

Young Learners English

# Flyers

Practice  
Tests

Plus *Teacher's Guide*

Kathryn Alevizos



Teaching not just testing

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# Introduction

The *Young Learners English Practice Tests Plus* series is aimed at students aged 7–12 years who are preparing for the Cambridge Young Learners English Tests. It consists of three levels: *Starters*, *Movers* and *Flyers*.

The CYLE Tests are suitable for learners of all nationalities whose first language is not English, whatever their cultural background. They cover all four language skills – reading, writing, listening and speaking and include a range of tasks which assess candidates' ability to use and communicate effectively in English. All candidates who complete their test receive an Award, which focuses not on what they *can't* do, but on what they *can* do. The award certificate has a shield score boundary which outlines individual attainment. The Cambridge Young Learners Tests are aligned with the Common European Framework of References for Language, at levels A1 and A2. They also provide an appropriate first step towards the main Cambridge ESOL exams (KET and PET).

## ■ Components

The components of *Young Learners English Practice Tests Plus* are:

- The **Student's Book** which contains five practice tests. Each test is divided into three sections: Listening, Reading & Writing and Speaking. Teachers may wish to use some of the tests as classroom practise activities before doing the others under exam conditions.
- The **Teacher's Book** which contains an overview and teaching tips for each part of the test; reduced pages of the Student's Book with embedded answers in place; Teaching guidelines for each test; a Speaking frame for each test giving procedures and language to use in each speaking test; 14 photocopyable worksheets with Teacher's Notes; CYLE grammar, structures and vocabulary lists. Test 1 of each level has suggested warm-up activities and worksheets. Teachers can choose when to use these: with Test 1 only or throughout all five tests.
- The **Multi-ROM** which includes the audio for the Listening tests, the audioscripts, a video of Speaking test 1 and video transcripts. The video of the Speaking test on the multi-ROM, together with the Speaking frame in the Teacher's Book, is designed to give teachers a detailed example of how to go about providing students with realistic practice for the Speaking test.

## ■ Flyers Listening Test

### Overview

Parts (25 minutes)	What is the skills focus?	What does the child do?
1 (5 questions)	Listening for names and descriptions	Draws lines between names and people in a picture
2 (5 questions)	Listening for spellings, names and other information	Writes numbers or words in gaps
3 (5 questions)	Listening for detailed information	Matches pictures with illustrated items by writing a letter in a box
4 (5 questions)	Listening for specific information	Chooses between three options by putting a tick under the correct box
5 (5 questions)	Listening for specific information such as colours and words	Follows instructions to colour items in a picture, draw and write

### Guidance

#### Part 1

- Students need to know the names they are likely to encounter in the test. These include the names new to Flyers (see pages 157–160) but also names from *Starters* and *Movers*.
- Encourage students to spend time looking at the picture before they listen to the dialogue. In particular, encourage them to identify differences between people who look similar or who are doing similar things.
- Make sure students have read the names around the picture before they listen to the dialogue so they know what names to expect. Remind them there is one name they do not need.
- Remind students of the importance of drawing clear lines between the names and the people in the picture.

**Part 2**

- Encourage students to predict what kind of information is missing before they listen to the dialogue. For example, whether it is a day of the week or a time that they need to listen out for.
- Make sure students are aware of the fact that there is likely to be a name spelt out in this part and sometimes also a telephone number. As a result, students need to be confident in recognising digits and letters of the alphabet. Some misspellings will be allowed for words that are not spelt out on the recording.

**Part 3**

- Remind students that there are eight pictures and so there are two that are not needed.
- Encourage students to look at the pictures before listening to the dialogue and think about how the pictures would be described in English so they can anticipate which words they are likely to hear.

**Part 4**

- Encourage students to spend time looking at the three pictures for each question before they listen to the dialogues. In particular, get students to think about the differences between the pictures.
- Make sure students listen to the whole of each dialogue before choosing A, B or C. The answer may come at any point in each of the dialogues and students should be reminded not to simply tick the first option they hear.
- Remind students to make their ticks very clear.
- Remind students to use the second time they hear the recording to check their answers.

**Part 5**

- Encourage students to spend time looking at the picture before they listen to the dialogue. In particular, encourage them to identify people or objects that are similar as these may be targeted. For example, if there are two boys in the picture, what makes them different from each other? Does one wear glasses or is one boy taller than the other? By doing this, students can predict what they may hear in the recording.
- Reassure students that they will only have to draw a very simple object and that their ability to draw well is not being tested. Quite often they will be asked to draw an object that is already in the picture and so they can copy.
- Remind students of the importance of writing clearly.

**Teaching Tips**

- Make sure students know what's expected of them in each part. Read the instructions and listen to the example. Pause the audio to check students understand.
- Always play the recording twice. If necessary with the first two or three tests, play the recording a third time.
- When checking answers, make use of the audioscript. Give students a copy of it and then play the recording again. Students listen and read to check their answers.

**■ Flyers Reading & Writing Test****Overview**

<b>Parts (40 minutes)</b>	<b>What is the skills focus?</b>	<b>What does the child do?</b>
1 (10 questions)	Reading and understanding definitions and copying words	Matches words to the correct definitions
2 (7 questions)	Reading and understanding sentences about a picture and writing one word answers	Writes <i>yes / no</i> after each sentence
3 (5 questions)	Reading and understanding a short dialogue and writing letters	Chooses the correct answer for each gap and writes the appropriate letter A-G
4 (6 questions)	Reading for detail and gist and copying words	Chooses the correct word for each gap in the text and selects the best title for the story
5 (7 questions)	Reading and understanding a story and completing sentences about it	Completes sentences about the story using 1, 2, 3 or 4 words

## Introduction

6 (10 questions)	Reading and understanding a factual text and copying words to fill the gaps	Selects the correct word for each gap in the text
7 (5 questions)	Reading and understanding a short text such as a postcard or an extract from a diary	Provides an appropriate word for each gap in the text

### Guidance

#### Part 1

- Encourage students to read all the definitions before choosing the answers. Remind them that there are five words they won't need.
- Remind students that they will lose marks if they do not copy the words correctly. For example, if they spell the word incorrectly, leave out articles, or add unnecessary articles.

#### Part 2

- Encourage students to read the sentence carefully before answering the question. The whole sentence needs to be a correct description of the picture for the answer to be 'yes'.

#### Part 3

- Encourage students to read all the possible responses before making their choice. At first it may appear that more than one response fits a gap in the dialogue and so students need to read the different options carefully.
- Remind students that there is one response they do not need.
- Encourage students to check their answers by reading the whole dialogue to see if it makes sense.

#### Part 4

- Encourage students to read the whole text before choosing the answers so that they get a general idea of what the story is about.
- Remind students to look at the words that come before **and** after the gap to help them decide which word is correct.

- Encourage students to think about what part of speech the missing word is, i.e. a noun, a verb, an adverb or an adjective.

#### Part 5

- Remind students to copy words from the text correctly.
- Encourage students to underline the parts of the text that relate to the sentence they need to complete.

#### Part 6

- Encourage students to read through the text first.
- Encourage students to think about what kind of word is missing and to look at the words before and after the gap to get clues as to which word fits. The focus of this task is grammatical.

#### Part 7

- Encourage students to think about what kind of word is missing and to look at the text before and after the gap. The focus of the task is lexical and grammatical.
- Remind students to also think about the tense if the missing word is a verb.

### Teaching Tips

- Make sure students know what's expected of them in each part. Read the instructions and the example and check students understand.
- Marks are often lost because letters and / or words are not written clearly. Students should check that their handwriting is clear and they should be given plenty of handwriting practice.
- Tell students to write only as much as is needed in each gap. Marks can be lost when students attempt to write more than is necessary, as it often leads to more mistakes being made.
- Teach your young students to manage their time well. Set time limits in class so that they can experience the limited time of the exam. This will help students concentrate and be less distracted by other things.
- Make sure students are familiar with the structures and vocabulary in the *Starters, Movers* and *Flyers* syllabus (see pages 156–160).

## ■ Flyers Speaking Test

### Overview

Parts (7-9 minutes)	What is the skills focus?	What does the child do?
1	Understanding sentences about pictures and making statements describing the differences between pictures	Identifies the six differences between his / her picture and the examiner's picture
2	Understanding and responding to questions and asking questions to gain information	Asks and answers questions about two people, situations or objects
3	Understanding the introduction of a story and then telling the rest of the story	Describes pictures in order to tell a story
4	Understanding and answering personal questions	Answers personal questions

### Guidance

#### Part 1

- Remind students to listen carefully to what the examiner says and to try and use the same language in giving their response. For example:  
Examiner – *In my picture, there is a red book under the table.*  
Candidate – *In my picture, there is a blue book under the table.*
- Encourage students to respond in complete sentences.

#### Part 2

- Remind students that the examiner will ask the questions first and to listen to these carefully as they will need to ask the examiner the same questions. Also give them plenty practice in forming questions from prompts.
- Students need only give short answers.

#### Part 3

- Remind students that the examiner will ask them to look at all five pictures before they start the task and that it's a good idea for students to try and get a general idea of the story before they start. However it is also worth reassuring students that if they cannot see how the pictures link together, they can simply describe what they can see in each picture.
- Encourage students to think about the grammar they will need to use to tell the story. For example, to use present perfect for things that have already happened in the story (*they have forgotten their camera*) or present continuous for things that are happening in the picture (*they are having a picnic*).

#### Part 4

- Encourage students to listen carefully to the examiner's questions, but remind them that they can ask the examiner if they don't understand.
- Give students practice answering questions about themselves, their families and friends, their homes, their school, their free-time activities and their likes and dislikes.
- Only simple answers of between one to four words are expected, though encourage them to use full sentences if they can.
- Questions will normally be in the present tense but candidate should be prepared to talk about what they did in the recent past (e.g. last weekend).

### Teaching Tips

- Make sure students know what's expected of them in each part. They should know that they are required to follow instructions and to talk in a very simple way about different pictures and to answer simple questions about themselves.
- Use English in class as much as possible. Students should be familiar with everyday classroom instructions. Teach them how to say *Sorry* or *I don't understand* when appropriate.
- Get students to do each speaking task in pairs before asking them to do it in front of the class.
- Give students plenty of practice doing each type of task.
- Make sure students are familiar with the structures and vocabulary in the *Starters, Movers* and *Flyers* syllabus (see pages 156–160).

# Test 1

## Listening Part 1

In this part, students listen and draw lines to match names to people in a picture.

### Warm-up

#### Activity 1

**Aim:** To practise the names that appear in the Flyers test.

**Materials:** Sheets of paper or notebooks

#### Procedure

- 1 Write the names that may appear in the Flyers test on the board (see vocabulary list, TB page 157–160).
- 2 Drill the names and ask students to repeat.
- 3 Read out eight of the names in a random order and ask students to write them down. Check answers by getting individual students to say a name each in order.
- 4 Put the students in pairs. They take turns choosing four names and spelling these to their partner.
- 5 Remember to also revise the names from Starters and Movers.

#### Activity 2

**Aim:** To practise vocabulary for descriptions.

**Materials:** TB p142 Worksheet 1

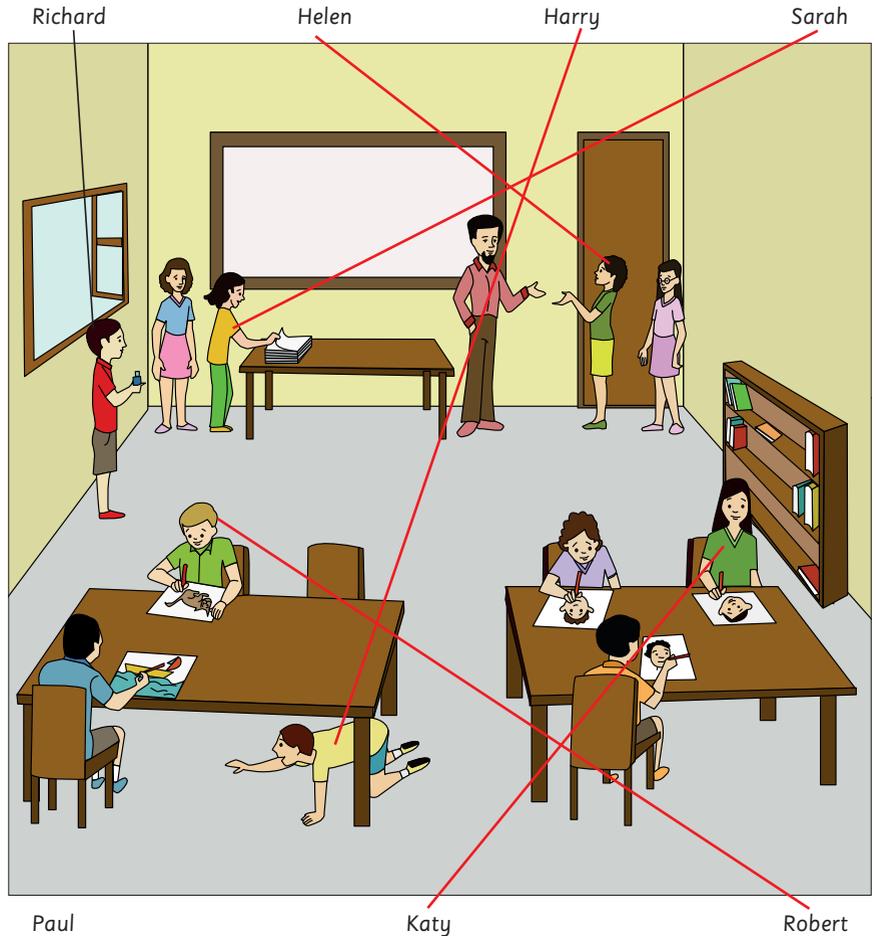
#### Procedure

- 1 Put the students into pairs.
- 2 Give each pair the word cards from the worksheet.
- 3 Write the following headings on the board: 1 clothes, 2 physical appearance, 3 actions. The students group the cards into the categories, e.g. *hat* and *glasses* will go into group one, *curly* and *short* into group two, and *smiling* and *running* into group three.

## Part 1

– 5 questions –

Listen and draw lines. There is one example.



4 Test 1, Listening Part 1

- 4 Check the answers.
- 5 Ask students to draw pictures of two different people and write sentences about them using the vocabulary from the word cards.

#### Answer Key

Clothes: belt, shorts, striped, pocket, scarf, sweater, coat, glasses  
 Physical appearance: hair, blonde, beard, curly, moustache, straight, thin, fat  
 Actions: sitting, lying, smiling, laughing, standing, playing, running, throwing

#### Extension

Get students to bring in magazine pictures of people doing different things. In a small group, you could stick the pictures up around the classroom and get students to go and stand next to the person you describe. Students could then take it in turns to describe a picture to other students. In a larger group, where this may not be practical, students could work in pairs with a selection of pictures on their desk. Each student describes a person for their partner to pick out from the selection of pictures.

## ■ Do the test

**Materials:** SB page 4, Audio T1P1

- 1 Ask students to turn to SB page 4. Look at the picture together and get students to read the names written at the top and bottom of the picture.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- 3 Play the rest of the recording. The students draw a line from the names to the appropriate people in the picture.
- 4 Let the students listen to the audio again. Check answers.

### Audioscript

- R** = Rubric  
**Fch** = Female child  
**F** = Female adult  
**Mch** = Male child  
**M** = Male adult
- R** **Listen and look. There is one example.**
- Fch** Dad! Come and look at my photos.
- M** OK. Oh, is this a photo of your new Art club?
- Fch** Yes, look – there's Richard!
- M** Where?
- Fch** There! He's standing next to the window – he's the boy with the red t-shirt.
- M** Oh, yes. He's holding a bottle of blue paint.
- R** **Can you see the line? This is an example.**  
**Now you listen and draw lines.**
- M** Who's the boy who's sitting at the table next to Richard?
- Fch** There are two boys who're sitting at that table. Which one do you mean?

- M** The one with blonde hair. He's drawing a cat, I think.
- Fch** Oh, that's Robert. He's very good at drawing animals.
- M** Look at the other table. They're painting pictures of faces.
- Fch** Yes, they're painting people in the class.
- M** Who's the girl with long dark hair? Look, she's sitting next to the bookcase.
- Fch** That's Katy. She won the school art competition last year – she loves art.  
 Can you see my friend Helen? She's talking to my teacher.
- M** No. Where is she?
- Fch** She's there, near the door.
- M** Oh. Is she wearing glasses?
- Fch** No, she's the one with curly hair.
- M** Where's your friend, Sarah, then?
- Fch** Oh, she's getting some more paper from the teacher's desk.
- M** Is that her with the pink skirt?
- Fch** No, she's standing next to that girl. She's wearing green trousers. They're going to do some drawing, I think.
- M** Who's the boy over there? Look, he's looking for something under the table.
- Fch** Oh, that's Harry.
- M** What's he looking for?
- Fch** I think he dropped his pencil.
- R** **Now listen to Part One again.**

**Answer Key** ► SB page 4

# Test 1

## Listening Part 2

In this part, students listen and write words or numbers in gaps.

### ■ Warm-up

#### Activity 1

**Aim:** To practise the alphabet and spelling.

**Materials:** TB p142 Worksheet 1

#### Procedure

- 1 For this part of the Listening Test, students need to be confident about the names of the letters of the alphabet. Choose words from one of the Flyers topic sets. Play hangman with one of the words, with different students guessing letters. Then get confident students to come to the front and choose the word.
- 2 Give out a copy of the worksheet to each pair of pupils.
- 3 The students each choose five words from the word cards and take turns spelling these to their partner. They then compare and check their spellings.

#### Activity 2

**Aim:** To practise listening for and writing information (i.e. names and numbers).

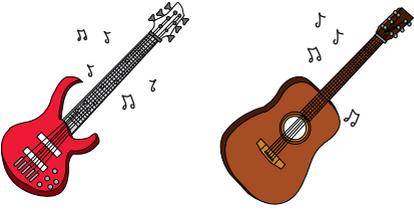
**Materials:** TB p143 Worksheet 2

#### Procedure

- 1 Put the students into pairs.
- 2 Give student A a copy of Card A from the worksheet, and student B a copy of Card B.
- 3 They take it in turns to ask each other questions so they can fill in their form, e.g. *What time is the tennis lesson?* Go round helping where necessary.
- 4 They then compare the completed information exchange forms to check their answers.

## Part 2 – 5 questions –

Listen and write. There is one example.



### GUITAR LESSONS

<b>Name of music school:</b>	The _____ <u>Stage</u> _____ Music School
1 <b>Where:</b>	next to _____ <u>library</u> _____
2 <b>Address:</b>	_____ <u>102</u> _____ London Street
3 <b>Day of lesson:</b>	_____ <u>Saturday</u> _____
4 <b>Name of teacher:</b>	Mr _____ <u>Bagley</u> _____
5 <b>Teacher's telephone number:</b>	_____ <u>314479</u> _____

Test 1, Listening Part 2 5

### ■ Do the test

**Materials:** SB page 5, Audio T1P2

- 1 Ask students to turn to SB page 5. Look at the form together and get students to think about what kind of information is missing.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- 3 Play the rest of the recording. The students listen and fill in the missing words on the form.
- 4 Let the students listen to the audio again. Check answers.

### Audioscript

- R Listen and look. There is one example.**
- F** Oh hello, George. Can I ask you some questions?
- M** Yes, of course, Holly. What about?
- F** The guitar lessons which your son has. My daughter would like to learn the guitar.
- M** Really? Oh, my son really enjoys his guitar lessons. What do you want to know?
- F** Which music school does he go to?

**M** It's called The Stage Music School.

**F** Right. I think I've heard of that. Let me write it down.

**M** OK.

**R** **Can you see the answer? Now you listen and write.**

**F** Right. And where is it? Is it far from here?

**M** No, not really. It's next to the library in the town centre.

**F** Oh. OK.

I'm not sure where that is. What's the address again?

**M** It's 102 London Street.

**F** Right. Is that opposite the bank?

**M** No, that's number 101.

**F** What day are the guitar lessons?

**M** Well, the guitar teacher only works on Saturdays, but the music school is open from Tuesday to Sunday.

**F** Oh. That's OK. I think the weekend is better than in the week after school.

**M** Yes, I agree. The children aren't as tired at the weekend.

**F** And now what's the name of the guitar teacher?

**M** He's called Mr Bagley. That's spelt B-A-G-L-E-Y. He's a very nice man.

**F** Excellent! I'll phone the school this evening.

**M** Oh, you have to phone the guitar teacher, not the music school.

**F** Right. Do you have the teacher's phone number?

**M** Yes, I think so. Let me see. Oh yes. Here it is. It's three one double four seven nine.

**F** Thank you very much.

**M** That's OK. I hope your daughter enjoys her guitar lessons!

**R** **Now listen to Part Two again.**

**Answer Key** ► SB page 5

# Test 1

## Listening Part 3

In this part, students listen and match pictures to words or names by writing a letter in the box.

### ■ Warm-up

#### Activity 1

**Aim:** To practise identifying vocabulary from pictures.

**Materials:** TB p144 Worksheet 3

#### Procedure

- 1 Put the students into pairs.
- 2 Give each pair a copy of the worksheet. Get students to take turns naming each of the items.
- 3 Ask them to cut out the cards. Read out a list of the items in a random order and the students put the pictures in the order they hear them. Check answers by asking students to say the words in turn.
- 4 With the same set of pictures, get students to turn the pictures face down on their desk. In pairs, each student picks up a picture, and without showing their partner, describes the picture for their partner to guess the word, e.g. *You can take it on holiday. It's often silver or black. (a camera).*

#### Activity 2

**Aim:** To practise matching pictures to names.

**Materials:** TB p144 Worksheet 3

#### Procedure

- 1 Write the following names on the board: *Betty, David, Emma, Robert, Sarah, Michael.*
- 2 Place a set of the picture cards from Worksheet 3 on a table at the front of the class.
- 3 Say *Robert likes playing football. He practises every day. He always takes his sports bag with him when he goes.* Ask a student to

## Test 1

### Part 3 – 5 questions –

**What birthday present did Sarah get from each person?**

**Listen and write a letter in each box. There is one example.**



David

C



Michael

G



Uncle John

E



Aunt Sue

A



Jane

H



Anna

D

6 Test 1, Listening Part 3

come to the front and pick up the relevant picture card and place it next to the correct name, e.g. *sports bag* next to *Robert*. Ask the rest of the class if they agree.

- 4 Repeat with the following sentences and different students.

*Sarah likes sweets but she doesn't eat them every day. Her favourite kind of sweets is chocolate.*

*Betty has got a new pair of socks. They are pink and blue with monkeys on them.*

*Michael goes to music lessons on Saturday. He's learning to play*

*the guitar but not the piano.*

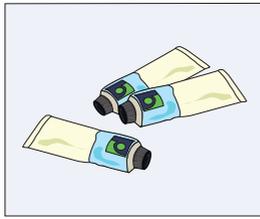
*It was Emma's birthday last week. I gave her a new T-shirt. It's got spots on it.*

*My friend David can't find his pencil case. He thinks that he lost it at school.*

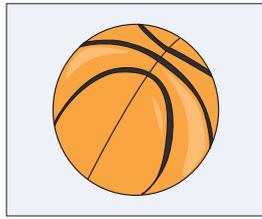
### ■ Do the test

**Materials:** SB pages 6 & 7, Audio T1P3

- 1 Ask students to turn to SB pages 6 & 7. Look at the list of words or names and the set of pictures with the class.
- 2 Play the recording and pause it after the example. Go through



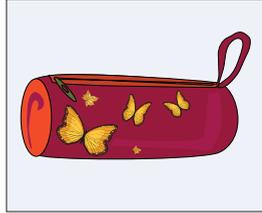
A



B



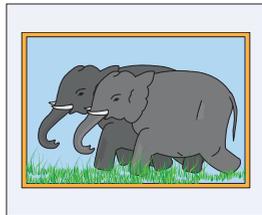
C



D



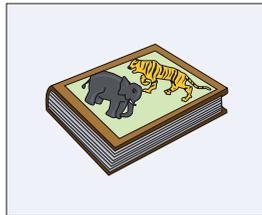
E



F



G



H

Test 1, Listening Part 3 7

the example with the class, making sure they understand what they need to do.

- 3 Play the rest of the recording. The students listen and match the illustrated names with the pictures, A to H.
- 4 Let the students listen to the audio again. Check answers.

### Audioscript

- R Listen and look. There is one example.**  
**What birthday present did Sarah get from each person?**

- F** Did you enjoy your birthday, Sarah?
- Fch** Yes mum, it was great. I loved my party – I think everyone had a good time. I got some lovely presents this year. Look, do you like this? Cousin David bought it for me. It's a lovely t-shirt. It will look good with my white jeans. I think I'll wear it to my friend's party next week.
- R Can you see the letter 'C'? Now you listen and write a letter in each box.**
- F** What else did you get?

## Listening

- Fch** Well. Aunt Sue got me some nice paints from that new supermarket in town. I could do a picture for her ... perhaps one of a rainbow. You know she loves my pictures. I'll do one tomorrow.
- F** Did someone give you a DVD as well?
- Fch** No, but I got a book from my friend Jane. It's got some great photos of elephants in it. I'm going to use it for my school project on wild animals. It'll be very useful.
- F** Great! ... I like this present.
- Fch** Yes, it was from Uncle John. They're funny socks – with monkeys on them! I don't know where he buys his presents - they're always very different! I think I'm going to wear them to school tomorrow. They will make everyone laugh!
- F** Yes! This present is very nice, too.
- Fch** Yes, I love the pencil case. Anna gave it to me. It's the same colour as my backpack. Look, I've already put all my pens and pencils in it.
- F** Oh, yes. And what did you get from your other cousins?
- Fch** Michael gave me this lovely big sports bag. It's big enough to put my basketball in. I can put my horrible old bag in the bin! I'll take it to basketball today. I love all my presents – I've had a great birthday mum!
- R Now listen to Part Three again.**

**Answer Key** ► SB page 6

# Test 1

## Listening Part 4

In this part, students listen and tick the correct picture.

### Warm-up

#### Activity 1

**Aim:** To raise awareness of the use of distracters (wrong answers) in listening texts.

**Materials:** TB p145 Worksheet 4

#### Procedure

- 1 Give out copies of the worksheet without cutting out the pictures. Ask students to look at the pictures in row 1.
- 2 Read out the first part of the mini-dialogue and get students to choose the correct option (*orange juice*). Elicit from students why the other two options were wrong (*Harry doesn't like milk and Mrs Brown doesn't have any lemonade*). Reread the mini-dialogue if necessary.
- 3 Read the other mini-dialogues. Students work together to choose the correct option and explain why the other two aren't correct. Check answers.

### Mini-dialogue scripts

#### 1 What does Harry drink?

Would you like some milk Harry?  
I don't like milk Mrs Brown. Could I have some lemonade please?  
I'm sorry, we haven't got any.  
Shall I get you some orange juice?  
OK, thanks.

#### 2 When do they need to leave?

It's 9:45 Anna, we're going to be late for your tennis lesson!  
It's OK dad, it begins at quarter past ten today.  
Oh, all right, but we still need to leave at ten o'clock so go and get ready.  
OK, dad.

#### 3 Where is the bag?

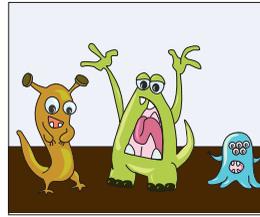
Did I leave my bag on the kitchen table mum?  
It's not there now. Is it on the sofa?  
I've looked there. Oh there it is, on the stairs. I've got it mum!  
OK, Ben.

## Test 1

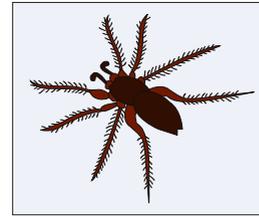
### Part 4 – 5 questions –

Listen and tick (✓) the box. There is one example.

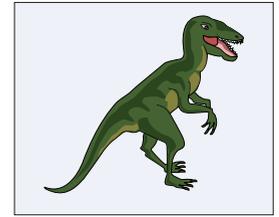
What is William reading about?



A

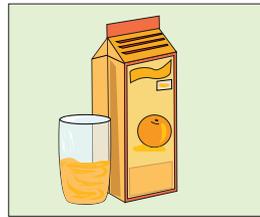


B



C

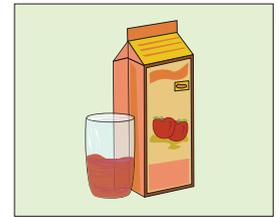
1 What will William drink with his breakfast?



A

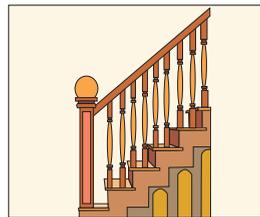


B



C

2 Where is William's History book?



A



B



C

8 Test 1, Listening Part 4

#### 4 Who is Tom's teacher?

Is that woman with dark hair your Maths teacher, Tom?  
That's my geography teacher. My maths teacher has got long blonde hair.  
Oh, yes I can see her. She's wearing glasses, too.  
That's right.

#### 5 What is Jane going to wear?

Are you going to wear your red and purple dress to the party, Jane?  
That's too small for me now.  
Is it?  
Yes, I've got a new green spotted one and mum's going to wear her new striped one.

### Answer Key

- 1 orange juice    2 10:00  
3 on the stairs    4 long hair / glasses  
5 spotted dress

### Activity 2

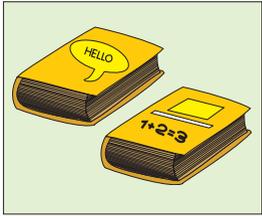
**Aim:** To practise grouping sets of vocabulary.

**Materials:** TB p145 Worksheet 4

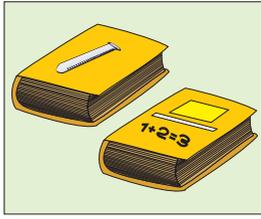
#### Procedure

- 1 Put the students into pairs.
- 2 Give each pair a set of cut-up picture cards from the worksheet.
- 3 The students work together to sort the picture cards into lexical sets of three. Check the answers. In their pairs they take turns naming the objects or actions depicted in each card.

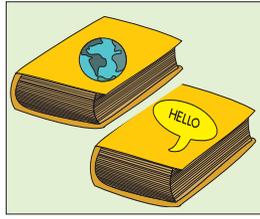
3 What homework did William have?



A

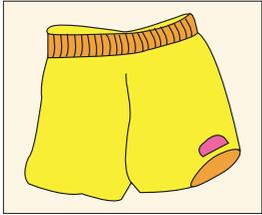


B



C

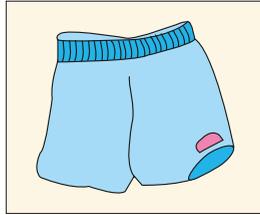
4 Which shorts will William take to football practice?



A

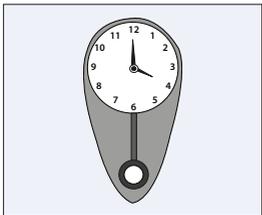


B

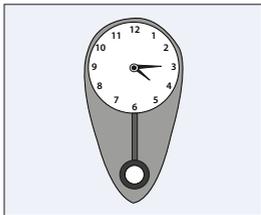


C

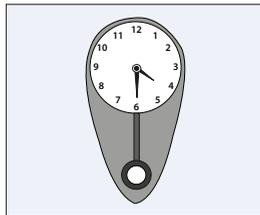
5 What time will William see the dentist?



A



B



C

Test 1, Listening Part 4 9

**One. What will William drink with his breakfast?**

F Well, you can finish it later. Now, do you want a glass of milk with your breakfast?

Mch Can I have some apple juice?

F We've only got orange juice. OK?

Mch OK.

**R Two. Where is William's History book?**

F Have you put your History book in your bag?

Mch I don't know where it is. I couldn't find it on my desk.

F It's on the stairs. You left it there last night.

Mch Oh, thanks.

**R Three. What homework did William have?**

F Did you finish your Maths and Science homework?

Mch It was English and Geography homework mum. And yes, it's in my bag.

F OK, good.

Mch The homework was quite easy this week.

**R Four. Which shorts will William take to football practice?**

F Is that your sports bag?

Mch Yes. I've got football practice after school today.

F Oh, William. Why didn't you tell me? Your blue football shorts are dirty.

Mch It's OK. I can take my green shorts.

F They're dirty too. Here, take these striped ones.

**R Five. What time will William see the dentist?**

F Now remember we need to go to the dentist after school today. We need to be there at 4:30 p.m. What time does football practice finish?

Mch At 4 o'clock.

F OK. I'll pick you up from school at 4:15. Don't be late!

Mch OK, mum.

**R Now listen to Part Four again.**

**Answer Key** ► SB pages 8 & 9

4 Ask them to write a description of each card to test spelling. Go round checking their answers.

**Do the test**

**Materials:** SB pages 8 & 9, Audio T1P4

1 Ask students to turn to SB pages 8 & 9. Look at the five questions together and get students to think about what differences they can see in each set of pictures.

2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.

3 Play the rest of the recording. As the students listen to the questions, they look at each set of pictures and tick the correct box, A, B or C.

4 Let students listen to the audio again. Check answers.

**Audioscript**

**R Listen and look. There is one example. What is William reading about?**

F William, come and have some breakfast!

Mch But I want to finish reading my magazine...

F You're always reading about dinosaurs and monsters!

Mch No, this is a different magazine mum, it's about big spiders! It's really interesting!

**R Can you see the tick? Now you listen and tick the box.**

# Test 1

## Listening Part 5

In this part, students listen and colour, draw and write on a picture.

### ■ Warm-up

#### Activity 1

**Aim:** To practise a colour dictation.

**Materials:** Sheets of paper or student's own notebooks, coloured pencils

#### Procedure

- 1 Revise the colours that can be used in the test using coloured pencils.
- 2 Draw a simple picture on the board and ask the students to copy it onto a sheet of paper or into their notebooks, e.g. a classroom with a table, a board, a map on wall, a window with a big and a small bird on the window sill, 2 desks, a girl at one with long straight hair, a girl at another with short curly hair, a bin with a pen next to it, a pen on the table.
- 3 Give them instructions for colouring the picture: *Colour the big bird green, Colour the map next to board blue, Colour the girl's short curly hair brown, Colour the pen next to the bin red, Colour the desk on the left orange.*

- 4 The students then compare drawings with a partner. Check answers by asking individual students to say an object and a colour, e.g. *a big green bird.*

#### Activity 2

**Aim:** To practise giving and following instructions for colouring, drawing and writing.

**Materials:** TB p146 Worksheet 5

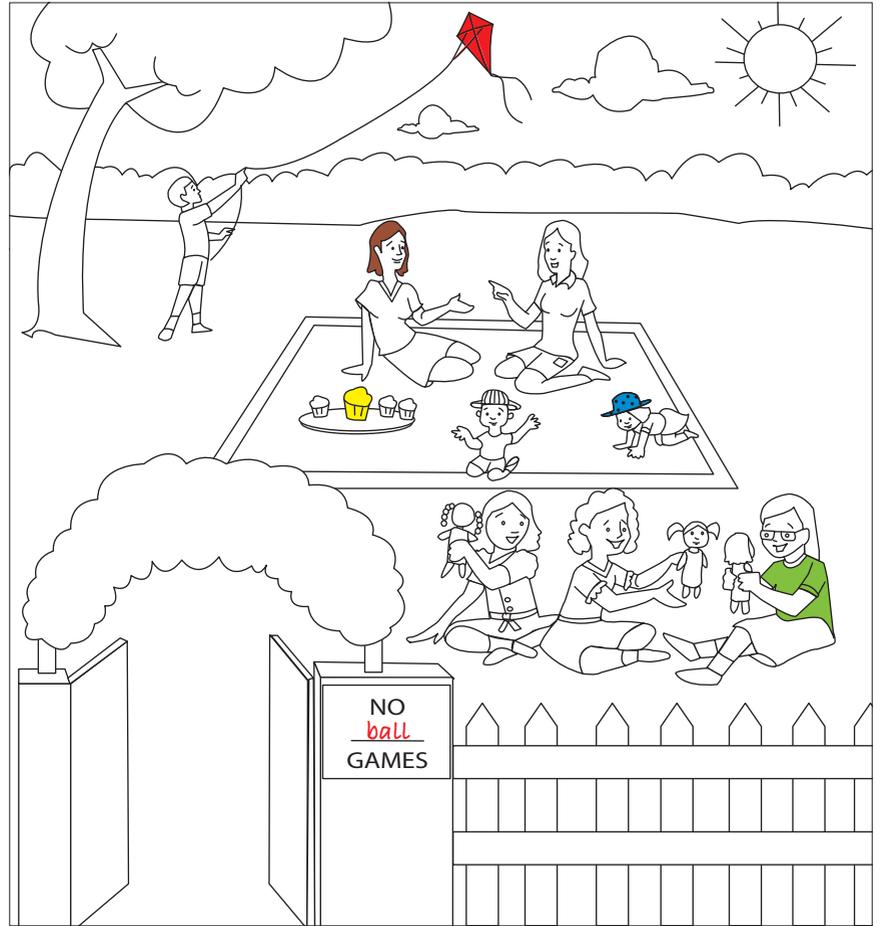
#### Procedure

- 1 Put students into pairs.

## Test 1

### Part 5 – 5 questions –

**Listen and colour and write and draw. There is one example.**



10 Test 1, Listening Part 5

- 2 Give each student a copy of the worksheet. Student A colours three things in picture A and then draws and writes something. Student B does the same for picture B. Give them five minutes to do this.
- 3 They now take turns to give their partner instructions of what to colour, draw and write. It is important that they do not show their partners their pictures so this activity is best done with students sitting back to back.
- 4 When they have finished, they compare their pictures to check that they look the same.

### ■ Do the test

**Materials:** SB page 10, Audio T1P5, coloured pencils

- 1 Ask students to turn to SB page 10. Look at the picture with the class and ask them to name items and actions in the picture. Explain that they will listen to instructions in the form of a conversation between an adult and a child.
- 2 Play the recording and pause it after the example. Go through the example with the class. Make sure students understand that they will need to colour three things

in the picture, write one word and draw one simple object (and also colour it).

- 3** Play the rest of the recording. The students listen and follow the instructions.
- 4** Let the students listen to the audio again. Check answers.

## Audioscript

- R** **Listen and look at the picture. There is one example.**
- M** Hello, Emma. Would you like to colour this picture?
- Fch** Yes please! The people are having a picnic, aren't they?
- M** Yes. What would you like to colour first?
- Fch** Umm. The woman's hair, I think.
- M** There are two women, but one is wearing a skirt. Colour her hair.
- Fch** OK. I'll colour it brown.
- R** **Can you see the woman's brown hair? This is an example. Now you listen and colour and write and draw. One**
- Fch** What shall I colour now?
- M** Let's see. Can you see the girls who're sitting on the grass?
- Fch** Yes, I can. There are three little girls who're playing with dolls.
- M** Well, look at the girl on the right. She's wearing glasses.
- Fch** Shall I colour that girl's t-shirt green?
- M** OK.
- R** **Two**
- M** That's very good, but now I'd like you to write something.

- Fch** OK. What shall I write?
- M** Well, can you see the gate at the bottom of the picture?
- Fch** Yes, I can!
- M** Well, can you write the word 'ball' next to the word 'games'? Can you see the space?
- Fch** Yes. There! That's it.
- R** **Three**
- M** Would you like to draw something now?
- Fch** Yes, please. I like drawing.
- M** Can you see the cakes on the picnic blanket?
- Fch** Yes, there are three cakes on a plate.
- M** OK. You can draw another cake.
- Fch** All right. There it is.
- M** Now, can you colour it yellow?
- Fch** Fine. I'm doing that now.
- R** **Four**
- Fch** Shall I draw something else?
- M** No, more colouring now. There's a boy who's standing next to a tree. Can you see him?
- Fch** Yes.
- M** Well, he's flying a kite. Can you colour that?
- Fch** Yes. Shall I do it orange?
- M** No, do it red.
- R** **Five**
- M** Last thing now. There are two babies on the picnic blanket.
- Fch** Yes. Shall I colour the blanket?
- M** No, one of the babies is wearing a spotted hat. Colour it blue.
- Fch** OK. Is that all?
- M** Yes. It looks good, doesn't it?

- R** **Now listen to Part Five again.**

**Answer Key** ► SB page 10



Part 1  
– 10 questions –

Look and read. Choose the correct words and write them on the lines.  
There is one example.

a dentist	butter	a bridge	chocolate
-----------	--------	----------	-----------

You go to this place if you want to travel somewhere by plane. an airport

1 This is brown and sweet. Most children like eating this. chocolate

2 This is yellow and we put it on bread. We use it when we make cakes. butter

3 Grown ups and children can ride this. It's got two wheels. a bike

4 This person brings you food, usually in a restaurant or café. a waiter

5 People go to this place if they want to catch a bus or train. a station

6 This is white and we use it when we make cakes and sweets. sugar

7 You should see this person if you have bad toothache. a dentist

8 You travel in this if you need to get to hospital quickly. an ambulance

9 This is something small we can eat if we are hungry between meals. a snack

10 This is someone who goes into space, usually in a rocket. an astronaut

a station	a castle	traffic	sugar
a bike			
an astronaut	an airport	a snack	

Test 1, Reading & Writing Part 1 11

Reading & Writing

Procedure

- Put the students into pairs.
- Give each pair a copy of the word cards from Worksheet 7.
- They put these in a pile face down. Each student takes it in turn to pick up a word card and describe it for their partner to guess, e.g. *You go in this if you are ill. It takes you to hospital. (an ambulance)*. If they guess correctly, they keep the card, If they are incorrect the card goes to the bottom of the pile. The winner is the student with the most cards at the end.
- You can repeat this activity in future lessons using the picture cards from Worksheet 3.

Extension

Create a class vocabulary box: use a cardboard box and put the word cards in it. Then at the end of lessons, write any new lexis on small pieces of card and put them in the box. These words can then be used at the start or end of lessons for revision. Students can pick words from the box and either describe the word or draw the word, or even mime the word for the rest of the class to guess.

Do the test

Materials: SB page 11

- Ask students to turn to SB page 11. Look at the fifteen individual words and get pupils to think about what they mean.
- Ask students to read through the ten definitions. Look at the example together.
- Ask the students to match the definitions with the correct words. Remind students to copy the words carefully.
- Check the answers.

Answer Key ► SB page 11

Reading & Writing  
Part 1

In this part, students write the correct words next to the definitions.

Warm-up

Activity 1

Aim: To practise vocabulary.

Materials: TB p147 & 148 Worksheets 6 & 7

Procedure

- Put the students into pairs.
- Give each pair a copy of the worksheets and ask them to cut out the cards.

- They work together to match the picture and word cards.
- When they have finished, check answers.
- They then put the word cards to one side and turn the picture cards face up on the table. Give descriptions and ask students to hold up the correct picture card, e.g. *You put a letter in this and then you put a stamp on it. (envelope)*.

Activity 2

Aim: To practise matching words to definitions.

Materials: TB p148 Worksheet 7

# Test 1

## Reading & Writing Part 2

In this part, students look at a picture and then read sentences describing a picture and write yes or no answers.

### ■ Warm-up

#### Activity 1

**Aim:** To practise listening to sentences describing a picture and deciding if they are true or false.

**Materials:** TB p146 Worksheet 5 (picture A)

#### Procedure

- 1 Give out copies of Picture A on the worksheet.
- 2 Ask simple revision questions about the picture, e.g. *What's this? What are they doing?* etc.
- 3 Then say statements about the picture and the students say yes and put their hand up if they think it is true, and say no if they think it is false. Count the number of hands up and check who was correct. Possible statements:

*The girl wearing a dress is getting an ice cream. (yes)*

*The man has got a beard and a moustache. (no)*

*It is a cloudy day. (yes)*

*The girl with long hair is wearing a skirt. (no)*

*There are four flowers in the grass. (no)*

*The woman who is holding a bag is wearing a skirt. (yes)*

*It is a windy day and it is raining. (no)*

- 4 You could ask confident students to come out and say statements to the class.

#### Activity 2

**Aim:** To practise writing yes / no answers to statements describing a picture.

## Test 1

### Part 2 – 7 questions –

Look and read. Write **yes** or **no**.



#### Examples

The waiter is carrying three glasses and a bottle of water.

\_\_\_\_\_ yes

The woman who is talking on the telephone has got a piece of cake.

\_\_\_\_\_ no

12 Test 1, Reading & Writing Part 2

**Materials:** TB p146 Worksheet 5 (picture B), sheets of paper or notebooks

#### Procedure

- 1 Put the students into pairs.
- 2 Give out copies of Picture B on Worksheet 5.
- 3 Each student writes five statements about the picture, some true and some false.
- 4 They then swap these with their partner and write yes or no about their statements.
- 5 Students swap statements again and correct each other's answers.

### ■ Do the test

**Materials:** SB pages 12 & 13

- 1 Ask students to turn to SB pages 12 & 13. Look at the picture together.
- 2 Ask students to look at the two examples and discuss these with the class. Ask them to correct the second example, e.g. *The woman who is talking on the telephone has got a cup / hasn't got a piece of cake.*
- 3 The students now decide whether the information in the other seven sentences about the picture are correct. Remind students to write

## Questions

- 1 The man who is feeding the baby has got a beard. no
- 2 The time on the round clock is quarter to three. no
- 3 The man who is reading the newspaper is wearing glasses. yes
- 4 A boy with long blonde hair is playing with a robot. no
- 5 There is a picture of some flowers on the wall next to the clock. no
- 6 One of the men in the café is wearing a hat. no
- 7 The door which is nearer to the family is closed. yes

either yes or no after each sentence.

Ask the students to correct the false sentences. (1 *The man who is feeding the baby hasn't got a beard.* 2 *The time on the clock is quarter to two.* 4 *A girl with long hair is playing with a doll.* 5 *There is a picture of some fruit on the wall next to the clock.* 6 *None of the men in the café is wearing a hat.*)

**Answer Key** ► SB page 13

# Test 1

## Reading & Writing Part 3

In this part, students read a dialogue and select the correct response.

### ■ Warm-up

#### Activity 1

**Aim:** To practise using set formulaic expressions.

**Materials:** None

#### Procedure

- 1 Put the students into pairs.
- 2 Write the following statements/questions (1-6) on the board:
  - 1 *Is that William's book?*
  - 2 *What's your house like?*
  - 3 *How long does it take to walk to school?*
  - 4 *See you later, Vicky!*
  - 5 *I love chocolate cake!*
  - 6 *Have a good holiday!*
- 3 The students work together to predict a response for each statement or question. Do the first one as an example with the group.
- 4 After the pairs have made their predictions, write the following responses (A-F) on the board and ask the students to match them to 1-6 above.
- 5 Check their answers.
  - A *Me too!*
  - B *Thanks, you too.*
  - C *Yes, it is.*
  - D *It's big and old.*
  - E *See you later!*
  - F *About half an hour.*

#### Answer Key

1 C 2 D 3 F 4 E 5 A 6 B

## Test 1

### Part 3 – 5 questions –

**Ben is talking to his friend, Sam. What does Sam say?**

**Read the conversation and choose the best answer.**

**Write a letter (A–H) for each answer.**

**You do not need to use all the letters.**

#### Example

	<b>Ben:</b> Where are you going this weekend?
	<b>Sam:</b> _____ E _____

#### Questions

- 1  **Ben:** Where at?  
 **Sam:** \_\_\_\_\_ C \_\_\_\_\_
- 2  **Ben:** Who are you going with?  
 **Sam:** \_\_\_\_\_ F \_\_\_\_\_
- 3  **Ben:** Great. Have you been camping before?  
 **Sam:** \_\_\_\_\_ A \_\_\_\_\_
- 4  **Ben:** I hope it doesn't rain.  
 **Sam:** \_\_\_\_\_ D \_\_\_\_\_
- 5  **Ben:** Have a good time.  
 **Sam:** \_\_\_\_\_ H \_\_\_\_\_

14 Test 1, Reading & Writing Part 3

### Activity 2

**Aim:** To practise identifying the correct sequence of a dialogue.

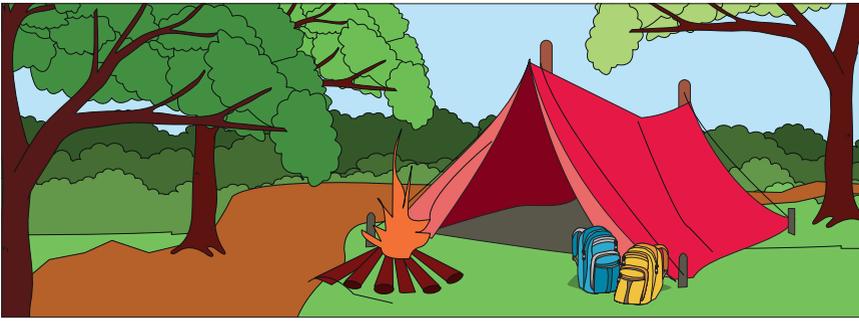
**Materials:** TB p149 Worksheet 8

#### Procedure

- 1 Cut up the three mini-dialogues on Worksheet 8.
- 2 Put the students into pairs and give each pair the first cut-up dialogue and keep the other dialogues on your desk.
- 3 Each pair must order the dialogue. When they think they have put it in the correct order, one student from the

pair goes to the teacher to collect the second dialogue. This will avoid students mixing up the different dialogues.

- 4 At the end of the activity, each pair should have the three dialogues laid out in front of them on their table. This activity works well as a race, with the winning students being the pair who completes all three dialogues correctly first. Check answers by asking different pairs to read out their dialogues.



- A No never. I'm really excited.
- B No. I'm not happy.
- C In the forest near here.
- D Me too! My dad says it will be sunny this weekend.
- E We're going camping. **(Example)**
- F With my dad and my brother.
- G Will you go in the sea?
- H Thanks a lot.

Test 1, Reading & Writing Part 3 15

## ■ Do the test

**Materials:** SB pages 14 & 15

- 1 Ask students to turn to SB pages 14 & 15. Look at the gapped dialogue together and get students to think about what could go in the gaps.
- 2 Ask students to read the missing lines of the dialogue, options A–H.
- 3 Ask students to choose the appropriate line of dialogue from the options given and to write the correct letter in the space provided. Remind students that there is one

extra line of dialogue that is not needed. Encourage them to read through the dialogue, quietly to themselves, to check that it makes sense.

- 4 Check answers.

**Answer Key** ► SB page 14

## Test 1

### Reading & Writing Part 4

In this part, students choose and copy missing words from a story and then choose the best title.

#### ■ Warm-up

##### Activity 1

**Aim:** To practise identifying different types of words.

**Materials:** TB p150 Worksheet 9 (top part)

##### Procedure

- 1 Write these three headings on the word: *verbs, nouns, adjectives*. Get students to suggest words to write under each heading and then write them on the board in the correct category.
- 2 Put the students into pairs and give out the word cards from the top part of Worksheet 9.
- 3 Ask students to sort the words into the three categories. Check the answers.

##### Extension

Store the word cards in your vocabulary box.

##### Activity 2

**Aim:** To practise filling in gaps in a text.

**Materials:** TB p150 Worksheet 9 (bottom part)

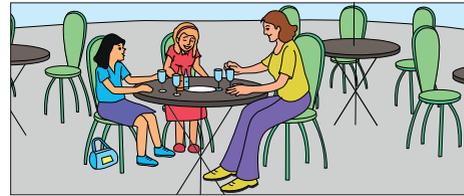
##### Procedure

- 1 Give out the worksheets. Ask students to read the text (bottom part of worksheet) and decide which part of speech is needed in each gap and elicit the reasons for this. For example, a verb is needed in the sentence, 'I \_\_\_\_\_ a scarf out of my rucksack'. We know this because of the pronoun before the gap and the noun after the gap. This should help students

## Test 1

### Part 4 – 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



Last Saturday I went shopping with my mum and my sister. We were very tired after the shopping, so mum took us to a café for a drink and a piece of \_\_\_\_\_ *cake* \_\_\_\_\_.

Just before we left the café, I (1) \_\_\_\_\_ *SAW* \_\_\_\_\_ a handbag on the floor under my chair. I showed it to my mum. She said, "You should give it to the man who works in the café". So, I went to the waiter and gave him the handbag.

He took it and asked for my (2) \_\_\_\_\_ *name* \_\_\_\_\_ and telephone number.

A (3) \_\_\_\_\_ *week* \_\_\_\_\_ later the telephone rang. My mum called to me, "Daisy, there's a woman on the phone for you. Her name's Mrs White." I was

(4) \_\_\_\_\_ *surprised* \_\_\_\_\_ because I didn't know anyone called Mrs White.

I took the phone and spoke to the woman. The handbag I found in the café was Mrs White's! She was very happy to have her handbag back and asked for my

(5) \_\_\_\_\_ *address* \_\_\_\_\_. Two days later I got a thank you letter from

Mrs White with some money!

16 Test 1, Reading & Writing Part 4

develop better techniques for completing this kind of task.

- 2 Ask them to predict words that could go in the gaps. Write their suggestions on the board.
- 3 They now work in pairs, look at the word cards from the worksheet and decide which one should go in which gap.
- 4 Check answers.

##### Answer Key

- 1 pulled 2 chopsticks  
3 excellent 4 tights 5 brushing  
6 broke 7 friendly 8 insects

##### Extension

Give students more practice in this kind of task by photocopying short stories or articles from course books, graded readers and ELT newspapers and blanking out words.

##### ■ Do the test

**Materials:** SB pages 16 & 17

- 1 Ask students to turn to SB pages 16 & 17. Look at the picture together and get students to think about the topic of the story.

**Example**

cake	early	caught	saw	name
called	surprised	address	week	interesting

**(6) Now choose the best name for the story.**

**Tick one box**

Mrs White's handbag

The best café

My terrible day

- 2 Look at the example with the class and make sure they understand that they need to fill the gaps in the text from the words in the box. Remind pupils that there are more words than they need.
- 3 Ask students to fill in the five gaps in the story and to choose the best title for the story from the three options.
- 4 Check answers.

**Answer Key** ► SB pages 16 & 17

## Test 1

### Reading & Writing Part 5

In this part, students complete sentences about a story using one, two or three words.

#### ■ Warm-up

##### Activity 1

**Aim:** To practise completing sentences.

**Materials:** None

##### Procedure

- 1 Write sentences on the board with gaps in them, e.g.

John has \_\_\_\_\_  
called Mary.

Emma got the doll when she  
\_\_\_\_\_.

The park was full of people  
because \_\_\_\_\_.

Harry and Robert  
\_\_\_\_\_ after  
lunch.

When they were at the zoo, they  
\_\_\_\_\_.

I went \_\_\_\_\_ last year.

- 2 Ask students to work in pairs to suggest how to complete the gaps. Remind them they can use between 1 and 4 words for each, e.g. the first sentence could have *a sister, a cousin, a little sister*, etc.
- 3 Ask students to compare their answers by reading out a few of their sentences.

##### Activity 2

**Aim:** To practise rewording sentences.

**Materials:** TB p151 Worksheet 10

##### Procedure

- 1 To help students with this part of the test, it's a good idea to give them practice in recognising how sentences can be changed whilst still retaining the same meaning.

## Test 1

### Part 5 – 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

#### My first day at school



My name's Betty Stewart and I'm an English teacher. I was twenty two years old when I got my first teaching job. I remember my first day very well!

The day didn't start well. I got up early and got dressed. Then I dropped my cup of tea all over my new skirt. I quickly put on clean clothes. I picked up my bag and went to the bus stop. I saw a lot of people waiting for the bus. I asked a woman, "Why are there so many people?" She said "There's a lot of traffic in the city centre and all the buses are late." So, I decided to walk to school.

I only had half an hour before my first lesson. I walked very quickly. After some time I could see the school at the end of the road. I felt very happy. Suddenly it started to rain. I ran fast, but I was very wet when I arrived at school. When I got to my classroom I was five minutes late and I looked wet and horrible. At first, my new students looked surprised when they saw me. Then they all smiled and said, "Good morning Miss Stewart!" I smiled back and said "Good morning class!" After that, the day got much better.

18 Test 1, Reading & Writing Part 5

- 2 Put the students into pairs and give them the worksheets. Ask students to work together to fill in the gaps so that each pair of sentences has the same meaning.
- 3 Check answers by asking students to read out the sentences.

#### Answer Key

1 a brother 2 chocolate ice cream 3 their kite 4 angry  
5 late 6 said sorry

#### ■ Do the test

**Materials:** SB pages 18 & 19

- 1 Ask students to turn to SB pages 18 & 19. Look at the picture and get students to think about the topic of the story.
- 2 Ask students to read the story and then read the sentences. Then ask the students to underline the parts of the story that give them the information they need to complete the sentences.
- 3 Look at the example with the class and make sure they understand that they need to

**Examples**

Betty's job is a teacher .

She started teaching twenty two years ago.

**Questions**

- 1 Betty couldn't wear her new skirt to school because it had tea on it.
- 2 There were so many people waiting for the bus.
- 3 There was a lot of traffic in the city centre so all the buses were late .
- 4 Betty was happy when she could see the school.
- 5 Before Betty arrived at school it started to rain.
- 6 When the students first saw their new teacher they looked surprised .
- 7 Everyone in the class smiled at Mrs Stewart and said "Good morning".

Test 1, Reading & Writing Part 5 **19**

fill the gapped sentences using between one and four words. Remind the students that the words they will need to use will be in the story but may not be in the same order as the sentence.

- 4 Ask students to complete the gapped sentences.
- 5 Check the answers.

**Answer Key** ► SB page 19

# Test 1

## Reading & Writing Part 6

In this part, students complete a text by selecting and copying the correct words.

### ■ Warm-up

#### Activity 1

**Aim:** To practise predicting missing words.

**Materials:** TB p152 Worksheet 11

#### Procedure

- 1 Put the students into pairs.
- 2 Give each pair a copy of the top part of the worksheet.
- 3 The students work together to predict which type of word is missing in each gap, i.e. verbs, conjunctions, adverbs, etc. Encourage students to also guess the missing word if they can.
- 4 Write their suggestions on the board.
- 5 Now give each pair a copy of the bottom part of the worksheet. Ask students to select the correct word for each gap in the text.

#### Answer Key

1 much 2 eat 3 need 4 is  
5 the 6 your 7 every 8 to  
9 When 10 look

#### Activity 2

**Aim:** To raise awareness of different word groups.

**Materials:** None

#### Procedure

- 1 Write the following headings on the board: Verbs, Adverbs, Adjectives, Articles, Pronouns, Conjunctions.
- 2 Write the following words on the board: *have, never, smallest, bought, quickly, easier, are, she, then, the, opposite, best, can,*

## Test 1

### Part 6 – 10 questions –

Read the text. Choose the right words and write them on the lines.

**Firemen**



**Example**

A fireman's job is very important and \_\_\_\_\_ *each* \_\_\_\_\_ day is always different. Often firemen \_\_\_\_\_ *help* \_\_\_\_\_ people who have a fire in their house. Other times, the fire is in a factory or an office. A fire \_\_\_\_\_ *can* \_\_\_\_\_ grow very fast and so it is important that the team of firemen work very \_\_\_\_\_ *quickly* \_\_\_\_\_ .

In the past \_\_\_\_\_ *this* \_\_\_\_\_ job was only for men, but of course now there are women \_\_\_\_\_ *who* \_\_\_\_\_ work at fire stations. When \_\_\_\_\_ *someone* \_\_\_\_\_ calls a fire station, a team of about five firemen and women get \_\_\_\_\_ *into* \_\_\_\_\_ a fire engine and drive to where the fire \_\_\_\_\_ *is* \_\_\_\_\_ .

The driver of the fire engine must drive very fast, but carefully. To be a fireman or firewoman you need to be brave because it can be \_\_\_\_\_ *a* \_\_\_\_\_ very dangerous job. You can't be afraid of climbing and you need to be strong \_\_\_\_\_ *because* \_\_\_\_\_ you will sometimes carry heavy things.

20 Test 1, Reading & Writing Part 6

*since, dark, a, him, because, an, everyone, if, their, so.*

- 3 Ask groups to sort the words according to what part of speech they are.
- 4 Check answers together, by getting members of different groups to come out and write a word each under the correct heading.

#### Answer Key

##### Verbs

have  
are  
bought  
can

##### Adjectives

smallest  
best  
easier  
dark

##### Pronouns

him  
she  
everyone  
their

##### Adverbs

never  
opposite  
quickly  
since

##### Articles

a  
an  
the

##### Conjunctions

because  
then  
if  
so

<b>Example</b>	<i>all</i>	<i>each</i>	<i>any</i>
1	<i>help</i>	<i>helps</i>	<i>helping</i>
2	<i>need</i>	<i>can</i>	<i>should</i>
3	<i>quick</i>	<i>quicker</i>	<i>quickly</i>
4	<i>these</i>	<i>this</i>	<i>those</i>
5	<i>who</i>	<i>how</i>	<i>what</i>
6	<i>no-one</i>	<i>someone</i>	<i>everyone</i>
7	<i>into</i>	<i>onto</i>	<i>over</i>
8	<i>is</i>	<i>are</i>	<i>be</i>
9	<i>a</i>	<i>an</i>	<i>the</i>
10	<i>so</i>	<i>because</i>	<i>but</i>

Test 1, Reading & Writing Part 6 **21****Extension**

For more practice at completing gapped texts, look for short texts, or write your own short texts and blank out words for students to fill in. Give them a choice of three words for each gap.

**■ Do the test**

**Materials:** SB pages 20 & 21

- 1 Ask students to turn to SB pages 20 & 21. Look at the picture and get students to think about the topic of the text.
- 2 Go through the example.

- 3 Ask students to read the text and then read the word options.
- 4 Ask students to complete the gaps with a word.
- 5 Check the answers.

**Answer Key** ► SB page 20

## Test 1

### Reading & Writing Part 7

In this part, students complete a text with words of their own choice.

#### ■ Warm-up

##### Activity 1

**Aim:** To practise common collocations.

**Materials:** TB p153 Worksheet 12

##### Procedure

- 1 As common collocations are often targeted in this part of the test, it is a good idea to give students practice in this area. Put the students into pairs.
- 2 Give out the worksheet and ask them to match the two halves of the phrases. They then match the phrase to a picture. Check answers.
- 3 After they have done this, ask students to write sentences that contain each of the collocations. Encourage them to write sentences in both the past and the present. Get individual students to read out a sentence each.

##### Answer Key

- 1 take a photo *d*
- 2 get on a bus *a*
- 3 meet a friend *f*
- 4 send a letter *i*
- 5 do homework *h*
- 6 make a mistake *c*
- 7 ride a bike *e*
- 8 win a race *g*
- 9 guess the answer *j*
- 10 watch TV *b*

##### Activity 2

**Aim:** To practise predicting missing words.

**Materials:** TB p154 Worksheet 13 (top part)

## Test 1

### Part 7 – 5 questions –

Read the letter and write the missing words. Write one word on each line.



Tuesday 23<sup>rd</sup> July

Dear Grandma,

##### Example

We're having a good time on holiday.  
Our hotel is great. I've got a big room and I can see the  
1 sea from my window! Yesterday we visited  
2 a castle. I took lots of photos with my  
3 camera. The castle was very old and we  
4 heard lots of interesting stories about the  
kings and queens who lived there. It's hot and sunny today so  
5 we're going to go to the beach this afternoon.  
See you soon.  
Lots of love,  
Sarah

22 Test 1, Reading & Writing Part 7

##### Procedure

- 1 Put the students into pairs.
- 2 Give each pair a copy of the top part of the worksheet.
- 3 The students work together to fill in the gaps in the text.
- 4 Check answers together.

##### Answer Key

- 1 having                      4 can
- 2 you                         5 of
- 3 at

##### ■ Do the test

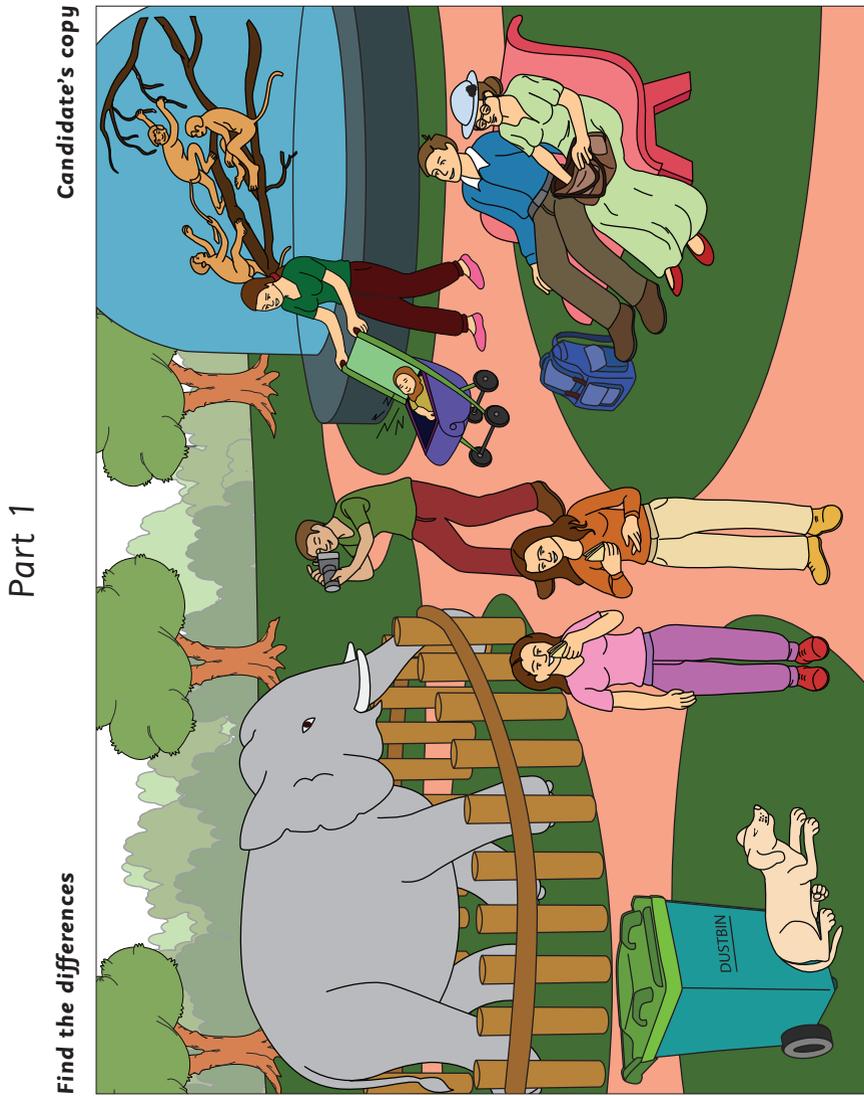
**Materials:** SB page 22

- 1 Ask students to turn to SB

page 22. Look at the gapped text together and get students to think about what sort of words are missing.

- 2 Look at the example together and ask students to identify whether it is a noun, verb, adjective, etc.
- 3 Ask students to complete each gap in the text with the missing word.
- 4 Check answers.

**Answer Key** ► SB page 22



Part 1

Find the differences

24 Test 1, Speaking Part 1

### Speaking Part 1

In this part, students identify and describe differences between two pictures.

#### Warm-up

##### Activity 1

**Aim:** To practise describing pictures.

**Materials:** TB p155 Worksheet 14

##### Procedure

- 1 Put the students into pairs.
- 2 Give each pair a copy of the same picture from the worksheet.
- 3 The students each write five true or false statements

about their picture. These statements should relate to things like number, colour, position, appearance, activity.

- 4 They then take turns to read their statements to each other. Their partner responds by saying *true* or *false*. If it is 'false', they must tell their partner how the picture is different.

##### Activity 2

**Aim:** To describe differences between two pictures.

**Materials:** TB p155 Worksheet 14

##### Procedure

- 1 The best preparation for this part of the test is to give

- students lots of practice in doing 'spot the difference' tasks.
- 2 Put the students into pairs.
  - 3 Give out the worksheets: Picture A to student A and Picture B to student B. Get them to take it in turns to make statements about their picture, e.g. *In my picture there's a girl wearing a T-shirt sitting in a tree*. Their partner responds by saying how their picture is different, *In my picture the girl is wearing a jacket*. It is important that students can't see each other's pictures and so it is best if they sit back to back.

### Do the test

**Materials:** SB page 24, TB page 132

- 1 Ask the students some general introductory questions, e.g. *What's your surname? How old are you?*
- 2 Ask the students to turn to SB page 24. Give them time to look at the picture.
- 3 Turn to the Examiner's copy (TB page 132). Allow students to look at it briefly.
- 4 Make statements about your copy of the picture. Encourage the student to say how their picture is different. For example, *In my picture, there is a red rucksack*. (*In my picture, there is a blue rucksack*.)

#### Answer Key

- 1 two elephants / one elephant
- 2 woman taking photo / man taking photo
- 3 girls eating ice cream / girls eating sandwiches
- 4 red rucksack / blue rucksack
- 5 baby is crying / baby is sleeping
- 6 dog is behind the bin / dog is in front of the bin
- 7 old woman reading a book / looking in a bag

# Test 1

## Speaking Part 2

In this part, students ask and answer questions using cues.

### Warm-up

#### Activity 1

**Aim:** To practise making up questions from prompts.

**Materials:** None

#### Procedure

- Write the following prompts on the boards: *teacher / age, How many / animals.* Encourage the students to suggest what the questions could be (they should use the present tense): *How old is the teacher? / What's the teacher's age? How many animals are there in the picture?*
- Continue by writing these prompts and the students write the questions.  
*What time / football match / finish*  
*What / boy / studying*  
*How many / children / park*  
*Film / interesting / boring*  
*How long / lesson*  
*Dog / running / jumping*
- Check the answers.

#### Answer Key

What time does the football match finish?

What is the boy studying?

How many children are there in the park?

Is the film interesting or boring?

How long is the lesson / does the lesson last?

Is the dog running or jumping?

- Ask confident students to come up and write question prompts on the board for the others to complete.

### Part 2

Candidate's copy



Harry's book

Who / gave	friend
Name / book	Silver boots
What / about	A footballer
When / finish	yesterday
Interesting / boring	boring

Information exchange



Sarah's book

Who / gave	
Name / book	
What / about	
When / finish	
Interesting / boring	

Test 1, Speaking Part 2 25

#### Activity 2

**Aim:** To practise making up and answering questions.

**Materials:** Paper or notebooks

#### Procedure

- Write the following jumbled questions on the board:  
*Robert / to the party / did / with / Who / go*  
*the / was / Where / party*  
*go / to / party / How / Robert / did / the*  
*dance / the / Did / party / at / Robert*  
*the / boring / party / Was / fun / or*

- Give students a limited time to write the questions in their notebooks. Check the answers.

#### Answer Key

Who did Robert go to the party with?

Where was the party?

How did Robert go to the party?

Did Robert dance at the party?

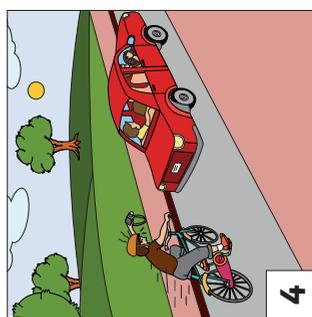
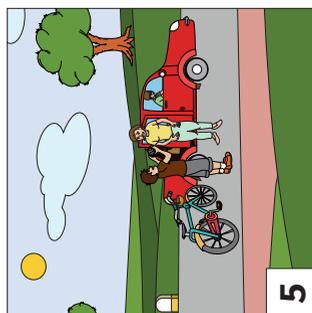
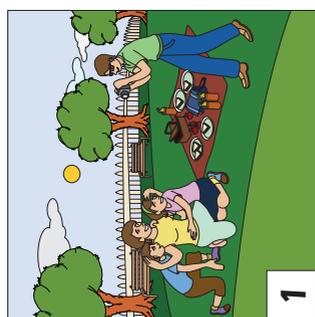
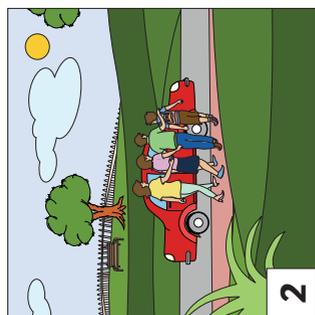
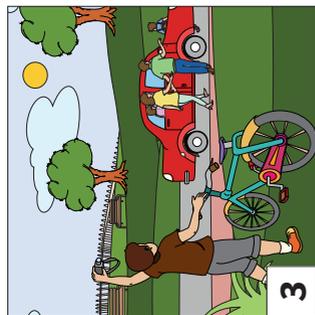
Was the party fun or boring?

- Put the students into pairs. Tell students that student A will make up answers for a girl called Vicky and student B will make up answers for a

## Part 3

Examiner's and Candidate's copy

Tell the story



26 Test 1, Speaking Part 3

boy called William. Students write their answers to the five questions in their notebook and then take it in turns to ask each other the questions. Remind students that they will have to change the name 'Robert' in questions 1, 3 and 4 to either Vicky or William.

### Do the test

**Materials:** SB page 25, TB page 133

- 1 Ask students to turn to SB page 25. Give them time to look at the pictures and the tables.

- 2 Look at the Examiner's copy (TB page 133). Ask the student questions about the information they have, e.g. *I don't know anything about Harry's book. What's the book called? (Silver Boots).*
- 3 Now encourage the student to ask you similar questions: *Who gave Sarah the book? What's it called?*

**Answer Key** ► Speaking frame page 35

## Speaking Part 3

In this part, students continue a story by describing the pictures in sequence.

### Warm-up

#### Activity 1

**Aim:** To practise describing pictures.

**Materials:** TB p 146 Worksheet 5

#### Procedure

- 1 Put the students into pairs and give each pair one of the pictures from Worksheet 5.
- 2 They take it in turn to describe what is happening in the picture using the present tense, *There is / are, have got / be, can / can't, must / mustn't*, etc.
- 3 You could repeat this activity in another lesson using Worksheet 14.

#### Activity 2

**Aim:** To practise making up stories.

**Materials:** TB p154 Worksheet 13 (bottom part)

#### Procedure

- 1 Put students into groups of three and give each group one of the pictures and a story title from the worksheet.
- 2 Each group must decide and write down how the story continues. They then draw four more pictures to complete their story.
- 3 After they have done this, they come to the front, hold up their pictures and tell the rest of the class their story.

### Extension

Students could draw a simple set of five pictures for homework. In the next lesson, put the students into pairs so they can tell each other their story. After they have

# Test 1

done this, they swap pictures so that they tell their partner's story to another student in the class. This can be repeated a few times to create lots of speaking practice.

## ■ Do the test

**Materials:** SB page 26

- 1 Ask students to turn to SB page 26. Give them time to look at the pictures first.
- 2 Tell them the title and then describe the first picture, e.g. *These pictures tell a story. It's called 'The camera'. There is a family having who are having a picnic.* etc.
- 3 Encourage the students to continue the story by describing the other pictures in turn. If necessary prompt them with a question.

**Answer Key** ► Speaking frame page 35

## Speaking Part 4

In this part, students answer questions about themselves, their hobbies and their family or friends.

### ■ Warm-up

#### Activity 1

**Aim:** To practise personal vocabulary.

**Materials:** Sheets of paper

#### Procedure

- 1 Put students into groups of four and give each group a large sheet of paper.

- 2 Then give each group a topic, e.g. *my home, hobbies, shopping, my best friend, my school*, etc. Each group draws a circle in the middle of their paper with the topic word inside it. They then create a spidergram by drawing lines from the circle and writing questions relating to the topic.
- 3 Students leave their sheets on their tables and get into pairs. The pairs move around the room asking each other questions from the spidergrams on each table. These spidergrams can then be saved and brought out again at the start of lessons to be used as warm-up activities.

#### Activity 2

**Aim:** To practise a role play with personal questions.

**Materials:** None

#### Procedure

- 1 Ask a confident student to come up to the front and demonstrate the following simple role play:  
**T:** Hello, (name).  
**S:** Hello, (name).  
**T:** What time do you get up on Sunday?  
**S:** 9.30.  
**T:** What do you do on Sunday afternoon?  
**S:** I go to the park.  
**T:** What are you going to do this Sunday?  
**S:** (I'm going to) visit my grandparents.  
**T:** Do you like music?  
**S:** Yes.

**T:** Can you play an instrument?

**S:** Yes, I can play the piano.

**T:** Great. Thank you.

**S:** Thanks.

- 2 Put the students in pairs and ask them to do a similar role play, taking it in turns to be the teacher and the student. Encourage them to ask different questions and to add extra questions if they can. If necessary, write example questions on the board or tell them to refer to the questions from Warm-up Activity 1.
- 3 Go round monitoring and helping where necessary.
- 4 Ask a few pairs to come to the front and demonstrate their role play.

## ■ Do the test

**Materials:** None

- 1 Ask the students several questions about themselves, their family or friends. They need only give simple answers, i.e. a phrase or a short sentence.  
*Now let's talk about your weekend*  
*What time do you wake up on Saturdays?*  
*Who makes breakfast on Saturdays?*  
etc.

## Speaking frame (Timing = 7–9 minutes)

What to do	What to say	Answer from candidate	Back up question if necessary
	<p>Hello... my name's ...</p> <p>What's your surname?</p> <p>How old are you?</p>	<p>Hello</p> <p>(Fischer)</p> <p>(11)</p>	<p>What's your family name?</p> <p>Are you (11)?</p>
<p><b>1</b> Show candidate both Find the Differences pictures.</p> <p>Point to the elephants in each picture.</p>	<p>Here are two pictures. My picture is nearly the same as yours, but some things are different.</p> <p>For example, in my picture there are two elephants, but in your picture there's one.</p> <p>I'm going to say something about my picture. You tell me how your picture is different.</p> <p>In my picture, the girls are eating ice creams.</p> <p>In my picture, a woman's taking a photo.</p> <p>In my picture, the baby is crying.</p> <p>In my picture, there is a red rucksack.</p> <p>In my picture, there is a dog sitting behind the bin.</p> <p>In my picture, the old woman is reading a book.</p>	<p>In my picture, the girls are eating sandwiches.</p> <p>In my picture, a man's taking a photo.</p> <p>In my picture, the baby is sleeping.</p> <p>In my picture, there is a blue rucksack.</p> <p>In my picture, there is a dog sitting in front of the bin.</p> <p>In my picture, the old woman is looking in her bag.</p>	<p>Point to the other differences which the student does not mention.</p> <p>What are the girls eating?</p> <p>Is it a man taking a photo?</p> <p>Is the baby crying?</p> <p>Is the rucksack red?</p> <p>Where is the dog sitting?</p> <p>Is the old woman reading a book?</p>
<p><b>2</b> Point to both candidate's and examiner's copies.</p> <p>Point to the picture of the boy before asking the questions.</p> <p>Point to the picture of the girl.</p>	<p>Sarah and Harry have both got new books. I don't know anything about Harry's book, but you do. So I'm going to ask you some questions.</p> <p>What's the book called?</p> <p>Who gave it him?</p> <p>What's it about?</p> <p>Was it interesting or boring?</p> <p>When did he finish it?</p> <p>Now you don't know anything about Sarah's book, so you ask me some questions.</p> <p>(Her cousin)</p> <p>(The Star)</p> <p>(a singer)</p> <p>(Last week)</p> <p>(interesting)</p>	<p>Silver Boots</p> <p>A friend</p> <p>A footballer</p> <p>Boring</p> <p>Yesterday</p> <p>Who gave her the book?</p> <p>What's it called?</p> <p>What's it about?</p> <p>When did he finish it?</p> <p>Was it interesting or boring?</p>	<p>Point to the information if necessary.</p> <p>Point to the information if necessary.</p>
<p><b>3</b> Point to the picture story.</p> <p>Allow time to look at the pictures.</p>	<p>These pictures tell a story.</p> <p>It's called 'The camera'. Just look at the pictures first.</p> <p>There is a family who are having a picnic. The father is taking a photo of the mother and the two children. They all look very happy.</p> <p>Now you tell the story.</p>	<p>2 – The family is going back to their car. They have forgotten the camera / They have left the camera on the grass.</p> <p>3 – A boy on a bicycle has found the camera. He can see the family and is trying to call them / and is waving at them. The family hasn't seen him.</p> <p>4 – The boy is following the car on his bicycle. The car isn't stopping. The boy is hot and tired because he going very fast on his bicycle.</p> <p>5 – The car has stopped and the boy is giving the woman the camera. The woman and boy are smiling. The woman looks very happy.</p>	<p>What is the family doing?</p> <p>Have they got their camera?</p> <p>Who has found the camera?</p> <p>What is the boy doing?</p> <p>Has the family seen him?</p> <p>What is the boy doing?</p> <p>Has the car stopped?</p> <p>How does the boy feel?</p> <p>Has the car stopped?</p> <p>What is the boy doing now?</p> <p>How does the woman feel?</p>
<p><b>4</b> Put away all pictures.</p> <p>Ask a few personal questions.</p>	<p>Now let's talk about your weekend.</p> <p>What time do you wake up on Saturdays?</p> <p>Who makes breakfast on Saturdays?</p> <p>What do you do with your family on Saturdays?</p> <p>Where do you go on Sundays?</p> <p>Tell me about what you like to do on Saturday evenings.</p> <p>OK, thank you (name).</p> <p>Goodbye.</p>	<p>Nine</p> <p>My dad</p> <p>We go swimming</p> <p>We visit my grandparents.</p> <p>I like to watch TV.</p> <p>I like to eat pizza.</p> <p>I like to go to bed late.</p> <p>Goodbye.</p>	<p>Do you wake up early?</p> <p>Do you make breakfast on Saturdays?</p> <p>Do you go shopping with your family?</p> <p>Do you visit family?</p> <p>Do you like to watch TV?</p> <p>What do you like to eat?</p> <p>Do you go to bed early?</p>

Test 2

Listening Part 1

In this part, students listen and draw lines to match names to people in a picture.

■ Warm-up

For suggested warm-up activities, see Test 1 page 8.

■ Do the test

**Materials:** SB page 28, Audio T2P1

- 1 Ask students to turn to SB page 28. Look at the picture together and get students to read the names.
- 2 Play the recording and pause it after the example. Go through the example with the class.
- 3 Play the rest of the recording. The students draw a line from the names to the appropriate people in the picture.
- 4 Let the students listen to the audio again. Check answers.

Audioscript

**R Listen and look. There is one example.**

**Fch** I took this photo on my skiing holiday. Do you want to have a look?

**M** Yes, please. Did you have a good time?

**Fch** Yes, it was great. Can you see that boy who's wearing the orange jacket?

**M** The one who's skiing really fast down the hill?

**Fch** Yes. He's my brother. He's called George.

**R Can you see the line? This is an example. Now you listen and draw lines.**

**M** Who's that girl skiing behind him?

**Fch** There are two girls. Which one do you mean?

**M** The one with the pink hat. She looks very happy.

**Fch** Oh, that's our cousin, Katy. She's always smiling!

**M** Look at that man at the bottom of the hill, sitting in

Part 1  
– 5 questions –

Listen and draw lines. There is one example.



28 Test 2, Listening Part 1

the snow. I think he's just fallen over.

**Fch** That's Fred!

**M** Was he skiing?

**Fch** No, it was his first time snowboarding.

Can you see my friend Betty? She's talking to her mum.

**M** No. Where is she?

**Fch** She's there, near the snowman.

**M** Oh, is she the short girl?

**Fch** No, she's the tall one with short hair.

**M** And the shorter one?

**Fch** Oh that's her sister. I don't know her very well.

**M** What about the boys throwing snowballs?

**Fch** The one with glasses is called Ben.

**M** He's a bit naughty!

**Fch** Yes, he threw a snowball at the ski teacher!

**M** Really?

Who's the other boy with blonde hair on the sledge?

**Fch** Oh, that's his younger brother Alex.

**M** It looks like a fun holiday!

**Fch** It was!

**R** Now listen to Part One again.

Answer Key ► SB page 28

Part 2  
– 5 questions –

Listen and write. There is one example.



SCHOOL VISIT TO THEATRE

- Day: Thursday
- 1 Time leave school: 2.15 / two fifteen p.m.
- 2 Name: ' Guess the song'
- 3 Write name on list in: the (school) library
- 4 Give money to: Mr Neale
- 5 Remember to take: some money

Test 2, Listening Part 2 29

## Listening Part 2

In this part, students listen and write words or numbers in gaps.

### ■ Warm-up

For suggested warm-up activities see Test 1 page 10.

### ■ Do the test

**Materials:** SB page 29, Audio T2P2

- 1 Ask students to turn to SB page 29. Look at the form together and get students to think about what kind of information is missing.

- 2 Play the recording and pause it after the example. Go through the example with the class.
- 3 Play the rest of the recording. The students listen and fill in the missing words on the form.
- 4 Let the students listen to the audio again. Check answers.

### Audioscript

- R** Listen and look. There is one example.
- Fch** Oh hello, Miss Gray. Can I ask you some questions?
- F** Yes, of course, Daisy. What do you want to know?

## Listening

- Fch** What time are we going to the theatre on Wednesday?
- F** Oh, didn't you know? It's on Thursday now.
- Fch** Oh, right.
- F** The football team need the school bus that day.
- Fch** Oh, OK
- R** Can you see the answer? Now you listen and write.
- Fch** What time are we going to go to the theatre?
- F** Well, we need to be at the theatre for 2:45 and so we're going to leave school at 2:15. The theatre isn't far from the school.
- Fch** OK. What are we going to see?
- F** It's a concert.
- Fch** Oh, is it called 'Guess the song'?
- F** Yes, that's right.
- Fch** I'd like to go. What do I need to do?
- F** You need to write your name on a list today. It's in the school library. Just write your name and your class.
- Fch** OK. And who do I get the ticket from?
- F** Mr Neale. You can give him the money on the day.
- Fch** Sorry, who?
- F** Mr Neale. That's N-E-A-L-E. He's the new music teacher.
- Fch** Oh, yes I've met him. Is he taking us to the theatre?
- F** Yes, he is.
- Fch** Do I need to take anything to the theatre?
- F** Just some money to buy a drink. Remember you cannot take your camera or your mobile phone with you.
- Fch** Right, OK. Are you going to come with us Miss Gray?
- F** Yes, I am.
- Fch** Great!
- R** Now listen to Part Two again.

Answer Key ► SB page 29

## Test 2

### Listening Part 3

In this part, students listen and match pictures to words or names by writing a letter in the box.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 12.

#### ■ Do the test

**Materials:** SB pages 30 & 31, Audio T2P3

- 1 Ask students to turn to SB pages 30 & 31. Look at the list of illustrated words and the set of pictures with the class.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- 3 Play the rest of the recording. The students listen and match the illustrated words with the pictures, A to H.
- 4 Let the students listen to the audio again. Check answers.

#### Audioscript

**R Listen and look. There is one example.**

**Where did Harry get these things?**

**F** Did you have a nice holiday Harry?

**Mch** Yes, grandma, it was great. Look, I got some things from the different places we visited. We went to a castle one day, and dad bought me and Ben a kite each from the shop there. It was a very windy day, so we had a lot of fun flying them in the park next to it.

**R Can you see the letter 'B'? Now you listen and write a letter in each box.**

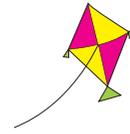
**Mch** Do you like this hat grandma?

## Test 2

### Part 3 – 5 questions –

**Where did Harry get these things?**

**Listen and write a letter in each box. There is one example.**



kite

B



postcard

D



hat

G



T-shirt

H



chocolates

F



pen

E

30 Test 2, Listening Part 3

**F** Oh yes, that's lovely. What does it say on the front of it?

**Mch** Blue Dolphin. It's the name of the boat we went on when we visited Parrot Island. But there weren't any shops on the Island, so I got it on the boat. It was a great day!

**F** And did you visit the zoo?

**Mch** We wanted to but it was closed so we couldn't go. I bought this t-shirt with the tigers on it from our hotel. They had a shop that sold lots of things – clothes,

food, toys, even sports things.

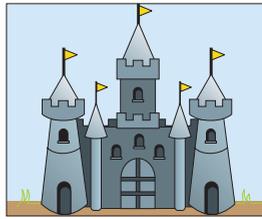
**F** Well, perhaps you can visit the zoo next time. Where else did you go?

**Mch** We had a great day in the mountains when the weather was warm and sunny. We went really high. We didn't climb to the top but we walked up to the café and had lunch there. Look I bought this postcard there.

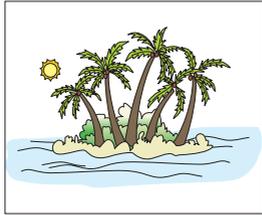
**F** That's a lovely picture. You can put that on your wall. Was the weather always good?



A



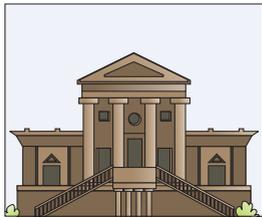
B



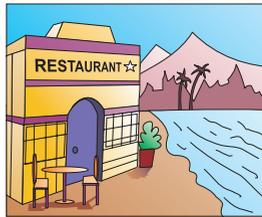
C



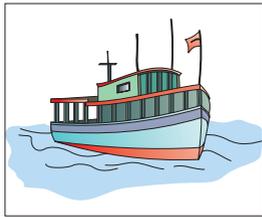
D



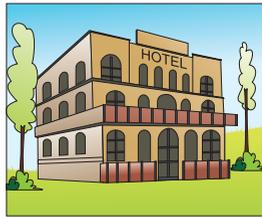
E



F



G



H

Test 2, Listening Part 3 31

**Mch** Yes, but there was one day where it rained all day so we went to the museum. It was very interesting. I got this pen there. Do you like it?

**F** It's lovely! Did you visit anywhere else?

**Mch** Well, we went to a restaurant by the river on the last day. We had a big pizza and lots of ice cream. I got these chocolates from there. They make them at the restaurant. They're for you grandma!

**R** Now listen to Part Three again.

**Answer Key** ► SB page 30

## Test 2

### Listening Part 4

In this part, students listen and tick the correct picture.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 14.

#### ■ Do the test

**Materials:** SB pages 32 & 33, Audio T2P4

- 1 Ask students to turn to SB pages 32 & 33. Look at the five questions together and get students to think about what differences they can see in each set of pictures.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- 3 Play the rest of the recording. As the students listen to the questions, they look at each set of pictures and tick the correct box, A, B or C.
- 4 Let students listen to the audio again. Check answers.

#### Audioscript

- R Listen and look. There is one example.**  
**Who is Robert going to go swimming with?**
- Mch** Dad, can I go swimming this afternoon?
- M** I'm sorry Robert, but I have to go to the shops.
- Mch** That's OK. My friend Michael is going to go with his mum. I can go with them.
- M** Fine.
- Mch** Thanks Dad!
- R Can you see the tick? Now you listen and tick the box. One. What time must Robert come home?**
- M** What time are they going to go swimming?

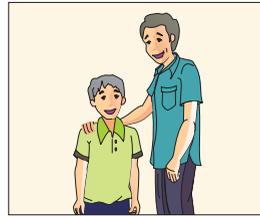
## Test 2

### Part 4

– 5 questions –

**Listen and tick (✓) the box. There is one example.**

Who is Robert going to go swimming with?



A

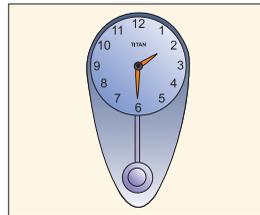


B

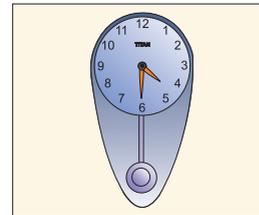


C

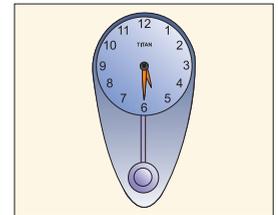
1 What time must Robert come home?



A



B



C

2 How will Robert go to the swimming pool?



A



B

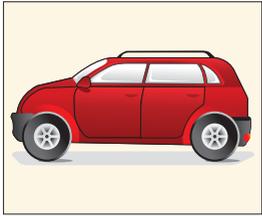


C

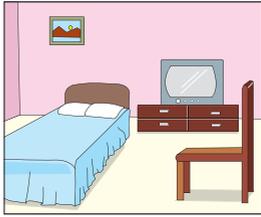
32 Test 2, Listening Part 4

- Mch** At two thirty.
- M** OK, but you must come home at four thirty. Remember we're going to go to your grandma's for dinner and we need to leave at 5.30.
- Mch** OK, Dad.
- R Two. How will Robert go to the swimming pool?**
- M** Can Michael's mum take you in her car?
- Mch** She doesn't drive. They sometimes take the bus.
- M** How will you get to the swimming pool then? By bus?
- Mch** No, we'll ride our bikes there.
- M** That's a good idea.
- R Three. Where is Robert's swimming bag?**
- Mch** Do you know where my swimming bag is Dad?
- M** Isn't it in your bedroom?
- Mch** I've looked there. Is it in your car?
- M** It's not there. What about under the stairs?
- Mch** Oh yes, there it is!
- R Four. What is Robert going to have for lunch?**
- M** OK. I'll make some ham sandwiches for lunch.

3 Where is Robert's swimming bag?



A

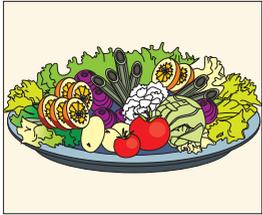


B

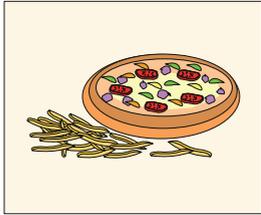


C

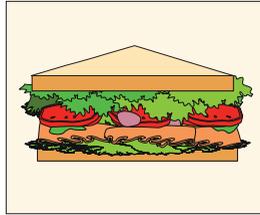
4 What is Robert going to have for lunch?



A

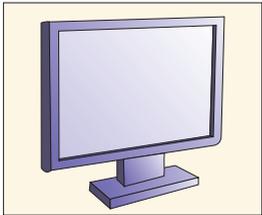


B



C

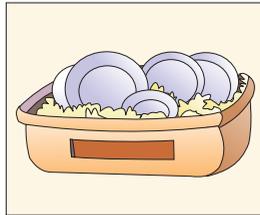
5 What is Robert going to do before lunch?



A



B



C

Test 2, Listening Part 4 33

**Mch** Can we have pizza and chips?

**M** Why don't we have a salad? It's not a good idea to have a big meal before swimming.

**Mch** That's great!

**R** **Five. What is Robert going to do before lunch?**

**M** First I'd like you to clean your shoes.

**Mch** I've already cleaned them – look! Can I watch some TV?

**M** No, you can wash these plates for me.

**Mch** All right, Dad.

**R** **Now listen to Part Four again.**

**Answer Key** ► SB pages 32 & 33

## Test 2

### Listening Part 5

In this part, students listen and colour, draw and write on a picture.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 16.

#### ■ Do the test

**Materials:** SB page 34, Audio T2P5, coloured pencils

- 1 Ask students to turn to SB page 34. Look at the picture with the class and ask them to name items and actions in the picture. Explain that they will listen to instructions in the form of a conversation between an adult and a child.
- 2 Play the recording and pause it after the example. Go through the example with the class. Make sure students understand that they will need to colour three things in the picture, write one word and draw one simple object (and also colour it).
- 3 Play the rest of the recording. The students listen and follow the instructions.
- 4 Let the students listen to the audio again. Check answers.

#### Audioscript

**R** Listen and look at the picture. There is one example.

**Fch** I like that picture of a circus!

**M** Do you? Can you colour it for me then?

**Fch** Oh yes! Can I colour the man who's holding a monkey?

**M** OK. Can you colour his jacket?

**Fch** Yes, what colour?

**M** Red.

## Test 2

### Part 5 – 5 questions –

Listen and colour and write and draw. There is one example.



34 Test 2, Listening Part 5

**R** Can you see the man's red jacket? This is an example. Now you listen and colour and write and draw.

**One**

**Fch** What shall I colour now?

**M** Let's see. Can you see the women on the swings?

**Fch** Yes, I can.

**M** Well, look at the woman on the right. She's got long hair.

**Fch** Shall I colour her hair brown?

**M** OK.

**R** Two

**Fch** Shall I colour something else?

**M** I'd like you to write something now.

**Fch** OK.

**M** Now, can you see the man who's selling ice cream?

**Fch** Yes, I can! He's giving a little girl an ice cream.

**M** Well, can you write the word 'drinks' next to the word 'cold'? Do you see the space?

**Fch** Yes. There! I've done it!

**R Three**

**M** Now can you see the girl who's next to the boy with the balloon?

**Fch** Yes, she's wearing a gold necklace.

**M** That's right. Well I'd like you to draw a balloon in her hand.

**Fch** All right and I'll colour it pink. Now they both have balloons!

**M** Great.

**R Four**

**Fch** Shall I draw something else?

**M** No, more colouring now. There's a woman who's standing next to the horse. Can you see her?

**Fch** Yes.

**M** Well, she's holding a fan. Can you colour it?

**Fch** Yes. I'll do it green.

**M** That's good.

**R Five**

**M** Last thing now. There are two clowns in the middle of the picture.

**Fch** Yes, they're laughing at something.

**M** Can you see the smaller one who's wearing a funny belt?

**Fch** Yes, it's a very big belt.

**M** I'd like you to colour it yellow.

**Fch** OK. Is that all?

**M** Yes. It's a lovely picture now.

**R Now listen to Part Five again.**

**Answer Key** ► SB page 34

## Test 2

### Reading & Writing Part 1

In this part, students write the correct words next to the definitions.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 19.

#### ■ Do the test

**Materials:** SB page 35

- 1 Ask students to turn to SB page 35. Look at the fifteen individual words and get students to think about what they mean.
- 2 Ask students to read through the ten definitions. Look at the example together.
- 3 Ask the students to match the definitions with the correct words. Remind them to copy the words carefully.
- 4 Check the answers.

**Answer Key** ► SB page 35

## Test 2

## Reading & Writing

### Part 1 – 10 questions –

**Look and read. Choose the correct words and write them on the lines.**  
**There is one example.**

	<b>a hotel</b>	<b>wool</b>	<b>a rucksack</b>
	This is a place where you can stay when you are on holiday.		<u>a hotel</u>
<b>silver</b>	1 This is something we use to hold things together, for example, two pieces of paper.	<u>glue</u>	<b>a tent</b>
	2 This is a bag you carry on your back.	<u>a rucksack</u>	
	3 You use this in the morning to make your hair look tidy.	<u>a brush</u>	
<b>soap</b>	4 You sleep in one of these outside when you go camping.	<u>a tent</u>	<b>a factory</b>
	5 This school subject teaches you about things that happened in the past.	<u>history</u>	
<b>a brush</b>	6 This is something we use when we wash our hands with water.	<u>soap</u>	<b>a torch</b>
	7 These are places where people can study after they finish school.	<u>universities</u>	
	8 You can use this to help you see in the dark.	<u>a torch</u>	
<b>glue</b>	9 This is a school subject which teaches you about numbers.	<u>maths</u>	<b>universities</b>
	10 Gloves that we wear in winter are often made of this.	<u>wool</u>	
	<b>science</b>	<b>wood</b>	<b>history</b>

Test 2, Reading & Writing Part 1

35

Part 2  
– 7 questions –

Look and read. Write **yes** or **no**.



**Examples**

A girl with long curly hair is throwing a bottle in the bin.

\_\_\_\_\_ *yes* \_\_\_\_\_

The big table at the café is round.

\_\_\_\_\_ *no* \_\_\_\_\_

Reading & Writing

Reading & Writing  
Part 2

In this part, students look at a picture and then read sentences and write **yes** or **no** answers.

■ **Warm-up**

For suggested warm-up activities, see Test 1 page 20.

■ **Do the test**

**Materials:** SB pages 36 & 37

- 1 Ask students to turn to SB pages 36 & 37. Look at the picture together.
- 2 Ask students to look at the two examples and discuss these with the class. Ask them to correct the second example, e.g. *The big table at the café isn't round.*
- 3 The students now decide whether the information in the other seven sentences about the picture are correct. Remind students to write either **yes** or **no** after each sentence.

Ask students to correct the false sentences. (3 *The man who's reading a newspaper hasn't got a moustache.* 5 *The little girl in the green dress has dropped her doll.* 7 *The woman who is getting on the train is carrying a red handbag.*)

**Answer Key** ► SB page 37

## Test 2

## Questions

- 1 The woman who is sitting in the train is wearing sunglasses. yes
- 2 The time on the clock in the railway station is quarter to one. yes
- 3 The man who's reading a newspaper has got a moustache. no
- 4 The little girl sitting on the suitcase is holding a blanket with spots on it. yes
- 5 The little girl in the green dress has dropped her ball. no
- 6 The taller boy who's waving is wearing a pair of green gloves. yes
- 7 The woman who's getting on the train is carrying a red suitcase. no

Part 3  
– 5 questions –

Emma is talking to her friend, Helen. What does Helen say?

Read the conversation and choose the best answer.

Write a letter (A–H) for each answer.

You do not need to use all the letters.

Example

	<b>Emma:</b> What are you going to do this weekend?
	<b>Helen:</b> _____ D _____

Questions

- |   |   |   |
|---|---|---|
| 1 |    | <b>Emma:</b> Why are you going there?             |
|   |    | <b>Helen:</b> _____ C _____                       |
| 2 |    | <b>Emma:</b> Is it a new place?                   |
|   |    | <b>Helen:</b> _____ A _____                       |
| 3 |    | <b>Emma:</b> What's the food like?                |
|   |    | <b>Helen:</b> _____ F _____                       |
| 4 |   | <b>Emma:</b> What time are you going?             |
|   |  | <b>Helen:</b> _____ H _____                       |
| 5 |  | <b>Emma:</b> So what have you bought your sister? |
|   |  | <b>Helen:</b> _____ G _____                       |

## Reading & Writing

### Reading & Writing Part 3

In this part, students read a dialogue and select the correct response.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 22.

#### ■ Do the test

**Materials:** SB pages 38 & 39

- 1 Ask students to turn to SB pages 38 & 39. Look at the gapped dialogue together and get students to think about what could go in the gaps.
- 2 Ask students to read the missing lines of the dialogue, options A–H.
- 3 Ask students to choose the appropriate line of dialogue from the options given and to write the correct letter in the space provided. Remind them that there is one extra line of dialogue that is not needed. Encourage students to read through the dialogue, quietly to themselves, to check that it makes sense.
- 4 Check answers.

**Answer Key** ► SB page 38

## Test 2



- A Yes. It opened last week.
- B Good – that's my favourite!
- C Because it's my sister's birthday.
- D We're going to go to a restaurant. **(Example)**
- E It's my birthday tomorrow.
- F The pizzas are great!
- G A bag. I hope she likes it.
- H About 8.00 p.m.

Part 4  
– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



Last Saturday, my dad took my brother and I to a campsite in the forest. We left our house after lunch. After a few hours we knew we were on the wrong road because we couldn't see any (1) trees ! We stopped at a café and asked someone where the forest was. The man in the café said, "You are three (2) hours away from the forest!" When we arrived at the campsite it was already (3) dark , but my dad had a torch in his car. We put the tent up and went to bed. In the middle of the night it started to rain. It rained a lot and it was very windy. Suddenly the tent fell down and water started to come (4) into the tent. We were very wet and we quickly ran to the car. The next morning we all woke up in the car feeling (5) tired and cold. We looked at our broken tent. "I don't think we'll be sleeping in that tent again!" said my dad, and we all started to laugh.

## Reading & Writing

### Reading & Writing Part 4

In this part, students choose and copy missing words from a story and then choose the best title.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 24.

#### ■ Do the test

**Materials:** SB pages 40 & 41

- 1 Ask students to turn to SB pages 40 & 41. Look at the picture together and get students to think about the topic of the story.
- 2 Look at the example with the class and make sure they understand that they need to fill the gaps in the text from the words in the box. Remind students that there are more words than they need.
- 3 Ask students to fill in the five gaps in the story and to choose the best title for the story from the three options.
- 4 Check answers.

**Answer Key** ► SB pages 40 & 41

## Test 2

**Example**

house	early	into	told	trees
caves	tired	outside	hours	dark

(6) Now choose the best name for the story.

**Tick one box**

The best campsite

A Saturday to remember

My favourite tent

Part 5  
– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

**My dream day**



My name's Lucy. My favourite singer is called Johnny B. He's very famous and when he was younger he was a student at our school. Our music teacher knows Johnny B and asked him to visit us. He said, "yes" and last Tuesday he came to our school.

I was very excited on that day and I couldn't wait to see Johnny B. I went into the music room with all the other students and sat down. Johnny B came into the room and talked to us about how he started singing and playing the guitar. Then he sang his new song, "Summer time". It was great!

After Johnny B left we went back to our classrooms for our afternoon lessons. While I was in my maths lesson, the music teacher came in and asked to see me and my friend Mary. My music teacher said that a journalist from our town's newspaper wanted to talk to some students about Johnny B's visit to our school. We couldn't believe it! We went to the school office where we answered some questions and the journalist took a photo of us. Yesterday my mum showed me our town newspaper. On the front page there was a picture of Johnny B and a picture of me and Mary! It was like a dream!

42 Test 2, Reading & Writing Part 5

## Reading & Writing

### Reading & Writing Part 5

In this part, students complete sentences about a story using one, two or three words.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 26.

#### ■ Do the test

**Materials:** SB pages 42 & 43

- 1 Ask students to turn to SB pages 42 & 43. Look at the picture and get students to think about the topic of the story.
- 2 Ask students to read the story and then read the sentences. Then ask the students to underline the parts of the story that give them the information they need to complete the sentences.
- 3 Look at the example with the class and make sure they understand that they need to fill the gapped sentences using between one and four words. Remind the students that the words they will need to use will be in the story but may not be in the same order as the sentence.
- 4 Ask students to complete the gapped sentences.
- 5 Check the answers.

**Answer Key** ► SB page 43

## Test 2

## Examples

Johnny B is Lucy's favourite singer.

Johnny B was a student at Lucy's school when he was younger.

## Questions

- 1 Lucy's music teacher asked Johnny B to visit the school.
- 2 Lucy couldn't wait to see Johnny B and felt very excited.
- 3 All the students sat in the music room.
- 4 After he talked to the students, Johnny B sang his song.
- 5 Lucy and Mary were in their classroom when the music teacher asked to see them.
- 6 The journalist asked Lucy and Mary some questions.
- 7 There was a photo of Lucy on the front page of the newspaper.

Part 6  
– 10 questions –

Read the text. Choose the right words and write them on the lines.

**Airports**



**Example**

Atlanta Airport is in the south east \_\_\_\_\_ of \_\_\_\_\_ the United States of America. Atlanta Airport \_\_\_\_\_ may \_\_\_\_\_ not be the biggest airport in the world, but it is the \_\_\_\_\_ busiest \_\_\_\_\_ . More people fly in and out of Atlanta airport every year than any other airport \_\_\_\_\_ in \_\_\_\_\_ the world. The airport is like \_\_\_\_\_ a \_\_\_\_\_ small town. It has lots of shops, cafés \_\_\_\_\_ and \_\_\_\_\_ restaurants to choose from. There is also a dog park for people \_\_\_\_\_ who \_\_\_\_\_ are taking their pets on the plane with them. This is a park in the airport where dogs can \_\_\_\_\_ run \_\_\_\_\_ and play before they get on the plane. \_\_\_\_\_ Lots \_\_\_\_\_ of people who live in Atlanta work in the airport. There \_\_\_\_\_ are \_\_\_\_\_ many different kinds of jobs. Of course the airport needs pilots, but also waiters to work in the cafés, doctors to help \_\_\_\_\_ any \_\_\_\_\_ people who get ill and people to work in the many shops.

## Reading & Writing

### Reading & Writing Part 6

In this part, students complete a text by selecting and copying the correct words.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 28.

#### ■ Do the test

**Materials:** SB pages 44 & 45

- 1 Ask students to turn to SB pages 44 & 45. Look at the picture and get students to think about the topic of the text.
- 2 Go through the example.
- 3 Ask students to read the text and then read the word options.
- 4 Ask students to complete the gaps with a word.
- 5 Check the answers.

**Answer Key** ► SB page 44

## Test 2

<b>Example</b>	of	to	for
1	should	may	will
2	busy	busier	busiest
3	from	in	on
4	a	an	the
5	but	so	and
6	how	who	what
7	run	runs	running
8	Many	Lots	Some
9	is	are	was
10	each	every	any

Part 7  
– 5 questions –

Read the diary and write the missing words. Write one word on each line.



Saturday 14<sup>th</sup> September

Example

- I went shopping with my mum this morning.  
I bought some great new shoes. Mum made my favourite lunch  
1 when / after we got home – sausages and chips! In  
2 the afternoon Katy came to my house.  
3 We wanted to play on the computer, but  
mum said we should play outside. Katy and I went to the  
park and we met some friends from school. We sat and ate  
4 ice cream. We had a great time together!  
5 We're going to go to the park again tomorrow.

## Reading & Writing

### Reading & Writing Part 7

In this part, students complete a text with words of their own choice.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 30.

#### ■ Do the test

**Materials:** SB page 46

- 1 Ask students to turn to SB page 46. Look at the gapped text together and get students to think about what sort of words are missing.
- 2 Look at the example together and ask students to identify whether it is a noun, verb, adjective, etc.
- 3 Ask students to complete each gap in the text with the missing word.
- 4 Check answers.

**Answer Key** ► SB page 46

## Test 2

### Speaking Part 1

In this part, students identify and describe differences between two pictures.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 31.

#### ■ Do the test

**Materials:** SB page 48, TB page 134

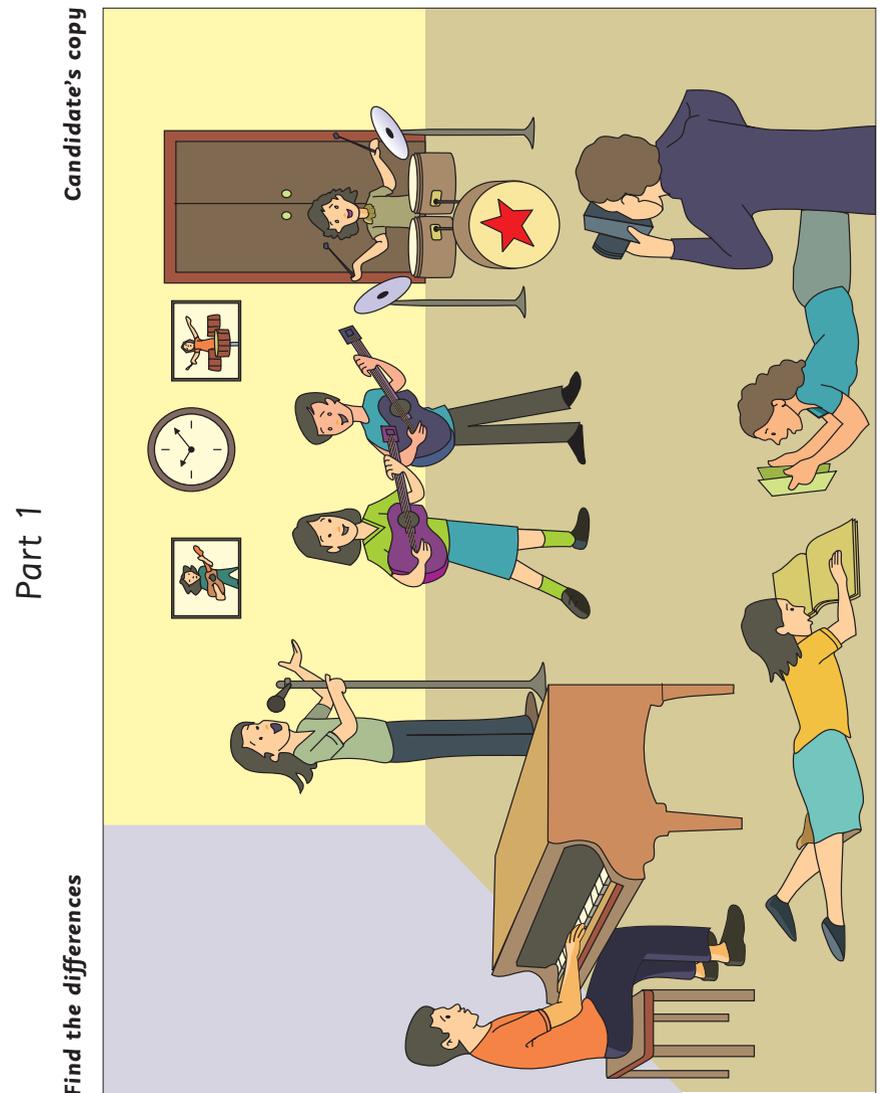
- 1 Ask the students some general introductory questions, e.g. *What's your surname? How old are you?*
- 2 Ask the students to turn to SB page 48. Give them time to look at the picture.
- 3 Turn to the Examiner's copy (TB page 134). Allow students to look at it briefly.
- 4 Make statements about your copy of the picture. Encourage the student to say how their picture is different. For example, *In my picture, the door is open.* (*In my picture, the door is closed.*)

#### Answer Key

- 1 girl playing violin / girl playing guitar
- 2 lizard on drum / star on drum
- 3 girl taking a photo / boy taking a photo
- 4 one girl drawing / both girls are reading
- 5 clock is next to picture / clock between pictures
- 6 boy playing piano is standing up / boy playing piano is sitting down

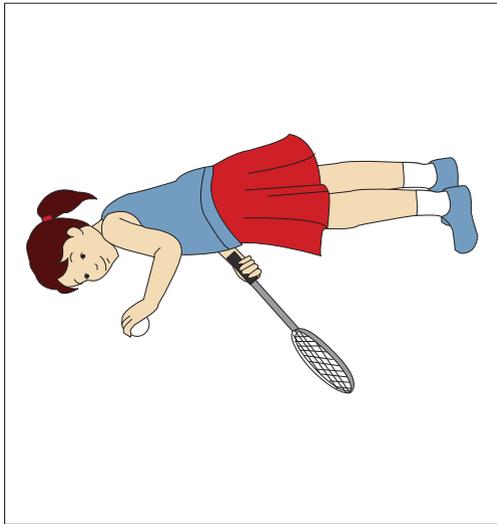
## Test 2

## Speaking



48 Test 2, Speaking Part 1

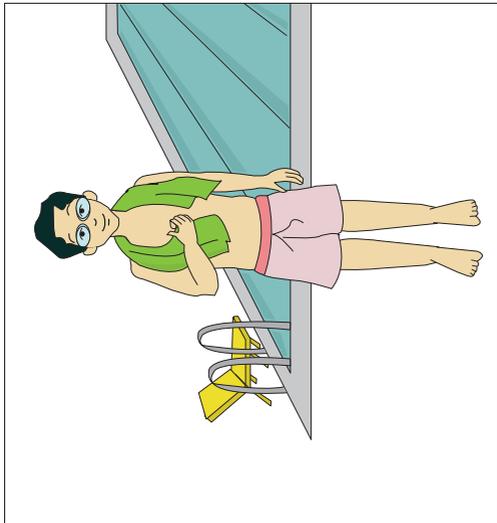
Information exchange



Sarah's tennis club

What day	Monday
Time	4:30 p.m.
Where	park
How long	2 hours
Teacher	Mr Drake

Candidate's copy



Ben's swimming club

What day	?
Time	?
Where	?
How long	?
Teacher	?

Speaking

Speaking

Speaking Part 2

In this part, students ask and answer questions using cues.

■ Warm-up

For suggested warm-up activities, see Test 1 page 32.

■ Do the test

**Materials:** SB page 49, TB page 135

- 1 Ask students to turn to SB page 49. Give them time to look at the pictures and the tables.
- 2 Look at the Examiner's copy (TB page 135). Ask the student questions about the information they have, e.g. *I don't know anything about Sarah's tennis club. What day is it on? (Monday).*
- 3 Now encourage the student to ask you similar questions, e.g. *Where's Ben's swimming club?*

**Answer Key** ► Speaking frame page 59

## Test 2

### Speaking Part 3

In this part, students continue a story by describing the pictures in sequence.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 33.

#### ■ Do the test

**Materials:** SB page 50

- 1 Ask students to turn to SB page 50. Give them time to look at the pictures first.
- 2 Tell them the title and then describe the first picture, e.g. *These pictures tell a story. It's called 'The kitten'. A boy has just opened his front door. etc.*
- 3 Encourage the students to continue the story by describing the other pictures in turn. If necessary prompt them with a question.

**Answer Key** ▶ Speaking frame page 59

### Speaking Part 4

In this part, students answer questions about themselves, their hobbies and their family or friends.

#### ■ Warm-up

For suggested Warm-up activities, see Test 1 page 34.

#### ■ Do the test

**Materials:** None

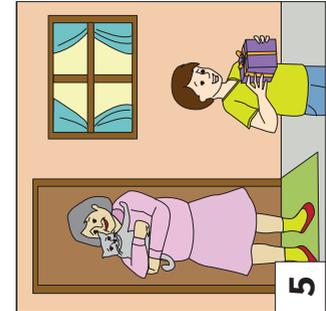
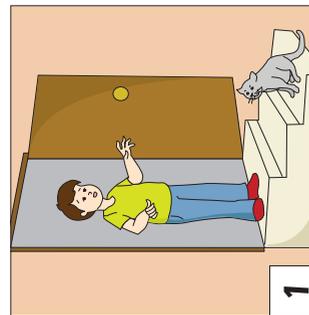
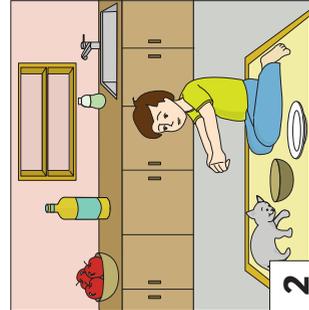
- 1 Ask the students several questions about themselves, their family or friends. They need only give simple answers, i.e. a phrase or a short sentence.  
*Now let's talk about your school.*  
*What time do your lessons start?*  
*How do you travel to school?*  
*What is your favourite subject at school?*  
*etc.*

## Test 2

Examiner's and Candidate's copy

Part 3

Tell the story



## Speaking frame (Timing = 7–9 minutes)

What to do	What to say	Answer from candidate	Back up question if necessary
	Hello ..., my name's ... What's your surname? How old are you?	Hello (Fischer) (11)	What's your family name? Are you (11)?
<b>1</b> Show candidate both Find the differences pictures. Point to the girl playing the violin.	<i>Here are two pictures. My picture is nearly the same as yours, but some things are different.</i> <i>For example, in my picture the girl is playing a violin, but in your picture she's playing guitar.</i> <i>I'm going to say something about my picture. You tell me how your picture is different.</i> <i>In my picture, there is a lizard on the big drum.</i> <i>In my picture, a girl is taking a photo.</i> <i>In my picture, one girl on the floor is drawing.</i> <i>In my picture, the clock is next to a picture.</i> <i>In my picture, the door is open.</i> <i>In my picture, the boy playing the piano is standing up.</i>	<i>In my picture, there is a star on the big drum.</i>  <i>In my picture, a boy is taking a photo.</i> <i>In my picture, the girls on the floor are reading.</i>  <i>In my picture, the clock is between two pictures.</i> <i>In my picture, the door is closed.</i> <i>In my picture, the boy playing the piano is sitting down.</i>	Point to the other differences which the student does not mention. Is there a picture of a lizard on the drum?  Is it a girl who is taking a photo? Are the girls on the floor drawing?  Is the clock below two pictures? Is the door open? Is the boy playing the piano standing up?
<b>2</b> Point to both candidate's and examiner's copies. Point to the picture of the girl before asking the questions.  Point to the picture of the boy.	<i>Sarah and Ben both go to clubs after school. I don't know anything about Sarah's tennis club, but you do. So I'm going to ask you some questions.</i> <i>What day does Sarah go to tennis club?</i> <i>What time does it start?</i> <i>Where is her tennis club?</i> <i>How long is her tennis club?</i> <i>What is her teacher called?</i> <i>Now you don't know anything about Ben's swimming club, so you ask me some questions.</i> <i>(Friday)</i> <i>(5:15 p.m.)</i> <i>(at the sports centre)</i> <i>(1 hour)</i> <i>(Mrs Crewe)</i>	Monday 4:30 p.m. In the park 2 hours Mr Drake  What day does Ben go to swimming club? What time does it start? Where is his swimming club? How long is his swimming club? What is his teacher called?	Point to the information if necessary.  Point to the information if necessary.
<b>3</b> Point to the picture story. Allow time to look at the pictures.	<i>These pictures tell a story.</i> <i>It's called 'The kitten'. Just look at the pictures first.</i> <i>A boy has just opened his front door. There is a kitten sitting outside the front door. The boy looks surprised to see the kitten. He doesn't know where the kitten has come from.</i> <i>Now you tell the story.</i>	2 – <i>The boy has taken the kitten inside his house. He is giving the kitten some milk and some food. The kitten looks happy now.</i> 3 – <i>The boy has put a picture of the kitten on a tree. There is a telephone number on the picture.</i>  4 – <i>An old lady is holding the picture of the kitten. She is phoning the number on the picture. It is her kitten because she has a photo of it on her table.</i> 5 – <i>The boy has given the kitten back to the old woman. The woman and the kitten look very happy. The boy looks surprised and happy because the old woman has given him a present.</i>	Where is the kitten now? What is the boy giving the kitten?  What is the boy putting on the tree? What information is on the picture of the kitten?  What is the old woman holding? What is she doing? What is on her table? What has the boy done? How does the old woman feel? Why is the boy looking surprised and happy?
<b>4</b> Put away all pictures. Ask a few personal questions.	Now let's talk about your school. What time do your lessons start at school? How do you travel to school? What is your favourite subject at school? How many children are there in your class? Tell me about what you usually do after school.  OK, thank you (name). Goodbye.	Quarter to nine By bus Maths 30 I like to play with my friends. We usually play computer games. I have dinner with my family.  Goodbye.	Do your lessons start at nine o'clock? Do you travel to school by bus? What school subject do you like the best? Are there 30 children in your class? Do you like to play with your friends after school? What do you like to do with your friends? Do you eat dinner with your family?

# Test 3

## Listening Part 1

In this part, students listen and draw lines to match names to people in a picture.

### Warm-up

For suggested warm-up activities, see Test 1 page 8.

### Do the test

**Materials:** SB page 52, Audio T3P1

- 1 Ask students to turn to SB page 52. Look at the picture together and get students to read the names.
- 2 Play the recording and pause it after the example. Go through the example with the class.
- 3 Play the rest of the recording. The students draw a line from the names to the appropriate people in the picture.
- 4 Let the students listen to the audio again. Check answers.

### Audioscript

**R Listen and look. There is One example.**

- Mch** I went camping last weekend. Do you want to have a look at my photo?
- F** Yes, please. Did you enjoy it?
- Mch** Yes, we had a great time. Can you see the boy who's playing the guitar?
- F** Which one? The one with blonde hair?
- Mch** Yes. He's called William. We met him there.
- R Can you see the line? This is an example. Now you listen and draw lines.**
- F** Who's that girl who's sitting in the tent?
- Mch** There are two tents. Which one do you mean?
- F** The bigger green tent.
- Mch** The girl who's wearing a scarf?
- F** Yes, she looks a bit cold.
- Mch** Oh, that's Daisy. I think she felt cold all weekend!

# Test 3

# Listening

## Part 1 – 5 questions –

Listen and draw lines. There is one example.



52 Test 3, Listening Part 1

- F** Look at those boys who are cooking on the fire!
- Mch** Yes, the boy who's cooking sausages is my brother, Nick. The other boy's his friend from school.
- F** The food looks good!
- Mch** Yes, it was.
- F** Who are those two women?
- Mch** The ones who're standing next to the tent?
- F** No, the ones who're sitting on chairs next to the tree.
- Mch** Oh, those women! The one with the yellow jacket's my mum and the other woman's her friend, Jill.
- F** Did your dad go with you?
- Mch** No, he worked all weekend.
- F** So who's the man in the car?
- Mch** That's my mum and dad's friend, John. He drove us there.
- F** Where's your friend Emma?
- Mch** Oh, she's taking her rucksack out of the car.
- F** Is that her with the blue one?
- Mch** No, hers is orange – it's very heavy.
- F** Yes, she looks unhappy!
- R Now listen to Part One again.**

**Answer Key** ► SB page 52

Part 2  
– 5 questions –

Listen and write. There is one example.



HOMEWORK: JOB INFORMATION

	<b>Surname:</b>	Mr <u>White</u>
1	<b>Job:</b>	<u>cook</u>
2	<b>Works in:</b>	<u>hospital</u>
3	<b>Age when started job:</b>	<u>21 / twenty-one</u>
4	<b>Where learnt job:</b>	<u>college</u>
5	<b>Colour of uniform:</b>	white and <u>grey</u>

Test 3, Listening Part 2 53

Listening Part 2

In this part, students listen and write words or numbers in gaps.

■ Warm-up

For suggested warm-up activities see Test 1 page 10.

■ Do the test

**Materials:** SB page 53, Audio T3P2

- 1 Ask students to turn to SB page 53. Look at the form together and get students to think about what kind of information is missing.
- 2 Play the recording and pause it after the example. Go through the example with the class.

- 3 Play the rest of the recording. The students listen and fill in the missing words on the form.
- 4 Let the students listen to the audio again. Check answers.

Audioscript

- R** Listen and look. There is one example.
- Fch** Can I ask you some questions, Mr White?
- M** Yes, of course, Jane. What do you want to know?
- Fch** Well it's for my school homework. I have to find out information about someone's job.

Listening

- M** Oh, OK.
- Fch** How do you spell your surname?
- M** It's W-H-I-T-E.
- Fch** Thank you.
- R** Can you see the answer? Now you listen and write.
- Fch** What's your job, Mr White?
- M** I'm a cook.
- Fch** Oh, that's an unusual job.
- M** Well ... I love food.
- Fch** Me too!
- So do you work in a restaurant?
- M** No, I've never worked in one of those. I work in a hospital. I cook the food for all the people who are ill and for the doctors and nurses who work there.
- Fch** Wow! That's a lot of people.
- M** Yes. I'm always busy.
- Fch** How old were you when you started your job?
- M** I was much younger than I am now! I was twenty-one. I remember because I started the job the day after my birthday.
- Fch** And where did you learn how to do your job? Did you go to university?
- M** I didn't need to do that. I went to college and learned everything there. I wasn't a very good student!
- Fch** Right. And the last question, do you wear a uniform at work?
- M** Yes. Everyone who works in the kitchens has to wear a uniform. It's white and grey. I like the uniform, but it's difficult to keep clean!
- Fch** Yes, I'm sure! Thank you for answering my questions, Mr White.
- M** You're welcome! I'm happy to help.
- R** Now listen to Part Two again.

Answer Key ► SB page 53

## Test 3

### Listening Part 3

In this part, students listen and match pictures to words or names by writing a letter in the box.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 12.

#### ■ Do the test

**Materials:** SB pages 54 & 55, Audio T3P3

- 1 Ask students to turn to SB pages 54 & 55. Look at the list of illustrated names and the set of pictures with the class.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- 3 Play the rest of the recording. The students listen and match the illustrated names with the pictures, A to H.
- 4 Let the students listen to the audio again. Check answers.

#### Audioscript

- R Listen and look. There is one example. What sports do Anna's friends do?**
- M** Why don't you start a new sport Anna? You spend too much time in your bedroom. What sports do your friends do?
- Fch** Well, Bill loves volleyball. He plays it at the beach at the weekend. I've tried it too but I'm not very good.
- R Can you see the letter 'G'? Now you listen and write a letter in each box.**
- M** What about your best friend, does she do any sport?
- Fch** You mean Sue. She's good at running. She runs with her dad every morning before school. But I don't

## Test 3

### Part 3 – 5 questions –

**What sports do Anna's friends do?**

**Listen and write a letter in each box. There is one example.**



Bill

G



Betty

A



Richard

C



Vicky

E



Sue

B



David

H

54 Test 3, Listening Part 3

think I have time before school, and I don't like running races.

**M** Well who else is there?

**Fch** Do you remember my friend David? He's the boy I had guitar lessons with. He plays golf. He goes to the club next to the park. We could do that together at the weekends.

**M** That's a good idea. Or how about tennis?

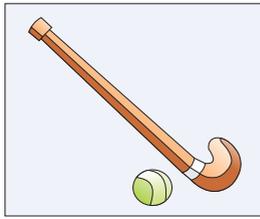
**Fch** Yes, I could play tennis with Vicky. No, sorry, she stopped playing tennis last year. Now she plays

badminton. She loves it and she's won lots of competitions.

**M** I liked that sport when I was young – but I didn't win any competitions! What about your other friends?

**Fch** Betty plays hockey for the school team – she's very good. She started playing 3 years ago when she was only eight. We play it at school sometimes too, but I don't like it very much.

**M** Does anyone play baseball?



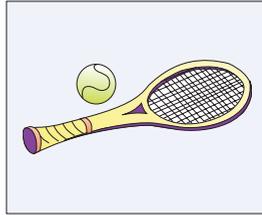
A



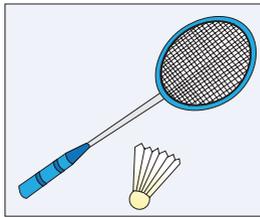
B



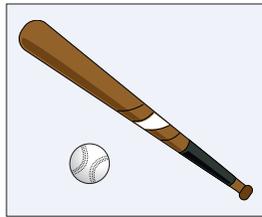
C



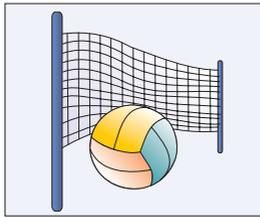
D



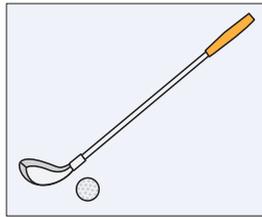
E



F



G



H

Test 3, Listening Part 3 55

**Fch** Richard played baseball a lot when he lived in America, but he says it's difficult to find people who play it here. He plays football now and he goes to the school club. They have a club for girls too. Perhaps I could try that. I'll ask the sports teacher at school tomorrow.

**M** Well, that sounds like a good idea.

**R** **Now listen to Part Three again.**

**Answer Key** ► SB page 54

# Test 3

## Listening Part 4

In this part, students listen and tick the correct picture.

### Warm-up

For suggested warm-up activities, see Test 1 page 14.

### Do the test

**Materials:** SB pages 56 & 57, Audio T3P4

- 1 Ask students to turn to SB pages 56 & 57. Look at the five questions together and get students to think about what differences they can see in each set of pictures.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- 3 Play the rest of the recording. As the students listen to the questions, they look at each set of pictures and tick the correct box, A, B or C.
- 4 Let students listen to the audio again. Check answers.

### Audioscript

**R Listen and look. There is one example. Where is Michael going to go with his school class?**

**F** Are you going to go to the forest with your school class next week, Michael?

**Mch** No, we wanted to go to the river grandma, but we're going to stay in the mountains this time.

**F** That sounds fun.

**Mch** Yes, I can't wait!

**R Can you see the tick? Now you listen and tick the box.**

**One. Where is Michael going to stay?**

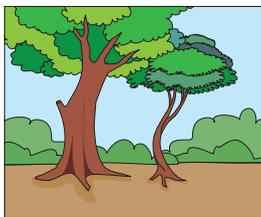
**F** Where are you going to stay?

## Test 3

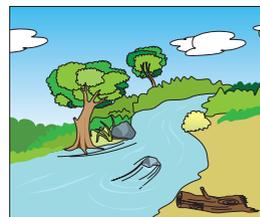
### Part 4 – 5 questions –

**Listen and tick (✓) the box. There is one example.**

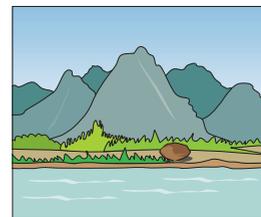
Where is Michael going to go with his school class?



A

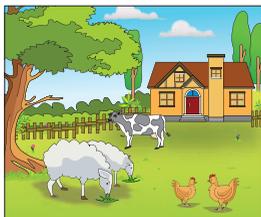


B



C

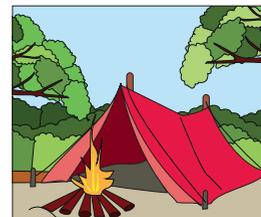
1 Where is Michael going to stay?



A

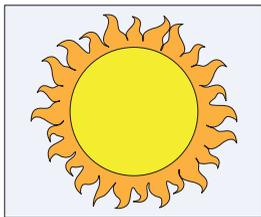


B



C

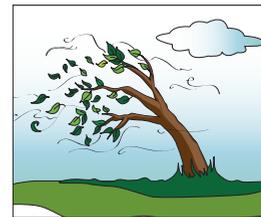
2 What is the weather going to be like?



A



B



C

56 Test 3, Listening Part 4

**Mch** Well, the hotels are too expensive.

**F** Are you going to camp then?

**Mch** No, we're going to stay on a farm. I think it'll be lots of fun!

**R Two. What is the weather going to be like?**

**F** I hope the weather's going to be warm and sunny.

**Mch** No, I think it's going to be cloudy and windy, but not very cold.

**F** Well that's better than rain.

**Mch** Yes.

**R Three. Which backpack is Michael going to take?**

**F** So have you got everything you need?

**Mch** I do now, but I couldn't find my blue backpack with the red pocket and I didn't want to use my sister's. It's got spots on it!

**F** I see.

**Mch** Mum bought me a new one with a footballer on it – I love it!

**R Four. When is Michael going to visit his grandma?**

3 Which backpack is Michael going to take?



A

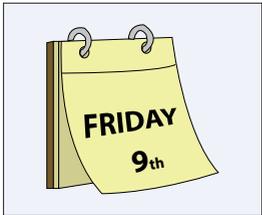


B



C

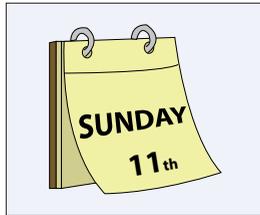
4 When is Michael going to visit his grandma?



A



B

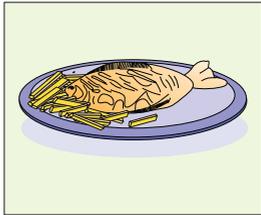


C

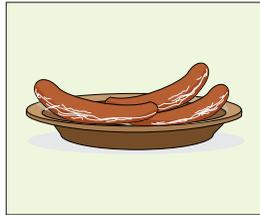
5 What is Michael going to eat at his grandma's house?



A



B



C

Test 3, Listening Part 4 57

**F** Are you going to visit me after your holiday?

**Mch** Yes, grandma. We'll get back on Friday.

**F** Would you like to come for lunch on Sunday?

**Mch** Sorry, I'm going to play football that day. What about Saturday?

**F** That's fine.

**R** **Five. What is Michael going to eat at his grandma's house?**

**F** I'll cook your favourite meal ... fish and chips!

**Mch** Thanks grandma, but that's my sister's favourite. I prefer pizza.

**F** Oh yes, sorry! OK, and I'll get some sausages for your dad.

**Mch** See you then!

**R** **Now listen to Part Four again.**

**Answer Key** ► SB pages 56 & 57

## Test 3

### Listening Part 5

In this part, students listen and colour, draw and write on a picture.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 16.

#### ■ Do the test

**Materials:** SB page 58, Audio T3P5, coloured pencils

- 1 Ask students to turn to SB page 58. Look at the picture with the class and ask them to name items and actions in the picture. Explain that they will listen to instructions in the form of a conversation between an adult and a child.
- 2 Play the recording and pause it after the example. Go through the example with the class. Make sure students understand that they will need to colour three things in the picture, write one word and draw one simple object (and also colour it).
- 3 Play the rest of the recording. The pupils listen and follow the instructions.
- 4 Let the students listen to the audio again. Check answers.

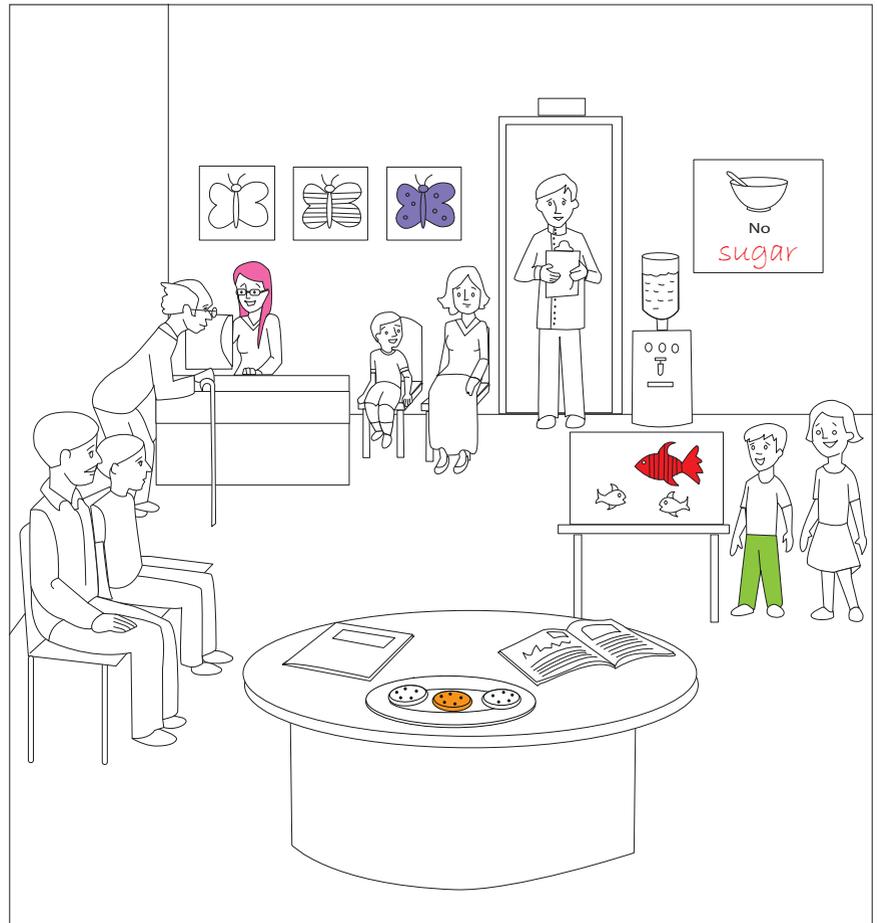
#### Audioscript

- R** Listen and look at the picture. There is one example.
- F** This is a picture of the dentist's where I work. Do you want to colour it?
- Mch** Yes, please.
- F** Can you see the little boy who's looking at the fish?
- Mch** Yes, he's standing next to a little girl.
- F** That's right. Can you colour his trousers green?
- Mch** OK.

## Test 3

### Part 5 – 5 questions –

Listen and colour and write and draw. There is one example.



58 Test 3, Listening Part 5

- R** Can you see the boy's green trousers? This is an example. Now you listen and colour and write and draw.  
**One**
- F** Good. Now then, the boy and girl are looking at three fish.
- Mch** Yes, there's a big fish and two smaller ones.
- F** That's right. Do you want to colour the big fish with the stripes?
- Mch** OK, what colour?
- F** Oh, I don't know ... red?
- Mch** Yes, that's a good colour.
- R** Two
- F** Now, can you see the lady who's working on the computer?
- Mch** Yes, she's talking to an old man.
- F** That's right. She's wearing glasses and has got long hair.
- Mch** Yes. She looks very friendly. Can I colour her hair brown?
- F** No. Colour it pink!
- Mch** All right! I've done it!

**R Three**

**F** Now I'd like you to do some writing.

**Mch** OK.

**F** Can you see the picture on the wall to the right of the door?

**Mch** Yes, there's a bowl and a spoon.

**F** That's right. Write the word 'sugar' under 'No'.

**Mch** There ..... That's it!

**R Four**

**F** Good. Can you see the coffee table which has some magazines on it?

**Mch** Yes, there are two biscuits on it.

**F** Yes. I'd like you to draw another biscuit.

**Mch** OK. Where shall I draw it?

**F** You can draw it in the space between the two other biscuits.

**Mch** OK and I'll colour it orange.

**R Five**

**F** Right. Now I'd like you to colour something.

**Mch** Oh good. Shall I colour the table?

**F** Not now. Can you see the three pictures on the wall?

**Mch** The pictures of butterflies?

**F** Yes. I'd like you to colour the butterfly with the spots.

**Mch** OK. Shall I colour it purple?

**F** That's a good idea. It looks very nice!

**Mch** Thanks!

**R Now listen to Part Five again.**

**Answer Key** ► SB page 58

# Test 3

## Reading & Writing Part 1

In this part, students write the correct words next to the definitions.

### ■ Warm-up

For suggested warm-up activities, see Test 1 page 19.

### ■ Do the test

**Materials:** SB page 59

- 1 Ask students to turn to SB page 59. Look at the fifteen individual words and get students to think about what they mean.
- 2 Ask students to read through the ten definitions. Look at the example together.
- 3 Ask the students to match the definitions with the correct words. Remind them to copy the words carefully.
- 4 Check the answers.

**Answer Key** ► SB page 59

# Test 3

## Part 1

– 10 questions –

**Look and read. Choose the correct words and write them on the lines. There is one example.**

autumn	a shelf	a camel	fog
			fog
			summer
a storm			a shelf
			a key
			a swan
			fog
a swan			a swing
			a storm
			autumn
ice			a butterfly
			summer
			money
			a key
magazines			magazines
			a butterfly
			a camel
a sofa	money	week	

Part 2  
– 7 questions –

Look and read. Write **yes** or **no**.



**Examples**

It's sunny outside and the sky is blue.

\_\_\_\_\_ yes \_\_\_\_\_

The cupboard doors are both closed.

\_\_\_\_\_ no \_\_\_\_\_

## Reading & Writing

### Reading & Writing

#### Part 2

In this part, students look at a picture and then read sentences and write **yes** or **no** answers.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 20.

#### ■ Do the test

**Materials:** SB pages 60 & 61

- 1 Ask students to turn to SB pages 60 & 61. Look at the picture together.
- 2 Ask students to look at the two examples and discuss these with the class. Ask them to correct the second example, e.g. *One cupboard door is open.*
- 3 The students now decide whether the information in the other seven sentences about the picture are correct. Remind students to write either **yes** or **no** after each sentence. Ask students to correct the false sentences. (3 *The girl who's studying at the table isn't listening to music.* 4 *The man who's cleaning the window hasn't got a moustache.* 6 *The boy who is standing next to the old woman is holding two books.*)

**Answer Key** ► SB page 61

## Test 3

## Questions

- 1 The baby boy has pulled some books out of the bookcase. yes
- 2 The man who's wearing glasses looks very angry. yes
- 3 The girl who's studying at the table is also listening to music. no
- 4 The man who's cleaning the window has got a moustache. no
- 5 The old woman is wearing a skirt which is purple and black. yes
- 6 A boy is standing next to the old woman and he's holding more than four books. no
- 7 The yellow books are bigger than the books that are on the floor. yes

Part 3  
– 5 questions –

Robert is talking to his friend, Harry. What does Harry say?

Read the conversation and choose the best answer.

Write a letter (A–H) for each answer.

You do not need to use all the letters.

Example

	<b>Robert:</b> Did you see that TV programme about the most dangerous animals in the world?
	<b>Harry:</b> <u>    E    </u>

Questions

- 1  **Robert:** Did you like it?  
 **Harry:**     H
- 2  **Robert:** Did you see the part about the octopus?  
 **Harry:**     G
- 3  **Robert:** Which part did you like best?  
 **Harry:**     D
- 4  **Robert:** Did you see the man who swam with sharks?  
 **Harry:**     A
- 5  **Robert:** I'd like to swim with dolphins.  
 **Harry:**     C

## Reading & Writing

### Reading & Writing

#### Part 3

In this part, students read a dialogue and select the correct response.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 22

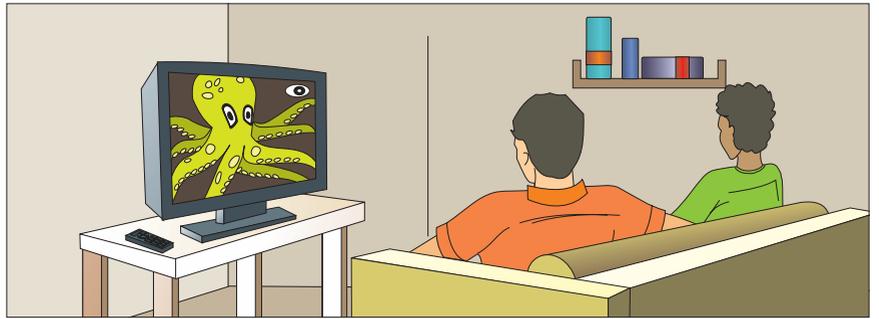
#### ■ Do the test

**Materials:** SB pages 62 & 63

- 1 Ask students to turn to SB pages 62 & 63. Look at the gapped dialogue together and get students to think about what could go in the gaps.
- 2 Ask students to read the missing lines of the dialogue, options A–H.
- 3 Ask students to choose the appropriate line of dialogue from the options given and to write the correct letter in the space provided. Remind them that there is one extra line of dialogue that is not needed. Encourage students to read through the dialogue, quietly to themselves, to check that it makes sense.
- 4 Check answers.

**Answer Key** ► SB page 62

## Test 3



- A Yes, he was very brave.
- B Whales are bigger than sharks.
- C Yes, I'd like that too!
- D I don't know. It's difficult to choose.
- E Yes, I did. **(Example)**
- F That's wonderful!
- G No, I hate them so I didn't watch that part.
- H Oh, yes. It was great.

Part 4  
– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



My name's Tom and I have a dog \_\_\_\_\_ *called* \_\_\_\_\_ Buster. One day last summer I was watching TV in my house (1) \_\_\_\_\_ *when* \_\_\_\_\_ Buster ran into the living room. I knew that something was wrong because Buster was jumping up and down and (2) \_\_\_\_\_ *making* \_\_\_\_\_ a lot of noise. When I asked Buster, "What is wrong?", he started running to the front door. I followed him outside. He wanted to get out of our garden so I followed him into the (3) \_\_\_\_\_ *street* \_\_\_\_\_ . He stood in front of the house next to ours. Buster started making a lot of noise again. Then I saw what the problem was. I could see a (4) \_\_\_\_\_ *fire* \_\_\_\_\_ through the kitchen window. I ran back home and called my mum. My mum phoned for help and a fire engine soon arrived. The old woman who lives in the house wasn't hurt. She was (5) \_\_\_\_\_ *upstairs* \_\_\_\_\_ when the firemen arrived.

That night I gave Buster a big bowl of his favourite food!

## Reading & Writing

### Reading & Writing

#### Part 4

In this part, students choose and copy missing words from a story and then choose the best title.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 24.

#### ■ Do the test

**Materials:** SB pages 64 & 65

- 1 Ask students to turn to SB pages 64 & 65. Look at the picture together and get students to think about the topic of the story.
- 2 Look at the example with the class and make sure they understand that they need to fill the gaps in the text from the words in the box. Remind students that there are more words than they need.
- 3 Ask students to fill in the five gaps in the story and to choose the best title for the story from the three options.
- 4 Check answers.

**Answer Key** ► SB pages 64 & 65

## Test 3

**Example**

called	street	making	quickly	upstairs
when	opened	wood	fire	said

(6) Now choose the best name for the story.

**Tick one box**

An exciting summer

The old lady and the terrible fire

My clever dog

Part 5  
– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

**The wrong suitcase**



Last month, Harry went on holiday with his mum and dad. They went to a cheap hotel by the sea for a week. Harry was very happy because they were travelling by plane. It was Harry's first time in a plane. When they arrived at the airport, Harry and his parents went to get their suitcases. His parents had a big red suitcase and Harry had a small one with black stripes.

Then they took a taxi to their hotel. Harry thought the hotel was excellent because it had a very big swimming pool. Harry wanted to go for a swim before he did anything else. He went to his room and opened his suitcase to get his swimming shorts. Harry was very surprised when he opened his suitcase. It was full of dresses! It wasn't Harry's suitcase! His mum found a name and phone number in the suitcase and she called the number. The woman on the phone said she had Harry's suitcase.

That afternoon Harry and his parents met the woman. She was very happy to get her suitcase back and she wanted to thank them. The woman was very rich and the next day Harry and his parents had lunch with her – on her boat! It was Harry's best holiday!

## Reading & Writing

### Reading & Writing Part 5

In this part, students complete sentences about a story using one, two or three words.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 26.

#### ■ Do the test

**Materials:** SB pages 66 & 67

- 1 Ask students to turn to SB pages 66 & 67. Look at the picture and get students to think about the topic of the story.
- 2 Ask students to read the story and then read the sentences. Then ask the students to underline the parts of the story that give them the information they need to complete the sentences.
- 3 Look at the example with the class and make sure they understand that they need to fill the gapped sentences using between one and four words. Remind the students that the words they will need to use will be in the story but may not be in the same order as the sentence.
- 4 Ask students to complete the gapped sentences.
- 5 Check the answers.

**Answer Key** ► SB page 67

## Test 3

## Examples

Harry and his parents went on holiday last month .

Their hotel, which was next to the sea , was cheap.

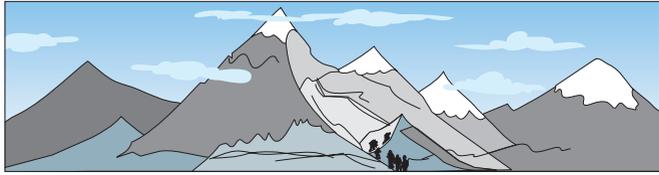
## Questions

- 1 Harry felt happy about travelling by plane.
- 2 Harry and his parents got their suitcases when they arrived at the airport.
- 3 Harry's suitcase was small and had black stripes .
- 4 They travelled to the hotel by taxi .
- 5 Harry liked the hotel because it had a swimming pool .
- 6 Harry found dresses in his suitcase.
- 7 Harry and his parents had lunch on the woman's boat.

Part 6  
– 10 questions –

Read the text. Choose the right words and write them on the lines.

**Mount Everest**



**Example**

Mount Everest is \_\_\_\_\_ the \_\_\_\_\_ highest mountain in the  
 1 world. The mountain is \_\_\_\_\_ between \_\_\_\_\_ two countries,  
 2 Nepal and China. Every year many men \_\_\_\_\_ and \_\_\_\_\_  
 3 women try to climb Mount Everest. It is not \_\_\_\_\_ easy \_\_\_\_\_  
 to climb a big mountain and many people don't get to the top.  
 4 It snows a lot \_\_\_\_\_ on \_\_\_\_\_ Mount Everest and so you  
 need to wear warm clothes like socks and gloves made of wool.  
 5 There \_\_\_\_\_ are \_\_\_\_\_ no roads or cars on the way up the  
 6 mountain so people need to carry \_\_\_\_\_ everything \_\_\_\_\_. Some  
 people use animals called 'Yaks' to help them carry things. Yaks are  
 7 like cows and have \_\_\_\_\_ lots \_\_\_\_\_ of fur. Their fur helps  
 them keep warm in the snow.  
 8 People \_\_\_\_\_ who \_\_\_\_\_ climb the mountain need to take a tent  
 with them because they will need to somewhere to sleep at night.  
 9 \_\_\_\_\_ They \_\_\_\_\_ also need to carry food in their rucksacks.  
 10 It \_\_\_\_\_ takes \_\_\_\_\_ many days to climb Mount Everest.

68 Test 3, Reading & Writing Part 6

## Reading & Writing

### Reading & Writing Part 6

In this part, students complete a text by selecting and copying the correct words.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 28.

#### ■ Do the test

**Materials:** SB pages 68 & 69

- 1 Ask students to turn to SB pages 68 & 69. Look at the picture and get students to think about the topic of the text.
- 2 Go through the example.
- 3 Ask students to read the text and then read the word options.
- 4 Ask students to complete the gaps with a word.
- 5 Check the answers.

**Answer Key** ► SB page 68

## Test 3

<b>Example</b>	a	the	an
1	between	under	behind
2	but	and	so
3	easy	easier	easiest
4	to	on	of
5	are	is	were
6	everywhere	everyone	everything
7	lots	many	much
8	what	who	which
9	They	Them	Their
10	take	taking	takes

Part 7  
– 5 questions –

Read the letter and write the missing words. Write one word on each line.



Example

Dear Jane,

How are you? I can't wait for you to come  
and visit next weekend. My mum is going to take us to  
1 the zoo on Saturday. My brother's been  
there before and he says it's great! On Saturday night we  
2 can go to the cinema. There's a funny  
3 film that I think you will like. On Sunday  
4 we can play golf in the park.  
5 The weather is very hot and sunny here so bring  
your summer clothes!

See you soon,

Alex

## Reading & Writing

### Reading & Writing Part 7

In this part, students complete a text with words of their own choice.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 30.

#### ■ Do the test

**Materials:** SB page 70

- 1 Ask students to turn to SB page 70. Look at the gapped text together and get students to think about what sort of words are missing.
- 2 Look at the example together and ask students to identify whether it is a noun, verb, adjective, etc.
- 3 Ask students to complete each gap in the text with the missing word.
- 4 Check answers.

**Answer Key** ► SB page 70

## Test 3

### Speaking Part 1

In this part, students identify and describe differences between two pictures.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 31.

#### ■ Do the test

**Materials:** SB page 72, TB page 136

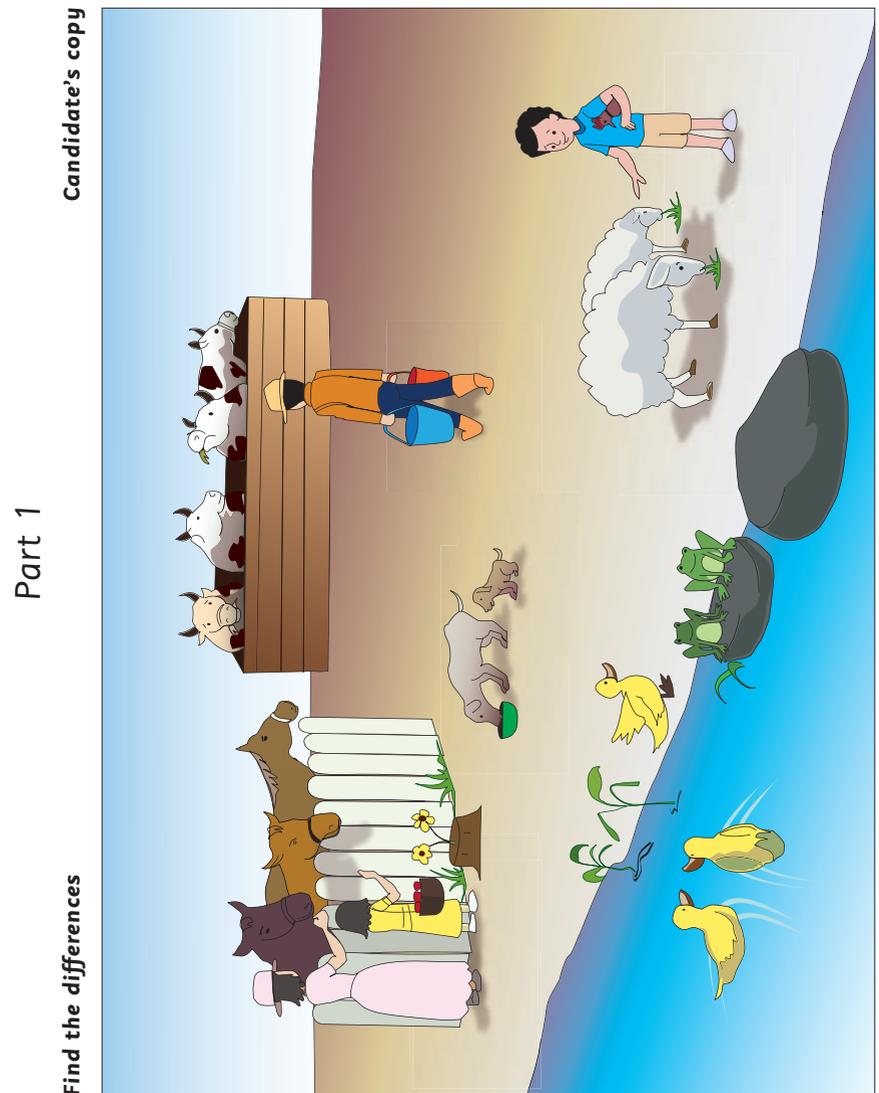
- 1 Ask the students some general introductory questions, e.g. *What's your surname? How old are you?*
- 2 Ask the students to turn to SB page 72. Give them time to look at the picture.
- 3 Turn to the Examiner's copy (TB page 136). Allow students to look at it briefly.
- 4 Make statements about your copy of the picture. Encourage the student to say how their picture is different. For example, *In my picture, there are two horses. (In my picture, there are three.)*

#### Answer Key

- 1 tree next to farmer / no tree
- 2 the boy is holding a toy cat / boy holding toy chicken
- 3 there are five cows / four cows
- 4 puppy is drinking water / dog is drinking water
- 5 frogs are sitting on bigger rock / frogs are on smaller rock
- 6 farmer wearing a black hat / farmer wearing a brown hat
- 7 one duck / two ducks in the water

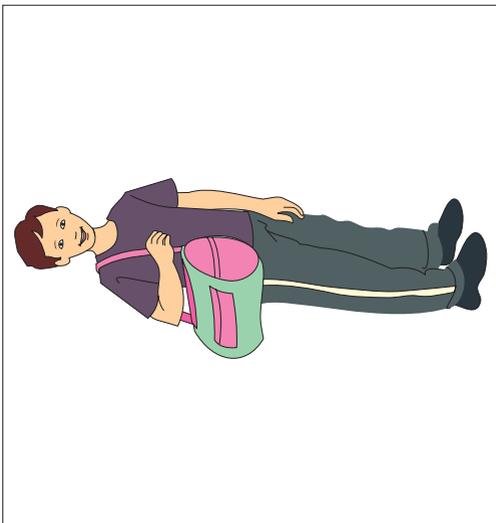
## Test 3

## Speaking



72 Test 3, Speaking Part 1

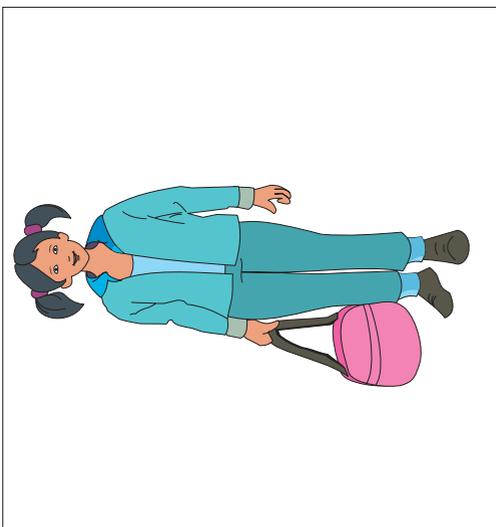
Information exchange



George's sports class

Teacher's name	Mr Butt
What day	Tuesday
What time / start	2:15
How many children	25
What sport / learn	hockey

Candidate's copy



Katy's sports class

Teacher's name	?
What day	?
What time / start	?
How many children	?
What sport / learn	?

Speaking

Speaking

Speaking Part 2

In this part, students ask and answer questions using cues.

■ Warm-up

For suggested warm-up activities, see Test 1 page 32

■ Do the test

Materials: SB page 73, TB page 137

- 1 Ask students to turn to SB page 73. Give them time to look at the pictures and the tables.
- 2 Look at the Examiner's copy (TB page 137). Ask the student questions about the information they have, e.g. *I don't know anything about George's sports class. What's the teacher's name? (Mr Butt).*
- 3 Now encourage the student to ask you similar questions, e.g. *What day is Katy's sports class on?*

**Answer Key** ► Speaking frame page 83

## Test 3

### Speaking Part 3

In this part, students continue a story by describing the pictures in sequence.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 33.

#### ■ Do the test

**Materials:** SB page 74

- 1 Ask students to turn to SB page 74. Give them time to look at the pictures first.
- 2 Tell them the title and then describe the first picture, e.g. *These pictures tell a story. It's called 'The birthday'. A woman is having breakfast.* etc.
- 3 Encourage the students to continue the story by describing the other pictures in turn. If necessary prompt them with a question.

**Answer Key** ► Speaking frame page 83

### Speaking Part 4

In this part, students answer questions about themselves, their hobbies and their family or friends.

#### ■ Warm-up

For suggested Warm-up activities, see Test 1 page 34.

#### ■ Do the test

**Materials:** None

- 1 Ask the students several questions about themselves, their family or friends. They need only give simple answers, i.e. a phrase or a short sentence.

*Now let's talk about food.*

*What is your favourite food?*

*Who does most of the cooking at home?*

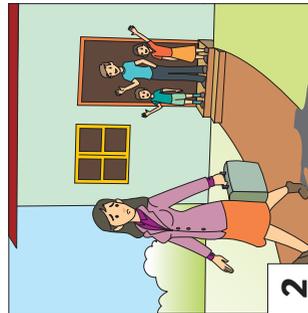
*What time do you usually eat dinner?*

etc.

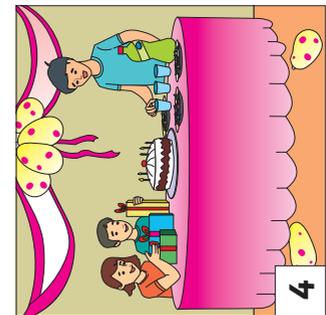
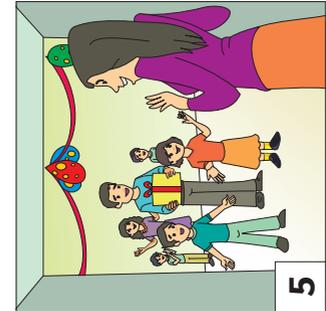
## Test 3

### Part 3

Examiner's and Candidate's copy



Tell the story



## Speaking frame (Timing = 5–7 minutes)

What to do	What to say	Answer from candidate	Back up question if necessary
	Hello..., my name's ... What's your surname? How old are you?	Hello (Fischer) (11)	What's your family name? Are you (11)?
<b>1</b> Show candidate both Find the Differences pictures. Point to the lake in each picture, showing that in one picture there is a tree, but in the picture there isn't.	Here are two pictures. My picture is nearly the same as yours, but some things are different. For example, in my picture there is a tree next to the farmer, but in your picture there isn't. I'm going to say something about my picture. You tell me how your picture is different. In my picture, there are two horses. In my picture, the boy is holding a toy cat.  In my picture, there are five cows. In my picture, the puppy is drinking water from a bowl. In my picture, the frogs are sitting on the bigger rock. In my picture, the farmer is wearing a black hat.	In my picture, there are three horses. In my picture, the boy is holding a toy chicken. In my picture, there are four cows. In my picture, the dog is drinking water from a bowl. In my picture, the frogs are sitting on the smaller rock. In my picture, the farmer is wearing a brown hat.	Point to the other differences which the student does not mention. Are there two horses? Is the boy holding a toy cat?  Are there five cows? Is the puppy drinking water from a bowl? Are the frogs sitting on the bigger rock? Is the farmer wearing a black hat?
<b>2</b> Point to both candidate's and examiner's copies. Point to the picture of the boy before asking the questions.  Point to the picture of the girl.	George and Katy both have sports lessons at school. I don't know anything about George's sports class, but you do. So I'm going to ask you some questions. What is David's sports teacher called? What day is David's sports lesson? What time does the lesson start? How many children are in David's class? What sport is David's class learning to play? Now you don't know anything about Katy's sports class, so you ask me some questions. (Miss Keen) (Friday) (1:45) (28) (Volleyball)	Mr Butt Tuesday 2:15 25 Hockey  What is Katy's sports teacher called? What day is Katy's sports lesson? What time does the lesson start? How many children are in Katy's class? What sport is Katy's class learning to play?	Point to the information if necessary.  Point to the information if necessary.
<b>3</b> Point to the picture story. Allow time to look at the pictures.	These pictures tell a story. It's called 'The birthday'. Just look at the pictures first. A woman is having breakfast with her family. She looks sad because she thinks her family has forgotten her birthday. Now you tell the story.	2 – The man and children are waving goodbye to the woman. The woman is going to work. She still looks unhappy. 3 – The man and the children have made a cake. The man is taking the cake out of the cooker. 4 – The man and the children are getting the room ready for the birthday party. The man is putting cups on the table and the children are putting presents on the table. 5 – The woman has come home from work. She has just opened the door. She looks very happy and very surprised. There are lots of people at the party.	What are the man and the children doing? Where is the woman going?  What have the man and the children made?  What is the man doing? What are the children doing?  What has the woman just done? How does the woman feel? Are there any other people at the party?
<b>4</b> Put away all pictures. Ask a few personal questions.	Now let's talk about food. What is your favourite food? Who does most of the cooking at home? What time do you usually eat dinner? Where in your house do you usually eat meals? Tell me about your favourite place to eat. OK, thank you (name). Goodbye.	Pizza My mum At 6 o'clock In our kitchen  My favourite restaurant is Mario's. I usually eat pasta. We go there for my birthday. Goodbye.	Is pizza your favourite food? Does your mum do most of the cooking? Do you usually eat dinner at 6 o'clock? Do you usually eat your meals in the kitchen? Do you have a favourite restaurant or café? What do you like to eat there? When do you eat there?

Test 4

Listening Part 1

In this part, students listen and draw lines to match names to people in a picture.

Warm-up

For suggested warm-up activities, see Test 1 page 8.

Do the test

Materials: SB page 76, Audio T4P1

- 1 Ask students to turn to SB page 76. Look at the picture together and get students to read the names.
- 2 Play the recording and pause it after the example. Go through the example with the class.
- 3 Play the rest of the recording. The students draw a line from the names to the appropriate people in the picture.
- 4 Let the students listen to the audio again. Check answers.

Audioscript

R Listen and look. There is one example.

Mch I went to a birthday party last week. I took this photo!

F Yes, it's lovely. Did you have a good time?

Mch Yes. Can you see the boy with the blonde hair who's eating birthday cake?

F The boy with a monster on his t-shirt?

Mch Yes, well, he's my cousin. He's called David. It was his birthday.

R Can you see the line? This is an example. Now you listen and draw lines.

F It looks like a fun party! Who are the two babies under the table? Do you know their names?

Mch I don't know the one on the left, but the one on the right who's holding a doll is called Lucy. She was very funny!

F And who are those two boys playing with the balloons?

Mch Oh, the shorter one is my brother, Harry.

F And the taller one?

Mch That's his new friend from the football club. I can't remember his name.

F And the woman with long brown hair, who's she?

Mch The woman cutting the cake?

F Yes.

Mch That's my aunt. Her name's Sue. She makes the best cakes!

F Oh, did she make the birthday cake?

Mch Yes. It looks lovely!

F Who's the boy who's dropped his cake? He looks very unhappy!

Part 1

- 5 questions -

Listen and draw lines. There is one example.



76 Test 4, Listening Part 1

Mch He's my cousin Richard. He's only three.

F Was your sister at the party? Is that her who's talking to the women?

Mch No, she's the girl who's taking a photo.

F Oh, yes. Is she the girl that's standing next to the armchair?

Mch Yes, that's right. She's called Anna. She got that camera for her birthday - she's going to be a photographer!

R Now listen to Part One again.

Answer Key ► SB page 76

Part 2  
– 5 questions –

Listen and write. There is one example.



SAM'S PROBLEM

**Name:** Sam North

1 **Address:** 2 Seton Street

2 **Age:** 13 / thirteen

3 **Problem:** his front teeth hurt

4 **Day problem started:** Sunday

5 **See dentist at:** 5.45 / five forty-five p.m.

Test 4, Listening Part 2 77

Listening Part 2

In this part, students listen and write words or numbers in gaps.

■ Warm-up

For suggested warm-up activities see Test 1 page 10.

■ Do the test

Materials: SB page 77, Audio T4P2

- 1 Ask students to turn to SB page 77. Look at the form together and get students to think about what kind of information is missing.
- 2 Play the recording and pause it after the example. Go through the example with the class.

- 3 Play the rest of the recording. The students listen and fill in the missing words on the form.
- 4 Let the students listen to the audio again. Check answers.

Audioscript

- R Listen and look. There is One example.**
- F** Good morning. Rushmore Dentist's Surgery. How can I help you?
- M** Oh, hello. My son needs to see a dentist please.
- F** OK. Has your son been here before?
- M** Yes, he has.

Listening

- F** Right. Can I take his name then please?
- M** Yes, it's Sam North.
- F** ... North. OK. Thank you.
- R Can you see the answer? Now you listen and write.**
- F** And what's the address please?
- M** It's number two, Seton Street.
- F** Could you spell that for me please?
- M** Yes, of course. It's S-E-T-O-N.
- F** Thank you.  
Now, how old is your son?
- M** He's 12. Oh, no actually he's just had his birthday.
- F** So he's 13 years old then?
- M** Yes, that's right. Sorry.
- F** OK. And what's the problem with your son?
- M** His front teeth hurt. He was playing baseball with some friends and the ball hit him in the mouth. It hurts a lot and he doesn't want to eat anything.
- F** Oh dear. And when did this happen? Did the problem start today?
- M** No, it happened at the weekend, on Saturday, no sorry, Sunday. Yes, his teeth started to hurt that evening when he came home.
- F** All right. Well, the dentist can see your son this afternoon at 4 pm.
- M** I'll still be at work then. Do you have anything later than that?
- F** Let me see. Yes, the dentist can see him at 5:45 pm if that's better? I'm afraid we don't have anything else.
- M** That's fine. Thanks very much.
- R Now listen to Part Two again.**

Answer Key ► SB page 77

# Test 4

## Listening Part 3

In this part, students listen and match pictures to words or names by writing a letter in the box.

### ■ Warm-up

For suggested warm-up activities, see Test 1 page 12.

### ■ Do the test

**Materials:** SB pages 78 & 79, Audio T4P3

- 1 Ask students to turn to SB pages 78 & 79. Look at the list of illustrated names and the set of pictures with the class.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- 3 Play the rest of the recording. The students listen and match the illustrated names with the pictures, A to H.
- 4 Let the students listen to the audio again. Check answers.

### Audioscript

**R Listen and look. There is one example.**

**What does each of these people like about their job?**

**M** What did you do at school today, Sarah?

**Fch** We talked to different people about their jobs. They told us what they liked and didn't like doing. The first one was Betty. She's a journalist. She started working at a newspaper but now she writes stories in a popular magazine. She likes that better. Her job sounds very interesting.

**R Can you see the letter 'F'? Now you listen and write a letter in each box.**

**M** Who else did you meet?

**Fch** Well, next was John. He's a mechanic. He loves driving and he loves working with cars and motorbikes. He also reads magazines about them! He has to start work early in the morning but he doesn't like that!

**M** Who was the third person?

**Fch** It was your friend Sally, you know ... the artist. She said she loved painting when she was little and won lots of competitions. She paints pictures of everything .... the countryside, people,

flowers ... but she likes painting animals best.

**M** Did anyone have an unusual job?

**Fch** Yes, next we talked to an astronaut. His name was William. He was very funny. He doesn't like travelling by plane because he feels afraid! What he does like about his job is seeing the stars and planets in the sky.

**M** That is an interesting job.

**Fch** After that, we met Robert. He's a footballer and he plays for the town team.

## Part 3 – 5 questions –

**What does each of these people like about their job?**

**Listen and write a letter in each box. There is one example.**



Betty

F



William

A



Robert

G



John

B



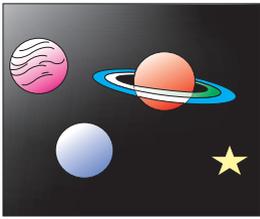
Sally

E

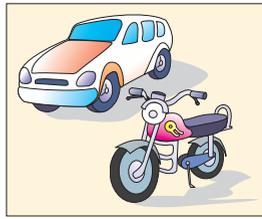


Emma

D



A



B



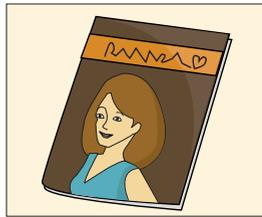
C



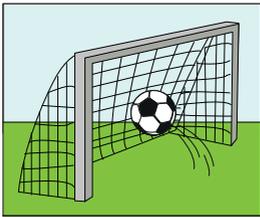
D



E



F



G



H

Test 4, Listening Part 3 79

He didn't go to university or have to study but he runs every day and plays matches twice a week. He likes scoring goals best.

**M** Really? That sounds fun too. Was that everyone?

**Fch** No, we also met a businesswoman called Emma. She was very friendly. She doesn't like working outside. She prefers working inside, in an office. I think that's a good job too!

**R** Now listen to Part Three again.

**Answer Key** ► SB page 78

# Test 4

## Listening Part 4

In this part, students listen and tick the correct picture.

### Warm-up

For suggested warm-up activities, see Test 1 page 14.

### Do the test

**Materials:** SB pages 80 & 81, Audio T4P4

- 1 Ask students to turn to SB pages 80 & 81. Look at the five questions together and get students to think about what differences they can see in each set of pictures.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- 3 Play the rest of the recording. As the students listen to the questions, they look at each set of pictures and tick the correct box, A, B or C.
- 4 Let students listen to the audio again. Check answers.

### Audioscript

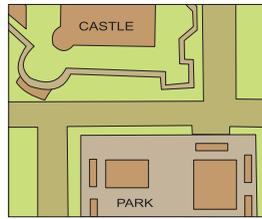
- R Listen and look. There is one example. Which castle did Daisy go to?**
- M** Hi, Daisy. What did you do yesterday?
- Fch** I went to the castle, grandpa.
- M** The castle opposite the park?
- Fch** That closed a long time ago! It's opposite the train station.
- M** Oh yes, I remember now. It's next to the zoo.
- R Can you see the tick? Now you listen and tick the box. One. Who is Daisy's best friend?**
- Fch** I went with my best friend!

## Test 4

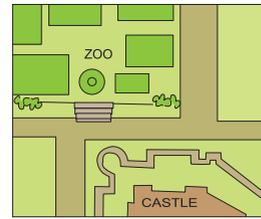
### Part 4 – 5 questions –

Listen and tick (✓) the box. There is one example.

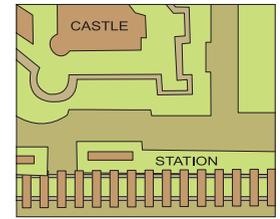
Which castle did Daisy go to?



A

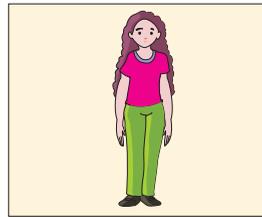


B

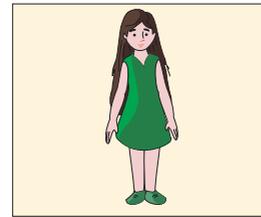


C

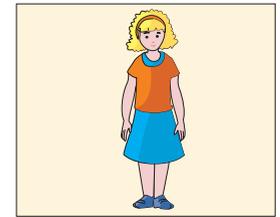
1 Who is Daisy's best friend?



A

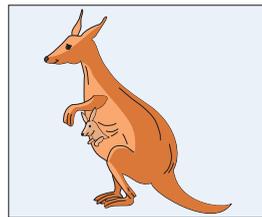


B

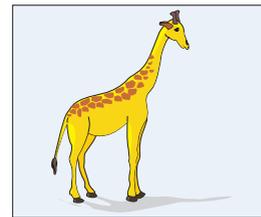


C

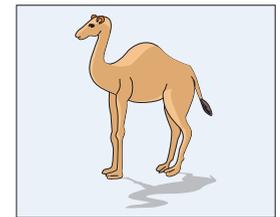
2 What was Daisy's favourite animal at the zoo?



A



B

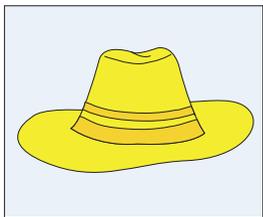


C

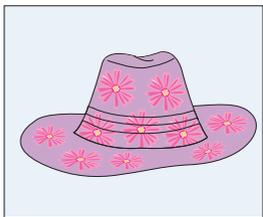
80 Test 4, Listening Part 4

- M** Who's that?
- Fch** Ann. She's got blonde curly hair. I think last time you saw her she had long hair but now it's short.
- M** Oh, yes, Ann.
- R Two. What was Daisy's favourite animal at the zoo?**
- Fch** Then, we visited the zoo in the afternoon.
- M** Did you have a good time?
- Fch** Yes, we had a great time. We saw some funny camels!
- M** Were they your favourite?
- Fch** Usually the giraffes are my favourite, but this time I thought the kangaroos were the best because they had little babies.
- M** Great!
- R Three. Which hat did Daisy buy?**
- Fch** It was very sunny yesterday – and I forgot my hat!
- M** Oh dear!
- Fch** I bought this new hat with pink flowers on it and my friend bought a pink spotted one.
- M** Lovely! I think it's nicer than your old yellow one.

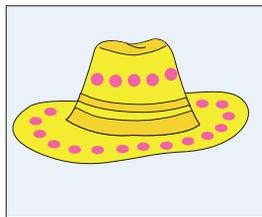
3 Which hat did Daisy buy?



A



B



C

4 What did Daisy find at the zoo shop?



A

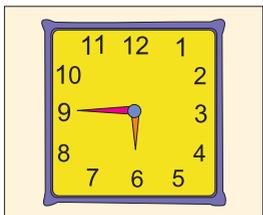


B

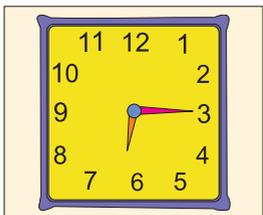


C

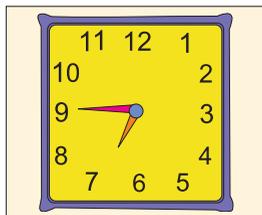
5 What time did Daisy leave the zoo?



A



B



C

Test 4, Listening Part 4 81

**R** **Four. What did Daisy find at the zoo shop?**

**Fch** I found something on the floor at the zoo shop.

**M** Was it someone's keys?

**Fch** No it was a watch! It looked expensive!

**M** What did you do?

**Fch** I took it to the ticket office.

**R** **Five. What time did Daisy leave the zoo?**

**M** Did you stay at the zoo all day?

**Fch** Yes! It closes at 6:15 and we left at 5:45. I think we were the last people to leave!

**M** So were you home for dinner?

**Fch** Yes, we were home at 6:45.

**R** **Now listen to Part Four again.**

**Answer Key** ► SB pages 80 & 81

# Test 4

## Listening Part 5

In this part, students listen and colour, draw and write on a picture.

### ■ Warm-up

For suggested warm-up activities, see Test 1 page 16.

### ■ Do the test

**Materials:** SB page 82, Audio T4P5, coloured pencils

- 1 Ask students to turn to SB page 82. Look at the picture with the class and ask them to name items and actions in the picture. Explain that they will listen to instructions in the form of a conversation between an adult and a child.
- 2 Play the recording and pause it after the example. Go through the example with the class. Make sure students understand that they will need to colour three things in the picture, write one word and draw one simple object (and also colour it).
- 3 Play the rest of the recording. The pupils listen and follow the instructions.
- 4 Let the students listen to the audio again. Check answers.

## Part 5 – 5 questions –

**Listen and colour and draw and write. There is one example.**



82 Test 4, Listening Part 5

### Audioscript

**R Listen and look at the picture. There is one example.**

- Mch** I like that picture. It's funny!
- F** Can you colour it for me then?
- Mch** Yes, please. What shall I colour first?
- F** Can you see the woman who's washing the plates?
- Mch** Yes, she's got long curly hair.
- F** That's right. Can you colour her t-shirt red?
- Mch** OK.

**R Can you see the woman's red t-shirt? This is an example. Now you listen and colour and draw and write.**

- One**
- F** Good. Now then, there are two women who're holding boxes of vegetables.
- Mch** Yes, the woman on the right's taller and she's got carrots in her box.
- F** That's right. Do you want to colour the shorter woman's tights?
- Mch** OK, what colour?

- F** Oh, I don't know, yellow?
- Mch** That's an unusual colour!
- R Two**
- F** Now, can you see the waiter who's walking out of the door?
- Mch** Yes, he's wearing glasses.
- F** That's right, and he's carrying a bowl of soup.
- Mch** Yes. Do you want me to colour it?
- F** No, I'd like you to draw another bowl of soup next to it.
- Mch** OK. I've done it! I'll colour it orange.

**R Three**

**F** Can you see the small bag?

**Mch** Yes, it's on top of the fridge where the woman is washing the plates.

**F** That's right. Well, can you write the word SALT on it?

**Mch** I'm doing that now.

**F** Right.

**R Four**

**F** Good. Can you see the two cooks?

**Mch** Yes, they're both wearing funny hats!

**F** Well, one of the cooks is looking at the waiter who has dropped some glasses.

**Mch** Oh yes, he looks very angry!

**F** Can you colour his hat blue.

**Mch** Yes, OK.

**R Five**

**F** Right. Can you see the spoons that are on the wall?

**Mch** Oh yes, there are three. Shall I colour them?

**F** Not all of them, just the one on the right next to the clock.

**Mch** OK. What colour?

**F** You can choose.

**Mch** OK. I'll colour it purple.

**F** That's a good idea. It looks good!

**R Now listen to Part Five again.**

**Answer Key** ► SB page 82



Part 2  
– 7 questions –

Look and read. Write **yes** or **no**.



**Examples**

The woman is making a cake with butter, sugar and flour.

\_\_\_\_\_ *yes* \_\_\_\_\_

The little girl with the curly hair is wearing blue shorts.

\_\_\_\_\_ *no* \_\_\_\_\_

Reading & Writing

Reading & Writing  
Part 2

In this part, students look at a picture and then read sentences and write yes or no answers.

■ **Warm-up**

For suggested warm-up activities, see Test 1 page 20.

■ **Do the test**

**Materials:** SB pages 84 & 85

- 1 Ask students to turn to SB pages 84 & 85. Look at the picture together.
- 2 Ask students to look at the two examples and discuss these with the class. Ask them to correct the second example, e.g. *The little girl with curly hair is wearing red shorts.*
- 3 The students now decide whether the information in the other seven sentences about the picture are correct. Remind pupils to write either yes or no after each sentence. Ask students to correct the false sentences. (1 *The man who is cooking has got a green belt.* 3 *The old woman isn't giving the baby some milk.* 5 *There are some knives and forks next to a bottle.*)

**Answer Key** ► SB page 85

### Questions

- 1 The man who is cooking eggs has got a grey belt. no
- 2 There is a radio on the shelf which is next to the mirror. yes
- 3 The old woman is giving the baby some milk. no
- 4 The little boy who is next to the computer looks unhappy. yes
- 5 There are some knives and forks in front of a bottle. no
- 6 Someone has put some bowls and glasses on the table. yes
- 7 More than one of the children has got brown hair. yes

Part 3  
– 5 questions –

Jane is talking to her friend, Alex. What does Alex say?

Read the conversation and choose the best answer.

Write a letter (A–H) for each answer.

You do not need to use all the letters.

Example



**Jane:** Hi, Alex. Have you met the new girl in your class yet?



**Alex:** \_\_\_\_\_ D \_\_\_\_\_

Questions

- 1 **Jane:** Do you know where she comes from?  
 **Alex:** \_\_\_\_\_ H \_\_\_\_\_
- 2 **Jane:** Has she got any brothers or sisters?  
 **Alex:** \_\_\_\_\_ B \_\_\_\_\_
- 3 **Jane:** Does she know anyone at the school?  
 **Alex:** \_\_\_\_\_ C \_\_\_\_\_
- 4 **Jane:** We should ask her to sit with us at lunchtime.  
 **Alex:** \_\_\_\_\_ G \_\_\_\_\_
- 5 **Jane:** OK. Shall I meet you both at lunchtime then?  
 **Alex:** \_\_\_\_\_ E \_\_\_\_\_

## Reading & Writing

### Reading & Writing

#### Part 3

In this part, students read a dialogue and select the correct response.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 20.

#### ■ Do the test

**Materials:** SB pages 86 & 87

- 1 Ask students to turn to SB pages 86 & 87. Look at the gapped dialogue together and get students to think about what could go in the gaps.
- 2 Ask students to read the missing lines of the dialogue, options A–H.
- 3 Ask students to choose the appropriate line of dialogue from the options given and to write the correct letter in the space provided. Remind them that there is one extra line of dialogue that is not needed. Encourage students to read through the dialogue, quietly to themselves, to check that it makes sense.
- 4 Check answers.

**Answer Key** ► SB page 86

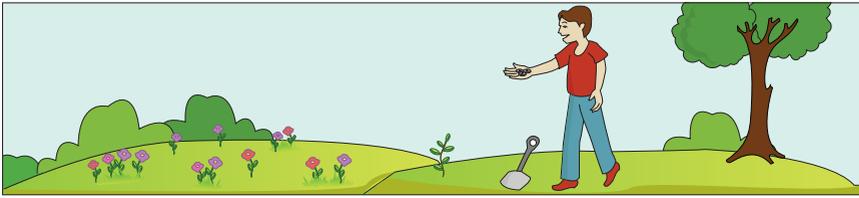
## Test 4



- A There's a new girl in my class.
- B No, she hasn't.
- C No, I don't think she has any friends here.
- D Yes, her name's Daisy. **(Example)**
- E OK – great! See you later.
- F No, she didn't.
- G That's a good idea.
- H She's from a village in the mountains.

Part 4  
– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



My name's Harry. Last week something very interesting happened to me.

I went to visit my grandma after school. It was my grandma's birthday and we gave her a pear tree for her garden. I (1) took the tree into the garden and put it in the ground. It was hard work and I got very dirty.

Suddenly I saw something in the ground. It was some (2) money.

I took it inside and showed it to my mum and grandma. They said, "It looks very old! You should take it to the (3) museum."

The next day I (4) went to town with the old money. The man at the museum looked very surprised when he saw the money and said, "This is very, very old. Can we keep it in the museum?" "Of course," I said. The man thanked me and (5) gave me free family tickets to the museum.

I can't wait to go back to grandma's garden to look for more old treasure!

## Reading & Writing

### Reading & Writing

#### Part 4

In this part, students choose and copy missing words from a story and then choose the best title.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 24.

#### ■ Do the test

**Materials:** SB pages 88 & 89

- 1 Ask students to turn to SB pages 88 & 89. Look at the picture together and get students to think about the topic of the story.
- 2 Look at the example with the class and make sure they understand that they need to fill the gaps in the text from the words in the box. Remind students that there are more words than they need.
- 3 Ask students to fill in the five gaps in the story and to choose the best title for the story from the three options.
- 4 Check answers.

**Answer Key** ► SB pages 88 & 89

## Test 4

**Example**

interesting	made	museum	visit	gave
went	tree	money	airport	took

(6) Now choose the best name for the story.

Tick one box

Grandma's birthday

Treasure in the garden

The trip to town

Part 5  
– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

**Dinosaur fun!**



My name's Katy and I love sweets! My favourite ones are called 'Dinosaur Sweets'. Each sweet looks like a dinosaur and they taste of different kinds of fruit. Last month I visited my grandpa and he bought me a big bag of dinosaur sweets. On the back of the bag it said there was a competition. For the competition, you had to paint a picture of a dinosaur. I love painting and so I got my paints out and did a picture. My dinosaur was blue and purple and had big orange teeth! I sent my picture to the address on the bag of sweets the next day.

I forgot about the competition and then three weeks later a woman phoned me. She said, "I have some good news for you. You have won the painting competition!" I couldn't believe it! I was very surprised.

I won lots of great things. They sent me a Dinosaur backpack, T-shirt and pencil case for my prize. They also invited me and my family to visit the factory where they make the sweets. It was very exciting and they gave me and my sister lots of sweets! The best thing is that my picture is now on the front of every bag of Dinosaur Sweets!

90 Test 4, Reading & Writing Part 5

## Reading & Writing

### Reading & Writing Part 5

In this part, students complete sentences about a story using one, two or three words.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 26.

#### ■ Do the test

**Materials:** SB pages 90 & 91

- 1 Ask students to turn to SB pages 90 & 91. Look at the picture and get students to think about the topic of the story.
- 2 Ask students to read the story and then read the sentences. Then ask the students to underline the parts of the story that give them the information they need to complete the sentences.
- 3 Look at the example with the class and make sure they understand that they need to fill the gapped sentences using between one and four words. Remind the students that the words they will need to use will be in the story but may not be in the same order as the sentence.
- 4 Ask students to complete the gapped sentences.
- 5 Check the answers.

**Answer Key** ► SB page 91

## Test 4

## Examples

Dinosaur Sweets are Katy's favourite sweets.

Every sweet tastes of a different kind of fruit and looks like a dinosaur.

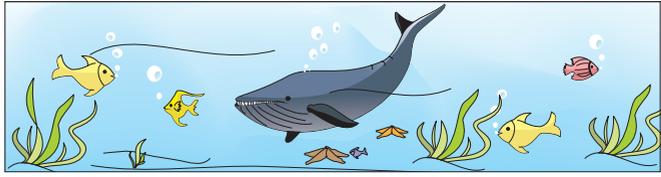
## Questions

- 1 Katy's grandpa bought her a big bag of Dinosaur Sweets.
- 2 Katy did / painted a picture of a dinosaur for the competition.
- 3 The dinosaur in the picture had big orange teeth.
- 4 There was an address on the bag of sweets which Katy sent her painting to.
- 5 A woman phoned Katy three weeks after she sent her picture.
- 6 Katy won a pencil case, a T-shirt and a dinosaur backpack.
- 7 Katy thought that the visit to the factory was very exciting.

Part 6  
– 10 questions –

Read the text. Choose the right words and write them on the lines.

**Life under the sea**



**Example**

1 We still have a lot to learn about life under the sea. Do you know that more people go into space than visit the bottom of our biggest seas!

2 The biggest animals that live in the sea are

3 whales. Blue whales are the biggest kind and they are much bigger than any dinosaurs that ever lived!

4 A lot of the fish we eat comes from the sea.

5 Fishing in the sea is both a job and a hobby in countries all over the world. When people think of the most

6 dangerous fish in the sea, they usually think of

7 sharks. Most people are afraid of sharks because of

8 stories in books and films. There are more than

9 350 different kinds of sharks but only a few are dangerous to man.

10 Dolphins also live in the sea and most people love to see them. Dolphins are very friendly and clever and often enjoy swimming with people.

92 Test 4, Reading & Writing Part 6

## Reading & Writing

### Reading & Writing Part 6

In this part, students complete a text by selecting and copying the correct words.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 28.

#### ■ Do the test

**Materials:** SB pages 92 & 93

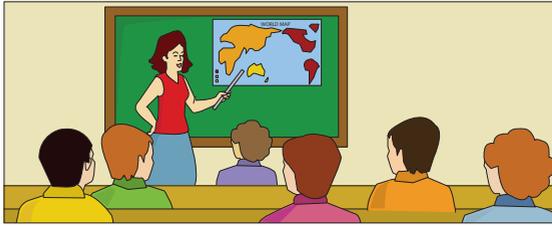
- 1 Ask students to turn to SB pages 92 & 93. Look at the picture and get students to think about the topic of the text.
- 2 Go through the example.
- 3 Ask students to read the text and then read the word options.
- 4 Ask students to complete the gaps with a word.
- 5 Check the answers.

**Answer Key** ► SB page 92

<b>Example</b>	about	for	with
1	much	more	many
2	where	what	that
3	the	a	an
4	under	to	from
5	both	all	any
6	never	usually	once
7	than	because	so
8	There	These	They
9	lives	living	live
10	have	see	are

Part 7  
– 5 questions –

Read the diary and write the missing words. Write one word on each line.



Monday 4<sup>th</sup> September

**Example** I met my new Geography teacher today. She's called  
Miss Reece and she's very different to our old teacher!

1 She doesn't like anyone speaking in the class / classroom.

2 We all have to stand up when / if she comes  
in the room. The boys in my class don't like her because they  
3 can't be naughty any more!

4 The lesson today was about storms. It was  
5 very interesting. The only problem with  
Miss Reece is that she gives us too much homework!

## Reading & Writing

### Reading & Writing Part 7

In this part, students complete a text with words of their own choice.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 30.

#### ■ Do the test

**Materials:** SB page 94

- 1 Ask students to turn to SB page 94. Look at the gapped text together and get students to think about what sort of words are missing.
- 2 Look at the example together and ask students to identify whether it is a noun, verb, adjective, etc.
- 3 Ask students to complete each gap in the text with the missing word.
- 4 Check answers.

**Answer Key** ► SB page 94

# Test 4

## Speaking Part 1

In this part, students identify and describe differences between two pictures.

### Warm-up

For suggested warm-up activities, see Test 1 page 31.

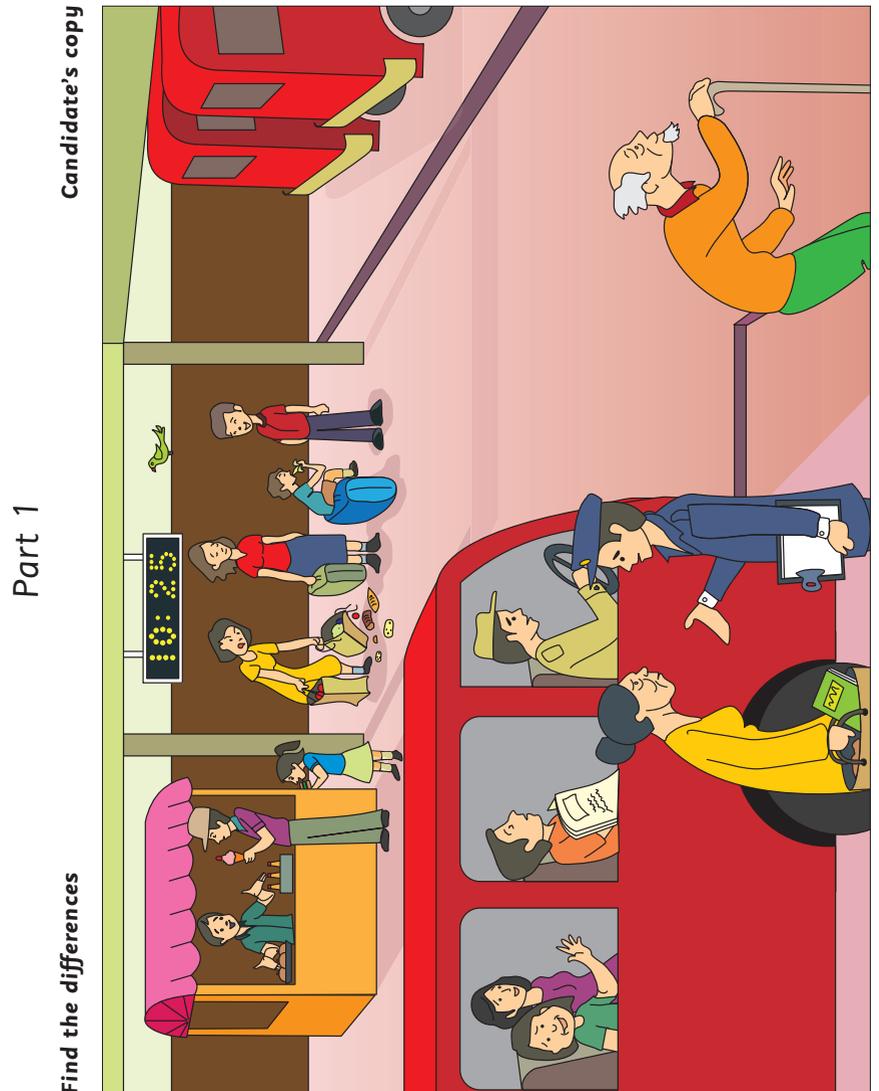
### Do the test

**Materials:** SB page 96, TB page 138

- 1 Ask the students some general introductory questions, e.g. *What's your surname? How old are you?*
- 2 Ask the students to turn to SB page 96. Give them time to look at the picture.
- 3 Turn to the Examiner's copy (TB page 138). Allow students to look at it briefly.
- 4 Make statements about your copy of the picture. Encourage the student to say how their picture is different. For example, *In my picture, it's 11:25. (In my picture, it's 10:25.)*

### Answer Key

- 1 there are two birds near the clock / there's one bird
- 2 the man is wearing a blue uniform / he's wearing a grey uniform
- 3 man buying a drink is wearing a green hat / brown hat
- 4 the boy who's eating a banana is standing next to a suitcase / the boy who's eating a banana is sitting on the suitcase
- 5 girl who's waving has curly hair / has straight hair
- 6 old man has got a white moustache / has got a white beard



96 Test 4, Speaking Part 1

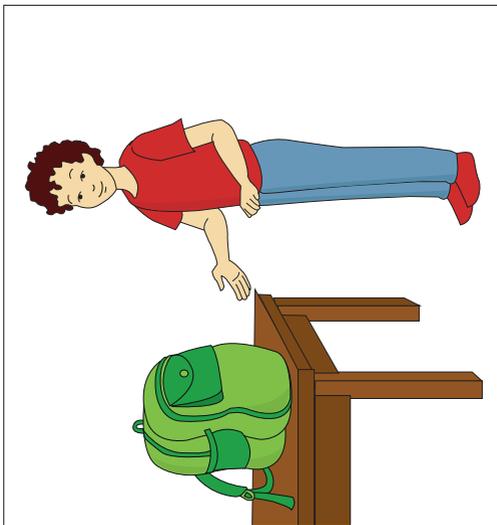
Information exchange



Mary's holiday

Where	beach
Who / with	grandparents
How long	2 weeks
What / do	swimming
What / buy	T-shirt

Candidate's copy



Tony's holiday

Where	?
Who / with	?
How long	?
What / do	?
What / buy	?

### Speaking Part 2

In this part, students ask and answer questions using cues.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 32.

#### ■ Do the test

**Materials:** SB page 97, TB page 139

- 1 Ask students to turn to SB page 97. Give them time to look at the pictures and the tables.
- 2 Look at the Examiner's copy (TB page 139). Ask the student questions about the information they have, e.g. *I don't know anything about Mary's holiday. Where did she go? (the beach).*
- 3 Now encourage the student to ask you similar questions, e.g. *Where did Tony go?*

**Answer Key** ► Speaking frame page 107

## Test 4

### Speaking Part 3

In this part, students continue a story by describing the pictures in sequence.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 33.

#### ■ Do the test

**Materials:** SB page 98

- 1 Ask students to turn to SB page 98. Give them time to look at the pictures first.
- 2 Tell them the title and then describe the first picture, e.g. *These pictures tell a story. It's called 'The hungry birds'. A family is spending a day on the beach.* etc.
- 3 Encourage the students to continue the story by describing the other pictures in turn. If necessary prompt them with a question.

**Answer Key** ▶ Speaking frame page 107

### Speaking Part 4

In this part, students answer questions about themselves, their hobbies and their family or friends.

#### ■ Warm-up

For suggested Warm-up activities, see Test 1 page 34.

#### ■ Do the test

**Materials:** None

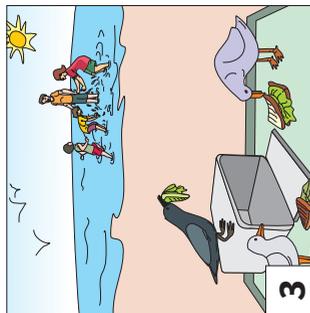
- 1 Ask the students several questions about themselves, their family or friends. They need only give simple answers, i.e. a phrase or a short sentence.

*Now let's talk about your friends.*

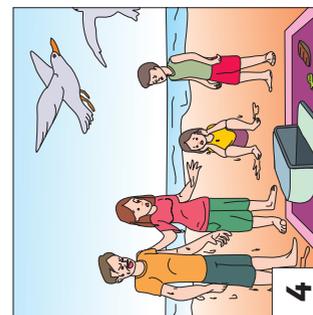
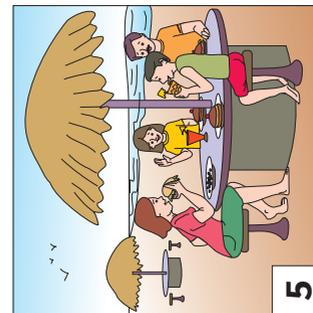
*How often do you see your friends?*

### Part 3

Examiner's and Candidate's copy



Tell the story



What do you do with your friends after school?  
etc.

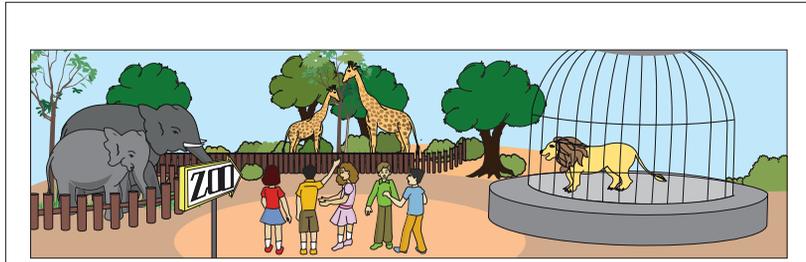
## Speaking frame (Timing = 5–7 minutes)

What to do	What to say	Answer from candidate	Back up question if necessary
	Hello... my name's ... What's your surname? How old are you?	Hello (Fischer) (11)	What's your family name? Are you (11)?
<b>1</b> Show candidate both Find the Differences pictures. Point to the birds near the clock in each picture.	<i>Here are two pictures. My picture is nearly the same as yours, but some things are different. For example, in my picture there are two birds near the clock, but in your picture there is only one bird. I'm going to say something about my picture. You tell me how your picture is different. In my picture the man talking to the old woman is wearing a blue uniform.  In my picture, the time is twenty-five past eleven. In my picture, the man buying a drink is wearing a green hat. In my picture, the boy eating a banana is standing next to the suitcase. In my picture, the girl who is waving has got curly hair. In my picture, the old man has got a white moustache.</i>	<i>In my picture, the man talking to the old woman is wearing a grey uniform. In my picture, the time is twenty-five past ten. In my picture, the man is wearing an brown hat. In my picture, the boy eating a banana is sitting on the suitcase. In my picture, the girl who is waving has got straight hair. In my picture, the old man has got a white beard.</i>	<i>Point to the other differences which the student does not mention. Is the man wearing a blue uniform?  Is the time twenty past eleven? Is the man wearing a green hat? Is the boy eating a banana standing next to the suitcase? Does the girl who is waving have curly hair? Has the old man got a white moustache?</i>
<b>2</b> Point to both candidate's and examiner's copies. Point to the picture of the girl before asking the questions.  Point to the picture of the boy.	<i>Mary and Tony have both been on holiday. I don't know anything about Mary's holiday, but you do. So I'm going to ask you some questions. Where did Mary go on holiday? Who did Mary go with? How long did she go there for? What did she do there? What did she buy there? Now you don't know anything about Tony's holiday, so you ask me some questions. (To the mountains) (His parents) (One week) (He went skiing) (A scarf)</i>	<i>To the beach Her grandparents 2 weeks She went swimming. A t-shirt  Where did Tony go on holiday? Who did he go with? How long did he go there for? What did he do there? What did he buy there?</i>	<i>Point to the information if necessary.  Point to the information if necessary.</i>
<b>3</b> Point to the picture story. Allow time to look at the pictures.	<i>These pictures tell a story. It's called 'The hungry birds'. Just look at the pictures first. A family is spending a day on the beach. They are putting their towels and bags on the beach. Now you tell the story.</i>	<i>2 – The family are going for a swim in the sea. Everyone is laughing and looks very happy. 3 – There are three birds on the towels. They are eating the family's sandwiches. 4 – The family have come out of the sea. The birds have flown away. The parents look angry because the birds have eaten the sandwiches. 5 – The family has gone to a beach café to have lunch. They are eating burgers and chips. The children look very happy. I think they are pleased the birds ate their sandwiches.</i>	<i>What is the family doing? How do you think the family feels? How many birds are there? What are the birds doing? Where are the birds? How do the parents feel? Why? Where is the family now? What are they eating? How do the children feel?</i>
<b>4</b> Put away all pictures. Ask a few personal questions.	<i>Now let's talk about friends. How often do you see your friends? What do you do with your friends after school? Where do you go with your friends at the weekend? What food do you like to eat with your friends? Tell me about your best friend.  OK, thank you (name). Goodbye.</i>	<i>Every day Play football  To the park  Chips  My best friend's Tom. He's 14 years old. We go to school together.  Goodbye.</i>	<i>Do you see your friends every day? Do you play sport with your friends after school? Do you go to the park with your friends at the weekend? Do you like to eat chips with your friends? Who's your best friend? How old is he / she? What do you do together?</i>



Part 2  
– 5 questions –

Listen and write. There is one example.



SCHOOL ZOO TRIP

**Oldest animal:** \_\_\_\_\_ *Camel*

1 **Age:** \_\_\_\_\_ *55 / fifty-five*

2 **Name:** \_\_\_\_\_ *Gobi*

3 **Likes eating:** \_\_\_\_\_ *grass*

4 **Lives next to:** \_\_\_\_\_ *giraffes*

5 **When children can see him:** after \_\_\_\_\_ *lunch*

Test 5, Listening Part 2 101

Listening Part 2

In this part, students listen and write words or numbers in gaps.

■ Warm-up

For suggested warm-up activities see Test 1 page 10.

■ Do the test

**Materials:** SB page 101, Audio T5P2

- 1 Ask students to turn to SB page 101. Look at the form together and get students to think about what kind of information is missing.
- 2 Play the recording and pause it after the example. Go through the example with the class.

- 3 Play the rest of the recording. The students listen and fill in the missing words on the form.
- 4 Let the students listen to the audio again. Check answers.

Audioscript

- R Listen and look. There is one example.**
- F** Hello everyone. I hope you're all enjoying your trip to our zoo. Now, I'd like to tell you about the oldest animal in the zoo. Does anyone know what animal it is?
- Mch** I do, I do!
- F** OK. What do you think?

Listening

- Mch** I think I read it somewhere. Is it a camel?
- F** Yes, very good!
- R Can you see the answer? Now you listen and write.**
- Mch** Can I ask you some questions about the camel?
- F** Yes, of course! What would you like to know?
- Mch** How old is the camel?
- F** Well, they usually live for 40 to 50 years, but our camel is 55 years old, so that's very old!
- Mch** Wow!
- What's the camel called?
- F** He's called Gobi. That's spelt G-O-B-I.
- Mch** That's a strange name!
- F** It's the name of the desert where he comes from.
- Mch** Oh, right.
- What does he like eating?
- F** He likes eating grass and drinking water.
- Mch** Can we see the camel? Where does he live in the zoo?
- F** He lives next to the giraffes. It's not far from here. He likes people and is very friendly. He lives with five other camels and one baby camel.
- Mch** When can we go and see him?
- F** Well, you're all going to have lunch now, but you can see him after lunch.
- Mch** Great! I can't wait! I want to take a photo. Is that OK?
- F** Yes, that's fine. Now, does anyone else have a question? ... Well, enjoy the rest of your visit.
- R Now listen to Part Two again.**

Answer Key ► SB page 101

## Test 5

### Listening Part 3

In this part, students listen and match pictures to words or names by writing a letter in the box.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 12.

#### ■ Do the test

**Materials:** SB pages 102 & 103, Audio T5P3

- 1 Ask students to turn to SB pages 102 & 103. Look at the list of illustrated words and the set of pictures with the class.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- 3 Play the rest of the recording. The students listen and match the illustrated words with the pictures, A to H.
- 4 Let the students listen to the audio again. Check answers.

#### Audioscript

- R Listen and look. There is one example. Where are the things that Katy wants to take to school?**
- F** Are you ready Katy? It's eight o'clock – you're going to be late for school!
- Fch** OK, mum. I haven't brushed my hair yet and I can't find my brush anywhere. I want to take my brush to school. Oh, I remember ... it's on the sofa in the living room.
- R Can you see the letter 'D'? Now you listen and write a letter in each box.**
- F** Are you ready now?
- Fch** Not yet, mum, I haven't got my Maths book. I think

## Test 5

### Part 3 – 5 questions –

Where are the things that Katy wants to take to school?

Listen and write a letter in each box. There is one example.



brush

D



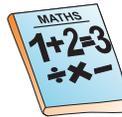
a letter

E



an umbrella

C



maths book

G



shorts

F



a magazine

A

102 Test 5, Listening Part 3

it's on the telephone table. Oh, no, I remember now, I moved it when I phoned grandma. I put it on the top shelf of the bookcase.

**F** Are you playing hockey after school today?

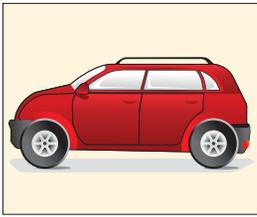
**Fch** Oh, yes. I need my shorts. I want the new white ones that we bought last weekend. They're over there on top of the cupboard by the door with the other clean clothes. I'll go and get them.

**F** OK but do it quickly! Is there anything else you need?

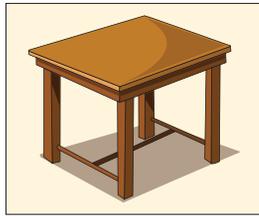
**Fch** Yes, I need the letter you wrote for my teacher about the guitar lessons. I found it on the floor under my bed yesterday, but then I picked it up and put it in my rucksack. It's in the front pocket. Ah ... yes, here it is!

**F** What are you doing now?

**Fch** I'm looking for my magazine. The one about horses. I've just remembered my friend Emma wants to read it. I know, it's still in the car. I was reading it when we came home from grandma's house yesterday.



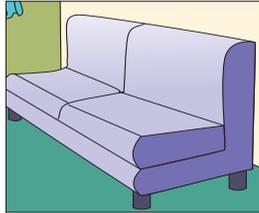
A



B



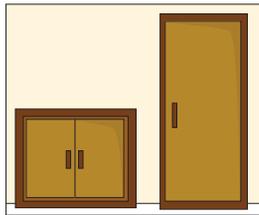
C



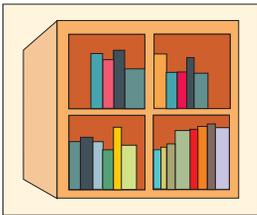
D



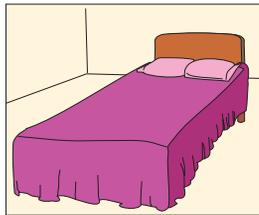
E



F



G



H

Test 5, Listening Part 3 103

**F** OK, great! Are you ready?

**Fch** No, it's going to rain later today. I'm going to take my umbrella but I don't know where it is. I'll go upstairs and look for it. Oh, look there it is – next to the front door.

**F** Great! Let's get in the car before you remember anything else!

**R** **Now listen to Part Three again.**

**Answer Key** ► SB page 102

# Test 5

## Listening Part 4

In this part, students listen and tick the correct picture.

### Warm-up

For suggested warm-up activities, see Test 1 page 14.

### Do the test

**Materials:** SB pages 104 & 105, Audio T5P4

- 1 Ask students to turn to SB pages 104 & 105. Look at the five questions together and get students to think about what differences they can see in each set of pictures.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- 3 Play the rest of the recording. As the students listen to the questions, they look at each set of pictures and tick the correct box, A, B or C.
- 4 Let students listen to the audio again. Check answers.

### Audioscript

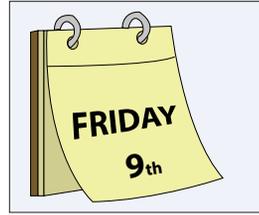
- R Listen and look. There is one example.**
- When is Helen's party going to be?**
- M** Are you going to have a party for your birthday, Helen?
- Fch** Yes, Uncle David. It's going to be on Sunday.
- M** Isn't your birthday on Friday?
- Fch** Yes, but we're going to stay at grandma's until Saturday.
- R Can you see the tick? Now you listen and tick the box. One. Where is Helen going to have her party?**
- M** Are you going to have your party at your house?

## Test 5

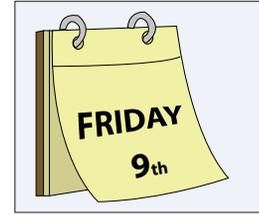
### Part 4 – 5 questions –

Listen and tick (✓) the box. There is one example.

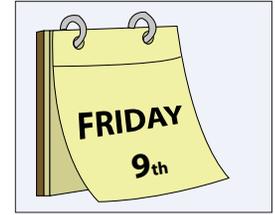
When is Helen's party going to be?



A

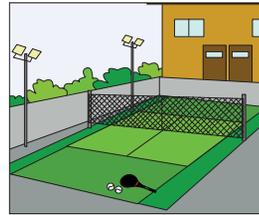


B



C

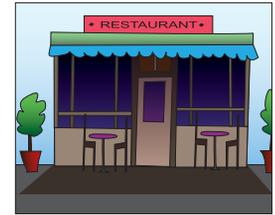
1 Where is Helen going to have her party?



A



B



C

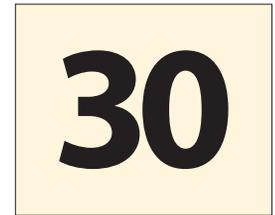
2 How many people has Helen invited?



A



B

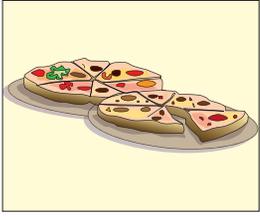


C

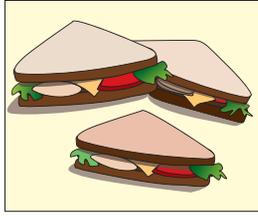
104 Test 5, Listening Part 4

- Fch** No, it's too small so we're going to have it at the tennis club.
- M** The one opposite that nice restaurant?
- Fch** Yes, that's right.
- R Two. How many people has Helen invited?**
- M** Are you going to have a big party?
- Fch** Well, last year I invited 30 people, but that was too many.
- M** Yes, that is a lot.
- Fch** So I've invited 18, but I think only 15 can come.
- R Three. What food is Helen going to have at her party?**
- M** What food are you going to have at the party?
- Fch** I don't like cakes, so just sandwiches.
- M** Are you going to have pizzas? I thought you loved them.
- Fch** I do, but it's easier to just have cold food.
- R Four. What is Helen going to wear at her party?**
- M** Are you going to wear your red and white spotted dress at the party?

3 What food is Helen going to have at her party?



A



B



C

4 What is Helen going to wear at her party?



A

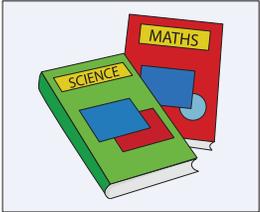


B

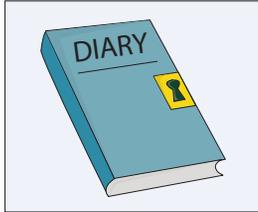


C

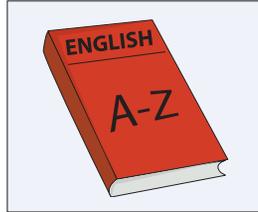
5 What present would Helen like for her birthday?



A



B



C

Test 5, Listening Part 4 105

**Fch** I'm too big for that dress now!

**M** Oh, so have you got a new skirt to wear?

**Fch** No, I've got some new white jeans.

**R** **Five. What present would Helen like for her birthday?**

**M** What would you like for your birthday? I haven't bought your present yet.

**Fch** I don't know.

**M** What about some books or a dictionary for school?

**Fch** I've already got those, but I'd like a new diary.

**M** That's a good idea. I'll go shopping tomorrow!

**R** **Now listen to Part Four again.**

**Answer Key** ► SB pages 104 & 105

Part 5  
– 5 questions –

**Listening Part 5**

In this part, students listen and colour, draw and write on a picture.

■ **Warm-up**

For suggested warm-up activities, see Test 1 page 14.

■ **Do the test**

**Materials:** SB page 106, Audio T5P5, coloured pencils

- 1 Ask students to turn to SB page 106. Look at the picture with the class and ask them to name items and actions in the picture. Explain that they will listen to instructions in the form of a conversation between an adult and a child.
- 2 Play the recording and pause it after the example. Go through the example with the class. Make sure students understand that they will need to colour three things in the picture, write one word and draw one simple object (and also colour it).
- 3 Play the rest of the recording. The students listen and follow the instructions.
- 4 Let the students listen to the audio again. Check answers.



106 Test 5, Listening Part 5

**Audioscript**

**R Listen and look at the picture. There is one example.**

**M** This is a picture of a famous singer. Do you want to colour it?

**Fch** Yes, please! I'd love to.

**M** OK, well can you see the woman in the middle who's wearing one glove?

**Fch** Yes.

**M** That's the singer. Can you colour her glove green?

**Fch** Yes.

**R Can you see the singer's green glove? This is an example. Now you listen and colour and write and draw. One**

**M** Now can you see the two men who're playing the guitar?

**Fch** Yes. The man on the left is wearing funny glasses! Shall I colour them?

**M** No. Can you colour his guitar?

**Fch** OK. Can I colour it blue?

**M** Yes, that's a good colour.

**Fch** There, I've done it!

**R Two**

**M** Right, now I'd like you to write something.

**Fch** OK. What shall I write?

**M** Can you see the photographer?

**Fch** Yes, he's taking a picture of the singer.

**M** Well, I'd like you to write 'news' on his bag.

**Fch** OK. There!

**R Three**

**M** Now can you see the stars on the singer's jacket?

- Fch** Yes, there are two!
- M** That's right. Well can you draw another star on her jacket?
- Fch** All right. There it is.
- M** Now can you colour it pink?
- Fch** I'm doing that now.
- R** **Four**
- Fch** Look at the man who's playing the drums. Can I colour his beard?
- M** Not yet. Can you colour one of the drums?
- Fch** Which one? There are three.
- M** The smallest drum.
- Fch** OK. What colour?
- M** Orange, please.
- R** **Five**
- M** Now, can you see the three girls in front of the stage?
- Fch** Yes, they look very excited!
- M** Yes. Can you see the tallest girl?
- Fch** Yes, she's got long hair.
- M** I'd like you to colour it purple.
- Fch** OK then.
- R** **Now listen to Part Five again.**

**Answer Key** ► SB page 106

## Test 5

### Reading & Writing

#### Part 1

In this part, students write the correct words next to the definitions.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 19.

#### ■ Do the test

**Materials:** SB page 107

- 1 Ask students to turn to SB page 107. Look at the fifteen individual words and get students to think about what they mean.
- 2 Ask students to read through the ten definitions. Look at the example together.
- 3 Ask the students to match the definitions with the correct words. Remind them to copy the words carefully.
- 4 Check the answers.

**Answer Key** ► SB page 107

## Test 5

## Reading & Writing

### Part 1

– 10 questions –

**Look and read. Choose the correct words and write them on the lines. There is one example.**

a fork

a spoon

stamps

a nurse

a secret

parents

a team

a journalist

scissors

a husband

a policeman

These people are both your father and your mother.	<u>parents</u>
1 This is someone who works in a hospital and looks after ill people.	<u>a nurse</u>
2 We use these to cut things. They are often made of metal and plastic.	<u>scissors</u>
3 These are small things that you buy and put on an envelope before you post it.	<u>stamps</u>
4 This is a woman who is married.	<u>a wife</u>
5 These people fly planes and travel round the world a lot.	<u>pilots</u>
6 This is made of metal and we often use it with a knife. It isn't round.	<u>a fork</u>
7 This person writes the stories in a newspaper or magazine.	<u>a journalist</u>
8 This is when two or more people talk to each other.	<u>a conversation</u>
9 This is a group of people who play a sport together.	<u>a team</u>
10 This is something that you can't tell anyone about.	<u>a secret</u>

an envelope

pilots

a conversation

a wife

Part 2  
– 7 questions –

Look and read. Write **yes** or **no**.



**Examples**

The boy who is riding a blue bicycle is wearing sunglasses.

\_\_\_\_\_ *yes* \_\_\_\_\_

There are some purple flowers under the window.

\_\_\_\_\_ *no* \_\_\_\_\_

Reading & Writing

Reading & Writing

Part 2

In this part, students look at a picture and then read sentences and write yes or no answers.

■ **Warm-up**

For suggested warm-up activities, see Test 1 page 20.

■ **Do the test**

**Materials:** SB pages 108 & 109

- 1 Ask students to turn to SB pages 108 & 109. Look at the picture together.
- 2 Ask students to look at the two examples and discuss these with the class. Ask them to correct the second example, e.g. *There are some yellow flowers in the window.*
- 3 The students now decide whether the information in the other seven sentences about the picture are correct. Remind students to write either *yes* or *no* after each sentence. Ask students to correct the false sentences. (2 *The woman at the front door is wearing a skirt and a shirt.* 5 *There is one cat.* 6 *One of the car doors is open.* 7 *The tree which is nearer to the house has no apples on it.*)

**Answer Key** ► SB page 109

# Test 5

## Reading & Writing

- 1 The man who is holding a newspaper is also sleeping. yes
- 2 The woman at the front door is wearing a dress and grey tights. no
- 3 The man who is washing the car has got a moustache. yes
- 4 The girl at the upstairs window is waving. yes
- 5 There are two cats and one of them is on the car. no
- 6 All the car doors are closed. no
- 7 The tree which is nearer to the house has a lot of apples on it. no

Part 3  
– 5 questions –

Sally is talking to her friend, David. What does David say?

Read the conversation and choose the best answer.

Write a letter (A–H) for each answer.

You do not need to use all the letters.

Example



**Sally:** Hi, David. Have you done your English homework yet?



**David:** \_\_\_\_\_ G \_\_\_\_\_

Questions

1 **Sally:** Remember ... we must read the first fifty pages of our book.



**David:** \_\_\_\_\_ B \_\_\_\_\_

2 **Sally:** The book is called "The Dark Sea". Have you got it?



**David:** \_\_\_\_\_ H \_\_\_\_\_

3 **Sally:** Do you know what it's about?



**David:** \_\_\_\_\_ A \_\_\_\_\_

4 **Sally:** Do you like books about pirates?



**David:** \_\_\_\_\_ D \_\_\_\_\_

5 **Sally:** We've got to talk about it in tomorrow's English lesson.



**David:** \_\_\_\_\_ E \_\_\_\_\_

## Reading & Writing

### Reading & Writing

#### Part 3

In this part, students read a dialogue and select the correct response.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 20.

#### ■ Do the test

**Materials:** SB pages 110 & 111

- 1 Ask pupils to turn to SB pages 110 & 111. Look at the gapped dialogue together and get students to think about what could go in the gaps.
- 2 Ask students to read the missing lines of the dialogue, options A–H.
- 3 Ask students to choose the appropriate line of dialogue from the options given and to write the correct letter in the space provided. Remind them that there is one extra line of dialogue that is not needed. Encourage students to read through the dialogue, quietly to themselves, to check that it makes sense.
- 4 Check answers.

**Answer Key** ► SB page 110

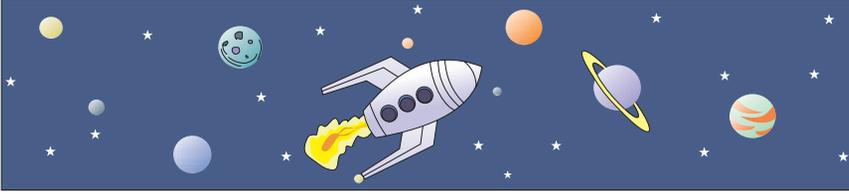
## Test 5



- A It's about pirates, I think.
- B Oh, yes. I remember now.
- C The homework's too difficult.
- D Yes, they are usually very exciting.
- E OK. I'm going to read it tonight.
- F What are you going to read tomorrow?
- G Oh, no! I forgot. **(Example)**
- H Yes. My mum bought it last week.

Part 4  
– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



It was time for my science lesson at school. I went into the classroom with my friends and sat down. Our science teacher was a funny man called Mr Brown. He looked very (1) excited that morning. He said, "I want everyone to come outside. I have something very interesting to show you!" We all went outside and were very surprised to see a big space (2) rocket in the playground. Mr Brown said, "Today we are going to learn about space". We all (3) followed Mr Brown into the rocket. Mr Brown told us to sit down and hold on. "We're going to travel into space!" he told us with a big (4) smile. Suddenly there was a loud noise and we felt the rocket fly into the sky. Out of the small window we could see the school below us. A few minutes later we could see (5) planets and stars. I started to feel afraid. Then I heard my mum calling me, "Wake up, Emma! You're going to be late for school!"

Reading & Writing

Reading & Writing

Part 4

In this part, students choose and copy missing words from a story and then choose the best title.

■ Warm-up

For suggested warm-up activities, see Test 1 page 24.

■ Do the test

**Materials:** SB pages 112 & 113

- 1 Ask students to open their SB at pages 112 & 113. Look at the picture together and get students to think about the topic of the story.
- 2 Look at the example with the class and make sure they understand that they need to fill the gaps in the text from the words in the box. Remind students that there are more words than they need.
- 3 Ask students to fill in the five gaps in the story and to choose the best title for the story from the three options.
- 4 Check answers.

**Answer Key** ► SB pages 112 & 113

## Test 5

**Example**

lesson	planets	excited	rocket	flew
smile	silver	moon	followed	wonderful

**(6) Now choose the best name for the story.**

**Tick one box**

A strange dream

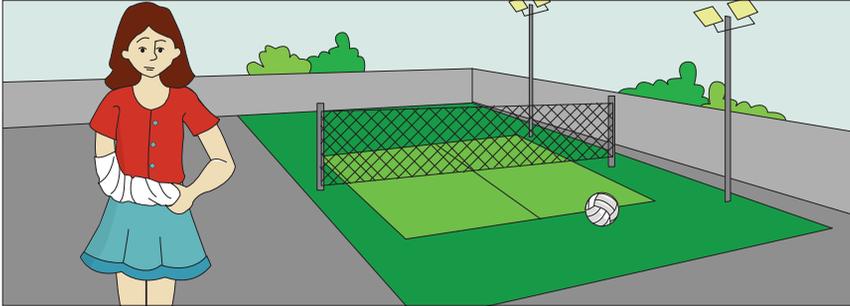
Science is boring!

The astronaut

Part 5  
– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

**My hospital surprise!**



My name is Helen Jones and my favourite sport is volleyball. I play volleyball for the school team and last week we had an important game. In the second half of the game, I fell over and hurt my arm. I couldn't move my arm and it hurt a lot. My sports teacher called for an ambulance and they took me to hospital. The doctors looked at my arm and said, "It's broken". I couldn't believe it! I was sad because I couldn't play volleyball, but also because our school skiing holiday was the next day!

The doctors said, "Sorry, you can't go skiing because you need to stay in hospital for one night". I was so unhappy that night when I thought about the holiday. Then something happened the next day that helped me forget about the holiday.

I was having lunch in the hospital when Robert Black, my favourite volleyball player, walked into the room! He was in hospital to see a doctor about his leg so he decided to visit the children in the hospital. I talked to him about volleyball and a nurse took a photo of us together. That photo's on my bedroom shelf now! It was much more exciting than a skiing holiday!

114 Test 5, Reading & Writing Part 5

## Reading & Writing

### Reading & Writing

#### Part 5

In this part, students complete sentences about a story using one, two or three words.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 26.

#### ■ Do the test

**Materials:** SB pages 114 & 115

- 1 Ask students to turn to SB pages 114 & 115. Look at the picture and get students to think about the topic of the story.
- 2 Ask students to read the story and then read the sentences. Then ask the students to underline the parts of the story that give them the information they need to complete the sentences.
- 3 Look at the example with the class and make sure they understand that they need to fill the gapped sentences using between one and four words. Remind the students that the words they will need to use will be in the story but may not be in the same order as the sentence.
- 4 Ask students to complete the gapped sentences.
- 5 Check the answers.

**Answer Key** ► SB page 115

## Test 5

## Examples

Helen Jones loves playing volleyball .

Helen's important volleyball game was last week .

## Questions

- 1 Helen hurt her arm when she fell over .
- 2 An ambulance took Helen to hospital.
- 3 Helen had to stay in hospital because her arm was broken .
- 4 Helen felt sad because she wanted to go on the skiing holiday.
- 5 Helen was having lunch , when Robert Black walked into the room.
- 6 Robert Black was in hospital because of a problem with his leg .
- 7 Helen has a photo of her and Robert Black on the shelf in her bedroom.

Part 6  
– 10 questions –

Read the text. Choose the right words and write them on the lines.

**Actors**



**Example**

The job of an actor is a job \_\_\_\_\_ that \_\_\_\_\_ many people  
 1 dream about. Every day we \_\_\_\_\_ hear \_\_\_\_\_ on the radio  
 2 and TV about the exciting times \_\_\_\_\_ of \_\_\_\_\_ famous  
 3 actors. We read about their big houses, fast cars and expensive  
 4 clothes. Magazines are full of photos of actors \_\_\_\_\_ at \_\_\_\_\_  
 5 parties and restaurants. It looks fun and easy, but for many  
 6 actors it's a \_\_\_\_\_ hard \_\_\_\_\_ job.  
 7 Lots of actors \_\_\_\_\_ start \_\_\_\_\_ acting when they are children.  
 8 Many actors get \_\_\_\_\_ their \_\_\_\_\_ first job in the theatre.  
 9 If \_\_\_\_\_ an \_\_\_\_\_ actor is good, he or she might get a job  
 10 on a TV programme or in a film. Only a \_\_\_\_\_ few \_\_\_\_\_  
 actors get rich and famous. Many actors do not have a lot of  
 money and often \_\_\_\_\_ need \_\_\_\_\_ to have a second job.  
 For these people being a famous actor is \_\_\_\_\_ more \_\_\_\_\_  
 important than money.

## Reading & Writing

### Reading & Writing Part 6

In this part, students complete a text by selecting and copying the correct words.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 28.

#### ■ Do the test

**Materials:** SB pages 116 & 117

- 1 Ask students to turn to SB pages 116 & 117. Look at the picture and get students to think about the topic of the text.
- 2 Go through the example.
- 3 Ask students to read the text and then read the word options.
- 4 Ask students to complete the gaps with a word.
- 5 Check the answers.

**Answer Key** ► SB page 116

<b>Example</b>			
1	what	that	where
	heard	hearing	hear
2	for	of	from
3	on	with	at
4	hard	harder	hardest
5	starting	start	started
6	their	them	they
7	the	a	an
8	small	few	little
9	must	should	need
10	more	much	many

Part 7  
– 5 questions –

Read the letter and write the missing words. Write one word on each line.



Example

Dear Holly,

How are you? I went to the cinema yesterday. I saw the film "Naughty Nick". I thought the film was great! I couldn't stop laughing when Nick pushed the girl into the swimming pool at the party. That was so funny! Have you seen the film yet?

It's only two weeks until I see you. I can't wait! What kind of clothes should I take with me? Is the weather hot where you live? It's raining here!

Love,  
Katy x

## Reading & Writing

### Reading & Writing

#### Part 7

In this part, students complete a text with words of their own choice.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 30.

#### ■ Do the test

**Materials:** SB page 118

- 1 Ask students to turn to SB page 118. Look at the gapped text together and get students to think about what sort of words are missing.
- 2 Look at the example together and ask students to identify whether it is a noun, verb, adjective, etc.
- 3 Ask students to complete each gap in the text with the missing word.
- 4 Check answers.

**Answer Key** ► SB page 118

## Test 5

### Speaking Part 1

In this part, students identify and describe differences between two pictures.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 31.

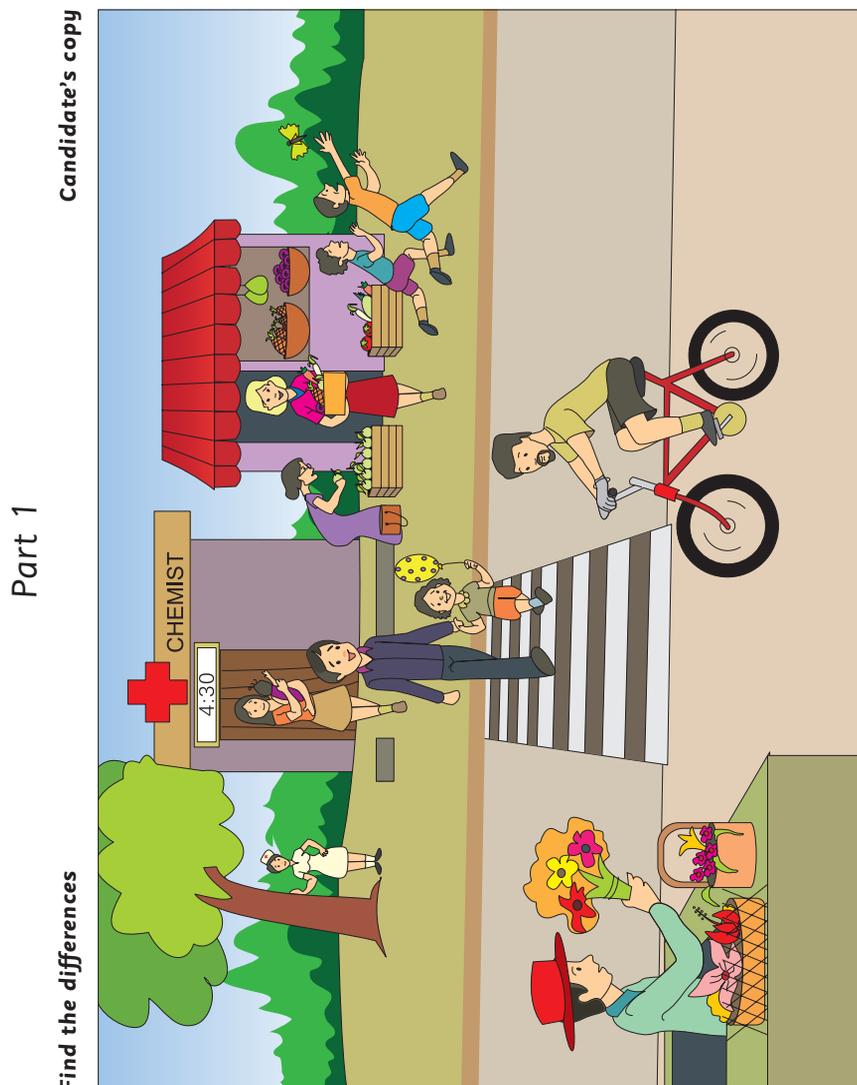
#### ■ Do the test

**Materials:** SB page 120, TB page 140

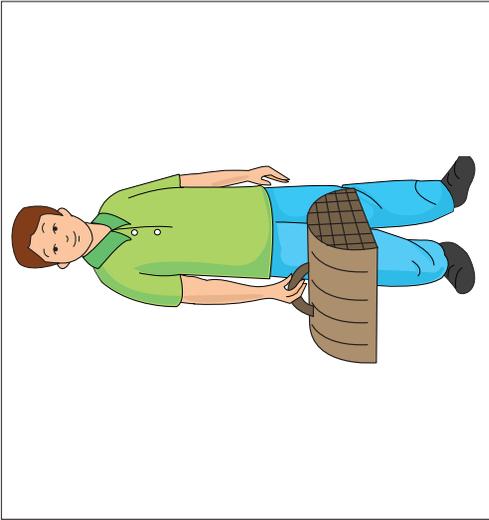
- 1 Ask the students some general introductory questions, e.g. *What's your surname? How old are you?*
- 2 Ask the students to turn to SB page 120. Give them time to look at the picture.
- 3 Turn to the Examiner's copy (TB page 140). Allow students to look at it briefly.
- 4 Make statements about your copy of the picture. Encourage the student to say how their picture is different. For example, *In my picture, the man in the hat is selling newspapers.* (*In my picture, he's selling flowers.*)

#### Answer Key

- 1 man riding bike is wearing black gloves / grey gloves
- 2 it's 2:45 / it's 4:30
- 3 policewoman next to tree / nurse next to tree
- 4 woman and baby going into chemist / woman and baby coming out of chemist
- 5 girl holding a blue & yellow balloon / a yellow and purple balloon
- 6 boys running after a dog / running after a butterfly



120 Test 5, Speaking Part 1



Sam's pet

Kind of animal	cat
How old	5
What / called	Timmy
Like / eat	fish
What colour	black



Daisy's pet

Kind of animal	?
How old	?
What / called	?
Like / eat	?
What colour	?

## Speaking Part 2

In this part, students ask and answer questions using cues.

### ■ Warm-up

For suggested warm-up activities, see Test 1 page 32.

### ■ Do the test

**Materials:** SB page 121, TB page 141

- 1 Ask students to turn to SB page 121. Give them time to look at the pictures and the tables.
- 2 Look at the Examiner's copy (TB page 141). Ask the student questions about the information they have, e.g. *I don't know anything about Sam's pet. What kind of animal is it? (a cat.)*
- 3 Now encourage the student to ask you similar questions, e.g. *How old is Daisy's pet?*

**Answer Key** ► Speaking frame page 131

### Speaking Part 3

In this part, students continue a story by describing the pictures in sequence.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 page 33.

#### ■ Do the test

**Materials:** SB page 122

- 1 Ask students to turn to SB page 122. Give them time to look at the pictures first.
- 2 Tell them the title and then describe the first picture, e.g. *These pictures tell a story. It's called 'The football game'. A boy is going to play football.* etc.
- 3 Encourage the students to continue the story by describing the other pictures in turn. If necessary prompt them with a question.

**Answer Key** ▶ Speaking frame page 131

### Speaking Part 4

In this part, students answer questions about themselves, their hobbies and their family or friends.

#### ■ Warm-up

For suggested Warm-up activities, see Test 1 page 34.

#### ■ Do the test

**Materials:** None

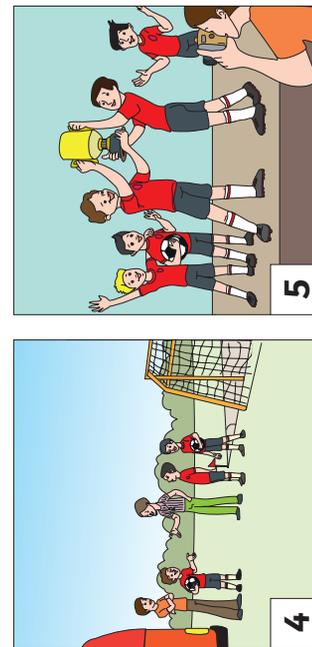
- 1 Ask the students several questions about themselves, their family or friends. They need only give simple answers, i.e. a phrase or a short sentence.

*Now let's talk about shopping.  
How often do you go shopping?  
Who do you usually go shopping with?  
etc.*

### Part 3

Tell the story

Examiner's and Candidate's copy



## Speaking frame (Timing = 5–7 minutes)

What to do	What to say	Answer from candidate	Back up question if necessary
	<p>Hello..., my name's ...            What's your surname?            How old are you?</p>	<p>Hello            (Fischer)            (11)</p>	<p>What's your family name?            Are you (11)?</p>
<p><b>1</b> Show candidate both Find the differences pictures.            Point to the man on the bike in each picture.</p>	<p>Here are two pictures. My picture is nearly the same as yours, but some things are different.            For example, in my picture the man riding a bike is wearing black gloves, but in your picture he's wearing grey gloves.            I'm going to say something about my picture. You tell me how your picture is different.            In my picture, the man in the hat is selling newspapers.            In my picture, the time is two forty five.            In my picture, there is a policewoman standing next to the tree.            In my picture, a woman with a baby is going into the chemist.            In my picture, the girl is holding a blue and a yellow balloon.            In my picture, the boys are running after a dog.</p>	<p>In my picture, the man in the hat is selling flowers.            In my picture, the time is four thirty.            In my picture, there is a nurse standing next to the tree.            In my picture, a woman with a baby is coming out of the chemist.            In my picture, the girl is holding a purple and a yellow balloon.            In my picture, the boys are running after a butterfly.</p>	<p>Point to the other differences which the student does not mention.            Is the man in the hat selling newspapers?            Is the time two forty five?            Is there a policewoman standing next to the tree?            Is the woman with a baby is going into the chemist?            Is the girl holding a blue and a yellow balloon?            Are the boys running after a dog?</p>
<p><b>2</b> Point to both candidate's and examiner's copies.            Point to the picture of the boy before asking the questions.             Point to the picture of the girl.</p>	<p>Sam and Daisy both have pets. I don't know anything about Sam's pet, but you do. So I'm going to ask you some questions.            What kind of animal is Sam's pet?            How old is Sam's cat?            What's his cat called?            What does Timmy like to eat?            What colour is Timmy?            Now you don't know anything about Daisy's pet, so you ask me some questions.            (A rabbit)            (3)            (Betty)            (Carrots)            (Grey)</p>	<p>A cat            5            Timmy            Fish            Black</p> <p>What kind of animal is Daisy's pet?            How old is Daisy's rabbit?            What's her rabbit called?            What does Betty like to eat?            What colour is Betty?</p>	<p>Point to the information if necessary.             Point to the information if necessary.</p>
<p><b>3</b> Point to the picture story.            Allow time to look at the pictures.</p>	<p>These pictures tell a story.            It's called 'The football game'. Just look at the pictures first.            A boy is going to play football. He is leaving home and waving goodbye to his mum.            Now you tell the story.</p>	<p>2 – There is a problem with the car. The boy looks worried because he thinks he's going to be late.            3 – The man and the boy are running after a bus.            They want to catch the bus to get to the football game.            4 – The boy and his dad caught the bus and have just arrived.            They look happy because the game hasn't started yet.            6 – The football team has won the game. The boy's dad is taking a photograph of the team. Everyone looks very happy.</p>	<p>Is the car working?            How do you think the boy feels?            What are the man and boy doing?            What do they want to do?            How did the boy and his dad get to the football game?            Has the football game started yet?            Has the boy's team won the game?            What is the boy's dad doing?            How does everyone in the picture feel?</p>
<p><b>4</b> Put away all pictures.            Ask a few personal questions.</p>	<p>Now let's talk about shopping.            How often do you go shopping?            Who do you usually go shopping with?             What was the last thing you bought?            How do you usually go to the shops?            Tell me about your favourite shop.             OK, thank you (name).            Goodbye.</p>	<p>Every month            My mum</p> <p>A t-shirt            By car            My favourite shop's called 'City Look'. It sells lots of clothes. I like it because the clothes are cool.             Goodbye.</p>	<p>Do you go shopping every month?            Do you usually go shopping with your mum?            Was the last thing you bought a t-shirt?            Do you usually go to the shops by car?            What's your favourite shop called?            What does it sell?            Why do you like it?</p>

## Part 1

Find the differences

Examiner's copy



## Part 2

### Information exchange



**Sarah's book**

<b>Who / gave</b>	cousin
<b>Name / book</b>	The Star
<b>What / about</b>	a singer
<b>When / finish</b>	last week
<b>Interesting / boring</b>	interesting

### Examiner's copy



**Harry's book**

<b>Who / gave</b>	?
<b>Name / book</b>	?
<b>What / about</b>	?
<b>When / finish</b>	?
<b>Interesting / boring</b>	?

## Part 1

Find the differences

Examiner's copy



# Part 2

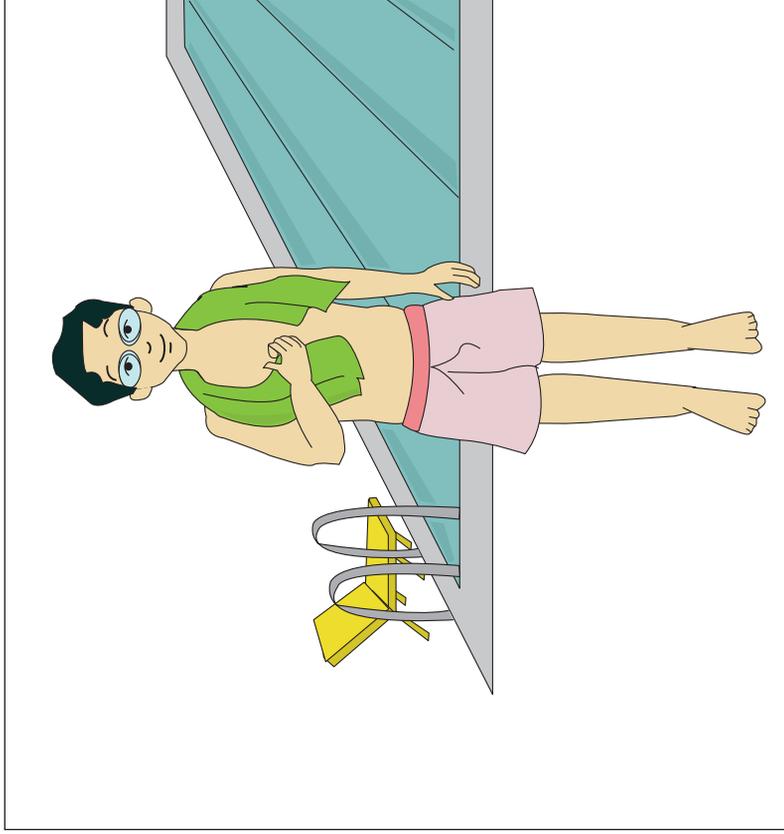
Information exchange



Sarah's tennis club

<b>What day</b>	?
<b>Time</b>	?
<b>Where</b>	?
<b>How long</b>	?
<b>Teacher</b>	?

Examiner's copy



Ben's swimming club

<b>What day</b>	Friday
<b>Time</b>	5:15 p.m.
<b>Where</b>	sports centre
<b>How long</b>	1 hour
<b>Teacher</b>	Mrs Crewe

Speaking

## Part 1

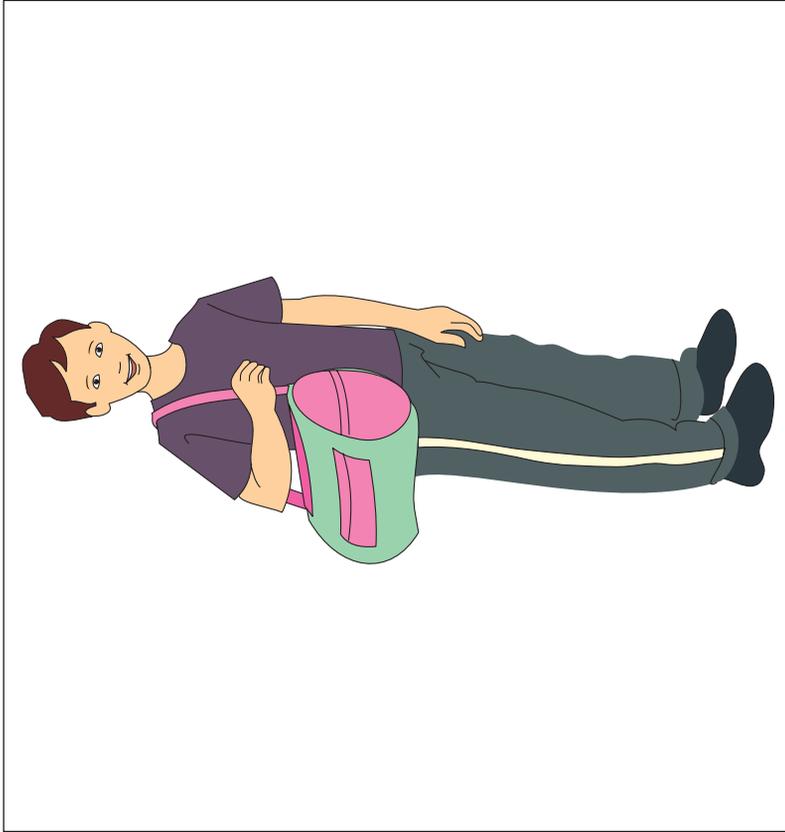
Find the differences

Examiner's copy



# Part 2

## Information exchange



George's sports class

<b>Teacher's name</b>	?
<b>What day</b>	?
<b>What time / start</b>	?
<b>How many children</b>	?
<b>What sport / learn</b>	?

## Examiner's copy



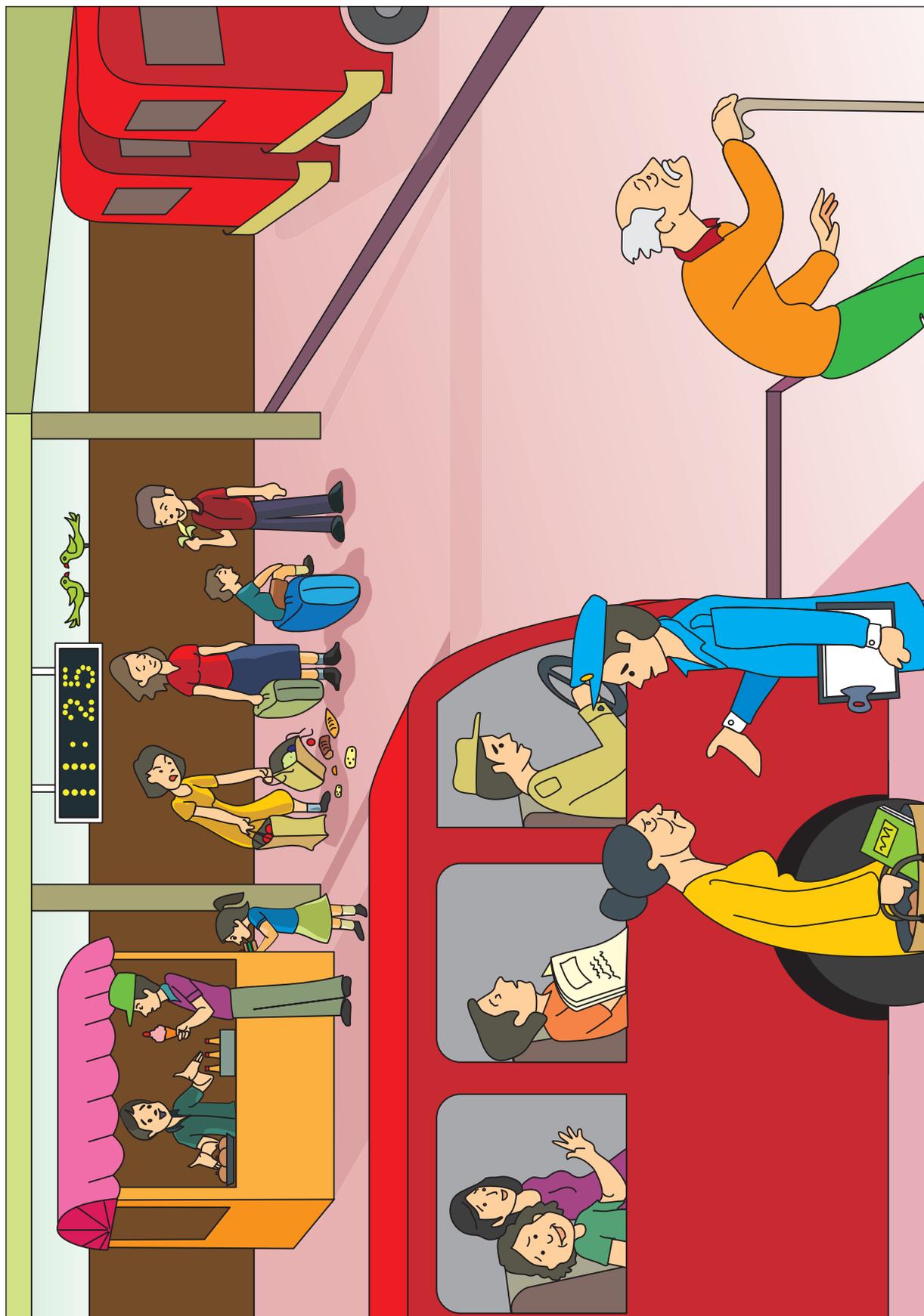
Katy's sports class

<b>Teacher's name</b>	Miss Keen
<b>What day</b>	Friday
<b>What time / start</b>	1:45
<b>How many children</b>	28
<b>What sport / learn</b>	volleyball

## Part 1

Find the differences

Examiner's copy

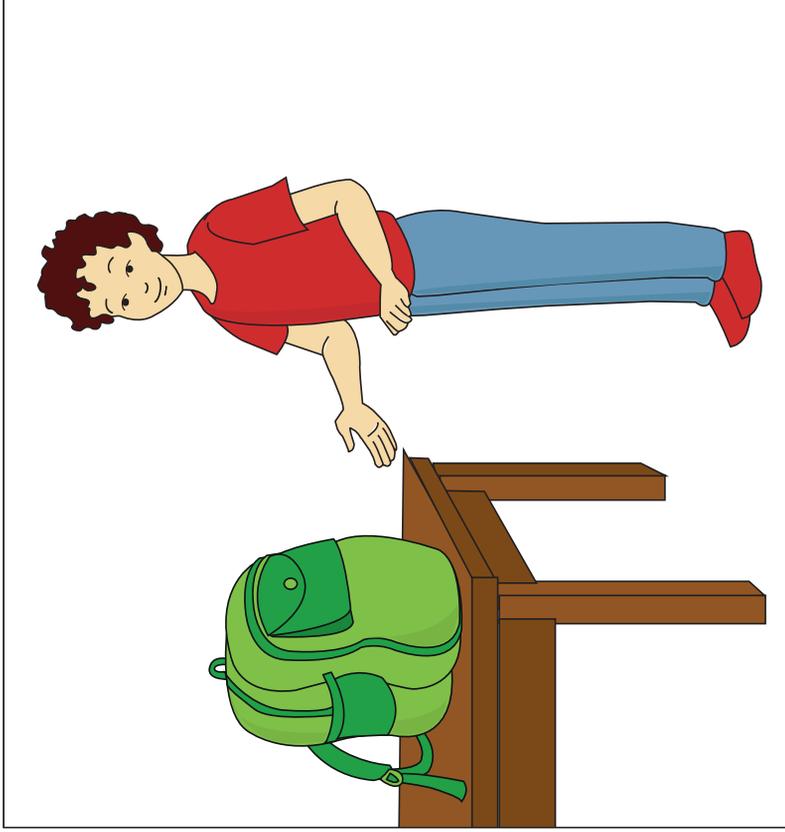


## Part 2

### Information exchange



### Examiner's copy



### Mary's holiday

<b>Where</b>	?
<b>Who / with</b>	?
<b>How long</b>	?
<b>What / do</b>	?
<b>What / buy</b>	?

### Tony's holiday

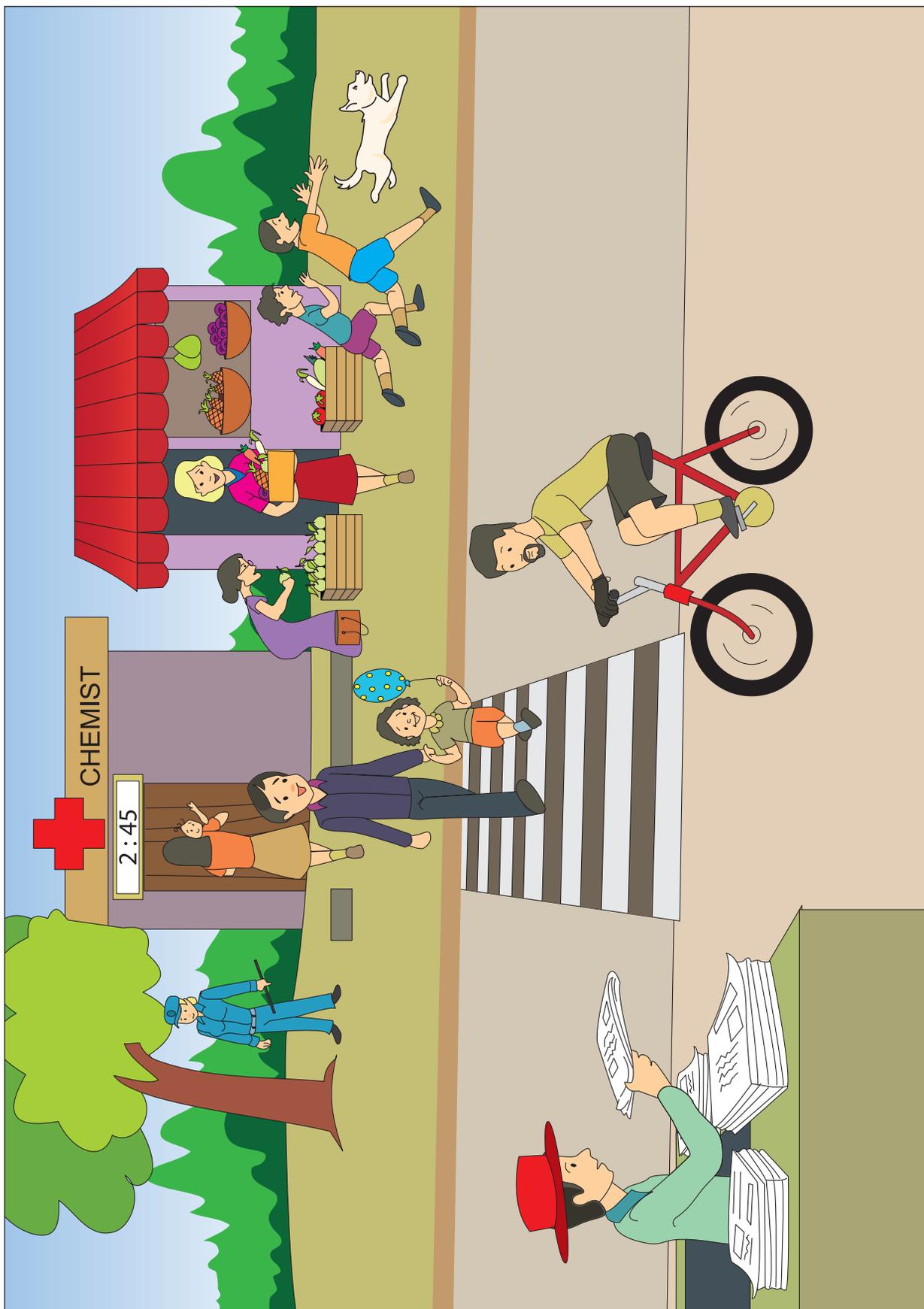
<b>Where</b>	mountains
<b>Who / with</b>	parents
<b>How long</b>	1 week
<b>What / do</b>	skiing
<b>What / buy</b>	scarf

## Speaking

Examiner's copy

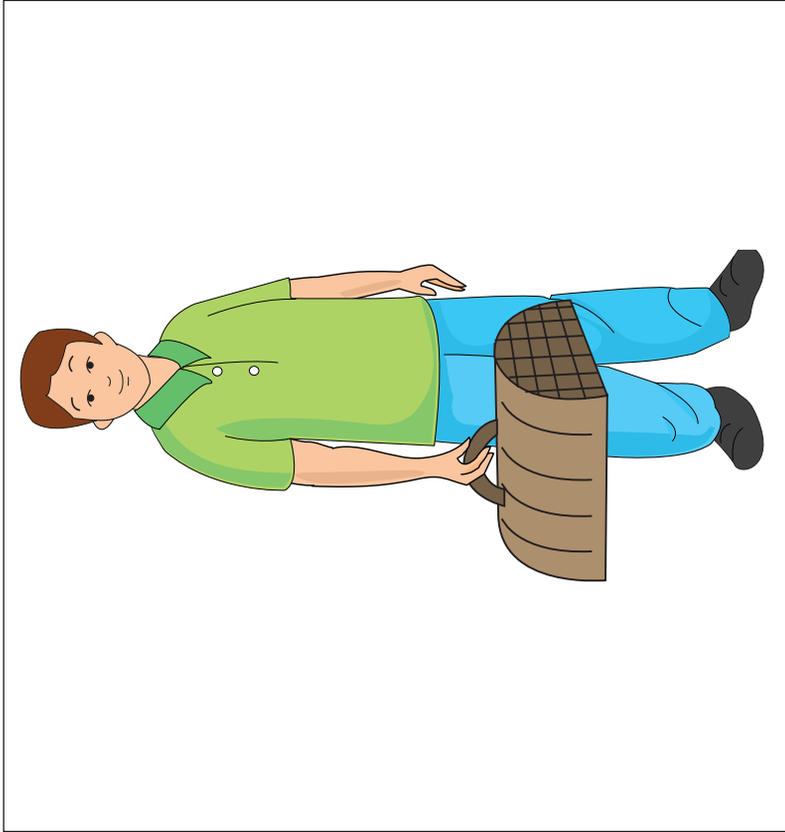
## Part 1

Find the differences



# Part 2

## Information exchange



**Sam's pet**

<b>Kind of animal</b>	?
<b>How old</b>	?
<b>What / called</b>	?
<b>Like / eat</b>	?
<b>What colour</b>	?

## Examiner's copy



**Daisy's pet**

<b>Kind of animal</b>	rabbit
<b>How old</b>	3
<b>What / called</b>	Betty
<b>Like / eat</b>	carrots
<b>What colour</b>	grey

## Speaking

# Photocopiable worksheets

## Worksheet 1



hair	blonde
beard	curly
moustache	straight
thin	fat
belt	shorts
striped	pocket
scarf	sweater
coat	glasses
sitting	lying
smiling	laughing
standing	playing
running	throwing

# Worksheet 2

## A

### TENNIS LESSONS

Time of lesson: **10.45**

Day of lesson: **Tuesday**

Name of teacher: Mrs **White**

Teacher's tel no: **852669**

### SWIMMING LESSONS

Time of lesson: \_\_\_\_\_

Day of lesson: \_\_\_\_\_

Name of teacher: Mr \_\_\_\_\_

Teacher's tel no: \_\_\_\_\_



## B

### TENNIS LESSONS

Time of lesson: \_\_\_\_\_ .

Day of lesson: \_\_\_\_\_ .

Name of teacher: Mrs \_\_\_\_\_

Teacher's tel no: \_\_\_\_\_

### SWIMMING LESSONS

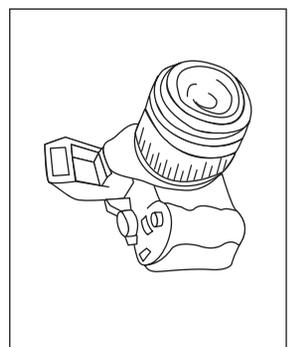
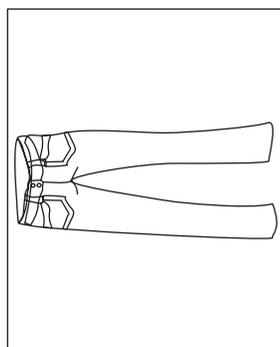
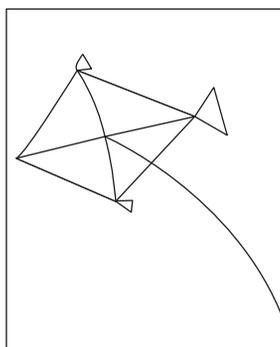
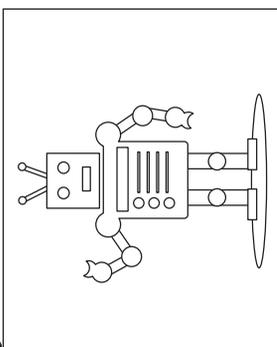
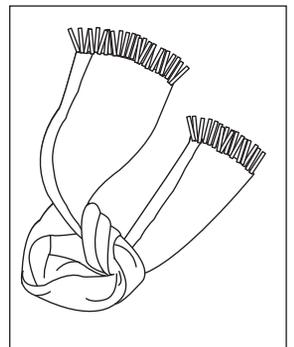
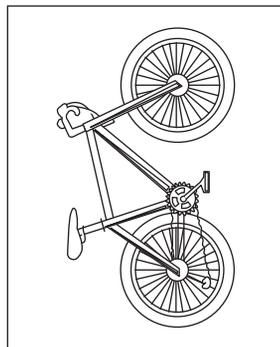
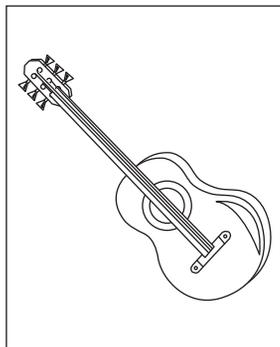
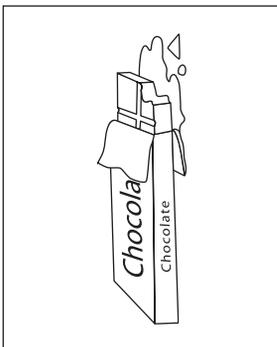
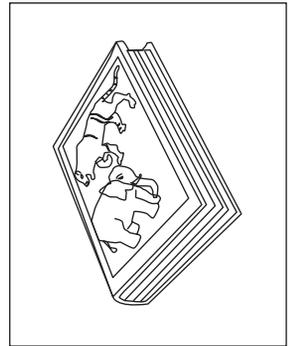
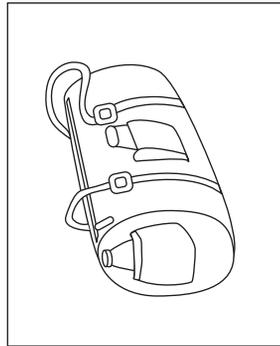
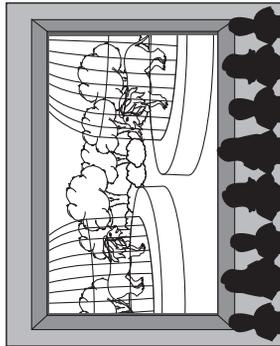
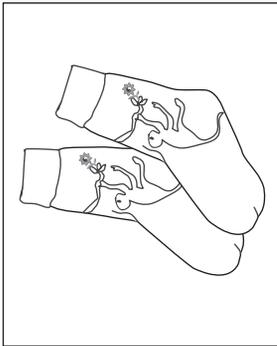
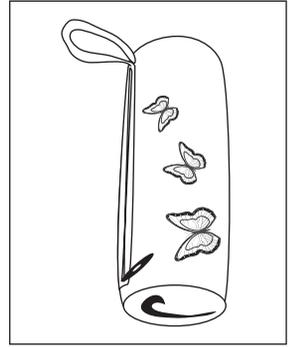
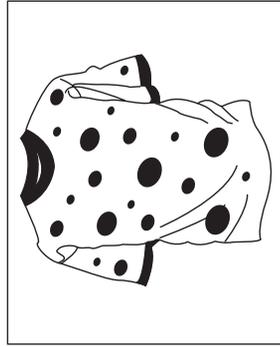
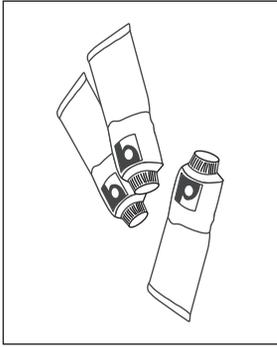
Time of lesson: **9.15**

Day of lesson: **Thursday**

Name of teacher: Mrs **Black**

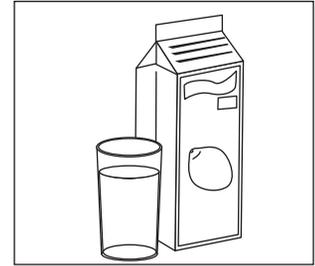
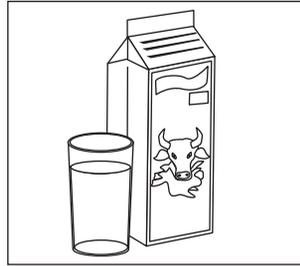
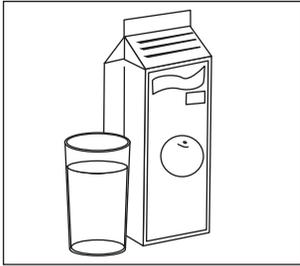
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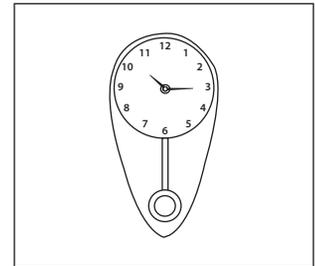
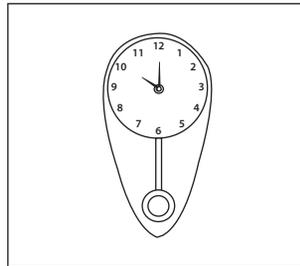
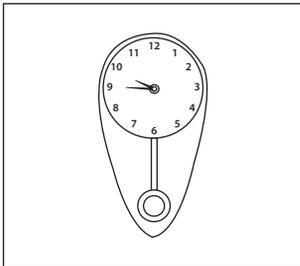


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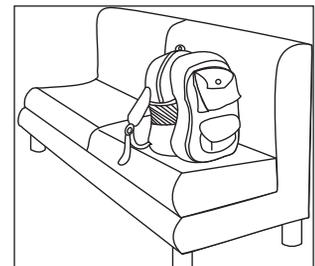
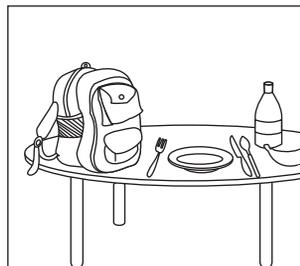
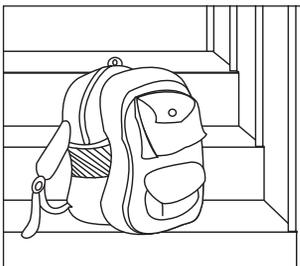
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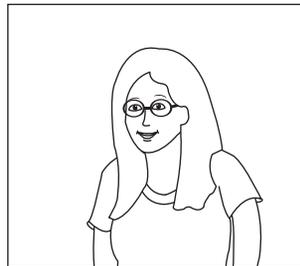
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3



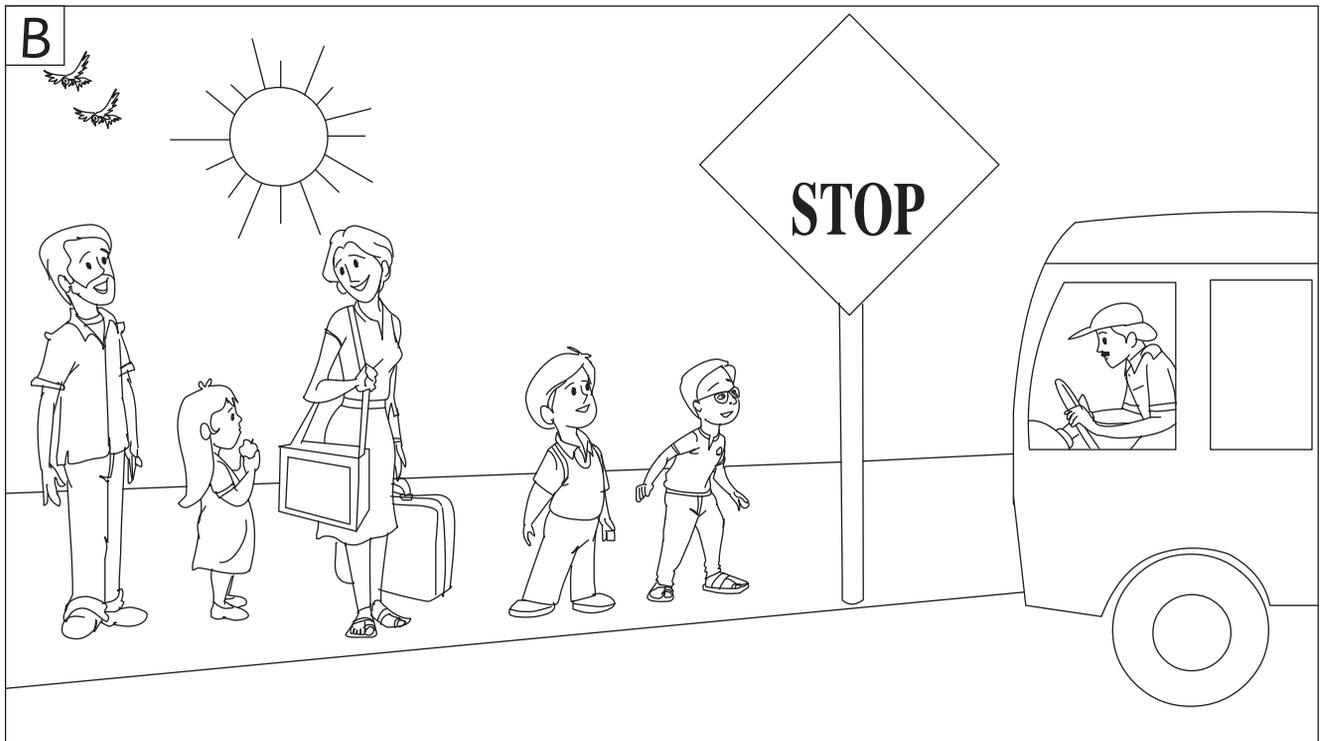
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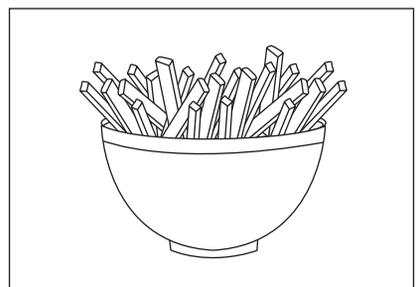
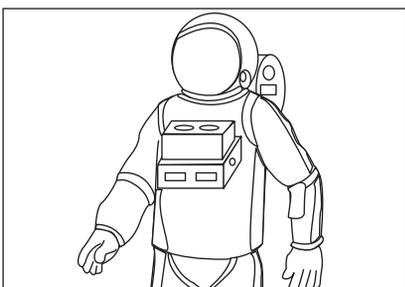
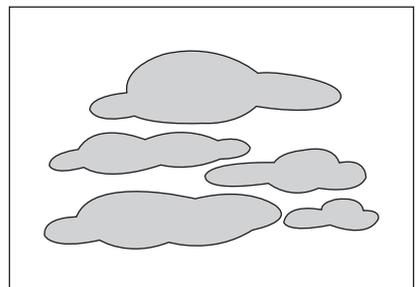
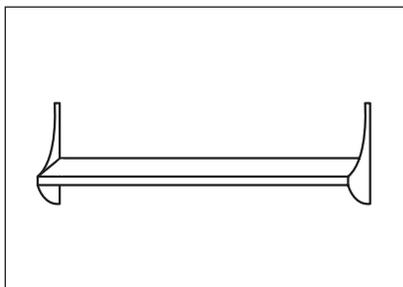
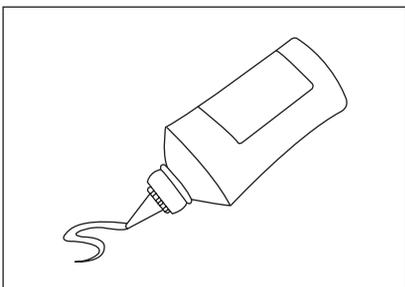
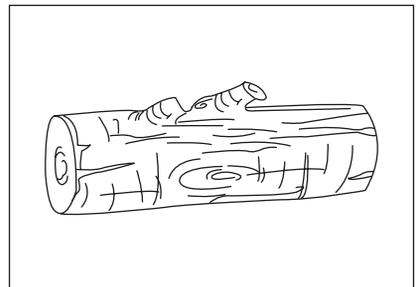
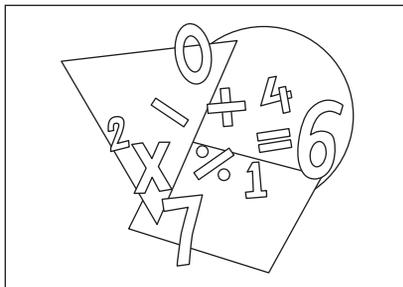
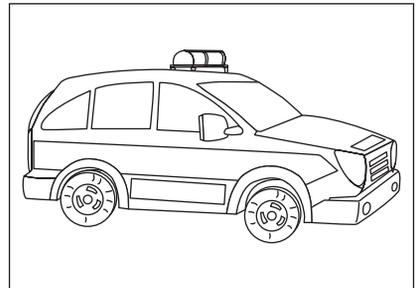
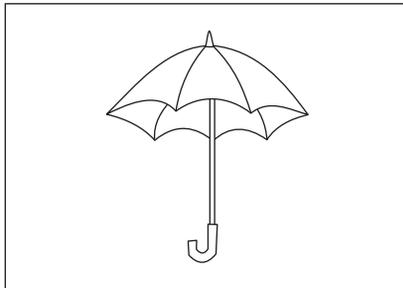
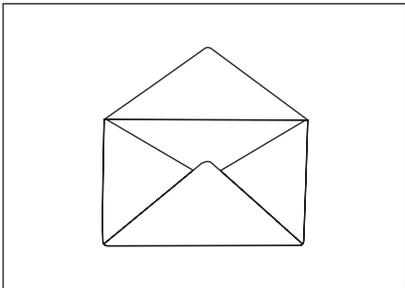
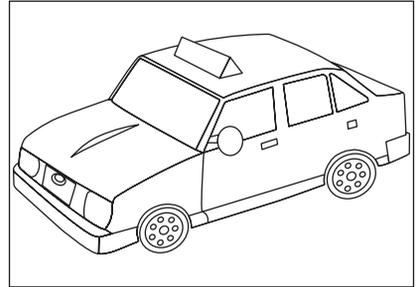
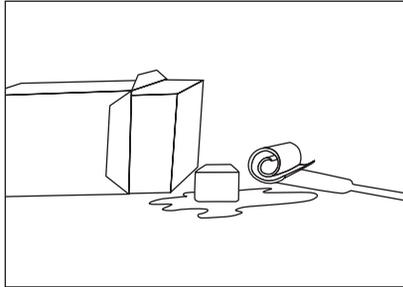
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# Worksheet 5



# Worksheet 6



# Worksheet 7



**a  
dentist**

**butter**

**a taxi**

**an  
envelope**

**an  
umbrella**

**an  
ambulance**

**a waiter**

**maths**

**wood**

**glue**

**a shelf**

**fog**

**an  
astronaut**

**an  
airport**

**a snack**

# Worksheet 8

Vicky: Hi, William. Did you have a good weekend?

William: Yes thanks, Vicky. I went to the cinema.

Vicky: Great! What film do you see?

William: It was called 'Monkeys in space'. Have you seen it?

Vicky: Not yet, but I want to! Did you go with your mum and dad?

William: No. My uncle took me.

Jack: Hi Daisy. What are you doing?

Daisy: Oh, hi Jack. I'm doing my history homework.

Jack: I love History. Does Mr Jones teach you history?

Daisy: No, my teacher's called Mrs Hart. She's really nice. This homework's very difficult.

Jack: Let me see. Maybe I can help you.

Daisy: Thanks, Jack.

Ben: Hi, Emma. Are you going to watch the comedy on TV?

Emma: I'm not sure Ben. What time does it start?

Ben: It starts at 2:30 pm.

Emma: OK. Where are you going to watch it?

Ben: At my house. Sam's going to come too.

Emma: Great! I'll see you later.

# Worksheet 9



broke	cut	grow	steal	pulled	decided
brushing	leaving	knife	drum	bin	chopsticks
insects	factory	tights	pocket	bored	brave
dry	excellent	friendly	heavy	important	untidy



## Read and complete.

- 1 I \_\_\_\_\_ a scarf out of my rucksack.
- 2 He always uses \_\_\_\_\_ if he is eating rice.
- 3 I saw that new film yesterday – it was \_\_\_\_\_ !
- 4 ‘Do you like my new spotty \_\_\_\_\_ ?’ asked Vicky.
- 5 She doesn’t like \_\_\_\_\_ her hair in the morning.
- 6 He was sorry that he \_\_\_\_\_ the vase.
- 7 The new boy at our school is very \_\_\_\_\_ .
- 8 There were a lot of \_\_\_\_\_ in our tent when we went camping!

# Worksheet 10

## Read and complete.

1 My name is Joe and I have a little brother called Robert.

Joe has \_\_\_\_\_ called Robert.

2 Yesterday, Robert and I had chocolate ice cream after lunch.

Robert and Joe ate some \_\_\_\_\_ yesterday after lunch.

3 After the ice cream, we took our kite to the park.

Joe and Robert played with \_\_\_\_\_ in the park.

4 'You've broken our kite!' I shouted at Robert. I felt very angry.

Joe was \_\_\_\_\_ because Robert broke their kite.

5 'It's late. We should go home now,' I said to Robert.

They went home because it was \_\_\_\_\_ .

6 Robert said, 'Sorry', and then we went home.

They went home after Robert \_\_\_\_\_ .

# Worksheet 11

## Healthy teeth

If you want healthy teeth you should be careful about what you eat and drink. Eat lots of fruit and vegetables and try not to have too \_\_\_\_\_ sugar. If you \_\_\_\_\_ a lot of sugar you may get toothache.

You also \_\_\_\_\_ to brush your teeth twice a day – once after breakfast and once before bedtime. It \_\_\_\_\_ important to brush all of your teeth, not just \_\_\_\_\_ front ones. You should spend at least 2 or 3 minutes each time you brush. It is also important to change \_\_\_\_\_ toothbrush when it gets too old. You should get a new toothbrush \_\_\_\_\_ 3 months.

Brushing your teeth is important, but you also need to visit your dentist \_\_\_\_\_ keep your teeth strong and healthy. It's important to visit your dentist twice a year. \_\_\_\_\_ you visit your dentist he or she will \_\_\_\_\_ at your teeth to check for any problems.

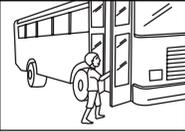
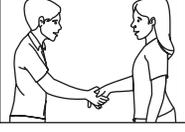
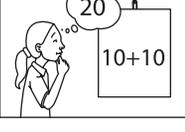


### Example

	for	<u>about</u>	on
1	many	lots	much
2	eat	ate	eating
3	need	must	should
4	are	be	is
5	the	a	an
6	its	your	their
7	every	all	each
8	for	with	to
9	Since	When	During
10	look	looking	looks

# Worksheet 12

Look, read and match.

1	take	TV	a	
2	get on	homework	b	
3	meet	a mistake	c	
4	send	a race	d	
5	do	a photo	e	
6	make	a bike	f	
7	ride	a friend	g	
8	win	the answer	h	
9	guess	a bus	i	
10	watch	a letter	j	

# Worksheet 13

Monday 9<sup>th</sup> May

Dear Vicky,

Hi. How are you? It's my birthday soon and I'm (1) \_\_\_\_\_ a party.  
Would (2) \_\_\_\_\_ like to come? It will be on Saturday 21<sup>st</sup> May at  
7pm (3) \_\_\_\_\_ Gino's Italian pizza restaurant.

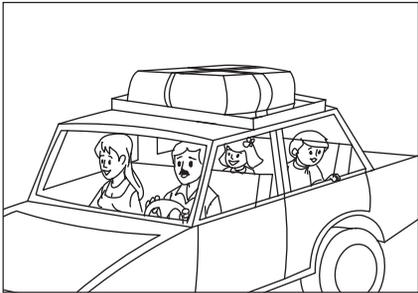
I'm inviting some friends from my school and my cousins. You (4) \_\_\_\_\_  
stay the night at our house on Saturday if you want.

I hope you can come – it will be lots (5) \_\_\_\_\_ fun.

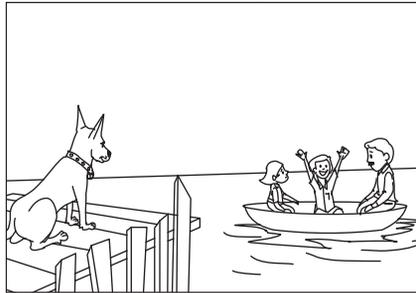
Love from,  
Sally



1 The worst holiday



2 The clever dog



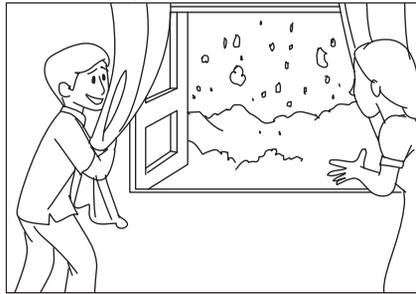
3 The windy day



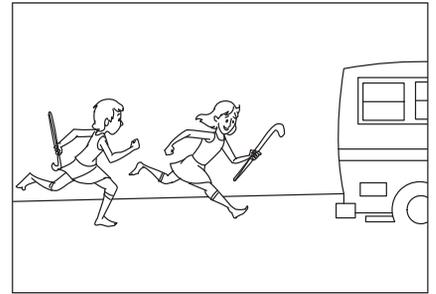
4 The naughty kitten



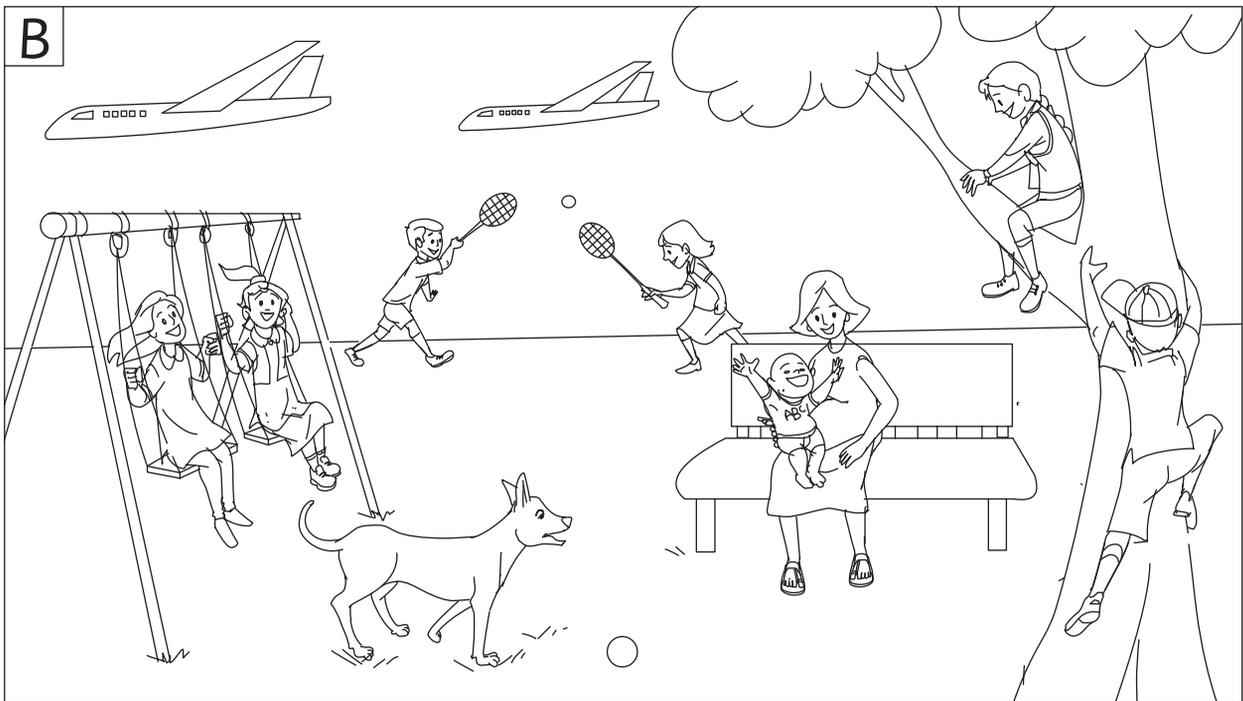
5 Snow fun



6 The hockey match



# Worksheet 14



# Flyers grammar and structures list

## Verbs

(Positive, negative, question, imperative and short answer forms including contractions)

**Present simple passive** (only with 'make' and 'call')

The table is **made of** wood.

## Past continuous

I **was walking** down the road when I saw her.

## Present perfect

**Have** you **ever been** to the circus?

**He's** just **eaten** his dinner.

## Be going to

It **isn't going to** rain today.

## Will

**Will** you **do** your homework this evening?

I **won't buy** her a CD because she doesn't like music.

## Might

Vicky **might come** to the park.

## May

The bus **may not come** because there is a lot of snow.

## Shall for suggestions

**Shall** we **have** a picnic in the park?

## Could

You **could invite** Robert to the football game.

## Should

**Should** we **take** a towel to the swimming pool?

## Tag questions

That's John's book, **isn't it?**

## Adverbs

I haven't bought my brother's birthday present **yet**.

## Conjunctions

I didn't want to walk home **so** I went on the bus.

## If clauses (in zero conditionals)

If it's sunny, **we go swimming**.

## Where clauses

My grandmother has forgotten **where she put her glasses**.

## Before/after clauses (not with future reference)

I finished my homework **before I played football**.

## Be/look/sound/feel/taste/smell like

**What's** your new teacher **like**?

**That sounds like** the baby upstairs.

## Make somebody/something + adj

That smell **makes me hungry!**

## What time ...?

**What time** does the film start?

## What else/next?

**What else** shall I draw?

## See you soon/later/tomorrow, etc.

**See you next week**, Mrs Ball!

# Flyers alphabetic vocabulary list

## Grammatical Key

*adj* adjective

*adv* adverb

*conj* conjunction

*det* determiner

*dis* discourse marker

*excl* exclamation

*int* interrogative

*n* noun

*poss* possessive

*prep* preposition

*pron* pronoun

*v* verb

## A

a.m. (for time)

across *prep*

actor *n*

actually *adv*

adventure *n*

advice *n*

after *adv + conj*

ago *adv*

agree *v*

air *n*

airport *n*

alone *adj*

already *adv*

also *adv*

ambulance *n*

anyone *pron*

anything *pron*

anywhere *adv*

April *n*

arrive *v*

art *n*

artist *n*

astronaut *n*

August *n*

autumn *n* (US fall)

away *adv*

## B

backpack *n* (UK rucksack)

before *adv + conj*

begin *v*

believe *v*

belt *n*

Betty *n*

bicycle *n*

bin *n*

biscuit *n* (US cookie)

bit *n*

bored *adj*

brave *adj*

break *v*

bridge *n*

bright *adj* (of colour)

broken *adj*

brush *n + v*

building *n*

burn *v*

business *n*

businessman/woman *n*

butter *n*

butterfly *n*

## C

calendar *n*

camel *n*

camp *v*

card *n*

cartoon *n*

castle *n*

cave *n*

centimetre *n* (US centimeter)

century *n*

channel *n*

cheap *adj*

chemist(s) *n*

chess *n*

chopsticks *n*

Christmas *n*

circus *n*

club *n*

collect *v*

college *n*

comb *n + v*

competition *n*

concert *n*

conversation *n*

cook *n*

cooker *n*

cookie *n* (UK biscuit)

corner *n*

could *v* (for possibility)

crown *n*

cut *v*

## D

dangerous *adj*

dark *adj*

date *n* (as in time)

David *n*

dear *adj* (as in Dear Harry)

December *n*

decide *v*

dentist *n*

describe *v*

desert *n*

diary *n*

dictionary *n*

dinosaur *n*

drum *n*

during *prep*

## E

each *det + pron*

early *adj + adv*

east *n*

else *adv*

Emma *n*

empty *adj*

end *v*

engineer *n*

enough *adj + pron*

## Flyers alphabetic vocabulary list

entrance *n*  
envelope *n*  
environment *n*  
ever *adv*  
everywhere *adv*  
exam *n*  
excellent *adj + excl*  
excited *adj*  
exit *n*  
expensive *adj*  
explain *v*  
extinct *adj*

**F**  
fact *n*  
factory *n*  
fall *n* (UK autumn)  
fall over *v*  
far *adj + adv*  
fast *adj + adv*  
February *n*  
feel *v*  
fetch *v*  
a few *det*  
find out *v*  
finger *n*  
finish *v*  
fire *n*  
fire engine *n* (US fire truck)  
fire station *n*  
fireman/woman *n*  
flag *n*  
flashlight *n* (UK torch)  
flour *n*  
fog *n*  
foggy *adj*  
follow *v*  
footballer *n*  
for *prep of time*  
forget *v*  
fork *n*  
fridge *n*  
friendly *adj*  
front *adj + n*  
full *adj*  
fun *adj + n*

fur *n*  
future *n*

**G**  
gate *n*  
geography *n*  
George *n*  
get married *v*  
get to *v*  
glass *adj*  
glove *n*  
glue *n + v*  
go out *v*  
goal *n*  
gold *adj + n*  
golf *n*  
group *n*  
grow *v*  
guess *n + v*

**H**  
half *adj + n*  
happen *v*  
hard *adj + adv*  
Harry *n*  
hate *v*  
headteacher *n*  
hear *v*  
heavy *adj*  
Helen *n*  
herself *pron*  
high *adj*  
hill *n*  
himself *pron*  
history *n*  
Holly *n*  
honey *n*  
hope *v*  
horrible *adj*  
hotel *n*  
hour *n*  
how long *adv + int*  
hurry *v*  
husband *n*

**I**  
ice *n*  
if *conj*  
ill *adj*  
important *adj*  
improve *v*  
information *n*  
insect *n*  
instrument *n*  
interesting *adj*  
itself *pron*

**J**  
jam *n*  
January *n*  
job *n*  
join *v* (a club)  
journalist *n*  
journey *n*  
July *n*  
June *n*  
just *adv*

**K**  
Katy *n*  
keep *v*  
key *n*  
kilometre *n* (US kilometer)  
kind *adj*  
king *n*  
knife *n*

**L**  
language *n*  
large *adj*  
late *adj + adv*  
later *adv*  
lazy *adj*  
leave *v*  
left *adj + n* (as in direction)  
let *v*  
letter *n* (as in mail)  
lie *v* (as in lie down)  
lift *n* (ride)  
lift *v*

## Flyers alphabetic vocabulary list

light *adj + n*  
little *adj*  
a little *adv + det*  
London *n*  
look after *v*  
look like *v*  
lovely *adj*  
low *adj*  
lucky *adj*

### M

magazine *n*  
make sure *v*  
March *n*  
married *adj*  
match *n* (football)  
maths *n* (US math)  
May *n*  
may *v*  
meal *n*  
mechanic *n*  
medicine *n*  
meet *v*  
meeting *n*  
member *n*  
metal *adj + n*  
metre *n* (US meter)  
Michael *n*  
midday *n*  
middle *n + adj*  
midnight *n*  
might *v*  
million *n*  
mind *v*  
minute *n*  
missing *adj*  
mix *v*  
money *n*  
month *n*  
much *adv + det + pron*  
museum *n*  
myself *pron*

### N

necklace *n*  
news *n*

newspaper *n*  
next *adj + adv*  
noisy *adj*  
no-one *pron*  
normal *adj*  
north *n*  
November *n*  
nowhere *adv*

### O

o'clock *adv*  
October *n*  
octopus *n*  
of course *adv*  
office *n*  
once *adv*  
online *adj*  
other *det + pron*  
over *adv + prep*

### P

p.m. (for time)  
painter *n*  
paper *adj + n*  
partner *n*  
passenger *n*  
past *n + prep*  
path *n*  
pepper *n*  
perhaps *adv*  
photographer *n*  
piece *n*  
pilot *n*  
pizza *n*  
planet *n*  
plastic *adj + n*  
player *n*  
pocket *n*  
police station *n*  
policeman/woman *n*  
poor *adj*  
popular *adj*  
post *v*  
post office *n*  
postcard *n*  
prefer *v*

prepare *v*  
prize *n*  
problem *n*  
programme *n* (US program)  
pull *v*  
push *v*  
pyramid *n*

### Q

quarter *n*  
queen *n*  
quite *adv*

### R

race *n + v*  
railway *n*  
ready *adj*  
remember *v*  
repair *v*  
repeat *v*  
restaurant *n*  
rich *adj*  
Richard *n*  
right *adj + n* (as in direction)  
ring *n*  
Robert *n*  
rocket *n*  
rucksack *n* (US backpack)

### S

salt *n*  
same *adj*  
Sarah *n*  
save *v*  
science *n*  
scissors *n*  
score *n + v*  
screen *n*  
secret *n*  
secretary *n*  
sell *v*  
send *v*  
September *n*  
several *adj*  
shelf *n*

## Flyers alphabetic vocabulary list

shorts *n*  
should *v*  
silver *adj + n*  
since *prep*  
singer *n*  
single *adj*  
ski *n + v*  
sky *n*  
sledge *n + v*  
smell *n + v*  
snack *n*  
snowball *n*  
snowboarding *n*  
snowman *n*  
so *adv + conj*  
soap *n*  
soft *adj*  
somewhere *adv*  
soon *adv*  
sound *n + v*  
south *n*  
space *n*  
speak *v*  
special *adj*  
spend *v*  
spoon *n*  
spot *n*  
spotted *adj*  
spring *n*  
stage *n* (theatre)  
stamp *n*  
stay *v*  
steal *v*  
still *adv*  
storm *n*  
straight on *adv*  
strange *adj*  
stripe *n*  
striped *adj*  
student *n*  
study *v*  
subject *n*  
such *det*  
suddenly *adv*  
sugar *n*  
suitcase *n*  
summer *n*

sunglasses *n*  
sure *adj*  
surname *n*  
swan *n*  
swing *n + v*

### T

take *v* (as in time e.g. it takes 20 minutes)  
tape recorder *n*  
taste *n + v*  
taxi *n*  
teach *v*  
team *n*  
telephone *n*  
tent *n*  
thank *v*  
theatre *n*  
thousand *n*  
through *prep*  
tidy *adj + v*  
tights *n*  
time *n*  
timetable *n*  
toe *n*  
together *adv*  
toilet *n*  
tomorrow *adv + n*  
tonight *adv + n*  
torch *n* (US flashlight)  
tour *n*  
traffic *n*  
turn *v*  
turn off *v*  
turn on *v*  
twice *adv*

### U

umbrella *n*  
unfriendly *adj*  
unhappy *adj*  
uniform *n*  
university *n*  
untidy *adj*  
until *prep*  
unusual *adj*

use *v*  
usually *adv*

### V

view *n*  
violin *n*  
visit *v*  
volleyball *n*

### W

waiter *n*  
warm *adj*  
way *n*  
west *n*  
wheel *n*  
where *pron*  
whisper *v*  
whistle *v*  
wife *n*  
wild *adj*  
will *v*  
William *n*  
win *v*  
wing *n*  
winner *n*  
winter *n*  
wish *n + v*  
without *prep*  
wonderful *adj*  
wood *n*  
wool *n*  
worried *adj*

### Y

yet *adv*  
you're welcome *excl*  
yourself *pron*

### Z

zero *n*