

Information for teachers about online KET practice tests from [www.oxfordenglishtesting.com](http://www.oxfordenglishtesting.com)

## What is oxfordenglishtesting.com?

- It's a website that gives students and teachers of English access to interactive practice tests.
- It's where students who have bought OUP materials can access online practice tests via a MultiROM, and buy more if they wish.

## What do the online KET practice tests consist of?

The KET online practice tests reflect what happens in the real exam, in the same way as printed practice tests from Oxford University Press. The practice tests are complete and full length. For an overview of the content of KET, see page 4.

Students do not print the tests in order to do them. They take them online and they are marked automatically online. In addition, there is a range of help features that students can call on while they are doing the test. These include a dictionary look-up, exam tips, audio scripts, the ability to mark and change individual answers, and get feedback on answers. See page 3 for more details on these features.

The combination of online marking and help features makes the practice tests ideal for self-study at home or in the classroom.

## How do students take an online practice test?

Students can do a practice test in their own time wherever they have access to a computer and the Internet. They will need an email address and to be online when they do the tests.

Students have access to the test for 365 days from the time payment is received, or from the time they start the test.

Students do not have to do the whole test at one time. They can answer and then mark a question, a part, a paper, or the whole test. All their answers are automatically saved when they leave the site, and they can come back to the test at any time. They can also skip questions and come back to them later.

Students can monitor their progress via the **Test Overview**, which records questions not attempted, attempted but not marked, right and wrong answers, and questions that cannot be marked online. Students can also print the **Test Overview** and **Results** page. After 365 days they have to submit the test for final marking.

## Marking the practice test

The system can automatically mark the KET Reading and Listening papers and Writing Parts 6–8.

Where students are asked to key in their answers, the automatic marking system will only accept words that are spelt correctly. Answers may be typed in upper case or lower case, but not a mixture of the two (e.g. 'CORRECT ANSWER' and 'correct answer' are acceptable, but not 'Correct answer', unless at the start of a sentence, or a proper name). Both British and American spelling are accepted.

When students take their answer from a text provided, they should make sure they copy the word exactly.

The system cannot automatically mark KET Writing Part 9 and the Speaking paper. However, these parts of the test are provided online, along with exam tips, a sample answer for Writing Part 9, and useful language for the Speaking paper in order to provide practice of the complete test. The Speaking papers are also available as downloadable PDFs via the link from the learning resources section of the **My Tests** page.

As the system cannot automatically mark KET Writing Part 9 or the Speaking paper online, the default result will exclude these papers. The result the students see includes totals for each of the marked parts and a percentage. It also gives an indication as to whether the score is equivalent to a pass or not.

For Writing Part 9, your students can enter their answers online, and have the choice of printing them or emailing them to you for marking. They can then enter the marks you give them on the **Results** page, after they have submitted all their answers for final marking. Their final score will then be adjusted to take these marks into account.

If you wish, you can also conduct the Speaking test with students and they can enter their marks on the **Results** page on the website. Their final score will then be adjusted to take these marks into account. If students want to enter marks for Writing and Speaking they need to enter them at the same time.

Finally, it is important to remember that these are practice tests, not the real exam, and so the final mark is only an indication of how your students might perform in the real exam.

See page 5 for more information on assessing Writing Part 9 and page 6 for more information on assessing the Speaking paper.

### Where can I find out more about [oxfordenglishtesting.com](http://www.oxfordenglishtesting.com)?

For more help, click on the **Support** tab on the website, [www.oxfordenglishtesting.com](http://www.oxfordenglishtesting.com). You'll find a comprehensive list of **Frequently Asked Questions** (FAQs) covering technical issues, registering, buying tests, doing tests, and other topics. There is a demo on the homepage of the website that will give you a clear understanding of the site and the practice tests. You can also contact us at [customerservice.eltonline@oup.com](mailto:customerservice.eltonline@oup.com).

## Features of the online practice tests

Exam tips	There is a tip on how to answer every part of the test.
Dictionary look-up	Students can look up the meaning of any word in the practice test. They just double click it and a definition will pop up from the <b>Oxford Wordpower Dictionary</b> . They will need to have pop-up windows enabled.
Instant marking and feedback	When a student has answered a question, they can mark it straight away to see whether they got it right. If the answer was wrong, they can get <b>Feedback</b> to find out why it was wrong.
Change your answer or try again	Students can then go back and have another go as many times as they like. Understanding why they answered a question incorrectly helps them think more clearly about a similar question next time.
Save and come back later	Students don't have to complete a Paper in one go. When they log out it saves what they've done. They can come back to it at any time. Students have 365 days before they have to submit the practice test for final marking. The <b>My tests</b> page tells students how many days they have left to access the test.
Mark individual answers, a part, a paper, or the whole test	However much students have done of the practice test, they can mark it and see how well they're doing.
Audio scripts	These are available for all parts of the Listening test. Reading the <b>Audio script</b> will help students understand any areas they didn't understand when they were listening.
Sample answers for questions in the Writing paper	Students can see <b>Sample answers</b> after they've written their own. They've been written by real students, and will give them a good idea of what's expected. The answer they write will not be marked automatically. If you would like to mark your student's answer, tell them and they can either print it off to give to you, or email it to you. When you've marked it, they can enter the mark on their <b>Results</b> page. It does not matter if they do not enter a mark for the answer. The final marks will be adjusted to take that into account.
Useful language for the Speaking paper	Students get sample Speaking papers and <b>Useful language</b> to help them practise offline. If you want to assess your students they can print the Speaking paper from the <b>My tests</b> page, and ask you to do the Speaking paper with them. As with the Writing paper, you can give them a mark and they can enter the mark on the <b>Results</b> page. However, if you don't, their final marks will be adjusted to take that into account.
Results page	Remember this is a practice test not the real exam. Students will see their score by paper and part and as a percentage. This will only be an indication as to whether their score is equivalent to a pass or not.
Try a sample test first	You can try out a short version of a practice test yourself. Go to <a href="http://oxfordenglishtesting.com">oxfordenglishtesting.com</a> and click on <b>Try</b> . You can also ask your local OUP office for a demo.

## KET content and overview

Paper	Content	Marks
<p>Paper 1</p> <p>READING / WRITING</p> <p>Reading: 56 questions</p> <p>1 hour 10 minutes</p>	<p>READING</p> <p>Part 1 Matching. Matching five prompt sentences to eight notices.</p> <p>Part 2 Three-option multiple choice sentences. Five sentences with connecting link of topic or story line.</p> <p>Part 3 Three-option multiple choice. Five discrete three-option multiple-choice items focusing on verbal exchange patterns.</p> <p>AND</p> <p>Matching. Five matching items in a continuous dialogue, selecting from eight possible responses.</p> <p>Part 4 Right/Wrong/Doesn't say. Seven Right/Wrong/Doesn't say items on one long text adapted from authentic newspaper and magazine articles.</p> <p>Part 5 Multiple-choice cloze. Eight three-option multiple-choice items on a text adapted from an original source, for example, encyclopaedia entries, newspaper and magazine articles.</p> <p>WRITING</p> <p>Part 6 Word completion. Five words to identify and spell from five dictionary definition type sentences.</p> <p>Part 7 Open cloze. Ten spaces to fill with one word in a text of the type candidates could be expected to write, for example, a short letter or email.</p> <p>Part 8 Information transfer. Five spaces to fill an output text with one or more words or numbers. One or two short input texts, authentic in nature (notes, adverts, etc) to prompt completion of an output text (form, note, etc).</p> <p>Part 9 Guided writing. Three points to communicate from either a short input text or rubric to prompt the written response.</p>	<p>Reading: 35 marks (25% of total score)</p> <p>Writing: 25 marks (25% of total score)</p>
<p>Paper 2</p> <p>LISTENING</p> <p>25 questions</p> <p>About 30 minutes</p>	<p>Part 1 Three-option multiple choice. Five discrete three-option multiple-choice items with visuals and short neutral or informal dialogues.</p> <p>Part 2 Matching. Five items to eight options on a longer informal dialogue.</p> <p>Part 3 Three-option multiple choice. Five three-option multiple-choice items on a longer informal or neutral dialogue.</p> <p>Part 4 Gap fill. Five gaps to fill with one or more words or numbers from a longer neutral or informal dialogue.</p> <p>Part 5 Gap fill. Five gaps to fill with one or more words or numbers from a longer neutral or informal monologue.</p>	<p>25 marks (25% of total score)</p>
<p>Paper 3</p> <p>SPEAKING</p> <p>8–10 minutes</p>	<p>Part 1 Each candidate interacts with the interlocutor. The interlocutor asks the candidates standardized questions and guides the conversation.</p> <p>Part 2 Simulated situation. Candidates interact with each other. The interlocutor sets up the activity using a standardized rubric. Candidates ask and answer questions using prompt material.</p>	<p>20 marks (25% of total score)</p>

*KET content and overview* table reproduced with the permission of Cambridge ESOL.

Go to <http://www.cambridgeesol.org/exams/general-english/ket.html> for more information about the KET exam, and why it might benefit you.

## Preparing for Writing Part 9

In this part, students write a short communicative message of 25–35 words, which is in the form of a note, email, etc., in response to a prompt. They are told who to write to and why.

To get top marks, students must include the three content points, which are identified by bullet points or bold words in the question, so remind students to read the question carefully and plan what they will include.

Students will need practice in writing to the word length required. They will lose marks if they fall outside the limits: a short answer is likely to be missing at least one content point; an answer that is too long may lack clarity by containing superfluous information.

Practice can also be given in class, with students comparing answers with each other and redrafting what they have written as a result.

## Assessing Writing Part 9

Part 9 focuses on the communication of specific messages. Students will also be assessed on the clarity of the message they produce. They will not be penalized for minor errors which do not prevent understanding.

The General Mark Scheme below is used in conjunction with a Task Specific Mark Scheme, which varies according to the demands of the task and corresponds to the three content points mentioned in the question. There are five marks for Part 9.

Mark	Criteria
5	All three parts of message clearly communicated. Only minor spelling errors or occasional grammatical errors.
4	All three parts of message clearly communicated. Some non-impeding errors in spelling and grammar or some awkwardness of expression.
3	All three parts of message attempted. Expression requires interpretation by the reader and contains impeding errors in spelling and grammar. All three parts of the message are included but the context is incorrect. or Two parts of message are clearly communicated. Only minor spelling errors or occasional grammatical errors.
2	Only two parts of message communicated. Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.
1	Only one part of the message communicated. Some attempt to address the task but response is very unclear.
0	Question unattempted, or totally incomprehensible response.

*KET General Mark Scheme for Part 9 reproduced with the permission of Cambridge ESOL.*

In order to help you and your students assess the standards required, the online practice tests contain a sample answer to the question in Writing Part 9, with marks and comments.

## Preparing for the Speaking paper

See page 4 for an overview of the contents of the Speaking paper. Below is a brief summary of each part of the test and suggestions for ways in which students can prepare for them.

### Part 1

Students answer questions about factual, personal information, such as personal details, daily routines, likes and dislikes, etc. Students should be encouraged to find opportunities to socialize with others in an English-speaking environment. Where this is not possible, such situations can be recreated in the classroom through structured speaking tasks that practise appropriate language in a similar context. This can also be done by making English the language of classroom management and encouraging students to communicate with each other and with the teacher in English.

### Part 2

This part of the test is a simulated situation in which two students are asked to interact with each other. This involves using prompt cards to ask and answer questions about factual information of a non-personal kind. Simple role plays in which students are required to ask and answer structured questions will prepare students for this part of the test. Such role plays should be of a functional nature and focus on everyday language and situations or feature exchanging information about, for example, a local sports centre.

## Assessing the Speaking paper

A total of 20 marks are allocated in the Speaking test, making 25% of the total score for the whole examination. Throughout the test, students will be assessed on their language skills, not their personality, intelligence or knowledge of the world. They must be prepared to answer the interlocutor's questions and respond to the tasks set. Prepared speeches are not acceptable.

Assessment is based on performance in the whole test, and is not related to performance in particular parts of the test. Marks are awarded based on four analytical criteria: Grammar and Vocabulary, Pronunciation, Interactive Communication, and Global Achievement. The interlocutor awards each student one global mark for the test.

Grammar and Vocabulary	This refers to the student's ability to use vocabulary, grammatical structures and paraphrasing to convey meaning. Students are only expected to have limited linguistic resources at this level and it is success in using these which is being assessed rather than range and accuracy.
Pronunciation	This refers to the intelligibility of the student's speech. First language interference is expected and not penalized if it does not affect communication.
Interactive Communication	This refers to the student's ability to take part in the interaction appropriately. Minor hesitation is expected and not penalized. Candidates are given credit for being able to ask for repetition or clarification if necessary.
Global Achievement	This relates to the student's performance overall.

KET Speaking test analytical criteria reproduced with the permission of Cambridge ESOL.