

## 1

## Friends

## 1.1 Friends for ever

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

## 1.2 Borrow this!

<b>Grammar</b>	Asking questions
<b>Vocabulary</b>	Personal possessions, adjectives

## Preparation

Make a copy of the recording script on the Teacher's CD-ROM (Photocopiable activities, page 2) for each student. This will be used in 1.1.

## 1.1 Friends for ever

SB pages 8–9

- 1 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 that students read the sentences in pairs or threes and say which are true for them. They can 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

- 2 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 Key Speaking Part 1

1.02 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 write down words that are spelled out in Parts 4 and 5 of the Listening test, for example a name, part of an address, etc. This exercise checks whether students are familiar with the whole alphabet – all the letters apart from Q and X are covered in the six names.

Practise spelling in this way regularly during the course.

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

After the recording, point out the use of *double B* in question 5 and *double O* in question 6. Two of the same letters or numbers together will be said like this in the Key Listening test.

## Recording script and answers

- NOVAK DJOKOVIC
- PENELOPE CRUZ
- BART SIMPSON
- TAYE TAIWO
- THE HOBBIT
- THE FOO FIGHTERS

## Listening

## 4 Key Listening Part 1

1.03 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 and simpler than those candidates will hear in the exam, to build students' confidence.

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
- Vicky; 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 ... and then we go out at weekends.

3

**Maria:** Kelly-Anne, I know your best friend is Vicky. Do you spell that V-I-C-K-Y?

**Kelly-Anne:** That's right.

**Maria:** And do you see her every day?

**Kelly-Anne:** Yes, 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 ... huh, 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!

### P Photocopiable recording script activity

Hand out copies of the recording script from the Teacher's Audio CD/CD-ROM (Photocopiable activities page 2), asking students to fill in the missing words as they listen to the recording again.

#### Answers

- 1 team
- 2 Monday to Friday
- 3 special
- 4 dog

- 5 **1.04** 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.

- 6 Encourage students to use some of the language given, as this will make their questions and answers sound more natural. The *Key speaking* and *Key words* boxes feature useful words and phrases for the exam, informed by the English Vocabulary Profile.

#### English Profile

The second edition of *Objective Key* has been informed by the English Vocabulary Profile, a detailed description of the words and phrases known by learners at each level of the Common European Framework of Reference (CEFR). For more information, visit [www.englishprofile.org](http://www.englishprofile.org)

## 1.2 Borrow this!

SB pages 10–11

- 1 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*.
- 2 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 DVDs.  
 Sam isn't angry at the end because he hears that Gary is having problems at school.

## Grammar

- 3 Ask students to read through the story again and find one *Yes/No* question and one *Wh-* question.

### Answers

*Yes/No* questions:

Do you know about Gary's problems?

Is he OK?

Has Gary got your *Avatar* DVD?

Are you free tonight, Sam?

Can you text him about my DVDs?

*Wh-* questions:

When do you want them back?

What can we see?

The suggestion forms *Why don't ...* and *How about ...* are included because of the problems *Key* 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 read the grammar rules on their own, adding their own example questions. Elicit these.

- 4 These sentences are taken from the *Key* 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 Key*.

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 Who *does* he like?

- 5 This exercise gives students further practice in forming *Wh-* questions. Go round listening to each pair, correcting their word order if necessary.

## Vocabulary

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

### Answers

1 lucky

2 sick

3 free

4 horrible

5 pleased

6 worried

7 amazing

8 popular

Three more adjectives are: different (4), angry (6), boring (8).

The extra adjective in the box is *true*.

## Activity

Ask students to work with a partner and turn to the questionnaire on page 130 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

SB pages 12–13

## Listening Part 1 Short conversations

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).

**105** 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, as usual?

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

**Woman:** OK. Anything else?

**Man:** Just some egg sandwiches for Sally. I'm taking them back to her desk. She's very busy.

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?

**Man:** 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.

**Man:** 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 an *Avatar* 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 the 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.)

## 2

## Shopping

## 2.1 For sale

<b>Vocabulary</b>	Shops and items you buy in them
<b>Grammar extra</b>	Questions with countable and uncountable nouns
<b>Exam skills</b>	Reading Part 1: Notices
<b>Pronunciation</b>	Vowel sounds /ɑː/, /eɪ/ and /æ/

## 2.2 Shopping from home

<b>Exam skills</b>	Listening (and Reading) Part 3: Multiple choice
<b>Grammar</b>	<i>some</i> and <i>any</i>
<b>Spelling</b>	Plurals

## Preparation

For the Extension activity in Lesson 2.2 make copies of the *Number Bingo* cards on the Teacher's Audio CD/ CD-ROM (Photocopiable activities, page 3), enough for each student to have one card, and cut them up.

## 2.1 For sale

SB pages 14–15

## Vocabulary

- 1 Ask students to spend two minutes on this warm-up activity. Elicit which goods are sold in each place.

## Answers

- market*: carrots, fish, tomatoes, cheese, apples, potatoes
  - bookshop*: books, DVD, map, magazine, birthday card
  - chemist*: (cough) medicine, shampoo, soap
  - department store*: belt, camera, sunglasses, sweater, umbrella, wallet
  - sports shop*: tennis racket, tennis balls, trainers, football
- 2 Encourage students to write down new vocabulary in meaningful lists. If they don't already keep a vocabulary notebook, suggest this would be useful. They could organise it according to the unit topics in the Student's Book, which represent the topics in the Key exam.
- 3 Elicit answers to these questions. Then refer students to the Grammar extra box to consolidate the difference between *How much* and *How many*.

## Grammar extra

- 4 Tell students to ask and answer in pairs.

## Reading

## 5 Key Reading Part 1

Ask students to look through the notices quickly without reading them and suggest where each notice might be found.

## Answers

- A on (wool or silk) clothing, e.g. a sweater or dress  
 B in a supermarket car park  
 C on a shoe box  
 D on a menu / at a restaurant  
 E on a market stall / in a shop  
 F on a poster/wall/door  
 G in a shop window  
 H in a newspaper

- 6 This is a training activity for the Reading Part 1 matching task, which also revises alphabet use. Because part of each text is missing, students must read the notices very carefully and think about their content. Give students five minutes to write down the missing letters. Then elicit answers, asking students to spell out the letters. Write the full words on the board.

## Answers


- A HA B PA C MA D PA; SA E CA F SA; TI  
 G CA; SA H AD; GA; ON; PH

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## Answers

- 1 G 2 D 3 H 4 B 5 A

## Pronunciation

- 8  The vowel sounds /ɑː/ as in *car*, /eɪ/ as in *face* and /æ/ as in *apple* are sometimes confused. The sounds are shown here with pictures to help students remember them. Students have already seen most of the words, but check understanding before they listen. Ask students to listen and repeat each word, and underline the relevant sound each time.

## Answers

- /ɑː/ car supermarket artist department store  
 /eɪ/ face sale PlayStation email  
 /æ/ apple map carrot advert

- 9 Ask students to look back at the notices in exercise 6 to find more words with the sounds /ɑ:/, /eɪ/ and /æ/. Some of the words are those with missing letters.

#### Answers

/ɑ:/ half, parking  
 /eɪ/ made, games, eight (8)  
 /æ/ hand, cameras, pasta, salad, and(&), Saturday

## 2.2 Shopping from home

SB pages 16–17

- 1 Give students two minutes to discuss the different ways of shopping: ordering from a catalogue and buying on the Internet. Then elicit answers. Suggest reasons for and against shopping from home if necessary.

(For – it saves time and can be cheaper; against – it is less fun and you can't see the goods you're buying.)

## Listening

- 2 **Key Listening Part 3 and Reading Part 3**

This training activity supports students by presenting most of the recording script on the page and allowing them to predict what they will hear. The answers are confined to numbers and prices. Note that the printed conversation takes the form of a Reading Part 3 task, where candidates have to match responses.

Ask students to tell you what the conversation is about.

#### Answer

Ordering goods from a sportswear catalogue

- 3 **1.07** Play the recording and ask students to listen and fill in the missing numbers.

#### Answers

1 14 2 (£)26.40 3 57 4 (£)18.95 5 38

#### Recording script

**Kevin:** Good morning. Sportswear, Kevin speaking.

How can I help you?

**Sally:** Hi. I've got your catalogue here, but I can't find the price list. Can you give me some prices?

**Kevin:** Of course. Please tell me the page number you're looking at.

**Sally:** OK. The first thing is on page 14 and it's the football shirt, the blue and red one.

**Kevin:** OK, the small and medium sizes are £22.65 and large and extra-large are £26.40.

**Sally:** Right. I'd like to order one, please, size small.

**Kevin:** Fine. Have you got any more things to order?

**Sally:** Yes, I'd like some trainers. They're on page 57.

How much are the black and purple ones at the top of the page?

**Kevin:** Well, they were £49.50 but they're in the sale now, so they're only £18.95. But we don't have any left in small sizes. What shoe size are you?

**Sally:** I'm a 38.

**Kevin:** Let me check. Wow, you're lucky! We've got one pair in that size.

**Sally:** Great. Well, that's all I need. My name and address is ...

### Extension activity

If students seem weak on their numbers, play *Number Bingo* with them. To do this, you will need to prepare a set of cards from the photocopiable material on the Teacher's Audio CD/CD-ROM. The activity covers the numbers 1 to 50 and there are eight different cards. (Make sure students sitting together do not get the same card.) Hand out one card to each student or, in large classes, ask students to work in pairs. Students should tick any numbers on their cards that they hear you say. The first student to complete a card shouts 'Bingo'. Ask that student to read out the numbers ticked, as a check.

## Grammar

- 4 Ask students to read sentences 1–5 and complete rules a–e. Elicit answers to this matching task.

#### Answers

a some – sentence 2    b any – sentence 4  
 c some – sentence 1    d some – sentence 5  
 e any – sentence 3

- 5 Ask students to complete sentences 1–9 on their own and then compare answers.

#### Answers

2 some    3 any    4 some    5 some    6 some    7 any  
 8 some    9 any; some

### Spelling spot

- 6 Give students time to read the information carefully. Then ask them to work out the plural forms of the words in the exercise by following the rules in a–f and say which group (a–f) the words belong to.

#### Answers

baby – babies group e  
 coach – coaches group b  
 dress – dresses group b  
 monkey – monkeys group d  
 potato – potatoes group c  
 tooth – teeth group f  
 window – windows group a

### Activity

Explain that the activity practises plural spellings. Students can work in pairs.

#### Answers

1 map – maps 2 camera – cameras 3 bus – buses  
 4 dress – dresses 5 book – books 6 bicycle – bicycles  
 7 fly – flies 8 rice – rice 9 box, boxes  
 10 banana – bananas 11 arm – arms 12 glass – glasses  
 13 tomato – tomatoes 14 potato – potatoes  
 15 lion – lions

The four words say PASS KEY EXAM SOON.

## Exam folder 2

SB pages 18–19

### Reading Part 1 Notices

Ask students to read the information about this part of the Reading and Writing paper.

- 1 This task shows students some of the key areas of language that are tested in this part of the Reading paper. Elicit further examples for each one.

#### Possible answers

1 you should 2 bigger 3 Keep quiet  
 4 at 6.30; on Sunday 5 in the field

- 2 Suggest students work in pairs to find examples of the language areas above in the exam task questions on page 19.

#### Answers

- |  |   |
|--|---|
| 1 (modal verbs)<br>Question 4: you can<br>Question 5: you may  | 4 (prepositions with times/<br>days)<br>Notice C: from 7 pm<br>Notice E: until then (next<br>Tuesday)           |
| 2 (comparison)<br>Question 1: later<br>Question 2: cheaper<br>Question 3: lower<br>Question 5: younger<br>Notice H: longer | 5 (prepositions with<br>places)<br>Example o: on the floor<br>Notice A: at machine<br>Notice D: above your seat |
| 3 (imperatives)<br>Example o: Do not leave<br>Notice A: Buy<br>Notice D: Please put<br>Notice G: Spend                     |   |

Refer students to the Exam advice box and make sure they understand the advice given. Ask them to follow this procedure as they do the exam task. Also draw their attention to the example of the candidate answer sheet and make sure they know how to fill it in correctly.

### Part 1

Allow students a maximum of six minutes to complete the task.

#### Answers

1 H 2 B 3 E 4 A 5 F