

Cambridge Key English Test 3

TEACHER'S BOOK

*Examination papers from
University of Cambridge
ESOL Examinations:
English for Speakers of
Other Languages*



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Paper 3 frames

Test 1

Note: The visual material for Paper 3 appears on pages 86–93 of the Student’s Book.

Part 1 (5–6 minutes)

Greetings and introductions

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

Giving information about place of origin, occupation, studies

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

Giving general information about self

The interlocutor asks candidates questions about their daily life, past experience or future plans. They may be asked, for example, about their likes and dislikes or about 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.

Part 2 (3–4 minutes)

The interlocutor introduces the activity as follows:

Interlocutor: (*Pablo*), here is some information about a disco.

(*Interlocutor shows answer card 1A on page 86 of the Student's Book to Pablo.*)

(*Laura*), you don't know anything about the disco, so ask (*Pablo*) some questions about it.

(*Interlocutor shows question card 1B on page 88 to Laura.*)

Use these words to help you. (*Interlocutor indicates prompt words.*)

Do you understand?

Now, (*Laura*), ask (*Pablo*) your questions about the disco, and (*Pablo*), you answer them.

1A

The White House
Disco

Rock music from the U.S.A.



Over 18s only
Doors open: 9 pm
Tuesday – Saturday

Tickets: £6 (Students £5)
No jeans or T-shirts

1B

DISCO

- ◆ every evening?
- ◆ what music?
- ◆ clothes / wear?
- ◆ student ticket? £?
- ◆ begin?



When the candidates have asked and answered their questions about the disco, they then exchange roles and talk about a different topic.

The interlocutor introduces the activity as follows:

Interlocutor: (*Laura*), here is some information about a painting competition.

(*Interlocutor shows answer card 1C on page 90 of the Student's Book to Laura.*)

(*Pablo*), you don't know anything about the painting competition, so ask (*Laura*) some questions about it.

(*Interlocutor shows question card 1D on page 92 to Pablo.*)

Use these words to help you. (*Interlocutor indicates prompt words.*)

Do you understand?

Now, (*Pablo*), ask (*Laura*) your questions about the painting competition, and (*Laura*), you answer them.

Note: Candidates are assessed on both their questions and answers in Part 2 of the test.

1C

PAINTING COMPETITION
For young people 8–16 years old

Paint a picture of an animal



Send it to:
Young Artist Magazine
12 High Street

before 14 September

and win a bicycle!

1D

PAINTING COMPETITION

- ◆ win something?
- ◆ what / paint?
- ◆ for everybody?
- ◆ competition address?
- ◆ last day?



Test 2

Note: The visual material for Paper 3 appears on pages 86–93 of the Student’s Book.

Part 1 (5–6 minutes)

Greetings and introductions

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

Giving information about place of origin, occupation, studies

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

Giving general information about self

The interlocutor asks candidates questions about their daily life, past experience or future plans. They may be asked, for example, about their likes and dislikes or about 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.

Part 2 (3–4 minutes)

The interlocutor introduces the activity as follows:

Interlocutor: (*Pablo*), here is some information about an art show.

(*Interlocutor shows answer card 2A on page 88 of the Student's Book to Pablo.*)

(*Laura*), you don't know anything about the art show, so ask (*Pablo*) some questions about it.

(*Interlocutor shows question card 2B on page 86 to Laura.*)

Use these words to help you. (*Interlocutor indicates prompt words.*)

Do you understand?

Now (*Laura*), ask (*Pablo*) your questions about the art show, and (*Pablo*), you answer them.

2A

ART SHOW

Pictures by David Piper
Meet the artist and buy a painting for your home



6–8pm every evening

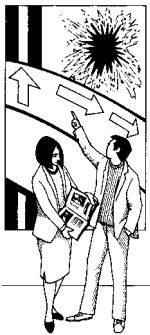
Adults: £4
Students: £2

28 Market Street

2B

ART SHOW

- ◆ where?
- ◆ when?
- ◆ whose pictures?
- ◆ ticket? £
- ◆ buy / picture?



When the candidates have asked and answered their questions about the art show, they then exchange roles and talk about a different topic.

The interlocutor introduces the activity as follows:

Interlocutor: (Laura), here is some information about a university film club.

(Interlocutor shows answer card 2C on page 92 of the Student's Book to Laura.)

(Pablo), you don't know anything about the film club, so ask (Laura) some questions about it.

(Interlocutor shows question card 2D on page 90 to Pablo.)

Use these words to help you. (Interlocutor indicates prompt words.)

Do you understand?

Now (Pablo), ask (Laura) your questions about the film club, and (Laura), you answer them.

Note: Candidates are assessed on both their questions and answers in Part 2 of the test.

2C

CITY UNIVERSITY FILM CLUB

EVERY MONDAY 6-9.30 p.m.

Films from America, Australia and Britain

Get your tickets from the Student Office

Adults	£3
Students	£1.50


Café open for drinks and snacks



2D

FILM CLUB

- ◆ every week?
- ◆ price? £
- ◆ where / ticket?
- ◆ French films?
- ◆ café?



Test 3

Note: The visual material for Paper 3 appears on pages 86–93 of the Student’s Book.

Part 1 (5–6 minutes)

Greetings and introductions

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

Giving information about place of origin, occupation, studies

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

Giving general information about self

The interlocutor asks candidates questions about their daily life, past experience or future plans. They may be asked, for example, about their likes and dislikes or about 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.

Part 2 (3–4 minutes)

The interlocutor introduces the activity as follows:

Interlocutor: (*Pablo*), here is some information about a sweet shop.

(*Interlocutor shows answer card 3A on page 87 of the Student's Book to Pablo.*)

(*Laura*), you don't know anything about the sweet shop, so ask (*Pablo*) some questions about it.

(*Interlocutor shows question card 3B on page 89 to Laura.*)

Use these words to help you. (*Interlocutor indicates prompt words.*)

Do you understand?

Now (*Laura*), ask (*Pablo*) your questions about the sweet shop and (*Pablo*), you answer them.

3A

Parker's Sweet Shop



14 Barrett Road
5 minutes from town centre

TRY OUR FAMOUS CHOCOLATE EGGS AND SUGAR HEARTS

Prices lower than in other shops
OPEN MONDAY-SATURDAY 9AM-5PM

3B

SWEET SHOP

- ◆ name?
- ◆ expensive?
- ◆ when / open?
- ◆ chocolate eggs?
- ◆ near town centre?



When the candidates have asked and answered their questions about the sweet shop, they then exchange roles and talk about a different topic.

The interlocutor introduces the activity as follows:

Interlocutor: (*Laura*), here is some information about a sandwich shop.

(*Interlocutor shows answer card 3C on page 91 of the Student's Book to Laura.*)

(*Pablo*), you don't know anything about the sandwich shop, so ask (*Laura*) some questions about it.

(*Interlocutor shows question card 3D on page 93 to Pablo.*)

Use these words to help you. (*Interlocutor indicates prompt words.*)

Do you understand?

Now (*Pablo*), ask (*Laura*) your questions about the sandwich shop and (*Laura*), you answer them.

Note: Candidates are assessed on both their questions and answers in Part 2 of the test.

3C

GLORIA'S SANDWICH SHOP

We make 100 different sandwiches!



Hot soup
Orange juice
Coffee



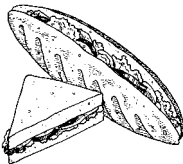
£2.80 each sandwich

Car park behind shop
Closed on Mondays

3D

SANDWICH SHOP

- ◆ what sandwiches?
- ◆ price?
- ◆ open every day?
- ◆ drinks?
- ◆ car park?



Test 4

Note: The visual material for Paper 3 appears on pages 86–93 of the Student’s Book.

Part 1 (5–6 minutes)

Greetings and introductions

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

Giving information about place of origin, occupation, studies

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

Giving general information about self

The interlocutor asks candidates questions about their daily life, past experience or future plans. They may be asked, for example, about their likes and dislikes or about 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.

Part 2 (3–4 minutes)

The interlocutor introduces the activity as follows:

Interlocutor: (*Pablo*), here is some information about a walk for tourists.

(*Interlocutor shows answer card 4A on page 89 of the Student's Book to Pablo.*)

(*Laura*), you don't know anything about the walk for tourists, so ask (*Pablo*) some questions about it.


(*Interlocutor shows question card 4B on page 87 of the Student's Book to Laura.*)

Use these words to help you. (*Interlocutor indicates prompt words.*)

Do you understand?

Now (*Laura*), ask (*Pablo*) your questions about the walk, and (*Pablo*), you answer them.

4A



**WALK THROUGH OUR BEAUTIFUL TOWN
FRIENDLY TOUR GUIDES**

See the museum, market and castle

Every Tuesday
Starts: Grand Hotel at 10 am
Finishes with lunch in Park Restaurant

£13 per person

4B

A WALK FOR TOURISTS

◆ where / start?

◆ what / visit?

◆ every day?

◆ expensive?

◆ lunch?



When the candidates have asked and answered their questions about the walk for tourists, they then exchange roles and talk about a different topic.