



Test key and audioscript

Scores are not shown on the tests themselves, giving you the flexibility to score in a way that suits your teaching situation. However, a scheme is given below that you may wish to use. Note that all four skills carry equal weight in the *Cambridge English: Young Learners* Tests. There are four complete tests in this section.

Marking Key

- () = Acceptable extra words are placed in parentheses
- / = A single slash is placed between acceptable alternative words within an answer
- // = A double slash is placed between acceptable alternative complete answers

Listening Key: F = adult female, M = adult male, FCH = female child, MCH = male child.

Test Units Welcome–2 pp. 76–90

Listening Part 1 (5 marks): page 76

Key: Lines should be drawn as follows:

- 1 Betty and girl writing at the desk, wearing a jacket
- 2 Harry and boy wearing pilot's uniform, carrying a plane
- 3 Sarah and shorter nurse, wearing glasses
- 4 Emma and girl dressed as firefighter, carrying hat, no shoes
- 5 Richard and boy on floor looking at plants

Track 16

Part One. Look at the picture. Listen and look. There is one example.

- F: Hello, Mr. Green.
M: Hello, Mrs. Smith. Why are all the children in uniform?
F: They're wearing clothes for the jobs they're going to do.
M: I see. Where's my son, David?
F: He's there look. He's sitting on the floor. He's a mechanic.
M: Oh, yes. What's he doing?
F: He's working on a toy car.

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

- M: Who are the other children here?
F: Can you see the girl with blond hair?
M: Is she writing in a notebook?
F: That's right. And she's wearing a jacket. That's Betty.
M: Does she want to be a reporter?
F: Yes. She's very good at English.
F: And can you see that boy in a hat? His name's Harry.
M: Is he carrying a plane under his arm?
F: Yes. His dad's a pilot and he wants to be one, too.
M: And who's the girl who's talking to my son?
F: The tall girl with blond hair?
M: No. I mean the short girl. She's dressed as a nurse, too, but she's wearing glasses.
F: Oh, yes. I see her. That's Sarah. She and your son have math together.
M: Is a girl named Emma here today?
F: Yes, she's a firefighter. Can you see her hat?
M: Is she wearing it?
F: No, it's really heavy. She's carrying it in her hand.
M: Why doesn't she have any shoes on?
F: She stood in some water and they're wet.
M: I think I know that boy with the bowl. He lives on our street.
F: The other boy on the floor?

- M: Yes. Is his name Richard?
F: Yes. He's a very good soccer player.
M: But he's not dressed as one today.
F: That's right. He loves working with plants and animals. He wants to be a scientist.

Listening Part 2 (5 marks): page 77

Key: 1 13, 2 School, 3 White, 4 Saturday, 5 3.15//a quarter after three.

Track 17

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

- F: Hello. Thank you for calling. Can I have your name, please?
MCH: Yes. It's Peter Clark.
F: Clark. Is that C-L-A-R-K?
MCH: Yes. I'd like to be an actor in your new TV series.

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

- F: And how old are you Peter?
MCH: I'm 13. It was my birthday last week.
F: Did you have a nice birthday?
MCH: Yes, thank you.
F: Now what kind of things do you watch on TV, Peter?
MCH: Well, I like documentaries. There's a really good one called *Animal World* and I often watch cartoons, too. But my favorite is your TV series *School is Cool*.
F: OK, I got that. And who's your favorite movie actor?
MCH: Well, there are a lot of great movie and TV actors. But I think the best actor in the world is Will Black. I'm sorry, I mean Will *White*! His movies are great.
F: Well, Peter. We'd like you to do some acting for us. When can you come to Channel 3?
MCH: Is it possible to come on Sunday?
F: I'm sorry. More than 20 children are going to come on that day.
MCH: Oh, I see. Is Saturday OK then?
F: Yes, that's fine.
MCH: What time should I come? My mom says any time is OK.
F: Can I put your name down for a quarter after three?
MCH: Yes, thank you.
F: OK, Peter. We'll see you on the weekend.
MCH: Thank you very much. Goodbye.

Listening Part 3 (5 marks): page 78

Key: 1 B Mary and history, 2 G Katy and English, 3 D Emma and music, 4 C Bill and science, 5 F Tom and art.

Track 18

Part Three. Listen and look. There is one example. What is each student's favorite school subject?

- F: Daisy. Tell me about your classmates. What are their favorite school subjects?
FCH: Let me see. Ben likes P.E. best. He plays badminton every Wednesday and he plays soccer every day. He says he's going to be a soccer player one day.

Can you see the letter E next to Ben? Now you listen and write a letter in each box.

- F: Does anyone in your class like history?
FCH: Only one person.
F: Who's that?
FCH: Mary! She says that the teacher's really nice and she likes learning about the past. But the other people in my class think it's better to learn about living now.

F: What about your friend, Katy? What does she like?
 FCH: Well, she wants to go to different countries.
 F: Oh. So does she like geography?
 FCH: She thinks it's OK. But she loves speaking to people from other countries, so she likes languages best. She has a big English dictionary. That's her favorite language.
 F: What about Emma? She has a new computer, doesn't she? Does she like computer science?
 FCH: She thinks the classes are very difficult and there's a lot of homework. She prefers music. She loves playing the guitar.
 F: What other subjects do you study?
 FCH: Well, a lot of people like science and it's Bill's favorite subject. He loves learning about animals. But he doesn't understand when the teacher talks about plants.
 F: And what about art? Does anyone like those classes?
 FCH: Oh, yes! A lot of people like them. Tom really likes painting and drawing. He's good at taking photographs, too.
 F: Well, that's good. Your school sounds very nice.

Listening Part 4 (5 marks): page 79

Key: 1 B, 2 C, 3 B, 4 A, 5 A.

Note: Flyers test, Listening: This track has been recorded in British English so that students are exposed to both British and American English language and accent.

Track 19 British English

Part Four. Listen and look. There is one example. Where's Ben's mum going to work?

FCH: Hi Ben. How are you?
 MCH: I'm really excited. My mum's going to start a new job!
 FCH: Where's she going to work?
 MCH: Well, she wanted to work in a TV studio but now she's got a job in the School of Archaeology at the university.
 FCH: My dad works there, in the School of Art.

Can you see the check? Now you listen and check the box.

1 *What job is Ben's mum going to do?*
 FCH: Is your mum going to be a scientist and study bones?
 MCH: No, she's going to draw pictures of them.
 FCH: Really? That's cool. But don't they do that on computers?
 MCH: Sometimes. But Mum does it with a pencil.

2 *Who's Ben's mum going to work for?*
 MCH: Mum's going to work for a famous archaeologist!
 FCH: Really? Is she going to work for Diggory Bones?
 MCH: No, she's going to work for his brother, Archie Bones.
 FCH: He isn't famous.
 MCH: Yes, he is. He's more famous than Diggory Bones! And he's more famous than Doug Bones too.

3 *When's Ben's mum going to start her new job?*
 FCH: When is your mum going to start her new job?
 MCH: Well, she wanted to start on 1 July, but she can't.
 FCH: Why not?
 MCH: Because she has to work in her old job then.
 FCH: Oh.
 MCH: Yeah, but it's really exciting because she can start on 15 July and then on 21 July the School of Archaeology is going to be in a TV programme!

4 *What kind of TV programme is the School of Archaeology going to be in?*
 FCH: Wow! Is the programme a documentary?
 MCH: No. I asked her that. And it's not a quiz.
 FCH: Oh. What is it then?
 MCH: It's part of a sports programme. They want to show people that running and jumping can give you strong bones.

5 *What's Ben's mum's job now?*
 FCH: Your mum's a dentist now, isn't she?

Test key and audioscript

MCH: No, that's my dad. My mum's a history teacher.
 FCH: Oh, right. Well, She's going to be on TV, so perhaps she's going to be a famous actress now.

Listening Part 5 (5 marks): page 80

Key: 1 green chair by the board, 2 blue English dictionary on the big desk, 3 yellow paper on the left of the wall, 4 PROJECT written on poster next to bookcase, 5 "Friday" on board.

Track 20

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

M: Can you help me with this picture of a classroom?
 FCH: Alright. What should I do?
 M: Can you see the door?
 FCH: Yes, I can.
 M: OK. Well, color it black.
 FCH: Right. I'm doing that now.

Can you see the black door? This is an example. Now you listen and color and write.

1
 M: How many chairs can you see?
 FCH: I can see six.
 M: That's right. Can you see the one next to the board?
 FCH: Yes. I think it's for the teacher. Should I color it?
 M: What color do you think she'd like?
 FCH: Green, I think.
 M: Good idea. Do it that color.

2
 M: Now look at the teacher's table. What can you see there?
 FCH: There's a pen, an eraser, and a notebook.
 M: And can you see the dictionaries?
 FCH: Yes, I can. There are two.
 M: That's right. Can you color the English dictionary?
 FCH: What color?
 M: Color it blue.
 FCH: OK.

3
 M: What can you see between the door and the bookcase?
 FCH: There are two pieces of paper on the wall.
 M: Good. Now color one of them.
 FCH: Which one?
 M: The one that's on the left.
 FCH: OK. I'm going to do it yellow.

4
 M: Can you write something now?
 FCH: Yes, OK!
 M: Can you write on the poster next to the bookcase?
 FCH: Yes. What should I write?
 M: Write the word PROJECT on it. You're going to do one in class soon!
 FCH: Yes, we are. OK, I've written that now.
 M: Good job.

5
 M: What else do we need in the picture?
 FCH: In my classroom, the teacher usually writes the day of the week on the board.
 M: OK. Let's write that. What day is it today?
 FCH: It's Friday.
 M: Write that on the board.
 FCH: Great! Soon it will be the weekend!

Reading & Writing Part 1 (10 marks): page 81

Key: 1 a dictionary, 2 cartoons, 3 a firefighter, 4 science, 5 pilots, 6 history, 7 geography, 8 dentists, 9 the news, 10 an ezine.

Reading & Writing Part 2 (5 marks): page 82

Key: 1 G, 2 B, 3 F, 4 A, 5 D.

Reading & Writing Part 3 (6 marks): page 83

Key: 1 newspaper, 2 forty//40, 3 quickly, 4 call, 5 important, 6 A fire in the park.

Reading & Writing Part 4 (10 marks): page 84

Key: 1 Do, 2 When, 3 there, 4 using, 5 every, 6 on, 7 should, 8 called, 9 wins, 10 Why.

Reading & Writing Part 5 (7 marks): page 85

Key: 1 Monday and Friday, 2 a great singer, 3 September, 4 six//6 5 school, 6 well, 7 second prize.

Reading & Writing Part 6 (5 marks): page 86

Key: 1 see//watch//catch, 2 asked, 3 had, 4 an, 5 of.

Reading & Writing Part 7 (15 marks): page 87

Key: Students' own answers

Speaking: pages 88–90

- Part 1. See general notes (page 6) in the Introduction for how to set up this part of the Speaking test. Give an example. Aim to elicit six differences from the student.
- Part 2. See general notes. Start by introducing Nick. *This is Nick. I don't know anything about him, but you do. So I'm going to ask you some questions. How old is Nick?* Ask students to answer the questions about Nick, then say *Now you ask me questions about Jenny* and point to the prompts on the Student's card.
- Part 3. See general notes. Start the story *It's Tuesday. There's going to be a science test on Friday. Michael wants to get 20 out of 20.*
- Part 4. Follow on the theme of what the student does in the evening by asking questions, such as: *What do you do in the evenings? Do you play sports? What time do you go to bed? Where do you do your homework? Tell me about your Saturday evenings., etc.*

Test Units 3–4 pp. 91–105

Listening Part 1 (5 marks): page 91

Key: Lines should be drawn as follows:

- 1 Robert and boy on bridge, looking at cap in river
- 2 Michael and boy with long hair carrying a guitar
- 3 Helen and girl with short hair, in jacket and jeans, going into the movie theater
- 4 Jack and boy on bench with notebook in hand
- 5 Bill and boy outside café, sitting with his dad, paying the waiter

Track 21

Part One. Look at the picture. Listen and look. There is one example.

FCH: Thanks for bringing me out tonight, Dad. It's really exciting. A lot of my friends are going to the theater.

M: That's good.

FCH: Oh, look! There's my friend Anna!

M: The girl in the black shirt?

FCH: Yes. She's walking across the street to the theater.

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

M: What about Robert? Is he here yet?

FCH: I don't think so. He's always late!

M: Wait! That's him, over there!

FCH: Where?

M: He's on the bridge. Can you see him? He's looking at something in the river.

FCH: Oh, yes. Look. His hat's fallen into the water.

M: Oh, dear.

M: And who's that boy?

FCH: Do you mean the boy who's carrying a guitar?

M: Yes.

FCH: That's Michael. He's going to play in the theater. He's very good at music.

M: But look at his hair! It's very long!

FCH: A lot of boys have long hair these days, Dad.

FCH: Look! There's Helen. She's going into the theater.

M: Do you mean the girl who's wearing a dress?

FCH: No, she's wearing jeans and a jacket.

M: She has short hair. Do all your girl friends have short hair and the boys have long hair?

FCH: No, Dad!

M: Can you see any other friends?

FCH: Yes. There's one boy from my class sitting in the street.

M: Oh, yes. That's Jack, isn't it?

FCH: That's right.

M: Why does he have a notebook in his hand?

FCH: He's probably going to draw pictures!

M: In the street?

FCH: Yes. He *loves* art! He draws everything.

M: Where's your friend Bill? Is he coming to the theater?

FCH: He's in that café.

M: Is he sitting with his mom?

FCH: No. He's with his dad. And he's giving money to the waiter.

Listening Part 2 (5 marks): page 92

Key: 1 11//eleven, 2 Clock, 3 (her) aunt, 4 Saturday, 5 Walkers.

Track 22

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

F: Excuse me. Can I ask you about your visit to London?

FCH: Yes, of course. What do you want to know?

F: What's your name, please?

FCH: It's Sarah Perez.

F: Perez. Is that P-E-R-E-Z?

FCH: Yes, that's right.

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

F: Why are you in London, Sarah?

FCH: It's my birthday! We're going to go to London Zoo this morning.

F: Happy birthday! How old are you?

FCH: I'm 11 today.

F: That's great!

F: Where are you staying, Sarah? In a hotel?

FCH: Yes, we are.

F: And what's the name of the hotel?

FCH: It's called The Clock Hotel.

F: Oh, I know that. It's one of the oldest hotels in London.

F: And who are you in London with?

FCH: I'm here with my aunt.

F: Oh, so that woman's not your mom.

FCH: No, she couldn't come to London.

F: Why's that?

FCH: She's working. She can't take a vacation this month.

F: Now, how many days are you staying in London, Sarah?

FCH: We're here for six days.

F: When did you arrive?

FCH: Yesterday.

F: That's Monday. So you're going home on Saturday?
 FCH: Yes. That's right.
 F: And where are you going this afternoon?
 FCH: To a toy store. I'm going to buy a birthday present.
 F: That's nice. What's the name of the store?
 FCH: Walkers.
 F: I don't know that store. Please can you spell it for me?
 FCH: Yes. It's W-A-L-K-E-R-S. Walkers.
 F: Thanks. Well, I hope you enjoy your time here in London.
 FCH: Thank you.

Listening Part 3 (5 marks): page 93

Key: 1 B William and leaves on fire, 2 E David and boy looking for watch in coat pocket, 3 G Mary and broken tooth, 4 H Jane and hurt leg, 5 D Alex and cut finger.

Track 23

Part Three. Listen and look. There is one example. What happened to the students in Robert's class?

M: Hello, Robert. Did you have a good day in school today?
 MCH: Yes, it was fun. We learned about disasters in history.
 M: The children in your class have a lot of disasters, don't they?
 MCH: Yes. Do you remember what happened to Vicky last year?
 M: Yes. That was a terrible accident. She was sailing with her dad when some lightning hit the boat. They jumped in the water and a helicopter came to get them.

Can you see the letter F next to Vicky? Now you listen and write a letter in each box.

M: And another friend had an accident last November, didn't he?
 MCH: Oh, yes. William and his friends were jumping in some leaves in the backyard. His dad was burning things and the leaves caught fire. The boys had to go to the hospital. But they were OK.
 M: That was lucky.
 MCH: But one of the boys wasn't lucky.
 M: Why?
 MCH: Well, when they were jumping in the leaves, David put his watch in his coat pocket. He thought about it the next day, but it wasn't there. So he lost it.
 M: Oh, dear.
 MCH: And then there was Mary.
 M: What happened to her?
 MCH: She was going downstairs. Her little brother's toy car was there. She put her foot on it and she fell.
 M: Did she break her arm?
 MCH: No, she broke her tooth. She couldn't smile!
 MCH: And her sister Jane fell down the next day, too.
 M: Really?
 MCH: Yes. She was climbing up a tree and it was really wet. She fell on the ground and she hurt her leg. She couldn't play soccer or volleyball for four weeks.
 M: And did your friend Alex have an accident, too?
 MCH: Oh, yes. He wanted to make a sandwich for lunch. He was cutting the bread with a big knife and he cut his finger.
 M: Right. Well, I'm going to make some sandwiches for us now. But don't worry. I'll be careful!
 MCH: That's good, Dad!

Listening Part 4 (5 marks): page 94

Key: 1 C, 2 B, 3 B, 4 A, 5 C.

Track 24

Part Four. Listen and look. There is one example. Where in town was the fire?

M: Did you hear about the fire in town yesterday?
 F: Was it in the clothes store like last year?

M: No, it was in a café. But nobody was hurt. The firefighters came from the fire station very quickly.
 F: That's good.

Can you see the check mark? Now you listen and check the box.

1 Where was the café?

F: Which café was it?
 M: You know if you go from the train station straight up the High Street?
 F: Yes?
 M: Well, it's on the first street on the left.
 F: Oh, yes. I know. That's Mr. Green's café. But it's not my favorite. I like the one that's on the first street on the right. I go there with my friend on Friday mornings.

2 Where did the fire start?

F: And where did the fire start? Was it in the kitchen?
 M: No, it was because of the storm yesterday evening. The lightning hit the building.
 F: That happened to me last year and my computer caught fire.
 M: Well, this fire started because the lightning hit the clock on the wall outside.
 F: Wow! That's a surprise.

3 What was Mr. Green doing when the fire started?

F: Was Mr. Green in the café when the fire started?
 M: Yes, he was. He was talking.
 F: On the phone? That's dangerous when there's a storm.
 M: He was talking to one of his customers, Mrs. Smith. She goes shopping and then goes to the café for a cup of coffee.

4 What did the customers do when the fire started?

F: Did the customers run out into the street?
 M: You shouldn't run when there's a fire. No, they were very good. They all walked out of the café and went home.
 F: Didn't anyone stand in the street and watch?
 M: It was raining a lot so I don't think they wanted to do that.

5 Where did the man hear about the fire?

F: How do you know about the fire? There wasn't anything on TV last night.
 M: I know. My friend told me about it.
 F: Well, maybe it's going to be on the radio news today.

Listening Part 5 (5 marks): page 95

Key: 1 a green castle door next to the police officer, 2 a red small coffee cup, 3 PIZZA written on the board outside the café, 4 blue T-shirt on boy listening to music, 5 AUGUST is written on the sign above "Park."

Track 25

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

M: Can you help me with this picture? Can you see the castle?
 FCH: Yes. It looks very strong.
 M: Yes, it does. Can you color it gray?
 FCH: OK. That's a good color for a castle.

Can you see the gray castle? This is an example. Now you listen and color and write.

1

M: Now can you color the castle door?
 FCH: Which one do you mean?
 M: The one where the police officer is standing.
 FCH: Oh, OK.
 M: Why don't you color it green?
 FCH: Right. I'm doing that now.

2

M: Now look at the café. Can you see the two women sitting outside? They're both drinking coffee.

FCH: Yes, I can see them.

M: Why don't you color one of their coffee cups?

FCH: OK. Should I color the one next to the piece of cake?

M: No. Color the other one.

FCH: Right. I think I'll color it red.

M: That's a good idea.

3

M: I think you can have something to eat here, too. Look, the cook's going to write something on the board outside.

FCH: Oh, yes. What do you think he's going to write?

M: I think it's PIZZA. Do you want to write it for him?

FCH: OK.

4

M: Can you see those boys? You could color one of their T-shirts.

FCH: OK. I'm going to color the T-shirt of the boy listening to music.

M: What color are you going to do it?

FCH: I'm going to do it blue.

5

FCH: It looks nice where the boys are, doesn't it?

M: Yes, it does. Why don't you write the name? It's called August Park.

FCH: Oh, like the month?

M: Exactly.

FCH: OK. I'm writing that now.

M: Excellent. What a great picture!

Reading & Writing Part 1 (10 marks): page 96

Key: 1 a bridge, 2 a castle, 3 October, 4 fire stations, 5 December, 6 museums, 7 July, 8 an airport, 9 a movie theater, 10 February.

Reading & Writing Part 2 (5 marks): page 97

Key: 1 H, 2 D, 3 A, 4 F, 5 G.

Reading & Writing Part 3 (6 marks): page 98

Key: 1 paintings, 2 across, 3 most, 4 minutes, 5 fall, 6 An exciting story.

Reading & Writing Part 4 (10 marks): page 99

Key: 1 this, 2 sailing, 3 on, 4 there, 5 or, 6 came, 7 into, 8 waited, 9 her, 10 worst.

Reading & Writing Part 5 (7 marks): page 100

Key: 1 three/3 friends, 2 half an hour/30 minutes, 3 11.00// eleven/11 o'clock, 4 fell in(to), 5 swim (very well), 6 terrible, 7 June.

Reading & Writing Part 6 (5 marks): page 101

Key: 1 on, 2 had, 3 second // 2nd, 4 to, 5 tell.

Reading & Writing Part 7 (15 marks): page 102

Key: Students' own answers

Speaking: pages 103–105

- Part 1. See general notes (page 6) in the Introduction for how to set up this part of the Speaking test. Give an example. Aim to elicit six differences from the student.
- Part 2. See general notes. Introduce Mary. Say *This is Mary. She went out this morning. I don't know anything about her, but you do. I'm going to ask you some questions. Where did Mary go this morning?* Ask the student to answer all the questions about Mary then say, *Now you ask me questions about Richard.* Point to the prompts on the Student's card.

- Part 3. See general notes. Start the story *Yesterday, Fred was out in the park with his dog.*
- Part 4. Follow on the theme of going out in the town by asking *How often do you go to town? Where do you go in town? Who do you go to town with? What do you usually do in town? Tell me about your favorite store/restaurant in town., etc.*

Test Units 5–6 pp. 106–120

Listening Part 1 (5 marks): page 106

Key: Lines should be drawn as follows:

- 1 Fred and man sitting on chair, reading old newspapers
- 2 Lucy and girl next to food bin, drinking from a bottle
- 3 Sarah and woman in dress with box of plastic
- 4 Alex and man with wooden box, looking worried
- 5 Jim and boy with backpack on back, climbing onto metal bin

Track 26

Part One. Look at the picture. Listen and look. There is one example.

F: Thanks for coming to help, Tom.

MCH: There are a lot of people here today, aren't there?

F: Yes, and I know them all. ... Right over there is the paper bin.

We put newspapers, cardboard, and old paper in there.

MCH: Who's the woman who's standing by that bin?

F: That's Mary. She comes here every week.

MCH: But she's going to put metal in it! That's not right!

F: No. She's going to need some help.

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

MCH: Who's that man? He's sitting on the chair.

F: Oh, that's Fred. He comes every week, too.

MCH: What is he doing?

F: He's just reading the old newspapers. He doesn't put anything in the bins!

F: Now ... the bin for old food is on the right.

MCH: Who's the girl next to it?

F: The one eating an apple?

MCH: No, she's drinking something from a glass bottle.

F: Oh. That's Lucy.

MCH: I hope she's not going to put her bottle in that bin!

F: People are putting a lot of things into the plastic bin today.

Look at Sarah.

MCH: But she only has one plastic bag.

F: No, not her, the other woman. She's wearing a dress.

Look at the box by her feet.

MCH: Wow! She has a lot of plastic!

F: Yes. Her family eats a lot of food!

MCH: Does that man know what to do?

F: Which one?

MCH: He's holding a wooden box.

F: Oh, that's Alex.

MCH: Is he OK? I think he's looking for something.

F: Yes. He recycles everything! And he puts it all in the right place, but I think he's lost his son.

MCH: What's his son's name?

F: It's Jim.

MCH: The boy with the backpack on his back?

F: Yes. Oh, dear! He's climbing on the metal recycling bin! Quick! Stop him!

MCH: OK. I'm going now. Hey!

Listening Part 2 (5 marks): page 107

Key: 1 school, 2 Children, 3 spiders, 4 120, 5 845 3790.

Track 27

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

M: Hello. Are you Katy Barker?

FCH: Yes, I am.

M: I'm from the town newspaper. We'd like to write about your special birthday party next month. Can you spell your last name, Barker, for me please?

FCH: Yes, it's B-A-R-K-E-R.

M: Thank you.

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

M: Tell me about your party.

FCH: It's going to be different from other parties.

M: Why?

FCH: Because we're going to sell food not eat it.

M: And where are you going to do that? At home?

FCH: In school. My teacher says it's OK.

M: And how did you get the idea?

FCH: Well, it started in my geography class.

M: Oh, yes?

FCH: Yes. We learned that a lot of people in the world are hungry. So we're going to sell food to get some money.

M: Who will you give the money to?

FCH: It's called "Help the Children." They give two meals a day to children who don't have very much food.

M: It's a great idea. What are you going to cook?

FCH: I'm going to make chocolate spiders. But other people are going to make cakes and cookies.

M: I'd like to buy some!

M: And how many people are going to be at the party?

FCH: There are about 30 children in my class, but people from other classes can come, too.

M: So it's for all the school?

FCH: Yes. I think about 120 people are going to be there.

M: Really? It's going to be great!

FCH: Yes.

M: What's your phone number? We can talk again after the party.

FCH: It's 845 3790.

M: Thank you and good luck, Katy!

Listening Part 3 (5 marks): page 108

Key: 1 G Katy and hand recording family singing, 2 B David and baby made of shapes, 3 H Richard and candy, 4 A Sally and picture of smelly cheese, 5 F John and bicycle.

Track 28

Part Three. Listen and look. There is one example. What did the children in the class make?

F: What are all these things in your classroom?

FCH: Oh, we're studying the senses. We had to make something about a sense.

F: So, what did you make, Anna?

FCH: I chose the sense of touch, so this is my project.

F: It looks like an animal.

FCH: Yes, it's a tiger. I made it with fur. It feels nice.

Can you see the letter D next to Anna? Now you listen and write a letter in each box.

F: Tell me about the other people in your class. Did anyone choose the sense of hearing?

FCH: Yes. This is Katy's project. She made a CD with sounds of people in her family. You can hear her mom, her dad, and her sisters. They're talking and singing. And you can hear her little baby sister, too. She sounds really angry!

F: Which is David's project?

FCH: His project's a picture about the sense of sight. He's using three shapes: circles, triangles, and squares.

F: Is his picture a house?

FCH: No, it's a baby with a hat on.

F: I think the hat looks like a roof, don't you?

FCH: Yes, it does.

F: What about taste? Who chose that?

FCH: Oh, that's Richard. Can you see? His project's a box with food in it. He made it all. There is some candy, some chocolate, and some cake. The candy tastes really nice!

F: Did Sally choose taste, too?

FCH: Why?

F: Well, there's a picture of some cheese with her name on it.

FCH: Oh, no! Her project's about smell. That cheese was really strong. It was horrible. It smelled like old socks! We had to open the classroom windows all morning.

F: And what's John's project?

FCH: He's really smart. He's making a bicycle. It's made of recycled metal and it can move! But it sounds strange when you move it. It sounds like an old car!

Listening Part 4 (5 marks): page 109

Key: 1 C, 2 A, 3 B, 4 A, 5 C.

Track 29

Part Four. Listen and look. There is one example. Where was Jason's birthday party?

F: How was your birthday, Jason?

MCH: Fine thanks, Grandma.

F: Did you spend the day at home?

MCH: No, we didn't.

F: Did you go to the movie theater?

MCH: No. We had a party at a restaurant.

F: That's nice.

Can you see the check mark? Now you listen and check the box.

1 Why didn't Grandma go to the birthday party?

F: I'm sorry I couldn't come to your party, Jason.

MCH: It's OK, Grandma. You were sick.

F: No. I wasn't sick. Your grandfather was sick.

MCH: Really? Is he all right now?

F: He's fine. He's working in the backyard today.

2 What did Jason eat?

F: What did you eat at the party?

MCH: Well, there were fries, salad, and pasta.

F: That's nice. What did you have?

MCH: I didn't have any pasta.

F: Why?

MCH: I wasn't very hungry. So I just ate some fries.

F: Did they taste nice?

MCH: They tasted OK. But they smelled horrible.

3 What did the birthday cake look like?

F: Did you have a birthday cake?

MCH: Well, yes, but there was a problem. Mom bought one from a store. It was very funny.

F: Why?

MCH: It had a doll who was dancing on the top!

F: Couldn't your mom find a cake that looked like a train or a soccer ball?

MCH: No. The store didn't have any others. But it tasted nice. And everyone sang "Happy Birthday."

4 What was Jason's favorite present?

F: What presents did you get?

MCH: My parents bought me a really nice book about science. And my friends bought me a toy spider.

F: That's nice. What was your favorite present?

MCH: Your present, Grandma!

F: Really? You like the watch?

MCH: I love it, thank you. Look. I'm wearing it now.

5 When is Jason going to visit his grandparents?
 F: When can you come to see us, Jason? On Thursday?
 MCH: Saturday's better. You see, I have an exam in school on Friday, so it's not a good idea to come before that.
 F: Fine. Make sure you're hungry! I'm going to cook you a big meal and make you a cake, too.
 MCH: Thank you!

Listening Part 5 (5 marks): page 110

Key: 1 COOK is written on the cat's hat, 2 four green pieces of pepper on the pizza, 3 large blue bowl on the right of the picture, 4 red round present, 5 HAPPY written above BIRTHDAY on the card.

Track 30

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

FCH: Look at this picture!
 M: Yes, it's Tom the cat's birthday.
 FCH: He's cooked a pizza for his birthday meal.
 M: That's right. But look. He's not a very good cook.
 FCH: Why not?
 M: The pizza crust is black. Do you want to color it?
 FCH: OK.

Can you see the black pizza crust? This is an example. Now you listen and color and write.

1
 M: Do you want to write something in the picture?
 FCH: Yes! Can I write on Tom's hat?
 M: Of course. Write COOK on it.
 FCH: OK! That means someone who makes meals, doesn't it?
 M: That's right.
 FCH: OK. I've done that now.
 M: Good!

2
 FCH: What are those things on top of the pizza?
 M: Do you mean the tomatoes?
 FCH: No. The four things that are long and thin.
 M: I think those are pieces of pepper.
 FCH: Right. What color can we make them?
 M: What about green?
 FCH: OK. That's a good color.

3
 M: Tom has salad to eat with his pizza. Can you see the bowl?
 FCH: Which one? The small one on the left of the picture?
 M: No, the big one on the right. Do you want to color it?
 FCH: Yes, please.
 M: OK. Let's make it a nice blue color.
 FCH: Right. I'm doing that now.

4
 M: Can you see Tom's presents?
 FCH: Yes, he has a lot! He's a lucky cat!
 M: Yes. Why don't you color one of the presents red?
 FCH: Which one?
 M: The round one, I think.
 FCH: OK. That looks nice.

5
 M: Tom has some birthday cards.
 FCH: Yes. I think they're from his friends.
 M: And he's writing one with his tail.
 FCH: Oh, yes. What's he writing?
 M: I think it says HAPPY BIRTHDAY. Can you finish writing it for him?
 FCH: OK. What a nice birthday!

Reading & Writing Part 1 (10 marks): page 111

Key: 1 plates, 2 meals, 3 fur, 4 paper, 5 glass, 6 salt, 7 gold,

8 a knife, 9 a scarf, 10 spoons.

Reading & Writing Part 2 (5 marks): page 112

Key: 1 E, 2 G, 3 B, 4 D, 5 H.

Reading & Writing Part 3 (6 marks): page 113

Key: 1 taste, 2 look, 3 soft, 4 sound, 5 terrible, 6 A new person in the family.

Reading & Writing Part 4 (10 marks): page 114

Key: 1 because, 2 to, 3 make, 4 you, 5 an, 6 in, 7 with, 8 one, 9 take, 10 your.

Reading & Writing Part 5 (7 marks): page 115

Key: 1 museum, 2 an animal, 3 excited, 4 materials, 5 six/6 boxes, 6 paper cups, 7 plastic knives.

Reading & Writing Part 6 (5 marks): page 116

Key: 1 so//and, 2 in, 3 made//mixed, 4 it//the dough, 5 was//tasted.

Reading & Writing Part 7 (15 marks): page 117

Key: Students' own answers

Speaking: pages 118–120.

- Part 1. See general notes (page 6) in the introduction for how to set up this part of the Speaking test. Give an example. Aim to elicit six differences from the student.
- Part 2. See general notes. Start by introducing John. Say *This is John with his sister, Katy, in the kitchen. I don't know anything about John but you do. I'm going to ask you some questions. What is John making?* Ask the students to answer all the questions about John, then say *Now you ask me questions about Katy.* Point to the prompts on the Student's card.
- Part 3. See general notes. Start the story *It's January twentieth and it's Betty and Daisy's mom's birthday.*
- Part 4. Follow on the theme of birthdays by asking *What do you like doing on your birthday? Tell me about the best birthday you have had., etc.*

Test Units 7–8 pp. 121–135

Listening Part 1 (5 marks): page 121

Key: Lines should be drawn as follows:

- 1 Betty and tall girl standing in striped team's goal
- 2 Daisy and girl looking at butterfly on her glove
- 3 Jane and girl with long hair in her eyes
- 4 Paul and boy with dog
- 5 William and boy fallen down on ice by piece of wood

Track 31

Part One. Look at the picture. Listen and look. There is one example.

M: I've never played ice hockey. It looks fun.
 FCH: Yes. My friends love it. And Alex is the best.
 M: Which boy is he?
 FCH: He's in front of the goal in a striped sweater.
 M: What's he doing?
 FCH: He's hitting the puck (that's like the ball in ice hockey).
 I think he's going to get a point.

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

M: Is your friend Betty playing?

FCH: Yes. She's on the striped team, too. She's the very tall girl.
 M: Is she in the other goal?
 FCH: Yes, she is. She's the best goalie the striped team has ever had.
 M: And who's that girl? She isn't playing!
 FCH: The girl who's pulling her sock up?
 M: No, the one who's looking at her glove.
 FCH: Oh. That's Daisy.
 M: What's she doing?
 FCH: She's looking at a butterfly! She's always dreaming.
 M: Is your friend Jane here?
 FCH: Yes, she is. But I don't think she's playing very well.
 M: How do you know?
 FCH: Because she has really long hair and it's dropping in her eyes! She can't see.
 M: Does she wear glasses sometimes?
 FCH: Yes, but she's not wearing them now. She doesn't wear them when she's playing ice hockey.
 M: Good idea. It's very dangerous.
 M: Ha ha! Look! There's a dog on the ice!
 FCH: Oh, no! Where did it come from?
 M: I don't know, but that boy is having problems with it!
 FCH: Oh, that's Paul. I think he's trying to take it back to his dad, but he's not very good at skating.
 FCH: Oh, no! William's fallen over!
 M: Where?
 FCH: He's there on the left. I think there's some garbage on the ice. Is it a piece of wood?
 M: Oh, yes. Do you think he's going to be OK?
 FCH: I hope so! He's the best player on that team!

Listening Part 2 (5 marks): page 122

Key: 1 twelve//12, 2 Charter, 3 science, 4 five//5, 5 frogs.

Track 32

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

F: Welcome to the library.
 MCH: Thank you.
 F: Now, I'd like to ask you a few questions for your library card. Let's start with your name.
 MCH: It's David Richards.
 F: Can you spell Richards, please?
 MCH: Yes, it's R-I-C-H-A-R-D-S.
 F: Thank you.

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

F: Now, David. I need to know your age.
 MCH: OK. Now or next week? It's my birthday on Sunday.
 F: I see. Let's write your age next week.
 MCH: I'm going to be 12. I've just started a new school.
 F: OK. And I need the name of your school, please.
 MCH: OK. It's Charter Road School.
 F: Can you spell it for me, please?
 MCH: Yes, it's C-H-A-R-T-E-R. Charter.
 F: Thanks.
 F: And now we have to write your favorite school subject.
 You have a badminton racket in your bag, so I think you like P.E.
 MCH: Well, I do. But it isn't my favorite. I've come to the library to borrow a lot of books about science. That's my favorite subject.
 F: OK. And how many books do you want every month?
 MCH: Well, on vacation, I read about eight books a month, but when I'm in school I don't have time for so many.
 F: Mm. OK. Well, let's put five.
 MCH: That sounds good.
 F: Right. What kind of book do you want today?
 MCH: Well, I'm doing a project for the school ezine. I want to write about the tree frogs in South America.

Test key and audioscript

F: That's lucky. We got a new book about them this week.
 MCH: Great.

Listening Part 3 (5 marks): page 123

Key: 1 D Katy and swimming, 2 H Anna and skiing, 3 C John and track and field, 4 A Lucy and basketball, 5 B Michael and climbing.

Track 33

Part Three. Listen and look. There is one example. What sports are the children good at?

M: Mrs. Sims, a lot of children in the school are good at sports. Should we give out some class sports prizes this year?
 F: That sounds like a good idea, Mr. Jakes.
 M: What sports do the children in your class enjoy?
 F: Well, Nick loves sailing. Did you know he's been in a world competition with his father?
 M: Wow! That's fantastic.

Can you see the letter F next to Nick? Now you listen and write a letter in each box.

M: And what about his sister, Katy? Is she good at a sport?
 F: Yes. All her family are good at sports, but her favorite is swimming. She goes to the pool in town every morning before school. She's won four gold medals.
 M: Really? That's wonderful.
 M: Now what about Anna? She lived in Canada, is she good at snowboarding?
 F: Yes, but her best sport is skiing. She can go downhill very fast. She always finishes first.
 M: Who else is there? Oh, yes, John! What can he do?
 F: He's *really* good at track and field. He's won six prizes at his club for the high jump. His mom says he jumps over things at home, too! He can't stop!
 M: We have a volleyball team in the school. Is anyone in your class good at that? Lucy's good at playing ball games.
 F: Yes. But she's good at basketball. She's the best player in my class. She's very good at scoring points and she can run fast.
 M: Now what about Michael?
 F: Well, he's terrible at most sports! But he's good at climbing. He's in a club and he often goes up mountains with his father on vacations.
 M: Well, all the children in your class sound fantastic. Why don't we give them all a prize?
 F: Great!

Listening Part 4 (5 marks): page 124

Key: 1 B, 2 C, 3 A, 4 B, 5 A.

Track 34

Part Four. Listen and look. There is one example.

Which museum did Sarah go to?

M: Hello, Sarah! How was your school trip to the museum?
 Did you see a lot of beautiful art?
 FCH: We didn't go there, Grandpa.
 M: Oh. Where did you go?
 FCH: Well, I wanted to go to a museum and learn about music, but we went to the science museum.

Can you see the check mark? Now you listen and check the box.

1 How did Sarah travel to the museum?
 M: How did you get there?
 FCH: It's a long way. It's too far to walk. And my mom couldn't take me and my friends there in her car because she was busy. We went on the school bus.

2 How long did it take to get to the museum?

M: How long did it take?

FCH: It was really slow. It took one and a half hours!

M: Why?

FCH: Well, it only took half an hour to get from the school to the town. But there was a cycling competition close to the museum. There were a lot of people on bicycles! So the last part took *one* hour!

3 What did Sarah see at the museum?

M: So what did you see in the museum? The computer section? It's wonderful!

FCH: No. That was closed.

M: Oh, dear. So where did you go? To the dinosaurs?

FCH: Some people from my class went there, but my friends and I went to see the snakes.

4 Why did Sarah fall?

M: Did you have a nice time?

FCH: Not really. I had an accident.

M: Oh, no! What happened?

FCH: Well, I was walking through the museum when I fell over.

M: Are you sure no one pushed you?

FCH: No, there was some water on the floor. My friends thought I was playing. So they started to laugh at me.

M: Oh, dear!

5 What did the museum send to Sarah?

M: Did anyone from the museum say sorry?

FCH: Yes. They sent me a card the next day. It was beautiful! It had a picture of a bat on it.

M: That's good.

FCH: And they sent me two tickets to go again next month.

M: Are you going to go?

FCH: Yes. Would you like to come with me, Grandpa?

M: Yes, please!

Listening Part 5 (5 marks): page 125

Key: 1 a green fish on the grass, 2 a yellow bird in the sky, 3 PICNICS is written on the sign on the trunk of the tree, above "here," 4 PAPER written on the trash can on the tree, 5 a blue plastic bag with sunblock next to it.

Track 35

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

F: The children are having a nice picnic in this picture.

MCH: Can I color it?

F: OK. What do you want to color first?

MCH: Can you see the cows in the field?

F: Yes.

MCH: I'm going to color the one that's sitting down.

F: What color are you going to do it?

MCH: I'm going to color it black.

Can you see the black cow? This is an example. Now you listen and color and write.

1

F: The two boys are fishing in the river.

MCH: Should I color one of the fish? That one's very beautiful.

F: Which one?

MCH: The one on the grass with a spotted tail.

F: OK. Color that one green.

MCH: Right.

2

MCH: I'm going to color a bird now.

F: Which one? The one in the tree?

MCH: No. The one that's flying. Look at its big wings.

F: What color are you going to do it?

MCH: Yellow, I think.

F: OK. That's a great color.

3

F: Do you want to write something now?

MCH: OK. What should I write?

F: Can you see the piece of paper on the tree?

MCH: Yes, I can. It's under the bird and above the trash can.

F: That's right. Can you write PICNICS on it?

MCH: Yes, OK. That's where people can do that.

F: Right!

4

MCH: There isn't any trash in the picture, is there?

F: No. Everyone has put it in the cans.

MCH: What do you think is in the one on the tree?

F: I think it's for paper. Why don't you write PAPER on it?

MCH: OK. Good idea.

5

MCH: The children have some plastic bags.

F: Yes. One of them has the food in it.

MCH: I'm going to color the other one, I think. It has some sunblock next to it.

F: OK. Color that bag blue.

MCH: Right. I've finished. This is a very good picture.

Reading & Writing Part 1 (10 marks): page 126

Key: 1 spots, 2 picnics, 3 garbage, 4 sledding, 5 bottles, 6 butterflies, 7 endangered species, 8 summer, 9 striped, 10 track and field.

Reading & Writing Part 2 (5 marks): page 127

Key: 1 G, 2 A, 3 E, 4 H, 5 D.

Reading & Writing Part 3 (6 marks): page 128

Key: 1 wear, 2 sunblock, 3 forgot, 4 hurting, 5 walk, 6 Listen to your mother.

Reading & Writing Part 4 (10 marks): page 129

Key: 1 protecting, 2 For, 3 who, 4 the, 5 about, 6 die, 7 close to, 8 in, 9 than, 10 are.

Reading & Writing Part 5 (7 marks): page 130

Key: 1 the grass, 2 hungry, 3 a (loud) noise//the/a bull, 4 a tree, 5 field, 6 see, 7 (the color) red.

Reading & Writing Part 6 (5 marks): page 131

Key: 1 went, 2 ever, 3 at, 4 On//Last, 5 like//love//enjoy.

Reading & Writing Part 7 (15 marks): page 132

Key: Students' own answers

Speaking: pages 133–135

- Part 1. See general notes (page 6) in the introduction for how to set up this part of the Speaking test. Give an example. Aim to elicit six differences from the student.
- Part 2. See general notes. Start by introducing Tom. Say *This is Tom. He's at the Sports Club party. I don't know anything about him, but you do. I'm going to ask you some questions. What sports does Tom play?* Get the students to answer all the questions about Tom, then say *Now you ask me questions about Sarah.* Point to the prompts on the Student's card.
- Part 3. See general notes. Start the story *It's Robert's birthday today and he's nine years old. He's very happy.*
- Part 4. Follow on the sports and seasons theme by asking *What sports do you play? What sports does your family watch on TV? Which season is your favorite? Where do you like to go in winter? Tell me what you like to do in summer, etc.*

Test key and audioscript