

OBJECTIVE

KET

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Teacher's Book

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Cambridge CB2 2RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521541506

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First published 2005

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this book is available from the British Library

ISBN-13 978-0-521-54150-3 Teacher's Book

ISBN-10 0-521-54150-6 Teacher's Book

ISBN-13 978-0-521-54149-7 Student's Book

ISBN-10 0-521-54149-2 Student's Book

ISBN-13 978-0-521-54151-0 Cassette Set

ISBN-10 0-521-54151-4 Cassette Set

ISBN-13 978-0-521-54152-7 Audio CD Set

ISBN-10 0-521-54152-2 Audio CD Set

Cover design by Dale Tomlinson

Designed and produced by Kamae Design, Oxford

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1

Friends

1.1 Friends for ever

| | |
|----------------------|---------------------------------------|
| Grammar extra | Present simple <i>be, have</i> |
| Pronunciation | The alphabet |
| Exam skills | Listening Part 1: Short conversations |

1.2 Borrow this!

| | |
|-------------------|--|
| Grammar | Asking questions |
| Vocabulary | Personal possessions, descriptive adjectives – feelings |

Preparation

Make a copy of the recording script on page 116 for each student. This will be used in 1.1.

1.1 Friends for ever

SB pages 8–9

- The twelve reasons contain examples of the present simple of the verbs *be* and *have*, which will be revised in the Grammar extra that follows exercise 1. Suggest students read the sentences in pairs or threes and decide together which is the most important reason. Elicit their views. Then give students two minutes to write three more reasons in their groups. Elicit their sentences and write some on the board.

Extension activity

If students enjoy thinking of further reasons why friends are great, suggest they make a large poster for the classroom wall, displaying their own ideas. They could include pictures from magazines to illustrate their reasons, as on the Student's Book page.

Grammar extra

- Ask students to complete the verb boxes, looking back at the sentences in exercise 1 if necessary. Point out that the full negative form *I am not, I have not*, etc. is also correct, although this is not practised here.

Answers

The verb *be*

I am, I'm, I'm not
You are, You're, You aren't
He/She/It is, He's, She isn't
We are, We're, We aren't
They are, They're, They aren't

The verb *have*

I have, I've, I haven't
You have, You've, You haven't
He/She/It has, He's, She hasn't
We have, We've, We haven't
They have, They've, They haven't

Pronunciation

3 KET Speaking Part 1

Students will have to spell something, such as their surname, in the first part of the Speaking test. They are also tested on their ability to process words that are spelled out in Parts 4 and 5 of the Listening test, where they may have to write down a name, part of an address, etc. This exercise checks whether students are familiar with the whole alphabet, as all the letters are covered in the seven names.

Practise spelling in this way regularly during the course.

Before playing the recording, run through the alphabet with the class, eliciting a letter from each student in turn.

After the recording, point out the use of *double R* in question 4. Two of the same letters or numbers together will be said like this in the KET Listening test.

Recording script and answers

- THE MATRIX
- PENELOPE CRUZ
- BART SIMPSON
- JUAN CARLOS FERRERO
- DAVID BECKHAM
- GWYNETH PALTROW
- QUENTIN TARANTINO

Listening

4 KET Listening Part 1

This listening activity includes further spelling practice and introduces students to short conversations, with an emphasis on questions and answers. The recordings here are slightly slower than those candidates will hear in the exam, to build students' confidence. Note that in

Listening Part 1, students will hear five short conversations, with a maximum of four exchanges in each conversation, with two speakers in each, as here.

Ask students to listen and complete the information. If they are particularly weak in listening, play the recording twice and suggest they don't write anything down the first time they listen.

Answers

- 13; play football
- Raquel; every day
- her sister; 13
- Lucky / his dog; to the river

Recording script

1

Maria: OK, Matt, let's start with you. What's your best friend called?

Matt: Er, Jonny, and he's thirteen, the same as me.

Maria: Right, and what do you do together, you know, in your free time?

Matt: That's easy to answer. We play football, as much as possible. We're in the same team, you see.

2

Maria: And Elena, what can you tell me about your best friend?

Elena: Well, her name's Raquel. Shall I spell that?
It's R-A-Q-U-E-L.

Maria: Uh huh. And when do you get together? Like, just at weekends?

Elena: Oh no, we're best friends, Maria! I see Raquel every day ... in school Monday to Friday, of course, and then we go out at weekends.

3

Maria: Kelly-Anne, I know your best friend is Vicky. And you see her every day?

Kelly-Anne: That's right, because Vicky's my sister.

Maria: Mmm, that's a really special friend. So how old are you, Kelly-Anne?

Kelly-Anne: It's my birthday next week. I'll be fourteen ... so I'm thirteen now.

4

Maria: Hi, Tom! Come here so I can ask you some questions. Who's your best friend?

Tom: My best friend ... that's difficult. I mean, I've got lots of friends, but a best friend? I'd say it's Lucky, my dog. You spell that L-U-C-K-Y.

Maria: Ah, that's sweet. So where do you go with Lucky? Do you take him for walks?

Tom: Of course, every day! We go to the river. Lucky likes the water!

Maria: Hope he can swim. OK, thanks, all you guys.
See you.
All: Bye!

Photocopiable recording script activity ... page 116

Hand out copies of the recording script, asking students to fill in the missing words as they listen to the recording again.

Answers

- team
- Monday to Friday
- special
- dog

- Students will hear Maria asking questions and should write their answers as they listen. Remind them to write short answers, as they won't have time to write much. Pauses between questions have been included on the recording but, if necessary, stop the recording between questions, to give students longer to write their answers.
- Encourage students to use some of the language given, as this will make their questions and answers sound more natural.

1.2 Borrow this!

SB pages 10–11

- Check that students understand the two verbs *borrow* and *lend*, explaining the difference if necessary. Then give students two or three minutes to discuss the questions. Elicit students' answers and ask whether they ever have any problems when lending things to friends. Check they understand the meaning of *give back*.
- Ask students to read the photo story in pairs to find out why Sam is angry at the beginning but not at the end. The story includes examples of different question forms, which will be looked at in the Grammar section.

Answers

Sam is angry at the beginning because Gary's got his CDs. Sam isn't angry at the end because he hears Gary's father is ill.

Grammar

- 3 Suggest students read through the story again and underline the eleven examples of questions and suggestions. They can decide in pairs which are *Yes/No* questions, which are *Wh-* questions and which are suggestions. (The suggestion forms *Why don't ...* and *How about ...* are included because of the problems KET students have in using them accurately. Draw students' attention to the fact that *How about ...* is followed by a verb in the *-ing* form.)

Ask students to complete the grammar rules on their own and elicit their answers.

Answers

Completed rules:

Yes/No questions in the present tense

- In questions with **have got**, the verb *have* always comes *at the beginning* of the sentence and *got* comes *after* the subject.
Example: *Has Gary got your Radiohead CDs?*
- In questions with **be**, the verb also comes *at the beginning* of the sentence.
Examples: *Are you sad or angry? Is he very ill? Are you free tonight, Sam?*
- In questions with **can**, the verb also comes *at the beginning* of the sentence.
Example: *Can you text him about my CDs?*
- With **other verbs**, we start the question with *Do* or *Does*. The main verb comes *after* the subject.
Example: *Do you know about Gary's father?*

Wh- questions in the present tense

- In questions with **be**, **have got** and **can**, the verb comes *after* the question word.
Examples: *What's wrong, Sam?*
What can we go and see?
- With **other verbs**, *do* or *does* comes *after* the question word. The subject comes next and the main verb comes *after* the subject.
Example: *When do you want them back?*

Suggestions

- You can use *Why don't/doesn't* and *How about* to make suggestions.
Examples: *Why don't we meet at 7.30 at the cinema?*
How about sending him a text now?

- 4 The eight sentences are taken from the KET section of the *Cambridge Learner Corpus*. This is a large collection of past exam candidates' scripts, which has been compiled jointly by the University of Cambridge ESOL Examinations and Cambridge University Press. The authors have consulted the *Learner Corpus* extensively in the development of *Objective KET*.

Ask students to correct the questions as necessary and compare their answers with another student.

Answers

- 1 When *do* you want to come here?
- 2 Where *are* you now?
- 3 How about *meeting* me at 7 o'clock?
- 4 (correct)
- 5 Why *do* you think it is interesting?
- 6 (correct)
- 7 How *can* I get there?
- 8 Who *does* he like?

- 5 This exercise gives students further practise in forming questions. Encourage them to use a mixture of *Yes/No* questions and *Wh-* questions. Go round listening to each pair, correcting their word order if necessary.

Possible questions

Does Sam want his CDs back?
Has Lisa got a mobile phone?
Can Sam go to the cinema tonight?

Vocabulary

- 6 The adjectives have all appeared in Unit 1. If time is short, this exercise can be set for homework.

Answers

- | | | | |
|-----------|----------|-----------|---------|
| 1 ill | 3 free | 5 pleased | 7 angry |
| 2 special | 4 boring | 6 sad | 8 funny |

Activity

Ask students to work with a partner and turn to the questionnaire on page 128 of the Student's Book. Tell them to take turns to ask questions and complete a questionnaire about their partner. Elicit information at the end if there is time.

Exam folder 1

Listening Part 1 Short conversations

SB pages 12–13

Ask students to read the information about this part of the Listening paper. Explain that they will have eight minutes at the end of the test to transfer all their answers to the answer sheet.

Tell students to look at the example of the answer sheet for Part 1 and make sure they know how to fill it in correctly. Marks are often lost because candidates complete the answer sheet incorrectly.

It is useful for students to work with recording scripts, especially at the beginning of a course, as this builds their confidence and allows them to understand how each part of the Listening test is structured.

Ask students to follow the procedure as they read the example recording script. Elicit the correct answer (A).

Refer students to the Exam advice box and give them a couple of minutes to read and discuss it. Then ask them to follow the same procedure as they do the exam task.

Answers

1 C 2 A 3 A 4 B 5 C

Recording script

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For questions 1–5, put a tick under the right answer.

1 What is the man buying for his lunch?

Woman: Can I help you, Mr Stoker? Some soup to take away, as usual?

Man: Not today, thanks. But I'd like something hot – a slice of that pizza, please.

Woman: OK. Anything else?

Man: Just a packet of egg sandwiches for Mrs Brown. I said I'd take some back for her.

Now listen again.

(The recording is repeated.)

2 When is Maria's party?

Woman: David, you know it's my birthday on Friday. Are you free to come to my party?

Man: Oh dear, Maria, I'm in London that day. Can I take you to a restaurant on Saturday instead?

Woman: That's a great idea, and you can still come to my party because it's on Wednesday. It starts at eight thirty.

Man: Great!

Now listen again.

(The recording is repeated.)

3 Which postcard does the woman choose?

Boy: Are you getting a postcard for your sister? Here's a beautiful one of the lake.

Woman: But we didn't go there. I only send cards of places I know. This one of the city at night looks good.

Boy: I agree, but your sister doesn't like cities!

Woman: You're right, I'll get her the forest one. We went there two days ago, remember?

Now listen again.

(The recording is repeated.)

4 How much does the woman pay for the DVD?

Woman: I want to buy a Harry Potter film on DVD. Have you got any under ten pounds?

Man: I'm sorry, no. The new one's nineteen pounds fifty, and that's not a bad price. How about buying the one before that? That's only ten pounds fifty.

Woman: OK, I'll take that one. Here's twenty pounds.

Man: Thank you, and that's nine pounds fifty back. Enjoy it.

Now listen again.

(The recording is repeated.)

5 What did the girl leave at Ben's flat?

Girl: Hello, Ben. Thanks for coffee this afternoon.

I think the lights for my bike are on your kitchen table. I put them down there when you gave me my jacket, remember?

Ben: They are. I found them next to my books just now.

Girl: Sorry. Can you bring them to college tomorrow, please?

Ben: No problem.

Now listen again.

(The recording is repeated.)