

剑桥英语等级考试系列·原版影印

Dorothy Adams

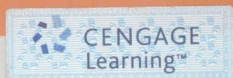
with Diane Flanel Piniaris



Teacher's Book

Cambridge KET Practice Tests

剑桥入门英语 考试教程



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What makes this practice test book different from other test books available?

Cambridge KET Practice Tests is different because it is more than just a book of practice tests. It has been designed not only to familiarise students with the format and content of each part of the examination, but also to provide them with ample practice and further opportunity to develop the skills they need to succeed in the exam.

The book contains:

- 6 complete practice tests
- An In-depth Look and Exam Technique section for each paper (in Test One)
- 6 two-page Skills Spotlights (one after each test) designed to revise KET-level vocabulary, grammar and writing skills
- 6 Listening Spotlights (one after each Listening test) that provide extra listening practice and sharpen the skills students need to succeed in the Listening paper
- Helpful hints on how to approach each exercise type, including thorough guidance on writing tasks supported by model answers in the Teacher's Edition

The practice tests may be assigned for homework or done in class under timed conditions.

Cambridge Key English Test (KET): A brief outline of each paper

PAPER 1: READING AND WRITING (1 hour 10 minutes)

- **9 parts**
(56 items)
 - Part 1 – Matching:** 5 items testing understanding of the gist of signs, notes, labels.
 - Part 2 – Multiple-choice:** 5 3-option items testing vocabulary related to a theme or simple story.
 - Part 3 – Multiple-choice:** 5 3-option items testing functional language in short dialogues. Candidates choose the correct response to an opening statement or question.
Matching: extended dialogue in which one of the speaker's words are gapped. Candidates construct a continuous dialogue by choosing 5 out of 8 responses.
 - Part 4 – Multiple-choice:** 7 3-option items testing understanding of the main idea (s) and details of a longer text (about 230 words).
 - Part 5 – Multiple-choice cloze:** 8 3-option items testing structural elements (e.g., auxiliary verbs, modals, determiners, pronouns and prepositions).
 - Part 6 – Word completion:** 5 items testing vocabulary and spelling. Candidates must identify and spell words suggested by simple definitions; the initial letter of each word is given followed by a series of dashes that represent the missing letters.
 - Part 7 – Open cloze:** 1 or 2 short texts with 10 gaps testing structure and/or lexis.
 - Part 8 – Information transfer:** a 5-item fill-in exercise testing comprehension and accuracy. Candidates transfer information from 1 or 2 short input texts (e.g., an advert or letter) to an output text (e.g., a form or set of notes).
 - Part 9 – Continuous writing:** Candidates produce a short message, note or postcard (25–35 words) in response to a short input text asking for 3 discrete pieces of information.

All answers are written in pencil. Candidates indicate answers by shading lozenges (Parts 1–8) or writing answers (Part 9) on an answer sheet (see pages 146–147).

PAPER 2: LISTENING (approximately 30 minutes)

- **4 parts (25 items)**
 - Part 1 – Multiple-choice:** 5 three-picture items testing ability to identify key information in short monologues or dialogues. Candidates choose the picture that best answers the narrator's question.
 - Part 2 – Matching:** 5 items testing ability to identify key information in an extended informal dialogue. Candidates match the items to 8 options (e.g., people with places they want to visit).
 - Part 3 – Multiple-choice:** 5 3-option items testing ability to listen for key information in a neutral or informal dialogue.
 - Part 4 – Gap-fill:** 5 items testing ability to identify and interpret information in a neutral or informal dialogue. Candidates fill in one or more words or numbers on an order form or set of notes. Recognisable spelling is accepted, except for high-frequency words (e.g., *bus, red, days of the week*) or if spelling is dictated.
 - Part 5 – Gap-fill:** Same as part 4, except the listening text is a neutral or informal monologue.

Candidates hear each recording twice and write their answers in the test booklet. At the end of the test, they are given 8 minutes to transfer their answers (in pencil) onto the answer sheet (see p. 148).

PAPER 3: SPEAKING (8–12 minutes)

Students are usually interviewed in pairs. Two examiners are present: one (the "interlocutor") conducts the interview and assesses; the second (the "assessor") assesses, but does not take part in the conversation.

- **2 parts**
 - Part 1 – Short questions:** Candidates respond to factual, personal questions from the examiner.
 - Part 2 – Simulated situation:** Candidates ask and answer questions using prompt cards.

Marking system

The three papers are weighted as follows: Paper 1: Reading and Writing counts for 50% of the final mark; Paper 2: Listening and Paper 3: Speaking count for 25% each of the final mark.

There is no individual pass mark for each paper.

Passing grades are **Pass** (about 70%) and **Pass with merit** (about 85%). Failing grades are **Narrow fail** (within 5% of the pass mark) and **Fail**.

Each candidate receives a Statement of Results, which reports performance in each component as "Exceptional", "Good", "Borderline" or "Weak".

For detailed information on how the writing task (question 56) and Speaking paper are marked, see pages 6 and 7.

On the day of the KET examination

The KET exam is usually available on fixed dates in March, May, June, November and December. Consult your local Cambridge ESOL representative for precise details.

The written parts of the examination normally take place in the morning. The Speaking test is frequently administered in the afternoon on the same day.

There is a short break between Paper 1 and Paper 2. There is also a break between the Listening paper and the first scheduled Speaking test. Details of your Speaking test will be stated on the form you receive from your local test administration centre.

Candidates need to take the following items with them to the examination centre:

- Statement of Entry/Timetable
- legal identification, such as an ID card or current passport
- pencils
- a pencil sharpener
- an eraser

Writing and Speaking criteria

Assessment criteria for question 56 in Paper 1: Reading and Writing

Question 56 (short message)

This question is rated out of 5 marks. Answers are assessed according to the following mark scheme.

Marks	Criteria
5	All three parts of the message are clearly communicated. Only minor spelling errors or occasional grammatical errors are present.
4	All three parts of the message are communicated. Some errors in spelling, grammar and/or punctuation are present.
3	All three parts of the message are attempted. Expression may require interpretation by the reader. OR Two parts of the message are clearly communicated. Only minor spelling errors or occasional grammatical errors are present.
2	Only two parts of the message are communicated. Some errors in spelling and grammar are present. The errors in expression may require patience and interpretation by the reader.
1	Only one part of the message is communicated.
0	Question not attempted, or response is totally incomprehensible.

Assessment criteria for Paper 3: Speaking

General principles of assessment

- Candidates are assessed on their own individual performance and not in relation to each other.
- Candidates are assessed on their language skills, and not on their personality, intelligence or knowledge of the world.
- Candidates must be prepared to develop the conversation, where appropriate, and respond to set tasks.
- Candidates at KET level are not expected to produce completely accurate or fluent language, but they are expected to be able to interact appropriately and intelligibly with both the interlocutor and each other.
- Examiners expect the language resources and paraphrase strategies of most KET candidates to be limited but generally adequate to convey the intended meaning. Speech may sometimes be difficult to understand and there is hesitation, but generally appropriate interaction takes place.

Specific principles of assessment

- Paper 3 carries a total of 20 marks, which is scaled up to a mark out of 25. It represents 25% of the total score.
- Both examiners assess the candidates according to set criteria. The interlocutor (i.e., the examiner who conducts the interview) awards up to 5 marks for Global Achievement, while the second examiner (the assessor) awards up to 5 marks in each of the following areas: grammar and vocabulary; pronunciation; and interactive communication.

Here is a summary of what is assessed in each category:

AREA	WHAT IS ASSESSED
Global achievement (overall performance)	The candidate's overall effectiveness in dealing with both of the tasks (from the perspective of the interlocutor).
Grammar and vocabulary	<p>The candidate's ability to use vocabulary, structure and paraphrase strategies to convey meaning.</p> <p><i>Candidates at KET level are only expected to have limited linguistic resources. What is being assessed is the candidate's success in using these limited resources to communicate a message, rather than the range and accuracy of the candidate's grammar and vocabulary.</i></p>
Pronunciation	<p>The intelligibility of the candidate's speech.</p> <p><i>First-language interference is expected and is not penalised if it does not affect communication.</i></p>
Interactive communication	<p>The candidate's ability to take part in the interaction appropriately.</p> <p><i>Hesitation while the candidate searches for language is expected and is not penalised so long as it does not strain the patience of the listener. Candidates are given credit for being able to ask for repetition or clarification if necessary.</i></p>

An in-depth look

The paper has 9 parts.

PART 1 Questions 1 – 5 test your ability to understand short texts, such as signs and notices. It is a matching exercise consisting of 5 sentences and 8 signs/notices. You must match the signs/notices to the sentences that paraphrase them.

PART 2 Questions 6 – 10 test vocabulary. It is a multiple-choice exercise consisting of 5 items related to a theme or simple story line. Each gapped sentence is followed by 3 options (A, B and C). You must choose the option that completes the sentence.

PART 3 This part tests your ability to understand the language and logic of conversational exchanges. It is divided into 2 parts.

The first (questions 11 – 15) is a multiple-choice exercise with 5 short dialogues. Each dialogue contains a question or statement and 3 options (A, B and C). You must choose the option which best responds to the question or statement.

The second (questions 16 – 20) is a matching exercise in the form of an extended conversation between two friends. The second friend's responses are missing. You must complete the conversation by choosing responses from a list of 8 options (A – H).

PART 4 Questions 21 – 27 test your ability to understand a longer piece of writing. It is a multiple-choice exercise consisting of a passage (about 230 words) and five 3-option questions. There are two question types: choose the answer from 3 options (A, B and C), or decide whether each statement is Right (A), Wrong (B) or Doesn't Say (C), if the information is not in the passage.

PART 5 Questions 28 – 35 test your knowledge of grammar, structure and usage. It is a multiple-choice cloze passage with 8 gaps. You must fill in each gap by choosing the best word from 3 options (A, B and C).

PART 6 Questions 36 – 40 test vocabulary and spelling. It is a word-completion exercise. Each of the items is a dictionary-style definition related to a theme (e.g., jobs, food or leisure activities). You must write the word which is defined. The first letter is given, along with a set of dashes representing the remaining letters. A mark is awarded for each correctly spelt word.

PART 7 Questions 41 – 50 test structure and vocabulary. It is an open cloze exercise consisting of 1 or 2 short texts with 10 gaps (for example, e-mails or postcards). You must complete each gap with 1 word. To receive a mark, the word must be correctly spelt.

PART 8 Questions 51 – 55 test your ability to understand and extract factual information from 1 or 2 short texts (e.g., an advertisement, post-it note or letter). It is an information transfer exercise. You must use information in the texts to complete 5 gaps in an order form, notice or similar document. To do well, you must understand language associated with forms (e.g., *surname* and *date of birth*). To receive a mark, the answers must be correctly spelt and, where necessary, capitalised.

PART 9 Question 56 tests your ability to write a short message (25 – 35 words) in response to a short written text (e.g., an e-mail, message or letter). The text you reply to contains 3 questions, which you must answer in your response. Spelling and grammar are important in this part.

Marking and answer sheet

Paper 1 is worth 60 marks. Questions 1 – 55 are worth 1 mark, and question 56 is marked out of 5. (For information on the criteria for marking question 56, see page 6.)

Paper 1 counts for 50% of your final mark.

You must write your answers in pencil on the answer sheet (see pages 146 – 147). You will not be given extra time to transfer your answers onto the answer sheet.

Exam technique

Manage your time carefully.

You have 1 hour and 10 minutes for the Reading and Writing Paper. This means that it's important to manage your time carefully. If you don't, you won't have enough time to answer all the questions.

Here is a suggested plan:

PART	ITEMS/TASK TYPE	SUGGESTED
1	5 items: matching text+ signs	3 minutes
2	5 items: multiple-choice vocabulary	3 minutes
3	10 items: dialogues (short and extended)	10 minutes
4	7 items: multiple-choice reading task	10 minutes
5	8 items: multiple-choice cloze passage	10 minutes
6	5 items: word completion	3 minutes
7	10 items: open cloze passage	6 minutes
8	5 items: information transfer.	10 minutes
9	Writing task - question 56 (5 marks)	15 minutes

Think about it: 3 minutes to do 5 items in Parts 1, 2, and 6 sounds like a short time, but it actually gives you 40 seconds per item, which is more than enough time to answer a one-sentence question. Try this item from a typical Part 2 and see for yourself. Ask your teacher to time you, and see how long it takes. Record your time on the line at the right.

Rita was.....a lovely new skirt yesterday.

A putting B wearing C dressing _____ seconds

Don't spend too much time on any one question.

This is the key to careful time management. If you're not sure of an answer, admit you're not sure, guess... and then move on! You don't lose marks for wrong answers, so you have nothing to lose (and everything to gain) by guessing.

Your goal should be to get through every question...and then when you finish, you can go back and spend time checking your work and thinking about questions you weren't sure of.

TIP: Try putting a light pencil mark in the exam booklet next to questions that you're unsure of. If you get through all the questions before time is up, look back through the exam paper and spend more time on the questions you've marked.

Leave plenty of time to plan, write and check the writing task in Part 9 (question 56).

Question 56 is a writing task worth 5 marks, so it's important that you spend more time on it.

Remember that accurate spelling and grammar are important in this task, so make sure that you leave yourself time to read over your work.

Keep track of your test times, and find your own rhythm.

The timings suggested in the table above are only a rough guide. As you do each Paper 1 in this book, keep a record of your time for each section, and find a formula that works for you.

Remember: The important thing is to have a plan when you go into the exam ... and then stick to it when the clock begins to tick!

Part 1

Questions 1–5

Which notice (A–H) says this (1–5)?

For questions 1–5, mark the correct letter A–H on your answer sheet.

Example:

0F..... It is unsafe to walk here.

Answer:

0	A	B	C	D	E	F	G	H
								

1D..... You must not park your car here.

2C..... Students can buy things for less money.

3E..... Only people who work here can park in this area.

4A..... Anyone who spends more than £50 could win a prize.

5G..... You cannot enter the building through this door.

A Spend over £50 and enter prize draw.

B CHILDREN'S CLOTHING
First Floor

C 20% discount for students

D NO PARKING

E EMPLOYEES' CAR PARK

F DANGER!
WET FLOOR

G EXIT ONLY

H STUDENT LOAN OFFICE

Tip

Always underline key words in sentences 1–5. Then find words and phrases in the signs that are similar in meaning.

TRY IT! -Write the words or phrases from signs A–H that mean the same as these words from sentences 1–5.

The first is done as an example.

- | | | |
|---|---------------------------------|-------------|
| 0 | It is unsafe-..... | danger |
| 1 | must not park-..... | no parking |
| 2 | buy things for less money-..... | discount |
| 3 | people who work here-..... | employees |
| 4 | more than-..... | over |
| 5 | cannot enter-..... | exit (only) |

THINK ABOUT IT! - Sometimes a sentence contains "not" + the opposite of a word or phrase in the sign. Which item in this exercise does this?.....5.....

Part 2

Questions 6–10

Read the sentences about families.

Choose the best word (A, B or C) for each space.

For questions 6–10, mark A, B or C on your answer sheet.

Example:

0 John's brother 12 years old.

☒ A is B has C are

Answer: 0 ☒ A ☐ B ☐ C



6 My cousin Mary is married a man called Simon.

☒ A to B with C from

7 Everyone says that I look my father.

A same B as ☒ C like

8 We my grandparents last weekend.

A went ☒ B visited C travelled

9 I hate it when my sister my clothes.

A lends ☒ B borrows C puts

10 My mother gets upset when I a mess in my room.

☒ A make B do C be

Tip

Part 2 tests vocabulary, structure and meaning. Make sure that the word you choose fits with the words before and after the gap.

TRY IT! -Look at the example in Part 2 again. Answer the questions.

- Which 2 choices could come after the phrase "John's brother..."? A, B
- Now look at the whole sentence. Which choice no longer fits? B
- Why? In English, we express age with the verb "be", not with "have".

Part 3

Questions 11–15

Complete the five conversations.

For questions 11–15, mark **A**, **B** or **C** on your answer sheet.

Example:

0

What do you do in your free time?

A I Listen to music.
B The cinema.
C At weekends.

Answer: 0 ☒ A ☐ B ☐ C

- | | |
|---|---|
| 11 Shall we go to the disco tomorrow night? | A Not very often
B Great idea!
C Every Saturday. |
| 12 Do you like Italian food? | A Yes, it's my favourite.
B I do, too.
C Yes, I'd like to try it. |
| 13 What's your favourite colour? | A I haven't got anyone.
B It's red.
C I don't like one. |
| 14 Why are you late? | A I missed the bus.
B An hour ago.
C I'll come later. |
| 15 When's Mary's birthday? | A Two weeks ago.
B It's last week.
C It's next week. |

Tip

How to approach questions 11–15

Always focus carefully on what the first speaker says, and think about the following:

- Is it a **yes/no question** beginning with an auxiliary verb like *do*, *did*, *have*, *can*, etc.?
If so, the answer will probably begin with *Yes* or *No* or be a sentence where *yes* or *no* is understood.
- Is it an **information question**?
If so, underline the *wh*-word and think carefully about what information the first speaker is asking for. For example, *when* requires an answer with a time expression, *where* requires a place, *why* requires a reason or explanation.
- Is it an **invitation** ("Shall we go to the cinema tonight?")? A **suggestion** ("Let's call Mike.")? An **offer** ("Would you like a cup of coffee?")? A **request** ("Could you lend me the car tonight?")?
If so, look for an option that expresses acceptance or rejection of the idea: for example, "Good idea!"
- "Sorry, I'm too tired." - "I'd love one." - "Sorry, I need it."

Questions 16–20

Complete the conversation.
What does Lenny say to Amy?

For questions 16–20, mark the correct letter A–H on your answer sheet.

Example:

Amy: How do you like your new language school?

Lenny: 0 **B**

Answer: 0 ☐ A ☒ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H

Amy: Have you made any friends there yet?

Lenny: 16 **D**

Amy: Where's he from?

Lenny: 17 **F**

Amy: I'd like to meet him. I know! Why don't we all go for a coffee this afternoon?

Lenny: 18 **C**

Amy: Let's go to Café Espresso on Bridge Street.

Lenny: 19 **A**

Amy: How about after your lesson at 4 o'clock?

Lenny: 20 **H**

Amy: Great! I'm looking forward to it.

- A Yes, I'm sure he'll like it there. What time shall we meet?
- B It's great, and the teachers are really friendly.
- C I'd like that. Where shall we go?
- D Yes, a lot, but my best friend is Heinrich.
- E It's a bit too late.
- F He's from Germany.
- G It's a big building with a park.
- H Good idea! See you later.

Tip

How to approach the extended dialogue

- First, read the dialogue without worrying about the gaps. Then read the options. This will give you an idea of the overall meaning and the kind of information that is missing in each gap.
- Remember to cross out the option that fits in "0" so you don't re-use it!
- Next, work through the dialogue slowly. Underline key words, then go through the options one by one to find a suitable response.
- Make sure the option you choose fits with what goes after it, as well as what goes before it.
- When you finish, read through the completed dialogue to see if it makes sense.

Part 4

Questions 21–27

Read the article about a hen called Daisy.

Are sentences **21–27** “Right” (A) or “Wrong” (B)?

If there is not enough information to answer “Right” (A) or “Wrong” (B), choose “Doesn’t say” (C).

For questions **21–27**, mark **A, B** or **C** on your answer sheet.

Hen Friend



When Julie Carver was six years old, she lived on a farm. It was her job to feed the hens every morning before breakfast. There were three hens: Daisy, Maisie and Lazy. Daisy was Julie’s favourite. Every day when Julie came home from school, Daisy ran to the gate, flapping her wings and squawking loudly.

One day Julie was feeling ill and couldn’t go to school. Daisy sat outside the house all day making the “koo, koo” sound that hens make when their chicks are young.

When Julie was nine, her father got a new job. The family left the farm and went to live in a flat in town. They couldn’t take the hens with them. Julie was sad. The people who bought their farm promised to take good care of the hens, but Julie knew she was going to miss Daisy.

One day Julie’s teacher decided to take the class on a picnic. The picnic was in a park near Julie’s old home. Julie was sitting with her friends, enjoying herself. Suddenly, they heard a loud squawking noise. They looked up and saw a hen running towards them, flapping its wings. It was Daisy!

When the picnic ended, Julie took Daisy back to the farm. The new owners invited her to visit Daisy at weekends and during the school holidays. Daisy and Julie were very happy.

Example:

0 Julie woke up at 6 o'clock every morning.

A Right

B Wrong

C Doesn't say

Answer:

0

A

B

C

21 There were three hens on the farm where Julie lived.

A Right

B Wrong

C Doesn't say

22 There were many other animals on Julie's farm.

A Right

B Wrong

C Doesn't say

23 Daisy met Julie outside school every day.

A Right

B Wrong

C Doesn't say

24 Julie went on a picnic with her family.

A Right

B Wrong

C Doesn't say

25 The park was near the farm where Julie lived when she was younger.

A Right

B Wrong

C Doesn't say

26 Julie's friends liked Daisy.

A Right

B Wrong

C Doesn't say

27 Julie is going to spend some of her free time with Daisy.

A Right

B Wrong

C Doesn't say

Tip

Right, Wrong or Doesn't Say

In this task type you must decide whether an answer is "right", "wrong" or "doesn't say". Sometimes KET candidates get confused between "wrong" and "doesn't say". Let's look at question 22 to show you the difference.

You know from answering question 21 that paragraph 1 talks about the hens on Julie's farm. To decide whether the statement in question 22 is "right", "wrong" or "doesn't say", read through the next few lines and ask yourself: "Does the writer mention any other animals"? (Remember that the questions follow the order of the text, so the information should come early in the passage.) If no other animals are mentioned, then the answer is "doesn't say". If the answer is "wrong", then you would expect to find a sentence like "There were only a few other animals on the farm" or "There was also a pig on the farm".