

Practise and Pass MOVERS

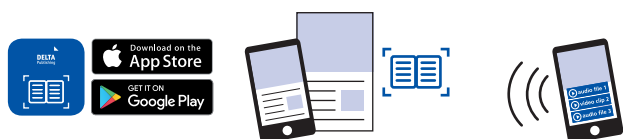
Notes for teachers and
independent learners

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and Viv Lambert**

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Delta Publishing, 2022

www.deltapublishing.co.uk

www.klett-sprachen.de/delta

© Ernst Klett Sprachen GmbH, Rotebühlstraße 77, D-70178 Stuttgart, 2022

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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, the book contains 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 Tests, giving them the best possible chance of passing them.

The Pupil's Book

Within each section of the Pupil's Books 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 you can select those parts of the Test that your 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:

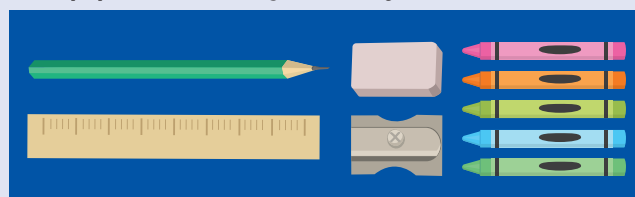
- Information and advice for candidates and teachers/parents
- Answer key, notes and audio scripts relating to all the activities in the Pupil's Book
- Answer key and audio scripts for the Practice Test
- Photocopiable vocabulary cards
- Some ideas for useful games and activities to use in the classroom.

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 photocopiable vocabulary cards at the back of this 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 Practise 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 material: vocabulary cards, spot the difference pictures and story cards

This book also contains 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 it, to hold it up to the class.
- Hold up a card and ask questions about it: *Is this is ...?* or *a? What's he/she 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.
- To practise for the **Spot the difference** activity in the Speaking Test, photocopy the pictures on page 33, and give each pupil a copy. Tell pupils to draw details in their pictures, but not to show each other. Ask them questions to encourage them to draw certain features: *What's the weather like in your picture? Is there an animal or person in the lake? What are they doing? What people are in your picture? Are there any flowers? What colour are they?* etc.
- When pupils have finished drawing and colouring, ask them to compare their pictures, and use the pictures as a **Spot the difference** activity (see Activity 1, page 23).
- A set of **Story cards** has been provided on page 32. Photocopy the story and give each pupil a set. Say, *This story is called Jenny's shopping trip. Last weekend, Jenny went to a big supermarket to buy a new toothbrush. In the supermarket, she heard her favourite music. So she looked for the CD.*
- Then ask the pupils to tell you the rest of the story (see Activity 2, page 23).

1 Listening



Answer key, notes and audio scripts

Before the exam

1 1 b, 2 c, 3 d, 4 e 5 a

2 1 6, 2 35, 3 30, 4 25, 5 5, 6 25, 7 4, 8 5-7

3 1 towel, 2 skates, 3 comics, 4 CD, 5 email, 6 film, 7 video, 8 present

d	v	c	a	t	a	l	c
v	i	d	e	o	p	e	o
p	o	s	a	w	p	d	m
p	a	k	r	e	w	o	i
e	m	a	i	l	e	n	c
e	a	t	v	i	d	y	s
p	r	e	s	e	n	t	r
r	o	s	f	i	l	m	t

4 1 swimming pool, 2 DVD player, 3 skating, 4 cinema, 5 party, 6 CD player

5 1 d, swimming pool, 2 f, cinema, 3 b, party, 4 a, skating, 5 e, CD player, 6 c, DVD player

Listening Part 1

Step 1 – Prepare

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



- 1**
- 1 It's a towel.
 - 2 It's an email.
 - 3 They're skates.
 - 4 It's a video.
 - 5 They're comics.
 - 6 It's a present.
 - 7 It's a CD.
 - 8 It's a film.

Step 2 – Practise

1 1 Daisy, 2 Fred, 3 Vicky, 4 John, 5 Peter, 6 Sally

2 I'm number 1 and my name's Daisy. That's D-a-i-s-y. And number 2 is my friend, Fred. That's F-r-e-d. The girl who's next to Fred, number 3, is Vicky. V-i-c-k-y. And the boy who's got number 4 is John. J-o-h-n. Next to John, number 5, is Peter. That's P-e-t-e-r. And the last one, the girl who's number 6, is my friend Sally. S-a double l-y.

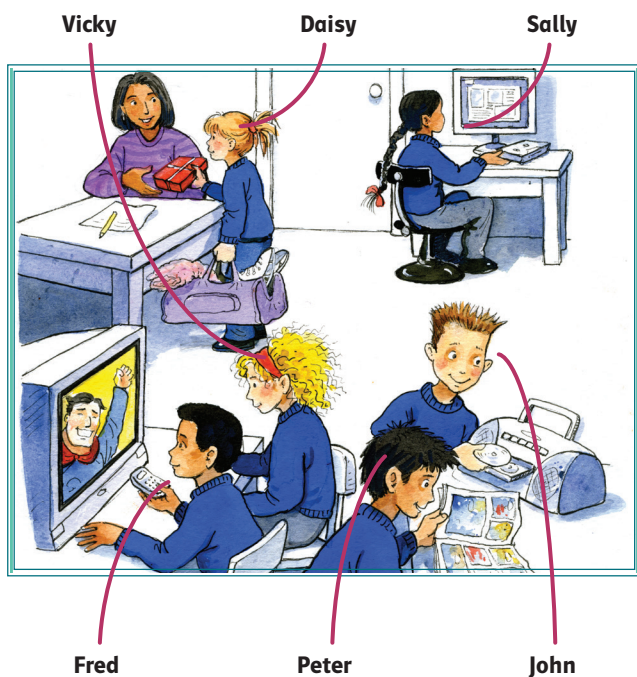
2 1 f, 2 b, 3 e, 4 c, 5 d, 6 a

3

- 1 Jill is the girl who is watching a film on TV.
- 2 Alex's dad is the man who is writing an email.
- 3 Kim and Lucy are the girls who are skating.
- 4 Alex is the boy who is listening to a CD.
- 5 Ben is the boy who is swimming.
- 6 Bill is the boy who is reading a comic.

Step 3 – Pass!

1

**Narrator:** Three**Adult:** Which girl is Vicky?**Child:** Oh, she's watching TV too.**Adult:** Oh, she's watching TV with Fred?**Child:** Yes, they're watching the film together.**Narrator:** Four**Adult:** And the boy who's reading? What's his name?**Child:** Oh, the boy who's reading a comic?**Adult:** Yes, that's right.**Child:** That's Peter.**Narrator:** Five**Adult:** What about the boy at the CD player?**Child:** Oh, that's John. He's putting on a CD. He loves music!**Adult:** It's a great party!**Child:** Yes, it is!

Listening Part 2

Step 1 – Prepare

1

1 pool, 2 centre, 3 library, 4 café,
5 supermarket, 6 cinema

2

1 swimming pool, 2 café, 3 cinema, 4 supermarket,
5 library, 6 sports centre**Narrator:** Look at the picture. Listen and look.
There is one example.**Adult:** Who are all these people?**Child:** They're my friends! We're having a party
in our classroom.**Adult:** Tell me who they are. Who's the girl who
is giving the teacher a present?**Child:** The one who's got a sports bag?**Adult:** Yes, she's got a towel and her skates in
the bag.**Child:** That's Daisy.**Narrator:** Can you see the line? This is an example.
Now you listen and draw lines.**Narrator:** One**Adult:** Now, who's the girl at the desk?**Child:** The girl who's got long, brown hair?
She's Sally.**Adult:** Is she writing an email?**Child:** No, she's watching a DVD.**Narrator:** Two**Child:** Can you see the boy who's watching TV?**Adult:** Yes. What's his name?**Child:** He's Fred. I think he's watching a film.**Adult:** Yes, I think so, too.**Girl:** In number 1, she's at the swimming pool.**Boy:** How do you spell that?**Girl:** s-w-i-m-m-i-n-g p-o-o-l.**Boy:** In number 2, she's at the café.**Girl:** How do you spell that?**Boy:** c-a-f-é.**Girl:** In number 3, she's at the cinema.**Boy:** How do you spell that?**Girl:** c-i-n-e-m-a.**Boy:** In number 4 she's at the supermarket.**Girl:** How do you spell that?**Boy:** s-u-p-e-r-m-a-r-k-e-t.



Girl: In number 5, she's at the library.

Boy: How do you spell that?

Girl: l-i-b-r-a-r-y.

Boy: In number 6, she's at the sports centre.

Girl: How do you spell that?

Boy: s-p-o-r-t-s c-e-n-t-r-e.

3 1 cup, 2 film, 3 swam, 4 shopping, 5 book, 6 table tennis

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

5 1 To a farm.
2 On Tuesday.
3 We took a bus from the bus station.
4 To see the animals.
5 My friend, Paul.
6 A cup with an animal on it!

6 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday



Narrator: Three

Adult: How did you get there?

Child: We went by bus. We took a bus from the bus station.

Narrator: Four

Adult: What was the weather like?

Child: It was nice. It was warm and sunny.

Narrator: Five

Adult: And what did you do there?

Child: We did some sport and we went skating.
My favourite thing was swimming!

Adult: That sounds great!

Step 3 – Pass

1 When: Saturday

1 Where: Field farm

2 Who: my parents and my brother

3 How: by car

4 Bought: some fruit

5 Favourite thing: looking at the animals

Step 2 – Practise

1 1 bank, 2 market, 3 library, 4 bus station, 5 hospital, 6 road

3 1 to the sports centre
2 16
3 by bus
4 warm and sunny
5 swimming

6 **Narrator:** Listen and look. There is one example.

Adult: Did you do anything interesting last week?

Child: Yes, we went on a class trip.

Adult: When did you do that?

Child: On Wednesday.

Narrator: One

Adult: And where did you go?

Child: We went to the sports centre.

Adult: Great!

Narrator: Two

Adult: How many children went?

Child: Hmm. There were sixteen children.

Adult: I see.



Narrator: Listen and look. There is one example.

Adult: Did you have a good weekend, Jack?

Child: Yes, we did. We went to see some animals.

Adult: What fun! When did you see them?

Child: On Saturday.

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

Narrator: One

Adult: Did you see the animals at the zoo?

Child: No, we went to a farm!

Adult: A farm. What's the name of the farm?

Child: It's called Field Farm.

Adult: How do you spell it?

Child: F-i-e-l-d farm.

Narrator: Two

Adult: Did you go to the farm with your friends?

Child: No, I didn't. I went with my parents and my brother.

Adult: I see.

Child: But I took lots of photos to show my friends the next day!



Narrator: Three

Adult: And how did you get there? Did you go by bus?

Child: No, we went by car.

Adult: Is it far to drive?

Child: No, you drive past the bank and the hospital, and the road takes you to the farm.

Narrator: Four

Adult: What did you do at the farm?

Child: Lots of things! We looked at the animals, and went for a boat ride, and we had a picnic, too.

Adult: Did you take your food with you?

Child: No, we bought some fruit at the market on the farm.

Narrator: Five

Adult: What was your favourite thing?

Child: I enjoyed looking at the animals! Now I've got a book from the library about farm animals. It's really interesting

Adult: Oh, I love books about animals.

Child: I'll show you my book, then!



Listening Part 3

Step 1 – Prepare

1

- a driver
- b bus station
- c lorry
- d motorbike
- e bus
- f ticket

2

- 1 drives
- 2 catch
- 3 sail
- 4 fly
- 5 ride
- 6 buy

3

- driving a car, c
- sailing a boat, d
- flying a plane, a
- buying a ticket, b



Narrator: One

Adult: Are you ready, children?

Children: Yes, Dad!

Adult: OK, let's drive to the lake and go swimming!

Narrator: Two

Man: It's a windy day.

Woman: Yes, it's a good day for sailing.

Man: Good idea. Let's go to the island!

Narrator: Three

Woman: I'm excited about our trip to Australia.

Man: When are you leaving?

Woman: We're flying tomorrow morning!

Narrator: Four

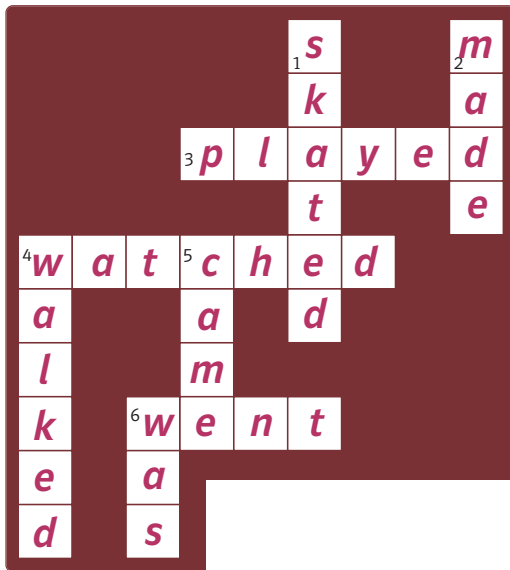
Woman: Can I buy a ticket, please?

Man: Of course. Where do you want to go?

Woman: To the city. When does the next bus leave?

Man: It's leaving now. Look, it's over there. You can still get on! I'll tell the driver to wait for you.

4



5

- 1 was cold
- 2 was snowing
- 3 was rainy
- 4 was windy
- 5 was cloudy
- 6 was hot
- 7 was sunny

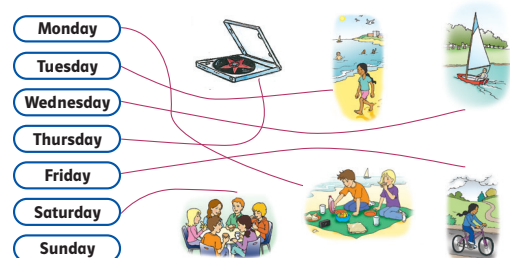
Step 2 – Practise

1

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

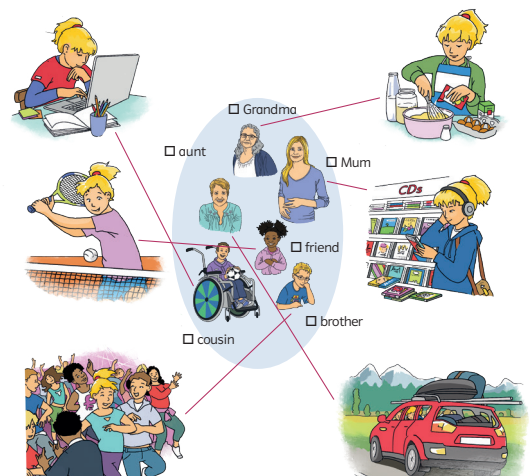
**Narrator:** One**Adult:** Show me your holiday photos, Jenny.**Child:** OK. This is our picnic. I had a picnic on Monday with my friends Peter and Sally.**Adult:** That's nice!**Narrator:** Two**Adult:** What about Tuesday? What did you do then?**Child:** Our class went on a trip to the beach. This is me walking on the beach.**Adult:** What was the weather like? Was it warm and sunny?**Child:** Yes, it was.**Narrator:** Three**Adult:** What else did you do last week?**Child:** On Wednesday, we went sailing because it was windy.**Adult:** Did you have lunch in a café?**Child:** No, we made sandwiches.**Narrator:** Four**Adult:** What about Thursday? What did you do then?**Child:** We went shopping in town on Thursday.**Adult:** What did you buy?**Child:** I bought a new CD!**Narrator:** Five**Adult:** And tell me about the weekend. What did you do on Friday?**Child:** In the afternoon, I rode my bike. It was very cloudy and cold but I enjoyed it.**Adult:** And on Saturday?**Child:** I walked into town and I had lunch in a café with my friends.

2



11 repeat Track 9

Step 3 – Pass





11 Listen and draw a line from the person to the correct picture. There is one example.

Narrator: Look at the pictures. Who does Jane usually do these things with?

Adult: Do you like cooking, Jane?

Child: Yes, I do, but I'm not very good at it. Sometimes I bake cakes.

Adult: Oh yes, everyone likes cakes.

Child: I often make cakes with my grandma. Grandma's good at cooking.

Narrator: Can you see the line from Grandma? Now you listen and draw lines.

Narrator: One

Adult: What else do you like doing?

Child: I like playing on the computer.

Adult: Oh yes, Do you do that after school?

Child: Yes, I do. I play games with my cousin. Fred.

Adult: That's great. Where does your cousin live?

Child: Fred lives in America, but we can play together.

Narrator: Two

Child: I like playing tennis too.

Adult: Oh, that's nice! Who do you play tennis with?

Child: I play with my friend Vicky. She's good at sports.

Adult: That sounds fun. It's nice to play with friends.

Narrator: Three

Adult: Do you like going to parties?

Child: Yes, I do. I like dancing. Last week I went to a party with my brother.

Adult: With your brother?

Child: Yes! Charlie and I both like dancing to music. We often dance together.

Narrator: Four

Adult: And what do you do at the weekend?

Child: I sometimes go shopping with mum, we go to the supermarket.

Adult: Do you help her buy the food?

Child: Er, no! I usually look at the CDs.

Adult: Can you buy CDs at the supermarket?

Child: Yes! Mum and I go to a big supermarket. You can buy everything!

Narrator: Five

Adult: What's your favourite thing to do?

Child: Um I like going on holiday.

Adult: With your family?

Child: Um, my favourite holidays are with my aunt.

Adult: Oh, that sounds fun!

Child: Yes, Aunt Sally has a house by the sea and we sometimes go there together.



Listening Part 4

Step 1 – Prepare

1

1 tea, coffee, drinks

2 potatoes, onions, vegetables

3 apples, bananas, fruit

2

Drinks: lemonade, water

Fruit: grapes, pineapple, watermelon

Vegetables: carrots

4

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

1 cheese

2 pasta

3 salad

4 coffee

5 vegetable

6 soup



5

- 1 glass
- 2 cup
- 3 bowl
- 4 bowl
- 5 bottle
- 6 glass

6

- 1 bowl, soup
- 2 cup, coffee
- 3 bowl, salad
- 4 glass, lemonade



12

Mum: This looks nice. I'd like a bowl of soup!
Dad: OK. I want to have a cup of coffee. What would you like Vicky?
Vicky: I'd like a bowl of salad, please.
Dad: What about you Alex? What do you want.
Alex: I'd like a glass of lem

Step 2 – Practise

1

2



13

It was a sunny day on Saturday. The children wanted to go for a picnic.
 Bill said, 'I'll bring the drinks!' 'OK!' said Sue and Lucy. 'Can you bring some lemonade? We all like that.' 'I'll bring some sandwiches,' said Sue.
 'I'll bring some ice cream and fruit salad!' said Lucy. When they arrived at the park, they opened the bags. But where was the lunch?
 'Oh no!' said Sue. 'I forgot to bring the sandwiches!'

2

- 1 ✓
- 2 ✗
- 3 ✗
- 4 ✓
- 5 ✗
- 6 ✓



14

repeat Track 13

Step 3 – Pass

1

- 1 A
- 2 B
- 3 C



15

Narrator: Look at the pictures. Listen and look. There is one example. One. Where did Ann go on Friday?

Adult: Where did you go on Friday, Ann?

Child: I went shopping.

Adult: Oh, where did you go shopping?

Child: I went to the big supermarket in town. It's my birthday next week!

Adult: Ah, so you went shopping for your party?

Child: Yes, that's right. I wanted to buy lots of things to eat and drink.

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

Narrator: Two. What does she want to make for her party?

Adult: What did you buy?

Child: I bought some bread, because I want to make sandwiches.

Adult: What kind of sandwiches do you want to make?

Child: Cheese and tomato sandwiches, and chicken sandwiches.

Adult: Mmm, that sounds nice.

Narrator: Three. What didn't she buy?

Adult: Did you buy a birthday cake?

Child: No, I bought some pasta and some ice cream.

Adult: No cake?

Child: No, because my mum's making my cake! I want a football cake!

Adult: Good idea!



Listening Part 5

Step 1 – Prepare

- 1
- 1 moustache
 - 2 beard
 - 3 coat
 - 4 scarf
 - 5 glasses
 - 6 sweater

- 2
- 1 Mary
 - 2 Jim's mum
 - 3 Jim's dad
 - 4 Jim

- 3
- 1 Jim's dad
 - 2 Mary / Jim's mum
 - 3 Mary / Jim's mum
 - 4 Jim's dad
 - 5 Jim's mum
 - 6 Mary

- 4
- Adult:** Look at the picture. Let's colour it!
- Child:** OK! What shall I colour first?
- Adult:** Colour Jim's dad's clothes first. He's wearing a brown coat.
- Child:** A brown coat ... OK. Now, what about his hair?
- Adult:** Colour his hair grey. His beard and moustache are grey too.
- Child:** Can I colour Jim's mum's clothes, now?
- Adult:** Yes, colour her skirt blue, and her jacket yellow. Oh, and she's wearing a scarf.
- Child:** I'll colour her scarf white and green.
- Adult:** OK! Now, what about her hair? She's got fair hair.



- Child:** OK. And her bag? Can I colour it red?
- Adult:** Yes, OK. Now, colour Mary. She's got red hair, and she's got a pink bag on her back.
- Child:** What colour bag?
- Adult:** A pink bag.
- Child:** OK. And Jim?
- Adult:** Jim's wearing a green sweater. Colour his hair black.
- Child:** OK. There. The picture looks nice now!

- 5
- 1 next to
 - 2 inside
 - 3 near
 - 4 opposite
 - 5 above
 - 6 below

- 6
- 2 F
 - 3 T
 - 4 T
 - 5 F
 - 6 F

Students colour the picture according to the instructions.

- 17
- The woman near the boy and the girl is wearing a blue coat. Her hair is brown. The boy has got short, red hair. His scarf is yellow and blue. His coat is brown. The girl has got long, fair hair, and her sweater is pink. The man's hair is white, and his moustache is white, too. And the bag? It's black.

Step 2 – Practise

- 1
- 1 near
 - 2 behind
 - 3 opposite
 - 4 above
 - 5 below
 - 6 next to

- 2
- Narrator:** One
- Adult:** Can you see the people in the picture?
- Child:** Yes, I can. They're sitting at a table. They're near the sea.
- Adult:** What's the boy doing?
- Child:** He's looking at a boat in the sea.
- Adult:** Colour the boat grey.
- Child:** OK.




Narrator: Two
Adult: There's a helicopter flying above the boat.
 Where's it going?
Child: I think it's going to that island over there.
Adult: I see. Colour it blue.
Child: Good. Blue is my favourite colour.

Narrator: Three
Adult: Can you see the boy's scarf?
Child: Yes.
Adult: Colour his scarf red.
Child: What colour is the boy's hair?
Adult: The boy's hair is brown. Colour it brown.


Narrator: Four
Child: Can I colour the girl's sweater?
Adult: Yes. Colour her sweater green.
Child: OK. I'm colouring it green.
Adult: Colour her hair, too. She's got fair hair.
Child: Yes, it's pretty.

Narrator: Five
Adult: Now, colour the man's beard.
 Colour it black.
Child: OK. And the woman opposite him?
Adult: She's got grey hair. Colour it grey.
Child: OK.

Beach Road

 19 Write these words in the picture. Can you see the road below the helicopter? Write the name of the road there. Write Beach Road. That's capital B-e-a-c-h and Road is capital R-o-a-d.

Step 3 – Pass!

 20 **Narrator:** Look at the picture. Listen and look. There is one example.
Adult: Look. These people are on a bus.
Child: Yes, there are people downstairs and upstairs on this bus!
Adult: That's right. Can you see the man and the woman who are sitting upstairs?
 Colour the man's coat black.
Child: OK. There. His coat is black!
Narrator: Can you see the man's black coat? This is an example. Now you listen and colour and write.

Narrator: One
Adult: Now I want you to colour the man's hair.
Child: The man with the black coat?
Adult: Yes. Colour his hair grey.
Child: OK. He's wearing a black coat, and he's got grey hair.
Adult: Yes, that's right.

Narrator: Two
Adult: Now, can you see the woman with the long, straight hair?
Child: Yes. She's sitting behind the man.
Adult: That's right. Colour her hair blonde.
Child: Right. That looks nice.

Narrator: Three
Child: What about the people below?
 Can I colour them too?
Adult: Yes, colour the man's scarf orange.
Child: The man who is buying a ticket?
Adult: Yes. He's buying a ticket, and he's wearing an orange scarf.
Child: OK.

Narrator: Four
Adult: Now, there are two people near the man who is buying a ticket.
Child: Yes, I can see them. Shall I colour their sweaters?
Adult: Yes, colour their sweaters blue.
Child: Right. They've got the same blue sweaters now!

Narrator: Five
Adult: Now I want you to write something for me.
Child: What shall I write?
Adult: Can you see the bus stop?
Child: Yes, I can see it.
Adult: Write Bus stop on the sign. Two words, capital B-u-s, that's one word, and the next word is s-t-o-p.
Child: OK...



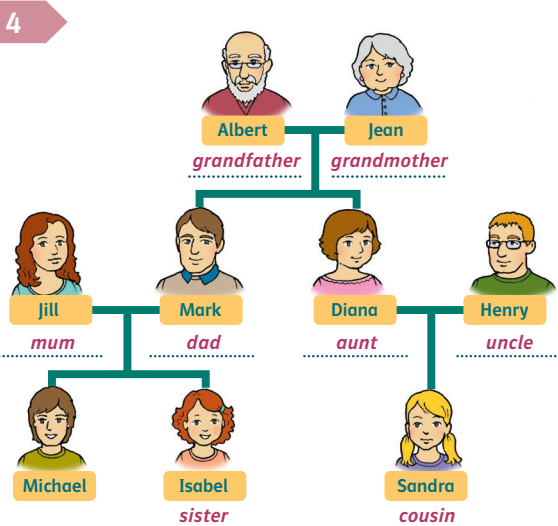
Reading & Writing Part 1

Step 1 – Prepare

- 1
- 1 nurse
 - 2 doctor
 - 3 clown
 - 4 pirate
 - 5 farmer
 - 6 bus driver
 - 7 teacher

- 2
- 1 in a hospital
 - 2 at a children's party
 - 3 on a farm
 - 4 on an island
 - 5 in a bus
 - 6 in a school

- 3
- 1 the jungle
 - 2 a cage
 - 3 a bowl
 - 4 a mountain
 - 5 the sea
 - 6 a lake



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

6

family
son, daughter,
mum, dad,
grandmother,
grandfather,
aunt, uncle,
cousin, sister

jobs
doctor, nurse,
clown, pirate,
farmer, driver,
teacher

places
mountain,
farm, island,
jungle, lake,
sea

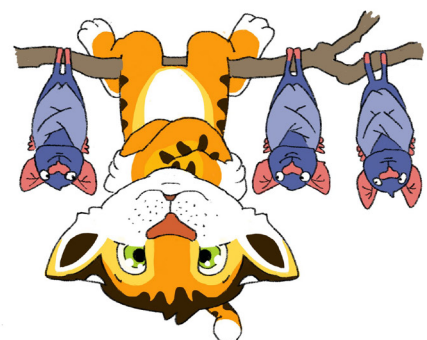
Step 2 – Practise

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

- 2
- 1 a clown
 - 2 a rabbit
 - 3 a panda
 - 4 a parrot
 - 5 a driver
 - 6 a nurse and a doctor

Step 3 – Pass!

- 1
- 1 an island
 - 2 parents
 - 3 aunt
 - 4 grandparents
 - 5 a parrot



Reading & Writing Part 2

Step 1 – Prepare

1

a	n	h	l	e	t	e	a	t	h	s
h	e	a	d	a	c	h	e	t	v	c
c	d	c	o	m	e	m	a	i	l	o
t	o	o	t	h	a	c	h	e	w	u
c	p	l	e	a	r	e	l	d	o	g
d	l	d	o	o	a	r	m	s	e	h
s	t	o	m	a	c	h	a	c	h	e
f	o	o	t	b	h	a	i	r	e	r
w	s	i	t	e	e	a	r	r	i	s

- a cold
b toothache
c headache
d stomach ache
e earache
f cough

2

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

3

- 1 must
2 mustn't
3 mustn't
4 mustn't
5 must
6 mustn't

4

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

5

- 1 I've got a cough.
2 Yes, it does.
3 Yes, I can.
4 Yes, I am.
5 Yes, I have.
6 Yes, please.

6

- 1 can
2 it is
3 it doesn't
4 have
5 do
6 it isn't

Step 2 – Practise

1

- 1 home
2 mother
3 temperature
4 head
5 better
6 comic

2

1 A, 2 C, 3 C, 4 B

Step 3 – Pass

1

1 A, 2 B, 3 C, 4 C, 5 B, 6 C



Reading & Writing Part 3

Step 1 – Prepare

1

- 1 bat
2 kangaroo
3 panda
4 lion
5 sharks
6 dolphins

3

- 1 panda
2 dolphins
3 kangaroo
4 bat
5 lion
6 sharks

4

- a whale
- b rabbit
- c kitten
- d puppy
- e bear
- f parrot

5

- 1 cage
- 2 heavier
- 3 kittens
- 4 ears
- 5 puppies
- 6 afraid

6

animals and birds

parrot
kitten
puppy
bear
whale
fish
rabbit
dog
cat
crocodile

colours

brown
grey
black
white

places

cage
farm
jungle

parts of the body

ears
legs
nose

actions

sit(s)
play(ing)
jump(ing)
swim(wing)



Step 2 – Practise

1

- 1 bananas, coconuts
- 2 lions, monkeys
- 3 coconuts, parrots
- 4 a fish, a parrot
- 5 a ball, a toy
- 6 a coconut, a bat

2

- 1 parrot
- 2 tree
- 3 eating
- 4 Tigers
- 5 bear
- 6 coconut

Step 3 – Pass!

1

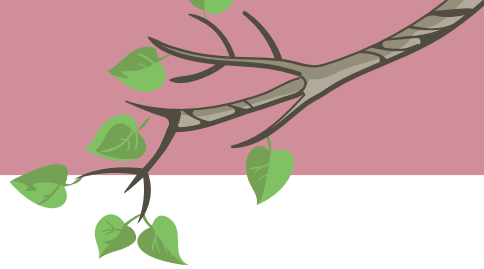
- 1 sister
- 2 sea
- 3 dolphins
- 4 parrot
- 5 tree
- 6 brother

Reading & Writing Part 4

Step 1 – Prepare

1

- 1 fifty-five
- 2 forty-four
- 3 89
- 4 fifty-eight
- 5 22
- 6 sixty-seven



2

- 1st, first
- 9th, ninth
- 2nd, second
- 3rd, third
- 15th, fifteenth
- 5th, fifth

3

- 1 twentieth
- 2 twelfth
- 3 third
- 4 second
- 5 first
- 6 fifteenth

4



- 1 Circle the third cloud.
- 4 Circle the fifth rainbow.



- 2 Circle the fourth star.
- 5 Circle the second moon.



- 3 Circle the first sun.
- 6 Circle the sixth island.

5

- 1 has
- 2 will
- 3 many
- 4 bigger
- 5 Do
- 6 Would

6

- 1 Seven.
- 2 A rainbow.
- 3 Hundreds.
- 4 Yes, it is.
- 5 No, they don't.
- 6 Yes, I would.

Step 2 – Practise

1

- 1 will be my birthday.
- 2 I went to the cinema.
- 3 goes shopping.
- 4 is playing football.
- 5 play table tennis.
- 6 am reading a comic.

2

- 1 stars
- 2 dreaming
- 3 star
- 4 old
- 5 windy
- 6 exciting

3

- 1 swimming
- 2 went
- 3 sunny
- 4 go
- 5 started
- 6 ran

Step 3 – Pass

1

- 1 look
- 2 bigger
- 3 because
- 4 well
- 5 and
- 6 walked





Reading & Writing

Part 5

Step 1 – Prepare

1 hungry, c
naughty, a
thirsty, d
wet, b
surprised, e
tired, f

2 1 right, wrong
2 strong, weak
3 easy, difficult
4 exciting, boring
5 straight, curly
6 hot, cold

3 1 when they went to school on Monday.
2 because he was tired.
3 because she knew the answers.
4 because he was hot.
5 when she finished the test.

4 1 wrote a test
2 difficult
3 wrong
4 knew
5 hot and thirsty
6 easy

5 1 in the classroom
2 no, they didn't
3 it was Monday
4 it was early
5 yes, they did
6 no, it didn't

Step 2 – Practise

1 1 go to school
2 his clothes
3 he didn't want
4 at school
5 at home
6 on Saturday

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

Step 3 – Pass!

1 1 was her birthday
2 to see
3 weren't in
4 outside / in the garden
5 kitchen
6 (new, red) bike

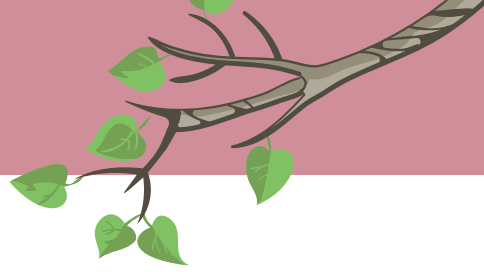
Reading & Writing

Part 6

Step 1 – Prepare

1 1 upstairs
2 balcony
3 shower
4 lift
5 downstairs
6 fan
7 basement





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

3 1 rain
2 upstairs
3 towel
4 fan
5 puppy
6 teeth

4 1 laughing
2 washing
3 planting
4 carrying
5 cooking
6 dreaming

Step 3 – Pass!

1 1 top of
2 on the balcony
3 playing
4 downstairs
5 sailing
6 gardening



Step 2 – Practise

1 1 A boy is washing his face.
2 Two children are in the lift.
3 A woman is carrying a puppy.
4 Two people are laughing.
5 A cat is dreaming about dinner.
6 A girl is cooking.

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



Speaking

Step 1 – Prepare

1

in the jungle

parrot
panda
tiger

in a house

balcony
basement
lift

in the sea

island
dolphin
shark

3

- 1 monkey
- 2 basement
- 3 parrot
- 4 library
- 5 lift
- 6 island

4

- a milk
- b parents
- c dolphin
- d breakfast
- e bowl
- f hungry

5

1 d, 2 c, 3 b, 4 a



21 Jill and her brothers Paul and Tom were on holiday with their parents. They were at the sea. One day, it was very hot and they had breakfast in the garden. Paul wasn't hungry and he didn't want to eat his breakfast. 'Do you want a bowl of fruit?' asked his mother. 'No, thank you,' said Paul. 'What about a glass of milk?' 'No, thank you,' he said. 'What's the matter, Paul?' asked his dad. 'I want to go to the sea!' Paul said. After breakfast, the family walked to the beach. It wasn't far. When they arrived at the beach, they saw three dolphins in the sea. Paul was afraid. He didn't want to swim in the sea now. So his dad threw a ball into the sea for the dolphins. Paul watched the dolphins playing with the ball. He wanted to play, too! So he ran into the water and played with the dolphins.

Step 2 – Practise

1

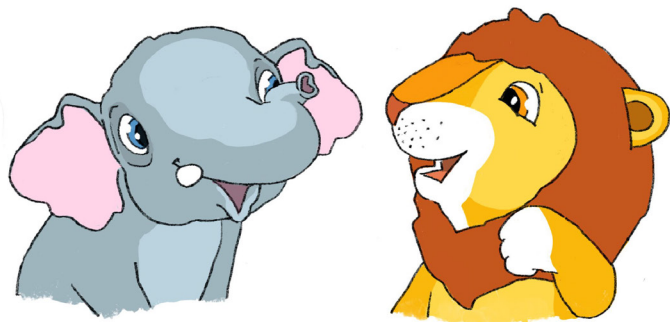
1 B, 2 A, 3 B, 4 A, 5 B, 6 A

3

- 1 hospital
- 2 pandas
- 3 a fish
- 4 children
- 5 a chair
- 6 an elephant

4

1 c, 2 a, 3 d, 4 b



Step 3 – Pass!

Notes for teachers:

1

- Take the role of the examiner with individual children or pairs of children.
- Ask the child to describe the differences between the two pictures on **page 54**.

Picture A There's a red and green parrot in a tree. There's a closed treasure box under the tree. A pirate is looking at the treasure. Two monkeys are swinging in the tree. A lion is hiding behind the tree.

Picture B A blue and yellow parrot is flying. A pirate is looking at a map. One monkey is looking into a treasure box. A lion is sleeping under the tree.

2

- Tell the children to look at the story on **page 55**, and describe the first picture, e.g.
- A family is at the zoo. They're looking at an elephant.
- Then ask the child to continue telling the story, based on the next pictures.
- A family is at a zoo. They are looking at an elephant. The elephant is taking the girl's hat! Then it starts raining. The family go to a café. They're watching the elephant from the café. They're laughing at the elephant because it's wearing the girl's hat.

3

- Demonstrate how to do the second task on page 55 with the first set of odd-one-out pictures, e.g.
 - 1** *These are plants or parts of plants, but this is a cup.*
- Then ask the child to choose one picture in the other three sets and say which is different and why, e.g.
 - 2** *the lion (the others swim / live in the sea)*
 - 3** *the library (the others are parts of a house)*
 - 4** *running (the others are parts of the body)*
- Ask questions about the individual children, e.g.
- How old are you? Who is the youngest person in your family? How many brothers and sisters have you got?

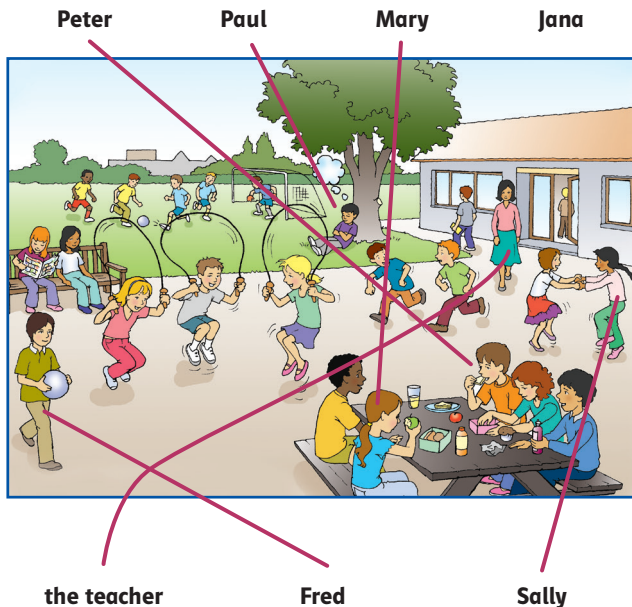


Practice Test

Listening

Part 1 (5 marks)

1



Narrator: Look at Part 1. Look at the picture. Listen and look. There is one example.

Adult: Oh, look at all these children at school!
Child: Yes, it's play time and we're all outside.
Adult: Who's that over there? The woman wearing a pink sweater and a green skirt.
Child: Oh, that's the teacher.

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

Narrator: One
Adult: I can see two girls laughing and jumping.
Child: The girl with the green trousers and pink shoes is Sally.
Adult: Who's her friend?
Child: I don't know. She's a new girl in our class.

Narrator: Two
Adult: Who's the boy sitting under the tree?
Child: That's Paul. He's Jane's brother.
Adult: He's dreaming, isn't he?
Child: Yes, but I don't know what he's dreaming about!

Narrator: Three

Child: And that's my friend Fred, over there.

Adult: Where?

Child: He's carrying a ball. He wants to play a game.

Adult: Who does he want to play with?

Child: He wants to play with the children who are eating lunch.

Narrator: Four

Adult: Which one is Peter?

Child: He's the boy who's eating a sandwich. He's sitting at the table with his friends.

Adult: What is he wearing?

Child: He's wearing an orange T-shirt.

Adult: Oh, yes, I can see him.

Narrator: Five

Adult: Who else is at the table?

Child: My friend Mary.

Adult: Which one is she?

Child: She's the one who's wearing a blue T-shirt.

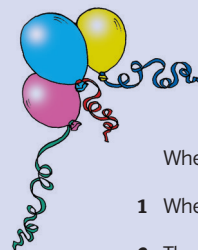
She's got long, straight brown hair.

Adult: Yes, I can see her. She's eating a nice apple!

Child: Yes, she loves fruit!

Narrator: Now listen to Part 1 again. That's the end of Part 1.

1



When: Saturday

1 Where: Green Park

2 The weather: sunny

3 How many children: six

4 Activities: ate cake and played football

5 Favourite present: DVD



Practice Test



Narrator: Part 2. Listen and look. There is one example.

Adult: What are you doing, Fred?

Child: I'm writing an email. I'm writing about my birthday party!

Adult: Oh, when was it? **Child:** It was on Saturday. **Adult:** How old are you now?

Child: Nine!

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

Narrator: One

Adult: Where did you have your party? Did you have it at home?

Child: We went to Green Park.

Adult: How do you spell Green Park?

Child: Capital G-r-e-e-n capital P-a-r-k.

Adult: Oh, yes, that's a nice park.

Narrator: Two

Adult: What was the weather like that day? Was it a nice day?

Child: Yes, it was. It was sunny.

Narrator: Three

Adult: How many children came to your party?

Child: Umm, three boys and two girls, and me. That's ... six people!

Narrator: Four

Adult: And what did you do at the party? Did you eat some cake?

Child: Yes, we did. We ate cake, and we played football. It was fun.

Adult: It sounds fun!

Narrator: Five

Adult: And did you get lots of presents?

Child: Oh, yes. My friends gave me lots of presents.

I got a new T-shirt, a comic, a CD ...

Adult: What was your favourite present?

Child: A DVD of my favourite film! My mum and dad gave it to me.

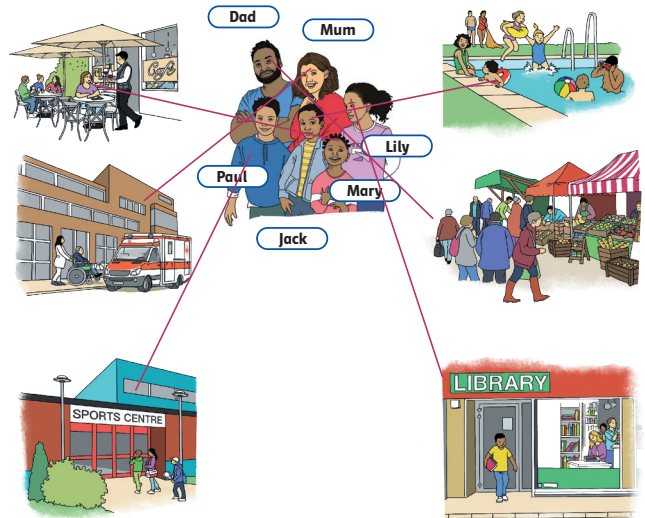
Adult: What a great present!

Narrator: Now listen to Part 2 again. That is the end of Part 2.



Part 3 (5 marks)

1



Practice Test Listening Part 3

Narrator: Look at the pictures. What did Mary's family do on Saturday?

Adult: Hello, Mary, did you have a good weekend?

Child: Yes, Saturday was really busy! Nobody was at home.

Adult: What did you do?

Child: Well, mum went to visit my grandma on Saturday morning.

Adult: Did she go to her house?

Child: No. She's in hospital. She went to visit her there. I gave her a card to take.

Adult: Oh, that's very nice?

Narrator: Can you see the line from mum to the hospital? Now you listen and draw lines.

Narrator: One

Adult: Did your dad go to the hospital too?

Child: No, he didn't. He drove into town.

Adult: What did he do there?

Child: He went to the market and bought some fruit and vegetables.

Adult: Oh yes, there's a market on Saturday morning.

Practice Test

Narrator: Two

Adult: What did your brothers do?

Child: Well, Jack went to town too.

Adult: Did he go to the library?

Child: No, he didn't. He went to the swimming pool. He met some friends there.

Adult: Does he like swimming?

Child: Yes, it's his favourite sport.

Narrator: Three

Adult: And your other brother, Paul?

Child: Paul doesn't like swimming, but he plays tennis on Saturdays.

Adult: Did he go to the park?

Child: No, he didn't. He went to the sports centre with his friend Paul.

Adult: The new sports centre in town?

Child: Yes.

Narrator: Four

Adult: Does your sister like sports?

Child: Who Lily? Yes, she does, but she has to work hard this month.

Adult: Oh why?

Child: She has exams soon, so she works in the library most days.

Adult: Does she go at the weekend?

Child: Yes. She went to the library on Saturday. She likes working on the computers there because it's quiet.

Narrator: Five

Adult: What about you, Mary? What did you do?

Child: Oh, I had a lovely time on Saturday.

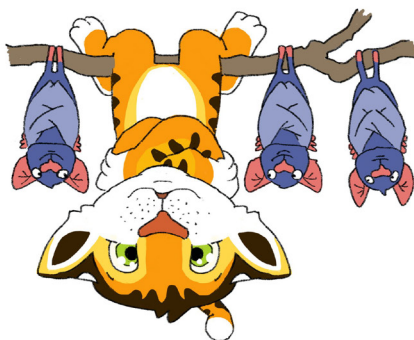
Adult: Oh why?

Child: It was my friend's birthday and we went to a café in town with her parents.

Adult: That sounds fun

Child: Yes! We had pizza and lemonade for lunch.

Adult: Oh, nice!



Part 4 (5 marks)

1

1 c

2 a

3 b

4 b

5 c



Narrator: Part 4. Look at the pictures. Listen and look. There is one example. What did the children do yesterday?

Adult: What did you and your friends do yesterday, Jane?

Child: We went for a picnic!

Adult: Oh, that's nice! Did you go to the park?

Child: No, we went to the beach and we had a picnic there.

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

Narrator: One. What did they take with them?

Adult: Did you take your food and drink?

Child: Yes we took a bottle of lemonade, some sandwiches and some fruit.

Adult: What else did you take? Did you take a comic or your skates?

Child: No, we didn't want to read or skate. But I took my camera, because I wanted to take photos.

Narrator: Two. What was the weather like?

Adult: Was it a nice day?

Child: Yes, it was very nice. It was hot and sunny.

Adult: Not too windy?

Child: No, it wasn't windy.

Narrator: Three. What did they find?

Adult: What did you do after lunch? Did you go for a walk?

Child: Yes, we did. Do you know what we found?

Adult: No, what did you find?

Child: An old map! It was in an old box. It showed us the way to a big tree.

Adult: How exciting? Did you go to the tree?

Child: Yes, we did.

Practice Test

Narrator: Four. What was in the tree?

Adult: What was in the tree?

Child: There was a beautiful parrot in the tree!

Adult: Do you think it was a pirate's parrot?

Child: Yes, I think the pirate lived on an island near the beach.

Adult: Did you take a photo of the parrot?

Child: Yes, look. Here it is.

Narrator: Five. What did they do at home?

Adult: Did you go home after the picnic?

Child: Yes, we did.

Adult: What did you do there?

Child: We looked at our photos on the computer. And we wrote an email about our fantastic day!

Adult: What a good idea! I'd like to read it!

Narrator: Now listen to Part 4 again. That's the end of Part 4.

Narrator: One

Adult: Now, let's colour the girl's clothes.

What colour do you want to choose for the girl's trousers?

Child: Mmm, pink, I think. Can I colour her trousers pink?

Adult: Yes, OK. Colour them pink.

Narrator: Two

Adult: Now I want you to colour the dog. Can you see him?

Child: Yes, he's sleeping on the grass! Can I colour him brown?

Adult: Yes, colour him brown.

Child: OK.

Narrator: Three

Child: What about the boy who is climbing the tree? Can I colour his T-shirt?

Adult: Yes. Colour his T-shirt red.

Part 5 (5 marks)

- 1 Colour the girl's dress pink.
- 2 Colour the dog brown.
- 3 Colour the boy's T-shirt red. (boy who is climbing the tree)
- 4 Colour the football green.
- 5 Write Kings Park on the sign.



Narrator: Part 5. Look at the picture. Listen and look.

There is one example.

Adult: Can you see the people in the park?

Child: Yes, I can. They're having a nice time. **Adult:** Yes, that's right. Now, look at the lake.

Colour the water blue.

Child: OK.

Narrator: Can you see the blue lake? This is an example. Now you listen and colour and write.

Reading & Writing

Part 1 (6 marks)

- 1 toothbrush
- 2 clown
- 3 glass
- 4 nurse
- 5 towel
- 6 aunt

Part 2 (6 marks)

- 1 A
- 2 C
- 3 B
- 4 A
- 5 C
- 6 B

Practice Test

Part 3 (6 marks)

- 1 sailed
- 2 island
- 3 fruit
- 4 sandwiches
- 5 picnic
- 6 A story I liked

Part 4 (5 marks)

- 1 is
- 2 had
- 3 has
- 4 ate
- 5 played

Part 5 (7 marks)

- 1 Friday
- 2 hurt his back
- 3 Bob's back.
- 4 nurse took
- 5 sit down
- 6 didn't hurt
- 7 something

Part 6 (6 marks)

- 1 own answer
- 2 own answer
- 3 on an island
- 4 running away
- 5 own answer
- 6 own answer

Speaking

1

Ask the child to describe the differences between the two pictures, for example

In Picture A, a girl is flying a kite. A boy is playing with a dog. A girl is walking next to the lake. There are two ducks on the lake. It's a sunny day.

In Picture B, a boy is flying a kite. A woman is playing with a dog. A man is walking next to the lake. There is one duck on the lake. It's a cloudy day.

2

Tell the child the name of the story, and describe the first picture, for example

The girl is running in a race but she falls over. She hurts her leg.

I think she's very sad.

Then ask the child to continue telling the story, based on the next pictures, for example

The teacher and a friend carry her to a chair. She sits down. Then she takes a photo of the boys in the race. Her friends came first, second and third.

3

Demonstrate how to do this task with the first set of odd-one-out pictures, for example

These are things you do every day, but this is a football.

Then ask the child to choose one picture in the other three sets and say which is different and why, for example

The camera, because the other things are clothes.
The towel, because the other things are things you can listen to, read or watch.

The bat, because the other things are parts of the body.

4

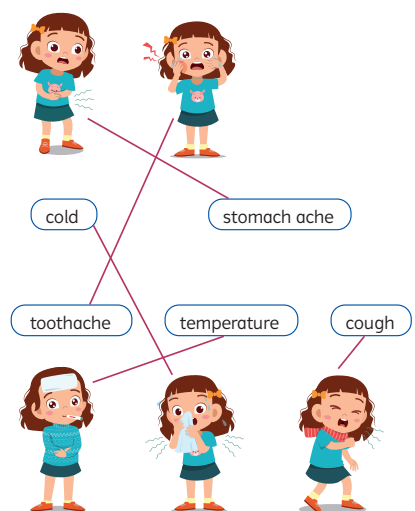
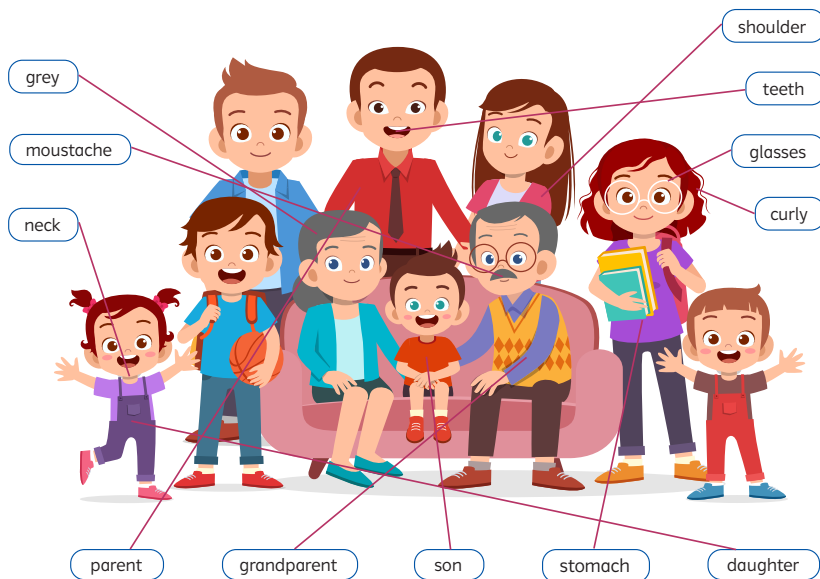
Ask questions about the child, for example Who is the youngest person in your family? How many brothers and sisters have you got? Where does your mother or father work?
What's your favourite colour?
How many children are there in your class? What's your teacher's name?
What did you do on Saturday? Which sports do you like?

Learn your words

Animals



Family / Health / The body



Learn your words

Food / Things at home



- 1 toothbrush 2 milkshake 3 pancake 4 plate 5 cup
6 toothpaste 7 bowl 8 pasta 9 sandwich 10 cheese
11 coffee 12 sauce 13 soup 14 blanket 15 towel 16 bottle

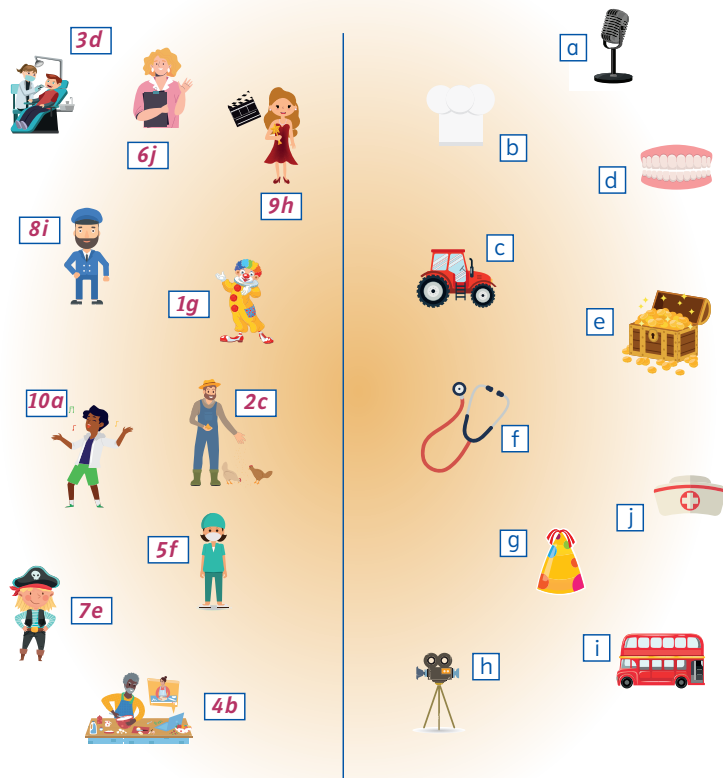
Places



- 1 café 2 cinema 3 circus 4 farm 5 funfair
6 hospital 7 library 8 sports centre 9 station
10 supermarket 11 swimming pool 12 mountain
13 river 14 forest 15 lake

Learn your words

Jobs



1 clown

2 farmer

3 dentist

4 cook

5 doctor

6 nurse

7 pirate

8 bus driver

9 film star

10 pop star

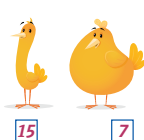
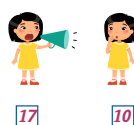
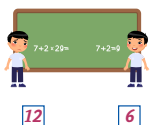
Learn your words

Sports and activities



- 1 dance 2 fish 3 go shopping 4 hop 5 ice skate 6 kick
7 ride 8 roller skate 9 sail 10 skip 11 swim 12 walk

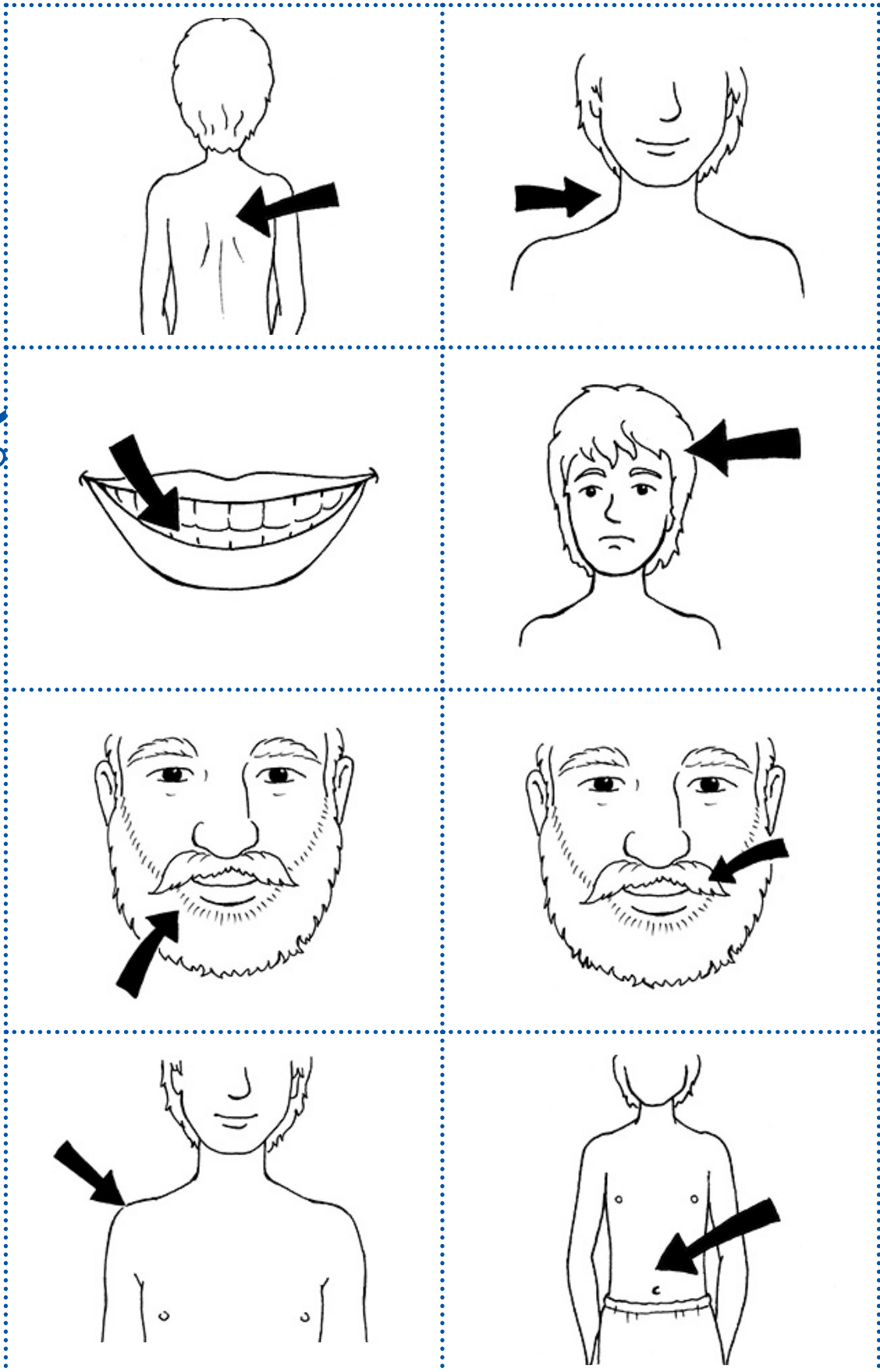
Opposites



- 1 cold 2 straight
3 tall 4 sunny
5 hot 6 easy
7 fat 8 hungry
9 short 10 quiet
11 thirsty 12 difficult
13 curly 14 cloudy
15 thin 16 weak
17 loud 18 strong

Body parts cards

PHOTOCOPIABLE



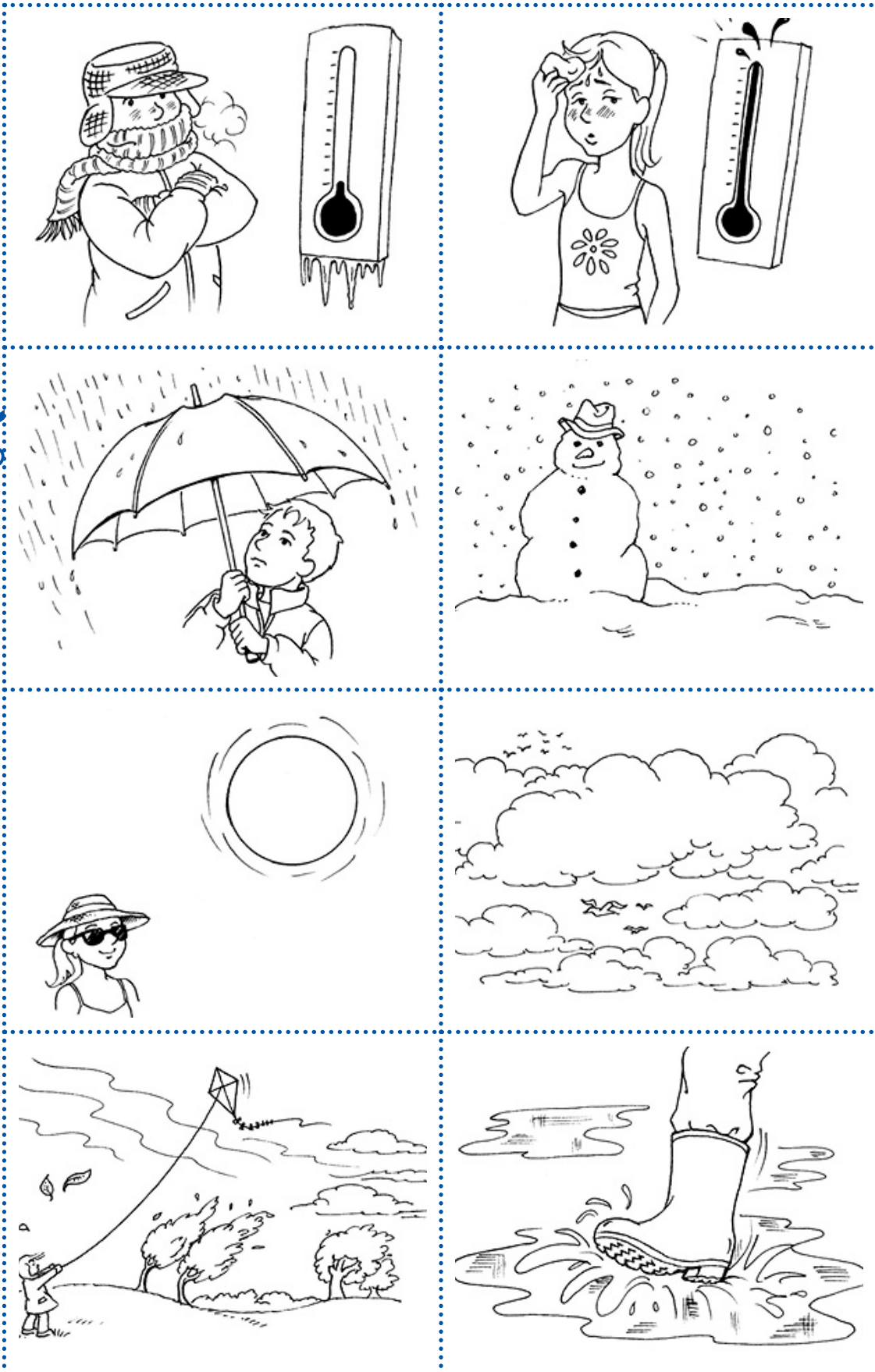
Daily activities cards

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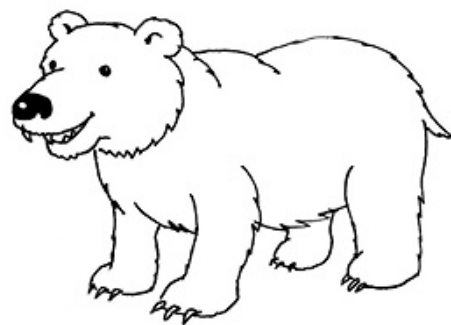
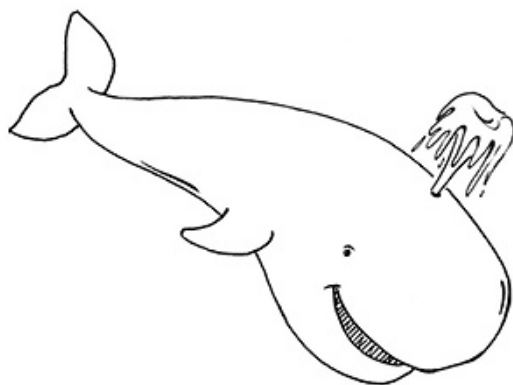
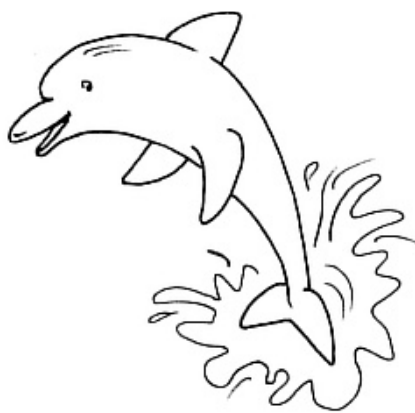
Weather cards

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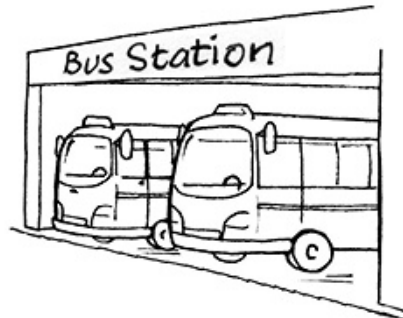
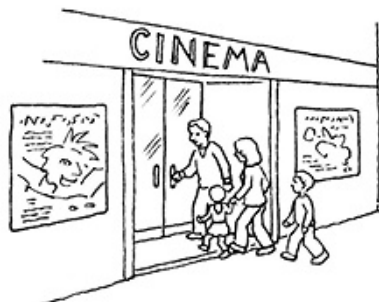
Animal cards

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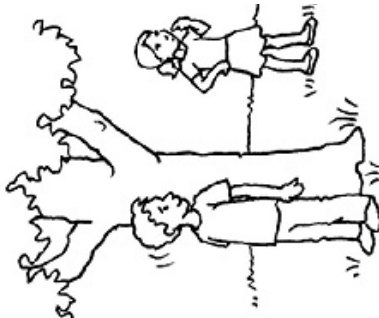
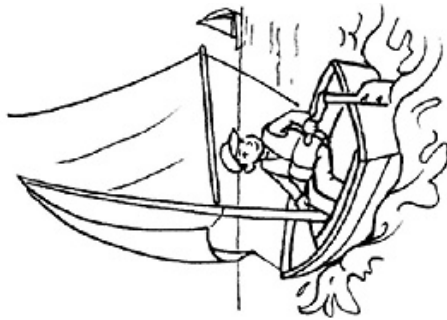
Places cards

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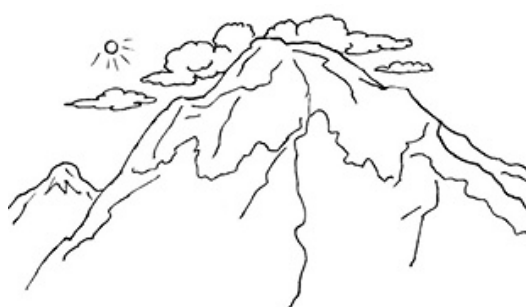
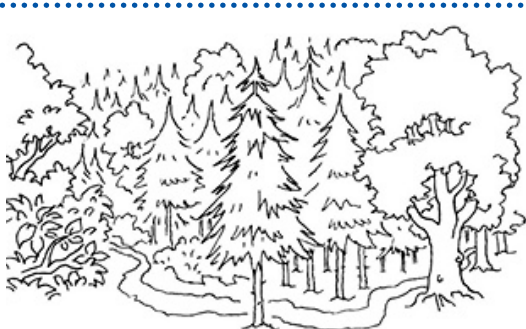
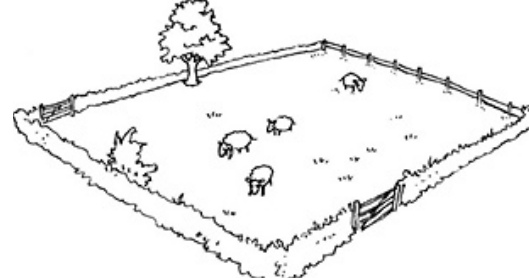
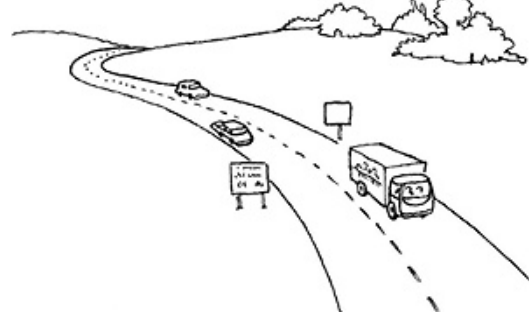
Action cards

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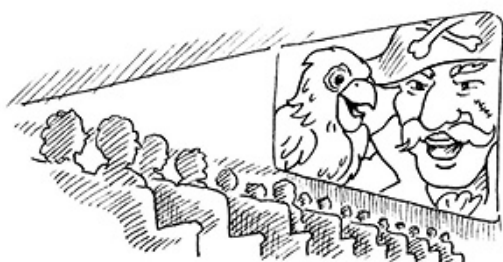
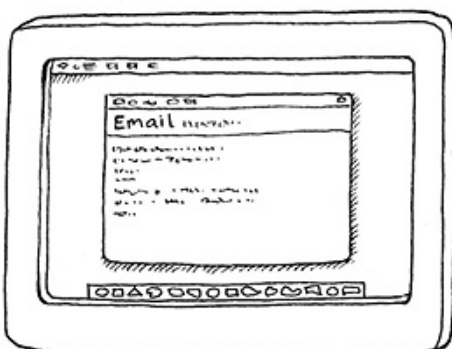
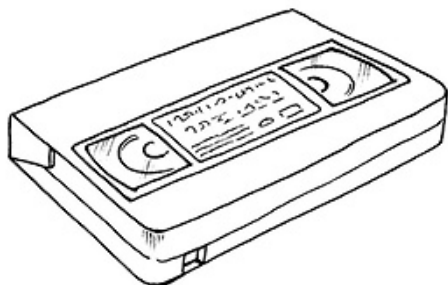
Countryside cards

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Technology cards

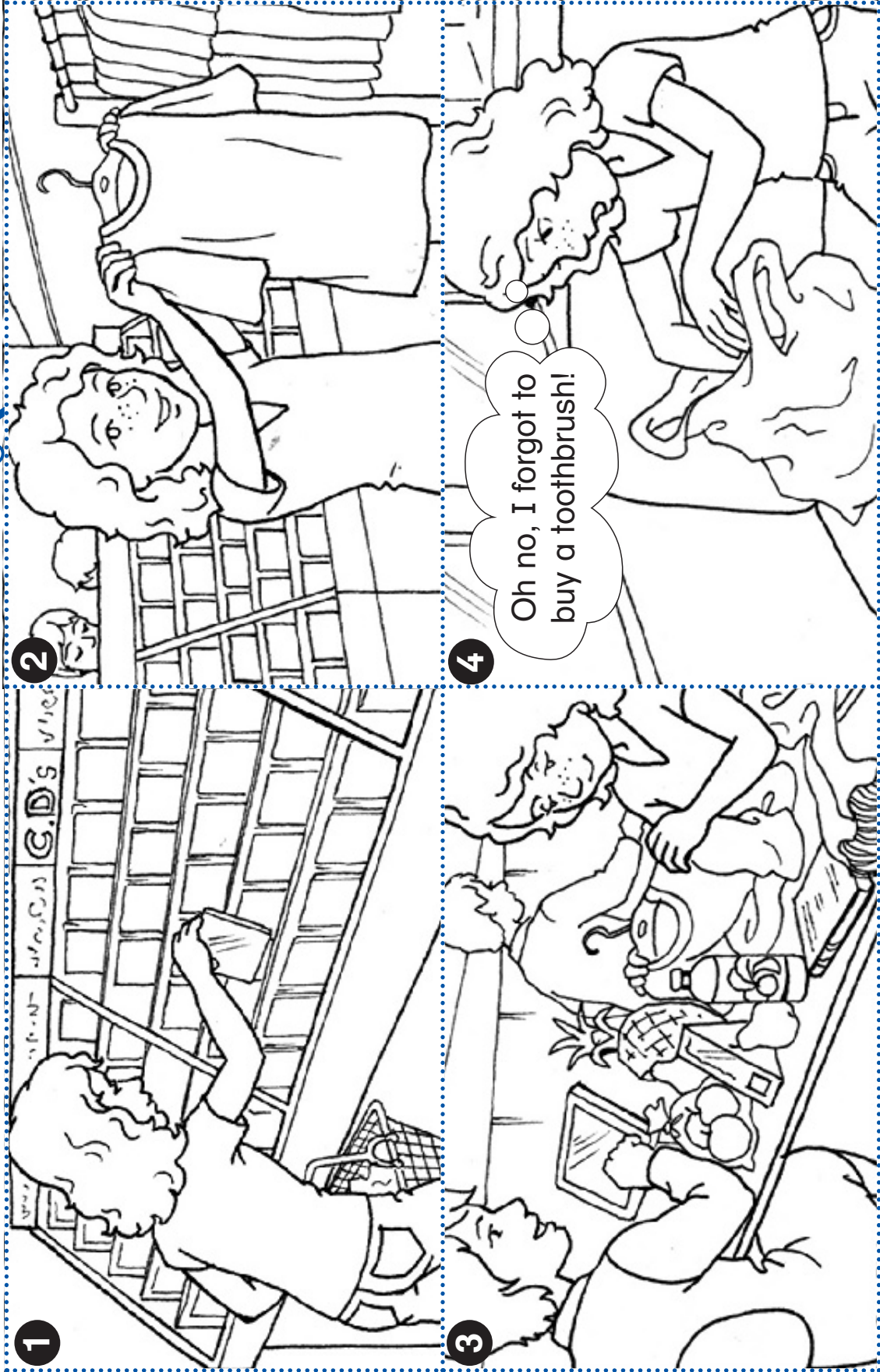
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Story cards

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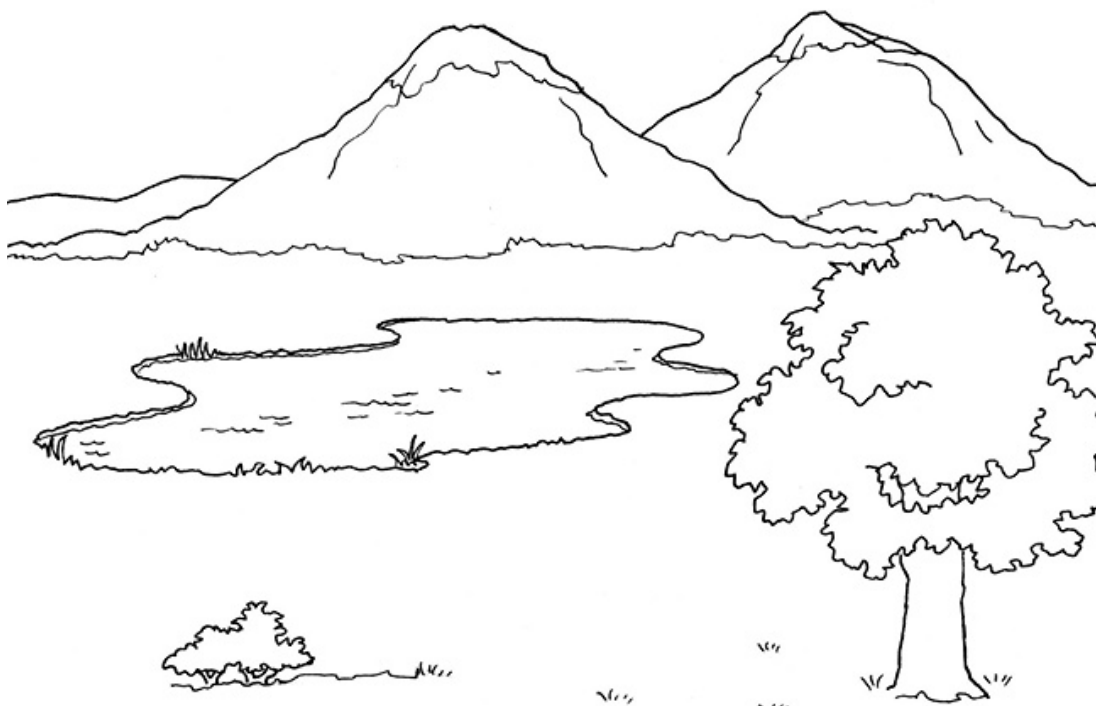
Jenny's shopping trip



Country picture

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Pupil A



Pupil B

