

- 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.

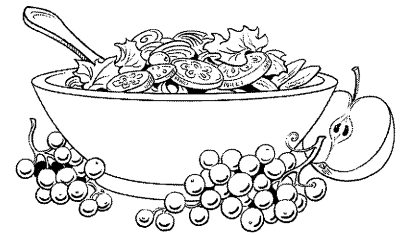
Example Can you cook?	a place / <u>yes/no</u> / a person / a time
1 Who's making breakfast?	a person / food / adjectives / yes/no
2 How long should I fry this for?	yes/no / adjectives / a time / a place
3 Would you like an omelette or a pizza?	a place / food / adjectives / yes/no
4 Where are the red 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?

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.

- 1 In this exercise, students build on previous practice where they decided what kind of answer goes with a question or suggestion. Tell students to imagine they are asking this question and have a real need to know the answers. Ask: *What do you want to know?*
Students work in pairs and underline the correct option.

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.*

- 2 Students now focus on making and responding to suggestions. Suggestions very often feature as part of the conversation in Part 3b. Students should learn these six grammatical structures. They will definitely be useful for productive Part 9 tasks too.



KET candidates nearly always correctly follow *Let's* with the infinitive without *to*, but occasionally make mistakes by writing *Let us* or *Let's* with no punctuation.

Students do the matching exercise in A and B pairs. They should role play each exchange to see if it works before making their final choice. Encourage students playing A to end the exchange with a short response to B, e.g. *OK! / Oh dear! / Great!*

1 b 2 a 3 d 4 c 5 f

- 3 Students now move towards the format of the test by choosing one option from seven possible responses and making sure that their chosen answer works with the sentences both before and after the space.

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*.