KET for Schools Reading and Writing Part 9 – teacher’s notes

Description
This is a guided discovery activity to find out what candidates need to do in KET for Schools Reading and Writing Part 9. Students then look at two sample answers and discuss what makes a good answer at this level. Finally, there is an opportunity to write their own texts.

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<tr>
<th>Time required:</th>
<th>25–35 minutes</th>
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<th>Materials required:</th>
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<tbody>
<tr>
<td>▪ Student’s worksheet</td>
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<tr>
<td>▪ Follow-up activity (optional)</td>
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<td>▪ 3 different colour pens for each student</td>
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<table>
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<th>Aims:</th>
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<tr>
<td>▪ to familiarise students with KET for Schools Reading and Writing Part 9</td>
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<tr>
<td>▪ to raise awareness of the importance of identifying and addressing all elements of a writing task</td>
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<td>▪ to raise awareness of the factors which make a good answer at KET level</td>
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Procedure
1. Tell students that they are going to read a postcard from a friend who wants to know about the town they live in. Give each student a copy of the student’s worksheet and ask them to read the email from Alex. Ask students to underline in different colours the different questions in the postcard (a useful exam strategy) and check:
   - How many questions are there? (three: in KET for Schools Reading and Writing Part 9, candidates are always asked to include three points in their text)
   - What kind of text do you have to write? (an email message; Part 9 is either a message, note or postcard)
   - Who are you writing to? (your friend; in this task, the register is always informal)
   - What do you need to write about? (your favourite film; how often you have seen it; why you like it. Candidates must answer all three prompts to complete the task fully.)

2. Students should now read the two sample answers. Check that students understand the meaning of the words in the sample answers. Point out that these answers were not written by candidates and therefore are not an indication of the level of grammatical accuracy required in the exam.
3. Tell students to decide which is the better answer. First of all they should underline the answers to the 3 questions in the same colours they used for Alex’s email. Then they should try and decide why one answer is better than the other. Write on the board the following questions which will help them decide:

- Are the 3 questions answered clearly?
- Is it easy to understand what the writer means?
- Does the answer start and end in a good way?
- Are there any good words or phrases?
- Are any linking words used?

4. Put students in pairs and ask them to compare their answers. Using the key below, go through the reasons why answer B is a better answer than A. Refer to the General Mark Scheme on KET for Schools Handbook p.13 for further information.

5. Draw students’ attention to the length of the answers. In Part 9, candidates are advised to write between 25 and 35 words. They must write at least 25 words, or they will lose marks. They will not lose marks if they write over 35 words (as in these two answers), but they should be encouraged not to write many more as this will increase the risk of making errors and including irrelevant information.

6. Finally, point out that Part 9 sometimes uses short texts for the prompts, and sometimes uses instructions, but there will always be three points to include. If you have time, do the follow-up activity below.

**Suggested follow-up activity**

1. Tell students to read the email from Sam. Individually, they should write a reply to Sam’s email of between 25 and 35 words. They should use Sample Answer B and the questions on the board as a guide.

2. Once students have written their emails, put them into pairs and tell them to swap their emails with their partners. Give them time to read their partner’s emails.

3. In turn, they should ask their partner some more questions about how they like to spend time with their friends, for example:

- Do you like any other bands? Which ones?
- Do you listen to the radio? How often?
- Do you play an instrument? Which one?
- Have you been to any concerts or shows?
KET for Schools Reading and Writing Part 9 – answer keys

Key to Procedure Step 3:

- **Are the 3 questions answered clearly?**
  
  **Sample answer A:** No; it does not say how often the writer has seen the film and neither does it say why the writer likes it.
  
  **Sample answer B:** yes; each sentence covers a different question.

- **Is it easy to understand what the writer means?**
  
  **Sample answer A:** yes, it is. But because the writer hasn’t covered all the required points, she would only score a 1 for this answer. (See the General Mark Scheme, handbook p. 13)
  
  **Sample answer B:** yes, it is. This answer would score 5 because all the points are covered and are clearly communicated.

- **Does the answer start and end in a good way?**
  
  Yes, **both answers** begin ‘Dear..’ and end with a signature. If the task is a note or postcard, students should begin and end as they would in real life.

- **Are there any good words or phrases?**
  
  **Sample answer A:** the language is quite simple. However, the writer has used some good phrases, e.g. **It is about a lion called Simba. My sister likes the film too**.
  
  **Sample answer B:** the language is fairly simple but there are some good uses of the present perfect, a ‘when’ clause (**I laugh a lot when I see it**) and a superlative. The use of ‘really funny’ shows good use of vocabulary.

- **Are any linking words used?**
  
  **Sample answer A:** No, the writer uses short sentences and doesn’t link them at all.
  
  **Sample answer B:** Yes, the writer uses **and** and **because** to link ideas.

There are 5 marks for Part 9. Candidates are not expected to produce faultless English but to achieve 5 marks a candidate should write a cohesive message, which successfully communicates all three parts of the message, with only minor grammar and spelling errors.
KET for Schools Reading and Writing Part 9 – student’s worksheet

Read the email from your English friend, Alex.

I saw a great film last night. What is your favourite film? How often have you seen it? Why do you like it?

Compare the two answers below.

A

From: Alex
To: Alex

My favourite film is Lion King. It is about a lion called Simba. He is very young. My sister likes the film too. She is twelve years old.

28 words

B

From: Alex
To: Alex

My favourite film is ‘Shrek’ and I think it is the best film I know. I have watched it 5 or maybe 6 times. I like it because it is really funny and I laugh a lot when I see it.

41 words

One is a much better answer than the other. Which is better? Why?
Now read this email from your English friend, Sam.

I have just got a new music CD. What is your favourite band? How often do you listen to their CDs? Why do you like the band?

Write Sam an email.

Write 25–35 words.

Write the email on your answer sheet.