

Practise and Pass STARTERS

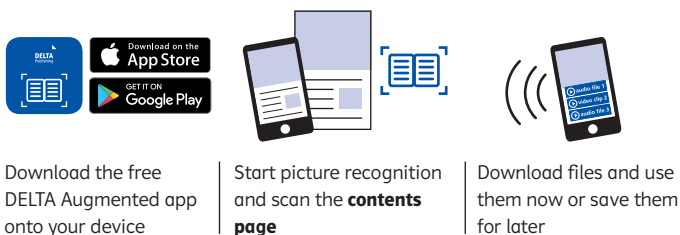
Notes for teachers and
independent learners

**Cheryl Pelteret
and Viv Lambert**

DELTA Publishing

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Introduction

The **Practise and Pass** series is aimed at learners from seven to twelve years who are preparing for the Starters, Movers and Flyers Modules of the Cambridge Young Learners English Tests. Although it includes one complete Practice Test the book aims to do more than offer practice. In addition to practice material, we include activities designed specifically to prepare children for each part of the Test:

Part 1 – Listening

Part 2 – Reading & Writing

Part 3 – Speaking

The series contains thorough coverage of every part of each Test, and a comprehensive review of relevant vocabulary and grammar at each level. Tips on language and exam skills throughout each section focus on those areas most likely to cause problems for candidates. The series aims to provide children with ample opportunities to prepare and practise for the Test, giving them the best possible chance of passing them.

The Pupil's Book

Within each section of the Pupil's Book a three-step approach is applied as follows:

Step 1 – Prepare

These activities ensure that children are confident with the vocabulary and grammar required for the Test. The activities in each section are linked loosely to the main topic areas covered in the Test. Spelling and grammar tips are included in these pages.

Step 2 – Practise

These pages provide practise activities that prepare children for the exam-type activities in the Pass section of the book. The activities resemble those that children will encounter in the Test, but are broken down into smaller, simpler activities. Exam skills and tips are included in these sections, drawing children's attention to techniques that will help them answer the questions more clearly and accurately.

Step 3 – Pass

These exam-type activities replicate the type of activity that children will encounter in the real Test: children are given exactly the same instructions as in the real Test and in the Practice Test at the end of the book.

At the end of each Pupil's Book there is a Practice Test. It is recommended that this is implemented under examination conditions. The Listening and Reading & Writing Tests both last 20 minutes.

The Speaking Test lasts approximately four minutes. Each Speaking Test is designed for one examiner and one candidate. Detailed instructions for conducting the Speaking Test are given in the Teacher's Book (see page 3).

Each part of each Test is dealt with separately, so that teachers can select those parts of the Test that their pupils need most help with. Alternatively, you can work through each section as it is presented in the book.

Notes for Teachers and Independent Learners

The notes contain:

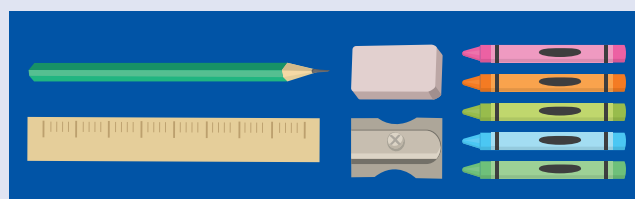
- Information and advice for candidates and teachers or parents
- Answer Key, Notes and Audio Scripts relating to all the activities in the Student's Book
- Answer Key and Audio Scripts for the Practice Test
- Some ideas for useful games and activities to use in the classroom.

Information and advice for candidates and teachers

The aims, scope and procedures of the Tests are too complex to summarise here. Please consult the Cambridge Assessment website for full details. <https://www.cambridgeenglish.org/exams-and-tests/starters/>

General tips

What pupils need to bring on the day



Be prepared!

Encourage children to check carefully that they have a pencil, rubber, ruler, pencil sharpener and pencil crayons for colouring, before they go into the Test.

Learn the vocabulary

Children should learn and practise all the words on the word lists. They need to be able to say, spell and recognise these words when they see and hear them. You can help them to do this by using the downloadable vocabulary cards and the **Learn your words** section of the book.

Read the questions

Children must get used to reading and following instructions carefully. Many candidates lose marks by skimming over the instructions and, for example, writing more than one word, when only one is required. Stress that children should read the ques-

tions carefully and answer accordingly. If one-word answers are required, they should not write more than one word. Writing longer answers provides more opportunity for mistakes.

You can insist that children spend the first few minutes of the activity reading the instructions and the text carefully without writing anything at all. This will ensure they don't start off without a careful reading of the instructions and is also useful for calming them down at the start of the Test.

Write clearly

Explain that children may lose marks through untidy handwriting if the examiner cannot decipher what they have written. The Practice section reminds children how to write ticks or crosses correctly in the boxes, for example. It also gives practice in writing yes and no, and in drawing straight lines in matching tasks.

Tips for Listening

Here are some tips that you can go through with the children to ensure that they are prepared for the Listening part of the Test:

- Listen carefully.
- Write clearly.
- Draw straight lines.
- Listen to the whole dialogue before answering.
- Take care with spellings.
- Look at the examples carefully.
- Don't hurry! (You hear the Test twice.)

Tips for Reading & Writing

These tips should help the children with the Reading & Writing part of the Test:

- Read the questions carefully.
- Read the examples.
- Look carefully at the pictures and the sentences.
- Read the whole sentence before you answer.
- Write clearly.
- Copy words or names correctly.
- Write one word only.
- Check your spelling.
- Check everything again when you finish:
 - spelling
 - nouns – singular or plural?
 - verb endings
 - word order
 - correct pronouns

Tips for Speaking

Here are some handy tips to give the children relating to the Speaking part of the Test:

- Only speak English!
- Listen carefully to the examiner.
- Give short answers.
- Speak clearly.
- Don't worry about mistakes.
- Say hello and goodbye to the examiner.



Some useful language and vocabulary learning games for the classroom

Some useful games

Here are some games which can be used to practise a wide range of target language, and can be used as additional practice material.

Simon says

Ask the class to stand. Give an instruction (for example) *Be a cat!* or *Look at the green pen!* If you precede the sentence with *Simon says ...* everybody must obey; otherwise, they should ignore the command. Anybody who makes a mistake in this respect is out of the game, and must sit down. The last pupil still in the game is the winner. This game is particularly useful for practising vocabulary sets. It doesn't matter if you have to use some language which the class doesn't know, as long as you can mime the action. For example, you could say *Simon says drive a car*, and mime driving.

Chinese whispers (also known as 'Broken telephones')

The pupils stand or sit in a circle. Whisper a word or phrase to the pupil. They have to whisper it to the next pupil, and so on. When the whisper has gone as far around the circle as you consider appropriate, the last pupil to hear it must say it out loud. If it is correct and reasonably well pronounced, say *very good!* Otherwise, go back to the original pupil, and whisper the same sentence so that the game can begin again. Repeat the activity with other words/phrases and starting with different pupils. This game is useful for practising short sentences and difficult-to-pronounce single words.

Mime it!

Ask one pupil to leave the room. Tell the rest of the class to mime a word (for example, *tiger* or a short phrase *I'm happy*), and give them a demonstration of the mime. The pupil outside returns, and the rest of the class mime the word. The pupil must say the word they are miming. This activity is particularly good for practising vocabulary sets.

Introduction

Gestures

Develop gestures to represent target vocabulary. For example, making your hands into a roof above your head could represent 'house'; putting your hands out as if carrying something very large could represent 'big'. Keep these consistent so that pupils become instantly familiar with them.

Activities using these gestures include the following:

- Make a gesture. The class shouts out the word.
- Pupils take it in turns to make gestures. The rest of the class shouts out the word.
- Organise the class into two teams. Make a new gesture representing a word the class has learnt. The first team to shout out the correct word wins a point.

These activities can also be used with noises (for example, a munching noise for *eat*) or with simple sketch pictures on the board.

Silent mouthing

Organise the class into two teams. Silently mouth a word or phrase. If both teams can shout out what you mouthed straight away, give both a point. If a member of one team gets the answer before everybody else, give that team a point.

This activity is good for language review and pronunciation practice.

Bingo

Use **Bingo** to practise opposites or past tense verbs. Write a set of at least ten adjectives on the board, or a set of ten verbs. Demonstrate, then ask pupils to draw six-square grids in their notebooks. Tell them to choose six different words, and write the opposites (in the case of adjectives) or the past tense forms (of verbs) into their grids. Choose six words yourself, and call them out. Any pupil who has the corresponding opposite or past tense form in their grid can cross it off. The first pupil to cross off all her/his words calls out **Bingo!** and is the winner. (This game can also be played in pairs.)

Wordsearch

Ask pupils to make their own wordsearch grids, focussing on one lexical set at a time. They can then work in pairs and exchange grids.

Activities using the photocopiable vocabulary cards

At the back of this document, you will find ten sets of photocopiable vocabulary cards, which can be used as effective additional practice material in the following ways.

- Show, name and ask children to repeat.
- Distribute cards to pupils. Name a card and ask the children who have one, to hold it up to the class.
- Hold up a card and ask questions about it: *Is this is ... , or a ... ? What's he/doing?* etc.
- Show a picture and name it, correctly or incorrectly. Ask pupils to say **Yes** or **No**.
- Display the cards as a set. Name one, and ask pupils to point to the matching card as quickly as possible. This can be turned into a team game, if you prefer.
- Memory game (1): Display a selection of cards. Ask a pupil to close his or her eyes. Remove one card and see if the pupil can remember the card that is missing. Children can play this game in pairs.
- Memory game (2): Display a selection of cards. Give pupils, working in teams, a few minutes to name and memorise the cards. Cover the cards, and ask pupils to recall as many of them as possible.
- As alphabet practice, distribute cards to pupils. Say, **Who has got something beginning with ... ?** Anyone with a picture beginning with that letter has to hold it up.
- Make a picture dictionary. Distribute copies of the cards to pupils. Ask them to colour them and write the words for each picture. They can stick them in a book, in alphabetical order, to make a picture dictionary.

1 Listening

Answer Key, Notes and Audio Scripts

Before the exam

Start!

- 1** 1 I write the test in a classroom.
2 In the test, there is reading, writing, speaking and listening.
3 After the test, I get a certificate.

- 2** 1 5, 2 25, 3 20, 4 4, 5 20, 6 20, 7 4, 8 4

On the day

1 early, 2 Have, 3 Don't study, 4 before, 5 water,
6 teacher, 7 carefully, 8 Don't talk, 9 Don't ask,
10 all

Listening Part 1

Step 1 – Prepare

- 1** a 7, b 5, c 2, d 8, e 4, f 6, g 3, h 1

- 1** 1 ruler, 2 desk, 3 rubber, 4 pencil, 5 book, 6 pen,
7 computer, 8 board

- 3** 1 ruler, 2 desk, 3 rubber, 4 pencil, 5 book, 6 pen,
7 computer, 8 board

c	v	k	l	p	x	s	p	d	g
o	r	u	r	e	r	m	e	l	v
m	j	h	q	b	c	i	n	e	k
p	v	b	o	a	r	d	c	a	w
u	o	d	r	x	c	t	i	i	g
t	p	l	o	w	i	d	l	d	p
e	g	b	m	p	w	l	s	i	d
r	u	b	b	e	r	m	g	l	e
y	s	n	u	n	l	b	h	t	s
j	h	g	i	u	c	b	o	o	k

- 4** 1 rubber, 2 books, 3 a pen / a pencil, 4 There's a pencil. / There's a pen., 5 There are two books.

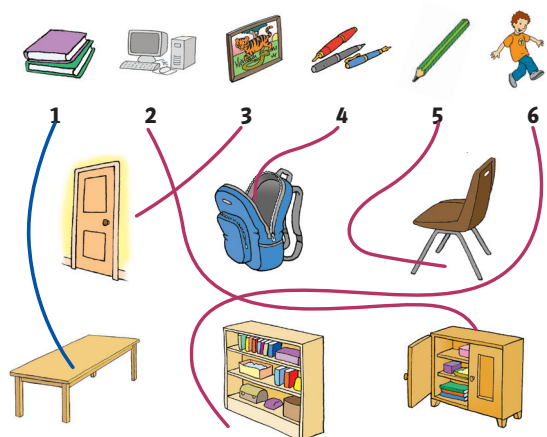
- 5** 1 bookcase, 2 teacher, 3 window, 4 chairs, 5 door, 6 cupboard

- 6** 1 pencils, 2 clock, 3 pencils, 4 teacher, 5 boy, 6 pens

Step 2 – Practise

- 1** 1 ✓, 2 ✗, 3 ✗, 4 ✓, 5 ✗, 6 ✓

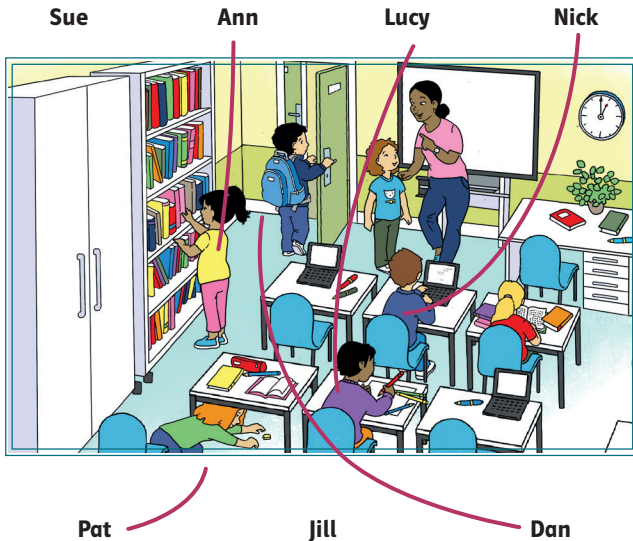
2



- 2** 1 Put the books on the table.
2 Put the computer in the cupboard.
3 Put the picture next to the door.
4 Put the pens in the bag.
5 Put the pencil under the chair.
6 Put the boy in front of the bookcase.

Step 3 – Pass!

1



Adult: Who's in this picture, Sue?
Child: Oh, it's my class.
Adult: Is that you, Sue, next to the teacher?
Child: Yes, that's me. I'm talking to the teacher.
Narrator: Can you see the line? This is an example.
 Now you listen and draw lines.

Narrator: One
Adult: Who's this boy?
Child: That's Nick. He's working at the computer.
Adult: Nick?
Child: Yes, Nick. He loves computers.

Narrator: Two
Child: And that's my friend Ann. She's choosing a book.
Adult: Is she in front of the bookcase?
Child: Yes. Ann is in front of the bookcase.
Adult: OK.

Narrator: Three
Adult: Where's Pat?
Child: Pat is under the desk.
Adult: Why is he under the desk?
Child: His rubber is under the desk. He's looking for it.
Adult: Oh!

Narrator: Four
Child: Can you see Lucy?
Adult: Has she got a red pencil?
Child: Yes, she's drawing a picture. Lucy likes drawing.

Adult: I can see her. She sits next to Pat.

Child: That's right.

Narrator: Five

Adult: And who's this boy next to the door?

Child: That's Dan.

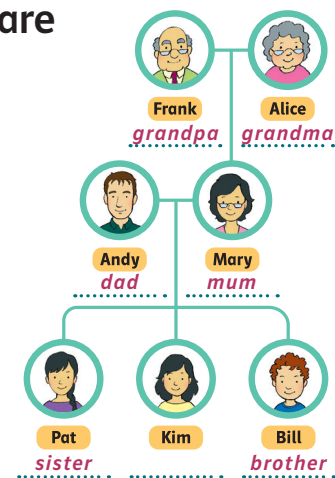
Adult: What's he doing?

Child: Oh, he's going home.

Listening Part 2

Step 1 – Prepare

1



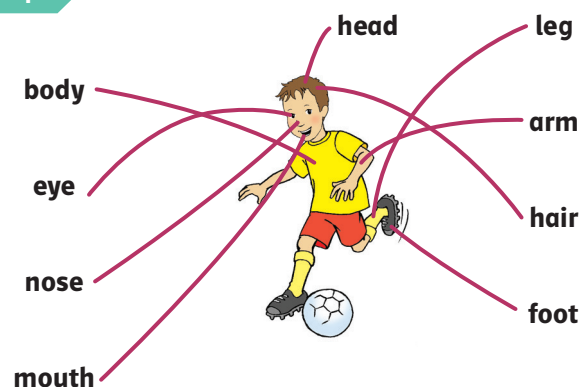
Kim:
 My name's Kim and this is my family. My mum's name is Mary and my Dad's name is Andy.
 I've got a sister called Pat and a brother called Bill.
 That's B-i-double l.

My grandpa's name is Frank and my grandma's name is Alice.

3

1 F, 2 F, 3 T, 4 T, 5 F, 6 T

4





5 1 small, 2 short, 3 young, 4 smiling, 5 brown, 6 small

6 1 is, 2 is, 3 's got, 4 hasn't got, 5 is, 6 isn't

Step 2 – Practise

1 1 Alex, 2 Anna, 3 Jill, 4 Ben

5 **Anna:** My name's Anna.
Adult: How do you spell that?
Anna: A- double n-a.
Adult: Hello Anna. What's your name?
Alex: My name's Alex. A-l-e-x.
Adult: Hi Alex. And are you Ben?
Ben: Yes, I'm Ben.
Adult: B-e-n.
Ben: Yes, that's right.
Adult: What's your name?
Jill: I'm Jill.
Adult: Jane?
Jill: No, Jill. J- i- double ll.
Adult: OK, thanks Jill.

2 1 7, 2 3, 3 6, 4 1, 5 12

6 **Anna:** I'm seven.
Adult: How many brothers and sisters have you got?
Anna: I've got three brothers. This is my brother Tom.
Adult: How old is he?
Anna: He's six.
Adult: Is that your dog?
Anna: Yes. We've got a dog and three cats.
Adult: Three cats?
Anna: Yes. And we've got twelve fish.

Step 3 – Pass

1 1 Jill, 2 8, 3 1, 4 Nick, 5 11, 6 Sausage

7 **Jill:** My name's Jill.
Adult: How do you spell that?
Jill: J-i double l.
Adult: How old are you?
Jill: I'm eight.
Adult: Have you got any brothers and sisters?
Jill: I've got one brother and one sister. My sister's name is Sue and my brother's name is Nick.
Adult: Rick?
Jill: No Nick. N-i-c-k.
Adult: How old is he?
Jill: He's eleven.
Adult: We've got a small dog. He's long and brown. He's called Sausage.
Adult: Sausage?
Jill: Yes, sausage – s-a-u-s-a-g-e.
Adult: That's a great name!

Listening Part 3

Step 1 – Prepare

1 1 ✓, 2 ✓, 3 ✗, 4 ✗, 5 ✓, 6 ✓

8 **Adult:** Do you like sport?
Bill: I like tennis and I like swimming.
Adult: Do you like playing basketball?
Bill: No, I don't like playing basketball.
Adult: What about football?
Bill: I like playing football, yes, but I don't like playing hockey. Oh, and I love badminton!



3 1 basketball, 2 tennis, 3 badminton, 4 swimming, 5 football, 6 hockey

4 1 a bike, 2 blue and black, 3 brown, 4 He's wearing, 5 singing, 6 likes

5 1 5, 2 8, 3 2, 4 6, 5 4, 6 2

6 1 is, 2 are, 3 are, 4 aren't, 5 isn't, 6 are/aren't



Step 2 – Practise

1 1 T, 2 F, 3 T, 4 F, 5 F, 6 T

2 1 A, 2 B, 3 B, 4 A, 5 B



Narrator: One. Which is Nick?

Adult: Is Nick at the beach?

Child: Yes, he is.

Adult: Is he kicking a ball?

Child: No, he's swimming.

Narrator: Two. What's Kim doing?

Adult: Does Kim like sports?

Child: Yes she does. She likes swimming and playing tennis.

Adult: Is she swimming now?

Child: Yes, she is.

Narrator: Three. What's Ben doing?

Adult: Where's Ben?

Child: Is he playing a game in the living room?

Adult: No, he isn't.

Child: He's in the garden. He's playing football.

Narrator: Four. What's Sue doing?

Adult: Look, there's Sue.

Child: She's in the playground with Bill.

Adult: Is she bouncing a ball?

Child: No, she's throwing a ball.

Step 3 – Pass

1 1 C, 2 B, 3 B, 4 A, 5 C



Narrator: One. What's Pat doing?

Adult: Where's Pat?

Child: She's in her bedroom.

Adult: Is she drawing?

Child: No, she isn't. She's writing a letter.

Narrator: Two. Which is Sam's bike?

Adult: Is that your bike Sam?

Child: No, my bike isn't red.

Adult: Is it purple?

Child: No, it isn't. It's blue.

Narrator: Three. What can Nick do?

Adult: Can you play tennis, Nick?

Child: No, I can't. I can play badminton, but I can't play tennis.

Adult: Do you like basketball?

Child: No, I don't. I can't play basketball.

Narrator: Four. Which girl is Ann?

Adult: Is that Ann, wearing a dress?

Child: No, it isn't. Ann's wearing a T-shirt.

Adult: Is she wearing a skirt or jeans?

Child: She's wearing jeans and a T-shirt.

Adult: Oh, I can see her.

Narrator: Five. Where are Kim's shoes?

Adult: Where are my shoes?

Child: Are they under the bed?

Adult: No, they aren't. I can't find them.

Child: Are they under the chair?

Adult: Oh yes! Here they are. They're under the chair.

Listening Part 4

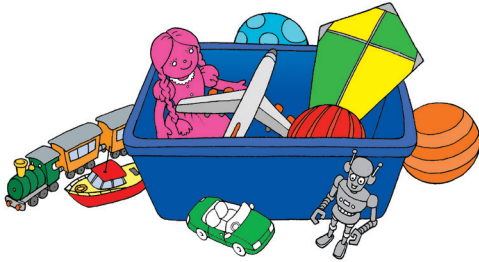
Step 1 – Prepare

1 Take the illustration (crayons with colours on them) on p. 18 of the pupil's book and colour them in the right colour e.g. the red crayon should be red.

2 1 doll, 2 ball, 3 plane, 4 kite, 5 train, 6 boat, 7 car, 8 robot

3

- 1 Colour the ball behind the toy box blue.
- 2 Colour the robot in front of the box grey.
- 3 Colour the car next to the robot green.
- 4 Colour the doll in the toy box pink.
- 5 Colour the ball in the toy box red.
- 6 Colour the ball next to the toy box orange.



11

There's a blue ball behind the toy box.
 There's a grey robot. It's in front of the box.
 There's a green car next to the robot.
 The doll is pink. It's in the toy box.
 There's a red ball in the toy box.
 There's a ball next to the toy box too. It's orange.

4

1 T, 2 F, 3 T, 4 T, 5 F, 6 F

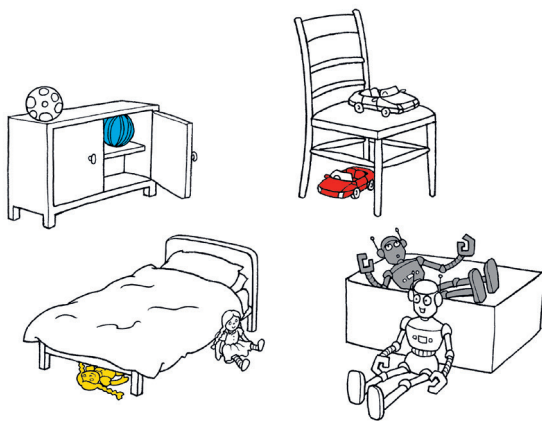
5

1 in front of, 2 in, 3 under, 4 on, 5 between,
 6 on, next to

Step 2 – Practise

1

- 1 Colour the ball in the cupboard blue.
- 2 Colour the car under the chair red.
- 3 Colour the doll under the bed yellow.
- 4 Colour the robot in the box grey.



12

Narrator: One

Adult: Can you see the ball in the cupboard?

Child: In the cupboard or on the cupboard?

Adult: In the cupboard.

Child: Yes, I can see it.

Adult: Colour it blue.

Narrator: Two

Adult: Colour the car red.

Child: Which car?

Adult: The car under the chair.

Child: OK. I'm colouring the car under the chair red.

Adult: Good.

Narrator: Three

Adult: Can you see a doll?

Child: I can see two dolls. There's a doll under the bed and a doll next to the bed.

Adult: OK. Colour the doll under the bed.

Child: What colour?

Adult: Colour it yellow.

Narrator: Four

Adult: How many robots are there?

Child: There are two.

Adult: That's right. There's a robot in the box. Colour it grey.

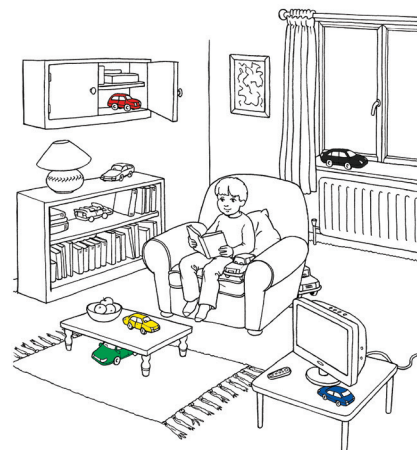
Child: OK. What colour is the robot in front of the box?

Adult: It's white. Don't colour it.

Step 3 – Pass

1

- 1 Don't colour the car behind the chair – it's white.
- 2 Colour the car next to the television blue.
- 3 Colour the car under the table green.
- 4 Colour the car on the table yellow.
- 5 Colour the car in front of the window black.





13

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

Adult: Can you see the car in the cupboard?

Child: Yes, I can.

Adult: Colour it red.

Child: OK. The car in the cupboard is red.

Narrator: Now you listen and colour.

Narrator: One

Adult: Now can you see the car behind the chair. Don't colour it.

Child: Don't colour it?

Adult: No, don't colour this car. The car behind the chair is white.

Narrator: Two

Child: Can I colour the car next to the television?

Adult: Yes, you can. What colour?

Child: Can I colour it blue? Blue is my favourite colour.

Adult: OK. Colour it blue.

Child: Good. The car next to the television is blue.

Narrator: Three

Adult: Colour the car under the table green.

Child: Under the table?

Adult: Yes, the car under the table.

Child: Right. I'm colouring the car under the table green.

Narrator: Four

Adult: Can you see any more cars?

Child: Yes. There's a car on the table.

Adult: Oh, yes. Colour the car on the table yellow.

Child: Yellow?

Adult: Yes, yellow.

Narrator: Five

Adult: And there's a car in front of the window.

Child: Where?

Adult: In front of the window.

Child: Oh, yes.

Adult: You can colour that car black.

Child: OK. The car in front of the window is black.

Reading & Writing Part 1

Step 1 – Prepare

1 1 bike, 2 boat, 3 bus, 4 car, 5 helicopter, 6 lorry,
7 motorbike, 8 plane, 9 train

2 Colour the motorbike yellow.
Colour the lorry blue.
Colour the plane grey and white.
Colour the train purple.
Colour the helicopter red.
Colour the boat green.



3 1 This is a plane.
2 These are trains.
3 These are motorbikes.
4 This is a boat.
5 These are lorries.
6 This is a helicopter.

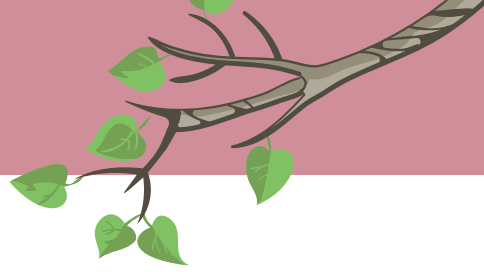


4 1 plane, 2 bus, 3 motorbike, 4 car, 5 bike

5 1 T, 2 F, 3 T, 4 F, 5 T, 6 F

6 1 drive, 2 riding, 3 fly, 4 ride, 5 driving, 6 flying





Step 2 – Practise

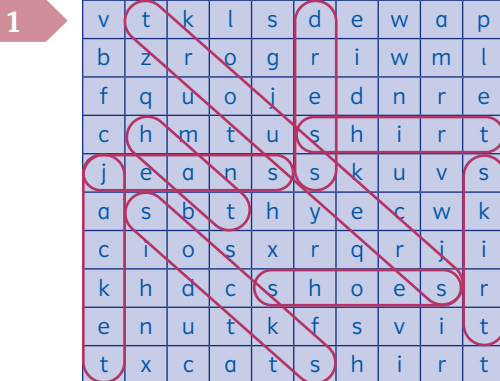
- 1 1 A, 2 A, 3 B, 4 A,
2 1 plane, 2 cars, 3 bikes, 4 train

Step 3 – Pass

- 1 1 ✓, 2 ✗, 3 ✗, 4 ✓, 5 ✓, 6 ✗

Reading & Writing
Part 2

Step 1 – Prepare



1 dress, 2 hat, 3 jacket, 4 jeans, 5 shirt, 6 shoes,
7 skirt, 8 socks, 9 trousers, 10 T-shirt

- 2 Draw and colour a red T-shirt.
Draw and colour blue trousers.
Draw and colour black shoes.
- 3 Pupil's own answers.
- 4 1 wearing, 2 are, 3 trousers, 4 next to, 5 Three
- 5 1 no, 2 yes, 3 yes, 4 no, 5 no, 6 yes

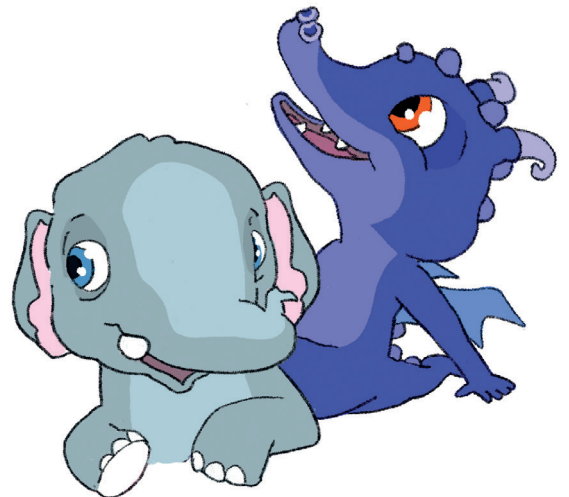
Step 2 – Practise

- 1 1 The small boy is wearing a red T-shirt.
2 Two people are eating ice cream.
3 Grandma is wearing a yellow dress.
4 Mum is wearing a purple skirt.
5 Six people are smiling.
6 Three people are sitting on the sofa.

- 2 1 no, 2 yes, 3 no, 4 yes, 5 no, 6 yes

Step 3 – Pass

- 3 1 yes, 2 no, 3 no, 4 yes, 5 no, 6 yes



Reading & Writing

Part 3

Step 1 – Prepare

1	1			b	r	e	a	d	
2		t	o	m	a	t	o	e	s
3		b	e	a	n	s			
4		p	o	t	a	t	o	e	s
5				o	n	i	o	n	s
6			m	e	a	t			
7			f	i	s	h			

My favourite food is bananas.

- 3 1 pear, 2 lemon, 3 watermelon, 4 lime, 5 mango, 6 grapes

I like eggs, sausages and chips.

- 4 1 lemonade, 2 milk, 3 orange juice, 4 water, 5 apple juice

- 6 Possible answers:

breakfast

bread

eggs

orange juice

lunch

burger

water

apple

dinner

chicken

fish

chips

Step 2 – Practise

- 1 1 apple, 2 burger, 3 cake, 4 peas, 5 pineapple, 6 ice cream

- 2 1 bread, 2 carrot, 3 lemonade, 4 chicken, 5 coconut, 6 sausage

Step 3 – Pass

- 1 1 cake, 2 burger, 3 peas, 4 milk, 5 ice cream, 6 chips

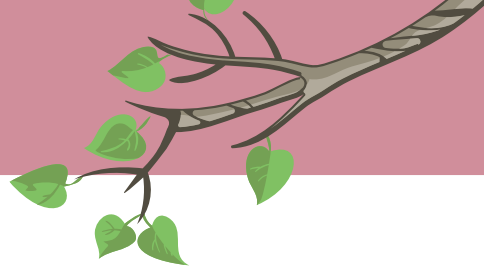
Reading & Writing

Part 4

Step 1 – Prepare

- 1 1 eyes – snake
2 legs – horse
3 mouth – hippo
4 nose – mouse
5 ear – elephant
6 feet – chicken

- 3 1 fly, 2 jump, 3 swim, 4 swim, 5 run, 6 swim



4 1 Cats, 2 Ducks, 3 Monkeys, 4 Snakes, 5 Tigers, 6 Elephants

5 1 T, 2 F, 3 T, 4 T, 5 F, 6 F

6 1 horse, 2 fish, 3 bird, 4 bird, 5 horse, 6 fish

Step 2 – Practise

1 1 legs, 2 water, 3 house, 4 ride, 5 eyes, 6 horse

2 1 tree, legs, bird
2 sea, fish
3 apples, water, horse

Step 3 – Pass

1 1 ears, 2 trees, 3 bananas, 4 jump, 5 pen

Reading & Writing Part 5

Step 1 – Prepare

1 1 shop, 2 house, 3 school, 4 park, 5 zoo, 6 beach

3 1 chair, 2 shop, 3 playing, 4 clock, 5 book, 6 night

4 1 at the beach, 2 two, 3 watching the children, 4 in the tree, 5 red, 6 eating

5 1 two, 2 sea, 3 three, 4 next to, 5 bag, 6 house

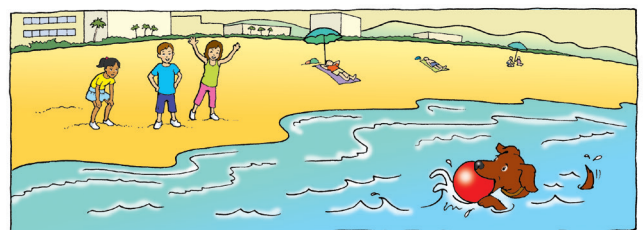
Step 2 – Practise

1 1 a, 2 b, 3 a, 4 a, 5 b, 6 b

2 1 2, 2 zoo, 3 elephant, 4 monkey, 5 ice cream, 6 no

Step 3 – Pass

3 1 3, 2 beach, 3 boy, 4 blue, 5 ball, 6 swimming



Speaking Parts 1–5

Step 1 – Prepare

1

in the park

trees

rabbit

flowers

ducks

in the street

bus

motorbike

shop

cars

at the beach

shells

sea

sand

fish

3

- 1 A boy is flying a kite. p
- 2 There are lots of cars. s
- 3 A woman is swimming in the sea. b
- 4 There are three shells. b
- 5 Two ducks are eating bread. p
- 6 A man is standing in front of a shop. s

4

Check pupils' pictures.

5

- 1 Anne
- 2 I'm eight.
- 3 Jenny
- 4 It's big.
- 5 Yes, I can.
- 6 No.

Step 2 – Practise

1

- Circle the dog behind the horse.
- Circle the monkey in the tree.
- Circle the book in the woman's bag.
- Circle the hat on the girl on the horse.
- Circle the ball next to the boy under the tree.
- Circle the apple in the man's hand.
- Circle the radio in the girl's hands under the tree.
- Circle the cat behind the flowers.

3

13, 29, 35, 43, 53, 62

4

- 1 He's flying a kite.
- 2 She's riding a horse.
- 3 It's yellow.
- 4 She's listening to the radio.
- 5 It's blue and yellow.
- 6 He's eating an apple.

5

- 1 What's your name? c
- 2 How old are you? f
- 3 How many brothers and sisters have you got? b
- 4 What's your favourite colour? d
- 5 Do you like swimming? a
- 6 Can you play tennis? e

Step 3 – Pass

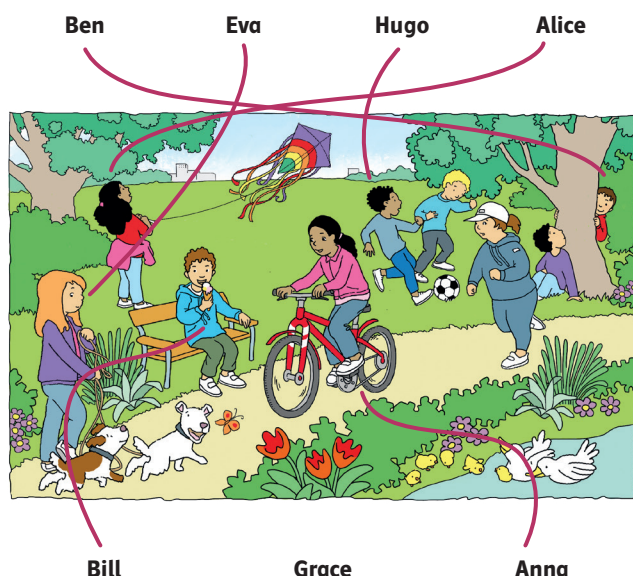
Notes for teachers:

- Take the role of the examiner with individual children or pairs of children.
- Ask them to cut out the eight pictures on page 47.
- First ask them to point out certain items on the scene picture, e.g. **Where's the doll? Where's the boy?**
- Ask the children to put the object cards at various locations, e.g. **Put the bird in the tree. Put the bread on the table.**
- Ask questions about the scene picture, e.g. **What's this? What colour is it?**
- Finally ask questions about the individual children, e.g. **How old are you? Do you like ice cream?** etc.

Practice Test

Listening

Part 1 (5 marks)



Child: Here's a picture of me and my friends in the park.

Adult: Oh yes! Who's that? The girl with the dogs?

Child: Her name is Eva. She's got two dogs. Eva loves animals.

Adult: Oh, yes.

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

Narrator: One

Adult: Who's this boy behind the tree?

Child: That's Ben.

Adult: What's Ben doing behind that tree?

Child: He's playing a game.

Narrator: Two

Adult: I like this kite.

Child: Oh, that's Alice's kite.

Adult: Is Alice the girl in the red T-shirt.

Child: Yes, that's right.

Narrator: Three

Adult: What's that boy's name? The boy with the ice cream?

Child: Oh yes, that's Bill. He's in my class at school.

Adult: OK, so Bill is eating an ice cream ...

Child: Yes!

Narrator: Four

Adult: One boy is kicking a ball. Who's that?

Child: Er ... oh, that's Hugo. Hugo loves football.

Adult: Do you like football?

Child: No, I don't!

Narrator: Five

Child: This girl is Anna.

Adult: Which girl?

Child: The girl on the bike.

Adult: Anna's got a nice bike.

Child: I know. It's new. She loves it.

Part 2 (5 marks)

1 2, 2 2F, 3 Kim, 4 Alex, 5 1



Narrator: Look at the pictures. Listen and look. There are two examples.

Adult: Is this your friend?

Child: Yes, it is.

Adult: What's his name?

Child: His name's Alex.

Adult: How do you spell that?

Child: A-l-e-x.

Adult: How old is he?

Child: He's seven.

Adult: Seven?

Child: Yes, Seven.

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

Narrator: One

Adult: Has Alex got any brothers or sisters?

Child: Yes, he has. He's got two sisters.

Adult: Has he got any brothers?

Child: No, he hasn't.

Narrator: Two

Adult: Which class are you in at school?

Child: We're in class 2F.

Adult: Two, F?

Child: Yes, 2F.

Narrator: Three

Adult: Are you reading your book, Kim?


Child: Yes, I am. I'm reading and Alex is colouring his picture.

Practice Test

Narrator: Four
Adult: What colour pencil has Alex got?
Child: He's got a green pencil. Green is his favourite colour.
Narrator: Five
Adult: Can you draw, Kim?
Child: No, I can't. Alex can draw, but I can't.

Part 3 (5 marks)

1 B, 2 A, 3 A, 4 B, 5 C

 **16** **Narrator:** Look at the pictures. Listen and look. There is one example. Which is Bill?
Adult: Is Bill wearing blue jeans?
Child: Yes, he is.
Adult: Is he wearing a T-shirt?
Child: Yes, he is. He's wearing a red T-shirt.
Narrator: Can you see the tick? Now you listen and tick the box.

Narrator: One. What's Ann's favourite fruit?
Adult: Do you like fruit, Ann?
Child: Yes, I do. I like pineapples and bananas.
Adult: What's your favourite fruit?
Child: Um ... bananas.

Narrator: Two. What is Pat doing?
Adult: Is Pat in the living room?
Child: Yes, she is.
Adult: Is she watching television?
Child: No, she isn't. She's reading on the sofa.


Narrator: Three. Where's Tony's kite?
Adult: Where's your kite, Tony?
Child: I can't see it. It isn't under the tree.
Adult: Oh, no! It's in the tree.

Narrator: Four. What are the cats doing?
Adult: Where are the cats?
Child: They're in the living room.
Adult: Are they playing?
Child: No, they aren't. They're sleeping.

Narrator: Five. Which bike is Ann's?
Child A: Is that blue bike Ann's?
Child B: No, that's my bike.
Child A: Is Ann's bike yellow?
Child B: No, it isn't. Her bike is green and blue.

Part 4 (5 marks)

- 1 Colour the flower on the ball blue.
- 2 Colour the flower on the bag pink.
- 3 Colour the flower next to the door yellow.
- 4 Colour the flower in the cow's mouth orange.
- 5 Colour the flower on the kite purple.

 **17** **Narrator:** Look at the picture. Listen and look. There is one example.
Adult: Can you see the girl in the garden?
Child: Yes, I can.
Adult: Colour the flower on her dress red.
Child: Pardon?
Adult: Colour the flower on her dress. Make it red.
Child: OK.
Narrator: Can you see the red flower on the girl's dress. This is an example. Now you listen and colour.

Narrator: One
Adult: Now, can you find the ball?
Child: Yes. There's a flower on the ball.
Adult: That's right. Colour the flower on the ball blue.
Child: Blue?
Adult: Yes, blue.

Narrator: Two
Adult: Can you see the bag?
Child: There's a flower on the bag, too.
Adult: Yes. The flower on the bag is pink. Colour it pink.
Child: OK.

Narrator: Three
Adult: Now look at the house. Next to the door there is a big flower.
Child: Oh yes. I can see the flower next to the door. What colour is it?
Adult: Yellow. Colour it yellow.
Child: OK.

Narrator: Four
Adult: The cow has got a flower too.
Child: Oh yes. There's a flower in the cow's mouth.
Adult: Can you colour it orange.
Child: Yes. I'm colouring the flower in the cow's mouth orange.
Adult: Good.

Narrator: Five
Adult: Look at the kite.
Child: Oh yes! It's got a flower on it.
Adult: That's right. Colour the flower on the kite purple.
Child: Purple. OK.

Reading & Writing

Part 1 (5 marks)

1 ✗, 2 ✓, 3 ✓, 4 ✗, 5 ✓

Part 2 (5 marks)

1 no, 2 yes, 3 no, 4 yes, 5 yes

Part 3 (5 marks)

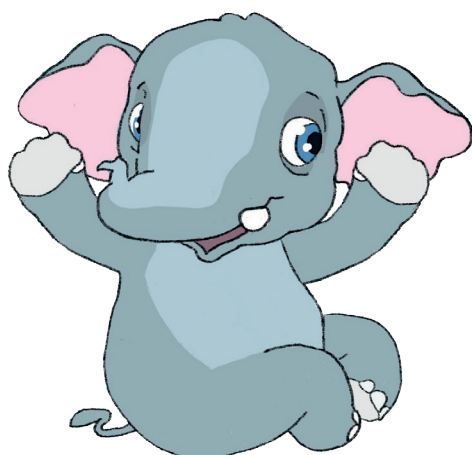
1 motorbike, 2 lorry, 3 boat, 4 train, 5 helicopter

Part 4 (5 marks)

1 house, 2 night, 3 bed, 4 sofa, 5 garden

Part 5 (5 marks)

1 book, 2 Mum, 3 boy, 4 under, 5 cake



Speaking

- 1 Ask the child to point out certain items on the scene picture, for example

Where's the clock?
Where's the television?
Where are the books?
Where is the girl?

- 2 Ask the children to put the object cards at various locations, for example

Put the cat on the mat.
Put the hat on the girl.
Put the shoes next to the bed.
Put the flowers on the bookcase.
Put the doll under the table.
Put the lamp on the table.

- 3 Ask questions about the scene picture, for example

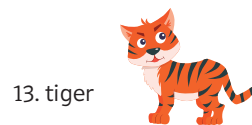
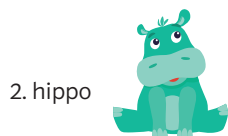
What's this?
What colour is the mat?
What's in the box?
What's the girl doing?
How many books are there?

- 4 Ask questions about the individual children, for example

How old are you?
Have you got any brothers and sisters?
What's your brother's name?
Have you got a dog?
Do you like ice cream?
What's your favourite food?
Can you ride a horse?
Do you like swimming?

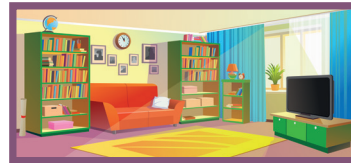
Learn your words

Animals

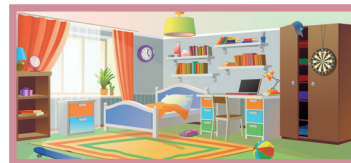


At home

1



2



3



4



1 Living room: sofa, rug, TV, wall, window, clock, bookcase, pictures

2 Bedroom: cupboard, bed, computer, rug, chair, wall, ball, window, lamp, clock, desk, bookcase

3 Kitchen: cupboard, rug, table, chair, wall, window, clock

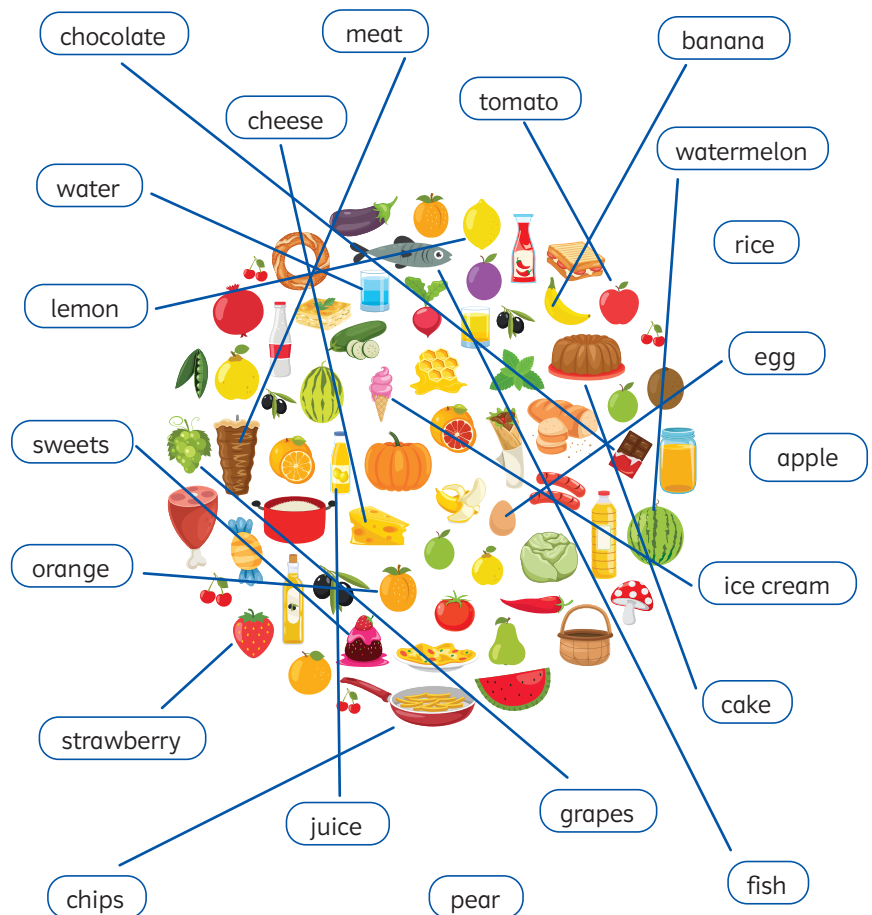
4 Bathroom: bath, rug, wall, window, door, mirror

Learn your words

Clothes



Food



Learn your words

Free time



At the beach



Number cards

PHOTOCOPIABLE



1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

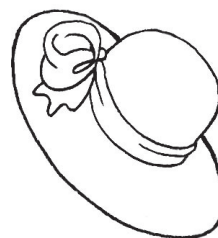
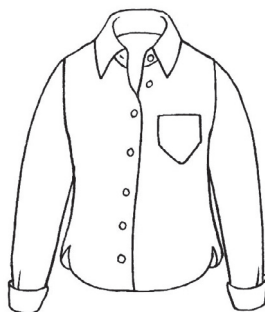
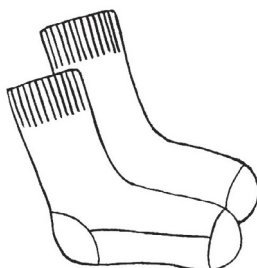
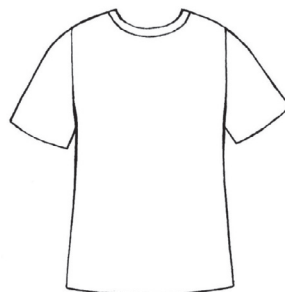
nine

10

ten

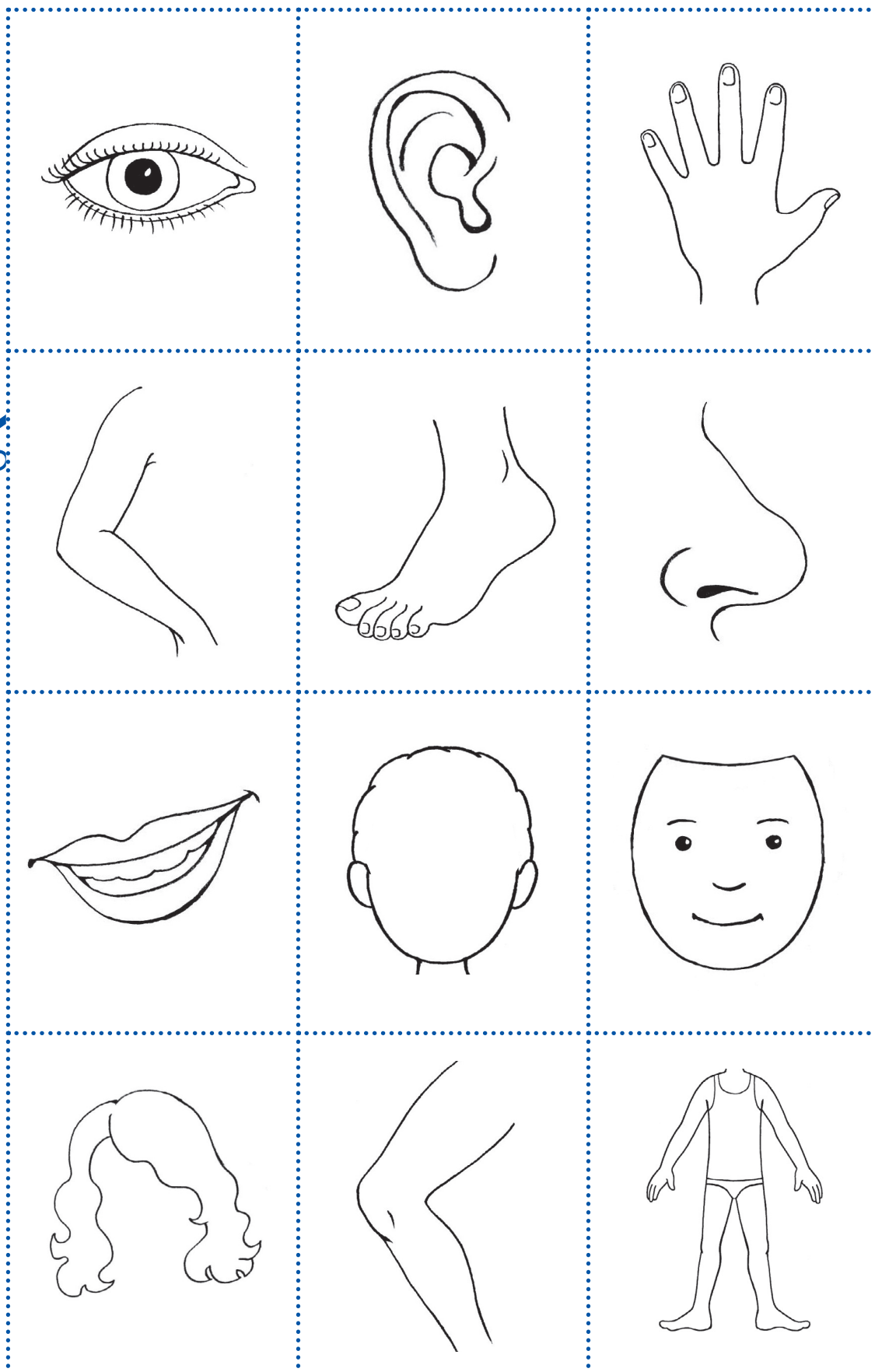
Clothes cards

PHOTOCOPIABLE



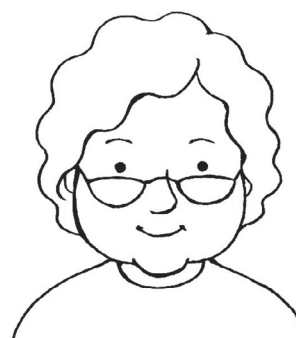
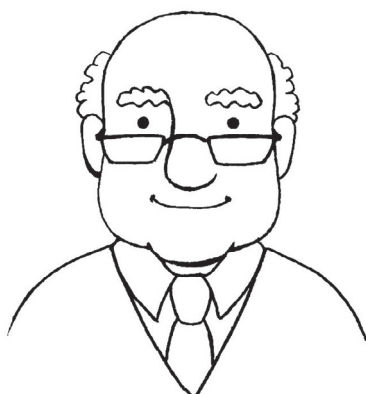
Body cards

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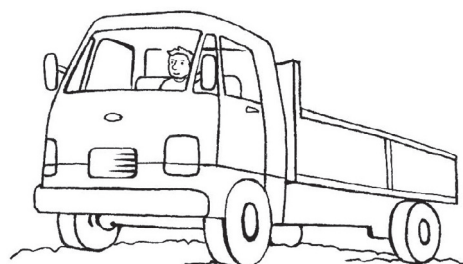
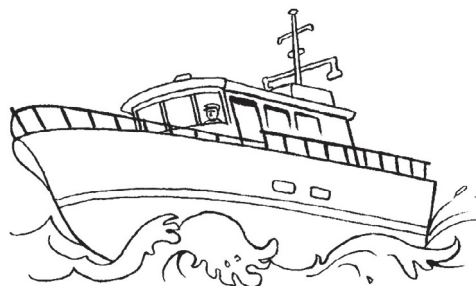
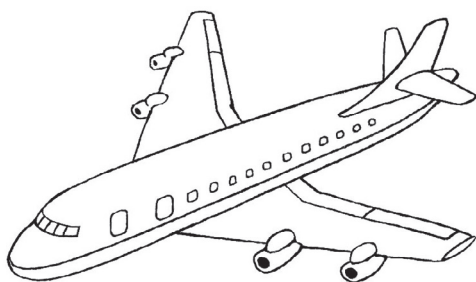
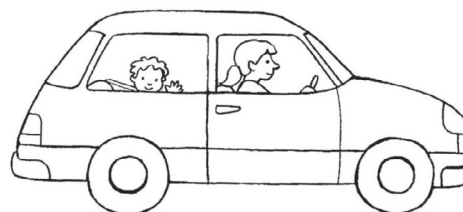
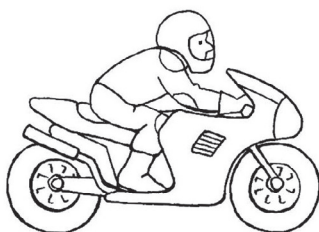
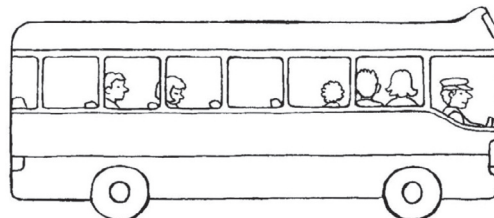
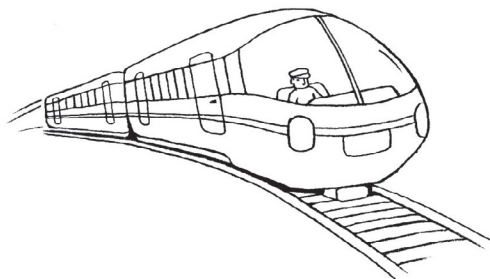


Family cards

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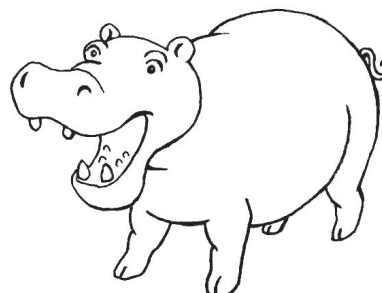
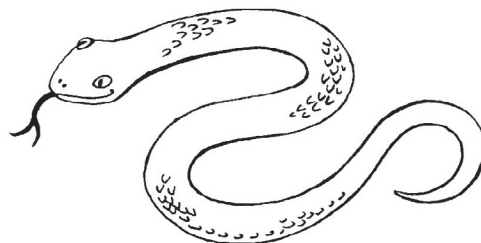
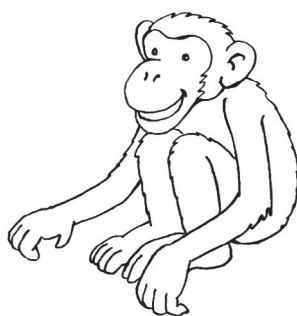
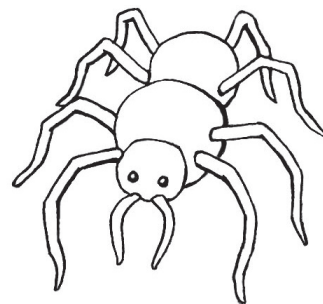
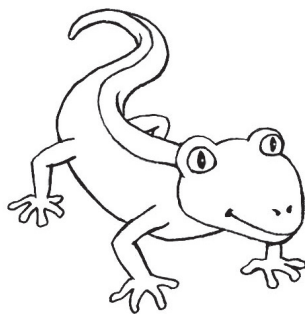
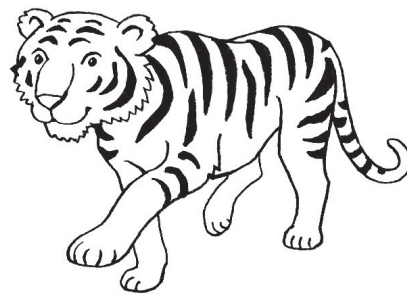
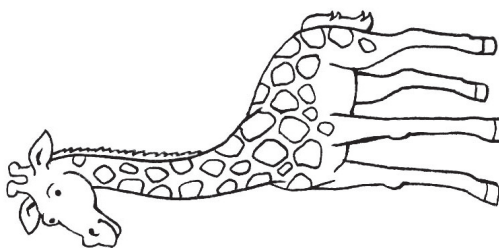
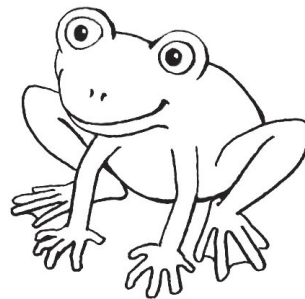
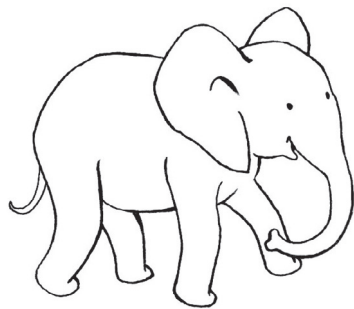


Transport cards



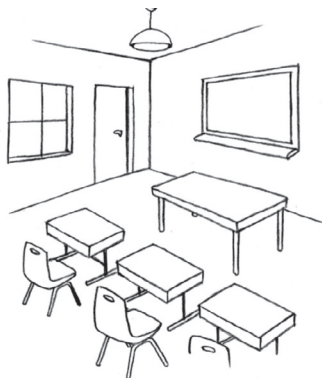
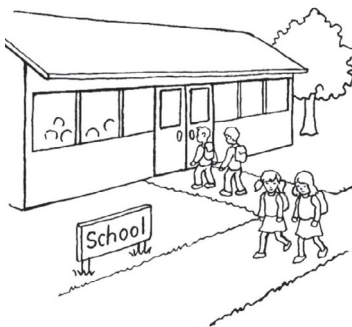
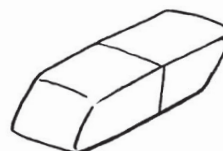
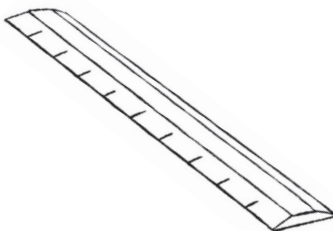
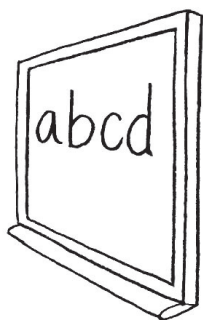
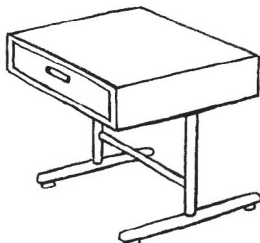
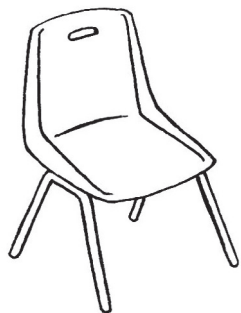
Animal cards

PHOTOCOPIABLE



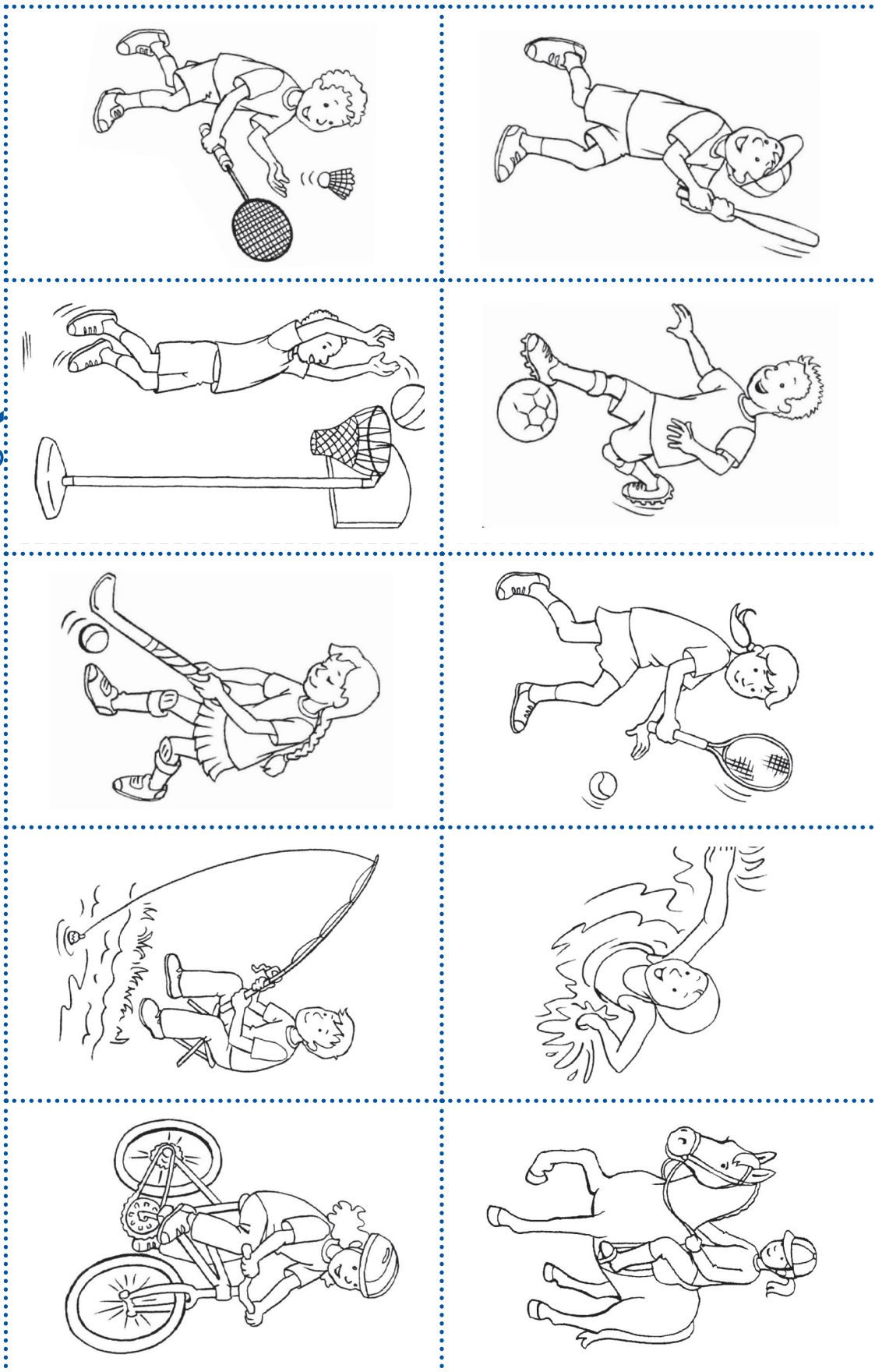
Classroom cards

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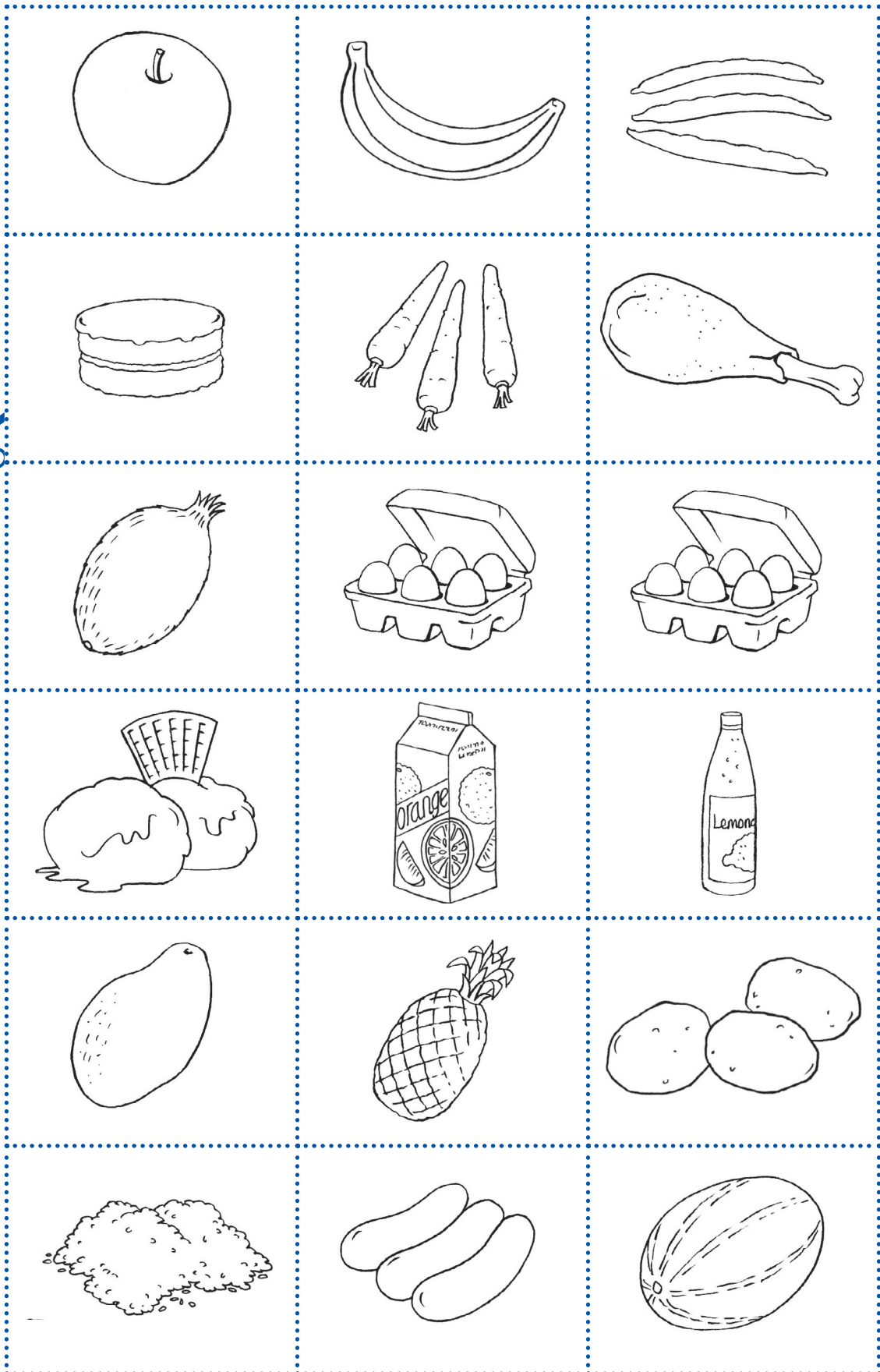
Sports cards

PHOTOCOPIABLE



Food cards

PHOTOCOPIABLE



House cards

PHOTOCOPIABLE

