

### 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 <b>you</b> like this beach?                   | Yes, <b>I / they / you</b> do!                          |
| 2 What time will <b>Maria</b> arrive?              | <b>It / We / She</b> didn't tell me.                    |
| 3 Is he going to cook <b>those burgers</b> ?       | Yes! I hope he doesn't burn <b>them / it / him</b> !    |
| 4 Are <b>you all</b> having fun?                   | <b>We're / He's / It's</b> having a great time, thanks! |
| 5 Does <b>your brother</b> always dance like that? | No! I've never seen <b>her / him / you</b> do that!     |
| 6 I've brought my new <b>mobile</b> .              | Wow! <b>Her / Its / Their</b> 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.

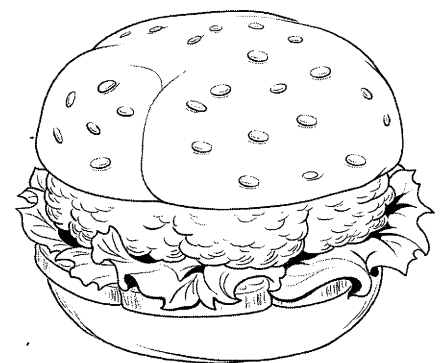
**2** Read the conversations and write *It's*, or *Its*.

- |  |                      |
|--|----------------------|
| <b>Example</b> ..... <b>It's</b> ..... 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.

- |  |                              |                                     |
|--|------------------------------|-------------------------------------|
| <b>Example</b> 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:

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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.

# 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* × *b* ✓ 2 *a* ✓ *b* × 3 *a* ✓ *b* × 4 *a* × *b* ✓

## 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*

## 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.



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.