RICHMOND

KET

PRACTICE TESTS

TEACHER'S RESOURCE BOOK

Sue Elliott
Sue Ireland
Karen Saxby

Richmond PUBLISHING

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Introduction

The *Key English Test* offers a basic qualification in English from the University of Cambridge ESOL examinations. It corresponds to level A2 of the Common European Framework of Reference for Languages. The *Key English Test* is designed to reflect the use of language in real life, and the exam papers cover all four language skills – reading, writing, listening and speaking. There are two different versions of the test available: *KET* and *KET for Schools*. The two exams follow the same format, the only difference being that the topics that appear in *KET for Schools* are aimed at students aged between 11 and 14.

The *Richmond KET Practice Tests* Student's Book contains five practice tests which are designed to help students prepare for both the *KET* or *KET for Schools* examinations. The accompanying CD-ROM consists of computer-based versions of the five tests found in the Student's Book, and two additional practice tests. The tests contain the kind of materials and tasks that students can expect to come across when they take the KET exam. Through practice, students will become familiar with the type of tasks they will have to complete in the exam, whilst getting accustomed to the time allowed to complete each paper. It is always useful to do some of the tests in the Student's Book in the classroom under exam conditions to help prepare students for the real exam.

This Teacher's Resource Book contains everything you need to help your students get the most from the *Richmond KET Practice Tests*:

- full answer keys, including sample answers for the Writing paper each with authentic 'Examiner's comments' to assist you in your marking
- listening transcripts for all five tests
- detailed mark schemes for the Writing and Speaking papers
- sample Cambridge ESOL exam answer sheets, to help familiarise you and your students with the way in which answers must be recorded in the exam
- visual material for the Speaking paper.

The following pages contain a detailed introduction to the KET exam, with advice on how to prepare students for every part of each paper.

Exam structure

The KET examination comprises three papers: Reading and Writing, Listening and Speaking. Students can take either a paper-based or a computer-based exam.

The Reading and Writing paper carries 50% of the total marks for the exam and the Listening and Speaking papers each carry 25% of the total marks.

The marks for each of the three papers are added together to give the final mark achieved by students. When students receive their results they will be able to see details of how well they performed in each of the three papers.

EACH PAPER COMPRISES THE FOLLOWING SECTIONS:

PAPER 1 – READING AND WRITING

Time *1 hour 10 minutes*

PART 1 Match five sentences to eight notices.

PART 2 3-option multiple-choice sentences.
Five sentences with connected topic or story line. Candidates must choose the correct words to complete the sentences.

PART 3(a) 3-option multiple-choice.
Five short exchanges in which candidates must choose the correct response from a choice of three.

PART 3(b) A continuous dialogue with five missing sentences. Candidates must correctly place five sentences within the dialogue to complete the conversation. There are eight possible answers.

PART 4 3-option multiple-choice
OR
Right / Wrong / Doesn't say.
One long text or three short texts adapted from newspaper or magazine articles. Choose the correct answer to seven questions.

PART 5 Multiple choice cloze.
Fill in the eight spaces in a text. Choose each answer from three possible options.

PART 6 Word completion.
Use the prompts to identify and spell five words.

PART 7 Open cloze.
A short letter, email or postcard. There may be one or two texts, with a total of ten words missing. Candidates must write one word in each gap and must spell the word correctly.

PART 8 Information transfer.
Use information from one or two 'authentic' short texts (advert, email, message etc.) to complete five gaps in another short text (form, diary, notes, etc.)

PART 9 Continuous writing.
Write a message of 25 – 35 words to a friend. Candidates will be asked to give three pieces of information in their writing. Instructions may be given in the form of a short letter / postcard / email or in the form of a rubric.

PAPER 2 – LISTENING

Time *30 minutes (including 8 minutes transfer time)*

PART 1 3-option multiple-choice.
Five short dialogues. Candidates choose the correct picture out of a possible three.

PART 2 Matching.
Dialogue. Match the items to five of the eight possible options.

PART 3 3-option multiple-choice.
Dialogue. Choose the correct answers to five questions.

PART 4 Gap-fill.
Dialogue. Complete five gaps in the notes with words or numbers from the conversation.

PART 5 Gap-fill.
Monologue. Complete five gaps in the notes with words or numbers from the recording.

PAPER 3 – SPEAKING

Time *8–10 minutes*

PART 1 The examiner asks the candidates questions about themselves. During this time the candidate will also listen to their partner answering questions.

PART 2 Candidates must use the prompt material on two sets of cards to ask and answer questions with their partner.

Exam advice

PAPER 1 Reading and Writing

General advice

The Reading and Writing paper uses the type of texts and language that students can expect to encounter in everyday life, so it is a good idea to encourage your students to read and write in English at every opportunity. Examples of the types of text most common at this level are short newspaper and magazine articles, advertisements, instructions, signs and notices, invitations, and short emails / letters.

There is a total of 60 marks available for this paper, which is weighted to represent 50% of the total marks for the whole examination. Each item carries one mark, except for question 56 (Part 9) which is marked out of five. There is a completed example for each part of the paper-based test. In the exam, candidates have a question paper and a separate answer sheet (see Teacher's Book pages 9 – 11) on which to record their answers.

There is a total time of 1 hour and 10 minutes allowed for this part of the test, so it is important that students get accustomed to completing the test within this time, leaving themselves sufficient time to check their answers after they have finished, if possible.

PART 1

Students read eight very short texts. These texts will be in the form of signs, notices or other instructions or pieces of information that are usually found in public places such as on roads, in railway stations, airports, schools, shops, restaurants etc. This is a matching question, requiring students to match five sentences to the sign or notice with the same meaning.

The objective in this activity is for students to understand the main message of the text, in spite of the fact that some lexis may be new or unfamiliar to them. Encourage your students to find the important words in the question, and to look for words with similar meanings in the notices. Warn them against choosing an answer just because it contains one or more of the same words used in the question. This technique is commonly used to distract candidates, and students should be certain that the sentence and the notice share the same meaning before matching them.

PART 2

In Part 2, students fill in the gaps in five sentences using one of the three options provided. All of the sentences in this part are on the same topic or are linked by a story. Tell your students to deal with each sentence individually, but advise them to use the overall context to help them, too.

Students should begin by reading the instructions to determine the topic. They should then read through all the sentences to get the general meaning. The three words given in the options are usually similar, and students may need to think about grammar when choosing the correct word to fill each gap.

PART 3(a)

In this part there are five individual exchanges between two people. Students read what the first person says, and then choose the reply given by the second person. This reply is chosen from three possible options. This exercise tests their understanding of language used in our daily lives.

Advise your students to read what the first person says and then think about when or where it may be said. During lessons, it might be useful for students to write some possible answers themselves to get used to determining context.

PART 3(b)

The second section of Part 3 consists of an incomplete conversation, but in this exercise the dialogue is continuous. Students can see what one speaker says but must choose sentences to complete what the other speaker says. Of the eight sentences available to choose from, students must choose five and put them in the correct place within the dialogue.

Your students should read the instructions carefully and then read the conversation. This should give them a general idea of what the people are talking about. They should then read all of the options available to them (A – H). When choosing a sentence for a space, students should always read the text that comes before and after the missing sentence carefully. Often, students can rule out an answer because of the grammar, so it is important to practise looking at how grammar may help them in this part of the exam.

PART 4

In Part 4 there is a text or three short texts. The text is usually from a magazine, newspaper or a book, and is followed by seven questions. Students are being tested on their ability to understand the main ideas and some details of longer texts (about 230 words in total). There are three task types for Part 4:

1. Multiple choice – 3-option multiple-choice answers for each question.
2. Matching – There are three texts about three similar things, and students must decide which of the three things is the answer to the question.
3. Right / Wrong / Doesn't say – After reading the text students need to decide if the sentences about the text are right, wrong, or if there is not enough information to decide.

The instructions will tell students what the text is about, and there may be a picture to help them. Tell students to read the article but not to worry about any words that they do

not understand. The questions for this part are in the same order as the information in the text. Students should find the part of the text that contains the information relevant to the question and read it again carefully. Remind students that if they are doing a 'Right / Wrong / Doesn't say' question, the information they are looking for may not be there at all. If they cannot find the information they are looking for, they should choose 'C' (Doesn't say).

PART 5

This part of the exam directly tests students' knowledge of grammar. As with Part 4, students will be presented with a text adapted from an authentic source, in which nine words (including one example) have been removed. Your students must choose the appropriate word for the space from three options. The missing words usually focus on structural elements of the grammar, such as verb tenses and forms, modal and auxiliary verbs, pronouns, conjunctions, comparatives and superlatives.

Students should begin by reading the instructions to determine what the text will be about. There may be a picture to help them with this. Encourage students to read the whole article once for gist. When choosing a word for a space, it is advisable for students to look at the words before and after each space, and to try all three of the options in the space before making their choice.

PART 6

Part 6 tests students' vocabulary and spelling. There are five short descriptions of items or 'clues'. Students are told the first letter of the word and the number of missing letters. The five items of vocabulary will all belong to the same lexical field, for example, things you can see in the classroom, food, jobs etc. Students should read the instructions so they know the kind of vocabulary they should be thinking of. Advise your students to count the number of spaces to see how many letters they need. If they have too many letters, or not enough, they have either chosen the wrong word or they have spelled it incorrectly. When they are sure they have the right word and that it is spelled correctly, remind them to check if it needs to be singular or plural.

PART 7

Part 7 is made up of either one long text or two shorter texts, of the kind that students can be expected to write at this level (such as a postcard, letter, email or notes). There are ten gaps to fill in the text, and students must write one word in the corresponding spaces on their answer sheet. This part of the test focuses on students' knowledge of grammar, although some deletions in the text may also test vocabulary. It is essential that students spell the missing words correctly and write their answers clearly.

Tell students to read the text (or texts) before writing any answers, to find out what it is about. When deciding what word they need to fill a gap, advise your students first to look at the words either side of each gap to determine what part of speech they are looking for. Students should also look at the other sentences near the gap to help them to decide which tense they need. When students have written all of their answers, they should read through the whole text to check them.

PART 8

Students use two short texts to complete five pieces of information in some notes. The two texts may be in the form of a message, an email, an advert, a poster or an invitation. This is a simple information transfer task, and answers need only be in the form of words or phrases – whole sentences are not required. The language in this part will be related to organising a meeting or event, and will include details such as dates, times, prices and places.

As ever, your students should always read the instructions and the text to make sure they understand the situation. Next, they should read through the prompts in the notes to determine what type of information they are looking for, then read the text again. This time they should look carefully for the information they need. There will usually be two pieces of similar or conflicting information, but students must choose one answer. No marks will be awarded if students write two answers in the space. Remind students that all the information they need is given to them within the two texts, and that correct spelling and use of capital letters in this part of the test is essential.

PART 9

In Part 9, students must write 25 – 35 words in the form of an email, a postcard, a note or a letter to a friend. Students will be given some text asking them for three pieces of information that they must include in their writing. This text may be in the form of a message from their friend, or given as a list of instructions.

Encourage your students to read the instructions or the message from their friend carefully. They should use an appropriate style for the type of text they are writing – beginning with Hi, Hello, or Dear, and the name of the person they are writing to. They should end their letter appropriately too. They should also pay attention to whether they should be writing in the past, present or the future.

Please refer to the Mark scheme (page 39) for more information about assessment in this part.

PAPER 2 Listening

General advice

The Listening paper is made up of recordings that are written or adapted specifically for the test. In addition to becoming familiar with the task types on the KET Listening paper, preparation for the Listening paper can be achieved by exploiting coursebook material and the material in *Richmond KET Practice Tests*, as well as encouraging your students to listen to authentic material whenever possible.

There are 25 marks available for the Listening paper, which represents 25% of the total marks for the whole examination. Each question carries one mark. There is a completed example for each of the five parts of the paper to help students familiarise themselves with the questions for that part.

Students will hear the instructions for each part, and these instructions are also written on their question paper. They should pay attention to the instructions as the context may help them with their answers. You may wish to advise your students to take notes as they listen rather than to write directly on their answer sheets, as there will be eight minutes at the end of Part 5 for students to transfer their answers onto their answer sheets. If your students miss an answer, tell them to move onto the next question. Each recording will be played twice, so they can try again when they hear it for a second time.

PART 1

In this part, students will hear six short dialogues (including the example). For each dialogue, there is a question and three multiple-choice options in the form of pictures. Students must put a tick in box A, B or C, selecting one picture to answer the question correctly.

Students are being tested on their ability to identify simple factual information. Students should listen to the whole conversation once first, before selecting the correct answer after they have heard the dialogue for a second time. Advise your students to use the time between dialogues to read the questions very carefully, and to look at the pictures to try and think about what vocabulary they may be listening for.

PART 2

In Part 2, students show their understanding of a conversation by matching two lists of items. The list on the left contains five boxes (6 – 10) and the list on the right consists of eight options (A – H). Students must write a letter in each of the boxes 6 – 10. One of the options A – H will have been used to complete the example, so there will be two options that students do not need to use.

The instructions will tell students what the conversation will be about. They should read this carefully before they listen, then look at the two lists of words and think about what they might hear. They will hear information about the words for 6 – 10 in the same order as they appear on the question paper. The words in the right hand column will all be mentioned in the conversation. Students may hear the word itself, or they may hear a different word that has the same or a similar meaning. For example, they may see the word 'drink' but hear the words 'lemonade' or 'apple juice'.

PART 3

In Part 3, students listen to a conversation between two people and answer five multiple-choice questions based on what they hear. There are three possible answers for each question (A, B or C).

During the time before they listen, students should read the instructions to determine what the conversation will be about, then read through the questions and possible answers. The information they hear will be in the same order as the questions on their question paper. Students will almost always hear information relating to all three of the possible answers, but only one of the answers A – C is correct.

PARTS 4 and 5

Parts 4 and 5 require students to extract specific factual information from what they hear and complete five spaces in some notes or a memo. The required information is usually dates, times, prices, numbers or words. In this section of the Listening paper, completely accurate spelling is not required, except where a name has been spelled out in the listening text or when it is a simple word that students hear regularly, e.g. car. The answers for Parts 4 and 5 are usually made up of only one or two words.

In Part 4 students will hear two people talking and must complete the information in spaces 16 – 20. This will be an informal conversation, perhaps about planning a trip or about an event.

In Part 5 students will hear one person talking and must complete the information in spaces 21 – 25. Types of text they can expect to hear are a radio announcement, an advertisement or a recorded telephone message.

Advise your students to begin by reading the information carefully. For each answer, they should look at the form they must fill in and consider what kind of information they will be listening for, for example, a time or a price. It is likely that students will hear two possible answers for a question, so they must listen carefully to choose the correct one.

Where a number is required, students should write their answers in figures (*13*) instead of in words (*thirteen*) to avoid unnecessary spelling mistakes and save time.

PAPER 3 Speaking

Students complete the KET Speaking test with a partner, or occasionally in a group of three. They will be tested by two examiners: one (the interlocutor) will ask the students questions and one (the assessor) will just listen. Students often feel nervous about the Speaking test, as they are unsure about what to expect. To help build students'

confidence, you could show them videos of a practice Speaking test, such as those in the Student's Area of the Richmond Exams website (www.richmondelt.com/exams). It is also a good idea to carry out practice tests with your students: these could be done with another teacher to give students practice of talking to someone they know less well.

Make sure your students are familiar with questions they may need to ask in the exam, such as 'Can you repeat that please?' or 'Can you say that more slowly please?' Remind them that they will not lose marks if they ask the examiner to repeat something: it is much better to do this than to try and answer a question which they have not fully understood.

PART 1

This part of the Speaking test takes about five minutes. Students are expected to answer questions about themselves, their families, their likes and dislikes and their daily lives. They will also be asked to spell their surname. Students do not speak to their partner in this part: the interlocutor will ask each student questions in turn. Remind students to listen to the questions they are asked carefully, as they will not be asked the same questions as their partner.

Students are not required to give long answers in this part, although you should encourage them to give reasons and examples for their answers where possible. Encourage them to adapt what they have learned to fit the particular question asked, rather than using pre-prepared answers, as these are likely to sound unnatural. Remind your students that this part of the test focuses on language that should be very familiar to them, so they should try and relax if possible.

PART 2

In Part 2, the two students are required to ask and answer questions of a factual nature using cards given to them by the examiner. They will not have seen the information on these cards before. One student will be given a card with some information on it, and the other student will be given a card with some prompts on. They must use the prompts to form five questions to ask their partner. The activity is then repeated using new cards, and students swap roles. Enlarged versions of the information and prompt cards used in the *Richmond KET Practice Tests* can be found on pages 111 – 120 of the Student's Book, and on pages 12 – 21 of this book.

In this part of the test students are being tested on their ability to interact with one another. They should talk to each other and not to the examiner. They must use the words on the prompt cards to form full questions, as in the exam they will be penalised for simply reading the words on the card. The student answering the questions should listen carefully to their partner, and should ask their partner to repeat a question if they did not understand or did not hear it. In the exam, extra marks may be given for a student's ability to ask confidently for clarification. Students mustn't worry if they make a mistake, and should even try to enjoy the test!

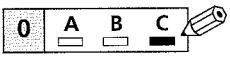
To prepare for this part of the test, students will need plenty of practice forming questions. It is also useful to move students around in the class regularly, so that they become accustomed to interaction with different people.

You may wish to refer to the Speaking test mark scheme on page 40 of this book for more details about how students are assessed during this part of the test.

Exam answer sheets

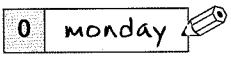
On pages 9 – 11 of this book you will find sample copies of the computerised answer sheets (OMR sheets) that students will have to use for Papers 1 and 2 of the KET exam.

You should make sure your students know how to fill in these answer sheets using a soft pencil. For some questions, students need to put a mark below a letter, like this:



Students should only mark one answer for each question: if they fill in more than one box, no marks will be awarded for that question.

For other questions, students need to write a word, like this:



Students must write their answers clearly, and check their spelling carefully. It does not matter if they write in upper or lower case but students should not write outside the answer boxes.

At the end of the Listening paper, students are given eight minutes to transfer their answers to the answer sheet. At the end of the Reading and Writing paper students are **not** given extra time in which to do this. Give your students plenty of practice using the answer sheets so that they are able to transfer and write their answers quickly and accurately during the test.

For further information about the KET exam, please visit:

www.richmondelt.com/exams
www.CambridgeESOL.org

Exam answer sheets

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Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Centre No.

Candidate No.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Examination Details

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here ⟹

KET Paper 1 Reading and Writing Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).
Rub out any answer you want to change with an eraser.
For Parts 1, 2, 3, 4 and 5:
Mark ONE letter for each question.
For example, if you think C is the right answer to the question, mark your answer sheet like this:



Part 1

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H

Part 2

6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

Part 3

11	A	B	C					
12	A	B	C					
13	A	B	C					
14	A	B	C					
15	A	B	C					
16	A	B	C	D	E	F	G	H
17	A	B	C	D	E	F	G	H
18	A	B	C	D	E	F	G	H
19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H

Part 4

21	A	B	C
22	A	B	C
23	A	B	C
24	A	B	C
25	A	B	C
26	A	B	C
27	A	B	C

Part 5

28	A	B	C
29	A	B	C
30	A	B	C
31	A	B	C
32	A	B	C
33	A	B	C
34	A	B	C
35	A	B	C

Turn over for Parts 6 - 9 →

KET RW DP488/386

SAMPLE

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For Parts 6, 7 and 8:

Write your answers in the spaces next to the numbers (36 to 55) like this:

0	example

Part 6		Do not write here
36		1 36 0
37		1 37 0
38		1 38 0
39		1 39 0
40		1 40 0

Part 7		Do not write here
41		1 41 0
42		1 42 0
43		1 43 0
44		1 44 0
45		1 45 0
46		1 46 0
47		1 47 0
48		1 48 0
49		1 49 0
50		1 50 0

SAMPLE

Part 8		Do not write here
51		1 51 0
52		1 52 0
53		1 53 0
54		1 54 0
55		1 55 0

Part 9 (Question 56): Write your answer below.

Do not write below (Examiner use only)					
0	1	2	3	4	5

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Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Centre No.

Candidate Signature

Candidate No.

Examination Title

Examination Details

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here ▭

SAMPLE

KET Paper 2 Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For Parts 1, 2 and 3:
Mark ONE letter for each question.
For example, if you think C is the right answer to the question, mark your answer sheet like this:

0	A B C

Part 1	
1	A B C
2	A B C
3	A B C
4	A B C
5	A B C

Part 2	
6	A B C D E F G H
7	A B C D E F G H
8	A B C D E F G H
9	A B C D E F G H
10	A B C D E F G H

Part 3	
11	A B C
12	A B C
13	A B C
14	A B C
15	A B C

For Parts 4 and 5:
Write your answers in the spaces next to the numbers (16 to 25) like this:

0	example

Part 4		Do not write here
16		1 16 0
17		1 17 0
18		1 18 0
19		1 19 0
20		1 20 0

Part 5		Do not write here
21		1 21 0
22		1 22 0
23		1 23 0
24		1 24 0
25		1 25 0

KET L DP314/088

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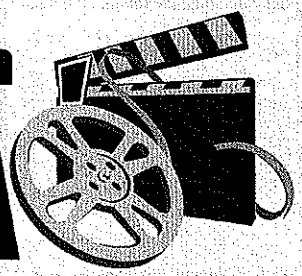
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Practice Test 1

PAPER 3 Speaking Information for **Candidate A**

Part 2

Castletown CINEMA



The newest and most exciting films in town!

opposite Green Park

all tickets £6.50

cinema café open 5 p.m.–10 p.m.

now showing *Monkey Island*

closed Mondays

New clothes shop

- what / sell?
- address?
- which day / open?
- phone number?
- what time / close?

Practice Test 1

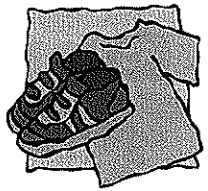
PAPER 3 Speaking Information for **Candidate B**

Part 2

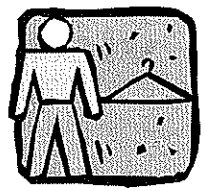
New cinema

- open every day?
- name / film?
- where / cinema?
- café?
- student tickets £?

Teen Scene clothes shop



opens next Saturday!



10am-8pm

Jeans, T-shirts and shoes for boys and girls



one free gift for every customer!

121, Clifton Street

✆ **07554923**

Practice Test 2

PAPER 3 Speaking Information for **Candidate A**

Part 2



New TV programme

- ☆ which day?
- ☆ name ?
- ☆ channel?
- ☆ what / this week?
- ☆ start 🕘 ?

Practice Test 2

PAPER 3 Speaking Information for **Candidate B**

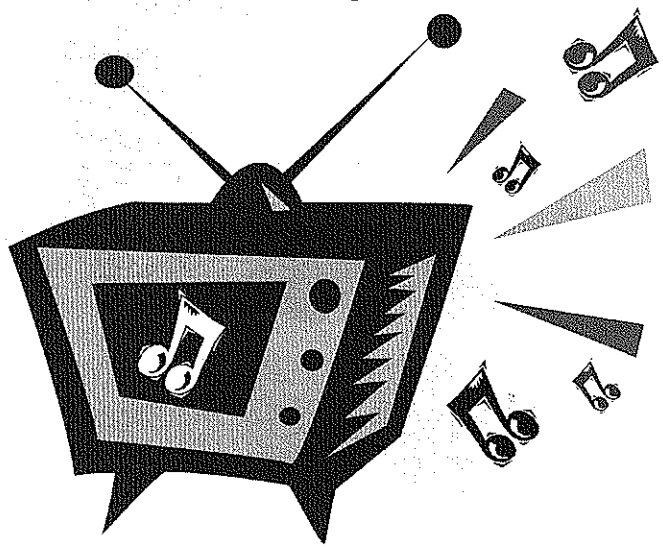
Part 2

New magazine

- price?
- when / buy?
- for adults?
- what / about?
- name?

Don't miss a great new TV programme

Music Screen



every Thursday ★ 7.15–8p.m. ★ channel 9

This week: How to make a music video

Visit our website for more information

www.musicscreen.co.uk

Practice Test 3

PAPER 3 Speaking Information for **Candidate A**

Part 2

Bailey's International Books

24 Harrison Road



Coursebooks and dictionaries in many languages

Open Monday to Saturday

Coffee shop with newspapers and magazines from around the world

www.baileysbooks.net

ART COMPETITION

- what / paint?
- for adults?
- when / end?
- what / win?
- more information?

Practice Test 3

PAPER 3 Speaking Information for **Candidate B**

Part 2

Bookshop

- name?
- when / open?
- get a drink?
- books for students?
- address?

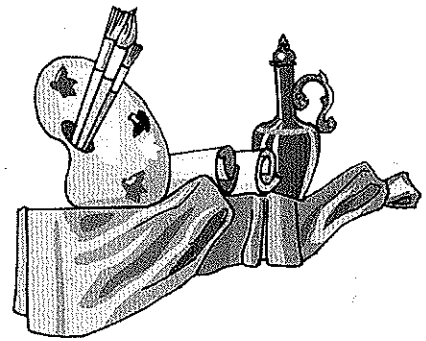
ART COMPETITION

for children aged 8–16.

PAINT A PICTURE OF SOME FLOWERS

before ***Monday 12th June.***

Lots of exciting prizes!



Find out more at

WWW.ARTCOMP.COM

Practice Test 4

PAPER 3 Speaking Information for **Candidate A**

Part 2



PHOTOGRAPHY COURSE

- where?
- phone number?
- when / classes?
- cost?
- need / camera?

Practice Test 4

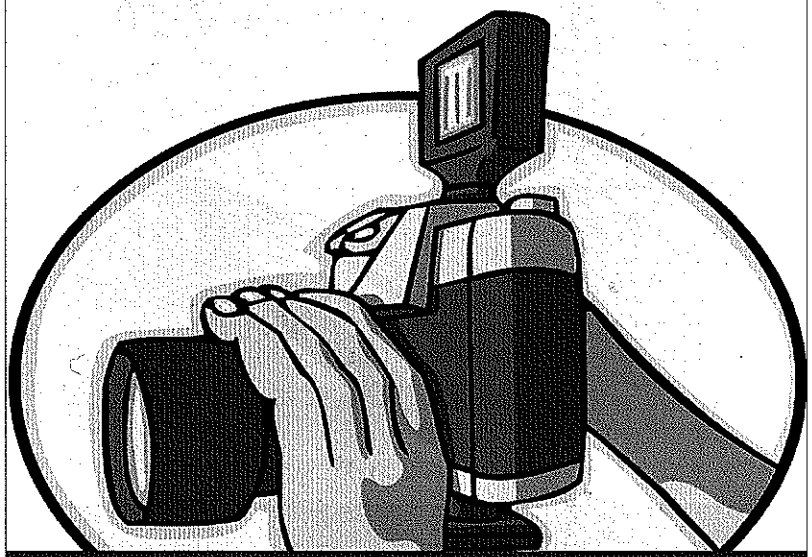
PAPER 3 Speaking Information for **Candidate B**

Part 2

SPORTS DAY

- date?
- where?
- what / sports?
- time / start?
- prizes?

PHOTOGRAPHY COURSE



Every Saturday / 10–11.30a.m.
In the Queen´s Centre
£30 for ten weeks
Bring your own camera!
Interested? Call 07953 21998

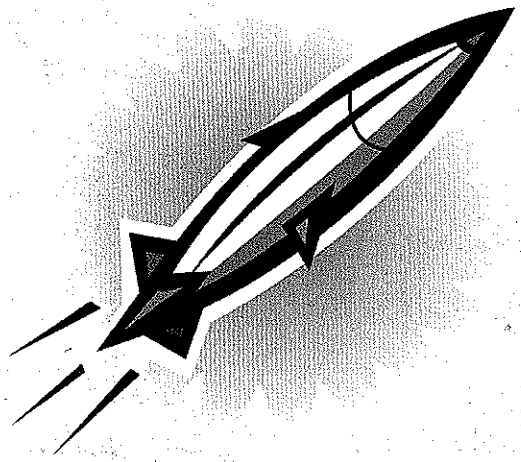
Practice Test 5

PAPER 3 Speaking Information for **Candidate A**

Part 2

'Science Tomorrow'

an exhibition of space travel



Science Museum, Cross Street

open six days a week (closed Mondays)

adults £5 / under 16s free **www.science4all.col**

New bicycle shop

- where?
- name?
- open today?
- phone number?
- what / sell?

Practice Test 5

PAPER 3 Speaking Information for **Candidate B**

Part 2

Science exhibition

- price / teenagers?
- open / every day?
- where / exhibition?
- what / see?
- more information?

The Bike Store



317, Holly Road

All kinds of bikes and clothes for cycling

0247 883310

We are open every day!

Transcripts

PRACTICE TEST 1

This is the Richmond Key English Test, Practice Test 1. There are five parts to the test. Parts 1, 2, 3, 4, and 5.

We will now stop for a moment before we start the test. Please ask any questions now because you must not speak during the test.

[You should stop the recording now and ask students if they have any questions before starting the test.]

PART 1

Look at the instructions for Part 1. 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.

Here is an example:

Where do the girl's grandparents live now?

Girl: I'm going to visit my grandparents this week.

Boy: You're lucky! I'm staying here in the city. They live by the sea, don't they?

Girl: Not now. They bought a house in the forest. It's great there, but I can't go swimming any more when I stay with them.

Boy: What a pity!

Now listen again.

REPEAT

The answer is A, so there is a tick in box A. Now we are ready to start.

Look at question 1.

1 What is David doing now?

Boy: Where's David, Mum? Is he doing his homework?

Mother: He's finished that. He had lots to do, and he's gone out on his bike somewhere now.

Boy: Oh, that's strange. He told me to meet him here at 6. I wanted to play tennis with him.

Mother: Well, you can do that tomorrow. The weather will be better then, too.

Now listen again.

REPEAT

2 When will the next lesson start?

Girl: What time will our next lesson start, Mr Jessop? Is it half past ten?

Mr Jessop: It's earlier today. We're going to begin again at twenty five past ten.

Girl: Oh! So we've only got a ten minute break then?

Mr Jessop: That's right!

Now listen again.

REPEAT

3 How much is the girl's bus ticket?

Girl: Can I have a single ticket to the square, please? Here's two pounds.

Bus driver: Thank you. That's one pound seventy five pence. Here's your change.

Girl: But it's only one pound thirty five usually!

Bus driver: Sorry! All single tickets are more expensive now.

Now listen again.

REPEAT

4 What is the date of the party?

Boy: Are you going to Cleo's birthday party?

Girl: Yes, I am. Is it on the 18th of July? I can't remember.

Boy: Umm... It's a week earlier, on the 11th of July.

Girl: Are you sure?

Boy: Yes, I remember because it's three days before Tom's party on the 14th of July.

Girl: Oh, OK. Thanks!

Now listen again.

REPEAT

5 Which instrument is the girl learning to play?

Boy: Do you want to come and play basketball after school today?

Girl: I can't. I've got a music lesson. I'm learning to play the piano. It's really fun!

Boy: Hmm... I play the violin. Learning to play an instrument is difficult, isn't it?

Girl: Not really. I love it. I want to learn to play the guitar too. Maybe next year...

Now listen again.

REPEAT

That is the end of Part 1. Now look at Part 2.

PART 2

Listen to George talking to a friend about a party. What will each person bring to the party?

For questions 6–10, write a letter, A–H, next to each person. You will hear the conversation twice.

George: Hi Camilla! It's George. I've just phoned everyone who's coming to the surprise party for our English teacher.

Camilla: Why?

George: Because we need people to bring different things. Alison's bringing some paper plates.

Camilla: OK. What's Paul going to bring? We need a volleyball. Can he bring that?

George: I forgot to ask him. I know he's bringing the questions for the quiz.

Camilla: Great! He'll think of some good ones. Becky's coming too, isn't she?

George: Yes. She's bringing lemonade and apple juice.

Camilla: Brilliant! And did you call Stefan? He can bring some food...

George: Ermm... I asked him to bring his CDs, actually.

Camilla: Oh, OK.

George: Caroline says she'll bring ice cream, and I asked her to bring some sandwiches too.

Camilla: Good idea. What's Neil bringing?

George: I asked him to bring some plastic cups but he doesn't have any, so he's going to bring the pencils that we need for the quiz.

Camilla: OK. What do you want me to bring?

George: Nothing! We've got everything now. I just wanted to say hi!

Now listen again.

REPEAT

That is the end of Part 2. Now look at Part 3.

PART 3

Listen to a girl talking to her friend about a sports project.

For questions 11–15, tick A, B or C. You will hear the conversation twice. Look at questions 11–15 now. You have 20 seconds.

PAUSE 20 SECONDS

Now listen to the conversation.

Girl: Hi! I found out about Richard Mains for our sports project. Shall we write about him? He plays ice hockey.

Boy: Oh, Ok. Where's he from? Is he British?

Girl: He's American but he lives in Canada now. It's amazing. He learned to skate when he was really young...

Boy: You mean, before he was a teenager?

Girl: Yes, he was three! And he started playing hockey when he was nine.

Boy: Who taught him?

Girl: Richard's dad was his first coach. His cousin's a famous player too. They were both in the national youth team.

Boy: Wow! Which team did he play for before that? I've only heard of the Red Socks.

Girl: A team called the All Stars and later, he played for a team called the Silver Bears. I've downloaded some photos.

Boy: Great! Is he still playing?

Girl: Yes. He's played in international competitions every year since 2005. And because of him, the team won the Gold Cup in 2006 and 2009.

Boy: Brilliant! When shall we start writing the project?

Girl: Now?

Boy: OK!

Now listen again.

REPEAT

That is the end of Part 3. Now look at Part 4.

PART 4

You will hear a teacher telling a student about a writing competition.

Listen and complete questions 16–20. You will hear the conversation twice.

Teacher: In yesterday's language class, you said you want to be a writer, Kate.

Kate: That's right, Mr Ross.

Teacher: Well, the English Club has got a competition this month for young writers. It's a short story competition. Are you interested?

Kate: Yes! But am I old enough? I'll be 13 next month.

Teacher: That's fine. Anyone who's 15 or younger than that can enter.

Kate: Great! I wrote a story about our cat last week. Can I use that?

Teacher: Well, your story must be called 'The City', actually, so it needs to be about something that happens in a place where lots of people live.

Kate: Oh! OK... and what's the address to send it to?

Teacher: To the English Club at 213, Skeaty Street. You spell that S-K-E-A-T-Y.

Kate: Thanks. And what's the closing date?

Teacher: Your story must arrive on or before May the 13th. It's April the 29th today so you've got two weeks left.

Kate: OK!

Teacher: And to find out about the number of words, prizes or anything else, call the club secretary. Her phone number's 08776532.

Kate: Thanks!

Teacher: You're welcome. Good luck!

Now listen again.

REPEAT

That is the end of Part 4. Now look at Part 5.

PART 5

You will hear a woman on the radio talking about some classes at a summer school.

Listen and complete questions 21–25. You will hear the information twice.

Now some information about a summer school for teenagers. I want to tell you about the acting classes there. They sound like lots of fun. There'll be a class each week during the holidays, and they're always on the same day, that's Wednesday, so you won't miss my morning programme on Fridays if you go!

The classes start at a quarter to ten and finish at eleven forty-five. You'll be home again by lunch time. They aren't expensive – only £12.50 each. That's less than the price of two cinema tickets!

There isn't an underground station near the school, but you can get there easily by bus when classes begin next week. If you decide to go along, take an old hat with you. You'll have to wear it in your first lesson! And you don't need to take any water. There'll be free hot and cold drinks for everyone there. Call us here at the radio station for more information.

Now listen again.

REPEAT

That is the end of Part 5. You now have eight minutes to write your answers on the answer sheet.

PAUSE 7 MINUTES

You have one more minute.

PAUSE 1 MINUTE

That is the end of the test.

PRACTICE TEST 2

This is the Richmond Key English Test, Practice Test 2. There are five parts to the test. Parts 1, 2, 3, 4, and 5.

We will now stop for a moment before we start the test. Please ask any questions now because you must not speak during the test.

[You should stop the recording now and ask students if they have any questions before starting the test.]

PART 1

Look at the instructions for Part 1. 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.

Here is an example:

What is the boy's shoe size?

Girl: Did you get some new shoes when you went shopping?

Boy: No. I found some I liked but I needed them in a size 42. They only had them in size 38 which were too small.

Girl: What about your dad, did he buy anything?

Boy: Well, he didn't need shoes but he bought a new jacket for £40 in the sale.

Now listen again.

REPEAT

The answer is C, so there is a tick in box C. Now we are ready to start.

Look at question 1.

1 What will Kevin have for lunch?

Kevin: I'm hungry, Mum! What can we have for lunch? How about some fish and chips?

Mum: Sorry, Kevin, I haven't got enough time to cook anything now so let's just have a salad.

Kevin: OK. I'll help you make it. Can we have pizzas this evening?

Mum: Yes. That sounds like a great idea!

Now listen again.

REPEAT

2 What will the weather be like this afternoon?

Boy: What a pity! I wanted to go sailing with dad this afternoon.

Girl: Well, why can't you? There's enough wind. It's sunny too. There are no clouds in the sky.

Boy: Yes, but the weather's going to change after lunch. There's going to be a storm. I heard it on the radio.

Girl: Oh!

Now listen again.

REPEAT

3 What are they watching on TV now?

Girl: Can we change the channel, Dad?

Dad: Not until this programme has finished. I'm enjoying it!

Girl: But how can you be interested in a police story? I'm sure the quiz that I want to watch is more exciting.

Dad: Not for me. But we can watch the football match together later if you like. Now, sshh!

Now listen again.

REPEAT

4 Which pencil case does the girl buy?

Girl: Hello, I'd like a pencil case, but I can't decide which one to buy.

Shop assistant: Well this one with stars on is nice. And it costs less than the others.

Girl: Hmm. This one with the little hearts is better. But it's too expensive, and so is this one with the flowers. I'll take the cheapest one, please.

Shop assistant: OK.

Now listen again.

REPEAT

5 What time will the train from London arrive?

Boy: Excuse me...what time does the train from London arrive? A friend of mine is on it. He said it arrives at twenty five past nine. Is it late?

Man: No. It's on time. But your friend was wrong, I'm afraid. It'll be here at twenty-five to.

Boy: Oh... OK... so in about five minutes?

Man: That's right.

Now listen again.

REPEAT

That is the end of Part 1. Now look at Part 2.

PART 2

Listen to Marcus talking to his friend about different holidays. What kind of holiday did Marcus have in each country?

For questions 6–10, write a letter, A–H, next to each country. You will hear the conversation twice.

Boy: Hi, Marcus! Did you have fun in Mexico?

Marcus: Yes! I went fishing there. Dad's a pilot so we can travel all over the world for free. It's great!

Boy: Wow! Where else have you been?

Marcus: Well, we went to Italy with some friends of my parents last year. We wanted to go skiing but there wasn't enough snow. We went for long bike rides while we were there instead.

Boy: And you went to Sweden too, didn't you?

Marcus: That's right. We stayed on a small island in a tent. It was brilliant.. Mum hated the insects!

Boy: What's been your most exciting holiday?

Marcus: When we went to India, I think. We travelled north and did some climbing in the mountains there.

Boy: I'd like to do that one day. Have you ever been to Australia?

Marcus: Yes, we travelled on horse-back into the desert. It was too hot to do any walking!

Boy: And you showed me some photos of you and your sister in Japan...

Marcus: Mmm, we did an art course there. They showed us how to draw all sorts of things, it was very interesting.

Boy: You're really lucky!

Marcus: I know.

Now listen again.

REPEAT

That is the end of Part 2. Now look at Part 3.

PART 3

Listen to a student talking to Anna about a singing competition.

For questions 11–15 tick A, B or C. You will hear the conversation twice. Look at questions 11–15 now. You have 20 seconds.

PAUSE 20 SECONDS

Now listen to the conversation.

Boy: I'm writing an article for the school magazine about your singing competition, Anna.

Anna: Oh!

Boy: Do you like singing with other people?

Anna: Yes, with my mum and my music teacher, but I like singing with my sister most of all.

Boy: Who told you about the competition?

Anna: They said something about it during the news on the radio. So I asked Dad to phone up about it.

Boy: And could anyone sing in the competition?

Anna: You had to be between 10 and 15. I think the youngest person was 12 but most people were older.

Boy: And where was the competition?

Anna: The big party after the competition was at the sports centre, but we sang at the university. The next competition's at City Theatre!

Boy: Wow! And how did you feel before you sang?

Anna: I couldn't sleep the night before so I was tired. But I was very happy to get second prize and felt really excited later.

Boy: Which song did you sing?

Anna: My favourite song is 'Jumping Jack', but I sang 'My Mistake' because it's easier. The winner sang 'Hurry Up'. She was brilliant!

Boy: Well, congratulations anyway!

Anna: Thanks!

Now listen again.

REPEAT

That is the end of Part 3. Now look at Part 4.

PART 4

You will hear a sports coach telling a student, Angela, about a basketball game.

Listen and complete questions 16–20. You will hear the conversation twice.

Angela: Hi Coach!

Coach: Hi Angela. I'd like you to play in the next basketball game. OK?

Angela: Sure! What colour T-shirt should I wear?

Coach: Your red one.

Angela: OK. Is that on January the 26th?

Coach: Mmm... it's the Saturday after that, actually... the 2nd of February.

Angela: I'll put it in my diary. Who are we playing against?

Coach: Corfield College. We haven't played them before.

Angela: How do you spell that?

Coach: C-O-R-F-I-E-L-D. I think they're quite good, but we are too!

Angela: That's right! Are we going there on the school bus?

Coach: Not this time. The football team need it so three of the parents and I will take you there by car that afternoon.

Angela: Oh.. and what time will the game start?

Coach: At half past two. We'll be home again by four thirty.

Angela: OK. I think that's fine. What shall I do if there's a problem?

Coach: Call me on the school mobile. I'll have it with me. The number's 0976654.

Angela: All right.

Coach: And come to practice on Wednesday after school please!

Angela: OK!

Now listen again.

REPEAT

That is the end of Part 4. Now look at Part 5.

PART 5

You will hear a telephone message from a teacher about some homework.

Listen and complete questions 21–25. You will hear the information twice.

Teacher: Hello. This is Mrs Parks from school with a message for Mary. I'm sorry you aren't well at the moment, but your brother said you're coming back to school next Monday. That's good! I'm calling to give you a little homework to do. Don't worry about your Maths project, but I'd like you to do some work for your French class. You've got your yellow text book at home. Please read the short story on page 67 first. That's important. Then, if you can, write 50 words about your family. The questions in your book will help you. Please do that this weekend. I'm not going to be in school on Monday, but you can give it to me on Tuesday. Could you also bring an old magazine to your next class? We're going to cut out some pictures and use them to make a poster, but I'll tell you more about that next week. I'm glad you're feeling better. See you at school. Bye!

Now listen again.

REPEAT

That is the end of Part 5. You now have eight minutes to write your answers on the answer sheet.

PAUSE 7 MINUTES

You have one more minute.

PAUSE 1 MINUTE

That is the end of the test.

PRACTICE TEST 3

This is the Richmond Key English Test, Practice Test 3. There are five parts to the test. Parts 1, 2, 3, 4, and 5.

We will now stop for a moment before we start the test. Please ask any questions now because you must not speak during the test.

[You should stop the recording now and ask students if they have any questions before starting the test.]

PART 1

Look at the instructions for Part 1. 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.

Here is an example:

How many people went to the party?

Boy: Did you have a nice time at the party?

Girl: Well, I got there at 7 o'clock, but it wasn't very busy.

Boy: Oh. Joanna said she invited 70 people.

Girl: Yes, but only 17 came. I had fun, though!

Now listen again.

REPEAT

The answer is B, so there is a tick in box B. Now we are ready to start.

Look at question 1.

1 What did the girl do on Saturday evening?

Boy: Did you enjoy the film at the weekend?

Girl: We arrived too late. All the tickets were gone, so Jill and I decided to go for a pizza instead, and the others went to a disco.

Boy: Why didn't you go with them?

Girl: You know I don't like dancing, and anyway, I was hungry!

Now listen again.

REPEAT

2 What job does the boy want to do?

Teacher: Have you got any idea about what job you'd like to do, Sam?

Sam: Well I did want to be a doctor but my science marks aren't good enough for that.

Teacher: What about being a teacher? You really like children and you're very good at English.

Sam: Yes, but that's why I'd like to work for a newspaper. I enjoy writing.

Now listen again.

REPEAT

3 Which part of the boy's body hurts the most?

Teacher: Are you OK Ryan? You fell badly off your bicycle.

Ryan: I've cut my leg, and my hands are quite dirty, that's all. My head hurts a lot though.

Teacher: I think you'd better see a doctor as soon as possible. I'll phone your mother.

Ryan: Thanks.

Now listen again.

REPEAT

4 How much is a ticket for tonight's match?

Boy 1: Let's go to the football match tonight.

Boy 2: How much are the tickets?

Boy 1: Usually they're twenty euros, but tonight they're only twelve euros fifty.

Boy 2: Sorry, you'll have to go on your own. I've only got ten euros.

Now listen again.

REPEAT

5 What food will the girl make?

Girl: Mum, can I make a cake?

Mum: Why don't you make some bread – we've already got plenty of cake.

Girl: Oh... but you know I like sweet things, and making bread isn't as fun.

Mum: OK, but don't be too long. I want to roast a chicken for dinner this evening.

Now listen again.

REPEAT

That is the end of Part 1. Now look at Part 2.

PART 2

Listen to Gemma talking to Billy about her birthday presents. What present did each person give her this year?

For questions 6–10, write a letter, A–H, next to each person. You will hear the conversation twice.

Gemma: Hi Billy. Thank you for the book you gave me for my birthday – I'll enjoy reading it.

Billy: You're welcome Gemma. What other presents did you get?

Gemma: Well, you know Mum usually gives me money? This year she gave me a nice red leather purse to keep it in instead.

Billy: That sounds really useful. What about your sister?

Gemma: She got me the new song by Black Mist – I really like that band's music.

Billy: I hope your brother didn't give you football socks again?

Gemma: Not this year. I got a sweater from him in his team colours!

Billy: That sounds OK. I suppose your grandmother gave you a big box of chocolates as usual.

Gemma: Wrong again! She gave me £10 which was great because I can save it for my holiday with Carla.

Billy: Carla's your best friend, isn't she? Did she give you anything for your birthday?

Gemma: Yes – look, this little pink bear – isn't it lovely? I'm going to keep it on my bed.

Now listen again.

REPEAT

That is the end of Part 2. Now look at Part 3.

PART 3

Listen to Sara talking to her friend Adam about going to the theatre.

For questions 11–15 tick A, B or C. You will hear the conversation twice. Look at questions 11–15 now. You have 20 seconds.

PAUSE 20 SECONDS

Now listen to the conversation.

Adam: Hi Sara. Did you get the theatre tickets?

Sara: There were no tickets for Friday or Saturday, so we're going on Thursday instead.

Adam: That's OK. Where are we sitting?

Sara: They only had seats in the middle or at the back - there weren't any left at the front. Well, I didn't get seats at the back because last time I sat there I couldn't hear anything.

Adam: Are they expensive?

Sara: Because we're students they're only seven pounds fifty. Normally they're twelve pounds fifty. I think I'll take ten pounds so I can buy an ice cream.

Adam: So, what's the play about?

Sara: There's this boy – his parents want him to be a teacher, but he loves acting and wants to go to stage school. There's lots of singing in the show too.

Adam: Great. What time should we get there?

Sara: Well, if I leave home at quarter to six, I can meet you outside at quarter past, before the play starts at six thirty.

Adam: OK. Shall we go for a coffee afterwards?

Sara: Let's go straight home. Don't forget we've got a maths lesson early the next morning.

Now listen again.

REPEAT

That is the end of Part 3. Now look at Part 4.

PART 4

You will hear a telephone conversation about tennis lessons.

Listen and complete questions 16–20. You will hear the conversation twice.

Girl: Hi! I play tennis at school but I'd like some extra lessons please.

Man: I'm sure our practice class would help you.

Girl: Great! What days are the lessons?

Man: Well, the practice classes are on Tuesday, and beginner classes are on Monday.

Girl: What time do the lessons start? School finishes at 4.30.

Man: You must be ready to play at 5 o'clock. The lessons are for an hour, until 6 o'clock.

Girl: And can you tell me what they cost?

Man: Well if you pay for a month, that's four lessons, it costs £17. Or you can just pay £4.50 each time you come for a lesson.

Girl: I see. I think I'll just pay for one lesson to start with. Can you tell me the name of the teacher?

Man: Sure, it's Mr Ryvale. That's R-Y-V-A-L-E.

Girl: OK, I've got that. And will I have to wear white tennis things?

Man: That's not important, but you must wear trainers. We have rackets and balls that you can use here.

Girl: That's great, thanks. I'll be there next week.

Man: OK

Now listen again.

REPEAT

That is the end of Part 4. Now look at Part 5.

PART 5

You will hear some information about a newspaper.

Listen and complete questions 21–25. You will hear the information twice.

Now here's some information about a new newspaper. It's called *Teenage Times* and it's for teenagers between the ages of 13 and 17. It's just like the newspapers that adults can buy every day.

In *Teenage Times* you can find out about the most important international news stories from around the world. There are also special pages all about music and sport. And there's more! Every week you can win exciting prizes like DVDs and computer games in our competitions and quizzes.

Teenage Times costs one pound and ten pence per week. Schools who order the paper for a whole term only pay ninety pence per week. For more information about these discounts ask your teacher to call 01743 75188 or look on the *Teenage Times* website. You can buy *Teenage Times* every Wednesday from your nearest newsagent, and it's also on sale in supermarkets. Let us know what you think about it, and happy reading!

Now listen again.

REPEAT

That is the end of Part 5. You now have eight minutes to write your answers on the answer sheet.

PAUSE 7 MINUTES

You have one more minute.

PAUSE 1 MINUTE

That is the end of the test.

PRACTICE TEST 4

This is the Richmond Key English Test, Practice Test 4. There are five parts to the test. Parts 1, 2, 3, 4, and 5.

We will now stop for a moment before we start the test. Please ask any questions now because you must not speak during the test.

[You should stop the recording now and ask students if they have any questions before starting the test.]

PART 1

Look at the instructions for Part 1. 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.

Here is an example:

When must the students finish the science project?

Martin: Have you done the science project, Hannah? Don't we have to give it to the teacher on Tuesday? I haven't started it yet!

Hannah: Don't worry, we've got more time than that. He doesn't want it until Thursday now.

Martin: Oh...really? When did he say that?

Hannah: In the lesson on Monday. Weren't you listening, Martin?

Now listen again.

REPEAT

The answer is B, so there is a tick in box B. Now we are ready to start.

Look at question 1.

1 Which activity did the boy not do?

Mum: How was your sports weekend?

Boy: Great! Everyone did lots of activities. On Saturday we went horse riding all the way up the hill and back again. It took hours! I was really tired.

Mum: And you wanted to go climbing too, didn't you?

Boy: Mmm – the weather wasn't good on Sunday, so we played football instead. I guess that was more fun than climbing, anyway!

Now listen again.

REPEAT

2 Which piece of furniture is new?

Boy: Wow! This is a comfortable chair!

Girl: Haven't you seen it before? We moved it from the dining room into here - it's the same colour as the sofa we got on Saturday.

Boy: Oh yes, you and your mum went to buy some furniture, didn't you?

Girl: Mmm. We wanted a table, too, but we couldn't find one we liked.

Now listen again.

REPEAT

3 What will the girl buy?

Girl: I need something new to wear for the party. I've got some trousers, but my friends are wearing dresses, and I haven't got one...

Dad: You could buy a jacket and skirt...

Girl: But then I'll look different...Hmm, I really want to wear the same as the other girls, so I'll go shopping tomorrow.

Dad: Ok, but don't spend too much money.

Now listen again.

REPEAT

4 What did the girl like best about the college?

Girl: I've just been to the college where I want to study.

Boy: Really? I heard it's got a big swimming pool.

Girl: Um...it's quite big

Boy: Has it got a good art room?

Girl: Oh, the one at my school's better. But the computer department lets students borrow laptops for a year – so I won't need to buy one!

Boy: Fantastic!

Now listen again.

REPEAT

5 How much will the man spend on an electric guitar?

Man: I saw some great electric guitars in town. But the one I wanted was £550.

Woman: That's not much. I've seen some for over one thousand pounds – you will play it a lot, though.

Man: Yes, but I don't want to spend so much. There was another one for £350... Hmm... I'll get that one instead.

Woman: Well, you'll save money.

Now listen again.

REPEAT

That is the end of Part 1. Now look at Part 2.

PART 2

Listen to Jamie telling Helen about a family boat trip he's going on. What will each person take?

For questions 6–10, write a letter, A–H, next to each person. You will hear the conversation twice.

Helen: Is everything ready for your family boat trip, Jamie?

Jamie: Nearly, Helen. I've asked everyone to help by bringing the things we need. I've got the tickets – we can't go without those!

Helen: Well, you'll need warm clothes, too – it can be cold on the river.

Jamie: Oh, that's OK. Mum said she'll bring sweaters for everyone.

Helen: But what if it rains? She can't bring raincoats for everyone too!

Jamie: Well, my brother always uses a big umbrella when he goes out with the photography club. I've asked him to bring that.

Helen: Great! Um...what about if you get hungry or thirsty on the way?

Jamie: No problem – grandma's taking hot tea and coffee for all of us. And I think we can buy some food on the boat.

Helen: Have you all got cash for that?

Jamie: Oh, Dad won't forget that – he's paying for everyone!

Helen: I hope he takes some nice photos too, like last year.

Jamie: Oh my sister's looking after that-she's got the best camera. She'll get some great pictures.

Helen: Good. I'm sure you'll have a lovely time.

Now listen again.

REPEAT

That is the end of Part 2. Now look at Part 3.

PART 3

Listen to Kieran talking to a friend about a cycling trip.

For questions 11–15 tick A, B or C. You will hear the conversation twice. Look at questions 11–15 now. You have 20 seconds.

PAUSE 20 SECONDS

Now listen to the conversation.

Maya: Hi Kieran! How was your cycling trip?

Kieran: Great, Maya. Thanks for the bike – a pity yours was too small, but your dad said your brother never rides his, so I had that.

Maya: Good! Who went with you? Did Paul go?

Kieran: His bike was broken so Theo came instead and brought his cousin, Max.

Maya: How far did you go?

Kieran: We stayed by the lake - we couldn't get all the way to the forest. But we had a great view of the mountains!

Maya: So did you remember everything you needed?

Kieran: We'd got lots of water - that was important. But my mobile wasn't working so I couldn't phone anyone. And I left the chocolate you gave me at home!

Maya: Oh no! Was the guesthouse that you stayed in expensive?

Kieran: Well, a single room was £22.50, but because we shared it was only £13.75, plus breakfast - it came to £16.25 each.

Maya: Great. Are you going cycling again soon?

Kieran: Just for a short ride. I'm not around on Monday, so I'll go on Tuesday - I don't start college until Wednesday.

Maya: Lucky you!

Now listen again.

REPEAT

That is the end of Part 3. Now look at Part 4.

PART 4

You will hear two people talking on the telephone about a trip.

Listen and complete questions 16–20. You will hear the conversation twice.

Emily: Hi Scott, I'm calling to see what happened at the sailing club on Saturday. I couldn't go...

Scott: Emily, hi! It was very exciting. Our teacher says we're good enough now to visit another sailing club. He's booked us a day at Smithwell Watersports Club – that's S – M – I – T – H –W – E – L – L.

Emily: So what will we do there?

Scott: We'll have our own lesson for an hour, and then we'll join the other club in a race. I really hope we win!

Emily: Me too! So when's it going to be?

Scott: Well, first he said the 2nd of November, but lots of people will be away then, so now it'll be the 9th – a week later.

Emily: OK, that sounds good. Anything else?

Scott: Well, I asked about going fishing, but our teacher said we can't do it there. But we'll be able to go swimming.

Emily: Great! So what should I bring with me?

Scott: You won't need food – the club will give us that. But don't forget boots – it'll certainly be wet.

Now listen again.

REPEAT

That is the end of Part 4. Now look at Part 5.

PART 5

You will hear some information about a film club.

Listen and complete questions 21–25. You will hear the information twice.

Looking for something to do this week? Then go along to the Portland Film Club! This week, they're showing the well-known film Sportsman, about a baseball player. It's been very popular around the country and now's your chance to see it. Now, if you want to go, you'll need to book. The club says Friday evening is fully booked this week, but there are lots of tickets still for sale for the show on Thursday.

Ticket prices start at £3.25 for club members, £4.50 for students - remember to bring your card - and non-members pay £5.

By the way, the film starts at 6.15, not 7.45 as it said in the newspaper. They got it wrong!

If you're coming from out of town, the film club is easy to get to. Just get on a bus outside the train station, and get off at the library. The club's on the other side of the street. You can't miss it!

Now listen again.

REPEAT

That is the end of Part 5. You now have eight minutes to write your answers on the answer sheet.

PAUSE 7 MINUTES

You have one more minute.

PAUSE 1 MINUTE

That is the end of the test.

PRACTICE TEST 5

This is the Richmond Key English Test, Practice Test 5. There are five parts to the test. Parts 1, 2, 3, 4, and 5.

We will now stop for a moment before we start the test. Please ask any questions now because you must not speak during the test.

[You should stop the recording now and ask students if they have any questions before starting the test.]

PART 1

Look at the instructions for Part 1. 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.

Here is an example:

What will Susan have for breakfast?

Susan: I'm going to have some bread... and a boiled egg, too, for breakfast I think, Dad.

Dad: I'm afraid they're all finished, Susan. Would you like some of this cheese with your bread instead? It's very nice.

Susan: I don't like that kind. I'll just have some jam on it.

Dad: All right. Come and sit down.

Now listen again.

REPEAT

The answer is A, so there is a tick in box A. Now we are ready to start.

Look at question 1.

1 What is Robert doing now?

Girl: Where's Robert, Mum? I want him to help me with my homework.

Mother: He's at the sports centre. He's at his running club. He'll be home again in about an hour.

Girl: Oh.. But I need someone to help me now!

Mother: Go and ask your Dad.

Girl: Where is he?

Mother: In the living room. He's watching TV.

Now listen again.

REPEAT

2 What does John want to be?

Girl: What do you want to be John, a doctor like your mother?

John: I've thought about that but ... I think I'd like to be an engineer, like my uncle.

Girl: Oh! That's an exciting job - and you're good at maths!

John: Yes. It's my favourite subject at school.

Now listen again.

REPEAT

3 How did Lucy come to school today?

Jack: Did you cycle to school again today, Lucy?

Lucy: Of course, Jack! I stopped coming by bus when I got my new bike. I love riding here in the morning.

Jack: I do too, but Mum brought me in the car today.

Lucy: I know. I saw you at the traffic lights!

Now listen again.

REPEAT

4 What time does the birthday party start?

Girl: Can you take me to the party tonight in the car, Dad? We'll have to leave here at about seven o'clock.

Dad: Yes, I'll be home from work at about a quarter to seven. How far away is it? Do you know?

Girl: It isn't far, and it doesn't begin until half past seven. Thanks!

Dad: That's OK.

Now listen again.

REPEAT

5 How much is the CD if you buy it online?

Mum: I'm going to buy this CD online. The price is two pounds cheaper than in the shops.

Boy: Which CD are you talking about, Mum?

Mum: It's called 'Fire'. It costs £6.99 in the music shop on Bridge Street, but it's only £4.99 on the internet.

Boy: That's good!

Now listen again.

REPEAT

That is the end of Part 1. Now look at Part 2.

PART 2

Listen to a girl talking to her father. Where are the girl's things?

For questions 6–10, write a letter, A–H, next to each of her things. You will hear the conversation twice.

Girl: Dad, do you know where my sunglasses are? I've looked in the cupboard in the living room but I can't find them.

Dad: That's because you left them in the hall!

Girl: Oh, thanks! And, have you seen my suitcase anywhere? I need to pack for our school trip.

Dad: Yes, your mum told me to put it in the garage, to make more space for you in your bedroom.

Girl: Thanks dad! And what about my camera, I can't remember where I put it.

Dad: It's on the table next to the TV in the living room. And don't forget, if you're looking for your jacket in your bedroom you won't find it – you left it on the chair in the dining room.

Girl: Oh, thanks! Are my trainers in there too?

Dad: No, they're where you always leave them!

Girl: In the kitchen?

Dad: Outside in the garden! You left your hat there too but your brother's put it on the table in the kitchen.

Girl: Oh. Thanks dad, you're the best!

Now listen again.

REPEAT

That is the end of Part 2. Now look at Part 3.

PART 3

Listen to Andrew talking to Pete about a television programme.

For questions 11–15 tick A, B or C. You will hear the conversation twice. Look at questions 11–15 now. You have 20 seconds.

PAUSE 20 SECONDS

Now listen to the conversation.

Andrew: Did you see *Spot it!* on TV last week, Pete?

Pete: No! What's that? A sports programme?

Andrew: No, it's about bands and their new CDs.

Pete: Oh. Which day is it on? Tuesday?

Andrew: Let me think... no, it's on Wednesdays. Yes, that's right...

Pete: What time?

Andrew: It's on for half an hour. It starts at quarter to five and finishes at quarter past.

Pete: That's early. Is it on channel 6? The music channel?

Andrew: Actually it's on channel 11, which is better because there are no advertisements.

Pete: Like on channel 8...

Andrew: That's right. Watch it this week if you can. They're going to show some really good bands.

Pete: *Jed and Ted* are my favourite band at the moment.

Andrew: I like *Charley Down* best... but it's *Bob's Seven* who are going to be on the programme.

Pete: They're good too.

Andrew: Yes, they're going to show part of their summer concert.

Pete: The one at the stadium or in the park?

Andrew: Not those... The one they did on the beach. That was brilliant!

Now listen again.

REPEAT

That is the end of Part 3. Now look at Part 4.

PART 4

You will hear a teacher telling a student about hockey practice.

Listen and complete questions 16–20. You will hear the conversation twice.

Teacher: Hello, is that Dan?

Dan: Yes.

Teacher: Hello Dan, it's Mrs Gee. I'm calling about the next hockey practice. You're in the A Team now. Can you come?

Dan: I think so. It's on the 12th of October, isn't it?

Teacher: Actually, the new coach wants a practice on the 5th of October, the week before.

Dan: Oh OK. What's the new coach's name?

Teacher: Mr Tilbury. You spell that T-I-L-B-U-R-Y.

Dan: Thanks. Will it be on the school sports field?

Teacher: We're using the university sports field for all our practices this autumn.

Dan: Right. And what time does the practice start?

Teacher: Well, the coach wants everyone to arrive by three o'clock. He's going to talk to you about his plans for the team first, then the practice will start at three thirty.

Dan: All right.

Teacher: And the coach wants you all to call him if there's a problem.

Dan: But I don't know his number.

Teacher: I'll give it to you now.

Dan: OK.

Teacher: It's 0655932.

Dan: Thanks. I'm pleased I'm in the team!

Teacher: Good!

Now listen again.

REPEAT

That is the end of Part 4. Now look at Part 5.

PART 5

You will hear a man talking about an activity day.

Listen and complete questions 21–25. You will hear the information twice.

This summer, come and try our fantastic activity days at Lake Francis. They're a great way to have lots of fun, make new friends and learn exciting new sports.

The first activity day will be on the seventh of August, that's a Monday, but please make sure your parents book by the Saturday before - that's the fifth.

This first activity day is just for kids between the ages of ten and fourteen. There will be other days for older kids.

There will be two sports you can choose from at this activity day: windsurfing or volleyball. You should say which you would like to do when you book. The activity day costs just £28 for one person but there are discounts for groups of six if you want to come with your friends. The price includes a special T-shirt to wear at the day. So come on kids – get your mum or dad to pick up the phone now. Here's the number...

Now listen again.

REPEAT

That is the end of Part 5. You now have eight minutes to write your answers on the answer sheet.

PAUSE 7 MINUTES

You have one more minute.

PAUSE 1 MINUTE

That is the end of the test.

Answer key

PRACTICE TEST 1

Paper 1: Reading and Writing

PART 1

1 C
2 D
3 A
4 G
5 F

PART 2

6 A
7 B
8 A
9 C
10 B

PART 3

11 C
12 A
13 B
14 A
15 C
16 G
17 A
18 H
19 D
20 F

PART 4

21 B
22 B
23 A
24 A
25 C
26 A
27 C

PART 5

28 A
29 B
30 C
31 B
32 A
33 C
34 A
35 A

PART 6

36 lake
37 road
38 gate
39 field
40 birds

PART 7

41 to
42 it
43 in
44 about
45 would
46 take / drive
47 If
48 Do
49 are
50 a

PART 8

51 7 (th) August
52 (£) 5.00 / (£) 5
53 Napier Stadium
54 8.30 (a.m.)
55 car

PART 9

Sample answers

The sample answers and examiner comments should help to give you and your students an idea of what is expected in Part 9. A detailed mark scheme for the Writing paper can be found on page 39 of this book.

Sample answer A

Dear Nick,
I need the dictionary. can you give to me? Its for help me. I collect it to your house saturday before the lunch. Its good?
good bye
João

Examiner's comments

There are some grammatical and punctuation errors, but the candidate uses good vocabulary and structure and all three parts of the message are clearly communicated.

4 marks

Sample answer B

Hello nick,
I ask you the dictionary. It is lovly dictionary. OK for you?

Examiner's comments

The answer is too short. The candidate will automatically lose a mark because he / she has used fewer than 25 words. The candidate has not attempted all three parts of the question, and there are several mistakes with grammar and spelling.

1 mark

Paper 2: Listening

PART 1

1 C
2 B
3 B
4 A
5 A

PART 2

6 H
7 C
8 E
9 D
10 F

PART 3

11 C
12 A
13 C
14 A
15 A

PART 4

16 15 / fifteen
17 The city
18 Skeaty
19 13 (th) (May)
20 08776532

PART 5

21 Wednesday(s)
22 9.45 (a.m.)
23 (£) 12.50 (p) / twelve pounds fifty
24 bus
25 (a) hat / (an) old hat

PRACTICE TEST 2

Paper 1: Reading and Writing

PART 1

1 C
2 G
3 F
4 E
5 A

PART 2

6 B
7 C
8 B
9 A
10 A

PART 3

11 A
12 A
13 B
14 C
15 C
16 E
17 A
18 H
19 C
20 G

PART 4

21 A
22 B
23 A
24 C
25 B
26 C
27 A

PART 5

28 C
29 A
30 B
31 B
32 A
33 C
34 C
35 B

PART 6

36 computer
37 key
38 camera
39 lamp
40 clock

PART 7

41 to
42 have / 've
43 than
44 Their
45 on
46 has
47 was
48 she / they
49 at
50 Do

PART 8

51 Blake College
52 10.00 / 10 (a.m)
53 Friday
54 (£) 7.50 (p)
55 bus

PART 9

Sample answer A

Hi Rachel,
You can go swimming at the sports center, it's the place I go. It is open every day but not on Sunday. If you want to swim you have to pay £5. I think it's very good.
See you soon,
Lorena

Examiner's comments
This is an excellent answer. The candidate has fully answered all three parts of the question. There is only one small mistake with spelling ('center').

5 marks

Sample answer B

Dear Rachel,
Yes I going swimming in swimming pool in my town. It is open all the days. You must the swiming costum to swim there.
Ali

Examiner's comments
The candidate has only answered two parts of the question. He / she has not understood the last part of the question, and there are several mistakes with spelling and grammar.

2 marks

Paper 2: Listening

PART 1

1 A
2 C
3 B
4 C
5 C

PART 2

6 C
7 A
8 B
9 F
10 D

PART 3

11 B
12 B
13 C
14 A
15 C

PART 4

16 2 (nd) (February)
17 Corfield
18 car
19 2.30 (p.m.) / 14.30 / half past two
20 0976654

PART 5

21 French
22 67
23 (my) family
24 Tuesday
25 (a) magazine / (an) old magazine

PRACTICE TEST 3

Paper 1: Reading and Writing

PART 1

1 D
2 C
3 F
4 H
5 B

PART 2

6 B
7 C
8 A
9 C
10 B

PART 3

11 C
12 A
13 B
14 B
15 A
16 E
17 F
18 A
19 H
20 D

PART 4

21 A
22 C
23 B
24 C
25 B
26 A
27 A

PART 5

28 A
29 B
30 C
31 B
32 C
33 A
34 B
35 A

PART 6

36 curtains
37 poster
38 shelf
39 sofa
40 pillow

PART 7

41 My
42 an
43 who
44 about
45 us / me
46 After
47 with
48 Have
49 would / 'd
50 you

PART 8

51 Kings' Forest / forest
52 16 (th) July
53 (£) 14 / (£) 14.00 (p)
54 bus
55 picnic

PART 9

Sample answer A

Hi Thomas,
I'm very happy to know you can come to my school concert. It starts at 7pm and it's only for one hour. In this time I will sing a song with my classmates. You can wear what you want but I have to wear my school uniform. It's a pity!
See you tomorrow,
Ada

Examiner's comments

This is an excellent attempt at the question. The candidate has clearly communicated all parts of the question. Students are not penalised for writing more than 35 words, though they will lose a mark if their answer is shorter than 25 words.

5 marks

Sample answer B

Hi Thomas,
That's great! Start time is 5pm. In the concert I do meny things for example singing and dancing. I'm sure you like.
Until soon,
José

Examiner's comments

The candidate has not answered all parts of the question. He has not told Thomas what he must wear to the concert. There are spelling and grammatical errors but these do not impede communication.

3 marks

Paper 2: Listening

PART 1

1 C
2 B
3 C
4 B
5 A

PART 2

6 E
7 D
8 G
9 C
10 H

PART 3

11 C
12 A
13 C
14 B
15 A

PART 4

16 Tuesday
17 5 o'clock / 5.00 (p.m.) / 17.00 / five / five o'clock
18 (£) 4.50 (p) / four pounds fifty
19 Ryvale
20 trainers

PART 5

21 sport
22 computer game(s)
23 (£) 1.10 (p) / one pound (and) ten (pence)
24 01743 75188
25 supermarket(s)

PRACTICE TEST 4

Paper 1: Reading and Writing

PART 1

1 F
2 A
3 C
4 G
5 D

PART 2

6 C
7 A
8 B
9 B
10 A

PART 3

11 A
12 C
13 B
14 A
15 B
16 G
17 C
18 B
19 H
20 A

PART 4

21 A
22 B
23 B
24 C
25 B
26 A
27 C

PART 5

28 C
29 C
30 A
31 A
32 B
33 C
34 B
35 C

PART 6

36 newspaper
37 envelope
38 pages
39 form
40 letter

PART 7

41 got
42 as
43 of
44 it
45 to
46 the / your
47 why
48 They
49 lot
50 If

PART 8

51 Fairhaven Park
52 25 (th) July
53 7.30 (p.m) / 19.30 / seven thirty
54 (£) 10 / (£) 10.00
55 (a) blanket / (an) old blanket

PART 9

Sample answer A

Dear Harry,
I think best thing I'm buying its the new CD of the band 'Shark Attack' Do you know it? It's amazing because they make good music gitar. I buyed it in London in the HMV shop.
Well, goodbye
Yusef

Examiner's comments
There are some grammatical errors but the answer is very clear. The candidate has a good level of grammar and vocabulary, and all three points of the message are clearly communicated.

4 marks

Sample answer B

T-shirt is good but me I'm preffer buy the jean. Last week I'm buying a new jean because it's so cool.

Examiner's comments
The candidate has not fully understood the question, and has not answered all three parts of it. There are several grammar and spelling mistakes which require interpretation on the part of the reader.

2 marks

Paper 2: Listening

PART 1

1 B
2 C
3 B
4 A
5 A

PART 2

6 F
7 H
8 B
9 D
10 A

PART 3

11 A
12 C
13 A
14 B
15 B

PART 4

16 Smithwell
17 race
18 9 (th) (November)
19 swimming
20 boots

PART 5

21 Sportsman / Sports man
22 Thursday
23 (£) 4.50 (p) / four pounds fifty
24 6:15 (p.m.) / 18.15 / six fifteen
25 (the) library

PRACTICE TEST 5

Paper 1: Reading and Writing

PART 1

1 E
2 A
3 G
4 D
5 F

PART 2

6 A
7 A
8 B
9 B
10 C

PART 3

11 C
12 B
13 B
14 A
15 C
16 D
17 H
18 C
19 E
20 G

PART 4

21 C
22 B
23 A
24 A
25 C
26 B
27 B

PART 5

28 C
29 B
30 C
31 B
32 B
33 C
34 A
35 A

PART 6

36 passport
37 suitcase
38 café
39 lift
40 windows

PART 7

41 for
42 when
43 Who
44 of
45 They
46 next / this
47 is
48 to
49 send / write
50 in

PART 8

51 Castle
52 Saturday
53 Michael
54 bus
55 9.00 (a.m.)

PART 9

Sample answer A

Hi Paul,
So, you went to the beach. Me, I was not so lucky. I went to the museum with my uncle but it was very boring. We walked a lot and saw many things but these things were not interesting for me. I think the next time I will go to the beach with you!
See you soon,
Laeticia

Examiner's comments

This is a very good answer. The candidate has clearly answered all three parts of the question and has shown a good understanding of grammar and a wide vocabulary. Candidates are not required to write more than 35 words, although they will not be penalised for doing so.

5 marks

Sample answer B

Dear Paul,
I'm sorry I cannot go to the beach with you. I must to go with my friends to a birthday party in the weekend. But I hope see you soon again.
Bye!
From Param

Examiner's comments

The candidate has not understood the question, so cannot be awarded full marks. However, he demonstrates good writing skills and would no doubt have achieved a higher mark if he had read the question more carefully.

1 mark

Paper 2: Listening

PART 1

1 C
2 A
3 C
4 C
5 B

PART 2

6 D
7 H
8 C
9 E
10 G

PART 3

11 B
12 B
13 C
14 A
15 A

PART 4

16 5 (th) (October)
17 Tilbury
18 university
19 3.30 (p.m.) / 15.30 / three thirty
20 0655932

PART 5

21 7 (th) / seventh
22 14
23 volleyball
24 (£) 28 / (£) 28.00
25 T-shirt / t-shirt

Mark scheme: Reading and Writing Part 9

How the marks are decided

In Part 9, candidates have to communicate a written message, such as a note or an email, to a friend. There are three points that the candidate must address in the answer. These may be given in the form of three prompts, or as three questions within the message which the candidate must then respond to. In order to achieve full marks, all three points must be clearly communicated.

Candidates should write between 25 and 35 words. They will lose marks if they write fewer than 25 words. However, they should not write too much as this increases the likelihood of error.

Examiners will consider grammar, spelling, punctuation and vocabulary insofar as they affect the candidate's ability to communicate the three points of the message clearly. Example answers and examiner comments for Part 9 of each test are given in the Answer key (p 33) to give you and your students an idea of what is required in this part.

The mark scheme

Mark	Criteria
5	• All three parts of the message are clearly communicated. • There may be some minor spelling, grammar or punctuation errors.
4	• All three parts of the message are clearly communicated. • There are some errors with spelling, grammar or punctuation.
3	• All three parts of the message have been attempted. • The message is a little difficult to understand. OR • Two parts of the message are clearly communicated. • There are some minor spelling or grammar errors.
2	• Only two parts of the message are communicated. • There are some errors with spelling and grammar. • The message is quite difficult to understand.
1	• Only one part of the message is communicated.
0	• The question has not been attempted, or it is totally incomprehensible.

Mark scheme: The Speaking Paper

How the marks are decided

Candidates are not expected to produce completely fluent and error-free language at this level.

Each candidate will be assessed on his or her individual performance in both parts of the Speaking test. The assessor will award marks for the following:

1 **Grammar and vocabulary**

Candidates should be able to communicate their intended meaning despite inaccuracies in grammar and vocabulary.

2 **Pronunciation**

First language interference is to be expected and will not be penalised unless it interferes with intelligibility and communication.

3 **Interactive communication**

Candidates must be prepared to participate in the tasks fully and appropriately. They should be able to ask for repetition and clarification and will be given credit for doing so. Excessive hesitation that causes strain on the listener will be penalised.

4 **Global achievement**

This relates to the candidate's overall performance, and is awarded by the examiner asking the questions (interlocutor). It is based on each candidate's linguistic resources and their ability to convey the required message.

Candidates who score highly in the speaking exam:

- don't give one word answers to questions – they expand and give reasons or examples
- respond appropriately to what their partner or the interlocutor says
- don't come into the exam with pre-prepared answers – these never sound like natural speech and are easily spotted by examiners
- listen to the questions carefully and ask for clarification if necessary
- demonstrate that they understand and can use a range of KET level grammar and vocabulary
- can pronounce the sounds of the English language clearly enough to be understood.

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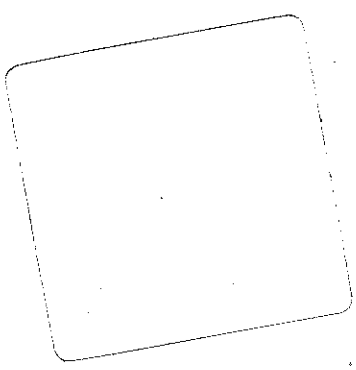
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