

# The aims and objectives of KET

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. The following information provides an outline of the four skills covered in KET and a list of the language specifications that the KET examination is based on.

## ■ 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

KET candidates need to be able to produce items of vocabulary from a short definition, select appropriate lexis to complete one-word gaps in a simple text, and to transfer information from a text to a form. They also need to 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 (e.g. times, prices, etc.). They should also demonstrate strategies for dealing with communication difficulties, e.g. paraphrasing, asking for clarification.

# Language specifications

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.

A more detailed inventory of functions, notions and grammatical areas covered by KET is given below.

## ■ Inventory of functions, notions and communicative tasks

*The realisations of these functions, notions and communicative tasks will be in the simplest possible ways.*

greeting people and responding to greetings (in person and on the phone)  
introducing oneself and other people  
asking for and giving personal details: (full) name, age, address, names of relatives and friends, occupation, etc.  
understanding and completing forms giving personal details  
describing education and/or job  
describing people (personal appearance, qualities)  
asking and answering questions about personal possessions  
asking for repetition and clarification  
re-stating what has been said  
checking on meaning and intention

helping others to express their ideas  
interrupting a conversation  
asking for and giving the spelling and meaning of words  
counting and using numbers  
asking and telling people the time, day and/or date  
asking for and giving information about routines and habits  
understanding and giving information about everyday activities  
talking about what people are doing at the moment  
talking about past events and states in the past, recent activities and completed actions  
understanding and producing simple narratives  
reporting what people say  
talking about future situations  
talking about future plans or intentions  
making predictions  
identifying and describing accommodation (houses, flats, rooms, furniture, etc.)  
buying and selling things (costs and amounts)  
talking about food and ordering meals  
talking about the weather  
talking about one's health  
following and giving simple instructions  
understanding simple signs and notices  
asking the way and giving directions  
asking for and giving travel information  
asking for and giving simple information about places  
identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)  
making comparisons and expressing degrees of difference  
expressing purpose, cause and result, and giving reasons  
making and granting/refusing simple requests  
making and responding to offers and suggestions  
expressing and responding to thanks  
giving and responding to invitations  
giving advice  
giving warnings and stating prohibitions  
asking/telling people to do something  
expressing obligation and lack of obligation  
asking and giving/refusing permission to do something  
making and responding to apologies and excuses  
expressing agreement and disagreement, and contradicting people  
paying compliments  
sympathising  
expressing preferences, likes and dislikes (especially about hobbies and leisure activities)  
talking about feelings  
expressing opinions and making choices  
expressing needs and wants  
expressing (in)ability in the present and in the past  
talking about (im)probability and (im)possibility  
expressing degrees of certainty and doubt

## ■ Inventory of grammatical areas

### Verbs

Regular and irregular forms

### Modals

can (ability; requests; permission)

could (ability; polite requests)

would (polite requests)

will (future)

shall (suggestion; offer)

should (advice)

may (possibility)

have (got) to (obligation)

must (obligation)

mustn't (prohibition)

need (necessity)

needn't (lack of necessity)

### Tenses

Present simple: states, habits, systems and processes (and verbs not used in the continuous form)

Present continuous: present actions and future meaning

Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since

Past simple: past events

Past continuous: parallel past actions, continuous actions interrupted by the past simple tense

Future with going to

Future with will and shall: offers, promises, predictions, etc.

### Verb forms

Affirmative, interrogative, negative

Imperatives

Infinitives (with and without to) after verbs and adjectives

Gerunds (-ing form) after verbs and prepositions

Gerunds as subjects and objects

Passive forms: present and past simple

Short questions (Can you?) and answers (No, he doesn't)

### Clause types

Main clause: Carlos is Spanish.

Co-ordinate clause: Carlos is Spanish and his wife is English.

Subordinate clause following sure, certain: I'm sure (that) she's a doctor.

Subordinate clause following know, think, believe, hope: I hope you're well.

Subordinate clause following say, tell: She says (that) she's his sister.

Subordinate clause following if, when, where, because:

I'll leave if you do that again.

He'll come when you call.

He'll follow where you go.

I came because you asked me.

### Interrogatives

What, What (+ noun)

Where; When

Who; Whose; Which

How; How much; How many; How often; How long; etc.

Why

(including the interrogative forms of all tenses and modals listed)

### Nouns

Singular and plural (regular and irregular forms)

Countable and uncountable nouns with some and any

Abstract nouns

Compound nouns

Noun phrases

Genitive: 's & s'

Double genitive: a friend of theirs

### Pronouns

Personal (subject, object, possessive)

Impersonal: it, there

Demonstrative: this, that, these, those

Quantitative: one, something, everybody, etc.

Indefinite: some, any, something, one, etc.

Relative: who, which, that

### Determiners

a + countable nouns

the + countable/uncountable nouns

### Adjectives

Colour, size, shape, quality, nationality

Predicative and attributive

Cardinal and ordinal numbers

Possessive: my, your, his, her, etc.

Demonstrative: this, that, these, those

Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.

Comparative and superlative forms (regular and irregular)

Order of adjectives

Participles as adjectives

### Adverbs

Regular and irregular forms

Manner: quickly, carefully, etc.

Frequency: often, never, twice a day, etc.

Definite time: now, last week, etc.

Indefinite time: already, just, yet, etc.

Degree: very, too, rather, etc.

Place: here, there, etc.

Direction: left, right, etc.

Sequence: first, next, etc.

Pre-verbal, post-verbal and end-position adverbs

Comparative and superlative forms (regular and irregular)

## Prepositions

Location: to, on, inside, next to, at (home), etc.

Time: at, on, in, during, etc.

Direction: to, into, out of, from, etc.

Instrument: by, with

Miscellaneous: like, about, etc.

Prepositional phrases: at the end of, in front of, etc.

Prepositions preceding nouns and adjectives: by car, for sale, on holiday, etc.

## Connectives

and, but, or,

when, where, because, if

Note that students will meet forms other than those listed above in KET, on which they will not be directly tested.

## ■ Topics

Clothes

Daily life

Entertainment and media

Food and drink

Health, medicine and exercise

Hobbies and leisure

House and home

Language

People

Personal feelings, opinions and experiences

Personal identification

Places and buildings

School and study

Services

Shopping

Social interaction

Sport

The natural world

Transport

Travel and holidays

Weather

Work and jobs

## ■ Lexis

The KET Vocabulary List includes items which normally occur in the everyday vocabulary of native speakers using English today.

Candidates should know the lexis appropriate to their personal requirements, for example, nationalities, hobbies, likes and dislikes.

Note that the use of American pronunciation, spelling and lexis is acceptable in KET.

A list of vocabulary that may appear in the KET examination is available from the Cambridge ESOL website:

**[www.CambridgeESOL.org/teach](http://www.CambridgeESOL.org/teach)**

The list does not provide an exhaustive register of all the words which could appear in KET question papers and candidates should not confine their study of vocabulary to the list alone.

# PAPER 1

## READING AND WRITING

### GENERAL DESCRIPTION

**Paper format** This paper contains nine parts.

**Timing** 1 hour 10 minutes.

**No. of Qs** 56.

**Task types** Matching, multiple choice, multiple-choice cloze, open cloze, word completion, information transfer and guided writing.

**Sources** Authentic and adapted-authentic real-world notices, newspaper and magazine articles, simplified encyclopaedia entries.

**Answering** Candidates indicate answers either by shading lozenges (Parts 1–5) or writing answers (Parts 6–9) on the answer sheet.

**Marks** Each item carries one mark, except for question 56 which is marked out of 5. This gives a total of 60 marks, which is weighted to a final mark out of 50, representing 50% of total marks for the whole examination.

### STRUCTURE AND TASKS

#### PART 1

**Task type and format** Matching.  
Matching five prompt sentences to eight notices, plus one example.

**Task focus** Gist understanding of real-world notices. Reading for main message.

**No. of Qs** 5.

#### PART 2

**Task type** Three-option multiple choice sentences. Six sentences (plus an integrated example) with connecting link of topic or story line.

**Task focus** Reading and identifying appropriate vocabulary.

**No. of Qs** 5.

#### PART 3

**Task type and format** Three-option multiple choice.  
Five discrete 3-option multiple-choice items (plus an example) focusing on verbal exchange patterns.  
**AND**  
Matching.  
Five matching items (plus an integrated example) in a continuous dialogue, selecting from eight possible responses.

**Task focus** Functional language. Reading and identifying appropriate response.

**No. of Qs** 10.

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## PART 4

<b>Task type and format</b>	Right/Wrong/Doesn't say <b>OR</b> Three-option multiple choice. One long text or three short texts adapted from authentic newspaper and magazine articles. Seven 3-option multiple-choice items or seven Right/Wrong/Doesn't say items, plus an integrated example.
<b>Task focus</b>	Reading for detailed understanding and main idea(s).
<b>No. of Qs</b>	7.

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## PART 5

<b>Task type and format</b>	Multiple-choice cloze. A text adapted from an original source, for example encyclopaedia entries, newspaper and magazine articles. Eight 3-option multiple-choice items, plus an integrated example.
<b>Task focus</b>	Reading and identifying appropriate structural word (auxiliary verbs, modal verbs, determiners, pronouns, prepositions, conjunctions etc.).
<b>No. of Qs</b>	8.

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## PART 6

<b>Task type and format</b>	Word completion. Five dictionary definition type sentences (plus an integrated example). Five words to identify and spell.
<b>Task focus</b>	Reading and identifying appropriate lexical item, and spelling.
<b>No. of Qs</b>	5.

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## PART 7

<b>Task type and format</b>	Open cloze. Text of type candidates could be expected to write, for example a short letter or email. Ten spaces to fill with one word (plus an integrated example) which must be spelled correctly.
<b>Task focus</b>	Reading and identifying appropriate word with focus on structure and/or lexis.
<b>No. of Qs</b>	10.

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## PART 8

<b>Task type and format</b>	Information transfer. One or two short input texts, authentic in nature (notes, adverts etc.) to prompt completion of an output text (form, note, etc.). Five spaces to fill on output text with one or more words or numbers (plus an integrated example).
<b>Task focus</b>	Reading and writing down appropriate words or numbers with focus on content and accuracy.
<b>No. of Qs</b>	5.

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## PART 9

<b>Task type and format</b>	Guided writing. Either a short input text or rubric to prompt a written response. Three messages to communicate.
<b>Task focus</b>	Writing a short message, note or postcard of 25–35 words.
<b>No. of Qs</b>	1.

# PAPER 2

## LISTENING

### GENERAL DESCRIPTION

<b>Paper format</b>	This paper contains five parts.
<b>Timing</b>	About 30 minutes, including 8 minutes to transfer answers.
<b>No. of Qs</b>	25.
<b>Task types</b>	Matching, multiple choice, gap-fill.
<b>Sources</b>	All texts are based on authentic situations, and each part is heard twice.
<b>Answering</b>	Candidates indicate answers either by shading lozenges (Parts 1–3) or writing answers (Parts 4 and 5) on the answer sheet.
<b>Marks</b>	Each item carries one mark. This gives a total of 25 marks which represents 25% of total marks for the whole examination.

### STRUCTURE AND TASKS

#### PART 1

<b>Task type and format</b>	Three-option multiple choice. Short neutral or informal dialogues. Five discrete 3-option multiple-choice items with visuals, plus one example.
<b>Task focus</b>	Listening to identify key information (times, prices, days of week, numbers, etc.).
<b>No. of Qs</b>	5.

#### PART 2

<b>Task type and format</b>	Matching. Longer informal dialogue. Five items (plus one integrated example) and eight options.
<b>Task focus</b>	Listening to identify key information.
<b>No. of Qs</b>	5.

#### PART 3

<b>Task type and format</b>	Three-option multiple choice. Longer informal or neutral dialogue. Five 3-option multiple-choice items (plus an integrated example).
<b>Task focus</b>	Taking the 'role' of one of the speakers and listening to identify key information.
<b>No. of Qs</b>	5.

#### PART 4

<b>Task type and format</b>	Gap-fill. Longer neutral or informal dialogue. 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.
<b>Task focus</b>	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).
<b>No. of Qs</b>	5.

#### PART 5

<b>Task type and format</b>	Gap-fill. Longer neutral or informal monologue. 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.
<b>Task focus</b>	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).
<b>No. of Qs</b>	5.

# PAPER 3 SPEAKING

## GENERAL DESCRIPTION

**Paper format** This paper contains two parts.

**Timing** 8–10 minutes per pair of candidates.

**No. of parts** 2.

**Interaction pattern** The standard format is two candidates and two examiners. One examiner acts as both assessor and interlocutor and manages the interaction by asking questions and setting up the tasks. The other acts as assessor and does not join in the conversation.

**Task types** Short exchanges with the examiner and an interactive task involving both candidates.

**Marks** Candidates are assessed on their performance throughout the test. Candidates are not expected to produce completely accurate or fluent language, but they are expected to interact appropriately and intelligibly. The emphasis in assessment is on the ability to communicate clearly.

## STRUCTURE AND TASKS

### PART 1

**Task type and format** Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions. The interlocutor follows an interlocutor frame to guide the conversation, ensure standardisation and control level of input.

**Focus** Language normally associated with meeting people for the first time, giving information of a factual personal kind. Bio-data type questions to respond to.

**Timing** 5–6 minutes.

### PART 2

**Task type and format** Candidates interact with each other. The interlocutor sets up the activity using a standardised rubric. Candidates ask and answer questions using prompt material.

**Focus** Factual information of a non-personal kind related to daily life.

**Timing** 3–4 minutes.