

## KEY (KET): READING AND WRITING

**Part 1** consists of notices that students would see if they were living in the UK. Put notices up in your classroom and change them frequently with a statement underneath. Put two similar notices on the same paper, so that students can see how the distractors could lead them to the wrong answer.

Art Gallery

Museum

Closed on Monday

No photographs please

You cannot take pictures here

This exam requires students to be able to fill gaps not only with individual words, but also with collocations and language chunks. Teach the preposition that follows a verb e.g. *interest in*, *fond of*, etc. The terminology of individual words is not important at this level. What is important is that students realise that learning vocabulary is much more than just learning individual words.

Don't ask students to learn phrasal verbs in connection with the main verb. Phrasal verbs with *take*, such as *take off*, *take up*, *take over* have very little in common with the verb *take* in terms of their meaning. Encourage students to list their vocabulary under topic areas so that they can find it easily at a later stage.

Vocabulary learning is consolidation. The more students can use and encounter a word or phrase, the more likely it is that they'll be able to retain it in their memory, and be able to access and use it. Create situations in class in preparation for **Part 3** in order that conversations become familiar.

Initially, it is better not to assign writing tasks as homework unless you have helped them prepare in detail. Too much can – and will – go wrong and students will become demoralised and think that they cannot write in English. Give them a model to help them focus on aspects such as text type, structure, format, paragraphing, formality as well as informational content.

Later into the course, give timed writing tasks.