

Teacher's Notes

KEY (KET): SPEAKING

Encourage the students to enjoy role play and become good actors. For example, if they are doing a telephone role-play, get them to make a 'ring ring' sound before starting the activity.

Fluency is much more important than grammatical accuracy for the Key (KET) exam so let the students speak without interrupting them. However, monitor and note down any major mistakes and ask the students afterwards if they think they made any mistakes and if so how they would have said it differently.

Another method of monitoring is 'hot correction'. If you hear a pair making an important mistake, write the correct form that they should be using on a post-it note and place it in front of the students without interrupting them.

Sometimes it is useful to get some of the stronger students to act as role models before doing a speaking activity and then get the class to comment.

Task: In most of the Key (KET) preparation coursebooks, there is a phrase bank. Look at the appropriate phrase bank with the students before undertaking a speaking activity and get them to choose two phrases to incorporate into their speaking activity. Alternatively, give each individual student two phrases written on a slip to attempt to use during the speaking task.

As the speaking test is with a partner, get candidates used to working in pairs, but change the pairs around from time to time so that students get used to working with different people. This will mean that they will hear a different way of asking a question or perhaps a different accent.

Remind the candidates that the examiners will be listening to pronunciation but they do not have to sound like native English speakers. The most important thing is that they are clear enough for the listener to understand. Ensure that intonation is highlighted during speaking activities, which will also help their listening skills.

As this will probably be their first English speaking exam, make students aware that they can ask the examiner to repeat the question if they do not understand. Encourage them too to avoid giving too many short answers, but rather to try to extend their answers without worrying about every mistake.