••• Karen Saxby

#### CAMBRIDGE

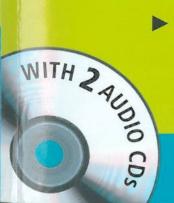


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SIX PRACTICE TESTS
WITH ANSWERS AND TEACHER'S NOTES

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- Typical exam mistakes highlighted





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## SIX PRACTICE TESTS WITH ANSWERS AND TEACHER'S NOTES



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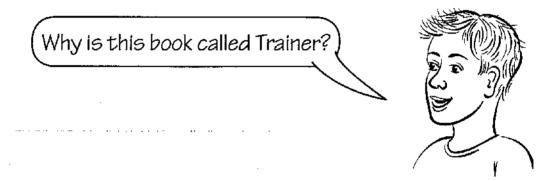
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#### Introduction

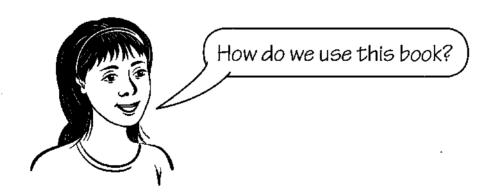


If you are aged between 10 and 15 and want to take **KET for Schools**, this book is for **YOU!** 



This book is called '**Trainer**' because it is full of exercises to help you get better and better at doing each part of **KET for Schools**.

So, complete all the exercises then do all the practice papers! If you train and work hard, you'll soon be ready to take **KET for Schools**!



First, do the grammar and vocabulary exercises on each **Training** page. Then do the task on the **Exam practice** page and check your answers.

#### On Training pages, you will find:

#### Cambridge Learner Corpus

This shows information about mistakes that some **KET** candidates make. If you do these useful exercises, you will learn <u>not</u> to make these mistakes when <u>you</u> do **KET for Schools!** 

#### griffaje

These are ideas to help you do well in the exam. For example: Look at the words before and after the space.



These are quick reminders about grammar points or vocabulary that you should learn. For example: **its** goes with a noun: The cat broke **its** leg.

#### On Exam practice pages, you will find:

- a KET for Schools exam task for you to try and complete
- advice to help you with different parts of the task

#### Tests 3, 4, 5 and 6:

When you finish Tests 1 and 2, you will be ready to do complete **KET for Schools practice tests**.

Tests 3, 4, 5 and 6 are just like real **KET for Schools** Reading and Writing, Listening and Speaking papers. Doing these will help you even more to prepare for the exam.

Keep a record of your scores as you do the tests. You may find that your scores are good in some parts of the test but you may need to practise other parts more. Make simple tables like this to help record your scores:

#### Paper 3 Listening

	Part 1	Part 2	Part 3	Part 4	Part 5
Test 3					
Test 4					
Test 5					
Test 6					

#### Other features of the KET for Schools Trainer

#### Visual material

In the Speaking Test the examiner will give you an information booklet. The visual material on pages 228–235 will help you practise and become familiar with the type of information you will be given and help you increase your confidence.

#### Teacher's notes and key

You will find all the answers to the exercises and practice tests in this part of the book. The teacher's notes also explain why some answers are wrong. You will find more CLC information here too.

#### Answer sheets

Look at these to see what the **KET for Schools** answer sheets in the test look like and learn how to complete them. Ask your teacher to photocopy them so that you can use them when you do practice tests.

#### Two audio CDs

Listen to these to practise the Listening paper. You will need to listen to these to practise some parts of the speaking paper too.

#### Audioscripts

Read the audioscript after you have done a listening exercise. Find the answers and the information that is wrong. This should help you hear the right answers the next time you practise.

#### Mp3 online speaking models

There are **five** online speaking test models to listen to. Do the tasks in the training and exam practice exercises and then listen to students doing the tasks online.

There is one Part 1 model and four Part 2 models for the tests about a bike ride, computer classes, a fashion show and a swimming competition.

Go to: www.cambridge.org/elt/ketforschoolstrainer/audio

#### The Key English Test for Schools

#### **Contents**

KET for Schools has three papers:

#### Reading and Writing: 1 hour 10 minutes

You will need to able to read and understand simple information that you might see on signs or read in brochures, newspaper or magazine articles. You will also have to choose words to fill gaps in sentences, understand some definitions and spell their words. You will have to write a short message or note that is between 25 and 35 words long too.

#### Listening: 30 minutes

You will need to be able to listen and understand people who are talking together or people who are giving information about something. You will have to choose or write answers to questions which are about what these people say. Don't worry! The people talk very clearly and they don't talk fast!

#### Speaking: 10 minutes

You will need to be able to listen and understand what the examiner is saying. You will have to answer some simple questions about yourself. You will also be given some information to look at. You will ask and answer questions about the information with another candidate. You usually take the Speaking test with just one other candidate, but sometimes candidates take the Speaking test in groups of three.



#### Frequently asked questions:



.What level is KET for Schools?

KET for Schools is A2 level. At A2 level. KET students can:

- understand simple instructions and questions
- write, talk or ask about simple information, opinions or ideas
- complete forms
- write short, simple letters, messages or emails about personal information.

For more information on 'Can Do' statements go to:

http://www.cambridgeesol.org/exams/exams-info/cefr.html

Note that some candidates might be better than others (at speaking or writing, for example) but still get the same final KET grade. The A2 'Can do' statements therefore help teachers and employers to understand what a candidate can generally do at this level.

What percentage grade do we need to get to pass KET for Schools?



The percentage of marks that candidates need to get for each grade may change from test to test. This is because tests cannot always be exactly the same. Some might be a little more difficult than others. However, the ranges of percentages for each grade of KET for Schools are:

- Pass with Merit 85% i.e. 85 out of 100 marks
- Pass 70% -- 84%
- Narrow Fail 65% 69%
- Fail 64% and below.

This information is included on your Statement of Results.



What marks do we need to pass each paper, and to pass the exam?

Candidates do not have to get a certain mark to pass each section of the test. The final mark for KET for Schools is the total number of marks from all three papers Reading/Writing, Listening and Speaking. There are an equal number of possible marks for reading, writing, listening and speaking at KET for Schools.

## Is KET for Schools suitable for candidates of any age?



KET for Schools is more suitable for students who are at school and aged from 11-14. To make sure that the material is not too difficult or too easy for this age group, all the parts of the reading, writing and listening papers are pre-tested. This means that different groups of students try each part of the tests first. The parts will then only be used in real exams if the results of the tests show they are suitable for candidates who want to take KET for Schools.



Can we use pens and pencils?

In KET and KET for Schools, candidates must use pencil in all papers.

What happens if I don't have enough time to finish writing?



You can only be given marks for what you write on your answer sheets so if you cannot complete this, you will lose marks. Watch the clock, plan your time carefully and do not waste time by writing answers on other pieces of paper first. If you want to change an answer, just rub it out, write your correct answer then quickly move to the next question.



If I write in capital letters, will this affect my score?

No. You do not lose marks for writing in capital letters in KET for Schools.

#### Reading and Writing Part 1

#### In this part you:

- read
- eight notices and five sentences
- choose
- one notice to match each sentence

#### Vocabulary Focus on meaning

1 Match words and phrases 1-9 with the words in the box.

da de Corole estable. Done i a tale.
--------------------------------------

Example not far near

- 1 not expensive \_\_\_\_\_
- 4 fast

7 nearly

2 little

- 5 unsafe \_\_\_\_\_
- 3 extra

3 not easy

6 big

- 9 put back
- 2 Does the sentence match the notice? Write yes or no.

#### Example

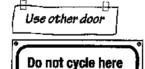
- 0 It is possible to swim here.
- 1 You must not camp in this place.
- 2 Anyone can sit on these.
- 3 It is dangerous to go fishing here.
- 4 Children can play in this place.
- 5 You must leave your bicycles here.
- 6 You can find animals in this place.

- No swimming in this river!
- Forest campsite. Now open!
- Seats are for adults only
- Danger! No swimming in this river.
- Under-12s playground
- Do not walk on cycling paths
- There are bears in this wood!
- Choose the correct sentence, a or b, for each notice.

#### Example

- 0 a You should run.
  - **b** You must walk
- 1 a You cannot use this door.
  - **b** It is possible to use this door.
- 2 a You may cycle here.
  - **b** You must not ride here.
- 3 a You should not turn off your mobile.
  - **b** You cannot use mobiles.
- 4 a You can buy a drink.
  - b You have to bring a drink.

No running!



Turn off all mobiles

There are drinks on sale

The notices and sentences often have words like can, cannot, should (not) and must (not). Be sure you know what they mean.

no

.....

In Part 1, the sentences and notices sometimes have the same words, but the words don't always have the same meaning. When you match them, look for words that have the

same meaning.



#### Reading and Writing • Part 1

#### Questions 1 - 5

Which notice (A - H) says this (1 - 5)? For questions 1 - 5, mark the correct letter A - H on your answer sheet.

#### Example:

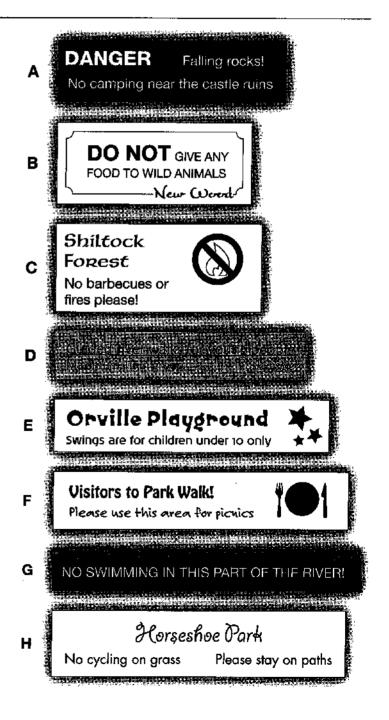
You can eat on the grass or at the tables here.

Answer:



- People should not ride their bikes on the green areas here.
- It is unsafe for people to sleep in tents here.
- 3 Do not go into the water here.
- You should not play on these unless you are younger than ten years old.
- You must not collect wood to cook food in this place.

Advice



#### Reading and Writing Part 2

#### In this part you:

read

five sentences

choose

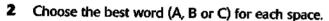
one word (A, B or C) to complete each sentence

#### **Vocabulary** Focus on meaning

1 Cross out the wrong word.

Example We've believed / decided to go there more often.

- 1 We're all going to practise / try our swimming there.
- 2 | became / began swimming when I was really young.
- 3 I want to spend / keep the whole day there today.
- 4 I think I'll wear / carry my red swimming costume.
- 5 I missed / lost my favourite blue towel there last time!
- 6 It cost / spent four euros to swim at my favourite pool.
- 7 My friends are already standing / waiting for me at the entrance.
- 8 I'm going to cycle / drive there now on my racing bike!



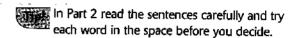
Daniel took some CDs with him when he went to Example his friend's flat.

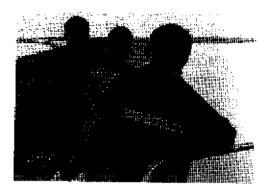
- A brought
- B put
- C took
- 1 ......a DVD when you come to my house, Anna!
  - A Take
- **B** Bring
- C Carry
- 2 \_\_\_\_and get your school bag. It's outside in the car.
  - A Come
- **B** Bring
- C Go
- 3 Can you \_\_\_\_\_ to my house now? I'll wait for you.
- **B** arrive
- C come

- 4 Annabel ...... her friend about the party.
  - A spoke
- B told
- C chatted
- 5 I'm going to \_\_\_\_\_ to Peter about the race.

A talked

- **B** answer
- 6 He ......all my questions about Tony.
  - B said
- C answered
- KET candidates often make mistakes with go, come and arrive and prepositions.
- Correct the mistakes.
  - 1 Can you go at my house tomorrow?
  - 2 I'd like to go there on this Friday.
  - 3 Come here in my class at 8.30.
- 4 Will you come my house tonight?
- 5 I'll arrive to your house at 6 p.m.
- 6 I arrived to there on Saturday.





ook at the words before and after the space.



to take something there

to **bring** something here

to go there to come here

to talk/speak/chat to someone

to say to someone

to tell/ask/answer someone

#### Reading and Writing • Part 2

#### Questions 6 - 10

Example:

Read the sentences about Tania and her day at the pool. Choose the best word (A, B or C) for each space. For questions 6 - 10, mark A, B or C on your answer sheet.

	A grew	В	got	С	stood
6	Tania had a	4411455446	breakfast th	en r	ode her bike to the pool.
	A short	В	ready	С	quick
7	She decided to had lots to carry		a backp	ack	to the pool because she
*** **	A bring	В	moved	С	take
8	Tania was pleas	ed t	hat the	V	vas hot and sunny.
	A weather	В	heating	C	temperature
9	She me	ost d	of the morning	j sw	rimming and reading.
	A kept	В	spent	С	stayed
10	In the afternoon to her friends.	, she	e read a maga	zine	, had another swim and

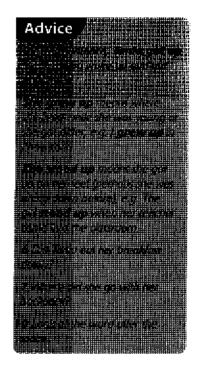
C answered

Tania .....up early last Saturday because she wanted to go to the pool.









A told

**B** talked

#### Reading and Writing Part 3a (Questions 11-15)

#### In this part you:

- read what someone says
- **choose** one answer (A, B or C) to complete the conversation

#### **Grammar Pronouns**

Look at the words in bold. Cross out the two wrong words in the answers.

Check that pronouns and people or things match each other.

**Example** Where are all **the CDs?** 

He's / They're / I'm on that chair.

1 Do you like this beach?

Yes, I / they / you do!

2 What time will Maria arrive?

It / We / She didn't tell me.

3 Is he going to cook those burgers?

Yes! I hope he doesn't burn them / it / him!

4 Are you all having fun?

We're / He's / It's having a great time, thanks!

5 Does your brother always dance like that?

No! I've never seen her / him / you do that!

6 I've brought my new mobile.

Wow! Her / Its / Their screen is really big.

- KET candidates often make mistakes with it's and its.
- Read the conversations and write It's, or Its.

Ex	ample It's a great picnic.	Good!
1	going to snow!	Is it?
2	gone to sleep.	Oh yes. Shhhh!
3	engine is really loud.	Oh dear!
4	on December 11th.	I can't go that day.
5	got a funny face.	Yes, it has!
6	name is Moggy.	That's a nice name!



Its goes with a noun:

The cat broke its leg.

lt's = lt is or lt has:

It's a great party.

It's got big windows.

If a response is OK, put a tick (V). If a response is not OK, put a cross (X).

Are you going to dance?

The response must be appropriate to complete the conversation,

1 These burgers taste great!

**b** Yes, I did, thank you.

a Yes, I will in a minute 🗸



a I'd like to do that too! **b** They do, don't they!

2 I don't know that boy.

Example

a I think he's Jo's brother. **b** She is Jo's sister.

3 The sea looks great.

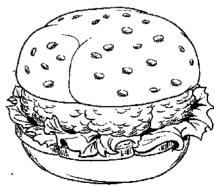
a Let's go for a swim!

4 It's time to go home.

**b** They were too cold.

 We went there yesterday. b It is late, isn't it?





#### Reading and Writing • Part 3a

#### Questions 11 - 15

Complete the five conversations. For questions 11 - 15, mark A, B or C on your answer sheet.

Example: How are you? Fine, thanks. I'm 13. My name is Jorge.

Answer:

- 11 Whose CD are they playing?
- Α No, that wasn't its name.
- В It's Joel's, I think.
- C Its name is Cloudy.

- 12 Did you enjoy that pizza?
- I loved it! A
- Yes, please!
- They're amazing!
- 13 Who's that boy over there?
- Α What does he like doing?
- В No, he couldn't come.
- That's my best friend. C
- 14 Those girls are very good at dancing!
- She was fine, thanks!
- So do I!
- I know, they are!

15 When's Monica arriving?

- She'll be here soon.
- Where's she going now?
- She went by bus.

#### Reading and Writing Part 3b (Questions 16-20)

#### In this part you:

Finn:

read what the first person says in a conversation

the second person's replies

#### **Completing conversations**

•	74 /		I'		4 -		۳,
	what	77AC	IZCDAL	COU	tΩ	-inn	•
	TYLIGI	400	JUJUAL	3U Y	w	4 II II E	٤.
-	******	4053	Jasper	Juj	~		

Finn: Do you want to play tennis? Jasper:

Great! Come on, then!

A Have you got a good teacher?

B How much does it cost?

C Yes, I'd love to!



#### **Grammar** Short answers

Cross out the one wrong answer.

How often do you play table tennis? Once a week. / Yes, you do. / Every evening.

- 1 Did you have sports lessons at school? No, we didn't. / On Wednesdays. / Yes, of course!
- 2 Who's your favourite player? I don't know. / Maria Gilliam. / Yes, she's great.
- 3 Are you playing against Finn today? It's Finn. / No, he's too busy. / I think so.
- 4 What's your new racket like? It's great! / Yes, I love it. / I don't know yet.
- 5 Do you play at the sports centre? No, at the club. / Yes, I do. / It's in the park.
- 6 How are you getting to the match? Dad's taking me. / OK! I will! / I'm cycling there.

3	Read the question	ns. Write a short reply. U	se two, three or four words
---	-------------------	----------------------------	-----------------------------

l do! **Examples** I don't enjoy tennis. Will be win? Yes, he will! 1 Did you practise yesterday? 2 Are your friends going to watch? 3 It's too hot to play badminton. .... 4 Will we see Ella at the club? 5 You aren't moving fast enough! \*\*-\*\*\*\*\*\* 6 Have you got your trainers? 

Do you like sport? Yes, I do! No, I don't. Are you tired?

Yes, we are! No, we aren't! Is the club near here?

Yes, it is. No, it isn't.

Have they finished?

Yes, they have. No, they haven't.

#### Complete the conversation. Choose a reply A-H from the box.



Look at the sentence before the space and the one after it!

Ex	a <b>mple Jo:</b> I love tennis!	Lee:D	<b>Jo:</b> Do you? That's great!
1	Jo: How old is your coach?	Lee:	Jo: Wow! That's young!
2	Jo: When do you practise?	Lee:	lo: On Saturday or Sund

: Wow! That's young! Jo: On Saturday or Sunday? Lee: .....

Lee: ..... Jo: Yes, she is.

Lee: \_\_\_\_\_ Jo: Thanks, I couldn't see it.

Lee: Jo: Yes, look!

6 Jo: I can't play today. Lee: Jo: Because I've got an exam.

Jo: My mum's a great player.

**4 Jo:** Where's my sports bag?

5 Jo: This ball bounces better.

#### Reading and Writing • Part 3b

#### Questions 16 - 20

Complete the conversation between a student and a teacher about tennis. What does Tim say to Janis?

For questions 16 - 20, mark the correct letter A - H on your answer sheet.

#### Example:

Janis:

You're really good at tennis, Tim. How old were you when you

started playing?

Tim:

E

Answer:



Janis: That's young! Who taught you to play

so well?

Tim: 16 .....

Janis: That's lucky! How often do you

practise together?

17 ..... Tim:

Janis: Wow! That's a lot! Do you prefer

playing on grass?

Tim: 18 .....

Janis: Does it? I didn't know that. Do you

like winning? Is that important?

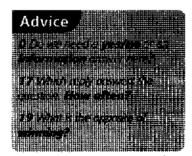
Tim: 19 \_\_\_\_\_

Janis: So do !! But I only play table tennis.

Tim: 20

Janis: Yes, it is!

- Three times a week, sometimes four.
- В No, only once. I've never enjoyed it.
- Of course it is, I hate losing!
- Why not? It isn't far from here.
- Ε I was about six, I think.
- F Well, that's a lot of fun too, isn't it!
- Yes, I do, because the ball bounces better.
- My dad. He's a brilliant coach and player.



#### Reading and Writing Part 4

#### In this part you:

- read a text
- the correct answer (Right, Wrong or Doesn't say or A, B, C) to seven questions

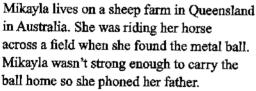
#### **Vocabulary** Focus on meaning

Match words and phrases 1-9 with words in the box with a similar meaning.



Đ	cample	trip	yisit			
1	exhibiti	ion	17771174415/4415/4414	6	certain	*************
2	was abl	e to	*****************	7	emailed	
3	lots of		***************************************	8	find out	1177411844148441444
4	pictures	5	+44>++44>++++++++++++++++++++++++++++++	9	perhaps	PR+41 bás la mánas 19444
5	strange			10	dropped	4

Read about Mikayla. Are sentences 1-6 Right or Wrong? Right (the information is the same) - write A. Wrong (the information is different) - write B.



	with the te are sneep on the farm where Mikayia lives.	A
1	Mikayla's home is in Austria.	400000000000000000000000000000000000000
2	Mikayla can ride a horse.	
3	When Mikayla found the ball, she was crossing a road.	
4	The ball was made of plastic.	************
5	The ball was too heavy for Mikayla to carry.	V-V/110004E4441/
6	Mikayla's father phoned her about the metal ball.	

	Important words in the question might not
###	important words in the question might not be the same as the words you read in the text.
	But their meanings may be very similar.

377 in	Don't think an answer is right, just because you see the same word in the text and in
A	you see the same word in the text and in
	the question,

#### Reading and Writing • Part 4

#### Questions 21 - 27

Read the article about a girl who found something strange. Are sentences 21 - 27 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21 - 27, mark A. B or C on your answer sheet.



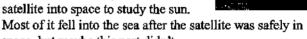
- Read the whole text before you answer the questions.
- Questions are in the same order as information in the text.

#### Something strange falls from the sky

Tikayla Shears was riding her horse across the fields at Mayla Shears was rooms to the farm where she and her parents live in Australia last November, when she saw something very strange on the ground. 'At first I was afraid to touch it!' she said. 'I thought something may jump out of it!' It was a 22 kilo ball made of lots of different metal parts.

Mikayla called her dad and he came in a truck and drove it back to the farmhouse. People don't drive hundreds of miles across the desert area to leave a metal ball in the middle of a field. 'It dropped from above!' he said. 'I was sure of that!'

Mikayla's father emailed a photo of the ball to the Planet Museum. He was told that the ball was possibly part of a rocket. Two days earlier a rocket was used to fly an American satellite into space to study the sun.



space, but maybe this part didn't. 'I know a lot about cows and sheep,' Mikayla said, 'but I don't know anything about rockets. I want to find out more about them now. Perhaps I'll be an astronaut one day!'

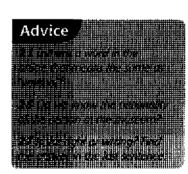
#### Example:

- Mikayla lives on a farm in Australia.
  - A Right
- **B** Wrong
- C Doesn't say

Answer:



- 21 Mikayla saw something that looked very unusual in the field.
  - A Right
- **B** Wrong
- C Doesn't say
- 22 When Mikayla touched the ball, another piece of it dropped off.
  - A Right
- **B** Wrong
- C Doesn't say
- 23 Mikayla drove back to collect the metal ball in her father's truck.
  - A Right
- **B** Wrong
- C Doesn't say
- 24 Mikayla's dad was certain that the ball fell from the sky.
  - A Right
- **B** Wrong
- C Doesn't say
- 25 An American from the Planet Museum emailed Mikayla.
  - A Right
- **B** Wrong
- C Doesn't say
- 26 We know that the metal ball came from another planet in space.
  - A Right
- **B** Wrong
- C Doesn't say
- 27 Mikayla is thinking about being an astronaut in the future!
  - A Right
- **B** Wrong
- C Doesn't say



#### Reading and Writing Part 5

#### in this part you:

- read some information
- find eight missing words (choose from A, B or C)

#### **Grammar** Comparatives

Cross out the two wrong words in each sentence.

Example The mountains in Canada are higher than / what / then the ones in Italy.

- 1 The sun is much / more / most bigger than the moon.
- 2 It's hotter in Africa when / than / then it is in India.
- 3 The River Nile is one of the long / longer / longest rivers in the world.
- 4 A / The / One largest area of rainforest is in South America.
- 5 Our world is not the same as / like / to the other planets.
- 6 Some of the much / most / many unusual animals in the world live in Australia.
- KET candidates often use than when they should use a different word.
- Correct the mistakes.

1	It's great <u>than</u> she did that.	*******************************	1 4	Let's go to the shops than to the beach.	******************
2	I think <u>than</u> I'll arrive at 5 p.m.	[PP444144	5	My mobile is not as good than yours.	44412
3	I had dinner <u>than</u> watched TV.		6	My jumper is the same than his	

#### **Grammar** Pronouns

Sometimes who, which or that are the missing words. Look at the noun that comes before the space to see which one you need.

3 Choose the best word for each space.

Example One day, I want to have a job ....which .... is really exciting.

1 I'd like to be an explorer ...... finds a new kind of animal.

- 2 I saw a movie about two men ......did that.
- 3 They found a kind of dragon ...... lived in the jungle there.
- 4 The photo ..... they took of the dragon was in the newspapers.
- 5 But most people ......saw the picture didn't believe it!
- Complete the text with words from the box.

They have been supplied to the second of the
Did (0)know that an elephant uses (1) ears to
make it look more dangerous and to keep cooler on hot days too?
The oldest-elephant that (2)know about lived for 82 years
and the largest one weighed 12,000 kilos! (3) have to eat nearly all the time because (4) bodies are so big. (5)
is easy to find out more about (6) on the internet.
is easy to mile out more about (o)on the internet.

#### Remember

Comparing:

Elephants are **bigger than** most other animals.

Dolphins are **much smaller than** whales. Giraffes are **the tallest** animals in Africa. Monkeys are **the most interesting** 

animals in the world.

Dragons are very different from

dinosaurs.

Spiders are not the same as insects.

-000	-4+×3		SECT.	0.00
433	<b>30 1133</b>	(51400)	OK 1992	واستحسوا
44.00	<b>300</b>	****	شخر أبات	** C :44
10000	117 ×		خنشاني	A 1877

The woman/person/child who/that ...
The book/bike/country which/that ...

what/which/who
who/whose/which
what/that/whose
who/what/which
that/who/what
which/what/who

Pronouns are also often tested in Part 5. <u>Always</u> read the whole sentence before you choose the missing word.

#### Reading and Writing • Part 5

Questions 28 - 35

Read the article about elephants. Choose the best word (A, B or C) for each space. For questions 28 – 35, mark A, B or C on your answer sheet.

- Read the whole text once before you begin.
- Remember the difference between who and which.
- Think carefully about which pronoun to use.

What do you know about elephants?		
There are two kinds (0)elephant – African elephants and Indian elephants. African elephants, (28)	eagano più e il como di como d	
Elephants stay together in groups called 'herds' and can live (32)	an elephant is	

C of

Examp	ie:
0 A	from

28	A	what	В	which	С	who
29	A	any	В	а	С	the

B off

30	Α	their	В	;	them	С	they

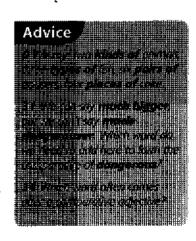
31	Α	more	В	many	C	most
-						

32	Α	ago	B	since	C	tor

33	Α	grows	В	growing	C	grow

34	Α	than	<b>B</b> then	С	when

35	A	large	<b>B</b> larger	С	largest
-			•		•



Answer:

#### Reading and Writing Part 6

#### In this part you:

- **read** five sentences that each describe a word
- write five words, spelling them correctly (you see the first letter and the number of letters in each word)

#### Looking at word groups

Read the text. Peter, Jeff and Caroline want to spend a wonderful day together. Where should they go?

Peter likes playing computer games and watching DVDs on his laptop. He likes buying clothes too. But he enjoys swimming more than anything else. Jeff, who is Peter's best friend, likes sailing and being outside. He's a very good football player. Peter's sister is called Caroline. She loves calling her friends on her mobile, playing chess, walking by the sea and taking photos with her camera.

A the sports stadium

**B** the beach

C the shopping centre

Which of these places would you like to go to with your friends?

#### Vocabulary Singular, plural

Look at the questions below. Is each answer singular or plural? Underline the word that tells you (this or these). Then complete the answers.

Example You can look at this at the beach.

sea

1 You can wear this at the beach.

T-sh rt

2 You can eat this at the beach.

\_ c\_ cr\_\_ m

3 You can read these at the beach.

m\_g\_z\_n\_s v\_II\_yb\_II

4 You can play this at the beach. 5 You can find these at the beach.

sh \_ II

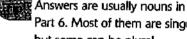
6 You can drink this at the beach.

J m n d

Complete these sentences about a trip to the beach with plural nouns.

I'm lucky! There are two beaches. (beach) near my house.

- 1 Some ......(child) love making sandcastles on the beach.
- 2 You don't need to take these ..... (watch) off when you go swimming.
- 3 How many ...... (person) were flying kites on the beach today?
- 4 I read two wonderful ......(story) on the beach last week.
- 5 My favourite .....(hobby) are swimming and sailing.
- 6 My friends always take their ...... (mobile) to the beach with them.



Part 6. Most of them are singular but some can be plural.



To make a noun plural, we usually just add -s (magazine, magazines, boy. boys), but sometimes we have to add -es (beach, beaches) or -ies (story,

Some plurals look very different (foot. feet; child, children; person, people).



These sentences describe things you can wear. Look at the underlined words. Complete the answers.

**THE** 

Underline important words in the description to help you find the answer.

5)	cample	Put this on your <u>head</u> in <u>hot sunny</u> weather.	h <u>a</u> t
1	People	wear <u>these</u> sometimes <u>instead of trousers</u> .	sh _ rt s
2	Some p	eople wear <u>these</u> on their <u>feet</u> when they <u>do sports</u> .	trn_r_
3	You car	wear <u>this</u> when you are <u>in a swimming pool</u> .	c _ st _ m _
L	-Girls an	d women wear these instead of skirts and blouses.	dr _ ss _ s
5	You we	ar <u>these</u> on your <u>legs</u> and they are <u>usually blue</u> .	jns



These are all things you can eat or drink at a barbecue or picnic. Underline the words that help you find each answer, then complete the answers.

Example This is <u>cold and sweet</u>. <u>Eat</u> it <u>quickly</u> if you are in the sun! ice cream

1 People use green vegetables to make this cold food.

Put this on over your shirt if you get cold on a walk.

- 2 Apples and bananas are examples of this.
- 3 You can make this drink from oranges, for example.
- 4 Some people make these with bread and cheese.
- 5. This meat is hot and round and often eaten inside bread.
- 6 This is usually round and has cheese and tomato on top.

sa	_ a	_
f_	ui	_

sw\_\_t\_r

jui \_ e

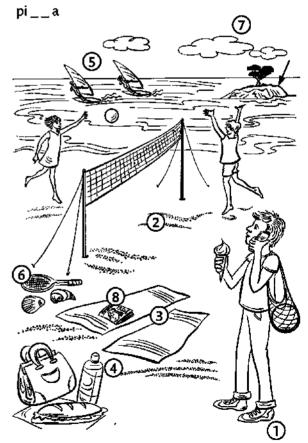
sa\_\_\_i\_e\_

bu\_\_e\_

6	Look at the	picture and	complete	the	descriptions.
---	-------------	-------------	----------	-----	---------------

**Example** This is an  $1 \le l \ge n \le 1$ . The sea is all around this place.

- 1 These are t \_ \_ \_ \_ . You wear them on your feet.
- 2 This is s \_ \_ \_. It's usually yellow and you walk on it at the beach.
- 3 These are t \_\_\_\_. You need them to get dry again after a swim.
- 4 This is w \_ \_ \_ . It's good to drink this when you are hot.
- 5 These are w\_\_\_\_\_. You need wind to make these move.
- 6 This is a r \_ \_ \_ . You use it to hit a ball with.
- 7 These are c\_\_\_\_. They are white or grey and move slowly across the sky.
- 8 This is a m \_\_\_\_\_. It has lots of photos on its pages.



7	Read	the	puzzles	and	write	the	words.
---	------	-----	---------	-----	-------	-----	--------

Read the due carefully before you choose your answers in Part 6.

- There's a small screen and numbers and letters on this. It is small so you can carry it in your pocket. You can use it to talk to your friends or family.
- 2 Some people like playing games on this.
  Lots of people use it to surf the internet.
  You can take it with you anywhere!

3	These are like short letters,
	but you don't write them
	with a pencil.
	Some people write lots of
	these each day.
	If you want to send these,
	you need to know your
	friends' phone numbers.

Answer They are t

Answer	lt's a	m	_		_	_	_		
--------	--------	---	---	--	---	---	---	--	--

Answer	lt's	a	١_	_	_	_	_	
--------	------	---	----	---	---	---	---	--

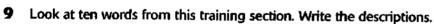
#### Vocabulary Double or single letters

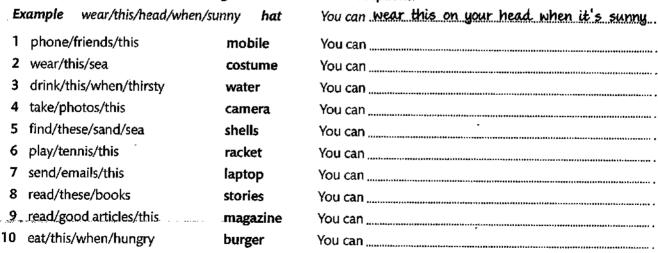
- Check the number of letters you need in Part 6 carefully.

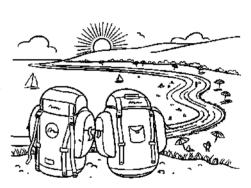
  Do you need double or single letters?
- KET candidates often make spelling mistakes because they use double or single letters incorrectly.
- 8 Cross out the wrong spelling in each sentence.

Example If you want to go swiming / swimming, I know a great beach!

- 1 There's a beautiful / beautifull beach only two kilometres away.
- 2 You can have lunch or diner / dinner in the beach café there.
- 3 There's a small supermarket there to / too so we can even buy ice creams.
- 4 We can also buy sandwiches and cold drinks or any other shoping / shopping that we need.
- 5 Let's go there tommorrow / tomorrow.
- 6 It's such a wonderful / wonderfull place! Bring your camera!







#### Reading and Writing • Part 6

#### Questions 36 - 40

Read the descriptions of some things that people take to the beach. What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36 - 40, write the words on your answer sheet.

#### Tips!

- Answers are usually singular, but some can be plural.
- Count the number of spaces for the missing letters carefully.
- You must spell the words correctly.

#### Example:

o If you take this kind of computer to the beach, don't get sand in it!

Answer:

laptop

36 You can make this with two pieces of bread and meat, salad or cheese.

37 Some people wear these to help them read more easily.

38 You use this to take photographs with.

39 If you get wet after swimming, dry yourself with this.

40 In very hot weather, some people wear these instead of trousers.

s\_\_\_\_\_

g\_\_\_\_\_

c\_\_\_\_

t\_\_\_\_

S \_ \_ \_ \_



#### Reading and Writing Part 7

#### In this part you:

- read texts that are usually one or two messages
- write the ten missing words

#### **Grammar** Question forms

1 Read the questions carefully. Write the missing form of be, do or have.

Example Have you seen that pop video yet?
Harry and Gwen going to come to the disco?
you buy the concert tickets online yesterday?
Lesley told Stephen about the concert?
Jane's birthday next Saturday?
Lesley's parents already bought the tickets?
we have to leave the party now?
your friend have a favourite band too?
our seats near the stage?

If the space is the first word in a question, the missing word might be a form of **be**, **do** or **have**.



#### Vocabulary Finding appropriate words

- KET candidates often make mistakes with phrases like take a photo, have a party, give a present. Check the words that come before and after the space very carefully.
- 2 Cross out the wrong verb in each sentence.

**Example** My dad can **go / drive** us to the concert in his car.

- 1 | made / took some good pictures of the band.
- 2 I'm doing / having my party tomorrow.
- 3 | I offered | gave Jane a necklace for her birthday present.
- 4 We always have / get lots of fun at the disco.
- 5 I'm going to wear / carry my new white jeans at the concert.
- 6 Would you like to watch / look a DVD?
- 7 Dad can pay / buy the concert tickets next week.
- 8 I did / went shopping for some new clothes.
- 9 My friends and I heard / listened to music.
- 10 I can try to answer / reply all your questions.
- KET candidates often make mistakes in longer sentences. Read the whole text once before you make the corrections.
- Find and correct five mistakes in the email opposite.

### 

Hi Sally, I'm going to go to a concert what's at Plaza Theatre tomorrow! We're going to have a snack in a coffee bar near our flat first than we'll go to the theatre, who is only about 20 minutes away.

The band's called the *Oh Dears!* Dad and I went there last month for see *The Gates* (a brilliant reggae group). It's going to be great. Call me when you would like to come with us!

Love from Tina

#### Reading and Writing • Part 7

#### Questions 41 - 50

Complete the emails.

 Do not write more than one word in each space. Take a moment to check your spelling!

For questions 41 - 50, write the words on your answer sheet. Example:



Write ONE word for each space.

about

The state of the s
Hi Stephen!
We talked (0) going to the pop concert last night. It's (41) 15 <sup>th</sup> February and the tickets cost £20 each.  They're (42) expensive than tickets for the disco, but it will be (43) really great night!
(44)you want to come with us? My brother will (45)us there in his new car!
Dad's buying the tickets online tomorrow, so write back quickly or (46) me on my mobile. My (47) is 077845.
Lesley



e e e e e e e e e e e e e e e e e e e	
	your email. Yes, I can come too. Jane's tomorrow. (50)you going?
Stephen	

#### Reading and Writing Part 8

#### In this part you:

- read two short texts to find five pieces of information
- write five pieces of information (words and numbers)

#### Looking at dates and times

Mona's cycling to a hockey match. She left home at 2.45 but the match doesn't start until 3.30. She wrote a note in her diary this morning. Which is Mona's diary, A or B?

Α

#### Tuesday, 11 November

My hockey match begins at three thirty. There isn't a bus at that time so I'll have to go by bike instead. I think it takes about 45 minutes to get there. В

#### Thursday, 15 December

I'm playing in the hockey match today. It begins at a quarter to three. It'll take too long to cycle there. I'll catch the bus that leaves at half past, I think.



#### **Vocabulary** Dates and numbers

Underline the word(s) in the sentences that mean the same as the bold words in the notes.

Example The journey starts at nine o'clock.

We'll get home at 7 in the evening.

1 That coach goes before 8.30.

We'll arrive there by 9.00.The school holiday ends on May 10th.

4 6 April is the day of the trip.

5 Mrs Morgan is coming back on Friday.

6 The train leaves at 6.30 in the morning.

Journey **begins** at: 9 a.m.

Return at: 7 p.m.

Coach leaves before: 8,30

Students will **get** there by: 9 Holiday **finishes** on: 10 May

Date of trip: April 6

Mrs Morgan will return on: Friday

Time of train: 6.30 a.m.

Underline the sentence that means the same as each note.

Example Finishes at: 3.30 p.m.

It starts at half past three. / It ends at three thirty.

There may be two different times or dates in the texts. Only one answers the question!

1 Time game starts: 10 a.m.

Game begins at ten. / The game will start before 11 a.m.

2 Film starts at: 4.45 p.m.

Film (from 4.45 to 6 p.m.) / The film ends at a quarter to five.

3 Bus goes at: 2 p.m.

The bus takes two hours. / The bus leaves at two o'clock.

4 No school on: May 4

School closed on 4 May. / No school in May for 4 days!

5 Date of party: July 14

He's 14 in July! / Party will be on 14 July.

6\_ Factory trip: 17 Sept

Factory visit Sept 17. / Factory opens on 17 Sept.



You often have to answer questions about times or dates in this part.

#### **Grammar** Prepositions

- KET candidates often make mistakes describing when things happen with *at*, *on* or *in*. You might have to say when you would like to do something or when you did something.
- Cross out the <u>two</u> wrong words in each sentence.

Example Let's cycle to school at / on / in Wednesday.

- 1 My dad went to Rome at / on / in 18 June.
- 2 At / On / In my birthday, Gabby gave me a DVD.
- 3 My cousin can take you there by car at / on / in the afternoon.
- 4 Our plane leaves at / on / in six thirty.
- 5 Call me at / on / in Saturday evening.
- 6 Mum says it's more difficult to get a taxi at / on / in the evening.

#### Test 1 Exam practice

#### Reading and Writing • Part 8

Questions 51 - 55

Read the message and the email.

Fill in the information in Julia's notes.

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



- Read both texts to find all five answers.
- · Spell words correctly when you copy them.

#### Year 6 -Meeting about trip!

.For more information about the visit to the chocolate factory on April 11, come to classroom 9 at 4 p.m. today. Bring a pen and notebook to this meeting, please. Mrs Morgan



Mrs Morgan has given us more information about the school trip. We have to meet in the playground at 1.30 and we'll be back at 4.30 that afternoon. She said no MP3 players on the coach. (We aren't going by train now!) Bring a drink because the journey to and from Gower Park takes an hour each way. I hope we get some free chocolate!

## Julia's Notes School trip! Will visit: chocolate factory Date of trip: Should take: Will travel by: Place to meet: In Will return at: p.m.

#### Reading and Writing Part 9

#### In this part you:

- read three requests for information
- write three pieces of information in a short message

#### **Answering three questions**

Zara sent a message to her three best friends to come and play tennis.
Look at her friends' answers. Tick (\*) the three questions (a-g) that Zara asks.

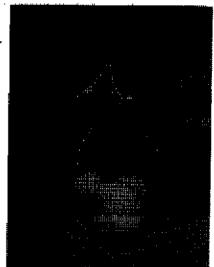
Hi Zara! Yes, I can play tennis this weekend. Half past three is best for me. Carlos.

đ

Dear Zara, I'd love to play tennis. Let's play at the club by the beach. See you later! Louise.

Hi! What a great idea! We can cycle there, ! think. That's the easiest way to get there. Brian.

arlos. See Loui	you later! get there. Brian, se.
Who else can play?	e How much does it cost?
Where shall we play?	f When can you play tenni:
Whose racket can I borrow	g Why can't you play today
How can we get there?	



2 Read the two example tasks below and underline the Wh- questions. How many are there in each task?

**Task 1:** You went to see an exhibition and really enjoyed it. Write an email to your English friend, Linda. Say:

- when you went to the exhibition
- where the exhibition was
- why you enjoyed the exhibition.

Task 2: Read this note from your English friend.

Hi! I've just been to a rock concert! When do you listen to music? What kind of music do you like? Which instrument can you play?

Write a note to your friend and answer the questions.

#### **Grammar** Prepositions

KET candidates often make mistakes describing where with at, on, in or to. You might have to say where you are, where you did something, where something is or where you want to go.

In Part 9, you always have to write 25–35 words. You often have to answer **Wh**questions.

3	Cross out the wrong word in	n each sentence,	then write the	correct word
---	-----------------------------	------------------	----------------	--------------

_	the second trees and the second secon	ice are correct the
E	xample We went in a museum with our teacher.	to
1	Your school bag is to the table in your room.	***************************************
2	My classmates are at France now.	**************
3	We went in a restaurant and had a curry.	*****
4	My family arrived at New York yesterday.	1944441444444444
5	You can buy the CD to the new music shop.	*************
6	l was in a party at Jill's house.	

4	Cross out th	ne wrong word in each sen	iten	ce.						
	Example	Come <b>by / in</b> a bus!		-						
	1 He invite	ed me at / to his home.	6	I'm interes	ted <i>at / in</i> mu	ısic.				
· .	2 It was on	/ in TV!	7	Welcome in / to my town!						
•	3 She's play	ying on / in the concert.	8	I'm on / in	holiday!					
	4 Call me a	at / on 57743.	9	The book	is grey in / on	the front.				
·	5 You are i	mportant at / to me.	10	Jose's at / i	n his best frie	nds house.				
enio Link										
	With.	regular verb forms ar								
C	KET candidates often make mistakes with irregular verbs when they write about what they are doing now or what they did.									
5	Cross out the wrong past tense form in each sentence.						Make sure you learn irregular			
	Example     heared / heard some loud music.						verb forms.			
	1 It costed	cost £20, which is cheap.	4	My cousin	gived / gave r	ne some perf	ume.			
	2 We took	taked a picnic with us.	5	I choosed /	chose pasta w	vith mushroor	ns for my dinner.			
	3   payed /									
A.	NET come	lidatos ofton maka spolline		istalese vein	a daubla as s	inala lattare				
		didates often make spelling								
ъ.		<li>f) if the spelling of the vert rrect spelling on the dotted</li>		-	cross (X) if it	s wrong and				
		'm waiting for you.								
	-	My brother is comming too.		×	coming					
		,			<del></del>					
······································		or writting to me.		H	4177444141774444441417					
	_	wiming later.		H	441455444414554444441					
		ling to London tomorrow.		片	****************		•			
	_	g a bike for my birthday.		H	*****************					
	_	oping on Saturdays. ning to my new CD now.		H	141000011-00000011-1					
	o mastem	ing to my new CD now.			***************************************					
7	Complete the sentences with an <i>-ing</i> form or the past simple of the verb.  Make sure you learn the spellings for verb that end in <i>-e</i> or <i>-y</i> .									
	Example	He is <b>u.sing</b> (use) his red	pen			A THE ST				
	1 l'm	G					Verbs ending in -e change when you add -ing, e.g. dance/dances/dancing, write/writes/writing			
	2 She									
	3 My sister (try) to help me with my homework.						ng in a vowel and <b>-y</b> don't change,			
	4 Flove					e.g. play/plays/playing, buy/buys/buying  Verbs ending in two consonants and -y change				
	5   (study) English at school last year.					when you a	when you add -s,			
	e.g. try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/try/tries/try/tries/try/try/tries/try/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/try/tries/try/tries/try/tries/try/tries/try/tries/try/tries/try/try/tries/try/tries/try/tries/try/tries/try/try/try/tries/try/try/tries/try/try/try/try/try/try/try/try/try/try					· · · · · · · · · · · · · · · · · · ·				
	o wy mena	, , , , , , , , , , , , , , , , , , , ,					Verbs with two syllables ending in one consonant and -y change when you add -s, e.g. study/studies/studying, carry/carries/carrying			

Find ten spelling mistakes in these three messages.

Hi Marcus! I'll see you on Wedensday, I'm comming on the bus. Perhaps we can go shoping in the town centre. sinita

Hello! It is good to know that you had a nice meal. My favourite meal is chiken, I eat it almost twice a month. I realy like It. MV mum cooks it for me. Carla.

Thanks for writting to me. Yes, I do wont to go to the cinema whit you at the weekend. That will be gratel I'll wait for you outside at 5 p.m. Bv! Aiden

When you have finished writing your message in the test, check it for spelling mistakes.

#### **Grammar** Answering three wh- questions

Read this Part 9 task and the messages to Pat from three KET candidates, Anna, Ben and Candy. Then answer questions 1~5 below.

You want to go and see your English friend, Pat, tomorrow. Write an email to Pat. Say:

- what you did yesterday
- why you want to see her
- what time you will arrive



Hi Pat! I tired to do my English homework yesterday but I haveing problems is quiet difficult. Can I come and see you tommorrow becaus I wont some help! By! Anna

Hi! I'll arrive at half past three. I will show you my wonderful holiday photographs! They're amazing. I'll catch the bus. See you! Ben

HONTH COURSE

Read the instruction

carefully! Remember you MUST write all three

parts of the message to

get a good mark.

Dear Pat! I bought some great trainers yesterday. They costed 60 eurost I'll come to your flat to show them to you at about 4 p.m. tomorrow. Candy

#### Which writer:

- 1 has included all three parts of the message?
- 2 has made a past tense mistake?
- 3 has written fewer than 25 words?
- 4 should check their spellings and grammar?
- 5 might get the best mark?

<b>14/h</b>	ich	writer

#### 10 Read the task carefully. Complete the message with your own words and put your name at the end.

You saw a TV programme that you liked a lot. Write an email to your English friend, Daisy.

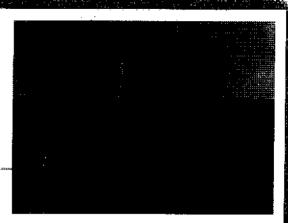
Say:

- where you watched the programme
- who you watched the programme with
- why you liked the programme.

Hi Daisy,

#### Check! Answer these questions!

- Have I included all three parts in my message?
- Does my message answer where, who with and why?
- Are there between 25 and 35 words in my message?
- Did I check all my spellings?
- Did I put my name at the end?



#### Test 1 Exam practice

Reading and Writing • Part 9



- Remember to write all three parts of the message.
- You must write at least 25 words.
- Remember to put your name at the end of the message.

#### Question 56

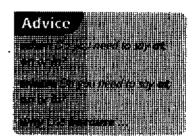
You went to a party.

Write a note about it to your English friend, Alison.

Say:

- when you went to the party
- where the party was
- why you enjoyed the party.

Write the note on your answer sheet.



#### Listening Part 1

#### In this part you:

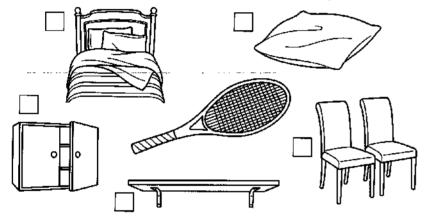
- read five questions and look at three possible picture answers
- listen to five short conversations and choose the right answer

#### Listening for information

- Amelia wants to talk to her brother, Justin, but she can't find him. Listen and answer the questions.
  - 1 Who is Amelia talking to now?
  - 2 What does Amelia want to borrow?
  - 3 Is Justin in the kitchen, the living room or the bathroom?

#### **Grammar** Prepositions

2 Draw arrows in, under, between, next to and on the pictures to show the five possible places where the racket might be.

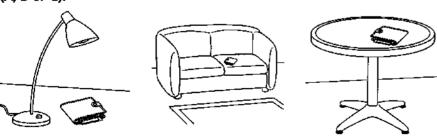


Now listen.

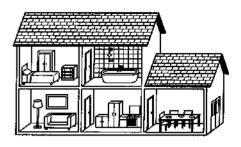
1 Where's John's tennis racket? Tick ( ) the right picture.



- 2 Where's Leah's tennis racket? Tick (🗸) the right picture.
- 3 Listen. Where's Paul's wallet now? Choose the right answer (A, B or C).



C



In Part 1 you often have to answer questions about where people or things are in a house.

in the cupboard
under the pillow
between the chairs
next to the bed
on the shelf

Listen carefully. Don't ONLY choose an answer because you hear something that you can see in one of the pictures.

#### Vocabulary Numbers

You will hear one right number and one wrong number in each conversation. Listen and choose the right answer (A or B).

You often have to answer a question about numbers.

You often have to answer questions

about what people are doing at

home. Pay attention to the verbs.

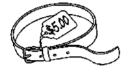
Are they present, past or future?

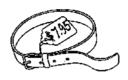
- 1 What size shoes does the boy wear now? A 40 B 42 2 How many pencils are in Sara's pencil case? A 30 **B** 13 3 How much did Axel's boots cost? A £27 B £35 4 When's Elsa's birthday? A 15th May B 5th May
- Now listen and choose the right answer.

5 What number page is the girl reading?

How much is Stella's belt?







A 68

**B** 86

#### **Grammar** Present and future actions

6 Read the conversation. What does Ross want to do? Choose the right answer (A, B or C).

Jenna: Shall we watch TV, Ross?

Ross: Not now. I'd like to make something to eat.

Jenna: Well, I'm not hungry. I'm going to listen to some music.

Ross: OK, but don't take any of my CDs!













What is Holly doing at home now? Listen and choose the right answer.





C

Look at the pictures and the question.

What does Tom want to wear?

Now write a conversation between Tom and his mum. Make one picture answer right and two picture answers wrong.







You'il hear something about all three

pictures, but there's only one right

answer. Make sure you read the

question very carefully!

Listening Part 1

# Listening • Part 1

Questions 1 - 5

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For each question choose the right answer (A, B or C).

- You'll hear information that you see in all three pictures but ONLY ONE is right.
- If you don't know an answer, don't worry.
   Guess A, B or C!

Example: How many new T-shirts did Ellen get?

2

5

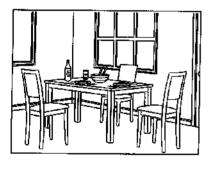
7

Δ

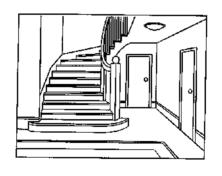
В

**©** 

1 Where is Justin's sister now?

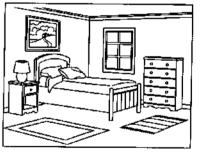


Α



В





C

2 How much money is in Eva's purse?

35p

£1.20

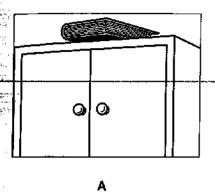
£1.55

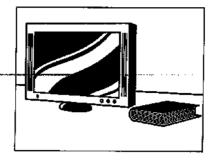
A

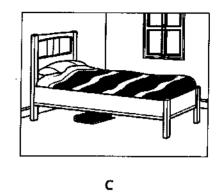
В

C

#### Where is Paul's textbook?







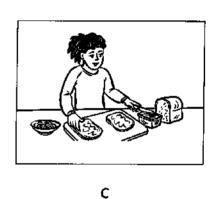
В

What's Jenna doing now?

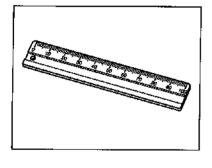


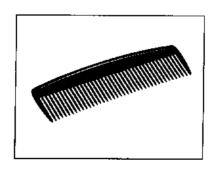


В

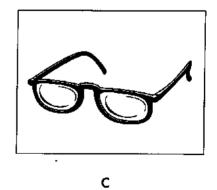


What must Andy put in his school bag next?





В



# **Listening Part 2**

#### In this part you:

• read

two lists of information

listen to

a conversation and match the two lists of information

#### Vocabulary Work and jobs

1 Listen to information about people's jobs. What does each person do?

Draw lines between the people's names and their jobs.

**Example** Tom

dentist

- 1 Jessica
- farmer
- 2 Scott
- journalist
- 3 Hanna
- mechanic
- 4 Gregor
- pilot
- 5 Lilian
- photographer
- 6 Charlie
- waiter
- 2 Listen. How does each person describe their job? Cross out the wrong word.

Example cook

boring / hard

- 1 tour guide
- interesting / bad
- 2 nurse
- friendly / busy
- 3 footballer
- dangerous / easy
- 4 hairdresser
- difficult / cool
- 5 musician
- amazing / fun
- 6 engineer
- exciting / uninteresting
- 7 cleaner
- important / brilliant
- 8 clown
- excellent / special
- Listen. Where did each person in Kerry's family work first?
  Write one letter A-E next to each person. There is one extra answer.

Kerry's family

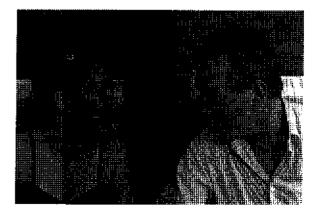
- Place
- 1 dad

- A cinema
- 2 mum
- **B** circus
- 3 aunt
- C disco
- 4 grandma
- **D** factory
- E office

Remember you can only use an

after you have used them.

answer once. Cross out answers



In the second list, the words you hear are often different from the words you read.

You may hear more than one

of the words on the list for one question, so don't choose an

answer just because you hear a

word on the list!

# Listening • Part 2



#### Questions 6 - 10

Listen to Joel telling his older sister about his friends. Where would they like to work one day? For questions 6 - 10, write a letter A - H next to each person. yan will hear the conversation twice.

#### Example:

0 Alice

G

#### **FRIENDS**

Milton

Saskia

8 Elis

- 9 Lydia

\_10 Ali

#### WORKPLACE

hotel

В park

police station

restaurant

E school

sports stadium

G television centre

**ZOO** 



## **Listening Part 3**

In	this	part	you:

- read
- five questions
- listen to
  - a conversation and **choose** the right answer (A, B or C)

#### **Grammar** Answering questions

1		Draw	lines	from the	'how'	questions	to the	possible	answers.	Listen t	o an	examp	ole.
---	--	------	-------	----------	-------	-----------	--------	----------	----------	----------	------	-------	------

Example

How tall is that tree?

- 1 How long has the park been open?
- 2 How high is the mountain?
- 3 How much does it cost?
- 4 How hot is it today?
- 5 How many people live in the forest?
- 6 How far away is the sea?

10 dollars

35 miles

3 months

520

7.610 metres

21 degrees

6 metres

Sometimes you have to answer a question. Make sure you understand 'How' questions.

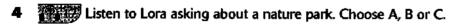
2	Listen to a girl asking questions about an island. Look at the answers.
	If the answer is right, put a tick ( ). If the answer is wrong, put a cross (x).

E	Example Where is the island?	in Australia	V
1	How do most people travel to the islar	d? by plane	
2	What colour is the rock on the island?	black	
3	Which is the best time of year to visit the	he island? in the summer	
4	How hot is it in summer on the island?	about 30 degrees	
5	What is special about the island?	the water in the lake	
6	Why do people often sleep outside?	to watch the stars	

Listen to a teacher, Miss Takara, telling students about a waterfall. Cross out the wrong words.

Example Miss Takara visited the waterfall a week ago / a month ago.

- 1 The waterfall is in Galina Park / Waleria Park.
- 2 You can't usually visit the waterfall in January / February.
- 3 The walk to the waterfall takes about 5 minutes / 10 minutes.
- 4 The waterfall is 28 metres high / 42 metres high.
- 5 The bridge near the waterfall is made of rock / wood.



1 Visitors go to this park to see

A monkeys.

B lions.

C bears.

2 The park usually opens at

A 07.00.

**B** 09.30.

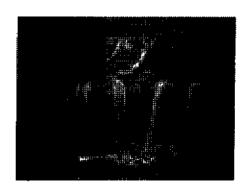
C 11.00.

3 How much is the family ticket?

A \$5

**B** \$8

C \$16



In this part, one of the speakers usually gives all of the answers.

If you don't know an answer, you should still choose one of the options!

# Test 1 Exam practice Listening • Part 3

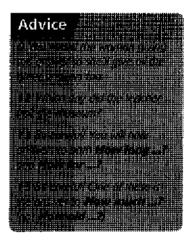


#### Questions 11 - 15

Listen to Bruno asking about a museum that is in the countryside. For each question, choose the right answer (A, B or C). You will hear the conversation twice.

#### Example:

- How long has the museum been open?
  - a week
  - two months
  - three years
- The museum has lots of information about
  - forest workers.
  - В wild birds.
  - C different trees.
- When is the museum closed?
  - on Thursdays Α
  - В on Saturdays
  - Ç on Mondays
- 13 How far away is the museum?
  - 15 miles
  - 20 miles В
  - 30 miles
- 14 On the study day, teenagers can learn about
  - plants.
  - the sea.
  - clouds.
- The study day is free for students under
  - 14.
  - В 16.
  - C 18.



# Listening Part 4

#### In this part you:

- read a form that you must complete with words or numbers
- listen to a short conversation and write the answers on the form

#### Listening for specific information

There's an interesting programme on TV this evening. Listen to two people talking about it. Which is the correct programme information. A, B or C?



6 Time disco finishes:

9:00

#### **Vocabulary** Time

3 Concert ends at:

2	Listen carefully to six people talking about time. If the answer
	is right, put a tick (🗸). If the answer is wrong, put a cross (X),

Example Time festival starts: 12:00 🗸

- 2 Film starts at: 7: 10 \_\_\_ 5 Game will start at: 3:30
- Listen and answer time questions. You can write words,

9:50

- 1 Exhibition opens at: \_\_\_\_\_ a.m.
- 2 Radio show starts at: \_\_\_\_\_ a.m.
- 3 Play begins at: \_\_\_\_p.m.
- 4 Send email before: \_\_\_\_\_p.m.
- 5 Party is from 6.30 to \_\_\_\_\_p.m.
- 6 Computer lesson ends at: \_\_\_\_\_p.m.

#### **Vocabulary Spelling**

4 Listen. Are these names spelt correctly? Write YES or NO.

Example Mr Jastin NO

- 1 Ballscott Park
- 2 Kate Ailish
- 3 Orinde Road

- 4 Mrs Korduff
- 5 Agher Stadium
- 6 Newbert Village



Remember that **begins** and **starts** mean the same, and **ends** and **finishes** mean the same.

**a.m.** means in the morning and **p.m.** means in the afternoon.

You nearly always have to write a name of a person or place. Someone will spell it and you must write it correctly to get the mark.

Listen and comple	ete the notes.		Most people	make mistakes			
	Example Address of club: 12, Burgess Road						
Person to call:	Anna	1000004101000011100		nose, Listen and th question. Write			
2 Find out about:	**!49**********************************	Farm	as clearly as y	you can.			
3 Name of dragon:		····					
4 Writer's surname:	DIAMINISTRA DE CARROLINA DE CAR						
S Name of magazine:	******************************	and and a second					
6 Send email to:	Mr	************	Look carefull	v at the form			
Predict answers fo Then listen and write the i		r guesses in column A. B.	before you li	sten. What kind of vill you need to write?			
<u>Festival</u>	A	В					
] Day of festival:	***********	***************************************					
2 Festival starts at:	p.m.			<i>j</i> :			
3 Name of band:	<b>4</b> ************************************	. *************************************		en e			
√4 Cost of festival T-shirt:	£	***************************************					
5 Travel there by:	***********	411101/441441/00444114		1 8			
선생님이				1. 1			

Listening • Part 4



You will hear a teacher telling her students about a school trip. Listen and complete each question. You will hear the conversation twice.

# School trip

Name of programme:		Teen News
Day:	(16)	
Begins at:	(17)	p.m.
Channel:	(18)	
Good for (school subject):		······································
Name of journalist:	(20)	Sara

Advice	
14T 0 M 61 T 2	
7 (44 0 Fee	
***************************************	
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	######################################
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# **Listening Part 5**

#### In this part you:

- read
- a form that you must complete with words or numbers
- listen to one person talking and write the answers on the form

#### Vocabulary Prices, numbers and colours

4	
•	Listen carefully to people talking about how much
	different things cost. If the answer is right, put a tick $(\checkmark)$ .
	If the answer is wrong, put a cross (X).

Example One ice cream costs: \$2

1 Return bus ticket costs: 75 pence

2 Price of mineral water: €3.25 3 Price for one cinema ticket: €9.50

4 Cost of guitar lesson: £12.50

### Now listen and complete questions 5-8.

5 One cheeseburger costs: £ .....

6 Price of top 10 DVDs: \$ .....

7. Entrance to swimming pool for students: € ...... 8 Cost of tennis lesson: £ .....

Listen and write the numbers.

Example Luka's mobile number: 077824

1 Kind of laptop: Takio .....

2 Bookshop phone number:

3 Number of riders in race:

4 Size of trainers:

Number of DVDs for sale:

6 Address: ...... Grange Street

Listen and write the colours.

Example Colour of maths textbook red

1 Colour of sweater:

2 Colour of school bag: ..... and ......

3 Colour of tennis racket: ..... and ...... and

4 Colour of bicycle:

5 Colour of hair:

6 Colour of watch: \_\_\_\_\_ and \_\_\_\_ THE THE TRANSPORT OF STREET STREET, A STREET STREET STREET STREET, A STREET STREET STREET, ASSTREET STREET, ASSTREET

You often have to answer questions about prices in this part of the test.

You sometimes have to answer longer number questions. Remember, in phone numbers we say each number.

You sometimes have to answer questions about colours.



Predict answers for this		nte your guesses in colum column B.	listen and think about what kind of
Football game	A	В	words you will need to write – for example, a day, a time, a number.
Day of match:	***************************************		
2 Starts at:	#1# <b>****</b> ********	*******	
3 Cost of school bus trip there	: £		
4 Colour of football shirt:	4771415517777		
5 Coach's mobile number:	***************	******	
Service Conv			
			nicas proprieta de la competencia de l
		Listening •	Dart 5
Test 1 Exam pro	actice	Listering	i dit 5
Questions 21 – 25			
You will hear a man giving som	e informa	ation about a RMX bike t	hat's for sale
Listen and complete each que		ation about a Billio l	Marco for Galo.
You will hear the information to	vice.	• •	
William Control of the Control of th			
	Bike fo	r cala	
	<u>DIKE IQ</u>	<u>r saic</u>	
		DLW Dandahan	Advice
Kind of bike:		BMX Roadstar	Section to any process the letter
		_	
Price:	(21)	€	
en. Get			
Colour:	(22)	and	
•			
Can go and see tonight at:	(23)	p,	11.
Address:	(24)	237,	Street

(25)

Phone number:

# **Speaking Part 1**

In	this	part	you:

- speak
- to an examiner
- answer
- questions about your name, your school, your hobbies

#### Listening to personal questions

- Natalie is asking a new friend, Jarek, some questions. What does she know about Jarek by the end of the conversation? Listen and tick (\*/) the boxes.
  - 1 Jarek's surname
  - 2 his nationality
  - 3 the country that he comes from
  - 4 the subjects that he is studying
- 5 his favourite hobby
- 6 another country he has visited
- 7 his favourite day of the week
- 8 his age

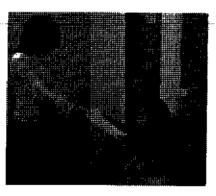
#### **Understand the task**

2 Complete the sentences with words from the box.



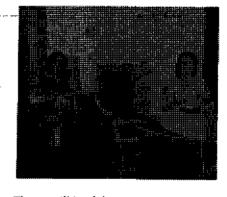


Make sure you know what is going to happen in Part 1 of the Speaking test. The photographs below will help you.

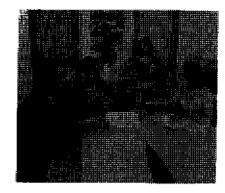


Someone will give you a mark sheet with your (1) ...... on it.

Someone will take you and your partner to the room where the
(2) ...... are sitting.

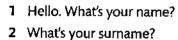


There will be (3) ......examiners in the room.
The first examiner will say
(4) ......then tell you to sit down.



The first examiner will say their name and (5) .......your mark sheet. The second examiner will fill in your mark sheet. He / She (6) ...... ask you any questions.

Listen to an examiner talking to a student. Which questions does the examiner ask? Tick ( ) the boxes.



- 3 How do you spell your surname?
- 4 How old are you?
- 5 Where do you come from?

The first examiner will ask each of you some questions about your name, where you come from and about your school subjects.

- 6 What's the name of this town?
- 7 Do you study English at school?
- 8 Do you enjoy learning English?
- **9** What other subjects do you study?
- 10 What's your favourite subject?
- Listen again to the questions in exercise 3 and give your own answers.

Read the questions. What can you add to the student's answers?  Example What's your name?  My name is Katia.	The examiner then asks you questions about your daily life, your interests and hobbies.  Give more than one-word answers,
## Where do you come from?    Italy.   2 Do you like the town where you live?   Yes	
Think of two or three more things to say to complete each answer.  Tell me about your family.  I live with my parents. My father is  Tell me about your best friend.  My best friend is 14. He's  Tell me about your school.  My school is quite near here. It's	At the end of Part 1, the examiner asks each of you to speak about one thing. The examiner will say: <b>Tell me about</b> (e.g. home, family, friends, school, country).
Listen to an examiner and a student answering his Tell me about  Now with a partner practise asking and answering your Tell me about qu	•

Speaking • Part 1



- Don't worry if the other student knows more English than you do.
- Try to answer with more than one word.
- Try to say three things when you answer the Tell me about ... question.

Listen to an examiner talking to two students. You will hear one student, Rosa, answer. YOU are the other student. Answer your questions.

# **Speaking Part 2**

#### In this part you:

read

notes and speak to another student

ask and answer

five questions

#### Looking at factual information

1 Look at the internet search below. Listen. Which competition is the girl asking about?

**Competition** 21/09 young writers and school students. Go to www.compo.tnz23.march.col

Quiz <u>competition</u> September national: school students will come from all parts of country. <u>www.quz.20/log.co/</u>

#### Understand the task

2 Complete the sentences with words from the box.

The first (1) \_\_\_\_\_\_ gives the two students (A and B) their question and information booklets.

One student gets a page of (2) \_\_\_\_\_\_ . The other student gets some information.



Student A looks at the question words and asks (3) ......questions about their topic.

Student B finds the (4) ......he/she needs to answer each

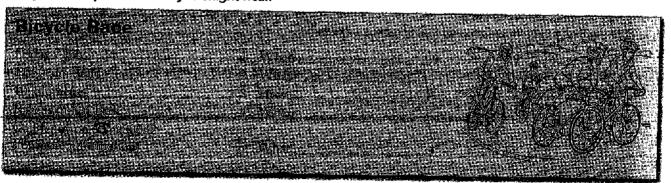
question, and answers it.

Make sure you know what is going to happen in Part 2 of the Speaking test. The photographs below will help you.



The examiner gives the (5) ....... back to the students with a different task. Student B asks five different questions about another (6) ....... Student A finds the information on their booklet and answers the questions.

3 Look at this information about a cycling race, and then complete the questions that you might hear.



Now answer the questions. Use the words in the box to help you. Don't add any new information. Keep your answers short and clear.

Now listen to two students asking and answering the questions about the race.

Did Student A ask all five questions?

Did Student B answer all five questions?

# Test 1 Exam practice

## Speaking • Part 2



- The order of the questions will be different from the order of the information.
- Asking questions: make sure you ask all **five** questions.
- Answering questions: read the information booklet and only give the information that's on the booklet,

CANDIDATE B Go to page 222

CANDIDATE A - your answers

# Hobby Club Bike Ride



15 kilometres through Danwood Forest

call Mary (075542) for more information

July 21st

bring picnic lunch

meet in Forest Car Park

#### **CANDIDATE A - your questions**

#### **Computer Classes**



- when?
- where?
- cost?
- what / learn?
- how old / students?

Listen to a model conversation for the Hobby club bike ride and the Computer classes tasks at: www.cambridge.org/elt/ketforschoolstrainer/audio

For the audioscripts see page 169.

# Reading and Writing Part 1

- How many questions are there in Part 1?
- How many notices are there to choose from?

V	ocabulary	Focus on n	neaning		
1		rds and phrase st the same m		he words in the box that	Look for words in the questions and notices that
	Example	a kind of chair			have the same meaning. They are not always the same part of speech.
	<ul><li>1 luggage</li><li>2 tourists</li><li>3 streets</li></ul>			Transport vocabulary is ofte	
2	Match the notices with the lists of places				Sometimes a notice begins with the name of a place.
	Example	Please turn o	off your car engine	petrol station	
	2	delayed by 15 n	ninutes		underground
	1	io parking pulances only			petrol station
	3 Plat	tform 9A is acro	ess bridge		motorway
				***************************************	bus stop
	Lifts u	ip to street leve	<u>, 1</u>	***************************************	hospital
	5 🔅 🖫	LOU! DAN FOG AMER			airport
	6 Numbe	r 132 every 10	minutes	***************************************	station
3	7			art each matching sentence.	Read the beginning of each sentence carefully.
		This seat is for st	,	sit somewhere else.	
		fice closed. ng on the platfo		buy tickets here now.	
	-	ig on the platit it! Do not leave		ride your bike here. stay in your seat.	
	· · · · · · · · · · · · · · · · · · ·	sports ready, p		find your passport now.	•
	_	buses today.		travel by bus this morning.	•
	•	ggage collection		use these to go and get your lugg	gage.

## Reading and Writing • Part 1

#### Questions 1 - 5

Which notice (A - H) says this (1 - 5)? For questions 1 - 5, mark the correct letter A - H on your answer sheet.

#### Example:

People with bicycle problems may get some help quickly here.



- Look for words in the sentence and notice that have the same meaning. They might not be the same words.
- Names of places in the notices may help you find your answers.
- Read the beginnings of the questions carefully.



- 1. You should not drive fast here because people like to cycle in this place.
- 2 Do not leave your suitcases or bags anywhere while you wait for your flight.
- 3 If you can show that you're a student, you will pay less for this.
- You should not travel on this unless you have already paid for your journey.
- 5 You won't have to wait longer than three quarters of an hour to go on this.



Students must buy tickets before getting on coilege bus

B Forest Park Road
Drive slowly
Cyclists use this path

C

Leon Airport
Keep your luggage with you at all times

Tyres or brakes repaired while you wait!

Remember!

Keep your return ticket in a safe place

Coach station
City tour leaves from this stop
every 45 minutes

G River Severn – next boat trip 2.15
Buy tickets here

\* Weekend rail tickets \*
discounts for student card holders

# Reading and Writing Part 2

- How many questions are there in Part 2?
- How many answers must you choose from?

#### Vocabulary Focus on meaning

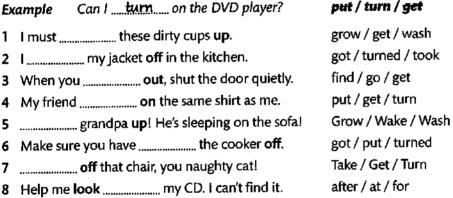
Cross out the wrong word.

Example Can I cook/make a sandwich?

- 1 I'm going to take / do a shower now.
- 2 There's a nice pink ground / carpet in my room.
- 3 Can I have a towel / sheet to dry my hands with?
- 4 I've got a very soft / quiet pillow on my bed.
- 5 Please close the garden door / gate behind you!
- 6 My school bag is usually on the chair / seat in my bedroom.
- 7 It's getting cold. Let's turn on the heating / fire.
- 8 I need another blanket / curtain on my bed.
- 9 There's a key in the entrance / door of my room.
- 10 Excuse me / Please, where's the toilet?

2 Write the correct verb in each space.





Sometimes phrasal verbs are tested in Part 2.

Think carefully about the

these pairs of words.

chair

difference in meaning between



Put on your hat.

- (or) Put your hat on. Take off your hat.
- (or) Take your hat off.

Turn on the TV.

(or) Turn the TV on.

Turn off the TV.

(or) Turn the TV off.

Some KET candidates make mistakes with do, make, take and have.

Write the right verb (do, make, take or have) for each expression.

<b>have</b> a party	your homework	a wash
dinner	a photo	your bed
a phone call	a noise	some medicine
a problem	a taxi	a cake
an appointment	a project	an exam



make a noise, make some breakfast, make some money do a test, do a project, do some homework. do some exercise, do a job, do some practice

## Reading and Writing • Part 2

Questions 6 - 10

A passed

Read the sentences about lnez and her visit to England. Choose the best word (A, B or C) for each space. For questions 6 – 10, mark A, B or C on your answer sheet.

Example:

O Inez ...... with an English family last summer.

**B** kept



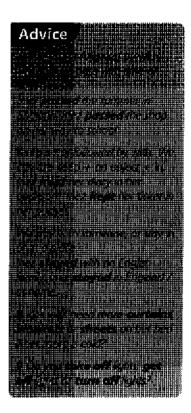
- Read the sentence carefully! The three possible answers might mean almost the same.
- Try all three words in the space before you choose your answer.
- Look at the words before and after each space.
- Watch out for particular expressions and for phrasal verbs.

Answer:



6	Th	e house was	on t	he corner of a	l	city street.
	A	fast	В	busy	С	quick
7	Ine	ez's room was	4771488	but it w	as o	quite cold.
	A	lovely	В	special	С	well
8	Sh	e asked for tw	o n	nore	to p	out on her bed.
	Α	curtains	В	sheets	С	blankets
9		ez liked e city each nig		off the lights a	nd I	ooking out of her window at
Section 2	A	taking	В	getting	С	turning
10	On	e evening, the	e fai	nily	a pa	arty so lnez met all their friends.
S FA FALLS S	Δ	made	R	had	С	took

C stayed



# Reading and Writing Part 3a (Questions 11-15)

- How many questions are there in Part 3a?
- How many answers must you choose from?.

#### **Vocabulary Everyday expressions**

- Match sentences 1-5 with responses a-e.
  - 1 Hove that girl's T-shirt.
  - 2 Let's go outside. It's too hot in here.
  - 3 Are they going to play that CD again?
  - 4 Can you pass me another sandwich?
  - 5 Hello, my name's Jenny.

- a hope so!
- b How do you do?
- c So do !!
- **d** I'd rather not.
- e Here you are!



Many different expressions are tested in Part 3.

Thanks a lot! Sorry? Certainly! What a pity! What a great idea! I'd rather not. I hope so. Of course! Excuse me! See you later. It's OK. Me too! I'm afraid I can't. That's fine! Excellent! Of course not! All right. I think so. Pardon?

#### Find expressions in **Remember!** that can mean:

- 1 I need to speak to you (to ask a question)
- 2 Please say that again.
- 3 Goodbye ......
- 4 | lagree! .....
- 5 I don't want to ......
- 6 Yes.....
- 7 OK. .....
- 8 No. .....
- Read the first half of each conversation carefully. Cross out the wrong answer.

Example Why don't you go for a walk?

What a good idea! / It doesn't matter.

- 1 What time does the film start?
- 2 Can I borrow your dictionary?
- 3 I'm sorry if I made you angry.
- 4 I'd like some of those chips, please.
- 5 I'll wash up later.
- 6 Will it rain this afternoon?

- Certainly! / Pardon?
- I'm afraid I can't. / Here you are!
- It doesn't matter. / Of course not.
- I hope so. / Anything else?
- Thanks a lot. / Just a moment.
- I think so. / I'm so sorry.
- Some KET candidates make mistakes with like, would like and what's it like? Make sure you understand the difference.
- Cross out the two wrong answers.

**Example** Do they like chocolate?

Yes, they have. / Yes, they are. / Yes, they do.

- 1 What's he like?
- 2 Would you like some lemonade?
- 3 What music do you like?
- 4 What was the homework like?
- 5 Does Katy like you?

Really funny. / He likes cycling. / Yes, thanks.

Yes, I do. / Yes, you do like it. / Yes, I would.

No, I don't like music. / Rock. / Of course!

It was really hard. / I hope not! / Yes, it was fine.

No, she's taller. / I hope so. / Me too.

Do you like ice cream?

Yes, I do.

Would you like some ice cream? - Yes, I would.

What's that ice cream like?

It's excellent!

# Test 2 Exam practice Reading and Writing • Part 3a

#### Questions 11 - 15

Complete the five conversations. For questions 11 - 15, mark A, B or C on your answer sheet.



- Read all three possible answers before you choose A, B or C.
- Read each expression carefully. Is it the correct answer?
- Watch out for Would like/What's it like/ Do you like questions.





Here's a drink for you!



Of course not!

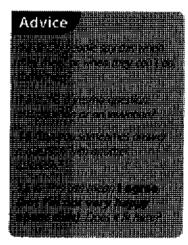
Thanks a lot!

I'm afraid I can't,

Answer:



- H-What was the dinosaur film like?
- It was boring.
- A long tail and big teeth.
- Yes, I did!
- 12 I don't know your email address.
- They're in Castle Street.
- How do you do?
- I'll give it to you.
- 13 Why don't we go windsurfing today?
- What a great idea!
- Yes, we do, don't we?
- Thank you very much.
- Shall we buy these earrings for Mum?
- So do !!
- How much are they?
- She's really pretty!
- 15 Sorry! I can't play volleyball with you.
- What a pity!
- I'm sorry, I'm late.
- I suppose so.



# Reading and Writing Part 3b (Questions 16-20)

- How many people are speaking in Part 3b?
- How many answers must you find?
- How many answers must you choose from?

#### Thinking about questions and answers

Underline the kind of answer that these questions need.

Example Can you cook?

1 Who's making breakfast?

2 How long should I fry this for?

3 Would you like an omelette or a pizza?

4 Where are the red grapes?

5 What's that steak like?

6 You like salt on your chips, don't you?

a place / yes/no / a person / a time

a person / food / adjectives / yes/no ves/no / adjectives / a time / a place a place / food / adjectives / yes/no

yes/no / adjectives / a place / a number yes/no / adjectives / a time / a person

adjectives / a place / a number / yes/no

You often see

suggestions in Part 3b.

Think carefully about the

kind of answer that each

question needs.

Look at the ways we can make suggestions. Match the suggestions and answers.

Example Let's put some pieces of apple in the salad. -

- 1 Why don't we make some lemonade?
- 2 We could have fried rice for dinner.
- 3 What about taking a picnic?
- 4 Shall we buy some burgers?
- 5 How about having a boiled egg for breakfast?

- a OK. We could fry some onions with it too.
- **b** But we haven't got any lemons!
- c Sorry, we can't do that. I haven't got enough money.
- d Good idea! I'll go and make one.
- How about putting some grapes in it. instead?
- f I'd rather just have some bread, thanks.



Complete the conversations. Read the sentences before and after the space and choose a reply A-H from the box.

Example | I love oranges!

<u>H</u>... Really? They're my favourite fruit.

1 Where are the biscuits?

Well, let's go and look for them. .....

2 Is lunch ready vet?

Great! I'm really hungry!

3 I'd like some ice in this drink.

Thanks a lot.

4 We can't eat this yoghurt.

Because it's not fresh. Look!

5 Karl's just broken a plate.

That's good!

6 Shall I wash the potatoes?

OK. I'll do that now.

7 This dish is really heavy!

Oh no! Sorry! I didn't mean to drop it.

The sentence before and after the space will help you choose each answer.

	123434	3 - 6
		l.:
	ш	
	m	H
	m	

#### Reading and Writing • Part 3b

## ouestions 16 - 20

complete the conversation between Linda and her cousin, Vince. ney're talking about cooking. anat does Vince say?

car questions 16 - 20, mark the correct letter A - H on your answer sheet.

- Think carefully about the kind of answer that each question needs.
- Look for suggestions and the right way to answer them.
- Remember the sentence after the space is just as important as the one before it!

#### Example:

I'm learning to make cakes. Can you cook, Vince? Linda:

Vince:

\_\_\_E

Answer:



I can't. How long does that take to cook? Linda:

Vince:

16 .....

That's quick! And do you have that with tomatoes and cheese? I love that!

Vince:

That sounds great! Why don't we make a ·Linda:

meal for everyone?

Vince:

Let's do it at your house. How about next Linda:

Friday?

Vince:

OK. You do the main course and I'll make Linda:

a chocolate cake. It'll be fun!

Vince:

I hope so! Linda:

- So do Il But I like it with chicken, eggs and cream too.
- Not long you boil it in water for about ten minutes.
- Is it? What do you need?
- Yes, it will. I'll check with Mum, but it'll be OK, I'm sure.
- I can cook pasta, that's all. Ε
- Saturday's better, Linda. Mum has to work on F Friday nights.
- No, there'll only be your parents, my parents and Sue.
- That's a great idea. Shall we do that at our house or at your house?

#### Advice

# Reading and Writing Part 4

- How many questions are there in Part 4?
- Are you given answers to choose from in Part 4?
- Cross out the wrong word in each sentence.

In Right, Wrong, Doesn't say Part 4 tasks:

Example you do / don't have to choose A, B or C answers.

In 3-option multiple choice Part 4 tasks:

- 1 you do / don't have to choose A, B or C answers.
- 2 the text looks shorter / longer.
- 3 you always / sometimes have to answer questions.
- 4 you never / might have to complete sentences.
- 5 you do / don't have to choose between right, wrong, doesn't say answers.
- 6 the order of the questions is usually / never the same as the order of information in the text.
- Which is the right answer for each of these short texts? Choose A, B or C.



- 1 Jo sold her bike because
  - A she decided to get a faster one.
- B she needed the money.

C it was too old.



- 2 How much did Jo sell her bike for?
  - A £25
- **B** £75
- C £100



- 3 Which day did Jo buy her bike?
  - A Thursday
- **B** Friday
- C Saturday



- 4 What else might Jo need to buy?
  - A better lights
- B better brakes
- C better wheels



- 5 Jo rode her new bike
  - A to the park
- B to her best friend's house. C round the lake.



There are two types of Part 4.
On page 19, you practised the first type (Right, Wrong, Doesn't say). This Part 4 is different.

Only one of the A, B or C answers is right, but the text will have information about all three, so read the text carefully!





too + adjective = not enough + opposite adjective

My trainers are **too small**.

My trainers are **not big enough**.

That music is **too loud**.

That music isn't quiet enough.

This room is **too dark**.

This room isn't **light enough**.

## Reading and Writing • Part 4

#### questions 21 - 27

Read the article about a boy who became a businessman at 14 and then answer the questions.

for questions 21 - 27, mark A, B or C on your answer sheet.



- The questions come in the same order as the answers in the text.
- Read the article carefully!
- The seven answers are usually an even mix of As, Bs and Cs.

#### Robbie's first business!

Robbie enjoyed art most at school. He liked maths and music too, but because it was hard for Robbie to spell words correctly or to understand texts, he didn't enjoy being at school. In English, he had lots of problems. So, when Robbie was 12, his parents decided he should leave school and be taught differently at home. There, he learnt about business and working on computers, and spent more time happily studying art, exercising and practising on his violin.

Robbie's grandmother started teaching him to cook too, which, like his mother and aunt, he really enjoyed doing.

One day, she told him her secret way of making jam. Robbie made too much for the family to eat so he took it to other people in his street. He made more and more jam. It tasted so good that his parents' friends started buying it from him. Robbie added all his costs together then decided on a price. Then he made a business plan on the computer with help from his dad. His jam is now sold at a weekly market. It tastes wonderful and it's healthy because Robbie uses grape juice

াnstead of sugar to make it. বু'm still only 14 but I'm already a businessman!' Robbie laughs. 'Last week I earned £93 because 87 different customers bought

#### Example:

- 0 Robbie's favourite subject at school was
  - A maths.
- B art.
- C music.

Answer:



- 21 Robbie had problems in his English lessons because
  - A he couldn't understand the teacher.
- **B** he hated reading.
- C he couldn't spell very well.

- 22 After he was 12, Robbie was taught
  - A at a different school.
- **B** in his own home.

52 kilos of my jam, and a supermarket wants to sell it too. My career is in jam-making, I think!'

- C at a business college.
- 23 After he left school, Robbie had more time to play
- A computer games.
- B different sports.
- C an instrument.
- 24 Who told Robbie the secret way to make jam?
  - A his aunt
- B his grandmother
- C his mother
- 25 Who did Robbie give the extra jam to?
  - A his neighbours
- B his parents
- C his school friends
- 26 Where can people now buy Robbie's jam?
  - A online

- B at a market
- C from his father's business
- 27 How much jam did Robbie sell last week?
  - A 52 kg

- **B** 87 kg
- C 93 ka

# Reading and Writing Part 5

- How many missing words are there in Part 5?
- How many possible answers must you choose from?

#### Grammar Auxiliary verbs (be, do, have)

Complete the sentences with words from the box.

# Example The clock was wrong so we arrived late! 1 My grandma always loved listening to the radio. 2 Our beautiful new table made of glass. 3 David and I playing computer games at the moment. 4 she take the ice cream out of the freezer? 5 you still got your video recorder? 6 We given a DVD player yesterday.

In many Part 5 tasks, a be/do/have part of the verb is missing. Check that your answer goes with its main verb, for example I am writing.

#### **Grammar** Connecting words

2 Cross out the two wrong connecting words.

**Example** I don't wear wool in summer because / or / and it's too warm.

- 1 This card isn't strong enough but / if / and we'll use it anyway.
- 2 Do you like silver and / so / or do you prefer gold?
- 3 My phone is made of plastic if / when / and my brother's is too.
- 4 I'll write a note so / because / if you give me some paper.
- 5 Dad bought some wood after / so / or we can make some shelves.
- 6 I hurt my hand while / if / before I was doing my homework.

# A connecting word might be missing from the text in Part 5,

# (Spanjedbor)

after, and, because, before, but, if, so, when, while

#### **Grammar** Expressions with prepositions

3 Complete the sentences using Remember!

I can't call you as I'm busy \_\_\_\_\_\_ the moment.
 We aren't rich, so it was really nice \_\_\_\_\_\_ Dad to buy me a TV!
 Mum wanted to use the hairdryer but I wanted to use it \_\_\_\_\_ the same time.
 I turned my TV off \_\_\_\_\_ the middle of the film and took the DVD out.
 Send her an email instead \_\_\_\_\_ calling her on the telephone.
 People all \_\_\_\_\_ the world are watching the concert on TV.

de nember

a book **about** a man hundreds **of** people **in** the middle of the page It costs **about** £3 a **delay of** two hours

a delay **of** two hour: instead **of** reading

**at** the moment That's nice **of** you!

all **over** the world

at the same time

a pair **of** glasses It's clear **to** me.

at the top/bottom of the page it's made of metal Welcome to London!

#### Reading and Writing • Part 5

#### questions 28 - 35

Read the article about gold. Choose the best word (A, B or C) for each space. For questions 28 – 35, mark A, B or C on your answer sheet.



- Read the whole text before you start choosing your answers.
- Read the whole sentence carefully when you choose a connecting word answer.
- Check that a be/do/have answer goes with its main verb.
- Remember the prepositions in the expressions you've learnt.

#### Gold!

People (0) \_\_\_\_\_always loved gold because it is beautiful and useful. Gold is a soft, heavy, brilliant yellow metal (28) \_\_\_\_\_ it doesn't change colour in the air or water.



People have used gold money for hundreds (29) \_\_\_\_\_\_ years, but people all (30) \_\_\_\_\_ the world wear gold wedding rings too. You can even (31) \_\_\_\_\_ gold in racing-car engines because gold is able to carry electricity.

(32) \_\_\_\_\_1880 and 2002 most gold came from South Africa, but now more gold comes from China. People in India buy more gold (33) \_\_\_\_\_ any other nationality.

One kilo of gold (34) \_\_\_\_\_ about 35,000 dollars at the moment. That's a lot of money! But if you want some gold for free, remember that all the winners in the Olympic Games (35) \_\_\_\_\_ given gold medals. Train hard at school in your sports lessons!

#### Example:

O A do

**B** have

C be

Answer:



28 A and

**B** or

C after

29 A by

B of

C from

30 A above

\_ .

\_ ......

- - - - - - - - - -

**B** over

C about

31 A finds

**B** finding

C find

\_\_ \_\_ \_\_

32 A Between

**B** Before

C Through

33 A what

**B** when

C than

34 A cost

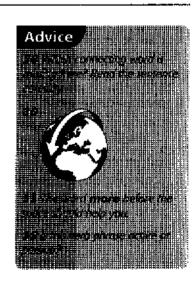
**B** costs

C costing

35 A be

B is

C are



# Reading and Writing Part 6

- How many words must you write in Part 6?
- What kind of help are you given?

#### Vocabulary Buildings, places and people in town

1 Read the sentences. Put a tick (✓) if the information is right and a cross (X) if it is wrong.

Example A bank is a place where people save their money.

1 People go to a disco to dance.

2 You watch actors on the screen in a theatre.

3 A museum is a place where people buy clothes.

4 You can buy things for your home in a guest-house.

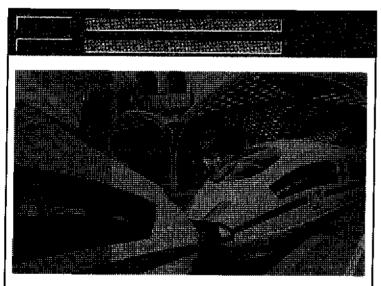
5 Your parents can do all their food shopping in a supermarket.

6 People can fill up their cars at a petrol station.

7 A store is another word for a shop.

Read Donna's diary about her family's visit to the city. Underline six spelling mistakes.

8 Go to a stadium if you want to buy a flight ticket.



When we arrived in the city we decided to visit the catedral first because it is such an amazing biulding, then we crossed the street at the trafic lights and walked past the entrance to the univercity. Lots of students were standing outside.

After that, we went into the national librarie and looked around, and then we had a cold drink in the caffe there. We had to run to the railway station. We nearly missed our train! I had a really great day.

In this part of the test, you must spell the answers correctly.

# idilije) de st

English spelling is difficult because lots of English words come from other languages. Learn these spelling rules about *c* and *g*.

- If <u>c</u> is followed by <u>a</u>, <u>o</u>, <u>u</u> or is at the end of a word, it sounds like /k/, for example customer, picnic
- If <u>c</u> is followed by <u>e</u> or <u>i</u>, it sounds like /s/, for example city, price
- If g is followed by a, o, u or is at the end of a word, it sounds like /g/, for example guest, bag
- If g is followed by e or i, it sounds like /d3/, for example agent, village
   The spelling of get, girl and give don't follow this rule.

Read the sentences about different places in town and write the missing letters in the answers. All the words have a c or a g in them.

Example A king and queen lived here a long time ago.

- Older students come to this place to study. co\_\_e\_e
- You can buy newspapers and magazines here. ne\_\_a\_e\_\_
- 3: You cross this to go over a river. b\_i\_e
- 4 You can get fit in the gym here. spo\_\_\_ e \_\_e

castle

- People repair cars in this place. g a \_ a \_ e
- The people who work here keep people safe. po\_i\_e s\_a\_io\_

There are lots of silent letters in English words — letters you see, but don't hear.

Cross out the silent letters in these words.

Example gXest

- 1 wrong 4 business 7 watch 2 chocolate 5 hour 8 knife 3 science 6 vegetable 9 could
- 5 One word in each sentence below has one missing letter. Cross out the word and write its correct spelling on the line. Use letters from the box.



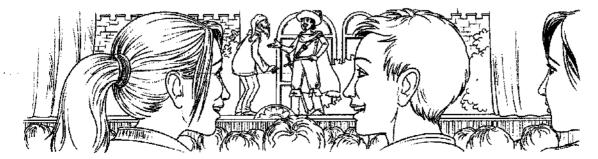
Example The secol is on the next corner. ....school...

- 1 That's the highest bilding in the city.
- 2 I go to the libray about once a week.
- 3 That old casle is about 700 years old.
- 4 Have you visited the iland yet?
- 6 Complete the words about people's jobs and places where they work in town.

  Underline the words that helped you find each answer.

Example On this piece of paper you can find the names of different streets m & p

- 1 People with jobs work on computers in these rooms. o \_\_\_\_ c \_\_
- 2 Workers make things like TVs or bikes in these. f\_c\_\_\_\_
- 3 This person works in a shop. a \_\_\_\_\_n t
- 4 This person welcomes guests in a hotel. r\_\_\_\_\_i s t
- 5 Actors and musicians work here.
- 6 Doctors and nurses work here. h\_\_\_\_\_\_



7			description of places where you can do things in a cit missing letters in the answers.	ty.	
		xample	You pay to sit and watch a film here.	c <u>i n e m a</u>	
	1	You can	stop and have a drink or a snack in this place.	c	
	2		catch a train from this place.	s	
	3	You can	borrow different books from this place.	1	
	4	You and	your family can sleep here if you are on holiday.	h	
	5		buy things outside in the street here.	m	
	6		to sit and watch sports matches in this place.	5	
	7		sit and choose something to eat here.	r	
	8		ans all the lorries, cars and buses on the street.	t	
8	lf :	you don'i	missing letters in the words. Look at the other words t know their meaning, look them up in a dictionary. You post a letter in a post $office$	in bold.	Learn words in word families. This will help you to remember them.
			•		
	7		sports at a sports c		N-1-102-
	2	-	coffee in a c,		***************************************
	_		play in a playg		
			enter a building through its ent		
	6		uld cross the road at a cross  p on a camps		
	7		hon a camps  ho tour a city might be tour	HELLAND	
			ant to travel, go to a travel a		
			cycle to school on a cycle.		,
			for a bus at a bus		
9	Soı		s look or mean almost the same. What is the same a	nd what is different	•
	- 1956 A B				

# Reading and Writing • Part 6

Lestions 36 - 40

the descriptions of some things you might see when wou travel around a city.

What is the word for each one?

the first letter is already there. There is one space for each other letter in the word.

truestions 36 - 40, write the words on your answer sheet.

- You must spell the words correctly. Count the number of spaces carefully.
- Don't forget silent letters and don't forget spelling
- The main words in each description sentence will help you find your answer.

d				
1	133	•	. na i	Δ.
ı	Fxa	ш	N.	ͺ

You can see important sports matches here.

p - jou can se	se important sports matorics here.		<b>-</b>			
		Answer:		stadium		
Particular in the second secon						
36 These are	people who travel to a city and look around	l it on holiday.	t	- <del></del>		
Of Panis co	me to loore about history and you old thing	e in this place	m			
<b>by: Teople c</b> o	me to learn about history and very old thing	s in uns piace.	···	_		

38 This building is like a small cathedral. 39 People can cross a river if they walk over this.

40 People live in these. They are in buildings with lots of floors.



## Reading and Writing Part 7

- How many missing words are there in Part 7?
- Are you given words to choose from for your answers in Part 7?

#### **Grammar** Prepositions

Look at the useful expressions in Remember!, then complete the

Hi! Thanks (0)for telling me about your language course. I read
(1)an English course online too but I'm more interested (2)
English history, I think. I watched a great programme about the kings and queens of
England (3)television last week. I borrowed a really useful book
(4) our teacher about British history too. I'll show it (5) you at
the weekend.
I'm not very good (6)history but I enjoy it. I'd like to travel back in time!
I love watching films like Back to the Future. We've got lots (7) DVDs in
our school library that we can watch too. Perhaps we could watch one together.
Bye for now,
Melissa

#### Grammar Connecting words

Join the two parts of the sentences with words from the box.



I study geography at school .....and ..... I read about it online too.

- 1 Shall we do our homework here .....shall we go to the library?
- 2 | can't get that book \_\_\_\_\_ the bookshelf is too high!
- 3 I've got a dictionary \_\_\_\_\_\_ it's too big to take to school.
- 4 Our science project was excellent, ......we won a prize!
- 5 We visited the university .............. we talked to some of the teachers.

#### **Grammar** Pronouns

- Some KET candidates make mistakes with pronouns.
- Cross out the two wrong words in each sentence.

Example The students all like Mr Kenzo. He teaches us / we / our art.

- 1 If you've lost your textbook, do you want to borrow me / my / mine?
- 2 When are you going to take you / your / yours exams?
- 3 She / Her / Hers best subjects are Spanish and French.
- 4 Which is he / his / him music teacher? The man who wears glasses?
- 5 These words are difficult. Do you understand they / theirs / them?
- 6 Mr Leo is us / we / our tennis coach at school. He's an amazing player!



If the missing word comes before a noun (or an adjective + noun). a pronoun or an -ing word, it might be a preposition.

to find out/read/talk/know about something

to be glad/sad/angry/sure/pleased about something

to be good at something

to be at the top/bottom of something

to arrive at (a place/time)

to thank someone for something

to be sorry for doing something

to borrow something from someone

to download something from the internet

to be interested in something

to be in front of something

to have lots/a lot of something

to be afraid of something

to watch something on TV

to go on holiday

to phone someone on (a number)

to wave to someone

to give/show/lend something to someone

to belong to someone

If the missing word is in the middle of two shorter sentences, it is a connecting word.

Learn these useful expressions about education.

to study/practise hard Good luck with your exams! to take/do/pass a test

Well done!

to **be** a beginner

to go to an advanced class

to **borrow/return** a (library) book

Write and tell me!

Write to me soon!

## Reading and Writing • Part 7

questions 41 - 50

complete the emails. Write ONE word for each space.

For questions 41 - 50, write the words on your answer sheet.

Example:

		got
	<del> i</del>	



- Read the whole text once before you add any missing words.
- Check words that come before and after the space carefully.
- Use a connecting word if the words on each side of the space look like complete sentences.
- Make sure you choose the correct pronoun if you need one.

	El Teresa!
	test! My teacher gave the diploma to (42) this morning.
3	I'm really pleased (43) now I'll be able to join the advanced class! Do (44) study music at college too? Write
	Love from Paula
	総 <u>要表</u> していません。 現実が 記述が

j	
	119217888181813181221818183082121
	Hello Paula!
	Congratulations! I can (46) the guitar, but I'm not good (47) it yet. I'm only a beginner. We only listen (48) ve're going to study world music next year. It'll be fun to find out (50) that.
I	Bye for now!
	Teresa
ı	



# Reading and Writing Part 8

- How many texts must you read in Part 8?
- How many pieces of information must you write in the notes?

V	ocabulary Focus on meani	ing						
1	Match each piece of information	n (1–8), with a p	rompt (A-I	).	,	<b>'76!</b>	The words in th	
	Example The winner is Italian,	not Russian.	<u>.</u>	A	Person to pay:		are usually diffe from the promp	
	1 The game is at three o'clock t	his afternoon.		В	Must wear:		words on the fo	
	2 Races are for beginners, not a	advanced.	************	c	Cost per person: £			
	3 I go on the bus because it's to			D				
	4 The team has to play in blue	•	****	Ε	Level:			
	5 If you are still at school, you p			F	Best way to go there:	,	•	
	6 Give your race money to the	secretary.	******	G	Nationality:			
	7 The price is £4 each. That's £8	for both of us.	*********	Н				
	8 The fastest runner was Jon Pe		<b></b>	ı	Student discount: £			
a in	Answer the questions. Copy nat Did you find your answers in terms of a really good one. When the get there. We have cycling race is week's race is 12 kilometres all me between 5 p.m. and 7 p.m. 7659 if you want to come with the school playground at 5.45 art together. It only takes 10 min	xt 1 or text 2?  yeling club. I'm ye meet on got enough time es each week, so it's not too fa m. this evening o me. We can me	Text	H a. C. Si Si use Ca	you enjoy cycling in the over 12 years old, in the ycling Club this summetart at 6 p.m. from Foome races are longer to bually cycle between 1 ll 065548 for more in dout about costs.	why not er? Wee rest Ho than ot O and 2	join Forest ekly races Otel car park. hers but we PO kilometros	
	Example Day club meets:	Thursday	Text					Text
	1 Meeting place for race:	4844441=24+444==+4-=+4-+4+4+4+	□ 6	Sho	ould phone Alan befor	·e:	p.m.	
	2 Alan's phone number:	114000000000000000000000000000000000000	7		b phone number:			
	3 Meet Alan at:	p.m.	8		es begin at:		p.m.	
	4 Name of club:	411	<u> </u>		et Alan in:			
	5Hawlang-is-rarg-this-week	· km	<u> </u>		sioin alubifaldestha		**************	$\vdash$

# Reading and Writing • Part 8

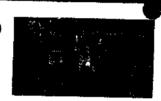
Questions 51 - 55

gead the notice and the text message. filin the information in Ivan's notes. For questions 51 - 55, write the information on your answer sheet



- Look for words in the texts that mean the same as prompts on the form.
- Remember you will need to read both texts to find all the answers.
- Use words on the forms to find the answers in the
- Make sure you copy long numbers and names correctly!

**CCC Cross-country club** 15-kilometre races October 7th under 14s October 14th 14 +



Races begin at 9.45 from Forge Farm. Runners arrive by 9.15. Call club secretary by Sept 30th (094577) to enter the race. Barbecue at 12.30. Bring own food (meat, bread, salad, etc.) All welcome.

Hi Ivan My new mobile is 076554. We're too old for the race on 7 Oct, but the other one is OK for us. You bring the bread, I'll bring some burgers, it's only 5 km to the farm so let's cycle there. Meet me at the park gates at 8.45. Ricky

#### Ivan's Notes

CCC race

Race from:

Forge Farm

Date:

How long is race:

Food I must take:

km:

Meet Ricky at:

a.m.

CCC phone number:

## Reading and Writing Part 9

• How many pieces of information must you write in Part 9?

#### Vocabulary Days and months

- KET candidates sometimes make spelling or punctuation mistakes when they write the names of days and months.
- 1 Cross out the wrong word in each sentence.

**Example** Charley won the photography competition on **Monday/monday!** 

- 1 I got a new MP3 player on Saturday/saturday.
- 2 My favourite college day is Wednesday/Wedensday.
- 3 I go to a digital art class after school on Tuesday's/Tuesdays.
- 4 Are you going to the cinema on Thusday/Thursday?
- 5 We have to finish our project by 12th February/Feburary.
- 6 I go back to school on 8th Janoary/January.

# Remembert

The words we use for days and months are their **names** so you need to start them with **a capital letter**.

On Monday, Monika and Mary went to an exhibition in Manchester.

#### Following instructions

2 Match the words in bold with sentences you could write in a message about a TV programme.

tell ...
ask ...
invite ...
thank ...
suggest ...
say what time ...
explain why you can't ...

I think it starts at half past seven.
I can't watch it because I've got to ...
Can I watch TV this evening?

Let's watch the programme together.

There's a programme on TV tonight.

Would you like to come and watch ...?

Thanks for telling me about that.

3 Practise making suggestions. Begin each sentence with a suggestion phrase from Remember!

Đ	campleShall we go to the circus?		
1	practise singing that song again.		
2	to download that story from the internet?		
3	going to that music festival?		
4	buy some balloons from that games shop.		
5	enter that cartoon drawing competition?		
6	to make Mum a birthday card?		
7	listening to some hip hop?		
8	start our photography project?		

In Part 9, if there are words in bold, it's important to read them carefully and to follow the instructions correctly.

#### ARTHUM Hell

Making suggestions:

Shall we (go ...?)
How about (going ...?)

Let's (go ...)

We could (go ...)

Would you like (to go ...?)

Thanking someone:

Thank you for inviting me.

It was very **nice/kind of you to** take me to the beach.

Practise asking someone to do something. Choose one of the following ways to begin each sentence.

Example	Will you send me your email a	ddress? (send/email address)	
£ 2		(help / homework)	
2		(turn off / cell phone)	
3	***************************************	(show / photo)	
4	***************************************	(take / to school play)	
5		(lend / magazine)	

Circle the phrases that can start a message. <u>Underline</u> those that can end a message.

Remember the good ways to start and end your messages.

Love from Jane

Dear Alana

Hello Rupert!

See you later!

Best wishes, Diane

Kate XX

Bye for now!

Hi Jamie!

#### **Grammar** Prepositions

KET candidates often make mistakes with of and from and with.

Cross out the wrong word in each sentence.

He's got a CD of / by my favourite singer.
 I really like the girls of / from my college.
 The shop is near to / from our school.
 Are you happy with / from your project?
 I took some photos by / with my camera.
 He got a new guitar by / from his parents.
 We'll go to the fashion show by / with car.
 I'm interested with / in biology and chemistry.



#### Cross out the wrong word in each line of the message.

Hi	i! um says I can go to the rock concert on Saturday.
0	It was really nice of / from you to invite me.
1	I've spent the whole of / from July practising on my guitar!
2	I downloaded some information about the band of / from the internet.
3	Is the rock concert far of / from the city centre?

- 4 The audience will be full of / from students from our college!
- 5 Which type of / from instrument do you like most?
- 6 I need to get back home of / from the concert by 11 p.m. Bye for now!

			Taylor.
serie.			

The exhibition is open from 9 a.m. until 5 p.m. 🗸

My keyboard is very different from yours. 🗸

Look at this picture of my favourite film star! 🗸

He's got iots of CDs and DVDs. ✔ She is one of my friends of school. X

She is one of my school friends / friends from school.

0	KET candidates often make mistakes with by, with, to or from.
---	---------------------------------------------------------------

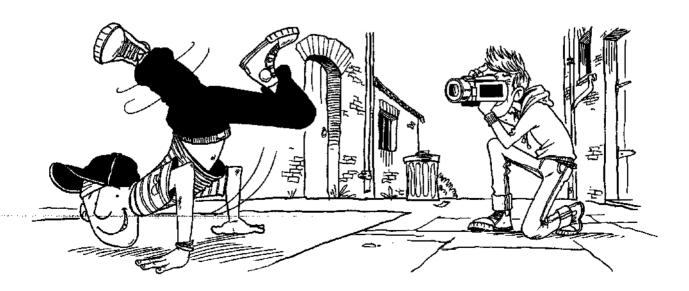
#### Write the correct word.

Đ	cample I've just bought the new CD of Purple Rain!	<u>by</u>
1	The film club is near from our school.	**!****!****!****
2	He can sing all the songs of Bob Dylan.	*****
3	That DVD player belongs from my cousin.	***************
4	Only one of my friends of school reads newspapers.	
5	These drums were given to me from my uncle.	
6	Can we video the musicians by this camera?	******************
7	I can write to all my friends <del>by</del> our new computer.	
8	Here! Listen to this song with my MP3 player.	*****************
9	Maggie is really interested with break dancing.	***************************************
10	Shall I help you for your homework?	

I'll meet with you in the theatre at 7 p.m. 🗶 I'll meet you in the theatre at 7 p.m. 🗸

Come by a taxi. / Come with a taxi. \* Come by taxi! 🗸 Come in a taxi. 🗸

I can help you for that. X I can **help you with** that. 🗸



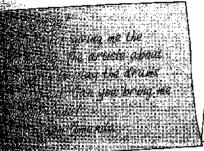
### gudying possible answers



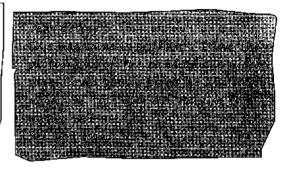
Read this Part 9 task and the messages to George from three KET candidates, Amanda, Brian and Cody.

Your English friend, George, brought you a music magazine to read. Write a message to George.

- thank him
  - say why you liked the magazine
  - ask him to bring you another magazine.



Hello! I'm reading your amazing magazine. It was kind from you to bring it. Thanks! Please bring me another music magazine. By for now! Brian



Read the instructions carefully! Remember you MUST write all

good mark.

three parts of the message to get a

#### Which writer (Amanda, Brian or Cody):

- 1 has included all three parts of the message? 2 has not understood one of the instructions?
- 3 has not made any grammatical mistakes?
- 4 forgot to put their name at the end?

- 5 has written fewer than 25 words?
- should check their spellings?
- 7 might get the best mark?

### Test 2 Exam practice

### Reading and Writing • Part 9



- Remember to write all three parts of the message.
- Use the expressions you have learned for asking and making suggestions.
- Remember to begin and end the message correctly.

#### Question 56

You want to visit the science museum soon. Write a message to your English friend, Sam.

#### Say:

- where you want to go
- which day to go
- how you can go to the museum.

Write **25 – 35** words.

Write the message on your answer sheet.

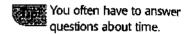
### **Test 2 Training**

### **Listening Part 1**

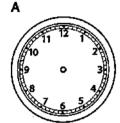
- How many questions are there in Part 1?
- How many picture answers must you choose from?

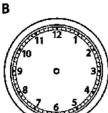
#### **Vocabulary** Times and dates

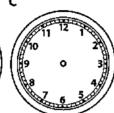
Draw the times on the clocks. Then listen and answer the questions below. Tick (V) the two correct clocks.

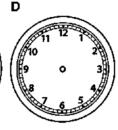


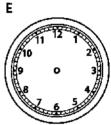














- I What time is the next bus?
- 2 What time will the plane arrive?
- When will Richard's family go on holiday? Listen and choose the right answer.







You often have to answer questions about dates too.

Remember! You will hear all three dates but only one will be correct.

### **Vocabulary** Clothes

3 Look at the twins' clothes. Write the missing letters in the words.

h\_\_ or c\_\_ s\_\_\_\_

s\_\_\_\_\_

P\_\_\_\_

t\_\_\_\_\_

t\_\_\_\_\_





g
j
d
b
t

Clothes are often tested in Listening Part 1.

- Read the conversation. Which boy is late for college? Choose the right answer.
- mic Look! Someone's late for college today!
- Boy. Do you mean the boy in the jeans and sweater?
- He hasn't got a sweater on. Look! Over there! He's wearing a T-shirt.
  - don't know his name. He's got dark hair.
- Boy: Oh. That's Paul. He's got his new trainers on! They're really cool.



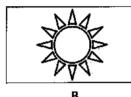


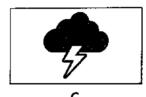


#### Vocabulary Weather

- Listen and choose the right answer.
  - What was the weather like yesterday?

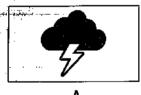




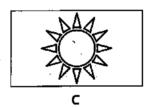


You often have to answer questions about the weather. In this exercise you will hear one right and one wrong weather answer so read the questions carefully! In the KET test, you will hear one right and two wrong answers.

2 What's the weather like in the mountains?



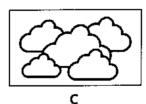




3 What will the weather be like in London today?

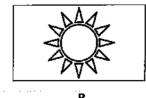


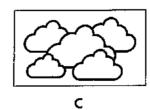




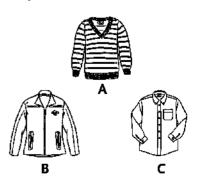
4 What's the weather like at the beach now?







6 Look at the dothes pictures. Write a question, then write a conversation.



### Test 2 Exam practice Listening • Part 1



#### Questions 1 - 5

You will hear five short conversations. You will hear each conversation twice. There is one guestion for each conversation. For each question, choose the right answer (A, B or C).

#### Example: Which girl is Christine?



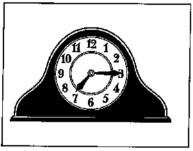


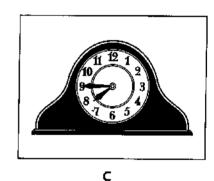


- You'll hear information about all three pictures but ONLY ONE picture is right.
- Read the questions very carefully.
- If you really don't know an answer, remember to choose one answer.



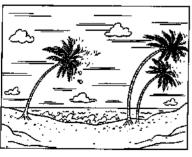
What time does the film begin on television?

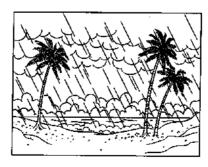




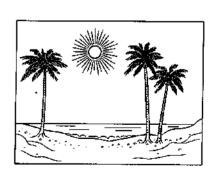
(C)

2 What's the weather like on the island?





В



### when is the barbecue?



Α





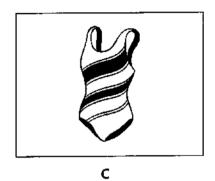
В

C

### What did Lily get at the shops today?

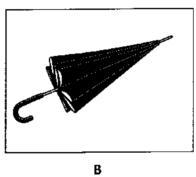


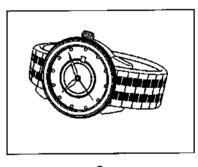




### What did the teacher forget to bring to school?







c

### **Test 2 Training**

### **Listening Part 2**

- Do you have to listen to one long conversation or five short conversations?
- Do you have to write words or match two lists?

#### Vocabulary Focus on meaning

What is each person in Matt's family reading? Listen and cross out the wrong answer:

<b>Example</b> mum		textbook / <del>story</del>	
1	đad	website / email	
2	brother	exam / message	
3	sister	address book / texts	
4	uncle	magazine / newspaper	
5	cousin	comic / birthday card	
6	grandfather	CD / instructions	

The words you hear and read in the first list will always be the same. You'll hear the first list in the same order as you read it. In the second list, the words you hear are sometimes the same as words you read.

What are these people doing now? Match each sentence (1–6) with another way the activity can be described.

**Example** She's gone to see one of her classmates.

- 1 He's buying food for a picnic at the supermarket,
- 2 She's sending lots of messages on the computer.
- 3 He's trying to answer all the questions really quickly.
- 4 He's waiting for his favourite programme to start.
- 5 He's trying to get some good photos of the race.
- 6 She's in the sports hall. She wants to get fitter.

watching TV
doing a quiz
taking pictures
doing exercise
writing emails
doing the shopping
visiting a friend

The words you hear are sometimes different from the words you read in the second list.



Listen to a conversation about where Gemma plays different sports. Write a letter A-F next to each sport.

SPORTS		PLACE		
T	baseball		A	beach
2	hockey		В	hotel
3	skating		С	park
4	volleyball		D	playground
			E	sports club
			F	stadium

Remember you can only use an answer once and you won't need to use two of the answers.

### Test 2 Exam practice

### Listening • Part 2

#### Questions 6 - 10

example:

o Pat's sister

to Pat talking to her friend, Alan, about her family's activities. hat are each of Pat's family members doing at the moment? equestions 6 - 10, write a letter A - H next to each person. will hear the conversation twice.

WE TO SERVICE A 12
33 TO (C)
C-1
400000000000000000000000000000000000000

- In the second list, the words you hear may be different from the words you read.
- Don't just choose an answer because you hear one word on the second list.
- Use each answer once only.
- Cross out answers after you have used them.

<b>1945</b> 774 775		
FAMILY		ACTIVITY
6 Pat's aunt	A	cleaning something
7 Pat's cousin	В	eating something
8 Pat's grandmother	С	painting something
9 Pat's father	D	phoning someone
Pat's mother	E	playing something
Edit instances of the control of the	F	reading something
	G	repairing something
	н	tidying something



### Test 2 Training

### **Listening Part 3**

- How many questions do you have to answer?
- Do you have to write words or circle the answer?

#### **Grammar** Answering questions

Match the questions with the answers.

C.X	ample what is crika's javounte nooby!	listening to music
Ţ	Where does Erika live?	her best friend's
2	Who does Erika look like?	in Australia
3	Which book is Erika reading?	'The Blue Room'
4	Why does Erika like basketball?	in the evenings

5 When does Erika practise on her guitar?

6 Whose CD has Erika borrowed?

in the evenings

Because she's good at it!

her grandmother

Listen to a teacher telling a class about a young artist. Put a tick (🗸) if an answer is right, or leave the box empty if an answer is wrong.

E	kample	What nationality is Will Scorsby?	Canadian	1
1	Which	colour does Will like using most?	orange	
2	Who fi	rst taught Will to paint?	his grandfather	
3	Where	does Will usually paint?	at school	
4	Whose	face is Will painting in the video?	his own face	
5	When o	did Will sell his first painting?	last winter	

Listen to a student asking questions about an astronaut. Cross out the wrong answer.

Example At school, Bill's favourite subject was geography / maths.

- 1 At university, Bill studied science / engineering.
- 2 Before he was an astronaut, Bill was a pilot / racing-car driver.
- 3 Bill started training to be an astronaut when he was 28 / 32.
- 4 Bill trained to be an astronaut in Russia / Japan.
- 5 Bill's next space flight begins in August / September.
- 6 Bill will work at the Space Station for three months / six months.

Listen to a student talking about a language club. Choose A, B or C.

1 A new language club starts next

A Tuesday.

B Wednesday.

C Thursday.

2 The first language that students can learn is

A French.

B Portuguese.

C Arabic.

3 Where will the language club be?

A in room 2

B in room 3

C in room 4

麗 Sometimes you have to answer different questions about a person.

You may have to complete a



The answers you hear will usually be the same as the words you read, but not always. If you don't know an answer, you should still choose one of the options.

### Test 2 Exam practice

### Listening • Part 3



#### Questions 11 – 15

sten to Sally and her teacher talking about a girl called Elsa. For each question, choose the right answer (A, B or C). You will hear the conversation twice.

#### Example:

- What nationality is Elsa?
  - Turkish
  - Mexican
  - C **Swiss**



- You may have to answer a question or complete a sentence.
- You will hear all three answers but only one is right.
- If you can't choose an answer, guess: A, B or C.

- How old is Elsa?
  - 12
  - В 13
  - C 14
- 12 What does Elsa like doing most?
  - Α horse-riding
  - В making clothes
  - C reading
- Which subject is Elsa very good at?
  - German
  - В **English**
  - maths
- The teacher has a photo of Elsa's
  - Α family.
  - В home.
  - pet.
- 15 Elsa will travel to England in
  - April.

- В May
- June.

Advice

## **Test 2 Training**

### Listening Part 4

- Do you listen to one or two people talking in this part?
- How many questions do you have to answer?
- Do you have to write words or tick answers?

1	Listen. Tick (V) the dat dates that are wrong.	es that are right. Put a	cross (X) next to	CONTRACTOR STATES	ve to answer out dates. Listen
	<b>Example</b> Date of tennis match	n: 18th June	<b>v</b>	carefully.	The Court Court
	1 Holiday starts on:	July 31st			
	2 Go to cinema on:	27th March			
	3 Date of party:	2nd January			
	4 Date of exam:	16 December			
	5 Exhibition opens on:	May 5th			
	6 Dentist appointment:	11th October			
	7 Date of school trip:	30th September			
	8 Dan's birthday:	23rd August			
	for each question, but only one and write the correct date.  1 Sale begins on: 2 Date of flight: 3 Date of quiz: 4 Piano lessons start on: 5 Visit museum on:				
3	6 Surfing competition is on:  Predict answers for this Then listen and complete the in			answers will yo	at the form en. What kind of ou need to write?
	Swimming competition	A	В		
	1 Date of competition:	***************************************			
1	2 Place:	swimming			
		pool			
1	3 First race starts at:		************		
	4 length of my race:	metres	***************************************		
\$ \\ \frac{1}{2} \\ \	5 To enter, pay Mr Rice by:	******			
- 4	Figure 1		on a second control of the Control o		
,					

### Questions 16 - 20

You will hear a teacher telling her students about a school trip. isten and complete each question. You will hear the conversation twice.



- Remember when to use a capital letter.
- Write numbers as numbers and not words.
- Listen carefully for spelt answers (you must spell these words correctly).
- Listen carefully the second time to check your answers.

#### **School trip**

International ice hockey match To see:

Teams:

Place:

(16) Italy versus \_\_\_\_\_

(17)

Date of trip:

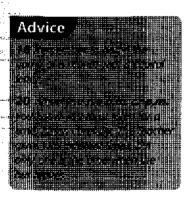
(18) 28th \_\_\_\_\_

Cost per student:

(19) £ .....

Leave school at:

(20) \_\_\_\_\_ p.m.





## **Test 2 Training**

### Listening Part 5

- What is the only difference between Listening Part 4 and Part 5?
- KET candidates often spell days of the week incorrectly.

You often have to write a day of the week.

1	Correct	the	mictal	<b>/</b> 00
	COLLECT	ис	HIISLA	<b>LE</b> 3

Ex	ample	Sports day:	<del>Thrusday</del>	Thursday
1	Meet Jo	on:	monday	**********
2	Buy tick	kets next:	Wedensday	
3	Play ter	nnis on:	Satarday	***************************************
4	Day of	boat trip:	sonday	· · · · · · · · · · · · · · · · · · ·

Mon	Meet Jo	Fri	l
Tues		Sat	Tennis
Wed	Buy tickets	Sun	Go on a boat trip!
Thur			

	esten and write the days.					
Ex	cample School show is on:	Tuesday				
1	Watch TV programme on:	*************				
2	Go to disco on:	***********************				
3	New bookshop opens on:	*				
4	Day of helicopter ride:	*****************				
5	Day of pop concert:	44				

You will hear two days for each question, but only one of them will be correct.

ı	Li	sten and write the	answ	ers.		
	1	Times:				
	1	***************************************	2	*****	3	bi ( = + + = = + + + + + + + + + + + + + +
	3	Numbers:				
	4	*14***********************************	5	4114174444444444444	6	******************
	<b>/</b>	Prices:				
	7	£	8	\$	9	€
		Names:				
1	10	Park	11	Road	12	Linda
		Hobbies or sp	orts	:		
1	13	*****************************	14	, ************************************	15	***************************************
		Places in tow	n:			
1	6	41	17		18	***************************************
		School subjec	ts:			
1	9	***************************************	20	4117-14-12	21	******

You might have to write about any of these things in Part 5: times, days, dates numbers, phone numbers, prices school subjects, ways to travel, places in a town, possessions, sport, hobbies

### est 2 Exam practice

### Listening • Part 5



### Questions 6 - 10

al will hear some information on the radio about a summer np for teenagers.

aten and complete each question.

will hear the information twice.



- Read the form carefully and decide what kind of answers you will hear (days, prices, etc.).
- Remember when to use a capital letter.
- Write numbers as numbers and not words.
- Listen carefully for spelt answers (you must spell these words correctly).

#### Summer camp in Ireland!

walking and \_\_\_\_\_sailing

(21) from 11 to \_\_\_\_\_year-olds

Begins on:

(22)

(23) Lake

Travel there by:

(24) \_\_\_\_\_

Phone number:

(25)



Ţ	est 2 Training Speaking Part 1	
	<ul> <li>How many examiners and students will be in the room in the Speaking Test?</li> <li>Do you have to talk to an examiner or a student in Part 1?</li> </ul>	
1	Match the questions and answers. There is one question you can use as an answer to all the other questions.	he south of France.
	I've got three sisters. They're great!	
7	Sorry! Can you say that again?	s, I do. It's my favourite subject.
•		
	D-E-S-P-A-S.	It's Joanne. Joanne Despas.
2	Listen to the spelling of sumames 1~7. Are the students spelling their names correctly? Put a tick ( ) or a cross ( ) in the box.  Example Y-a-n-n-a-t-o-s  1 Schwarzkopf 5 Jarunsuk C Moreau 6 Forys 7 Giacoppo 4 Kobayashi	Make sure you can spell your surname correctly.
3	Answer the following questions about you. Then listen and write Julia's answers.  Me	Don't worry if the other student knows more English than you do or speaks longer than you
	1 Hello! What's your name? 2 How do you spell your surname? 3 Where do you come from? 4 Do you study English at school? 5 What's your favourite subject at school?	
	Tick ( ) the correct ways that you can ask someone to repeat a question. Then listen to Victor. How does he ask the examiner to repeat two questions?	If you don't understand a question, you can ask the examiner to say it again.
	1 Can you say that again? 5 Pardon? 2 What? 6 Sorry?	
	3 Please? 7 I don't understand. 4 I didn't hear. 8 Please ask me that question	on again.

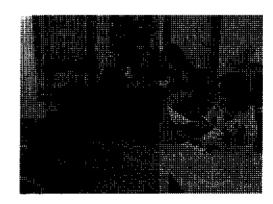
Listen to the examiner talking to	Li and read the sentences.	Practise talking about yourself,		
Tick (✔) Right or Wrong.		the place where you live and your		
	Right Wrong	studies and hobbies.		
<b>Example</b> Li's surname is spelt Mayumi.				
1 Li comes from Japan.				
2 She lives in the north of the country.				
3 She's studying English in England:				
Her favourite subject is maths.				
5 Her best friend is funny.				
6 Her best friend likes watching TV.				
	sticus. Think of tern on those	ACCESS OF THE STATE OF THE STAT		
<b>6</b> Look at these four <i>Tell me about</i> que more things to say for each answer, ther				
THE STATE OF THE S	<u>-</u>	At the end of Part 1, the examiner will		
Tell me about your home. I live in	n a flat. It's	say: <i>Tell me about</i> (for example, your family, your friends, your school).		
Tell me about the food you like. I like cl	hips. I eat lots of	lamily, your menus, your school).		
Tell me about your town or city. I live in	n a big town. It's got			
Tell me about your hobbies. I like p	laying basketball. I usually play			
T Read the following questions. You'll hear	them in the Every practice below			
Prepare your answers.	them in the Exam practice below.			
Historian terratory	Milhigh auhiost de vou l	ika hart?		
What's your name?	Which subject do you l			
What's your surname?		What time do your lessons start?		
Thank you. How do you spell your surnam	ne? lell me something abou	ut your best friend at school.		
What are you studying at school?				

### Test 2 Exam practice

### Speaking • Part 1



- Prepare a few sentences to say about yourself before you do the Speaking test.
- Don't worry if the other student knows more English than you do.
- If you don't understand a question, ask the examiner to say it again.
- Listen to the examiner and answer the questions.



## **Test 2 Training**

### Speaking Part 2

- How many questions do you have to ask in Part 2?
- Who answers your questions, an examiner or another candidate?

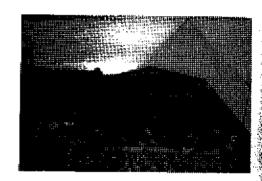
#### Asking and answering questions

Ask and answer five questions about a disco. Choose words to complete the conversation.

	W between liow impones nucle villege cal villeg	Willen Sq. off bus	THEORY OF
1	When is the disco?	It's23rd June.	
2	Howdoes it cost?	You don't have tolt's free!	
3	is the disco?	It'sthe Sport's club in Squa	re Street.
4	time does it begin?	It begins at 7.30 and at 10.3	30.
5	Who can to this disco?	Students who are 12 and 1	5 years old

Look at the information about a music show. What five questions might your partner ask you?

<del>-</del>
Tally and the same
S - 10 participal (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)



Answer the questions in 2 about the summer music show. Use the words in the box to help you.

ī	******************************	 ************	•	4	
)				_	

Don't add any new information. Keep your answers short and dear.

4	Read the prompts below. Write questions about the windsurfing
	competition. Ask your partner the five questions in the same order.

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Listen to two students asking and answering questions. Which question is forgotten, but then added at the end?

#### Winter Donce Show

Dances by students from BATH DANCE SCHOOL

Bath Theatre
Sunday 17th December
FREE ENTRANCE

3.30~5.00 p.m.

#### **Winter Dance Show**

- when?
- who / dancing ?
- ♦ time / starts?
- how much / tickets ?
- where / show ?

#### Rememberk

Remember to ask <u>all five</u> questions! If you forget one, you can ask it at the end. You won't lose marks for doing that.

Say thank you once or twice when you hear the answers. Use words like *Oh!* and *Great!* as well.

### Test 2 Exam practice

#### Speaking • Part 2



- Ask and answer all five questions dearly and don't add any new information.
- 🌬 if you don't understand a question, ask the other student to say it again.
- When your partner answers your questions, say thank you or OK or Great! sometimes.

Candidate B Go to page 223

**CANDIDATE A** – your answers

#### **CANDIDATE A – your questions**

### Teenage Fashion Show



Saturday 6-8 p.m.

Hillside Shopping Centre

free entrance

great summer clothes for teenagers

For more information

**☎**143390

### Swimming competition



- date?
- ♦ how many / races ?
- prizes?
- place?
- ♦ how old / swimmers ?

Listen to a model conversation for the **Teenage Fashion Show** and the **Swimming competition** tasks at: www.cambridge.org/elt/ketforschoolstrainer/audio

For the audioscripts see page 175.

### Reading and Writing • Part 1

#### Questions 1 - 5

Which notice (A - H) says this (1 - 5)? For questions 1 - 5, mark the correct letter A - H on your answer sheet.

#### Example:

You will pay less for a pair of swimming shorts here this weekend.

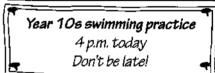
Answer:



- 1 Make sure you arrive at the pool on time for this.
- 2 If you enjoy sports competitions, watch this television programme.
- 3 People who read this can learn more about doing this sport.
- 4 Call this number if you would like to learn to sail here.
- 5 If you go here this Saturday afternoon, you don't have to pay.

Bridge Swimming Pool
This weekend only
free entrance
2-6 p.m.!

B Watersports Clothes Shop Sailing • Swimming • Windsurfing Summer sale begins on Saturday!



'Windsurfing' by Hugh Carter
Lots of useful ideas and photos \$10

\*IMPROVE YOUR SWIMMING

• classes for 10–14 year-olds

outdoor pool
call lennie (099766)

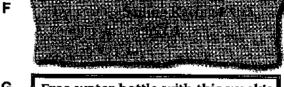
● call Jennie (099766)

C

D

E

Н



Free water bottle with this week's

TV - Teen Sports magazine
£2.95

Blue Lake Sports (#89938)

Beginners subsections
Structure 20 130 pms

### Test 3

### Reading and Writing • Part 2

#### questions 6 - 10

gead the sentences about George's strange dream.
Choose the best word (A, B or C) for each space.

Ear questions 6 – 10, mark A, B or C on your answer sheet.



#### Example:

0	ltv	was cold in Ge	org	e's room last		because it was snowing outside.	
	<b>. A</b>	night	В	evening	С	midnight	Answ
	<u> </u>						
6	Ge	orge went to t	bed	and dreamed	he	was a very football player.	
	Α	famous	В	best	С	right	
7	ln	his dream, lots	s of	people in the	sta	dium werehis name.	
Teph 27 Market de la company Royal de la company Royal de la company Market de la company Mar	Α	talking	В	calling	С	telling	
8	All	the other play	ers	in his	W	ere smiling and waving at him too.	
100 mm	A	company	В	team	С	band	
9	Ge	orge wanted to	o ki	ck the ball hig	h ir	thebut he was too cold to move	Э.
	A	air	В	space	С	cloud	
10	He	up fr	om	his dream and	d fo	und his sheet and all his blankets on the f	loor!

C woke

A tidied

**B** grew

### Reading and Writing • Part 3a

#### Questions 11 - 15

Complete the five conversations.

For questions 11 - 15, mark A, B or C on your answer sheet.

#### Example:

0



Have you heard Smokey's latest CD?



A is that all right?

B Yes, I can hear you.

C No, is it good?

Answer:



11 It's June 20th today.

A Are you sure?

B No, that's next month.

C It was, wasn't it?

12 The film was so funny!

A It's tomorrow evening.

B Why wasn't it?

C I enjoyed it, too.

13 What's in Lisa's hand?

A He knows she has.

B I think it is.

C It's difficult to see.

14 What's happened to Martin?

A Yes, that's right.

**B** Sorry, I don't know.

C Of course he can.

15 Can we go fishing this weekend?

A I went because you did.

B If you want to.

C We travelled by boat.

### Reading and Writing • Part 3b

#### Questions 16 - 20

Complete the telephone conversation between two friends.

What does Linda say to John?

For questions 16 - 20, mark the correct letter A - H on your answer sheet.

Ĕ	X	аπ	n	ρl	e	

John: Hi Linda. I don't understand the instructions for our space travel project!

Linda:

0 C

Answer:



John:

Thanks. Have you already finished

vours?

Linda:

16 \_\_\_\_\_

John:

That's good. How many words do we

have to write? I can't remember.

Linda:

17 .....

----John:

That's a lot! Where did you get your

information from?

Linda:

18 .....

John:

Are you sure that's OK?

Linda:

19 .....

John:

Yes, I can come then. Shall I bring the

textbooks too?

Linda:

20 .....

John:

Thanks, Linda!

- A You don't need to. We can use mine.
- B The internet. Why don't you come round? I'll show you.
- C Well, I'll help if I can, John!
- D Miss Smiley said about a thousand.
- E Of course it is. How about tomorrow evening?
- **F** No, it wasn't. But I can send you the website.
- G I almost have. I did most of it last week.
- H Yes, we all did. She said 500.

### Test 3

### Reading and Writing • Part 4

#### Questions 21 - 27

Read the article about Tom Barry, an international skateboarder.

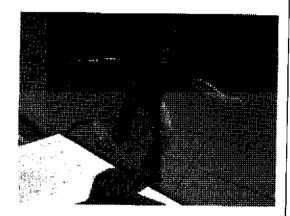
Are sentences 21 – 27 'Right' (A) or 'Wrong' (B)?

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

For questions 21 – 27, mark A, B or C on your answer sheet.

#### Tom Barry - international skateboarder!

Tom Barry is 17, and started skateboarding when he was nine. He grew up in New York where he practised hard and won his first competition when he was 14. He was lucky. A writer from *SKATE IT!* magazine watched him that day, then wrote an article about him. 'They even made a video of me!' Tom said. 'I left school last year and now the magazine is paying me to practise and to skateboard in international competitions. But I'm not doing this for the money. I'm doing this because it's so much fun!'



Tom has just returned from Japan. Skateboarding is the third most popular sport for boys aged 12–16 in the USA, but in Japan it is less well-known.

'I took my skateboard out onto the city street and the traffic stopped as people watched me!' Tom said. 'A problem for skateboarders in Japan is that there aren't many places where they can practise outside. Skate parks are usually inside big buildings in large cities, so street skating is difficult there. But things are changing. I loved the trip and hope to go back to Japan to skate there again very soon.'

fom began skateboarding before his tenth birthday.

A Right

**B** Wrong

C Doesn't say

Answer:



A magazine journalist saw Tom on the day he won his first competition.

A Right

**B** Wrong

C Doesn't say

Tom is in his last year of school.

Right

**B** Wrong

C Doesn't say

23 Tom is lucky because he often wins international competitions.

A Right B Wrong

C Doesn't say

24 Earning lots of money is important to Tom.

A Right

**B** Wrong

C Doesn't say

Skateboarding is becoming more popular in Japan than in the States.

A Right

**B** Wrong

C Doesn't say

Some drivers stopped to watch Tom when he skateboarded on the street in Japan.

A Right

**B** Wrong

C Doesn't say

Tom said it is difficult to find skate parks outside the big cities in Japan.

A Right

**B** Wrong

C Doesn't say

### Reading and Writing • Part 5

#### Questions 28 - 35

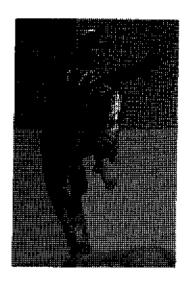
Read the article about classical Indian dancing.

Choose the best word (A, B or C) for each space.

For questions 28 – 35, mark A, B or C on your answer sheet.

#### **Classical Indian Dancing**

Classical Indian dancing is very beautiful to watch. (0) \_\_\_\_\_\_ are eight different kinds of classical Indian dancing and each one came from a different part (28) \_\_\_\_\_\_ the country. The dances are \_\_\_\_\_\_\_ in a book on dancing, music and acting which is called the *Natyashastra*. This book was written more than 1,500 years \_\_\_\_\_\_ and classical dancers in modern India still have to always follow its instructions.



A classical Indian dancer uses (31)whole of her body. The neck, arms, feet
(32)even the eyes move with the music. Very often, the dancers 'tell' old Hindu
stories by moving (33)hands in different ways. There are more (34)
25 different ways in which a dancer's hands should move and each way (35)
a different meaning!

Find out more at www.danindclassico.com.

#### zample:

A They

B Those C There

Answer:



**B** from

C for

A describe

**B** described

C describing

A yet

**B** since

C ago

B the

C her

32 A but

**B** and

33 A their

B our

C some

34 A than

B as

C then

**35** A have

**B** having

C has

### Reading and Writing • Part 6

#### Questions 36 - 40

Read the descriptions of some things you might see in the countryside.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36 - 40, write the words on your answer sheet.

Example	е	:
---------	---	---

0	We get milk to drink from these large, heavy animals.	c
	Answer:	cows
36	Different kinds of vegetables are often grown in fields in this place.	f
37	You can fish or perhaps swim in this.	r
38	There are lots of trees in this place and wild birds and animals live here.	f
39	You can walk up and down these but they are smaller than mountains!	h
40	People live in this place. It's like a very small town.	. V

#### Test 3

### Reading and Writing • Part 7

### questions 41 – 50

complete the email.

wate ONE word for each space.

to questions 41 - 50, write the words on your answer sheet.

Example:



for

Hi Sammy!					
Thanks (0) your email! I was really pleased (41) hear you can come to our beach party. We're going to have (42) next Saturday. Be there (43) about six o'clock.					
Lots (44) people from school will be there. Richard's coming too.  I met him (45) our school skiing holiday in France (46) winter. He's great fun! (47) you know Joanna Cooper? She'll be there too. She's really good at (48) the guitar.					
Dad will make a fire so we can (49)sausages on it! We'll have plates, but can you bring a knife, fork (50)spoon with you?					
See you! Diana					

### Reading and Writing • Part 8

#### Questions 51 - 55

Read the advert and the email.

Fill in the information in Elena's notes.

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

# Want to learn an instrument?

guitar / drums / keyboard lessons ~ all levels

1-hour lessons on Thursdays and Fridays 5 to 9 p.m. students £7.50 adults £10 per class Cassie (teacher) 599077



Hi Stephen!

I'm going to have some drum lessons! Why don't you come too? The classes are in town after school on Thursdays or Fridays, but we can't go on Fridays because it's youth club then. We'll both be beginners but we'll soon be in the advanced class!! The class will be from six to seven o'clock.

Call me!

Elena's Notes	
Music lessons with Stepl	ien
drums	
£	
	p.m.
	,
	Music lessons with Steph drums

### Reading and Writing • Part 9

### ouestion 56

- English friend, Roger, has got a digital camera. You'd like to use it. write an email to Roger:
- ask if you can use his camera
  - say why you need his camera
- ask when you can collect his camera.

write **25 - 35** words. Write the email on your answer sheet.



#### Questions 1 - 5

You will hear five short conversations.

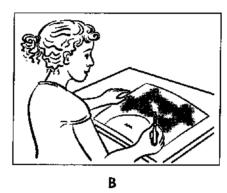
You will hear each conversation twice.

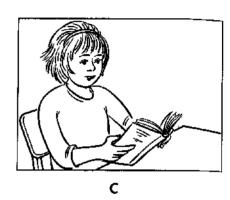
There is one question for each conversation.

For each question, choose the right answer (A, B or C).

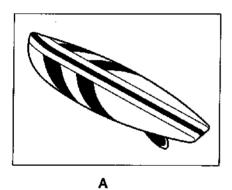
Example: What must the students do next?

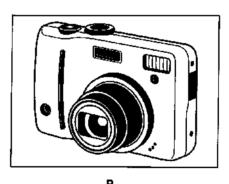


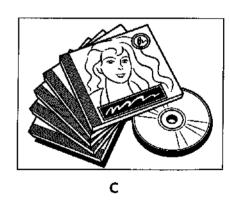




What would the boy like most for his birthday?



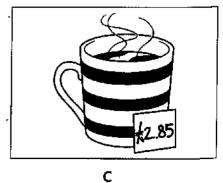




How much is a large cup of hot chocolate?

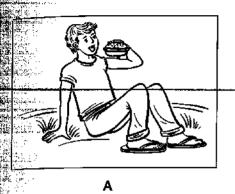


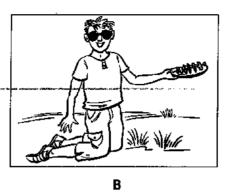


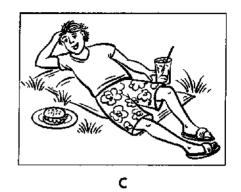


В

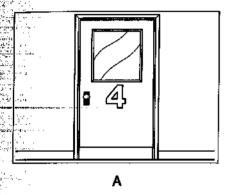
### Which person is Michael's pen-friend?

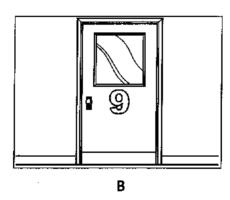


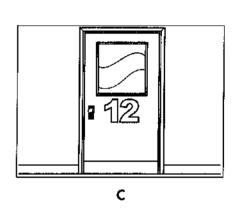




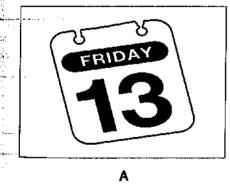
Which room will the school quiz be in?



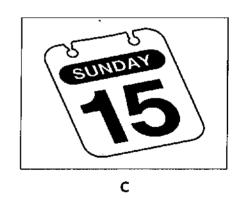




5 When is the disco?







Questions 6	<b>–</b>	10
-------------	----------	----

Listen to Jill talking to a friend about her clothes.

Where did Jill get each thing that she's wearing?

For questions 6 - 10, write a letter A - H next to each thing that Jill is wearing.

You will hear the conversation twice.

Examp	ole:
-------	------

0 jacket

С

#### **CLOTHES**

6 sweater

7 socks

8 hat

9 jeans

10 belt

#### **PLACES**

A airport

B beach

C factory

D hotel

E market

F plane

G stadium

H theatre

#### Questions 11 - 15

sten to Danny telling Patricia about an activity holiday in Europe. each question, choose the right answer (A, B or C).

You will hear the conversation twice.

#### Example:

- Danny's going to have a holiday in
  - A Switzerland.
  - B Iceland.
  - C Turkey.
- This activity holiday is for students who are between
  - A 11 and 14.
  - **B** 12 and 14.
- **C** 12 and 15.
- 12 The students will stay
  - A on an island.
  - B near a lake.
  - C next to a forest.
- 13 Which activity does Danny think is the best?
  - A exploring parts of the forest
  - B building bridges
  - C going on night walks
- 14 Which sport can students do there?
  - A climbing
  - B horse-riding
  - C cycling
- 15 When will Danny go on this holiday?
  - A next June
  - B next July
  - C next August

	Que
--	-----

Questions 16 - 20

You will hear a boy, Peter, telling a friend, Jessica, about a film he has made. Listen and complete each question.

You will hear the conversation twice.

#### Peter's film!

Website address:	www.trick.films.co
Day can first see film;	(16)
Name of film:	(17) The
Subject of film:	(18) a
Number of drawings to make film:	(19)
How long film ls:	(20)seconds

7 m	
	а
or No. 1985	
	ı
500 800 4000	
No. of the City	,
	,

#### Questions 21 - 25

You	will hear someone on the radio talki	ng about a music competi	tion
Liste	will hear someone on the radio talki in and complete each question.		
Volt	will hear the information twice.	obieris ed Milita kin Kradi darkis sheketi sakin in Sasa ang kan pangampan ang kan sasa ang kan sa	

#### **Radio 33 Competition**

For students younger than:	16
Date of competition:	(21) December
Place:	(22) Town
Starts at:	<b>(23)</b> p.m.
First prize:	<b>(24)</b> ride
For information phone:	<b>(25)</b> Maggie
\$ \$ \tag{\frac{1}{2}} \fr	

You now have 8 minutes to write your answers on the answer sheet.

#### Questions 1 - 5

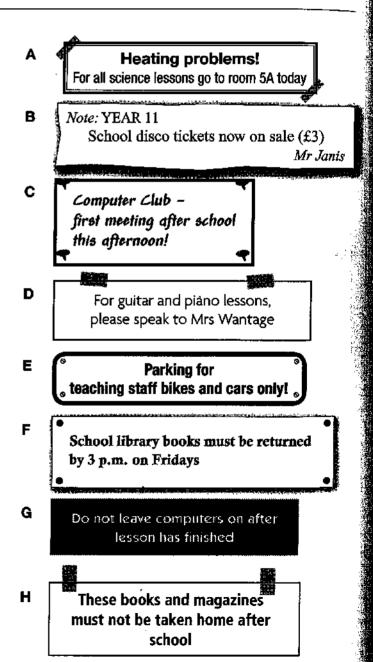
Which notice (A - H) says this (1 - 5)? For questions 1 - 5, mark the correct letter A - H on your answer sheet.

### Example:

You cannot leave your bicycle in this place if you are a student.



- 1 Go and see this person if you want to learn an instrument.
- 2 These classes will be in another part of the school this morning.
- 3 Computers must be turned off at the end of classes.
- 4 There will be a new school activity at the end of lessons today.
- 5 You should take these books back to school before the weekend.



### Questions 6 - 10

gead the sentences about a new shop that teenagers will want to visit. choose the best word (A, B or C) for each space.

for guestions 6 - 10, mark A, B or C on your answer sheet.

### Example:

- A new shop for teenagers has just \_\_\_\_\_in the town.
- A begun
- **B** opened
- C started





- You can \_\_\_\_\_lots of exciting games, books, CDs and DVDs there!
  - A get
- **B** give
- C take
- Lisa and her friend, Kristina, went there \_\_\_\_\_\_Saturday.
  - A late
- B left
- C last
- Lisa bought a fantastic new computer game ................... 'Find the Dragon'.
  - A said
- **B** called
- C told
- Kristina got a really useful book about .....the internet.
  - A doing
- **B** putting
- C using
- Lisa found a great \_\_\_\_\_ for her brother's birthday a hip hop CD!
  - A present
- **B** piece
- C prize

#### Questions 11 - 15

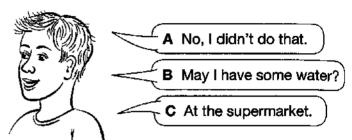
Complete the five conversations.

For questions 11 - 15, mark A, B or C on your answer sheet.

### Example:

0





Answer:



- 11 Did you enjoy doing the school quiz?
- A Of course, I will.
- B What's the matter?
- C It was lots of fun!
- 12 Let's buy this pink purse for Mum!
- A Yes, you're right.
- **B** Good idea!
- C I'm fine, thanks.
- 13 How much are those socks, please?
- A The white ones?
- **B** Do you agree?
- C How about you?

14 What was Irene's party like?

- A I didn't go to it.
- B Thanks, that's nice.
- C I'd like a big cake.
- 15 Send me a text message tomorrow.
- A I phoned him at 7.30.
- B What's your number?
- C Thank you, Dad.

### Questions 16 - 20

Complete the telephone conversation between two friends.

What does Jim say to Sally?

For questions 16 - 20, mark the correct letter A - H on your answer sheet.

				r
100	ха	-		•
,			u	σ.
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		J	

Sally: Hi Jim! Are you going to the basketball match on Saturday?

*Jim:* 0 **C** 

Answer:



Sally: I think so, but I don't want to go alone.

*Jim*: 16 \_\_\_\_\_

Sally: Great! Do you know what time it starts?

Jim 17 .....

Sally: OK. I'll check the times on the Internet.

*Jim*; 18 .....

Sally: All right, but I don't know your number.

Jim: 19 \_\_\_\_\_

Sally: OK. I'll speak to you later. Why don't you

ask Pete to come too?

Jim: 20 \_\_\_\_\_

Sally: Really? What a pity!

A i've just got a new mobile. It's 066554, I think!

**B** The last one goes at 6.30 in the evening.

C Why? Are you going?

D Good idea! Then call me, OK?

E Hey! I'll come with you.

F I think he's playing hockey that afternoon.

G It's usually three o'clock. But we should be there half an hour before that.

H No, I live at 1035, Crystal Avenue now.

### Test 4

### Reading and Writing • Part 4

#### Questions 21 - 27

Read the magazine article about Tessa Watts' school trip to Canada.

Are sentences 21 - 27 'Right' (A) or 'Wrong' (B)?

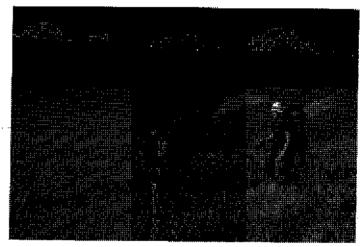
If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21 - 27, mark A, B or C on your answer sheet.

### My trip to Canada by Tessa Watts (14)

I had a great time on my adventure trip to Canada. I went with two teachers and all my classmates. I missed my family at first but by the end of the holiday, I didn't want to go home!

On my favourite day, we went on a really long walk in the mountains. We had to carry all our things in bags on our backs which was hard work but we never got bored because we all chatted the whole time. We had a rock climbing



lesson just before our picnic lunch and later that afternoon we arrived at a lake where we camped for the night. Three of the others tried to fish, without success! I helped build the fire instead. The teachers and two of the older students made supper, then we sat in our blankets around the fire and sang songs and made wishes in the dark.

We decided not to sleep inside the tents, but outdoors because we wanted to look at the stars. Some of the boys made 'bear' noises trying to make us afraid, but we were still laughing at midnight because we were having so much fun. I'll never forget that day.

### ample

lessa travelled to Canada on her trip.

- A Right
- **B** Wrong
- C Doesn't say

Answer:



Tessa felt happy on the first day because she was with her family.

- A Right
- **B** Wrong
- C Doesn't say

It snowed on Tessa's favourite day in the mountains.

- A Right
- **B** Wrong
- C Doesn't say

23. Tessa talked a lot with other people on the walk.

- A Right
- **B** Wrong
- C Doesn't say

After their picnic lunch, the group had a lesson in rock climbing.

- A Right
- **B** Wrong
- C Doesn't say

25 Some of the other students caught three fish in the lake.

- A Right
- **B** Wrong
- C Doesn't say

26 The group slept outside so they could look up at the sky.

- A Right
- **B** Wrong
- C Doesn't say

27 The boys were very good at making bear noises!

- A Right
- **B** Wrong
- C Doesn't say

### Test 4

## Reading and Writing • Part 5

#### Questions 28 - 35

Read the article about rice.

Choose the best word (A, B or C) for each space.

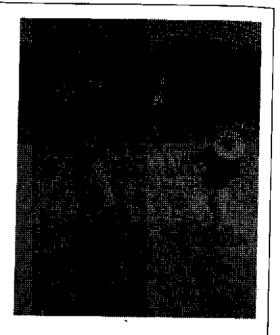
For questions 28 – 35, mark A, B or C on your answer sheet.

#### Rice

Long ago, Chinese people didn't say, '(0) \_\_\_\_\_\_ are you?'
when they met each other or saw their friends. They said,
'(28) \_\_\_\_\_ you eaten your rice today?' Eating rice

(29) \_\_\_\_\_ such an important part of daily life in China!

Rice is still one of the (30) \_\_\_\_\_ important kinds of food in the modern world. Nearly half the people that live on our planet eat (31) \_\_\_\_\_ every day and in some countries, an adult eats more (32) \_\_\_\_\_ 100 kilos of rice each year.



We think that people first (33) \_\_\_\_\_ rice in India. In China, people began eating rice about 5,000 years ago. Rice wasn't eaten in North America until (34) \_\_\_\_\_ 17th century, but many Americans prefer to eat pasta these days (35) \_\_\_\_\_ only eat about 2 kilos of rice per year.

Example:

O A How

B Whose C Why

Answer:

28 A Did B Have C Were

29 A been

B was

C be

30 A most

**B** both

C much

31 A one

**B** them

C it

32 A than

**B** with

C by

33 A grew

**B** grown

C grow

34 A a

**B** the

C this

35 A if

B because

C and

#### Questions 36 - 40

Read the descriptions of some things you might see in a living room.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36 - 40, write the words on your answer sheet.

_			
Exam	n	А	•

0	You look at this when you want to know the time.	c	
	Answer:		clock
36	This is comfortable and it's big enough for three friends to sit on!	s	
37	You close these at night so people can't see through your window.	c	
38	If you want, you can look in this and see your own face!	m	
39	This is usually on the wall and you can put DVDs and books on it.	s	
40	You can watch all kinds of interesting programmes on this.	t	

## Test 4

## Reading and Writing • Part 7

### Questions 41 - 50

Complete the email.

Write ONE word for each space.

For questions 41 = 50, write the words on your answer sheet.

Example:

45.000.000	
< × : : : : : : : : : : : : : : : : : :	
	a
3	

Hi Tom!	
Did you have (0) good weekend? (41) Saturday, my uncle came to see us. He's got a new motorbike! He took me for a ride on (42) through the park. (43) lot of people were there. I saw Helen, Lucy (44) some other friends from school. They looked really surprised when I waved and said 'Hello!' (45) them!	
On Sunday morning, I cleaned my bicycle (46) it was so dirty.  I (47) love to buy a new one! Mine's so slow. It needs new tyres  (48) lights too.	
What (49) going to the skate park tomorrow? There's a competition there. Text me (50) you want to go!	
Paul	

#### Questions 51 - 55

Read the notice and the email.

Fill in the information in Maria's notes.

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

## **Teenage Fashion Show**

this Sunday

Tentagel Centre

(opposite Grandly underground station)

Shows at 3.30 p.m. and 5.30 p.m. Adults £5, Students £2.50

Starting next Wednesday - Film club for more information 2 822043



Hi Maria!

I can go to the fashion show this weekend. Mum will take me to the earlier show in the car. Come with me! It's not expensive, because we're still at school, and everyone gets a free T-shirt! They're having a film club there too now! We can find out about that.

Text me tomorrow on 078112.

	Maria's Notes Fashion show	
Place:	Tentagei Centre	
Day:		
Cost:	£	each
Travel there by:	2008 2008 2008	
Time show begins:	1. A. S.	p.m.
inda's phone number:		,

### Guestion 56

gead this email from your English friend, Alex.



Hi!

Let's go to the sports centre tomorrow. What time can you get there? Where shall we meet in the sports centre? What would you like to do there?

Write an email to Alex and answer the questions. Write 25 - 35 words.

Write the email on your answer sheet.



### Questions 1 - 5

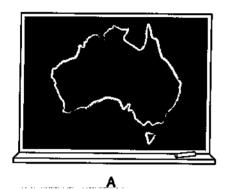
You will hear five short conversations.

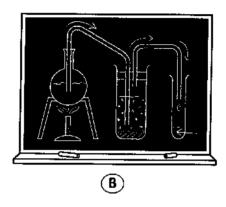
You will hear each conversation twice.

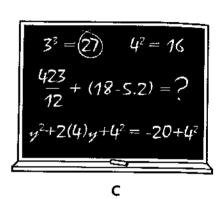
There is one question for each conversation.

For each question, choose the right answer (A, B or C).

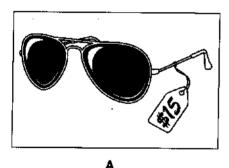
Example: Which is the girl's first lesson this morning?



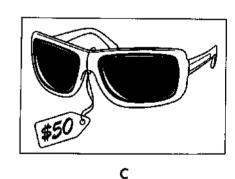




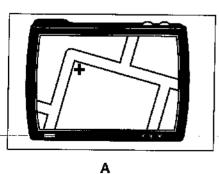
How much were the boy's sunglasses?

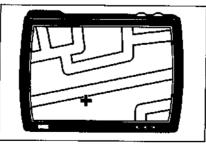


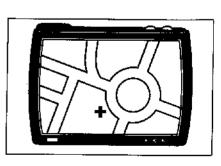
В



Where is the nearest post office?

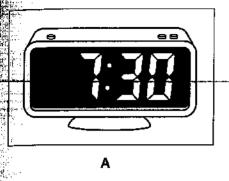




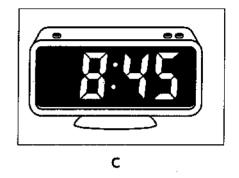


В

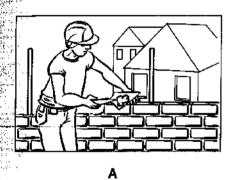
### What time did the girl wake up?

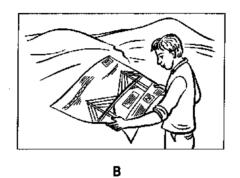


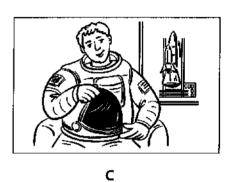




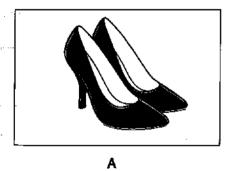
What job would the boy like to do?

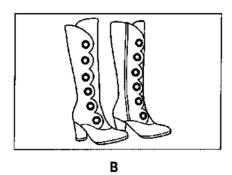


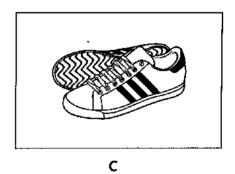




What does Nadia want her mum to buy?







Listening Part 1

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	и

### Questions 6 - 10

Listen to Helena and her father talking about her school trip. Which places will Helena visit?

For questions 6 – 10, write a letter A – H next to each day.

You will hear the conversation twice.

Example:				
eramnie:	E		1	
	PYA	m	nı	Ю.

0 Monday

F

_			_
D	А	Y	•

- 6 Tuesday
- 7 Wednesday
- 8 Thursday
- 9 Friday
- 10 Saturday

### **PLACES**

- A canal
- **B** castle
- C farm
- D hill
- E island
- F lake
- G village
- **H** woods



#### Questions 11 – 15

Listen to Greg telling Anna about a drawing and writing competition. For each question, choose the right answer (A, B or C).

### Example:

- You have to draw
  - (A) a monster.
  - B the moon.
  - C a person.
- 11 You have to choose the monster's
  - A age.
  - B name.
  - C size.
- 12 You have to write no more than
  - A 50 words.
  - **B** 100 words.
  - C 150 words.
- 13 To enter, you must be older than
  - A 12.
  - **B** 13.

- C 14.
- 14 The person who will choose the winner is
  - A a writer.
  - B a photographer.
  - C an artist.
- 15 The first prize is
- A a school bag.
  - B some money.
  - C cinema tickets.

Committee of the second
WG000000000000000000000000000000000000
ALC: NO SECURE AND ADDRESS OF THE PERSON NAMED IN COLUMN 1
1.2% S. (2.4%)
1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

### Questions 16 - 20

You will hear a student asking questions about shopping for a school project. Listen and complete each question.

You will hear the conversation twice.

### **Shopping project for school**

Customer shops how often:	once (a week)
Customer's home is:	(16) miles away
Customer normally spends:	(17) £
Customer always buys:	(18)in the supermarket
Customer doesn't like:	(19) the
Customer's name	(20) Mrs

PORTON -	

#### Questions 21 - 25

You will hear a teacher talking about a school visit to a newspaper office.
Listen and complete each question.
You will hear the information twice.

### School visit to newspaper office

Date of visit:	11 June
Leave school at:	(21)a.m.
Travel by:	(22)
Must wear:	(23)
Journalist will give talk about:	(24) making
For journey, take:	(25)

You now have 8 minutes to write your answers on the answer sheet.

#### Questions 1 - 5

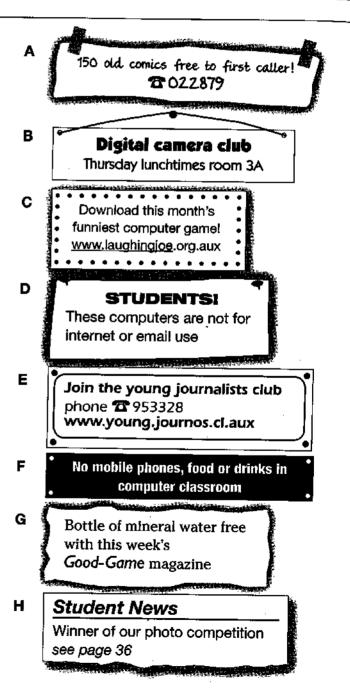
Which notice (A - H) says this (1 - 5)? For questions 1 - 5, mark the correct letter A - H on your answer sheet.

#### Example:

Students should not use these computers for going online.



- You can see who won the prize for taking the best picture here.
- 2 Phone quickly to get lots of funny short stories to read.
- 3 Go online and get something great to play.
- When you pay for this, you'll also get a free drink.
- You can use these two ways to find out about meeting other writers.



## Test 5

### Reading and Writing • Part 2

400	-p1-			-	•	4	n
HA	uA	sti	on	8	o.	1	u
ana e	uv			_	_	-	_

Read the sentences about Jane and her hobby. choose the best word (A, B or C) for each space. For questions 6 - 10, mark A, B or C on your answer sheet.

### Example:

- Jane often \_\_\_\_\_to an exercise class on Thursday evenings with her older sister.
  - A joins
- **B** goes
- C moves





- The exercise class is at a sports club in the same ...... as Jane's school.
  - A ground
- **B** street
- C path
- Jane and her sister walk there because it isn't \_\_\_\_\_ from their flat.
  - A long
- B far
- C late
- Jane and her sister usually sit and chat while they are \_\_\_\_\_ for the teacher.
  - A waiting
- **B** staying
- C stopping
- Jane \_\_\_\_\_lots of fun in the class and enjoys all the loud music too!
  - A takes
- **B** gets
- C has
- Jane feels ...... tired after the class, but much fitter and healthier too!
  - A really
- **B** early
- C nearly

#### Questions 11 - 15

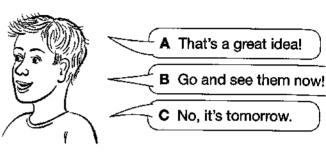
Complete the five conversations.

For questions 11 - 15, mark A, B or C on your answer sheet.

#### Example:

0







- 11 Whose pencil case is this?
- A I think it's Gemma's.
- B Marianne drew it.
- C Yes, Kyle, I know.
- 12 Have you ever been to America?
- A Yes, it's over there.
- B Maybe, it's next month.
- C No, but I'd like to.
- 13 I've got to tidy up my room.
- A No, it's not in my room.
- **B** Is it really untidy?
- C I got there at four o'clock.
- 14 I'm very interested in motorbikes.
- A Why didn't you tell me before?
- B The motorway is faster.
- C How do you get there?
- 15 Can I watch my new DVD now?
- A Yes, I'm all right, thanks.
- B Yes, I'd like to see it too.
- C Yes, it's next Thursday.

### Questions 16 - 20

complete the telephone conversation between two friends.

What does Mona say to Alan?

For questions 16 - 20, mark the correct letter A - H on your answer sheet.

425		
Exa	_	
	ши	ıc.
	··-F	

Alan:

Why didn't you come to the basketball game?

Mona:

0 H

Answer:

 Α	В	C	D	E	F	G	Н

Mon.

Oh! Where did you go?

Mona:

16 .....

Alan:

That's lucky! Have you got any friends

there too?

Mona:

17 .....

Alan:

What did you do?

Mona:

18

Alan:

But weren't you afraid?

Mona:

19 .....

Alan:

So was the basketball game! We won!

Mona:

20 .....

- A There was an amazing thunderstorm and we stood outside in it!
- B Yes, Luke and Jan told me! Brilliant!
- C To a small island in Sweden. We've got a little house there.
- A little, but I love doing things like that. It was exciting!
- **E** Brazil, but she comes from The Netherlands.
- F I know the girl in the next house. We spent Friday together.
- **G** No, because there was ice on the lake!
- H Because I was away on holiday.

#### Questions 21 - 27

Read the article about Ashley Trent, a teenage actor, and then answer the questions. For questions 21 – 27, mark A, B or C on your answer sheet.

### **Ashley Trent**

Ashley Trent, one of our most popular young actors, is now filming *College Rap*. He began having acting lessons six years ago and was in his first play at ten years old.

At fourteen, he immediately became well known, not for acting in the theatre, but on TV. 'That was fun!' he says. 'I was in a fast-food advert with a cartoon clown, but



filming College Rap is much harder work. I have to play baseball and sing in the film, which is fine, but I need to have dancing lessons too. When we finish filming each day, I don't go out with friends. I usually sit in the bath for an hour because my legs and arms hurt! But I'm enjoying myself because the three adult actors who are the teachers in College Rap are really good. They've filmed all over the world. They've taught me to remember my lines more quickly too. I needed half a day to learn five pages before, but now I only need a quarter of an hour.'

Being well known is great but Ashley isn't interested in buying lots of expensive things or going out. 'But I'm asked to do really interesting work now and that's wonderful,' he says. 'I don't get excited when I watch myself in films. I know I'm getting better, but I still need to improve!'

Well, Ashley, we think you're brilliant!

### zample:

How old was Ashley when he first acted in a play?

six .

3 eight

C ten

Answer: A B C

21 When Ashley was 14, he acted in a	A TV advertisement.	
When Admey was 14, no doted in a	B theatre play.	
	C cartoon film.	
	o out to on thin.	
22. In his latest film, Ashley has to learn to	A sing.	
	B dance.	
	C play baseball.	
99 (**) 		
23 What does Ashley often do after filming?	A He exercises.	
	<b>B</b> He meets his friends.	
	C He has a long bath.	
24 Ashley's having fun at the moment because he	A is not at school.	
######################################	B is travelling a lot.	
하는 1 경우 18년	C is working with great actors.	
25 To remember five pages of lines, Ashley now needs	A 15 minutes.	
	B one hour.	
	C half a day.	
26 What does Ashley like about being famous?	A spending money	
	B getting interesting work	
	C being invited to wonderful part	ties
27 What does Ashley think when he sees himself in a 1	Im? A He's not good enough yet!	
well-mark that the second of t	B This is exciting!	
	C He looks iil!	

#### Questions 28 - 35

Read the article about kites.

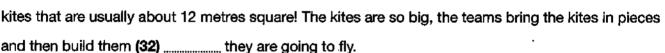
Choose the best word (A, B or C) for each space.

For questions 28 - 35, mark A, B or C on your answer sheet.

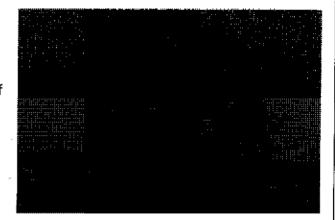
Е.	•			
16	•	1	•	
1	ъ.	и.	-	3

People first (0) \_\_\_\_\_kites in China about 2,800 years (28) \_\_\_\_\_ but now we see kites in all parts of the world.

(29) \_\_\_\_\_ is a famous kite competition called the Yokaichi Giant Kite Festival (30) \_\_\_\_ May in Japan. Teams from the area (31) \_\_\_\_ enormous



(33) \_\_\_\_\_\_enter the competition, kites must show a picture of a plant or an animal and a special message. (34) \_\_\_\_\_\_ of these amazing kites stay in the air for more than two hours. The winning kite (35) \_\_\_\_\_ to fly well, but also look very beautiful. You can find out more about this festival on the internet.



Example:

O A fly

**B** flies

C flew

Answer:



28 A since

**B** yet

C ago

29 A That

B it

C There

**30 A** any

B each

C all

31 A bring

**B** brings

C bringing

32 A how

B where

C what

33 A To

**В** Ву

C For

34 A Some

**B** Another

C Much

35 A have

B has

C having

### Questions 36 - 40

Read the descriptions of some things you eat or drink.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36 - 40, write the words on your answer sheet.

Exa		_,	
rxo	m	m	0
-/4	,,,	M	σ.

0	This Italian food usually has cheese and tomatoes on top.	<b>p</b>
	Answer:	pizza
36	This is white or brown and we use it to make food and drinks taste sweeter.	s
37	People sometimes have this hot drink at the end of a meal.	c
38	We make chips from these vegetables.	p
39	You can use any type of fruit to make this drink.	J
40	This is round and is a kind of hot meat sandwich.	b

#### อินestions 41 - 50

Complete the text message and email.

Write ONE word for each space.

For questions 41 - 50, write the words on your answer sheet.

Example:

_
for
101

I (45) already written mine, Lucia! I got my idea from something that I (46) on TV last weekend. It (47) a programme about wild animals. I wrote about someone (48) was an explorer and got lost in a jungle.
We must give our stories (49)
Good luck!
Dave

#### Questions 51 - 55

Read the advertisement and the email.

Fill in the information in Lynne's notes.

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





### Hi Lynne!

Can you come with me and my parents to the pop concert in Basily Stadium? We've got an extra ticket! Sunday's the best night but those tickets were already all sold, so ours are for Saturday. We'll catch the bus to the stadium at 6.15. Call me on 086639 at 7.30 tonight and we'll talk about it.

	Lynne's Notes Go to pop concert	
Place:	Basily Stadium	
Day:		
Ticket price:	£	each
Time to call Rick:	2 (	p.m.
Stadium phone number:		
Travel there by:		,

#### Question 56

Read the email from your English friend, Jo.



Helio! You said in your last email that you went to the city. Who did you go with? What did you do there? How long did you spend there?

Write a message to Jo and answer the questions. Write **25 – 35** words.

Write the email on your answer sheet.



### Questions 1 - 5

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For each question, choose the right answer (A, B or C).

Example:

When is Michael's birthday?







**B** 



C

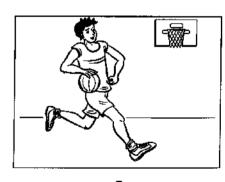
### 1 What's the boy's favourite sport?



Α



В

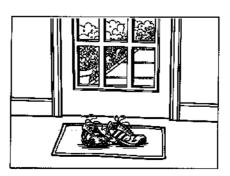


C

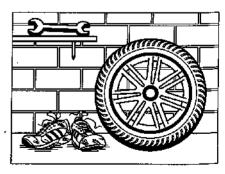
#### 2 Where are Talia's trainers now?



Α

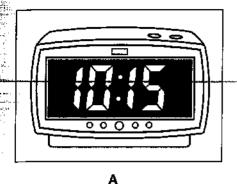


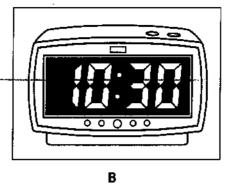
В

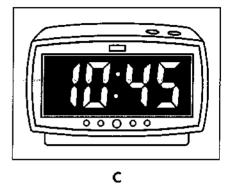


C

### What time does the train leave?



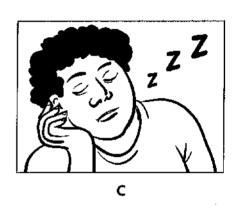




4 What's the matter with the boy?







5 How much does it cost for one person to ice skate?







Listening Part 1 Test 5 | 139

#### Questions 6 - 10

Listen to Matthew talking to his aunt about his friends.

What hobby does each of Matthew's friends enjoy?

For questions 6 – 10, write a letter A – H next to each friend.

You will hear the conversation twice.

### Example:

0 Christina

G

### **FRIENDS**

- 6 Jason
- 7 Tania
- 8 Steven
- 9 Molly
- 10 Ivan

### **HOBBIES**

- A cooking
- **B** cycling
- C drawing
- **D** emailing
- E music
- F quizzes
- **G** snowboarding
- H volleyball

### Test 5

## Listening • Part 3

### Questions 11 - 15

Listen to Ava telling Logan about a school project. For each question, choose the right answer (A, B or C). You will hear the conversation twice

### Example:

- Which subject is the project for?
  - geography
  - В history
  - C art
- 11 Ava found out about the island by
  - reading a magazine.
  - В talking to someone.
  - C looking on the internet.
- 12 The friends will work together on
  - Tuesday.
  - Wednesday. В
  - Thursday.
- 13 The project must be completed in
  - two days.
  - a week.
  - C a month.
- The friends decide to write about
  - lakes.
  - В wildlife.
  - rainforests.
- 15 Ava asks Logan to use his computer to find
  - some pictures.
  - В more information.
  - C a map.

3.0	ACT TO DESCRIPTION OF THE
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#### Questions 16 - 20

You will hear a student talking to an artist about their work.
Listen and complete each question.
You will hear the conversation twice.

### Information about artist

Name of artist:	Sofia KENZO
Completed college course in:	(16)
Likes painting:	(17)
Favourite colour:	(18)
Sells most paintings at:	(19) Museum
Lowest price:	(20) £



### Questions 21 - 25

You will hear a phone message about a party. Listen and complete each question. You will hear the information twice.

### Norma's surprise party!

	Norma's surprise party!
Day of party:	next Monday
Norma's address:	(21) Carmen Street
Phone number:	(22)
Be at Norma's flat by:	<b>(23)</b> p.m.
Take:	(24) some
Travel home by:	(25)

You now have 8 minutes to write your answers on the answer sheet.

# Reading and Writing • Part 1

#### Questions 1 - 5

Which notice (A - H) says this (1 - 5)?
For questions 1 - 5, mark the correct letter A - H on your answer sheet.

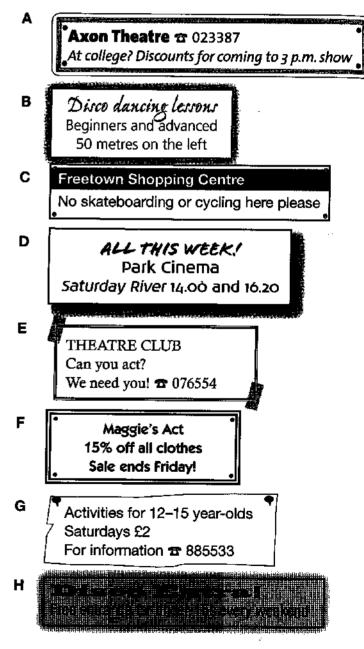
## Example:

You are very near a place where you can improve your dancing.

Answer:



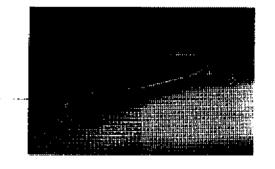
- You should not ride your bicycle in this area.
- 2 If you are younger than 15, you do not need to pay to dance here on Saturday.
- 3 Students pay less for tickets if they go to this in the afternoon.
- 4 Everything is cheaper here until the weekend.
- You need to call this number if you are interested in being in a play.



# Reading and Writing • Part 2

#### Questions 6 - 10

Read the sentences about Kim and his skateboard. Choose the best word (A, B or C) for each space. For questions 6 - 10, mark A, B or C on your answer sheet.



## Example:

- Kim's uncle .....a new skateboard for him last month.
  - A spent
- **B** cost
- C bought

Answer:



- When Kim saw it, he was very .....!
  - A brilliant
- **B** pleasant
- C surprised
- There was a big picture of a \_\_\_\_\_ dragon between the wheels.
  - A different
- **B** strange
- C foreign
- He .....his uncle for it very much.
  - A thanked
- **B** told
- C asked
- Kim \_\_\_\_\_ the skateboard to the park to show all his friends.
  - A collected
- **B** took
- C held
- -10 It was a great day for Kim because skateboarding is his favourite
  - A sport
- **B** play
- C game

#### Questions 11 - 15

Complete the five conversations.

For questions 11 - 15, mark A, B or C on your answer sheet.

## Example:

0



Whose motorbike is that over there?



A Cycling is great!

B There isn't any.

C I'm not sure.

Answer:



11 We have to go home now.

- A What a pity!
- B How do you do?
- C No, it isn't.

12 I'm sorry for saying that, Mick.

- A So do I.
- 3 Why not?
- C It's OK.
- 13 Would you like to walk down to the river?
- A I'll take it to the car.
- B Not today, thanks.
- C I'm going to try again later.
- 14 What do you think about the new science teacher?
- A He's clever, isn't he?
- B It's in the classroom.
- C Are you all right?

- 15 Look at this picture of an electric guitar!
- A Why can't you?
- B I felt funny:
- C Who drew it?

#### Questions 16 - 20

Complete the telephone conversation between two friends.

What does Alice say to Fabio?

For questions 16 - 20, mark the correct letter A - H on your answer sheet.

	_
<b></b>	
FYSM	LINE:
Exam	M.A.

Fabio: Hi Alice. Are you going to Carla's party this evening?

Alice:

0 A

Answer:



Fabio: Because she sent me an email about it,

but I can't find it now.

Alice: 16

Fablo: Great! Thanks! I don't know what time it

starts.

Alice: 17 \_\_\_\_\_

Fabio: Oh! I thought it was later. And do we have

to take anything?

Fabio: I can do that. I've got lots of different

ones.

Alice: 19

Fabio: Hip hop mostly. Will that be OK?

Alice: 20 \_\_\_\_\_

Fablo: No. Thanks! See you there.

A Yes, I am. Why?

B I'm sure it will. Is there anything else you need to know, Fabio?

C What kind of music are they?

Well, I got an email too. Wait a minute. I'll find it on the computer.

E I think she wanted us to bring some CDs.

F No, it wasn't. But can you do that anyway?

G Yes, those are fine. What about you?

H Here it is! It begins at 7 p.m.

# Reading and Writing • Part 4

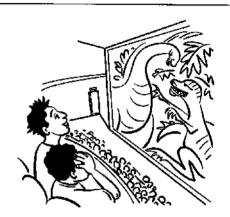
#### Questions 21 - 27

Read the article about a film called *Dinosaur Island* and then answer the questions. For questions 21 – 27, mark A, B or C on your answer sheet.

# Film review: Dinosaur Island

### George

I went with my younger brother to see this film. I had a great time, but he didn't. He had to close his eyes in some parts because the dinosaurs looked so real and he didn't laugh once. I thought the story was really exciting and the clothes were amazing. I'd like to buy the DVD and watch it at home too. The beginning and the ending were excellent!



### Cathy

I saw the advertisement for the film on TV and it looked great but it wasn't as good as I hoped. I loved the beginning but the second half was boring, I think. I wouldn't go and see it again. I like films about teenagers and their lives much more. I think those are funnier. I've bought a brilliant book about film-making. I'd love to be a famous actress one day and wear lots of wonderful clothes.

#### Andrew

I didn't want this film to end because I liked it so much! I read this story before I saw the film. I usually enjoy the books more, but this time it was the opposite! I enjoyed feeling afraid but I laughed a lot in parts of the film too. I read all about how they made the dinosaurs on the internet after I went to see it. I think most young people will love seeing this film!

## Example:

Who would like to see the film again?

- George
- Cathy
- Andrew





- Who enjoyed the second part of the film less than the first? George
  - Cathy
  - **Andrew**
- 22 Who thinks the film is even better than the book? George Α
  - Cathy
  - Andrew
- Who liked the costumes that the actors wore? George
  - В Cathy
  - Andrew
- Who found out about how the film was made? Α George
  - В Cathy
  - Andrew
- Who went with someone who was afraid in some parts of the film?
  - George
  - В Cathy
  - Andrew
- Who thought parts of the film were very funny? George Α
  - В Cathy
  - Andrew
- 27 Who prefers films that are about young people? George
  - Cathy В
  - **Andrew**

# Reading and Writing • Part 5

#### Questions 28 - 35

Read the article about the first aeroplanes. Choose the best word (A, B or C) for each space.

For questions 28 – 35, mark A, B or C on your answer sheet.

# The early history of flying machines

Orville and Wilbur Wright (0) \_\_\_\_\_\_\_ a bicycle shop in the USA. They repaired bikes but (28) \_\_\_\_\_\_ two brothers also built the first flying machine with an engine inside! They called it 'Wright Flyer'. (29) \_\_\_\_\_\_ 17th December, 1903, Orville Wright climbed into 'Flyer' and started the engine. Flyer only (30) \_\_\_\_\_\_ 37 metres, but it was the first time a machine that was heavier than air carried a man up into the sky.

The news (31) \_\_\_\_\_\_ very exciting and soon many other people started trying (32) \_\_\_\_\_\_ build flying machines too. In 1909, a man, (33) \_\_\_\_\_\_ name was Louis Blériot, flew an aeroplane across the sea from France to England for the first time. (34) \_\_\_\_\_\_ took 37 minutes. A famous newspaper paid Blériot £1,000 for the story of (35) \_\_\_\_\_\_ wonderful success.

Example:

A has

**B** having

C had

Answer:



28 A this

B some

C these

29 A At

**B** On

C in

30 A went

**B** going

C goes

31 A were

B been

C was

32 A by

B to

C for

33 A whose

B which

C who

34 A There

B It

C Each

35 A he

B him

C his

# Reading and Writing • Part 6

### Questions 36 - 40

Read the descriptions of some things we read or write.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36 - 40, write the words on your answer sheet.

Exam	ple:
------	------

0	This has stories, articles and photographs on its pages.	m		
	Answer:	magazine		
36	This shows what people can eat in a restaurant.	m		
37	People who are on holiday can send these to friends.	p		
38	You can write in this at the end of each day.	d		
39	You can send this or get this kind of message on your mobile.	t		
40	You write this and then post it in an envelope.	. 1		

# Reading and Writing • Part 7

## Questions 41 - 50

Complete the emails.

Write ONE word for each space.

For questions 41 - 50, write the words on your answer sheet.

Example:

				и			
						н	
			÷				
	ı					Ħ	
		١				н	
		١				В	
					۰	Ħ	

about

Olivia,
You were talking (0) a website in today's break. You said it had (41) lot of short stories on it, and that they (42) written by teenagers. (43) you got the web address? I'd like to (44) a story too. Then I'll email it to them.
Thanks!
Jack

Yes! Go to www.kidzzadventures.cla. It's my favourite website  (45)the moment.
I read another brilliant story (46)night. It was about two sisters (47) visit the rainforest in South America. I'm really interested (48) that part of the world. I (49) love to travel up the Amazon River one day.
What (50) amazing adventure!
Enjoy the website!
Olivia

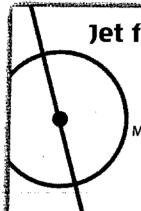
# Reading and Writing • Part 8

#### Questions 51 - 55

Read the notice and the email.

Fill in the information in Dean's notes.

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



# Jet football club

next game Marly Park 10.30–12.30 Saturday More players needed – tell interested friends to call the coach on

**☎** 598077



I play for Jet football club and we need more players! I know you're good. Why don't you come to the practice on the college sports field on Tuesday from 4–5? Our next game is on Saturday. If you want to play in that, you'll need to borrow a white T-shirt if you don't have one. The other team wear red T-shirts. Call me on 088439 for more information!

	Dean's Notes Max's football club
Name of club:	Jet football club
Coach's phone number:	
Day of practice:	
Weekend game place:	
T-shirt colour:	
Time game starts:	a.m.

# Reading and Writing • Part 9

# Question 56

You have been invited to a barbecue next Sunday. Write an email to your English friend, Valerie.

- why you will be late
- what time you will get there
- what food you will bring.

Write 25 - 35 words.

Write the email on your answer sheet.



## Questions 1 - 5

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For each question, choose the right answer (A, B or C).

Example:

How long was the bus journey?

10 minutes

12 minutes

15 minutes

 $\bigcirc$ 

В

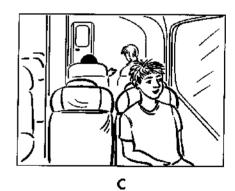
C

What did Peter do last night?

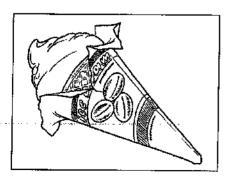




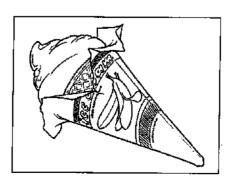
В



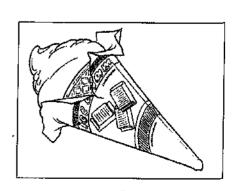
Which kind of ice cream does the girl buy?



Α

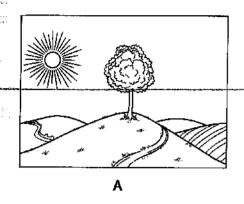


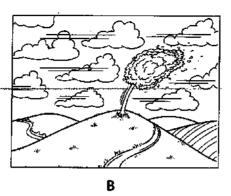
В

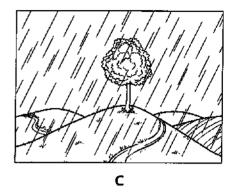


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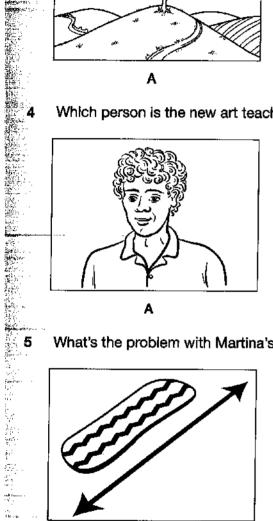
## What will the weather be like this afternoon?



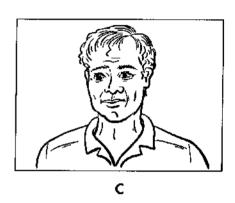




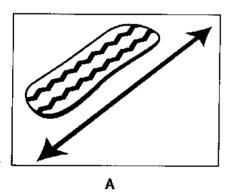
# Which person is the new art teacher?

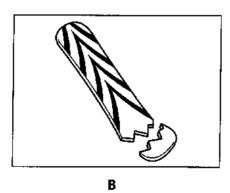


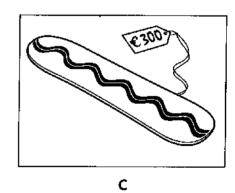




# What's the problem with Martina's snowboard?







#### Questions 6 - 10

Listen to Mick asking his uncle about some of his photographs.

Where was each photograph taken?

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

You will hear the conversation twice.

	Exam	ple:
--	------	------

0 bear

В

	PHOTOGRAPH	3		PLACES
6	cake		A	Australia
 7	horse		В	Canada
			С	China
8	violin		D	Egypt
9	boat		E	Greece
10	thunderstorm		F	Ireland
			G	New Zealand

H Spain

# Listening • Part 3

## Questions 11 - 15

Listen to Robert talking to Irena about a new library.
For each question, choose the right answer (A, B or C).
You will hear the conversation twice.

### Example:

- 0 When did the new library first open?
  - A yesterday
  - **B** two days ago
  - C last weekend
- 11 Robert found out about the library from
  - A his grandfather.
  - B his cousin.
  - C his uncle.
- 12 Robert thinks the library building is very
  - A high.
  - B dark.
  - C modern,
- 13 Visitors can look at e-books on
  - A the first floor.
  - B every floor.
  - C the third floor.
- 14 To join the library, students must take
  - A a note from college.
  - B a photograph.
  - C some money.
- 15 How far away is the nearest bus stop?
  - A less than 100 metres
  - B about 150 metres
  - C more than 200 metres

# Listening • Part 4

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## Questions 16 - 20

You will hear a teenager, Carolina, talking to a shop assistant. Listen and complete each question. You will hear the conversation twice.

# Quiz game - 'It's Mine!'

Name of shop	Quizzes
Price of game:	(16) £
Address of shop:	(17) 121 Road
Shop is opposite:	(18)
Which side of road:	(19)
Time shop closes:	(20) p.m.

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7	Z 13.00	T033 XX
	A 41. TOOL	SC 1 4 50
	C100	40 S S
		ger,
_	1345	80.

## Questions 21 - 25

You will hear a man on the radio talking about an activity club. Listen and complete each question.

You will hear the information twice.

# Summer holiday activity club

Name of club: Let's Do lt!

Age of children: (21) 10-\_\_\_\_\_year olds

Day: (22) \_\_\_\_\_afternoons

Activities: (23) learn to build a \_\_\_\_\_

What to bring: (24)

Phone number: (25)

You now have 8 minutes to write your answers on the answer sheet.

# **Audioscript**

# LISTENING PART 1 Training



Girl: Have you seen Justin anywhere? He's not in the kitchen.

Dad: I don't know where he is, Amelia. He had a shower. Perhaps

Girl: He's not there, Dad. I want to borrow his MP3 player.

Dad: Oh listen. I can hear him in the living room. He's just turned on the TV.

One

Where's John's tennis racket?

Boy: I can't find my tennis racket, it's not in the cupboard.

Girl: It's next to your bed, John. I saw It there this morning.

Two

Where's Leah's tennis racket?

Boy: Leah, did you find your tennis racket?

Girl: No, I've looked everywhere. It's not up there on that shelf, is it?

Boy: No. Oh, here it is! Under this pillow.

3

Where's Paul's wallet now?

Boy: I can't find my wallet, Mum. I left it on the sofa last night.

Mum: Oh Paul. You must be more careful. Go and look on the round table.

Boy: OK. No. It's not there, Oh, here it is! It's by the light.

Mum: Goodl

4 (199)

One

What size shoes does the boy wear now?

Girl: You've got big feet! What size shoes do you wear? 42?

Boy: Yes, My old shoes are size 40, but they're too small now.

Two

How many pencils are in Sara's pencil case?

Dad: You've got lots of pencils in your pencil case, Sara. How many

have you got?

Girl: I've got 13.

Dad: 30?

Girl: No! I don't need that many, Dad!

Three

How much did Axel's boots cost?

Girl: Your new boots are really cool, Axel. Were they expensive?

Boy: Yes. Dad bought himself a pair too. His cost £35 and mine cost £27.

Four

When's Elsa's birthday?

Girl: It's my birthday next week. I'll be 15!

Boy: Which day?

Girl: May 5th. That's next Tuesday ... sorry, Wednesday.

Five

What number page is the girl reading?

Boy: Which page in this history book are we supposed to read?

Girl: Page 86, but I'm reading page 68 at the moment ...

Boy: Why?

Girl: Because it's more interesting. Sshhhhhl

5

How much is Stella's belt?

Girl: Excuse me! I'd like this belt please but is this price right?

\$7.957

Man: That's the old price, but it's in the sale. It's much cheaper now

It's only \$3.50.

Girl: That's great. Here's five dollars.

Man: Thanks, and here's your change.

What is Holly doing at home now?

Boy: What's Holly doing? Do you know, Mum? She's finished her

homework. Look at her desk!

Mum: She's upstairs, I think. She's putting her new skirt on.

Boy: OK. I'll go and find her. We're going to clean our bikes!

Mum: Good Idea! You can clean mine too!

Exam practice

Example

How many new T-shirts did Ellen get?

Girl: I went shopping with Dad yesterday. He bought me lots of

different T-shirts in the market.

Boy: How many did you get, then, Ellen? Five?

Girl: I got two more than that. But they were really cheap.

Boy: So you got seven! Wow, you're lucky!

One

Where is Justin's sister now?

Mum: Where's your sister, Justin? Dinner's nearly ready.

Boy: She was in her bedroom ... oh, I can hear her. She's coming

down the stairs.

Mum: Good. Can you both put the plates, knives and forks on the

dining-room table, please?

Boy: All right.

Two

How much money is in Eva's purse?

Boy: Can I borrow some money, Eva? I want to buy a burger on the way home from school.

'Girl: I haven't got enough. Sorry! I've only got £1.55.

Boy: That's OK. Burgers only cost £1.20 each. You'll still have 35p. I can pay you back tomorrow.

Girl: No, sorry. I need all of this for my bus ticket.

Three

Where is Paul's textbook?

Boy: Have you got my geography textbook? I left it next to the TV last night.

Girl: No, Paul. I've got mine, but I haven't got yours. Go and look under your bed!

Boy: It's not there! Oh, here it is ... on the cupboard. Who put it there?

Girl: I don't know!

Four

What's Jenna doing now?

Dad: Jenna! Did you clean your trainers? I put them by the back door. They smell horrible!

Girl: Yes, Dad, I did! <u>But I'm lying on the sofa now.</u> I'm tired! I went for a realiy long run.

Dad: Well, have something to eat, dear. Make yourself a nice, big sandwich.

Girl: OK. I will in a minute.

Five

What must Andy put in his school bag next?

~Girl: Have you put your glasses In your school bag, Andy?

Boy: Yes, and my ruler. I forgot that yesterday! Come on! Let's go or we'll miss the school bus.

Girl: What about your comb? Take that too. Your hair always looks so untidy.

Boy: Yours does too! But OK, I'll run and get it.

## LISTENING PART 2 Training

Example

Tom's very clever. If you've got a problem with your car, take it to him.

One

Jessica grows about five different types of vegetables, I think.

Two

Scott likes fixing people's teeth, but I don't understand why!

Three

Hanna has just won a prize for one of her black and white pictures.

Four

Gregor likes working in the restaurant. He can carry five plates easily!

Five

Lilian loves flying planes. She's got a licence to fly helicopters too.

Six

Charlie writes brilliant articles for the newspaper, but he can't spell!

Example

I'm a cook and I love my job. It's hard work but it's never boring.

One

I work as a tour guide. I don't enjoy it when the weather is bad! But most weeks it's really interesting work.

Two

I'm a nurse. The other nurses and the doctors are very friendly, <u>but</u> my lob is always so busy. You never sit down.

Three

I'm lucky to be a footballer. I earn a lot of money but it's not an easy job and it's quite dangerous because you can get hurt very badly.

Four

Being a hairdresser is difficult because you have to stand up all day. But most of my customers are really cool so I enjoy chatting to them.

Five

I'm a musician. I play the keyboard in a band. We've just made our first CD which is amazing! My job is so much fun. I feel really lucky too.

Six

Some people think that an engineer's job is uninteresting, but <u>I find</u> it really exciting.

Seven

I work at night as a cleaner in an important office building, <u>lit's a brilliant job</u> because I can go to the beach in the day time.

Eight

People are surprised when I say I'm a clown, It's an excellent job because you make people laugh. I enjoy wearing special make-up and clothes too.

Girl: What was your first job, Dad?

Dad: I was a factory worker.

Girl: Were you? Was that boring?

Dad: No! I enjoyed it. Mum's first job was in a disco! She worked

there when she was a student.

Girl: Wow! What about Aunt Beth?

Dad: She was a secretary in an <u>office</u>, but she always wanted to work in a circus!

Girl: I don't believe you! And Grandma?

Dad: She sold ice creams and drinks.

Glrl: So was she a shop assistant?

Dad: No, she worked in a cinema, actually. She loved working there!

# Exam practice

Girl: Did you have a good day at school, Joel?

Boy: Yes. We talked about different jobs. Alice would like to read

the news on TV!

Girl: That's an amazing job! What about Milton?

Boy: Well, he loves watching cooking programmes. He'd like to be

the best cook in the country!

Girl: And work in a hotel?

Boy. No, in his own restaurant, he said.

Girl: Wow! And Saskia? She's good at sport, isn't she?

Boy: Yes, but she'd like to look after a park and work outside with

nature.

Girl: That's interesting. What about you?

Boy: I don't know. Elis would like to work with animals. I'd quite like

to do that,

Girl: At a zoo?

Boy: That's right. And Lydia says she wants to teach.

Glrl: Young children or older children?

Boy: Younger ones.

Girl: That's a difficult job, I think.

Boy: Mmm. All's brilliant at sport too, but he'd like to be a

policeman. I'd love to drive those fast cars!

Girl: Yes, but I think you have to be very brave to do dangerous

work like that.

Boy: Perhaps.

# LISTENING PART 3 Training



Boy: How tall is that tree, Mum? Is it taller than ten metres?

Mum: It's not that tall, Jack ... It's maybe ... eight metres? No, look! It's only about six metres high.



Dad: We're going to visit Abuto Island while we're in Australia.

Girl: Will we fly to the island, Dad?

Dad: That's right. Most people go there by plane. It takes too long

to go by boat.

Girl: What does the island look like?

Dad: Well, the rock there is black in some parts, and you can find

blue lizards there.

Girl: Wow! It'll be spring when we're there, won't it?

Dad: Yes. Spring is the best time of year to be there. It gets too hot

in summer.

Girl: How hot?

Dad: Oh ... 40 degrees!

Girl: That's hot! Which places will we visit there?

Dad: Weil, there's a special place that we want to see. The water in the lake is very good for your skin. We'll go swimming there.

Girl: Great! And where will we sleep?

Dad: We'll stay on a special campsite and we'll sleep outside.

Girl: Because it's so hot?

Dad: No, <u>visitors sleep outside so they can watch the stars</u>, but we'll have special sleeping bags. Don't worry!



Teacher: Right, everyone, now I'm going to tell you about a waterfall that I went to a month ago, We're going to do a project on it.

Boy: Where is the waterfall, Miss Takara?

Teacher: I visited Waleria Park in the morning, then went to see the waterfall in Galina Park in the afternoon.

Boy: Can anyone go there?

Teacher: Yes, but <u>not in January</u> because there's too much ice on the rocks. But from February to December the path to the waterfall is open.

Boy: How long does it take to walk there?

Teacher: Oh, less than ten minutes ... five minutes, I think, it's very near the car park.

Boy: How high is it?

Teacher: It's really high. It's 42 metres high.

Boy: Wowl I saw one that was 28 metres high once.

Teacher: Did you?

Boy: And can you walk behind the waterfall? I did that!

Teacher: No. But you can walk over a kind of bridge near the rocks. It's made of wood. Right, now we'll look at some photos of the waterfall.

Boy: Excellent!



Girl: HI. I'm doing a school project on visiting nature parks. I found out about the bears in Yellowcave Park, but visitors can see lions at your nature park. Is that right?

Man: No. You can do that in Safari Park. That's near here. <u>Visitors</u> come here to see the monkeys.

Girl: OK. Sorry! What time does the park open?

Man: It's open from nine thirty until seven in the evening, but on Mondays we don't open until eleven.

Girl: Thanks. How much does it cost to get in?

Man: It's \$8 each, but a family ticket is cheaper. That's only \$16. And it costs \$5 to park here all day.

# Exam practice

Woman: I visited the countryside museum last week, Bruno. It opened two months ago. You'd like it there.

Boy: Why? Is there lots of information about trees?

Woman: No. It's about wild birds that live in the forest. You can watch videos there too. I watched one about working on a farm.

Boy: Is it open on Saturdays?

Woman: Yes. It's only closed on Mondays. I went on a Thursday.

Boy: And where is it?

Woman: It's fifteen miles from here. It took twenty minutes to get there and thirty to get home because the roads were busier then. Here's a map for your parents.

Boy: Thanks.

Woman: When I went, there was a special plant exhibition but they're having a <u>study day for teenagers there soon about different kinds of clouds</u>.

Boy: That's useful for when I go sailing!

Woman: Yes!

Boy: Do you have to pay for the study day?

Woman: You're fourteen, aren't you?

Boy: Yes.

Woman: Well, you won't because it's free for students who are your age or vounger. But it costs £18 for students who are sixteen

or older.

Boy: Thanks! I'll tell my parents.

## **LISTENING PART 4** Training



Boy: I've got lots of homework to do this evening.

Girl: Me too, but I'm going to watch TV later. There's a great programme on Channel 6.

Boy: What's it about?

Girl: It's about the history of the internet and then about how it's used now for photographs, music, email ... everything.

Boy: Where is it filmed? Is it about people in England?

Girl: In Switzerland, actually, because the idea for the internet started there.

Boy: Oh! It sounds good. What time does it start?

Girl: A quarter past seven.

Boy: OK. Thanks for telling me.

Example

Boy: What time does the festival start? Is it at twelve o'clock?

Girl: Yes, that's right. It begins at midday.

One

Teacher: Please try to watch Tomorrow's World after school today. It will help you with your science project.

Boy: What time does that start? Teacher: At a quarter past five.

Two

Boy: Excuse me. Does this film start at seven?

Woman: No. It begins at ten past seven.

Boy: OK, Thanks.

Three

Girl: Hello! I'm phoning about the concert. What time does it end, piease?

Man: Tonight's concert finishes at ten past ten.

Four

Girl: What time will the band start playing?

Woman: In about 45 minutes, at a quarter to eight.

Five

Boy: What time does the soccer game start, Coach?

Man: Our practice begins at two thirty and the game begins at half

<u>past three.</u>

Six

Girl: Excuse me. What time will the disco end on Friday?

Man: It's not late. It ends at nine o'clock.

Girl: Great, Thanks.



Example

Boy: What time does the hobby group meet on Monday

afternoons?

Girl: At half past four, but come earlier if you like.

Boy: OK.

One

Girl: Hello. Can you help me? When does the exhibition open this

morning?

Man: At <u>eleven o'clock</u>.

Girl: Thank you.

Two

Boy: Is the radio show on at ten o'clock?

Woman: No. It begins immediately after the news at five past ten.

Boy: OK. Thanks.

Three

Girl: What time will the school play start, Mrs Waterman?

Woman: At seven o'clock, but please arrive by a quarter to seven.

Girl: All right. I won't be late.

Four

Man: You must email us as soon as you can if you want to enter the

competition.

Boy: What's the latest time I can email?

Man: They must arrive here before midday.

Five

Girl: What time is John's party, Mr Jaiqi?

Man: It starts at six thirty and will finish at nine thirty. Ellie.

Girl: OK.

Six

Boy: When does the computer lesson end, please?

Man: Well, we begin at half past one and end at twenty past two. Is

that OK?

Boy: Yes. I just need to tell my father.

Example

Girl: You can buy theatre tickets from Mr Justin. You spell his surname J-U-S-T-I-N.

One

Boy: The pop concert will be in Ballscott Park. You spell Ballscott. B-A-double L-S-C-O-double T.

Two

Man: The woman who reads the news on TV is called Kate Aillesh.

Girl: How do you spell her surname?

Man: A-f-double L-E-S-H.

Three

Woman: The exhibition is in Orende Road. Boy: Can you spell that for me, please?

Woman: Of course! It's O-R-E-N-D-E.

Four

Woman: Who was the funniest person in the film?

Boy: Mrs Corduff, You spell her name C-O-R-D-U-double F.

Five

Girl: Excuse me? Do you know where Agher Stadium is?....

Man: Sorry?

Girl: Agher Stadium. You spell that A-G-H-E-R.

Man: No. somv.

Six

Man: The guidebook says we should visit Newbert Village.

Girl: How do you spell Newbert?

Man: N-E-W-B-E-R-T.



Example

Boy: What's the address of the club?

Woman: It's 12, Burgess Road. Boy: How do you spell that? Woman: B-U-R-G-E-double S.

Girl: If you want more information, call Anna Izanagi.

Boy: Who?

Girl: Anna Izanagi. You spell her surname I-Z-A-N-A-G-I,

Boy: OK.

Two

Man: You can find out about Kelsey Farm on the internet.

Girl: How do you spell Kelsey, please?

Man: It's spelt K-E-L-S-E-Y.

Girl: Thanks.

Three

Boy: What's the name of the dragon in the computer game?

Girl: It's called Pachua.

Boy: Sorry?

Girl: Pachua. You spell that P-A-C-H-U-A.

Four

Woman: What's the writer's surname?

Boy: It's Gillespie.

Woman: Is that G-I-double L-E-S-P-I-E?

Boy: Yes, that's right.

Five

Girl: What's the name of that new magazine?

Boy: It's called Onatah, That's O-N-A-T-A-H.

Girl: That's a funny name.

Boy: I know.

Six

Boy: Who must I send the email to?

Woman: To Mr Khepri. I'll spell that for you, It's K-H-E-P-R-I.

Boy: Where does he come from?

Woman: Egypt, I think.



Girl: Excuse me. Can you give me some information about the

festival?

Man: The Summer Nights Festival in the first week of July?

Girl: That's right. Which day of the week is It?

Man: It's usually on a Saturday, but this year it's on Sunday.

Girl: OK, thanks. What time does it begin?

Man: It starts at half past three and ends at about eleven o'clock in

the evening.

Girl: And which band will play this year?

Man: A reggae band that's called Scarllett. You spell that S-C-A-R-

double L-E-double T.

Girl: I've never heard of them.

Man: Weil, they're brilliant!

Girl: Goodl And someone said we can buy special festival T-shirts.

Is that right?

Man: Yes. They look really great.

Girl: How much are they?

Man: They only cost £5 each. We're also selling festival flags this

year. They'll cost £2.

Girl: OK. And what's the best way to get there? By car?

Man: Coming by coach is better. I can email you some more

information if you want.

Girl: I haven't got a computer. But I've got the information that I

need, thanks.

# Exam practice

Woman: OK, everyone. Listen carefully, I want you all to watch a TV

programme if you can this week.

Boy: Which programme is it? Woman: It's called <u>Teen News</u>.

Boy: And which day is it on, Mrs Kendall? Not Friday, I hope!

Woman: No. It's on Wednesday, Leon.

Boy: What time does it start?

Woman: it's only twenty minutes long and it starts at a guarter past

Boy: Which channel is it on?

Woman: It's on Channel 7. Can you all get that channel?

Boy: I think so but we can't get Channel 11 on our TV.

Woman: Me neither.

Boy: But why should we watch this programme, Mrs Kendall?

Woman: Because the journalist is going to talk about a project that some teenagers are doing with robots. It'll be good for your next science project here at school.

Boy: Wow!

Woman: And the journalist is a very interesting person too.

Boy: What's his name?

Woman: It's a woman and her name is Sara Coastley. You spell that

C-O-A-S-T-L-E-Y.

Boy: Why's she interesting?

Woman: She's my sister!

## **LISTENING PART 5** Training



Example

At Cristophe's ice cream shop, buy any ice cream for just two dollars.

One

From July the first, the price of a child's return bus ticket into Browley will be more expensive. Tickets will cost 75 pence.

Prices at Margins Supermarket are the cheapest in town. Buy a two-litre bottle of mineral water for only one euro twenty-five cents.

Special prices for students this week include cinema seats at the Zena Cinema in Cooper Street. Just nine euro and fifty cents!

Four

Thank you for calling. This is Guy Lamberton - guitar teacher. Lessons on classical or electric guitars are £8.50 per hour for children who are under 12 years old.



Hamburgers cost £2.75 and cheeseburgers £2.25 - and fries for just one pound extra. They're the best in town!

Six

Sale this weekend at Superfilm! Many DVDs are half price and our top ten DVDs are now only 16 dollars each. But be guick!

Seven

Entrance to the swimming pool costs €5 for adults and €3 for students. Please bring your student card with you.

Eight

John Carey is the tennis coach at this club. He gives lessons to beginners and to advanced players. Cost of a one-hour lesson is £18. Please book at reception.



Example

Hi: This is a message for Cara. You wanted Luka's mobile number. It's <u>077824</u>.

One

Hello, Cherry. You asked about my laptop. It's a Takio 4569. I've got the silver one, but you can get them in black and white too.

Two

You can call the bookshop on double-24185 at any time between 8 a.m. and 6 p.m.

Three

In this year's round-the-island bike race there will be a total of 312 riders.

Four

The trainers we found at the sports centre were size <u>43</u> and they had six blue and white stripes on the side.

Five

In this year's sale, we have 1.999 DVDs for sale at less than half price.

Six

The address you need to come to is number 1135 Grange Street.



Example

The textbook you need is called Advanced Maths, It's red and costs about £10.

One

The school uniform is purple and grey but the sweater is just purple.

Someone has left a school bag in class 31. It's yellow and black. Please come and collect it.

Three

I only used the tennis racket once or twice. It's orange and white and I want to sell it for \$15,

Four

My brother's bike looks really good. He painted it silver.

The person you need to speak to is quite tall and she has dark brown hair.

The first prize is a brilliant watch that you can wear underwater. It's blue and green like the colour of the sea!



I'm phoning about the football match that's against the Rovers. Mrs Murray told me that you are in the under-15s school team this time. Well done and thanks for playing.

It's on Saturday, not Sunday. I hope you can play that day. The match will begin at 3.45 but please meet at the school at three o'clock because we'll travel together to the sports ground on the school bus. Please bring £2.50 with you to pay for the journey. You don't pay anything to play in the game.

You'll need to wear a red and white football shirt. If you haven't got one, please borrow one. We can't play in green shirts because the other team wears that colour.

If you have any problems, call or text the coach. His mobile number is 688947, but don't call him later than 9 p.m. please.

Enjoy the match!

# Exam practice

Thank you for calling about the bike that we've got for sale. You wanted some more information about it.

It's a BMX Roadstar. I don't know if you've seen one, but they're great bikes. It's our son's blke and it cost 300 euros when we first bought it. It's only two years old and still looks good so we'd like to sell it for 120 euros. That's really cheap, I think. You wanted to know the colour. It's silver and gold.

If you would like to come and try it, we'll be at home this evening so my son can show it to you then. We eat at six thirty usually so canyou come at half past seven? Our address is 237, Argyli Street. You spell that A-R-G-Y-double L.

If you can't find our house, or are going to be late, please call my son on his mobile, that's 052214 because we may be outside in the garden.

## **SPEAKING PART 1** Training

Girl: Hi. I'm Natalie. What's your name?

Boy: My name's Jarek.

Girl: Where do you come from?

Boy: I'm Pollsh. I come from Poland.

Girl: How old are you?

Boy: I'm fourteen. And you?

Girl: I'm fourteen too. What do you like doing in your free time?

Boy: I like drawing on the computer best, I love doing that, Glrl: Me too! And have you visited any other countries?

Boy: Yes, I went to America last year.

Girl: Wow!

3

Man: Hellol What's your name?

Girl: It's Julia.

Man: And what's your surname?

Girl: It's Benevento.

Man: How do you spell your surname?

Girl: B-E-N-E-V-E-N-T-O.

Man: Thank you. Where do you come from, Julia?

Girl: I come from Italy.

Man: Do you study English at school?

Girl: Yes, I do. I like it.

Man: What other subjects do you study? Girl: I study biology, chemistry, maths.

Man: What's your favourite subject?

Girl: I like maths best.

Man: Thank you.

Man: Heilo! What's your name?

Man: And what's your surname?

Man: How do you spell your surname? Man: Where do you come from?

Man: Do you study English at school?

Man: What other subjects do you study?

Man: What's your favourite subject?

7

Woman: Tell me about your town, Ken.

Boy: It's very nice. It's quite big. There are lots of good places to

visit. Hike it. Yes, Hike living there.

Woman: Thank you. And now, tell me about your home ...

# Exam practice

Examiner: What's your name?

Student: My name's Rosa.

Examiner: Thank you. And what's your name? Examiner: How do you spell your surname?

Student: You spell it A-L-M-I-E-D-A.

Examiner: Thank you. And how do you spell your surname?

Examiner: What are you studying at school?

Student: I'm studying maths, English of course, and music. Examiner: Mmm. And what are you studying at school?

Examiner: What time do your lessons start?

Student: They start at nine o'clock.

Examiner: Thank you. And what time do your lessons start?

Examiner: What did you do after school yesterday?

Student: I did my homework.

Examiner: Oh! And what did you do after school yesterday?

Examiner: Tell me about your family.

Student: I have two brothers. My mum is 43. My father is a

policeman.

Examiner: Thank you. Now, tell me about your family.

# **SPEAKING PART 2**

# Training



Girl: Hi. Can you tell me about the competition?

Boy: Yes!

Girl: When is the competition?

Boy: It's in September,

Girl: Who can enter the competition?

Boy: It's for students.

Girl: And where can I find out more about the competition?

Boy: On the internet.

Girl: Thanks. And what kind of competition is it?

Boy: It's a writing competition.

Girl: Great!

Girl: I have some questions about the bicycle race.

Girl: Where is the race?

Boy: The race is in Kai Park.

Girl: Oh! And when is the race? What's the date?

Boy: It's on Friday the seventh of July.

Girl: Thank you. How long is the race?..

Boy: Sorry. Can you ask me that question again?

Girl: Yes. How long Is the race?

Boy: Oh. It's ten kilometres long.

Girl: Thanks. What time does it start?

Boy: It starts at half past eleven.

Girl: OK. Oh, I have another question ... What's the phone number?

I want to find out some more information.

Boy: Oh. OK! The phone number is 98 double-0 32.

Girl: Thanks a lot!

#### Exam practice

#### N: Bike ride - model conversation

Girl: I've got some questions about the Hobby Club bike ride.

Boy: OK,

Girl: Where do we meet?

Boy: In the Forest car park,

Girl: Thanks! What must we take with us?

Boy: A picnic lunch.

Girl: Oh! OK. Who can I phone about the bike ride?

Boy: You can call Mary. Her number's 075542.

Girl: Thanks. When is the bike ride? Do you know the date?

Boy: Yes. It's July 21st

Girl: Oh OK. And my last question. How long is the bike ride?

Boy: It's 15 kilometers long.

Girl: OK! Thanks a lot!

## N: Computer classes - model conversation

Boy: Now, I've got some questions for you.

Girl: Ali right!

Boy: It's about the computer classes. When are they?

Girl: The day or the time?

Boy: Tell me the day and the time.

Girl: OK. They're on Saturdays. They start at 9.30 and finish at 11.

Boy: Thanks. Where are they?

Girl: They're at the Roundhouse College. They're in building 7.

Boy: How much do they cost?

Girl: £29 for six classes.

Boy: Thanks. And what do you learn in the lessons?

Girl: You learn about websites. You learn how to make websites.

Boy: That's interesting. How old are the students?

Girl: They're 12 to 16 years old.

Boy: OK. Thank you!

To listen to the model conversations for the Bike ride and

Computer classes go to:

www.cambridge.org/elt/ketforschoolstrainer/audio

# **Audioscript**

# LISTENING PART 1 Training



One

What time is the next bus?

Boy: Excuse me. When is the next bus? Do you know?

Woman: The last one was at a quarter past two and the next one is at two forty-five, so in about five minutes ...

Boy: Great. Thanks. It takes about twenty minutes to get to the town centre, doesn't it?

Woman: That's right.

Two

What time will the plane arrive?

Girl: I can't see the screen, Dad. When will the plane arrive? Does it

say?

Man: It says it will arrive at half past ten. What's the time now?

Girl: It's ten to ten.

Man: OK. It'll be here in about forty minutes then. Let's go and buy a drink while we're waiting.

2

When will Richard's family go on holiday?

Girl: Hello, Richard! I thought you and your parents were going on holiday at the end of July!

Boy: No. Dad had to work on the 30th, so we couldn't go. We're going next Friday instead.

Girl: On August 5th, you mean?

Boy: That's right, and we're coming back on August 12th. We can only go for one week.

5

One

What was the weather like yesterday?

Girl: Hi Grandad. How are you?

Man: I'm fine, but I hate this wet weather today. I prefer sunny days

like yesterday.

Girl: Do you? I love it when it rains!

Two

What's the weather like in the mountains?

Boy: Hi Diana! Are you going skiing today?

Girl: Not today. It's really stormy so it's too dangerous.

Boy: But is there enough snow on the ground?

Girl: Yes. It snowed all day yesterday.

Three

What will the weather be like in London today?

Murn: I have to drive to London today. But <u>it's going to be foggy</u>. I heard it on the radio.

Boy: Well, drive carefully, Mum. Will it be windy too?

Mum: I don't think so. When it's foggy, it's not usually windy too.

Four

What's the weather like at the beach now?

Girl: Hi Colin. Where are you?

Boy: I'm on the beach but it's really cloudy here today.

Girl: Well, perhaps it will be sunny later.

Boy: I hope so.

Exam practice

Example

Which girl is Christine?

Girl: Look at Christine! She's been to the hairdresser's.

Boy: The girl with the long hair who's smiling?

Girl: No. That's her best friend. Christine's hair is shorter and it isn't

dark. She's looking angry. Perhaps they cut off too much.

Boy: Hmmph!

One

What time does the film begin on television?

Boy: I want to watch that film on TV this evening, Mum. I think it starts at a quarter to eight.

Murn: It starts earlier than that, It's on at twenty-five to eight. I read about it in the newspaper.

Boy: Do you want to watch it too, then?

Mum: Yes. We'll eat at about a quarter past seven, then watch it together.

Two

What's the weather like on the island?

Girl: Hi, Grandad! I'm phoning you from the island. We're having an amazing time here!

Man: Good. It's lovely sunny weather here and there's no wind. What's it like there?

Girl: We're in the middle of a storm. We're watching it from our balcony!

Man: Oh dear. I hope it gets better soon.

Three

When is the barbecue?

Boy: Are you going to Shelley's barbeque?

Girl: It's on June 30th, isn't it? I can't. We're on holiday then.

Boy: No, it's on the 13th. Shelley told me yesterday. Which day are you going away?

Girl: We're leaving on the 23rd. It's going to be great!

Four

What did Lily get at the shops today?

Girl: Hi, Dad! Mum and I went shopping. She bought a new skirt.

Dad: For you? You don't need another one of those, Lily!

Girl: It was for her, but I got a swimming costume!

Dad: Well, I need to buy, a new raincoat. I got very wet on the way home from work!

What did the teacher forget to bring to school?

Woman: Helio, Stephen. What's the matter? You look worried.

Boy: I forgot my watch, Miss. What time is it?

Woman: Let me see ... It's a quarter to ten, I think, I remembered to bring my umbrella to school today, but I left my glasses at home.

Boy: Oh dear! Thanks.

# LISTENING PART 2



Woman: Hello Matt. Is your mum there? It's auntle Pamela,

Matt: Hi. Yes, but she's rather busy. She's reading a difficult textbook about how to write a good story.

Woman: Can I speak to your dad then?

Matt: Erm, sorry, no. His boss emailed him and told him to read something on an important website. So he's doing that at the moment.

Woman: Well, how about your brother?

Matt: He's reading a message from his friend about their exam.

Woman: And your sister?

Matt: Oh, she's on her mobile. I think she's reading all her text messages and putting some new names and addresses in her address book.

Woman: OK; well can I speak to your uncle? is he there?

Matt: Yes, but he's reading in the garden. He's reading his motorbike magazine. He reads a lot, but not newspapers. He isn't interested in those.

Woman: Well, can I talk to your cousin?

Matt: He's reading too, so I'm not sure. It's his birthday today and

he's reading a comic that I gave him!

Woman: And your grandfather?

Matt: He's busy too. Sorry. He bought a new MP3 player and he's reading the instructions! He's going to put all his CDs on it.

Woman: And what are you doing?

Matt: Nothing! Can I help?

Woman: No, because now I can't remember why I phoned ...

Uncle: Hi Gemma. Did you have a good game of baseball?

Gemma: Yes thanks, Uncle Bob.

Uncle: Where do you play? At the stadium?

Gemma: We can't play there so we play in the park. It's good there too.

Uncle: Oh! What other sports do you play now?

Gemma: Weil, I really enjoy hockey. We play that at the sports club I go to. You know, the one near the beach.

Uncle: Mmm. It's nice there. You like skating too, don't you? Gemma: Yes, I do. Morn comes too sometimes! We practise in the

<u>Playground</u> because we're not good at it yet!

Uncle: Well, it sounds like you have fun! What about volleyball?

Gemma: Yes, I still play that too. My friends and I love playing on the sand best. We take our swimming costumes if it's warm so we can go for a swim afterwards.

Uncle: Sounds great!

# Exam practice

Pat: Hi Alan, I'm glad you're here. Everyone in our house is so busy.

Alan: Hi Pat. What's your sister doing then?

Pat: She's having a pizza in the kitchen. She was too hungry to wait for lunch.

Alan: What about your aunt? She's staying at your house, isn't she?

Pat: Yes. She's practising on her guitar. Can you hear her?

Alan: Wow! Yes! She's getting quite good!

Pat: And my cousin is on the sofa with his new comic.

Alan: Do you like <u>reading comics?</u>

Pat: Sometimes. My grandmother's here too today.

Alan: What's she doing? My grandma loves tidying up when she

visits us!

Pat: Mine doesn't! No, she's on the phone, I think, at the moment.

My father's busy too. I haven't seen him all morning.

Alan: Why not?

Pat: There's a problem with our roof so he's up there repairing it.

But I think he and I are going to play tennis later.

Alan: And where's your mother?

Pat: She's at her art class this morning. Her paintings are really good. And I've got to clean my room, she says, Come and help me!

Alan: OK!

### LISTENING PART 3 Training



Teacher: As part of your art project we're going to find out about a young artist called Will Scorsby on the internet today. He's a teenage Canadian artist who has an exhibition of his paintings in England at the moment. He's an unusual artist because he doesn't use many different colours.

Girl: What's his favourite colour?

Teacher: You see green in all his paintings but the colour he likes most is orange.

Girl: Who taught him to paint?

Teacher: His mum was his first teacher. She draws pictures for children's books. Will's grandfather is an artist too.

Girl: Where does Will work? At home?

Teacher: That's right. He's got his own room at home to work in. He draws and paints people's faces more than anything else. We're going to watch Will paint a picture of his own face in an online video clip.

Girl: And you said he sells his paintings?

Teacher: Yes. He sold his first painting last winter but lots of people are buying them now. Next summer he's going to have a big exhibition. in the USA. I think he's going to be very famous. OK. Let's log on ...



Woman: This part of the space museum is about our astronauts. Please ask questions. I know you're doing projects on this subject.

Boy: Who's this astronaut?

Woman: Bill Turner. Bill was good at maths when he was young, but

he enjoyed geography most.

Boy: What did he study at university?

Woman: Engineering. All astronauts study that or medicine or science.

Boy: Did he have another job before he became an astronaut?

Woman: Yes. Bill wanted to be a racing driver, but he was too tall so he flew planes.

Boy: When did he start training to be an astronaut?

Woman: When he was 28, and he was 32 when he first travelled in

space.

Boy: Where did he train?

Woman: In Japan, but he and his crew, that's his team of astronauts, are working in Russia at the moment.

Boy: Is he going into space again soon?

Woman: Yes. Bill's next flight in space is in August sorry, I mean

September.

Boy: And how long will he be in space?

Woman: He'll stay on the International Space Station with three

other astronauts for six months. Now let's look at ...



Boy: Are you going to come to the new language club that starts next week? It's every week after school.

Girl: Which day is it? I can't come on Thursdays or on Wednesdays. I have dance classes then.

Boy: It's on Tuesday so you could come ...

Girl: Well, tell me more about it.

Boy: It sounds fun to me. You learn a little bit about a different

language each month. We learn French already ...

Girl: Yes ...

Boy: So the first new language is Arabic.

Girl: Wow!

Boy: And next month we'll learn some Portuguese.

Girl: Where are the lessons?

Boy: You know classroom 4? The big room on the second floor.

Girl: Yes.

Boy: Well, It's in the smaller room next to that.

Girl: Room 3?
Boy: That's right!

Exam practice

Teacher: Hello, Sally. You said you wanted a pen-friend ...

Girl: Yes, Miss Rev.

Teacher: Well, a friend of mine has a daughter called Elsa.

Girl: Isn't that a Turkish name?

Teacher: I don't know, but Elsa is Mexican. She's living in

Switzerland at the moment.

Girl: Oh! How old is Elsa?

Teacher: She's 13 like you, and she's got a younger sister who's 12.

Girl: I'm 14 now, actually. What are Elsa's hobbies?

Teacher: She loves reading fashion magazines but <u>her favourite</u> hobby is horse-riding.

Girl: I've never done that. Does she go to school in Switzerland?

Teacher: Yes. She goes to an international school where she learns English and German. <u>She's brilliant at maths</u> but wants to improve her languages.

Girl: What does she look like?

Teacher: I can show you a picture of <u>Elsa with her parents</u>. They've got a wonderful dog called Charlie but he's not in the photo!

Girl: (laughs)

Teacher: They're coming to England soon. Perhaps you can meet Elsa then.

Girl: In April?

Teacher: No, at the end of May and they're going back in the middle

of June.

Girl: OK. Thanks, Miss Rev. I'll think about it.

# LISTENING PART 4

# Training

Example

Girl: What's the date of the tennis match. Mr Carter?

Man: It's on the eighteenth of June.

One

Girl: When does our school holiday begin?

Woman: Let me check ... July the thirty-first.

Two

Boy: When are we going to see that film?

Man: On the twenty-seventh of March.

Three

Girl: What date is the club party?

Man: It's on the twenty-second of January.

Four

Boy: When is our exam? Can you tell me the date?

Man: Mmm ... Your exam is on November the sixteenth.

Five

Girl: When does the exhibition open, please?

Woman: It opens on the fifth of May.

Six

Boy: I've got a dentist appointment but I've forgotten the date.

Man: Your appointment is on the eleventh of October.

Seven

Girl: What date is the school trip? Can you tell me?

Man: Yes. It's on the thirteenth of September.

Eight

Boy: When is Dan's birthday, Mrs Teller? Do you know?

Woman: Yes. It's on August the twenty-third.



One

Girl; When does the sale in the sports shop start? Do you know? Woman: It starts on the third of April and finishes on the twelfth.

Two

Boy; What date are we flying to Venice? Is it the fifth of October?

Man: No, it's the fifteenth of October.

Three

Girl: What date is the school quiz, please?

Man: The quiz is on the first of July and we'll give the winning team their prize on July the second.

Four

Boy: When is my first plano lesson? Can you tell me the date?
Man: Yes, I can. It's not the twenty-second of June. The teacher
can't come that day so you'll begin on the twenty-ninth of June.

Five

Girl: When will we go to the museum, please?

Woman: On January the fourteenth. No, sorry. It's not January. We're going to visit the museum on the fourteenth of February.

Six

Boy: There's a surfing competition soon. What's the date, please?

Man: It's on the second of August. Phone before July thirtieth if you want to enter.

3

Man: Katy, you're going to swim in our next competition. Are you pleased about that?

Girl: Wow! Yes, Mr Rice. When is the competition?

Man: It's on <u>February tenth</u>. But come to the practice on February ninth too, please.

Girl: OK. I'll do that. Where is the competition?

Man: It's at Verway swimming pool. Do you know it?

Girl: No. Can you spell that for me? I'll find it on the internet.

Man: Good idea! You spell that V-E-R-W-A-Y.

Girl: Thanks. And what time does it start?

Man: The first race is at two thirty, but yours is later in the afternoon, at about half past three.

Girl: And which race will I swim in?

Man: I'd like you to swim in the 100-metre race.

Girl: Great! That's my fastest and my favourite.

Man: I knowl it only costs one pound to enter.

Girl: OK. When must I bring you the money?

Man: You should pay me by Wednesday. Can you do that? Today is

Monday.

Girl: All right. I'll remember. Thank you!

# Exam practice

Woman: OK everyone. We've decided to take you to see the international ice hockey match, so listen carefully to the information.

Boy: Which game is it, Mrs Cork?

Woman: The Italian national team are playing against <u>Canada</u>. It's going to be really exciting to watch.

Boy: Brilliant! And where are they playing?

Woman: They play ail the important ice hockey games in the

stadium that's next to the City Sports Centre.

Boy: I've never been there. Is that next Saturday?

Woman: No, it's on the twenty-eighth of January.

Boy: And do we have to pay to go?

Woman: Yes, but it's not expensive for school groups. It costs just  $\underline{c}12$  each. Normal tickets cost  $\underline{c}22$  so we're very lucky. Please tell your parents to send the money to school as soon as possible.

Boy: OK. Are we going to go there in the school bus?

Woman: That's right. Please arrive at school by a quarter past one.

The bus will leave at one thirty.

Boy: Great!

# LISTENING PART 5 Training



Example

School teacher: Now please listen carefully everyone. The school show will be on <u>Tuesday</u>, and on Thursday, you don't have to come to school.

One

Boy: That brilliant new TV programme is on Monday I think ... No, sorry! It's on Wednesday evening.

Two

Man: The disco in the town hall is on the last <u>Friday</u> of this month, but next month, it'll be on a Thursday.

Three

The new bookshop is opening for the first time on <u>Saturday</u> morning but the sale doesn't start until next Tuesday.

Four

The helicopter ride is next weekend. The ride's on <u>Sunday</u>, but you'll be able to meet the pilot the day before, on Saturday.

Five

And there are two concerts in Dartty Park next week ... a classical concert on Wednesday and a pop concert on Thursday.



Listen and write the times.

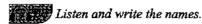
- 1 The show starts at half past ten.
- 2 My lessons end at a quarter past four.
- 3 The bus arrives at twenty past two.

Listen and write the numbers.

- 4 His phone number is 886501.
- 5 The house number is 117.
- 6 The homework questions are on page number 29.

Listen and write the prices.

- 7 The cinema tickets cost £6.50.
- 8 That computer game costs \$72.
- 9 The bike costs €125.



- 10 The match is in Gossey Park. You spell that G-O-double S-E-Y.
- 11 The shop is in Cublar Road. You spell that C-U-B-L-A-R.
- 12 The teacher's name is Linda Findew. You spell that F-I-N-D-E-W.

Listen and write the hobbies or sports.

- 13 It's a great place for playing tennis.
- 14 She loves listening to music.
- 15 The team needs another person to play basketball.

Listen and write the places in town.

- 16 The best place to go is the café.
- 17 Meet outside the library.
- 18 The fashion show is at the college.

Listen and write the school subjects.

- 19 The new teacher will teach chemistry.
- 20 You can write all these words in English!
- 21 We haven't got any biology homework today.

### Exam practice

Thank you for all your Ideas for great holidays for teenagers. Here's one that sounds great fun. It's a summer camp in Ireland. This is for young people who enjoy walking and sailing. You'll have lessons at the camp so it's not a problem if you are a beginner. This holiday is for 11 to 17 year-olds, so sorry to any listeners who are 18 or over because you're too old!

This holiday is at the end of the school summer break and starts on the twentieth of August. You can stay at the camp for seven or 14 days. The camp is at a beautiful place called Crystal Lake, and Crystal is spelt C-R-Y-S-T-A-L. That's in the south-east of Ireland. Teenagers can be collected from three different cities in Ireland and are taken to the camp on a special bus. For more information and to book a place, I've got a phone number here. Call 2126 double 9.

## SPEAKING PART 1 Training



Example

Woman: Can you spell your surname, please?

Boy: Yes, It's Y-A-double N-A-T-O-S.

Woman: Thank you,

One

Girl: My surname is Schwarzkopf.

Man: How do you spell that?

Girl: You spell it S-H-V-A-R-Z-K-O-P-F.

Two

Woman: What's your surname?

Boy: Moreau.

Woman: And how do you speil that?

Boy: M-Q-R-E-A-U.

Three

Girl: My family name is Almeida.

Man: How do you spell that?

Girl: A-L-M-I-E-D-A.

Four

Woman: And how do you spell your surname?

Boy: K-O-B-A-Y-A-S-H-!.

Fîve

Girl: My name is Tia Jarunsuk.

Man: How do you spell your surname? Giri: You spell it G-A-R-U-N-C-U-K.

Six

Woman: What's your surname?

Boy: It's Forys. You spell that F-O-R-Y-S.

Girl: My surname is Giacoppo. Man: How do you spell that? Girl: You spell it G-E-A-C-O-P-P-O.

3

Man: Hello! What's your name?

Giri: It's Julia.

Man: And what's your surname?

Girl: It's Benavides.

Man: How do you spell that?

Girl: B-E-N-A-V-I-D-E-S.

Man: Thank you. Where do you come from, Julia?

Girl: I come from Spain.

Man: Do you study English at school?

Girl: Yes, I do, I like it.

Man: And what's your favourite subject at school?

Girl: Oh music. Yes, I like music best.

Man: Thank you.

4

Woman: What's your surname, Victor?

Boy: Sorry?

Woman: What's your surname?

Boy: It's Bianchi. You spell that B-I-A-N-C-H-I.

Woman: Thank you, And where do you come from?

Boy: Erm ... I come from Italy.

Woman: Do you study English at school?

Boy: Can you say that again?

Woman: Yes. Do you study English at school?

Boy: Yesl Yes, I do.

Man: What's your surname, Li? Girl: My surname is Mayumi. Man: How do you spell that?

Girl: M-A-Y-U-M-I.

Man: Thank you. Where do you come from, Li? Girl: Lcome from Japan. I live in the north of Japan.

Man: Are you studying English at school?

Girl: Yes, Yes, I am ... I'm studying English in England.

Man: What other subjects do you study? Girl: Um. I only study English here. Man: What's your favourite subject? Girl: I think, I think I like science best.

Man: Thank you. Tell me about your best friend at school.

Birl: Her name's Keiko. She's very funny. Hike her. She doesn't watch TV but she likes playing music. Yes, she does like that.

Man: Thank you.

Listen to two students, Borls and Karina doing Part 1 of the

speaking test at:

www.cambridge.org/elt/ketforschoolstrainer/audio

Woman: Hello! What's your name?

Girl: Karina.

Woman: Thank you. And what's your name?

Bov: Boris.

Woman: What's your surname, Boris?

Boy: It's Ivanov. You spell that I-V-A-N-O-V.

Woman: Thank you. And what's your surname, Karina?

Girl: Metier.

Woman: And how do you spell that?

Girl; Mmm. I ...

Woman: How do you spell your surname, Karina?

Girl: Sorry, M-E-T-I-E-R.

Woman: Thank you. Where do you come from, Karlna?

-Girl: France.

Woman: Thank you. And Boris? Where do you come from?

Boy: I come from Russia.

Woman: Thank you. And do you study English at school, Boris?

Boy: Errmm. Sorry. Can you say that again? Woman: Do you study English at school? Boy: English at school, yes, I do. I like it.

Woman: Do you study English at school, Karina?

Girl: Yes.

Woman: And which subject do you like best?

Girl: Music, yes, music.

Woman: Thank you. And which subject do you like best, Boris?

Boy: My favourite subject is history. It's very interesting, Woman: Thank you. What time do your lessons start?

Boy: Sorry?

Woman: What time do your lessons start?

Boy: Oh. They start at half past eight.

Woman: Thank you. Tell me about your best friend, Karina.

Girl: She's Caroline, Very kind.

Woman: And tell me about your best friend, Boris.

Boy: His name's John. He's Spanish. We play football together.

Woman: Thank you.

# Exam practice

Examiner:

What's your name?

And what's your surname?

Thank you. How do you spell your surname?

What are you studying at school?

Which subject do you like best?

And what time do your lessons start?

Tell me something about your best friend at school.

### SPEAKING PART 2 Training



Girl: I have some questions about the winter dance show.

Girl: When is the dance show?

Boy: It's on Sunday, the 17th of December. Girl: Oh! And who is dancing in the show?

Boy: The students from the Bath Dance School.

Girl: Thank you. How much are the tickets?

Boy: Nothing. The entrance is free.

Girl: Great! Where is the show?

Boy: It's in Bath Theatre.

Girl: OK. Oh I have another question ... What time does it start?

Boy: It starts at 3.30. Girl: Thanks a lot!

# Exam practice

#### Fashion show - model conversation

Boy: Can I ask you some questions about a fashion show?

Girl: Yes. Sure!

Boy: How much does it cost?

Girl: Nothing, It's free.

Boy: Oh! And when is the show?

Girl: It's on Saturday, from 6 to 8 p.m.

Boy: Thank you. And what clothes ... what clothes can we see

there? Sorry...

Girl: It's OK. You can see summer clothes for teenagers there.

Boy: And some more information?

Girl: You can phone 143390 for more information.

Boy: Thanks. And where is the show? Girl: It's at Hillside Shopping Centre.

Boy: Thank you very much.

#### Swimming competition - model conversation

Girl: Now I have some questions about the swimming competition.

Girl: What's the date of the competition?

Boy: It's on June 18th.

Girl: Oh! And how many races are there?

Boy: There are 14 races.

Girl: Thank you. What are the prizes?

Boy: The winners all get a surfboard.

Girl: Wow, that's good! Where is the competition?

Boy: It's at Riversmeet Swimming Pool.

Girl: Oh, OK. And my last question ... How old are the swimmers?

Boy: They're 12 to 15 years old.

Girl: OKI Thanks a lot!

Listen to the model conversations for the Fashion show and

Swimming competition at:

www.cambridge.org/elt/ketforschoolstrainer/audio

# **Audioscript**

#### **PART ONE**



### Questions 1-5

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For each question, choose the right answer (A, B or C):

Example

What must the students do next?

Girl: What must we do now? Do we have to read page 32?

Boy: Not yet. We have to write about the island where they found the dinosaur's teeth.

Girl: And do we have to draw the map after that?

Boy: That's for homework, Lisa! Sshhh!

One

What would the boy like most for his birthday?

Boy: Hill I hope I'll get some good presents for my birthday next week! My parents gave me a camera last year. I think they're going to give me CDs this time. I'm not sure yet.

Girl: On Saturday, you sald you wanted a new surfboard.

Boy: Well, that would be the best present in the world.

Girl: I agree!

Two

How much is a large cup of hot chocolate?

Girl: Can I have three cups of hot chocolate, please?

Man: Small ones? They cost 95p. For large ones? You get a free biscuit with those - but they're £1.55 each.

Girl: I've only got £3, so small ones, please!

Man: OK. That's £2.85 then, please.

Three

Which person is Michael's pen-friend?

Boy: My cousin and my pen-friend came to stay last week. I've got a photo. Look!

Girl: It's great, Michaell Is that your pen-friend? The boy in those shorts?

Boy: No, he's the one who's wearing jeans. And look at me in my sunglasses. Hook so cool!

Girl: Oh yes!

Four

Which room will the school quiz be in?

Woman: Listen carefully, everyone. The school quiz this afternoon isn't in classroom 9 now. It's not big enough ...

Boy: Will it be in classroom 12 then? That's much larger ...

Woman: That's not possible. We're going to use classroom 4. Did

you al! hear that?

Boy: Yes, thanks! OK!

Five

When is the disco?

Girl: Can you come to the disco next weekend?

Boy: No. My parents are going out on Saturday night. I have to stay at home with my younger sister.

Girl: But It's on Sunday. They often change the day for the disco. Last month, it was on Friday, remember?

Boy: Oh, yes. Great! I'll be there.

#### **PART TWO**



## Questions 6 – 10

Listen to Jill talking to a friend about her clothes.

Where did Jill get each thing that she's wearing?

For questions 6-10, write a letter A-H next to each thing that Jill is wearing.

Girl: You wear great clothes, Jill. Where did you get that jacket?

Jill: From the clothes factory where my dad works.

Girl: Oh! And your sweater?

Jill: Mum got that for me at the market, the one opposite the theatre in Bridge Street.

Girl: Yes, it's good there. What about your socks?

Jill: I got those when we flew to Spain.

Girl: You mean from the airport?

Jill: No, on the plane. You could buy hats too! Do you like this one?

Girl: I'm not sure ...

Jill: They were selling these on the beach near our hotel, I don't wear it very often.

Girl: Hmm ... Your jeans look good,

Jill: Thanks. Dad bought them for me in the hotel when Mum was on the beach.

Girl: And your belt? It's really nice.

Jill: It is, isn't it? I didn't get that on holiday. My parents and I went to see a show last week. I got it there.

Girl: You mean the amazing pop concert at the stadium?

Jiil: No. It was a quiz at the theatre.

Girl: Was it good?

Jill: It was OK.

#### **PART THREE**

#### Questions 11 – 15

Listen to Danny telling Patricia about an activity holiday in Europe.

For each question, choose the right answer (A, B or C).

You will hear the conversation twice.

Girl: Are you going on an activity holiday in Turkey again this summer, Danny?

Boy: No, Patricia. I'm going to Iceland this time.

Girf: Wow! How old do you have to be? Can I go?

Boy: You're twelve, so yes ... Even eleven-year-old students can go. but no-one's older than fourteen ...

Girt: No fifteen-year-olds?

Boy: No.

Girl: Where do you stay?

Boy; We camp in the middle of a wood, near the water there, It's a

small lake. You can swim in it.

Girl: Great! What else?

Boy: My favourite thing will be the walks in the dark ... You build things too, like bridges. We visit different parts of the forest to draw "frees, but that doesn't sound so exciting.

Girl: Hmmm. I'd quite like to do that. Will you go horse-riding?

Boy: That's not possible but there are mountain bikes you can use.

Girl: What about climbing?

Boy: You don't do that ... But it'll be lots of fun. Hey! Perhaps you can come too.

Girl: When are you going? In July or August?

Boy: I'm staying with my grandparents then so I'm going in June.

Girl: Oh. Maybe I'll ask my dad tonight.

Boy: Great!

#### PART FOUR

Questions 16 – 20

You will hear a boy, Peter, telling a friend, Jessica, about a film he has made.

Listen and complete each question.

You will hear the conversation twice.

Boy: Hi, Jessica! I'm really excited. I've made a short cartoon film and it's going to be shown on the internet!

Girl: That's fantastic. Peter! What's the address? I'll write this down.

Boy: It will be on www dot trick dot films dot co! But you can't see it until the beginning of next week.

Girl: Sunday?

Boy: Monday, actually.

Girl: This is so exciting! What's it called?

Boy: It's called 'The dance' but it isn't about a discol

Girl: What is it about then?

Boy: It's about a <u>bird</u>. I've always liked drawing animals.

Girl: You drew It?

Boy: That's right. I had to make 625 drawings to make the film!

Then I used my dad's camera, his Dixo 350. It's brilliant.

Girl: And how long is the film?

Boy: It's 42 seconds from start to finish.

Girl: Is that all?

Boy: I wanted to make one that was 60 seconds long, but it takes

so long! I've worked on this for three months!

Girl: Sorry, Peter! I promise I'll watch it!

#### PART FIVE



Questions 21 – 25

You will hear someone on the radio talking about a music competition.

Listen and complete each question.

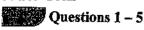
You will hear the information twice.

Some important news now if you play an instrument and enjoy competitions! If you're between 12 and 16, why not come along to our Radio 33 Winter Music competition? It's on 7th - sorry, I mean 17th of December so you've got some time to practise! The competition isn't here at the radio station. We're having it at the Town Hall this year ... and the time? Let me check. Yes, it begins at <u>7.30</u> but if you want to play for us ... violin, guitar, or sing for us if you like, you must be there with your instruments by 6.30 at the latest. If you're the best on the night, you'll win a ride over the town in a helicopter! Can you believe It? If you want to know more, call us here at Radio 33 and ask to speak to Maggie, that's Maggie Boyle. B-0-Y-L-E.

It'll be a great night!

# **Audioscript**

#### **PART ONE**



You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For each question, choose the right answer (A; B or C).

Example

Which is the girl's first lesson this morning?

Girl: Have you seen my maths textbook, Dad?

Dad: Is that for your first lesson this morning?

Girl: No. That's our first lesson after lunch. We've got science first today then double geography before lunch.

Dad: Well, I saw lots of books next to the computer. Go and check there.

One

How much were the boy's sunglasses?

Girl: Wow! I love your new sunglasses. They look great. How much were they?

Boy: I got them yesterday! My uncle gave me 50 dollars but they only cost 35 so I've still got some money left.

Girl: Hmm. 15 dollars! That means you can buy me a pizzal

Boy: No I can't!

Two

Where is the nearest post office?

Woman: Excuse mel Where's the nearest post office? Do you

Boy: Yes. Turn left here and go straight down that road and you'll see it on the corner.

Woman: Is that near the roundabout?

Boy: No, it's about a kilometre before that. You'll see it easily. It's by a really big car park.

Three

What time did the girl wake up?

Boy: You're late! It's already 8.45!

Girl: I'm sorry. My mobile didn't wake me up at seven thirty, I didn't hear it. And Mum didn't call me. I slept until five past eight.

Boy: Well, we'll have to run to catch the train. It goes in seven minutesi

Girl: OKI

Four

What job would the boy like to do?

Woman: You're brilliant at making things, Rob. You should be an engineer!

Boy: Thanks, Mrs Grant, but I saw a TV programme last month about travelling in space. I'd like to be an astronaut one day!

Woman: Hmm. What about being a builder like your father? You could work together!

Boy: I don't think that's a good idea!

Five

What does Nadia want her mum to buy?

Girl: Can I have those beautiful boots, Mum? Will you buy them for

Mum: They're much too expensive! But what about those trainers? They're nice.

Girl: I think they look boring.

Mum: Well, let's go in. I want to try on those black shoes.

#### PART TWO

Ouestions 6 – 10

Listen to Helena and her father talking about her school trip.

Which places will Helena visit?

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

You will hear the conversation twice.

Man: Are you excited about your school trip, Helena?

Girl: Yes! On Monday, we're going to have a picnic at a take. I hope it doesn't rain!

Man: I'm sure it won't. And on Tuesday, you're going to the island, aren't vou?

Girl: We can't now, sadly. We're visiting a farm that day, to find out about working in the countryside.

Man: Well, that'll be fun. What about on Wednesday?

Girl: We're going to spend that day walking around an island. There aren't any villages there because no one lives on it. But we'll see lots of birds, I think.

Man: Good!

Girl: Thursday will be good too. We're going to spend the day on the canal ... in a boat. There aren't any hills there, It's very different from the countryside near us.

Man: Yes, And Friday?

Girl: It's a long walk in the woods near the village that day. I hope we don't get lost!

Man: You'll be fine. And you're coming home on Saturday?

Girl: No. But that's our last day. We're visiting some rulns then.

Man: Blackwood Castlel I remember now.

Girl: That's right!

#### PART THREE



Histen to Greg telling Anna about a drawing and writing competition.

For each question, choose the right answer (A, B or C). You will hear the conversation twice.

Boy: There's a brilliant drawing and writing competition in this magazine, Anna.

Girl: What do you have to draw, Greg2

Boy: A monster ... something strange that lives on the moon or something.

Girl: So do you have to write about the monster too?

Boy: Yes. The monster's age isn't important, but you have to choose a name for it.

Girl: And should it be big?

Boy: You don't have to write about how big it is ...

Girl: OK.

Boy: But you do have to say what special things it can do.

Girl: OK. How many words can you write?

Boy: You have to write more than 50 but less than 150.

Girl: Aren't you too old to draw monsters, Greg? You're fourteen!

Boy: I know! But the competition's for 13- to 15-vear-olds.

Girl: OK. Who'll choose the winner? A cartoon artist?

Boy: No, a writer ... and there'll be a photograph of the winner in the magazine.

Girl: Wow! What's the first prize? Not cinema tickets again.

Boy: It's much better than that - £50 to spend in Super Store.

Girl: Oh! That's useful. I need pencils, pens and a new school bag. Perhaps I'll enter the competition too!

#### **PART FOUR**

# Questions 16 – 20

You will hear a student asking questions about shopping for a school project.

Listen and complete each question.

You will hear the conversation twice.

Boy: Excuse me. Can I ask you some guestions about shopping in this supermarket? It's for my homework.

Woman: Of course.

Boy: Great. Thanks. How often do you come shopping here?

Woman: Oh ... once a week, usually.

Boy: And how far away do you live?

Woman: It's too far to walk here. My flat's a mile and a half away, but it only takes five minutes to come here on the bus.

Boy: Thanks. And how much money do you usually spend?

Woman: That's a more difficult question. I spend about £35 usually. But I spent £70 here one time, but that was just before a big party.

Boy: OK. And is there anything that you always buy here like bread or vegetables?

Woman: Fruit - I think. It's always very good here and it's not expensive. But there's something I don't like about this supermarket.

Boy: What's that?

Woman: The music! People don't need to listen to that while they're

shopping!

Boy: OK! I'll tell them! Can you spell your name for me? Woman: Yes, I'm Mrs Gainly. That's G - A - I - N - L - Y.

Boy: Great, Thanks a lot for helping me.

#### PART FIVE

# Ouestions 21 – 25

You will hear a teacher talking about a school visit to a newspaper office.

Listen and complete each question.

You will hear the information twice.

Quiet now, please. I want to give you some information about our school visit to the Local Times newspaper office on June 11th. I think it'll be a really interesting day!

Right, be here and ready to go by 7.45 at the latest because the journey will take 50 minutes. That's quite early, I know. Please tell your parents that we're going by coach, not by train, now.

I know you prefer to wear your own clothes, but you must come in your uniform that day, please. That's important.

We'll visit the offices and the printing machines, then one of the journalists will give us a talk. Their website shows videos now so he'll tell us about making those. People like watching them online.

It may be hot so, for the journey, bring some water with you. But don't bring any food, please. They're going to give us some nice sandwiches for our lunch there.

Now, does anyone want to ask any questions about the visit?

# **Audioscript**

## **PART ONE**

Questions 1 – 5

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For each question, choose the right answer (A, B or C).

Example

When is Michael's birthday?

Girl: I'm 13 in January. When's Michael's birthday?

Boy: I'm not sure but I know it's in February. The 23rd perhaps ...?

Girl: I think it's earlier than that.

Boy: Oh yes! That's right. It's the 16th, just before mine.

One

What's the boy's favourite sport?

Boy: We've got that new sports teacher today.

Girl: Oh yes. Which sport do you like most of all, David?

Boy: I quite like basketball, but I think hockey's the best! I really enjoy that!

Girk Do you? I like football, I'm good at it too!

Two

Where are Talia's trainers now?

Girl: I can't find my shoes, Dad. Have you seen them? They were by the back door.

Dad: They were, Talia, but I put them outside in the garage because they're dirty.

Girl: Are they?

Dad: Yes, go and clean them, please. Then put them in the cupboard under the stairs.

Three

What time does the train leave?

Girl: Hurry up! We're going to miss our train. It's already a quarter past teni

Boy: Don't worry. It goes at a quarter to eleven, doesn't it?

Girl: Yes, but it takes nearly thirty minutes to cycle to the station!

Boy: You're right! Come on!

Four

What's the matter with the boy?

Woman: Are you OK, Tom? You don't look well. Have you got a headache?

Boy: I'm all right, Mrs Sachel.

Woman: Do you want to go and lie down?

Boy: It's not that, I'm not tired. My tooth hurts, that's all.

Five

How much does it cost for one person to ice skate?

Girl: Can Greta and I have £10 to go ice skating, Uncle Tony?

Man: OK, but it doesn't cost that much, does it?

Girl: We need £5 each. It costs £2,75 to ice skate, £1.25 to get there on the bus and a pound for a hot drink.

Man: OK. Here you are. Have fun!

## **PART TWO**



Questions 6 – 10

Listen to Matthew talking to his aunt about his friends.

What hobby does each of Matthew's friends enjoy?

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

You will hear the conversation twice.

Woman: What's your favourite hobby at the moment, Matthew?

Boy: I don't know, but Christina, she's in my class, is in the mountains this week. She loves snowboarding.

Woman: That's an exciting hobbyl What about Jason, does he still enjoy drawing cartoons?

Boy: It's funny. He prefers being in the kitchen now! He loves making strange biscuits and things! Some of them taste terrible! Do you remember Tania?

Woman: The girl who played guitar at your party?

Boy: That's right. She spends hours practising that. She wants to be a real musician one day.

Woman: Mmm. What about Steven? Isn't he good at volleyball?

Boy: No! He just loves sending messages to everyone on the computer.

Woman: Well I'm the same!

Boy: Molly's always out on one of her bikes somewhere. She'll help repair them too. If you've got a problem, she'll know what to do.

Woman: That's useful.

Boy: And Ivan enjoys entering competitions. He loves difficult science questions most! He reads different science magazines online.

Woman: He must be very clever.

Boy: Yes, he is!

#### PART THREE



Questions 11 – 15

Listen to Ava telling Logan about a school project.

For each question, choose the right answer (A, B or C).

You will hear the conversation twice.

Girl: Have you done our homework yet, Logan?

Boy: Do you mean for our history of art test, Ava?

Girl: I meant the project for geography about Fraser Island.

Boy: Oh no! I haven't even begun it.

Well, I can help. I've already got some good information.

Boy: Great. Where from? The internet?

Girl: I haven't looked online yet. No, my uncle visited the island and fold me all about it. He's going to give me a magazine article too.

Boy: That's lucky! Can we work together on the project on Wednesday?

Girl: I can't then, and Tuesday's no good. How about Thursday?

Boy: Fine ... When must this project be finished by?

Girl: The end of the month.

Boy: So we've only got seven days!

Girl: That's right! But we can finish it in two evenings, I think.

Boy, OK. Shall we write about the rainforest? We can choose, can't

Girl: Yes. But I've got more information about the lakes actually. Let's do that. Or the wildlife?

Boy: That might be hard. No, your first idea sounds best. What shall l do?

Girl; Download a map. And I'll get some more information and find some photos to add to it.

Boy: Great!

## PART FOUR

# Questions 16 - 20

You will hear a student talking to an artist about their work.

Listen and complete each question.

You will hear the conversation twice.

Woman: Sofia Kenzo.

Boy: Hi, My name's Eric. I have to find out about an artist for

school. Can I ask you some questions?

Woman: Yes!

Boy: Thanks, Do you spell your surname K - E - N - Z - O?

Woman: Yes.

Boy: And did you study art at college?

Woman: Yes, I got my diploma in 1994.

Boy: OK. And what do you enjoy painting most? People?

Woman: Boats actually, but painting water is really difficult!

Boy: I'm sure. Is blue your favourite colour then?

Woman: No, <u>purple</u> is my favourite colour.

Boy: Oh! And where do you sell your paintings?

Woman: I have an exhibition at home, but most of my work is sold

at Starwick Museum.

Boy: Sorry? Where?

Woman: Starwick Museum. I'll spell that for you. It's S-T-A-R-

W-I-C-K. It's got its own website.

Boy: OK, thanks. And my last question ...

Woman: Yes?

Boy: How much are your paintings?

Woman: My oil paintings cost about £2,000, but my cheapest

watercolour paintings are £350.

Boy: Wow!

Woman: Would you like to be an artist?

Boy: I want to be a chemist actually! Thanks for answering my

auestions!

Woman: You're welcome!

#### **PART FIVE**

# Questions 21 – 25

You will hear a phone message about a party.

Listen and complete each question.

You will hear the information twice.

Hello. I'm sorry you're all out. This is a message for Keira.

Keira, this is Norma Pagano's father. We're having a surprise birthday party for Norma next Monday. She'll be 14 that day. Please don't say anything to her about it.

Our new home address is 51, Carmen Street. We moved here from number 63 last month. Can you call me here at home tomorrow afternoon at about five if you can come? Norma will be out then. The number is 678610. Please give that to your parents too.

We'd like you to be at our flat at a quarter to four. Norma will come home at four but we want everyone to be here before she arrives. Please bring some warm clothes, because we're planning to sail to Dolci Island for a picnic there. I will drive everyone home after the party in our car later that evening. It's a pity we can't take you all home in the boat! Bye for now.

# Test 6

# **Audioscript**

## **PART ONE**



Questions 1 – 5

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For each question, choose the right answer (A, B or C).

Example

How long was the bus journey?

Girl: How long did it take to get here on the bus, Tony?

Boy: Not long,

Girl: It took me 12 minutes to cycle here. I looked at my watch! Was it quicker than that?

Boy: Yes. The bus left the bus stop at two fifteen, so it took ten minutes, that's all.

One

What did Peter do last night?

Boy: I couldn't go to the hockey match last night,

Girl: What a pity! But you're going on hollday tomorrow, aren't you?

Boy: That's right, so I had to pack my suitcase instead. We're going by train,

Girl: You lucky thing!

Two

Which kind of ice cream does the girl buy?

Girl: Hello, I'd like a chocolate ice cream, please.

Man: Sorry, that's all gone. We've only got these two kinds left.

We've been very busy today.

Girl: Ohl OK, I'll have a banana one, then, I don't like coffee Ice

cream.

Man: Don't you? It's my favourite!

Three

What will the weather be like this afternoon?

Boy: Jason and I want to climb Pentock Hill this afternoon.

Mum: But it's such a wet day! Will you be OK?

Boy: Yes. It's not going to be sunny but it's going to stop raining at midday. I heard on the radio.

Mum; All right. But it's very windy today, so be careful.

Four

Which person is the new art teacher?

Boy: There's our new art teacher over there.

Girl: The man with the dark, curty hair?

Boy: That's not him. I don't know who that is. The art teacher's got

fair hair Look!

Girl: Oh yes. He's guite old, isn't he!

Five

What's the problem with Martina's snowboard?

Girl: I'm going to need a new snowboard, Dad.

Man: Why, Martina? You haven't broken your old one, have you?

Girl: No, but it's too short. I'm taller now. I need a longer one.

Man: Well, I'll have to think about that. They're very expensive ...

## PART TWO



Ouestions 6 – 10

Listen to Mick asking his uncle about some of his photographs.

Where was each photograph taken?

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

You will hear the conversation twice.

Boy: Did you take all these photos?

Man: Yes, Mick. Look at this bear! I took it when I was working in

Canada last year.

Boy: Is it a real one?

Man: No, It's a model. We used it in an advertisement.

Boy: And why did you photograph this cake?

Man: Because I took all the photos when a friend of mine got married. She's from Greece, but the wedding was in Spain. It was a great day.

Boy: And is this the horse you rode when you were on your trip in Australia?

Man: That's right. I had to take photos for a magazine article. And here's one of my beautiful violin.

Boy: The one you bought in Ireland?

Man: Yes, but I took this picture in Greece. I needed to email it quickly to my insurance company ...

Boy: Oh! And what about this one?

Man: The boat? That was on the River Nile in Egypt. It's called a felucca.

Boy: Wow! But this one of a thunderstorm is my favourite.

Man: Mine too. I was working with two Chinese friends who live in New Zealand. We watched it from their balcony.

Boy: It's amazing!

Man: Thanks.

## PART THREE

Questions 11 – 15

Listen to Robert talking to Irena about a new library.

For each question, choose the right answer (A, B or C).

You will hear the conversation twice.

Boy: Have you visited the new library yet, frena? It only opened the day before yesterday!

Girl: No! I haven't heard about that!

Boy. Well: I was at my grandparents' house. My uncle was there too. He was telling us all about it. So my cousin and I went there together.

Girl: What's it like?

Boy: Well, the building doesn't look very modern but it's really tall, and It's not dark inside like the old one.

Girl: And can you work on computers there?

Boy: Yes, they're near the lifts on every floor. They've got e-books too on the third floor. It was the first time my cousin has seen them.

Girl: Wow! That's good. Did you both join?

Boy: Not yet ... It doesn't cost anything but you need a college letter to say you're a student. They take a digital photo of you there for your card! It sounds easy ...

Girl: Oh, OK. Where is it?

Boy: You know the bus stop in Cheap Street?

Girl: Yes.

Boy: Well, it's ... I don't know, between 100 and 200 metres from there. Not more than that, Let's go there now.

Girl: OK!

#### **PART FOUR**

# Questions 16 – 20

You will hear a teenager, Carolina, talking to a shop assistant,

Listen and complete each question.

You will hear the conversation twice.

Girl: Hello, Is that Quizzes?

Man: Yes, that's right. How can I help?

Girl: Do you sell a game called 'It's mine!'?

Man: Yes. It's very popular.

Girl: Oh good, I've been trying to find a shop that's got it. How much is it?

Man: It's usually £24.99 but we're having a sale so it's £19.99 at the

Girl: OK. My dad will come and get one this afternoon. Can you keep one for us?

Man: Sure. What's your name?

Girl: Hunter. And your address?

-Man: It's 121, Pounder Road. You spell that P - O - U - N - D -E-R.

Girl: Thanks. How far down that road is your shop?

Man: Well, you go straight over the roundabout, and we're opposite the petrol station.

Girf: I'll tell Dad. Is that on the right?

Man: No, we're on the left ... you can't miss it. The shop front is orange.

Girl: OK. Dad finishes work at five thirty. What time do you close?

Man: Not until seven thirty today.

Girl: Brilliant, Thanks a lot!

Man: You're welcome.

## **PART FIVE**

# Questions 21 – 25

You will hear a man on the radio talking about an activity club. Listen and complete each question.

You will hear the information twice.

Man:

Now for some news about a summer holiday activity club called Let's Do It! So, the first thing. This is a club for children and teenagers between the ages of ten and 17. So if you're feeling bored and you'd like to be busier this summer, think about going along, You'll learn something useful and will make new friends too.

This isn't a weekend club. It meets every Monday during the holidays. That's in the afternoon and members will take part in all kinds of fun projects. Next week, you'll learn something about being an engineer because you'll be put into teams and will learn to build a bridge! Exciting stuff! The club is free and the only thing you need to bring next week are gloves! If this sounds interesting, why not call to find out more? The number - have you got your pencils ready? ... is 5.3 double-6.2.1.

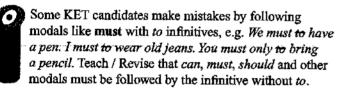
Now for some music ...



1 In this exercise, students look for synonym pairs which they are likely to see in Part 1 sentences and notices. They find a synonym in the box and write it on the line. Encourage students to cross words out after they have used them in the exercise.



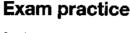
Ask students to which other words we can add the prefix unto make an opposite word (unable, unkind, unfriendly, etc.).



2 Students now move nearer to the Part 1 task by checking whether a sentence and a notice match in meaning or not. Tell students to be wary of thinking a sentence and notice match simply because they see the same content word in each. Students read the pairs and write yes if they match and no if they do not match.

You might like students to think of sentences that explain 1, 2, 3 and 5 here, using should not or must not in their sentences.

3 Students look at a notice and decide which of two sentences match it.



Students use the three pieces of advice to help them find the matching notice for 2, 3 and 5. Tell them to underline the words in the sentences and notices that matched in some way and that helped them find their answers.

# 

Students tell you which wrong notices are tempting answers, but why they are wrong, e.g.

- 1 A this is a dangerous place so people shouldn't ride bikes there, but this notice doesn't say this!
- 3 D we see 'river' here. People shouldn't perhaps swim in a river, but this notice doesn't say this!

## Extension

Tell students to imagine they are walking in a park or in a forest that's full of notices. What might the notices say? Practise the use of No ...-ing, You must not, You should not, etc.



1 In this exercise, students begin to practise Part 2 by choosing the right word from two options. These pairs are commonly found in this part. Note that the options are always the same part of speech. The key shows the correct option.



2 Use Remember to revise the differences between take there / bring here, go there / come here, and the use of to with these seven 'speaking' verbs. These sets are commonly tested in Part 2.

Students then practise choosing one of the verbs from three options.



To give further practice with *bring / take* and *go / come*, place students in different parts of the classroom and role play instructions, e.g.

Take this pen to Julia. Bring me that book. Go to the door. Come here now!

# Common mistakes with go, come and arrive and prepositions

3 Students look at the six sentences and decide why each one is wrong. They could pretend to be teachers and underline or cross out the mistake with a red pen, then write the correction.

Teach patterns: arrive at, go / come to.

## **Exam practice**

Look at the example together and teach / revise the other verbs that take *up* as listed here.

Students then complete the other answers, circling the correct letter (A, B or C).

# 

You might like to choose one of the wrong answers in each question and ask why it is wrong.

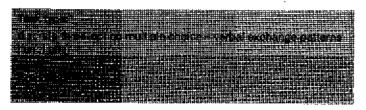
In pairs, students cross out the wrong words.

## Extension

Students imagine they spent a day at the pool and write a text message to a friend telling them about their day. They should tell their friend:

- how they got to the pool
- what they did at the pool
- · who they saw at the pool.

# 



# **Training**

Some of the exchanges in Part 3 will start with interrogatives, so you could start with a matching activity.

Write a list of question words on the board: What, When, Where, Which, Why, Whose, Who.

Then write these answers on the board:

- 1 It might be Mia's.
- 2 It's at a quarter past three.
- 3 It's that one!
- 4 Because I don't want to.
- 5 My best friend.
- 6 It's a kind of pizza.
- 7 He's in the garden, I think.

Students match each answer with a question word.

They could then write or suggest complete questions that could match the answers.

Accept any reasonable and grammatically correct suggestions.



1 Students focus on matching people, things or pronouns with other pronouns.

Students cross out the two pronouns that don't match the bold word/s in the first sentence. The key shows the correct pronoun.





KET candidates often make mistakes in the use of its / it's, e.g. My computer has got games and its very fast. My mobile phone its nice. Note: There is no need for a pronoun in the second example here even if students had used it's here. This insertion is a common mistake at KET level.

2 Write the example on the board removing the apostrophe: Its a great picnic.

Ask students what is wrong with this sentence and then replace the apostrophe:  $It\ \ a\ \dots$ 

Students complete the exercise writing its (possessive) or it's (it is / it has) in each space.

Students often make mistakes with who's and whose. Revise

Form: Whose is followed by singular or plural nouns; its

the difference in meaning before doing the Exam practice.

form does not change.

Whose guitar is that? Whose sandwiches are these?

Note: The pronunciation of the pairs it's / its and who's /

whose is exactly the same.

3 Students now move away from looking at form to look at meaning and in this exercise the focus is on whether the response 'makes sense'.

Role play the exchanges and ask students to show (by raising their hands) if they think the second person's answer shows they really understood what the first person said.

Alternatively, they could just tick or cross the responses.

## Extension

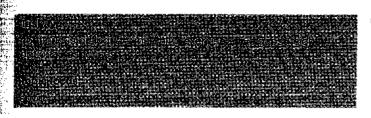
Ask students to suggest an appropriate first sentence for the incorrect responses.

# **Exam practice**

Students use the three advice notes to help them find three of the answers if necessary. Tell students to underline the words in the first and second sentences that helped them find their answers.

#### Extension

In pairs, students choose five wh- question words and write five questions. For example: Where do you live? Who's your best friend? When's your birthday? Why are you learning English? What's your favourite colour? They then write five answers to the questions but list them in the wrong order. Pairs exchange work. Pairs now draw lines to the correct response to each question. Walk round and help with this if necessary.



をはれているとはないとのはないとうないいとなっていた。 はないというないとなっているというないというないというないできない。 1 Students read Finn's part of the conversation and decide whether A, B or C goes in the space.

Note: Option B only links with Finn's first line and needs an answer.

It is useful to show the difference between questions that can be answered with a yes/no answer (which begin with an auxiliary, Do, Have, Are, etc) and questions that usually need an information answer (which begin with an interrogative, When, Where, Why, etc). The distinction will help students make the correct links in this conversation gap task. Before they begin the exercise students underline the question words that need information answers (How often, Who's, What's, How). Note there is only one wrong answer to each question. This shows students different structures that can each answer a question appropriately. Students now cross out the wrong answers.



## Extension

Students think of questions for which the 'wrong answers' could work, e.g.

- 1 When do you play table tennis?
- 2 Is Maria Gilliam your favourite player? etc.

Accept any reasonable and grammatically correct suggestions.

3 Students now focus on matching tenses. They won't always find that this strategy works, but it is useful to revise matching short-form answers. Accept any reasonable and grammatically correct suggestions.

**Note:** Tell students to count contractions (*isn't*, *aren't*, etc.) as one word.





Yes, No in response to auxiliary questions (e.g. Did Peter go to the party?).

Students should begin short-form or extended answers with Yes or No followed by a comma, e.g. Yes, he did. No, he didn't come to the party.

4 Students now move towards practising the format of the test by choosing one option from seven possible responses and making sure that their chosen answer makes sense with sentences both before and after the gap. Note that there is one extra response.

Remind them to carefully match questions with <u>yes/no</u> or <u>information answers</u>, and to check that any <u>short-form</u> answer agrees with its question.



Students underline or draw circles around words to show how they link together, e.g. So do I! Do you ...

# **Exam practice**

Use the example to remind students to distinguish between yes/ no and information answers again.

Point out that *How old* ... needs an information answer (E). Students could do this guided practice in pairs, discussing their answers as they work through the conversation and role playing Tim and Janis.

Tell students to cross out an answer A-H after they've used it.

## **Extension**

In pairs and using the same tennis theme, students look at Tony's five questions (see below) and think of answers that make sense with the following question. Pairs could write the conversation. Tell them to use contracted forms which are more natural in spoken English.

Pairs could then each role play their conversation in class to see how their conversations differ from others. Have fun doing this! If students want to extend answers and be more creative than the suggested answers below, that's great!

Tony's questions Tony: Hi Pauli Where are you going?

Oh! What time does your match start?
Who's she?

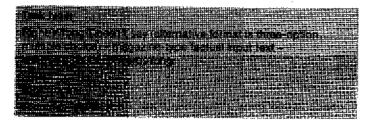
Your sister! Oh! Is she a good player?

And are you going to play inside or outside?

Suggested answers

- 1 I'm going to the club to play tennis.
- 2 At half past two. I'm playing with Elia.
- 3 She's my sister.
- 4 She's brilliant!
- 5 Outside on the grass.

For homework, students could re-write the conversation and talk about a sport that they like.



Students read words and match them with a word from the box that has a similar meaning.

This matching/non-matching work will familiarise students with the kind of language processing necessary for this part of the exam, and help them to choose between A and B answers. Tell students to cross out answers once they have used them.



It is important that students don't automatically think an answer is right if they see the same word in the text and sentence.

They read the short text about Mikayla and decide whether each sentence is 'Right' (A) or 'Wrong' (B). Check students have correctly understood the instruction by also asking if the information is the same as (A) or different from (B) the information in the article when you check their answers.



#### Extension

Students correct all the B (wrong) sentences to make A (right) answers.



2 In pairs, students decide what Mikayla may have said to her father when she phoned him. They could plan this conversation and role play it in class.



KET candidates commonly make the mistake of writing I told to my friend. Revise the set speak to / say to / tell / ask / answer someone.

Ask if students would like to visit Australia one day. Teach / Revise different countries and nationalities that your students show an interest in.

# **Exam practice**

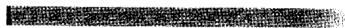
Remind students of the two tips at the top of the page and look at the example together. Tell them to underline the words in the texts that helped them find their (A) and (B) answers.

If you feel your students need more support with this first Part 4, write these further clues on the board:

22 Perhaps this happened, but is this information in the article? 23 Who drove the truck? Check in the article!

24 Was he certain? Which word in the article helps you decide? 26 Where did the metal ball really come from?

Stronger students could work through this Part 4 prior to referring to the clues, using them to check their answers.



You might also like to write on the board:

You might be an astronaut too one day! A That's right! B No! C Perhaps!

Ask students to choose one response and explain their answers.

#### Extension

Ask students if they have ever found anything unusual. Students do the task below telling their friend about their unusual find. They should write 25–35 words.

You find something unusual. Write a short message to a friend. Tell your friend:

- where you found it
- what it looked like
- what you did with it.





What is often misused as a relative pronoun (more frequently with inanimate or abstract nouns), e.g. themusic what I like, the best present what I've ever had, everything what I know, the people what I like. Check with your students that they don't make the same mistake.

# Training

Use the Remember box to revise how to form comparative (adjective + -er or more + adjective) and superlative adjectives (adjective + -est or the most + adjective).

Ask students what their favourite wild animal is and why.

In Part 5, comparative or superlative forms might be tested. It's also important to revise the use of the before the superlative and than in comparison sentences. Students see that they must choose one from three possible answers. They check with the expressions in Remember then cross out the two wrong words in each sentence. The kev shows the correct option.

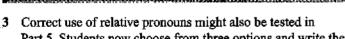


Students could do some internet searches to find out about the tallest man, the highest mountain, the fastest car, the most expensive painting, the richest person, etc. in the world. (Try searching Guinness Book of Records.)



KET candidates generally use than correctly in comparative sentences but misuse it in other contexts. e.g. I did my homework than went to bed. I got one than is new. My bike isn't as/so new than your bike. It is less heavy <u>from</u> a car.

Students look at the three most common types of mistakes and decide which word each pair of sentences needs instead (then, that or as).



Part 5. Students now choose from three options and write the answer on the dotted line.



Note: The correct options (who, which or that) often appear alongside the distracter what in the test.



Some KET candidates use who instead of which, e.g. my car who, the castle who, my mobile who. Write who on the board and draw a smiley face in the O to remind students that who is only used to refer to people. Note also that which is sometimes spelt incorrectly as wich.

Correct use of pronouns might also be tested. Students circle the noun that helped them choose the answer to question 1 (elephant). Ask why 3 and 4 can't be it and its (following words; have, bodies). Ask why 6 is not they (we need the object pronoun them here).

## Extension

Practise using possessive pronouns and adjectives. Collect a few objects from students and put them in a bag. Add some of your own (e.g. keys, pencils, rubbers). Take one out of the bag at a time and ask Whose is this? Students answer: It's his/hers/mine/ vours! It belongs to him/her/me/you! etc.

# Exam practice

Go through the three tips. Look at the example together and at the other expressions that use of in the same way. Students read the whole text. Ask two or three general comprehension questions before students choose the missing words, e.g. Which two kinds of elephant is this article about? Which is heavier, an elephant or six cars? Students then choose the best word for each space (A, B or C).

## Extension

Ask students the following questions: Do you like learning about animals? Do you think geography is more interesting than science? Are there any subjects that you don't enjoy at school? Which of your school subjects is the easiest? Students write their answers to a friend. They should use 25-35 words.



- 1 Students read the text and decide where the friends should go. Students underline words which help them decide on their answer (**B** the beach). Ask students what they might take to the beach or do at the beach.
- 2 Students spot singular / plural clues in definitions and complete answers by inserting vowels and regular plural -s where necessary.



- 3 Students practise forming irregular plurals. Note the following spelling rules:
  - add -es after final s, ss, sh, ch (buses, dresses, dishes, churches)
  - if a vowel is before final y, add -s (toys, days, toys, ways)
  - if a consonant is before final y, remove y, add -ies (stories, varieties, companies, libraries).



4 Students find answers using key words in definitions. They check if a singular or plural form is needed then insert vowels to complete words.



5 Students underline key words in definitions and insert consonants in both singular and plural answers.



Students identify objects in the picture and write the answer to each definition. Only the first letter is given now as in the KET for Schools test.



Students read a variety of more complex structures than they
are likely to see in Part 6 definitions. They write the three
answers.



# Frequently misspelt words

8 Although these words are unlikely to be tested in Part 6, which generally tests nouns, it's useful to focus on some frequently misspelt words at KET level. Students cross out the wrong spelling in each pair. The key shows the correct spelling.



Further common double / single consonant spelling mistakes:

realy / really, totaly / totally, finaly / finally, biger / bigger, cheaper / cheapper.

Teach students the following tips:

- In *today*, the *d* is not doubled. Likewise, the *m* is not doubled in *tomorrow*.
- Words ending in -ful never take a second l (beautiful, wonderful).
- Adverbs ending in -ly if the adjective ends in -l, the end will be double ly (final +ly = finally).
- 9 To revise some key vocabulary in this unit, students now write their own definitions using given key words.

Consequente of continuous continu

# **Exam practice**

Remind students of the three tips at the top of the page and look at the example together. Students underline the words in the texts that helped them find their answers. Note that all answers apart from 'glasses' have appeared or been practised in the exercises above.

## Extension

In pairs, students take turns to think of something to take to the beach. The student with the idea should spell the word to his/her partner before it is written down.

Repeat this exercise for things to take to a barbecue, to a party, to the mountains, to school. Students could also write a list of five or six things they might see in a town street, in a classroom, in a kitchen, in a field, in a hotel, in a sports centre, in a park, in a clothes shop, in a theatre, etc. Write suggestions on the board. Ask students: What do you and your friends take to the beach with you? Think of six things.



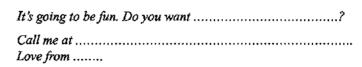
#### Extension

In pairs, students write an email to a friend about their own plans. Write on the board:

I'm going to	that's at
We're going to	first then we'll

# **Training**

Revise the formation of questions using the auxiliaries do for simple tenses, be for continuous tenses and have for perfect tenses. Students choose the correct auxiliary and tense to complete the questions.

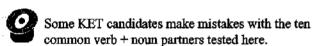


You could also revise / practise using the correct form of the auxiliary (be, do, have) in positive and negative sentences here. Scenario: In pairs, students choose five questions with ves/ no answers that Stephen could ask Lesley about a concert that she's going to go to. Students could write these up with answers for homework.

# Exam practice

Remind students of the two tips at the top of the page and look at the example together.

Students should read the whole text once before thinking of answers. This is important, especially where linking words are missing, for example, Students need to understand the general meaning of the message(s) before they try to add any of the missing words.



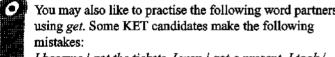
2 Vocabulary is also tested in Part 7. Teach / Revise these phrases. Students cross out the wrong verb in each sentence. The key shows the correct option.



Note: Most of the missing words are usually structural, but common nouns may be missing. Verbs from verb/noun patterns such as those practised in Training exercise 2 may be missing too. Adjectives and adverbs are unlikely to be missing.

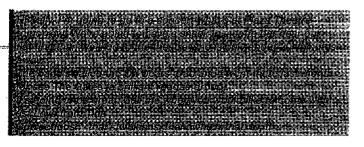
You may also like to practise the following word partners using get. Some KET candidates make the following

I became | got the tickets. I won | got a present. I took | got your note.



Some KET candidates make mistakes when joining sentences and ideas together.

In pairs, students underline the five mistakes then correct them.



#### Extension

Encourage students to ask each other the personalised questions below. This can be done in pairs, or small groups. The questions can be dictated or put on the board.

#### Ask and answer with a friend.

Do you like listening to music? Where do you listen to music? Do you play a musical instrument? Which one?

What kind of pop music do you like most?

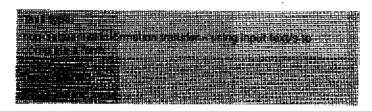
Do you listen to music at parties sometimes?

What's the name of your favourite band?

What's your favourite instrument?

You might follow up this task with a Reading and Writing Part 9 type task. Ask students to write a short message to a friend saying who their favourite band is, how many people are in the band and what kind of music they play. Note that classical, hip hop, pop and rap are all in the KET wordlist.

# 



# **Training**

- 1 Students read the information about Mona and her hockey match and decide which is Mona's diary, A or B (A). Students find words in the correct text that mean 'cycle' and 'three quarters of an hour' (ride, 45 minutes) and find two pieces of information in the other text that are wrong (start time of match, she says she'll go by bus).
- 2 Students spot synonym pairs that may appear in the texts and the question prompts. This simple awareness exercise also provides practice for Part 1, where these synonym pairs are used in the sign and sentence matching exercise. Students look at the correct answers and at the bold words in the prompts. They then find and underline words in the text sentences that mean the same.



3 Students now check not only for synonym pairs, but also choose the correct answer from two sentences. Students underline the sentence that means the same as the note.

Students could circle matching words in the correct sentence and in the question prompt.



Teach / Revise the different ways that dates and times are written, for example April 11, 11th April, 11/04/12. The simplest convention is: 11 April 2012. You might include the reverse ordering of days and months in American English if your students find that useful.

## Extension

Means of transport are often tested in Part 8. Revise transport words by writing the following sentences on the board:

- I We aren't going by bus now. My mum can drive us there.
- 2 We'll travel by air because the train doesn't go there.
- 3 Let's sail there this time instead of driving.
- 4 A wheel came off when we were crossing the bridge!

Give students two options for each sentence. Ask:

- I by bus or by car? (car)
- 2 by plane or by train? (plane)
- 3 by car or by boat? (boat)
- 4 by boat or by coach? (coach)

Teach / Revise different means of transport by asking students to list as many as they can in the order of speed. Suggestion: bike / bicycle, boat, ship, lorry / truck, motorbike, car. helicopter, plane, rocket.

Show the similarity between circle (the wheel) and the verb, cycle and the noun, bicycle. You might also teach cyclist.

4 A time reference is often tested in Part 8. This exercise practises the use of at, on and in. Students cross out the two wrong prepositions. The key shows the correct word.

Revise specific uses of at / on / in, e.g. on Monday / Monday morning, etc.

Revise time expressions and form, e.g. p.m. / a.m., o'clock, half past, a quarter past, etc.

Revise spellings of days and months.

# **Exam practice**

Students use the advice to help them find the answers if necessary. They could underline the words in the texts that helped them find their answers and cross out the distracter(s) for each item.

Point out that the answers are not in the same order as the information appears in the texts.



KET candidates commonly confuse the difference between bring and take and the set travel / journey / trip. Revise these sets here.

#### **Extension**

- 1 You could ask questions about the exam task such as: Ron went to the school meeting. What date was that meeting? (April 11th) What time will Julia, Ron and their friends start their journey to the factory? (1.30) What time will they arrive at the chocolate factory? (2.30)
- 2 Using the email here as a model, students write another email using their own ideas and changing the time, date, means of transport and what to take information (questions 51-55).

Control of the contro

6 Make sure students learn to spell these words correctly. They are all frequently misspelt.

ナス (Wilting) - 2 米 (Gillion ing) - 3 ビ (Billion English) - 4 ビ 5 米 (Shepping) - 6 米 (Ilishming)

7 Students choose the form and spell the word correctly.

# Training

1 Students look at the three answers to Zara's message about playing tennis. Which three questions did Zara ask?

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## Extension

In pairs, students write their own replies to Zara's three questions. Encourage students to use three simple sentences in their note (one to answer each question). Don't worry about word counts yet.

2 Students look at the two types of Part 9 that use question words as prompts (bullet instructions or a note that contains three questions). Underline the wh- words in the first task example (when, where, why) and brainstorm simple answers, e.g. I went to the exhibition on Friday. The exhibition was at the science museum. I liked it because it was really interesting.

Underline the wh- words in the second task example (when, what, which) and brainstorm simple answers, e.g. I listen to music in the evenings. I like hip hop music most. I can play the guitar. Don't worry about word counts at this stage.

3 Students now focus further on at, on, in and to for talking about where. The key shows the wrong word and the correction.

Tenan Cura Open 4 min 5 to new comes

4 These are other frequent preposition mistakes at KET level. The key shows the correct prepositions.

(46.126.13), \$34.5 m. 756.286. 9 ph. 10.50

Note: Some KET candidates use at incorrectly. Teach / Revise the following three expressions:

... invite someone to a party ... call me on my phone ... interested in.

5 This exercise practises some of the most frequent mistakes in the formation of past simple (irregular verbs). Students cross out the wrong past tense forms. The key shows the correct forms.

Cost 2 took 2 pale 4 gave 5 chose Having

College 2 asid 2 was 4 dancing 5 studied 6 briging

8 Students spot and correct the ten spelling mistakes,

il Megensus Megses pay i Pleomanage Connect (I showing the Shaphare Historica Shighen Si network survivo Whith Historica Anthony Chang Land Si which will be Break the action to the Conference

9 Use the three messages to focus on answering all three questions. Correct the seven spelling mistakes (tired / tried, haveing / having, quiet / quite, tommorrow / tomorrow, because / because, wont / want) and the incorrect past tense form of cost. Then students write the correct name to answer each question.

Teach / Revise opening and closing expressions: Hi! Hello! Dear Pat, Pat. love from Anna, Anna x, Bye! See you soon.

10 Encourage students to complete the three sentences. Check grammar, spelling and punctuation (full stops) and total word count.

Note: Appropriate words to begin each completion may be at ..., with ..., because ...

# **Exam practice**

Ask students to make a checklist:

✓ when I went to the party 
✓ where the party was
✓ why I enjoyed the party
number of words in my message: ......

Sample au Sheir priviles;
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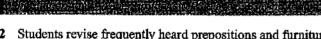
1 Teach / Revise the different rooms in the home. Part 1 often tests locations in the home.



Sitting room, living room and kitchen are sometimes misspelt in productive tasks as seating room, leaving room and kitchen.

Students should write bedroom and bathroom as one word, but others (dining room, living room) as two separate words.

Students listen to the conversation and answer the questions.



2 Students revise frequently heard prepositions and furniture vocabulary. They look at the pictures and draw arrows in, under, between, next to and on the objects to show where the racket might be. They then listen to the two short texts. Draw their attention to the phrase It's not in the ... which can come before a wrong answer!



3 Students know they will hear two distracters and one correct answer. Check understanding and spelling of wallet. In productive tasks this is sometimes misspelt walet. Students listen to the full-length four-turn conversation and say where Paul's wallet is.



4 Part 1 often includes questions which have a number as the answer. Students listen to the conversations and choose the correct numbers.



5 Students listen to the full-length four-turn conversation and say how much Stella's belt is.



6 The aim of this exercise is for students to see how wrong answers distract.

Students <u>read</u> and role play the conversation in pairs. Point out that Jenna makes a suggestion, Ross says what he'd like to do, then Jenna says what she's going to do. Students will rarely hear 'no' in a reply, so ask them how Ross shows that he disagrees here (*Not now*, I'd like to ...). Ask students which picture comes first, second, last so that they see that pictures appear in a different order from the order in which they hear the possible answers.

7 Students should read questions carefully. The question here is about what Holly's doing now, but we hear about something that Holly did, something she's doing now and something she's going to do. After getting the 'now' question right, ask students to write two other questions that would make A and B the correct answers. Teach / Revise put on, take off, try on.

8 Using the three pictures, students make up their own conversations in pairs. They should write between 30 and 60 words and use four turns.

Pairs then role play their conversations and other students in the class choose the answer, A, B or C.

# **Exam practice**

Go through the reminders with students before they listen to the recording.





Students are likely to hear a synonym for the correct answer in Part 2. Sometimes they hear the same word as they read in the task but with a distracter.

Remind students to cross out words from the list as they use them.

# Training

Students continue to revise vocabulary for jobs. They also practise matching a description of a job with one key word. Teach students that another word for repair is fix, which is heard in this audioscript, e.g. I've got to fix my bike because the brakes aren't working.



Students listen again and note the words that helped them choose their answers, e.g. grows / vegetables, fixing teeth, black and white pictures.

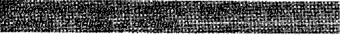
## Extension

Use a puzzle to show how -er can be added to verbs. Ask: If a driver drives something, a teacher teaches and a manager manages a company, what does a waiter wait for? (The cook to finish cooking the dishes!).

2 Ask students for adjectives to describe jobs and how to spell them. Write their suggestions on the board. In this exercise, students revise more job vocabulary and practise picking out the correct answer from two options. The key shows the correct option.



Some KET candidates misspell interesting (interessting, intresting) so check that spelling here.



Students listen again. Stop the recording after each person's comment about their job and ask why the other adjective is the wrong answer.

3 Students do further vocabulary and test practice, working with a simpler and shorter version of the exam format. Students read the second list (Place) carefully before listening. Note that this list appears in alphabetical order (as presented in the KET exam).

# **Exam practice**

Go through the advice with students before they listen to the recording. Students listen and match lists.

#### Extension

Ask students to close their books and in groups of three or four to write a list of as many jobs as they can that they've read or heard in this practice for Part 2.

Check spellings during feedback and teach / revise businessman, businesswoman.



Some KET candidates misspell business. Teach / Revise busy, then show the link.

In <u>busi</u>ness, <u>busi</u>nessmen and <u>busi</u>nesswomen are always <u>busy</u>.

In their groups, students decide which jobs are exciting, which are interesting and which are boring.

## **Guessing game**

Students guess the job that is described below (tour guide).

My job is very busy. / I give people lots of information. / I don't work in just one building. / I speak more than one language. / I travel a lot. / I wear a uniform. / I often sleep in a hotel. / I look after groups of people.

# Haralda (Anta Langa)

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# **Training**

1 This exercise practises different How ...? combination questions as there are often one or two number items in Part 3. Look at the example question and find the metres answer. Students draw a line between the two and listen and say how tall the tree is (6 metres). Note that we use tall or high to talk about trees.

Students then listen to a short conversation which is an example of the kind of exchange they might hear.

Students read and draw matching lines for the questions.



Practise the spelling of mountains here, which some KET candidates misspell. Point out that four of the five vowels (no e) are in this word – one pair in the first half and another pair in the second half: mountains.



#### Extension

In pairs, students write a *How* ...? questionnaire to ask other pairs. They should think of five questions, e.g. *How tall are you? How far is it from your home to school?* 

2 Give students a minute to read through the questions and revise / teach vocabulary if necessary. Students listen to the conversation and only tick the correct answers. The text is the same length as in the KET for Schools test. The key shows the ticked answers.



Ask students what the correct answers for 3 and 4 were (in the spring, 40 degrees).

Students role play the exercise in pairs. One reads out the questions and the other gives the correct answers.

3 Students now practise the sentence completion format (by crossing out the wrong ending from a two-option choice in this particular exercise). Students read the sentences carefully before listening. There are five items here as in the KET for Schools test. The key shows the correct answers.

1 Galina Park: 7 Jahuany: 3 Sminples 4 12 haires non: 5 Vota

4 Students now practise a shortened version of the real KET task with listed A, B and C options. Remind students that the correct answer is spoken (or confirmed) by only one of the speakers and that if they don't know an answer, they should choose one option anyway.

Ask students what the other times and prices in 2 and 3 referred to in the recording.

# **Exam practice**

Go through the advice with students before they listen. Students read the questions and answers before listening and choosing their A, B or C answers. After the first listening, students in pairs check their answers together. Give them a minute or two to discuss any differences. Play the recording a second time then check their final answers.

TAKTOPS:

GER-NIC: TWO-Speaker Shelt schrödsallon - Willing de Wil specific
Indocration to populate a form warnes: Aumoris: places, fines.

Topic (paus)

dominimations, media, enjerainment

Depending on first language, some KET candidates have problems distinguishing vowels a, e and i, and consonants g/j. They might also have problems understanding half-vowels w and y, and distinguishing between t/d, b/v, p/b, etc.

In this exercise students listen and check spellings.

Note: In the test spelt words are rarely fewer than six letters.

# Training

Note: Recognisable spelling is accepted in this part, but common words and dictated spellings must always be written correctly to gain the mark.

In this part, the conversation will not be between friends or relatives.

- 1 Teach / Revise vocabulary that relates to entertainment. See the KET wordlist, but this should include: channel, concert, competition, disco, exhibition, festival, film, internet, magazine, museum, news, party, plays, programme / program, radio, show and theatre / theater. Do this by asking students where they can go, what they can listen to or watch to have fun. Students listen to the conversation and choose the right
  - programme. Teach / Revise the difference between a quarter past and a quarter to (the hour).
- There is usually a time question in Part 4 and/or Part 5. Point out that begin = start and end = finish. Students may read one of these on the form but hear the other (this is practised here). Teach / Revise midday and midnight. Ask what time it is now. Students then tell you the times on the clocks. They then listen to the six short texts, putting a tick or a cross if the clock is showing the right time.
- Students continue with more 'time' practice, heard here with some distracting information. Tell students to use numbers to write the times. It's quicker! Teach / Revise a.m. / p.m. Students shouldn't worry about having to listen to or write the 24-hour clock convention. Times are usually given with in the morning / a.m. or in the afternoon / evening / p.m. information.

4There is usually a dictated spelling in Part 4 and/or Part 5. Teach / Revise double when talking about spellings (for example, the spelling of mirror is M-I-double R-O-R).

## 17 VPS 2 NO 3 NO 4 NO 5 YES 5 YES

Students listen again and write the correct spellings for 2, 3 and 4 (Aillesh, Orende, Corduff).

Students continue their 'spelling' practice. Note that these six conversations are not linked and these spellings are possibly more difficult than the ones they will hear in the test. Allow students to listen to spellings three times if necessary. Provide further practice if some letters cause particular problems. Point out that it is important to write neatly.

#### Extension

Students find one difficult name on the internet or in a book. They bring this to class and dictate the spelling to other classmates.

Students practise predicting the kinds of answers they are likely to hear. In pairs, they look at the form and complete it using their own choice of answers (any day of the week, any time, any name, any price, any mode of transport). Check they have understood the prompts and answered appropriately. Check spellings of days and transport words. Students now revise vocabulary and practise with times and spellings, and listen and complete a form.

Note: This conversation is the same length as a Listening Part 4.

# **Exam practice**

Go through the advice with students before they listen.



## **Extension**

Ask students if they would like to watch this programme. Encourage them to take turns talking about a programme they enjoy watching on TV (time, day, channel) but without saying the name of the programme. Other students guess which programme is being described.



Note: The only difference between Listening Part 4 and Part 5 is the number of speakers.



Customer is often misspelt as costumer.

Note: Purse means handbag in American English. Revise wallet again here too. Ask: What's the difference between a purse and a wallet? (purse = bank notes and coins, wallet = bank notes only). Ask if students have a purse or wallet in their bag/pocket. How much money is in it? Use that question sensitively!

Students practise listening to prices. Ask: How much does an ice cream cost in our town? Students listen to the first four short monologues and decide whether the answers are right or wrong.

Note: Speaker 3 says *nine euro fifty* rather than *nine euros fifty*. Irish speakers use *euro* for both singular and plural use.

They then listen to the second four monologues and complete the answers.

## Extension

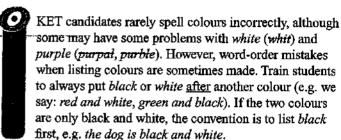
Give further practice if necessary by dictating random prices for students to note or by asking approximate prices for notebooks, pens, pencils, computer games, cinema tickets, etc.

2 Students practise higher numbers and phone numbers. There is often a phone number in Part 4 and/or Part 5. Teach / Revise double. Point out that zero or O (oh) will be heard for 0.

Teach / Revise numbers in general, reminding students that when spoken, hundred is followed by and (one hundred and forty-two) but that thousand is not (three thousand, four hundred and sixteen). You may want to practise by dictating random numbers before doing this listening exercise or asking students which year they were born in, the number of their house, etc.

## **Extension**

Ask students to guess six very expensive prices, e.g. a castle in Scotland, a racing car, a kilo of gold, a flight ticket around the world, a trip to the moon.



3 Students practise listening for and writing colours. You might practise identifying colours by pointing to different items in the classroom and spelling colours before doing this listening exercise. Teach / Revise dark and light.



**Note:** In the test, it is unlikely that candidates would be asked for two colours.

4 Students predict the kinds of answers they should write in the test. In pairs, they look at the form and complete it with their own choice of answers, (any day of the week, any time, any price, any colour, any phone number). Check they have understood the prompts and answered appropriately. Check spellings of days and colours.

Note: This conversation is slightly shorter than a Part 5.

# **Exam practice**

Go through the reminders with students before they listen to the recording.

## Extension

Ask students questions about their bikes, MP3 players, cameras, mobiles, etc. if they have them. Students pretend to want to sell an item. They write a short advertisement with five details of price, age, colour, make, size, address, phone numbers, etc. Having written their adverts, they could role play a call-in items-for-sale radio programme. Other students note the details of each item for sale. Remind students to say 'Phone me on (+ phone number). Possible questions: Do you have a bike? How much did it cost? What colour is it?

1 To begin this practice, ask two or three students where they come from and what their hobbies are. Ask students to predict how each of the eight questions might be asked and what Jarek's answers might be before they listen. Students listen and tick the information that Jarek gave. The key shows the ticked boxes.



## **Extension**

Students ask and answer all these questions in pairs, including questions 1, 4 and 7.

2 Students are understandably nervous about what happens in the exam, so these photographs will familiarise them with the process. In pairs, students look at the photos and add the missing words to the captions.

# 

Role play this introduction. You will need two pencils, two sheets of paper (props for mark sheets) and five volunteer students (two examiners, one teacher, two students who are taking the test).

- Sit the 'examiners' in the classroom as shown in the photo. Put pencils on their tables.
- Give the 'teacher' the two mark sheets to hold.
- The 'teacher' and two 'students' leave the classroom and wait in the corridor for a moment.
- In the corridor, the 'teacher' gives the 'students' their mark sheets, then knocks on the door.
- One of the 'examiners' calls, 'Come in!'
- The teacher opens the door but waits outside. The 'students' come in and sit down.
- The first 'examiner' says hello and says Can I have your mark sheets, please? then takes their mark sheets.
- The first 'examiner' gives the mark sheets to the second 'examiner' who will just listen to the test.

**Note:** Exercises 3, 5 and 6 practise the three sets of questions and answers in Part 1.

3 Students practise listening to and answering likely questions (introduced in the lead-in to this unit). Students are usually only asked their names, nationalities and some questions about their studies in this set of questions.

Play the conversation between the examiner and one student. Students tick the questions they hear. The key shows the ticked questions.

## 1043773

- 4 Students then prepare their own answers.
  Play the second recording (which has pauses for answers).
  Students give their own answers in each pause.
- 5 In this exercise, students practise answering questions that they are likely to be asked. These questions can be in present, past or future tenses.
  Encourage students to answer using more than one word where they can. In pairs, they think of ways to expand the answers, then practise asking and answering the questions.

6 At the end of Part 1, students are each asked a Tell me about ... question. These will not always be the same question. Students should try to think of three or four sentences in response to this. In small groups, they plan what they could say if asked about any of these three topics (family, friends, school). They then practise their answers in pairs.

#### Extension

Students listen to a *Tell me about* ... question in the exam setting.

Go to: www.cambridge.org/elt/ketforschoolstrainer/audio Ask students to either count how many sentences the student uses or look at how many seconds they speak for. Students listen again. They can either all say their answers at the end of the recording at the same time, or ask individual students to suggest one answer each, or pairs prepare their three answers then tell them to the rest of the class.

# **Exam practice**

Go through the tips with students before they listen. When they are ready to practise, play the recording. They hear the other student's answers which they can use as a model.

Note: In the exam, the examiner will alternate questions. For example, in one part of the speaking test, candidate A will be asked a question first and in another part of the test, candidate B will be asked a question first.

You might ask your students to listen with their eyes closed, imagining that they are really taking the test.



1 To begin this practice, teach / revise key words. Ask two or three students if they enjoy competitions. What kind of competitions can you enter? Has anyone won a competition? What was the prize?

Students listen to the girl asking the boy questions about the competition.

# Shes asked woodshakarshing conjection (the distribution conjection).

## **Extension**

Write on the board:

Competition: When? Who / enter? More information? Kind of competition?

Students listen to the conversation again, listening to how the questions are formed. In pairs they then write their own miniconversation, asking the same questions and using any answers they choose.

Pairs then role play the conversation to others in the class.

2 Students will feel less nervous if they are fully familiar with the exam process. These photographs show what happens in Part 2. In pairs, students look at the photos and add the missing words to the captions.



**Note:** Revise formation of interrogatives and forming present simple questions before doing the following exercises.

3 The student holding the information booklet should be thinking about which questions they are likely to be asked. This exercise is to practise that.



4 Students don't get higher marks for adding extra information so they should keep their answers short and clear. After writing these answers, students practise the conversation, asking and answering the questions in pairs.



5 Students now listen to two students asking and answering the questions. Before listening, write the five prompt questions below in a vertical list on the board to show students that ..... these do not appear in the same order as on the information card shown in exercise 3. As students listen, point to each prompt in turn.

I Where / race? 2 Date? 3 How long / race?

4 Time / starts? 5 Phone number?

After students have listened to this Part 2, ask them if the students asked and answered all five questions. What else did they notice about the conversation?

- Did Student A just ask questions and did Student B just answer them?
- The students used some expressions like: thank you, thanks a lot, oh and OK. This is a good thing to do! (This is practised more fully in Speaking Part 2 Test 2.)
- Student B asked Student A to repeat one of the questions. This is also a good thing to do.
- Can students remember how the boy asked the girl to repeat a question? Sorry. Can you ask me that question again?
- Students should ask a partner to repeat a question if they don't understand it. They won't lose marks for doing this.

# **Exam practice**

Go through the tips with students before they practise this in pairs.

Give students a minute to read the information and to think about how to form the questions. Check that everyone understands the vocabulary.

Note: In the test, students are given separate information booklets, but frequently these are 'seen' by the partner, so to see them here on the page together is acceptable practice.

You may wish to have an open pair practise the task before doing it in closed pairs.

Students can listen to the model questions and answers after their practice by going to:

www.cambridge.org/elt/ketforschoolstrainer/audio.

# 

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# **Training**

Before beginning the exercises, students remind themselves of what they need to do in Part 1.

Ask students when they travel on buses, trams, trains: Has anyone in this class stood up so someone else can sit down? Where were you? When did you do this?

Teach / Revise passenger (a person who passes from one place to another). Note also you can buy a bus pass and need a passport if you travel to another country. If you pass something in the street, you travel past it. Students may already know password from working on computers.

**Note:** This training section will revise most of the transport and travel vocabulary in the KET wordlist. Teach / Revise also *truck* and *rocket*.

1 In this exercise, students look for synonym pairs which they are likely to see in Part 1 if the topic is transport. Encourage students to cross words out after they have used them.

# Spaces Lucius arida Aberda Tuosen Engh

Ask: What's the difference between path, street, road and motorway? (People walk or cycle on paths, but don't drive on them. A street is usually in a town or a city and always has buildings on each side of it. A road doesn't always have buildings on each side and may go through the countryside. Motorways are used by drivers who want to travel quickly between cities.)

2 Some signs in Part 1 have the name of a place or shop in the first line. This can help students with the matching exercise. In this exercise they match signs with likely locations. The signs are quite grown up in content but usefully revise more transport and travel vocabulary.

## 1. arpos - 2 hospital (6 stariot - unitalignospi 4. uktopycouge 5 majoraky - 6 aljosta).

Teach / Revise: garage. This word has three common meanings: a place where a family keeps its car, a place where a mechanic repairs a car and a petrol station. Ask: Does your family keep its car in a garage?

## Extension

Ask students to describe or write their journey from home to school using the vocabulary taught or revised in this unit. Teach / Revise by bike/car/bus, etc. and on foot.

3 Students should read the beginnings of questions carefully to make sure they don't make mistakes by missing negatives or by nor understanding modals.

## 18 24 30 40 58 6C

## Extension

Students create simple travel and transport signs and display them in the classroom.

# **Exam practice**

Go through the tips and advice before students do this Part 1. They use the advice to help them find the matching notices for 1, 2 and 4. Tell students to underline the words in the sentences and notices that match in some way and that helped them find their answers.



Passengers go on a journey/trip/tour. Make sure students know the difference between these three nouns.

# CONTRACTOR OF THE STATE OF THE

Students tell you which wrong notices are tempting answers, but why they are wrong. For example:

4 G – We see the *paid for* and *buy* here, but the sign is only saying where people can go and buy tickets for the boat trip.

#### Extension

Tell students to imagine they are on a train journey. Ask: What signs can you see on the train? Students make different signs for homework.

# 



# Training

Before beginning the exercises, students remind themselves of what they need to do in Part 2.

1 In this exercise, students revise home vocabulary and choose the correct answer from two options. The key shows the correct option.



Teach / Revise have a wash and make a fire. Look at the picture on page 52. Ask: What's the difference between a chair and a seat? (a seat is in a public place. e.g. in a cinema or a theatre where people sit to watch something, or in a park, and on forms of transport, e.g. on a train or plane. Note: We talk about the front seats and back seats in a family car.)

This exercise teaches / revises the phrasal and prepositional verbs listed in the KET wordlist. A set is occasionally tested in Part 2. Students choose the correct answer from three options. The key shows the correct option. Teach / Revise also find out, pick up and stand up which are not listed but may appear in the KET for Schools test sometimes.



Note: Useful phrasal and prepositional verbs to learn from the KET wordlist of phrasal and prepositional verbs: sit down, write down, lie down; get off, take off, turn off; put on, turn on, get on; look out, watch out, see out, go out, find out; wake up, get up, grow up, wash up, pick up, stand up; fill in; look for, look after, look at.

# Mistakes with do, make, take and have

3 KET candidates often make mistakes with these particular expressions so they are worth teaching / revising.



For further practice you could write the following sentences on the board and ask students to correct them in pairs:

- 1 We must do a meeting about the party.
- 2 Mum's doing a big cake for the party.
- 3 We made the party in our garden.
- 4 I can do a video of the party with my camera.
- 5 Dad made some great photos!
- 6 I took my new white jeans at the party.

# Exam practice

Go through the tips before beginning this Part 2. Look at the example together and the advice about the difference between these three verbs.

Students then complete the other answers, circling the correct letter A, B or C.

Note: Items are most commonly verbs, followed by nouns and adjectives. Adverbs are occasionally tested too in Part 2.

Choose one of the wrong answers in each question and ask why it is wrong.

## **Extension**

- 1 End this practice by writing on the board: Complete the sentences about you and your room. Students complete the sentences, which will give them an opportunity to revise and produce some of the key vocabulary from this unit.
  - I I usually turn on the ...... when I go into my room.
  - 2 I like sitting on ..... best. That's the most comfortable place.
  - 3 I've got a really nice ..... in my room.
  - 4 There is/are ..... on the floor.
  - 5 From my window, I can see ......
  - 6 I need a new ..... for my room.
  - 7 I would like to paint my room a different colour. Perhaps
  - I'll paint it .....
  - 8 I want my room to look .....!
- 2 In pairs, students talk about their homes. Write the following bullet points up on the board to structure the exercise. They should ask and answer questions about the following:
  - which room in your home is your favourite
  - why you like this room
  - what you can see from its window
  - what you like doing in your favourite room.



Before beginning the exercises, students remind themselves of what they need to do in Part 3a.

Students look at the matching exercise and match the two parts of each conversation. After checking answers, allow pairs some time to practise role playing these conversations. They could try to extend each one by a further two turns.



Revise common KET-level expressions by going through the expressions in Remember!

KET candidates make mistakes with I think and I hope by omitting the final so or not. Show students that so carries the mean of yes, and not carries the meaning of no. Will you pass the KET test? I think (yes) so! / I hope (yes)

Will you forget how to answer these questions? I hope (no) not!

Note: I think not is formal and rarely used.

2 In this exercise, students revise common KET-level expressions.

This exercise gives students further practice to revise the listed expressions by introducing items with two possible responses. Students cross out the wrong response. The key shows the correct response.





KET candidates make mistakes with the three uses of like, Teach / Revise:

etc. like ...? Would you like ...?

Do you like ...?

What's it / she / he, might be answered with a description / adjectives. might be answered with a Yes, I would / No, I wouldn't response. might be answered with a Yes, I do / No, I don't response.



What / Who do you might be answered with a noun like? phrase or a name.

This exercise focuses on the difference between the three uses of like. The key shows the correct answers.



Another mistake that some KET candidates make is to omit the verb like, imagining that would = want, e.g. I would to play termis. Draw attention to that mistake in your class too.

## Exam practice

Go through the tips before beginning this practice Part 3a. Look at the example together. Ask students to think of alternative questions about a drink for which A and C are good answers, e.g. Do you drink wine / lots of strong black coffee? Of course not! Can you make me a cup of tea now? I'm afraid I can't.

Students then complete the other answers, circling the correct letter A, B or C.

#### Extension

Write the following task on the board:

Imagine you are with a group of five friends in a café. You're talking about what to do next. Write your own answers to each of your friends' suggestions.

Use expressions from Exercise 1 or your own ideas.

We could walk through the park
I'd like to stay here in the café
How about climbing Horseshoe Hill?
I've got to go home in a minute
Can you buy me another orange juice?

To revise expressions, students work in pairs and decide on answers to the five sentences.

Extend this by creating a yes sign, an OK sign and a no sign. Say something holding up one of the three signs. A student must answer using a yes, OK or no expression. Students may also do this in pairs or groups of three or four, taking turns to ask and answer questions.

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# **Training**

Before beginning the exercises, students remind themselves of what they need to do in Part 3b.

1 In this exercise, students build on previous practice where they decided what kind of answer goes with a question or suggestion. Tell students to imagine they are asking this question and have a real need to know the answers. Ask: What do you want to know?
Students work in pairs and underline the correct option.

# C. B. PROGOTO & PATTING SERVING SERVING TO SERVING SER

Ask: What's the difference between meal, plate, dish and snack? Teach / Revise the difference between the words as this lexical set sometimes appears in Part 3. In pairs, students write a sentence for each one, e.g. I had a great meal last night – soup, fish then chocolate ice cream! I put Dad's fish and chips on a big white plate. Lasagne is my favourite dish. If I want a quick snack between meals, I usually have an apple or some crisps.

2 Students now focus on making and responding to suggestions. Suggestions very often feature as part of the conversation in Part 3b. Students should learn these six grammatical structures. They will definitely be useful for productive Part 9 tasks too.



KET candidates nearly always correctly follow Let's with the infinitive without to, but occasionally make mistakes by writing Let us or Let's with no punctuation.

Students do the matching exercise in A and B pairs. They should role play each exchange to see if it works before making their final choice. Encourage students playing A to end the exchange with a short response to B, e.g. OK! / Oh dear! / Great!

3 Students now move towards the format of the test by choosing one option from seven possible responses and making sure that their chosen answer works with the sentences both before and after the space. This exercise also revises formulaic expressions from the previous practice for Part 3a. Remind students to make sure their choices are meaningful in the context.

# TO SE SA VC SE BB YG

Note: Given that younger candidates will take KET for Schools, test material is perhaps unlikely to contain the four cooking verbs in the KET wordlist (boil, fry, grill, roast) but students should be able to understand boiled (cooked in hot water) and fried (cooked in hot oil).

# **Exam practice**

Go through the tips before students do this exercise. Students read the information at the top of the page. Ask: Is Vince Linda's brother? (No, he's her cousin.)

Do the example together, referring to the advice. Students see that they need a time answer for item 16. Encourage students to cross out each answer after they've used it.

# **那我对人表示的不要说**

Draw students' notice to the short responses to each space, e.g., 16 (ten minutes) *That's quick!* 

Two students role play the complete conversation after checking answers. Can the class think of three further exchanges to add to Linda and Vince's plan to cook for their parents?

## Extension

Initiate and ask questions, e.g. What can you cook now? What would you like to learn to cook one day?

Then if a student can cook a certain dish, other students ask them questions, e.g. What food do you need to make that? How long must you cook it for? Who taught you to make that? How often do you make it? Why do you like making that? Students also say what they'd like to be able to make. Perhaps an internet search for a recipe would be fun. Students could do an internet search for English recipes.

friends sold something? Do you know about eBay? Is that a good way of selling something? Do your parents ever buy anything online? Do your parents usually pay for goods with cash, cheques or credit cards? (These terms are all on the KET wordlist.)

# **Training**

Before beginning the exercises, students remind themselves of what they need to do in Part 4.

1 In this exercise, students remind themselves of the first type of Part 4 – Right / Wrong / Doesn't say options (Test 1 page 19) and the second type of Part 4 – information or category answers. The key shows the correct answers.

**Note:** The type tested on these pages shows <u>information</u> answers, e.g.

Where can people now buy Robbie's jam?

A online B at a market C from his father's business
But in some Part 4 tasks, students have to identify
which person/place each piece of information is
about, e.g.

- 1 Who didn't want to go to school?

  A Alice B Brian C Cathy
- 2 Who lost their school bag?
- A Alice B Brian C Cathy
  An example of this second format is practised in Test 6, page 148.
- 2 Ask questions about shopping, e.g. Do you go shopping by yourself sometimes? What do you like to buy? Do you buy food sometimes? What kind of food do you buy? Would you like to work in a shop one day?

You might wish to revise different kinds of shops here (supermarket, department store, etc.). Students now see how each option is likely to feature in the text, but only one option will answer the question correctly. They shouldn't automatically think an answer is right if they spot the same word in both text and question.

Students also become more aware of the two different formats of questions (sentence completion or questions to be answered). They read sentences about Jo selling and buying a bike and choose the correct answer by circling A, B or C. Point out that, as in this exercise, A, B and C answers are evenly distributed.

# TB 28 80 4 8 5

Students tell you why the distracters are wrong in each case. Ask: Have you ever sold anything? Have your parents or

# **Exam practice**

Go through the tips before beginning this exercise. Look at the example together. Ask students to find the place in the text that makes B the right answer. Remind them that the words might not be the same but will have the same meaning (enjoyed art most / favourite subject is art).

On their own, students read the text from start to finish without answering any questions. Then, continuing on their own or working in pairs, they work through the task circling A, B or C answers. Encourage them to also underline the place in the text that gives them each answer.

#### **Extension**

Ask: Do you eat jam? Which is your favourite kind of jam? If you have internet access and your students are interested, find out how to make jam.

Ask: Is Robbie's story interesting? (Robbie is 'dyslexic'.) Would you like to be taught at home by your parents? Why? Why not? Is it good to have a job when you are only 14? Do any of you have a weekend job or help in your parents' business for example? Would you like to earn some money by doing a job?

Note: At KET level, to make something for someone can be used to talk about preparing hot or cold food, but to cook something for someone can only be used if heat is needed. Note also that a cooker is the listed noun for the appliance and a cook is the person who does the cooking.



Some KET candidates make the mistake of using the possessive 's when talking about something in a room, e.g. I left the jam on the kitchen's table. My maths homework is on my bedroom's desk.

Show students that we don't use the possessive in

Show students that we don't use the possessive in this way. Practise this by talking about the classroom cupboard, the classroom door, an office desk, a shop window, a living-room wall.

#### Extension

Ask: What was the last thing you bought? Where and why did you buy it? How much did it cost? Write some of the suggestions on the board. Students then write a short text message saying where they bought it, why they bought it and how much it cost. Limit this to between 25 and 35 words.



Before beginning the exercises, students remind themselves of what they need to do in Part 5.

To introduce the topic focus, before beginning the exercises. do a lead-in task. Ask: What am I? I need electricity. / I make a noise when I am on. / My outside is made of plastic. / My insides are made of metal. / I might be in a bathroom cupboard. / Use me if you have washed your hair! (I am a hairdryer,). Show students how this word is built: hair + dry + er. Revise hairdresser.

Remind students that + er can be added to any of the verbs on the KET wordlist to create words for things or people which do the action of the verb. The following are useful to remember: builder. camper, cleaner, cooker (= oven), dancer, driver, helper, learner, player, singer, swimmer, trainer, windsurfer, writer.

To revise electrical appliances, say: You can turn on a hairdryer and turn it off again when you've finished using it. What other things in the home can you turn on and off? Students offer answers.

Suggestions: lights, lamps, radio, TV, mobile, CD / DVD / MP3 players, cooker, computer, laptop, heating.

1 In Part 5 an auxiliary is often tested so it's useful to focus on those here. See also Test 1 Part 7 (page 26) for practice. Students choose the missing auxiliary from the word box. Draw their attention to the last item which shows a passive form. Note that at KET level, students are not expected to produce passives and texts will only include present simple and past simple passives, but students should be able to recognise their meanings. Teach / Revise the expression I was born in ...

2 A connecting word is often tested in Part 5 so students now focus on the KET list. Teach / Revise the list of connecting words, noting the differences between them. Before students do the exercise, point out that the sentences either side of the connecting word are complete here. A connecting word acts like a kind of bridge between two shorter sentences to make one longer sentence. This exercise also revises KET listed materials: card, glass, gold, paper, plastic, silver, wood, wool. Teach also metal.



Check spelling of because which is often misspelt by KET candidates.

Some candidates use while instead of when, e.g. Bring the CDs while when you are coming to school. Note that while is generally followed by a continuous tense.

Some candidates make the mistake of using will with when, e.g. We are going to watch a video when you will come to my house.

Note: If you want and if you like are useful ways to end an offer to do something, e.g. I can bring my CD player if you like/want.

3 Part 5 will test at least one missing preposition. Teach / Revise these expressions that contain prepositions. Students in pairs choose eight of the listed expressions and write complete sentences to show their meaning before doing the exercise. Students then complete compound sentences (revising connectors as well as the listed expressions).

Students could underline the connectors after completing this exercise and explain their use.

# Exam practice

Go through the tips before beginning this task. Look at the example together (a missing auxiliary). Students read the text before adding any missing words. The text includes four things we make from gold. Ask students what they are (money, wedding rings, car engine parts, medals).

Students then complete the answers, circling the correct letter.

Note the similarity between medal and metal. Write the following tongue-twister on the board and ask students to say it quickly: My medal's made of many metals. Which metal is your medal made of?

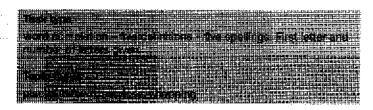
In pairs or for homework, students think of ten items made of metal and ten made of plastic in their homes and list them. Encourage dictionary use if necessary.

#### Extension

Students ask and answer questions about a present – a new MP3

Students should talk about who gave it to them, when they got it and why they like it.

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6 This exercise helps students realise that key words will lead them to answers.

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7 Students now practise answering questions in Part 6 format.

# **Training**

Before beginning the exercises, students remind themselves of what they need to do in Part 6.

Students read definitions and underline key words that helped them find the answer.



The bold words in exercise one are generally spelt accurately but as with *hotel* and *theatre*, for Part 9 make sure students use capitals with *castle*, *university*, *hospital* and *restaurant* appropriately. Some students fail to do this.

2 Students read the text and underline the six mistakes.



These six words are sometimes misspelt by KET candidates. Spellings of café and coffee are often confused. Library is occasionally misspelt fibrary/tibrary. Remind students there are two 'r's in library. Students sometimes inappropriately use a capital letter for hotel and theatre, e.g. I stayed in the Hotel. I went to the Theatre. Make sure students only use a capital letter if they add a name, e.g. the City Hotel, the Plaza Theatre.

#### Extension

Students add two more sentences about the city visit to the end of the first paragraph.

3 This exercise practises spelling words with c and g in them. Some are silent letters.



4 Students become more aware of silent letters and cross them out.



5 Students look at the letters in the box and decide which ones to use to correct the spelling in each sentence.



# Lege Zorgon (1900) (4-1696) (5 minus) (1900) Manggara (1900) (1900)

8 Students practise building their vocabulary. For both exercises 8 and 9, students should work in groups of three or four to find out, with dictionaries if necessary, the meaning of unknown words. Check understanding. Encourage students to add more words if they are known or useful at this level.



9 Students revise more words from the unit and find similarities and differences between pairs.

#### Extension

Ask: Which answer is called an elevator in American English? Which answer is the opposite of entrance? Which answer can you add super to, to mean another kind of shop? (lift, exit, market)

# **Exam practice**

Go through the tips before beginning this exercise. Look at the example together.

Students then underline the key words in the definitions and use the advice to help them complete the five spelling items.

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## **Extension**

Ask: How many different words for city shops and buildings can you remember? 10? 15? 20? 2? 5? 30?

Note: Students may be able to list 40 different city places, buildings and shops from this training section. You could divide them into teams and make this activity a race.

Ask: What do we need in our town to make it a better place to live in? A new sports centre? A bigger cinema? An ice rink? Groups think of four things to add to the town then give feedback. Write all their suggestions on the board. The class then decides which two things to add to their town.

Before beginning the exercises, students remind themselves of what they need to do in Part 7.

Revise the school subjects that appear in the KET wordlist: art, maths, science, biology, physics, chemistry, languages, history, geography, music, sport. You may also wish to teach computer studies and specific languages, e.g. English, French, Spanish, Italian, Greek, Chinese.

Do a class survey to find out which is the most / least popular school subject.

1 In this exercise, students learn / revise some commonly tested prepositional phrases. Students revise the expressions, thinking in pairs of a sentence that includes each one. (You may wish to give students this revision task for homework beforehand.) Students then complete the text.

Students now look at the exercise again and underline the words which follow each answer to see that a preposition is nearly always clearly followed by a noun, an adjective + noun, a pronoun or an -ing word.

Students often make mistakes with o'clock, e.g. 3 o'clock pm, 3 oclock, 3 hour o'clock, 3 o'clock, 3 O'clock, 13 o'clock, 08:00 o'clock. Explain that centuries ago, people would say It's five of the clock! instead of It's five o'clock. o' is thus a modern English abbreviation for of the (clock).

2 This exercise gives students some practice at using connecting words. The layout will help students see that each half of the sentence is a complete simple sentence.

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Some KET candidates mistakenly make the pronoun agree with the plural noun (e.g. theirs classes).

Mine, yours, ours, theirs are never followed by a noun.

Show students that mine looks a bit like my one.

Write on the board: their / there / they're and our / hour.

Show students that words in each group are pronounced the same.

3 Pronouns are frequently tested in Part 7, so this exercise practises choosing which pronoun to use. The key shows the correct pronouns.

## Timme 2 your 3 Hat 4 his 5 Dem 6 aur.



KET candidates often confuse it's and its. Revise the difference again here. Remind students that the apostrophe in 's shows that a letter is missing (it is).

# **Exam practice**

Go through the tips before beginning this task. Look at the example together. Ask students if they can think of another answer that could fit here (had, received, heard). Explain that sometimes there will be more than one answer that can fit, but this is unusual.

Students then complete the other answers, alone or in pairs.

Make sure they read the entire text once before they begin to add the missing words.

Point out that most of the answers in Part 7 are grammar words, e.g. me, and, at. In this practice test, only two answers test vocabulary (passed, play).

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# **Training**

Before beginning the exercises, students remind themselves of what they need to do in Part 8.

1 In this exercise, students focus on the prompt they see in the form, matching it with information in the message, advert, email, etc. This exercise provides practice for Listening Parts 4 and 5 too where similar prompt questions are seen. Revise the nouns cost, price and discount before doing this exercise

**Note:** The suffix -er can be added to any verb in the KET wordlist and found in the exam.

Make sure that students understand the spelling rules for doubling the consonant if necessary as in *runner*, winner, shopper, etc. These are the same as for doubling the consonant when adding -ing.

Write these abbreviations on the board:

..... p.m. ..... a.m. \$..... km £.... Miss..... kg

Check that students understand the three money symbols  $\pounds$ ,  $\Im$ , p, the meaning of a.m./p.m. and the measurement abbreviations km and kg. Show students how looking at this information on the form can help them choose the right answers in the text especially when the prompt is ambiguous, e.g. *Meet Tony at:* (time or place?) *Go by:* (time or transport?) *Pay:* (person or amount of money?)

Note: Grams, degrees, centimetres and litres are also on the KET wordlist. Make sure students understand what these words measure (weight, heat, length and volume) and have an understanding of their meaning. Ask, e.g, How much pasta (in grams) do you need to cook per person? What's the temperature in the day / at night at this time of year? How long is your ruler / your hair?

2 In this exercise, students practise looking for answers in both texts. In the KET for Schools test, two answers usually come from one text and three from the other.

Ask students to cover the ten questions with a piece of paper so they can't see them. They then read both texts. In pairs, they then predict what they will be asked about in the questions. They write their predicted prompts and the correct answers.

Pairs then work in fours and take turns to ask the others in their group their questions.

Students then look at the questions and answer them as quickly as possible. Make this a race. The student whose answers are correct and who finishes fastest is the winner. Students then write a number in the boxes to show which text they found each answer in. Ask: What kind of texts are these? (email and advert/notice). Ask why the number distracters for questions 3, 5, 6 and 8 are wrong.

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3.0 For (reset.): 4. ropest Outling Callo (least 2): 5.12 (least 1).

6.7 Hore 3: 7. (16948) (1642): 5.6 (least 2).

9. (8.0009) Jayanoone (least 1): 10.12 (least 2).

# **Exam practice**

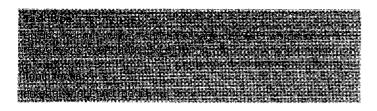
Go through the tips before beginning this exercise. Look at the example together.

Students then write their answers on the lines, using the advice to help them if necessary.



## **Extension**

Organise a word race. Students work in pairs. Make sure each pair has a blank sheet of paper. Pairs write down 12 sports (any from the following suggestions: badminton, baseball, basketball, cycling, fishing, football, golf, hockey, horse riding, rugby, sailing, skating, skiing, soccer, surfing, swimming, table tennis, tennis, volleyball, walking, windsurfing) and the 12 months of the year as quickly as possible. Offer a small prize to the first pair to complete the task. Check spellings. The winners could come to the front of the class and receive it formally.

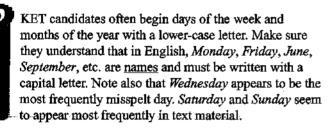


5 Revise these appropriate phrases for beginning and ending a message. Encourage your students to use these in their Part 9 tasks and to sign their name at the end of the message.

# Training

Before beginning the exercises, students remind themselves of what they need to do in Part 9.

Note: This unit will revise entertainment and media vocabulary in the KET wordlist apart from opera (n) and screen (n).



1 Students revise spellings of days and months. They read each sentence and cross out the wrong spelling. The key shows the correct word.

Students look at the instruction format that this task can take. They have practised the wh- questions in bullets format or input text format in Test 1. Students spot the likely response to each instruction and draw lines to show the matches.

Note: say, tell, ask and suggest tend to be the most frequent instructions.



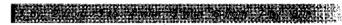
3 Students now focus on expressions for suggesting. Note that Let's and We could ... are interchangeable here as neither takes a question mark. The three other expressions require question marks and different following verb forms.



Students continue to revise entertainment and media vocabulary and expand notes to ask someone to do something. They choose which expression to begin each sentence.

Exercises 6, 7 and 8 focus on frequent preposition mistakes at KET level (from, of, by and with). Teach / Revise these expressions: the whole of = all (of) the, to download from, (not) far from, full of, type of, return /go back / get back from (a place).

6 The students cross out the wrong words. The key shows the correct options.

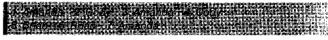


7 In this exercise, students read each line of the text carefully and choose of or from.

Teach / Revise expressions practised here too: near to, be happy with, songs by a singer, belongs to, friends from school, was given by someone. Point out the listed mistakes that are made with these two prepositions.



This exercise focuses on following all three instructions again. In pairs or groups of three, students read through the three messages and answer the questions, correcting the spelling mistake (By/Bye) and the two grammatical mistakes (kind from of you, Could you to bring). They note word counts and check whether all three points are covered in each message.

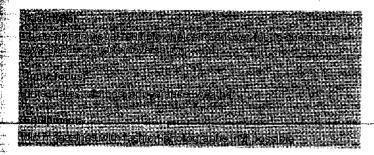


# **Exam practice**

old vill i Nee ty Come sellicine se this seldice myseum dus TATS TO MET IS AN WE WANTED THESE BY DUS ITS DAILY Bye K. MATUS

## Extension

Ask: Would you like to visit this museum? Students each write a reply within the 25-35 word count, saying they want to go or don't want to go and adding any other information they choose.



Revise telling the time. Ask: What time is it now? What time did this lesson begin? What time will it end?

Students draw hands on the clocks to show the six times. Ask: How else can we say these times? (one thirty-five, two fifteen, a quarter to three, half past ten, nine fifty, ten forty).

Note: We write a quarter past two or a quarter to two, but in spoken English, the article is often not included:

I left at quarter to two / at quarter past two. We never use an article with the expression half past.

Students read the two questions, then listen and tick the clocks that show the correct answers. Play the recording again if necessary.

Ask how many 'times' they heard in each conversation (3). Play the recording a third time to build on awareness. What did the two wrong time answers in each question refer to?

2 Students practise listening for dates. Begin by asking: What's the date today? Then ask when someone's birthday is and the date of an important festival in your country. Students guess which of the three dates is right before listening. Play the recording twice if necessary.

Ask: Why did the boy talk about the two other dates? (his dad had to work on July 30th, coming home on August 12th)

Note: Although KET candidates don't have to write months in Part 1, take this opportunity to check the spellings of *January* and *February* which are frequently misspelt in Parts 4 and 5. Point out that the last four letters (where mistakes are most often made) are the same. (The mistake is typically *February*.) Note that the first r in *February* is silent /febjuəri/ when spoken.

3 This exercise is a quick revision of KET listed clothing items. Ask one or two students: What are you wearing today? Would you like / Is it OK to wear school uniforms? In pairs, students complete the words to the left and right of the pictures. 4 Students read the conversation and tick the right picture (C). They underline the key clothing words that helped them find their answer.

Boy: Do you mean the boy in the jeans and sweater?

Girl: He <u>hasn't got a sweater</u> on. Look! Over there! He's <u>wearing a T-shirt</u>. I don't know his name.

Boy: Oh. That's Paul. He's got his new trainers on!

Note: Students will rarely hear No in answer to distracting information. They will more likely hear There isn't ... Not today ... I don't think ... That's not him ... She isn't ..., etc. So, for example they might hear: Is Paul the boy with the fair hair? — That's not him. Paul's got dark hair.

#### Extension

In pairs, students cut out pictures from fashion magazines to make a poster, labelling all the different clothing items. Include accessories like sunglasses, watches and jewellery items.

5 Revise weather vocabulary. Show students how we can make adjectives by adding -y to weather nouns (sunny, windy, cloudy, foggy are on the KET wordlist). Add: rainy, snowy, stormy and icy. Ask them to describe today's weather. Students read questions 1-4 and listen, choosing the correct answers. Play the recording twice if necessary.

6 Students listen to the girl and boy talking about their favourite kinds of weather and write their two answers.

Ask: What kind of weather do you like most? Why?

## **Extension**

Students keep a weather journal for a week, describing the weather in the morning and afternoon each day. Encourage them to use the widest range of vocabulary they can.

7 Using the three pictures, students make up their own conversations in pairs. They should write between 30 and 60 words and use four turns. Pairs then role play their conversations and other students in the class choose the answer, A, B or C.

# **Exam practice**

Go through the three tips with students before they listen.



Note: In most matching exercises (as in this one), students should expect to hear an answer in the same form as they read it or they'll hear the answer with a distracting option or expressed as a synonym or paraphrase.

1 Before doing the exercise, pairs write down six different things they read yesterday, e.g. a text message, a story, an article in a magazine, a sign (as seen in Reading and Writing Part 1), an email, an advertisement. Students listen to a longer text than they would hear in the exam and choose between two possible answers (the correct answer and the distracting option). This exercise also revises listed vocabulary for items that can be read. Play the CD twice. The key gives the correct answers.

Students look at other ways of describing activities. The answers they read in Part 2 are on the right-hand side of the page and the words they hear are on the left. Look at the example together. Show how gone to see = visit and one of her classmates = a friend.

Students draw lines to match the sentences and activities.



Watch out for mistakes made with go shopping and do the shopping. Check that students understand the difference between the two. Go shopping implies no specific list of things to buy (I'm going shopping in town today. I've got 20 Euros to spend!). Do the shopping is a specific task (I always do the shopping on Mondays.).

**Note:** We can say I'd like to go shopping but not I'd like to do

Make sure students spell shopping and shopping centre (or center) correctly.

#### Extension

Divide students into small groups. Ask: Can you think of other ways to describe:

playing table tennis (he's hitting a ball across a table)

eating something (she's having a snack) phoning someone (he's talking on his mobile)

(Suggested answers are in brackets.)

3 In this exercise, students hear two answers to choose from or a paraphrase of the answer.

Before doing the exercise, students list their three favourite sports in pairs. Write their suggestions on the board, asking: How do you spell that? as you write them. Ask: Which is the most popular sport of all? Which is the best place to play/do this sport?

Students listen to the conversation between Gemma and her uncle twice. Give students time between listening to check their answers with a partner to see if they are the same. Encourage students to cross out answers as they use them.

#### Extension

Pairs imagine that Gemma and her uncle talk about one other sport, Students write their conversation (two or three turns) asking and answering about the group's favourite sport and where it is played (as decided by the class before listening). Students role play their conversations in open or closed pairs.

# Exam practice

Go through the tips with students before they listen. Remind them to cross answers out as they use them. Students listen and match lists.

## Extension

Ask students to close their books and in groups of three or four to write a list of as many activities ending in -ing that they've read or heard in this section as they can. Ask: Can any group remember 20 different-ing words? reading, buying, sending messages, waiting, watching TV, doing a quiz, taking pictures, doing exercises, writing emails, doing the shopping, visiting, skating, swimming, having a pizza, practising, cleaning, eating, painting, phoning, playing, repairing, tidying. Check spellings. Students take turns to mime one of the activities. Other students guess and must spell the word correctly to get the point. Do this in groups of four or five.

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- Ask students what the correct answers for 2 and 3 were (his mother, at home).
- 3 Students now practise the sentence completion format by crossing out the wrong answer from a two-option choice. Students read the sentences carefully before listening. The key shows the correct answers.

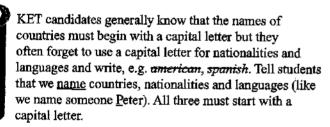
# **Training**

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To introduce the topic, ask: Have you visited any other countries? Do you know the nationalities of the people from those countries?

Note: KET candidates are expected to know the names of English-speaking countries, languages and nationalities, for example: Canada / Canadian, Ireland / Irish, America / American. They are also expected to know others, e.g. France / French, Italy / Italian, China / Chinese. They should also know the continents: Africa, Australia, North and South America, Asia, Antarctica and Europe. See the KET wordlist online. Encourage students to look at atlases or world maps online to familiarise themselves with this vocabulary. You could ask students to classify nationalities by their three common endings (-ish, -an or -ese).



- 1 This exercise revises wh- interrogatives. Part 3 questions may all start with interrogatives, may all be sentence completions or may be a mixture of both interrogatives and sentence completions.
  - Look at the example question and find the answer. Students read and draw lines to match the questions and answers.



Students practise ticking boxes if an answer is right (and not ticking a box if it's wrong!). Give students a minute to read the questions about the young artist. Students listen to the conversation and only tick the correct answers. The text is the same length as in the test, but students only hear two optional answers instead of three here. The key shows the ticked answers.



4 Students now practise a shortened version of the real KET for Schools task with listed A, B and C options. Remind students that the correct answer is usually spoken (or confirmed) by only one of the speakers and that if they don't know an answer, they should guess intelligently and choose one option anyway.

# **Exam practice**

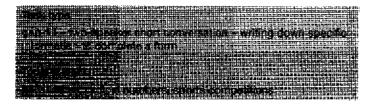
Go through the tips with students before they listen. Students read the questions and answers before listening and choosing their A, B or C answers. After the first listening, students check their answers in pairs. Give them a minute or two to discuss any differences. Play the recording a second time then check their final answers.

Show students how something can be said in different ways: What does she like doing most? / What's her favourite hobby?; She's brilliant at maths. / She's very good at maths; a picture / a photo; Elsa's family / Elsa with her parents; coming to England / travelling to England, etc.

#### Extension

Students work in groups of three or four. Ask them to imagine they are writing to Elsa for the first time. They should include in their message some information about themselves, for example how old they are, where they live, what they enjoy doing, what languages they can speak, information about their family, etc. and include three or four questions to ask Elsa about her life in Switzerland.

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# **Training**

Ask questions to do with sport, e.g. Do you enjoy watching sport? Are you interested in watching international sports competitions? Has anyone seen a national team play? When? Where? Does anyone support a sports team? Which one? Does anyone know the name of a famous sports person? Who? Which sport are they famous for?

1 Ask: Why do we sometimes see small letters (st, nd, rd) in dates? (Because when we speak, we say twenty-first, twenty-second and twenty-third to talk about the 21st, 22nd and 23rd of a month. The small letters we see show the last two letters of these words: first, second and third.)

**Note:** We add -th to all other ordinal numbers  $(6^{th}, II^{th}, 24^{th}$  etc.) because that's how these numbers sound when we say them. Make sure that students know that twelfth can only be written as  $I2^{th}$  (not as  $I2^{th}$ ).

1 There is often a date question in Part 4 and/or Part 5. This exercise revises ordinals and months of the year and shows different ways that KET candidates may see dates written in the test. Students also hear different ways of expressing dates. Listen to the example together and check instructions. Students then listen and complete the exercise.

2 Students practise more dates. Distraction is heard in each question as in the test. Tell students to write dates in the simplest and least ambiguous way (a number followed by the name of the month), e.g. 12 August.



## Extension

Give further practice if necessary by dictating random dates for students to note or students could work in pairs asking and answering questions about birthdays of family members.

3 Students predict the kinds of answers they are likely to hear. In pairs, they look at the form and complete it using appropriate answers of their own choice. Check they understood the prompts and answered appropriately. Check spellings of days and months.
Students listen and complete the form.

# **Exam** practice

Go through the tips and advice with students before they listen to the recording.

#### Extension

Students imagine they went to see the ice hockey game. They practise a Part 9 writing task.

Write a message to your English friend about the game. Say:

- · when you went
- who you went with
- why you enjoyed the game.

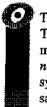
Write 25-35 words.



3 Students work in teams of three or four. They listen and write the words or numbers they hear. Students only need to write one number or one word here. They will hear each answer at the end of a short sentence. Play the recording a second time if necessary. Check answers, asking for spellings of names. The team with the most correct answers wins.

# **Training**

This unit revises hints and tips and vocabulary for Parts 4 and 5. The only difference between the format for Parts 4 and 5 is the number of speakers. Part 4 has two speakers. Part 5 has only one speaker.



There is often a day question in Part 4 and/or Part 5. The spelling of Wednesday appears to give students the most difficulty. Teaching it in a 3x3 letter format (Wednes day) might help. As mistakes are made in the second syllable, showing students that the last five letters are the same as Tuesday should also help. Saturday and Sunday are also occasionally misspelt. Make sure that students begin days with capital letters.

1 Students correct the spelling of the days.



Ask: What is today's date? Ask a student to come to the board and write today's day and date.

Do this routinely at the start of lessons.

Students have completed three practice tasks already for Parts 4/5, so should now be familiar with the format and likely content.

Remind students of the types of answers they will have to write.

Point out that the spelling of common vocabulary (days, dates etc.) should be correct.

2 Students build on previous 'day' practice. Point out that it is important that students write neatly. Provide further practice if the spelling of some days still causes problems. Use school timetables, calendars or diaries as resources.



Ask: Which day didn't you have to spell in this exercise? (Monday)



# **Exam practice**

Go through the tips and advice with students before they listen and give students a minute to read the form and check the notes so they know what kind of answers they will hear.



#### **Extension 1**

Ask: What do you like doing on holiday? In groups of three or four, students then decide on a perfect holiday for teenagers – age group, place / country, sports / activities, transport. Groups tell the rest of the class their ideas.

In pairs, students then use their ideas to write a postcard to an English friend. Say: Write where you are on holiday, what you are going to do this afternoon and when you are going to travel home. Put where, what and when on the board to remind students what they have to do.

#### Extension 2

Put these questions on the board (or dictate them). Students then talk in pairs.

What's your classmate's favourite sport?
How old is your classmate?
When's your classmate's birthday?
What's your classmate's favourite place in town?
How does your classmate travel to school?
What's your classmate's phone number?



#### **Training**

- 1 Students look at the different speech bubbles and match questions with answers. They also find the answer that they can use to any of the questions (Sorry! Can you say that
  - Students show the matches by writing question / answer pairs in a notebook, by colouring each pair a different colour or by drawing lines to link the pair. When checking answers, ask students to ask and answer each question. Ask: Which question will come first/last? (What's your name? Tell me about ...),
  - Note: It's good practice to give three answers to the Tell me about ... question. Students think of other pieces of information to add to this answer.
- 2 Revise likely spelling problems with students before listening. Point out difficulties according to your students' native language. A/I, E/I, G/J, C/S, W/V are sometimes confused. Train students to spell their surname clearly, pausing after each letter. Students can repeat letters (e.g. P, P) or use double before double consonants or vowels. After listening to the recording, ask students how the examiner asked for the spellings.

## Students prepare their own answers to the questions, then listen to an examiner talking to Julia and note Julia's

- answers. Check answers and spellings of names and school subjects.
- Encourage students to ask the examiner to repeat a question if necessary. In pairs, they look at the list and tick the best ways to do this. Explain that What? is considered impolite, Please? is often misused in this way, I don't understand needs to be followed by 1 or 8, and I didn't hear is inappropriate. Students listen to Victor and how he asks for repetition. The key shows the ticked phrases.

- Note: Students are not penalised for asking the examiner to repeat a question. It is far better to do this than to misunderstand a question and give a wrong answer.
- Before listening, students think of how to give information about where they live, e.g. I live in Italy / in a big city / in the south / in a little village called ...
  - Students listen to the conversation between the examiner and Li and decide if the information is right or wrong.

- 6 Students practise extending answers. They think of three or four answers to the Tell me about ... questions. In pairs or small groups, students plan what they could say if asked about these four topics. These are commonly heard in Part 1. Students divide into pairs to practise their answers.
- It's important that students say more than just one or two words when they answer questions. Here, students listen to a conversation between two candidates and one examiner. Play the conversation and ask which student talked the most. Students could also guess which candidate got a higher mark.

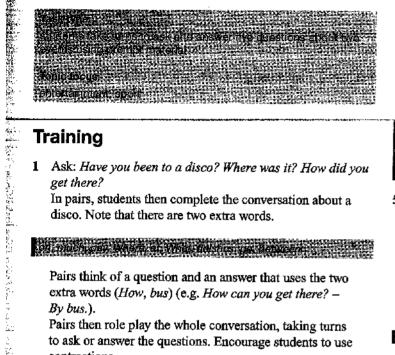


- Note: Karina would get a lower mark because although her answers are accurate, she generally only gives one-word answers. When she didn't understand the spelling question, she didn't ask the examiner to repeat the question.
- Give students time to prepare answers to these questions before listening. Tell them that What's your favourite subject? and Which subject do you like best? mean the same.

#### Exam practice

Go through the tips with students before they listen to the recording.

When students are ready to practise, play the recording, pausing after each question (about 8 seconds). You can ask your students to listen with their eyes closed, imagining that they are really taking the test. They can each whisper their answers. If you have a small class, you could give each student an opportunity to answer the questions with their eyes closed.

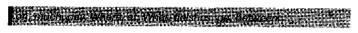


Students form questions with only the support of the question words they will see in the booklet. Students should ask the questions in the order of the prompts, but reassure them that if they forget a question, or aren't sure how to ask it, then it is fine to move on and come back to that question at the end.

#### Training

1 Ask: Have you been to a disco? Where was it? How did you

In pairs, students then complete the conversation about a disco. Note that there are two extra words.



Pairs think of a question and an answer that uses the two extra words (How, bus) (e.g. How can you get there? -By bus.).

Pairs then role play the whole conversation, taking turns to ask or answer the questions. Encourage students to use contractions.

The student who's reading the information in the booklet should think about which questions they are likely to be asked. This exercise is to practise that.



Students don't get higher marks for adding extra information and they may make mistakes if they try to do that. Unless they are very confident, they should only use the information in the booklet and give clear answers. After writing the answers to the questions in exercise 2, students practise the conversation, asking and answering the questions in pairs.



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Students hear a complete conversation that includes fillers such as Thank you! Oh! Great! Students listen to the conversation and say which question was asked out of sequence (Time/starts?).

Note: These students would get full marks for this task. The time/starts question is added at the end.

#### Exam practice

Go through the tips with students before they practise this in pairs.

Give students a minute to read the information and to think about how to ask the questions. Check that everyone understands the vocabulary.

Note: In the test, students are given different booklets, but frequently the partner's information is seen, so to see them here on the page together is acceptable practice.

You could practise the task with an open pair before doing it in closed pairs.

Students can listen to the model questions and answers after their practice by going to:

www.cambridge.org/elt/ketforschoolstrainer/audio.

#### Paper 1 Reading and Writing

Part 2 6 A 7 B 8 B 9 A 10 C  Part 3 11 A 12 C 13 C 14 B 15 B 16 G 17 D 18 B 19 E 20 A  Part 4 21 A 22 B 23 C 24 B 25 B 26 A 27 A  Part 5 28 A 29 B 30 C 31 B 32 B 33 A 34 A 35 C  Part 6 36 farm 37 river 38 forest 39 hills 40 village  Part 7 41 to 42 it 43 at 44 of 45 on 46 last 47 Do 48 playing 49 cook/fry/roast 50 and  Part 8 51 Cassie 52 7.50 53 6 54 Thursdays 55 beginners  Part 9  Sample answer	Part I
6 A       7 B       8 B       9 A       10 C         Part 3         11 A       12 C       13 C       14 B       15 B       16 G       17 D         18 B       19 E       20 A       20 A       20 A       20 B       20 A       27 A         Part 4         21 A       22 B       23 C       24 B       25 B       26 A       27 A         Part 5         28 A       29 B       30 C       31 B       32 B       33 A       34 A         35 C       Part 6         36 farm       37 river       38 forest       39 hills       40 village         Part 7         41 to       42 it       43 at       44 of       45 on       46 last         47 Do       48 playing       49 cook/fry/roast       50 and         Part 9	1 C 2 F 3 D 4 H 5 A
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Part 5         28 A       29 B       30 C       31 B       32 B       33 A       34 A         35 C         Part 6         36 farm       37 river       38 forest       39 hills       40 village         Part 7         41 to       42 it       43 at       44 of       45 on       46 last         47 Do       48 playing       49 cook/fry/roast       50 and         Part 8         51 Cassie       52 7.50       53 6       54 Thursdays       55 beginners         Part 9	Part 4
Part 5         28 A       29 B       30 C       31 B       32 B       33 A       34 A         35 C         Part 6         36 farm       37 river       38 forest       39 hills       40 village         Part 7         41 to       42 it       43 at       44 of       45 on       46 last         47 Do       48 playing       49 cook/fry/roast       50 and         Part 8         51 Cassie       52 7.50       53 6       54 Thursdays       55 beginners         Part 9	21 A 22 B 23 C 24 B 25 B 26 A 27 A
28 A 29 B 30 C 31 B 32 B 33 A 34 A 35 C  Part 6  36 farm 37 river 38 forest 39 hills 40 village  Part 7  41 to 42 it 43 at 44 of 45 on 46 last 47 Do 48 playing 49 cook/fry/roast 50 and  Part 8  51 Cassie 52 7.50 53 6 54 Thursdays 55 beginners  Part 9	
35 C  Part 6  36 farm 37 river 38 forest 39 hills 40 village  Part 7  41 to 42 it 43 at 44 of 45 on 46 last 47 Do 48 playing 49 cook/fry/roast 50 and  Part 8  51 Cassie 52 7.50 53 6 54 Thursdays 55 beginners  Part 9	
36 farm 37 river 38 forest 39 hills 40 village  Part 7 41 to 42 it 43 at 44 of 45 on 46 last 47 Do 48 playing 49 cook/fry/roast 50 and  Part 8 51 Cassie 52 7.50 53 6 54 Thursdays 55 beginners  Part 9	
36 farm 37 river 38 forest 39 hills 40 village  Part 7 41 to 42 it 43 at 44 of 45 on 46 last 47 Do 48 playing 49 cook/fry/roast 50 and  Part 8 51 Cassie 52 7.50 53 6 54 Thursdays 55 beginners  Part 9	Part 6
Part 7 41 to 42 it 43 at 44 of 45 on 46 last 47 Do 48 playing 49 cook/fry/roast 50 and  Part 8 51 Cassie 52 7.50 53 6 54 Thursdays 55 beginners  Part 9	
41 to 42 it 43 at 44 of 45 on 46 last 47 Do 48 playing 49 cook/fry/roast 50 and Part 8 51 Cassie 52 7.50 53 6 54 Thursdays 55 beginners Part 9	· ·
47 Do       48 playing       49 cook/fry/roast       50 and         Part 8       51 Cassie       52 7.50       53 6       54 Thursdays       55 beginners         Part 9	·
Part 8         51 Cassie       52 7.50       53 6       54 Thursdays       55 beginners         Part 9	
51 Cassie 52 7.50 53 6 54 Thursdays 55 beginners  Part 9	• • •
Part 9	
	51 Cassie 52 7.50 53 6 54 Thursdays 55 beginners
Sample answer	Part 9
campe answer	Sample answer

# The Principles of Principles in the Color of the Color of

## Paper 2 Listening

Part 1	
1 A 2 B 3 A 4 A 5 C	
Part 2	
6 E 7 F 8 B 9 D 10 H	
Part 3	
11 A 12 B 13 C 14 C 15 A	
Part 4	
16 Monday 17 dance/Dance 18 bird 19 625 20	42
Part 5	
21 17/17th 22 hall/Hall 23 7.30 24 helicopter	
25 Boyle (spelt correctly)	

#### Paper 1 Reading and Writing

#### Part 1 i D 2 A 3 G 4 C 5 F Part 2 6 A 7 C 8 B 9 C 10 A Part 3 11 C 12 B 13 A 16 E 14 A 15 B 17 G **18** D 19 A 20 F Part 4 **21** B 22 C 23 A 24 B 25 B 26 A 27 C Part 5 28 B 29 B 30 A 31 C 32 A 33 A 34 B 35 C Part 6

Part 7

37 curtains

**42** it

41 On 43 A 44 and 45 to 46 because/as 47 would 49 about 48 and 50 if/when

38 mirror

39 shelf

Part 8

Part 9

36 sofa

51 Sunday 52 2.50 53 (Linda's mum's) car 54 3.30

**55** 078112

Sample answer

#### Paper 2 Listening

Part 1 1 B 2 A 3 B 4 C 5 B

Part 2

6C 7E 8A 9H 10 B

Part 3

11 B 12 C 13 A 14 A 15 B

Part 4

1611/2 17 35 18 fruit 19 music 20 Gainly

Part 5

40 television

21 7.45 22 coach 23 (school) uniform 24 videos 25 (some) water

#### Paper 1 Reading and Writing

Part 1 1 H 2 A 3 C 4 G 5 E Part 2 6 B 7 B 8 A 9 C 10 A Part 3 11 A 12 C 14 A 15 B 16 C 17 F 13 B 18 A 19 D **20** B Part 4 21 A **22** B 23 C 24 C 25 A 26 B 27 A Part 5 28 C 29 C 30 B 31 A 32 B 33 A 34 A 35 B

Part 6

36 sugar 37 coffee 38 potatoes 39 juice 40 burger

Part 7

41 we 42 any 43 of 44 How 45 have 46 saw/watched/heard 47 was 48 who/that 49 to 50 They

Part 8

**51** Saturday **52** 3.50 **53** 7.30 **54** 013338 **55** bus

Part 9

Sample answer



#### **Paper 2 Listening**

Part 1 1 A 2 C 3 C 5 B Part 2 6 A 7 E 8 D 9 B 10 F Part 3 11 B 12 C 13 B 14 A 15 C Part 4 **16** 1994 17 boats 18 purple 19 Starwick **20** 350 Part 5 **21** 51 **22** 578610 **23** 3.45 (any convention) 24 warm clothes 25 car

#### Paper 1 Reading and Writing

Part 1

IC 2H 3A 4F 5E

Part 2

6 C 7 B 8 A 9 B 10 A

Part 3

11 A 12 C 13 B 14 A 15 C

16 D 17 H 18 E 19 C 20 B

Part 4

21 B 22 C 23 A 24 C 25 A 26 C 27 B

Part 5

28 C 29 B 30 A 31 C 32 B 33 A

34 B 35 C

Part 6

36 menu 37 postcards 38 diary 39 text 40 letter

Part 7

41 a 42 are/were 43 Have 44 write 45 at

46 last 47 who/that 48 in 49 would 50 an

Part 8

51 598077 52 Tuesday 53 Marly Park 54 white

55 10.30

Part 9

Sample answer



#### Paper 2 Listening

Part 1

TA 2B 3B 4C 5A

Part 2

6 H 7 A 8 E 9 D 10 G

Part 3

11 C 12 A 13 C 14 A 15 B

Part 4

16 19.99 17 Pounder 18 petrol station

19 left 20 7.30

Part 5

21 17 22 Monday 23 bridge 24 gloves 25 536621

## Speaking frames Tests 1–2

## **Speaking Part 1**

(5-6 minutes)

#### **Greetings and introductions**

At the beginning of Part 1, the examiner greets the candidates, asks for their names and asks them to spell something.

#### Giving information about place of origin / school

The examiner asks the candidates about where they come from / live, and for information about their school / studies.

#### Giving general information about self

The examiner asks the candidates questions about their daily life, past experience or future plans. They may be asked, for example, about their likes and dislikes, or recent past experiences, or to describe and compare places.

#### **Extended response**

In the final section of Part 1, candidates are expected to give an extended response to a 'Tell me something about ...' prompt. The topics are still of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

# **Test 1 Exam practice**Speaking Part 2

**CANDIDATE B – your questions** 

#### **Hobby Club Bike Ride**



- where meet?
- take?
- who phone?
- date?
- how long / ride ?

**CANDIDATE B** – your answers

## Computer Classes



Come and learn to make websites!

12-16 year-olds

Roundhouse College (Building 7)

6 classes £29

Saturdays 9.30-11 a.m.

## **Test 2 Exam practice** Speaking Part 2

**CANDIDATE B** – your questions

#### **Teenage Fashion Show**



- cost?
- where?
- what clothes / see ?
- more information 77?
- when?

**CANDIDATE B - your answers** 

## Swimming competition



For swimmers aged 12-15

**Riversmeet Swimming Pool** 

14 races

June 18th

Winners of each race will win a surfboard!

## **Speaking Part 1**

#### Introductions

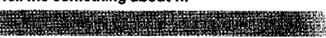




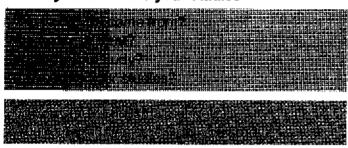
#### Information about you



Tell me something about ...



#### Where you are from / your studies



#### **Speaking Part 2**

(3-4 minutes)

#### **Activity with prompt material**

Note: Test 3 questions and answers for Part 2 are on pages 228/230 and 232/234.

The examiner says 'In the next part, you are going to talk to each other.'

The examiner introduces the activity as follows:

#### Examiner:

Candidate A, here is some information about a new fast food café.

(Examiner shows Task 3A on page 228 to Candidate A.)

Candidate B, you don't know anything about the new fast food café, so ask Candidate A

some questions about it.

(Examiner shows Task 3B on page 230 to Candidate B.)

Use these words to help you.

(Examiner points to the question prompts.)

Do you understand?

Now, Candidate B, ask Candidate A your questions about the new fast food café, and

Candidate A, you answer them.

When the candidates have asked and answered their questions about the new fast food café, they then exchange roles and talk about a different topic.

The examiner introduces the activity as follows:

#### Examiner:

Candidate B, here is some information about a winter festival.

(Examiner shows Task 3C on page 232 to Candidate B.)

Candidate A, you don't know anything about the winter festival, so ask Candidate B

some questions about it.

(Examiner shows Task 3D on page 234 to Candidate A.)

Use these words to help you.

(Examiner points to the question prompts.)

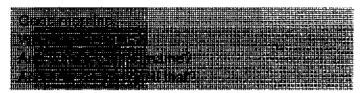
Do you understand?

Now, Candidate A, ask Candidate B your questions about the winter festival, and

Candidate B, you answer them.

## Speaking Part 1

#### Introductions

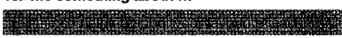




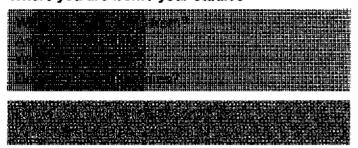
#### Information about you



Tell me something about ...



#### Where you are from / your studies



#### Speaking Part 2

(3-4 minutes)

#### **Activity with prompt material**

Note: Test 4 questions and answers for Part 2 are on pages 228/230 and 232/234.

The examiner says 'In the next part, you are going to talk to each other.'

The examiner introduces the activity as follows:

Examiner:

Candidate A, here is some information about a **table tennis club**.

(Examiner shows Task 4A on page 230 to Candidate A.)

Candidate B, you don't know anything about the table tennis club, so ask Candidate A

some questions about it.

(Examiner shows Task 4B on page 228 to Candidate B.)

Use these words to help you.

(Examiner points to the question prompts.)

Do you understand?

Now, Candidate B, ask Candidate A your questions about the table tennis club, and

Candidate A, you answer them.

When the candidates have asked and answered their questions about the table tennis club, they then exchange roles and talk about a different topic.

The examiner introduces the activity as follows:

Examiner:

Candidate B, here is some information about a **new science exhibition**.

(Examiner shows Task 4C on page 234 to Candidate B.)

Candidate A, you don't know anything about the new science exhibition, so ask

Candidate B some questions about it.

(Examiner shows Task 4D on page 232 to Candidate A.)

Use these words to help you.

(Examiner points to the question prompts.)

Do you understand?

Now, Candidate A, ask Candidate B your questions about the **new science exhibition**,

and Candidate B, you answer them.

## Speaking Part 1

#### Introductions

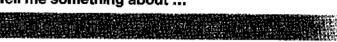




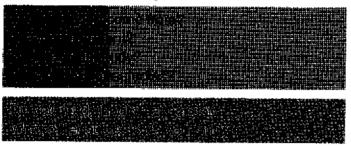
Information about you



Tell me something about ...



#### Where you are from / your studies



#### Speaking Part 2

(3-4 minutes)

#### Activity with prompt material

Note: Test 5 questions and answers for Part 2 are on pages 229/231 and 233/235.

The examiner says 'In the next part, you are going to talk to each other.'

The examiner introduces the activity as follows:

Examiner:

Candidate A, here is some information about a TV programme.

(Examiner shows Task 5A on page 229 to Candidate A.)

Candidate B, you don't know anything about the TV programme, so ask Candidate A

some questions about it.

(Examiner shows Task 5B on page 231 to Candidate B.)

Use these words to help you.

(Examiner points to the question prompts.)

Do you understand?

Now, Candidate B, ask Candidate A your questions about the TV programme, and

Candidate A, you answer them.

When the candidates have asked and answered their questions about the TV programme, they then exchange roles and talk about a different topic.

The examiner introduces the activity as follows:

**Examiner:** 

Candidate B, here is some information about a theatre show.

(Examiner shows Task 5C on page 233 to Candidate B.)

Candidate A, you don't know anything about the theatre show, so ask Candidate B some

questions about it.

(Examiner shows Task 5D on page 235 to Candidate A.)

Use these words to help you.

(Examiner points to the question prompts.)

Do you understand?

Now, Candidate A, ask Candidate B your questions about the theatre show, and

Candidate B, you answer them.

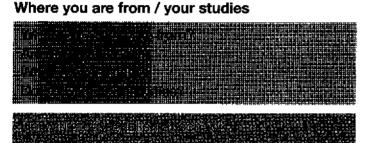
## **Speaking Part 1**

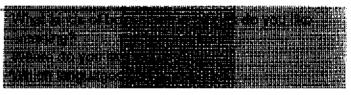
#### Introductions





#### Information about you





#### Tell me something about ...



## **Speaking Part 2**

(3-4 minutes)

#### **Activity with prompt material**

Note: Test 6 questions and answers for Part 2 are on pages 229/231 and 233/235.

The examiner says 'In the next part, you are going to talk to each other.'

The examiner introduces the activity as follows:

**Examiner:** 

Candidate A, here is some information about a circus.

(Examiner shows Task 6A on page 231 to Candidate A.)

Candidate B, you don't know anything about the circus, so ask Candidate A some

questions about it.

(Examiner shows Task 6B on page 229 to Candidate B.)

Use these words to help you.

(Examiner points to the question prompts.)

Do you understand?

Now, Candidate B, ask Candidate A your questions about the circus, and Candidate A,

you answer them.

When the candidates have asked and answered their questions about the circus, they then exchange roles and talk about a different topic.

The examiner introduces the activity as follows:

Examiner:

Candidate B, here is some information about a parrot centre.

(Examiner shows Task 6C on page 235 to Candidate B.)

Candidate A, you don't know anything about the parrot centre, so ask Candidate B some

questions about it.

(Examiner shows Task 6D on page 233 to Candidate A.)

Use these words to help you.

(Examiner points to the question prompts.)

Do you understand?

Now, Candidate A, ask Candidate B your questions about the parrot centre, and

Candidate B, you answer them.

**3A** 

## Fast Food Café



- opposite Star Cinema -

open 5 p.m. - 11 p.m.

Burgers! Chips! Pizzas!

special takeaway lunch £5.50

closed Mondays

**4B** 

## Table Tennis Club



- cost / £?
- when?
- where?
- who / telephone ?
- for 13-year olds?

## TV programme



#### 'Cliffton College'

Best programme for teenage viewers

The students meet their new maths teacher!

7 p.m. - 7.45 p.m.

Channel four

see channel four website for more information

**6B** 

## **Grey's Circus!**



- when?
- more information?
- tickets ? / £ ?
- where / circus ?
- what / see ?

## Fast Food Café



- what / sell ?
- time / close ?
- where?
- how much / lunch?
- open / every day ?

**4A** 

## **Table Tennis Club**



**Town Hall** 

Every Wednesday evening Come and have fun!

£1.50 each

Under-14s only

Club manager - Tim Daley -Call 2 229870

#### TV programme



- name / programme ?
- begins at ?-
- programme / about ?
- channel?
- more information?

**6A** 

## **Grey's Circus!**



Wakefield Park July 15th - 19th

Come and see the clowns!

Adults £8 Children £5 Under-5s free

Find out more! Phone **T** 031388

## Winter Festival



Hill Square

November 26th 10 a.m. - midnight

games, skating, competitions

**☎** 088740 for more information

4D

## **New Science Exhibition!**

- what / see ?
- close / time ?
- student ticket / £ ?
- food?
- date / begin ?



# Theatre Show this week!



King Theatre

'The Fun Show'

3.30 p.m. and 7.15 p.m. daily

Free T-shirt!

buy tickets online £4 for under-15s, adults £8

6D

#### **Parrot Centre**



- open / October ?
- how many / parrots?
- buy / presents ?
- where / eat ?
- closed / Sundays?

## **Winter Festival**



- date?
- more information?
- place?
- time / starts ?
- what / do / there ?

4C

## New Science Exhibition!



May 11 - 21st

Students free Adults £4

10 a.m. - 6 p.m. daily

'Robots of the Future'

great snacks in the café

#### **Theatre Show**



- place?
- afternoon show?
- clothes / get ?
- name / show?
- price / tickets?

6C

## Parrot Centre!



What a great day out! open every day

March - October

picnic area

68 parrots to watch and learn about

CDs \* DVDs \* gifts \* books \* toys



## SAMPLE

Candidate Name If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Centre No.

Candidate No.

Examination Details

0, 0, 0, 0, 2, 2, 2, 2, 3 3 3 3 4, 4, 4, 4, 5, 5, 5, 5, 6, 6, 6, 6 8, 8, 8, 8 9, 9, 9, 9 2

#### KET Paper 1 Reading and Writing Candidate Answer Sheet

#### Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3, 4 and 5:

Mark ONE letter for each question.

For example, if you think C is the right answer to the question, mark your answer sheet like this:



P	art 1
1	ABCDEFGH
2	ABCDEFGH
3	ABCDEFGH
4	ABCDEFGH
5	ABCDEFGH

P	art 2
6	ABC
7	ABC
8	ABC
9	ABC
10	ABC

_	_	_	_
11	A	В	C
12	A	В	C
13	Α	В	С
14	Α	В	C
15	Α	В	С

art 3		
ABC	16	ABCDEFGH
ABC	17	ABCDEFGH
ABC	18	ABCDEFGH
ABC	19	ABCDEFGH
ABC	20	ABCDEFGH

P	art 4
21	ABC
22	ABC
23	ABC
24	ABC
25	ABC
26	ABC
27	АВС

	art	_	
28	A	В	С
29	A	В	
30	A	В	
31	A	В	С
32	A	В	C
33	Α	В	С
34	A	В	
35	Α	В	C

Turn over for Parts 6 - 9

KET RW

DP488/386

 For Parts 6, 7 and 8:

Write your answers in the spaces next to the numbers (36 to 55) like this:

0	examp	elg

Part 6	Do not write here
36	1 36 0
37	1 37 0
38	1 38 0
39	1 39 0
40	1 40 0

Part 7	Do not write here
41	1 41 0
42	1 42 0
43	1 43 0
44	1 44 0
45	1 45 0
46	1 46 0
47	1 47 0
48	1 48 0
49	1 49 0
50	1 50 0

Part 8	Do not write here
51	1 51 0
52	1 52 0
53	1 53 0
54	1 54 0
55	1 55 0

Part 9 (Question 56): Write your answer below.	

Do not write below (Examiner use only) 5



## SAMPLE

Candidate Name If not already printed, write nam in CAPITALS and complete the Candidate No. grid (in pencil). Centre No.

Candidate Signature

Candidate No.

**Examination Title** 

Examination Details

0 0 0 0 2, 2, 2, 2 3 3 3 3

100

1000

Sec. 1000

-

14

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

4. 4. 4. 4. 5, 5, 5, 5, 6 6 6 6 8, 8, 8, 8 9, 9, 9, 9

#### KET Paper 2 Listening Candidate Answer Sheet

#### Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For Parts 1, 2 and 3:

Mark ONE letter for each question.

For example, if you think C is the right answer to the question, mark your answer sheet like this:



P	art 1
1	ABC
2	ABC
3	ABC
4	ABC
5	ABC

Part 2				
6	ABCDEFG	Н		
7	ABCDEFG	Н		
8	ABCDEFG	Н		
9	ABCDEFG	Н		
10	ABCDEFG	Н		

Part 3				
11	ABC			
12	ABC			
13	ABC			
14	ABC			
15	ABC			

For Parts 4 and 5:

Write your answers in the spaces next to the numbers (16 to 25) like this:

o example

Part 4	Do not write here
16	1 16 0
17	1 17 0
18	1 18 0
19	1 19 0
20	1 20 0

Part 5	write here
21	1 21 0
22	1 22 0
23	1 23 0
24	1 24 0
25	1 25 0

KET L

DP314/088

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Key: I = left, c = centre, r = right, t = top, b = bottom, u = upper, lo = lower, lo

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