

## Reinforcement worksheet 1

- Pupils complete the family tree by cutting out the drawings of the missing family members and sticking them in the correct place. Please note that the brother and sister can be positioned anywhere along the base of the tree.
- Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A closes his/her eyes. Pupil B takes Pupil A's finger, places it on a family member on the page and asks *Who's that?* With his/her eyes closed Pupil A guesses, e.g. *Mother?* If Pupil A guesses correctly, he/she gets a point. Pupils A and B exchange roles.

## Reinforcement worksheet 2

- Pupils colour, cut out and mount the rectangles on card. They shuffle the cards and lay each one in turn face up on the desk. They name each one, e.g. *father, sister*.
- Optional follow-up activity:** Pupils work in pairs, A and B. Each pupil shuffles his/her set of cards. In turn, each pupil lays a card face up on the desk and names it. When they both lay the same card down they have to say *Snap!* and name the member of the family, e.g. *Brother!* The first pupil to say *Snap!* takes all the cards in the pile.
- Pupils continue to play until one of them has won all the cards, or until you say *Stop!* The pupil with the most cards is the winner.

## Extension worksheet 1

- Pupils cut around the dotted lines, then fold and stick the flaps of the cut-out to make a dice.
- Pupils throw the dice. They describe the face on the top of the dice, e.g. *She's happy!*
- Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A says an adjective, e.g. *sad*. Pupil B throws the dice. If the face corresponds to the adjective, Pupil B says *Yes, he's sad*. If not, Pupil B says the correct response e.g. *No, she's happy!* Pupils A and B exchange roles.

## Extension worksheet 2

- Pupils cut out the pieces of the jigsaw, try to remember the story, and put the jigsaw together so that the story is in order.
- Pupils listen to the story (Track 7) and check their work.

**Key:** See Pupil's Book, page 25.

- Optional follow-up activity:** Pupils stick the jigsaw pictures in order onto coloured card, or into their notebooks.

## Song worksheet

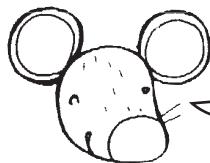
- Pupils draw the face of a mother, father, brother or sister on the mask template. They cut it out, then stick a straw to the back of it.
- Pupils listen to the song (Track 8) and hold up the mask when they hear the member of the family which their mask represents. Everyone holds up their masks when they hear:

*We are family.  
My brother, my sister,  
And me.*

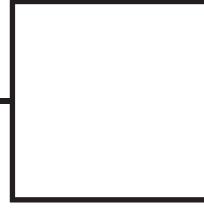
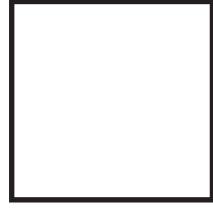
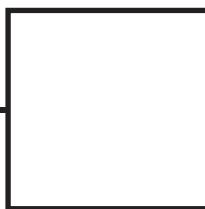
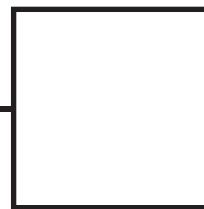
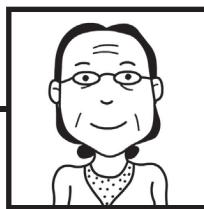
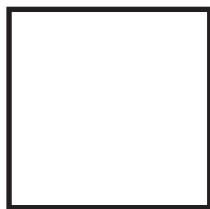
- Optional follow-up activity:** Pupils bring in photographs of their family to show the class. The class guess which member of the family each photograph is of.

**Unit**  
**4**

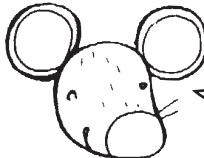
# Reinforcement worksheet 1



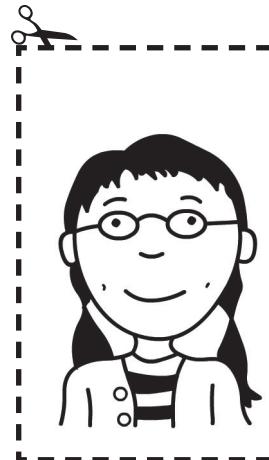
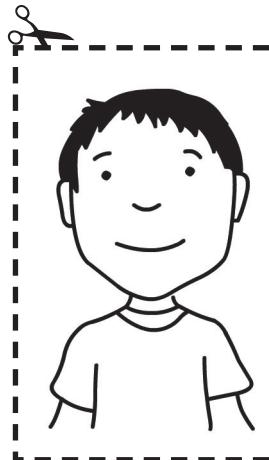
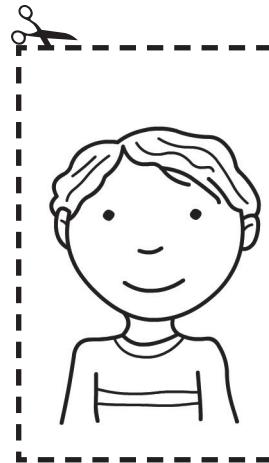
Cut, think and place.



# Reinforcement worksheet 2

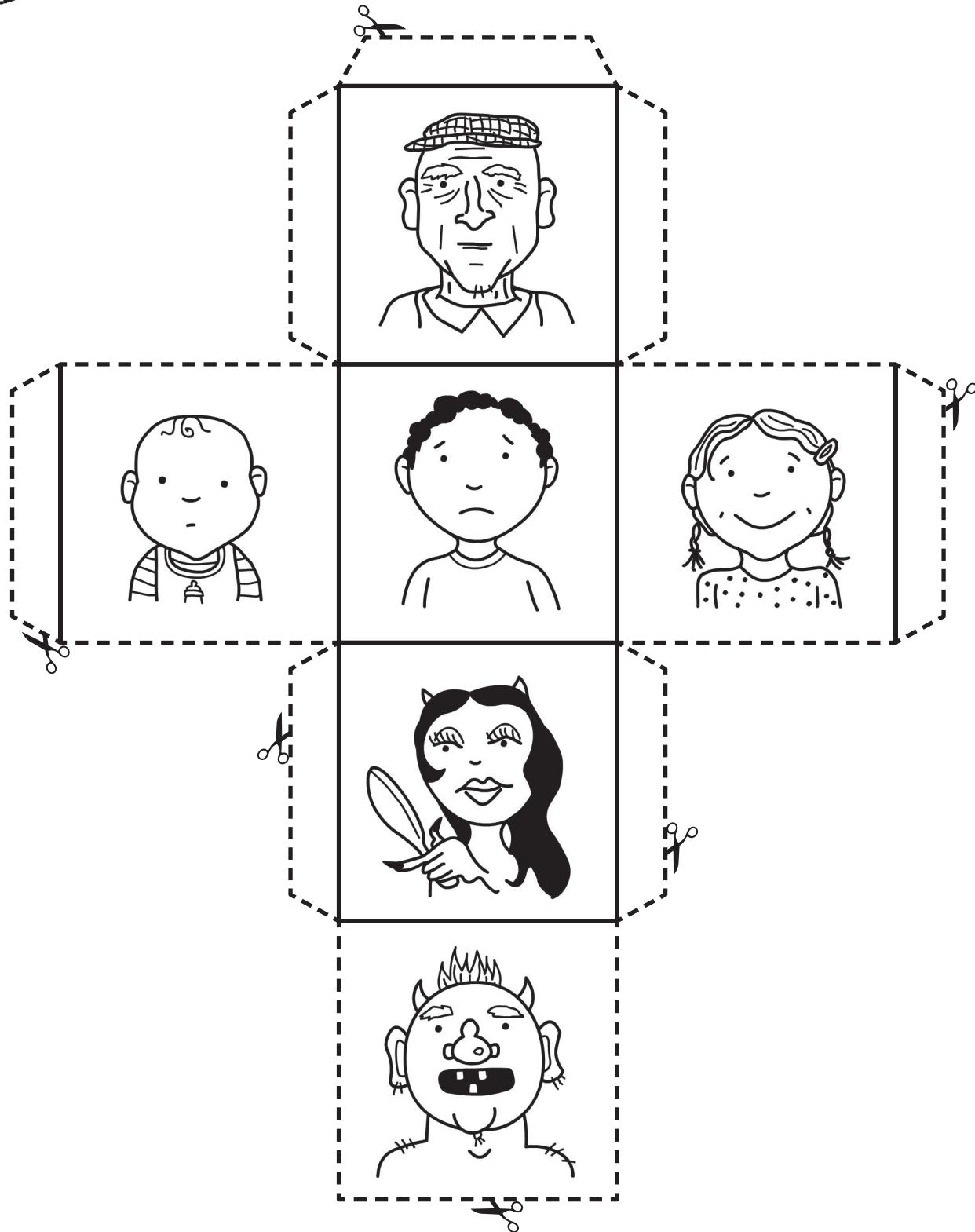


Cut and play.



**4****Extension worksheet 1**

Make and play.

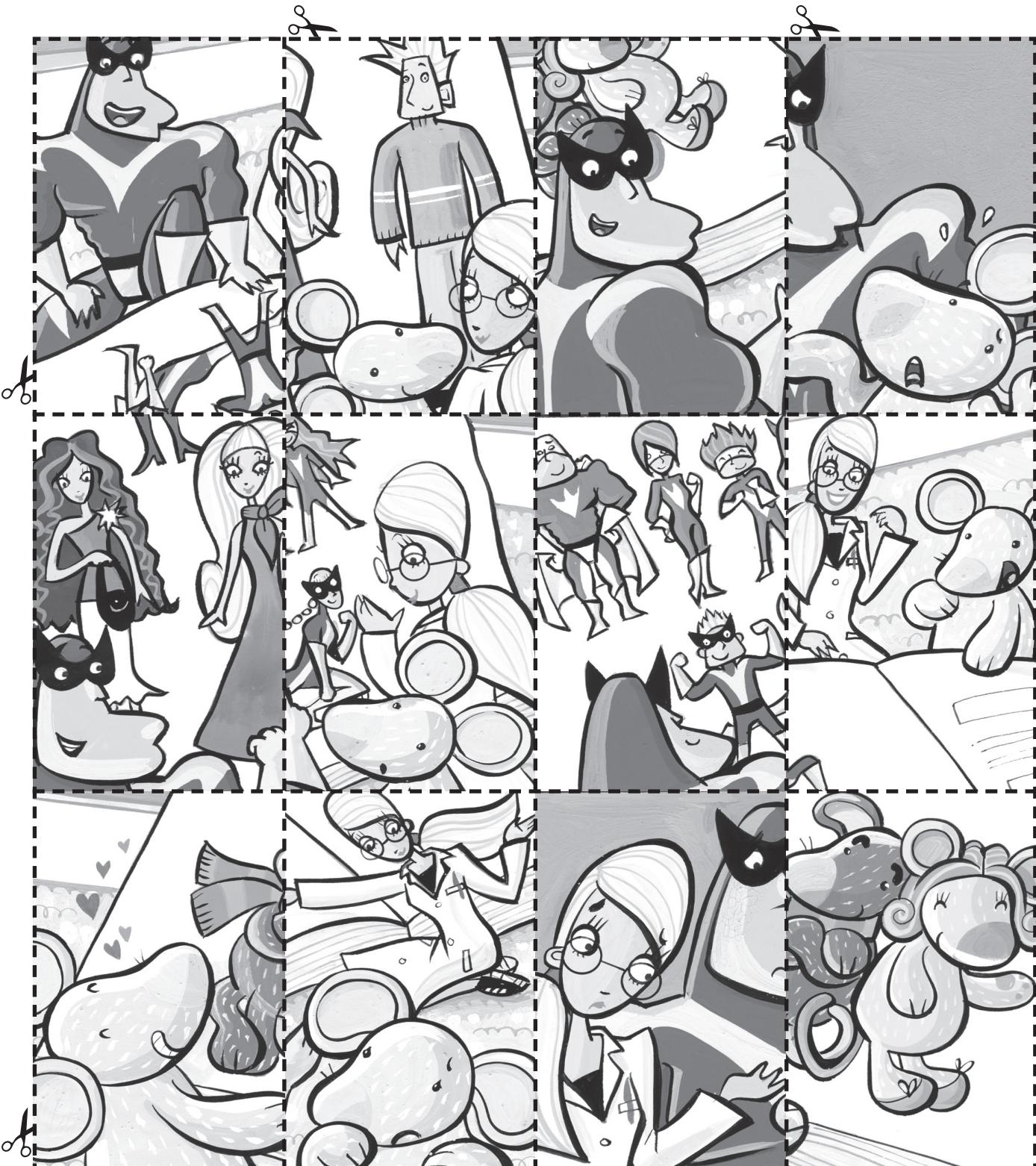
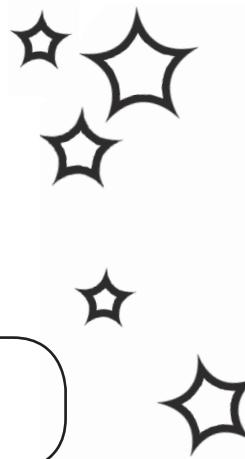


## 4

## Extension worksheet 2

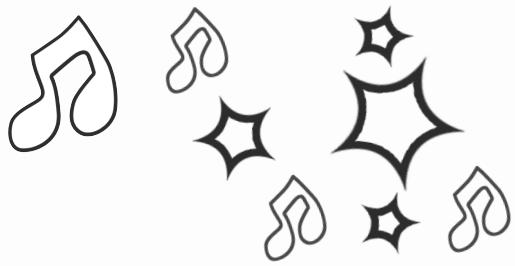


Cut and order. Listen.



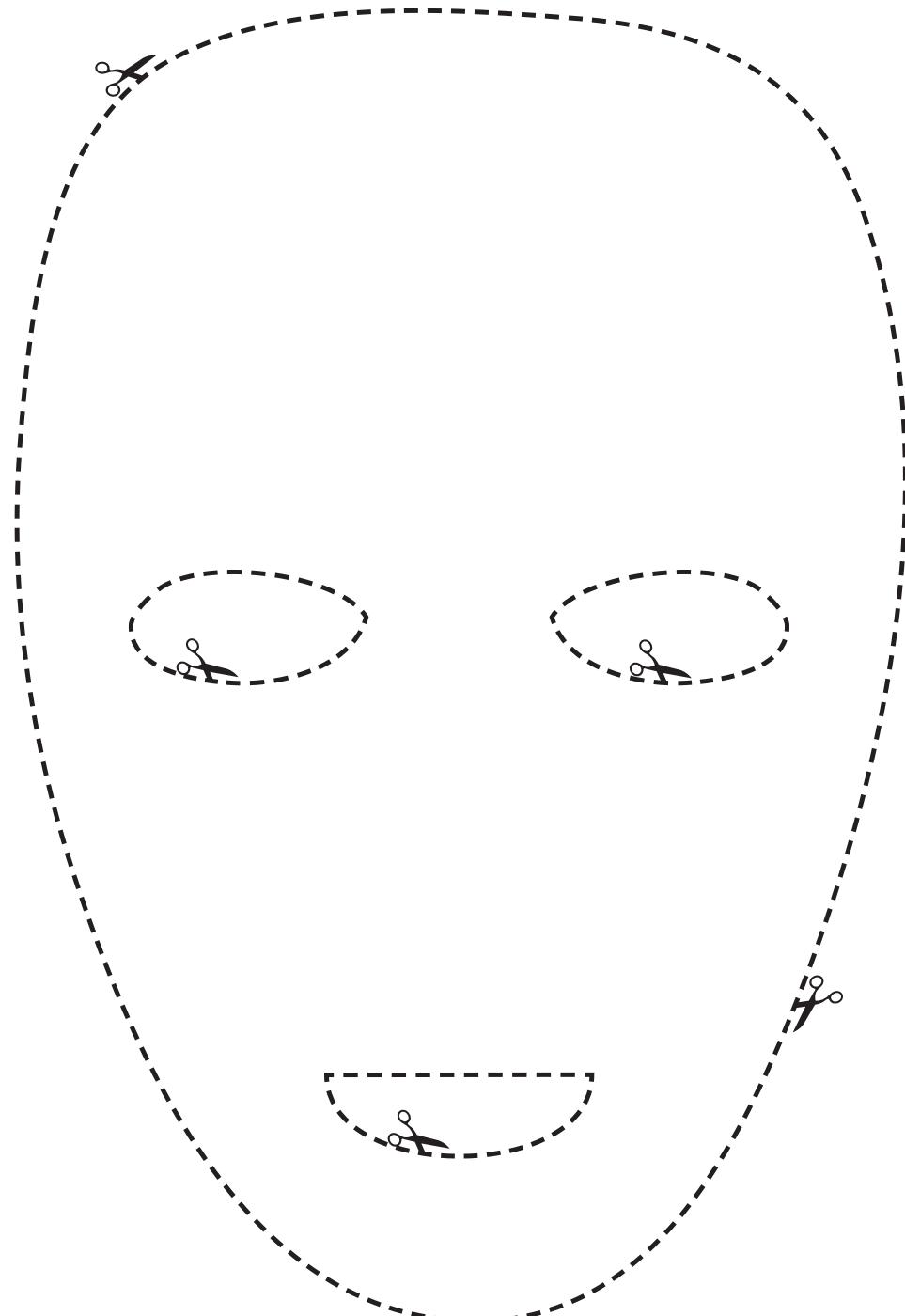
## 4

## Song worksheet



Make, listen and do. Sing.

Young or old,  
Happy or sad.  
Brother and sisters,  
Mum and dad.  
We are family.  
My brother, my sister,  
And me.  
He's my father,  
She's my mother,  
She's my sister,  
And he's my brother.  
We are family.  
My brother, my sister,  
And me.  
She's my mum,  
He's my dad.  
Beautiful, not ugly,  
Happy, not sad.  
We are family.  
My brother, my sister,  
And me.



## Word cards: My family



**mother**

**father**

**sister**

**brother**

**grandmother**

**grandfather**



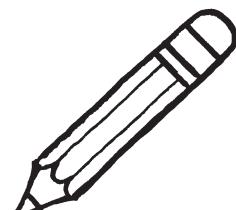
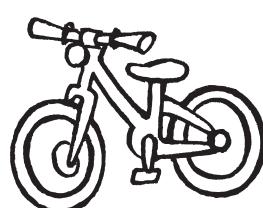
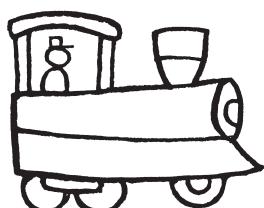
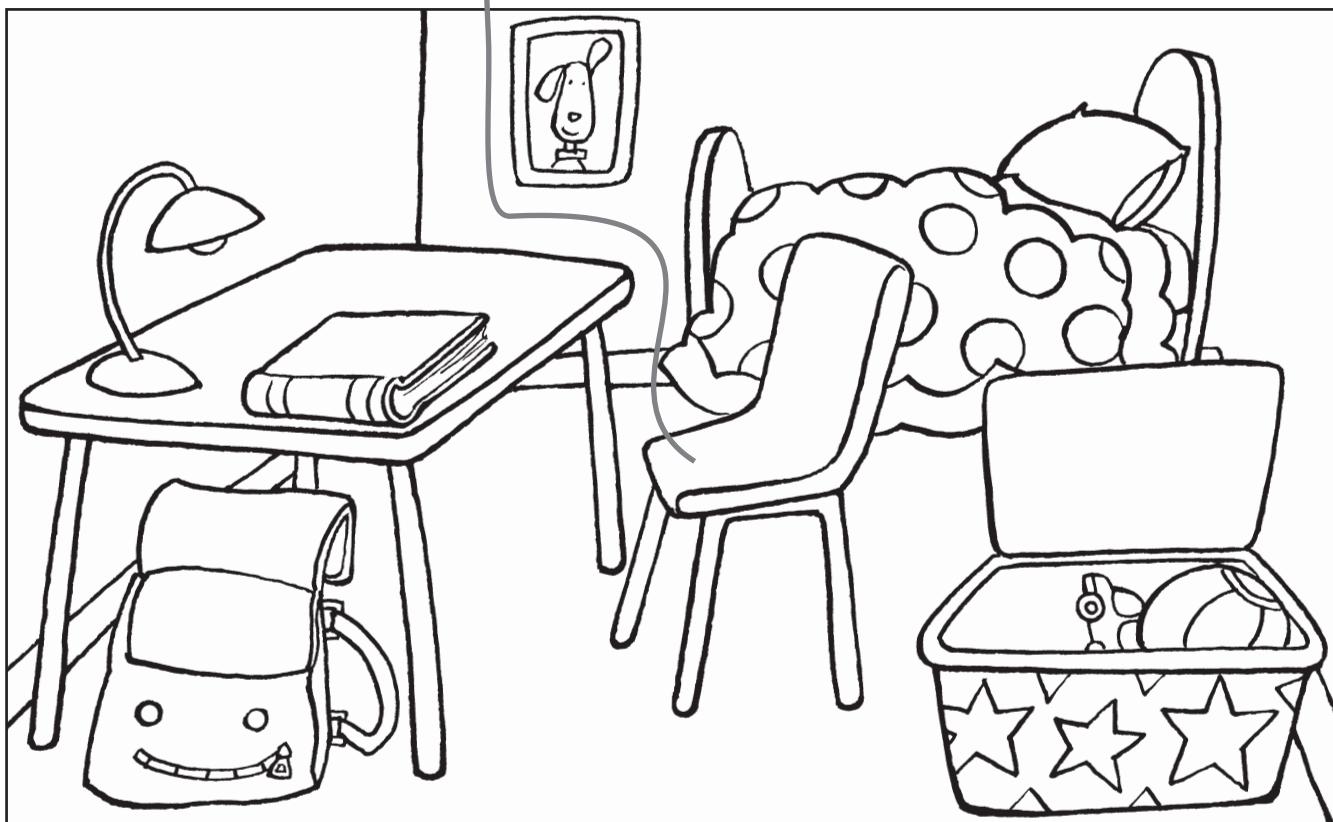
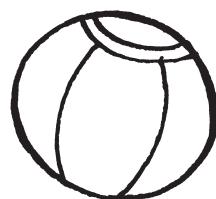
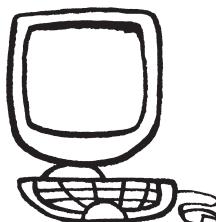
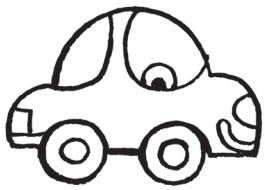
Name: \_\_\_\_\_

Class: \_\_\_\_\_

1

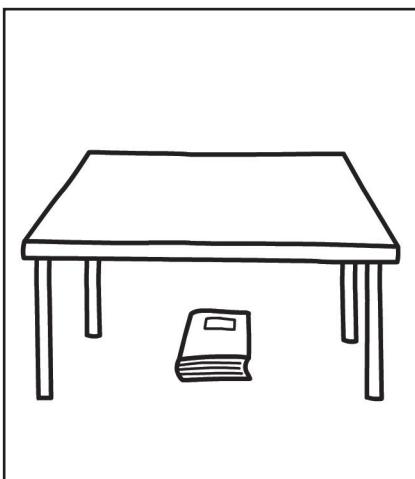
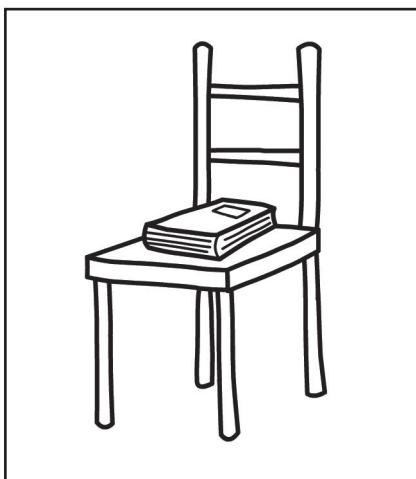
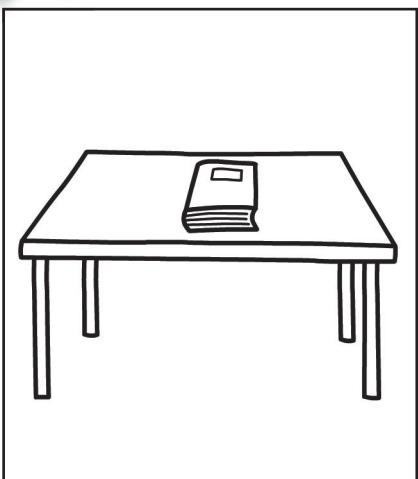
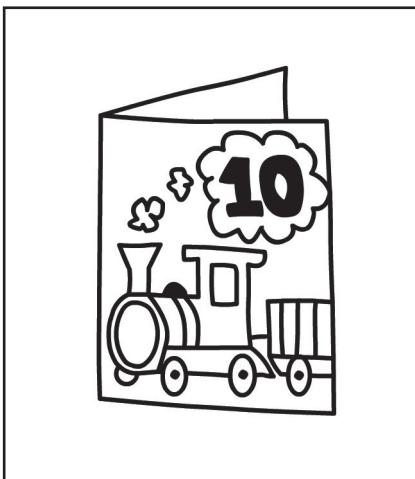
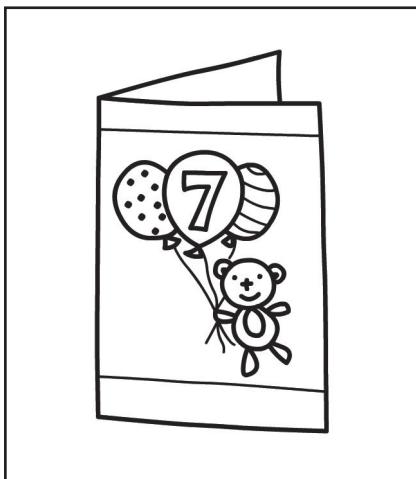
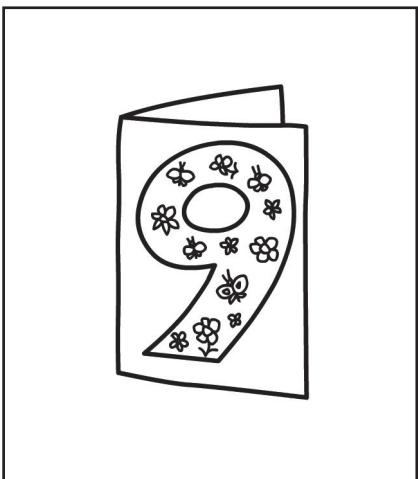
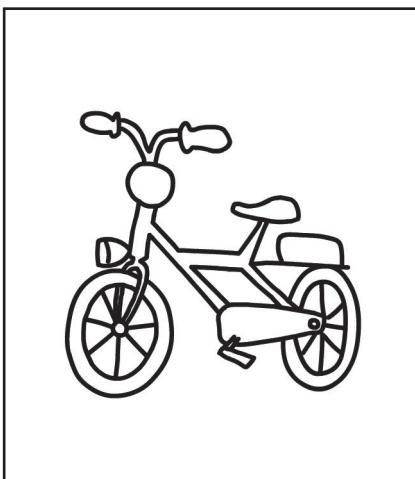
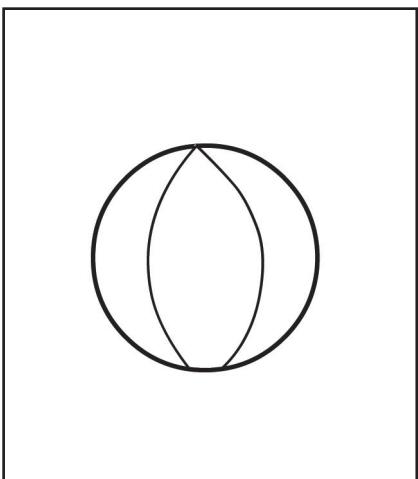


Listen and draw lines. There is one example.

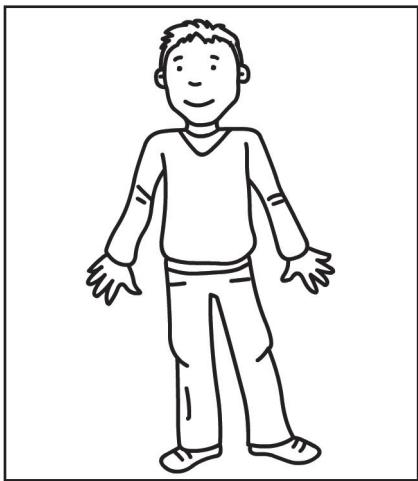


**2**

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

**A** **B** **C** **1****A** **B** **C** **2****A** **B** **C**

3

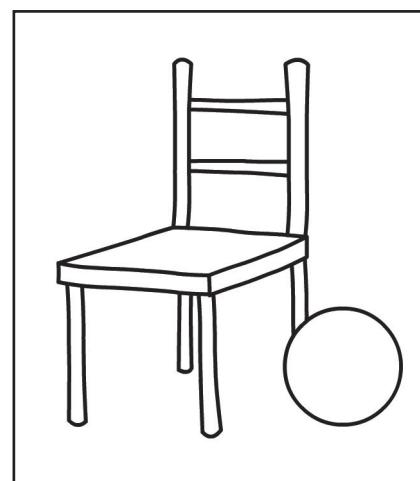
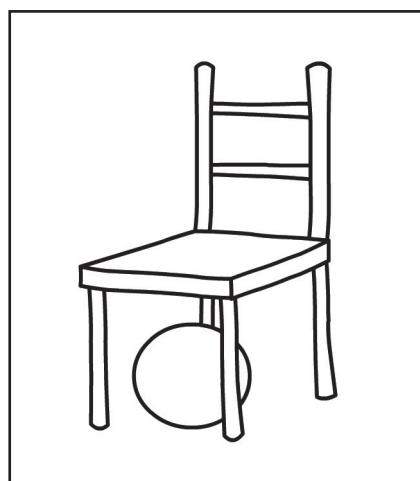
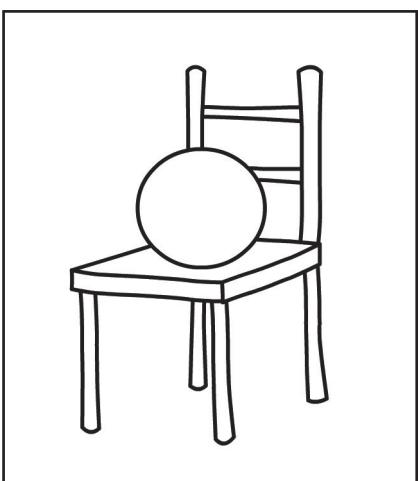


A

B

C

4

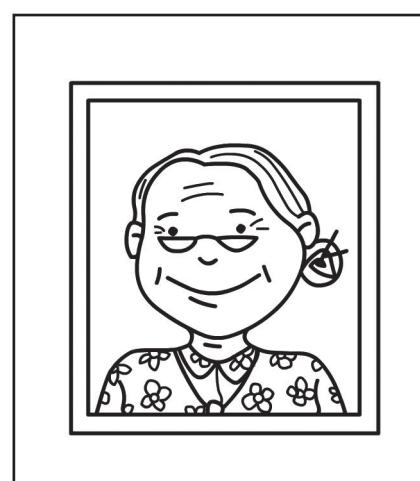
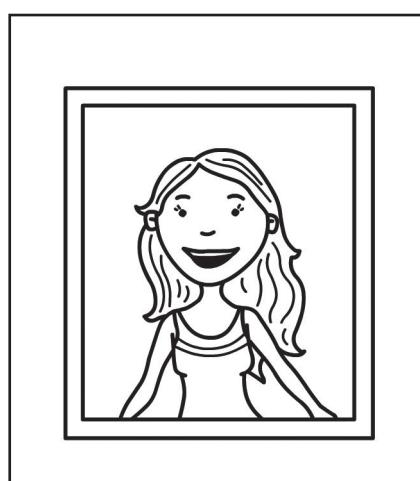
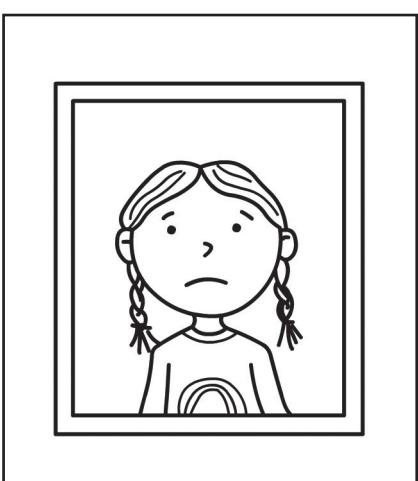


A

B

C

5



A

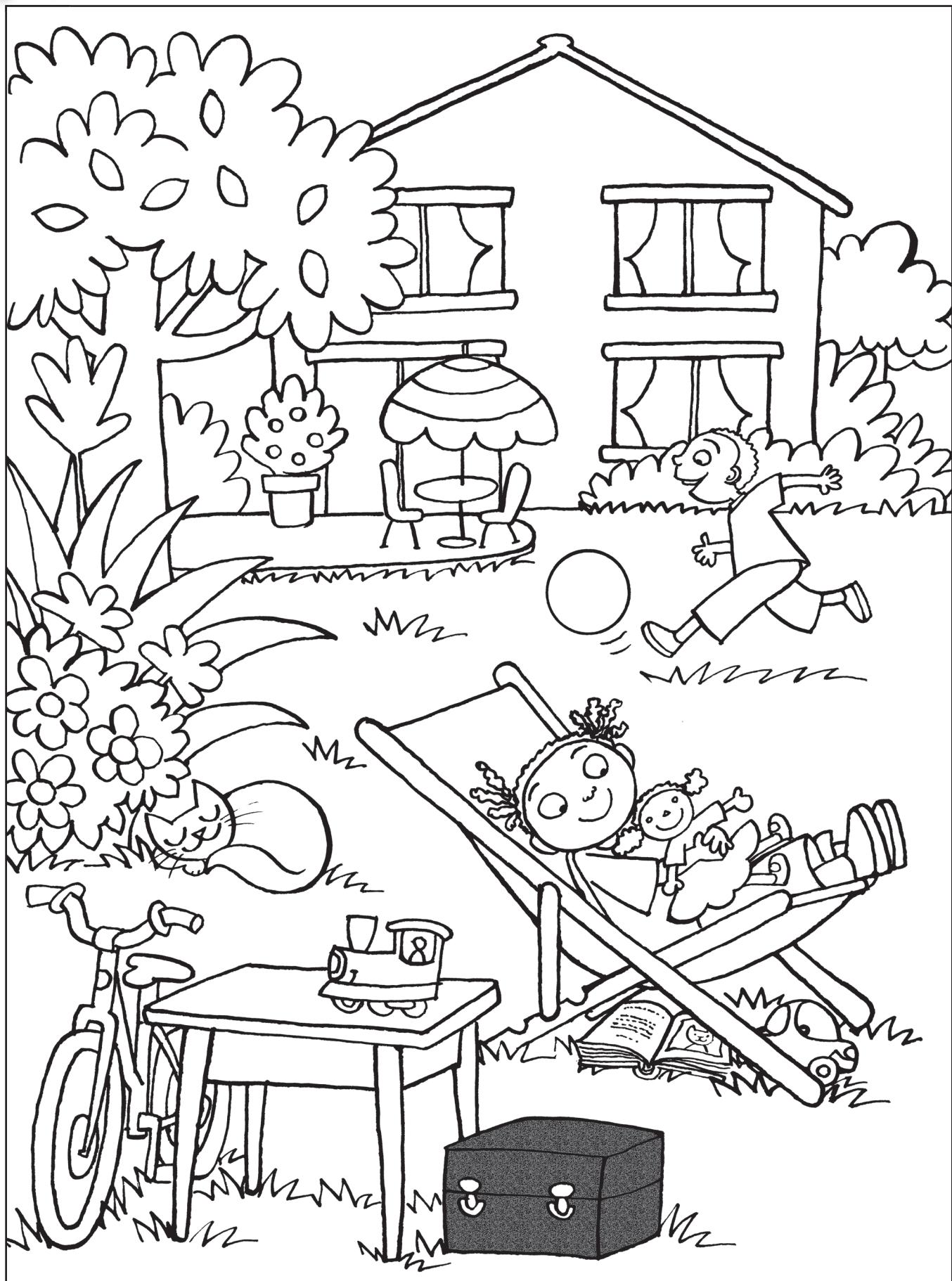
B

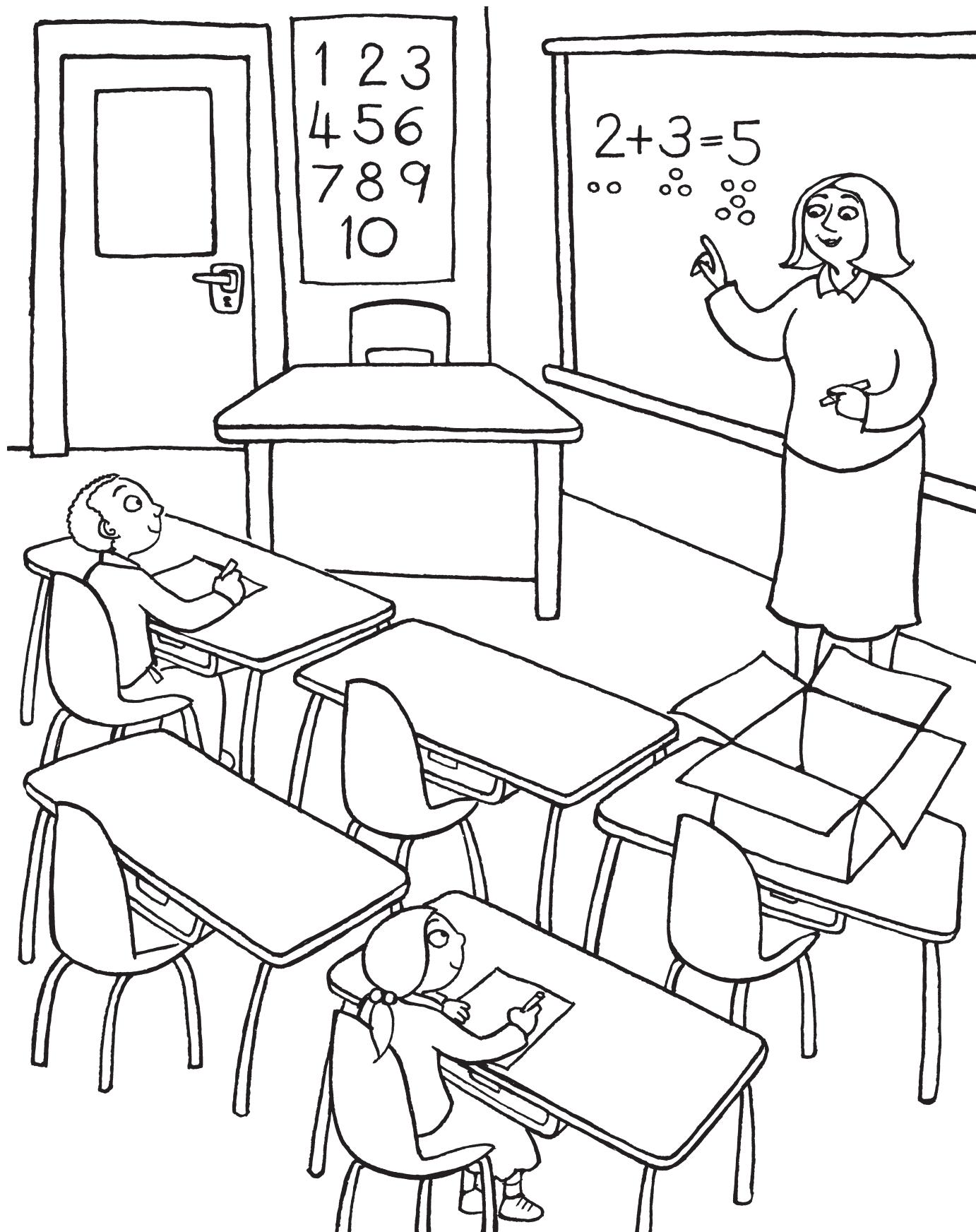
C

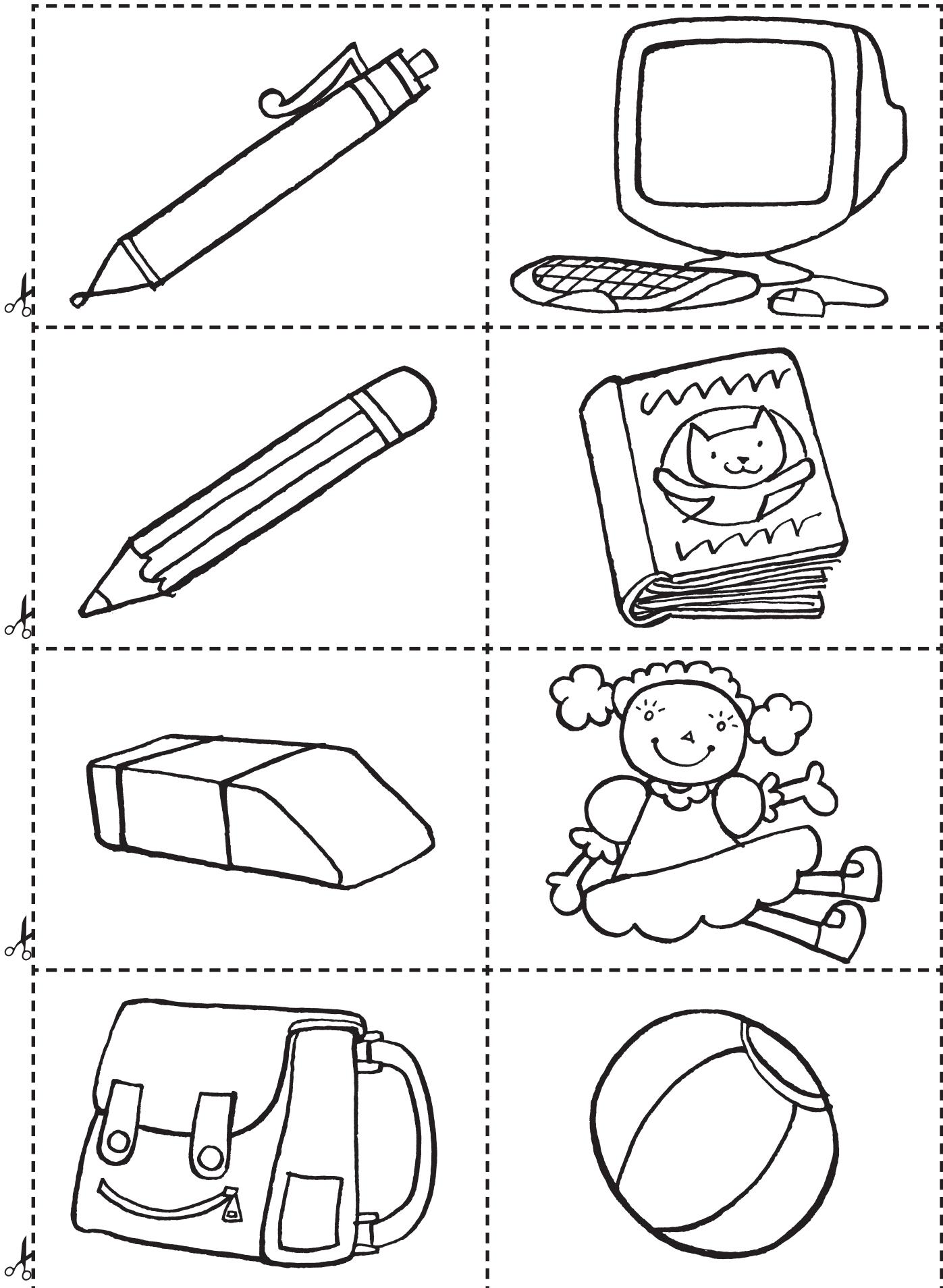
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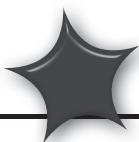
27

Listen and colour. There is one example.









# Test key and tapeScript

## Test Units 1-4 pp 98-103

Marks are not shown on the Tests themselves to allow you the flexibility to mark in a way that suits your teaching situation. However, a suggested scheme is given below which you may wish to use. This scheme gives a total of 50 marks for each test. Note that all four skills carry equal weight in the Cambridge ESOL YLE Tests, but the scheme below gives weight to different skills as the children progress from oral-aural work to literacy skills through the year.

### Page 1: Listening (10 marks)

**Key:** Lines should be drawn between:

- 1 Doll and in toy box
- 2 Ball and in bag
- 3 Train and under table
- 4 Bike and next to toy box
- 5 Pencil and on table, next to book

#### Track 25

**HEADING:** Look at the picture. Listen and look. There is one example.

**WOMAN:** Put the computer on the chair.

**MAN:** Pardon?

**WOMAN:** Put the computer on the chair.

**MAN:** Yes, OK.

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

**1**

**WOMAN:** Put the doll in the toy box.

**MAN:** Where?

**WOMAN:** Put the doll in the toy box.

**MAN:** OK.

**2**

**WOMAN:** Now put the ball in the bag.

**MAN:** Put the ball where?

**WOMAN:** Put it in the bag.

**MAN:** OK.

**3**

**WOMAN:** Please put the train under the table.

**MAN:** The train?

**WOMAN:** Yes, put the train under the table.

**MAN:** Yes, OK.

**4**

**WOMAN:** Now the bike. Put it next to the toy box.

**MAN:** Pardon?

**WOMAN:** Put the bike next to the toy box.

**MAN:** Yes, OK.

**5**

**WOMAN:** And now put the pencil on the table, next to the book.

**MAN:** Put the pencil where?

**WOMAN:** Put the pencil on the table, next to the book.

**MAN:** OK.

**HEADING:** Now listen again.

(Play Track 25 again.)

### Pages 2 and 3: Listening (10 marks)

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

#### Track 26

**HEADING:** Look at the pictures. Now listen and look. There is one example.

**Where's the book?**

**GIRL:** Is this your book?

**BOY:** Yes, it is.

**GIRL:** Is it on the table?

**BOY:** No, it's on the chair.

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

**1. How old is Anna?**

**WOMAN:** Happy Birthday, Anna! Are you nine today?

**GIRL:** No, I'm not.

**WOMAN:** How old are you?

**GIRL:** I'm ten!

**2. What's her favourite toy?**

**MAN:** Is this your ball?

**GIRL:** Yes, it is.

**MAN:** What's your favourite toy?

**GIRL:** My favourite toy's a doll.

**3. Who's the man?**

**GIRL:** Who's that? Is he your father?

**BOY:** The old man?

**GIRL:** No, the young man.

**BOY:** Oh, he's my brother!

**4. Where's the ball?**

**MAN:** What's your favourite toy?

**BOY:** My ball.

**MAN:** Where is it?

**BOY:** It's under the chair.

**5. Who's that?**

**WOMAN:** Is that young girl your sister?

**BOY:** No, my sister is very happy.

**WOMAN:** And she's very beautiful!

**BOY:** Yes!

**HEADING:** Now listen again.

(Play Track 26 again.)

### Page 4: Listening (10 marks)

**Key:** 1 red car, 2 pink doll, 3 blue bike, 4 orange ball, 5 yellow train.

## Track 27

**HEADING:** Look at the picture. Listen and look. There is one example.

**WOMAN:** Find the box.

**GIRL:** The box. Where is it?

**WOMAN:** Next to the table. Colour it black.

**GIRL:** Black? OK.

**HEADING:** Can you see a black box? This is an example. Now you listen and colour.

1

**WOMAN:** Find the car. It's under the chair.

**GIRL:** Yes, it's under the chair, next to the book!

**WOMAN:** OK, colour it red.

**GIRL:** Red?

**WOMAN:** Yes, red.

2

**WOMAN:** Now find the doll.

**GIRL:** Oh, it's a beautiful doll!

**WOMAN:** Yes. Colour it pink.

**GIRL:** OK, a pink doll!

3

**WOMAN:** Look at the bike. It's next to the table.

**GIRL:** The book?

**WOMAN:** No, the bike. Colour it blue.

**GIRL:** OK, the bike is blue.

4

**WOMAN:** Now find the ball.

**GIRL:** That's my favourite toy!

**WOMAN:** Good. Colour the ball orange.

**GIRL:** Orange ... OK!

5

**WOMAN:** Now the train.

**GIRL:** The train? Where is it?

**WOMAN:** On the table. Colour it yellow.

**GIRL:** A beautiful yellow train!

**WOMAN:** Well done! The picture looks good now!

**HEADING:** Now listen again.

(Play Track 27 again.)

## Pages 5 and 6: Speaking (20 marks)

### PREPARATION

- Photocopy, colour and cut out the scene and the object cards on pages 102 (enlarge to A3) and 103.
- Mount them on card and laminate them, if possible, for future use.
- Prepare Reinforcement or Extension worksheets, or other work, for the rest of the class to do while you work with individual pupils on the Speaking test.

### PROCEDURE

- Ask the pupil to point out various items in the picture. Say e.g. *Point to the table / door / teacher / boy, etc.*
- Ask the pupil to place the object cards at various locations in the picture. Say e.g. *Put the eraser on the table, etc.*
- Ask the pupil various questions about the picture and the cards. Say e.g. *What's this? What colour is the ...? What number is this? etc.*
- Ask the pupil some questions about him/herself. Say e.g. *How old are you? What's your favourite colour / toy? etc.*

## Test Units 5-8 pp 104-113

### Page 1: Listening (5 marks)

**Key:** Draw a line between:

- 1 Dog and under table
- 2 Fish and next to boy
- 3 Jacket and on chair
- 4 Shoes and next to bike
- 5 Socks and on table, next to book

## Track 28

**HEADING:** Look at the picture. Listen and look. There is one example.

**WOMAN:** Put the bird on the ball.

**MAN:** Pardon?

**WOMAN:** Put the bird on the ball.

**MAN:** Yes, OK.

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

1

**WOMAN:** Put the dog under the table.

**MAN:** Where?

**WOMAN:** Put the dog under the table.

**MAN:** OK.

2

**WOMAN:** Now put the fish next to the boy.

**MAN:** Put the fish where?

**WOMAN:** Put it next to the boy.

**MAN:** OK.

3

**WOMAN:** Please put the jacket on the chair.

**MAN:** The jacket?

**WOMAN:** Yes, put the jacket on the chair.

**MAN:** Yes, OK.

4

**WOMAN:** Now the shoes. Put them next to the bike.

**MAN:** Pardon?

**WOMAN:** Put the shoes next to the bike.

**MAN:** Yes, OK.

5

**WOMAN:** Now put the socks on the table, next to the book.

**MAN:** Put the socks where?

**WOMAN:** Put the socks on the table, next to the book.

**MAN:** OK.

**HEADING:** Now listen again.

(Play Track 28 again.)

### Pages 2 and 3: Listening (5 marks)

**Key:** 1 Tom, 2 1//one, 3 2//two, 4 Tiger, 5 5//five.

## Track 29

**HEADING:** Look at the picture. Listen and write a name or a number. There are two examples.

**MAN:** Hello. Are you the girl in this picture?

**GIRL:** Yes, My name's Kim.

**MAN:** How do you spell that?

**GIRL:** K I M.

**MAN:** And how old are you, Kim?

**GIRL:** I'm seven.

**MAN:** Seven?

**GIRL:** Yes!

**HEADING:** Can you see the answers? Now you listen and write a name or a number.

1

**MAN:** Is this your friend in the picture with you?

**GIRL:** Yes.

**MAN:** What's his name?

**GIRL:** His name's Tom.

**MAN:** How do you spell that?

**GIRL:** T O M.

2

**MAN:** Is Tom in your class at school?

**GIRL:** Yes. We're in Class One.

**MAN:** Pardon?

**GIRL:** We're in Class One.

3

**MAN:** And have you got a pet, Kim?

**GIRL:** Oh yes. I've got two cats.

**MAN:** Two cats?

**GIRL:** Yes, two big cats!

4

**MAN:** Do you have a favourite cat, Kim?

**GIRL:** Yes, Tiger is my favourite.

**MAN:** And how do you spell that?

**GIRL:** T I G E R.

**MAN:** That's a good name for a cat!

5

**MAN:** And has Tom got any pets?

**GIRL:** Yes. He's got a lot of dogs.

**MAN:** How many dogs?

**GIRL:** He's got five dogs.

**MAN:** Five dogs!

**GIRL:** Yes!

**HEADING:** Now listen again.

(Play Track 29 again.)

## Pages 4 and 5: Listening (5 marks)

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

### Track 30

**HEADING:** Look at the pictures. Now listen and look. There is one example.

#### What's Tony's favourite animal?

**GIRL:** Is your favourite animal very big ... an elephant?

**BOY:** No, it isn't.

**GIRL:** Is it very long ... a snake?

**BOY:** No, it's very small. It's a mouse!

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

#### 1. Which is Nick's monster?

**GIRL:** Is that a monster, Nick?

**BOY:** Yes.

**GIRL:** Has it got a tail?

**BOY:** Yes, it has. And it's got legs and feet, but it hasn't got arms or hands.

#### 2. Which pet has Sam got?

**BOY:** Have you got a pet, Sam?

**GIRL:** Yes, I have.

**BOY:** Have you got a dog?

**GIRL:** No, I haven't.

**BOY:** Have you got a cat?

**GIRL:** No, I haven't. I've got a fish.

### 3. Which socks are clean?

**GIRL:** Where are my socks, Mum?

**WOMAN:** On the chair!

**GIRL:** No, they're dirty! Where are my clean socks?

**WOMAN:** Oh, your clean socks are on the table.

#### 4. Which is Jill?

**BOY:** Where's Jill?

**WOMAN:** I don't know. Has she got long hair?

**BOY:** No, she's got short hair.

**WOMAN:** Oh yes, and trousers. That's Jill!

#### 5. Which is Alex's favourite monster?

**WOMAN:** Has your favourite monster got three ears and four eyes?

**BOY:** No, it's got two noses and one ear!

**WOMAN:** Oh yes and it's very sad!

**BOY:** Yes!

**HEADING:** Now listen again.

(Play Track 30 again.)

## Page 6: Listening (5 marks)

**Key:** 1 green crocodile, 2 orange snake, 3 red T-shirt, 4 blue skirt, 5 black shoes.

### Track 31

**HEADING:** Look at the picture. Listen and look. There is one example.

**WOMAN:** Find the hippo.

**GIRL:** The hippo? Where is it?

**WOMAN:** Next to the giraffe. Colour it grey.

**GIRL:** Grey, OK.

**HEADING:** Can you see the grey hippo? This is an example. Now you listen and colour.

1

**WOMAN:** Find the crocodile. It's next to the giraffe.

**GIRL:** Yes, it's next to the giraffe.

**WOMAN:** OK, colour it green.

**GIRL:** Green?

**WOMAN:** Yes, green.

2

**WOMAN:** Now find the snake.

**GIRL:** Oh, it's a beautiful snake!

**WOMAN:** Yes. Colour it orange.

**GIRL:** OK, an orange snake!

3

**WOMAN:** Look at the girl. She's next to the hippo.

**GIRL:** The girl?

**WOMAN:** Yes. Colour her T-shirt red.

**GIRL:** OK, her T-shirt is red.

4

**WOMAN:** Now look at her skirt.

**GIRL:** Skirt or socks?

**WOMAN:** Skirt. Colour it blue.

**GIRL:** Blue ... OK!

5

**WOMAN:** Now her shoes.

**GIRL:** What colour are her shoes?

**WOMAN:** Colour them black.

**GIRL:** Black shoes.

**WOMAN:** Well done! The picture looks good now!

**HEADING:** Now listen again.

(Play Track 31 again.)

## **Page 7: Reading & Writing (5 marks)**

**Key:** 1 mouth, 2 teeth, 3 ears, 4 arms, 5 feet.

## **Page 8: Reading & Writing (5 marks)**

**Key:** 1 shoes, 2 trousers, 3 skirt, 4 socks, 5 jacket.

## **Pages 9 and 10: Speaking (20 marks)**

### **PREPARATION**

- Photocopy, colour and cut out the scene and the object cards on pages 112 (enlarge to A3) and 113.
- Mount them on card and laminate them, if possible, for future use.
- Prepare Reinforcement or Extension sheets, or other work, for the rest of the class to do while you work with individual pupils on the Speaking test.

### **PROCEDURE**

- Ask the pupil to point out various items in the picture. Say e.g. *Point to the hippo / fish / bird / crocodile, etc.*
- Ask the pupil to place the object cards at various locations in the picture. Say e.g. *Put the mouse next to the crocodile, etc.*
- Ask the pupil various questions about the picture and the cards. Say e.g. *What's this? What colour is the ...? How many ...? etc.*
- Ask the pupil some questions about him/herself. Say e.g. *What's your favourite animal / pet? What's this? (point to an item of clothing) What colour is it? etc.*

## **Test Units 9-12 pp 114-125**

## **Page 1: Listening (5 marks)**

**Key:** Lines should be drawn between:

- 1 Burger and in kitchen, next to fish
- 2 Ice cream and in bedroom
- 3 Banana and in living room
- 4 Apple and in dining room, on table
- 5 Chocolate and in bathroom

### **Track 32**

**HEADING:** Look at the picture. Listen and look. There is one example.

**WOMAN:** Put the orange in the hall.

**MAN:** Pardon?

**WOMAN:** Put the orange in the hall.

**MAN:** Yes, OK.

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

**1**

**WOMAN:** Put the burger in the kitchen.

**MAN:** Where?

**WOMAN:** Put the burger in the kitchen, next to the fish.

**MAN:** OK.

**2**

**WOMAN:** Now put the ice cream in the bedroom.

**MAN:** Put the ice cream where?

**WOMAN:** Put it in the bedroom.

**MAN:** OK.

**3**

**WOMAN:** Please put the banana in the living room.

**MAN:** The banana?

**WOMAN:** Yes, put the banana in the living room.

**MAN:** Yes, OK.

**4**

**WOMAN:** Now the apple. Put it in the dining room.

**MAN:** Pardon?

**WOMAN:** Put the apple in the dining room, on the table.

**MAN:** Yes, OK.

**5**

**WOMAN:** Now put the chocolate in the bathroom.

**MAN:** Put the chocolate where?

**WOMAN:** Put the chocolate in the bathroom.

**MAN:** OK.

**HEADING:** Now listen again.

(Play Track 32 again.)

## **Pages 2 and 3: Listening (5 marks)**

**Key:** 1 Lucy, 2 5//five, 3 3//three, 4 Sue, 5 2//two.

### **Track 33**

**HEADING:** Look at the picture. Listen and write a name or a number. There are two examples.

**MAN:** Hello, May. Are you in this picture?

**GIRL:** Yes, and this is my dog Pat.

**MAN:** How do you spell that?

**GIRL:** P A T.

**MAN:** And how old is Pat?

**GIRL:** Three.

**MAN:** Three?

**GIRL:** Yes!

**HEADING:** Can you see the answers? Now you listen and write a name or a number.

1

**MAN:** May, is this your sister in the picture?

**GIRL:** Yes.

**MAN:** What's her name?

**GIRL:** Her name's Lucy.

**MAN:** How do you spell that?

**GIRL:** L U C Y.

2

**MAN:** And is this your house? It's very big!

**GIRL:** Yes. We've got five bedrooms!

**MAN:** Pardon?

**GIRL:** We've got five bedrooms.

3

**MAN:** And what about the bathrooms?

**GIRL:** Oh yes. We've got three bathrooms.

**MAN:** Three bathrooms?

**GIRL:** Yes.

4

**MAN:** And do you like toys?

**GIRL:** Oh yes. My favourite toy's a doll, Sue.

**MAN:** And how do you spell that?

**GIRL:** S U E.

**MAN:** That's nice!

5

**MAN:** And has your sister got any toys?

**GIRL:** Yes. She likes bikes. She's got two bikes!

**MAN:** How many?

**GIRL:** She's got two bikes.

**MAN:** Two bikes!

**GIRL:** Yes!

**HEADING:** Now listen again.

(Play Track 33 again.)

## Pages 4 and 5: Listening (5 marks)

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

### Track 34

**HEADING:** Look at the pictures. Now listen and look.

There is one example.

**What's Karen's favourite food?**

**WOMAN:** Is your favourite food chocolate?

**GIRL:** No, it isn't.

**WOMAN:** Is your favourite food ... a burger?

**GIRL:** No, it's chocolate ice cream.

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

**1. What's Ben doing?**

**BOY:** Is he watching TV?

**WOMAN:** No, he's reading a book.

**BOY:** In the living room?

**WOMAN:** No, he's reading in the bedroom.

**2. Which one is Harry?**

**WOMAN:** Has Harry got a helicopter?

**BOY:** No.

**WOMAN:** Has he got a boat?

**BOY:** Yes, he's got a boat. It's fantastic!

**3. Where's Dad?**

**GIRL:** Where's Dad, Mum?

**WOMAN:** I don't know. Is he in the kitchen?

**GIRL:** No. Is he in the bathroom?

**WOMAN:** Oh yes, he's having a bath!

**4. What's Ann's favourite food?**

**BOY:** Are you eating chocolate cake?

**GIRL:** Yes!

**BOY:** Is that your favourite food?

**GIRL:** No, bananas are my favourite!

**5. What's Sally doing?**

**WOMAN:** Is Sally playing?

**BOY:** Yes.

**WOMAN:** Is she playing tennis?

**BOY:** No, she's playing football!

**HEADING:** Now listen again.

(Play Track 34 again.)

## Page 6: Listening (5 marks)

**Key:** 1 blue motorbike, 2 yellow helicopter, 3 green lorry, 4 purple boat, 5 brown bus.

### Track 35

**HEADING:** Look at the picture. Listen and look. There is one example.

**WOMAN:** Find the plane.

**BOY:** The plane?

**WOMAN:** Yes, the plane. Colour it black.

**BOY:** Black. OK.

**HEADING:** Can you see the black plane? This is an example. Now you listen and colour.

1

**WOMAN:** Find the motorbike. It's next to the lorry.

**BOY:** Yes, here it is.

**WOMAN:** OK, colour it blue.

**BOY:** Blue?

**WOMAN:** Yes, blue.

2

**WOMAN:** Now find the helicopter.

**BOY:** Wow, it's a fantastic helicopter.

**WOMAN:** Yes. Colour it yellow.

**BOY:** OK, a yellow helicopter.

3

**WOMAN:** Look at the lorry. It's next to the motorbike.

**BOY:** The lorry?

**WOMAN:** Yes. Colour it green.

**BOY:** OK, the lorry is green.

4

**WOMAN:** Now find the boat.

**BOY:** The boat?

**WOMAN:** Yes. Colour it purple.

**BOY:** Purple ... OK!

5

**WOMAN:** Now the bus.

**BOY:** What colour is the bus?

**WOMAN:** Colour it brown.

**BOY:** A brown bus.

**WOMAN:** Well done! The picture looks good now!

**HEADING:** Now listen again.

(Play Track 35 again.)

## Pages 7 and 8: Reading & Writing (5 marks)

**Key:** 1 X, 2 ✓, 3 ✓, 4 X, 5 ✓

## Page 9: Reading & Writing (5 marks)

**Key:** 1 kitchen, 2 burger, 3 guitar, 4 helicopter, 5 chocolate.

## Page 10: Reading & Writing (5 marks)

**Key:** 1 eyes, 2 tennis, 3 swim, 4 ice cream, 5 house.

## Pages 11 and 12: Speaking (15 marks)

### PREPARATION

- Photocopy, colour and cut out the scene and the object cards on pages 124 (enlarge to A3) and 125.
- Mount them on card and laminate them, if possible, for future use.
- Prepare Reinforcement or Extension worksheets, or other work, for the rest of the class to do while you work with individual pupils on the Speaking test.

### PROCEDURE

- Ask the pupil to point out various items in the picture. Say e.g. *Point to the ice cream / bag / book, etc.*
- Ask the pupil to place the object cards at various locations in the picture. Say e.g. *Put the apple next to the boat, etc.*
- Ask the pupil various questions about the picture and the cards. Say e.g. *What's he / she doing? What are they doing? What colour is the ...? etc.*
- Ask the pupil some questions about him/herself. Say e.g. *Do you like ice cream? What's your favourite food? Can you swim / play tennis? etc.*

## End of Year Test pp 126-137

### Page 1: Listening (5 marks)

**Key:** Lines should be drawn between:

- 1 Ice cream and on table
- 2 Socks and on shoes
- 3 Mouse and next to cat
- 4 Doll and next to tiger
- 5 Chocolate and on guitar

### Track 36

**HEADING:** Look at the picture. Listen and look. There is one example.

**MAN:** Put the pen on the chair.

**WOMAN:** Pardon?

**MAN:** Put the pen on the chair.

**WOMAN:** Yes, OK.

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

**1**

**MAN:** Put the ice cream on the table.

**WOMAN:** Where?

**MAN:** Put the ice cream on the table, next to the cake.

**WOMAN:** OK.

**2**

**MAN:** Now put the socks on the shoes.

**WOMAN:** Put the socks where?

**MAN:** Put them on the shoes.

**WOMAN:** OK.

**3**

**MAN:** Please put the mouse next to the cat.

**WOMAN:** The mouse?

**MAN:** Yes, put the mouse next to the cat.

**WOMAN:** Oooh ... OK!

**4**

**MAN:** Now the doll. Put it next to the tiger.

**WOMAN:** Pardon?

**MAN:** Put the doll next to the tiger.

**WOMAN:** Yes, OK.

**5**

**MAN:** Now put the chocolate on the guitar.

**WOMAN:** Put the chocolate where?

**MAN:** Put the chocolate on the guitar.

**WOMAN:** OK.

**HEADING:** Now listen again.

(Play Track 36 again.)

### Pages 2 and 3: Listening (5 marks)

**Key:** 1 Zang, 2 5//five, 3 Swoz, 4 3//three, 5 4//four.

### Track 37

**HEADING:** Look at the picture. Listen and write a name or a number. There are two examples.

**MAN:** Hello. Are you the girl monster in this picture?

**GIRL:** Yes, my name's Zing.

**MAN:** How do you spell that?

**GIRL:** Z I N G.

**MAN:** And how old are you?

**GIRL:** Ten.

**MAN:** Ten?

**GIRL:** Yes!

**HEADING:** Can you see the answers? Now you listen and write a name or a number.

**1**

**MAN:** And is this your friend?

**GIRL:** Yes.

**MAN:** What's his name?

**GIRL:** His name's Zang.

**MAN:** How do you spell that?

**GIRL:** Z A N G.

**2**

**MAN:** And have you got any brothers and sisters?

**GIRL:** Yes. I've got five sisters.

**MAN:** Pardon?

**GIRL:** I've got five sisters.

**3**

**MAN:** And have you got a favourite sister?

**GIRL:** Yes. Her name is Swoz.

**MAN:** How do you spell that?

**GIRL:** S W O Z.

**4**

**MAN:** And what about Zang?

**GIRL:** He's got three brothers.

**MAN:** Three brothers?

**GIRL:** Yes.

**5**

**MAN:** And have you got any pets, Zing?

**GIRL:** Yes. I like snakes.

**MAN:** Snakes! How many snakes have you got?

**GIRL:** Four.

**MAN:** Four snakes!

**GIRL:** Yes!

**HEADING:** Now listen again.

(Play Track 37 again.)

## Pages 4 and 5: Listening (5 marks)

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

### Track 38

**HEADING:** Look at the pictures. Now listen and look. There is one example.

#### What's Bill doing?

**WOMAN:** Is Bill at your house?

**BOY:** Yes.

**WOMAN:** Is he watching TV in the living room?

**BOY:** No, he's playing a guitar in my bedroom.

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

#### 1. What's Mary doing?

**BOY:** Is Mary eating a burger in the kitchen?

**WOMAN:** No, she's in the living room.

**BOY:** In the living room?

**WOMAN:** Yes, she's reading a book.

#### 2. Which one is Jane?

**WOMAN:** Has Jane got a skirt?

**BOY:** Yes.

**WOMAN:** Has she got black shoes?

**BOY:** Yes, she's got black shoes and white socks.

#### 3. Where's Mum?

**GIRL:** Where's Mum, Dad?

**MAN:** I don't know. Is she in the living room?

**GIRL:** No. Is she in the dining room?

**MAN:** No. She's in the kitchen!

#### 4. What's Jack's favourite toy?

**GIRL:** Have you got a favourite toy?

**BOY:** Yes!

**GIRL:** Is it your helicopter?

**BOY:** No, it's my ball.

#### 5. Where's the eraser?

**WOMAN:** I can't find my eraser.

**BOY:** Is it under the book?

**WOMAN:** No.

**BOY:** Here it is ... next to the pencil!

**HEADING:** Now listen again.

(Play Track 38 again.)

## Page 6: Listening (5 marks)

Key: 1 brown dog next to boy, 2 grey dog next to bike, 3 blue bird on chair, 4 purple ball, 5 red trousers.

### Track 39

**HEADING:** Look at the picture. Listen and look. There is one example.

**WOMAN:** Find the bike.

**BOY:** Yes, here it is.

**WOMAN:** OK, colour it black.

**BOY:** Black?

**WOMAN:** Yes, black.

**HEADING:** Can you see the black bike? This is an example. Now you listen and colour.

1

**WOMAN:** Find the dog next to the boy.

**BOY:** The dog?

**WOMAN:** Yes, the dog next to the boy. Colour it brown.

**BOY:** Brown. OK.

2

**WOMAN:** Now find the dog next to the bike.

**BOY:** The dog next to the bike?

**WOMAN:** Yes. The dog next to the bike. Colour it grey.

**BOY:** OK, a grey dog.

3

**WOMAN:** Look at the bird on the chair.

**BOY:** The bird on the chair?

**WOMAN:** Yes. Colour it blue.

**BOY:** OK, the bird on the chair is blue.

4

**WOMAN:** Now find the ball.

**BOY:** The ball?

**WOMAN:** Yes. Colour it purple.

**BOY:** Purple ... OK!

5

**WOMAN:** Now look at the boy's trousers.

**BOY:** What colour are they?

**WOMAN:** Colour them red.

**BOY:** Red trousers.

**WOMAN:** Well done! The picture looks good now!

**HEADING:** Now listen again.

(Play Track 39 again.)

## Pages 7 and 8: Reading & Writing (5 marks)

Key: 1 ✓, 2 ✗, 3 ✓, 4 ✗, 5 ✓

## Page 9: Reading & Writing (5 marks)

Key: 1 crocodile, 2 bike, 3 motorbike, 4 tail, 5 horse.

## Page 10: Reading & Writing (5 marks)

Key: 1 ears, 2 nose, 3 football, 4 apples, 5 boy.

## Pages 11 and 12: Speaking (15 marks)

### PREPARATION

- Photocopy, colour and cut out the scene and the object cards on pages 136 (enlarge to A3) and 137.
- Mount them on card and laminate them, if possible, for future use.
- Prepare Reinforcement or Extension worksheets, or other work, for the rest of the class to do while you work with individual pupils on the Speaking test.

### PROCEDURE

- Ask the pupil to point out various items in the picture. Say e.g. *Point to the elephant / burger / dog, etc.*
- Ask the pupil to place the object cards at various locations in the picture. Say e.g. *Put the hippo next to the giraffe, etc.*
- Ask the pupil various questions about the picture and the cards. Say e.g. *What's he / she doing? What colour is the ...? etc.*
- Ask the pupil some questions about him/herself. Say e.g. *How old are you? Have you got any brothers or sisters? What's your favourite food / toy / colour? Can you ride a bike? etc.*