

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.

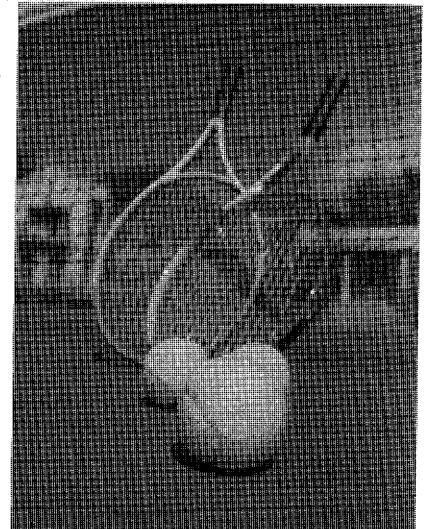
Look at her friends' answers. Tick (✓) the three questions (a–g) that Zara asks.

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


- | | |
|--|-------|
| 1 Your school bag is <u>to</u> the table in your room. | |
| 2 My classmates are <u>at</u> France now. | |
| 3 We went <u>in</u> a restaurant and had a curry. | |
| 4 My family arrived <u>at</u> New York yesterday. | |
| 5 You can buy the CD <u>to</u> the new music shop. | |
| 6 I was <u>in</u> 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:

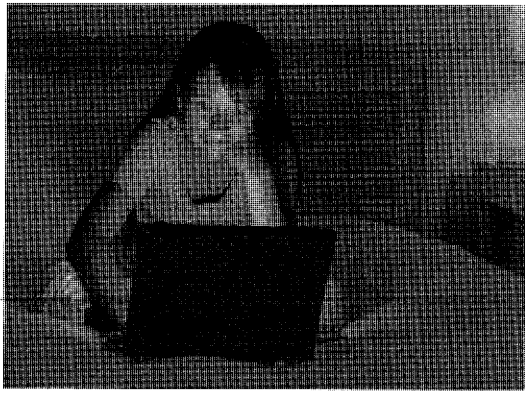
- 1 has included all three parts of the message?
- 2 has made a past tense mistake?
- 3 has written fewer than 25 words?
- 4 should check their spellings and grammar?
- 5 might get the best mark?

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** ...

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

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

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

- 7 Students choose the form and spell the word correctly.

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

- 8 Students spot and correct the ten spelling mistakes.

1 ~~Wedensday~~ Wednesday 2 ~~comming~~ coming 3 ~~shoping~~ shopping
4 ~~chiken~~ chicken 5 ~~realy~~ really 6 ~~writting~~ writing
7 ~~wont~~ want 8 ~~whit~~ with 9 ~~grate~~ great 10 ~~By~~ Bye

- 9 Use the three messages to focus on answering all three questions. Correct the seven spelling mistakes (*tired / tried, haveing / having, quiet / quite, tommorrow / tomorrow, 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.*

- 10 Encourage students to complete the three sentences. Check grammar, spelling and punctuation (full stops) and total word count.

Note: Appropriate words to begin each completion may be *at ..., with ..., because ...*

Training

- 1 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.

- 2 Students look at the two types of Part 9 that use question words as prompts (bullet instructions or a note that contains three questions). Underline the *wh-* words in the first task example (*when, where, why*) and brainstorm simple answers, e.g. *I went to the exhibition on Friday. The exhibition was at the science museum. I liked it because it was really interesting.*

Underline the *wh-* words in the second task example (*when, what, which*) and brainstorm simple answers, e.g. *I listen to music in the evenings. I like hip hop music most. I can play the guitar.* Don't worry about word counts at this stage.

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

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

- 4 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.

- 5 This exercise practises some of the most frequent mistakes in the formation of past simple (irregular verbs). Students cross out the wrong past tense forms. The key shows the correct forms.

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