towards the language learning process.