

••• Karen Saxby



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KET **for Schools** **TRAINER**

SIX PRACTICE TESTS
WITH ANSWERS AND TEACHER'S NOTES



CAMBRIDGE
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Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore,
São Paulo, Delhi, Dubai, Tokyo, Mexico City

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521132381

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First published 2011

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-13238-1 Practice Tests with answers and Audio CDs

ISBN 978-0-521-13235-0 Practice Tests without answers

ISBN 978-0-521-13239-8 Audio CDs (2)

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Introduction



Who is this book for?

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

Why is this book called Trainer?



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!**



How do we use this book?

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 not to make these mistakes when you do **KET for Schools!**

Tips!

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

Remember!

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 be 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.

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.

hard almost dangerous near cheap
large quickly return more small

Example not far near

- | | | |
|-----------------------|----------------|------------------|
| 1 not expensive | 4 fast | 7 nearly |
| 2 little | 5 unsafe | 8 extra |
| 3 not easy | 6 big | 9 put back |

Tip! 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*.

2 Does the sentence match the notice? Write yes or no.

Example

- | | | |
|---------------------------------------|------------------------------------|-----------------------|
| 0 It is possible to swim here. | No swimming in this river! | <u>no</u> |
| 1 You must not camp in this place. | Forest campsite. Now open! | ..... |
| 2 Anyone can sit on these. | Seats are for adults only | ..... |
| 3 It is dangerous to go fishing here. | Danger! No swimming in this river. | ..... |
| 4 Children can play in this place. | Under-12s playground | ..... |
| 5 You must leave your bicycles here. | Do not walk on cycling paths | ..... |
| 6 You can find animals in this place. | There are bears in this wood! | ..... |

3 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!

Use other door

Do not cycle here

Turn off all mobiles

There are drinks on sale

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



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:

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

Answer:

0	A	B	C	D	E	F	G	H
						<input checked="" type="checkbox"/>		

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

A

DANGER Falling rocks!
No camping near the castle ruins

B

DO NOT GIVE ANY
FOOD TO WILD ANIMALS

New Wood

C

**Shiltock
Forest**
No barbecues or
fires please!



D

Guided river walks for young people
Maximum 10 in group *ask inside*

E

Orville Playground

Swings are for children under 10 only



F

Visitors to Park Walk!

Please use this area for picnics



G

NO SWIMMING IN THIS PART OF THE RIVER!

H

Horseshoe Park

No cycling on grass Please stay on paths

Advice

2 What verb has the same meaning as **sleep in a tent**?

3 What sport can you do if you are in water?

5 What might you need to make if you want to cook food outside?

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 I *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!

Tip! In Part 2 read the sentences carefully and try each word in the space before you decide.



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

Example Daniel **took** some CDs with him when he went to 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.
A go 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 tell B answer C speak
- 6 He all my questions about Tony.
A talked B said C answered

Tip! Look at the words before and after the space.

Remember!

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

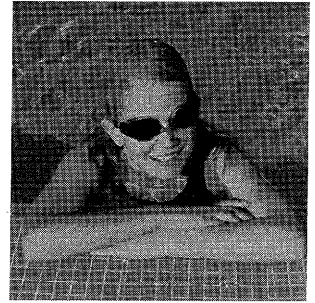
⊙ KET candidates often make mistakes with **go**, **come** and **arrive** and prepositions.

3 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.

Questions 6 – 10

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.



Example:

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

- A grew B got C stood

Answer: 0

A	B	C
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6 Tania had a breakfast then rode her bike to the pool.

- A short B ready C quick

7 She decided to a backpack to the pool because she had lots to carry.

- A bring B moved C take

8 Tania was pleased that the was hot and sunny.

- A weather B heating C temperature

9 She most of the morning swimming and reading.

- A kept B spent C stayed

10 In the afternoon, she read a magazine, had another swim and to her friends.

- A told B talked C answered

Advice

0 In this sentence, **Tania got up** means Tania woke up and got out of bed.

She grew up means where she lived while she was young or she got older, e.g. I **grew up** in New York.

She stood up means she got up on her feet (perhaps she was sitting down before), e.g. The girl **stood up** when her teacher came into the classroom.

6 Did Tania eat her breakfast slowly?

7 Where did she go with her backpack?

10 Look at the word after the space.

In this part you:

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

Grammar Pronouns

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

Tip! 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. |

2 KET candidates often make mistakes with *it's* and *its*.

Remember!

Its goes with a noun:
The cat broke **its** leg.
It's = *It is* or *It has*:
It's a great party.
It's got big windows.

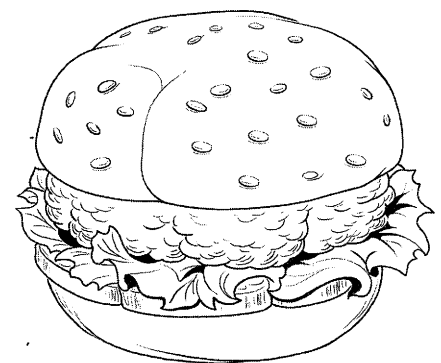
2 Read the conversations and write *It's*, or *Its*.

- | | |
|--|----------------------|
| Example 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! |

3 If a response is OK, put a tick (✓). If a response is not OK, put a cross (✗).

Tip! The response must be appropriate to complete the conversation.

- | | |
|--|---|
| Example Are you going to dance? | a Yes, I will in a minute <input checked="" type="checkbox"/> |
| | b Yes, I did, thank you. <input checked="" type="checkbox"/> |
| 1 These burgers taste great! | a I'd like to do that too! <input type="checkbox"/> |
| | b They do, don't they! <input type="checkbox"/> |
| 2 I don't know that boy. | a I think he's Jo's brother. <input type="checkbox"/> |
| | b She is Jo's sister. <input type="checkbox"/> |
| 3 The sea looks great. | a Let's go for a swim! <input type="checkbox"/> |
| | b They were too cold. <input type="checkbox"/> |
| 4 It's time to go home. | a We went there yesterday. <input type="checkbox"/> |
| | b It is late, isn't it? <input type="checkbox"/> |



Questions 11 – 15

Complete the five conversations.

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

Example:

0



How are you?



A Fine, thanks.

B I'm 13.

C My name is Jorge.

Answer:

0

A **B** **C**

11 Whose CD are they playing?

A No, that wasn't its name.

B It's Joel's, I think.

C Its name is *Cloudy*.

12 Did you enjoy that pizza?

A I loved it!

B Yes, please!

C They're amazing!

13 Who's that boy over there?

A What does he like doing?

B No, he couldn't come.

C That's my best friend.

14 Those girls are very good at dancing!

A She was fine, thanks!

B So do I!

C I know, they are!

15 When's Monica arriving?

A She'll be here soon.

B Where's she going now?

C She went by bus.

Advice

11 Which *wh-* question word do we need for answer **C**?

14 Pronoun match!

15 Be careful! **When?** usually needs a time answer.

In this part you:

- **read** what the first person says in a conversation
- **choose** the second person's replies

Completing conversations

1 What does Jasper say to Finn?

Finn: Do you want to play tennis?

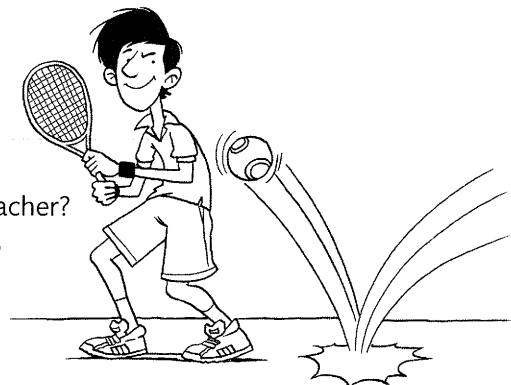
Jasper:

Finn: 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

2 Cross out the one wrong answer.

Example 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 questions. Write a short reply. Use two, three or four words.

Examples I don't enjoy tennis. **I do!** Will he 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?

Remember!

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.**

4 Complete the conversation. Choose a reply A–H from the box.

A Is she? B Here it is! C Why not? D So do I!
E At the weekend. F He's only 18. G What a pity! H Does it?

Example Jo: I love tennis!

Lee: **D** Jo: 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: Jo: On Saturday or Sunday?

3 Jo: My mum's a great player.

Lee: Jo: Yes, she is.

4 Jo: Where's my sports bag?

Lee: Jo: Thanks. I couldn't see it.

5 Jo: This ball bounces better.

Lee: Jo: Yes, look!

6 Jo: I can't play today.

Lee: Jo: Because I've got an exam.

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

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: 0 **E**

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Tim: 16

Janis: That's lucky! How often do you practise together?

Tim: 17

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 I! But I only play table tennis.

Tim: 20

Janis: Yes, it is!

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

Advice

0 Do we need a **yes/no** or an **information** answer here?

17 Which reply answers the question: **How often?**

19 What is the opposite of **winning?**

In this part you:

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

Vocabulary Focus on meaning

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

sure get information many show could visit
photos unusual sent maybe fell

Example trip visit.....

- | | | | |
|---------------|-------|------------|-------|
| 1 exhibition | ..... | 6 certain | ..... |
| 2 was able to | ..... | 7 emailed | ..... |
| 3 lots of | ..... | 8 find out | ..... |
| 4 pictures | ..... | 9 perhaps | ..... |
| 5 strange | ..... | 10 dropped | ..... |

Tip! 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.

2 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.

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

Mikayla lives on a sheep farm in Queensland in Australia. She was riding her horse across a field when she found the metal ball. Mikayla wasn't strong enough to carry the ball home so she phoned her father.

Example *There are sheep on the farm where Mikayla lives.* A.....

- | | |
|---|-------|
| 1 Mikayla's home is in Austria. | ..... |
| 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. | ..... |
| 6 Mikayla's father phoned her about the metal ball. | ..... |

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.

Tips!

- 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

Mikayla Shears was riding her horse across the fields at 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.

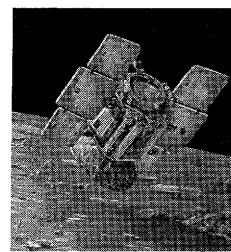
Mikayla called her dad and he came in a truck and drove it back to the farmhouse. People don't drive hundreds of miles across the desert area to leave a metal ball in the middle of a

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.

Most of it fell into the sea after the satellite was safely in 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:

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

Answer:

0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C

- 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

Advice

21 Is there a word in the article that means the same as 'unusual'?

25 Do we know the nationality of the person at the museum?

27 Is this right or wrong? Find the answer in the last sentence.

In this part you:

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

Grammar Comparatives

1 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.**

2 Correct the mistakes.

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

Grammar Pronouns

Tip! 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!

4 Complete the text with words from the box.

you It its we They them their

Did (0) **you** 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.

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.

Remember!

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

Tip! Pronouns are also often tested in Part 5. **Always** read the whole sentence before you choose the missing word.

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.

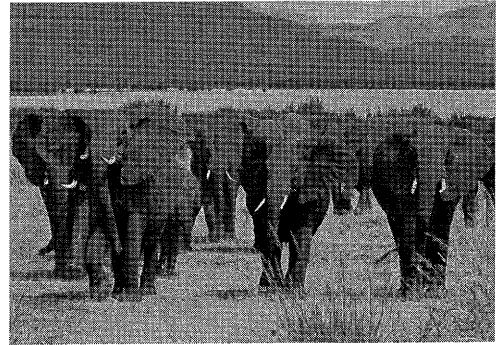
Tips!

- 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) are taller, also have bigger, rounder ears. An African elephant's ears are almost (29) same size as sheets for a single bed! But elephants don't only use (30) ears to hear with. They wave them around to make them look much (31) dangerous than they really are.

Elephants stay together in groups called 'herds' and can live (32) 80 years. They are very big and they never stop (33) They often eat for 20 hours each day because they have such big bodies. An African elephant is heavier (34) six cars! The only animals that are (35) than elephants are whales.



Example:

0 A from B off C of

Answer: 0 A B C

28 A what B which C who

29 A any B a C the

30 A their B them C they

31 A more B many C most

32 A ago B since C for

33 A grows B growing C grow

34 A than B then C when

35 A large B larger C largest

Advice

0 We say: two **kinds of** animals, three **types of** fish, six **pairs of** trousers, four **pieces of** cake.

31 We can say **much bigger**, but we can't say **much dangerouser**. Which word do we need to add here to form the comparative of **dangerous**?

34 Which word often comes after a comparative adjective?

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

- 1** 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

- 2** 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 _ r t

2 You can eat this at the beach.

_ c _ cr _ _ m

3 You can read these at the beach.

m _ g _ z _ n _ s

4 You can play this at the beach.

v _ ll _ yb _ ll

5 You can find these at the beach.

sh _ ll _

6 You can drink this at the beach.

l _ m _ n _ d _

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

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

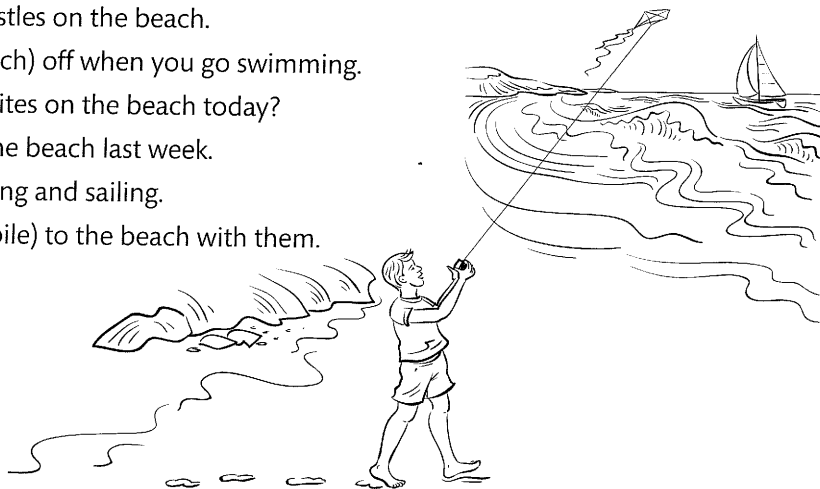
- 1 Some (child) love making sandcastles on the beach.
- 2 You don't need to take these (watch) off when you go swimming.
- 3 How many (person) were flying kites on the beach today?
- 4 I read two wonderful (story) on the beach last week.
- 5 My favourite (hobby) are swimming and sailing.
- 6 My friends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

Tip! Answers are usually nouns in Part 6. Most of them are singular but some can be plural.

Remember!

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, stories*).

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



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

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

Example Put this on your head in hot sunny weather.

hat

1 People wear these sometimes instead of trousers.

sh _ rt s

2 Some people wear these on their feet when they do sports.

tr _ _ n _ r _

3 You can wear this when you are in a swimming pool.

c _ st _ m _

4 Girls and women wear these instead of skirts and blouses.

dr _ ss _ s

5 You wear these on your legs and they are usually blue.

j _ _ ns

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

sw _ _ t _ r



5 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 cold and sweet. Eat it quickly if you are in the sun!
ice c r e a m



1 People use green vegetables to make this cold food.

sa _ a _

2 Apples and bananas are examples of this.

f _ ui _

3 You can make this drink from oranges, for example.

jui _ e

4 Some people make these with bread and cheese.

sa _ _ _ i _ _ e _

5 This meat is hot and round and often eaten inside bread.

bu _ _ e _

6 This is usually round and has cheese and tomato on top.

pi _ _ a

6 Look at the picture and complete the descriptions.

Example This is an i s l a n d. 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.

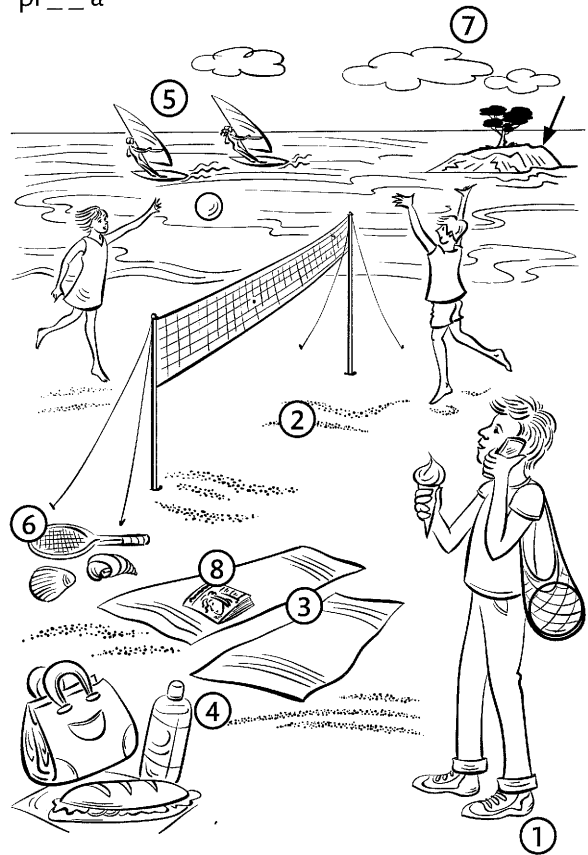
4 This is w _ _ _ _ . It's good to drink this when you are hot.

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.

Tip! Read the clue carefully before you choose your answers in Part 6.

1 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.

Answer It's a m _ _ _ _ _

2 Some people like playing games on this. Lots of people use it to surf the internet. You can take it with you anywhere!

Answer It's a l _ _ _ _ _

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 _ _ _ m _ _ _ _ _

Vocabulary Double or single letters

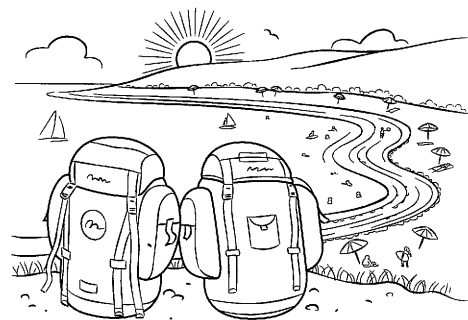
Tip! Check the number of letters you need in Part 6 carefully. Do you need double or single letters?

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 *shopping* / *shoppng* that we need.
- 5 Let's go there *tommorrow* / *tomorrow*.
- 6 It's such a *wonderful* / *wonderfull* place! Bring your camera!



9 Look at ten words from this training section. Write the descriptions.

Example wear/this/head/when/sunny **hat** You can wear this on your head when it's sunny...

- | | | |
|---------------------------|-----------------|---------------|
| 1 phone/friends/this | mobile | You can |
| 2 wear/this/sea | costume | You can |
| 3 drink/this/when/thirsty | water | You can |
| 4 take/photos/this | camera | You can |
| 5 find/these/sand/sea | shells | You can |
| 6 play/tennis/this | racket | You can |
| 7 send/emails/this | laptop | You can |
| 8 read/these/books | stories | You can |
| 9 read/good articles/this | magazine | You can |
| 10 eat/this/when/hungry | burger | You can |

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:

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

l _ _ _ _ _

Answer:

0

laptop

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

s _ _ _ _ _

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

g _ _ _ _ _

38 You use this to take photographs with.

c _ _ _ _ _

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

t _ _ _ _

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

s _ _ _ _ _

Advice

37 **This** or **these**? Remember the double letter here!

40 **This** or **these**?

In this part you:

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

Grammar Question forms

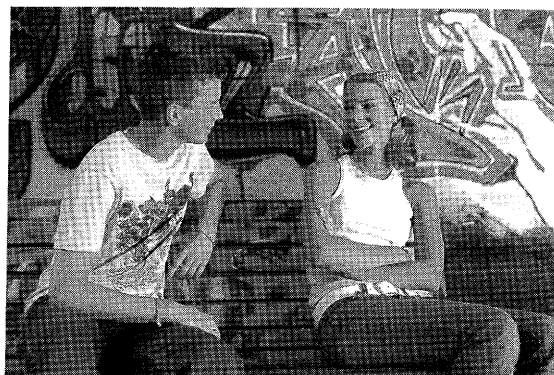
1 Read the questions carefully. Write the missing form of **be**, **do** or **have**.

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?

Tip!

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.

- I ~~made~~ / **took** some good pictures of the band.
- I'm ~~doing~~ / **having** my party tomorrow.
- I ~~offered~~ / **gave** Jane a necklace for her birthday present.
- We always ~~have~~ / **get** lots of fun at the disco.
- I'm going to ~~wear~~ / **carry** my new white jeans at the concert.
- Would you like to ~~watch~~ / **look** a DVD?
- Dad can ~~pay~~ / **buy** the concert tickets next week.
- I ~~did~~ / **went** shopping for some new clothes.
- My friends and I ~~heard~~ / **listened** to music.
- 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.

3 Find and correct five mistakes in the email opposite.

From: Tina
To: Sally

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

Questions 41 – 50

Complete the emails.

Write ONE word for each space.

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

Tips!

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

Example:

0

about

From:	Lesley
To:	Stephen

Hi Stephen!

We talked (0) going to the pop concert last night. It's (41) 15th 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

Advice

0 Remember you can **speak, talk, ask, write, read** about something / doing something.

44 Look! It's the first word in a question that's missing.

49 Which verb goes with **party**? Do you **make, do** or **have** a party?

From:	Stephen
To:	Lesley

Hey, thanks (48) your email. Yes, I can come too. Jane's (49) a party tomorrow. (50) you going? I can give you the money there.

Stephen

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

- 1 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?

A

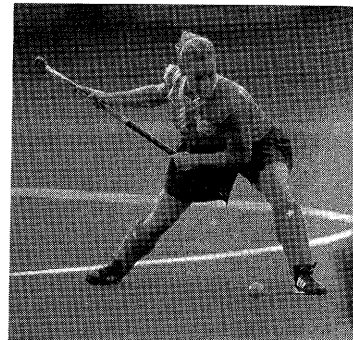
Tuesday, 11 November

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.

B

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

- 2 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.

Journey **begins** at: 9 a.m.
Return at: 7 **p.m.**

- | | |
|---|--|
| 1 That coach goes before 8.30. | Coach leaves before: 8.30 |
| 2 We'll arrive there by 9.00. | Students will get there by: 9 |
| 3 The school holiday ends on May 10 th . | Holiday finishes on: 10 May |
| 4 6 April is the day of the trip. | Date of trip: April 6 |
| 5 Mrs Morgan is coming back on Friday. | Mrs Morgan will return on: Friday |
| 6 The train leaves at 6.30 in the morning. | Time of train: 6.30 a.m. |

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


- 3 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.

- | | |
|-----------------------------|--|
| 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. |

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

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.

4 Cross out the two 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. | 4 Our plane leaves at / on / in six thirty. |
| 2 At / On / In my birthday, Gabby gave me a DVD. | 5 Call me at / on / in Saturday evening. |
| 3 My cousin can take you there by car at / on / in the afternoon. | 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.

Tips!

- 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

From: Ron
To: Julia

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:

51

Should take:

52

Will travel by:

53

Place to meet:

54

in

Will return at:

55

p.m.

Advice

52 What **should** Julia take on the trip? What **shouldn't** she take?

55 What does **return** mean here, **come to** or **be back**?

In this part you:

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

Answering three questions

1 Zara sent a message to her three best friends to come and play tennis.

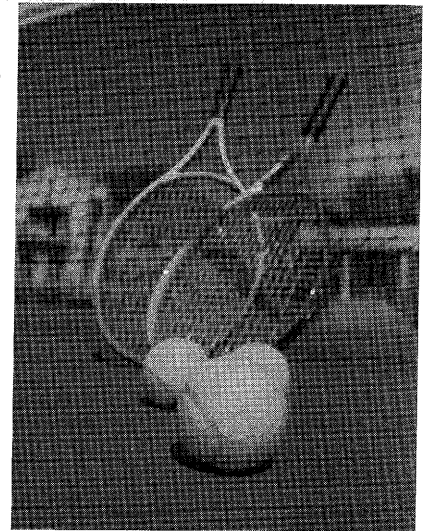
Look at her friends' answers. Tick (✓) the three questions (a–g) that Zara asks.

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

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, I think. That's the easiest way to get there. Brian.

- | | |
|---|--|
| a <input type="checkbox"/> Who else can play? | e <input type="checkbox"/> How much does it cost? |
| b <input type="checkbox"/> Where shall we play? | f <input type="checkbox"/> When can you play tennis? |
| c <input type="checkbox"/> Whose racket can I borrow? | g <input type="checkbox"/> Why can't you play today? |
| d <input type="checkbox"/> 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.

Tip! 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 each sentence, then write the correct word.

Example We went ~~in~~ a museum with our teacher. to

- Your school bag is to the table in your room.
- My classmates are at France now.
- We went in a restaurant and had a curry.
- My family arrived at New York yesterday.
- You can buy the CD to the new music shop.
- I was in a party at Jill's house.

4 Cross out the wrong word in each sentence.

Example Come **by** / **in** a bus!

- | | |
|--|---|
| 1 He invited me <i>at</i> / <i>to</i> his home. | 6 I'm interested <i>at</i> / <i>in</i> music. |
| 2 It was <i>on</i> / <i>in</i> TV! | 7 Welcome <i>in</i> / <i>to</i> my town! |
| 3 She's playing <i>on</i> / <i>in</i> the concert. | 8 I'm <i>on</i> / <i>in</i> holiday! |
| 4 Call me <i>at</i> / <i>on</i> 57743. | 9 The book is grey <i>in</i> / <i>on</i> the front. |
| 5 You are important <i>at</i> / <i>to</i> me. | 10 Jose's <i>at</i> / <i>in</i> his best friends house. |

Grammar Irregular verb forms and spelling

⊙ 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.

Tip! Make sure you learn irregular verb forms.

Example I **heared** / **heard** some loud music.

- | | |
|---|---|
| 1 It <i>costed</i> / <i>cost</i> £20, which is cheap. | 4 My cousin <i>gived</i> / <i>gave</i> me some perfume. |
| 2 We <i>took</i> / <i>taked</i> a picnic with us. | 5 I <i>choosed</i> / <i>chose</i> pasta with mushrooms for my dinner. |
| 3 I <i>payed</i> / <i>paid</i> £50 for the ticket. | 6 I <i>wore</i> / <i>weared</i> my new T-shirt. |

⊙ KET candidates often make spelling mistakes using double or single letters.

6 Put a tick (✓) if the spelling of the verb is right. Put a cross (X) if it's wrong and write the correct spelling on the dotted line.

Example I'm waiting for you.
 My brother is *comming* too. *coming*.....

- | | | |
|---------------------------------------|--------------------------|-------|
| 1 Thanks for writting to me. | <input type="checkbox"/> | |
| 2 Let's go swiming later. | <input type="checkbox"/> | |
| 3 I'm travelling to London tomorrow. | <input type="checkbox"/> | |
| 4 I'm getting a bike for my birthday. | <input type="checkbox"/> | |
| 5 We go shoping on Saturdays. | <input type="checkbox"/> | |
| 6 I'm listening to my new CD now. | <input type="checkbox"/> | |

7 Complete the sentences with an **-ing** form or the past simple of the verb.

Example He is **using** (use) his red pen.

- I'm (play) my new computer game now.
- She (say) goodbye to me yesterday.
- My sister (try) to help me with my homework.
- I love (dance) to crazy music!
- I (study) English at school last year.
- My friend is (buy) the movie tickets.

Tip! Make sure you learn the spellings for verbs that end in **-e** or **-y**.

Remember!

Verbs ending in **-e** change when you add **-ing**, e.g. dance/dances/dancing, write/writes/writing
 Verbs ending in a vowel and **-y** don't change, e.g. play/plays/playing, buy/buys/buying
 Verbs ending in two consonants and **-y** change when you add **-s**, e.g. try/tries/trying, cry/cries/crying
 Verbs with two syllables ending in one consonant and **-y** change when you add **-s**, e.g. study/studies/studying, carry/carries/carrying

8 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 chicken. I eat it
almost twice a
month. I realy like
it. My 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 grate! I'll wait
for you outside at
5 p.m.
By! Aiden

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

Grammar Answering three *wh*- questions

9 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.

Tip! Read the instruction carefully! Remember you **MUST** write all three parts of the message to get a good mark.

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

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

Which writer:

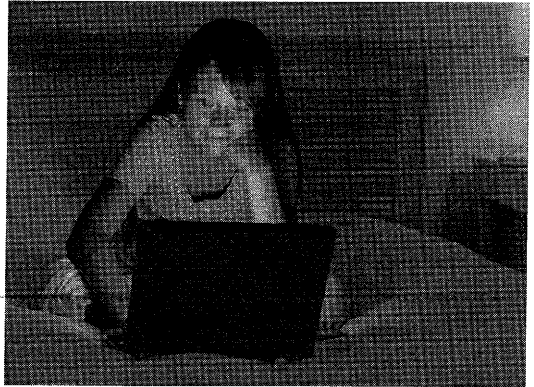
- 1 has included all three parts of the message?
- 2 has made a past tense mistake?
- 3 has written fewer than 25 words?
- 4 should check their spellings and grammar?
- 5 might get the best mark?

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,

I watched a great TV programme

I watched it

I enjoyed it a lot

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

Tips!

- 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 **25 – 35** words.

Write the note on your answer sheet.

Advice

when Do you need to say **at**, **on** or **in**?

where Do you need to say **at**, **on** or **in**?

why Use **because** ...

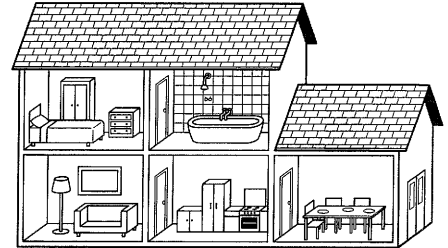
In this part you:

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

Listening for information

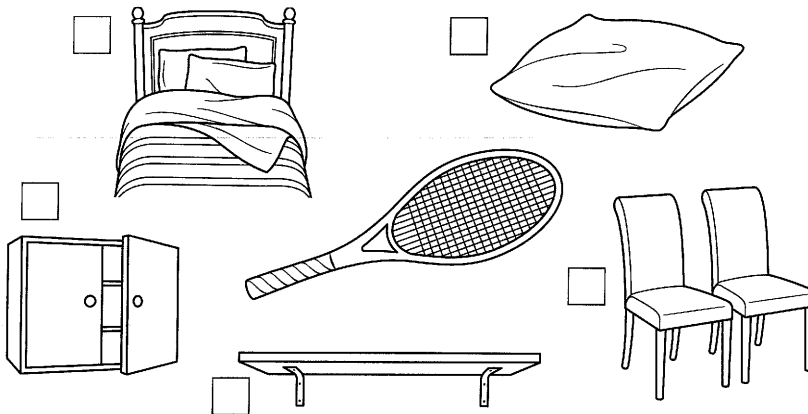
1 02 Amelia wants to talk to her brother, Justin, but she can't find him. Listen and answer the questions.

- 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.



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

Remember!

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

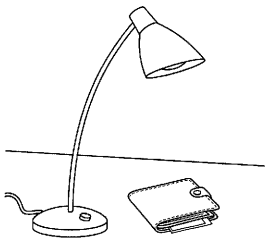
03 Now listen.

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

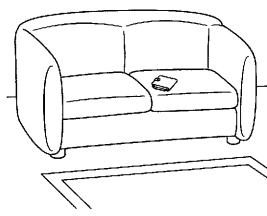
04 Listen again.

2 Where's Leah's tennis racket? Tick (✓) the right picture.

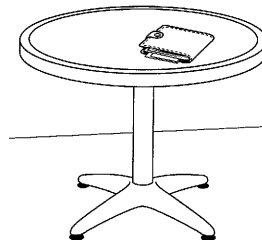
3 05 Listen. Where's Paul's wallet now? Choose the right answer (A, B or C).



A




B



C

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

Vocabulary Numbers

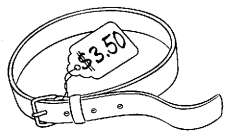
4  **06** You will hear one right number and one wrong number in each conversation. Listen and choose the right answer (A or B).

- | | | |
|---|------------------------|-----------------------|
| 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 15 th May | B 5 th May |
| 5 What number page is the girl reading? | A 68 | B 86 |

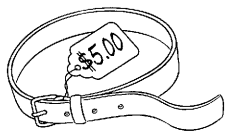
Tip! You often have to answer a question about numbers.

5  **07** Now listen and choose the right answer.

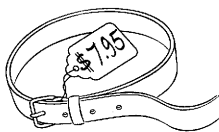
How much is Stella's belt?



A



B



C

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!

Tip! You often have to answer questions about what people are doing at home. Pay attention to the verbs. Are they present, past or future?




A

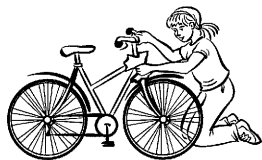


B



C

7  **08** What is Holly doing at home now? Listen and choose the right answer.



A



B



C

Tip! You'll hear something about all three pictures, but there's only one right answer. Make sure you read the question very carefully!

8 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.



A



B



C

Test 1 Exam practice

Listening • Part 1



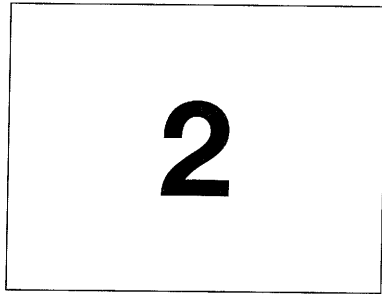
Questions 1 – 5

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).

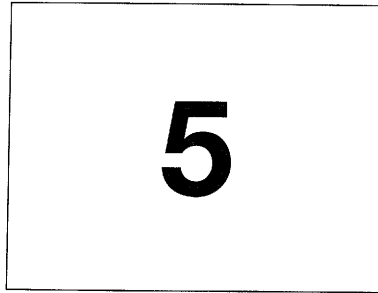
Tips!

- 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!

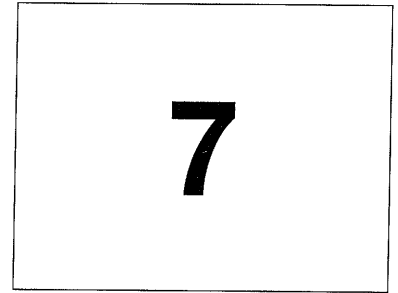
Example: How many new T-shirts did Ellen get?



A



B

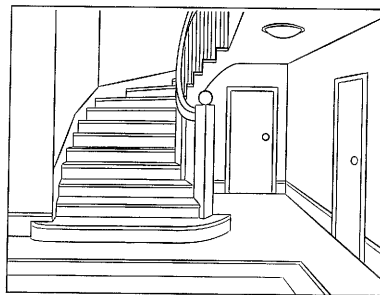


C

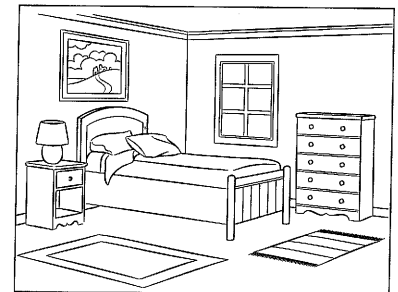
1 Where is Justin's sister now?



A



B

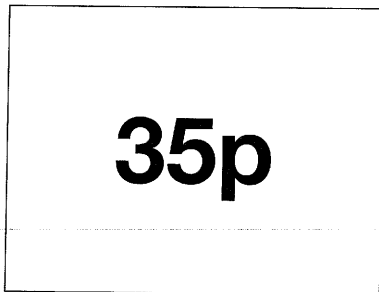


C

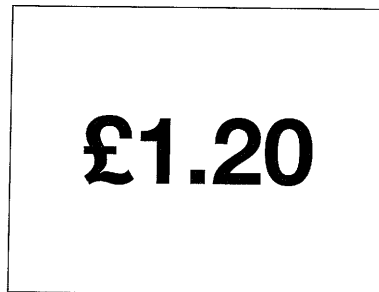
Advice

Example Listen for the total number.

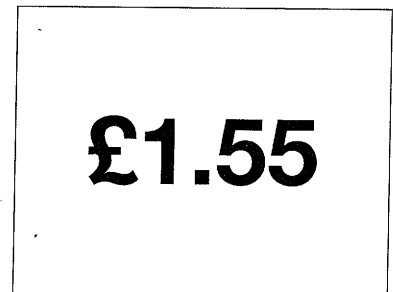
2 How much money is in Eva's purse?



A

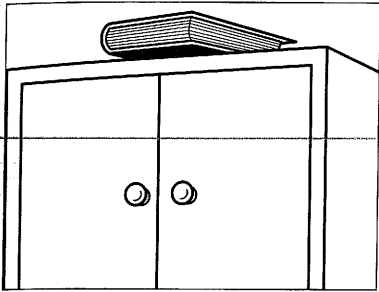


B

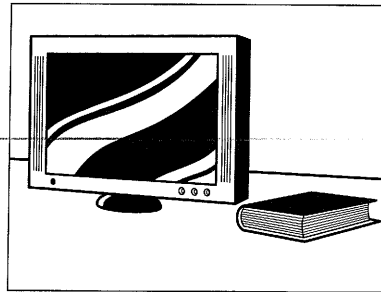


C

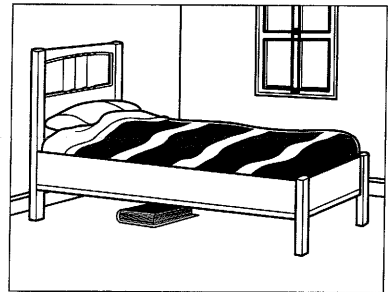
3 Where is Paul's textbook?



A



B



C

4 What's Jenna doing now?



A

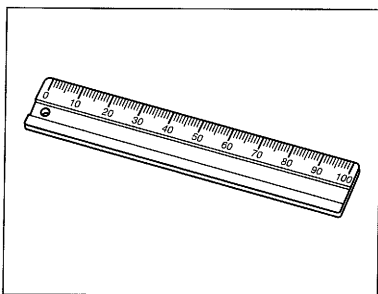


B

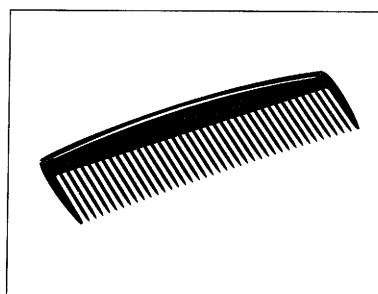


C

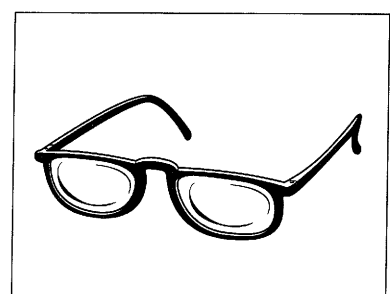
5 What must Andy put in his school bag next?



A



B



C

Advice

4 Make sure you listen for what Jenna is doing now.

5 Listen carefully. Two of these items are already in Andy's bag.

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  **10** Listen to information about people's jobs.

What does each person do?

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

<i>Example</i>	Tom	dentist
1	Jessica	farmer
2	Scott	journalist
3	Hanna	mechanic
4	Gregor	pilot
5	Lilian	photographer
6	Charlie	waiter


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

2  **11** Listen. How does each person describe their job?

Cross out the wrong word.

<i>Example</i>	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

Tip! 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!

3  **12** 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	<input type="checkbox"/>	A cinema
2 mum	<input type="checkbox"/>	B circus
3 aunt	<input type="checkbox"/>	C disco
4 grandma	<input type="checkbox"/>	D factory
		E office

Tip! Remember you can only use an answer once. Cross out answers after you have used them.



Test 1 Exam practice

Listening • Part 2

13 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.

You will hear the conversation twice.

Example:

0 Alice

FRIENDS

6 Milton

7 Saskia

8 Elis

9 Lydia

10 Ali

WORKPLACE

A hotel

B park

C police station

D restaurant

E school

F sports stadium

G television centre

H zoo

Advice

D What do people who work in restaurants do?

E Who works in schools?

G Cross this out because it's the example answer.

H What can you go and see at a zoo?

In this part you:

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

Grammar Answering questions


1  **14** Draw lines from the 'how' questions to the possible answers. Listen to an example.

Example How tall is that tree?

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

- 10 dollars
- 35 miles
- 3 months
- 520
- 7,610 metres
- 21 degrees
- 6 metres

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

2  **15** 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 (✗).

Example Where is the island?

in Australia



- How do most people travel to the island?
- What colour is the rock on the island?
- Which is the best time of year to visit the island?
- How hot is it in summer on the island?
- What is special about the island?
- Why do people often sleep outside?

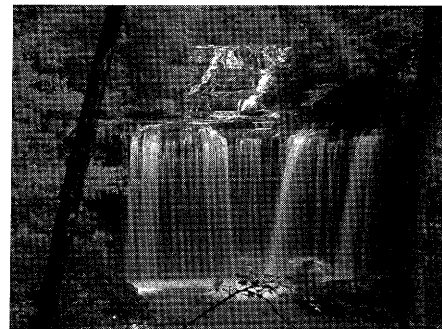
- by plane
- black
- in the summer
- about 30 degrees
- the water in the lake
- to watch the stars



3  **16** 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~~.

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



4  **17** Listen to Lora asking about a nature park. Choose A, B or C.

- Visitors go to this park to see
A monkeys. B lions. C bears.
- The park usually opens at
A 07.00. B 09.30. C 11.00.
- How much is the family ticket?
A \$5 B \$8 C \$16

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

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



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:

- 0 How long has the museum been open?
- A a week
 - B** two months
 - C three years

- 11 The museum has lots of information about

- A forest workers.
- B wild birds.
- C different trees.

- 12 When is the museum closed?

- A on Thursdays
- B on Saturdays
- C on Mondays

- 13 How far away is the museum?

- A 15 miles
- B 20 miles
- C 30 miles

- 14 On the study day, teenagers can learn about

- A plants.
- B the sea.
- C clouds.

- 15 The study day is free for students under

- A 14.
- B 16.
- C 18.

Advice

0 You heard the woman giving this answer so she'll give all the other answers too.

12 Which day did the teacher visit the museum?

13 Be careful! You will hear answers to both **How long ...?** and **How far ...?**

15 Be careful! One of these is the answer to **How much ...?** (not **How old ...?**)

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

1 19 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?

	A	B	C
Subject:	History of England	The internet	Science
Begins at:	7.15 p.m.	7.15 p.m.	7.45 p.m.
Channel:	6	6	6
Filmed in:	England	Switzerland	Switzerland

Vocabulary Time

2 20 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

- | | |
|--|---|
| 1 Programme begins at: 5:30 <input type="checkbox"/> | 4 Band begins playing at: 8:45 <input type="checkbox"/> |
| 2 Film starts at: 7:10 <input type="checkbox"/> | 5 Game will start at: 3:30 <input type="checkbox"/> |
| 3 Concert ends at: 9:50 <input type="checkbox"/> | 6 Time disco finishes: 9:00 <input type="checkbox"/> |

3 21 Listen and answer time questions. You can write words, but it's quicker to write numbers.

Example Group meets at:4.30..... p.m.

- Exhibition opens at: a.m.
- Radio show starts at: a.m.
- Play begins at: p.m.
- Send email before: p.m.
- Party is from 6.30 to p.m.
- Computer lesson ends at: p.m.

Remember!

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

Remember!

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

Vocabulary Spelling

4 22 Listen. Are these names spelt correctly? Write YES or NO.

Example Mr Jastin NO

- | | |
|------------------|-------------------|
| 1 Ballscott Park | 4 Mrs Korduff |
| 2 Kate Ailish | 5 Agher Stadium |
| 3 Orinde Road | 6 Newbert Village |

Tip!

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.

5 **23** Listen and complete the notes.

Example Address of club: 12, Burgess Road

- 1 Person to call: Anna
- 2 Find out about: Farm
- 3 Name of dragon:
- 4 Writer's surname:
- 5 Name of magazine:
- 6 Send email to: Mr

6 **24** Predict answers for this form. Write your guesses in column A. Then listen and write the information in column B.

Festival	A	B
1 Day of festival:	.....	.....
2 Festival starts at:	..... p.m.	.....
3 Name of band:	.....	.....
4 Cost of festival T-shirt:	£ .....	.....
5 Travel there by:	.....	.....

Tip! Most people make mistakes with vowels (a, e, i, o, u) so listen carefully to those. Listen and complete each question. Write as clearly as you can.

Tip! Look carefully at the form before you listen. What kind of information will you need to write?



Test 1 Exam practice Listening • Part 4

25 Questions 16 – 20

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): **(19)**
- Name of journalist: **(20)** Sara

Advice

16 You will probably hear more than one day, so listen carefully for the right one.

17 You are listening for a time. What word means the same as **begins**?

19 Think before you listen. How many names of school subjects can you remember?

20 When you see 'name' you should listen carefully for the spelling.

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

1 **26** Listen carefully to people talking about how much different things cost. If the answer is right, put a tick (✓). If the answer is wrong, put a cross (✗).

Example One ice cream costs: \$2

- | | | | |
|---|------------------------------|----------|--------------------------|
| 1 | Return bus ticket costs: | 75 pence | <input type="checkbox"/> |
| 2 | Price of mineral water: | €3.25 | <input type="checkbox"/> |
| 3 | Price for one cinema ticket: | €9.50 | <input type="checkbox"/> |
| 4 | Cost of guitar lesson: | £12.50 | <input type="checkbox"/> |

27 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: | £ |

2 **28** Listen and write the numbers.

Example Luka's mobile number: 077824

- Kind of laptop: Takio
- Bookshop phone number:
- Number of riders in race:
- Size of trainers:
- Number of DVDs for sale:
- Address: Grange Street

3 **29** Listen and write the colours.

Example Colour of maths textbook: red


- Colour of sweater:
- Colour of school bag: and
- Colour of tennis racket: and
- Colour of bicycle:
- Colour of hair:
- Colour of watch: and

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

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

Tip! You sometimes have to answer questions about colours.



4  30 Predict answers for this form. Write your guesses in column A. Then listen and write the information in column B.

Football game	A	B
1 Day of match:
2 Starts at:
3 Cost of school bus trip there: £
4 Colour of football shirt:
5 Coach's mobile number:

Tip! Look carefully at the form before you listen and think about what kind of words you will need to write – for example, a day, a time, a number.



Test 1 Exam practice

Listening • Part 5

 31 Questions 21 – 25

You will hear a man giving some information about a BMX bike that's for sale. Listen and complete each question. You will hear the information twice.

Bike for sale

Kind of bike: BMX Roadstar

Price: (21) €

Colour: (22) and

Can go and see tonight at: (23) p.m.

Address: (24) 237, Street

Phone number: (25)

Advice

21 Put the price that the bike will cost now.

23 Use numbers for the time to go and see the bike.

24 Listen carefully to the spelling. Are there any double letters?

In this part you:

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

Listening to personal questions

1 **32** 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 | <input type="checkbox"/> | 5 his favourite hobby | <input type="checkbox"/> |
| 2 his nationality | <input type="checkbox"/> | 6 another country he has visited | <input type="checkbox"/> |
| 3 the country that he comes from | <input type="checkbox"/> | 7 his favourite day of the week | <input type="checkbox"/> |
| 4 the subjects that he is studying | <input type="checkbox"/> | 8 his age | <input type="checkbox"/> |

Understand the task

2 Complete the sentences with words from the box.

two take name hello won't examiners

Tip! 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.

3 **33** Listen to an examiner talking to a student. Which questions does the examiner ask? Tick (✓) the boxes.

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

- | | | | |
|----------------------------------|--------------------------|-------------------------------------|--------------------------|
| 1 Hello. What's your name? | <input type="checkbox"/> | 6 What's the name of this town? | <input type="checkbox"/> |
| 2 What's your surname? | <input type="checkbox"/> | 7 Do you study English at school? | <input type="checkbox"/> |
| 3 How do you spell your surname? | <input type="checkbox"/> | 8 Do you enjoy learning English? | <input type="checkbox"/> |
| 4 How old are you? | <input type="checkbox"/> | 9 What other subjects do you study? | <input type="checkbox"/> |
| 5 Where do you come from? | <input type="checkbox"/> | 10 What's your favourite subject? | <input type="checkbox"/> |

4 **34** Listen again to the questions in exercise 3 and give your own answers.

5 Read the questions. What can you add to the student's answers?

Example What's your name?

..... **My name is** Katia.

1 Where do you come from?

..... Italy.

2 Do you like the town where you live?

Yes

3 What can you do in your town?

..... shopping

4 What's your favourite hobby?

..... music.

5 What did you do last weekend?

..... party.

6 What are you going to do next weekend?

..... volleyball

Tip! The examiner then asks you questions about your daily life, your interests and hobbies. Give more than one-word answers.

6 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

Tip! At the end of Part 1, the examiner asks each of you to speak about one thing. The examiner will say: **Tell me about ...** (e.g. home, family, friends, school, country).

7  35 Listen to an examiner and a student answering his *Tell me about ...* question.


Now with a partner practise asking and answering your *Tell me about ...* questions.

Test 1 Exam practice

Speaking • Part 1

Tips!


- 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.

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

In this part you:

- read notes and **speak** to another student
- ask and answer five questions

Looking at factual information

- 1  37 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 **competition** September national: school students will come from all parts of country. www.quz.20/loq.co/

Understand the task

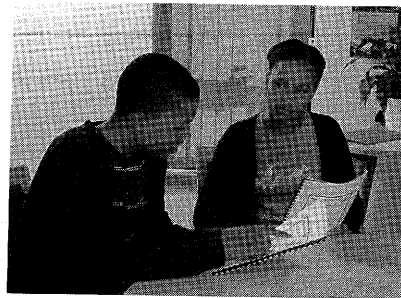
- 2 Complete the sentences with words from the box.

questions topic information booklet five examiner

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

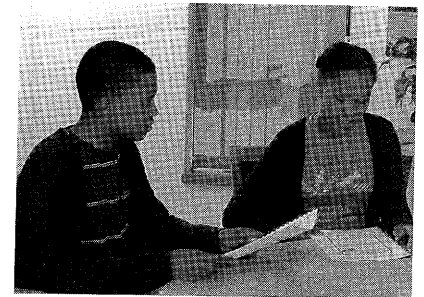


The first (1) gives the two students (A and B) their question and information booklets. One student gets a page of (2) The other student gets some information.



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.



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.


Bicycle Race

Friday 7 July

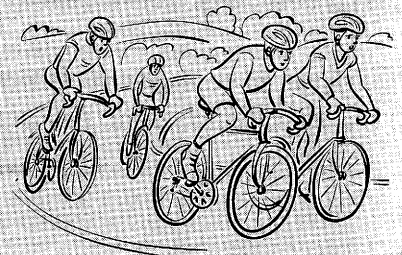
11.30 a.m. start

10 kilometres

Race is in Kai Park


Call Jenny on  980032 (for more information)

- 1 When ?
- 2 What ?
- 3 How ?
- 4 Where ?
- 5 What ?



- 4 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.

The race is in ... It's on ... You can call ... It's ... long. It starts ...

- 5  38 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

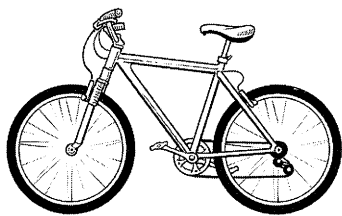
Tips!

- 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.

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

Vocabulary Focus on meaning

1 Match words and phrases 1–6 below with the words in the box that have almost the same meaning.

flight roads suitcases seat discount visitors bicycle

Example a kind of chair **seat**.....

- | | |
|------------------|--------------------------|
| 1 luggage | 4 bike |
| 2 tourists | 5 a cheaper price |
| 3 streets | 6 a journey by air |

Tip! Look for words in the questions and notices that have the same meaning. They are not always the same part of speech.

Tip! Transport vocabulary is often tested in Part 1.

Tip! Sometimes a notice begins with the name of a place.

2 Match the notices with the lists of places where your family might see them.

Example **Please turn off your car engine** petrol station.....

- | | |
|---|-------|
| 1 Flight delayed by 15 minutes | ..... |
| 2 No parking
Ambulances only | |
| 3 Platform 9A is across bridge | ..... |
| 4 Lifts up to street level | ..... |
| 5 SLOW DANGER!
FOG AHEAD! | |
| 6 Number 132 every 10 minutes | ..... |

- underground
- petrol station
- motorway
- bus stop
- hospital
- airport
- station

3 Read the signs and choose A, B, C or D to start each matching sentence.

A You should not B It is impossible to C You can D You have to

- Example* This seat is for staff only.D.... sit somewhere else.
- | | |
|--------------------------------------|---|
| 1 Ticket office closed. | buy tickets here now. |
| 2 No cycling on the platform. | ride your bike here. |
| 3 Important! Do not leave your seat. | stay in your seat. |
| 4 Have passports ready, please. | find your passport now. |
| 5 Sorry. No buses today. | travel by bus this morning. |
| 6 Lifts to luggage collection. | use these to go and get your luggage. |

Tip! Read the beginning of each sentence carefully.

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:

0 People with bicycle problems may get some help quickly here.

Tips!

- 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.

Answer: 0

	A	B	C	D	E	F	G	H
--	---	---	---	---	---	---	---	---

- 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.
- 4 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.

A

Students must buy tickets before getting on college bus

B

Forest Park Road
Drive slowly
Cyclists use this path

C

Leon Airport
Keep your luggage with you at all times

D

Rod's Bikes
Tyres or brakes repaired while you wait!

E

Remember!
Keep your return ticket in a safe place

F

*Coach station
City tour leaves from this stop every 45 minutes*

G

River Severn – next boat trip 2.15
Buy tickets here

H

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

Advice

1 What is another way of saying not fast?

2 Where do you go to take a flight?

4 What is the piece of paper called that shows you have paid to travel?

Test 2 Training

Reading and Writing Part 2

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

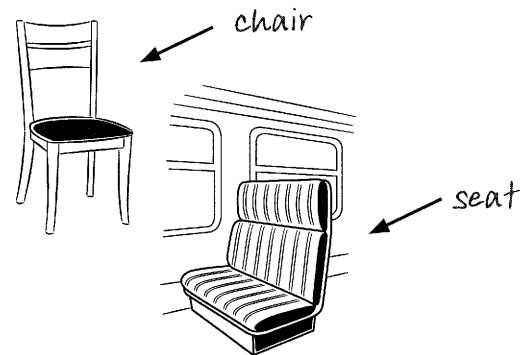
Vocabulary Focus on meaning

1 Cross out the wrong word.

Example Can I ~~cook~~/**make** a sandwich?

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

Tip! Think carefully about the difference in meaning between these pairs of words.



Tip! Sometimes phrasal verbs are tested in Part 2.

2 Write the correct verb in each space.

Example Can I~~turn~~..... on the DVD player?

- I must these dirty cups **up**.
- I my jacket **off** in the kitchen.
- When you **out**, shut the door quietly.
- My friend **on** the same shirt as me.
- grandpa **up**! He's sleeping on the sofa!
- Make sure you have the cooker **off**.
- **off** that chair, you naughty cat!
- Help me **look** my CD. I can't find it.

put / turn / get

- grow / get / wash
 got / turned / took
 find / go / get
 put / get / turn
 Grow / Wake / Wash
 got / put / turned
 Take / Get / Turn
 after / at / for

Remember!

- 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*.

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

- | | | |
|---------------------------------|---------------------|---------------------|
| have 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 |

Remember!

- 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

Questions 6 – 10

Read the sentences about Inez 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:

0 Inez with an English family last summer.

- A** passed **B** kept **C** stayed

Answer:

0	A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6 The house was on the corner of a city street.

- A** fast **B** busy **C** quick

7 Inez's room was but it was quite cold.

- A** lovely **B** special **C** well

8 She asked for two more to put on her bed.

- A** curtains **B** sheets **C** blankets

9 Inez liked off the lights and looking out of her window at the city each night.

- A** taking **B** getting **C** turning

10 One evening, the family a party so Inez met all their friends.

- A** made **B** had **C** took

Tips!

- 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.

Advice

0 *Pass is not followed by with. We can use pass with time or with a place.*

Inez **passed** the summer in England. Inez **passed** the shop on her way to school.

Keep is not followed by with. We can use keep + an object + in.
Inez **kept** her diary in her bedroom. Inez **kept** her ticket in her pocket.

We stay with someone, or stay in or at a place.

Inez **stayed** with an English family. Inez **stayed** in England / at home.

8 *Will Inez need more curtains, blankets or sheets on her bed if her room is cold?*

9 *Do you take off lights, get off lights or turn off lights?*

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

Vocabulary Everyday expressions

1 Match sentences 1–5 with responses a–e.

- | | |
|---|-------------------|
| 1 I love that girl's T-shirt. | a I hope so! |
| 2 Let's go outside. It's too hot in here. | b How do you do? |
| 3 Are they going to play that CD again? | c So do I! |
| 4 Can you pass me another sandwich? | d I'd rather not. |
| 5 Hello, my name's Jenny. | e Here you are! |

Tip! Many different expressions are tested in Part 3.

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

- I need to speak to you (to ask a question)
- Please say that again.
- Goodbye
- I agree!
- I don't want to
- Yes.
- OK.
- No.


Remember!

So do I! 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?

3 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? | Certainly! / Pardon? |
| 2 Can I borrow your dictionary? | I'm afraid I can't. / Here you are! |
| 3 I'm sorry if I made you angry. | It doesn't matter. / Of course not. |
| 4 I'd like some of those chips, please. | I hope so. / Anything else? |
| 5 I'll wash up later. | Thanks a lot. / Just a moment. |
| 6 Will it rain this afternoon? | 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.

4 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? | Really funny. / He likes cycling. / Yes, thanks. |
| 2 Would you like some lemonade? | Yes, I do. / Yes, you do like it. / Yes, I would. |
| 3 What music do you like? | No, I don't like music. / Rock. / Of course! |
| 4 What was the homework like? | It was really hard. / I hope not! / Yes, it was fine. |
| 5 Does Katy like you? | No, she's taller. / I hope so. / Me too. |

Remember!

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!

Questions 11 – 15

Complete the five conversations.

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

Example:

0



Here's a drink for you!



A Of course not!

B Thanks a lot!

C I'm afraid I can't.

Answer:

0	A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

11 What was the dinosaur film like?

- A It was boring.
- B A long tail and big teeth.
- C Yes, I did!

12 I don't know your email address.

- A They're in Castle Street.
- B How do you do?
- C I'll give it to you.

13 Why don't we go windsurfing today?

- A What a great idea!
- B Yes, we do, don't we?
- C Thank you very much.

14 Shall we buy these earrings for Mum?

- A So do !!
- B How much are they?
- C She's really pretty!

15 Sorry! I can't play volleyball with you.

- A What a pity!
- B I'm sorry, I'm late.
- C I suppose so.

Tips!

- 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.

Advice

12 B Do people say this when they meet or when they can't do something?

13 Is this a yes/no question, a suggestion or an invitation?

14 Can you sometimes answer a question with another question?

15 C This can mean **I agree (but I'm not very happy about that)**. Does it fit here?

- 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

1 Underline the kind of answer that these questions need.

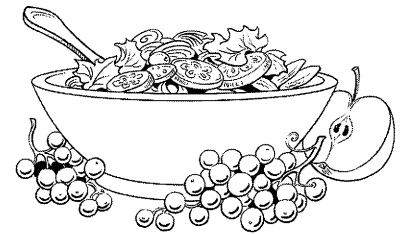
Example Can you cook?	a place / <u>yes/no</u> / a person / a time
1 Who's making breakfast?	a person / food / adjectives / yes/no
2 How long should I fry this for?	yes/no / adjectives / a time / a place
3 Would you like an omelette or a pizza?	a place / food / adjectives / yes/no
4 Where are the red grapes?	yes/no / adjectives / a place / a number
5 What's that steak like?	yes/no / adjectives / a time / a person
6 You like salt on your chips, don't you?	adjectives / a place / a number / yes/no

Tip! Think carefully about the kind of answer that each question needs.

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

Example <u>Let's put</u> some pieces of apple in the salad.	a OK. We could fry some onions with it too.
1 <u>Why don't we</u> make some lemonade?	b But we haven't got any lemons!
2 <u>We could</u> have fried rice for dinner.	c Sorry, we can't do that. I haven't got enough money.
3 <u>What about</u> taking a picnic?	d Good idea! I'll go and make one.
4 <u>Shall we</u> buy some burgers?	e How about putting some grapes in it, instead?
5 <u>How about</u> having a boiled egg for breakfast?	f I'd rather just have some bread, thanks.

Tip! You often see suggestions in Part 3b.



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

Example I love oranges!	...H...	Really? They're my favourite fruit.
1 Where are the biscuits?	.....	Well, let's go and look for them.
2 Is lunch ready yet?	.....	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.

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

- A OK. Here you are!
- B Yes, please.
- C Why not?
- D I don't know.
- E It doesn't matter.
- F I think so.
- G Be careful!
- H Me too!

Questions 16 – 20

Complete the conversation between Linda and her cousin, Vince. They're talking about cooking. What does Vince say?

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

Tips!

- 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:

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

Vince: 0 **E**

Answer: 0 **A** **B** **C** **D** **E** **F** **G** **H**

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

Vince: 16

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

Vince: 17

Linda: That sounds great! Why don't we make a meal for everyone?

Vince: 18

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

Vince: 19

Linda: OK. You do the main course and I'll make a chocolate cake. It'll be fun!

Vince: 20

Linda: I hope so!

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

Advice

0 Linda will want a **yes/no** kind of answer to this question. Look at E. It doesn't have the words **yes** or **no** but it answers her question. Then look at Linda's answer and check that E also matches it. She can't cook pasta and asks Vince more about that.

16 What kind of answer do you need in 16? Person? Time? Place? Yes or No?

18 What kind of answer do you need here? An agreement? A person? A kind of food?

- How many questions are there in Part 4?
- Are you given answers to choose from in Part 4?

1 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.

2 Which is the right answer for each of these short texts?

Choose **A, B or C**.

Text: *Jo had to sell her old bike because she didn't have enough money to buy a better one.*

- 1 Jo sold her bike because
- A** she decided to get a faster one. **B** she needed the money.
C it was too old.

Text: *The new bike cost £100. Jo got £75 for her old one and Jo's parents gave her £25.*

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

Text: *The shop shuts on Thursdays. Jo couldn't go on Friday so she got the bike on Saturday.*

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

Text: *Its lights weren't good enough, but the wheels were great and it had really good brakes.*

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

Text: *Jo told her best friend about her new bike. The two girls cycled round the lake then went for a walk in the park.*

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

Tip! 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.

Tip! 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!



Remember!

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**.

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.

Tips!

- 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 instead of sugar to make it.

'I'm still only 14 but I'm already a businessman!' Robbie laughs. 'Last week I earned £93 because 87 different customers bought 52 kilos of my jam, and a supermarket wants to sell it too. My career is in jam-making, I think!'



Example:

0 Robbie's favourite subject at school was

A maths. B art. C music.

Answer:

0	A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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. 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 kg

Advice

22 The words **differently**, **home** and **business** are all in the article. Think carefully before you decide on the answer.

23 Does the text say Robbie played on the computer, did different sports or played an instrument?

27 What do the two wrong numbers talk about in the article?

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

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

1 Complete the sentences with words from the box.

Did Have were has is are was

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.

Tip! 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.

Tip! A connecting word might be missing from the text in Part 5.

Remember!

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

Grammar Expressions with prepositions

3 Complete the sentences using **Remember!**

Example *I read a book about Africa yesterday.*

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

Remember!

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

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.

Tips!

- 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:

0 A do

B have

C be

Answer:

0	A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Advice

28 Which connecting word is missing here? Read the sentence carefully.

30



33 The word **more** before the space should help you.

35 Is this verb phrase active or passive?

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

Vocabulary Buildings, places and people in town

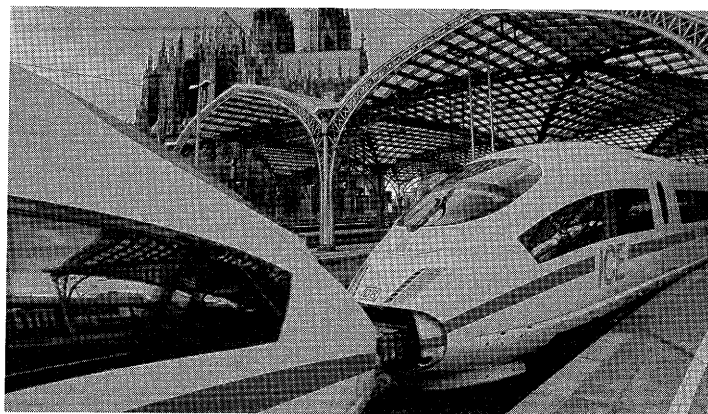
1 Read the sentences. Put a tick (✓) if the information is right and a cross (✗) if it is wrong.

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

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

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



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.

Remember!

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

- If c is followed by a, o, u or is at the end of a word, it sounds like /k/, for example *customer*, *picnic*
 - If c is followed by e or i, 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 /dʒ/, for example *agent*, *village*
- The spelling of *get*, *girl* and *give* don't follow this rule.

3 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. c a s t l e
- 1 Older students come to this place to study. c o _ _ e _ e
 - 2 You can buy newspapers and magazines here. n e _ _ a _ e _ _
 - 3 You cross this to go over a river. b _ i _ _ e
 - 4 You can get fit in the gym here. s p o _ _ _ _ e _ _ _ e
 - 5 People repair cars in this place. g a _ a _ e
 - 6 The people who work here keep people safe. p o _ i _ e s _ a _ i o _

4 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 ~~g~~ h e s t

- | | | |
|-------------|-------------|---------|
| 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.

d t e s r u h

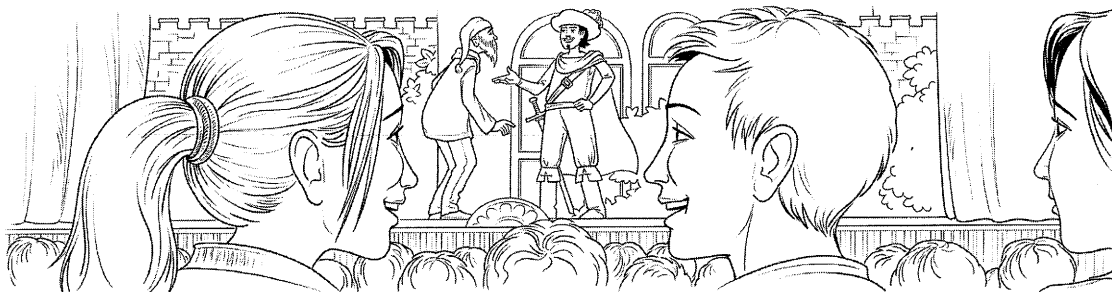
Example The ~~sc~~o~~o~~l is on the next corner. s c h o o l

- 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 a 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. t _ _ _ _ _
- 6 Doctors and nurses work here. h _ _ _ _ _ l



7 Read the description of places where you can do things in a city.
Write the missing letters in the answers.

Example You pay to sit and watch a film here.

c i n e m a

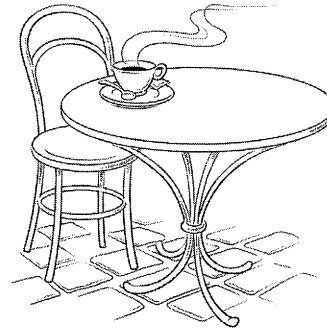
- | | |
|---|-------------|
| 1 You can stop and have a drink or a snack in this place. | c _ _ _ |
| 2 You can catch a train from this place. | s _ _ _ _ |
| 3 You can borrow different books from this place. | l _ _ _ _ |
| 4 You and your family can sleep here if you are on holiday. | h _ _ _ _ |
| 5 You can buy things outside in the street here. | m _ _ _ _ |
| 6 You pay to sit and watch sports matches in this place. | s _ _ _ _ |
| 7 You can sit and choose something to eat here. | r _ _ _ _ _ |
| 8 This means all the lorries, cars and buses on the street. | t _ _ _ _ _ |

8 Write the missing letters in the words. Look at the other words in bold.
If you don't know their meaning, look them up in a dictionary.

Tip! Learn words in word families. This will help you to remember them.

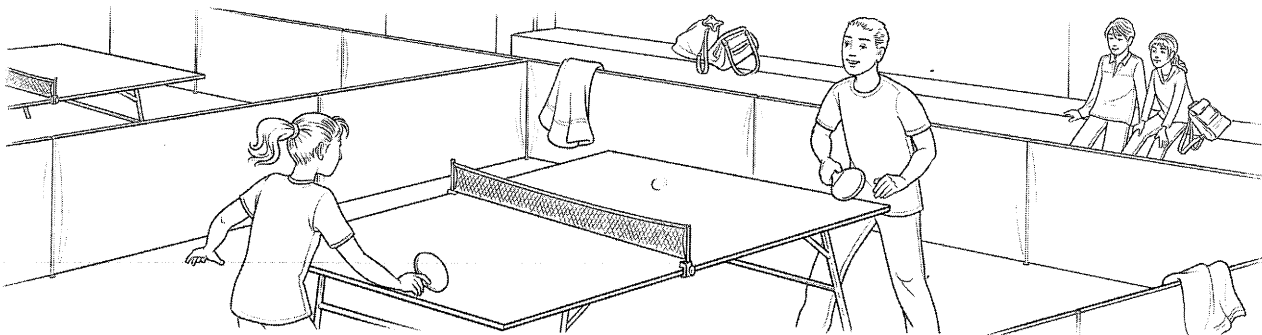
Example You **post** a letter in a **post office**

- You play **sports** at a **sports c** _ _ _ _ _ .
- You buy **coffee** in a **c** _ _ _ _ .
- Children **play** in a **playg** _ _ _ _ _ .
- People **enter** a building through its **ent** _ _ _ _ _ .
- You should **cross** the road at a **cross** _ _ _ _ .
- You **camp** on a **camp**s _ _ _ _ .
- People who **tour** a city might be **tour** _ _ _ _ _ .
- If you want to **travel**, go to a **travel a** _ _ _ _ _ .
- You can **cycle** to school on a _ _ **cycle**.
- You wait for a **bus** at a **bus** _ _ _ _ _ .



9 Some words look or mean almost the same. What is the same and what is different about these words?

bus / coach café / coffee hotel / guest-house tennis / table tennis
euro / Europe garden / park sports centre / stadium



Questions 36 – 40

Read the descriptions of some things you might see when you 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.

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

Example:

0 You can see important sports matches here.

s _ _ _ _ _

Answer:

0

stadium

36 These are people who travel to a city and look around it on holiday. t _ _ _ _ _

37 People come to learn about history and very old things in this place. m _ _ _ _ _

38 This building is like a small cathedral. c _ _ _ _ _

39 People can cross a river if they walk over this. b _ _ _ _ _

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

Advice

36 Can you remember which verb this word comes from? It means to travel to and look around a place.

40 Is the word singular or plural?

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

Grammar Prepositions

1 Look at the useful expressions in **Remember!**, then complete the text below.

From: Melissa

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

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

Remember!

- 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

Grammar Connecting words

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

and but or so because

Example 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 I 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.


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

Remember!

- 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!

Grammar Pronouns

 Some KET candidates make mistakes with pronouns.

3 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!

Questions 41 – 50

Complete the emails.

Write ONE word for each space.

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

Example:

0

got

Tips!

- 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.

From: Paula

To: Teresa

Hi Teresa!

I (0) some great news today! I've (41) my music test! My teacher gave the diploma to (42) this morning.

I'm really pleased (43) now I'll be able to join the advanced class! Do (44) study music at college too? Write (45) tell me!

Love from Paula

From: Teresa

To: Paula

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) classical music at school this year (49) we're going to study world music next year. It'll be fun to find out (50) that.

Bye for now!

Teresa

Advice

41 Which main verb do you need here? You can pass or fail a test. What has Paula done?

43 You need a connecting word here. Which one?

46 Which verb do you need here? What do you do with a guitar? You it.

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

Vocabulary Focus on meaning

1 Match each piece of information (1–8), with a prompt (A–I).

Example The winner is Italian, not Russian.G

- The game is at three o'clock this afternoon.
- Races are for beginners, not advanced.
- I go on the bus because it's too far to cycle.
- The team has to play in blue T-shirts.
- If you are still at school, you pay £2 less.
- Give your race money to the secretary.
- The price is £4 each. That's £8 for both of us.
- The fastest runner was Jon Pewitt.

- Person to pay:
- Must wear:
- Cost per person: £
- Name of winner:
- Level:
- Best way to go there:
- Nationality:
- Time:
- Student discount: £

Tip! The words in the texts are usually different from the prompt words on the form.

2 Answer the questions. Copy names and numbers carefully. Did you find your answers in text 1 or text 2?

Tip! The answers can be in the first or second text.

Text 1

Text 2

From: Alan
To: Jodie

Paul told me you want to join a cycling club. I'm a member of a really good one. We meet on Thursdays after school so you've got enough time to get there. We have cycling races each week. This week's race is 12 kilometres so it's not too far. Call me between 5 p.m. and 7 p.m. this evening on 077659 if you want to come with me. We can meet in the school playground at 5.45 and cycle to the start together. It only takes 10 minutes to get there.

If you enjoy cycling in the countryside and are over 12 years old, why not join Forest Cycling Club this summer? Weekly races start at 6 p.m. from Forest Hotel car park. Some races are longer than others but we usually cycle between 10 and 20 kilometres. Call 065548 for more information and to find out about costs.

- | | Text | Text |
|--|-------------------------------------|---|
| <i>Example</i> Day club meets: <u>Thursday</u> | <input checked="" type="checkbox"/> | |
| 1 Meeting place for race: | <input type="checkbox"/> | 6 Should phone Alan before: p.m. <input type="checkbox"/> |
| 2 Alan's phone number: | <input type="checkbox"/> | 7 Club phone number: <input type="checkbox"/> |
| 3 Meet Alan at: p.m. | <input type="checkbox"/> | 8 Races begin at: p.m. <input type="checkbox"/> |
| 4 Name of club: | <input type="checkbox"/> | 9 Meet Alan in: <input type="checkbox"/> |
| 5 How long is race this week: km | <input type="checkbox"/> | 10 Can join club if older than: <input type="checkbox"/> |

Questions 51 – 55

Read the notice and the text message.
 Fill in the information in Ivan's notes.
 For questions 51 – 55, write the information on your answer sheet.

Tips!

- 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 texts.
- 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:

51

Food I must take:

52

How long is race:

53

km

Meet Ricky at:

54

a.m.

CCC phone number:

55

Advice

51 There are two dates for the race. Which one is the answer?

54 Does **at** in the question mean time or place here?

- 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 *Thursday/Thursday?*
- 5 We have to finish our project by 12th *February/February.*
- 6 I go back to school on 8th *Janoary/January.*

Remember!

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 ... | I think it starts at half past seven. |
| ask ... | I can't watch it because I've got to ... |
| invite ... | Can I watch TV this evening? |
| thank ... | Let's watch the programme together. |
| suggest ... | There's a programme on TV tonight. |
| say what time ... | Would you like to come and watch ...? |
| explain why you can't ... | Thanks for telling me about that. |

Tip!

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

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

Example **Shall 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?

Remember!

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.

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

Will you ... ? Can you ... ? Could you ... ?

Example Will you send me your email address? (send / email address)

- 1 (help / homework)
- 2 (turn off / cell phone)
- 3 (show / photo)
- 4 (take / to school play)
- 5 (lend / magazine)

5 Circle the phrases that can start a message.
Underline those that can end a message.

Tip! 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!

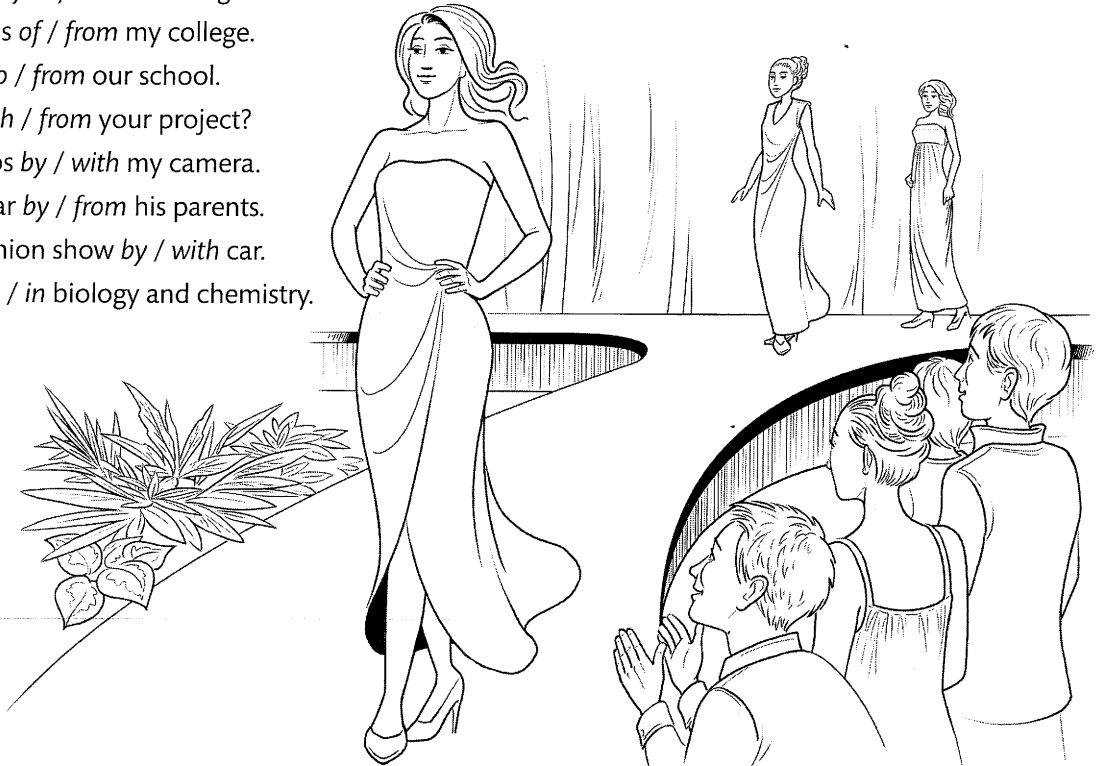
Hi Jamie!

Grammar Prepositions

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

6 Cross out the wrong word in each sentence.

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



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

From: Pat
To: Kim

Hi!
Mum 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!

Remember!

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 lots **of** CDs and DVDs. ✓
She is one of my friends ~~of school~~. ✗
She is one of my school friends / friends from school. ✓

8 KET candidates often make mistakes with *by, with, to or from*.

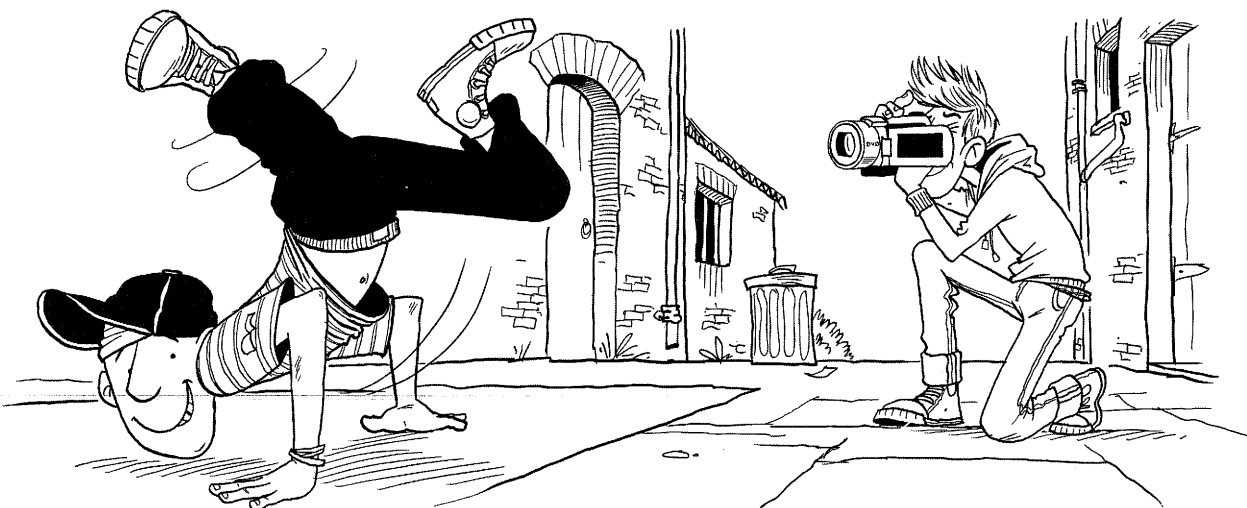
Remember!

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. ✗
I can **help you with** that. ✓


8 Write the correct word.

Example I've just bought the new CD *of* Purple Rain! **by**

- 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 ~~by~~ 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?



studying possible answers

- 9  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.

Tip! Read the instructions carefully!
Remember you **MUST** write all three parts of the message to get a good mark.

*Hi George!
Thanks for giving me the magazine. The article about learning to play the drums was great. Can you bring me another one!
Love from Amanda*

*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*

*Dear George
This magazine is brilliant. I love the photographs of the band on the middle page. Could you to bring me another magazine too? Why did you like the magazine?
See you soon.*

Which writer (Amanda, Brian or Cody):

- | | |
|--|--|
| 1 has included all three parts of the message? | 5 has written fewer than 25 words? |
| 2 has not understood one of the instructions? | 6 should check their spellings? |
| 3 has not made any grammatical mistakes? | 7 might get the best mark? |
| 4 forgot to put their name at the end? | |

Test 2 Exam practice

Reading and Writing • Part 9

Tips!

- 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.

Advice

which day Check the spelling of your chosen day!

how Will you need to use **with** or **by** in this part of the message?

Test 2 Training

Listening Part 1

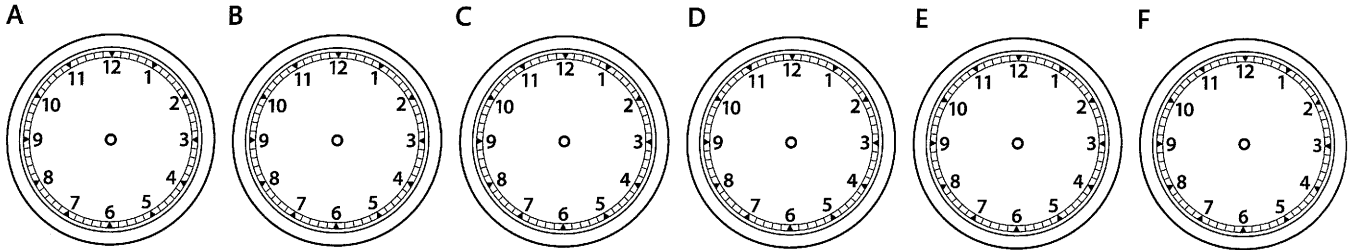
- How many questions are there in Part 1?
- How many picture answers must you choose from?

Vocabulary Times and dates

1 39 Draw the times on the clocks. Then listen and answer the questions below. Tick (✓) the two correct clocks.

Tip! You often have to answer questions about time.

twenty-five to two a quarter past two two forty-five
ten thirty ten to ten twenty to eleven



- 1 What time is the next bus?
- 2 What time will the plane arrive?

2 40 When will Richard's family go on holiday? Listen and choose the right answer.

Tip! You often have to answer questions about dates too. Remember! You will hear all three dates but only one will be correct.



A



B



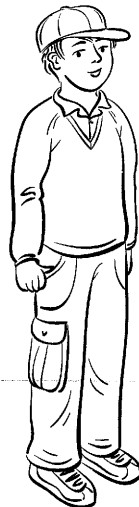
C

Vocabulary Clothes

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

Tip! Clothes are often tested in Listening Part 1.

h _ _ or c _ _
s _ _ _ _
s _ _ _ _
p _ _ _ _
t _ _ _ _
t _ _ _ _



g _ _ _ _ _
j _ _ _ _ _
d _ _ _ _
b _ _ _ _
t _ _ _ _
b _ _ _ _

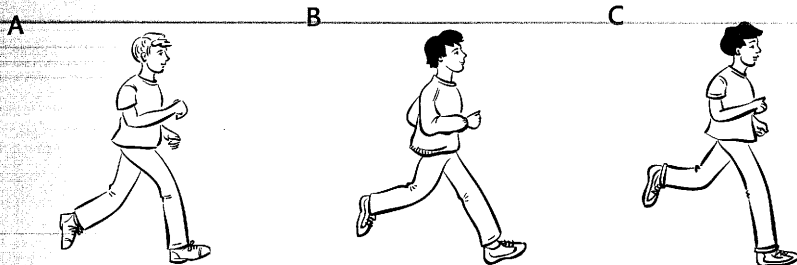
4 Read the conversation. Which boy is late for college? Choose the right answer.

Girl: Look! Someone's late for college today!

Boy: Do you mean the boy in the jeans and sweater?

Girl: He hasn't got a sweater on. Look! Over there! He's wearing a T-shirt. I 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.



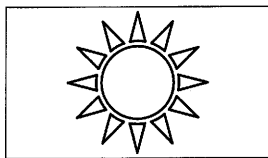
Vocabulary Weather

5 41 Listen and choose the right answer.

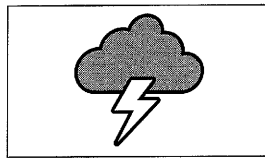
1 What was the weather like yesterday?



A

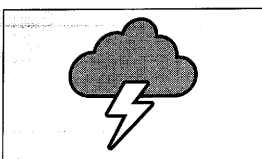


B

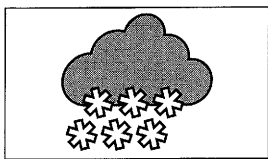


C

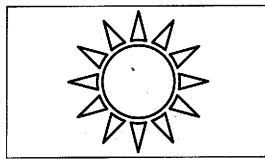
2 What's the weather like in the mountains?



A

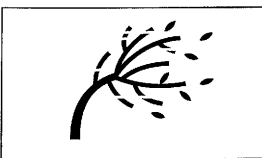


B

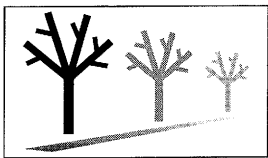


C

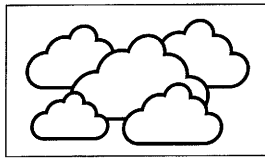
3 What will the weather be like in London today?



A

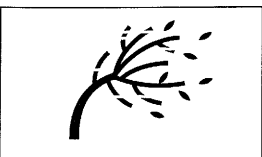


B

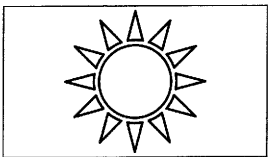


C

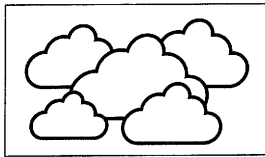
4 What's the weather like at the beach now?



A

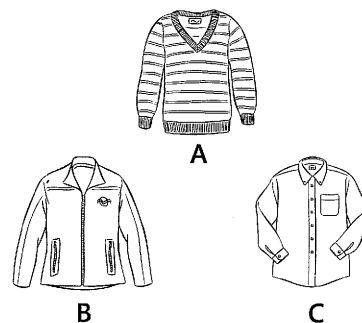


B



C

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



Tip! 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.

 42 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).

Tips!

- 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.

Example: Which girl is Christine?



A

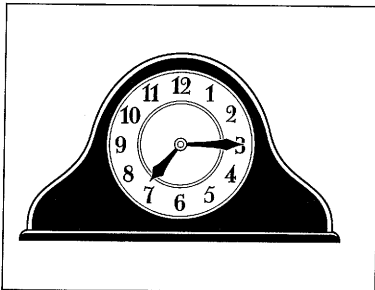


B

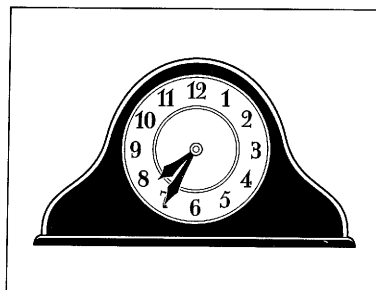


C

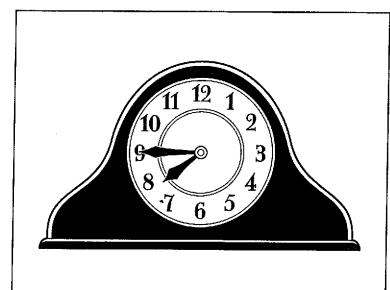
1 What time does the film begin on television?



A

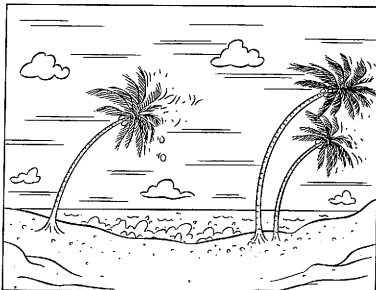


B

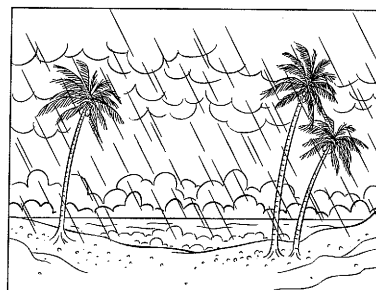


C

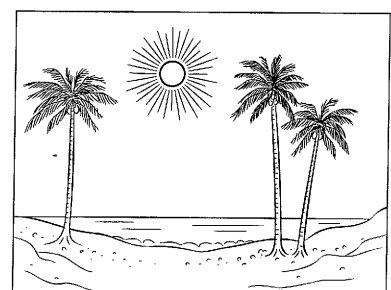
2 What's the weather like on the island?



A



B



C

Advice

1 Remember you will hear all three times in the conversation. What time does the boy think the programme starts? Is he right or wrong? What time will the family have dinner?

3 When is the barbecue?



A



B

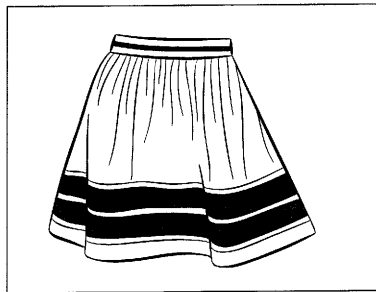


C

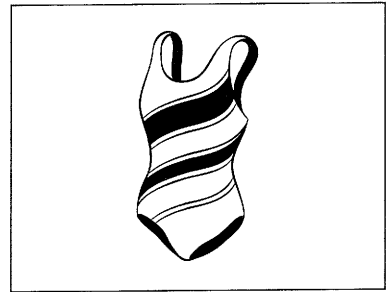
4 What did Lily get at the shops today?



A

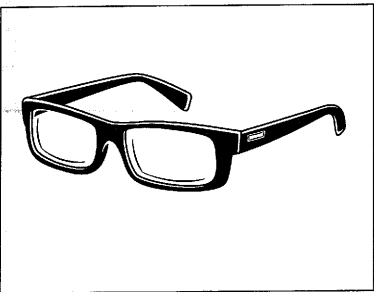


B

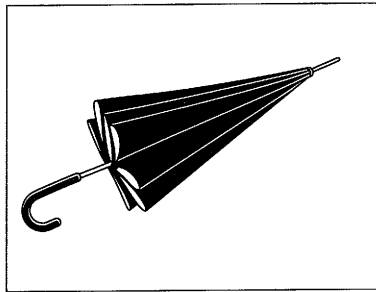


C

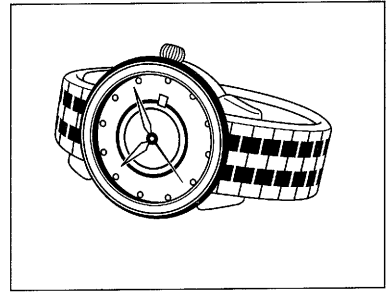
5 What did the teacher forget to bring to school?



A



B



C

Advice

5 Think of other ways of saying
forgot to bring.

- 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

1  **43** What is each person in Matt's family reading? Listen and cross out the wrong answer.


Example mum textbook / story

- | | |
|---------------|-----------------------|
| 1 dad | website / email |
| 2 brother | exam / message |
| 3 sister | address book / texts |
| 4 uncle | magazine / newspaper |
| 5 cousin | comic / birthday card |
| 6 grandfather | CD / instructions |

2 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. | watching TV |
| 2 She's sending lots of messages on the computer. | doing a quiz |
| 3 He's trying to answer all the questions really quickly. | taking pictures |
| 4 He's waiting for his favourite programme to start. | doing exercise |
| 5 He's trying to get some good photos of the race. | writing emails |
| 6 She's in the sports hall. She wants to get fitter. | doing the shopping |
| | visiting a friend |

3  **44** Listen to a conversation about where Gemma plays different sports. Write a letter A–F next to each sport.

SPORTS

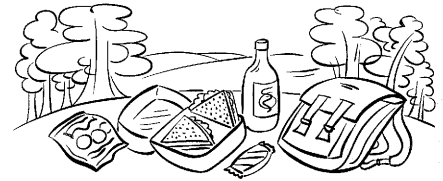
- | | |
|--------------|--------------------------|
| 1 baseball | <input type="checkbox"/> |
| 2 hockey | <input type="checkbox"/> |
| 3 skating | <input type="checkbox"/> |
| 4 volleyball | <input type="checkbox"/> |

PLACE

- | |
|---------------|
| A beach |
| B hotel |
| C park |
| D playground |
| E sports club |
| F stadium |

Tip! 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.

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



Tip! 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

45 Questions 6 – 10

Listen to Pat talking to her friend, Alan, about her family's activities. What are each of Pat's family members doing at the moment? For questions 6 – 10, write a letter **A – H** next to each person. You will hear the conversation twice.

Example:

0 Pat's sister

B

Tips!

- 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.

FAMILY

6 Pat's aunt

7 Pat's cousin

8 Pat's grandmother

9 Pat's father

10 Pat's mother

ACTIVITY

A cleaning something

B eating something

C painting something

D phoning someone

E playing something

F reading something

G repairing something

H tidying something

Advice

E This might mean playing a game or playing an instrument.

H Who really enjoys tidying up?

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

Grammar Answering questions

1 Match the questions with the answers.

Example **What** is Erika's favourite hobby? — listening to music

- | | |
|--|---------------------------|
| 1 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? | Because she's good at it! |
| 6 Whose CD has Erika borrowed? | her grandmother |

2 46 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.

- Example* What nationality is Will Scorsby? Canadian
- | | | |
|---|-----------------|--------------------------|
| 1 Which colour does Will like using most? | orange | <input type="checkbox"/> |
| 2 Who first taught Will to paint? | his grandfather | <input type="checkbox"/> |
| 3 Where does Will usually paint? | at school | <input type="checkbox"/> |
| 4 Whose face is Will painting in the video? | his own face | <input type="checkbox"/> |
| 5 When did Will sell his first painting? | last winter | <input type="checkbox"/> |

3 47 Listen to a student asking questions about an astronaut. Cross out the wrong answer.

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

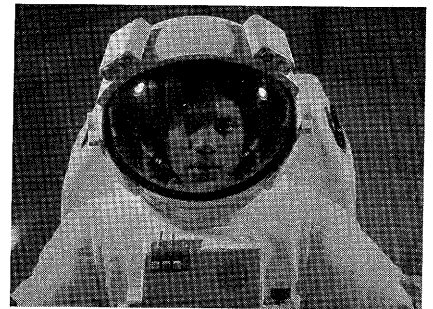
- At university, Bill studied *science / engineering*.
- Before he was an astronaut, Bill was a *pilot / racing-car driver*.
- Bill started training to be an astronaut when he was *28 / 32*.
- Bill trained to be an astronaut in *Russia / Japan*.
- Bill's next space flight begins in *August / September*.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

4 48 Listen to a student talking about a language club. Choose A, B or C.

- A new language club starts next
 A Tuesday. B Wednesday. C Thursday.
- The first language that students can learn is
 A French. B Portuguese. C Arabic.
- Where will the language club be?
 A in room 2 B in room 3 C in room 4

Tip! Sometimes you have to answer different questions about a person.

Tip! You may have to complete a sentence.



Tip! 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.

**Questions 11 – 15**

Listen 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:

0 What nationality is Elsa?

- A Turkish
- B Mexican
- C Swiss

11 How old is Elsa?

- A 12
- B 13
- C 14

12 What does Elsa like doing most?

- A horse-riding
- B making clothes
- C reading

13 Which subject is Elsa very good at?

- A German
- B English
- C maths

14 The teacher has a photo of Elsa's

- A family.
- B home.
- C pet.

15 Elsa will travel to England in

- A April.
- B May
- C June.

Tips!

- 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.


Advice

14 You won't hear the same words as you read here, so listen carefully.

15 Be careful. You will hear when Elsa is going to arrive and when she's going to leave England.


- 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?

Vocabulary Dates and days

1  **50** Listen. Tick (✓) the dates that are right. Put a cross (X) next to the dates that are wrong.


Tip! You often have to answer questions about dates. Listen carefully.

Example	Date of tennis match:	18th June	<input checked="" type="checkbox"/>
1	Holiday starts on:	July 31st	<input type="checkbox"/>
2	Go to cinema on:	27th March	<input type="checkbox"/>
3	Date of party:	2nd January	<input type="checkbox"/>
4	Date of exam:	16 December	<input type="checkbox"/>
5	Exhibition opens on:	May 5th	<input type="checkbox"/>
6	Dentist appointment:	11th October	<input type="checkbox"/>
7	Date of school trip:	30th September	<input type="checkbox"/>
8	Dan's birthday:	23rd August	<input type="checkbox"/>

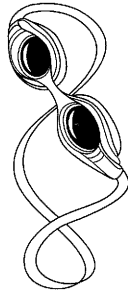
2  **01** Now answer the questions about dates. You will hear two dates for each question, but only one of them will be the right answer. Listen and write the correct date.

- Sale begins on:
- Date of flight:
- Date of quiz:
- Piano lessons start on:
- Visit museum on:
- Surfing competition is on:

Tip! Look carefully at the form before you listen. What kind of answers will you need to write?

3  **02** Predict answers for this form. Write your guesses in column A. Then listen and complete the information in column B.

Swimming competition	A	B
1 Date of competition:	.....	.....
2 Place:	..... swimming pool	.....
3 First race starts at:	..... p.m.	.....
4 Length of my race:	..... metres	.....
5 To enter, pay Mr Rice by:	.....	.....



03 Questions 16 – 20

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

Tips!

- 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

To see: International *ice hockey* match

Teams: (16) Italy versus

Place: (17)

Date of trip: (18) 28th

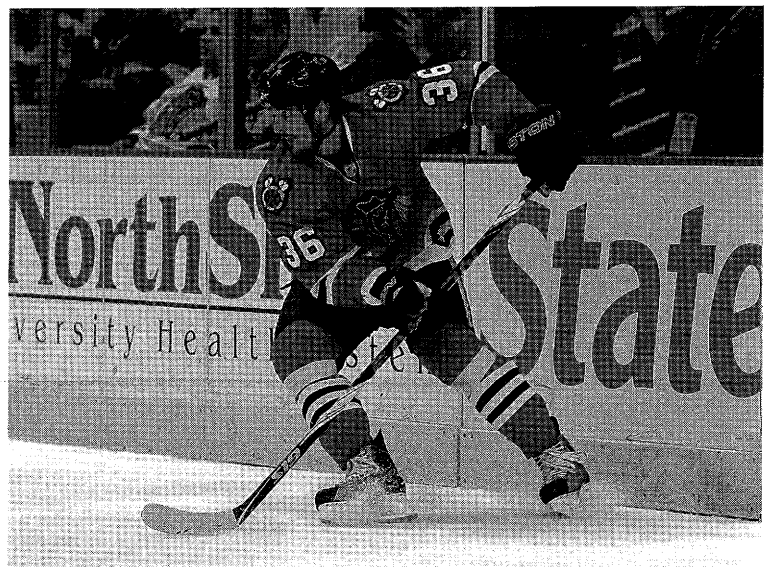
Cost per student: (19) £

Leave school at: (20) p.m.

Advice

18 Remember to begin the name of a month with a capital letter.

20 When you see **a.m.** or **p.m.** you know you must listen for a time. Listen carefully. The teacher gives two different times, but only one is the time when the bus leaves.



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.

Tip! You often have to write a day of the week.

1 Correct the mistakes.

Example Sports day: Thrusday Thursday.

- 1 Meet Jo on: monday
- 2 Buy tickets next: Wedensday
- 3 Play tennis on: Satarday
- 4 Day of boat trip: sonday

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

2 04 Listen and write the days.

Example 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:

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

3 Listen and write the answers.

 05 Times:

- 1 2 3

 06 Numbers:

- 4 5 6

 07 Prices:


- 7 £..... 8 \$..... 9 €.....

 08 Names:

- 10 Park 11 Road 12 Linda

 09 Hobbies or sports:

- 13 14 15

 10 Places in town:

- 16 17 18

 11 School subjects:

- 19 20 21

Tip! 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

12 Questions 6 – 10

You will hear some information on the radio about a summer camp for teenagers.

Listen and complete each question.

You will hear the information twice.

Tips!

- 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!

Sports: walking andsailing.....

Ages: (21) from 11 to year-olds

Begins on: (22)

Place: (23) Lake

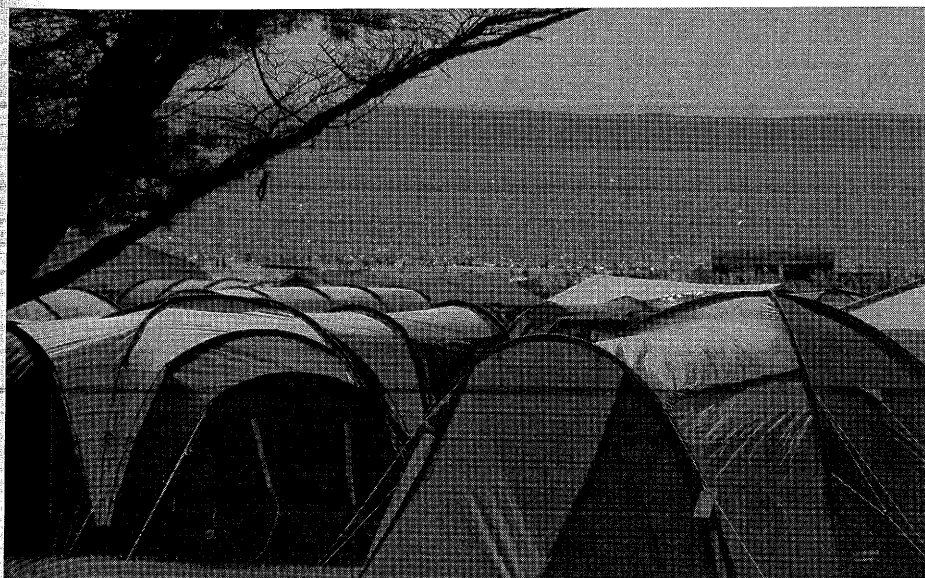
Travel there by: (24)

Phone number: (25)

Advice

22 Listen carefully. This could be a date or a day.

23 This is a name so it will be spelt for you.



Test 2 Training

Speaking Part 1

- How many examiners and students will be in the room in the Speaking Test?
- Do you have to talk to an examiner or a student in Part 1?

1 Match the questions and answers. There is one question you can use as an answer to all the other questions.

I've got three sisters. They're great!

What's your name?

Do you study English at school?

D-E-S-P-A-S.

The south of France.

Tell me about your family.


Sorry! Can you say that again?

Yes, I do. It's my favourite subject.

Where do you come from?

It's Joanne. Joanne Despas.

How do you spell your surname?

2  **13** Listen to the spelling of surnames 1–7. Are the students spelling their names correctly? Put a tick (✓) or a cross (✗) in the box.

Tip! Make sure you can spell your surname correctly.


Example Y-a-n-n-a-t-o-s

- | | | | |
|---------------|--------------------------|------------|--------------------------|
| 1 Schwarzkopf | <input type="checkbox"/> | 5 Jarunsuk | <input type="checkbox"/> |
| 2 Moreau | <input type="checkbox"/> | 6 Forys | <input type="checkbox"/> |
| 3 Almeida | <input type="checkbox"/> | 7 Giacoppo | <input type="checkbox"/> |
| 4 Kobayashi | <input type="checkbox"/> | | |

3  **14** Answer the following questions about you. Then listen and write Julia's answers.


Tip! Don't worry if the other student knows more English than you do or speaks longer than you do. Just listen carefully to the examiner and answer the questions as clearly as you can.

- | | Me | Julia |
|--|-------|-------------|
| 1 Hello! What's your name? | | Julia |
| 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? | | |

4  **15** 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?

Tip! If you don't understand a question, you can ask the examiner to say it again.

- | | | | |
|---------------------------|--------------------------|--------------------------------------|--------------------------|
| 1 Can you say that again? | <input type="checkbox"/> | 5 Pardon? | <input type="checkbox"/> |
| 2 What? | <input type="checkbox"/> | 6 Sorry? | <input type="checkbox"/> |
| 3 Please? | <input type="checkbox"/> | 7 I don't understand. | <input type="checkbox"/> |
| 4 I didn't hear. | <input type="checkbox"/> | 8 Please ask me that question again. | <input type="checkbox"/> |

5  **16** Listen to the examiner talking to Li and read the sentences.

Tick (✓) Right or Wrong.

	Right	Wrong
Example Li's surname is spelt Mayumi.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1 Li comes from Japan.	<input type="checkbox"/>	<input type="checkbox"/>
2 She lives in the north of the country.	<input type="checkbox"/>	<input type="checkbox"/>
3 She's studying English in England.	<input type="checkbox"/>	<input type="checkbox"/>
4 Her favourite subject is maths.	<input type="checkbox"/>	<input type="checkbox"/>
5 Her best friend is funny.	<input type="checkbox"/>	<input type="checkbox"/>
6 Her best friend likes watching TV.	<input type="checkbox"/>	<input type="checkbox"/>

6 Look at these four *Tell me about ...* questions. Think of two or three more things to say for each answer, then practise with a friend.

- Tell me about your home. *I live in a flat. It's*
- Tell me about the food you like. *I like chips. I eat lots of*
- Tell me about your town or city. *I live in a big town. It's got*
- Tell me about your hobbies. *I like playing basketball. I usually play*

7 Read the following questions. You'll hear them in the Exam practice below.

Prepare your answers.

- | | |
|---|---|
| What's your name? | Which subject do you like best? |
| What's your surname? | What time do your lessons start? |
| Thank you. How do you spell your surname? | Tell me something about your best friend at school. |
| What are you studying at school? | |

Tip! Practise talking about yourself, the place where you live and your studies and hobbies.

Remember!

At the end of Part 1, the examiner will say: *Tell me about ...* (for example, your family, your friends, your school).

Test 2 Exam practice

Speaking • Part 1

Tips!

- 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.

 **17** Listen to the examiner and answer the questions.



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

Asking and answering questions

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

pay between How finishes When go on bus
 much Where at What

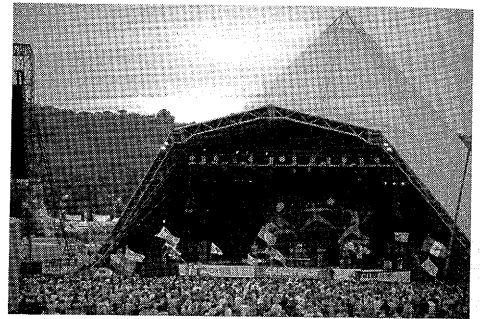


- 1 **When** is the disco? It's 23rd June.
- 2 How does it cost? You don't have to It's free!
- 3 is the disco? It's the Sport's club in Square Street.
- 4 time does it begin? It begins at 7.30 and at 10.30.
- 5 Who can to this disco? Students who are 12 and 15 years old.

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

Summer Music Show

Sunday 11th August When
 7-10 p.m. What
 Tallula Park Where
 all tickets £6 How
 to buy tickets ☎ 677921 What



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

They cost ... It's on ... You can call ... It's in ...
 It starts ...

- 1
- 2
- 3
- 4
- 5

Tip! Don't add any new information. Keep your answers short and clear.

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


Windsurfing competition

date / competition? What's the date of the windsurfing competition?
 where? 1

time / start? 2

first prize? 3

how / get / more information? 4

- 5  18 Listen to two students asking and answering questions. Which question is forgotten, but then added at the end?

Winter Dance 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 ?

Remember!

Remember to ask all **five** 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

Tips!

- Ask and answer all five questions clearly 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

Teenage Fashion Show



Saturday 6–8 p.m.

Hillside Shopping Centre

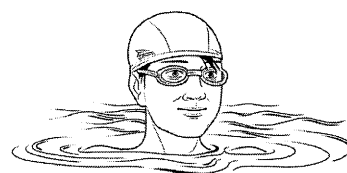
free entrance

great summer clothes for teenagers

For more information ☎143390

CANDIDATE A – your questions

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.

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:

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

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 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.

A

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

B

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

C

Year 10s swimming practice
 4 p.m. today
 Don't be late!

D

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

E

IMPROVE YOUR SWIMMING

- classes for 10–14 year-olds
- outdoor pool
- call Jennie (099766)

F

Don't miss **Sailing Racing Extra**
 tonight on channel 4
 7.30–8.00 p.m.

G

Free water bottle with this week's
TV – Teen Sports magazine
£2.95

H

Blue Lake Sports (889933)
 Beginners' sailing lessons
 Saturdays 2.30–3.30 p.m.

Questions 6 – 10

Read the sentences about George's strange dream.
 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:

0 It was cold in George's room last because it was snowing outside.

- A** night **B** evening **C** midnight

Answer:

0	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
---	--	-----------------------------------	-----------------------------------

6 George went to bed and dreamed he was a very football player.

- A** famous **B** best **C** right

7 In his dream, lots of people in the stadium were his name.

- A** talking **B** calling **C** telling

8 All the other players in his were smiling and waving at him too.

- A** company **B** team **C** band

9 George wanted to kick the ball high in the but he was too cold to move.

- A** air **B** space **C** cloud

10 He up from his dream and found his sheet and all his blankets on the floor!

- A** tidied **B** grew **C** woke

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:

0	A	B	C
—	—	—	—

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.

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.

Example:

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

Linda: 0 **C**

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

John: Thanks. Have you already finished yours?

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.

Questions 21 – 27

Read the article about Tom Barry, an international skateboarder.

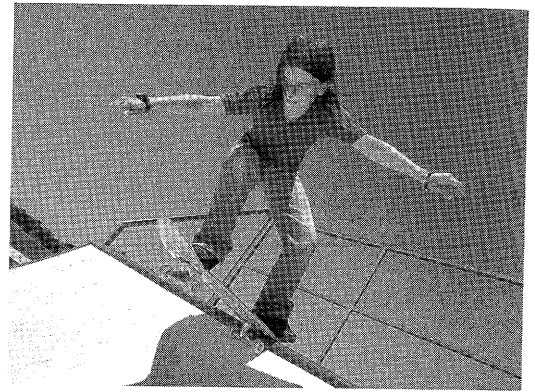
Are sentences 21 – 27 'Right' (A) or 'Wrong' (B)?

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.'

Example:

0 Tom began skateboarding before his tenth birthday.

A Right B Wrong C Doesn't say

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

A Right B Wrong C Doesn't say

22 Tom is in his last year of school.

A 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

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

A Right B Wrong C Doesn't say

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

A Right B Wrong C Doesn't say

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

A Right B Wrong C Doesn't say

Questions 28 – 35

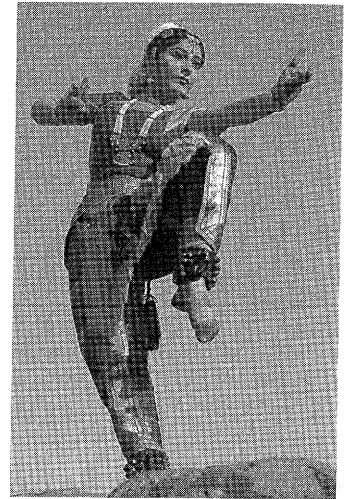
Read the article about classical Indian dancing.

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 (29) in a book on dancing, music and acting which is called the *Natyashastra*. This book was written more than 1,500 years (30) 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.

Example:

0 A They B Those C There

Answer:

0	A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

28 A of B from C for

29 A describe B described C describing

30 A yet B since C ago

31 A a B the C her

32 A but B and C or

33 A their B our C some

34 A than B as C then

35 A have B having C has

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:

0 We get milk to drink from these large, heavy animals.

c _ _ _

Answer:

0

C O W S

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 _ _ _ _ _

Questions 41 – 50

Complete the email.

Write ONE word for each space.

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

Example:

0	for
---	-----

From:	Diana
To:	Sammy

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

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

From: Elena
To: Stephen

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 Stephen

Learn to play: drums

Teacher's name:

Cost of lesson: £

Lesson begins at: p.m.

Day:

Level:

Question 56

Your 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.

19 Questions 1 – 5

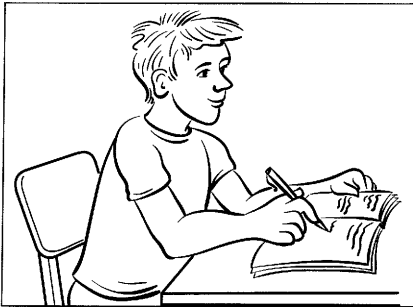
You will hear five short conversations.

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?



(A)

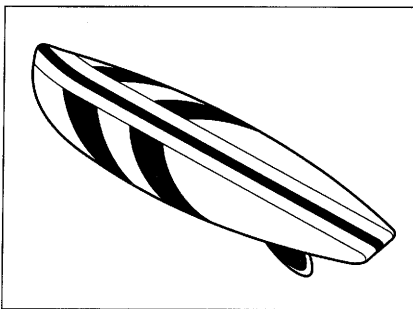


B

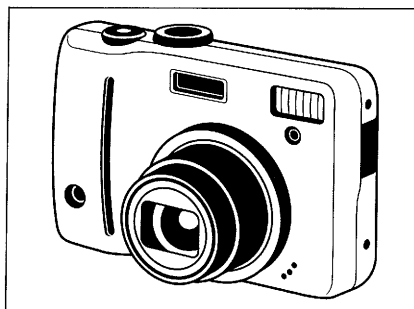


C

1 What would the boy like most for his birthday?



A



B



C

2 How much is a large cup of hot chocolate?



A



B

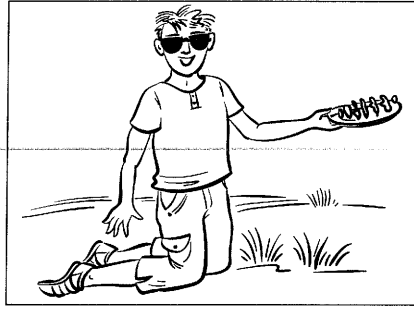


C

3 Which person is Michael's pen-friend?



A

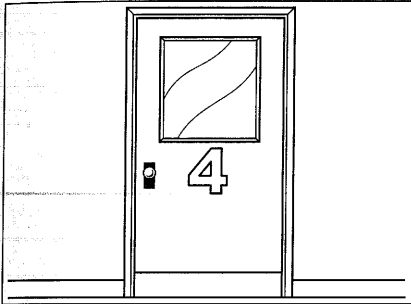


B

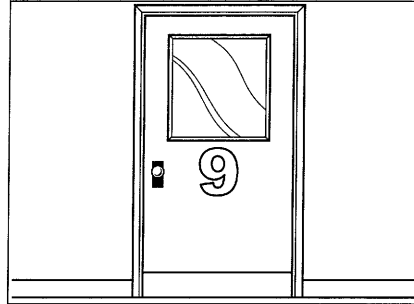


C

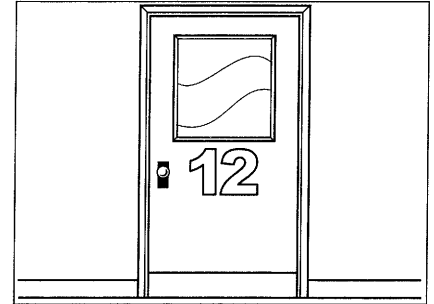
4 Which room will the school quiz be in?



A



B



C

5 When is the disco?



A



B



C

**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.

You will hear the conversation twice.

Example:

0 jacket

C

CLOTHES**PLACES**

6 sweater

A airport

7 socks

B beach

8 hat

C factory

9 jeans

D hotel

E market

10 belt

F plane

G stadium

H theatre

21 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.

Example:

0 Danny's going to have a holiday in

A Switzerland.

B Iceland.

C Turkey.

11 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

**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 is:

(20) *seconds*

 **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.

Radio 33 Competition

For students younger than:

16

Date of competition:

(21) December

Place:

(22) Town

Starts at:

(23) p.m.

First prize:

(24) ride

For information phone:

(25) Maggie

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:

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

Answer:

0	A	B	C	D	E	F	G	H

- 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.

A **Heating problems!**
For all science lessons go to room 5A today

B *Note: YEAR 11*
School disco tickets now on sale (£3)
Mr Janis

C *Computer Club -*
first meeting after school
this afternoon!

D For guitar and piano lessons,
please speak to Mrs Wantage

E **Parking for**
teaching staff bikes and cars only!

F **School library books must be returned**
by 3 p.m. on Fridays

G **Do not leave computers on after**
lesson has finished

H **These books and magazines**
must not be taken home after
school

Questions 6 – 10

Read the sentences about a new shop that teenagers will want to visit. 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:

0 A new shop for teenagers has just in the town.

- A** begun **B** opened **C** started

Answer:

0	A	B	C
---	---	---	---

6 You can lots of exciting games, books, CDs and DVDs there!

- A** get **B** give **C** take

7 Lisa and her friend, Kristina, went there Saturday.

- A** late **B** left **C** last

8 Lisa bought a fantastic new computer game 'Find the Dragon'.

- A** said **B** called **C** told

9 Kristina got a really useful book about the internet.

- A** doing **B** putting **C** using

10 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**

Do you want some
lemonade now?



A No, I didn't do that.

B May I have some water?

C At the supermarket.

Answer:

0	A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.

Example:

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

Jim: 0 **C**

Answer:

0	A	B	C	D	E	F	G	H
□	□	■	□	□	□	□	□	□

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.

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).

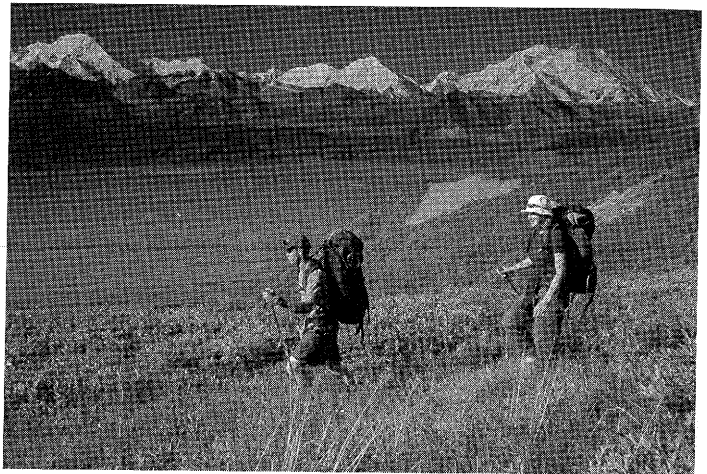
For questions 21 – 27, mark A, B or C on your answer sheet.

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.



Example:

0 Tessa travelled to Canada on her trip.

- A Right B Wrong C Doesn't say

Answer:

0	A	B	C
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- A Right B Wrong C Doesn't say

22 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

24 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

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:

0 A How B Whose C Why

Answer:

0	A	B	C
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

Example:

0 You look at this when you want to know the time.

c _ _ _ _

Answer:

0

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 _ _ _ _ _

Questions 41 – 50

Complete the email.

Write ONE word for each space.

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

Example:

0	a
----------	---

From:	Paul
To:	Tom

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 ☎ 822043

From: Linda
 To: Maria

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: Tentagel Centre

Day: **51**

Cost: **52** £ each

Travel there by: **53**

Time show begins: **54** p.m.

Linda's phone number: **55**

Question 56

Read this email from your English friend, Alex.

From:	Alex
To:	

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.

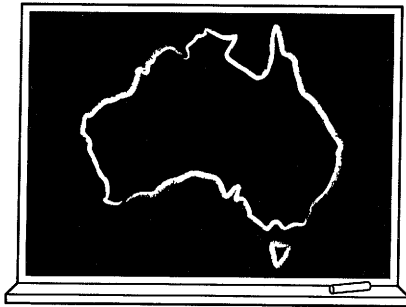
Write **25 – 35** words.

Write the email on your answer sheet.

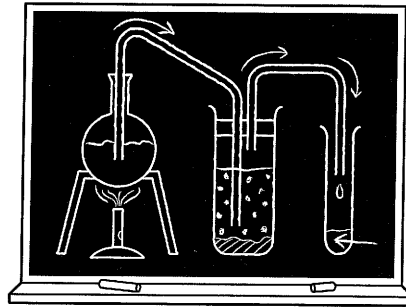
 24 **Questions 1 – 5**

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).

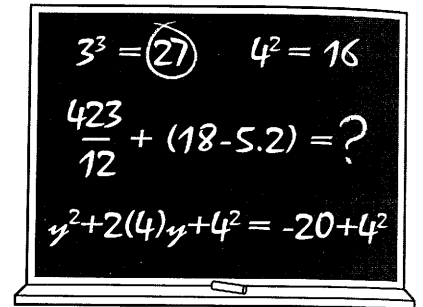
Example: Which is the girl's first lesson this morning?



A

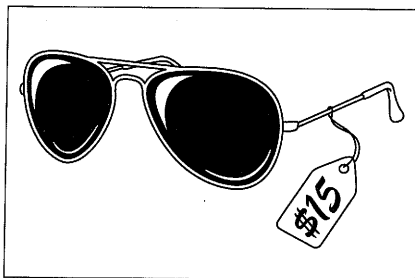


B

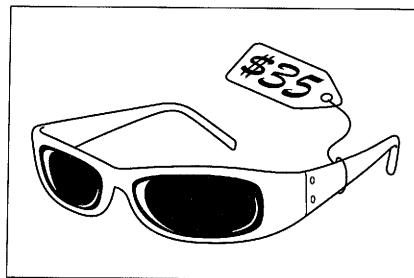


C

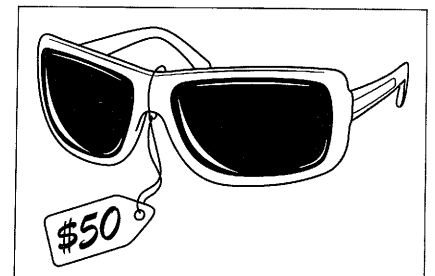
1 How much were the boy's sunglasses?



A

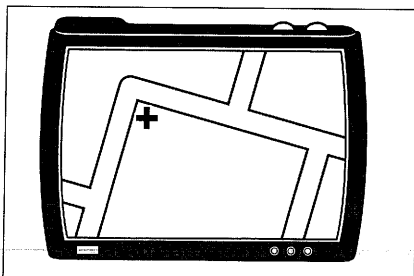


B

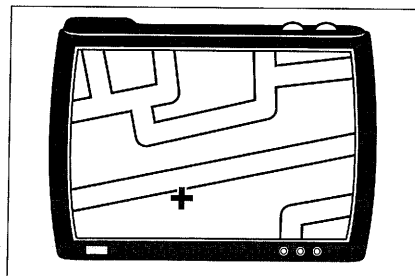


C

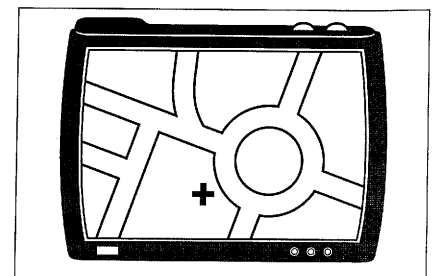
2 Where is the nearest post office?



A

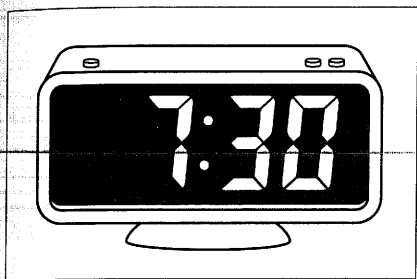


B

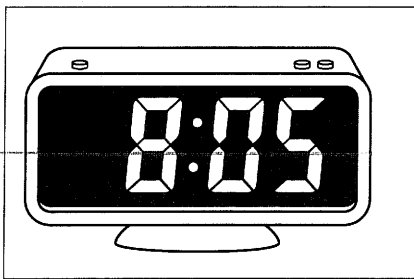


C

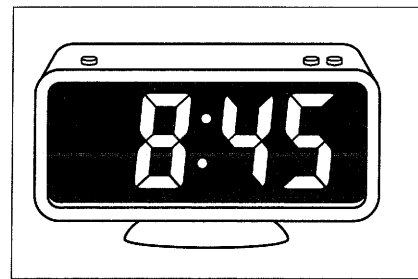
3 What time did the girl wake up?



A

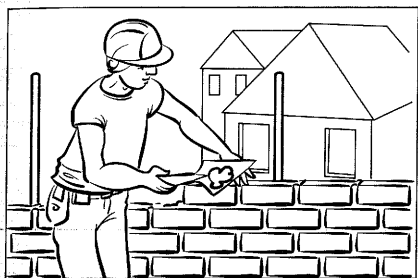


B

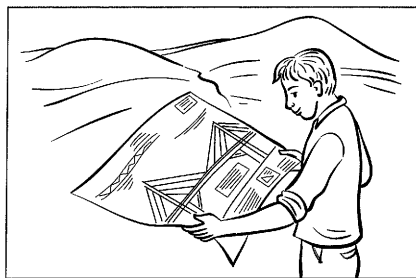


C

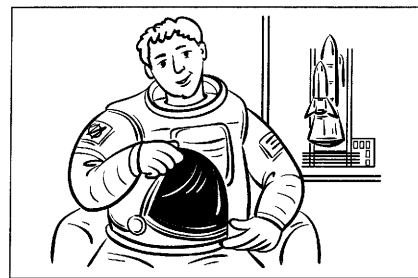
4 What job would the boy like to do?



A

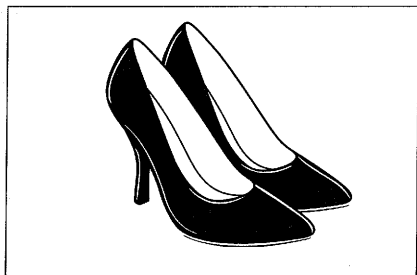


B

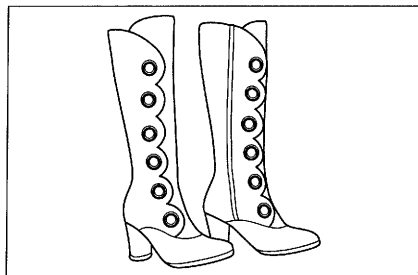


C

5 What does Nadia want her mum to buy?



A



B



C

**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:

0 Monday

DAYS		PLACES
6	Tuesday <input type="text"/>	A canal
7	Wednesday <input type="text"/>	B castle
8	Thursday <input type="text"/>	C farm
9	Friday <input type="text"/>	D hill
10	Saturday <input type="text"/>	E island
		F lake
		G village
		H woods

 **26 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**).
You will hear the conversation twice.

Example:

- 0 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.

**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*

**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:

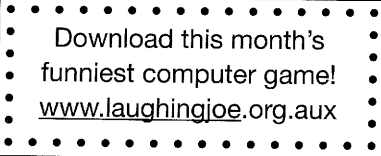
0 Students should not use these computers for going online. Answer:

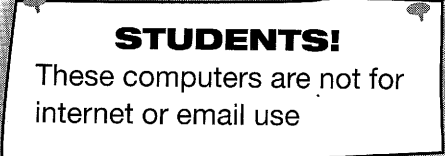
0	A	B	C	D	E	F	G	H
□	□	□	■	□	□	□	□	□

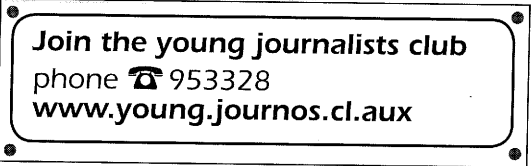
- 1 You can see who won the prize for taking the best picture here.
- 2 Phone quickly to get lots of funny short stories to read.
- 3 Go online and get something great to play.
- 4 When you pay for this, you'll also get a free drink.
- 5 You can use these two ways to find out about meeting other writers.

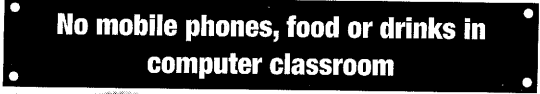
A 

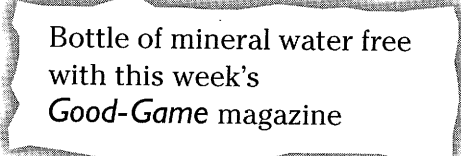
B 

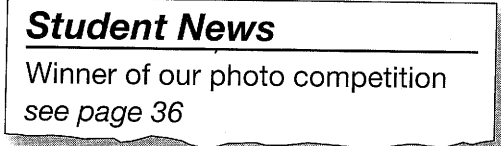
C 

D 

E 

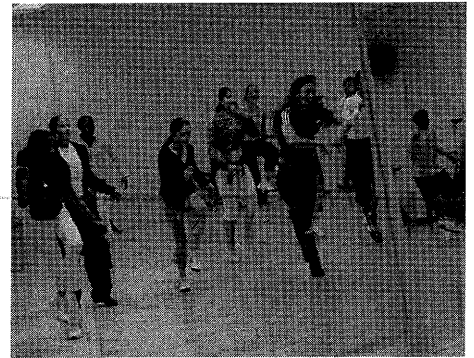
F 

G 

H 

Questions 6 – 10

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:

0 Jane often to an exercise class on Thursday evenings with her older sister.

- A joins B goes C moves

Answer: 0

	A	B	C
--	---	---	---

6 The exercise class is at a sports club in the same as Jane's school.

- A ground B street C path

7 Jane and her sister walk there because it isn't from their flat.

- A long B far C late

8 Jane and her sister usually sit and chat while they are for the teacher.

- A waiting B staying C stopping

9 Jane lots of fun in the class and enjoys all the loud music too!

- A takes B gets C has

10 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



Let's go surfing today!



- A** That's a great idea!
- B** Go and see them now!
- C** No, it's tomorrow.

Answer:

0	A	B	C
-	-	-	-

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.

Example:

Alan: Why didn't you come to the basketball game?

Mona: 0 **H**

Answer:

0	A	B	C	D	E	F	G	H
□	□	□	□	□	□	□	□	■

Alan: 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.
- D** 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!



Example:

0 How old was Ashley when he first acted in a play?

- A six
- B eight
- C ten

Answer:

0	A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

21 When Ashley was 14, he acted in a

- A TV advertisement.
- B theatre play.
- C cartoon film.

22 In his latest film, Ashley has to learn to

- A sing.
- B dance.
- C play baseball.

23 What does Ashley often do after filming?

- A He exercises.
- 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.
- 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 parties

27 What does Ashley think when he sees himself in a film?

- A He's not good enough yet!
- B This is exciting!
- C He looks ill!

Questions 28 – 35

Read the article about kites.

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

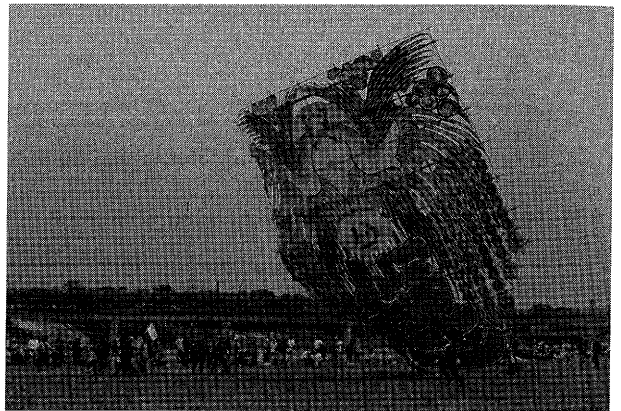
For questions **28 – 35**, mark **A**, **B** or **C** on your answer sheet.

Kites

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 kites that are usually about 12 metres square! The kites are so big, the teams bring the kites in pieces and then build them **(32)** they are going to fly.

(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:

0 **A** fly **B** flies **C** flew

Answer:

0	A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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 **B** By **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.

Example:

0 This Italian food usually has cheese and tomatoes on top.

p _ _ _ _

Answer:

0

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 _ _ _ _ _

Questions 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:

0	for
---	-----

We have to write a story (0) our English homework, don't (41)? I haven't got (42) good ideas. Have you thought (43) anything yet? (44) many words should we write? I can't remember.
Lucia

From: Dave
To: Lucia

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) Mr Jonas on Friday. (50) have to be 200 words long.

Good luck!

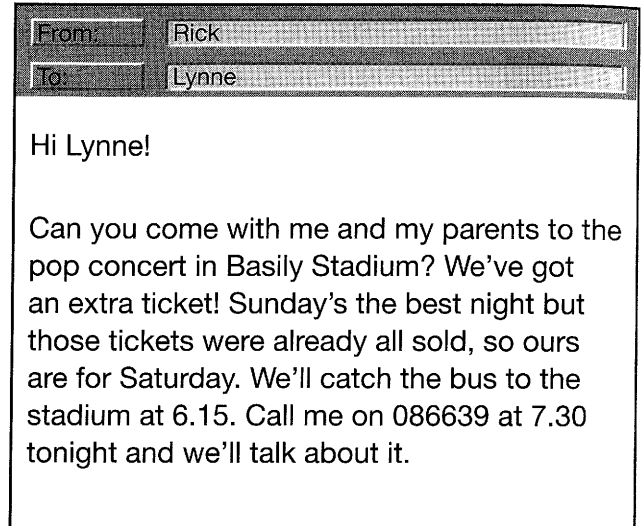
Dave

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.



Lynne's Notes

Go to pop concert

Place: *Basily Stadium*

Day: **51**

Ticket price: **52** £ each

Time to call Rick: **53** p.m.

Stadium phone number: **54**

Travel there by: **55**

Question 56

Read the email from your English friend, Jo.

From:	Jo
To:	

Hello! 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.

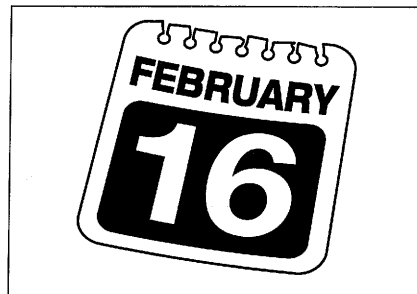
There is one question for each conversation.

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

Example: When is Michael's birthday?



A



B



C

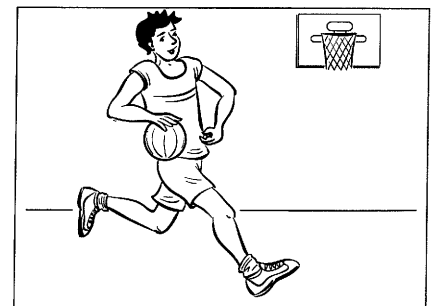
1 What's the boy's favourite sport?



A

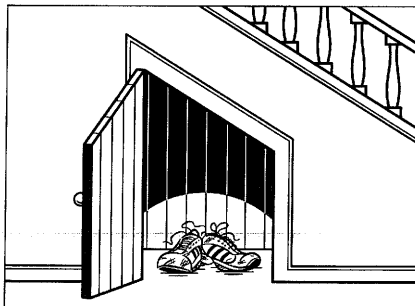


B



C

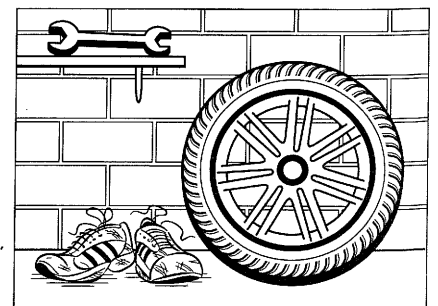
2 Where are Talia's trainers now?



A

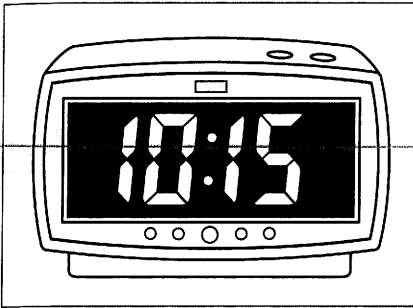


B

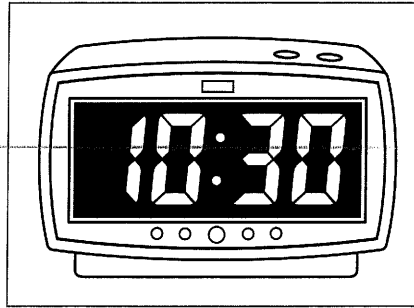


C

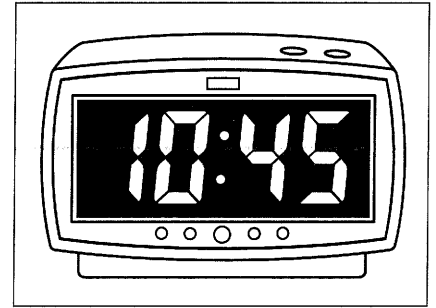
3 What time does the train leave?



A



B



C

4 What's the matter with the boy?



A



B



C

5 How much does it cost for one person to ice skate?



A



B



C

 **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

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

 **31 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:

0 Which subject is the project for?

- A** geography
 - B** history
 - C** art
-

11 Ava found out about the island by

- A** reading a magazine.
- B** talking to someone.
- C** looking on the internet.

12 The friends will work together on

- A** Tuesday.
- B** Wednesday.
- C** Thursday.

13 The project must be completed in

- A** two days.
- B** a week.
- C** a month.

14 The friends decide to write about

- A** lakes.
- B** wildlife.
- C** rainforests.

15 Ava asks Logan to use his computer to find

- A** some pictures.
- B** more information.
- C** a map.

**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!

Day of party:

next Monday

Norma's address:

(21) Carmen Street

Phone number:

(22)

Be at Norma's flat by:

(23) p.m.

Take:

(24) some

Travel home by:

(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:

- 0 You are very near a place where you can improve your dancing.

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1 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.
- 5 You need to call this number if you are interested in being in a play.

A

Axon Theatre ☎ 023387
At college? Discounts for coming to 3 p.m. show

B

Disco dancing lessons
 Beginners and advanced
 50 metres on the left

C

Freetown Shopping Centre
 No skateboarding or cycling here please

D

ALL THIS WEEK!
 Park Cinema
 Saturday River 14.00 and 16.20

E

THEATRE CLUB
 Can you act?
 We need you! ☎ 076554

F

Maggie's Act
 15% off all clothes
 Sale ends Friday!

G

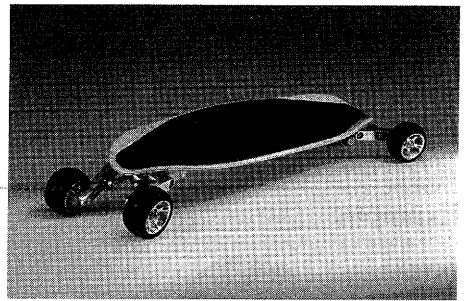
Activities for 12–15 year-olds
 Saturdays £2
 For information ☎ 885533

H

Disco Extra!
 Free entrance for under-15s every weekend

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:

0 Kim's uncle a new skateboard for him last month.

- A** spent **B** cost **C** bought

Answer:

0	A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6 When Kim saw it, he was very !

- A** brilliant **B** pleasant **C** surprised

7 There was a big picture of a dragon between the wheels.

- A** different **B** strange **C** foreign

8 He his uncle for it very much.

- A** thanked **B** told **C** asked

9 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: 0

0	A	B	C
---	---	---	---

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.
- B** 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.

Example:

Fabio: Hi Alice. Are you going to Carla's party this evening?

Alice: 0 **A**

Answer: 0

0	A	B	C	D	E	F	G	H
—	—	—	—	—	—	—	—	—

Fabio: Because she sent me an email about it, but I can't find it now.

Alice: **16**

Fabio: 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?

Alice: **18**

Fabio: I can do that. I've got lots of different ones.

Alice: **19**

Fabio: Hip hop mostly. Will that be OK?

Alice: **20**

Fabio: 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?
- D** 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.

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:

0 Who would like to see the film again?

- A George
- B Cathy
- C Andrew

Answer:

0	A	B	C
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21 Who enjoyed the second part of the film less than the first?

- A George
- B Cathy
- C Andrew

22 Who thinks the film is even better than the book?

- A George
- B Cathy
- C Andrew

23 Who liked the costumes that the actors wore?

- A George
- B Cathy
- C Andrew

24 Who found out about how the film was made?

- A George
- B Cathy
- C Andrew

25 Who went with someone who was afraid in some parts of the film?

- A George
- B Cathy
- C Andrew

26 Who thought parts of the film were very funny?

- A George
- B Cathy
- C Andrew

27 Who prefers films that are about young people?

- A George
- B Cathy
- C Andrew

Questions 28 – 35

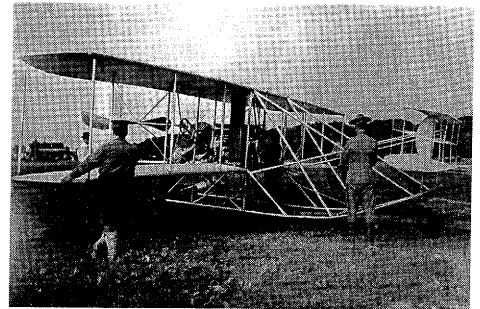
Read the article about the first aeroplanes.

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:

0 A has B having C had

Answer: 0

A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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.

Example:

0 This has stories, articles and photographs on its pages.

m _ _ _ _ _

Answer:

0

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.

l _ _ _ _ _

Questions 41 – 50

Complete the emails.

Write ONE word for each space.

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

Example:

0	about
---	-------

From:	Jack
To:	Olivia

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

From:	Olivia
To:	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

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

From: Max
To: Dean

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: **51**

Day of practice: **52**

Weekend game place: **53**

T-shirt colour: **54**

Time game starts: **55** a.m.

Question 56

You have been invited to a barbecue next Sunday.
Write an email to your English friend, Valerie.

Say:

- **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

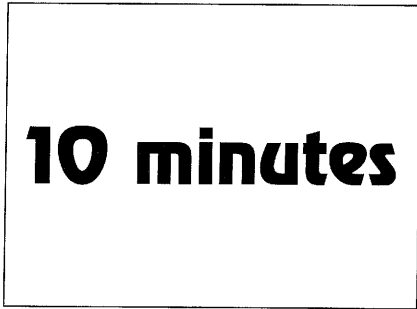
You will hear five short conversations.

You will hear each conversation twice.

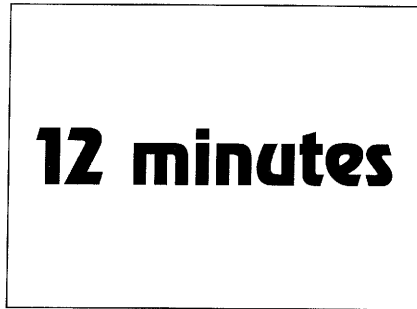
There is one question for each conversation.

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

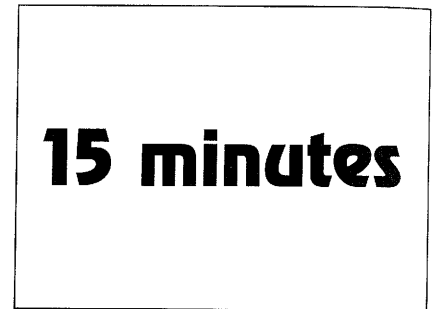
Example: How long was the bus journey?



A

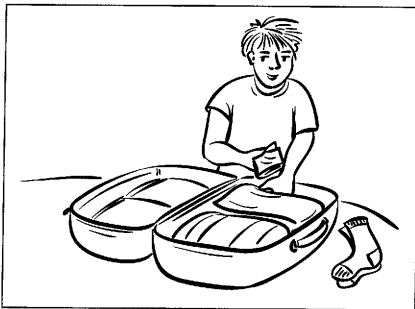


B



C

1 What did Peter do last night?



A

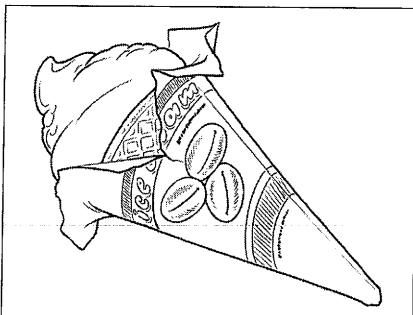


B

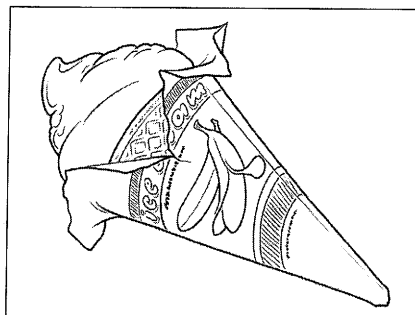


C

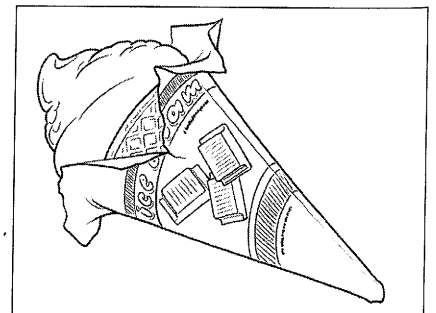
2 Which kind of ice cream does the girl buy?



A

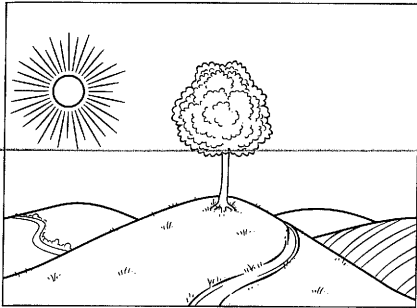


B

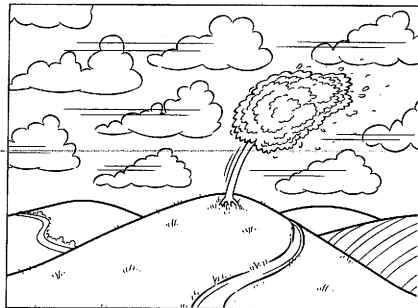


C

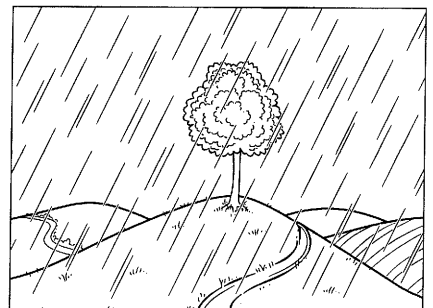
3 What will the weather be like this afternoon?



A



B



C

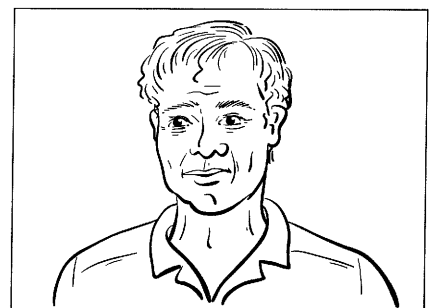
4 Which person is the new art teacher?



A

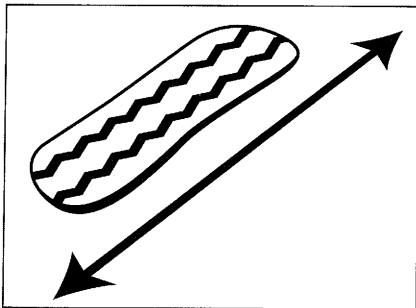


B

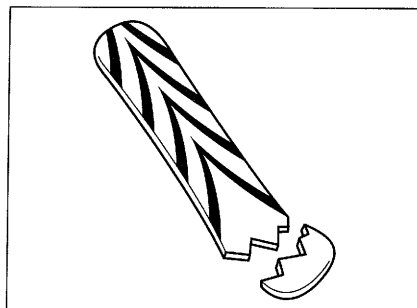


C

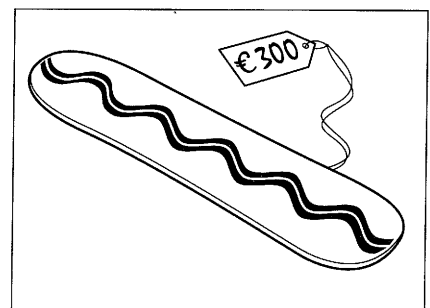
5 What's the problem with Martina's snowboard?



A



B



C

**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.

Example:

0 bear

PHOTOGRAPHS

6 cake

7 horse

8 violin

9 boat

10 thunderstorm

PLACES

A Australia

B Canada

C China

D Egypt

E Greece

F Ireland

G New Zealand

H Spain



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

**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.

 **38 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 It!

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.

LISTENING PART 1

Training

02 1

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 he's still in the bathroom.

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.

03 2

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.

04 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.

05 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: Good!

06 4

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. Sshhhhh!

07 5

How much is Stella's belt?

Girl: Excuse me! I'd like this belt please but is this price right? \$7.95?

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.

08 7

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!

09 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! But I'm lying on the sofa now. I'm tired! I went for a really 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

 10 1

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!

 11 2

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, but my job 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 I find it really exciting.

Seven

I work at night as a cleaner in an important office building. It's a brilliant job 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.

 12 3

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 office, but she always wanted to work in a circus!

Girl: I don't believe you! And Grandma?

Dad: She sold ice creams and drinks.

Girl: So was she a shop assistant?

Dad: No, she worked in a cinema, actually. She loved working there!

 13 **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.

Girl: Young children or older children?

Boy: Younger ones.

Girl: That's a difficult job, I think.

Boy: Mmm. Ali'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

 14 1

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.

 15 2

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: Well, 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, visitors sleep outside so they can watch the stars, but we'll have special sleeping bags. Don't worry!

 16 3

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 not in January 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: Wow! 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!

 17 4

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. Visitors 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.

 18 **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 study day for teenagers there soon about different kinds of clouds.

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 younger. But it costs £18 for students who are sixteen or older.

Boy: Thanks! I'll tell my parents.

LISTENING PART 4

Training

19 1

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.

20 2

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, please?

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 past three.

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.

21 3

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 eleven o'clock.

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.

22 4

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-I-double L-E-S-H.

Three

Woman: The exhibition is in Orendo 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, sorry.

Six

Man: The guidebook says we should visit Newbert Village.

Girl: How do you spell Newbert?

Man: N-E-W-B-E-R-T.

 23 5

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.

One

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.

 24 6

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 Scarlett. You spell that S-C-A-R-double L-E-double T.

Girl: I've never heard of them.

Man: Well, they're brilliant!

Girl: Good! 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.

 25 **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 Teen News.

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 quarter past six.

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.

Two

Prices at Margins Supermarket are the cheapest in town. Buy a two-litre bottle of mineral water for only one euro twenty-five cents.

Three

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 quick!

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 077824.

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 43 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.

Two

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.

Five

The person you need to speak to is quite tall and she has dark brown hair.

Six

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!

 31 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 bike 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 can you come at half past seven?~~ Our address is 237, Argyll 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

 32 1

Girl: Hi. I'm Natalie. What's your name?

Boy: My name's Jarek.

Girl: Where do you come from?

Boy: I'm Polish. 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.

Girl: Me too! And have you visited any other countries?

Boy: Yes. I went to America last year.

Girl: Wow!

 33 3

Man: Hello! 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.

 34 4

Man: Hello! 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?

 35 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. I like it. Yes, I like living there.

Woman: Thank you. And now, tell me about your home ...

 36 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

 37 1

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.

Boy: OK.

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: All 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

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.



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.



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?

Mum: I have to drive to London today. But it's going to be foggy. 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.

Mum: 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 barbecue?

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!

Five

What did the teacher forget to bring to school?

Woman: Hello, 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

Training

 43 1

Woman: Hello Matt. Is your mum there? It's auntie 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 ...

 44 3

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: Well, 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. Mom comes too sometimes! We practise in the playground 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!

45 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 reading comics?

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

 46 2

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 ...

CD 47 3

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 ...

CD 48 4

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!

CD 49 Exam practice

Teacher: Hello, Sally. You said you wanted a pen-friend ...

Girl: Yes, Miss Rey.

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 her favourite 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. She's brilliant at maths but wants to improve her languages.

Girl: What does she look like?

Teacher: I can show you a picture of Elsa with her parents. 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 Rey. I'll think about it.

LISTENING PART 4

Training

CD 50 1

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.

CD 01 2

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 piano 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.

CD 02 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 February tenth. 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 know! 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!

CD 03 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 Canada. It's going to be really exciting to watch.

Boy: Brilliant! And where are they playing?

Woman: They play all 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 £12 each. Normal tickets cost £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

CD 04 2

Example
School teacher: Now please listen carefully everyone. The school show will be on Tuesday, 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 Friday of this month, but next month, it'll be on a Thursday.

Three

The new bookshop is opening for the first time on Saturday morning but the sale doesn't start until next Tuesday.

Four

The helicopter ride is next weekend. The ride's on Sunday, but you'll be able to meet the pilot the day before, on Saturday.

Five

And there are two concerts in Dartly Park next week ... a classical concert on Wednesday and a pop concert on Thursday.

CD 05 3

- 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.

CD 06

- 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.

CD 07

- Listen and write the prices.
- 7 The cinema tickets cost £6.50.
 - 8 That computer game costs \$72.
 - 9 The bike costs €125.

CD 08

- Listen and write the names.
- 10 The match is in Gossey Park. You spell that G-O-double S-E-Y.
 - 11 The shop is in Cublur 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



2

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 spell that?

Boy: M-O-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-I.

Five

Girl: My name is Tia Jarunsuk.

Man: How do you spell your surname?

Girl: 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.

Seven

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?

Girl: 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: Yes! Yes, I do.



5

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: I come 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.

Girl: Her name's Keiko. She's very funny. I like her. She doesn't watch TV but she likes playing music. Yes, she does like that.

Man: Thank you.

Listen to two students, Boris 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?

Boy: 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, Karina?

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.

17 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.

Boy: OK.

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.

Boy: OK.

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: OK! Thanks a lot!

Listen to the model conversations for the **Fashion show** and **Swimming competition** at:

www.cambridge.org/elt/ketforschoolstrainer/audio

PART ONE

CD 2 19 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: Hi! 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 said 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, Michael! 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. I look 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 all 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

CD 2 20 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?

Jill: No. It was a quiz at the theatre.

Girl: Was it good?

Jill: It was OK.

PART THREE

CD 2 21 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.

Girl: 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 ...

Girl: 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 trees, but that doesn't sound so exciting.

Girl: Hmm. 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

22 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 disco!

Girl: What is it about then?

Boy: It's about a bird. 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 Dixio 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

23 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 7.30 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 - O - Y - L - E.

It'll be a great night!

PART ONE

24 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?

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 pizza!

Boy: No I can't!

Two

Where is the nearest post office?

Woman: Excuse me! Where's the nearest post office? Do you know?

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 minutes!

Girl: OK!

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 me?

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

25 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.

Man: Are you excited about your school trip, Helena?

Girl: Yes! On Monday, we're going to have a picnic at a lake. I hope it doesn't rain!

Man: I'm sure it won't. And on Tuesday, you're going to the island, aren't you?

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 ruins then.

Man: Blackwood Castle! I remember now.

Girl: That's right!

PART THREE

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).

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, Greg?

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-year-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 questions 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

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.

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?

PART ONE

29 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!

Girl: 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 ten!

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

30 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 hobby! 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

31 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.

Girl: 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 told 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 we?
 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 I do?
 Girl: Download a map. And I'll get some more information and find some photos to add to it.
 Boy: Great!

PART FOUR

32 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, purple 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 questions!

Woman: You're welcome!

PART FIVE

33 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 578610. 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.

PART ONE

34 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 holiday 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: Oh! 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, curly 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 quite 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

35 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.

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

36 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, Irena? 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

37 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 moment.

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.

Girl: 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

38 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 ...

Test 1 Reading and Writing Part 1

Task type:

Matching – reading for main message

Topic focus:

animals, natural world

Exam practice

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.

1 H 2 A 3 G 4 E 5 C

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!**

Training

- 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.

1 cheap 2 small 3 hard 4 quickly 5 dangerous 6 large
7 almost 8 more 9 return

Ask students to which other words we can add the prefix *un-* to make an opposite word (*unable, unkind, unfriendly*, etc.).



Some KET candidates make mistakes by following modals like **must** with *to* infinitives, e.g. *We must to have a pen. I must to wear old jeans. You must only to bring a pencil.* Teach / Revise that *can, must, should* and other modals must be followed by the infinitive without *to*.

- 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.

1 no 2 no 3 no 4 yes 5 no 6 yes

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.

1 a 2 b 3 b 4 a

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.

Test 1 Reading and Writing Part 2

Task type:

identify appropriate missing word from a sentence – three-option multiple choice – lexical

Topic focus:

daily life, leisure

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).

6 C 7 C 8 A 9 B 10 B

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

- 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.

1 practise 2 began 3 spend 4 wear 5 lost 6 cost
7 waiting 8 cycle

- 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.

1 B 2 C 3 C 4 B 5 C 6 C

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.

1 Can you ~~go at~~ come to / go to my house tomorrow?
2 I'd like to go there ~~on this / on this~~ Friday.
3 Come here ~~in to~~ my class at 8.30.
4 Will you come ~~my come to~~ my house tonight?
5 I'll arrive ~~to~~ at your house at 6 p.m.
6 I arrived ~~to there~~ on Saturday.

Teach patterns: arrive at, go / come to.

Test 1 Reading and Writing Part 3a (Questions 11–15)

Task type:

discrete three-option multiple choice – verbal exchange patterns (functions)

Topic focus:

party, leisure

1 *It's* 2 *It's* 3 *Its* 4 *It's* 5 *It's* 6 *Its*

Students often make mistakes with *who's* and *whose*. Revise the difference in meaning before doing the Exam practice.

Form: *Whose* is followed by singular or plural nouns; its 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.

1 *a x b ✓* 2 *a ✓ b x* 3 *a ✓ b x* 4 *a x b ✓*

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.

11 *B* 12 *A* 13 *C* 14 *C* 15 *A*

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.

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 *Whose* 2 *When* 3 *Which* 4 *Why* 5 *Who* 6 *What*
7 *Where*

- 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.

1 *I* 2 *She* 3 *them* 4 *We're* 5 *him* 6 *Its*



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's a ...*
Students complete the exercise writing *its* (possessive) or *it's* (*it is / it has*) in each space.

Test 1 Reading and Writing Part 3b (Questions 16–20)

Task type:

continuous dialogue – matching exercise – five gaps / eight optional responses

Topic focus:

sport

Training

- Students read Finn's part of the conversation and decide whether A, B or C goes in the space.

C

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.

1 On Wednesdays. 2 Yes, she's great. 3 It's Finn.
4 Yes, I love it. 5 It's in the park. 6 OK! I will!

Extension

Students think of questions for which the 'wrong answers' could work, e.g.

- When do you play table tennis?
- Is Maria Gilliam your favourite player? etc.

Accept any reasonable and grammatically correct suggestions.

- 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.

Suggested answers

1 Yes, I did. 2 No, they aren't. 3 Yes, it is.
4 No, we won't. 5 Yes, I am. 6 Yes, I have.



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.*

- 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 yes/no or information answers, and to check that any short-form answer agrees with its question.

1 F 2 E 3 A 4 B 5 H 6 C

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.

16 H 17 A 18 G 19 C 20 F

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 Paul! 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

- I'm going to the club to play tennis.
- At half past two. I'm playing with Ella.
- She's my sister.
- She's brilliant!
- Outside on the grass.

For homework, students could re-write the conversation and talk about a sport that they like.

Test 1 Reading and Writing Part 4

Task type:

Right/Wrong/Doesn't say (alternative format is three-option multiple choice) – magazine-type factual input text – approximately 200 words long

Topic focus:

countries, science

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.

21 A 22 C 23 B 24 A 25 C 26 B 27 A

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.

Training

- 1 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.

1 show 2 could 3 many 4 photos 5 unusual 6 sure
7 sent 8 get information 9 maybe 10 fell

- 2 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.

1 B 2 A 3 B 4 B 5 A 6 B

Extension

- 1 Students correct all the B (wrong) sentences to make A (right) answers.

1 in Austria Australia 3 crossing a road field
4 made of plastic metal 6 Mikayla's father phoned her father

- 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 *speaking to / saying to / telling / asking / answering* someone.

Ask if students would like to visit Australia one day. Teach / Revise different countries and nationalities that your students show an interest in.

Test 1 Reading and Writing Part 5

Task type:

multiple-choice cloze – gapped factual text – eight gaps / three optional answers (content and function words)

Topic focus:

animals, countries, natural world



What is often misused as a relative pronoun (more frequently with inanimate or abstract nouns), e.g. *the music 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 key shows the correct option.

1 much 2 than 3 longest 4 The 5 as 6 most

Extension

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 from 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*).

1 that 2 that 3 then 4 then 5 as 6 as

- Correct use of relative pronouns might also be tested in Part 5. Students now choose from three options and write the answer on the dotted line.

1 who 2 that 3 which 4 that 5 who

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).

1 its 2 we 3 They 4 their 5 It 6 them

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/yours! 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).

28 B 29 C 30 A 31 A 32 C 33 B 34 A 35 B

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.

Suggested answer

Hi William
I think that geography is more interesting than science. I don't enjoy maths at school because it's hard. I think English is the easiest subject. What about you?

Test 1 Reading and Writing Part 6

Task type:

word completion – five definitions – five spellings. The first letter and the number of letters given.

Topic focus:

hobbies, clothes, food



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.

- 1 beautiful 2 dinner 3 too 4 shopping
5 tomorrow 6 wonderful

Further common double / single consonant spelling mistakes:

reaty / really, totaty / totally, finaty / 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 l (*final + ly = finally*).
- 9 To revise some key vocabulary in this unit, students now write their own definitions using given key words.

Suggested answers

- 1 phone your friends with this 2 wear this in the sea 3 drink this when you are thirsty 4 take photos with this 5 find these on the sand and in the sea 6 play tennis with this 7 send emails with this 8 read these in books 9 read good articles in this 10 eat this when you are hungry

Training

- 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.
- Students spot singular / plural clues in definitions and complete answers by inserting vowels and regular plural *-s* where necessary.

- 1 T-shirt 2 ice cream 3 magazines 4 volleyball
5 shells 6 lemonade

- 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*).

- 1 children 2 watches 3 people
4 stories 5 hobbies 6 mobiles

- Students find answers using key words in definitions. They check if a singular or plural form is needed then insert vowels to complete words.

- 1 shorts 2 trainers 3 costume
4 dresses 5 jeans 6 sweater

- Students underline key words in definitions and insert consonants in both singular and plural answers.

- 1 salad 2 fruit 3 juice 4 sandwiches 5 burger 6 pizza

- 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.

- 1 trainers 2 sand 3 towels 4 water 5 windsurfers
6 racket 7 clouds 8 magazine

- Students read a variety of more complex structures than they are likely to see in Part 6 definitions. They write the three answers.

- 1 mobile 2 laptop 3 text messages

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.

- 36 sandwich 37 glasses 38 camera 39 towel 40 shorts

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.*

Test 1 Reading and Writing Part 7

Task type:

open cloze – structure and vocabulary. Texts are types that a student might write.

Topic focus:

music, discos, concerts, parties

Training

- 1 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.

1 Are 2 Did 3 Has 4 Is 5 Have 6 Do
7 Does 8 Are

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 yes/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.



Some KET candidates make mistakes with the ten common verb + noun partners tested here.

- 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.

1 took (pictures) 2 having (a party) 3 gave (a present)
4 have (fun) 5 wear (clothes) 6 watch (a DVD)
7 buy (tickets) 8 went (shopping) 9 listened (to music)
10 answer (questions)



You may also like to practise the following word partners using *get*. Some KET candidates make the following mistakes:

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.

- 3 In pairs, students underline the five mistakes then correct them.

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 coffe 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

Corrections: *that's/which is, then, which/that, to, if*

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

It's going to be fun. Do you want

Call me at

Love from

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.

41 on 42 more 43 a 44 Do 45 take/drive 46 call/phone/ring/text 47 number 48 for 49 having 50 Are

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.

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.

Test 1 Reading and Writing Part 8

Task type:

non-sequential information transfer – using input text/s to complete a form

Topic focus:

times, dates, travel

Training

- 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).
- 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.

1 goes 2 arrive 3 ends 4 day
5 is coming back 6 in the morning

- 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.

1 Game begins at ten. 2 Film (from 4.45 to 6 p.m.)
3 The bus leaves at two o'clock. 4 School closed on 4 May.
5 Party will be on 14 July. 6 Factory visit Sept 17.

Students could circle matching words in the correct sentence and in the question prompt.

1 begins / starts 2 from / starts 3 leaves / goes 4 school closed / no school
5 will be on / date of 6 visit / trip

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:

- We aren't going by bus now. My mum can drive us there.*
- We'll travel by air because the train doesn't go there.*
- Let's sail there this time instead of driving.*
- A wheel came off when we were crossing the bridge!*

Give students two options for each sentence. Ask:

- by bus or by car? (car)*
- by plane or by train? (plane)*
- by car or by boat? (boat)*
- 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*.

- 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.

1 on 2 On 3 in 4 at 5 on 6 in

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.

51 April 11 52 drink 53 coach 54 playground 55 4.30

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

- 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)
- 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).

Test 1 Reading and Writing Part 9

Task type:

guided writing – write a short message of 25–35 words in response to a short input text or rubric

Topic focus:

friends

Training

- Students look at the three answers to Zara's message about playing tennis. Which three questions did Zara ask?

b (Where shall we play?) f (When can you play tennis?)
d (How can we get there?)

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.

- 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.

- Students now focus further on *at, on, in* and *to* for talking about *where*. The key shows the wrong word and the correction.

1 to on 2 at in 3 in to 4 at in 5 to in/at 6 in at

- These are other frequent preposition mistakes at KET level. The key shows the correct prepositions.

1 to 2 on 3 in 4 on 5 to 6 in 7 to 8 on 9 on 10 at

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*.

- 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.

1 cost 2 took 3 paid 4 gave 5 chose 6 wore

- Make sure students learn to spell these words correctly. They are all frequently misspelt.

1 X (writing) 2 X (swimming) 3 ✓ (British English) 4 ✓
5 X (shopping) 6 X (listening)

- Students choose the form and spell the word correctly.

1 playing 2 said 3 tried 4 dancing 5 studied 6 buying

- Students spot and correct the ten spelling mistakes.

1 ~~Wedensday~~ Wednesday 2 ~~comming~~ coming 3 ~~shoping~~ shopping
4 ~~chiken~~ chicken 5 ~~realy~~ really 6 ~~writing~~ writing
7 ~~wont~~ want 8 ~~whit~~ with 9 ~~grate~~ great 10 ~~By Bye~~

- Use the three messages to focus on answering all three questions. Correct the seven spelling mistakes (*tired / tried, haveing / having, quiet / quite, tommorrow / tomorrow, becaus / because, wont / want*) and the incorrect past tense form of *cost*. Then students write the correct name to answer each question.

1 Candy 2 Candy 3 Ben 4 Anna 5 Candy (5 marks) (Ben 3 marks, Anna 2 marks)

Teach / Revise opening and closing expressions: *Hi! Hello! Dear Pat, Pat. love from Anna, Anna x, Bye! See you soon.*

- 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 answer (5 marks)

Hi! I went to a great party on Saturday afternoon! It was in the garden at my best friend's house. I enjoyed it because everyone from our class was there. See you! Jill

Marking: (total mark is out of 5)

- 5 three parts of message, very minor spelling or grammatical mistakes
- 4 three parts of message, some errors in spelling, grammar and/or punctuation
- 3 three parts of message, some confusion due to spelling and/or grammatical errors
- 3 two parts of message, minor spelling or grammatical errors
- 2 two parts of message, some spelling or grammatical errors
- 1 one part of message

Test 1 Listening Part 1

Task type:

three-option visual multiple choice to answer focus question – two-speaker short conversation

Topic focus:

clothes, home, possessions

Training

- 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 kichen*.

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.

1 her father / dad 2 her brother's MP3 player 3 living room

- 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!

1 next to the bed 2 under the pillow

- 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 *watlet*. Students listen to the full-length four-turn conversation and say where Paul's wallet is.

A (by the light)

- 4 Part 1 often includes questions which have a number as the answer. Students listen to the conversations and choose the correct numbers.

1 42 2 13 3 £27 4 5th May 5 68

- 5 Students listen to the full-length four-turn conversation and say how much Stella's belt is.

A \$3.50

- 6 The aim of this exercise is for students to see how wrong answers distract. Students read 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.

B

- 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*.

C

- 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.

1 B 2 C 3 A 4 A 5 B

Test 1 Listening Part 2

Task type:

matching – informal dialogue – listening for key information – matching five items (plus example) – eight options

Topic focus:

jobs, adjectives, places

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.

1 D 2 C 3 E 4 A

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.*

1 Jessica / farmer 2 Scott / dentist 3 Hanna / photographer
4 Gregor / waiter 5 Lillian / pilot 6 Charley / journalist

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!).

- 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.

1 interesting 2 busy 3 dangerous 4 difficult 5 fun
6 exciting 7 brilliant 8 excellent

Students listen again. Stop the recording after each person's comment about their job and ask why the other adjective is the wrong answer.

- 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.

6 D 7 B 8 H 9 E 10 C

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 *business*, *businessmen* and *businesswomen* are always *busy*.

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.

Test 1 Listening Part 3

Task type:

three-option multiple choice, question/answer or sentence completion format. Informal or neutral dialogue – five items plus an example.

Topic focus:

natural world, animals

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 2 January 3 5 minutes

4 42 metres high 5 wood

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.

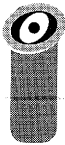
Students then listen to a short conversation which is an example of the kind of exchange they might hear.

Students read and draw matching lines for the questions.

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.

1 A 2 B 3 C

Ask students what the other times and prices in 2 and 3 referred to in the recording.



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*.

1 3 months 2 7,610 metres 3 10 dollars
4 21 degrees 5 520 6 35 miles

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.

11 B 12 C 13 A 14 C 15 A

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.

1, 2, 5, 6

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.

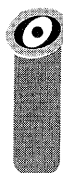
Test 1 Listening Part 4

Task type:

gap-fill – two-speaker short conversation – writing down specific information to complete a form (names, numbers, places, times, etc.)

Topic focus:

communications, media, entertainment



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.

- 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).

B: *the internet, 7.15, Channel 6, Switzerland*

- 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.

1 x **2** ✓ **3** x **4** x **5** ✓ **6** ✓

- 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.

1 11 / 11.00 **2** 10.05 **3** 7 / 7.00 **4** 12.00 **5** 9.30 **6** 2.20

4 There 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).

1 YES **2** NO **3** NO **4** NO **5** YES **6** YES

Students listen again and write the correct spellings for 2, 3 and 4 (*Aillesh, Orendo, 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.

1 *Izanagi* **2** *Kelsey* **3** *Pachua* **4** *Gillespie*
5 *Onatah* **6** *Khepri*

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.

1 *Sunday* **2** 3.30 **3** *Scarlett* **4** 5 **5** *coach*

Exam practice

Go through the advice with students before they listen.

16 *Wednesday* **17** 6.15 **18** 7 **19** *science* **20** *Coastley*

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.

Test 1 Listening Part 5

Task type:

gap-fill – one speaker – writing down specific information to complete a form (names, numbers, places, times, etc.)

Topic focus:

money and shopping, colours

Training

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!

1 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.

1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 2.25 6 16 7 3 8 18

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.

1 4569 2 224185 3 312 4 43 5 1999 6 1135

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.



KET candidates rarely spell colours incorrectly, although some may have some problems with *white* (*whit*) and *purple* (*purpal*, *purble*). However, word-order mistakes when listing colours are sometimes made. Train students to always put *black* or *white* after another colour (e.g. we say: *red and white*, *green and black*). If the two colours are only black and white, the convention is to list *black* first, e.g. *the dog is black and white*.

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*.

1 purple 2 yellow and black 3 orange and white 4 silver
5 dark brown 6 blue and green

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.

1 Saturday 2 3.45 3 2.50 4 red and white 5 688947

Exam practice

Go through the reminders with students before they listen to the recording.

21 120 22 silver and gold 23 7.30 24 Argyll 25 052214

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?*

Test 1 Speaking Part 1

Task type:

The examiner sits with two students who take turns answering three sets of questions about themselves. This part lasts about six minutes.

Topic focus:

school, study, home town, hobbies, family, friends

Training

- 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.

2 (Polish) 3 (Poland) 5 (drawing on the computer)
6 (America) 8 (fourteen)

Extension

Students ask and answer all these questions in pairs, including questions 1, 4 and 7.

- 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.

1 name 2 examiners 3 two 4 hello 5 take 6 won't

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.

- 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.

1, 2, 3, 5, 7, 9, 10

- Students then prepare their own answers. Play the second recording (which has pauses for answers). Students give their own answers in each pause.
- 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.

Suggested answers

1 I come from the north of Italy. 2 Yes, I like it very much.
3 You can go shopping or visit the park. 4 I like listening to music. 5 I went to my friend's party. 6 I'm going to play volleyball or tennis.

- 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.

Test 1 Speaking Part 2

Task type:

students take turns to ask and answer five questions about two events using prompt material

Topic focus:

competitions, entertainment, sport

- 1 It's on 7 July. 2 It starts at 11.30 a.m. / half past eleven.
 3 It's 10 kilometres long. 4 The race is in Kai Park.
 5 You can call 980032.

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.

- 1 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.

Training

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.

She's asking about the writing competition (the first internet entry)

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 mini-conversation, 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.

- 1 examiner 2 questions 3 five 4 information
 5 booklet 6 topic

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.

Suggested questions

- 1 When is the bicycle race? 2 What time does the race start?
 3 How long is the race? 4 Where is the race?
 5 What's the telephone number (for more information)?

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.

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.

Test 2 Reading and Writing Part 1

Task type:

matching – verbal exchange patterns (functions)

Topic focus:

travel, transport, directions

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.

1 suitcases 2 visitors 3 roads 4 bicycle
5 discount 6 flight

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 airport 2 hospital 3 station / underground
4 underground 5 motorway 6 bus stop

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 not understanding modals.

1 B 2 A 3 D 4 D 5 B 6 C

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.

1 B 2 C 3 H 4 A 5 F

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.

Test 2 Reading and Writing Part 2

Task type:

three-option multiple choice – identify appropriate missing word from a sentence – lexical

Topic focus:

daily life, homes

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.

1 take 2 carpet 3 towel 4 soft 5 gate 6 chair
7 heating 8 blanket 9 door 10 Excuse me

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.)

- 2 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.

1 wash 2 took 3 go 4 put 5 Wake
6 turned 7 Get 8 for

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.

have a party, *do your homework*, *have a wash*, *make / have dinner*, *take a photo*, *make your bed*, *make a phone call*, *make a noise*, *take some medicine*, *have a problem*, *take a taxi*, *make a cake*, *make an appointment*, *do a project*, *take an exam*.

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.

6 B 7 A 8 C 9 C 10 B

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.

- 1 *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.

Test 2 Reading and Writing Part 3a (Questions 11–15)

Task type:

discrete three-option multiple choice – verbal exchange patterns (functions)

Topic focus:

formulaic expressions, daily life

Training

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.

1 c 2 d 3 a 4 e 5 b

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) so!

Will you forget how to answer these questions? I hope (no) not!

Note: *I think not* is formal and rarely used.

- In this exercise, students revise common KET-level expressions.

Suggested answers

1 Excuse me! 2 Pardon? Sorry? 3 See you later. 4 Me too! So do I! 5 I'd rather not 6 Of course! That's fine! Certainly! I think so. I hope so. All right. 7 That's fine. I think so. All right. It's OK. 8 I'd rather not. I'm afraid I can't. Of course not.

- 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.

1 Pardon? 2 Here you are! 3 It doesn't matter. 4 Anything else? 5 Thanks a lot. 6 I think so.



KET candidates make mistakes with the three uses of *like*. Teach / Revise:

What's it / she / he, etc. like ...? might be answered with a **description / adjectives**.

Would you like ...? might be answered with a **Yes, I would / No, I wouldn't** response.

Do you like ...? might be answered with a **Yes, I do / No, I don't** response.



What / Who do you like? might be answered with a **noun phrase** or a **name**.

- This exercise focuses on the difference between the three uses of *like*. The key shows the correct answers.

1 Really funny. 2 Yes, I would. 3 Rock. 4 It was really hard. 5 I hope so.



Another mistake that some KET candidates make is to omit the verb *like*, imagining that *would* = *want*, e.g. *I would to play tennis*. 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.

11 A 12 C 13 A 14 B 15 A

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.

Test 2 Reading and Writing Part 3b (Questions 16–20)

Task type:

matching – continuous dialogue – five gaps / eight optional responses

Topic focus:

food

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.

1 D 2 F 3 A 4 C 5 E 6 B 7 G

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).

Training

Before beginning the exercises, students remind themselves of what they need to do in Part 3b.

- 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.

1 a person 2 a time 3 food 4 a place 5 adjectives 6 yes/no

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.*

- 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 *Lets* 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!*

1 b 2 a 3 d 4 c 5 f

- 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.

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.

16 B 17 A 18 H 19 F 20 D

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*.

Test 2 Reading and Writing Part 4

Task type:

three-option multiple choice – magazine-type factual input text – approximately 240 words long

Topic focus:

studies, business, shops, money

Training

Before beginning the exercises, students remind themselves of what they need to do in Part 4.

- 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.

1 do 2 longer 3 sometimes 4 might 5 don't 6 usually

Note: The type tested on these pages shows information 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.

- 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.

1 B 2 B 3 C 4 A 5 C

Students tell you why the distracters are wrong in each case. Ask: *Have you ever sold anything? Have your parents or*

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.)

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.

21 C 22 B 23 C 24 B 25 A 26 B 27 A

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 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.

Test 2 Reading and Writing Part 5

Task type:

multiple-choice cloze – gapped factual text – eight gaps / three optional answers (content and function words)

Topic focus:

appliances, materials

Training

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 ...*

1 has 2 is 3 are 4 Did 5 Have 6 were

- 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*.

1 but 2 or 3 and 4 if 5 so 6 while



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).

1 at 2 of 3 at 4 in 5 of 6 over

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.

28 A 29 B 30 B 31 C 32 A 33 C 34 B 35 C

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 player.

Students should talk about **who** gave it to them, **when** they got it and **why** they like it.

Test 2 Reading and Writing Part 6

Task type:

word completion – five definitions – five spellings. First letter and number of letters given.

Topic focus:

places in town, services, shopping

6 This exercise helps students realise that key words will lead them to answers.

1 offices 2 factories 3 assistant
4 receptionist 5 lift 6 hospital

7 Students now practise answering questions in Part 6 format.

1 café 2 station 3 library 4 hotel 5 market
6 stadium 7 restaurant 8 traffic

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.

1 centre 2 café 3 playground 4 entrance 5 crossing
6 campsite 7 tourists 8 travel agent 9 bicycle 10 bus stop

9 Students revise more words from the unit and find similarities and differences between pairs.

Training

Before beginning the exercises, students remind themselves of what they need to do in Part 6.

1 Students read definitions and underline key words that helped them find the answer.

1 ✓ 2 ✗ 3 ✗ 4 ✗ 5 ✓ 6 ✓ 7 ✓ 8 ✗



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.

catedral / cathedral, *biuding* / building, *trafic* / traffic,
univercity / university, *librarie* / library, *caffe* / café



These six words are sometimes misspelt by KET candidates. Spellings of *café* and *coffee* are often confused. *Library* is occasionally misspelt *libary*/*libray*. 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.

1 college 2 newsagent 3 bridge 4 sports centre
5 garage 6 police station

4 Students become more aware of silent letters and cross them out.

1 ~~wrong~~ 2 ~~chocolate~~ 3 ~~science~~ 4 ~~business~~ 5 ~~hour~~
6 ~~vegetable~~ 7 ~~watch~~ 8 ~~knife~~ 9 ~~could~~

5 Students look at the letters in the box and decide which ones to use to correct the spelling in each sentence.

1 building 2 library 3 castle 4 island

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.

36 tourists 37 museum 38 church 39 bridge 40 flats

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.

Test 2 Reading and Writing Part 7

Task type:

open cloze – structure and vocabulary cloze. Texts are types that a student might write.

Topic focus:

education

3 Pronouns are frequently tested in Part 7, so this exercise practises choosing which pronoun to use. The key shows the correct pronouns.

1 mine 2 your 3 Her 4 his 5 them 6 our

Training

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.

1 about 2 in 3 on 4 from 5 to 6 at 7 of

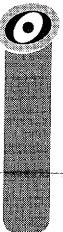
Students now look at the exercise again and underline the words which follow each answer to see that a preposition is nearly always clearly followed by a noun, an adjective + noun, a pronoun or an *-ing* word.



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.

1 or 2 because 3 but 4 so 5 and



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.



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*).

41 passed 42 me 43 because 44 you 45 and
46 play 47 at 48 to 49 but 50 about

Test 2 Reading and Writing Part 8

Task type:

non sequential information transfer – using input text(s) to complete a form

Topic focus:

sport, competitions, measurement

Training

Before beginning the exercises, students remind themselves of what they need to do in Part 8.

- 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

1 H 2 E 3 F 4 B 5 I 6 A 7 C 8 D

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 £, \$, 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?*

- 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.

1 Forest Hotel car park (text 2) 2 077659 (text 1)
3 5.45 (text 1) 4 Forest Cycling Club (text 2) 5 12 (text 1)
6 7 (text 1) 7 065548 (text 2) 8 6 (text 2)
9 (school) playground (text 1) 10 12 (text 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.

51 October 14th (any convention) 52 bread 53 15
54 8.45 55 094577

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.

Test 2 Reading and Writing Part 9

Task type:

guided writing – write a short message of 25–35 words in response to short input text or rubric

Topic focus:

entertainment and media

- 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.

Begin: Dear Alana, Hello Rupert!, Hi Jamie!

End: Love from Jane, See you later!, Kate xx, Bye for now!, Best wishes, Diane

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).



KET candidates often begin days of the week and months of the year with a lower-case letter. Make sure they understand that in English, *Monday, Friday, June, September*, etc. are **names** and must be written with a capital letter. Note also that *Wednesday* appears to be the most frequently misspelt day. *Saturday* and *Sunday* seem to appear most frequently in text material.

- Students revise spellings of days and months. They read each sentence and cross out the wrong spelling. The key shows the correct word.

1 Saturday 2 Wednesday 3 Tuesdays 4 Thursday 5 February
6 January

- 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.

ask / Can I, invite / Would you, thank / Thanks for, suggest / Let's, say what time / I think it starts, explain why you can't / I can't

- 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.

1 Let's / We could 2 Would you like 3 How about
4 Let's / We could 5 Shall we 6 Would you like
7 How about 8 Shall we

- 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).

- The students cross out the wrong words. The key shows the correct options.

1 by 2 from 3 to 4 with 5 with 6 from 7 by 8 in

- In this exercise, students read each line of the text carefully and choose *of* or *from*.

1 of 2 from 3 from 4 of 5 of 6 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.

1 to 2 by 3 to 4 from/at 5 by 6 with 7 on
8 on 9 in 10 with

- 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.

1 Amanda 2 Cody 3 Amanda 4 Cody
5 Brian 6 Brian 7 Amanda

Exam practice

Sample answer (5 marks)

Hi! Would you like to come with me to the science museum this week? Let's go on Friday! We can go there by bus. It's easy! Bye for now, Marcus.

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.

Test 2 Listening Part 1

Task type:

three-option visual multiple choice to answer focus question – two-speaker short conversation

Topic focus:

time, dates, clothes, appearance, weather

Equipment:

old magazines with fashion photographs in if possible

hat/cap, shirt, sweater, pocket, trousers, trainers, glasses, jacket, dress, belt, tights, boots.

Training

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.

1 C (2.45) 2 D (10.30)

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?

- 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.

B

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 *Feburary*.) Note that the first *r* in *February* is silent /febjuəri/ when spoken.

- 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.

- 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 hasn't got a sweater on. Look! Over there! He's wearing a T-shirt. 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.

- 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.

1 B sunny 2 A stormy 3 B foggy 4 C cloudy

- Students listen to the girl and boy talking about their favourite kinds of weather and write their two answers.

girl: *snowy*; boy: *sunny*

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.

- 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.

1 B 2 B 3 A 4 C 5 A

Test 2 Listening Part 2

Task type:

matching – informal dialogue – listening for key information – matching five items (plus example) / eight options

Topic focus:

activities, hobbies, media, sports

Training

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.

- 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.

1 website 2 message 3 texts 4 magazine
5 comic 6 instructions

- 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.

1 doing the shopping 2 writing emails 3 doing a quiz
4 watching TV 5 taking pictures 6 doing exercises



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 shopping*. 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.)

- 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.

1 C 2 E 3 D 4 A

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.

6 E 7 F 8 D 9 G 10 C

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.

Test 2 Listening Part 3

Task type:

three-option multiple choice, question/answer or sentence completion format – informal or neutral dialogue – five items plus an example

Topic focus:

countries, nationalities, school subjects, people

Ask students what the correct answers for 2 and 3 were (his mother, at home).

- 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.

1 engineering 2 pilot 3 28 4 Japan
5 September 6 six months

- 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.

1 A 2 C 3 B

Training

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*).



KET candidates generally know that the names of countries must begin with a capital letter but they often forget to use a capital letter for nationalities and languages and write, e.g. *american, spanish*. Tell students that we name countries, nationalities and languages (like we name someone Peter). All three must start with a capital letter.

- 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.

1 in Australia 2 her grandmother 3 'The Blue Room'
4 Because she's good at it! 5 in the evenings
6 her best friend's

- 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.

1, 4, 5

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.

11 B 12 A 13 C 14 A 15 B

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.

Test 2 Listening Part 4

Task type:

gap-fill – two-speaker short conversation – writing down specific information to complete a form

Topic focus:

days, dates, ordinal numbers, sports competitions

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 (6th, 11th, 24th etc.) because that's how these numbers sound when we say them. Make sure that students know that *twelfth* can only be written as 12th (not as ~~12nd~~).

- 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.

1 ✓ 2 ✓ 3 ✗ 4 ✗ 5 ✓ 6 ✓ 7 ✗ 8 ✓

- 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*.

1 3 April 2 15 October 3 1 July 4 29 June
5 14 February 6 2 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.

1 10 February 2 Verway 3 2.30 4 100 5 Wednesday

Exam practice

Go through the tips and advice with students before they listen to the recording.

16 Canada 17 stadium 18 January 19 12 20 1.30

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.

Test 2 Listening Part 5

Task type:

gap-fill – one speaker – writing down specific information to complete a form (names, numbers, places, times, etc.)

Topic focus:

various – revision of times, days, dates, numbers, prices, places, activities, school subjects, etc.

- 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 (*Wed nes 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.

1 Monday 2 Wednesday 3 Saturday 4 Sunday

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.

1 Wednesday 2 Friday 3 Saturday 4 Sunday 5 Thursday

Ask: *Which day didn't you have to spell in this exercise?* (Monday)

1 10.30 2 4.15 3 2.20 4 886501 5 117 6 29 7 6.50
8 72 9 125 10 Gossey 11 Cublar 12 Findew 13 tennis
14 music 15 basketball 16 café 17 library 18 college
19 chemistry 20 English 21 biology

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.

21 17 22 20 August 23 Crystal (spelt correctly)
24 (special) bus/buses 25 212699

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?

Test 2 Speaking Part 1

Task type:

The examiner sits with two students who take turns answering questions about themselves. This part lasts about six minutes.

Topic focus:

school, study, family, hobbies

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.

- 5 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.

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 again?*).

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.

1 x 2 ✓ 3 x 4 ✓ 5 x 6 ✓ 7 x

- 3 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.

1 Julia 2 Benavides 3 Spain 4 yes 5 music

- 4 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.

1,6
Victor says: *Sorry? Can you say that again?*

- 1 right 2 right 3 right 4 wrong 5 right 6 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.
- 7 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.

Boris would get a higher mark because he gives more information and his answers are clear. He asks the examiner to repeat two questions and then gives the right answers. Asking to repeat a question is perfectly acceptable.

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.

- 8 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.

Test 2 Speaking Part 2

Task type:

students take turns to ask and answer five questions about two events using prompt material

Topic focus:

entertainment, sport

- 4 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 get there?*

In pairs, students then complete the conversation about a disco. Note that there are two extra words.

on, much, pay, Where, at, What, finishes, go, between

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.

- 2 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.

Suggested questions

- 1 *When's the show?* 2 *What time does the show start?*
3 *Where's the show?* 4 *How much are the tickets?*
5 *What's the telephone number?*

- 3 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.

- 1 *It's on 11 August.* 2 *It starts at 7 p.m.* 3 *It's in Tallula Park.*
4 *They cost £6 each.* 5 *You can call 677921.*

Suggested questions

- 1 *Where's the competition?* 2 *What time does it start?*
3 *What's the first prize?* 4 *How can I get some more information?*

- 5 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.

Test 3

Paper 1 Reading and Writing

Part 1

1 C 2 F 3 D 4 H 5 A

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

Hi!

Can I use your digital camera? I want to take some photos of my new bike. I can come and collect it on Friday after school. Is that OK?

John

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)

Test 4

Paper 1 Reading and Writing

Part 1

1 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 14 A 15 B 16 E
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

36 sofa 37 curtains 38 mirror 39 shelf 40 television

Part 7

41 On 42 it 43 A 44 and 45 to
46 because/as 47 would 48 and 49 about 50 if/when

Part 8

51 Sunday 52 2.50 53 (Linda's mum's) car 54 3.30
55 078112

Part 9

Sample answer

Hi

Great idea! I can get there at half past eleven. Let's meet in the café. I'd like to play tennis then go for a swim.

Rachel

Paper 2 Listening

Part 1

1 B 2 A 3 B 4 C 5 B

Part 2

6 C 7 E 8 A 9 H 10 B

Part 3

11 B 12 C 13 A 14 A 15 B

Part 4

16 1½ 17 35 18 fruit 19 music 20 Gainly

Part 5

21 7.45 22 coach 23 (school) uniform 24 videos
25 (some) water

Test 5

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 13 B 14 A 15 B 16 C 17 F
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

Hello

I went to London with my sister. We only went for one day but we had lots of fun. We went to the science museum in the morning then to the cinema.

Paper 2 Listening

Part 1

1 A 2 C 3 C 4 A 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

Test 6

Paper 1 Reading and Writing

Part 1

1 C 2 H 3 A 4 F 5 E

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

Hi Valerie

I'll be late on Sunday because it's my mum's birthday that day.

I'll get there at about seven o'clock. I can bring some burgers if you want. See you soon.

Paper 2 Listening

Part 1

1 A 2 B 3 B 4 C 5 A

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

(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.

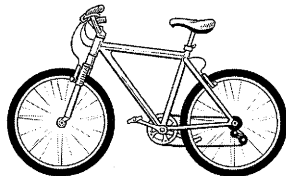
Extended response

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

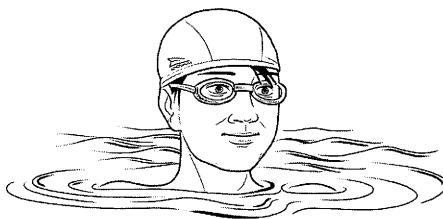
Teenage Fashion Show



- ◆ cost ?
- ◆ where ?
- ◆ what clothes / see ?
- ◆ more information ☎ ?
- ◆ 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!

Introductions

Good morning!
What's your name?
And what's your surname?
And how do you spell that?

Do you like your school?
What is your favourite subject?

Information about you

Where do you go at the weekend?
Who do you like spending time with?
What do you like doing in your free time?

Where you are from / your studies

Where do you come from?
Are you a student?
What do you study?
Do you like your studies?

Tell me something about ...

Tell me something about your favourite hobby.

Do you study English at school?
What other subjects do / did you study?

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.

Introductions

Good morning!
 What's your name?
 And what's your surname?
 And how do you spell that?

Do you like your school?
 What is your favourite subject?

Where you are from / your studies

Where do you come from?
 Are you a student?
 What do you study?
 Do you like your studies?

Do you study English at school?
 What other subjects do you study?

Information about you

How do you travel to school each day?
 How many students are in your class?
 What time do your lessons start in the morning?

Tell me something about ...

Tell me something about your favourite teacher.

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.

Introductions

Good morning!
 What's your name?
 And what's your surname?
 And how do you spell that?

Do you like your school?
 What is your favourite subject?

Where you are from / your studies

Where do you come from?
 Are you a student?
 What do you study?
 Do you like your studies?

Do you study English at school?
 What other subjects do you study?

Information about you

Which is your favourite meal of the day?
 What food don't you like?
 Who usually does the cooking in your home?

Tell me something about ...

Tell me something about your last birthday party.

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.

Introductions

Good morning!
 What's your name?
 And what's your surname?
 And how do you spell that?

Do you like your school?
 What is your favourite subject?

Where you are from / your studies

Where do you come from?
 Are you a student?
 What do you study?
 Do you like your studies?

Do you study English at school?
 What other subjects do you study?

Information about you

What kinds of books or magazines do you like reading?
 Where do you like reading?
 Which languages can you speak?

Tell me something about ...

Tell me something about your favourite book.

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.

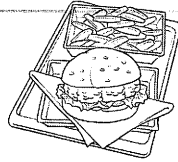
(Examiner points to the question prompts.)

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.

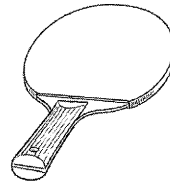
Burgers! Chips! Pizzas!

special takeaway lunch £5.50

closed Mondays

4B

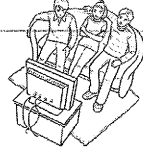
Table Tennis Club



- ◆ cost / £ ?
- ◆ when ?
- ◆ where ?
- ◆ who / telephone ?
- ◆ for 13-year olds ?

5A

TV programme



'Cliffton College'

Best programme for
teenage viewers

The students meet their new
maths teacher!

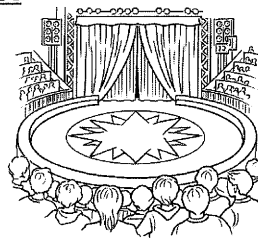
7 p.m. – 7.45 p.m.

Channel four

see channel four website for more
information

6B

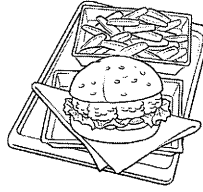
Grey's Circus!



- ◆ when ?
- ◆ more information ?
- ◆ tickets ? / £ ?
- ◆ where / circus ?
- ◆ what / see ?

3B

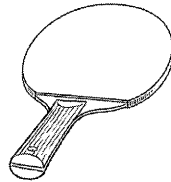
Fast Food Café



- ◆ what / sell ?
- ◆ time / close ?
- ◆ where ?
- ◆ how much / lunch ?
- ◆ open / every day ?

4A

Table Tennis Club



Town Hall

Every Wednesday evening
Come and have fun!

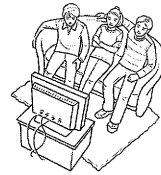
£1.50 each

Under-14s only

Club manager - Tim Daley -
Call ☎ 229870

5B

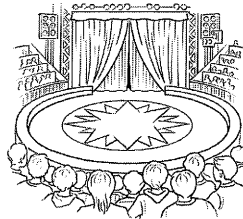
TV programme



- ◆ 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
☎ 031388

3C

Winter Festival



Hill Square

November 26th
10 a.m. – midnight

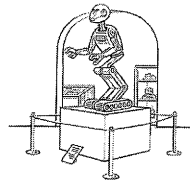
games, skating, competitions

☎ 088740 for more information

4D

New Science Exhibition!

- ◆ what / see ?
- ◆ close / time ?
- ◆ student ticket / £ ?
- ◆ food ?
- ◆ date / begin ?



5C

Theatre Show this week!



King Theatre

'The Fun Show'

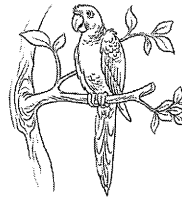
3.30 p.m. and 7.15 p.m. daily

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 ?

3D

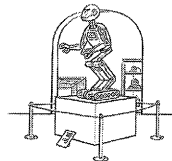
Winter Festival



- ◆ 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

5D

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
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

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:



Part 1	
1	A B C D E F G H
2	A B C D E F G H
3	A B C D E F G H
4	A B C D E F G H
5	A B C D E F G H

Part 2	
6	A B C
7	A B C
8	A B C
9	A B C
10	A B C

Part 3	
11	A B C
12	A B C
13	A B C
14	A B C
15	A B C
16	A B C D E F G H
17	A B C D E F G H
18	A B C D E F G H
19	A B C D E F G H
20	A B C D E F G H

Part 4	
21	A B C
22	A B C
23	A B C
24	A B C
25	A B C
26	A B C
27	A B C

Part 5	
28	A B C
29	A B C
30	A B C
31	A B C
32	A B C
33	A B C
34	A B C
35	A B C

Turn over for
Parts 6 - 9 →

For Parts 6, 7 and 8:

Write your answers in the spaces next to the numbers (36 to 55) like this:

0 example 

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)

0	1	2	3	4	5
---	---	---	---	---	---



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
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
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:



Part 1	
1	A B C
2	A B C
3	A B C
4	A B C
5	A B C

Part 2	
6	A B C D E F G H
7	A B C D E F G H
8	A B C D E F G H
9	A B C D E F G H
10	A B C D E F G H

Part 3	
11	A B C
12	A B C
13	A B C
14	A B C
15	A B C

For Parts 4 and 5:

Write your answers in the spaces next to the numbers (16 to 25) like this:



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		Do not write here
21		1 21 0
22		1 22 0
23		1 23 0
24		1 24 0
25		1 25 0

Acknowledgements

Karen Saxby would like to give special thanks to Ann-Marie Murphy and Annabel Marriott of Cambridge University Press for their support, and to everyone she has ever worked with over the years in production of KET material. Many thanks also to Chris Williams (senior production controller), Sarah Salter (production controller), Michelle Simpson (permissions controller), Alan Heal (picture researcher) and Marcus Fletcher (proof-reader).

The author and publishers are grateful to the following for reviewing the material during the writing process: Caroline Cooke; Sue Elliott; Liz Gallivan; David Jay; Rosalie Kerr; Carla Moretti; Rebecca Place; Nick Shaw; Catherine Toomey; Rosalia Vale.

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Illustrations: Stephen Dew pp. 24, 34, 35 (t, c, br), 36, 37 (c), 52, 61, 74 (t, c), 75 (c, br), 76 (c, b), 77, 82, 102 (c, b), 103 (c, b), 120, 121 (t, b), 138 (t, b), 139 (t, b), 157 (b); Mark Draisey pp. 16, 23 (t, c), 59, 72; Celia Hart pp. 4, 8, 9, 15, 22, 23 (b), 35 (bl), 37 (t, b), 48, 55, 58, 74 (b), 75 (t), 76 (t), 78, 89 (l), 92, 102 (t), 103 (t), 110, 121 (c), 128, 138 (c), 139 (c), 146, 148, 156 (c), 157 (t, c), 223 (t); Janos Jantner pp. 14, 49, 56, 63, 64, 71, 89 (r), 156 (b), 222, 223 (b), 228, 229, 230, 231, 232, 233, 234, 235

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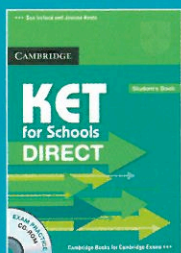
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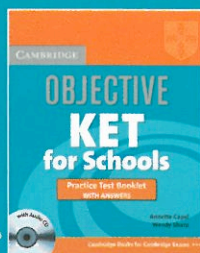
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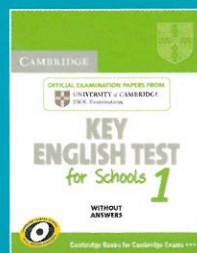
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