

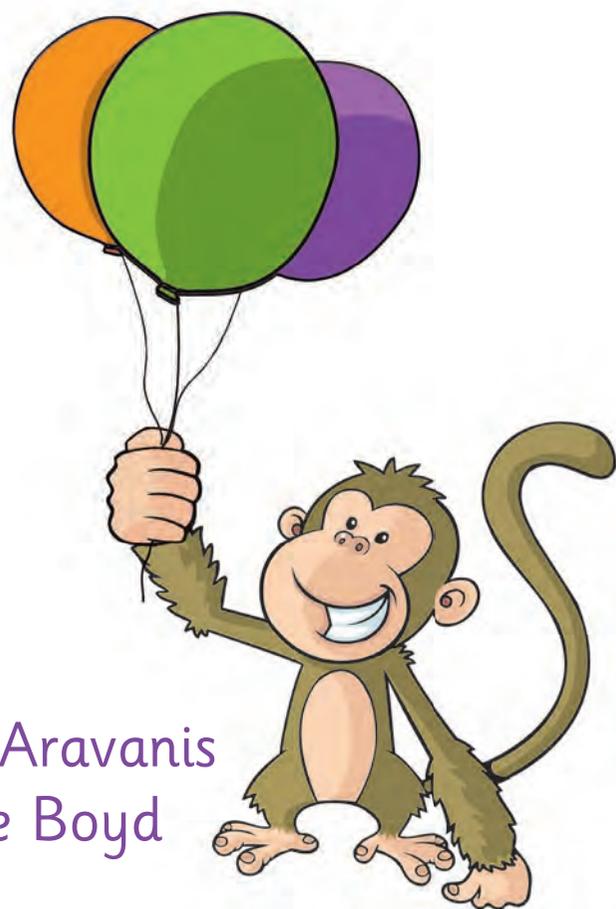
Cambridge English Qualifications

# A1 Movers

Practice  
Tests

## Plus *Teacher's Guide*

Second Edition



Teaching  
not just testing

Rosemary Aravanis  
with Elaine Boyd

 Pearson



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# Introduction

The *Young Learners Practice Tests Plus* series is aimed at students aged 7–12 years who are preparing for the Cambridge English Qualifications for young learners. It consists of three levels: *Pre A1 Starters*, *A1 Movers* and *A2 Flyers*.

The exams are suitable for students 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 exam receive an award, which focuses not on what they *cannot* do but on what they *can* do. The award certificate has a shield score boundary which outlines individual attainment. The Young Learners exams 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 English Qualifications for Schools* (Key for Schools and Preliminary for Schools).

## ■ Components

The components of *Young Learners 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 practice activities before doing the others under exam conditions.
- The **Teacher's Guide**, 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 photocopiable worksheets with Teacher's Notes; Cambridge English Qualifications for young learners grammar, structures and vocabulary lists. Test 1 of each level has suggested warm-up activities and worksheets. Teachers can choose whether to use these with Test 1 only or throughout all five tests.
- The **Digital Resources**, 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 in the Digital Resources, together with the Speaking frame in the Teacher's Guide, are designed to give teachers a detailed example of how to go about providing students with realistic practice for the Speaking exam.

## ■ A1 Movers Listening Exam

### Overview

Parts (25 minutes)	What is the skills focus?	What does the child do?
1 (5 questions)	Listening for names and descriptions	Draws lines to match names to people in a picture
2 (5 questions)	Listening for names, spellings and other information	Writes words or numbers in gaps
3 (5 questions)	Listening for specific information	Matches pictures with illustrated items by writing a letter in a box
4 (5 questions)	Listening for specific information	Ticks a box under the correct picture
5 (5 questions)	Listening for words, colours and specific information	Colours and writes something on the picture

### Guidance

#### Part 1

- Students need to know the range of children's names they are likely to encounter in the exam. These include the names new to *A1 Movers* (Boys: *Fred, Jack, Jim, Paul, Peter, Charlie*. Girls: *Clare, Daisy, Jane, Julia, Mary, Sally, Vicky, Lily, Zoe*) and also the names from *Pre A1 Starters*.
- Students should look at the picture(s) before the questions start. They should be encouraged to predict how each character may be described.
- They need to know that they will hear descriptions of people's clothes and physical appearance, as well as comments on what the people are doing.

#### Part 2

- Students find this note-taking exercise challenging. Give them as much practice as possible.
- Students need to know the meaning of the words in the *Pre A1 Starters* and *A1 Movers* vocabulary lists. (For the *A1 Movers* vocabulary list see pages 147–151). They also need to know how to spell the words correctly.

- Students need plenty of practice with the alphabet and spelling.

### Part 3

- Students should read the instructions carefully as these set the context and tell students what to do.
- They need to listen carefully. In some cases, the children on the recording will mention things from more than one picture but only one picture is correct.

### Part 4

- This part covers a wide range of grammar and vocabulary (appropriate to this level). Make sure the vocabulary and structures in the *Pre A1 Starters* and *A1 Movers* syllabus have been well covered on the course (For the *A1 Movers* vocabulary list see pages 146–151).
- Students should know that the answer may come at the beginning of the dialogue, in the middle or at the end. Encourage them to listen to the whole dialogue before choosing an answer.

### Part 5

- Students need to have their coloured pencils ready for this.
- They need to know the range of colours used (*black, blue, brown, green, grey, orange, pink, purple, red, yellow, white*).
- They need to know that they will also write something on the picture. The words will be easy to spell.
- Students need to be aware of prepositions of place for this exercise (e.g. *next to, behind, on, under*, etc.).

### Teaching Tips

- Make sure students know what is expected of them in each part. Read the instructions and listen to the example. Pause the recording 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.

## ■ A1 Movers Reading & Writing Exam

### Overview

Parts (30 minutes)	What is the skills focus?	What does the child do?
1 (5 questions)	Matching short definitions to words and pictures Writing words	Copies the correct word next to the definition
2 (6 questions)	Reading a dialogue and choosing the correct response	Chooses the correct response by circling a letter
3 (6 questions)	Reading for specific information and gist Copying words	Chooses and copies missing words correctly Ticks a box to choose the correct title for the story
4 (5 questions)	Reading and understanding a factual text Copying words	Completes a text by selecting the correct words and copying them in the gaps
5 (7 questions)	Reading a story Completing sentences	Completes sentences about a story by writing one, two or three words
6 (6 questions)	Writing about a picture	Completes sentences about a picture, answers questions and writes two sentences

### Guidance

#### Part 1

- Students need to be given practice in reading and understanding word definitions. Make sure students are familiar with the language typical of definitions, for example the use of *you* and *can* (e.g. *You can eat this in a bowl*), relative clauses and the infinitive of purpose.

# Introduction

- Students should be given plenty of practice copying accurately. Give them copying tasks in class and for homework.
- Students need to make sure they include the article in their answer if there is one.

## Part 2

- Give students plenty of practice reading and creating short dialogues.
- Remind them to read all the answer options before choosing the best one.

## Part 3

- Tell students to read the whole text first to get a general idea of what it is about.
- Students should read the whole sentence before choosing the correct word for the gap. They should then read the completed sentence to see if it makes sense.
- Remind students that the word they choose needs to be the correct part of speech and in the correct tense.

## Part 4

- Students need to understand pronouns, auxiliary verbs and prepositions.
- Focus on different verb forms in a sentence (e.g. present simple, past simple and present continuous, the infinitive, verb + *ing*).

## Part 5

- Encourage students to use the pictures to help them follow the story.
- Give students practice in understanding personal pronouns, i.e. what and who they refer to in the story.
- Students should not use more than three words in each gap.
- Encourage students to read the completed sentences to make sure they make sense.

## Part 6

- Tell students to study the picture carefully. Check they know what is happening (activities), what people are wearing, etc.
- Encourage students to give as much information as they can in their own sentences, e.g. where the person is, what they are doing/wearing.

## Teaching Tips

- Make sure students know what is 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. Encourage them to print rather than use joined-up writing, which can be unclear.
- 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 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 them concentrate and be less distracted by other things.
- Make sure students are familiar with the structures and vocabulary in the *Pre A1 Starters* and *A1 Movers* syllabus (For the *A1 Movers* syllabus see pages 146–151).

## ■ A1 Movers Speaking Exam

### Overview

Parts (5-7 minutes)	What is the skills focus?	What does the child do?
1	Describing two pictures using short responses	Identifies four differences between two pictures
2	Understanding the beginning of a story Continuing the story using the picture prompts provided	Describes each picture in turn
3	Suggesting which picture of four is different and saying why	Identifies the odd one out and gives a reason
4	Understanding and responding to personal questions	Answers personal questions

## Guidance

### Part 1

- The differences between the two pictures may be related to colour, size, number, positions, appearance or activity, e.g. *This chair is black but this one's white. Here, it's sunny but here it's cloudy (or ...here it isn't). Here, there are two trees but here there are three.*
- Simpler answers are also acceptable, e.g. *Here two and here three* (with the student pointing to the differences in the pictures).

### Part 2

- Examiners are not looking for storytelling skills. A few words about each picture is all that is required.
- It is not necessary for students to attempt to link the pictures verbally either. They can point to each picture as they are describing them, e.g. *They are in the kitchen. The mother is happy.* (picture 2); *They are playing a game. The children are happy. The mother is not happy.* (picture 3); *The mother is not happy. Now the children are saying, 'Let's play a game.'* (picture 4).
- Pre-teach useful structures: *There is / are*, the simple present tense of the verbs *be* and *have (got)*, the modals *can / could* and *must / mustn't* and the present continuous of common action verbs, e.g. *play, read, look at, write, laugh, go, jump, climb*, etc. Students should also be able to describe simple feelings, e.g. *(not) happy, sad*.

### Part 3

- Students are only expected to give simple reasons for their choices, e.g. *These are clothes, this isn't. These are inside, this is outside.* etc.
- There are different ways of expressing reasons. Accept any logical reason given by students. They may also find an alternative difference to the one you have come up with. This is perfectly acceptable as long as they give a reason for their choice.

### Part 4

- Give students practice answering questions about themselves, their families and friends, their homes, their school, their free-time activities and their likes and dislikes.
- Students should be able to answer *Wh-* questions, e.g. *What do you eat for breakfast? Where do you eat your breakfast?* etc.

- Only simple answers of between one to four words are expected.
- Questions will normally be in the present tense but students should be prepared to talk about what they did in the recent past, e.g. last weekend.

## Teaching Tips

- Make sure students know what is 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 *Pre A1 Starters* and *A1 Movers* syllabus (For the *A1 Movers* syllabus see pages 146–151).

# Test 1

## Listening Part 1

### Warm-up

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

### Activity 1

**Aim:** To familiarise students with English names that may appear in the A1 Movers Exam.

**Materials:** TG p132 Worksheet 1

### Procedure

- 1 Give out the worksheets. Read out the names in the first column so that students hear them, as well as read them. Students should put a tick in the correct column according to whether it is a girl's name, a boy's name or both.

Answer Key			
	Girl's name	Boy's name	Both girl's & boy's name
Daisy	✓		
Fred		✓	
Jack		✓	
Jane	✓		
Pat			✓
Jim		✓	
Nick		✓	
Mary	✓		
Paul		✓	
Peter		✓	
Sally	✓		
Kim			✓
Vicky	✓		
Lily	✓		
Charlie			✓

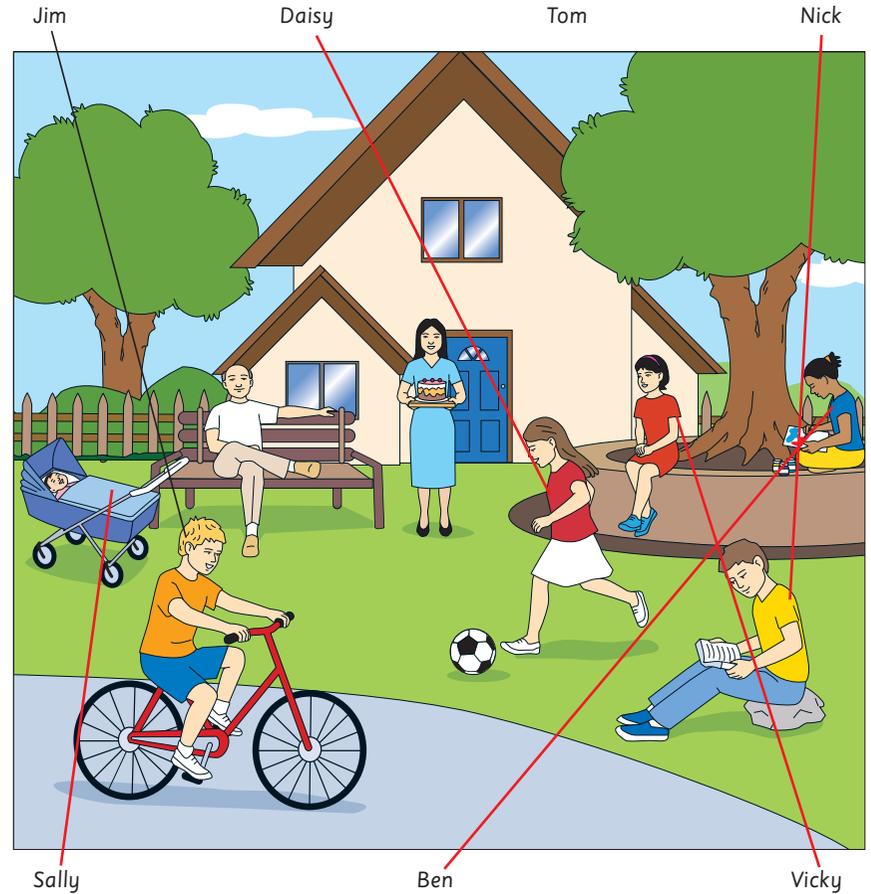
- 2 Spell out the names in random order, e.g. J-I-M. Students listen and write the names. Check by asking

# Test 1

# Listening

## Part 1 – 5 questions –

Listen and draw lines. There is one example.



4 Test 1, Listening Part 1

students to write each name on the board.

- 3 Drill the names. Then ask students to work in pairs, saying the names to each other in turn.

### Activity 2

**Aim:** To listen for descriptions (actions and personal pronouns).

**Materials:** SB page 4

### Procedure

- 1 Ask students to turn to SB page 4.
- 2 Read out the following descriptions about the picture in Listening Part 1. Students

should find and label each child in the picture a–e.

- a She's under the tree.
- b She's playing football.
- c She's sleeping.
- d He's sitting. He's reading a book.
- e He's drawing a picture.

- 3 Students compare answers in pairs. Check answers with the class.
- 4 In pairs, students test each other: one student says what a child in the picture is doing, the other student points to the child.

## ■ Do the test

**Materials:** SB page 4,  
Audio 1.1

- 1 Ask students to turn to SB page 4. Read the names and ask students to repeat.
- 2 Ask students to name all the colours and items in the picture. Ask them what some of the people in the picture are doing, e.g. 'What's the man doing?' 'He's sitting.' 'Is he wearing a green T-shirt?' 'No, he's wearing a white T-shirt.'
- 3 Play the first part of the recording. Go through the example.
- 4 Play the rest of the recording; students match the names to the people in the picture.
- 5 Let students listen to the recording again. Check answers.

### Audioscript 1.1

**R** = Rubric  
**M** = Male adult  
**Fch** = Female child

- R** **Look at Part One. Look at the picture. Listen and look. There is one example.**
- M** Hello. What are you all doing out here?
- Fch** We're playing.
- M** Are these your brothers and sisters?
- Fch** No. Some are friends. Jim's my brother.
- M** Is he the boy who's riding a bike?
- Fch** Yes, he loves his bike.
- R** **Can you see the line? This is an example. Now you listen and draw lines.**
- One**
- M** Who's the girl in the red dress?

- Fch** The one under the tree?
- M** Yes.
- Fch** That's my friend Vicky. I think her dress is nice.
- R** **Two**
- Fch** Look at my sister!
- M** What's she doing?
- Fch** She's kicking a ball.
- M** What's her name?
- Fch** It's Daisy.
- M** She's good at kicking!
- R** **Three**
- Fch** That's my baby sister.
- M** Is she sleeping?
- Fch** Yes. Grandpa is sitting next to her.
- M** What's her name?
- Fch** Sally.
- R** **Four**
- M** Who's the boy that's sitting down?
- Fch** Which one?
- M** The one who's reading a book.
- Fch** Oh, that's my friend, Nick. He's always reading!
- R** **Five**
- M** Is that your brother who's painting a picture?
- Fch** No. He's my friend's brother.
- M** What's his name?
- Fch** It's Ben. Do you like his picture?
- M** Yes, it's very good.
- R** **Now listen to Part One again.**

**Answer Key** ► SB page 4

## Test 1

### Listening Part 2

In this part, students listen and answer questions with a name or a number.

#### ■ Warm-up

##### Activity 1

**Aim:** To make students aware of the type of information the prompts are asking for.

**Materials:** SB page 5

##### Procedure

- 1 Ask students to turn to SB page 5.
- 2 Write the following questions on the board. Ask students to match them to the prompts on SB page 5.
  - 1 When was sports day?
  - 2 How many sports were there?
  - 3 What food did you eat?
  - 4 Where did you have the picnic?
  - 5 Where was sports day?
  - 6 What is your favourite sport?

##### Answer Key

- 1 Day
  - 2 How many sports?
  - 3 Food
  - 4 Where picnic?
  - 5 Where? (example answer)
  - 6 Favourite sport
- 3 Now write the following answers on the board. Students match the answers to the questions. Point out that these are not the real answers to the prompts in Test 1.
    - a In the school hall
    - b Sandwiches
    - c Tennis
    - d Tuesday
    - e Five (5)
    - f Smith Park

##### Answer Key

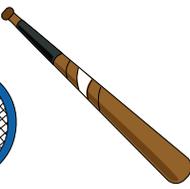
1 d 2 e 3 b 4 f 5 a 6 c

### Part 2 – 5 questions –

Listen and write. There is one example.

**SPORTS DAY**






Where? sports centre

1 Day: wednesday

2 How many sports? 10 / ten

3 Favourite sport: table tennis

4 Where picnic? City Park

5 Food: Ice cream

Test 1, Listening Part 2

5

#### Activity 2

**Aim:** To practise the correct spelling of words.

**Materials:** None

##### Procedure

- 1 Play hangman with commonly misspelt words. See suggested list below:
  - Colours (e.g. purple, brown, blue, black, green, yellow)
  - Objects from around the home (e.g. towel, chair, blanket, shower)
  - Animals (e.g. dolphin, giraffe, lion, kangaroo, mouse)
  - Food and drink (e.g. sandwich, coffee)

Places (e.g. playground, library, park, school)

Days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)

Clothes (e.g. glasses, shoe, trousers, shirt)

Family and friends (e.g. daughter, granddaughter, son)

- 2 Choose one word. On the board, draw as many dashes as there are letters in the word.
- 3 Each student contributes a letter of the alphabet. If it is contained in the word, write the letter above the

appropriate dash. If not, draw one line (or part) of a stick figure of a person on the board. Your figure could be made up of a head, two arms, two legs and a torso (i.e. six parts).

- 4 Keep playing until a student guesses the word or until the whole stick figure is formed, in which case there will be no winner.

## ■ Do the test

**Materials:** SB page 5, Audio 1.2

- 1 Ask students to turn to SB page 5. Read the notes and check students know what the words mean. Encourage them to guess what type of information or word(s) might be missing and to give some examples.
- 2 Play the first part of the recording. Go through the example.
- 3 Play the rest of the recording; students write the missing word(s) on the lines.
- 4 Let students listen to the recording again. Check answers.

## Audioscript 1.2

**R** = Rubric  
**Mch** = Male child  
**F** = Female adult

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

- Mch** I was at a sports day last week.  
**F** Oh. Was it at school?  
**Mch** No, it was at the sports centre.  
**F** The sports centre?  
**Mch** Yes, that's right.

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

- One**  
**F** What day was it on? Was it Monday?  
**Mch** No, it was last Wednesday.  
**F** Right. Wednesday morning?  
**Mch** No, after school.  
**R** **Two**  
**F** How many different kinds of sports were there?  
**Mch** I think there were eight ... erm ... no, ten.  
**F** Ten? That's a lot.  
**Mch** Yes, it is.  
**R** **Three**  
**F** Which is your favourite sport?  
**Mch** I like basketball but it's not my favourite. My favourite is table tennis.  
**F** Table tennis?  
**Mch** Yes, that's right.  
**R** **Four**  
**F** Did you have any food there?  
**Mch** No, we had a picnic at City Park.  
**F** Centre Park?  
**Mch** No, City. C-I-T-Y.  
**F** Oh yes, I know it.  
**R** **Five**  
**F** What did you have to eat?  
**Mch** I had my favourite food.  
**F** What's that? Ice cream?  
**Mch** Yes, that's right ... ice cream!  
**R** **Now listen to Part Two again.**

**Answer Key** ► SB page 5

# Test 1

## Listening Part 3

In this part, students match a list of illustrated words or names with a set of pictures. They write letters in the correct boxes.

### ■ Warm-up

#### Activity 1

**Aim:** To associate the pronunciation of names with their written form.

**Materials:** TG p133 Worksheet 2

#### Procedure

- 1 Play 'name' bingo with the class.
- 2 Cut the worksheet into four cards. Give out a card to each student. Some students will have the same bingo card, and some names appear on more than one card but that does not matter.
- 3 Call out the names in random order. The student who crosses out all the names on his / her card and shouts 'Bingo' first wins. (If they use a pencil to cross the names out, or an object such as an eraser or a button to cover them, the cards can be reused.)
- 4 Students can exchange cards and then play the game again. Ask a confident student to come out and call out the names.

#### Activity 2

**Aim:** To match past events to pictures.

**Materials:** TG p134 Worksheet 3

#### Procedure

- 1 Give out copies of Worksheet 3. Ask questions like 'What's this?' 'It's a shop / the beach.'
- 2 Write the following sentences about the picture on the board (including the numbers):
  - 1 I listened to music.
  - 2 We played with the ball at the beach.

## Test 1

### Part 3 – 5 questions –

Zoe is telling her uncle about her family holiday. What did each person like doing?

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



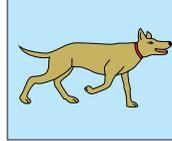
Zoe

H



Dad

G



Fred

A



Mum

F



Grandma

B



Jack

C

6 Test 1, Listening Part 3

3 My sister went for a walk along the beach with her dog.

4 My mum went shopping.

5 My family watched TV.

6 My brother went swimming with his friends.

- 3 Students should match each event with a picture by writing a number in the box.
- 4 Students compare answers in pairs. Check answers with the class.
- 5 In pairs, students test each other. One student describes a picture, the other must guess which picture it is.

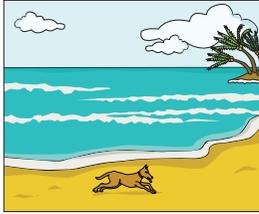
#### Answer Key

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

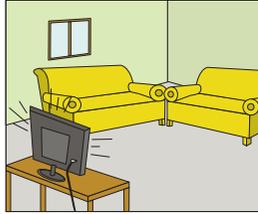
### ■ Do the test

**Materials:** SB pages 6 & 7, Audio 1.3

- 1 Ask students to turn to SB pages 6 & 7. Read the instructions as a class.
- 2 Check students know how to read and pronounce all the names listed. Drill them.
- 3 Encourage students to describe the pictures on page 7 as simply as they can. They should say where each picture is and what might happen



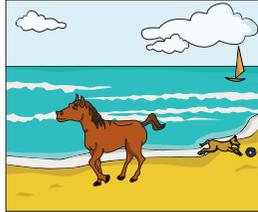
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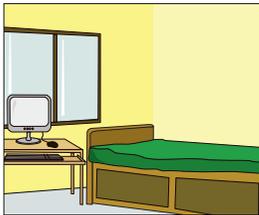
B



C



D



E



F



G



H

Test 1, Listening Part 3 7

there, e.g. *beach*: swimming, walking, etc. Pre-teach any words they may need to know.

- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording. Students listen and match the places to the people.
- 6 Let students listen to the recording again. Check answers.

### Audioscript 1.3

- R** = Rubric  
**Fch** = Female child  
**M** = Male adult

**R** **Part Three. Look at the pictures. Zoe is telling her uncle about her family holiday. What did each person like doing? Listen and look. There is one example.**

- Fch** Uncle Jim, hi.  
**M** Hi! Did you have a good holiday?  
**Fch** Yes, we all did different things. It was great. I liked having a picnic on the beach. We had a very nice lunch with drinks and sandwiches. I love eating on the beach – it's my favourite!

## Listening

- R** **Can you see the letter H? Now you listen and write a letter in each box.**  
**One**  
**Fch** And Fred had a good time, too.  
**M** Did he?  
**Fch** Yes, he walked on the beach with me. He liked that. The beach was great – we could see an island. We walked a long way next to the sea.  
**R** **Two**  
**M** And what about Grandma? What did she do?  
**Fch** Oh, she wanted to be in the house. She hates shopping! She watched TV all day. It was very hot outside.  
**M** Oh yes, Grandma likes her TV!  
**Fch** Yes, she was very happy.  
**R** **Three**  
**Fch** And Mum didn't go to the beach much.  
**M** Oh, why?  
**Fch** There were a lot of nice shops near us, and she really likes shopping. She bought lots of clothes.  
**M** Well, it's her holiday, too!  
**R** **Four**  
**Fch** Jack spent a lot of time at the beach. He really liked watching the sail boats. I think he wants to work on the sea!  
**M** Oh, that's nice. Yes, it's nice to be outside. Better than sleeping in bed all day!  
**R** **Five**  
**M** And what about your dad?  
**Fch** Well, he came to the beach with us. But I think he liked the funfair most. We only went once but he really had fun. He went on all the rides!  
**M** Ha ha!  
**R** **Now listen to Part Three again.**

Answer Key ► SB page 6

# Test 1

## Listening Part 4

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

### Warm-up

#### Activity 1

**Aim:** To expand thematic vocabulary.

**Materials:** TG pages 147–151

#### Procedure

- Choose two of the following topics: *Animals, The body and face, Clothes, Colours, Family and friends.*
- Ask students to work in groups and think of as many words as possible for each theme. Set a time limit of three minutes for this.
- Get each group to read out their words and either you or a student writes them on the board.
- Add a few more words to each list to help students expand their thematic vocabulary.

#### Activity 2

**Aim:** To practise answering different types of past tense questions.

**Materials:** TG p135 Worksheet 4

#### Procedure

- Give out copies of the worksheet. Point to some of the items and ask *What's this? (a lake / a park / sandwiches).*
- Explain that this happened last Saturday. Write the following questions on the board:
  - Where did the children go?
  - Where did they eat their lunch?
  - What did they eat?
  - What game did the boys play?
  - What did the woman do?
  - What did the man buy?
- Students work in pairs to

## Test 1

### Part 4 – 5 questions –

**Listen and tick (✓) the box. There is one example.**  
Where did Peter have his party?



A

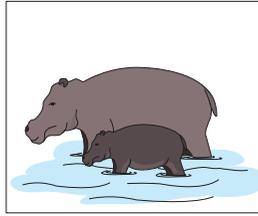


B

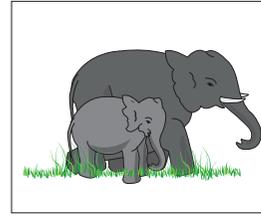


C

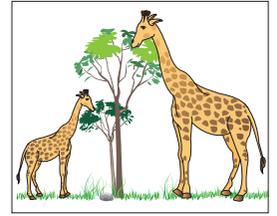
1 Which animals did Jill see?



A



B



C

2 What game did the children play?



A



B



C

8 Test 1, Listening Part 4

write short answers to the questions.

- Compare and go through the answers as a class.

#### Answer Key

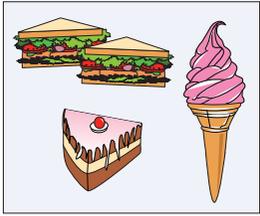
- To the park.
- Next to the tree / near the lake.
- Sandwiches and grapes.
- (They played) football.
- She read a book.
- He bought an ice cream.

#### Do the test

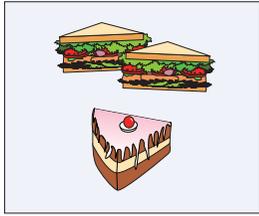
**Materials:** SB pages 8 & 9, Audio 1.4

- Ask students to turn to SB pages 8 & 9. Read the questions and check students know what they mean.
- Ask students to look at the pictures and to guess what each dialogue will be about. If there are people in the pictures, they could say who they might be, where they are and what they are doing.
- Check students know the names of the items in the pictures. Take this opportunity to pre-teach any words they may need to know, e.g. *park, zoo*, etc.
- Play the first part of the

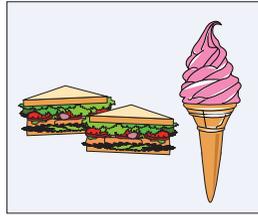
3 What did Lily eat at the party?



A

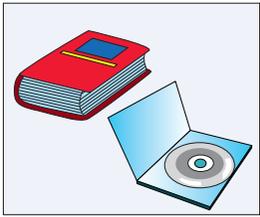


B

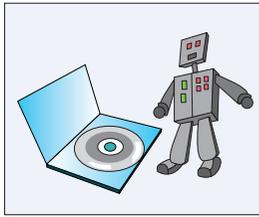


C

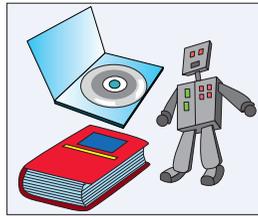
4 What did Bill buy at the shops?



A

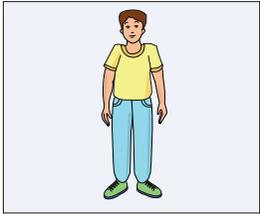


B

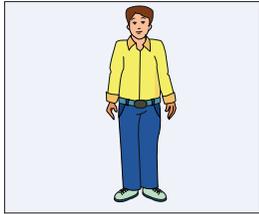


C

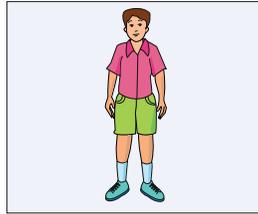
5 What did Dan wear to the picnic?



A



B



C

Test 1, Listening Part 4 9

recording. Go through the example.

- 5 Play the rest of the recording; students listen and tick the correct picture.
- 6 Let students listen to the recording again. Check answers. Ask students to describe one or two of the pictures.

### Audioscript 1.4

- R = Rubric
- Mch = Male child
- F = Female adult
- M = Male adult
- Fch = Female child

R **Part Four. Look at the pictures. Listen and look. There is one example. Where did Peter have his party?**

Mch It was my birthday on Saturday.

F Did you have a party?

Mch Yes, I did.

F At your home?

Mch No.

F Was it in the park?

Mch No, it was at the zoo!

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

**One. Which animals did Jill see?**

## Listening

M Did you see many animals at the zoo, Jill?

Fch Yes, some.

M Did you see the new baby elephant?

Fch No. He wasn't there when we went.

M Did you see the hippos?

Fch No, but we saw the giraffes.

M They're beautiful animals.

R **Two. What game did the children play?**

F Did you play any games at the party?

Mch Oh, yes. We played one.

F Basketball?

Mch No, football. We had a very good day.

R **Three. What did Lily eat at the party?**

M Did you have a lot of food at your party?

Fch Not a lot. We had sandwiches and ice cream.

M Did you have a birthday cake?

Fch Yes. We had that too!

M That **is** a lot!

R **Four. What did Bill buy at the shops?**

Mch I went to the shops on Saturday.

F Oh. What did you buy?

Mch Well, first I bought a DVD.

F That's nice. Was that all?

Mch No! Then I bought a robot, and a book.

F Wow!

R **Five. What did Dan wear to the picnic?**

F What did you wear to the picnic yesterday?

Mch I wore my new jeans and a yellow shirt.

F A shirt or a T-shirt?

Mch A shirt. It wasn't sunny!

F Great!

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

Answer Key ► SB pages 8 & 9

# Test 1

## Part 5

– 5 questions –

### Listening Part 5

In this part, students listen to instructions and colour and write a word on a picture.

#### ■ Warm-up

##### Activity 1

**Aim:** To practise listening to instructions for colouring a picture.

**Materials:** TG p136 Worksheet 5

##### Procedure

- 1 Give out copies of the worksheet to each student.
- 2 Give students oral instructions for colouring in the picture on the worksheet, e.g.  
*Can you see the chair next to the table?*  
*Colour it brown.*  
*Can you see the pen on the table?*  
*Colour it red.*
- 3 Students compare their finished pictures with their classmates'.
- 4 Go through the answers with the class, e.g. *What colour is the pen? (It's red.)*

##### Activity 2

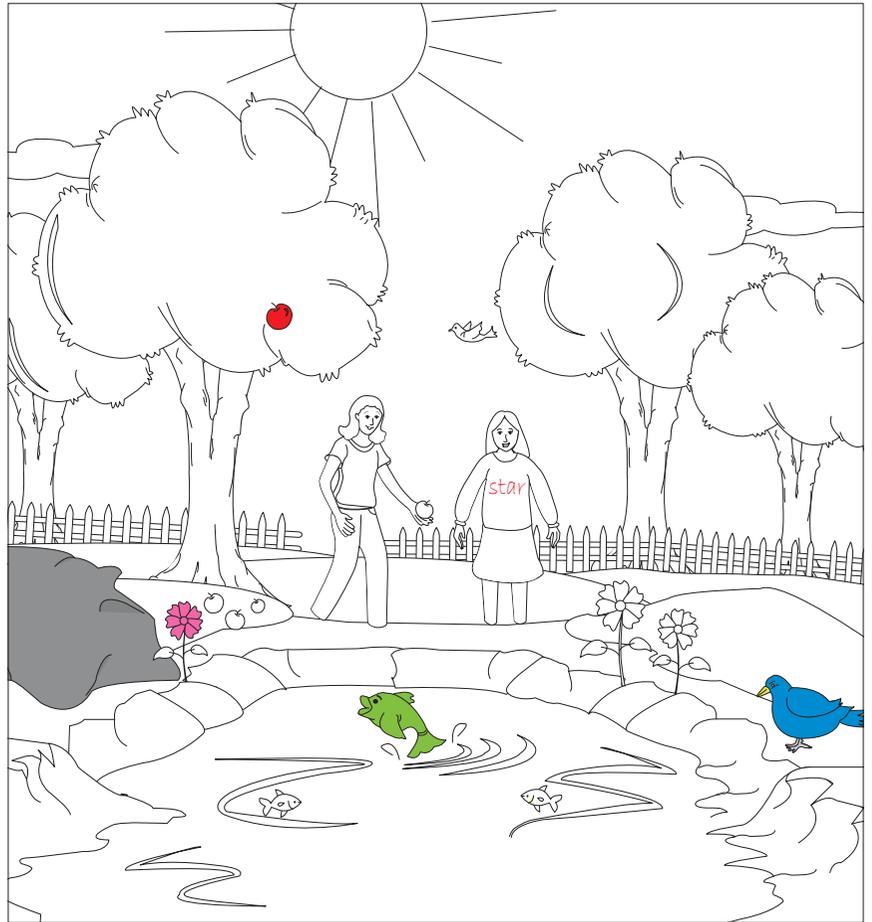
**Aim:** To practise giving and following instructions for colouring in.

**Materials:** TG p137 Worksheet 6

##### Procedure:

- 1 Give out copies of the worksheet.
- 2 Put students into pairs: A and B. Student A colours five items in picture A; Student B colours five in picture B. They can use any of the A1 Movers colours they like (*black, blue, brown, green, grey, orange, pink, purple, red, yellow*).
- 3 Drill the language students will need, e.g. *Can you see the ... ?*  
*Colour it ... .*

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



10 Test 1, Listening Part 5

- 4 They take it in turns to give their partner instructions for colouring in the other picture, e.g.  
A  
*Can you see the map next to the board?*  
*Colour it yellow.*  
*Can you see the teacher's curly hair?*  
*Colour it red.*  
B  
*Can you see the star on the board?*  
*Colour it purple.*

*Can you see the books on the shelf?*

*Colour them green.*

- 5 Students compare their finished pictures with their partner's and then with their classmates'.

#### ■ Do the test

**Materials:** SB page 10, Audio 1.5

- 1 Ask students to turn to SB page 10. Read the instructions together.
- 2 Check students have all the colours they need by calling out the colours and

asking students to lift up the corresponding coloured pencil. Also make sure they have a pen or pencil to write with.

- 3 Check students know the names of the items in the picture. Ask them to predict what colour they think each item will be and what word they may need to write.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording; students listen and colour and write.
- 6 Let students listen to the recording again. Check answers.

## Audioscript 1.5

**R** = Rubric  
**M** = Male adult  
**Fch** = Female child

- R** **Part Five. Look at the picture. Listen and look. There is one example.**
- M** Hello, Sally. Do you want to colour this picture?
- Fch** Yes, please.
- M** Can you see the rock?
- Fch** The rock. Yes, I can.
- M** Colour it grey.
- Fch** OK.
- R** **Can you see the grey rock? This is an example. Now you listen and colour and write.**
- One**
- Fch** OK. What now?
- M** Can you see the flower?
- Fch** There are three flowers.
- M** Yes. Can you see the smaller one next to the rock?
- Fch** Yes, I can. Can I colour it?
- M** Yes. Colour it pink.
- Fch** Fine.

- R** **Two**
- M** Now the fish. Can you see the fish?
- Fch** I can.
- M** Colour the big one green.
- Fch** The big one?
- M** Yes, the one with its mouth open.
- Fch** Oh yes. I see it.
- R** **Three**
- Fch** Look at the fat bird!
- M** Yes, it's very fat.
- Fch** Can I colour it?
- M** Yes. Do it blue.
- Fch** The bird?
- M** Yes. Do it carefully!
- R** **Four**
- M** Can you see the girl who's wearing the sweater?
- Fch** Yes. Can I colour it?
- M** No, don't colour it. Can you write something on it?
- Fch** Yes. What?
- M** Star.
- Fch** Star? OK, I'm writing it now.
- R** **Five**
- M** Can you see the apple?
- Fch** Which one?
- M** The one in the tree.
- Fch** Yes.
- M** Colour the apple in the tree red.
- Fch** Mmm, I'm hungry!
- R** **Now listen to Part Five again.**

**Answer Key** ► SB page 10

Test 1

Reading & Writing  
Part 1

In this part, students match words to their correct definition.

■ Warm-up

Activity 1

**Aim:** To practise matching descriptions to words.

**Materials:** TG p138 Worksheet 7 (top part)

**Procedure**

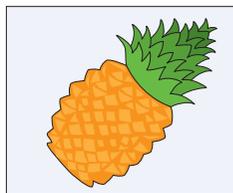
- Write the following sentence on the board:  
*This is a place in the school with many books.*
- Ask students to guess what place they think this is (*a library*). Ask them what words helped them decide. Elicit *place, school* and *books*. Underline these words in the sentence.
- Give out the top part of the worksheet. Ask students to work in pairs. They should read the descriptions and underline all the key words. They should try to guess what the words might be. Elicit guesses but do not confirm or refute students' answers.
- Write the following words in random order on the board. Ask students to match the words to the descriptions on the worksheet. Tell them to be careful to copy the words correctly:

- a road*
- a grandmother*
- a kitten*
- hungry*
- an earache*
- a farmer*
- a market*
- a driver*

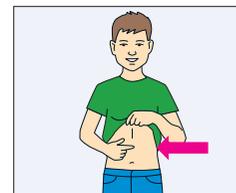
Part 1

– 5 questions –

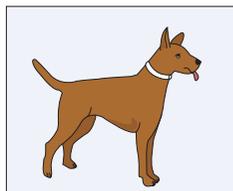
Look and read. Choose the correct words and write them on the lines. There is one example.



a pineapple



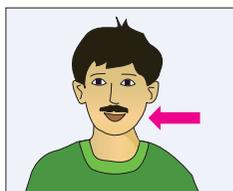
a stomach



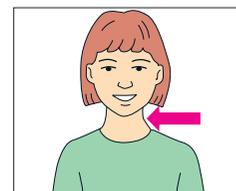
a dog



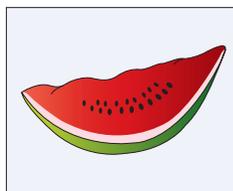
tea



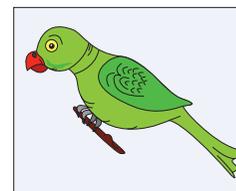
a moustache



a neck



watermelon



a parrot

12 Test 1, Reading & Writing Part 1

- Check answers and make sure students have spelt the words correctly.

**Answer Key**

- a grandmother
- a kitten
- an earache
- a market
- a driver
- a road
- a farmer
- hungry

Activity 2

**Aim:** To practise spelling words correctly.

**Materials:** SB page 12

**Procedure**

- Write the following misspelt words on the board:  
*pineapel*  
*dogg*  
*mustash*  
*watermelon*  
*stomak*  
*tee*  
*nek*  
*parot*

**Example**

This animal has four legs. Many people have one at home.

a dog

**Questions**

1 This is a part of your body above your legs. Food goes here.

a stomach

2 You drink this in a cup. It is hot and brown.

tea

3 This animal can fly and it often lives in the jungle.

a parrot

4 This hair is on your face. It is above your mouth and under your nose.

a moustache

5 People have this between their head and their shoulders.

a neck

6 Check answers. Make sure students' handwriting is legible and that they have spelt the words correctly and included the article if necessary.

**Answer Key** ► SB page 13

- 2 Tell students that each word contains a spelling mistake. Give them a few minutes to try to guess the correct spelling on their own first.
- 3 Ask students to compare their answers in pairs.
- 4 Get students to check their answers by turning to page 12 of the Student's Book.

**Do the test**

**Materials:** SB pages 12 & 13

1 Ask students to turn to SB pages 12 & 13. Read the instructions together.

- 2 Write the example description on the board. Elicit and underline the key words that help you find the answer, e.g. *animal, four legs*.
- 3 Ask students to underline the key words in the rest of the descriptions (i.e. the words that help them decide on the answer).
- 4 Give them some time to do the task on their own.
- 5 Ask students to compare answers in pairs.

## Test 1

### Reading & Writing

#### Part 2

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

#### ■ Warm-up

##### Activity 1

**Aim:** To practise matching questions to responses.

**Materials:** TG p139 Worksheet 8 (top part)

##### Procedure

- 1 Cut up the two-line dialogues on the top part of the worksheet. Ask students to work in pairs.
- 2 Give each pair the first line of each dialogue (A). They work together to write a response for each. Elicit ideas from the different pairs.
- 3 Hand out the second lines of the dialogues (B) for students to match with the first lines. Check answers by getting different pairs to read out the dialogues.
- 4 For more practice, write more dialogues for students to match. Alternatively, you could ask students to write some themselves.

##### Extension

Give each student in the class one half of a dialogue from the worksheet. They get up and walk around the room, saying their sentence. They must find the other half of their dialogue.

##### Activity 2

**Aim:** To practise completing short dialogues.

**Materials:** None

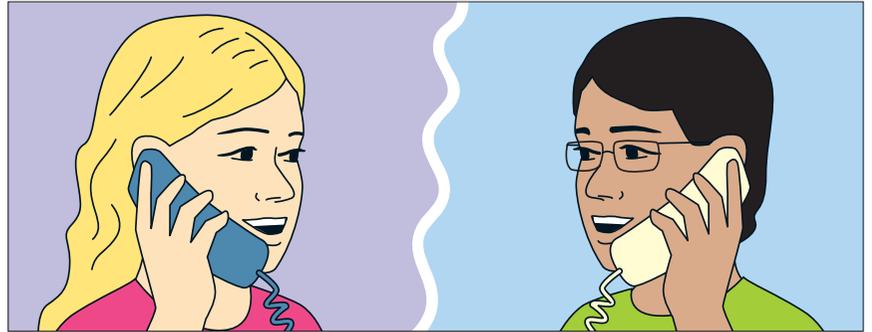
##### Procedure

- 1 Read out the following beginnings of dialogues. Students supply the next line of the dialogue, e.g.

## Test 1

### Part 2 – 6 questions –

Read the text and choose the best answer.



##### Example

**Mary:** Hello, Jack. What are you doing?

- Jack:** (A) I'm going to the shop.  
B I go to the library.  
C I don't want to go.

##### Questions

1 **Mary:** Why are you going to the shop?

- Jack:** A I like eggs.  
B There are some eggs.  
(C) I want to buy some eggs.

14 Test 1, Reading & Writing Part 2

Hello. (Hello.)

What's your name? (It's ...)

How are you? (I'm fine, thank you.)

Where are you? (I'm in class.)

What are you doing?  
(I'm drawing.)

- 2 Divide students into two groups. Each group should write the first line of five short dialogues. They should then swap their first lines with the other group. Each group should complete the dialogues by writing a one-line response. They should then give them back to the other group. The

groups should say whether or not the other group's responses are appropriate.

#### ■ Do the test

**Materials:** SB pages 14 & 15

- 1 Ask students to turn to SB pages 14 & 15. Read the instructions carefully.
- 2 Discuss the example together.
- 3 Read the first part of each conversation extract to the class (e.g. *Why are you going to the shop?*) and ask students to respond without looking at the available options.

2 **Mary:** Do you like eggs?

- Jack:**  A Yes, I do.  
 B No, it isn't.  
 C Yes, I like it.

3 **Mary:** What are the eggs for?

- Jack:**  A I'd like a cake.  
 B To make a cake.  
 C No, I can make a cake.

4 **Mary:** I must come and help you.

- Jack:**  A Yes, I like it.  
 B No, I can't.  
 C Yes, I'd like that.

5 **Mary:** When can I come?

- Jack:**  A You came last week.  
 B You can come this afternoon.  
 C You can't come with me.

6 **Mary:** OK. See you then.

- Jack:**  A Thanks. Bye.  
 B Yes, I do.  
 C That's all right.

Test 1, Reading & Writing Part 2 15

## Reading & Writing

- 4 Give students some time to read the questions and to choose the best answers from the options given.
- 5 Ask students to compare answers in pairs.
- 6 Check answers. Explain why the other options are wrong.

**Answer Key** ► SB pages 14 & 15

# Test 1

## Reading & Writing

### Part 3

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

#### ■ Warm-up

##### Activity 1

**Aim:** To practise writing words in gaps.

**Materials:** TG p140 Worksheet 9

- 1 Cut out the pictures from Worksheet 9. Show each one to the class and get them to guess the word depicted (the verbs should be in the past tense). Write the words (put on, rainbow, laughed, animals, towel, sat) on the board in a random order.
- 2 Give out the gapped sentences from the worksheet.
- 3 Students work in pairs to decide which of the words on the board fits in each gap. Check answers.
- 4 Ask students to suggest other words which could fit in each gap correctly.

#### Answer Key

- |           |           |
|-----------|-----------|
| 1 put on  | 4 animals |
| 2 rainbow | 5 towel   |
| 3 laughed | 6 sat     |

##### Activity 2

**Aim:** To practise working with gapped texts.

**Materials:** SB pages 16 & 17

#### Procedure

- 1 Ask students to look at SB pages 16 & 17.
- 2 Ask them to read the instructions to the task and to answer these questions:  
*How many words do you write in each gap?* (one)  
*Where can you find the words?* (in the box)

## Test 1

### Part 3

– 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 is Fred. I like computers, comic books and football.

At the weekend, I like to play sport. I also like to do things with my family

and friends. Yesterday, my sister and I (1) walked to the park and played with Dan, our (2) dog.

At the park, there were other children that we knew. We played games with them, too.

Today, my friend, Jim, and I (3) rode our bikes down by the beach. We went for a swim and then came home to (4) eat

something because we were hungry. My mother made us some lunch. We had a burger and some chips. It was very nice but my favourite food is chicken and potatoes. Tomorrow is Monday so I must do my (5) homework tonight. Yes, I work **and** I play at the weekend!

16 Test 1, Reading & Writing Part 3

*Can you write a word that isn't in the box? (no)*

*How many words are there in the box? (nine)*

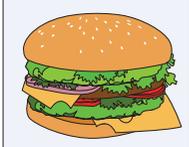
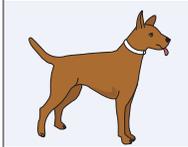
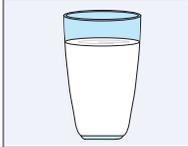
*How many gaps are there in the text? (five, plus one example)*

*How many extra words are there? (three)*

- 3 Now ask students to fold their books so that they can't see the word box or to cover page 17. Get them to read the first two sentences of the text and to say what it is about (a boy called Fred).
- 4 Students should read the whole text carefully. For

each gap, they should decide what type of word is missing. Encourage them to use the words that come before and after the gap to help them. Demonstrate by asking students to look at the example sentence: *I like computers, comic books and ...* In this sentence, *computers* and *comic books* are nouns, so the missing word is probably a noun. The noun is something that Fred likes, in this case, *football*.

- 5 Students do the same for the rest of the gaps, predicting what each word might be.

<b>Example</b>		
		
football	burger	walked
		
eat	homework	dog
		
rode	jumped	milk

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

Tick one box.

- Fred's friends
- Fred's weekend
- Fred's favourite food

## Reading & Writing

- 7 Check answers. If you did Activity 2 opposite, see if the answers match any of their suggestions.
- 8 Students choose the best title for the story. Check answers.

**Answer Key** ► SB pages 16 & 17

### Do the test

**Materials:** SB pages 16 & 17

- 1 Ask students to turn to SB pages 16 & 17. If you did Activity 2 opposite, go to stage 4. If not, give them a minute to read the text quickly for the gist, ignoring the gaps for now.
- 2 Ask some simple comprehension questions to check understanding (e.g. 'What's the boy's name?' 'Fred.' 'What does he like?' 'He likes computers, comic books and football.').
- 3 Read the instructions carefully and discuss the example together.
- 4 Give students some time to read the text carefully and to try to guess which word (or type of word) could go in each gap. They should do this without looking at the words and pictures in the box. This will help them choose the correct word when they do see the options in the box.
- 5 Students choose the best word for each gap from the box.
- 6 Ask students to compare answers in pairs.

# Test 1

## Reading & Writing Part 4

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

### ■ Warm-up

#### Activity 1

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

**Materials:** None

- 1 Write the following headings on the board: *verbs, prepositions, determiners, pronouns.*
- 2 Give an example for each one, e.g. *liked, on, every, their.*
- 3 Put students into small teams and give them three minutes to think of as many examples as possible for each category.
- 4 Get a representative from each team to come up and write their answers under the correct heading on the board. Check answers by seeing if other groups agree.

#### Activity 2

**Aim:** To practise completing gapped texts.

**Materials:** None

#### Procedure

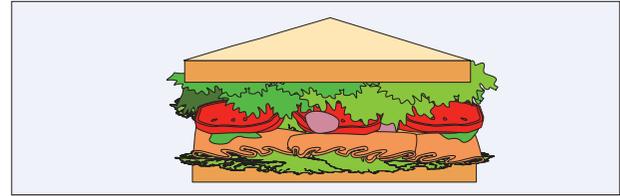
- 1 Find a text students have already read in their course book. Blank out between six and eight grammar words (e.g. prepositions, pronouns, the verb *to be*, auxiliary verbs, conjunctions, simple action verbs, etc.).
- 2 In pairs, students read the text and attempt to fill in the gaps. If this proves difficult, put the missing grammar words on the board in a random order for students to choose from when completing the gaps.

## Test 1

### Part 4 – 5 questions –

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

#### The sandwich



#### Example

- The sandwich \_\_\_\_\_ is \_\_\_\_\_ a food which many people enjoy. You \_\_\_\_\_ *can* \_\_\_\_\_ eat it anywhere, for example outside or at home. In many countries, people eat sandwiches \_\_\_\_\_ *for* \_\_\_\_\_ lunch at work or at school. They are very easy to \_\_\_\_\_ *make* \_\_\_\_\_. You can have them with cheese, meat, tomato or any food you like. But you must use bread to make \_\_\_\_\_ *a* \_\_\_\_\_ sandwich. But who ate sandwiches first? There are many stories \_\_\_\_\_ *about* \_\_\_\_\_ sandwiches and the first people who ate them. Today people all over the world make them at home or buy them from the supermarket!

18 Test 1, Reading & Writing Part 4

- 3 Get feedback. Help students by guiding them to the correct answer if they find it difficult.

### ■ Do the test

**Materials:** SB pages 18 & 19

- 1 Ask students to turn to SB pages 18 & 19. Ask them to predict the content of the text from the picture and the title.
- 2 Read the instructions carefully and discuss the example together.
- 3 Give students some time to read the text carefully and to try to guess which word

or type of word could go in each gap. They should do this without looking at the answer options. This will help them choose the correct word for each gap when they do see the options.

- 4 Students choose the best word for each gap from the options given.
- 5 Ask students to compare answers in pairs.
- 6 Check answers.

**Answer Key** ► SB page 18

<b>Example</b>	am	is	are
1	can	do	be
2	in	from	for
3	make	made	making
4	the	an	a
5	about	after	above

## 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 transforming simple sentences.

**Materials:** TG p139 Worksheet 8 (bottom part)

##### Procedure

- 1 Cut out the sentences on the bottom part of the worksheet. Divide students into small groups. Give each group a set of the cut-up sentences.
- 2 Students take it in turns to pick up a sentence and to read it out, e.g. *I like burgers*. They then have a few seconds to say the same (or similar) thing a different way, e.g. *I love burgers*. They can change any part of the sentence as long as the meaning is similar. Demonstrate with students, so that they are clear what is required of them. If they can transform the sentence successfully, they keep the strip. The student with the most strips wins.
- 3 Alternatively, this can also be played as a team game. Divide students into two teams. Read out a sentence. The team that volunteers first gets a go at transforming the sentence. If they are successful, they win the point. Continue until you have run out of sentences.

## Test 1

### Part 5

– 7 questions –

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

#### A walk in the forest



Daisy lives with her parents and three sisters, Vicky, Sally and Jane, in the city. Last month, they went on holiday to the mountains. On the first day, the girls went for a walk in the forest.

##### Examples

Daisy's family lives in the city.

Daisy and her family went to the mountains for their holiday.

##### Questions

- 1 Daisy and her family had a holiday last month.
- 2 The girls walked in the forest on the first day.

20 Test 1, Reading & Writing Part 5

#### Possible Answer Key

I love burgers.  
There are three children in my family.  
My cousin is my best friend.  
I hate doing homework.  
I liked the film. / The film was good.  
It didn't stop raining yesterday.  
We went to the beach by car.  
I want a dog.  
I'm hungry. / I want to eat.  
I'd like something to drink.

#### Activity 2

**Aim:** To introduce students to Part 5 of the Reading & Writing paper.

**Materials:** SB page 20

##### Procedure

- 1 Before students do the test, ask them to read the instructions to the task on SB page 20 and to answer these questions:  
*How many words do you write in each gap? (1, 2 or 3)*  
*Where can you find the words? (in the text)*  
*How many gaps are there? (seven, plus two examples)*



They walked slowly and quietly for two hours. They saw birds and they saw some fish which were swimming in the river. Then, they saw a big brown bear. The children shouted, "Help!" and started to run. They were very frightened. Jane stopped and looked back. "Stop!" she shouted loudly and all the girls stopped. "What's the matter?" they asked Jane. When they looked again, they couldn't see the bear.

- 3 The girls walked for two hours.
- 4 They saw birds, (some) fish and a bear.
- 5 All the children shouted and started to run when they saw the bear.

Test 1, Reading & Writing Part 5 21

## Reading & Writing

- 3 Give students some time to read the story extracts carefully and to complete the sentences.
- 4 Check answers after each section. Ask students to compare answers in pairs first. When checking answers, ask students to read the part of the story that helped them with their answers.

**Answer Key** ► SB pages 20–22

- 2 Ask students to read the first paragraph and ask them some comprehension questions, e.g. *Where does Daisy live? (in the city) Who does Daisy live with? (her parents and three sisters) Where did they go on their holiday? (to the mountains), etc.*

- 3 Read through the examples together. Ask students to find the information in the text. Ask them if the missing words are different to the words in the text (*They're not but the sentences are expressed differently.*).

- 4 Do the first two gaps together with the class. Ask students to underline the information in the text that helped them with the answers.

### ■ Do the test

**Materials:** SB pages 20, 21 & 22

- 1 Ask students to turn to SB pages 20, 21 & 22. Ask them to predict the content of the story from the pictures.
- 2 Read the instructions carefully and discuss the examples together. (You will have already done this if you did Activity 2 opposite.)

## Test 1

### Test 1



The girls walked to the river again. When they got there, they saw the bear. It had a fish. "It's eating its dinner," Jane said. They started to laugh. "I'm hungry, too," said Daisy. "Come on! Let's go home!" And they went back to the house to have their supper.

- 6 The girls saw the bear at the river.
- 7 All four sisters / girls / children went back to the house.

Part 6  
– 6 questions –

Look and read and write.



Examples

The dog is sleeping.

Where is the large robot? On the floor

Reading & Writing

- 4 Check all possible answers with the class.

Activity 2

**Aim:** To practise responding to questions.

**Materials:** TG p141 Worksheet 10 (top part)

**Procedure**

- 1 Give students a copy of the top part of Worksheet 10. Ask them to look carefully at both columns.
- 2 Ask students what kind of information is expected for each question word, e.g. a place, a time, a choice, etc.
- 3 Ask them to match each question word to an activity and then to check their answers in pairs.
- 4 Check answers with the class.

**Answer Key**

2 C 3 D 4 A 5 F 6 E

Activity 3

**Aim:** To practise writing sentences about a picture.

**Materials:** TG p138 Worksheet 7 (bottom part)

**Procedure**

- 1 Give students a copy of the bottom part of Worksheet 7. Ask them where the scene is (a kitchen).
- 2 Ask students to choose one bear in the scene and in pairs to tell each other where that bear is and what it is doing, e.g. *It is sitting at the table. It is eating a sandwich. It is smiling.* Tell them to give as much information as possible. (NB They can colour the picture and also talk about other objects in the picture.) Their partner must point to who / what they are talking about.

Reading & Writing  
Part 6

In this part, students complete sentences, respond to questions and write their own sentences about a picture.

■ Warm-up

Activity 1

**Aim:** To practise identifying types of word.

**Materials:** None

**Procedure**

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

*They went to play in the \_\_\_\_ .  
I had \_\_\_\_ biscuits with my milk.  
My brother and my \_\_\_\_ played football at the beach.  
We ate \_\_\_\_ and pasta for tea.*

- 2 Ask students what kind of word goes in each gap, e.g. a person, a thing, a colour or number, etc.

**Answer Key**

a place; a number or a type of biscuit; a person; a type of food

- 3 In pairs, ask students to guess what each word might be.

## Test 1

- 3 Then ask students to write one sentence about their bear. Encourage them to use *and*.
- 4 Students can follow up by reading out their sentences to the class; the class guesses who / what they are talking about.

### ■ Do the test

**Materials:** SB pages 24 & 25

- 1 Ask students to turn to SB pages 24 & 25. Ask them to say where the scene is (*a bedroom*) and how many people there are (*three*).
- 2 Read the instructions carefully and discuss the examples together.
- 3 Give students some time to look at sentences 1 and 2 and to think about what type of word they are looking for.
- 4 Ask them to complete the sentences.
- 5 Now ask them to look at questions 3 and 4 and to identify the subjects from the questions in the picture. Ask them to underline the *Wh*-word in each question and to think about what information they need to write.
- 6 Ask students to write their answers and to compare their answers in pairs.
- 7 Now ask them to think about two different people or things they can write about. Remind students this must be something new. They could prepare this in pairs.
- 8 Check their answers. Students receive 1 mark for the correct response in questions 1 and 2. For questions 3–6, students can get a maximum of 2 marks per question. This is for writing something which clearly links to the picture and for writing something that can

### – Questions –

#### Complete the sentences.

- 1 The girl on the floor is wearing blue shorts.
- 2 The cat is grey and the dog is brown.

#### Answer the questions.

- 3 What is the boy in the red T-shirt doing?  
(He is) painting.
- 4 Where is the dog?  
(It is) under the desk / table.

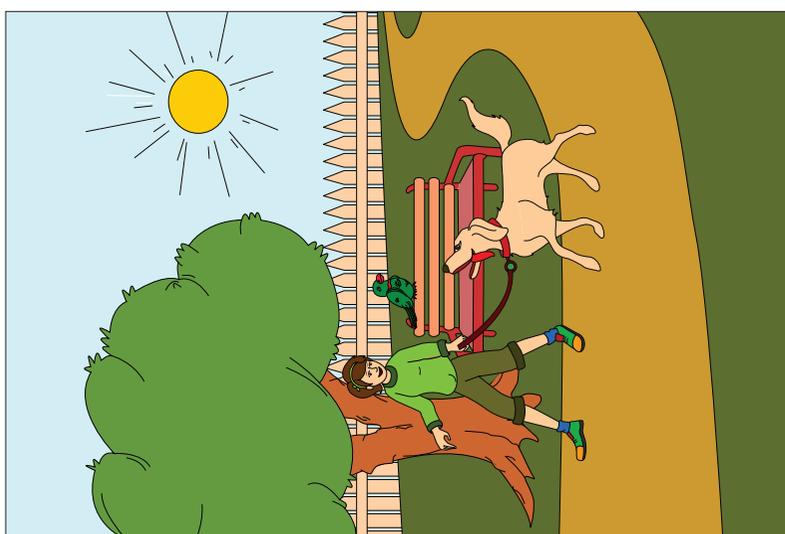
#### Now write two sentences about the picture.

- 5 The boy on the bed is wearing blue trousers.
- 6 The girl is playing on a tablet and smiling.

Test 1, Reading & Writing Part 6 25

be understood. NB Accuracy is *not* marked as long as the response can be understood.

**Answer Key** ► SB page 25



MOVERS SPEAKING. Find the Differences

26 Test 1, Speaking Part 1

Activity 2

**Aim:** To practise describing and comparing pictures.

**Materials:** TG p142 Worksheet 11

**Procedure**

- 1 Write the following language on the board:  
*Here, there is / there are ...*  
*It's ... in this picture but ...*  
*The woman / man / girl / boy / dog is ...*  
*Here, he / she is wearing ...*
- 2 Give out Picture A on the worksheet. Pre-teach any relevant vocabulary that students will need to use to describe it. Ask students to work in pairs. They should use the language on the board to describe what they can see in the picture. Ask them to point to the things in the picture as they are describing them. Elicit sentences from students.
- 3 Give out Picture B. Students should describe this picture, too. When they have finished, ask them to compare the pictures. Encourage them to use *but* to link their ideas, e.g. *Here there are two birds but here there are four birds* or *In this picture there are two birds but in this picture there are four birds*. Tell them to point to the differences as they describe them.
- 4 Check the answers.

Speaking Part 1

In this part, students describe four differences between two pictures.

Warm-up

Activity 1

**Aim:** To practise describing what is happening in a picture.

**Materials:** TG p136 Worksheet 5

**Procedure**

- 1 Write the following language on the board:  
*There is / There are ...*  
*The woman / man / girl / boy is eating / drinking / reading / cooking ...*  
*He / She is wearing ...*

Drill the language in complete sentences.

- 2 Give out the worksheets. Pre-teach any useful vocabulary items.
- 3 Ask students to work in pairs to describe the picture using the language on the board. Elicit sentences from them.
- 4 At the end of the activity, you could ask students to write their sentences using the language models on the board.

**Extension**

You can do this activity with other pictures, e.g. a photo where things are happening or a picture from the course book you are using with your students.

**Answer Key**

Picture A: two birds, it's sunny, boy is wearing a shirt and shorts, boy has got glasses, man is wearing a hat, girl is drinking, big dog.  
 Picture B: four birds, it's cloudy, boy is wearing a T-shirt and trousers, boy hasn't got glasses, man isn't wearing a hat, girl is eating, small dog.

Do the test

**Materials:** SB page 26

- 1 Ask students to turn to SB page 26. Make sure they know what is happening in each picture. Ask them some questions, e.g. *Who's in the picture? Where is she? What is she doing?* etc. Elicit the names of any objects in the pictures.

# Test 1

- 2 Encourage students to describe four differences. Give an example if necessary.

## Answer Key

- 1 In this picture it's sunny but in this picture it's cloudy / not sunny.
- 2 The girl is wearing a green sweater but here she is wearing a yellow sweater.
- 3 The dog is big / brown but here the dog is small / white.
- 4 There is one tree but there are two (trees).
- 5 There is a bird but here there is a cat.

Acceptable answers (with child pointing to the items in picture): sunny / cloudy, green (sweater) / yellow (sweater), big, brown dog small, white dog, one tree / two trees, bird / cat.

## Speaking Part 2

In this part, students continue a story by describing a series of pictures.

### Warm-up

#### Activity 1

**Aim:** To practise describing a sequence of pictures.

**Materials:** TG p143 Worksheet 12

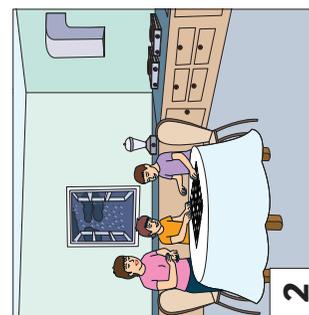
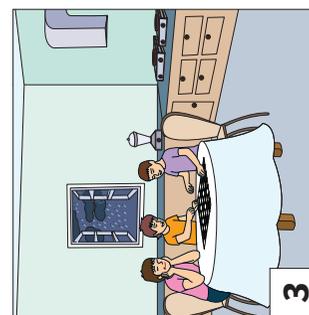
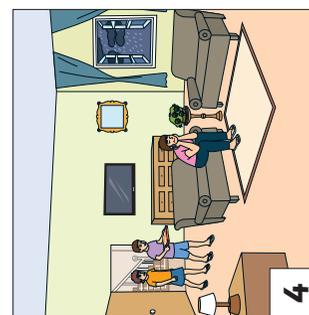
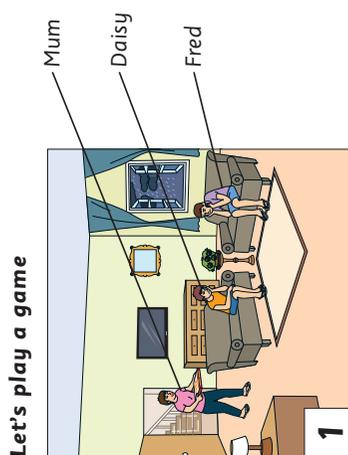
#### Procedure

- 1 Hand out the pictures from the worksheet (one per pair). Ask students these questions:  
How many pictures are there?  
Are the pictures connected?
- 2 Then ask students to work in pairs to put the pictures in the correct order by writing 1–4 in the boxes. They can cut the worksheet into four individual pictures if it helps. Check the answers.

## Answer Key

1 B 2 D 3 C 4 A

- 3 Pre-teach any relevant vocabulary by pointing to the objects in the pictures and asking *What's this?*
- 4 Write the following questions on the board:  
*What / Who can you see?*



- Where is he / she?  
What is he / she doing?  
What has he / she got?  
What can / can't he / she do?  
What must / mustn't he / she do?  
How is he / she feeling?  
What are they saying?
- 5 Read this introduction to the story to students:  
*It's the first day of Tom's school holidays. He's going to the beach with his parents. He's very happy.*
  - 6 Ask students to work in pairs. They describe pictures A, C and D by answering the questions that are applicable to each picture (usually a few questions will be applicable each time).

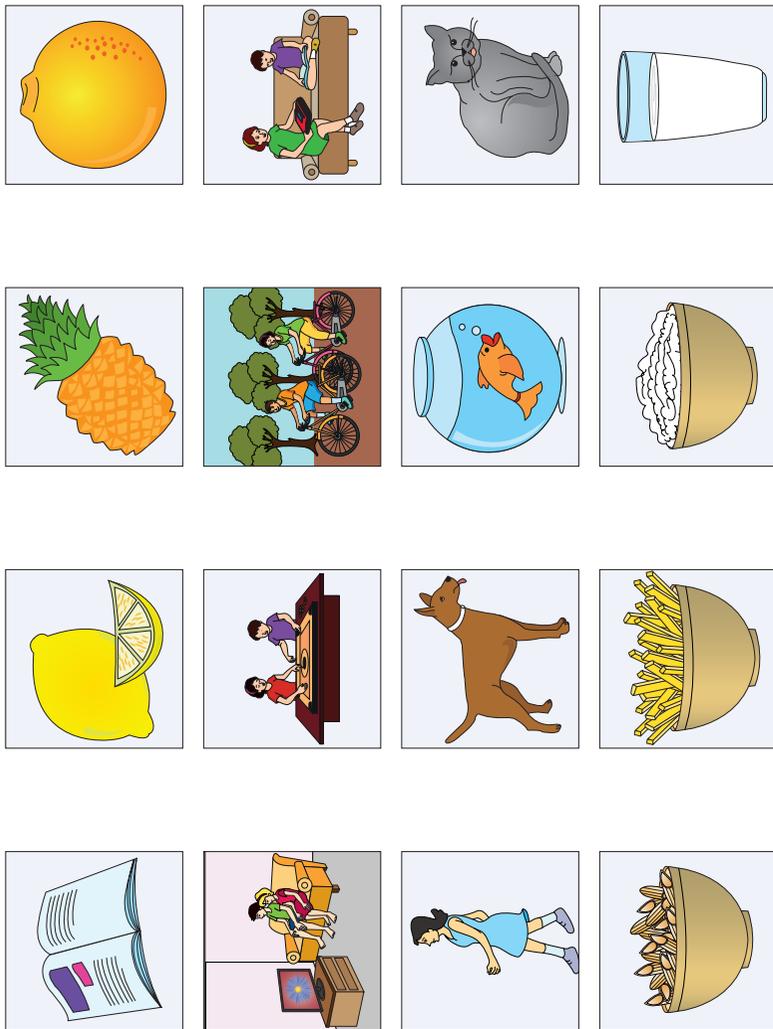
- 7 Ask students to tell their story to the class.

## Possible Answer Key

Picture D: Tom is swimming. He's very happy. His parents can see a shark. They are frightened. They are shouting at Tom. They are saying, 'Tom, get out of the water!'  
Picture C: Tom is swimming fast. He wants to get out of the water. He's afraid.  
Picture A: It isn't a shark in the water. It's a boy. Tom and his parents are very angry!

## Activity 2

**Aim:** To practise asking for help or repetition.



MOVERS SPEAKING. Odd-one-out

## Speaking

2 Read the first part of the story to students:

*These pictures tell a story. It's called 'Let's play a game'. Just look at the pictures first. It's a rainy day. Daisy and Fred can't go out to play. They aren't happy. Their mother is saying, 'Let's play a game.' Now you tell the story.*

3 Give students time to look at the pictures first. Ask students to tell the story to you. Alternatively, ask them to work in pairs. They should take it in turns to tell the story to each other.

4 Ask students to tell their version of the story to the class.

### Possible Answer Key

Picture 2 – Daisy and Fred start playing a game with their mum.

Picture 3 – Daisy and Fred are enjoying the game. Their mum isn't enjoying it.

Picture 4 – Their mum isn't happy. Now the children are saying, 'Let's play a game.'

## Speaking Part 3

In this part, students identify which picture is the odd one out and say why.

### Warm-up

#### Activity 1

**Aim:** To show students how to do 'odd one out' activities.

**Materials:** TG p141 Worksheet 10 (bottom part)

#### Procedure

- Write the following four words on the board:  
*pasta coffee sandwich cheese*
- Ask students to work in pairs. They should say which word is different and why. Elicit ideas from students. Encourage them to justify their choice. They could do this by saying what the three words have in common and how the other one is different (e.g. *Pasta, sandwich and cheese are all foods. We eat them. Coffee is a drink. We drink it.*).
- Give out the bottom part of the worksheet. Students work in pairs to do the same for these eight groups of words. Elicit ideas and make sure students justify their choices.

**Materials:** Pictures from magazines or a course book

#### Procedure

- Tell students not to worry in the test if they get stuck or if they cannot remember some of the details of the story the examiner has read out to them. They can ask for help if they need to. They should not just stop and wait for the examiner to prompt them.
- Elicit the kinds of problem they might encounter when telling the story (e.g. *You can't remember the characters' names, you don't know the word for something, etc.*).
- Write the following questions and expressions on the board and drill them:  
*What's his name?*

*I don't know the name of this.*  
(pointing to the object in the picture).

*Can you please repeat?*

- Ask students to work in pairs. They should take it in turns to describe a picture (or a sequence of pictures) in their course books, one where something is happening and with people in it. Encourage them to ask you for help using the language on the board when they get stuck.

### Do the test

**Materials:** SB page 27

- Ask students to turn to SB page 27. Check they know the vocabulary necessary to describe what is happening in each picture.

# Test 1

## Answer Key

1 boy (The others are animals.)  
2 floor (The others are clothes.)  
3 jacket (The others are classroom items.)  
4 CD player (The others are places.)  
5 all (The others are prepositions.)  
6 carrot (The others are fruit.)  
7 TV (You find the others in a bathroom.)  
8 earache (The others are parts of the body.)

## Activity 2

**Aim:** To practise doing odd one out activities with pictures.

**Materials:** TG p144 Worksheet 13

### Procedure

- 1 Cut out the flashcards on Worksheet 13. Hold the first set up one after the other and elicit the words from students, e.g. *coat, sweater, scarf, kangaroo*.
- 2 Stick each one on the board.
- 3 Make the activity a competition. Students have to look at the pictures and put their hands up if they know which one is different (*Kangaroo – it's an animal, the others are clothes.*). Choose a student, who must give reasons for their answer. If the rest of the class agrees with their reason, the student gets a point. (Accept any logical reason given by the student for their choice.)
- 4 Repeat with the other sets from the worksheet.

## Answer Key

1d A kangaroo is an animal but the others are clothes.  
2c The glass is under the table but the other items are on the table.  
3c The children are watching TV but the other children are swimming.  
4a A library is a building / inside but the other places are outside, in the countryside.

### Extension

You could use other picture flashcards for this activity. Keep going until each student has had a turn.

## Do the test

**Materials:** SB page 28

- 1 Ask students to turn to SB page 28. Show them the first set of pictures and say:

*Which one is different? This one is different (point to the book). A lemon, a pineapple and an orange are fruit. You eat them. You don't eat a book. You read it. Now, you tell me about these pictures. Which one is different?*

- 2 Give students time to look at the pictures. They should say which picture is different in each set and why.
- 3 Accept any reasonable answer and justification.

## Possible Answer Key

Set 2 – Picture 3. In this picture the children are outside but in the others they are inside

Set 3 – Picture 1. This picture is a girl but the others are animals.

Set 4 – Picture 4. This picture is a drink but the others are food.

## Speaking Part 4

In this part, students answer personal questions.

### Warm-up

#### Activity 1

**Aim:** To practise answering personal questions and using language to ask for repetition.

**Materials:** TG p145 Worksheet 14

### Procedure

- 1 Cut the questions on Worksheet 14 into strips. Have one set of question cards per pair of students.
- 2 Tell students that in this part, if they do not understand or if they would like the examiner to repeat a question, it is important that they let the examiner know. Write the language they can use on the board and drill it:  
*I don't understand.*  
*Can you repeat, please?*  
*Sorry?*
- 3 Ask students to work in pairs. Give each pair a set of question strips to place face down between them. They should take it in turns to pick a slip and to ask their partner the question. Their partner should answer the question. Encourage them to use the language on the board if they do not understand or if they need to hear the question again.

- 4 Get feedback from the class about how well they think their partner answered the questions.

## 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's the weather like today?  
**S:** It's (sunny).  
**T:** Where do you go to school?  
**S:** (name of school)  
**T:** Who do you play with at school?  
**S:** My friend, (John).  
**T:** What are your favourite games?  
**S:** (Football).  
**T:** What do you have for breakfast?  
**S:** (Bread and milk).  
**T:** Thank you, (name).  
**S:** Thanks.
- 2 Put students in pairs and ask them to do a similar role play, taking it in turns to ask and answer the questions. 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 each student some questions about their friends, e.g.  
*Let's talk about your friends.*  
*How many friends have you got?*  
*What's your best friend's name?*  
*Is he / she tall or short?*  
*Tell me about your best friend's hobbies.* (Prompt if necessary, e.g. *Does he / she like playing sports?*)
- 2 Repeat with one or two questions about other areas of their life, e.g. their likes and dislikes, their family, their school.

## Speaking frame (Timing 5–7 minutes)

What to do (Use child's name throughout the exam)	What to say	Answer from candidate (one word from candidate sufficient but more than one word is preferred)	Back-up question if necessary
Usher brings candidate into examination room	Introduces the child to the examiner: <i>Hello, this is ...</i> Examiner to candidate: <i>Hello, my name's ...</i> <i>What's your name? How old are you?</i>	<i>Hello.</i> <i>I'm [Clare] and I'm [ten].</i>	
<b>1</b> Examiner shows <u>both</u> Part 1 pictures to candidate.	<i>Look at these pictures. They look the same but some things are different. Here it's sunny but here it's cloudy. What other different things can you see?</i>  <i>the girl is wearing a green sweater.</i> <i>the dog is big / brown.</i> <i>there is one tree.</i> <i>there is a bird.</i>	Candidate points to the items in the picture and says the different things. <i>(It's) cloudy.</i> <i>(The girl is wearing a) yellow sweater.</i> <i>(The dog is) small / white.</i> <i>(There are) two trees.</i> <i>(There is a) cat.</i>	<i>Is it sunny?</i> <i>What colour is the girl's sweater?</i> <i>Is the dog small / white?</i> <i>How many trees are there?</i> <i>Is there a cat?</i>
<b>2</b> Show picture story.	<i>These pictures tell a story. It's called 'Let's play a game'. Just look at the pictures first. It's a rainy day. Daisy and Fred can't go out to play. They aren't happy. Their mother is saying 'Let's play a game.' Now you tell the story.</i>	Candidate briefly describes pictures 2–4. <i>2 – Daisy and Fred start playing a game with their mum.</i> <i>3 – Daisy and Fred are enjoying the game. Their mum isn't enjoying it.</i> <i>4 – Their mum isn't happy. Now the children are saying, 'Let's play a game.'</i>	<i>What are the children doing? Who is with them?</i> <i>Are the children happy? Is their mum enjoying the game?</i>  <i>Is their mum happy? What are the children saying?</i>
<b>3</b> Show the odd one out pictures.	Now look at these four pictures. One is different. A lemon, a pineapple and an orange are fruit. You eat them. You don't eat a book. You read it. Now, you tell me about these pictures. Which one is different?	Set 2 – (point to picture 3) <i>In this picture the children are outside but in the others they are inside.</i>  Set 3 – (point to picture 1) <i>This picture is a girl but the others are animals.</i>  Set 4 – (point to picture 4) <i>This picture is a drink but the others are food.</i>	Prompt candidate to justify their choice by asking <i>Why?</i> Set 2 – <i>Where are the children here?</i> Set 3 – <i>Are these animals? Is this a girl?</i>  Set 4 – <i>Can you eat this? Can you drink it?</i>
<b>4</b> Ask a few personal questions.	Now, (name), let's talk about your friends. <i>How many friends have you got?</i> <i>What's your best friend's name?</i>  <i>Is he / she tall or short?</i> <i>Tell me about your best friend's hobbies.</i>	Two Mary  She's tall. She plays tennis, etc.	<i>Have you got two friends?</i> <i>Is your best friend's name Mary?</i> <i>Is (Mary) tall?</i> <i>Does he / she like playing sports?</i> <i>Does he / she play games?</i>
	<i>Thank you, (name).</i> <i>Bye.</i>		

# Test 2

## Listening Part 1

In this part, students 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 30, Audio 2.1

- 1 Ask students to turn to SB page 30. Read the names and ask students to repeat.
- 2 Ask students to name all the colours and items in the picture. Ask them what some of the people in the picture are doing, e.g. 'What's this boy doing?' 'He's fishing.' 'Is he wearing jeans?' 'No, he's wearing shorts.'
- 3 Play the first part of the recording. Go through the example.
- 4 Play the rest of the recording; students match the names to the people in the picture.
- 5 Let students listen to the recording again. Check answers.

### Audioscript 2.1

**R** = Rubric  
**F** = Female adult  
**Mch** = Male child

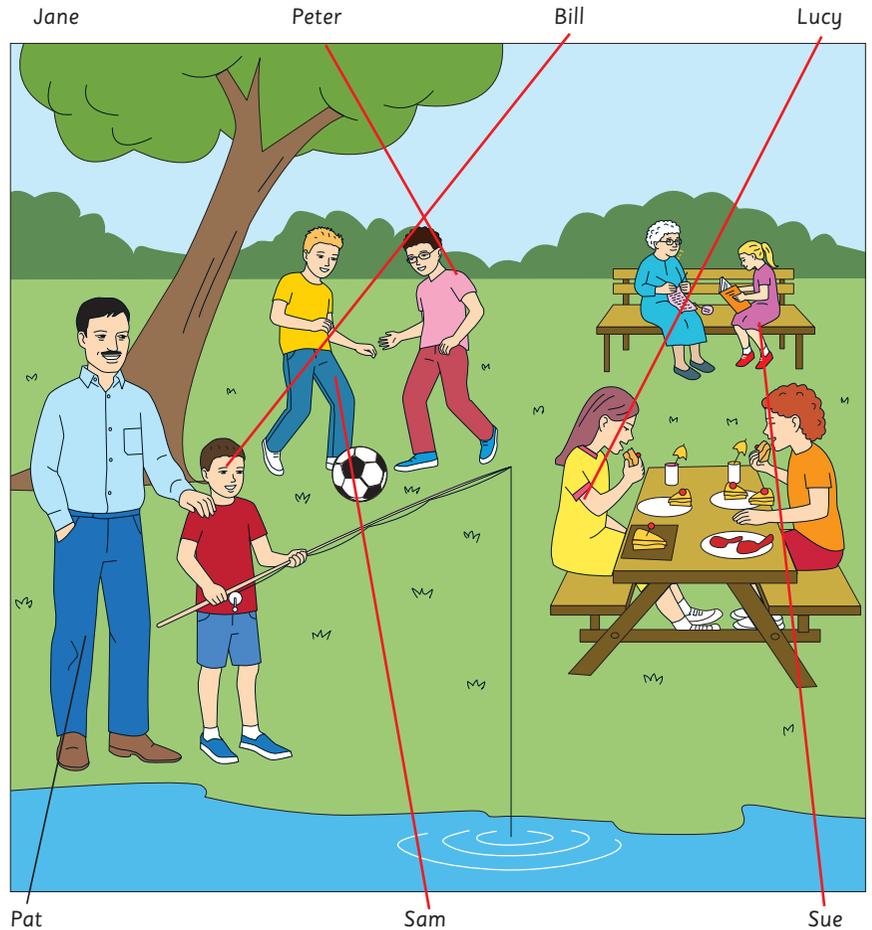
- R** Look at Part One. Look at the picture. Listen and look. There is one example.
- F** Hello. Are you having a picnic?
- Mch** Yes, we are.
- F** Is that your father standing by the lake?
- Mch** Yes, that's my father.
- F** What's his name?
- Mch** It's Pat. He's wearing blue.
- R** Can you see the line? This is an example. Now you listen and draw lines.
- One**
- F** Who's the boy that's fishing in the lake?
- Mch** That's my brother.
- F** What's his name?

# Test 2

# Listening

## Part 1 - 5 questions -

Listen and draw lines. There is one example.



30 Test 2, Listening Part 1

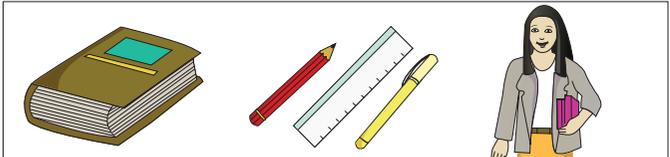
- Mch** It's Bill.
- F** Does he like fishing?
- Mch** Yes, he does.
- R** Two
- F** Who's the girl that's reading?
- Mch** The one who's sitting next to Grandma?
- F** Yes.
- Mch** That's Sue. She loves reading books.
- R** Three
- Mch** My sister loves eating cake.
- F** What's her name?
- Mch** She's called Lucy.
- F** Which one is she?
- Mch** She's the girl who's wearing the yellow dress.
- R** Four
- F** Who's the boy who's playing football?
- Mch** Which one?
- F** The one with the brown curly hair.
- Mch** The one with the glasses?
- F** Yes.
- Mch** That's Peter. He's my brother's friend.
- R** Five
- F** Is the boy next to the tree your brother?
- Mch** The one with the blond hair?
- F** Yes.
- Mch** No, that's Sam. He's my brother's friend, too.
- F** He's very good at football.
- Mch** Yes, he loves football.
- R** Now listen to Part One again.

**Answer Key** ▶ SB page 30

Part 2  
- 5 questions -

Listen and write. There is one example.

**DAISY'S SCHOOL**



Name: Green Hill Primary School

1 How old? 9 / nine

2 Best friend: Lily

3 Favourite day: Monday

4 Best sport: tennis

5 Lunch: a sandwich and milk

Test 2, Listening Part 2 31

**Listening Part 2**

In this part, students listen and answer questions with a name or a number.

**Warm-up**

For suggested warm-up activities, see Test 1 pages 10 & 11.

**Do the test**

**Materials:** SB page 31, Audio 2.2

- 1 Ask students to turn to SB page 31. Read the notes and check students know what the words mean. Encourage them to guess what type of information or word(s) might

- be missing and to give some examples.
- 2 Play the first part of the recording. Go through the example.
- 3 Play the rest of the recording; students write the missing word(s) on the lines.
- 4 Let students listen to the recording again. Check answers.

**Audioscript 2.2**

<b>R</b>	= Rubric
<b>M</b>	= Male adult
<b>Fch</b>	= Female child

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

**M** What are you doing, Daisy?

**Fch** I'm doing my homework.

**M** Which school do you go to?

**Fch** Green Hill Primary School.

**M** Green Hill?

**Fch** Yes, that's right.

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

**M** Which class are you in?

**Fch** I'm in Year 5.

**M** How old are you, Daisy?

**Fch** I'm nine years old.

**M** Nine?

**Fch** Yes.

**R Two**

**M** Who do you sit next to at school?

**Fch** My best friend.

**M** Is that Vicky?

**Fch** No, it's Lily.

**M** How do you spell that?

**Fch** L-I-L-Y.

**R Three**

**M** Which day do you like best?

**Fch** I like Friday best. No, sorry, Monday.

**M** Monday? Why?

**Fch** Because it's sports day.

**M** Oh, I see.

**R Four**

**M** What sports do you play?

**Fch** I play many sports.

**M** Which sport do you like best? Is it badminton?

**Fch** No, I like tennis best. I'm good at tennis.

**R Five**

**M** What do you have for lunch at school?

**Fch** I usually have a sandwich.

**M** Do you drink anything with your sandwich?

**Fch** Yes, I drink milk.

**M** Not juice?

**Fch** No, milk. I love it!

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

**Answer Key** > SB page 31

## Test 2

### Listening Part 3

In this part, students match a list of illustrated words or names with a set of pictures. They write letters in the correct boxes.

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 32 & 33, Audio 2.3

- 1 Ask students to turn to SB pages 32 & 33. Read the instructions as a class.
- 2 Check students know how to read and pronounce all the names listed. Drill them.
- 3 Encourage students to describe the pictures on page 33 as simply as they can. They should say where each picture is and what might happen there, e.g. *café: eating, drinking*, etc. Pre-teach any words they may need to know.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording. Students listen and match the places to the people.
- 6 Let students listen to the recording again. Check answers.

#### Audioscript 2.3

**R** = Rubric  
**Fch** = Female child  
**M** = Male adult

**R** **Part Three. Look at the pictures. Julia is telling her teacher about what her family did last weekend. What did each person do? Listen and look. There is one example.**

**Fch** Hi, Mr Davis. I had a great weekend!

**M** Hello, Julia. What did you do?

## Test 2

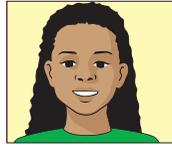
### Part 3

– 5 questions –

**Julia is telling her teacher about what her family did last weekend.**

**What did each person do?**

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



Julia

H



Mum

E



Dad

A



Fred

F



Clare

D



Dan

C

32 Test 2, Listening Part 3

**Fch** I went to the circus with my friends. We saw some really funny clowns.

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

**One**

**Fch** And my baby brother, Dan, was happy. We went swimming with him in the swimming pool. The bus was late so we went in the car. But he laughed a lot. He loves water!

**M** Did he? Clever boy!

**Fch** Yes, he went swimming

both days.

**R** **Two**

**Fch** Fred is my other brother. He's 16. He usually goes ice skating.

**M** Did he go ice skating at the weekend?

**Fch** No, he went to the cinema. There was an animal film on.

**M** Oh, I'd like to see that. The film star is a dog, isn't it?

**Fch** Yes!

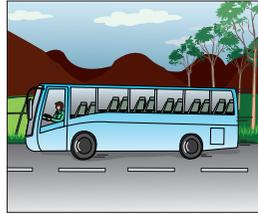
**R** **Three**

**Fch** Dad was really boring.

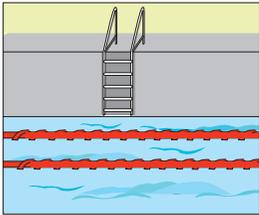
**M** Oh, why?



A



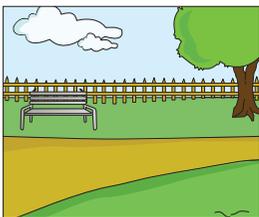
B



C



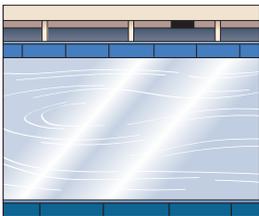
D



E



F



G



H

Test 2, Listening Part 3 33

# Listening

**M** Great!  
**R** Now listen to Part Three again.

**Answer Key** ► SB page 32

**Fch** He had lunch with us on Saturday and he wanted to eat in a café.  
**M** But you didn't enjoy it?  
**Fch** No, we had burgers and chips. And they didn't have any cake!  
**R** **Four**  
**M** So what did your mum do, then?  
**Fch** She did a lot of things in the house but she liked going for a walk in the park with everyone. She doesn't like to be inside in the cinema or watching TV.

**M** Well, the weather was nice. Did the dogs like the park, too?  
**Fch** Yes!  
**R** **Five**  
**Fch** And my friend Clare was with me on Sunday.  
**M** What did she do?  
**Fch** It was her birthday and we had a big party for her. I wanted to go to a restaurant but it was nice to have the party in the house with my brothers. And we could play in the garden after.

# Test 2

## Listening Part 4

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

### Warm-up

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

### Do the test

**Materials:** SB pages 34 & 35, Audio 2.4

- 1 Ask students to turn to SB pages 34 & 35. Read the questions and check students know what they mean.
- 2 Ask students to look at the pictures and to guess what each dialogue will be about. If there are people in the pictures, they could say who they might be, where they are and what they are doing.
- 3 Check students know the names of the items in the pictures. Take this opportunity to pre-teach any words they may need to know, e.g. *pasta*, *sandwich*, etc.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording; students listen and tick the correct picture.
- 6 Students listen to the recording again. Check answers. Ask students to describe a few of the pictures.

### Audioscript 2.4

- R** = Rubric
- Fch** = Female child
- M** = Male adult
- F** = Female adult
- Mch** = Male child

**R Part Four. Look at the pictures. Listen and look. There is one example. Where did the children watch TV?**

## Test 2

### Part 4 – 5 questions –

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

Where did the children watch TV?



**A**

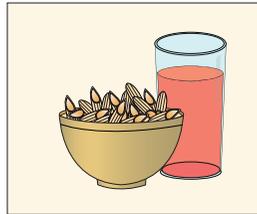


**B**

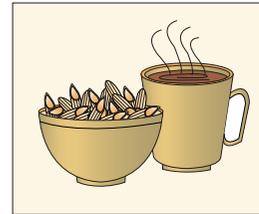


**C**

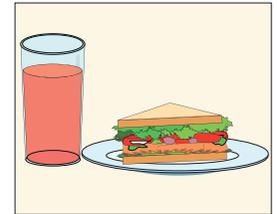
1 What did the children have for lunch?



**A**



**B**

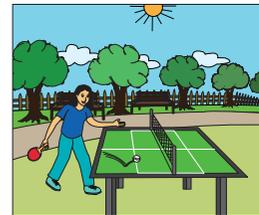


**C**

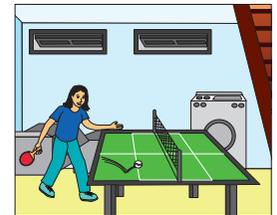
2 Where did Mary play?



**A**



**B**



**C**

34 Test 2, Listening Part 4

- Fch** Some friends came to my house on Sunday.  
**M** What did you do?  
**Fch** Well, after breakfast we watched some TV.  
**M** In your bedroom?  
**Fch** No. In the living room.  
**R Can you see the tick? Now you listen and tick the box.**  
**One. What did the children have for lunch?**  
**Mch** We went to a café for lunch today.  
**F** Did you have a sandwich?  
**Mch** No. We had some pasta.

- F** With tea?  
**Mch** No. With apple juice.  
**R Two. Where did Mary play?**  
**Fch** After lunch I played table tennis with my friend.  
**M** Did you play outside?  
**Fch** No, we played downstairs in our house.  
**M** Downstairs?  
**Fch** Yes, in the basement.  
**R Three. Which is Vicky's best friend?**  
**M** Was your best friend there?

3 Which is Vicky's best friend?



A

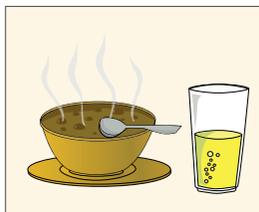


B



C

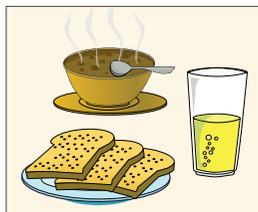
4 What did Sue eat for supper?



A



B



C

5 What did Sam's family do after dinner?



A



B



C

Test 2, Listening Part 4 35

**Fch** Sally? Yes.

**M** What does she look like?

**Fch** She has short, blonde hair.

**M** Does she wear glasses?

**Fch** No, she doesn't.

**R** **Four. What did Sue eat for supper?**

**M** Did you have supper?

**Fch** Yes, of course. We had some soup and some bread.

**M** Soup and bread? Did you have a drink?

**Fch** Yes, we had some lemonade.

**R** **Five. What did Sam's family do after dinner?**

**F** Did you watch TV after dinner, Sam?

**Mch** No. It was a warm, sunny evening, so we went outside.

**F** Did you play games?

**Mch** No. We sat in the garden and talked.

**F** How nice.

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

**Answer Key** ► SB pages 34 & 35

## Test 2

### Listening Part 5

In this part, students listen to instructions and colour and write a word on a picture.

#### ■ Warm-up

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

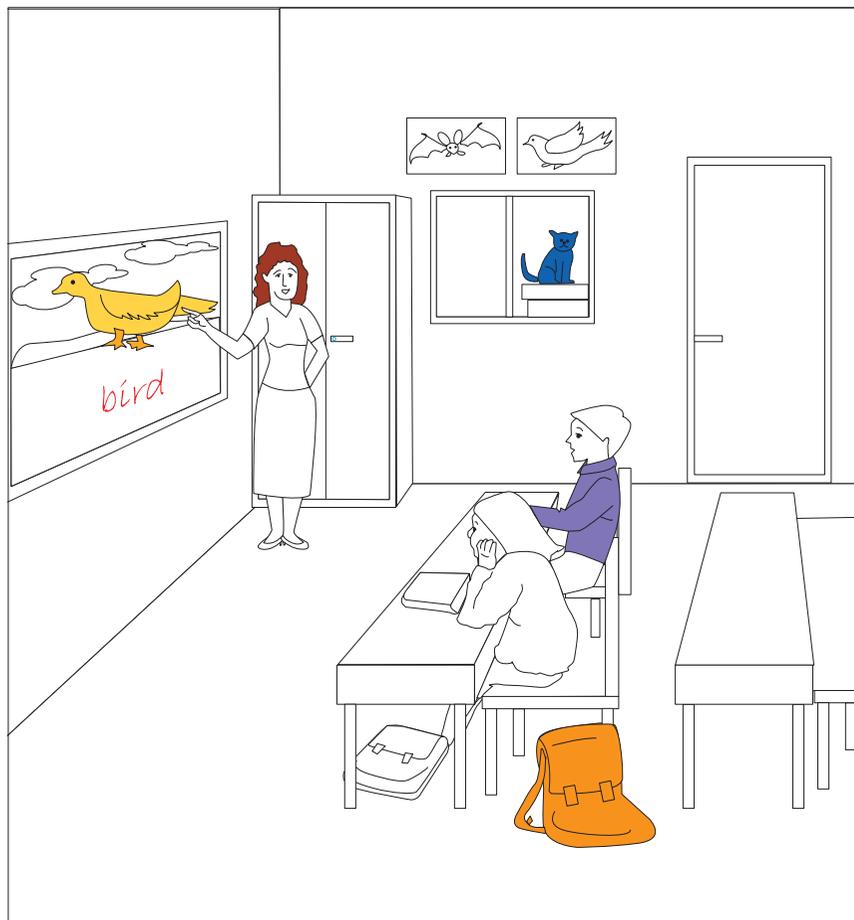
#### ■ Do the test

**Materials:** SB page 36, Audio 2.5

- 1 Ask students to turn to SB page 36. Read the instructions together.
- 2 Check students have all the colours they will need. Also make sure they have a pen or pencil to write with.
- 3 Check students know the names of the items in the picture. Ask them to predict what colour they think each item will be.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording; students listen and colour and write.
- 6 Let students listen to the recording again. Check answers.

### Part 5 – 5 questions –

Listen and colour and write. There is one example.



36 Test 2, Listening Part 5

## Audioscript 2.5

**R** = Rubric  
**M** = Male adult  
**Fch** = Female child

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

**M** Hello, Kim. Do you want to colour the picture?

**Fch** Yes, I do.

**M** Can you see the bird on the board?

**Fch** The bird on the board. Yes, I see it.

**M** Colour it yellow.

**Fch** OK. That's nice.

**R** **Can you see the yellow bird on the board? This is an example. Now you listen and colour and write.**

**One**

**M** Can you see the bag?

**Fch** Which one?

**M** The one that is next to the chair.

**Fch** Yes, I can see it.

**M** Colour it orange.

**Fch** Colour the bag next to the chair?

**M** Yes, please.

**R** **Two**

**Fch** Look at the cat in the window!

**M** Do you want to colour it?

**Fch** Yes, please.

**M** Colour it blue.

**Fch** The cat?

**M** Yes!

**R** **Three**

**Fch** What can I colour now?

**M** Can you see the teacher?

**Fch** Yes, I can. She's got curly hair.

**M** That's right. Colour her hair brown.

**Fch** Fine.

**R** **Four**

**M** Can you see the board?

**Fch** Yes. Can I colour it?

**M** No, don't colour it. Can you write something on it?

**Fch** Yes. What?

**M** Bird.

**Fch** B-I-R-D?

**M** Yes, that's right. Write it under the picture.

**R** **Five**

**M** Do you want to colour one more thing?

**Fch** Yes, I do. What?

**M** Can you see the boy's shirt?

**Fch** Yes, I can.

**M** Colour it purple.

**Fch** OK. I can colour the shirt. That's not difficult.

**M** Great. The picture looks good now!

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

**Answer Key** ► SB page 36

Test 2

Reading & Writing  
Part 1

In this part, students match words to their correct definition.

■ Warm-up

For suggested warm-up activities, see Test 1 page 18.

■ Do the test

**Materials:** SB pages 38 & 39

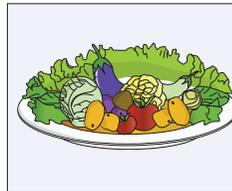
- 1 Ask students to turn to SB pages 38 & 39. Read the instructions together.
- 2 Write the example description on the board. Elicit and underline the key words that help you find the answer, e.g. *wear, neck, cold*.
- 3 Ask students to underline the key words in the rest of the descriptions (i.e. the words that help them decide on the answer).
- 4 Give them some time to do the task on their own.
- 5 Ask students to compare answers in pairs.
- 6 Check answers. Make sure students' handwriting is legible and that they have spelt the words correctly and included the article if necessary.

**Answer Key** ► SB page 39

Part 1

– 5 questions –

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



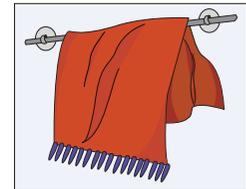
a salad



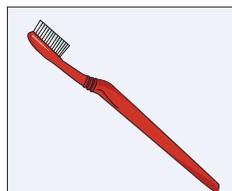
a coat



a sweater



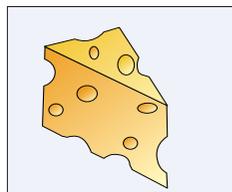
a towel



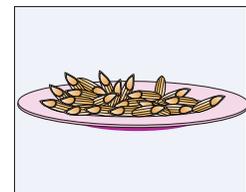
a toothbrush



a scarf



cheese



pasta

**Example**

You wear this round your neck when it's cold.

a scarf

**Questions**

1 You use this after a bath to get dry.

a towel

2 You eat this. It has vegetables in it.

a salad

3 You wear this when it's cold. It's like a jacket but larger.

a coat

4 You make this food from milk. Mice like eating it.

cheese

5 You use this to clean your teeth.

a toothbrush

## Test 2

### Reading & Writing Part 2

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

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 40 & 41

- 1 Ask students to turn to SB pages 40 & 41. Read the instructions carefully.
- 2 Discuss the example together.
- 3 Read the first part of each conversation extract to the class (e.g. *What's the matter?*) and ask students to respond without looking at the available options.
- 4 Give students some time to read the questions and to choose the best answers from the options given.
- 5 Ask students to compare answers in pairs.
- 6 Check answers. Explain why the other options are wrong.

**Answer Key** ► SB pages 40 & 41

## Test 2

### Part 2 – 6 questions –

Read the text and choose the best answer.



#### Example

**Jane:** Hello, May. How are you?

**May:**  A I'm not very well.  
B I'm Ben's sister.  
C I'm going to school.

#### Questions

1 **Jane:** Why? What's the matter?

**May:** A I've got brown hair.  
 B I've got a stomach-ache.  
C No, I'm not happy.

- 2 **Jane:** What did you eat?
- May:** A I love ice cream.  
B No, I don't want ice cream.  
 C I had an ice cream.
- 3 **Jane:** Would you like to go home?
- May:** A No, I wasn't at home.  
 B Yes, I'd like to go home.  
C Yes, it's my house.
- 4 **Jane:** I can take you home. Come with me.
- May:**  A OK, thanks.  
B No, I don't want any.  
C Yes, I can.
- 5 **Jane:** Is your mum at home?
- May:** A Yes, she is at school.  
B No, she doesn't like it.  
 C No, only my dad's there.
- 6 **Jane:** He can make you some tea.
- May:**  A Yes, I'd like that.  
B Yes, it is.  
C Yes, I am.

## Test 2

### Reading & Writing Part 3

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

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 42 & 43

- 1 Ask students to turn to SB pages 42 & 43. Give them a minute to read the text quickly for the gist, ignoring the gaps for now.
- 2 Ask some simple comprehension questions to check understanding, e.g. 'Who did he watch the DVD with?' 'With his mum and dad.' 'Did he like it?' 'Yes, he really liked it.'
- 3 Read the instructions carefully and discuss the example together.
- 4 Give students some time to read the text carefully and to try to guess which word (or type of word) could go in each gap. They should do this without looking at the words and pictures in the box. This will help them choose the correct word when they do see the options in the box.
- 5 Students choose the best word for each gap from the box.
- 6 Ask students to compare answers in pairs.
- 7 Check answers.
- 8 Students choose the best title for the story. Check answers.

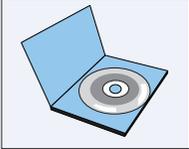
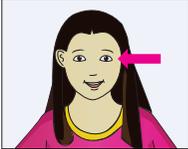
**Answer Key** ► SB pages 42 & 43

## Test 2

### Part 3 – 6 questions –

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

Yesterday, I watched a \_\_\_\_\_ DVD \_\_\_\_\_ with my mum and dad and my sister, Sally. We (1) \_\_\_\_\_ saw \_\_\_\_\_ a film about a girl who sailed round the world in a (2) \_\_\_\_\_ boat \_\_\_\_\_. Sometimes the weather was terrible and sometimes she saw sharks and whales. She wasn't afraid but I was! I really liked the film. It was very exciting. After the movie, we went out to a (3) \_\_\_\_\_ café \_\_\_\_\_. I had mango juice, Sally had a piece of chocolate cake, and mum and dad had some coffee. My juice was great. After that, we (4) \_\_\_\_\_ walked \_\_\_\_\_ home. I wanted to watch TV but I had to do my homework for school. I did it and then I went to bed. Today at school I (5) \_\_\_\_\_ told \_\_\_\_\_ all my friends about the film. Now they all want to see it!

Example		
		
DVD	told	boat
		
laughed	saw	walked
		
homework	café	sea

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

Tick one box.

- My busy day
- My favourite drink
- The girl in the boat

## Test 2

### Reading & Writing Part 4

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

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 44 & 45

- 1 Ask students to turn to SB pages 44 & 45. Ask them to predict the content of the text from the picture and the title.
- 2 Read the instructions carefully and discuss the example together.
- 3 Give students some time to read the text carefully and to try to guess which word or type of word could go in each gap. They should do this without looking at the answer options. This will help them choose the correct word for each gap when they do see the options.
- 4 Students choose the best word for each gap from the options given.
- 5 Ask students to compare answers in pairs.
- 6 Check answers.

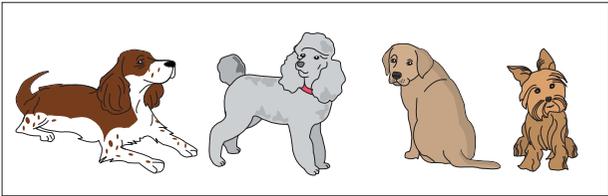
**Answer Key** ► SB page 44

### Part 4

#### – 5 questions –

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

**Dogs**



**Example**

Many people have dogs in their homes.  
 1 Because they go for a walk with  
 their dog or play with it, some people say their dog  
 2 is more than a friend. It is their best  
 friend.  
 3 Dogs have a long nose, two eyes, four  
 legs and a tail.  
 Some are small but some are very big.  
 4 They can run quickly and they like to  
 5 play with people. They eat meat and  
 they like to carry things! They've also got very strong teeth.  
 People love their dog and their dog loves them, too.

<b>Example</b>	their	our	your
1	in	for	to
2	is	am	are
3	had	has	have
4	do	must	can
5	play	playing	played

## Test 2

### 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 pages 26 & 27.

#### ■ Do the test

**Materials:** SB pages 46, 47 & 48

- 1 Ask students to turn to SB pages 46, 47 & 48. Ask them to predict the content of the story from the pictures.
- 2 Read the instructions carefully and discuss the examples together.
- 3 Give students some time to read the story extracts carefully and to complete the sentences.
- 4 Check answers after each section. Ask students to compare answers in pairs first. When checking answers, ask students to read the part of the story that helped them with their answers.

**Answer Key** ► SB pages 46–48

## Test 2

### Part 5 – 7 questions –

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

#### A trip to the cinema



Paul lives with his parents and his two sisters, Jill and Anna, in a big city. On Saturday, Paul and his family went to the cinema. They saw a film about two children who live in the country with their parents. Their father works in a zoo which has many animals. But the animals that Paul liked the most were the crocodiles. In the film, the girls' father played with the crocodiles. Paul's sisters were very afraid and couldn't watch.

#### Examples

Paul lives with his sisters and his parents.

Paul's family live in a big city.

#### Questions

- 1 On Saturday, Paul went to the cinema with his family.
- 2 The children in the film live in the country with their parents.

Reading & Writing

Test 2



On Monday, when Paul went to school, he told his teacher about the film. She asked him to write a story about it. When he went home, he started writing his story. He wrote about the zoo, about the family and about his sisters, who were afraid. On Tuesday, he read his story to the class. The children enjoyed it and asked Paul some questions.

- 3 Paul's teacher asked Paul to write a story about the film.
- 4 Paul read the story to his class at school.
- 5 The children at school asked Paul questions about the film.



The next week, the class went to the cinema. Paul was very happy because he wanted to see the film again. All the children in his class were afraid. They didn't like the crocodiles. They liked the pandas better! But Paul wasn't afraid. When he went home, he told his parents, "I want to work in a zoo when I'm older!" His parents were surprised but happy.

- 6 Paul went to the cinema again with the class and he was the only child that wasn't afraid to see the crocodiles.
- 7 When he is older, Paul wants to work in a zoo.

## Test 2

Reading & Writing  
Part 6

In this part, students complete sentences, respond to questions and write their own sentences about a picture.

### ■ Warm-up

For suggested warm-up activities, see Test 1 pages 29 & 30.

### ■ Do the test

**Materials:** SB pages 50 & 51

- 1 Ask students to turn to SB pages 50 & 51. Ask them to say where the scene is (*a street*) and how many people there are (*seven*).
- 2 Read the instructions carefully and discuss the examples together.
- 3 Give students some time to look at sentences 1 and 2 and to think about what type of word they are looking for.
- 4 Ask them to complete the sentences.
- 5 Now ask them to look at questions 3 and 4 and to identify the subjects from the questions in the picture. Ask them to underline the *Wh*-word in each question and to think about what information they need to write.
- 6 Ask students to write their answers and to compare their answers in pairs.
- 7 Now ask them to think about two different people or things they can write about. Remind students this must be something new. They could prepare this in pairs.
- 8 Check their answers. Students receive 1 mark for the correct response in questions 1 and 2. For questions 3–6, students can get a maximum of 2 marks per question. This is for writing something which

Part 6  
– 6 questions –

Look and read and write.



### Examples

The birds are sitting in the tree .

Where is the old man in the green T-shirt? Sitting at the café

clearly links to the picture and for writing something that can be understood. NB Accuracy is *not* marked as long as the response can be understood.

**Answer Key** ► SB page 51

## – Questions –

## Complete the sentences.

- 1 The small boy is holding his mother's hand .
- 2 The small dog is brown and the big dog is white .

## Answer the questions.

- 3 What is the man in the yellow shirt doing?  
walking / walking with the white dog / (He is) walking with his dog.
- 4 Where is the mother standing?  
outside the library / in front of the library / on the street

## Now write two sentences about the picture.

- 5 Two men are drinking coffee at the café.
- 6 An old man is talking to his dog.

## Test 2

## Speaking Part 1

In this part, students describe four differences between two pictures.

### ■ Warm-up

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

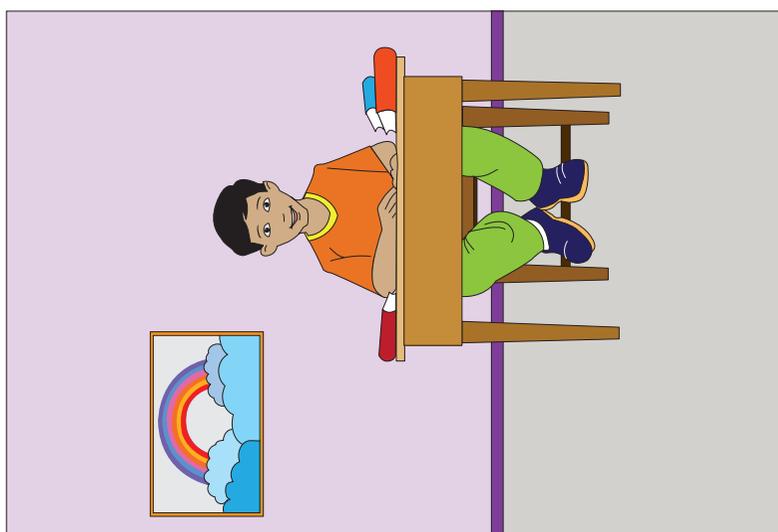
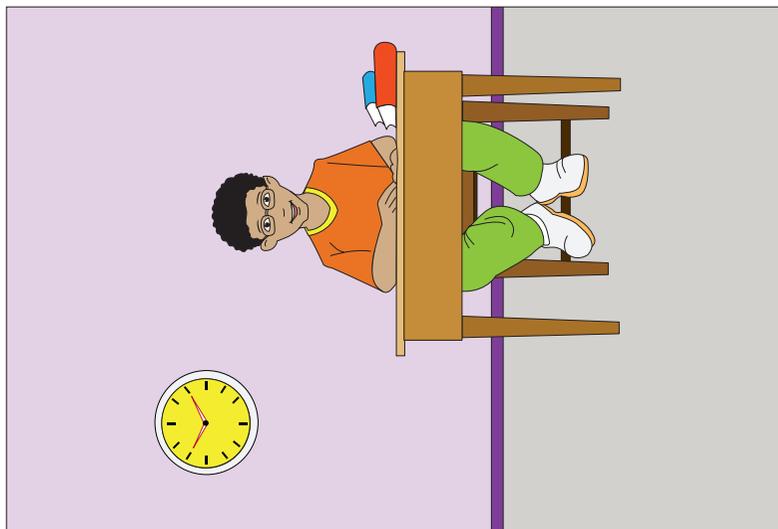
### ■ Do the test

**Materials:** SB page 52

- 1 Ask students to turn to SB page 52. Make sure they know what is happening in each picture. Ask them some questions, e.g. *Who's in the picture? Where is he? What is he doing?* etc. Elicit the names of any objects in the pictures.
- 2 Encourage students to describe four differences. Give an example if necessary.

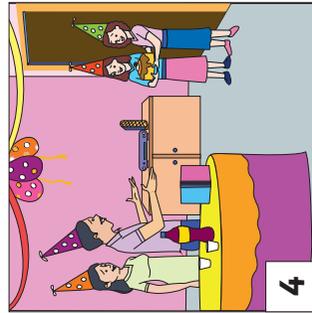
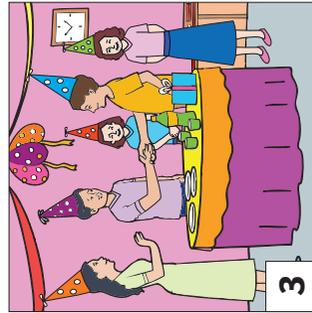
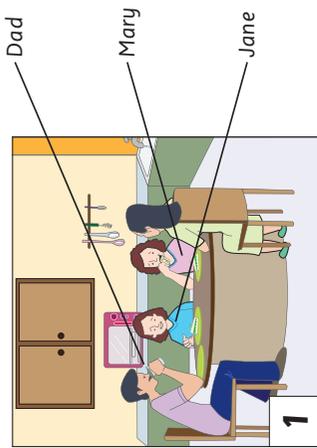
### Answer Key

- 1 picture on wall / clock on wall
- 2 boy without glasses / boy wearing glasses
- 3 boy has straight hair / boy has curly hair
- 4 three books on desk / two books on desk
- 5 boy wearing blue shoes / boy wearing white shoes



52 Test 2, Speaking Part 1

The birthday cake



Test 2, Speaking Part 2 53

MOVERS SPEAKING: Picture Story

## Speaking Part 2

In this part, students continue a story by describing a series of pictures.

### ■ Warm-up

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

### ■ Do the test

**Materials:** SB page 53

- 1 Ask students to turn to SB page 53. Check they know the vocabulary necessary to describe what is happening in each picture.
- 2 Read the first part of the story to students:

*These pictures tell a story. It's called 'The birthday cake'. The family are in the kitchen. Jane and Mary are having breakfast with their mum and dad. It's their dad's birthday today and they want to give him a surprise. Now you tell the story.*

- 3 Give students time to look at the pictures first. Ask students to tell the story to you. Alternatively, ask them to work in pairs. They should take it in turns to tell the story to each other.
- 4 Ask students to tell their version of the story to the class.

### Possible Answer Key

Picture 2 – The girls (Jane and Mary) are making a birthday cake for their dad. Their mum is watching. She isn't happy.

Picture 3 – They are having a birthday party for their dad. There is food and drink on the table.

Picture 4 – The girls are bringing their dad's birthday cake. Their father is very surprised.

## Test 2

### Speaking Part 3

In this part, students identify which picture is the odd one out and say why.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 pages 33 & 34.

#### ■ Do the test

**Materials:** SB page 54

- 1 Ask students to turn to SB page 54. Show them the first set of pictures and say:

*Which one is different? This one is different (point to the dog). A lime, an apple and an orange are fruit. You eat them. A dog is not a fruit. It's an animal.*

- 2 Give students time to look at the pictures. They should say which picture is different in each set and why.
- 3 Accept any reasonable answer and justification.

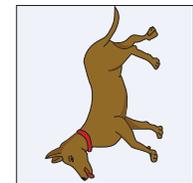
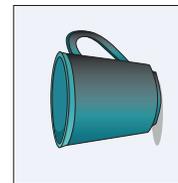
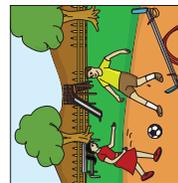
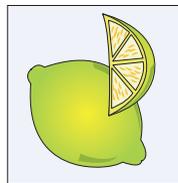
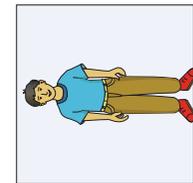
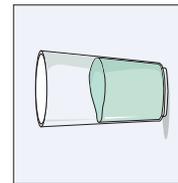
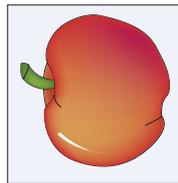
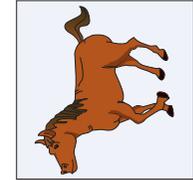
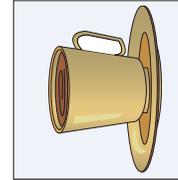
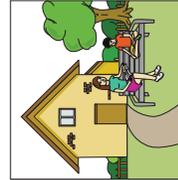
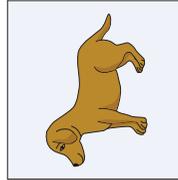
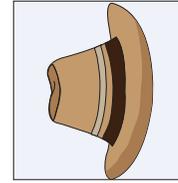
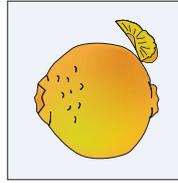
#### Possible Answer Key

Set 2 – Picture 3. In this picture they are reading but in the others they are playing football.

Set 3 – Picture 4. The hat is clothes but the others are things you drink out of.

Set 4 – Picture 2. This is a boy but the others are animals.

## Test 2



54 Test 2, Speaking Part 3

MOVERS SPEAKING. Odd-one-out

### Speaking Part 4

In this part, students answer personal questions.

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** None

- 1 Ask each student some questions about their friends, their likes and dislikes, their family, their home, their school, e.g.

*Let's talk about your home.*

*How many people live in your house?*

*Where do you eat breakfast?*

*Which room do you like best?*

*Tell me about your bedroom.*

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

What to do (Use child's name throughout the exam)	What to say	Answer from candidate (one word sufficient but more than one word is preferred)	Back-up question if necessary
Usher brings candidate into examination room	Introduces the child to the examiner: <i>This is ... Hello, my name's ... What's your name? How old are you?</i>	<i>Hello. I'm [Clare] and I'm [ten].</i>	
<b>1</b> Examiner shows <u>both</u> Part 1 pictures to candidate.	<i>These pictures are almost the same but some things are different. For example, in this picture there is a picture on the wall but in this picture there is a clock. I'll say something about my picture and you tell me how your picture is different.</i>  <i>In my picture ... there is a picture on the wall. the boy is not wearing glasses. the boy has got straight hair. there are three books. the boy has got blue shoes.</i>	Candidate points to the items in the picture and says the different things. <i>(There is) a clock. (The boy is) wearing glasses. (The boy has got) curly hair. (There are) two books. (The boy has got) white shoes.</i>	<i>Is there a picture on the wall? Is the boy wearing glasses? Has the boy got straight hair? How many books are there? Are the boy's shoes blue?</i>
<b>2</b> Show picture story.	<i>These pictures tell a story. It's called 'The birthday cake'. The family are in the kitchen. Jane and Mary are having breakfast with their mum and dad. It's their dad's birthday today and they want to give him a surprise. Now you tell the story.</i>	Candidate briefly describes pictures 2–4. <i>2 – The girls (Jane and Mary) are making a birthday cake for their dad. Their mum is watching. She isn't happy. 3 – They are having a birthday party for their dad. There is food and drink on the table. 4 – The girls are bringing their dad's birthday cake. Their father is very surprised.</i>	<i>What are the girls doing? Is their mum happy?  Where are the people? What are they doing? Are they enjoying it?  What are the girls doing? Is their father surprised?</i>
<b>3</b> Show the odd one out pictures.	Show students the first set of pictures and say: <i>Here are four pictures. Which one is different? This one is different (point to the dog). A lime, an apple and an orange are fruit. You eat them. A dog is not a fruit. It's an animal. Now look at these pictures (show next set). Which one is different? (Why?)</i>	Set 2 – (point to picture 3) <i>In this picture they are reading but in the others they are playing football.</i>  Set 3 – (point to picture 4) <i>The hat is clothes but the others are things you drink out of.</i>  Set 4 – (point to picture 2) <i>This is a boy but the others are animals.</i>	Prompt candidate to justify their choice by asking <i>Why?</i> <i>Set 2 – What are the children doing here? Set 3 – What is this? Is it a drink? Set 4 – Is this an animal? Is this a boy?</i>
<b>4</b> Ask a few personal questions.	<i>Now, (name), let's talk about your home. How many people live in your house? Where do you eat breakfast? Which room do you like best? Tell me about your bedroom.</i>	<i>Four  (In the) kitchen My bedroom It's white. It's small. It's got toys.</i>	<i>Have you got two sisters?  Do you eat breakfast in the kitchen? Do you like your bedroom? Is it big or small? What colour are the walls?</i>
	<i>Thank you, (name). Bye.</i>		

# Test 3

## Listening Part 1

In this part, students 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 56, Audio 3.1

- 1 Ask students to turn to SB page 56. Read the names and ask students to repeat.
- 2 Ask students to name all the colours and items in the picture. Ask them what some of the people in the picture are doing and what they look like, e.g. 'Is he wearing a green T-shirt?' 'No, he's wearing a red T-shirt.'
- 3 Play the first part of the recording. Go through the example.
- 4 Play the rest of the recording; students match the names to the people in the picture.
- 5 Let students listen to the recording again. Check answers.

### Audioscript 3.1

**R** = Rubric  
**M** = Male adult  
**Fch** = Female child

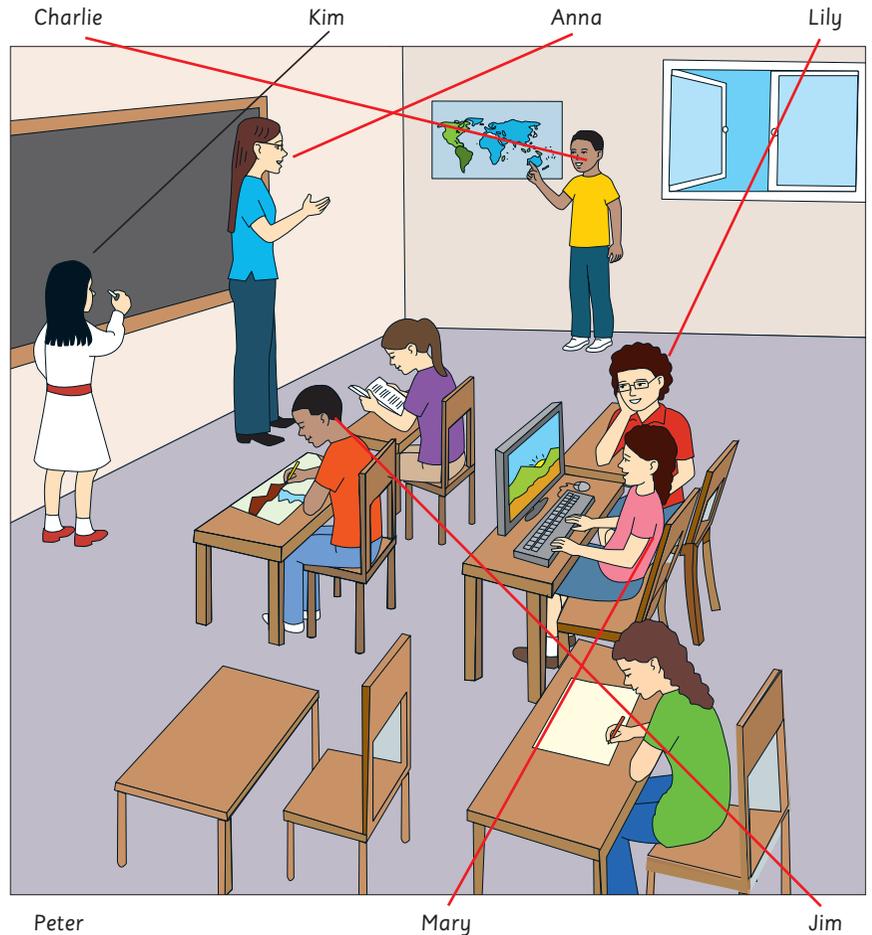
- R** Look at Part One. Look at the picture. Listen and look. There is one example.
- M** Hello, Kim. Is this a picture of your class?
- Fch** Yes, it is.
- M** Is that you writing something on the board?
- Fch** Yes, that's me. I'm wearing my new white dress.
- M** It's a beautiful dress.
- Fch** Thank you.
- R** Can you see the line? This is an example. Now you listen and draw lines.
- One**
- M** Who's the boy with the curly hair?
- Fch** Which one? There are two.
- M** The one who's pointing to the map.
- Fch** Oh, that's Charlie. He likes maps.

# Test 3

# Listening

## Part 1 - 5 questions -

Listen and draw lines. There is one example.



56 Test 3, Listening Part 1

- M** Why?
- Fch** He wants to travel round the world.
- R** Two
- M** Is that your teacher with the long hair?
- Fch** Yes, it is. She's pretty.
- M** Yes, she is. What's her name?
- Fch** Her name's Anna.
- M** I like her glasses.
- Fch** Yes, they're purple!
- R** Three
- M** Who are the girls who are on the computer?
- Fch** Are they on the internet?
- M** Yes, they're looking at a website.
- Fch** Well, the one with the red top is Lily.
- M** That's a nice name.
- Fch** Yes, it is.

- R** Four
- M** And the girl next to her?
- Fch** The one who's wearing a pink T-shirt?
- M** Yes.
- Fch** That's her sister.
- M** Oh? What's her name?
- Fch** Her name's Mary.
- R** Five
- M** Who is the boy who's sitting at his desk?
- Fch** Which one? The one who's drawing a picture?
- M** Yes, that one. He's got short hair.
- Fch** That's Jim. He's good at drawing.
- R** Now listen to Part One again.

Answer Key ► SB page 56

Part 2  
– 5 questions –

Listen and write. There is one example.

**FRED AND THE NEW TEACHER**



Teacher's name: Vicky Best

1 Boy's name: Fred Brown

2 Boy's age: 11 / eleven

3 How many brothers? 2 / two

4 Which sport? football

5 Favourite food: chicken and potatoes

Test 3, Listening Part 2 57

- F** Yes. I'm your new teacher. My name's Vicky Best.
- Mch** Vicky?
- F** Yes, that's right.
- R** **Can you see the answer? Now you listen and write. One**
- F** Can you tell me your name, please?
- Mch** Yes, my name's Fred.
- F** Fred, what's your family name?
- Mch** It's Brown.
- F** How do you spell that?
- Mch** B-R-O-W-N.
- F** Thank you.
- R** **Two**
- F** How old are you, Fred?
- Mch** I'm 10. Oh no, sorry, I'm 11.
- F** 11?
- Mch** Yes, that's right. It was my birthday yesterday!
- R** **Three**
- F** How many people are there in your family?
- Mch** There are five of us.
- F** Five?
- Mch** Yes. There's my mum, my dad and my two brothers.
- F** Did you say you've got two brothers?
- Mch** Yes, I did.
- R** **Four**
- F** Do you like sport?
- Mch** Yes, I do.
- F** Which sport do you play?
- Mch** I play football on Tuesdays after school.
- F** Do you play sport at the weekend?
- Mch** Yes, I often play football on Saturdays, too.
- R** **Five**
- F** What food do you like?
- Mch** Mmmm. I don't know.
- F** Do you like chicken?
- Mch** Yes, I love chicken.
- F** What about potatoes?
- Mch** Yes. I often eat chicken and potatoes.
- R** **Now listen to Part Two again.**

Answer Key ► SB page 57

## Listening Part 2

In this part, students listen and answer questions with a name or a number.

### ■ Warm-up

For suggested warm-up activities, see Test 1 pages 10 & 11.

### ■ Do the test

**Materials:** SB page 57, Audio 3.2

- 1** Ask students to turn to SB page 57. Read the notes and check students know what the words mean. Encourage them to guess what type of information or word(s) might be missing and to give some examples.

- 2** Play the first part of the recording. Go through the example.
- 3** Play the rest of the recording; students write the word(s) on the lines.
- 4** Let students listen to the recording again. Check answers.

### Audioscript 3.2

**R** = Rubric  
**F** = Female adult  
**Mch** = Male child

- R** **Part Two. Listen and look. There is one example.**
- F** Hello, please come in.
- Mch** Thank you. Can I sit here?

## Test 3

### Listening Part 3

In this part, students match a list of illustrated words or names with a set of pictures. They write letters in the correct boxes.

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 58 & 59, Audio 3.3

- 1 Ask students to turn to SB pages 58 & 59. Read the instructions as a class.
- 2 Check students know how to read and pronounce all the objects listed. Drill them.
- 3 Encourage students to describe the pictures on page 59 as simply as they can. They should say where each picture is and what sport might be played or done there, e.g. *tennis, football, lake, roller skating, etc.* Pre-teach any words they may need to know.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording. Students listen and match the places to the objects.
- 6 Let students listen to the recording again. Check answers.

#### Audioscript 3.3

**R** = Rubric  
**Fch** = Female child  
**M** = Male adult

- R** **Part Three. Look at the pictures. Vicky is telling her dad what she needs for some school trips. What does she need for each trip? Listen and look. There is one example.**
- Fch** Dad, I need lots of things for my school trips next week.

## Test 3

### Part 3 – 5 questions –

**Vicky is telling her mum what she needs for some school trips. What does she need for each trip? Listen and write a letter in each box. There is one example.**



laptop

H



swimsuit

F



lunch

B



helmet

G



e-book

D

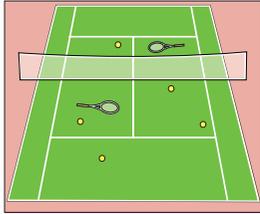


shorts

A

58 Test 3, Listening Part 3

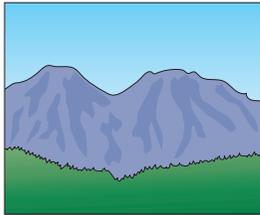
- M** What do you need?  
**Fch** In the evenings, we want to be pop stars and sing songs. I need a laptop to watch the videos. So we can all see.  
**M** Well, you can take the one in the study.  
**R** **Can you see the letter H? Now you listen and write a letter in each box.**  
**One**  
**Fch** On Monday, the teacher wants us to climb a mountain. I've got boots for that but we're also going roller skating and I need a helmet. It can be dangerous if you fall.  
**M** OK, you can take your sister's helmet.  
**Fch** OK. We are the same size.  
**R** **Two**  
**M** Is there a swimming trip?  
**Fch** Um, no. Because you can't swim in the lake. But we're going to have our lunch next to the lake to watch the ducks. I need something to eat, like some fruit and a drink, on Tuesday.  
**M** OK, I can do that for you.



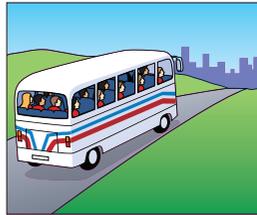
A



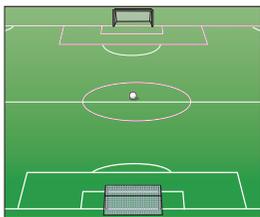
B



C



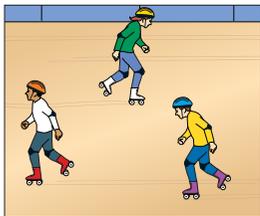
D



E



F



G



H

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

**Answer Key** ► SB page 58

Test 3, Listening Part 3 59

**R** **Three**

**Fch** Then on Wednesday we have a sightseeing trip. We have to go in the coach for one hour. It's boring. I want to take an e-book to read.

**M** Well, there's one on the table. Read that!

**Fch** Is it about that famous tennis player? I want to read that.

**M** Yes, I think so.

**R** **Four**

**Fch** We've got a football match with another school

on Thursday. I've got everything for that but we're also going to play tennis and I need some shorts for that.

**M** Can't you wear your football shorts?

**Fch** No! They must be white.

**M** OK, we can go shopping ...

**R** **Five**

**Fch** Then I need a swimsuit.

**M** But you can't swim!

**Fch** No, for sailing on Friday. In the boat. It's very wet!

**M** OK.

# Test 3

## Listening Part 4

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

### Warm-up

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

### Do the test

**Materials:** SB pages 60 & 61, Audio 3.4

- Ask students to turn to SB pages 60 & 61. Read the questions and check students know what they mean.
- Ask students to look at the pictures and to guess what each dialogue will be about. If there are people in the pictures, they could say who they might be, where they are and what they are doing.
- Check students know the names of the items in the pictures. Take this opportunity to pre-teach any words they may need to know, e.g. *party*, *salad*, etc.
- Play the first part of the recording. Go through the example.
- Play the rest of the recording; students listen and tick the correct picture.
- Let students listen to the recording again. Check answers. Ask students to describe one or two of the pictures.

### Audioscript 3.4

- R** = Rubric
- Fch** = Female child
- M** = Male adult
- F** = Female adult
- Mch** = Male child

**R** **Part Four. Look at the pictures. Listen and look. There is one example.**

# Test 3

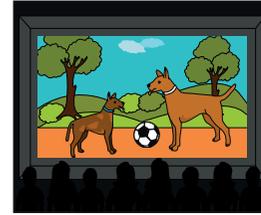
## Part 4 – 5 questions –

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

What did Sally do on Saturday?



**A**



**B**



**C**

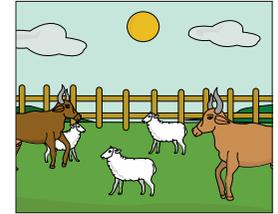
1 Where did the children go yesterday?



**A**

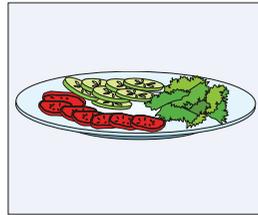


**B**

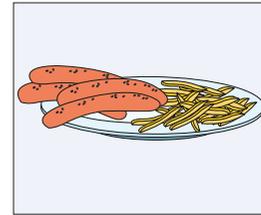


**C**

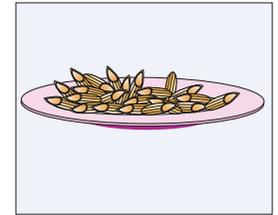
2 What is Jim's favourite food?



**A**



**B**



**C**

### What did Sally do on Saturday?

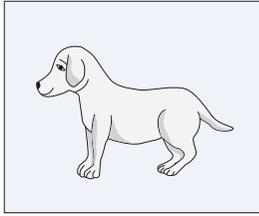
- Fch** I had a good time on Saturday.  
**M** Did you go to the cinema?  
**Fch** No, I didn't.  
**M** To a café?  
**Fch** No. I went to a party.  
**R** **Can you see the tick? Now you listen and tick the box.**  
**One. Where did the children go yesterday?**  
**Fch** We saw lots of animals yesterday.  
**M** Oh? Did you go to the zoo?

- Fch** No, we didn't.  
**M** Did you go to the park?  
**Fch** No, we went to a farm.  
**M** Oh, I see!  
**R** **Two. What is Jim's favourite food?**  
**F** Do you like pasta, Jim?  
**Mch** Yes, I do. But it's not my favourite food.  
**F** I know what that is. Is it salad?  
**Mch** No, it isn't. It's sausages and chips!  
**R** **Three. Which is Daisy's dog?**  
**M** Is that big black dog yours?

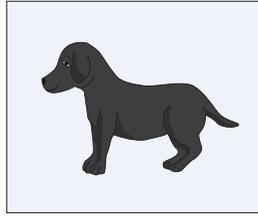
3 Which is Daisy's dog?



A



B



C

4 What did Ben's parents buy him?



A

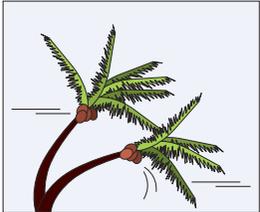


B

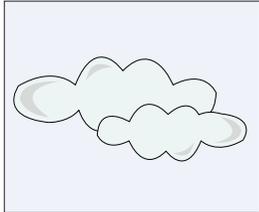


C

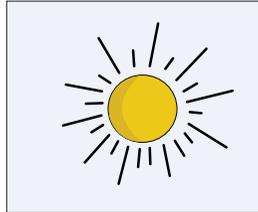
5 What was the weather like yesterday?



A



B



C

Test 3, Listening Part 4 61

**Fch** No. My dog's smaller than that.

**M** Is it that white one?

**Fch** No, my dog's not white. It's black.

**M** Oh. I see it. It's that small black dog.

**Fch** Yes, that's it.

**R** **Four. What did Ben's parents buy him?**

**F** That's a nice T-shirt. Did your parents buy it for you?

**Mch** No, my sister did.

**F** Oh, that's nice.

**Mch** My parents bought me this.

**F** The jacket?

**Mch** No, the coat.

**F** It's very nice.

**R** **Five. What was the weather like yesterday?**

**M** Was the weather cloudy yesterday, Jill?

**Fch** No, it wasn't.

**M** Well, was it windy then?

**Fch** No. It was sunny. It was a beautiful day.

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

**Answer Key** ► SB pages 60 & 61

## Test 3

### Part 5 – 5 questions –

#### Listening Part 5

In this part, students listen to instructions and colour and write a word on a picture.

#### ■ Warm-up

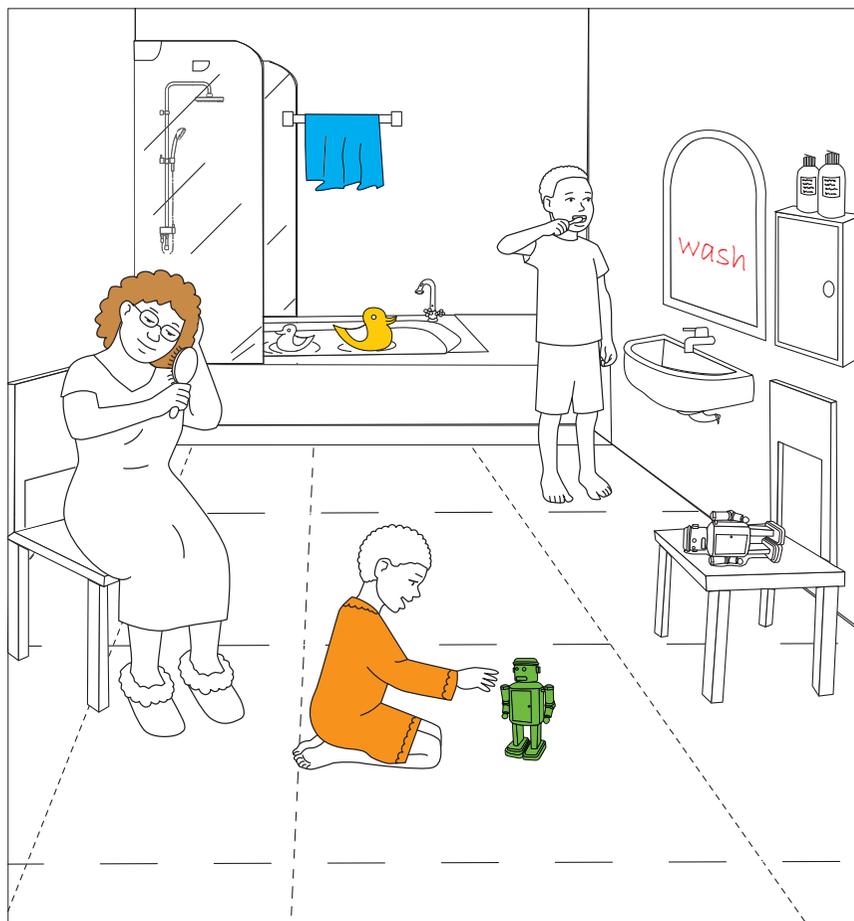
For suggested warm-up activities, see Test 1 page 16.

#### ■ Do the test

**Materials:** SB page 62, Audio 3.5

- 1 Ask students to turn to SB page 62. Read the instructions together.
- 2 Check students have all the colours they will need. Also make sure they have a pen or pencil to write with.
- 3 Check students know the names of the items in the picture. Ask them to predict what colour they think each item will be.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording; students listen and colour and write.
- 6 Let students listen to the recording again. Check answers.

Listen and colour and write. There is one example.



62 Test 3, Listening Part 5

## Audioscript 3.5

**R** = Rubric  
**F** = Female adult  
**Mch** = Male child

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

**F** Hello. Can you see the people in the picture?

**Mch** Yes.

**F** Can you see the grandma?

**Mch** Yes. She's got curly hair.

**F** Do you want to colour it?

**Mch** Yes, please.

**F** Colour Grandma's hair brown.

**Mch** OK.

**R** **Can you see Grandma's brown hair? This is an example. Now you listen and colour and write.**

**One**

**F** Can you see her grandsons?

**Mch** Yes. One is wearing a sweater. Can I colour it blue?

**F** No, colour it orange.

**Mch** OK. I'm colouring the sweater now.

**R** **Two**

**F** Can you see the ducks?

**Mch** Yes, they're in the bath.

**F** Colour the big one yellow.

**Mch** The big one?

**F** Yes.

**Mch** That's a good colour for the duck.

**R** **Three**

**Mch** I can see a mirror.

**F** Do you want to write something on the mirror?

**Mch** Yes, I do.

**F** Write the word 'wash'.

**Mch** Wash?

**F** Yes, that's right.

**R** **Four**

**F** Can you see the towel?

**Mch** Yes. Is it next to the shower?

**F** Yes, that's the towel.

**Mch** Can I colour it?

**F** Yes, good idea! Colour it blue.

**Mch** All right.

**R** **Five**

**F** Let's colour one more thing.

**Mch** All right. What?

**F** Can you see the toy robot?

**Mch** Which one?

**F** The one on the floor.

**Mch** Yes, I can see it. Can I colour it green?

**F** Yes. Well done!

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

**Answer Key** ► SB page 62

Test 3

Reading & Writing  
Part 1

In this part, students match words to their correct definition.

■ Warm-up

For suggested warm-up activities, see Test 1 page 18.

■ Do the test

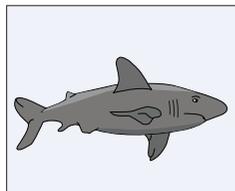
**Materials:** SB pages 64 & 65

- 1 Ask students to turn to SB pages 64 & 65. Read the instructions together.
- 2 Write the example description on the board. Elicit and underline the key words that help you find the answer, e.g. *in a house, up or down*.
- 3 Ask students to underline the key words in the rest of the descriptions (i.e. the words that help them decide on the answer).
- 4 Give them some time to do the task on their own.
- 5 Ask students to compare answers in pairs.
- 6 Check answers. Make sure students' handwriting is legible and that they have spelt the words correctly and included the article if necessary.

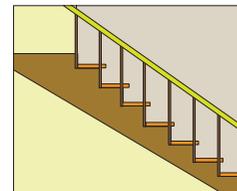
**Answer Key** ► SB page 65

Part 1  
– 5 questions –

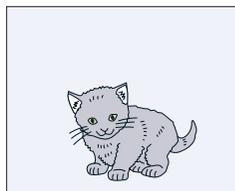
Look and read. Choose the correct words and write them on the lines. There is one example.



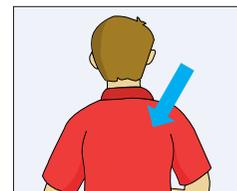
a shark



stairs



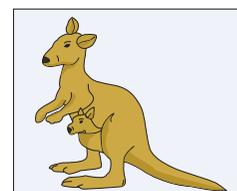
a kitten



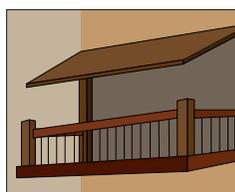
a back



a headache



a kangaroo



a balcony



a toothache

**Example**

You can find these in a house.  
You use them to go up or down.

stairs

**Questions**

1 This animal jumps. It doesn't walk.

a kangaroo

2 When you have this you go to the dentist.

a toothache

3 This part of your body is behind you.  
It is below your neck.

a back

4 This is a small animal. It is a baby cat.

a kitten

5 You can find this on the outside of a house.  
You can stand on it.

a balcony

## Test 3

### Reading & Writing Part 2

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

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 66 & 67

- 1 Ask students to turn to SB pages 66 & 67. Read the instructions carefully.
- 2 Discuss the example together.
- 3 Read the first part of each conversation extract to the class (e.g. *Why didn't you do it?*) and ask students to respond without looking at the available options.
- 4 Give students some time to read the questions and to choose the best answers from the options given.
- 5 Ask students to compare answers in pairs.
- 6 Check answers. Explain why the other options are wrong.

**Answer Key** ► SB pages 66 & 67

## Test 3

### Part 2 – 6 questions –

Read the text and choose the best answer.



#### Example

**Mr Smith:** Fred, did you do your homework?

- Fred:**
- A No, I don't.
  - B No, I didn't.
  - C No, I'm not.

#### Questions

1 **Mr Smith:** Why didn't you do it?

- Fred:**
- A I was sick.
  - B I don't like it.
  - C I haven't got it.

2 **Mr Smith:** Are you all right now?

- Fred:**
- A Yes, I can.
  - B Yes, I'd like that.
  - C Yes, thanks.

3 **Mr Smith:** Can you do it for me this afternoon?

- Fred:**
- A I have to go to the pool this afternoon.
  - B I went yesterday.
  - C I can't go today.

4 **Mr Smith:** How about tomorrow?

- Fred:**
- A All right.
  - B It's not OK.
  - C Yes, please.

5 **Mr Smith:** Would you like a book to read now?

- Fred:**
- A No, I'm not.
  - B You'd like to read a book.
  - C Yes, I'd like that.

6 **Mr Smith:** Can you get one from the library?

- Fred:**
- A The library is in Green Road.
  - B Yes, I can go now.
  - C I can go to the bank.

## Test 3

### Reading & Writing Part 3

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

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 68 & 69

- 1 Ask students to turn to SB pages 68 & 69. Give them a minute to read the text quickly for the gist, ignoring the gaps for now.
- 2 Ask some simple comprehension questions to check understanding, e.g. 'What's the girl's name?' 'Mary.' 'Where did she go?' 'She went shopping.'
- 3 Read the instructions carefully and discuss the example together.
- 4 Give students some time to read the text carefully and to try to guess which word (or type of word) could go in each gap. They should do this without looking at the words and pictures in the box. This will help them choose the correct word when they do see the options in the box.
- 5 Students choose the best word for each gap from the box.
- 6 Ask students to compare answers in pairs.
- 7 Check answers.
- 8 Students choose the best title for the story. Check answers.

**Answer Key** ► SB pages 68 & 69

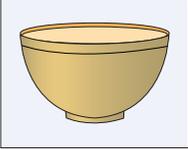
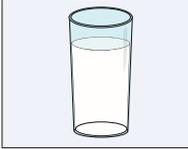
## Test 3

### Part 3 – 6 questions –

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

Mary and her mother went shopping on Saturday. They bought some new clothes and some new shoes. When they finished shopping, they went and had lunch. Mary was very (1) hungry. She had some soup and a (2) bowl of pasta. Her mother only had a sandwich and some tea. On their way home, they stopped to (3) eat some ice cream. Mary's mother was surprised because Mary had three ice creams. The next day, they put on their new clothes. Mary was not (4) happy when she saw that her new jeans were too small. Her mum said, "I told you not to eat the ice cream!" Mary looked at her (5) mother and they both started to laugh.

**Example**

		
bought	mother	happy
		
bowl	hungry	glass
		
eat	drink	clothes

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

Tick one box.

Mary's new shoes

Mary's favourite food

Mary's shopping trip

## Test 3

### Reading & Writing Part 4

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

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 70 & 71

- 1 Ask students to turn to SB pages 70 & 71. Ask them to predict the content of the text from the picture and the title.
- 2 Read the instructions carefully and discuss the example together.
- 3 Give students some time to read the text carefully and to try to guess which word or type of word could go in each gap. They should do this without looking at the answer options. This will help them choose the correct word for each gap when they do see the options.
- 4 Students choose the best word for each gap from the options given.
- 5 Ask students to compare answers in pairs.
- 6 Check answers.

**Answer Key** ► SB page 70

### Part 4

– 5 questions –

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

**The beach**

**Example**

Most people like to go to \_\_\_\_\_ the \_\_\_\_\_ beach.  
 In the summer holidays, children often  
 1 \_\_\_\_\_ go \_\_\_\_\_ with their parents. They play  
 and run on the sand, they swim in the sea and  
 2 sometimes they just sit on \_\_\_\_\_ their \_\_\_\_\_ towels.  
 3 In the water, there \_\_\_\_\_ are \_\_\_\_\_ fish  
 swimming and looking for food.  
 The fish at the beach are often small but  
 4 \_\_\_\_\_ sometimes \_\_\_\_\_ they are big. At some beaches  
 you have to be careful because the big fish are  
 sharks!  
 5 Children aren't the only ones \_\_\_\_\_ who \_\_\_\_\_ like  
 the beach. Dogs like the beach, too. They like to walk on  
 the sand but they like to swim in the water, too!

<b>Example</b>	the	an	a
1	going	went	go
2	his	their	its
3	is	are	be
4	sometimes	never	often
5	who	which	where

## Test 3

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 pages 26 & 27.

### ■ Do the test

**Materials:** SB pages 72, 73 & 74

- 1 Ask students to turn to SB pages 72, 73 & 74. Ask them to predict the content of the story from the pictures.
- 2 Read the instructions carefully and discuss the examples together.
- 3 Give students some time to read the story extracts carefully and to complete the sentences.
- 4 Check answers after each section. Ask students to compare answers in pairs first. When checking answers, ask students to read the part of the story that helped them with their answers.

**Answer Key** ► SB pages 72–74

## Part 5

– 7 questions –

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

### The house in the forest



Last Saturday, Fred and his sister, Anna, went for a walk in a forest near their home. After some time they saw a small house. “Look,” Fred said. “That house is smaller than our house.” Anna said, “Yes, it’s very small and it’s got a funny roof.” They walked up to the door and called out. A young girl answered the door. “Hello,” she said, “My name’s Sally.”

### Examples

Fred went for a walk with his sister.

Fred’s home is near the forest.

### Questions

- 1 The children saw a small house in the forest.
- 2 The girl who lives in the house is called Sally.

## Reading & Writing



The children went inside the house. Sally took them up to her room. They talked and played all afternoon. Then Fred said, "Look at the time. We must go home." The children said goodbye to Sally, went downstairs and walked home quickly. They were very happy to make a new friend.

- The children went upstairs to Sally's room.
- The children talked and played with Sally all afternoon.

## Test 3



When they got home, the children told their parents all about their day. Their father said, "I'd like to see this house." On Sunday, the children and their father looked for Sally's house. They walked for a long time but they couldn't find it. They couldn't understand it. Their father asked, "Did you see it in a dream?" The children were very surprised. Did they dream it? They started to walk home slowly. Suddenly Fred saw the house between some trees. Sally came out and said, "Hello." They were very happy to see her again.

- At home, the children told their parents about Sally and the house.
- Fred, Anna and their dad looked for the house. Their dad thought it was a dream.
- The children were very happy when they saw Sally again.

## Test 3

### Reading & Writing Part 6

In this part, students complete sentences, respond to questions and write their own sentences about a picture.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 pages 29 & 30.

#### ■ Do the test

**Materials:** SB pages 76 & 77

- 1 Ask students to turn to SB pages 76 & 77. Ask them to say where the scene is (*a beach*) and how many people there are (*eight*).
- 2 Read the instructions carefully and discuss the examples together.
- 3 Give students some time to look at sentences 1 and 2 and to think about what type of word they are looking for.
- 4 Ask them to complete the sentences.
- 5 Now ask them to look at questions 3 and 4 and to identify the subjects from the questions in the picture. Ask them to underline the *Wh-* word in each question and to think about what information they need to write.
- 6 Ask students to write their answers and to compare their answers in pairs.
- 7 Now ask them to think about two different people or things they can write about. Remind students this must be something new. They could prepare this in pairs.
- 8 Check their answers. Students receive 1 mark for the correct response in questions 1 and 2. For questions 3–6, students can get a maximum of 2

## Test 3

### Part 6 – 6 questions –

Look and read and write.



#### Examples

The girl in the yellow T-shirt is writing .

Where is the whale? In the sea

76 Test 3, Reading & Writing Part 6

marks per question. This is for writing something which clearly links to the picture and for writing something that can be understood. NB Accuracy is *not* marked as long as the response can be understood.

**Answer Key** ► SB page 77

## – Questions –

**Complete the sentences.**

- 1 The woman in the blue dress is reading .
- 2 The man's trousers are blue .

**Answer the questions.**

- 3 What is the girl with the red hair holding?  
(She is holding) a bat.
- 4 Where is the man?  
(He is) on the beach / on the/a towel / on the/a mat.

**Now write two sentences about the picture.**

- 5 The two girls are playing a game on the beach.
- 6 The small boy is playing with two ducks.

# Test 3

## Speaking Part 1

In this part, students describe four differences between two pictures.

### ■ Warm-up

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

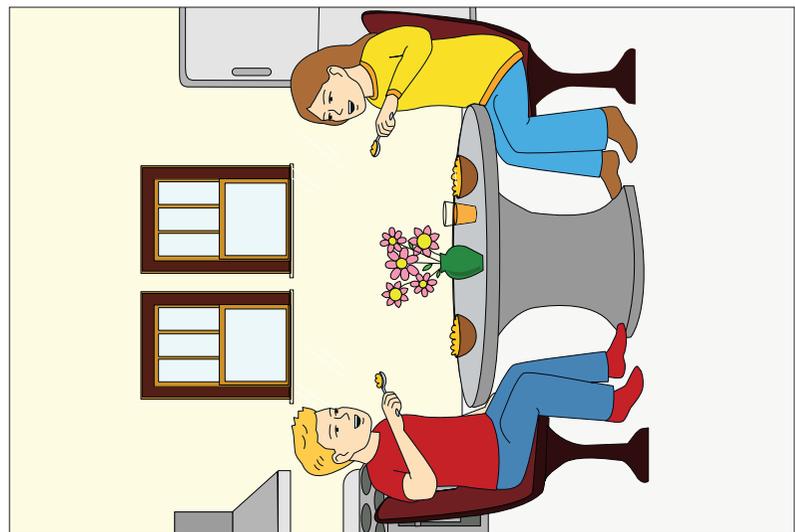
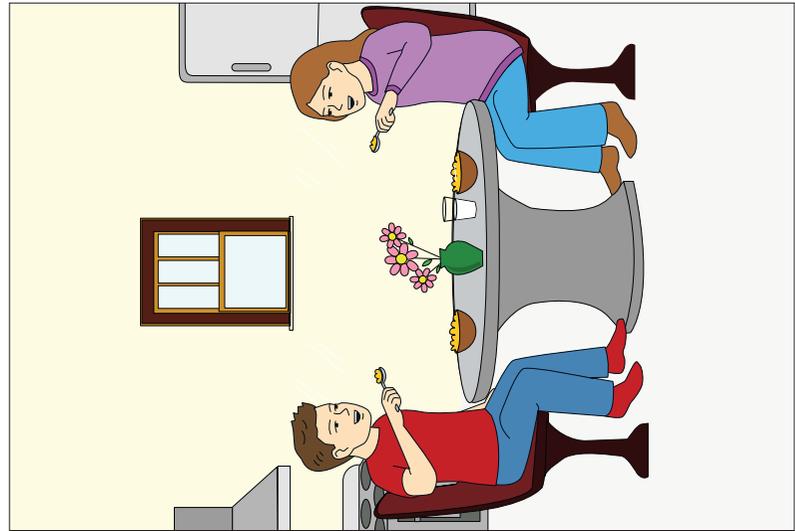
### ■ Do the test

**Materials:** SB page 78

- 1 Ask students to turn to SB page 78. Make sure they know what is happening in each picture. Ask them some questions, e.g. *Who's in the picture? Where is he / she? What is he / she doing?* etc. Elicit the names of any objects in the pictures.
- 2 Encourage students to describe four differences. Give an example if necessary.

### Answer Key

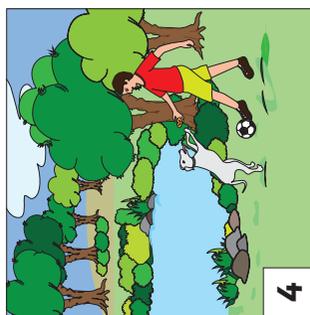
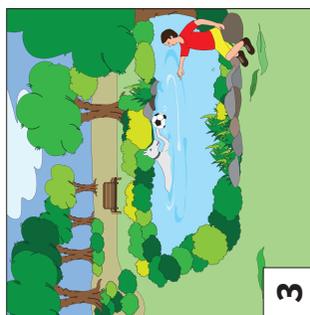
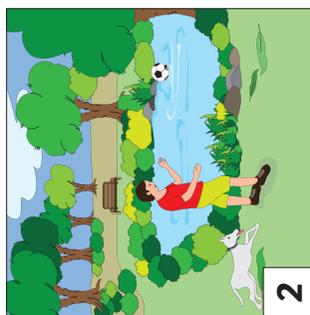
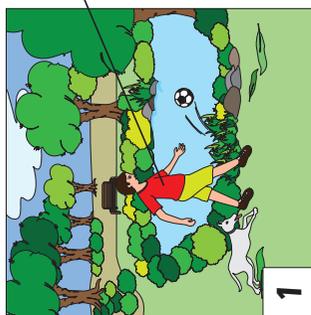
- 1 There are two windows. / There is one window.
- 2 The boy has got blond hair. / The boy has got brown hair.
- 3 The girl is wearing a yellow sweater. / The girl is wearing a purple sweater.
- 4 There is a glass of orange juice. / There is a glass of milk.
- 5 There are five flowers. / There are three flowers.



78 Test 3, Speaking Part 1

Charlie loses his ball

Charlie



MOVERS SPEAKING: Picture Story

Test 3, Speaking Part 2 79

## Speaking Part 2

In this part, students continue a story by describing a series of pictures.

### ■ Warm-up

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

### ■ Do the test

**Materials:** SB page 79

- 1 Ask students to turn to SB page 79. Check they know the vocabulary necessary to describe what is happening in each picture.
- 2 Read the first part of the story to students:

*These pictures tell a story. It's called 'Charlie loses his ball'. Charlie is in the park with his dog. He's kicking a ball.*

- 3 Give students time to look at the pictures first. Ask students to tell the story to you. Alternatively, ask them to work in pairs. They should take it in turns to tell the story to each other.
- 4 Ask students to tell their version of the story to the class.

### Possible Answer Key

Picture 2 – Charlie kicks the ball and it goes into the lake. He can't get it.

Picture 3 – The dog is swimming in the lake. He is getting the ball.

Picture 4 – The dog has got the ball. Charlie is very happy. He is giving his dog a biscuit.

## Test 3

### Speaking Part 3

In this part, students identify which picture is the odd one out and say why.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 pages 33 & 34.

#### ■ Do the test

**Materials:** SB page 80

- 1 Ask students to turn to SB page 80. Show them the first set of pictures and say:

*Which one is different?*

*This one is different (point to the panda). A dolphin, a shark and a whale all live in the sea. A panda lives on land.*

- 2 Give students time to look at the pictures. They should say which picture is different in each set and why.
- 3 Accept any reasonable answer and justification.

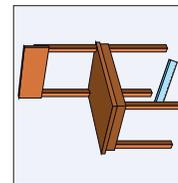
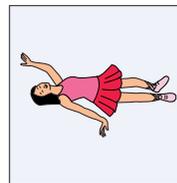
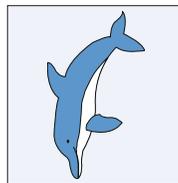
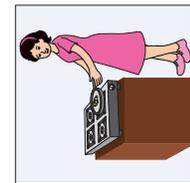
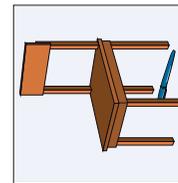
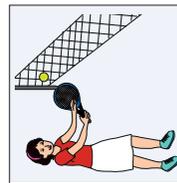
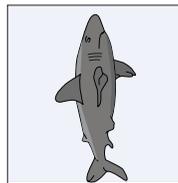
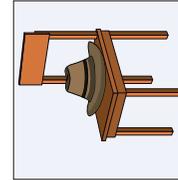
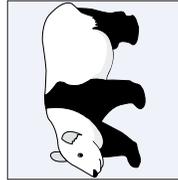
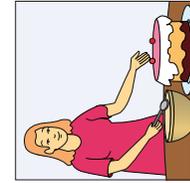
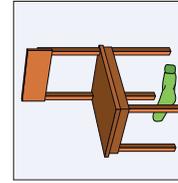
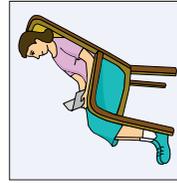
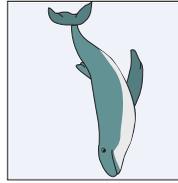
#### Possible Answer Key

Set 2 – Picture 4. In this picture she is reading / sitting down but in the others she is doing sport / standing up.

Set 3 – Picture 3. In this picture the hat is on the chair but in the others the things are under the chair.

Set 4 – Picture 1. In this picture the boy is eating but in the others the people are cooking.

## Test 3



80 Test 3, Speaking Part 3

MOVERS SPEAKING: Odd-one-out

### Speaking Part 4

In this part, students answer personal questions.

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** None

- 1 Ask each student some questions about their friends, their likes and dislikes, their family, their home, their school, e.g.

*Let's talk about your room.*

*Is your room big or small?*

*Have you got a TV in your room?  
Where do you do your homework?  
Tell me what is in your room.*

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

What to do (Use child's name throughout the exam)	What to say	Answer from candidate (one word sufficient but more than one word is preferred)	Back-up question if necessary
Usher brings candidate into examination room	Introduces the child to the examiner: <i>This is ...</i> Examiner to candidate: <i>Hello, my name's ...</i> <i>What's your name? How old are you?</i>	<i>Hello.</i> <i>I'm [Clare] and I'm [ten].</i>	
<b>1</b> Examiner shows <u>both</u> Part 1 pictures to candidate.	<i>These pictures are almost the same but some things are different. For example, in this picture there are two windows but in this picture there is one window. I'll say something about my picture and you tell me how your picture is different.</i>  <i>In my picture ...</i> <i>there are two windows.</i> <i>the boy has got blond hair.</i> <i>the girl is wearing a yellow sweater.</i> <i>there is a glass of orange juice.</i> <i>there are five flowers.</i>	Candidate points to the items in the picture and says the different things. <i>(There is) one window.</i> <i>(The boy has got) brown hair.</i> <i>(The girl is wearing a) purple sweater.</i> <i>(There is a glass of) milk.</i> <i>(There are) three flowers.</i>	<i>Are there two windows?</i> <i>Has the boy got blond hair?</i> <i>Is the girl wearing a yellow sweater?</i> <i>Is there a glass of orange juice?</i> <i>How many flowers are there?</i>
<b>2</b> Show picture story.	<i>These pictures tell a story. It's called 'Charlie loses his ball'. Charlie is in the park with his dog. He's kicking a ball. Now you tell the story.</i>	Candidate briefly describes pictures 2–4. <i>2 – Charlie kicks the ball and it goes into the lake. He can't get it.</i> <i>3 – The dog is swimming in the lake. He is getting the ball.</i> <i>4 – The dog has got the ball. Charlie is happy. He is giving his dog a biscuit.</i>	<i>What did Charlie do? Where is the ball? Can Charlie get his ball?</i> <i>What's the dog doing?</i>  <i>Where is Charlie's ball now?</i> <i>Is Charlie happy?</i>
<b>3</b> Show the odd one out pictures.	Show students the first set of pictures and say: <i>Here are four pictures. Which one is different?</i>  <i>This one is different (point to the panda). A dolphin, a shark and a whale all live in the sea. A panda lives on land.</i> <i>Now look at these pictures (show next set). Which one is different? (Why?)</i>	Set 2 – (point to picture 4) <i>In this picture she is reading / sitting down but in the others she is doing sport / standing up.</i> Set 3 – (point to picture 3) <i>In this picture the hat is on the chair but in the others the things are under the chair.</i> Set 4 – (point to picture 1) <i>In this picture the boy is eating but in the others the people are cooking.</i>	Prompt candidate to justify their choice by asking <i>Why?</i> Set 2 – <i>What is the girl doing in these pictures? In this picture?</i>  Set 3 – <i>Where are the things in these pictures?</i>  Set 4 – <i>What are the people doing? What is the boy doing?</i>
<b>4</b> Ask a few personal questions.	<i>Now, (name), let's talk about your room.</i> <i>Is your room big or small?</i> <i>Have you got a TV in your room?</i> <i>Where do you do your homework?</i> <i>Tell me what is in your room.</i>	<i>Small</i> <i>No</i> <i>(At) the desk</i>  <i>There is a bed, a chair and a desk.</i>	<i>Is your room big?</i>  <i>Do you do your homework at the desk?</i> <i>Have you got a mirror? Are there pictures on the wall?</i>
	<i>Thank you, (name).</i> <i>Bye.</i>		

# Test 4

## Listening Part 1

In this part, students 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 82, Audio 4.1

- 1 Ask students to turn to SB page 82. Read the names and ask students to repeat.
- 2 Ask students to name all the colours and items in the picture. Ask them what some of the people in the picture are doing, e.g. 'What's this boy doing?' 'He's climbing a tree.'
- 3 Play the first part of the recording. Go through the example.
- 4 Play the rest of the recording; students match the names to the people in the picture.
- 5 Let students listen to the recording again. Check answers.

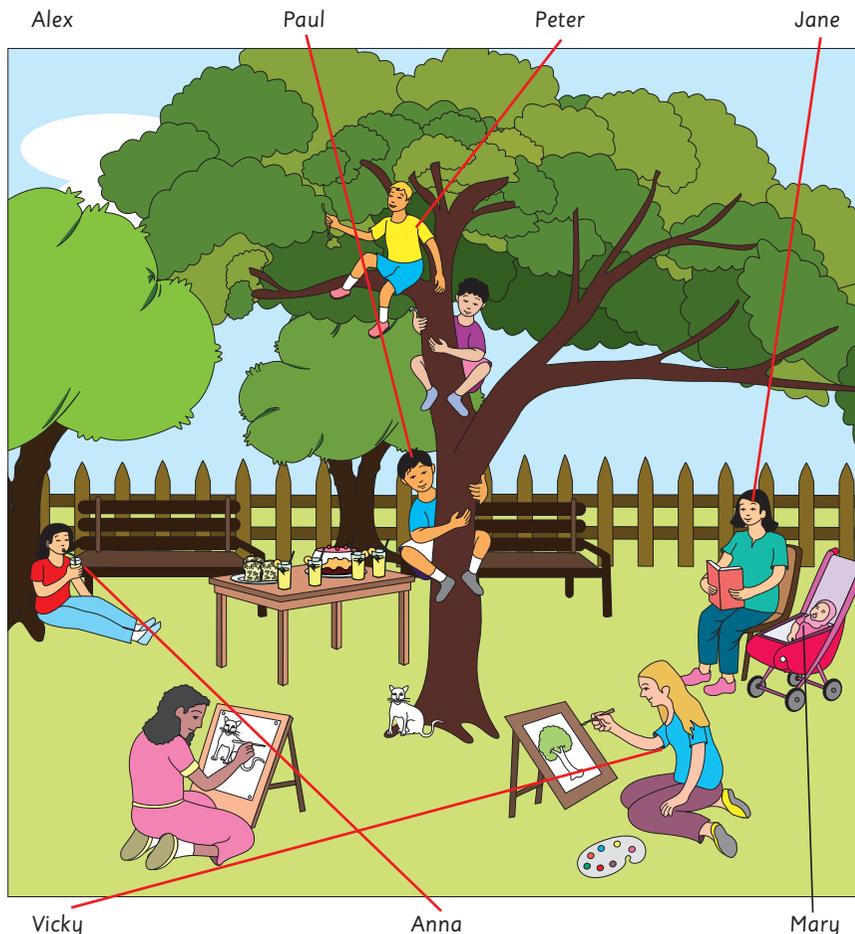
### Audioscript 4.1

- R** = Rubric
- F** = Female adult
- Mch** = Male child

- R** **Look at Part One. Look at the picture. Listen and look. There is one example.**
- F** Hello, Alex. What are you doing?
- Mch** We're having a picnic.
- F** Who's the baby?
- Mch** That's my sister Mary.
- F** Your sister?
- Mch** Yes. She's crying!
- R** **Can you see the line? This is an example. Now you listen and draw lines. One**
- F** Is that your mother?
- Mch** Which one?
- F** The one who's sitting on the chair.
- Mch** The one who's reading?
- F** Yes.

## Part 1 - 5 questions -

Listen and draw lines. There is one example.



82 Test 4, Listening Part 1

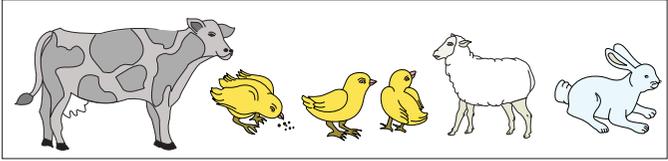
- Mch** No. That's Jane. She's my aunt.
- R** **Two**
- Mch** Can you see the boy who's sitting in the tree?
- F** The one with the blond hair?
- Mch** Yes. That's my friend Peter.
- F** Is he a good friend?
- Mch** Yes. He's my best friend.
- R** **Three**
- F** Who's the boy that's climbing the tree?
- Mch** Which one?
- F** The one who's wearing the blue T-shirt.
- Mch** And white shorts?
- F** Yes.
- Mch** That's Paul.
- R** **Four**
- Mch** The girl who's painting a picture is Vicky.
- F** The one who's drawing a picture of a cat?
- Mch** No. The one who's painting a picture of the tree. She's got straight hair.
- F** Yes, I see her.
- R** **Five**
- F** Who's the girl sitting on the grass?
- Mch** Which one?
- M** The one with the short black hair.
- Mch** Is she drinking something?
- F** Yes.
- Mch** That's Anna. She's very thirsty.
- R** **Now listen to Part One again.**

**Answer Key** ► SB page 82

Part 2  
– 5 questions –

Listen and write. There is one example.

**THE SCHOOL TRIP**



Where? a farm

1 Teacher's name: Miss Black

2 How many kinds of animals? 12 / twelve

3 Favourite animals: the horses and the rabbits

4 Lunch: (chicken) soup and bread

5 Bought: (a) book

Test 4, Listening Part 2 83

**M** Hello, Sally. How was your school trip last week?

**Fch** Hi. It was great.

**M** Where did you go?

**Fch** To a farm.

**M** A farm in the town?

**Fch** No, it was in the country.

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

**M** Did you go with your class?

**Fch** Yes, I did.

**M** Did your teacher go, too?

**Fch** Yes, she took us.

**M** What's your teacher's name?

**Fch** It's Miss Black.

**M** How do you spell that?

**Fch** B-L-A-C-K.

**R** **Two**

**M** Did you see many different kinds of animals?

**Fch** Yes, we did. Let's see. We saw cows, sheep, chickens, ducks, horses ...

**M** So you saw five different kinds of animals. Is that right?

**Fch** No, we saw a lot more. About 12 different kinds I think.

**M** So, 12. That's a lot.

**R** **Three**

**M** Which animals did you like best?

**Fch** My favourite animals were the horses and the rabbits.

**M** Really? Why?

**Fch** The rabbits were funny, and the horses were strong and beautiful.

**M** Yes, I like them, too.

**R** **Four**

**M** Did you have lunch there?

**Fch** Yes, we did.

**M** What did you have?

**Fch** We had soup and some bread.

**M** What kind of soup was it?

**Fch** Chicken, I think.

**R** **Five**

**Fch** After lunch we went to a shop in the town.

**M** Oh? Did you buy anything?

**Fch** Yes, I did. I bought a book.

**M** A book? What is it about?

**Fch** It's about farm animals!

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

**Answer Key** ► SB page 83

## Listening Part 2

In this part, students listen and answer questions with a name or a number.

### ■ Warm-up

For suggested warm-up activities, see Test 1 pages 10 & 11.

### ■ Do the test

**Materials:** SB page 83, Audio 4.2

- 1 Ask students to turn to SB page 83. Read the notes and check students know what the words mean. Encourage them to guess what type of information or word(s) might

be missing and to give some examples.

- 2 Play the first part of the recording. Go through the example.
- 3 Play the rest of the recording; students write the word(s) on the lines.
- 4 Let students listen to the recording again. Check answers.

### Audioscript 4.2

**R** = Rubric  
**M** = Male adult  
**Fch** = Female child

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

# Test 4

## Listening Part 3

In this part, students match a list of illustrated words or names with a set of pictures. They write letters in the correct boxes.

### ■ Warm-up

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

### ■ Do the test

**Materials:** SB pages 84 & 85, Audio 4.3

- 1 Ask students to turn to SB pages 84 & 85. Read the instructions as a class.
- 2 Check students know how to read and pronounce all the names listed. Drill them.
- 3 Encourage students to describe the pictures on page 85 as simply as they can. They should say where each picture is and what might happen there, e.g. *zoo, park, cinema*, etc. Pre-teach any words they may need to know.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording. Students listen and match the pictures to the people.
- 6 Let students listen to the recording again. Check answers.

### Audioscript 4.3

**R** = Rubric  
**M** = Male adult  
**Fch** = Female child

**R** **Part Three. Look at the pictures. Daisy is telling her teacher what she and her friends did last week. What did each friend do? Listen and look. There is one example.**

**M** Hello, Daisy. Did you have a good time last week?

## Part 3 – 5 questions –

**Daisy is telling her teacher what she and her friends did last week. What did each friend do?**

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



Lily

H



Charlie

B



Zoe

E



Peter

A



Julia

G



Paul

D

**Fch** Yes. We didn't go on holiday but I did lots of things with my friends.

**M** Oh! What did you do?

**Fch** Well, on Monday Lily and I went to see lots of animals on a farm. And the farmer gave us a ride on his tractor. It was better than the zoo because you can feed the animals.

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

**One**

**M** What other things did you do?

**Fch** Well, one day it was very wet. Paul and I went to the cinema to see a film about a zoo in Canada.

**M** Oh, interesting!

**Fch** Yes, we loved it. The animals looked really happy. And we had ice cream!

**R** **Two**

**Fch** Oh, on Wednesday Julia and I went to a new café in town. It's really nice. It sells all kinds of milkshakes. We had a big one.

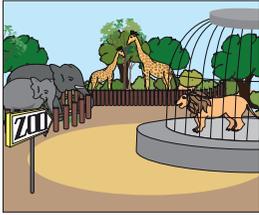
**M** Oh, yes. Another student told me about this. Did you go shopping, too?



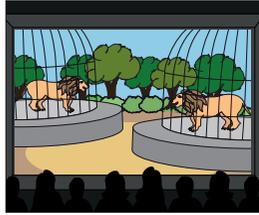
A



B



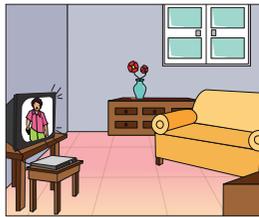
C



D



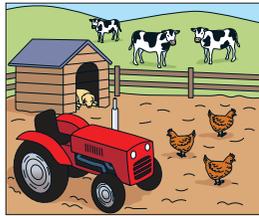
E



F



G



H

Test 4, Listening Part 3 85

## Listening

**Fch** Yes, it was a lot of shopping. But after that we played in the garden. It was sunny and I didn't want to watch TV all day.

**M** Great!

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

**Answer Key** ► SB page 84

**Fch** No, we didn't have any more money!

**R** **Three**

**Fch** Then another day Charlie came to my house and we sat and listened to music in my room. We really like doing that.

**M** Yes, it's nice. Does Charlie play the piano?

**Fch** Yes, but not that day. He wanted to go to the cinema but I didn't like the film.

**R** **Four**

**Fch** The next day was very sunny. Zoe and I went to the park.

**M** Did you walk there?

**Fch** No, we took our bikes. We rode all around the park all afternoon. Some of the dogs were running with us! And there were some people playing music on the grass. It was nice.

**M** Fun!

**R** **Five**

**Fch** On Friday I wanted to help Mum. My brother Peter and I went to the supermarket for her.

**M** That was good of you.

# Test 4

## Listening Part 4

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

### ■ Warm-up

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

### ■ Do the test

**Materials:** SB pages 86 & 87, Audio 4.4

- 1 Ask students to turn to SB pages 86 & 87. Read the questions and check students know what they mean.
- 2 Ask students to look at the pictures and to guess what each dialogue will be about. If there are people in the pictures, they could say who they might be, where they are and what they are doing.
- 3 Check students know the names of the items in the pictures. Take this opportunity to pre-teach any words they may need to know, e.g. *parrot*, *bread*, etc.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording; students listen and tick the correct picture.
- 6 Let students listen to the recording again. Check answers. Ask students to describe one or two of the pictures.

### Audioscript 4.4

- R** = Rubric
- F** = Female adult
- Mch** = Male child
- Fch** = Female child
- M** = Male adult

**R** **Part Four. Look at the pictures. Listen and look. There is one example.**

# Test 4

## Part 4 – 5 questions –

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

What did Jim do yesterday?



**A**

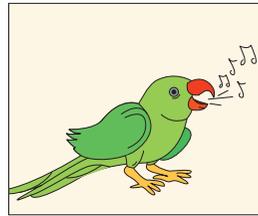


**B**

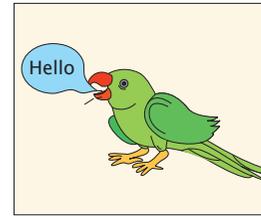


**C**

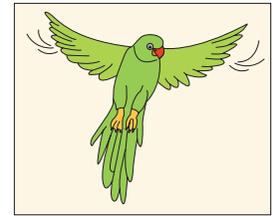
1 What can Grace's parrot do?



**A**

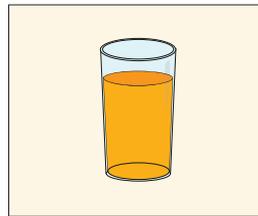


**B**

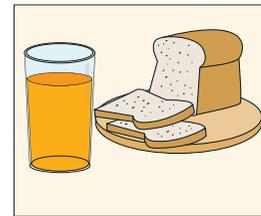


**C**

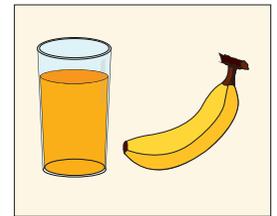
2 What did Fred have for breakfast?



**A**



**B**



**C**

86 Test 4, Listening Part 4

### What did Jim do yesterday?

- F** Did you go on a picnic yesterday?
- Mch** No, we went to the sports centre.
- F** Did you play football?
- Mch** No, we played basketball.
- F** Did you win?
- Mch** Yes, we did.
- R** **Can you see the tick? Now you listen and tick the box.**
- One. What can Grace's parrot do?**
- Fch** This is my new parrot!

- M** Oh, can it speak?
- Fch** No, it can't. And it can't sing.
- M** Well, can it fly?
- Fch** Yes, it can. Look out!
- R** **Two. What did Fred have for breakfast?**
- F** Fred, did you have some orange juice this morning?
- Mch** Yes, I did. I had something to eat, too.
- F** Did you have some bread?
- Mch** No, I had a banana.
- F** Is that all?
- Mch** Yes.

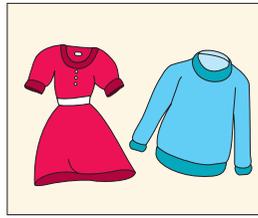
3 Which are Sally's new clothes?



A

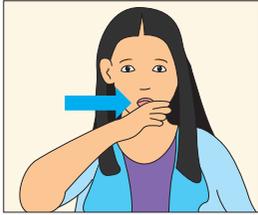


B



C

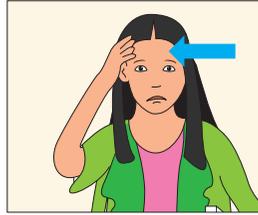
4 Which part of Anna's body hurts?



A

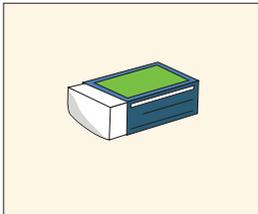


B

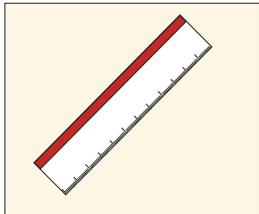


C

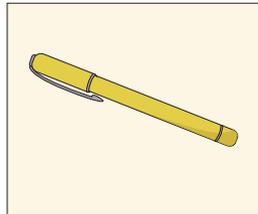
5 What did Tom lose at school today?



A



B



C

- Mch** No, I didn't lose that.  
**F** Well, what did you lose?  
**Mch** I lost my ruler.  
**R** **Now listen to Part Four again.**

**Answer Key** ► SB pages 86 & 87

**R** **Three. Which are Sally's new clothes?**

**M** What did you buy today? Did you get a new dress?

**Fch** No, I didn't. I couldn't see one that I liked.

**M** So what did you get?

**Fch** I got this scarf.

**M** Oh, that's beautiful.

**Fch** And I got this sweater, too.

**M** It's beautiful, too.

**R** **Four. Which part of Anna's body hurts?**

**M** Are you all right, Anna?

**Fch** No, I'm not.

**M** Have you got a headache?

**Fch** No, that doesn't hurt.

**M** A stomach-ache, then?

**Fch** No, it's not that.

**M** Oh, you've got a toothache?

**Fch** Yes. Ow!

**R** **Five. What did Tom lose at school today?**

**Mch** Oh no. I think I lost something!

**F** Did you lose your eraser again?

**Mch** No. I lost that last week.

**F** You didn't lose your new pen?

## Test 4

### Listening Part 5

In this part, students listen to instructions and colour and write a word on a picture.

#### ■ Warm-up

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

#### ■ Do the test

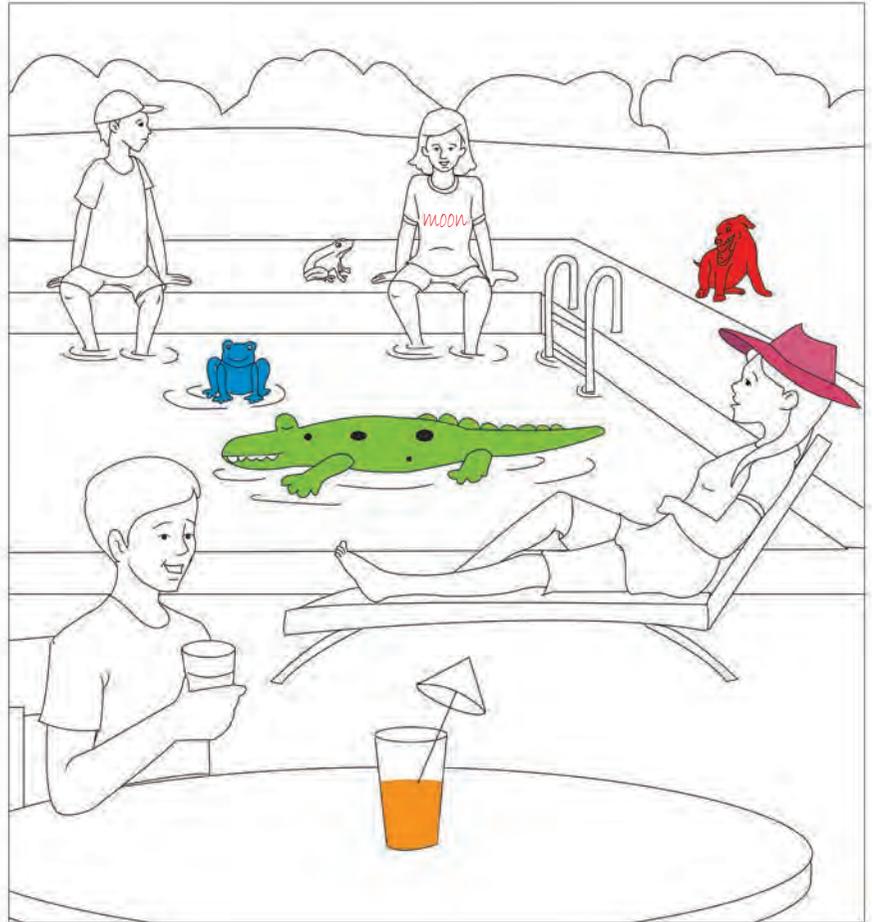
**Materials:** SB page 88, Audio 4.5

- 1 Ask students to turn to SB page 88. Read the instructions together.
- 2 Check students have all the colours they will need. Also make sure they have a pen or pencil to write with.
- 3 Check students know the names of the items in the picture. Ask them to predict what colour they think each item will be.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording; students listen and colour and write.
- 6 Let students listen to the recording again. Check answers.

### Part 5

– 5 questions –

Listen and colour and write. There is one example.



88 Test 4, Listening Part 5

## Audioscript 4.5

**R** = Rubric  
**M** = Male adult  
**Fch** = Female child

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

**M** Hello, Anna. Is this a picture from your holiday?

**Fch** Yes, it is. Can we colour it?

**M** Yes, let's colour it. Can you see the woman who's lying down?

**Fch** Yes. That's my mum. Can I colour her hat?

**M** Yes. Colour her hat pink.

**Fch** Oh, that's my favourite colour.

**R** **Can you see the pink hat? This is an example. Now you listen and colour and write.**  
**One**

**M** Can you see the drink?

**Fch** The one that the boy is holding?

**M** No, the one on the table.

**Fch** Yes, I can see it. Can I colour it orange?

**M** Yes, colour the drink now.

**R** **Two**

**M** Can you see the frog?

**Fch** Which one? There are two.

**M** The one in the water.

**Fch** The big one?

**M** Yes. Colour it blue.

**Fch** Can I colour all of it?

**M** Yes, but colour it quickly.

**R** **Three**

**M** Can you see the girl?

**Fch** Which girl?

**M** The one who's sitting by the pool.

**Fch** With her feet in the water?

**M** Yes, her. Write a word. Write 'moon' on the front of her T-shirt.

**Fch** Moon?

**M** Yes, that's right.

**R** **Four**

**Fch** Look at the crocodile!

**M** Is it real?

**Fch** No! Can I colour it?

**M** Yes. Colour it green.

**Fch** A good colour for a crocodile.

**M** Yes.

**R** **Five**

**M** Is that your puppy?

**Fch** Yes, it is. He's naughty!

**M** I think he's a nice puppy! Colour him red.

**Fch** OK. That's funny.

**M** Yes, it is. I like this picture now!

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

**Answer Key** ► SB page 88

Test 4

Reading & Writing

Part 1

In this part, students match words to their correct definition.

■ Warm-up

For suggested warm-up activities, see Test 1 pages 18 & 19.

■ Do the test

**Materials:** SB pages 90 & 91

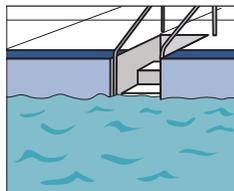
- 1 Ask students to turn to SB pages 90 & 91. Read the instructions together.
- 2 Write the example description on the board. Elicit and underline the key words that help you find the answer, e.g. *drink, water*.
- 3 Ask students to underline the key words in the rest of the descriptions (i.e. the words that help them decide on the answer).
- 4 Give them some time to do the task on their own.
- 5 Ask students to compare answers in pairs.
- 6 Check answers. Make sure students' handwriting is legible and that they have spelt the words correctly and included the article if necessary.

**Answer Key** ► SB page 91

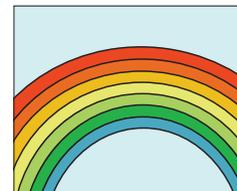
Part 1

– 5 questions –

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



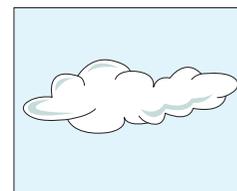
a swimming pool



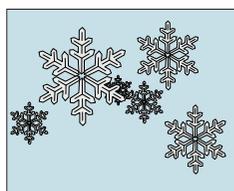
a rainbow



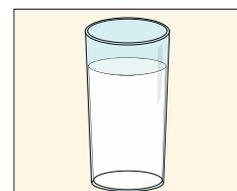
a market



a cloud



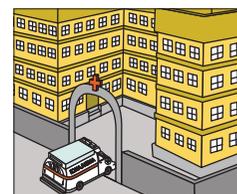
snow



a glass



a cup



a hospital

**Example**

You can drink water from this.

a glass

**Questions**

1 You can see this after it rains. It's got many colours.

a rainbow

2 You can buy fruit and vegetables here.

a market

3 This weather is very cold and white.

snow

4 This can be inside or outside. You can swim in it.

a swimming pool

5 You can see this when it rains. It is white or grey.

a cloud

## Test 4

### Reading & Writing

#### Part 2

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

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 92 & 93

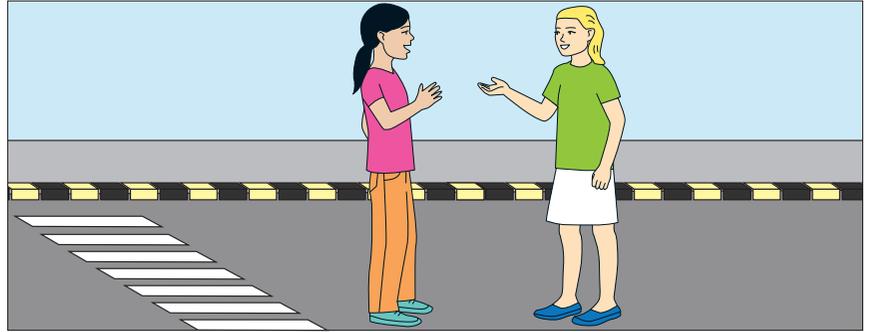
- 1 Ask students to turn to SB pages 92 & 93. Read the instructions carefully.
- 2 Discuss the example together.
- 3 Read the first part of each conversation extract to the class (e.g. *Where are you going?*) and ask students to respond without looking at the available options.
- 4 Give students some time to read the questions and to choose the best answers from the options given.
- 5 Ask students to compare answers in pairs.
- 6 Check answers. Explain why the other options are wrong.

**Answer Key** ► SB pages 92 & 93

## Test 4

### Part 2 – 6 questions –

Read the text and choose the best answer.



#### Example

**Anna:** Hello, Daisy. How are you?

- Daisy:**  A I'm fine, thanks.  
 B I'm Jill's sister.  
 C I'm riding a bike.

#### Questions

1 **Anna:** Where are you going?

- Daisy:**  A I'm going now.  
 B I was at home.  
 C To the market.

2 **Anna:** What do you need to get?

- Daisy:**  A Some eggs.  
B I need to get up.  
C I've got some pasta.

3 **Anna:** I like going to the market.

- Daisy:** A Yes, please.  
B Yes, I do.  
 C So do I.

4 **Anna:** Do you want to come to my house this afternoon?

- Daisy:** A No, I like my house.  
 B I'd like that, thanks.  
C That's all right.

5 **Anna:** How about watching a DVD?

- Daisy:**  A Yes, all right.  
B Yes, I am.  
C Yes, I can.

6 **Anna:** OK. I've got to go now.

- Daisy:** A It was good.  
B I love that.  
 C Me too.

## Test 4

### Reading & Writing Part 3

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

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 94 & 95

- 1 Ask students to turn to SB pages 94 & 95. Give them a minute to read the text quickly for the gist, ignoring the gaps for now.
- 2 Ask some simple comprehension questions to check understanding, e.g. 'Where did Bill go yesterday?' 'He went to a party.' 'Whose party was it?' 'It was Fred's party / Bill's best friend's party.'
- 3 Read the instructions carefully and discuss the example together.
- 4 Give students some time to read the text carefully and to try to guess which word (or type of word) could go in each gap. They should do this without looking at the words and pictures in the box. This will help them choose the correct word when they do see the options in the box.
- 5 Students choose the best word for each gap from the box.
- 6 Ask students to compare answers in pairs.
- 7 Check answers.
- 8 Students choose the best title for the story. Check answers.

**Answer Key** ► SB pages 94 & 95

## Test 4

### Part 3 – 6 questions –

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

Bill went to a party at Fred's house yesterday.

Fred is Bill's best friend. It was Fred's birthday so Bill wanted to give him a nice

(1) present. On Friday, Bill and his mum went shopping to

(2) buy Fred a present. He didn't want to give him any

clothes. He bought him clothes last year. He knew his friend liked

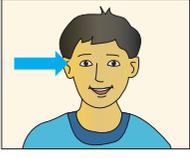
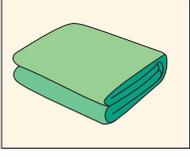
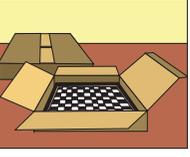
(3) games so he bought him a new one. At the party,

Fred (4) opened some of his presents. He got some clothes, some CDs and some DVDs. When he opened Bill's present, he was very happy because he liked the game.

He then opened another five presents. He wasn't very happy when he

(5) saw that they were all the same game!

**Example**

		
party	friend	present
		
saw	buy	hide
		
blanket	opened	games

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

**Tick one box.**

- Bill's birthday party
- Bill goes shopping
- Bill's best friend

## Test 4

### Reading & Writing Part 4

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

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 96 & 97

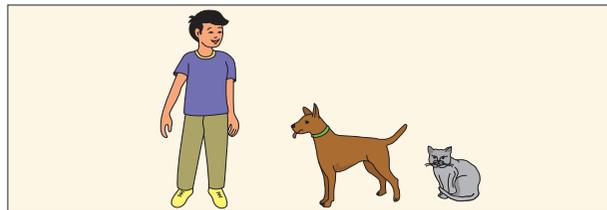
- 1 Ask students to turn to SB pages 96 & 97. Ask them to predict the content of the text from the picture and the title.
- 2 Read the instructions carefully and discuss the example together.
- 3 Give students some time to read the text carefully and to try to guess which word or type of word could go in each gap. They should do this without looking at the answer options. This will help them choose the correct word for each gap when they do see the options.
- 4 Students choose the best word for each gap from the options given.
- 5 Ask students to compare answers in pairs.
- 6 Check answers.

**Answer Key** ► SB page 96

### Part 4 – 5 questions –

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

#### People and animals



#### Example

- Lots of people have animals \_\_\_\_\_ at \_\_\_\_\_ home.  
 1 Some people have chickens \_\_\_\_\_ because \_\_\_\_\_  
 they can get eggs from them. Other people have beautiful  
 animals like fish or birds. But most people have dogs or  
 2 cats. They \_\_\_\_\_ are \_\_\_\_\_ our favourite animals.  
 3 People give them food and water. \_\_\_\_\_ They \_\_\_\_\_  
 clean them and play with them. Some people get  
 4 animals like snakes or lizards, \_\_\_\_\_ which \_\_\_\_\_  
 are not easy to have at home!  
 People of all ages enjoy having an animal and children  
 5 love them very much. They \_\_\_\_\_ can \_\_\_\_\_ learn  
 a lot from their animals.

<b>Example</b>	at	in	on
1	or	but	because
2	am	is	are
3	It	She	They
4	which	who	where
5	must	can	have

## Test 4

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 pages 26 & 27.

### ■ Do the test

**Materials:** SB pages 98, 99 & 100

- 1 Ask students to turn to SB pages 98, 99 & 100. Ask them to predict the content of the story from the pictures.
- 2 Read the instructions carefully and discuss the examples together.
- 3 Give students some time to read the story extracts carefully and to complete the sentences.
- 4 Check answers after each section. Ask students to compare answers in pairs first. When checking answers, ask students to read the part of the story that helped them with their answers.

**Answer Key** ► SB pages 98–100

## Part 5

– 7 questions –

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

### A family holiday



Last year, Alex and his sister Sue went to the beach for their summer holiday. They enjoyed it very much. They went swimming every day and they met other children, who they played with. They loved their holiday. This year, they didn't go to the beach. Their parents took them to another country for their holiday. They went to a village in the mountains. It was beautiful but Alex and Sue weren't happy. "We want to go swimming. We want to play games on the beach. I think this place is boring," said Alex.

### Examples

Alex and his sister went on a beach holiday last year.

The children went swimming every day on their holiday.

### Questions

- 1 This year the children went to a village in the mountains for their holiday.
- 2 The children wanted to go swimming but they couldn't.

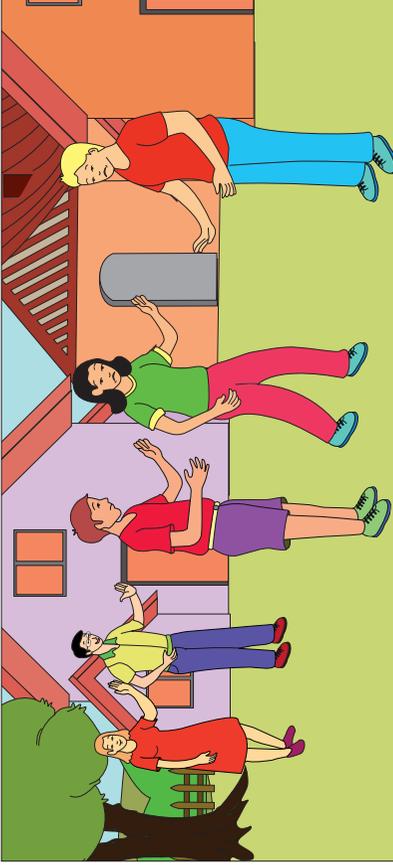
Reading & Writing

Test 4



But on the third day of their holiday, they met a boy called Sam. Sam lived in the village and he knew all the exciting places. They went to the cinema with Sam and to the village square where they played all day. In the second week, they went swimming at the swimming pool. They started to enjoy their holiday very much.

- 3 They met Sam on the third day.
- 4 Sam knew the exciting places because he lived in the village.
- 5 The children went swimming and played in the village square.



On the last day of their holiday, the children didn't want to go home. They cried. Their mum and dad said they had to go. Alex and Sue wanted Sam to come home with them but Sam couldn't go. He had to stay with his family. He said, "Don't worry. We can send emails. See you in a year!" and the children smiled. They were happy that Sam was their new friend.

- 6 The children cried because they didn't want to go home.
- 7 Alex and Sue were happy because Sam wanted to send emails to them.

## Test 4

Reading & Writing  
Part 6

In this part, students complete sentences, respond to questions and write their own sentences about a picture.

### ■ Warm-up

For suggested warm-up activities, see Test 1 pages 29 & 30.

### ■ Do the test

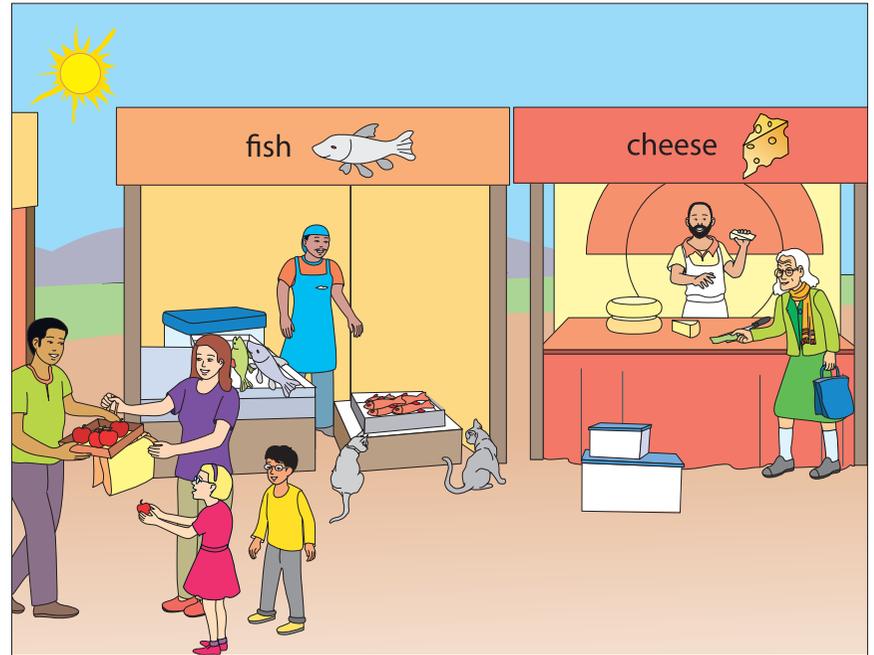
**Materials:** SB pages 102 & 103

- 1 Ask students to turn to SB pages 102 & 103. Ask them to say where the scene is (*a market*) and how many people there are (*seven*).
- 2 Read the instructions carefully and discuss the examples together.
- 3 Give students some time to look at sentences 1 and 2 and to think about what type of word they are looking for.
- 4 Ask them to complete the sentences.
- 5 Now ask them to look at questions 3 and 4 and to identify the subjects from the questions in the picture. Ask them to underline the *Wh*-word in each question and to think about what information they need to write.
- 6 Ask students to write their answers and to compare their answers in pairs.
- 7 Now ask them to think about two different people or things they can write about. Remind students this must be something new. They could prepare this in pairs.
- 8 Check their answers. Students receive 1 mark for the correct response in questions 1 and 2. For questions 3–6, students can get a maximum of 2

## Part 6

– 6 questions –

Look and read and write.



### Examples

The man in blue has a lot of fish.

Where is the sun? In the sky

102 Test 4, Reading & Writing Part 6

marks per question. This is for writing something which clearly links to the picture and for writing something that can be understood. NB Accuracy is *not* marked as long as the response can be understood.

**Answer Key** ► SB page 103

## – Questions –

**Complete the sentences.**

- 1 The girl is holding an apple .
- 2 The boy is wearing yellow but the girl is wearing pink .

**Answer the questions.**

- 3 What is the woman in green doing?  
(She is) buying cheese.
- 4 Where are the cats?  
(They are) next to / in front of the fish (shop).

**Now write two sentences about the picture.**

- 5 The woman is buying some red apples.
- 6 The old woman in green is carrying a blue bag.

## Test 4

## Speaking Part 1

In this part, students describe four differences between two pictures.

### ■ Warm-up

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

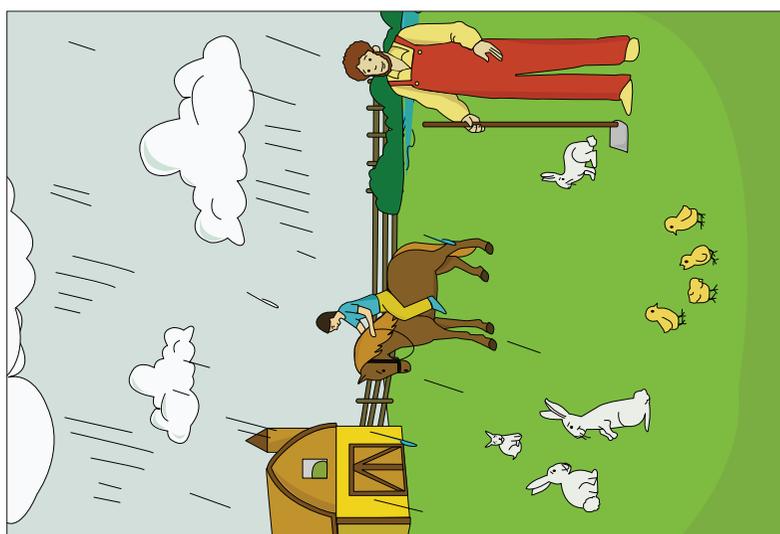
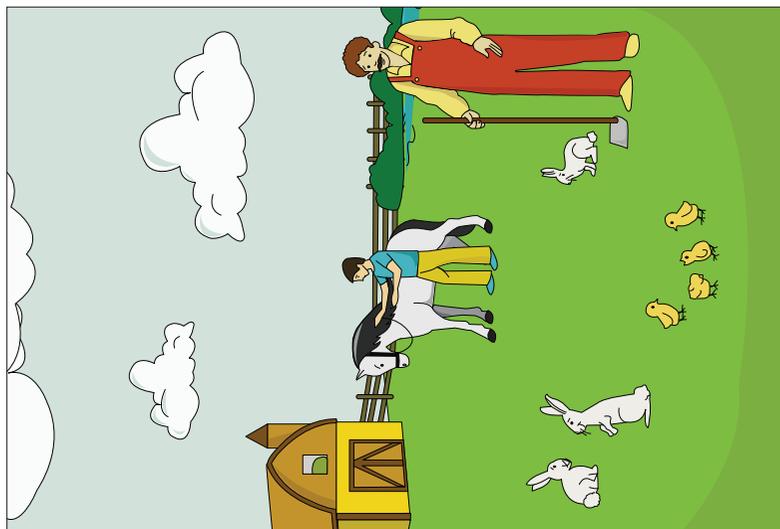
### ■ Do the test

**Materials:** SB page 104

- 1 Ask students to turn to SB page 104. Make sure they know what is happening in each picture. Ask them some questions, e.g. *Who's in the picture? Where is he? What is he doing?* etc. Elicit the names of any objects in the pictures.
- 2 Encourage students to describe four differences. Give an example if necessary.

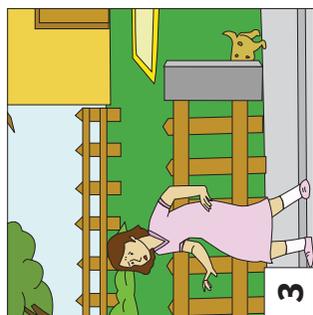
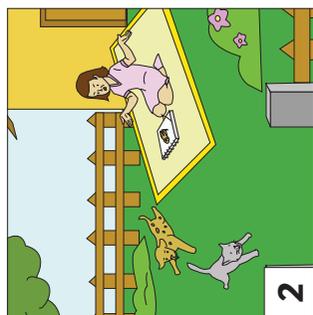
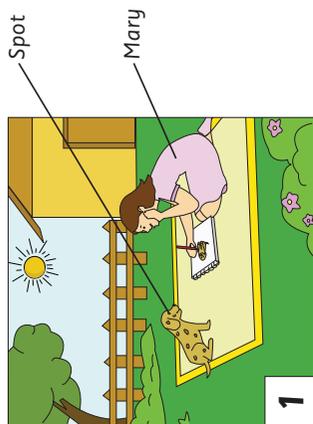
### Answer Key

- 1 It's raining. / It's cloudy.
- 2 There are four rabbits. / There are three rabbits.
- 3 The boy is on the horse. / The boy is next to the horse.
- 4 The man has got a beard. / The man has got a moustache.
- 5 The horse is brown. / The horse is white and black.



104 Test 4, Speaking Part 1

## Where's Spot?



MOVERS SPEAKING: Picture Story

Test 4, Speaking Part 2 105

## Speaking Part 2

In this part, students continue a story by describing a series of pictures.

### ■ Warm-up

For suggested warm-up activities, see Test 1 pages 32 & 33.

### ■ Do the test

**Materials:** SB page 105

- 1 Ask students to turn to SB page 105. Check they know the vocabulary necessary to describe what is happening in each picture.
- 2 Read the first part of the story to students:

*These pictures tell a story. It's called 'Where's Spot?' It's a nice, sunny day. Mary goes out to draw a picture. She is with her dog, Spot.*

- 3 Give students time to look at the pictures first. Ask students to tell the story to you. Alternatively, ask them to work in pairs. They should take it in turns to tell the story to each other.
- 4 Ask students to tell their version of the story to the class.

### Possible Answer Key

Picture 2 – Mary is drawing a picture of her dog. Spot sees a cat and starts running.

Picture 3 – Mary is looking for Spot but she can't see him.

Picture 4 – Mary finds Spot. He is sitting next to the cat. They look happy.

## Test 4

### Speaking Part 3

In this part, students identify which picture is the odd one out and say why.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 pages 33 & 34.

#### ■ Do the test

**Materials:** SB page 106

- 1 Ask students to turn to SB page 106. Show them the first set of pictures and say: *Which one is different? This one is different. (point to the third boy). He is happy. The other boys have got a headache, an earache and a stomach-ache.*
- 2 Give students time to look at the pictures. They should say which picture is different in each set and why.
- 3 Accept any reasonable answer and justification.

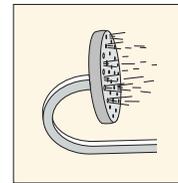
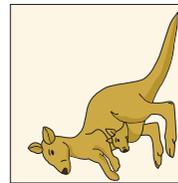
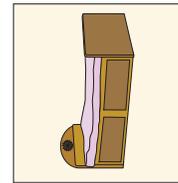
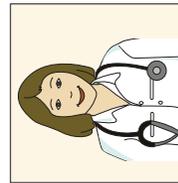
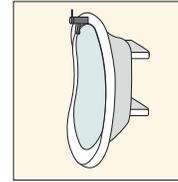
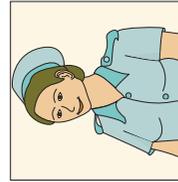
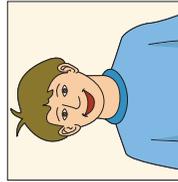
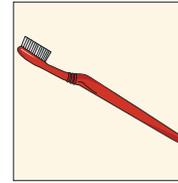
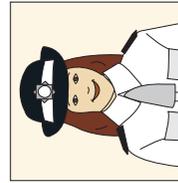
#### Possible Answer Key

Set 2 – Picture 1. A kangaroo is an animal but the others are different jobs.

Set 3 – Picture 2. You find this in a bedroom but you find the others in a bathroom.

Set 4 – Picture 4. This boy is watching TV but the others are eating.

## Test 4



106 Test 4, Speaking Part 3

MOVERS SPEAKING: Odd-one-out

### Speaking Part 4

In this part, students answer personal questions.

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** None

- 1 Ask each student some questions about their friends, their likes and dislikes, their family, their home, their school, e.g.  
*Let's talk about your weekends.*

*What do you like to do on Sunday?*

*Who do you play with at the weekend?*

*When do you do your homework?*

*Tell me about things you like to do at weekends.*

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

What to do (Use child's name throughout the exam)	What to say	Answer from candidate (one word sufficient but more than one word is preferred)	Back-up question if necessary
Usher brings candidate into examination room	Introduces the child to the examiner: <i>This is ...</i> Examiner to candidate: <i>Hello, my name's ...</i> <i>What's your name? How old are you?</i>	<i>Hello.</i> <i>I'm [Clare] and I'm [ten].</i>	
<b>1</b> Examiner shows <u>both</u> Part 1 pictures to candidate.	<i>These pictures are almost the same but some things are different. For example, the boy is on the horse but in this picture he is next to the horse. I'll say something about my picture and you tell me how your picture is different.</i> <i>In my picture ...</i> <i>the boy is on the horse.</i> <i>the horse is brown.</i> <i>there are four rabbits.</i> <i>it's raining.</i> <i>the man has got a beard.</i>	Candidate points to the items in the picture and says the different things. <i>(The boy is) next to the horse.</i> <i>(The horse is) white and black.</i> <i>There are three rabbits.</i> <i>It isn't raining. / It's cloudy.</i> <i>The man has got a moustache.</i>	<i>Is the boy on the horse?</i> <i>Is the horse brown?</i> <i>How many rabbits are there?</i> <i>Is it raining?</i> <i>Has he got a beard?</i>
<b>2</b> Show picture story.	<i>These pictures tell a story. It's called 'Where's Spot?'. It's a nice, sunny day. Mary goes out to draw a picture. She is with her dog, Spot. Now you tell the story.</i>	Candidate briefly describes pictures 2–4. <i>2 – Mary is drawing a picture of her dog. Spot sees a cat and starts running.</i> <i>3 – Mary is looking for Spot but she can't see him.</i> <i>4 – Mary finds Spot. He is sitting next to the cat. They look happy.</i>	<i>What is Mary doing? What can Spot see?</i>  <i>Who is Mary looking for? Can she see Spot?</i> <i>Where is Spot? Is he happy?</i>
<b>3</b> Show the odd one out pictures.	Show students the first set of pictures and say: <i>Here are four pictures. Which one is different?</i> <i>This one is different (point to the third boy). He is happy. The other boys have got a headache, an earache and a stomach-ache.</i> Now look at these pictures (show next set). <i>Which one is different? (Why?)</i>	Set 2 – (point to picture 1) <i>A kangaroo is an animal but the others are different jobs (a doctor, a nurse, a policewoman)</i>  Set 3 – (point to picture 2) <i>You find this in a bedroom but you find the others in a bathroom.</i>  Set 4 – (point to picture 4) <i>This boy is watching TV but the others are eating.</i>	Prompt candidate to justify their choice by asking <i>Why?</i> Set 2 – <i>What are their jobs? What is this?</i>  Set 3 – <i>Where can you find these? Where can you find a bed?</i>  Set 4 – <i>What are the people doing? What is the boy doing?</i>
<b>4</b> Ask a few personal questions.	Now, (name), let's talk about your weekends. <i>What do you like to do on Sunday?</i> <i>Who do you play with at the weekend?</i> <i>When do you do your homework?</i>  <i>Tell me about things you like to do at weekends.</i>	<i>Play games</i>  <i>My brother</i>  <i>At night</i>  <i>I play football. I go shopping.</i>	<i>Do you play games?</i>  <i>Do you play with your friends?</i>  <i>Do you do your homework in the morning?</i> <i>Do you go shopping? When do you go shopping? Do you play sports? What sports do you play?</i>
	<i>Thank you, (name).</i> <i>Bye.</i>		

# Test 5

## Listening Part 1

In this part, students 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 108, Audio 5.1

- 1 Ask students to turn to SB page 108. Read the names and ask students to repeat.
- 2 Ask students to name all the colours and items in the picture. Ask them what some of the people in the picture are doing, e.g. 'What's this boy doing?' 'He's playing with a ball.' 'Is he in the water?' 'Yes, he is.'
- 3 Play the first part of the recording. Go through the example.
- 4 Play the rest of the recording; students match the names to the people in the picture.
- 5 Let students listen to the recording again. Check answers.

### Audioscript 5.1

**R** = Rubric  
**M** = Male adult  
**Fch** = Female child

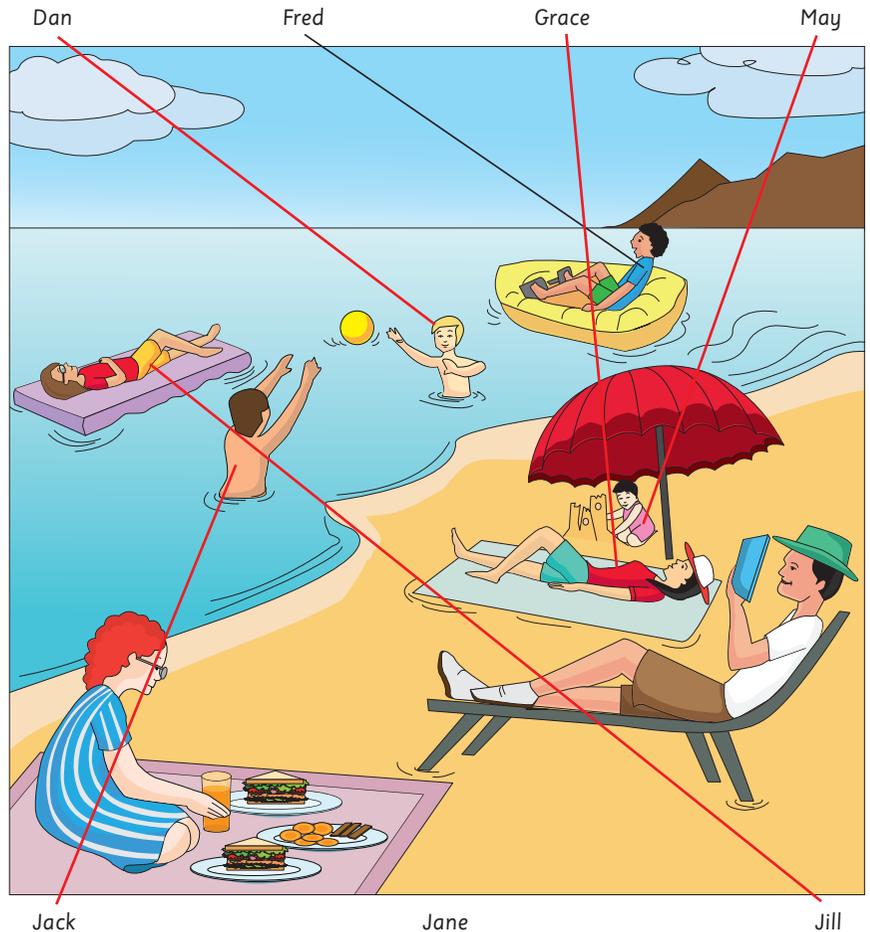
- R** Look at Part One. Look at the picture. Listen and look. There is one example.
- M** Excuse me. What are you doing in this picture?
- Fch** Well, we're at the beach.
- M** Is that you in the boat?
- Fch** No, that's my cousin, Fred.
- M** The boy in the blue T-shirt?
- Fch** Yes. He loves his boat!
- R** Can you see the line? This is an example. Now you listen and draw lines.
- One**
- Fch** That's Jill there.
- M** Wearing red?
- Fch** Yes. She's wearing glasses, too.
- M** They're very nice glasses.
- Fch** Yes, they're new.

# Test 5

# Listening

## Part 1 - 5 questions -

Listen and draw lines. There is one example.



108 Test 5, Listening Part 1

- R** Two
- Fch** That's my brother who's playing with the ball.
- M** Which one? The one with blond hair?
- Fch** No, the one with brown hair.
- M** What's your brother's name?
- Fch** His name is Jack.
- M** Your hair is brown, too!
- R** Three
- M** Who's his friend?
- Fch** The boy with the fair hair?
- M** Yes. The one who's catching the ball.
- Fch** That's Dan.
- M** He's good at catching.
- Fch** Yes, he loves ball games!
- R** Four
- Fch** This is my mother here.
- M** She's not in the water.
- Fch** No, she can't swim. She's wearing red, too.
- M** Yes, I can see that. Is she called Grace?
- Fch** Yes, that's right.
- R** Five
- M** Who's the baby?
- Fch** That's my little sister. She loves playing with the sand.
- M** What's her name?
- Fch** It's May.
- M** Does she always play quietly?
- Fch** Mmmm ... sometimes!
- R** Now listen to Part One again.

Answer Key ► SB page 108

Part 2  
– 5 questions –

Listen and write. There is one example.

**MUSIC LESSONS**



Days: Monday and Thursday

1 Learning to play: piano

2 Name of school: Star music school

3 Teacher's name: Daisy

4 How many songs? 14 / fourteen

5 Best friend's address: 35 Green Road

Test 5, Listening Part 2 109

- Fch** Oh, yes. I love them.  
**M** When do you go?  
**Fch** I go every Monday and Thursday.  
**M** Monday and Thursday?  
**Fch** Yes, that's right.  
**R** **Can you see the answer? Now you listen and write. One**  
**M** Are you learning to play the guitar?  
**Fch** No. I'm learning to play the piano.  
**M** The piano?  
**Fch** Yes.  
**M** Is it easier?  
**Fch** Yes, I think it is.  
**R** **Two**  
**M** Where are the lessons?  
**Fch** At Star Music School.  
**M** Sorry. What did you say?  
**Fch** The school's called Star.  
**M** How do you spell that?  
**Fch** S-T-A-R.  
**M** Oh, right. That's a good name.  
**R** **Three**  
**M** Do you like your teacher?  
**Fch** Oh, yes. She's great.  
**M** That's good. What's her name?  
**Fch** Daisy.  
**M** Did you say Daisy?  
**Fch** Yes, that's right.  
**R** **Four**  
**Fch** I can play many different songs.  
**M** Really? How many?  
**Fch** Let me see. About 12 ... emm ... no, 14, I think.  
**M** 14! That's a lot!  
**Fch** Yes, I know!  
**R** **Five**  
**Fch** My best friend can play the piano better than me.  
**M** Really?  
**Fch** She has more lessons because she lives nearer the school.  
**M** What's her address?  
**Fch** It's 35 Green Road.  
**M** 35 Green Road. Oh, yes. That's very near the school.  
**R** **Now listen to Part Two again.**

Answer Key ► SB page 109

## Listening Part 2

In this part, students listen and answer questions with a name or a number.

### ■ Warm-up

For suggested warm-up activities, see Test 1 pages 10 & 11.

### ■ Do the test

**Materials:** SB page 109, Audio 5.2

- 1 Ask students to turn to SB page 109. Read the notes and check students know what the words mean. Encourage them to guess what type of information or word(s) might be missing and to give some examples.

- 2 Play the first part of the recording. Go through the example.  
 3 Play the rest of the recording; students write the word(s) on the lines.  
 4 Let students listen to the recording again. Check answers.

### Audioscript 5.2

- R** = Rubric  
**M** = Male adult  
**Fch** = Female child

- R** **Part Two. Listen and look. There is one example.**  
**M** Are you enjoying your music lessons, Jane?

# Test 5

## Listening Part 3

In this part, students match a list of illustrated words or names with a set of pictures. They write letters in the correct boxes.

### ■ Warm-up

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

### ■ Do the test

**Materials:** SB pages 110 & 111, Audio 5.3

- 1 Ask students to turn to SB pages 110 & 111. Read the instructions as a class.
- 2 Check students know how to read and pronounce all the names listed. Drill them.
- 3 Encourage students to describe the pictures on page 111 as simply as they can. They should say what activity each picture shows, e.g. *running, sailing, swimming*, etc. Pre-teach any words they may need to know.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording. Students listen and match the pictures to the people.
- 6 Let students listen to the recording again. Check answers.

### Audioscript 5.3

**R** = Rubric  
**Mch** = Male child  
**F** = Female adult

**R** **Part Three. Look at the pictures. Jim is telling his grandma about sports he did last week. Who did he do each sport with? Listen and look. There is one example.**

**Mch** Hi, Grandma.

**F** Hello, Jim. How are you?

# Test 5

## Part 3

– 5 questions –

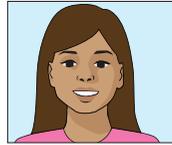
**Jim is telling his grandma about the sports he did last week. Who did he do each sport with?**

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



Peter

H



Jane

A



Vicky

C



Paul

D



Clare

G



Nick

F

110 Test 5, Listening Part 3

**Mch** Good! I played a lot of sports last week with my friends.

**F** Did you? What did you do?

**Mch** On Monday I played tennis with my friend Peter. He wanted to go ice skating but it was closed.

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

**One**

**F** And what other things did you do?

**Mch** Um, on Tuesday Clare and I went to the swimming

pool. But she didn't bring her swimsuit. She had to run back and get it!

**F** Can she run fast?

**M** Yes!

**R** **Two**

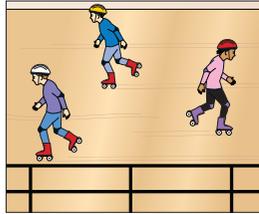
**Mch** Then Paul and I stayed at home because it was raining. We played a board game.

**F** That's good. I thought he liked roller skating. That's inside.

**Mch** Yes, but it's a lot of money. We played all afternoon. I had fun.



A



B



C



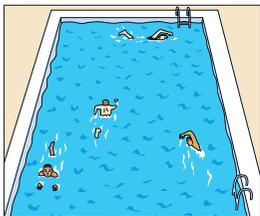
D



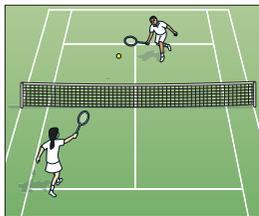
E



F



G



H

Test 5, Listening Part 3 111

## Listening

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

**Answer Key** ► SB page 110

**R** Three

**Mch** On Wednesday Vicky and I went to the lake and we went sailing.

**F** Was it good fun?

**Mch** Yes, but I fell in the water and had to swim. It was really cold. Mum wasn't very happy with me.

**F** Oh!

**R** Four

**Mch** Then Thursday was a good day, too. Nick and I went to the park. We wanted to play tennis but we rode our bikes because it was too windy.

**F** Oh, good idea.

**Mch** Yes, we went round the park five times!

**R** Five

**F** And what about Friday?

**Mch** Oh, I was with my classmate Jane. We went running in the park. We did over three kilometres! And the dog came with us!

**F** Wow!

**Mch** Yes, he can run faster than us! We all watched TV when we came back.

**F** I'm happy you had a good time.

# Test 5

## Listening Part 4

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

### ■ Warm-up

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

### ■ Do the test

**Materials:** SB pages 112 & 113, Audio 5.4

- 1 Ask students to turn to SB pages 112 & 113. Read the questions and check students know what they mean.
- 2 Ask students to look at the pictures and to guess what each dialogue will be about. If there are people in the pictures, they could say who they might be, where they are and what they are doing.
- 3 Check students know the names of the items in the pictures. Take this opportunity to pre-teach any words they may need to know, e.g. *pasta*, *guitar*, etc.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording; students listen and tick the correct picture.
- 6 Let students listen to the recording again. Check answers. Ask students to describe one or two of the pictures.

### Audioscript 5.4

- R** = Rubric
- F** = Female adult
- Mch** = Male child
- M** = Male adult
- Fch** = Female child

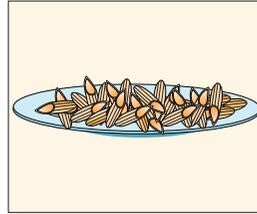
**R** **Part Four. Look at the pictures. Listen and look. There is one example.**

## Test 5

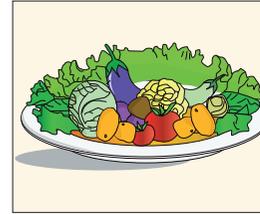
### Part 4 – 5 questions –

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

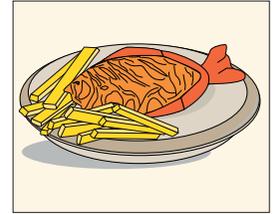
What does Fred want for dinner?



A

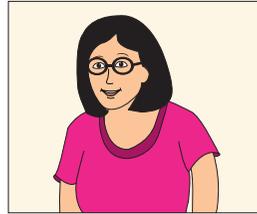


B

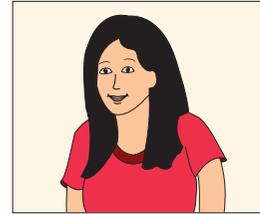


C

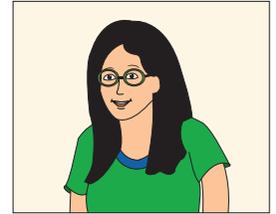
1 Which woman is Sam's mother?



A



B



C

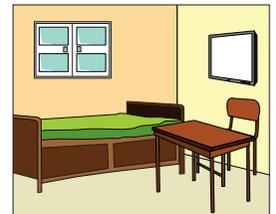
2 Which is Tom's room?



A



B



C

112 Test 5, Listening Part 4

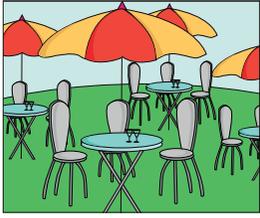
### What does Fred want for dinner?

- F** What do you want for dinner, Fred?
- Mch** I don't want pasta again. We had that yesterday.
- F** How about some nice vegetables?
- Mch** No, thanks. What about fish and chips?
- F** OK. That's fine.

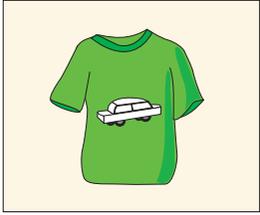
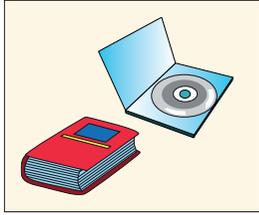
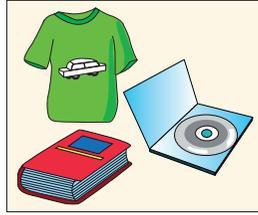
**R** **Can you see the tick? Now you listen and tick the box. One. Which woman is Sam's mother?**

- M** Is that your mum, Sam?
- Mch** Where?
- M** The woman with the short dark hair.
- Mch** No. My mum's got long hair.
- M** Is she wearing glasses?
- Mch** Yes. They're green.
- R** **Two. Which is Tom's room?**
- F** I like your room, Tom!
- Mch** Thanks.
- F** You haven't got a TV ...
- Mch** No, I haven't. Just my bed and my desk.

3 Where is Lucy going?

A B C 

4 What did Alex get for this birthday?

A B C 

5 What is Mary's mum doing?

A B C 

Test 5, Listening Part 4 113

## Listening

**Fch** No. I haven't got any homework. Shall I help you?

**F** Yes, please!

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

**Answer Key** ► SB pages 112 & 113

**F** But you've got a guitar!

**Mch** Yes, that's right and I play it every night.

**R** **Three. Where is Lucy going?**

**M** Hello, Lucy. Are you going to school?

**Fch** No. It's Saturday today. I haven't got school on Saturdays.

**M** Oh, yes, that's right. Are you going to the shop?

**Fch** No. I'm going to the café to meet my friend Sue.

**R** **Four. What did Alex get for his birthday?**

**F** Was it your birthday yesterday, Alex?

**Mch** Yes, it was.

**F** What did you get? Did you get any clothes?

**Mch** Yes, I got this T-shirt.

**F** Oh, that's nice.

**Mch** And I got a CD and a book.

**F** Wow!

**R** **Five. What is Mary's mum doing?**

**Fch** Hello, Mum. Are you making a cake?

**F** A cake? No, Mary. I'm cooking dinner. Are you doing your homework?

## Test 5

### Listening Part 5

In this part, students listen to instructions and colour and write a word on a picture.

#### ■ Warm-up

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

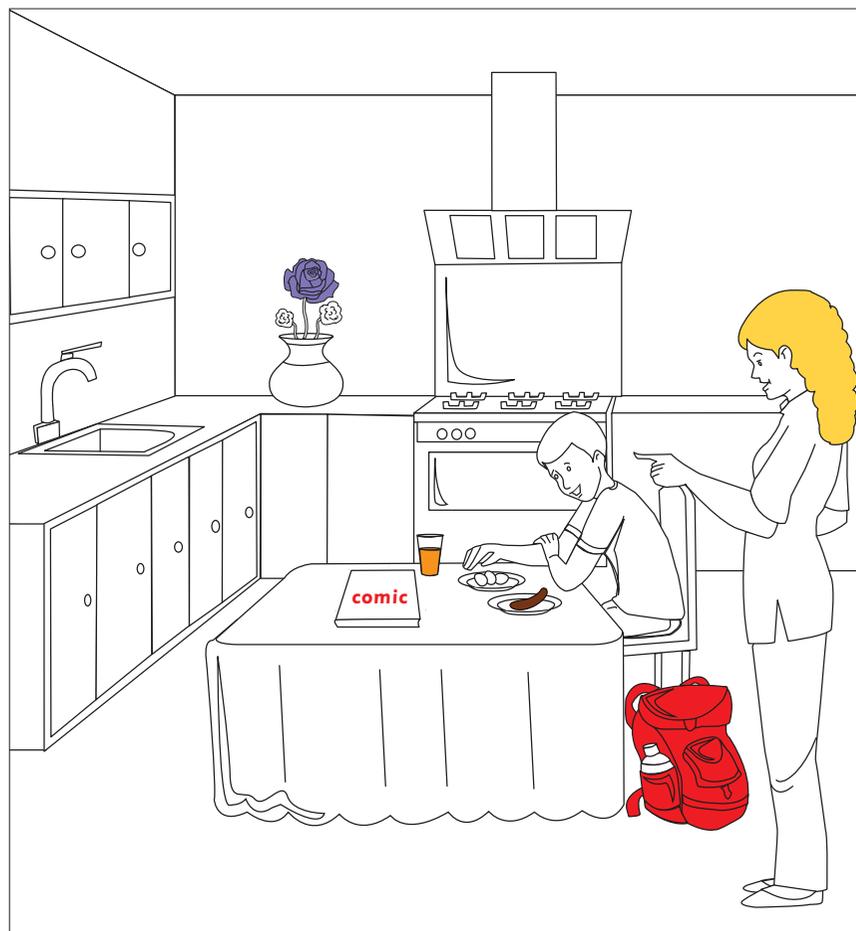
#### ■ Do the test

**Materials:** SB page 114, Audio 5.5

- 1 Ask students to turn to SB page 114. Read the instructions together.
- 2 Check students have all the colours they will need. Also make sure they have a pen or pencil to write with.
- 3 Check students know the names of the items in the picture. Ask them to predict what colour they think each item will be.
- 4 Play the first part of the recording. Go through the example.
- 5 Play the rest of the recording; students listen and colour and write.
- 6 Let students listen to the recording again. Check answers.

### Part 5 – 5 questions –

Listen and colour and write. There is one example.



114 Test 5, Listening Part 5

## Audioscript 5.5

**R** = Rubric  
**F** = Female adult  
**Mch** = Male child

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

**F** Tom, can you see the boy in the picture?

**Mch** Yes. He's having his breakfast.

**F** Yes, I can see that. Do you want to colour it?

**Mch** Yes, I'd love to.

**F** Can you colour the sausage brown?

**Mch** The sausage? Yes, OK.

**R** **Can you see the brown sausage? This is an example. Now you listen and colour and write. One**

**F** What's he drinking in this picture?

**Mch** I think it's milk. No, it's orange juice.

**F** OK. Colour the drink orange, then.

**Mch** All right.

**R** **Two**

**Mch** The flowers are from the garden.

**F** They're beautiful. Do you want to colour one of them?

**Mch** Yes, please. Which one?

**F** The big one. Colour it purple.

**Mch** The big flower?

**F** Yes.

**R** **Three**

**Mch** That's his school bag next to the chair.

**F** What colour do you want to do it?

**Mch** Can I colour it red?

**F** Yes, colour the bag that colour.

**Mch** OK. I'm doing it now.

**R** **Four**

**F** Do you want to write something?

**Mch** Yes, OK.

**F** Can you see the book on the table?

**Mch** Near the glass?

**F** Yes. Write the word 'comic' on it.

**Mch** Fine. I'm writing 'comic' carefully.

**R** **Five**

**F** His mum has got beautiful hair.

**Mch** Yes, she has.

**F** What colour is it?

**Mch** It's blond.

**F** Do you want to colour her hair yellow?

**Mch** Yes. That's a good colour.

**F** That's all. Give the picture to me. It's great!

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

**Answer Key** ► SB page 114

Test 5

Reading & Writing

Part 1

In this part, students match words to their correct definition.

■ Warm-up

For suggested warm-up activities, see Test 1 pages 18 & 19.

■ Do the test

Materials: SB pages 116 & 117

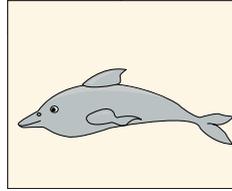
- 1 Ask students to turn to SB pages 116 & 117. Read the instructions together.
- 2 Write the example description on the board. Elicit and underline the key words that help you find the answer, e.g. *animal, can swim, sea.*
- 3 Ask students to underline the key words in the rest of the descriptions (i.e. the words that help them decide on the answer).
- 4 Give them some time to do the task on their own.
- 5 Ask students to compare answers in pairs.
- 6 Check answers. Make sure students' handwriting is legible and that they have spelt the words correctly and included the article if necessary.

Answer Key ► SB page 117

Part 1

– 5 questions –

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



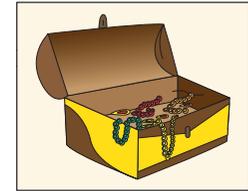
a dolphin



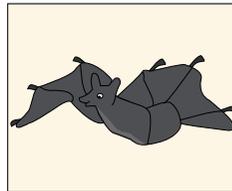
a doctor



an uncle



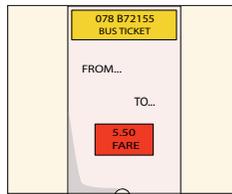
treasure



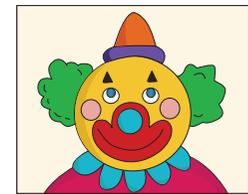
a bat



a map



a ticket



a clown

**Example**

This is an animal that can swim very well.  
It lives in the sea.

a dolphin

**Questions**

1 This person is funny and makes you laugh.

a clown

2 This is something that people want to find.  
Pirates always look for it.

treasure

3 You buy this when you use a bus or a train.

a ticket

4 This can help you find a place in a town.

a map

5 This person is your mother or father's brother.

an uncle

## Test 5

### Reading & Writing

#### Part 2

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

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 118 & 119

- 1 Ask students to turn to SB pages 118 & 119. Read the instructions carefully.
- 2 Discuss the example together.
- 3 Read the first part of each conversation extract to the class (e.g. *Can I come with you?*) and ask students to respond without looking at the available options.
- 4 Give students some time to read the questions and to choose the best answers from the options given.
- 5 Ask students to compare answers in pairs.
- 6 Check answers. Explain why the other options are wrong.

**Answer Key** ► SB pages 118 & 119

## Test 5

### Part 2 – 6 questions –

Read the text and choose the best answer.



#### Example

- Jim:** What are you doing, Ben?
- Ben:** A I'm fine, thanks.  
B I like the library.  
C I'm going to the library.

#### Questions

- 1 **Jim:** Can I come with you?
- Ben:** A Yes, I'd like that.  
B Yes, I like that.  
C Yes, I can.

- 2 **Jim:** Why are you going there?
- Ben:** A It's a book to read.  
 B I want to get a book to read.  
C It's got a book to read.
- 3 **Jim:** What book do you want?
- Ben:** A This is a book.  
B I don't like books.  
 C A book about horses.
- 4 **Jim:** Are horses your favourite animal?
- Ben:** A Yes, he is.  
 B Yes, they are.  
C Yes, it is.
- 5 **Jim:** Have you got an animal at home?
- Ben:**  A Yes, a rabbit.  
B A rabbit, please.  
C Yes, I did.
- 6 **Jim:** I must come and see it.
- Ben:**  A Come after the library.  
B You mustn't see it.  
C You must go now.

## Test 5

### Reading & Writing

#### Part 3

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

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 120 & 121

- 1 Ask students to turn to SB pages 120 & 121. Give them a minute to read the text quickly for the gist, ignoring the gaps for now.
- 2 Ask some simple comprehension questions to check understanding, e.g. 'What's the girl's name?' 'Mary.' 'What's the matter with her?' 'She's got a stomach-ache.'
- 3 Read the instructions carefully and discuss the example together.
- 4 Give students some time to read the text carefully and to try to guess which word (or type of word) could go in each gap. They should do this without looking at the words and pictures in the box. This will help them choose the correct word when they do see the options in the box.
- 5 Students choose the best word for each gap from the box.
- 6 Ask students to compare answers in pairs.
- 7 Check answers.
- 8 Students choose the best title for the story. Check answers.

**Answer Key** ► SB pages 120 & 121

## Test 5

### Part 3

#### – 6 questions –

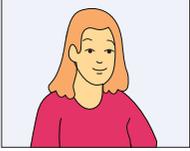
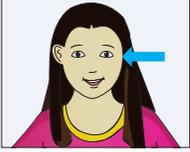
Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Last Wednesday, when Mary woke up, she had a stomach-ache.

Her mother called the doctor. She said, "Mary is ill, she can't go out." So, Mary didn't go to (1) school.

Mary was very (2) happy because she didn't want to go to school. She sat on the sofa and started watching TV. After she watched three films, she went into her bedroom. She had nothing to do. She wanted someone to (3) talk to. All her friends and her brother, Peter, were at school. "This is boring," she thought. The next day her mother asked, "Have you got a stomach-ache again?" Mary said, "No, I'm fine." She didn't want to be at (4) home. She wanted to go to school to (5) see her friends.

**Example**

 mother	 home	 dance
 see	 happy	 brother
 school	 talk	 sad

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

**Tick one box.**

Mary's day at home

Mary goes to school

Mary watches TV

## Test 5

### Reading & Writing

#### Part 4

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

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** SB pages 122 & 123

- 1 Ask students to turn to SB pages 122 & 123. Ask them to predict the content of the text from the picture and the title.
- 2 Read the instructions carefully and discuss the example together.
- 3 Give students some time to read the text carefully and to try to guess which word or type of word could go in each gap. They should do this without looking at the answer options. This will help them choose the correct word for each gap when they do see the options.
- 4 Students choose the best word for each gap from the options given.
- 5 Ask students to compare answers in pairs.
- 6 Check answers.

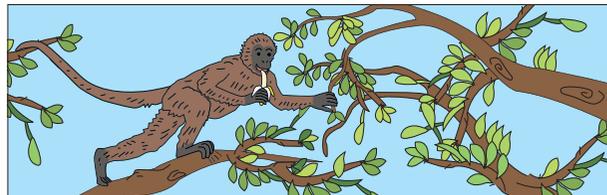
**Answer Key** ► SB page 122

#### Part 4

#### – 5 questions –

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

#### Animals and food



#### Example

- When people \_\_\_\_\_ *are* \_\_\_\_\_ hungry, they eat something. They can eat some fruit or a sandwich, \_\_\_\_\_ *but* \_\_\_\_\_ people often cook the food that they eat. They like to eat chicken and chips or pasta. But what do animals eat? Well, animals don't \_\_\_\_\_ *make* \_\_\_\_\_ their food. They eat food as they find \_\_\_\_\_ *it* \_\_\_\_\_. Some animals eat meat but many animals eat fruit and plants. Everyone knows that monkeys love bananas. They love mangoes and coconuts, too. Other animals that eat fruit and plants are elephants. They are very big animals but they \_\_\_\_\_ *never* \_\_\_\_\_ eat meat.
- 5 Birds love to eat fruit, too. They \_\_\_\_\_ *like* \_\_\_\_\_ fruit because it is sweet. They eat all kinds of fruits – apples, oranges and lemons!

<b>Example</b>	is	am	are
1	when	but	because
2	make	made	making
3	him	them	it
4	always	never	often
5	like	liked	liking

## Test 5

### 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 pages 26 & 27.

#### ■ Do the test

**Materials:** SB pages 124, 125 & 126

- 1 Ask students to turn to SB pages 124, 125 & 126. Ask them to predict the content of the story from the pictures.
- 2 Read the instructions carefully and discuss the examples together.
- 3 Give students some time to read the story extracts carefully and to complete the sentences.
- 4 Check answers after each section. Ask students to compare answers in pairs first. When checking answers, ask students to read the part of the story that helped them with their answers.

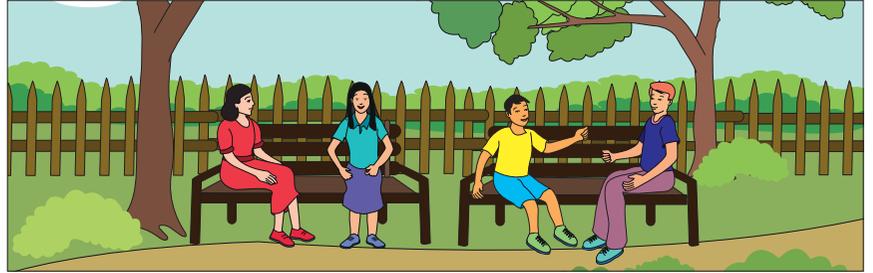
**Answer Key** ► SB pages 124–126

## Test 5

### Part 5 – 7 questions –

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

#### A noise in the park



Yesterday, Ben and Kim were in their garden. Kim said, “This is boring. Let’s go to the park.” So in the afternoon, Ben and Kim went to the park. At the park, they saw two children they knew, Paul and Sally. They sat on a seat and talked quietly. Then there was a loud noise.

#### Examples

Ben and Kim were in their garden yesterday.

Kim wanted to go to the park.

#### Questions

- 1 Ben and Kim went to the park in the afternoon.
- 2 They talked to two children they knew at the park.
- 3 There was a loud noise when they were in the park.

Reading & Writing

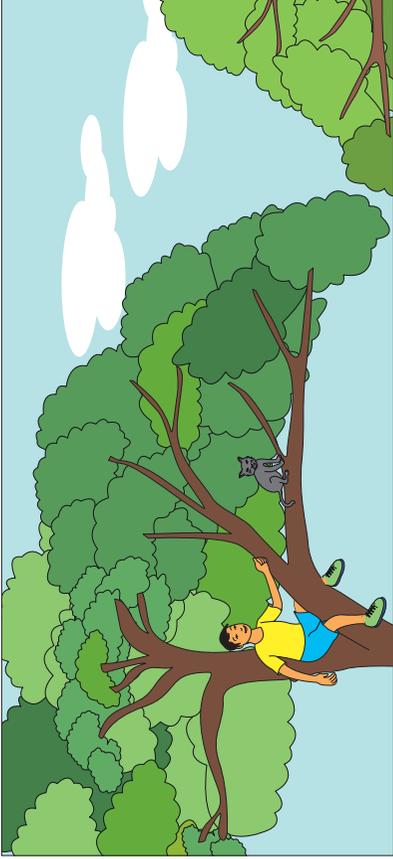
Test 5



Ben asked, "What was that?" "There is something over there in that tree," said Paul. The children walked to the tree and looked up. They couldn't see the top of the tree above the leaves. "What is that noise?" asked Kim. Ben said, "I'm going up." Ben started to climb the tree. "Be careful!" said Sally. "It's not difficult, it's exciting," laughed Ben.

4 Paul thinks that there is something in the tree.

5 Ben climbed / went up the tree.



When Ben climbed up, he looked round. At first, he couldn't see anything. Then he saw two green eyes looking at him. They were frightened. Ben was frightened, too. The animal came nearer and Ben saw that it was a black cat. The cat couldn't get down from the tree. Ben picked up the cat and helped it out of the tree. Then he jumped to the ground. The children were all happy that the cat was safe. The cat was happy, too!

6 When Ben climbed the tree, he saw the animal in the tree was a (black) cat.

7 Ben helped it get down from / out of the tree.

## Test 5

### Reading & Writing

#### Part 6

In this part, students complete sentences, respond to questions and write their own sentences about a picture.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 pages 29 & 30.

#### ■ Do the test

**Materials:** SB pages 128 & 129

- 1 Ask students to turn to SB pages 128 & 129. Ask them to say where the scene is (*a kitchen*) and how many people there are (*five*).
- 2 Read the instructions carefully and discuss the examples together.
- 3 Give students some time to look at sentences 1 and 2 and to think about what type of word they are looking for.
- 4 Ask them to complete the sentences.
- 5 Now ask them to look at questions 3 and 4 and to identify the subjects from the questions in the picture. Ask them to underline the *Wh*-word in each question and to think about what information they need to write.
- 6 Ask students to write their answers and to compare their answers in pairs.
- 7 Now ask them to think about two different people or things they can write about. Remind students this must be something new. They could prepare this in pairs.
- 8 Check their answers. Students receive 1 mark for the correct response in questions 1 and 2. For questions 3–6, students can get a maximum of 2 marks per question. This is for writing something which

## Test 5

### Part 6 – 6 questions –

Look and read and write.



#### Examples

The man is drinking milk.

Where is the old woman? Next to the cooker

128 Test 5, Reading & Writing Part 6

clearly links to the picture and for writing something that can be understood. NB Accuracy is *not* marked as long as the response can be understood.

**Answer Key** ► SB page 129

## – Questions –

**Complete the sentences.**

- 1 The boy is drinking (orange) juice .
- 2 The girl in the yellow T-shirt is looking at (the) birds / out of the window .

**Answer the questions.**

- 3 What is the girl in blue doing?  
(She is) washing her hands.
- 4 Where is the dog?  
(The dog is) next to the table / behind the man.

**Now write two sentences about the picture.**

- 5 There are three birds outside.
- 6 The old woman is cooking eggs.

## Test 5

## Speaking Part 1

In this part, students describe four differences between two pictures.

### ■ Warm-up

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

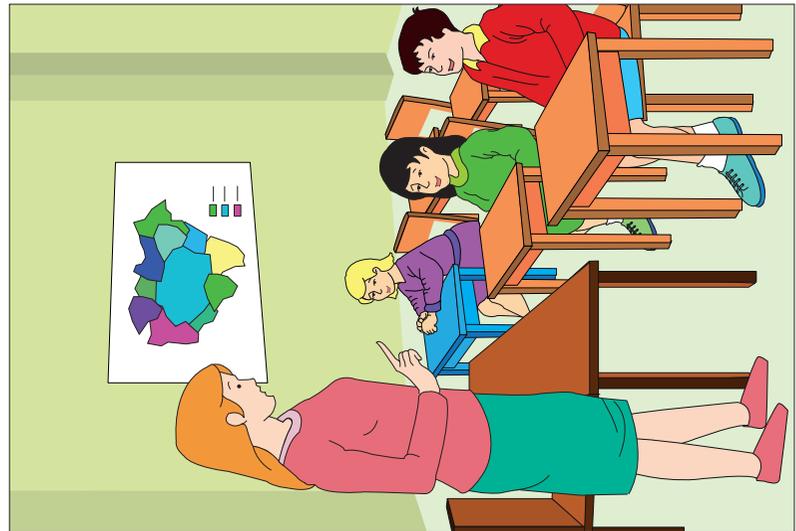
### ■ Do the test

**Materials:** SB page 130

- 1 Ask students to turn to SB page 130. Make sure they know what is happening in each picture. Ask them some questions, e.g. *Who's in the picture? Where is he / she? What is he / she doing?* etc. Elicit the names of any objects in the pictures.
- 2 Encourage students to describe four differences. Give an example if necessary.

### Answer Key

- 1 Three children. / Four children.
- 2 Girl has long hair. / Same girl has short hair.
- 3 Map on the wall. / Window in the wall.
- 4 Desk is blue. / Same desk is green.
- 5 Teacher is standing. / Teacher is sitting.

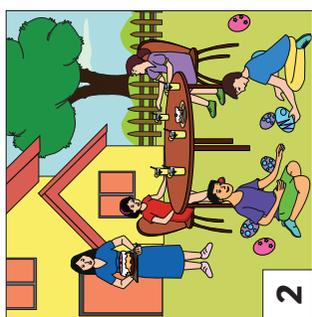


130 Test 5, Speaking Part 1

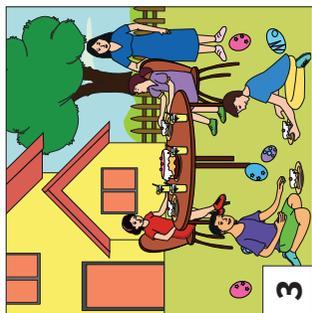
## The birthday party



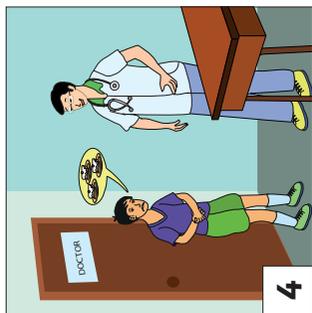
1



2



3



4

Test 5, Speaking Part 2 131

MOVERS SPEAKING. Picture Story

## Speaking Part 2

In this part, students continue a story by describing a series of pictures.

## ■ Warm-up

For suggested warm-up activities, see Test 1 pages 32 & 33.

## ■ Do the test

**Materials:** SB page 131

- 1 Ask students to turn to SB page 131. Check they know the vocabulary necessary to describe what is happening in each picture.
- 2 Read the first part of the story to students:

*These pictures tell a story. It's called 'The birthday party'. Today Bill is going to a birthday party. He is getting dressed.*

- 3 Give students time to look at the pictures first. Ask students to tell the story to you. Alternatively, ask them to work in pairs. They should take it in turns to tell the story to each other.
- 4 Ask students to tell their version of the story to the class.

**Possible Answer Key**

Picture 2 – Bill is happy. He is playing games. The mum is bringing the birthday cake.

Picture 3 – Bill eats the cake. He likes it a lot.

Picture 4 – Bill is at the doctor's. He has a stomach-ache because he ate three pieces of cake.

## Test 5

### Speaking Part 3

In this part, students identify which picture is the odd one out and say why.

#### ■ Warm-up

For suggested warm-up activities, see Test 1 pages 33 & 34.

#### ■ Do the test

**Materials:** SB page 132

- 1 Ask students to turn to SB page 132. Show them the first set of pictures and say: *Which one is different?*  
*This one is different* (point to the nurse). *A nurse helps people who are sick, but the others are people who are ill.*
- 2 Give students time to look at the pictures. They should say which picture is different in each set and why.  
Accept any reasonable answer and justification.

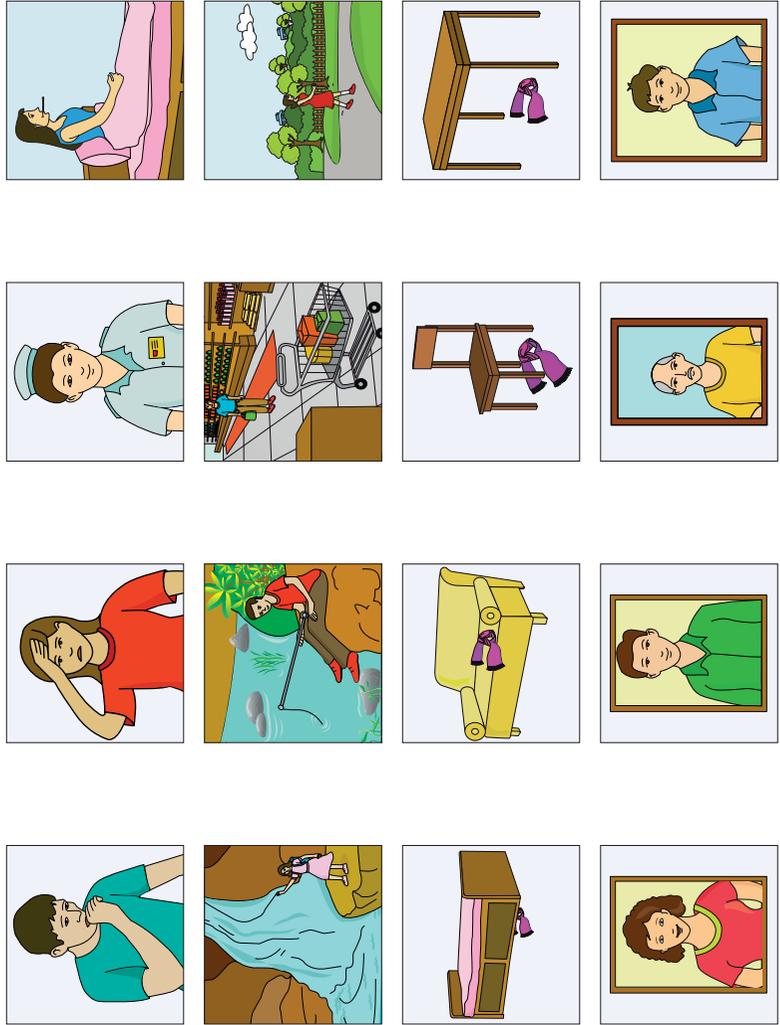
#### Possible Answer Key

Set 2 – Picture 3. In this picture the person is indoors but in the others they are all outside.

Set 3 – Picture 2. In this picture the scarf is on the sofa but in the others it is under the bed, chair and desk.

Set 4 – Picture 1. This is a girl but the others are boys or men.

## Test 5



132 Test 5, Speaking Part 3

### Speaking Part 4

In this part, students answer personal questions.

*Is your school big or small?  
How do you get to school?  
Tell me about your teacher.*

#### ■ Warm-up

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

#### ■ Do the test

**Materials:** None

- 1 Ask each student some questions about their friends, their likes and dislikes, their family, their home, their school, e.g.  
*Let's talk about your school.*  
*Do you like your school?*

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

What to do (Use child's name throughout the exam)	What to say	Answer from candidate (one word sufficient but more than one word is preferred)	Back-up question if necessary
Usher brings candidate into examination room	Introduces the child to the examiner: <i>This is ...</i> Examiner to candidate: <i>Hello, my name's ...</i> <i>What's your name? How old are you?</i>	<i>Hello.</i> <i>My name's [Clare] and I'm [ten].</i>	
<b>1</b> Examiner shows <u>both</u> Part 1 pictures to candidate.	<i>These pictures are almost the same but some things are different. For example, in this picture there are three children but in this there are four. I'll say something about my picture and you tell me how your picture is different.</i> <i>In my picture ...</i> <i>there are three children.</i> <i>the girl has got long hair.</i> <i>there is a map.</i> <i>the desk is blue.</i> <i>the teacher is standing.</i>	Candidate points to the items in the picture and says the different things. <i>(There are) four children.</i> <i>(The girl has got) short hair.</i> <i>(There is) a window.</i> <i>(The desk is) green.</i> <i>(The teacher is) sitting.</i>	<i>How many children are there?</i> <i>Has the girl got long hair?</i> <i>Is there a map?</i> <i>Is the desk blue?</i> <i>Is the teacher standing?</i>
<b>2</b> Show picture story.	<i>These pictures tell a story. It's called 'The birthday party'. Today Bill is going to a birthday party. He is getting dressed. Now you tell the story.</i>	Candidate briefly describes pictures 2–4. <i>2 – Bill is very happy. He is playing games. The mum is bringing the birthday cake.</i> <i>3 – Bill eats the cake. He likes it a lot.</i> <i>4 – Bill is at the doctor's. He has a stomach-ache because he ate three pieces of cake.</i>	<i>Is Bill happy? What is he doing?</i> <i>What has the mum got?</i> <i>Does he like the cake?</i> <i>Where is Bill now? Why? Is Bill happy now?</i>
<b>3</b> Show the odd one out pictures.	Show students the first set of pictures and say: <i>Here are four pictures. Which one is different?</i> <i>This one is different (point to the nurse).</i> <i>She helps people who are sick. The other pictures are of people who are ill.</i> <i>Now look at these pictures (show next set). Which one is different? (Why?)</i>	Set 2 – (point to picture 3) <i>In this picture the person is indoors but the others are all outside.</i> Set 3 – (point to picture 2) <i>In this picture, the scarf is on the sofa, but in the others it is under the bed, chair and desk.</i> Set 4 – (point to picture 1) <i>This is a girl but the others are boys or men.</i>	Prompt candidate to justify their choice by asking <i>Why?</i> Set 2 – <i>Where are the people in these pictures?</i> Set 3 – <i>Where is the scarf in these pictures?</i> Set 4 – <i>Are these all pictures of men? What about this one?</i>
<b>4</b> Ask a few personal questions.	<i>Now, (name), let's talk about your school.</i> <i>Do you like your school?</i> <i>Is your school big or small?</i> <i>How do you get to school?</i> <i>Tell me about your teacher.</i>	<i>Yes.</i> <i>It's big.</i> <i>I walk.</i> <i>Her name is Kim. She's tall.</i> <i>I like her. She's nice.</i>	<i>Is it a good school?</i> <i>Are there lots of students?</i> <i>Do you go by bus?</i> <i>Is your teacher a man or a woman? Is he / she young or old?</i>
	<i>Thank you, (name).</i> <i>Bye.</i>		

# Photocopiable worksheets

## Worksheet 1

**1 Listen to the names. Tick (✓) the correct column.**

	Girl's name	Boy's name	Both girl's & boy's name
Daisy			
Fred			
Jack			
Jane			
Pat			
Jim			
Nick			
Mary			
Paul			
Peter			
Sally			
Kim			
Vicky			
Lily			
Charlie			

**2 Listen and write the names you hear.**

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**3 Practise saying the names.**

# Worksheet 2



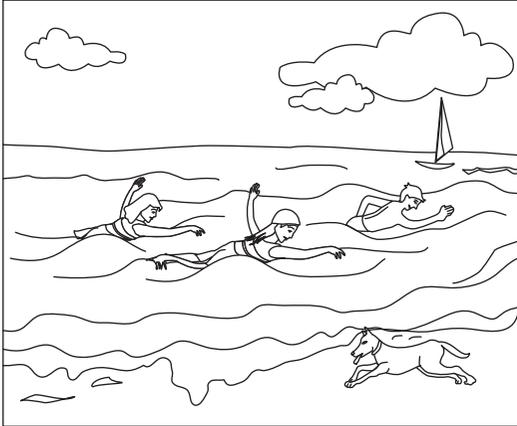
<b>Aunt Clare</b>	<b>Mum</b>
<b>Zoe</b>	<b>Charlie</b>

<b>Dad</b>	<b>Vicky</b>
<b>Julia</b>	<b>Uncle Dan</b>

<b>Vicky</b>	<b>Grandpa</b>
<b>Cousin Zoe</b>	<b>Aunt Clare</b>

<b>Grandma</b>	<b>Fred the dog</b>
<b>Dad</b>	<b>Uncle Sam</b>

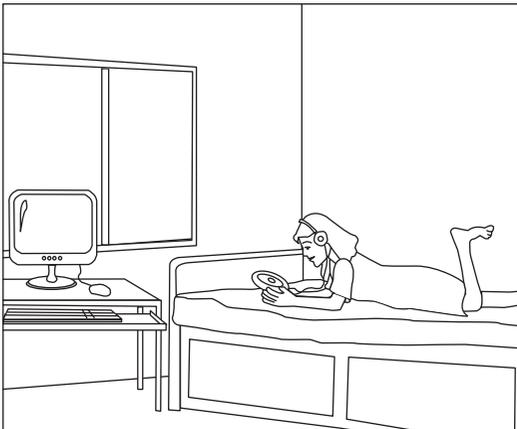
# Worksheet 3



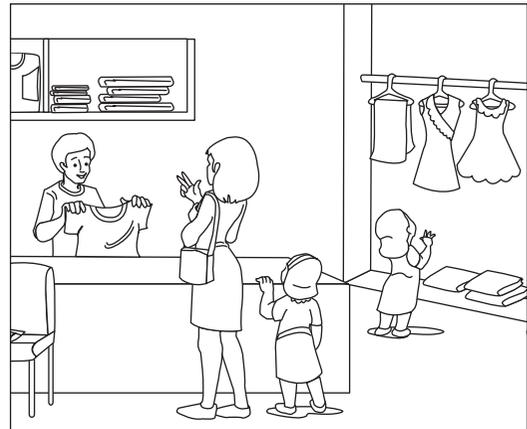
**A**



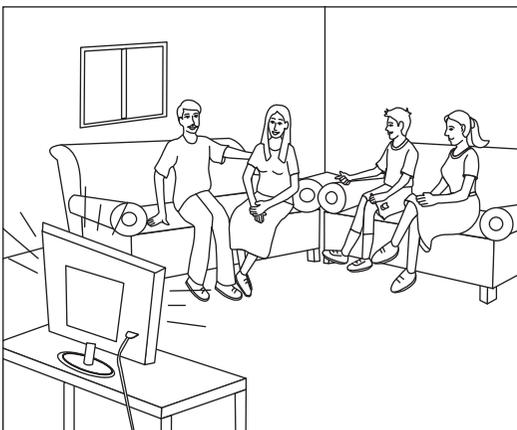
**B**



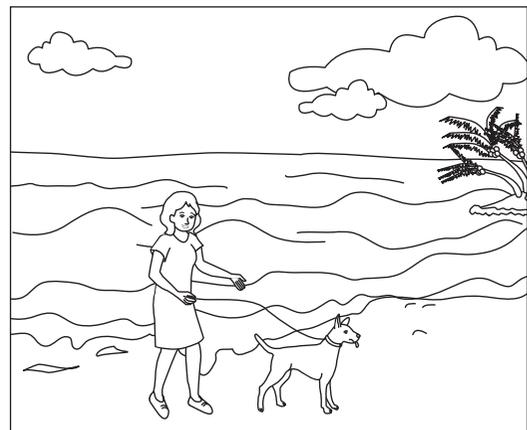
**C**



**D**



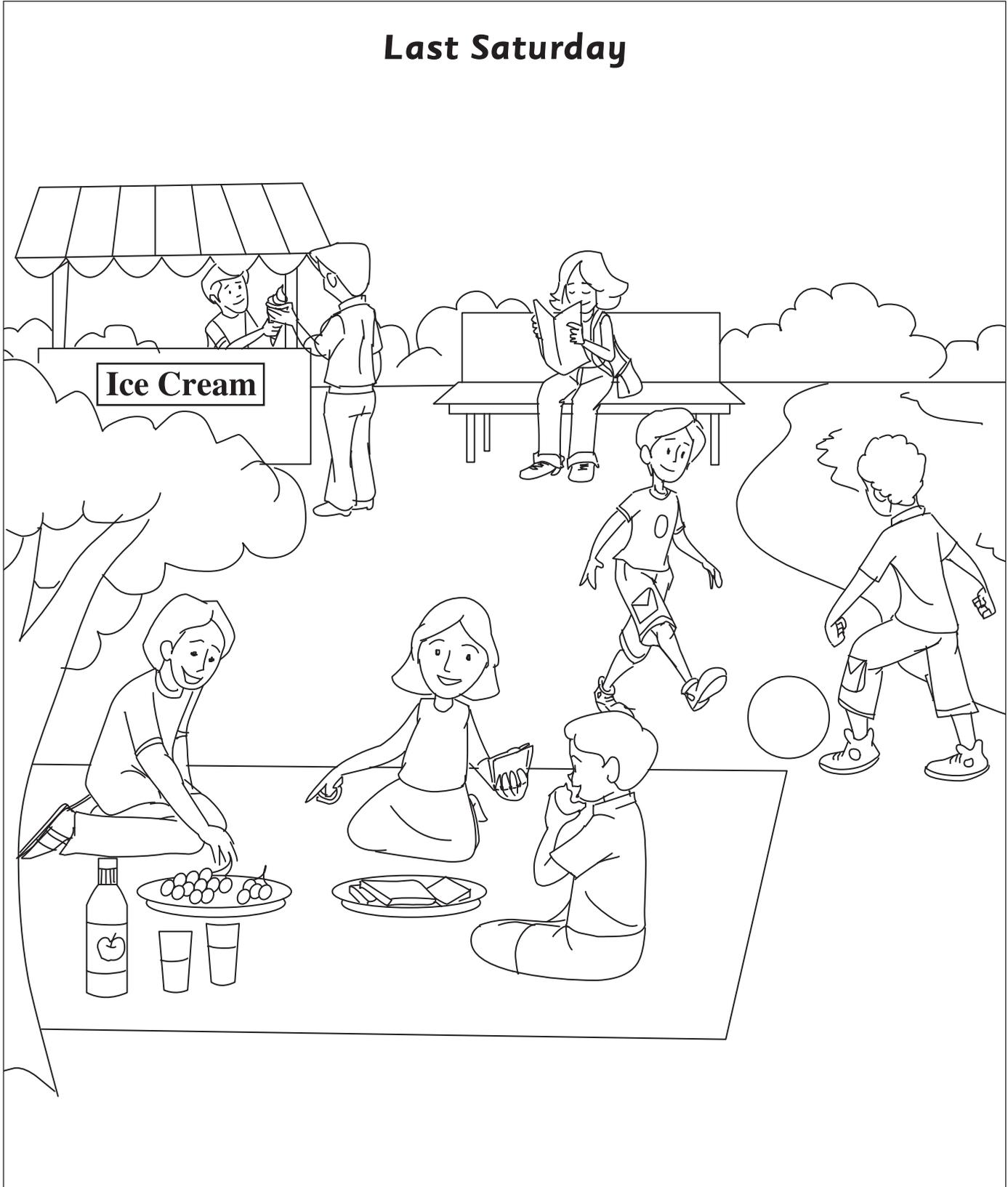
**E**



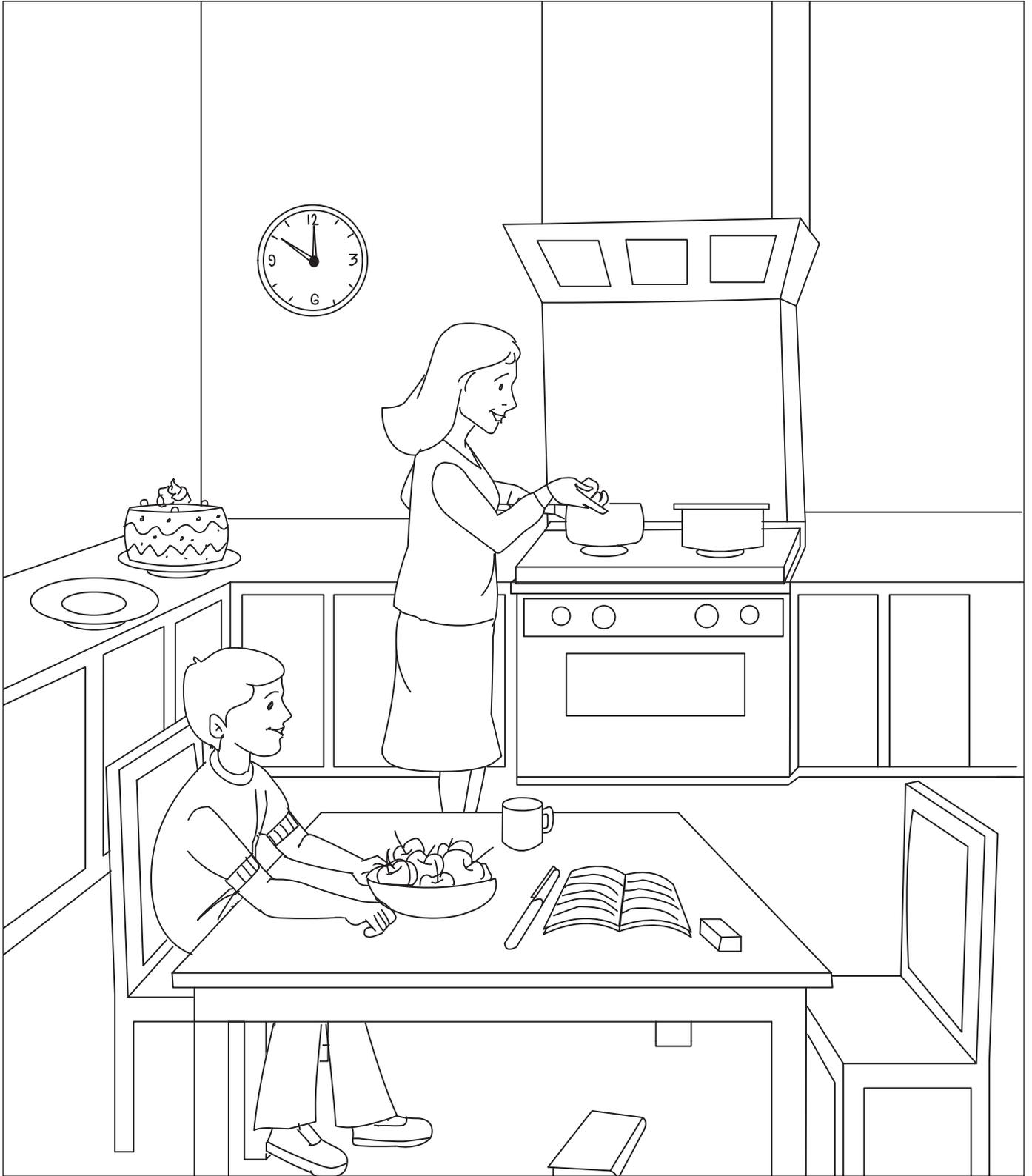
**F**

# Worksheet 4

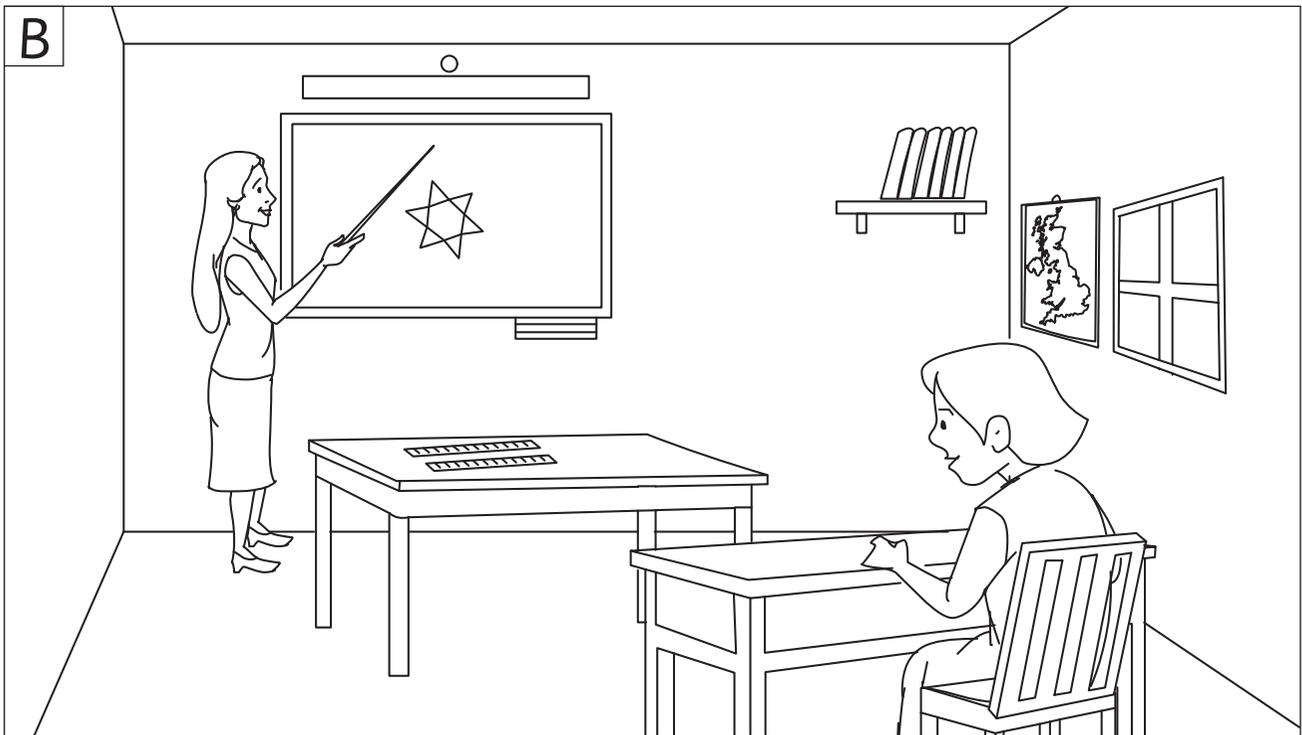
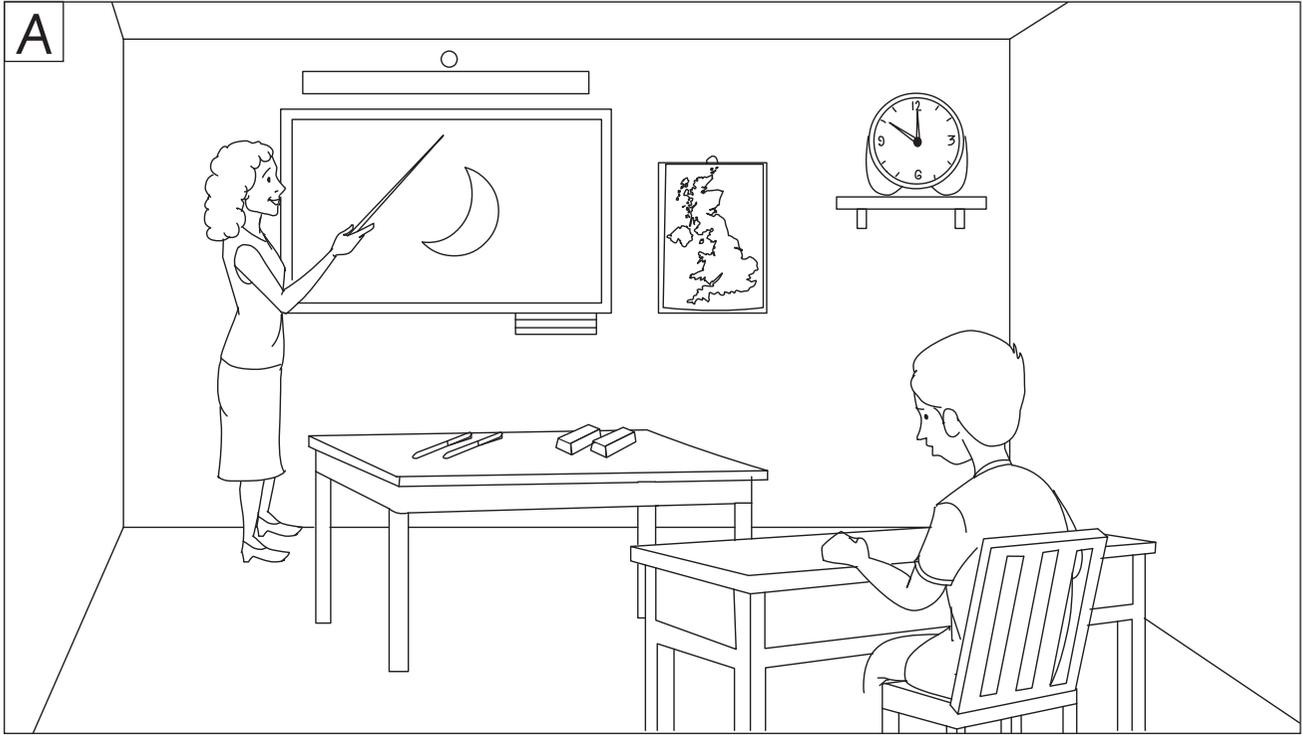
## Last Saturday



# Worksheet 5



# Worksheet 6



# Worksheet 7

## Read and write the word.

- 1 This person is your mother or father's mother.
- 2 This little animal is a baby cat.
- 3 This is when your ear hurts.
- 4 You can buy food at this place.
- 5 This person drives a car or a bus.
- 6 This is where you drive a car. It is in the street.
- 7 This person works with many animals.
- 8 You are this when you want something to eat.

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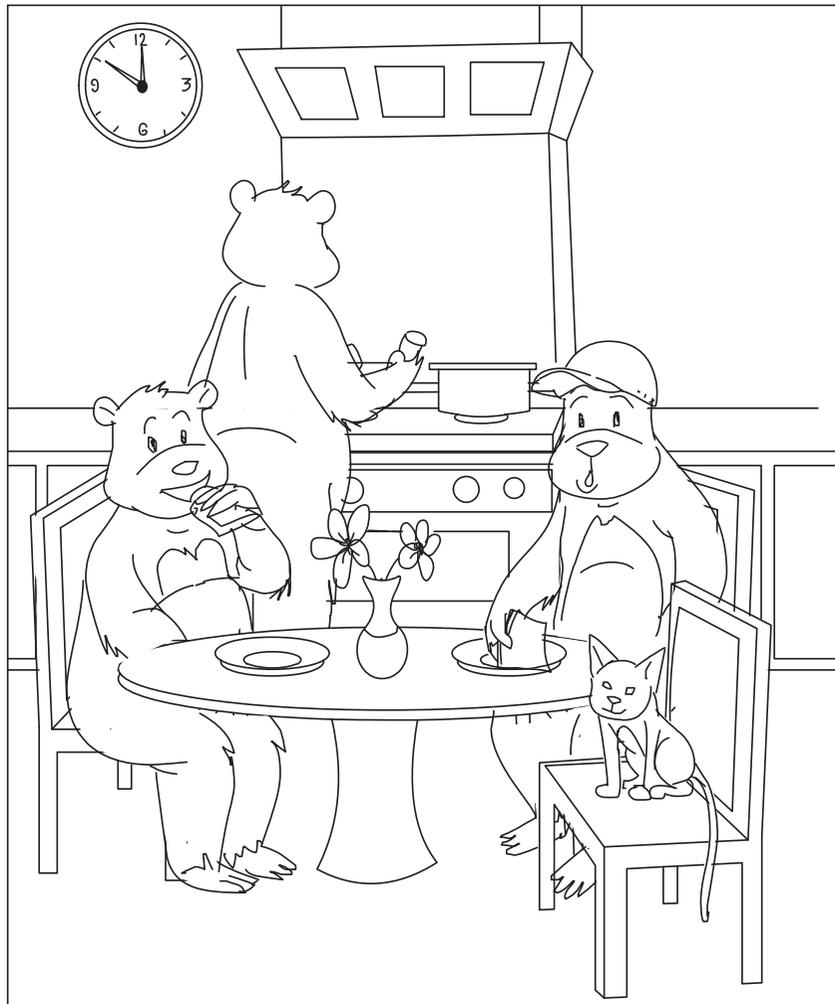
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# Worksheet 8



A Hello. How are you?	B I'm fine, thanks.
A Where are you going?	B To the library.
A Do you want a drink of water?	B Yes, please.
A Have you got a bike?	B No, I haven't.
A Would you like to go to the cinema?	B Sorry, I can't.
A Is your brother in his room?	B No, he's at school.
A Shall I come with you?	B I'd like that, thanks.
A What's the matter?	B I've got a headache.



I like burgers.

I've got two brothers.

My aunt's daughter is my best friend.



I don't like doing homework.

I loved the film.

It rained all day yesterday.

We drove to the beach.

I'd like to have a dog.

I'd like to eat something.

I'm thirsty.

# Worksheet 9



**Write the words in the gaps.**

- 1 After John got up, he \_\_\_\_\_ his socks.
- 2 Pat saw a beautiful \_\_\_\_\_ over the trees.
- 3 The boy \_\_\_\_\_ when he saw the clown at the circus.
- 4 Kim has a dog, a cat and a rabbit. She loves \_\_\_\_\_ !
- 5 The girl forgot her \_\_\_\_\_ when she went to the swimming pool.
- 6 Sally \_\_\_\_\_ down on the sofa when she got home from school.

# Worksheet 10

Match the question words to the activities.

## Question

## Activity

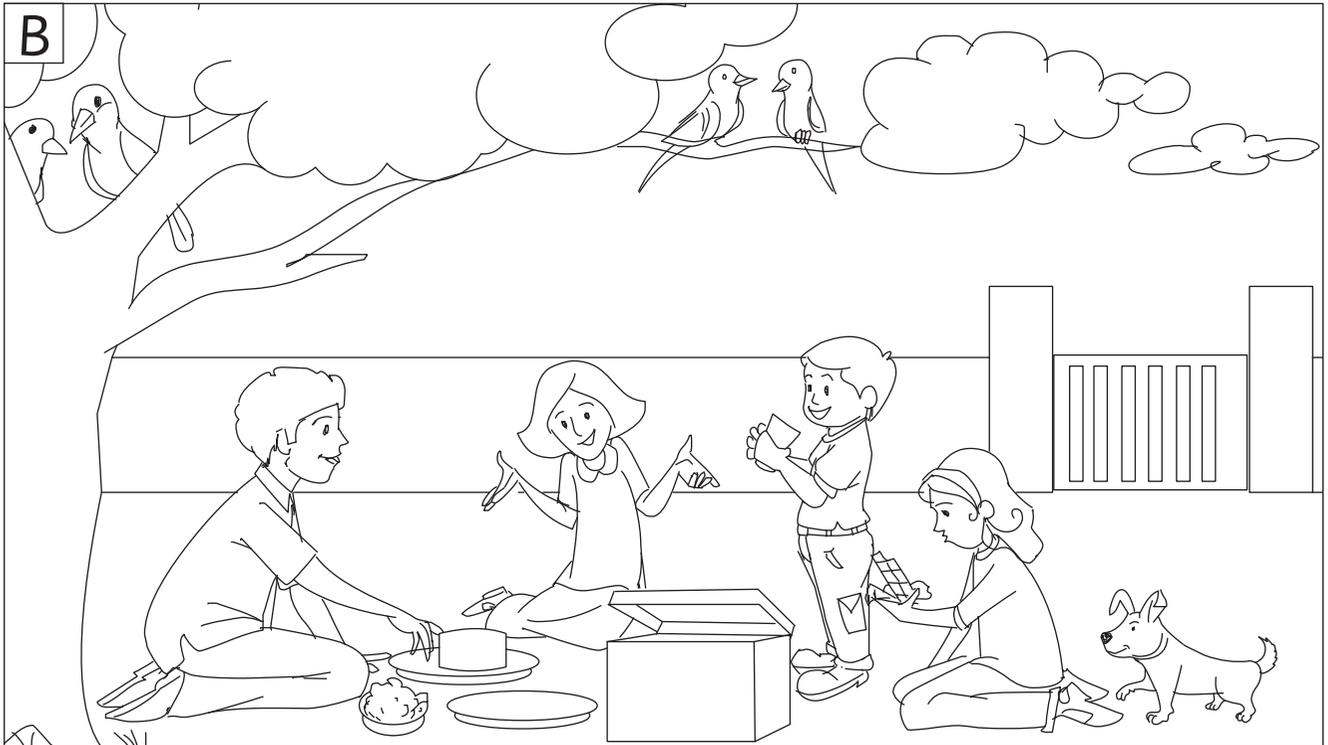
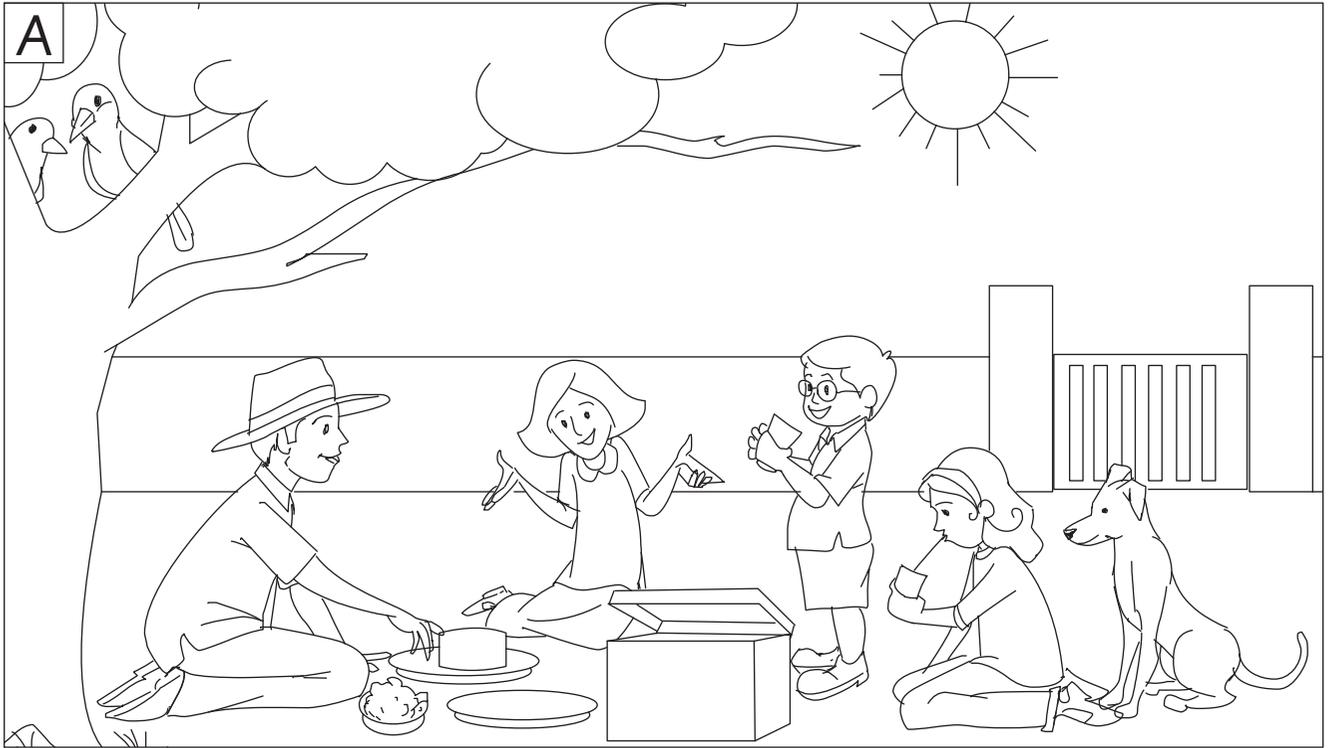
- |   |            |   |                                  |
|---|------------|---|----------------------------------|
| 1 | Where ...? | A | She's playing with the dog.      |
| 2 | Which ...? | B | It's on the table.               |
| 3 | Who ...?   | C | the brown one                    |
| 4 | What ...?  | D | with his mother                  |
| 5 | When ...?  | E | because she likes playing tennis |
| 6 | Why ...?   | F | at six o'clock                   |



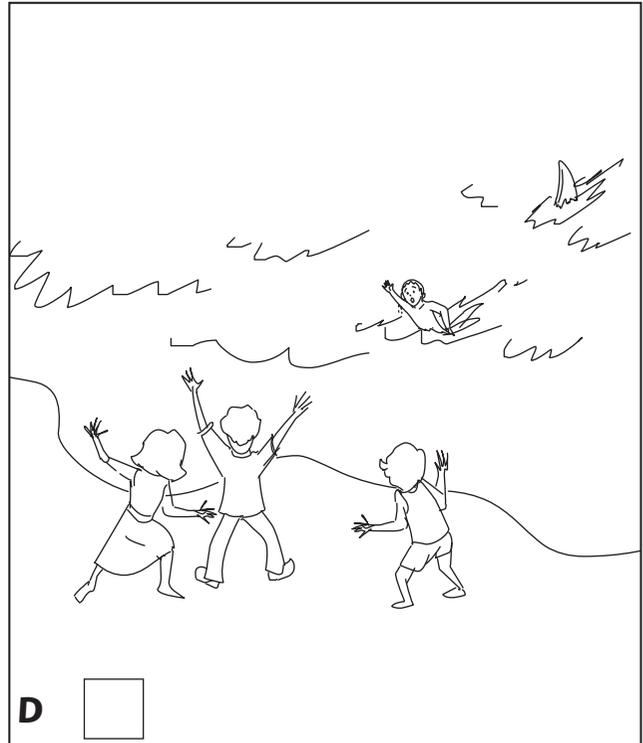
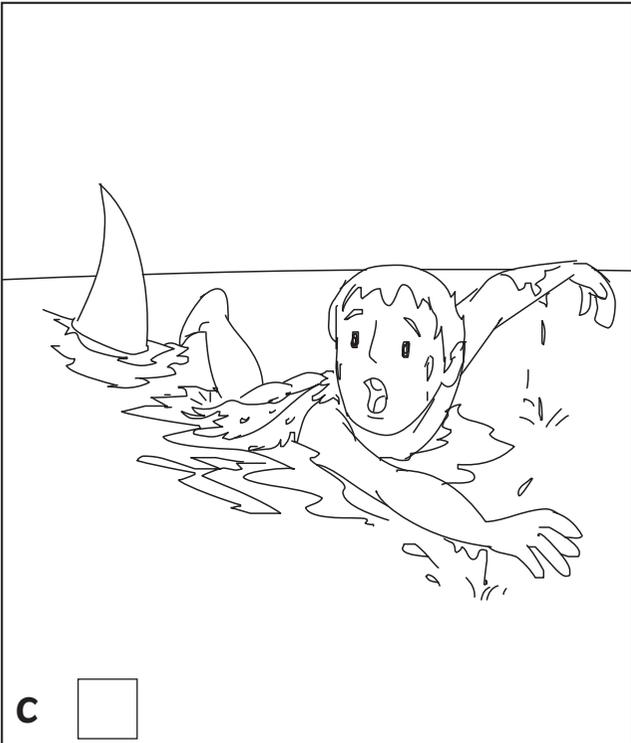
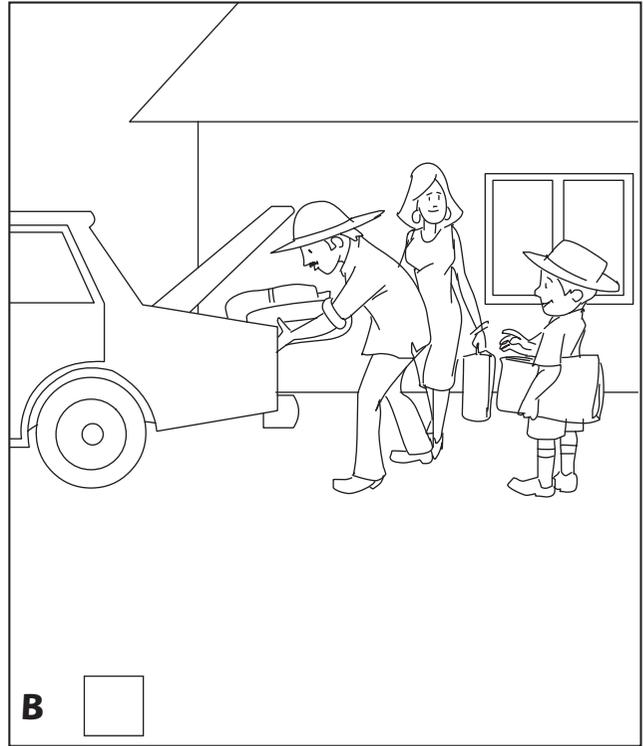
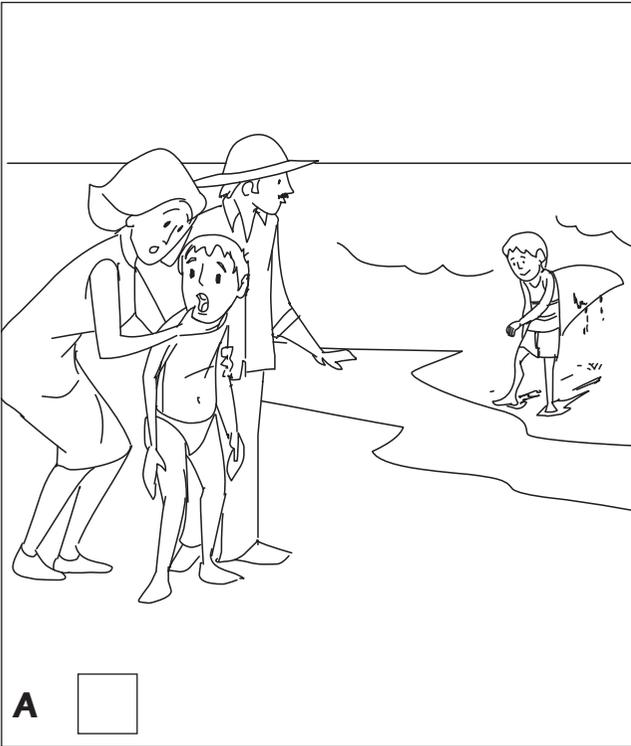
Which one is different? Why?

- |   |            |        |            |        |
|---|------------|--------|------------|--------|
| 1 | crocodile  | boy    | fish       | mouse  |
| 2 | scarf      | coat   | sweater    | floor  |
| 3 | book       | pen    | jacket     | ruler  |
| 4 | CD player  | shop   | café       | cinema |
| 5 | below      | on     | inside     | all    |
| 6 | watermelon | carrot | apple      | banana |
| 7 | TV         | towel  | toothbrush | shower |
| 8 | earache    | eye    | mouth      | nose   |

# Worksheet 11



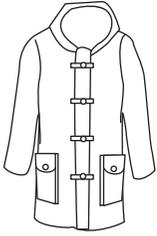
# Worksheet 12



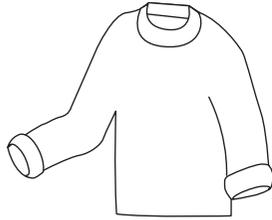
# Worksheet 13



1a



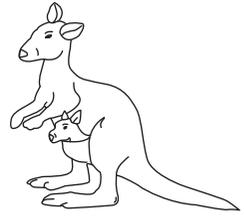
1b



1c



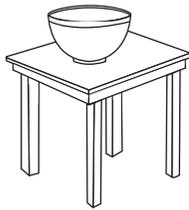
1d



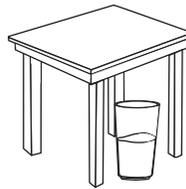
2a



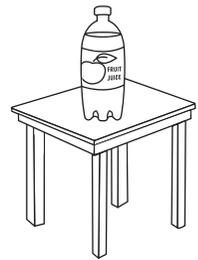
2b



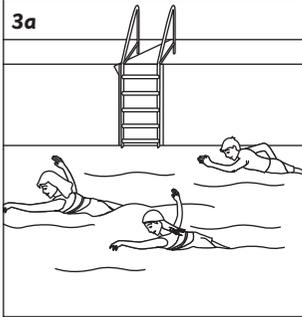
2c



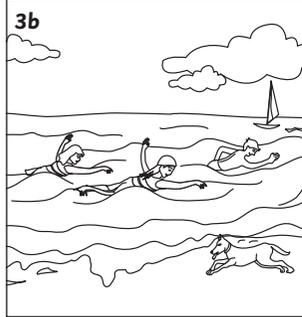
2d



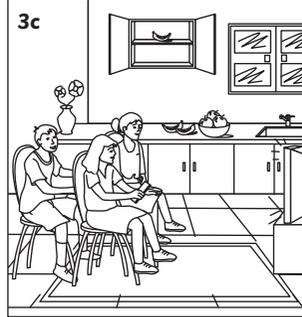
3a



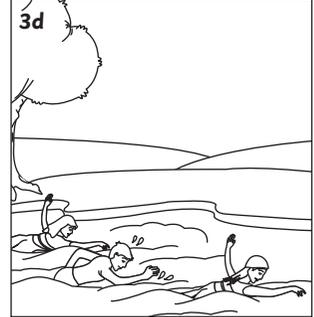
3b



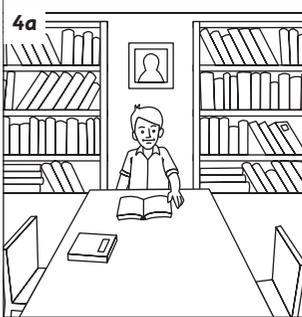
3c



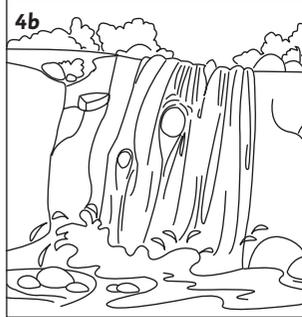
3d



4a



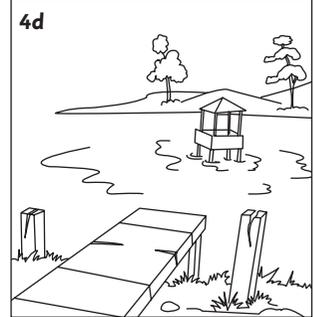
4b



4c



4d



# Worksheet 14



How many people are there in your family?

How many rooms are there in your house?

What's your mother's name?

What's your father's name?

Who's the oldest person in your family? How old are they?

Who is the youngest person in your family? How old are they?

Do you like your school?

How do you get to school?

What's your teacher's name?

How many students are there in your class?

Who do you sit next to at school?

When do you do your homework?

Where do you do your homework?

What's your favourite food?

Where do you eat your lunch?

What do you have for breakfast?

What do you have for dinner?

What did you do last Saturday?

What did you do last Friday?

What are your hobbies?

What sports do you play?

# A1 Movers grammar and structures list

## Indirect objects

Give it to **the teacher!**

## Comparative and superlative adjectives

Your house is **bigger** than mine.

Anna is my **best** friend.

## Verbs

(Positive, negative, question, imperative and short forms, including contractions)

## Past simple regular and irregular forms

We **went** to the park yesterday.

Her father **cooked** lunch on Friday.

'**Did** you **go** to the cinema?' 'Yes, I **did**.'

We **didn't see** the pirate at the party.

## Verb + infinitive

I **want to go** home.

He **started to** laugh.

## Verb + ing

I **went riding** on Saturday.

## Infinitive of purpose

She went to town **to buy** a toothbrush.

## Want / ask someone to do something

He **wants the teacher to tell** a story.

## Must for obligation

He **must** do his homework.

You **mustn't** give the rabbit cheese.

**Must** I get up now?

## Have (got) to / had to

I've **got to** go.

Do I **have to** go to bed now?

He **had to** draw a whale for homework.

## Shall for offers

**Shall** I help you wash the car, Mum?

## Could (past form of can)

I **could** see some birds in the tree.

## Adverbs

She **never** eats meat.

He sang **loudly**.

My mother talks **a lot**.

## Comparative and superlative adverbs

My brother reads **more quickly** than my sister.

I like ice cream **best**.

## Conjunctions

I went home **because** I was tired.

## Prepositions of time

She plays with her friend **after** school.

He plays badminton **on** Saturdays.

## Question words

**Why** is he talking to her?

**When** does school start?

## Relative clauses

Vicky is the girl **who is riding a bike**.

That is the DVD **which my friend gave me**.

This is the house **where my friend lives**.

## What is / was the weather like?

**What was the weather like** last weekend?

## What's the matter?

**What's the matter**, Daisy? Have you got a stomach-ache?

## How / what about + noun or ing

**How about going** to the cinema on Wednesday evening?

## When clauses (not with future meaning)

**When** he got home, he had his dinner.

## Go for a + noun

Yesterday we **went for a drive** in my brother's car.

## Be called + noun

A baby cat **is called** a kitten.

## Be good at + noun

She's **very good at** basketball.

## I think / know ...

**I think he's** very nice.

# A1 Movers alphabetic vocabulary list

## Grammatical Key

*adj* adjective

*adv* adverb

*conj* conjunction

*det* determiner

*dis* discourse marker

*excl* exclamation

*int* interrogative

*n* noun

*prep* preposition

*pron* pronoun

*v* verb

## A

above *prep*

address *n*

afraid *adj*

after *prep*

age *n*

all *adj + adv + det + pron*

all right *adj + adv*

along *prep*

always *adv*

another *det + pron*

any *det + pron*

app *n*

around *prep*

asleep *adj*

at *prep of time*

aunt *n*

awake *adj*

## B

back *adj + adv + n*

bad *adj*

badly *adv*

balcony *n*

band (music) *n*

basement *n*

bat *n*

be called *v*

beard *n*

because *conj*

before *prep*

below *prep*

best *adj + adv*

better *adj + adv*

blanket *n*

blond(e) *adj*

boring *adj*

both *det + pron*

bottle *n*

bottom *adj + n*

bowl *n*

brave *adj*

break *n*

brilliant *adj*

Brilliant! *excl*

bring *v*

build *v*

building *n*

bus station *n*

bus stop *n*

busy *adj*

buy *v*

by *prep*

## C

café *n*

cage *n*

call *v*

car park *n*

careful *adj*

carefully *adv*

carry *v*

catch (e.g. a bus) *v*

CD *n*

centre (US center) *n*

change *v*

cheese *n*

cinema *n*

circle *n*

circus *n*

city *n*

city/town centre (US

center) *n*

clever *adj*

climb *v*

cloud *n*

cloudy *adj*

clown *n*

coat *n*

coffee *n*

cold *adj + n*

come on! *excl*

comic *n*

comic book *n*

cook *v*

cook *n*

cough *n*

could (as in past of can for ability) *v*

## A1 Movers alphabetic vocabulary list

country *n*  
countryside *n*  
cry *v*  
cup *n*  
curly *adj*

### D

dance *n + v*  
dangerous *adj*  
daughter *n*  
dentist *n*  
difference *n*  
different *adj*  
difficult *adj*  
doctor *n*  
dolphin *n*  
down *adv + prep*  
downstairs *adv + n*  
dream *n + v*  
dress up *v*  
drive *n*  
driver *n*  
drop *v*  
dry *adj + v*  
DVD *n*

### E

earache *n*  
easy *adj*  
e-book *n*  
elevator (UK lift) *n*  
email *n + v*  
every *det*  
everyone *pron*  
everything *pron*

exciting *adj*  
excuse me *dis*

### F

fair *adj*  
fall *v*  
famous *adj*  
farm *n*  
farmer *n*  
fat *adj*  
feed *v*  
field *n*  
film (US movie) *n + v*  
film (US movie) *star n*  
fine *adj + excl*  
first *adj + adv*  
fish *v*  
fix *v*  
floor (e.g. ground, 1st, etc.) *n*  
fly *n*  
forest *n*  
Friday *n*  
frightened *adj*  
funfair *n*

### G

get dressed *v*  
get off *v*  
get on *v*  
get undressed *v*  
get up *v*  
glass *n*  
go shopping *v*  
goal *n*  
granddaughter *n*  
grandparent *n*

grandson *n*  
grass *n*  
ground *n*  
grow *v*  
grown-up *n*

### H

have (got) to *v*  
headache *n*  
helmet *n*  
help *v*  
hide *v*  
holiday *n*  
homework *n*  
hop *v*  
hospital *n*  
hot *adj*  
how *adv*  
how much *adv + int*  
how often *adv + int*  
huge *adj*  
hundred *n*  
hungry *adj*  
hurt *v*

### I

ice *n*  
ice skates *n*  
ice skating *n*  
idea *n*  
ill *adj*  
inside *adv + n + prep*  
internet *n*  
into *prep*  
invite *v*  
island *n*

## A1 Movers alphabetic vocabulary list

### J

jungle *n*

### K

kangaroo *n*

kick *n*

kind *n*

kitten *n*

### L

lake *n*

laptop *n*

last *adj + adv*

laugh *n + v*

leaf/leaves *n*

library *n*

lift (US elevator) *n*

lion *n*

little *adj*

look for *v*

lose *v*

loud *adj*

loudly *adv*

### M

machine *n*

map *n*

market *n*

matter *n*

mean *v*

message *n*

milkshake *n*

mistake *n*

model *n*

Monday *n*

moon *n*

more *adv + det + pron*

most *adv + det + pron*

mountain *n*

moustache *n*

move *v*

movie (UK film) *n*

must *v*

### N

naughty *adj*

near *adv + prep*

neck *n*

need *v*

net *n*

never *adv*

noise *n*

noodles *n*

nothing *pron*

nurse *n*

### O

o'clock *adv*

off *adv + prep*

often *adv*

on *adv + prep of time*

only *adv*

opposite *prep*

out *adv*

out of *prep*

outside *adv + n + prep*

### P

pair *n*

pancake *n*

panda *n*

parent *n*

parrot *n*

party *n*

pasta *n*

penguin *n*

picnic *n*

pirate *n*

place *n*

plant *n + v*

plate *n*

player *n*

pool *n*

pop star *n*

practice *n*

practise *v*

present *n*

pretty *adj*

puppy *n*

put on *v*

### Q

quick *adj*

quickly *adv*

quiet *adj*

quietly *adv*

### R

rabbit *n*

rain *n + v*

rainbow *n*

ride *n*

river *n*

road *n*

rock *n*

roller skates *n*

roller skating *n*

roof *n*

round *adj + adv + prep*

## A1 Movers alphabetic vocabulary list

### S

safe *adj*  
sail *n + v*  
salad *n*  
sandwich *n*  
Saturday *n*  
sauce *n*  
scarf *n*  
score *v*  
seat *n*  
second *adj + adv*  
send *v*  
shall *v*  
shape *n*  
shark *n*  
shop *v*  
shopping *n*  
shopping centre (US center) *n*  
shoulder *n*  
shout *v*  
shower *n*  
sick *adj*  
skate *n + v*  
skip *v*  
sky *n*  
slow *adj*  
slowly *adv*  
snail *n*  
snow *n + v*  
someone *pron*  
something *pron*  
sometimes *adv*  
son *n*  
soup *n*  
sports centre (US center) *n*

square *adj + n*  
stair(s) *n*  
star *n*  
station *n*  
stomach *n*  
stomach-ache *n*  
straight *adj*  
strong *adj*  
Sunday *n*  
sunny *adj*  
supermarket *n*  
surprised *adj*  
sweater *n*  
sweet *adj*  
swim *n*  
swimming pool *n*  
swimsuit *n*

### T

take *v*  
take off (i.e. get undressed) *v*  
tall *adj*  
tea *n*  
teach *v*  
temperature *n*  
terrible *adj*  
text *n + v*  
than *conj + prep*  
then *adv*  
thin *adj*  
think *v*  
third *adj + adv*  
thirsty *adj*  
Thursday *n*  
ticket *n*  
tired *adj*

tooth / teeth *n*  
toothache *n*  
toothbrush *n*  
toothpaste *n*  
top *adv + n*  
towel *n*  
town *n*  
town/city centre (US center) *n*  
tractor *n*  
travel *v*  
treasure *n*  
trip *n*  
Tuesday *n*

### U

uncle *n*  
up *adv + prep*  
upstairs *adv + n*

### V

vegetable *n*  
video *n*  
village *n*

### W

wait *v*  
wake (up) *v*  
walk *n*  
wash *n + v*  
water *v*  
waterfall *n*  
wave *n*  
weak *adj*  
weather *n*  
website *n*

# A1 Movers alphabetic vocabulary list

Wednesday *n*  
week *n*  
weekend *n*  
well *adj + adv*  
wet *adj*  
whale *n*  
when *adv + conj + int*  
where *pron*  
which *pron*  
who *pron*  
why *int*  
wind *n*  
windy *adj*  
work *n + v*  
world *n*  
worse *adj + adv*  
worst *adj + adv*  
would *v*  
wrong *adj*

## **X**

(No words at this level)

## **Y**

yesterday *adv + n*

## **Z**

(No words at this level)

## **Letters & Numbers**

Candidates will be expected to understand and write numbers 21–100 and ordinals 1st to 20th.

## **Names**

Candidates will be expected to recognise and write the following names:

Charlie  
Clare  
Daisy  
Fred  
Jack  
Jane  
Jim  
Julia  
Lily  
Mary  
Paul  
Peter  
Sally  
Vicky  
Zoe

