

Cambridge English

Key

for Schools

Cambridge English: Key (KET) for Schools

Video can be found at <https://www.youtube.com/watch?v=qhNLU7IE19Q>

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Nathan

Grammar and Vocabulary

Control

Nathan shows a good degree of control of simple grammatical forms

- *I like badminton* (Part 1)
- *I like to eat rice* (Part 1)
- *Yes but the children must be over 10 years old*

and he produces some accurate question forms

- *What should I bring?*

However there are some examples of more limited control

- *I am live* (Part 1)
- *Which day we go?* (Part 2)

Range and Appropriacy

Nathan uses a range of appropriate vocabulary when talking about everyday situations

- *badminton, basketball, football*
- *play computer games*
- *rice and vegetables and chips; Chinese food* (Part 1)

Pronunciation

Nathan is mostly intelligible and has some control of phonological features at both utterance and word levels.

However he does tend to drop the final consonants at the end of words

- *shou* (should) (Part 2)
- *li* (like) (Part 2)

and there is some inaccurate word stress

- *compuTER*

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Interactive Communication

Nathan is able to maintain simple exchanges throughout the test. He does rely on the Interlocutor asking further questions in Part 1 before giving an extended response but otherwise requires very little prompting. He manages Part 2 well by asking 5 intelligible questions and responding to his partner with full answers.

Global Achievement

Nathan handles communication in everyday situations, despite some hesitation. He produces a mix of short and longer utterances.

Rex

Grammar and Vocabulary

Control

Rex shows some control of simple grammatical forms but his responses are often short

- Yes (Part 1)
- *No, only English* (Part 1)
- *Teacher and my friend* (Part 1)
- *Listened to music* (Part 1)

He does attempt some longer utterances

- *We get bus outside school* (Part 2)

and he manages to form some accurate questions in Part 2

- *How much do you need to pay?*
- *What should we wear?*

but there are also instances of less control

- *Where you going?* (Part 2)
- *It is for children?* (Part 2)
- *My country have a lot of people* (Part 1)
- *It's very larger* (Part 1)

Range and Appropriacy

Rex uses a range of appropriate vocabulary when talking about everyday situations

- *Teachers, friends, listen to music, famous building, beautiful, country, capital* (Part 1)
- *Bread and milk* (Part 1)



Pronunciation

Rex is mostly intelligible and has some limited control of phonological features although there are problems with vowel sounds

- fud (food)
- shud (should)

he also tends to drop final consonants.

Interactive Communication

Rex maintains simple exchanges and produces an extended response in Part 1 when talking about his country and Beijing. He manages this without any prompting

- *My country have a lot of people. In Beijing have a famous building.*

In Part 2 he responds to his partner's questions with relevant answers and he then produces five questions about horse riding for his partner.

Global Achievement

Rex handles communication in everyday situations despite some hesitation. He often relies on simple utterances but shows some ability to produce longer responses.