

- 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?

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.