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Teacher's Resource Book



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Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and pupils using *Quick Minds* Level 3. There are, in addition, term tests at two levels of difficulty (Standard and High).

What do the photocopiable worksheets provide?

The photocopiable worksheets have been carefully designed to reinforce and provide extra practice of the work done in class. They focus on the language introduced in each unit of Level 3 of the course and do not introduce or use any additional or unfamiliar language. They also allow the teacher to extend and personalise work on the basic competences for lifelong learning introduced in the Pupil's Book, as well as suggesting ways to further develop these basic competences.

Each worksheet has accompanying teacher's notes with suggestions for exploitation in the classroom, together with suggested Optional follow-up activities.

There are four worksheets for use with each main unit in Level 3:

Reinforcement worksheet 1: This worksheet focuses on the key vocabulary presented on the opening page of each unit in the Pupil's Book. The vocabulary area is identified at the foot of the worksheet and items are listed in detail in the teacher's notes.

Reinforcement worksheet 2: This worksheet focuses on the language presented and practised in the first grammar lesson of each unit (on the second page of each unit in the Pupil's Book). The target language is shown at the foot of the worksheet and detailed in the teacher's notes.

Reinforcement worksheet 3: This worksheet focuses on the language presented and practised in the second grammar lesson of each unit (on the fourth page of each unit in the Pupil's Book). Once again, the target language is indicated on the worksheet and is detailed in the teacher's notes.

Extension worksheet 4: This worksheet is based either on the Skills focus or on the CLIL focus of the corresponding Pupil's Book unit (pages seven and eight in each unit of the Pupil's Book).

In addition, there are three worksheets provided for use with the *Meet The Explorers* unit.

How can the worksheets be used?

The worksheets have been developed following the main unit structure in the Pupil's Book and Activity Book. They have been designed to provide flexibility and to cater for different needs; in different classes or at different moments of the year. These worksheets can be used in a number of ways:

The first three worksheets in each unit (reinforcement) have been designed to reinforce the core content (vocabulary and grammar) presented on the first, second and fourth pages of each unit of the Pupil's Book. Pupils can either work on them individually or as part of pair or class activities. For individual work, the worksheets could be used by those pupils who finish class activities more quickly than others. Alternatively, they can be set for homework. For pair or class activities, the worksheets can be

used when additional practice is necessary, for revision, or as an alternative activity when there is a gap or change in your usual lesson routine. Suggestions on how to use the worksheets in different ways are included in the accompanying teacher's notes.

The fourth worksheet in each unit (extension) provides additional practice of the material on the final two pages of a unit which are, alternately, either CLIL or skills-based. This worksheet is usually intended to be used communicatively, for pair, small group or class activities. Suggestions on how to use this worksheet are also included in the accompanying teacher's notes.

What activity types do the worksheets provide?

The worksheets provide a range of games, listening and speaking tasks and activities which require the pupils to practise reading and writing: reading sentences and short paragraphs; writing words, sentences and short texts based on models.

In addition, many of the activities in both the worksheets and the tests introduce pupils to the task types required by the Cambridge English: Young Learners Tests, such as 'Listen and colour', 'Look and read', 'Write *yes* or *no*', 'Find six differences', etc. These are marked with this symbol  where they occur.

The teacher's notes and Optional follow-up activities contain references to some well-known traditional games and activities. These include:

Last man standing Pupils stand up. Ask a question, e.g. *Do you play computer games at the weekend?* Pupils who answer *Yes*, (*I do*) remain standing. Pupils who answer *No*, (*I don't*) sit down. Repeat with other questions until only one pupil is left standing. This pupil can then ask the questions. This game can also be used to practise questions with *Can you ... ?* e.g. *Can you touch your toes?*; *Are you ... ?* e.g. *Are you happy today?*; *Have you got ... ?* e.g. *Have you got a brother?* and *Is there ... ?* e.g. *Is there an 'e' in your name?*

Board Race Write a selection of words, numbers or times that pupils know on the board. Put pupils in two teams and ask both teams to line up on either side of the board. Give the first pupil in each team a board pen. Say one of the items on the board, e.g. *ten o'clock*. The two pupils race to find and circle it. The first player to circle the correct time wins a point. Play continues with the next pair of pupils.

What's the time, Mr Wolf? Choose a pupil to be the wolf. You are the reporter. The other pupils are the runners.

The wolf stands on one side of the room and the runners stand on the other, facing him. You stand in the middle. The runners say *What's the time, Mr Wolf?* The wolf says an 'o'clock' time, e.g. *It's seven o'clock*. The runners take seven steps towards the wolf. You say what the wolf does at that time, e.g. *The wolf gets up*. Repeat several times, with different 'o'clock' times and routine actions.

When you say an eating action, i.e. *The wolf has breakfast*, *The wolf has lunch* or *The wolf has dinner*, the wolf runs after the other pupils until one is caught. The pupil who has been caught becomes the wolf for the next game.

House This game is also known as Hangman. Write dashes to represent the letters of a word you want to practise on the

board, e.g. _ _ _ _ _ (street). Pupils take turns to guess the letters. If they guess a letter correctly, write the letter in the word. If the guess is incorrect, start to draw a house. (This house should be drawn line by line with four lines for the walls, two lines for the roof and three lines for the door, with each line representing one incorrect letter.) If the house is complete before all of the letters have been guessed, you win. However, if a pupil guesses the word before the house is complete, that pupil takes the next turn at the board. Pupils can also play the game in groups.

Picture dictation Dictate a sentence for all of the pupils to draw, e.g. *In our town there's a sweet shop.* Pause while pupils draw. Continue with, e.g. *There's a fruit shop next to the sweet shop.* *There's a park behind the shops.* Ask a volunteer to dictate the next sentence. The dictation continues, with pupils drawing a new element for each sentence. Pupils compare their drawings at the end.

Noughts and Crosses Draw a 3x3 grid of nine squares on the board. Draw a vocabulary item in each square, e.g. a bunch of grapes. Divide the class into two teams (noughts and crosses). Teams take turns. To win a square for their team, pupils must say the word correctly. For each correct word, draw either a nought (O) or a cross (x) in the relevant square. The first team to make a line of three (diagonal, vertical or horizontal) wins. Alternatively, make photocopies of the game board for pairs to play with, or pupils can invent their own.

Alternative prompts are: verbs (pupils think of noun collocations to win the square), e.g. *have (breakfast)*, phonemic symbols (pupils give examples), e.g. /i:/ (tree), anagrams, question words (pupils make questions), e.g. *What (time is it)?*, numbers and times.

How can the worksheets be used with mixed ability classes?

Since the worksheets are photocopiable, teachers can add or remove elements before making copies, thus creating two or more different versions of the worksheet to distribute to different members of the class, according to ability. The teacher's notes provide suggestions on how to do this. For example, under the heading **Reinforcement**, a sentence-writing task can be changed into a less challenging gap-fill activity by adding some words to the writing lines on the worksheet before photocopying. In a similar way, additional reading or writing for stronger pupils or fast finishers can be added to a worksheet before photocopying, thus turning it into an **Extension** activity.

How do the worksheets help develop the basic competences?

Wherever there is a genuine link between the worksheet material and one of the basic competences for lifelong learning, as outlined by the European Commission, you will find a box highlighting this connection in the teacher's notes. The box contains ideas for classroom activities which relate to the particular basic competence and help pupils to link the material on the worksheet to their own lives and to the world around them. For example, there is a box entitled *Social and civic competences* for Worksheet 2 in Units 2 and 6.

There is also a 'basic competence' box like this in the notes for some of the worksheets which practise the Pupil's Book CLIL material (Worksheet 4 in Units 1, 3 and 5). For example, for the worksheet based on music (Unit 1, worksheet 4), there is a box called *Cultural awareness and expression*, giving teachers ideas for extending the topic of music further (see page 10).

Using the tests

There are six tests in the Level 3 Teacher's Resource Book, one for each term at two levels of difficulty (Standard and High). They assess language skills (Listening, Reading, Writing and Speaking) through task-based activities.

Introductory notes for the tests, teacher's notes, tapescripts and keys can be found at the back of the book from page 50 onwards.

Meet The Explorers

Worksheet 1: The castle

Using the worksheet

- These reading and observation activities practise new vocabulary: *castle, upstairs, downstairs, basement* and review vocabulary from Levels 1 and 2, including numbers 10 to 20.
- Pupils read the questions and find the objects in the picture. They write the letter *u* (upstairs), *d* (downstairs) or *b* (basement) according to where each object is.
- Pupils then read the *How many...?* questions, count the objects and write the correct number. Encourage them to look carefully in all the rooms and outside the castle.

Reinforcement: Activity 1: Circle the hidden objects before photocopying the worksheet to help with the understanding of vocabulary.

Reinforcement: Activity 2: Write two options for each answer before photocopying the worksheet, e.g. 18/20. Pupils circle the correct option.

Extension: Activity 2: Pupils write words instead of numbers.

KEY: Activity 1: 2b, 3u, 4u, 5d, 6b; **Activity 2:** 2 20, 3 11, 4 10, 5 15, 6 13

Optional follow-up activity: Pairs take turns to make statements about items in the castle, e.g. Pupil A says *There are two cupboards upstairs*. Pupil B looks at the picture and then says either *Yes* or *No*.

Worksheet 2: He can't touch his toes.

Using the worksheet

- These reading and writing activities practise *He/She/They can/can't* and vocabulary for activities from Levels 1 and 2 *touch your toes, make a sandcastle, skip, throw a ball, swim, fly a kite, play basketball, spell, paint a picture, ride a bike, play tennis*.
- Pupils look at the beach scene and complete/write sentences about the people using the words in the box.
- They then look at the picture of the boy and circle *can* or *can't* to complete what the girl is saying about her brother.
- Then they write a similar text about someone in their family and draw a picture of that person.

Extension: Activity 1: Erase the words in the box before photocopying the worksheet. Pupils complete the sentences according to the picture.

Reinforcement: Activity 3: Write a skeleton text on the lines for pupils to complete, e.g. My _____ is _____ years old. He/She can _____ and _____. He/She can't _____.

KEY: Activity 1: 2 skip, 3 fly a kite, 4 They can't make a sandcastle, 5 He can throw a ball, 6 She can't swim; **Activity 2:** 2 can, 3 can't, 4 can't, 5 can; **Activity 3:** Answers will vary.

Optional follow-up activity: Draw a noughts and crosses grid on the board (see page 5) with a verb in each square, e.g. *play, fly, paint, ride, touch, drink, make, throw, eat*. Divide the class into two teams; a 'Noughts' team and a 'Crosses' team. Noughts choose a verb and make a short phrase with it, e.g. *fly a plane*. If they make a correct phrase, circle the verb. If they make an incorrect phrase, Crosses have the chance to make a phrase. If they are correct, put a cross on the verb. Teams take turns until one team gets a winning line, vertically, horizontally or diagonally of three noughts or crosses. Pupils copy the grid and play again in pairs.

Worksheet 3: They've got pets.

Using the worksheet

- These reading activities practise *He's/She's/They've got* and review vocabulary for objects from Levels 1 and 2.
- **YLE** Pupils look at the pictures and write *yes* or *no* next to the sentences.
- Pupils then read the two questions and the short answer, look at the pictures and tick question *a* or *b* according to what is true.

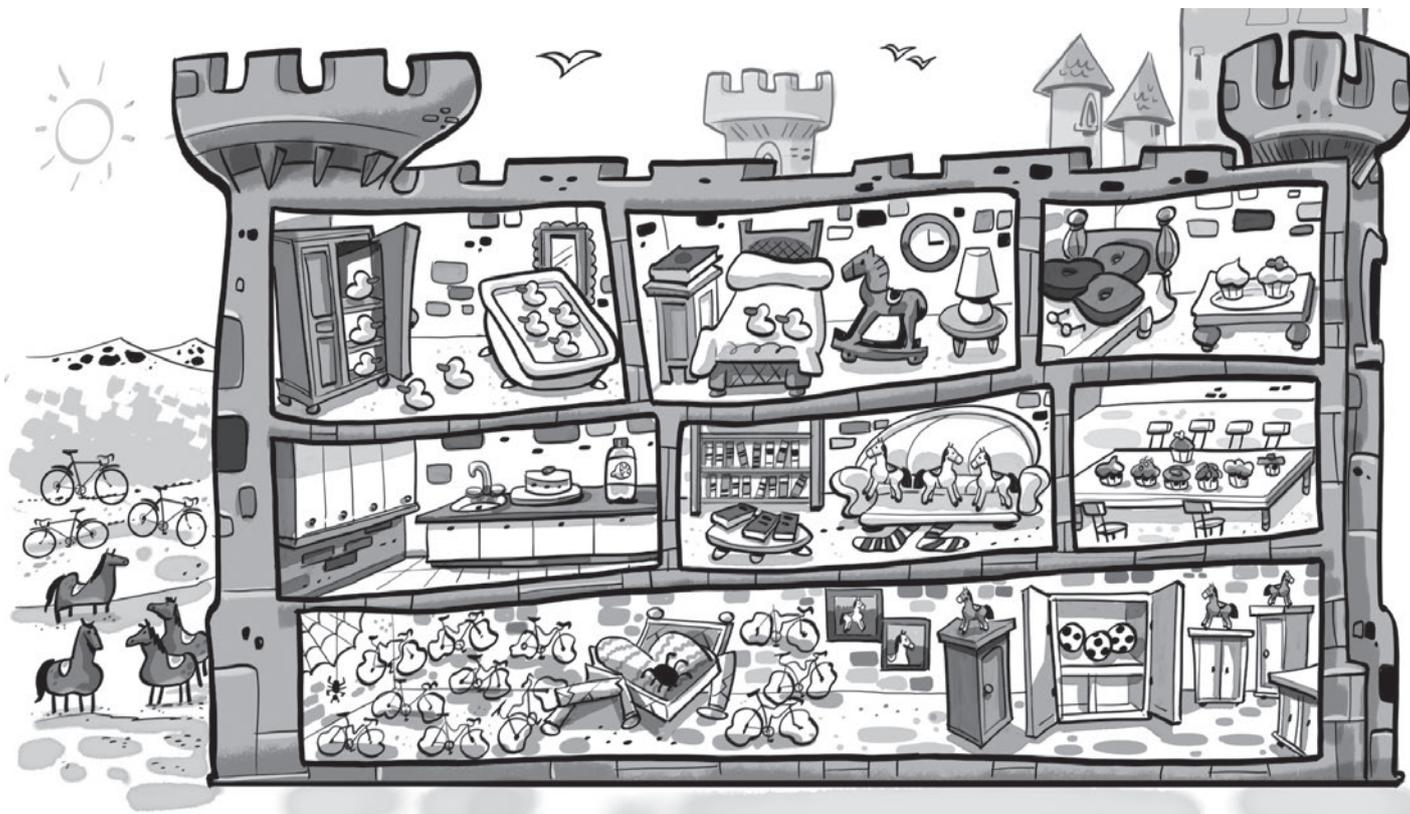
Extension: Activity 2: Erase the nouns in the questions and write words with mixed up letters next to each question, e.g. 2 *Has she got a _____?* (ketoobon) Pupils look at the pictures to help them complete the missing words before they choose which question matches the short answer.

KEY: Activity 1: 2 no, 3 yes, 4 no, 5 yes, 6 yes; **Activity 2:** 2a, 3b, 4a, 5a, 6b

Optional follow-up activity: Bring to class two personal objects for which pupils know the words, and ask pupils to do the same. Get them to secretly write down the names of their objects on a small piece of paper. Collect in the papers and create a list on the board. Pupils each copy down five words of their choice, then mingle to ask and answer *Have you got...?* questions, writing down the name of the pupil that the object belongs to each time. Then get pupils to feed back to the class, e.g. *Maria has got a frog*. Pupils then show their objects to the class.

Worksheet 1: The castle

Name: _____



1 Look and read. Write *u* (upstairs), *d* (downstairs) or *b* (basement).

- | | | | |
|--------------------------|----------------------|----------------------------|-------|
| 1 Where's the mirror? | _____ <i>u</i> _____ | 2 Where are the footballs? | _____ |
| 3 Where are the glasses? | _____ | 4 Where's the clock? | _____ |
| 5 Where are the socks? | _____ | 6 Where's the spider? | _____ |

2 Look at the picture and read the questions. Count and write a number 10-20.

- | | | | |
|-----------------------|-----------------------|--------------------|-------|
| 1 How many bikes? | _____ 14 _____ | 2 How many books? | _____ |
| 3 How many ducks? | _____ | 4 How many cakes? | _____ |
| 5 How many cupboards? | _____ | 6 How many horses? | _____ |

Vocabulary: Revision of numbers; castle, upstairs, downstairs, basement

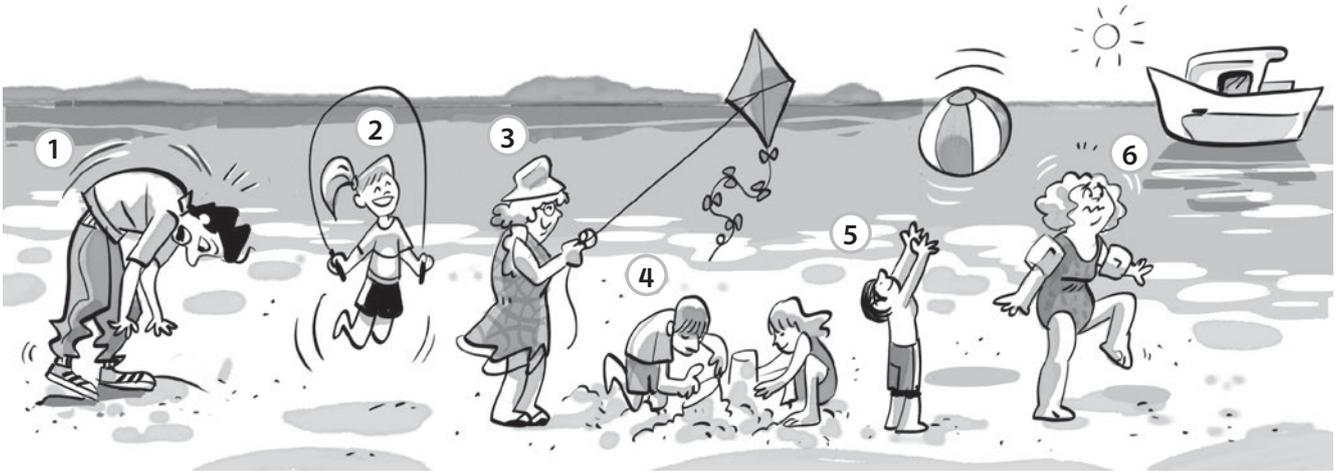
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Quick Minds Teacher's
Resource Book Level 3

Worksheet 2: He can't touch his toes.

Name: _____

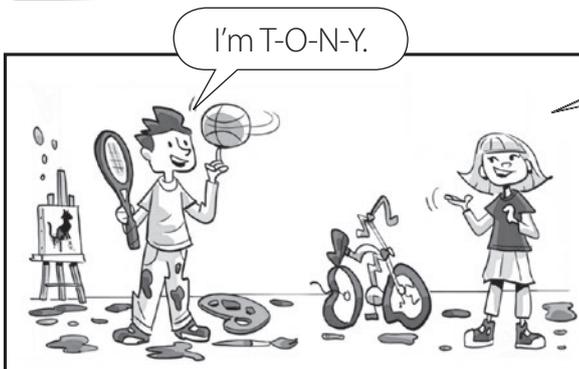
1 Look and make sentences.



touch his toes make a sandcastle skip throw a ball swim fly a kite

- 1 He can't touch his toes . 2 She can _____ .
- 3 She can _____ . 4 _____ .
- 5 _____ . 6 _____ .

2 Look, read and circle.



My brother is ten years old. He ¹ **can** / **can't** play basketball and he ² **can** / **can't** spell. He ³ **can** / **can't** paint a picture and ⁴ he **can** / **can't** ride a bike. He ⁵ **can** / **can't** play tennis.

3 Draw a person in your family and write.



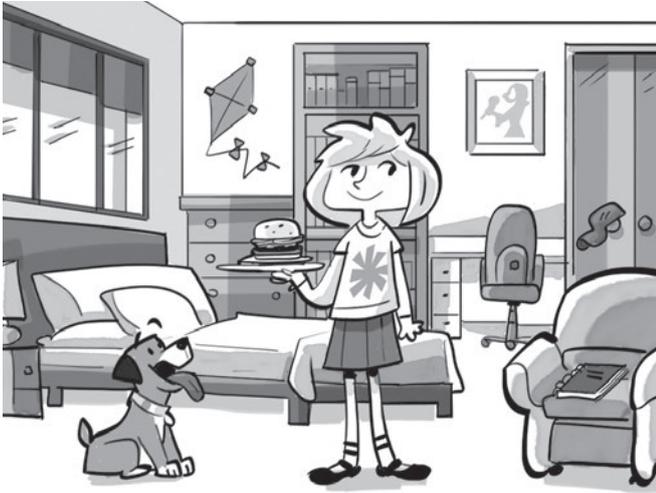
My _____

Grammar 1: Revision of *can* / *can't*

Worksheet 3: They've got pets.

Name: _____

1 Look and read. Write *yes* or *no*.



- | | | | |
|-------------------------|------------|--------------------------|-------|
| 1 They've got pets. | <u>yes</u> | 2 She's got a computer. | _____ |
| 3 She's got a kite. | _____ | 4 He's got a bookcase. | _____ |
| 5 He's got an armchair. | _____ | 6 They've got wardrobes. | _____ |

2 Read the answers. Look at the pictures in Activity 1 and tick (✓) the correct question.

- | | |
|--|-------------------|
| 1 a <input type="checkbox"/> Have they got beds? | No, they haven't. |
| b <input checked="" type="checkbox"/> Have they got jackets? | |
| 2 a <input type="checkbox"/> Has she got a notebook? | Yes, she has. |
| b <input type="checkbox"/> Has she got a pencil case? | |
| 3 a <input type="checkbox"/> Has he got a frog? | No, he hasn't. |
| b <input type="checkbox"/> Has he got a dog? | |
| 4 a <input type="checkbox"/> Have they got shorts? | No, they haven't. |
| b <input type="checkbox"/> Have they got caps? | |
| 5 a <input type="checkbox"/> Has he got a scooter? | Yes, he has. |
| b <input type="checkbox"/> Has she got a scooter? | |
| 6 a <input type="checkbox"/> Has she got a burger? | No, she hasn't. |
| b <input type="checkbox"/> Has she got an ice cream? | |

Grammar 2: Revision of *have got*

Worksheet 1: Days of the week

Using the worksheet

- These reading and writing activities practise the days of the week.
- Pupils circle the days of the week in the wordsearch. Then they write them in the correct order on the diary page. Remind them that all days of the week begin with a capital letter.
- Pupils then write the days below the pictures, according to the diary in Activity 1.

Extension: Fast finishers can play a memory game in pairs. Pupil A looks at the diary page and makes a phrase about an activity, e.g. *I go swimming*. Pupil B guesses the correct day, e.g. *Thursday*.

KEY: Activity 1:

Words in order in the diary: Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; **Activity 2:**

f							t	t
r	m	o	n	d	a	y	h	u
i							u	e
d	s	u	n	d	a	y	r	s
a							s	d
y							d	a
w	e	d	n	e	s	d	a	y
s	a	t	u	r	d	a	y	

2 Friday, **3** Thursday, **4** Tuesday, **5** Wednesday,
6 Saturday

Optional follow-up activity: Pupils draw their own diary page like the one in Activity 1. They write a different activity on each day with their favourite activity on one of the days. They compare diaries in pairs and try to guess each other's favourite day.

Worksheet 2: I ride my bike on Sundays.

Using the worksheet

- This writing activity and card game practises *I play, ride, go ... ing on, days of the week and So do I / I don't*.
- Pupils use the words in the box to label the pictures.
- Then, in pairs, they cut out their cards and combine them. Pupils put their cards face down in two piles: one for activities and one for days of the week.
- Pupil A turns over a card from each pile and makes a sentence, e.g. *I ride a horse on Saturdays*. Pupil B replies with *So do I* or *I don't*. Then they swap roles.

Extension: Activity 1: Delete the words in the box before photocopying.

KEY: **2** I play computer games, **3** I ride a horse, **4** I go swimming, **5** I play football, **6** I play the piano

Optional follow-up activity: In pairs or small groups, pupils use the cards to play a game of *True or False*. They take turns to turn over two cards and make a sentence. The others decide if the sentence is true for that pupil or not and say *True* or *False*. Pupils can also correct false sentences, e.g. *You go swimming on Saturdays*.

Worksheet 3: Do you ... ?

Using the worksheet

- This pyramid reading and speaking activity practises questions *Do you ... at the weekend / on ... ?* and short answers *Yes, I do / No, I don't*. Pupils follow a path to find out which child they are most like.
- Pupils work in pairs. Starting at the top, Pupil A makes the question *Do you go swimming at the weekend?* If Pupil B answers *Yes, I do*, they follow the 'smiley' arrow to the question prompts for *Do you play football on Mondays?* However, if Pupil B answers *No, I don't*, they follow the 'sad' arrow to the question prompts for *Do you listen to music at the weekend?* They move down through the diagram in this way to find the child that Pupil B is most like.

Optional follow-up activity: Play a game of *Last man standing* (see page 4). Pupils stand up. Ask a question, e.g. *Do you play computer games at the weekend?* Pupils who answer *Yes, I do* remain standing. Pupils who answer *No, I don't* sit down. Repeat with other questions until only one pupil is left standing. This pupil then asks the questions.

Worksheet 4: Xylophone

Using the worksheet

- This worksheet revises what pupils have learnt about musical instruments.
- Pupils work individually or in pairs. They can use pages 16 and 17 of the Pupil's Book to help them. They complete the sentences, then colour the picture of the xylophone according to the colour code.

KEY: **2** three wind instruments - pink, **3** three percussion instruments - red, **4** one stringed, one wind and one percussion instrument - orange, **5** one wind and two percussion instruments - yellow, **6** two stringed and one percussion instrument - green, **7** one stringed and two wind instruments - blue

Optional follow-up activity: Ask for seven volunteers. Tell them that they are your xylophone. Line them up and give a note to each one, either *do, re, mi, fa, sol, la, ti* or C, D, E, F, G, A, B. As you point to each pupil, they say or sing their note. Try to make a tune! Alternatively, give each pupil the name of an instrument and ask them to imitate the noise it makes as you point to them.

Cultural awareness and expression

Bring a selection of music by Spanish and British classical composers to class, e.g. Vaughan Williams, Britten, Elgar, Albéniz, Falla and Rodrigo. Ask pupils whether they think each piece is by a Spanish or British composer and to identify the instruments. Ask the class to choose their favourite piece.

1

Worksheet 1: Days of the week

Name: _____

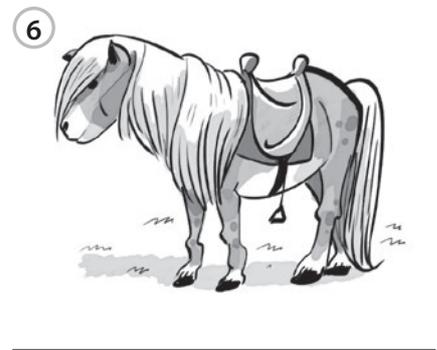
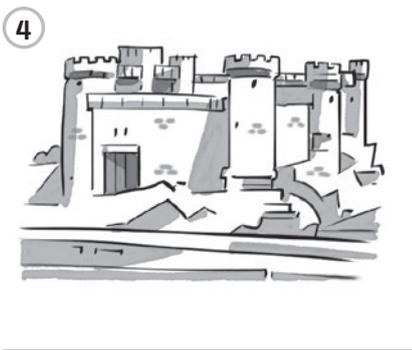
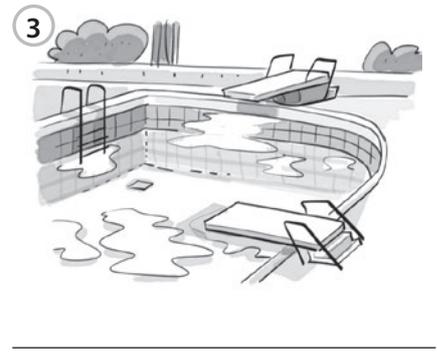
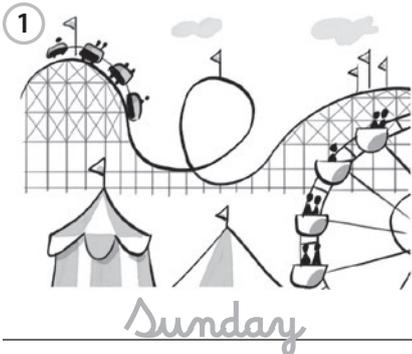
1 Find the days. Then write them in the diary.

f	r	i	t	a	y	o	t	t
r	m	o	n	d	a	y	h	u
i	e	b	t	h	u	r	u	e
d	s	u	n	d	a	y	r	s
a	s	a	t	u	d	a	s	d
y	r	t	a	m	o	p	d	a
w	e	d	n	e	s	d	a	y
s	a	t	u	r	d	a	y	y

DIARY

Monday	play basketball
	go to the castle
	go to the beach
	go swimming
	play tennis
	ride my horse
	go to the amusement park

2 Look at the diary. Write the days under the pictures.



Vocabulary: Days of the week

1

Worksheet 2: I ride my bike on Sundays.

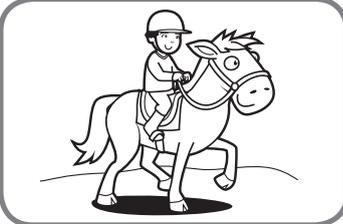
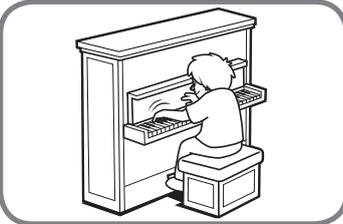
Name: _____

1 Write.

play the piano go swimming play computer games ride a horse
~~ride my bike~~ play football

2 Cut out the cards and play.



 1 <i>ride my bike</i> _____	 2 _____ _____	Mondays	Thursdays
 3 _____ _____	 4 _____ _____	Tuesdays	Fridays
 5 _____ _____	 6 _____ _____	Wednesdays	Saturdays

Grammar 1: Free time; *So do I / I don't*

1 Worksheet 3 : Do you ... ?

Name: _____

Ask and answer. Who are you like?

Do you go swimming at the weekend?

Yes, I do.



swimming / weekend

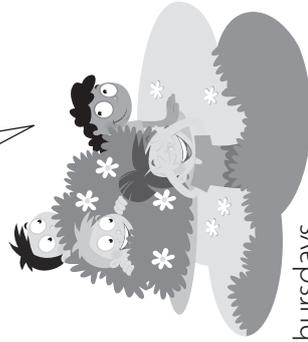


music / weekend

football / Mondays



No, I don't.



computer games /
Wednesdays

kite / Saturdays

tennis / Fridays



a bike / Sundays

beach / weekend

beach / weekend

skip / Tuesdays

basketball / Thursdays



Ben



May



Nick



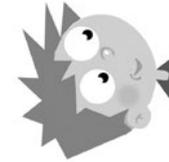
Kim



Tom



Lucy



Alex



Betty

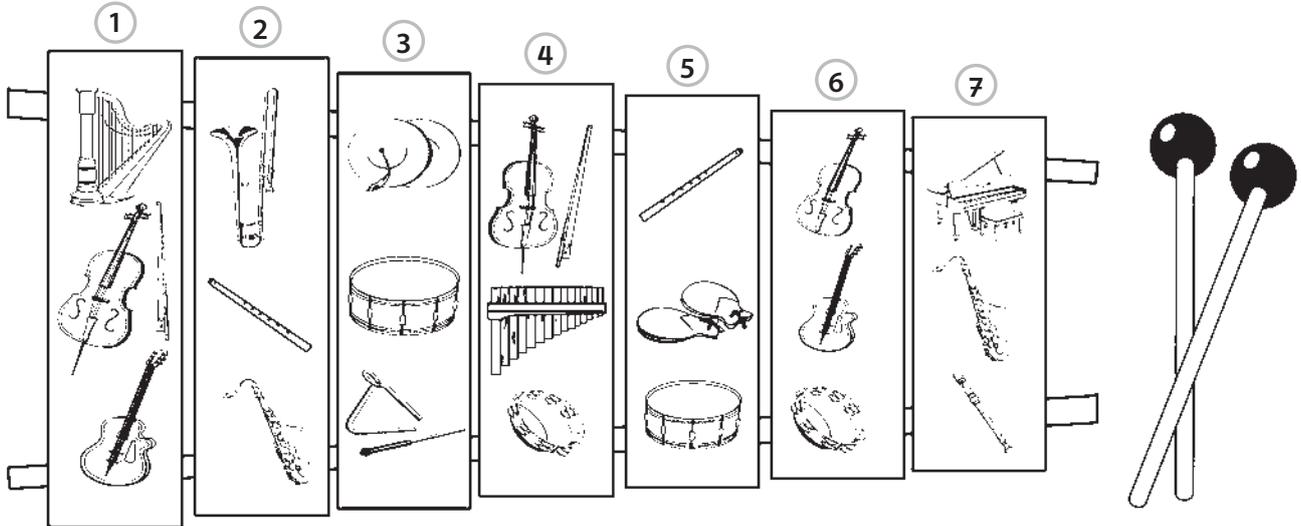
Grammar 2: Do you ... ? Yes, I do / No, I don't

1

Worksheet 4: Xylophone

Name: _____

Use the code to complete the sentences. Then colour the xylophone.



Instruments	Colour
3 wind	pink
1 wind, 2 percussion	yellow
2 stringed, 1 percussion	green
3 stringed	purple

Instruments	Colour
1 stringed, 1 wind, 1 percussion	orange
1 stringed, 2 wind	blue
3 percussion	red

- On bar 1 of the xylophone, I can see three stringed instruments.
This bar is purple.
- On bar 2, I can see _____.
This bar is _____.
- On bar 3, I can see _____.
This bar is _____.
- On bar 4, I can see _____.
This bar is _____.
- On bar 5, I can see _____.
This bar is _____.
- On bar 6, I can see _____.
This bar is _____.
- On bar 7, I can see _____.
This bar is _____.

CLIL: Music: Instruments

2 Birthdays

Worksheet 1: Months of the year

Using the worksheet

- These writing and spelling activities review the months of the year.
- Pupils complete the missing months in the calendar.
- Pupils then look at the picture clues and complete the crossword grid with the appropriate month. Remind pupils that months begin with capital letters.

Reinforcement: Activity 1: Write some of the letters for each of the missing months and/or draw lines to show how many letters each word has, e.g. M _ r _ h.

Extension: Activity 1: Erase all of the months before photocopying the worksheet.

KEY: Activity 1: The missing months in order are: March, May, August, September, November; **Activity 2:** 2 June, 3 December, 4 October, 5 November, 6 March

Optional follow-up activity: Bring to class numbered pictures of outdoor scenes in different months, the clothes people wear, food people eat and activities people do. Put them on the classroom walls. Pupils work in pairs and write down which month(s) they associate with each picture.

Worksheet 2: My birthday is in January.

Using the worksheet

- These writing activities practise possessive adjectives and the names of the months.
- Pupils look at the pictures and complete the sentences with the missing possessive adjectives.
- Ask pupils to write the months of the year on the board. Pupils then work individually, using the example in Activity 2, and make a chart with information about their family's birthdays. (They may need to ask their relatives for homework.)
- Pupils then work in pairs and take turns to read their sentences to each other.

Reinforcement: Activity 1: Write two options in the gaps (e.g. 1 *My / Our*) before photocopying. Pupils circle the correct word.

Extension: Activity 1: Fast finishers ask and answer questions about the pictures in pairs, e.g. Pupil A: *When's his birthday?* (pointing to picture 2) Pupil B: *It's in March.*

KEY: Activity 1: 2 His, 3 Their, 4 Her, 5 Its, 6 Our;
Activity 2: Answers will vary.

Optional follow-up activity: Do a class survey to find out the months pupils were born in. Pupils stand up and say, e.g. *My birthday is in March.* They form a line in month order.

Worksheet 3: Fido's serious.

Using the worksheet

Social and civic competences

Ask pupils what people normally do to celebrate their birthday and what presents they get. Ask which birthdays are special. Ask the class to guess which birthdays are important in the UK, e.g. *You can drive when you are 17, vote when you are 18.*

- These reading and writing activities practise adjectives, contracting *is*, and revise vocabulary for animals.
- Pupils match the sentences and the pictures and write the dog's name under each picture.
- Pupils then read the sentences and check them with the farm picture. They correct the sentences.

Reinforcement: Activity 1: Write the first letters of the dogs' names on the lines before photocopying.

Extension: Activity 1: Erase the middle letters of the adjectives before photocopying the worksheet, e.g. Mandy's y - - - g. Pupils complete the adjectives and then find the correct dogs.

KEY: Activity 1: 2 Mandy, 3 Bertie, 4 Bosco, 5 Ringo, 6 Molly; **Activity 2:** 2 No, the rabbit's serious. 3 No, the lamb's young. 4 No, the chicken's sad. 5 No, the cow's dirty. 6 No, the cat's old.

Optional follow-up activity: Elicit other adjectives that pupils know, e.g. *boring, fun* and write them on the board. Make some space in the classroom and play a miming game. Say an adjective, e.g. *happy*. Pupils act out the adjective and take turns to say the next one.

Worksheet 4: Please come to my party!

Using the worksheet

- These reading and writing activities review the language of party invitations.
- Pupils read the invitation from Jim and the questions about it. They circle the correct answers.
- **YLE** Pupils then read the invitation from Becky and complete it with words from the box.

Reinforcement: Activity 2: Write the first letter of each missing word on the lines before photocopying the worksheet.

Extension: Activity 1: Erase the options before photocopying the worksheet. Pupils read the questions and write the answers.

Extension: Activity 2: Erase the word box before photocopying the worksheet. Pupils think of any appropriate word to complete each space.

KEY: Activity 1: 2 Jim, 3 No, it isn't, 4 Olivia, 5 Yes, she has; **Activity 2:** 2 garden, 3 favourite, 4 cake, 5 cousin, 6 Sunday

Optional follow-up activity: Pupils role-play a conversation between Andy and Becky. Tell pupils that Andy is phoning Becky to check the details of her party. Elicit the questions Andy asks and write them on the board, e.g. *Where is the party? What day is it? Can I bring my cousin? Have you got a cake?* Pupils practise other dialogues with their own party details.

2

Worksheet 1: Months of the year

Name: _____

1 Write the months.

January	February	_____	April
_____	June	July	_____
_____	October	_____	December

2 Look and complete.



		1	a				
	2	u			e		
		g				3	D
		u					
		s					c
4	c	t				e	r
	5		v	e		b	e
		6		r			h

Vocabulary: Months of the year

2

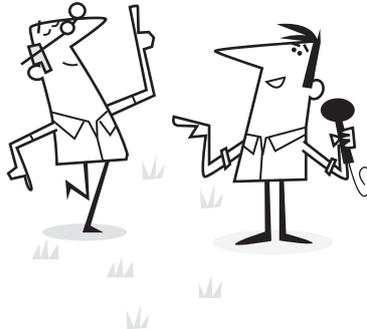
Worksheet 2: My birthday is in January.

Name: _____

1 Write *My, Her, His, Its, Our* or *Their*.



1 My birthday is in January.



2 _____ birthday is in March.



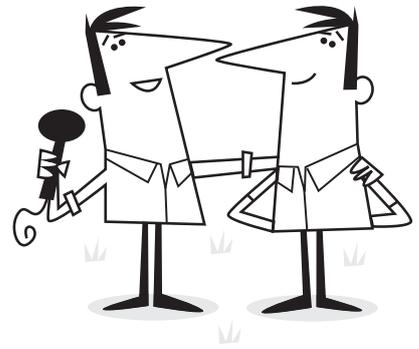
3 _____ birthday is in October.



4 _____ birthday is in June.



5 _____ birthday is in April.



6 _____ birthday is in January.

2 Find out and write about the birthdays in your family.

My family	Birthdays
	<p><i>This is my dad. His birthday is in January.</i></p>

Grammar 1: *When's your birthday? It's in ... ; our, their*

2

Worksheet 3: Fido's serious.

Name: _____

1 Look and read. Write the names.

Mandy's young. Molly's clean. Ringo's old. Bosco's dirty.
~~Fido's serious.~~ Bertie's happy.



Fido

1 _____



2 _____



3 _____



4 _____

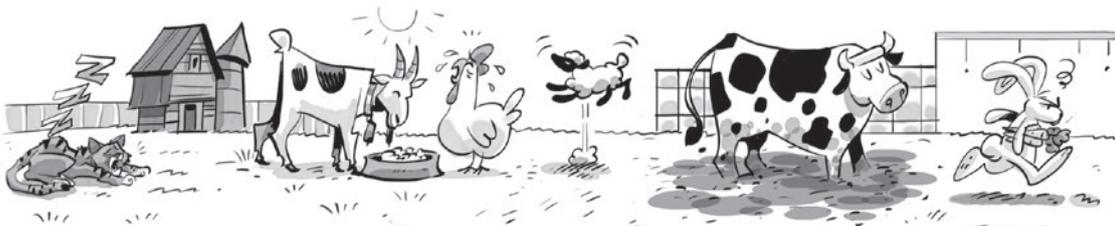


5 _____



6 _____

2 Read and correct.



1 The goat's sad.

No, the goat's happy

2 The rabbit's funny.

3 The lamb's old.

4 The chicken's happy.

5 The cow's clean.

6 The cat's young.

Grammar 2: Adjectives; contracting is

2

Worksheet 4: Please come to my party!

Name: _____

1 Read and circle.

- Where is the party?
In the garden. / On the beach.
- Who is the party for?
Olivia. / Jim.
- Is the party on Saturday?
Yes, it is. / No, it isn't.
- Who has got a new kite?
Olivia. / Jim.
- Has Olivia got a sister?
Yes, she has. / No, she hasn't.



2 Read and complete.

cousin favourite Sunday garden ~~birthday~~ cake

Dear Andy,

Please come to my ¹ birthday party. It's on Sunday at 3.00. It's in our ² _____. We've got my ³ _____ music and a big ⁴ _____!

You can come with your ⁵ _____.

See you on ⁶ _____.

Becky



Skills: Reading and writing

Worksheet 1: My day

Using the worksheet

- This writing activity practises vocabulary for daily routines: *get up, get dressed, have breakfast, go to school, have lunch, play in the park, have dinner, have a bath, go to bed.*
- Pupils label the pictures with the words in the boxes.
- Pupils then work in pairs. Pupil A mimes a phrase and Pupil B guesses. Pupils swap roles.

Extension: Delete one or both of the boxes so that pupils write using the picture prompts only.

KEY: **2** get dressed, **3** have breakfast, **4** go to school, **5** have lunch, **6** play in the park, **7** have dinner, **8** have a bath, **9** go to bed

Optional follow-up activity: Brainstorm daily activities and write them on the board. Pupils use them to write about their daily routine.

Worksheet 2: Telling the time

Using the worksheet

- This writing activity practises questions and answers about the time.
- Pupils work individually or in pairs. They use the words on the clock to complete the questions and answers.
- Pupils then think of four more time questions and true answers about their daily routine. Pupils stand up and mingle, asking and answering their questions. They say *Snap!* when another pupil has the same answer as their own.

KEY: **Activity 1:** **2** It's, **3** do you / to bed, **4** At nine; **Activity 2:** Answers will vary.

Optional follow-up activity: Play Time Race. Draw clocks with different 'o'clock' times in a random order on the board. Put pupils in two teams on either side of the board. Give the first pupil in each team a board pen. Say one of the times, e.g. *ten o'clock*. The two pupils race to find and circle it. The first one to circle the correct time wins a point. Play continues with the next pair of pupils.

Worksheet 3: Paula's day

Using the worksheet

- This reading and writing activity practises present simple, 3rd person, clock times and vocabulary for daily routines.
- Pupils look at the pictures and read. They then complete the text, using phrases they know.
- Pupils read the text again and draw the correct times on the clocks.

Reinforcement: Activity 1: Pupils can refer to the list of daily routines on page 28 of the Pupil's Book.

Extension: Activity 1: Ask pupils to work in pairs. Pupil A says a time, e.g. *11 o'clock*. Pupil B says what Paula does, e.g. *Paula plays in the park*. Pupils swap roles.

KEY: **Activity 1:** **2** has/eats breakfast, **3** plays, **4** has/eats dinner, **5** watches TV, **6** goes to bed; **Activity 2:** Pupils draw hands on the clock faces for **2** 10 o'clock, **3** 11 o'clock, **4** 6 o'clock, **5** 7 o'clock, **6** 8 o'clock

Optional follow-up activity: Demonstrate how to play *What's the time, Mr Wolf?* Choose a pupil to be the wolf. You are the reporter. The other pupils are the runners. The wolf stands on one side of the room and the runners stand on the other, facing him. You stand in the middle. The runners say *What's the time, Mr Wolf?* The wolf says the time, e.g. *It's seven o'clock*. The runners take seven steps towards the wolf. You say what the wolf does at that time, e.g. *The wolf gets up*. When you say an eating action, e.g. *The wolf has breakfast/lunch/dinner*, the wolf runs after the other pupils until one is caught. This pupil becomes the wolf in the next game.

Worksheet 4: Healthy or unhealthy?

Using the worksheet

- These reading and writing activities review the vocabulary for daily routines and the present simple for the 1st and 3rd person.
- Pupils look at the pictures and circle the correct options in the texts.
- They then write a short text about themselves and their healthy or unhealthy habits.

Reinforcement: Activity 2: Provide a word box of healthy and unhealthy activities for pupils to use in their texts, e.g. *get up early / late / at 7.00, eat sweets / fruit / a lot of burgers*.

Extension: Activity 2: Pupils write another text about a member of their family to practise the present simple 3rd person.

KEY: **Activity 1:** **2** early, **3** water, **4** unhealthy, **5** sweets, **6** watches TV

Optional follow-up activity: Pupils work in groups of five or six. Pupil A collects in all the worksheets from Activity 2 and chooses one of the pupils' texts to read. The others listen and say who they think wrote the text. Other pupils then continue the process.

Competence in science and physical education

Make a class poster about healthy lifestyles. Write on the board: *learning, eating, going to bed, drinking, playing, doing* and elicit examples of things healthy people do, e.g. learning new things, eating fruit, going to bed early, drinking water, playing games, doing sports. Assign a prompt, e.g. *eating*, to each pair of pupils. They write an activity on a piece of paper, e.g. *eating fish* and draw a picture. They stick their paper onto the poster.

3

Worksheet 1: My day

Name: _____

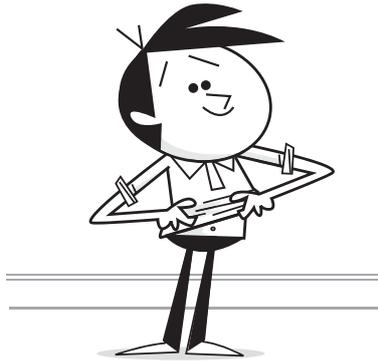
Look and write the words.

have play go go have
have have ~~get~~ get

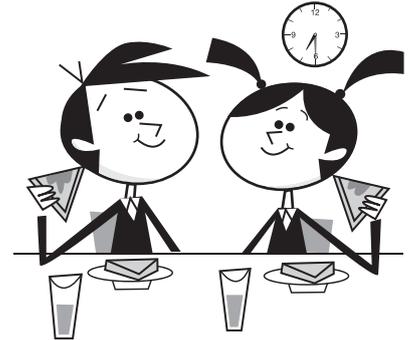
to school lunch dressed
in the park dinner ~~up~~
a bath to bed breakfast



1 get up



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

Vocabulary: Daily routines

3

Worksheet 2: Telling the time

Name: _____

1 Use the words on the clock to make questions and answers.



1 *What's the time?*

2 *four o'clock.*

3 When _____ go _____?

4 _____ o'clock.

2 Write four more questions and answers about the time.

1 _____? _____.

2 _____? _____.

3 _____? _____.

4 _____? _____.

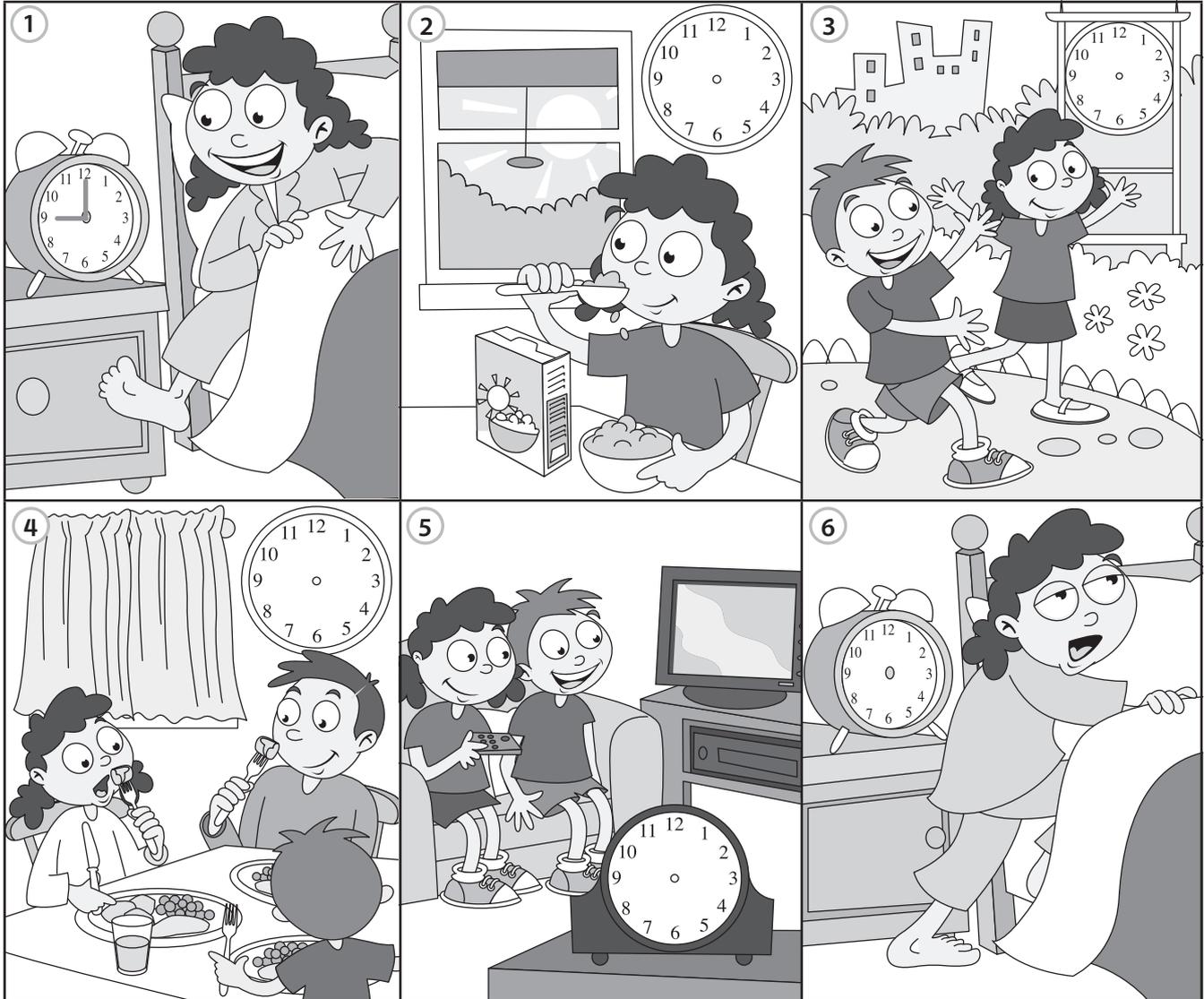
Grammar 1: Telling the time

3

Worksheet 3: Paula's day

Name: _____

1 Read and complete.



It's Saturday. Paula ¹ gets up at nine o'clock. She ² _____ at ten o'clock.
 Paula ³ _____ in the park at eleven o'clock.
 Paula ⁴ _____ with her family at six o'clock. She ⁵ _____ with her
 brother at seven o'clock and she ⁶ _____ at eight o'clock.

2 Read again and draw the times on the clocks.

Grammar 2: Present simple, 3rd person

3

Worksheet 4: Healthy or unhealthy?

Name: _____

1 Look, read and circle.

Helen is ¹ **healthy** / **unhealthy**.

She gets up ² **early** / **late** and plays in the park with her friends. She drinks ³ **water** / **lemonade** and eats lots of fruit.

Uma is ⁴ **healthy** / **unhealthy**.

She gets up at 12 o'clock. She eats ⁵ **apples** / **sweets** for breakfast. She ⁶ **watches TV** / **swims** from one o'clock to five o'clock.

2 Write about you.

I'm *healthy* / *unhealthy*. I _____

CLIL: Social science: I'm healthy!

Worksheet 1: My house

Using the worksheet

- These spelling and observation activities practise vocabulary for rooms in the house, animals and *What's in the ... ?*
- Pupils complete the word labels for the rooms, then write answers to the questions about the animals hidden in the house.

Extension: Activity 2: For fast finishers, write more questions about the picture on the board, e.g. *Where's the sofa? What's in the cellar?*

KEY: Activity 1: 2 bedroom, 3 living room, 4 hall, 5 dining room, 6 stairs, 7 cellar, 8 kitchen; **Activity 2:** 2 a frog, 3 a dog, 4 a cat

Optional follow-up activity: Brainstorm the names of more animals. Pupils work in pairs. They each secretly draw their own additional animals on the house picture. Then they show the pictures and ask and answer questions, e.g. Pupil A: *What's in the bathroom?* Pupil B: *A mouse!*

Worksheet 2: Where's Peter?

Using the worksheet

- These reading and writing activities practise *Where's / Where are ... ?*, *He's/She's/They're in the ...* and rooms in the house.
- Pupils read the sentences. They find the aliens and write their names in the boxes.
- Pupils then read the questions about the other people in the house and complete the answers according to the picture.

Reinforcement: Activity 2: Write two options for each response before photocopying the worksheet, e.g. *She's / They're*. Pupils circle the correct options and complete the sentences.

Extension: Pupils expand the descriptions, e.g. in number 3, *Patti's got long hair.*

KEY: Activity 1: b Tessa, c Ted, d Paul and Paula, e Tip and Top; **Activity 2:** 2 stairs, 3 She's in the (downstairs) bathroom, 4 He's in the hall, 5 He's in the kitchen.

Optional follow-up activity: Pupils play a guessing game about the aliens in the house. Pupil A chooses an alien/aliens and says *He, She or They* to indicate the choice. Pupil B asks about the location, e.g. *Is she in the bathroom?* Pupil A responds accordingly. When Pupil B guesses who it is / they are, pupils swap roles.

Worksheet 3: How many frogs are there?

Using the worksheet

- These gap-fill and writing activities practise *Is there a ... ? Yes, there is. / No, there isn't. Are there any ... ? Yes, there are. / No there aren't. How many ... are there?* and *There are ...*

- Pupils look at the pictures. Ask them to notice the differences between them in the number and types of animal, e.g. *Is there a dog in picture 2? Are there any frogs in picture 1? How many are there?*
- Pupils then read the conversation and complete the questions and answers, using words from the box.
- They then play the same guessing game in pairs, using the conversation as a model. One pupil chooses a picture, the other has to guess which one by asking questions. Pupils can write their questions either before or after they play the guessing game.

Extension: Pupils write a whole conversation about one of the pictures as in Activity 1.

KEY: 2 isn't, **3** any, **4** there, **5** many, **6** are

Optional follow-up activity: Pupils ask and answer similar questions to find out what their partners have in their pencil case or bag, e.g. *Is there a book? (Yes, there is.) How many books are there? (There are three.)* After asking the questions, pupils draw or write what they think the contents are, then check by looking to see what's in the bag or pencil case.

Worksheet 4: There are two frogs in the cellar.

Using the worksheet

- These observation, speaking and writing activities practise *There is/n't, There are/n't* and the names of rooms in the house.
- **YLE** Pupils work in pairs to find six differences between the houses. Encourage them to use the speech bubbles to help them make sentences.
- Pupils then complete the sentences about house A, using *There's, There are or There isn't.*

Reinforcement: Activity 2: Write the three options *There's, There are* and *There isn't* above the activity. Partially complete the sentences before photocopying the worksheet, e.g. 2 _____ *a mirror on the wall in the hall.*

Extension: Activity 2: Pupils write three more sentences using *There's, There are* and *There isn't*. Pupil A reads the end of these sentences, e.g. ... *a dog in the kitchen.* Pupil B looks at the picture and completes the sentence, e.g. *There isn't a dog in the kitchen.* They then swap.

KEY: Activity 1: In house A, there are two frog(s) in the cellar. / In house B, there's one frog in the cellar, 1/4 apple(s) in the living room, a large/small mat in the hall, a TV in the bedroom/living room, 2 happy/sad cats in the bathroom, 2 horses/dolls on the bed; **Activity 2:** 2 There's a mirror, 3 There are two lizards, 4 There isn't a, 5 There's a skateboard, 6 There are two (school) bags

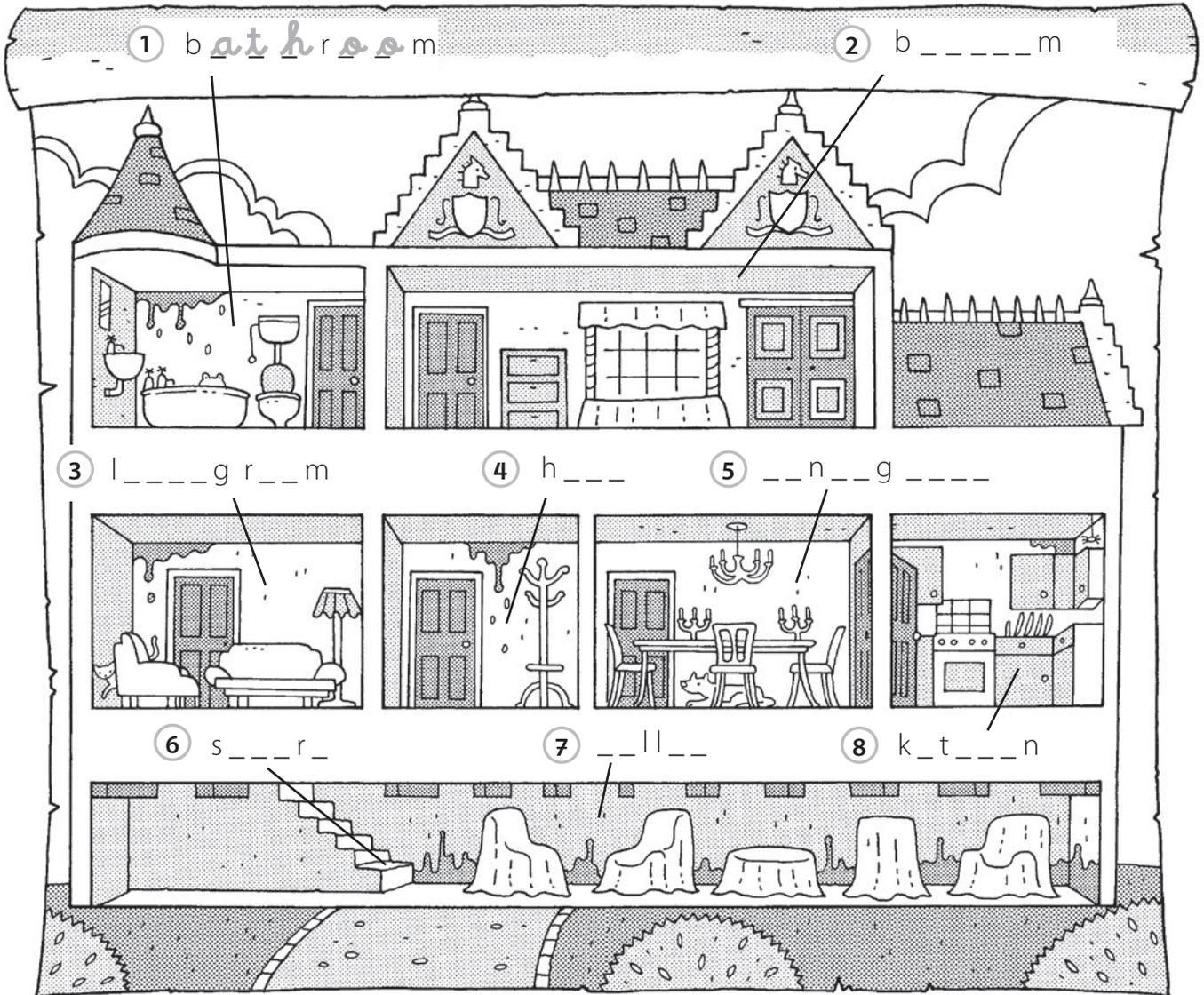
Optional follow-up activity: Pupils draw six more items/animals on the pictures. Pupils swap worksheets with their partner and say what the new differences are.

4

Worksheet 1: My house

Name: _____

1 Complete the words.



2 Look at Activity 1. Find the four animals in the picture. Then answer the questions.

- 1 What's in the kitchen? _____ *a spider* _____
- 2 What's in the bathroom? _____
- 3 What's in the dining room? _____
- 4 What's in the living room? _____

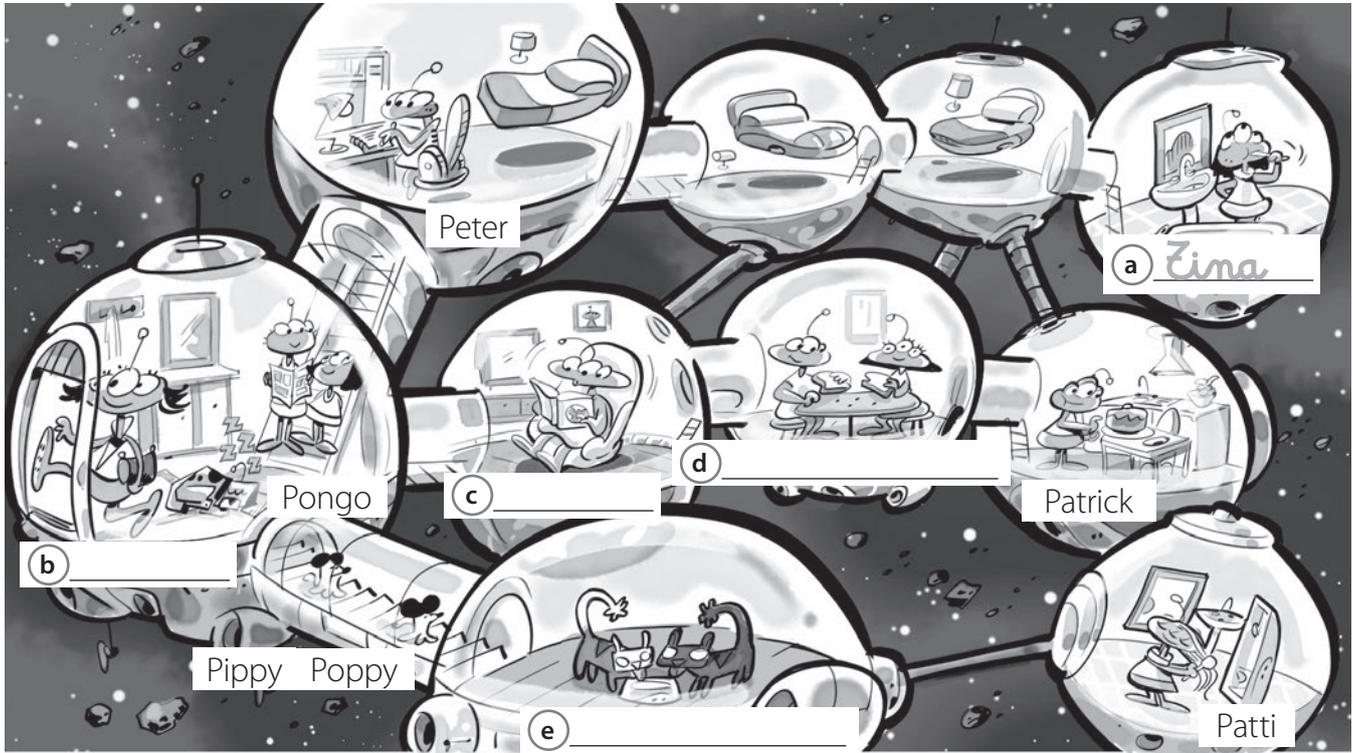
Vocabulary: The home

4

Worksheet 2: Where's Peter?

Name: _____

1 Read and write the names on the picture.



- 1 Look at Tina. She's in the bathroom upstairs.
- 2 Look at Tessa. She's in the hall.
- 3 Look at Tip and Top. They're in the cellar. Tip's got a white head and tail.
- 4 Look at Ted. He's in the living room.
- 5 Look at Paul and Paula. They're in the dining room.

2 Look, read and answer.

- | | |
|------------------------------|------------------------------|
| 1 Where's Peter? | He's in the <u>bedroom</u> . |
| 2 Where are Pippy and Poppy? | They're on the _____. |
| 3 Where's Patti? | _____. |
| 4 Where's Pongo? | _____. |
| 5 Where's Patrick? | _____. |

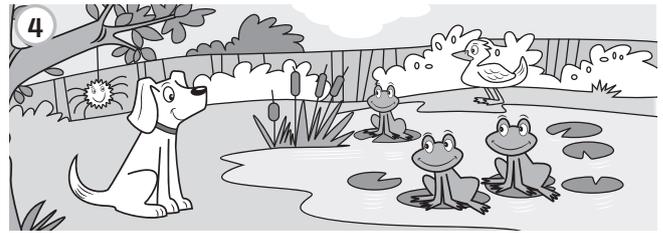
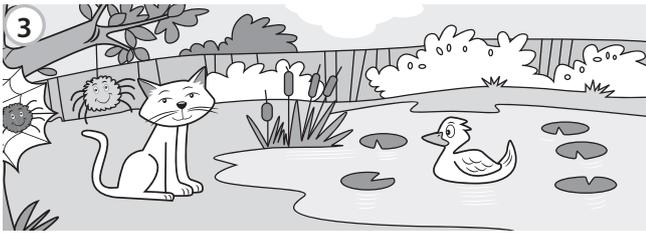
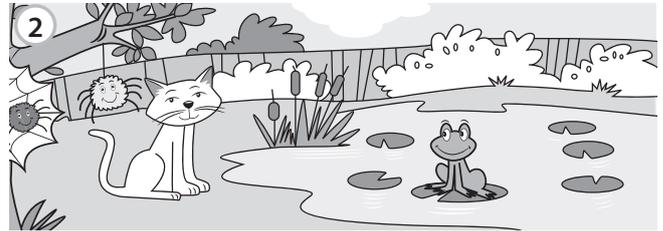
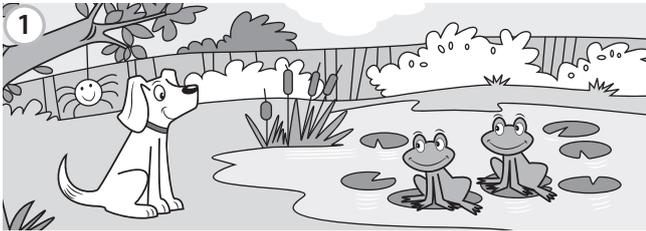
Grammar 1: Where's / Where are ... ? He's / She's / They're in the ...

4

Worksheet 3: How many frogs are there?

Name: _____

1 Look at the pictures. Complete the conversation.



~~is~~ many are any isn't there



1 Is there a cat?

Are there ³ _____ frogs?

How ⁵ _____ frogs are there?

It's picture four!

No there ² _____.

Yes, ⁴ _____ are.

There ⁶ _____ three frogs.



2 Work in pairs. Choose a picture. Make questions to find your friend's picture.

- 1 Is _____ ?
- 2 _____ ?
- 3 _____ ?

Grammar 2: *Is / Are there ... ? (question form); How many ... ?*

4

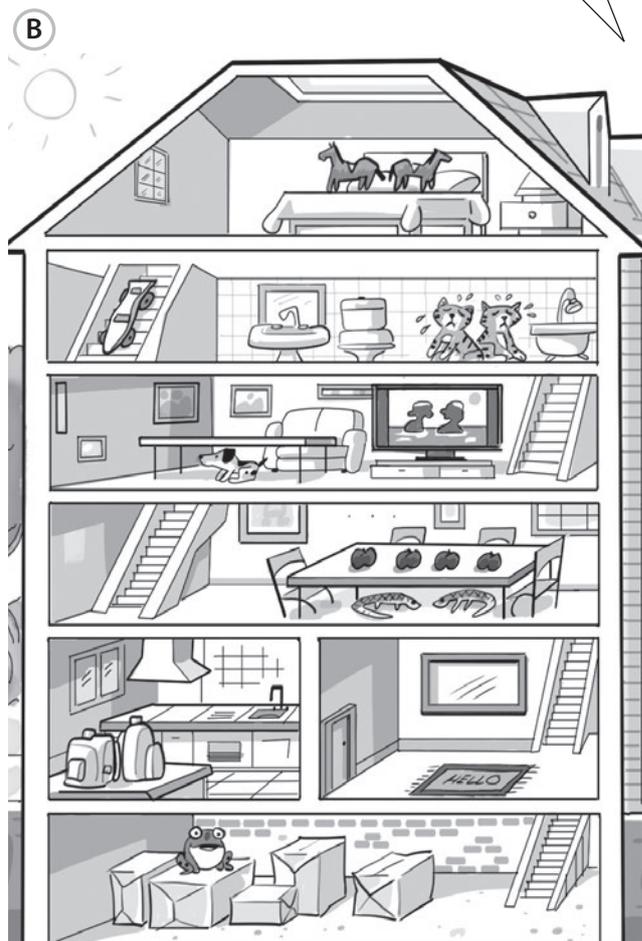
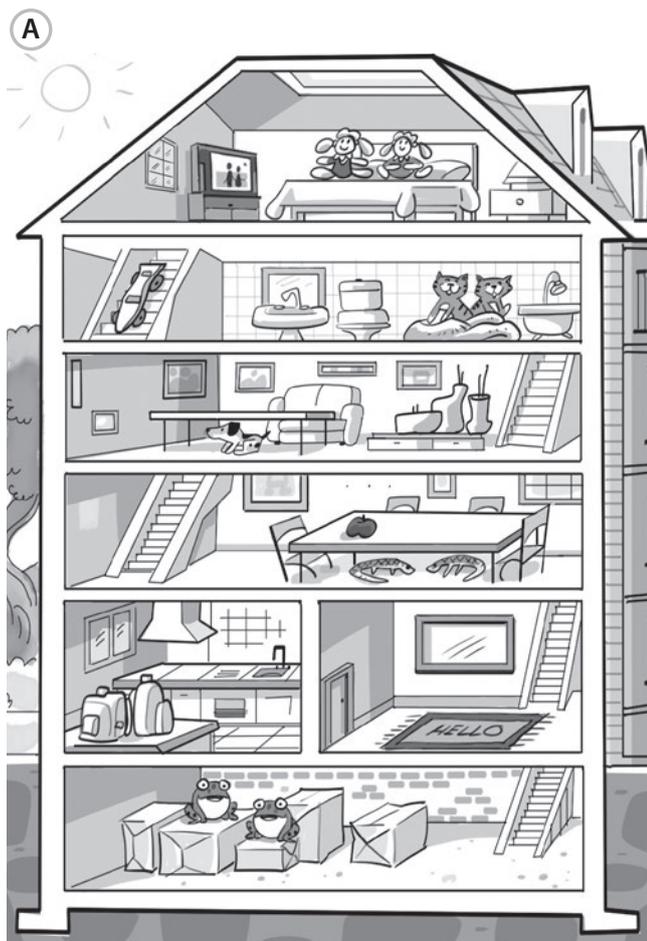
Worksheet 4: There are two frogs in the cellar.

Name: _____

1 Find six differences.

In house A, there are two frogs in the cellar.

In house B, there's one frog in the cellar.



2 Look at house A. Read and complete.

- 1 There isn't _____ a clock in the bathroom.
- 2 _____ on the wall in the hall.
- 3 _____ under the table in the dining room.
- 4 _____ dog in the bedroom.
- 5 _____ on the stairs.
- 6 _____ on the table in the kitchen.

Skills: Speaking and writing

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 3

5 By the sea

Worksheet 1: You're cleaning your goggles.

Using the worksheet

- These reading activities practise vocabulary for actions *fly a kite/ plane, clean your goggles, dance, play with the dog, talk on the phone, fish, read a book, listen to the radio, play the guitar* and present continuous.
- **YLE** Pupils read the first parts of the conversations. They write *yes* or *no* on the lines according to the picture.
- Pupils then tick the nouns which collocate with the verbs and cross the incorrect noun each time.

Reinforcement: Activity 2: Erase one of the correct options in each line before photocopying the worksheet.

Extension: Activity 2: Pupils think of one more correct example for each verb.

KEY: Activity 1: 2 yes, 3 no, 4 no, 5 yes, 6 yes; **Activity 2:** 2 guitar ✓, monkey ✗, piano ✓, 3 a football ✗, the radio ✓, music ✓, 4 dog ✓, pizza ✗, cat ✓, 5 TV ✗, book ✓, story ✓, 6 shoes ✓, burger ✗, goggles ✓

Optional follow-up activity: Pupils work in small groups to make revision cards of the correct verb and noun collocations in Activity 2. On each card, they write the verb and draw pictures of the nouns.

Worksheet 2: Rob's mum and her sisters

Using the worksheet

- These reading activities practise present continuous third person affirmative and negative sentences, and revise musical instruments.
- Pupils look at the picture and read the text. They identify Rob's mum by a process of elimination, putting crosses by the women's names. Pupils complete the information about Rob's mum.
- Pupils then read the sentences and circle the correct verb form each time.

Extension: Activity 2: Pupils write extra affirmative or negative sentences, e.g. *Amanda's talking on the phone. / Amanda isn't singing.*

KEY: Activity 1: Brenda / playing the guitar; **Activity 2:** 2 aren't, 3 isn't, 4 is, 5 isn't, 6 are

Optional follow-up activity: Pupils draw a picture with six stick people doing different actions and give them names. In pairs, they play a true/false game. Pupil A makes a sentence about one of the people, e.g. *Mark is talking on the phone.* Pupil B looks at the picture and responds *true* or *false* accordingly.

Worksheet 3: Is Tom reading a book?

Using the worksheet

- This writing and reading activity practises present continuous third person question forms and short answers.
- Pupils order the words and write the questions on the lines.
- Pupils then read the questions and answers and look at the picture. They write the names in the boxes next to the children accordingly.

Reinforcement: Activity 2: Write the names Susan, Magda and Tom in the correct boxes before photocopying the worksheet. Pupils write the remaining names.

KEY: Activity 1: 2 Is Tom reading a book? 3 Are Ben and Magda / Magda and Ben playing table tennis? 4 Is Donna playing with her dog? 5 Is Kate listening to music? 6 Are Susan and David / David and Susan having lunch?; **Activity 2:** Tom (reading a book), Ben and Magda (playing table tennis), Mike (playing the recorder), Kate (listening to mp3 player), Susan and David (eating breakfast), Donna (playing with her cat)

Optional follow-up activity: Pupils work in pairs. Pupil A hides the worksheet from Pupil B and ask questions to test Pupil B's memory, e.g. *Is Kate listening the radio?* Pupils then swap.

Worksheet 4: Matching pairs

Using the worksheet

- This worksheet gives practice in working with pattern and symmetry.
- Pupils work in pairs with one worksheet between them. They cut out the cards and colour in the animals and objects. They then cut the cards in half.
- Pupils mix up the 24 card halves and turn them face down. They take turns to turn over two cards. If they match, the pupil says the name of the animal/object and any pattern, e.g. *a ball with stripes, a starfish with spots* and keeps the pair of cards. The winner is the player with most pairs at the end of the game.

Optional follow-up activity: Pupils play again but this time they invent a name for the 'creatures' or objects that they form as they put down opposing halves, e.g. if a pupil turns over a butterfly and a starfish, they can call it a 'starfly' or a 'butterfish'; if they turn over a frog and a drum, they call it a 'frum' or a 'd'rog'. They can copy the pictures onto card and name them for a classroom display.

Mathematical competence

Bring some pictures of symmetrical and asymmetrical buildings from your country to class. Ask pupils what they think each building is used for and tell them some information about each one. Choose a building. Pupils work in pairs to organise themselves into the shape of the building. Repeat with different buildings. Ask pupils to look for more examples of symmetrical and asymmetrical buildings in their town for the next class.

5

Worksheet 1: You're cleaning your goggles.

Name: _____

1 Look and read. Write yes or no.



- | | | | | |
|---|--|--------------------------------|--|-----------|
| 1 | | You're cleaning your goggles. | | <u>no</u> |
| 2 | | You're dancing. | | _____ |
| 3 | | You're talking on the phone. | | _____ |
| 4 | | You're reading a book. | | _____ |
| 5 | | You're fishing. | | _____ |
| 6 | | You're listening to the radio. | | _____ |

2 Read and tick (✓) or cross (X).



- | | | | |
|-----------------|---|--|--|
| 1 fly | a plane <input checked="" type="checkbox"/> | a kite <input checked="" type="checkbox"/> | a desk <input checked="" type="checkbox"/> |
| 2 play the | guitar <input type="checkbox"/> | monkey <input type="checkbox"/> | piano <input type="checkbox"/> |
| 3 listen to | a football <input type="checkbox"/> | the radio <input type="checkbox"/> | music <input type="checkbox"/> |
| 4 play with the | dog <input type="checkbox"/> | pizza <input type="checkbox"/> | cat <input type="checkbox"/> |
| 5 read a | TV <input type="checkbox"/> | book <input type="checkbox"/> | story <input type="checkbox"/> |
| 6 clean your | shoes <input type="checkbox"/> | burger <input type="checkbox"/> | goggles <input type="checkbox"/> |

Vocabulary: Actions

5

Worksheet 2: Rob's mum and her sisters

Name: _____

1 Look at the picture and read. Write about Rob's mum.



Rob

My mum's got nine sisters and they love music! This is a family photo. My mum isn't singing and she isn't dancing. She isn't playing the drums. She isn't talking on the phone. She isn't playing the flute or the piano. My mum's name is _____ and she's _____.

2 Look at the sisters in Activity 1. Read and circle.

- 1 Jessica **is** / **isn't** playing the drums.
- 2 Caroline and Erin **are** / **aren't** dancing.
- 3 Amanda **is** / **isn't** singing.
- 4 Imogen **is** / **isn't** playing the flute.
- 5 Diana **is** / **isn't** playing the guitar.
- 6 Gemma and Hannah **are** / **aren't** playing the piano.

Grammar 1: Present continuous, 3rd person: affirmative and negative

5

Worksheet 3: Is Tom reading a book?

Name: _____

1 Write the questions.



1 playing / ? / Is / the / saxophone / Mike

Is Mike playing the saxophone?

No, he isn't.

2 reading / ? / a / Tom / Is / book

Yes, he is.

3 Magda / Ben / playing / tennis / Are / ? / table / and

Yes, they are.

4 Is / ? / dog / Donna / with / playing / her

No. She's playing with her cat.

5 music / Kate / ? / Is / to / listening

Yes, she is.

6 Susan / having / David / ? / and / lunch / Are

No. They're having breakfast.

2 Read the questions and answers in Activity 1. Look and write the names on the picture.

Grammar 2: Present continuous, 3rd person: questions and answers

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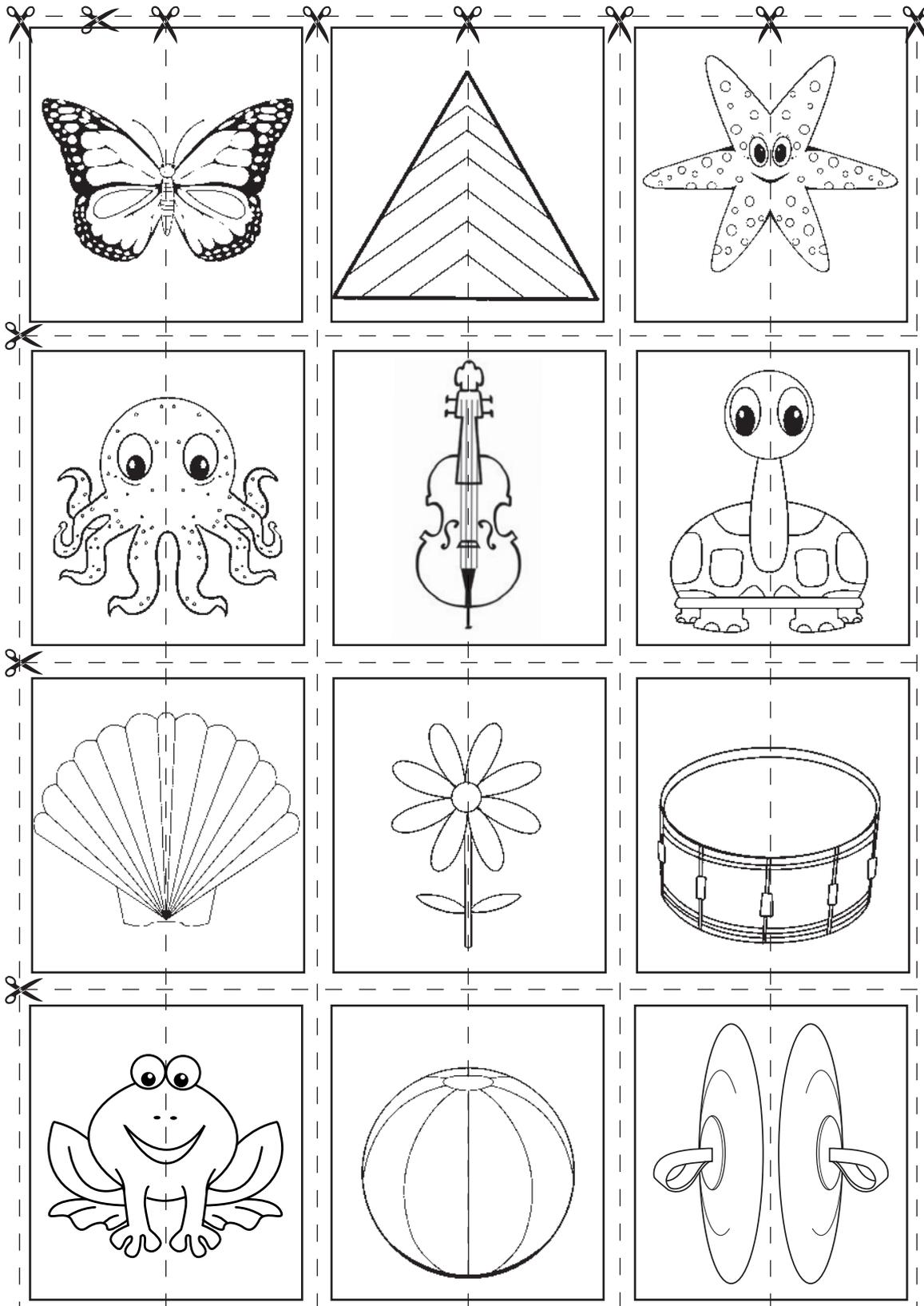
Quick Minds Teacher's Resource Book Level 3

5

Worksheet 4: Matching pairs

Name: _____

Colour the cards. Cut them out and play.



CLIL: Art and Maths: Patterns and Symmetry

6 The market

Worksheet 1: Food

Using the worksheet

- These writing activities practise vocabulary for food. They also raise awareness of vowels and consonants.
- **YLE** Pupils work individually or in pairs. They use the picture to complete the words by filling in the consonants.
- Pupils then look at the picture again and write down the other food they can see.
- Finally, pupils can work in pairs. Pupil A describes one of the foods, e.g. *It's a fruit. It's big and green.* Pupil B looks at the worksheet and names the food, e.g. *watermelon.* They then swap.

Extension: Activity 1: Delete more of the letters before photocopying the worksheet.

Extension: Pupils play the above game from memory.

KEY: Activity 1: 2 eggs, 3 bread, 4 fish, 5 mangos, 6 watermelons, 7 lemons, 8 grapes, 9 beans, 10 potatoes; **Activity 2:** (no set order) 2 sausages, 3 apples, 4 bananas, 5 carrots

Optional follow-up activity: Ask pupils to draw a two by three bingo grid and draw six items of food on it. Slowly say different food words, e.g. *peas, mangos, potatoes, eggs* Keep a note of the words as you say them. When pupils hear a food item from their grid, they cross it out. The first person with six crosses says *Bingo!*

Worksheet 2: Would you like some peas?

Using the worksheet

- This writing activity practises *Would you like . . . ?*, *a*, *an* and *some*, *Yes, please* and *No, thank you*.
- Pupils complete the questions according to the food in the pictures.
- Ask pupils to choose an answer for themselves to each question and draw the missing mouths (smiley for *Yes*, sad face for *No*). Then they write the answers *Yes, please* or *No, thank you*.
- Pupils practise the dialogues in pairs.

Reinforcement: Put questions 2 and 3 on the board, eliciting the missing words and helping pupils to choose *a*, *an* or *some* according to the food offered (*a banana, some cheese*). Pupils write the rest of the questions in pairs. Monitor and help as necessary.

Extension: During the pair practice, pupils who say *No, thank you* can complete their reply with what they would like, e.g. *No, thank you. I'd like some cheese.*

KEY: 2 like a banana? 3 you like some cheese? 4 Would you like some grapes? 5 Would you like an apple? 6 Would you like some bread? (The faces that pupils draw should match their answers.)

Optional follow-up activity: Ask a question, e.g. *Would you like an egg?* Then add another food, e.g. *Would you like an egg and some bread?* Ask a volunteer to repeat and add another food word, e.g. *Would you like an egg, some bread and some sausages?*, etc. Pupils can then play in groups.

Worksheet 3: Are there any peas?

Using the worksheet

- This worksheet practises *Is/Are there any . . .* questions and answers with *Yes / No, there is / isn't / are / aren't*.

Social and civic competences

Ask pupils when and how often they say 'please' and 'thank you' in their own language. Tell pupils that, in English, it's really important to use these words. Elicit some typical classroom requests, e.g. *Can I have a pencil, please?* or *Can you help me, please?* Pupils write the questions onto paper to make a display.

- Pupils work in pairs. They cut out one set of word cards per pair, shuffle them and lay them face up on the desk. Pupils then take turns placing cards on the desk to make as many questions and answers as possible.

KEY: (Possible questions and answers): Is there any fish /bread? Yes, there is. / No, there isn't. Are there any beans/peas/mangos/carrots? Yes, there are. No, there aren't.

Optional follow-up activity: Pupils work in pairs. Pupil A makes a question or answer from the cards without showing Pupil B. Pupil A writes the sentence down and then mixes up the cards and passes them to Pupil B to put them in order. Pupil A then checks.

Worksheet 4: I love lunch!

Using the worksheet

- These reading and writing activities review food vocabulary and statements and question forms.
- **YLE** Pupils read the text and complete it with the words under the pictures. (Not all of the words are used.)
- Pupils then complete the questions with the words in the box. They can then work in pairs to ask and answer the questions.

Reinforcement: Activity 1: Erase the distractors 'sweets' and 'breakfast' before photocopying the worksheet.

Extension: Activity 1: Erase the words under the pictures and write the first letter of each word in the gaps in the text; **Activity 2:** Erase the word box before photocopying the worksheet.

KEY: Activity 1: 2 chicken, 3 favourite, 4 weekend, 5 family, 6 grapes; **Activity 2:** 2 Who, 3 Where, 4 What's, 5 Would, 6 Is

Optional follow-up activity: Pupils do a class survey about one of the questions in Activity 2 and report back to the class.

6

Worksheet 1: Food

Name: _____

1 What can you see at the market? Complete the words.

- 1 t o m a t o e s 2 e _ _ _ 3 _ _ e a _ 4 _ i _ _
 5 _ a _ _ o _ 6 _ a _ e _ _ e _ o _ _ 7 _ e _ o _ _
 8 _ _ a _ e _ 9 _ e a _ _ 10 _ o _ a _ o e _



2 What other food can you see at the market? Write the words.

- 1 peas 2 _____ 3 _____
 4 _____ 5 _____

Vocabulary: Food

6

Worksheet 2: Would you like some peas?

Name: _____

Complete the questions. Draw a mouth and write *Yes, please* or *No, thank you*.

1

Would you like
some peas?



Yes please.

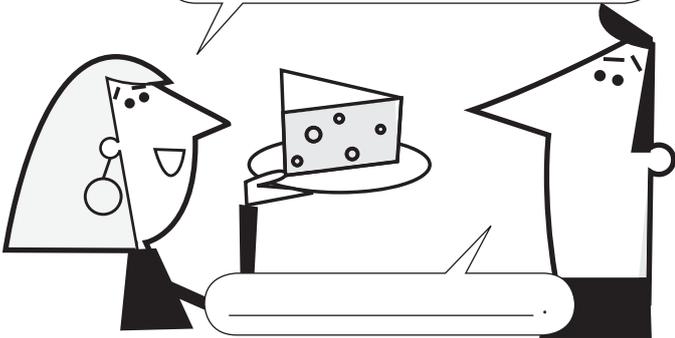
2

Would you _____
_____?



3

Would _____
_____?



4

_____?



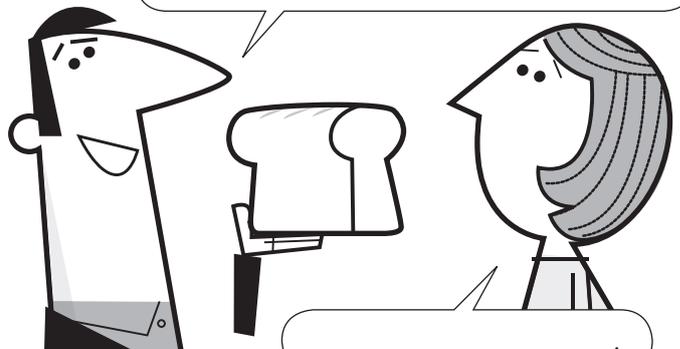
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_____?



6

_____?



Grammar 1: *Would like* (for offers); *Yes, please. No, thank you.*

6

Worksheet 3: Are there any peas?

Name: _____

Cut out the cards. Make questions and answers.

?	Are	Is	?	Yes	Are
there	peas	.	there	any	fish
Is	,	any	Are	.	are
are	,	any	,	any	there
Are	?	.	?	isn't	there
No	any	there	there	Yes	beans
bread	?	.	there	,	is
aren't	there	Yes	any	there	,
?	.	there	there	No	mangos
carrots	there	No,	,	.	are

Grammar 2: *Is there / Are there any ... ?*

6

Worksheet 4: I love lunch!

Name: _____

1 Read and complete. There are two extra words.

My name's Emily and I love lunch!

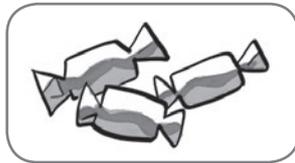
At ¹ school, I eat with my friends. My friends have burgers and chips.

I don't. I don't like burgers. I have ² _____ and potatoes. On Friday, we have fish, potatoes and peas. It's my ³ _____ lunch.

At the ⁴ _____, I have lunch with my ⁵ _____. We have cheese sandwiches. My mum doesn't. She doesn't like cheese. She has a sausage sandwich. We have fruit, too. I have ⁶ _____ and my sister has a mango.



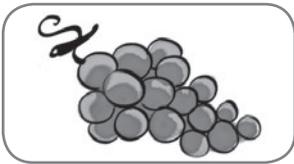
family



sweets



chicken

~~school~~

grapes



weekend



favourite



breakfast

2 Complete the questions. Then ask and answer.

~~What~~ Is What's Would Where Who

1 What do you drink for breakfast?

2 _____ makes breakfast in your family?

3 _____ do you eat lunch?

4 _____ your favourite lunch?

5 _____ you like burgers for dinner?

6 _____ there any fruit in your bag?

Skills: Reading, writing and speaking

Worksheet 1: Places in a town

Using the worksheet

- This worksheet practises vocabulary for places in a town: *park, playground, hospital, cinema, swimming pool, bus stop, shop, train station, café and street*.
- Pupils look at the pictures and find the words in the wordsearch. (The words go across and down). Then they label the pictures.
- Provide pupils with squared paper and ask them to make their own wordsearch. Then they swap puzzles with a partner.

Reinforcement: Activity 1: Write the names of the places in the pictures in random order on the board or on the worksheet before photocopying.

KEY: Activity 1: 2 park, 3 playground, 4 hospital, 5 bus stop, 6 shop, 7 swimming pool, 8 train station, 9 café, 10 street

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

Activity 2: Answers will vary.

Optional follow-up activity: Demonstrate how to play *House*. Write dashes to represent one of the town words on the board, e.g. _ _ _ _ _ _ (street). Pupils take turns to guess the letters. If they guess a letter correctly, write the letter in the word. For each incorrect guess draw one line of a house which has four lines for the walls, two lines for the roof and three lines for the door. If the house is complete before all of the letters have been guessed, you win. But if a pupil guesses the word, they take the next turn. Pupils can also play the game in groups.

Worksheet 2: Has your town got a school?

Using the worksheet

- These observation and writing activities practise asking and answering questions with *has got* and vocabulary for places in a town.
- Pupils use the picture to complete the dialogue.
- Then ask pupils to imagine what the planet Zula might be like and then write questions about it. Pupils work in pairs, taking turns to ask and answer the questions by pretending to be a visitor to Zula and the alien Zuzu respectively.

Reinforcement: Activity 2: Add some words to the questions before photocopying the worksheet.

KEY: Activity 1: 2 No, it hasn't. 3 Yes, it has. 4 Yes, it has. 5 No, it hasn't. 6 Yes, it has; **Activity 2: (Possible questions):** 2 Has Zula got a playground? 3 Has Zula got a train station? 4 Has Zula got a school?

Optional follow-up activity: Pupils draw a picture of Zula. Then they write sentences about it, e.g. *Zula has got three playgrounds*. Display their work.

Worksheet 3: It's next to ...

Using the worksheet

- These reading and writing activities practise prepositions of place: *behind, between, in front of, next to* and places in a town.
- Pupils read the sentences and draw pictures to illustrate them. They can then compare in pairs.
- Then ask pupils to think about their home town and write four sentences, using the words already given. Encourage them to use different prepositions.
- Pupils work in pairs. Pupil A reads his/her sentences to Pupil B. Pupil B listens and draws. They then swap roles. Finally, they check their partner's pictures.

KEY: Activity 1: Pupils' drawings to show: 1 The café is next to the train station. 2 There's a park behind the school. 3 The cinema is between the shop and the swimming pool. 4 There's a street in front of the park; **Activity 2:** Answers will vary.

Optional follow-up activity: Demonstrate how to do a group picture dictation. Dictate a sentence for all of the pupils to draw in the centre of a piece of paper, e.g. *In our town, there's a sweet shop*. Pause while pupils draw. Continue with *There's a fruit shop next to the sweet shop. There's a park behind the shops*. Ask a volunteer to dictate the next sentence. The dictation continues. Pupils compare their drawings at the end.

Worksheet 4: Town planning

Using the worksheet

- This worksheet practises *has got*, places in a town and prepositions of place. It also gives pupils the opportunity to do project work together.
- Pupils work in groups. Tell them that they are going to design a new town on an island. Ask them to look at the map and choose the town's location, then write a list of what their town has got. Next, they plan where things are in the town and write sentences about them. Then they draw a sketch plan of the town, according to their sentences.
- Finally, pupils draw and colour or paint their town on A3 paper. Then they think of a name for their new town.
- Pairs present their towns to the class, e.g. *In my town, there is a fish shop next to the sea*. The class vote on the town that they would most like to live in.

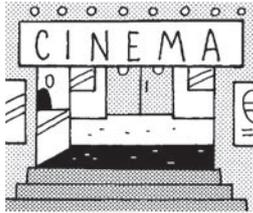
Optional follow-up activity: Show pupils photographs of different real towns and cities (old, modern, industrial, rural). Elicit adjectives to describe the towns, *big, small, clean, dirty*, etc. and ask *Would you like to live here?*

7

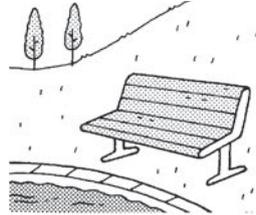
Worksheet 1: Places in a town

Name: _____

1 Look, find and write the words.



1 cinema



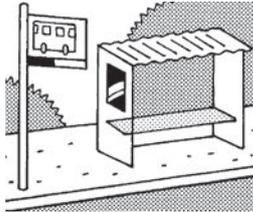
2 _____



3 _____

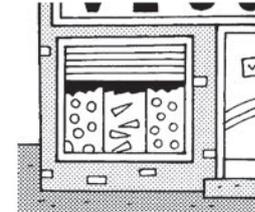


4 _____

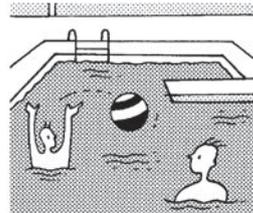


5 _____

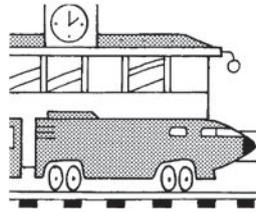
h	o	s	p	i	t	a	l	i	p
b	a	w	l	p	r	c	u	v	a
u	p	i	a	e	a	m	s	g	r
s	h	m	y	n	i	n	o	f	k
s	i	m	g	m	n	v	k	d	e
t	n	i	r	m	s	h	o	p	b
o	r	n	o	h	t	b	p	s	r
p	e	g	u	n	a	w	l	o	a
u	s	p	n	s	t	r	e	e	t
s	q	o	d	w	i	b	z	i	n
f	q	o	c	i	o	c	a	f	e
s	i	l	c	i	n	e	m	a	m



6 _____



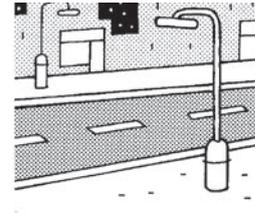
7 _____



8 _____



9 _____



10 _____

2 Make a new wordsearch.

Vocabulary: Places in a town

7

Worksheet 2: Has your town got a school?

Name: _____

1 Look and answer.



Hello! I'm Zuzu from the planet Zula.



Welcome to my town!



Thank you. Has your town got a school?



1 *Yes, it has.* _____



Has it got a hospital?



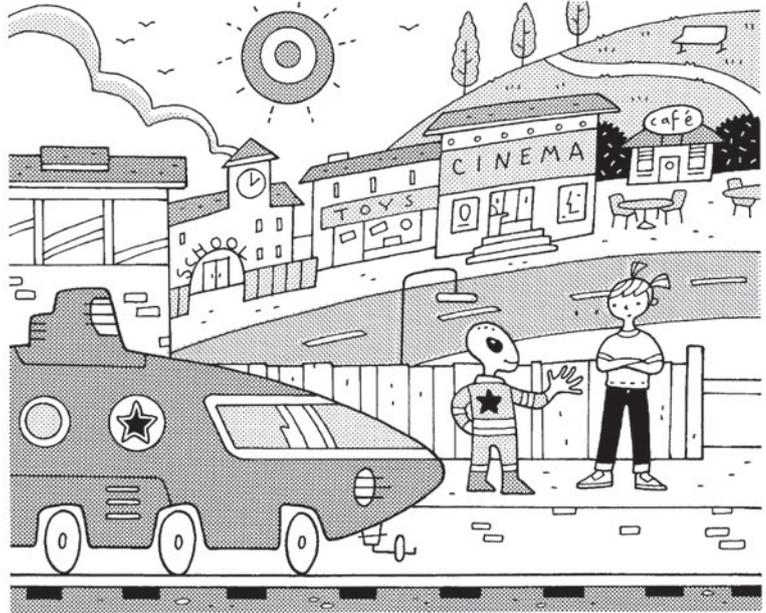
2 _____



Has it got a cinema?



3 _____



Has it got a swimming pool?



5 _____



Has it got a park?



4 _____



Has it got a café?



6 _____

2 Write questions about the planet Zula.

1 *Has Zula got a toy shop* _____ ?

2 _____ ?

3 _____ ?

4 _____ ?

Grammar 1: Has (it) got ... ? Yes, it has / No, it hasn't

7

Worksheet 3: It's next to ...

Name: _____

1 Read and draw.

1 The café is next to the train station.



2 There's a park behind the school.

3 The cinema is between the shop and the swimming pool.

4 There's a street in front of the park.

2 Think about your town. Write sentences.

- 1 The _____ is next to the _____.
- 2 There's a _____.
- 3 _____.
- 4 _____.

Grammar 2: Prepositions

7

Worksheet 4: Town planning

Name: _____

Make a new town on an island.

1 What has your town got?

It's got a fish shop



2 Plan where things are in your town.

The fish shop is next to the sea

3 Draw a plan of your town.

4 Draw and colour or paint your town on a big piece of paper. Think of a name for your town. Tell the class about it.

CLIL: Art: Town planning

8 Holiday plans

Worksheet 1: Holidays

Using the worksheet

- These reading and writing activities practise vocabulary for holiday activities: *visit my cousins, help in the garden, read a comic, build a tree house, learn to play the guitar, go camping/hiking, take riding lessons.*
- Pupils work individually or in pairs. Tell them to cover the column on the left, look at the activities on the right and predict the words on the left. Then they look and match the words.
- Pupils then label the pictures with the correct phrases.
- Pupils can then work in pairs. Pupil A mimes an activity and Pupil B guesses it. Pupils swap roles.

KEY: Activity 1: 2h, 3e, 4f, 5c, 6b, 7d, 8a; **Activity 2:**

2 build a tree house, 3 help in the garden, 4 take riding lessons, 5 read a comic, 6 learn to play the guitar, 7 go hiking, 8 visit my cousins

Optional follow-up activity: Pupils work in pairs. They choose a holiday activity and brainstorm the things that they would need to do it. Pupils share what they already know, look on the Internet and in dictionaries and ask you for information. Help with new language. Pupils present their holiday activity, e.g. *My holiday activity is 'go camping'. To go camping you need a tent, a rucksack or bag, food, wood, a stove and a torch.*

Worksheet 2: Can I ... ?

Using the worksheet

- This game practises *can* for requests and revises vocabulary for holiday and other free time activities *go hiking, play computer games, watch TV, go camping, play football, play tennis, listen to the radio, fly a kite, play the guitar, help in the garden, play in the park, read a comic, paint a picture, build a tree house, go swimming, visit my cousins.*
- Pupils work in pairs or small groups. Give each group a dice or spinner and some counters. Pupils put the counters on *Start* and take turns to throw the dice or spin the spinner. The pupil with the highest score in each group starts. Pupils move the appropriate number of spaces. If they land on a picture with ?, they ask a question using the picture as a prompt, e.g. *Can I go hiking?* If they make a mistake, they miss a turn. If they land on *Yes, you can! / No you can't!*, they move forward / back two spaces. Monitor and correct as necessary. The winner is the first pupil to reach *Finish*.

Optional follow-up activity: Ask pupils about the board games they play at home. Then ask them to work in groups and make their own board game to revise a unit from *Quick Minds 3*. Monitor and help as necessary. Make copies of the board games and play them with the class as a revision activity.

Worksheet 3: Would you like to ... ?

Using the worksheet

- These writing and reading activities practise *Would you like to ... ?* questions for plans, and positive and negative answers. They also review vocabulary for holiday activities.
- Pupils complete/write the questions according to the activity in each picture.
- They then read the answers and match them to questions in Activity 1. They write a number on each line.

KEY: Activity 1: 2 Would you, 3 Would you like to, 4 Would you like to take riding lessons? 5 Would you like to go camping? 6 Would you like to build a tree house? **Activity 2:** b6, c5, d3, e2, f1

Optional follow-up activity: Pupils ask and answer questions about their own holidays, e.g. *Would you like to go camping, Maria?* Encourage pupils to extend their answers as in Activity 2.

Worksheet 4: Questions game

Using the worksheet

- This board game reviews language from *Quick Minds* Level 3. Pupils will need counters, a coin and a dice to play the game.
- Pupils play in pairs. They put their counters on the *Start* square. Pupil A tosses the coin. If it's 'heads' they move forward one square. If it's 'tails' they move forward two squares. Pupil B rolls the dice and asks Pupil A the corresponding question, e.g. Pupil B rolls a three and asks *What's he/she got?* Pupil A answers according to the picture in the square. If Pupil A answers correctly, he/she stays on the current square. If he/she answers incorrectly, the counter moves back to the start of the turn.
- Monitor carefully to help with any disputed answers.
- The winner is the first pupil to reach the *Finish* square.

Reinforcement: Pupil A gets a second chance after an incorrect answer OR Pupil B rolls the dice and asks a different question.

Extension: If Pupil A answers correctly, he/she moves forward and stays there, as above. Then Pupil B asks a second question of their choice. Pupil A must also get this question correct to stay on the current square.

Optional follow-up activity: Pupils work in pairs to play a guessing game. Pupil A chooses a square from the board and makes a phrase about it, e.g. *He's got a comic.* Pupil B has ten seconds to find and say the number of the square to win a point. Pupils swap roles. The first pupil to get ten points wins.

8

Worksheet 1: Holidays

Name: _____

1 Match the words.

- | | |
|---------|----------------------|
| 1 go | a hiking |
| 2 visit | b to play the guitar |
| 3 read | c in the garden |
| 4 build | d riding lessons |
| 5 help | e a comic |
| 6 learn | f a tree house |
| 7 take | g camping |
| 8 go | h my cousins |

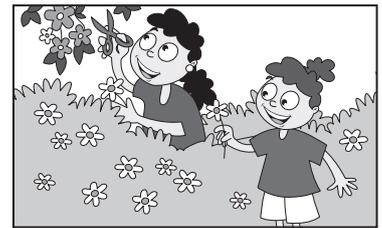
2 Look and write the words from Activity 1.



1 go camping



2 _____



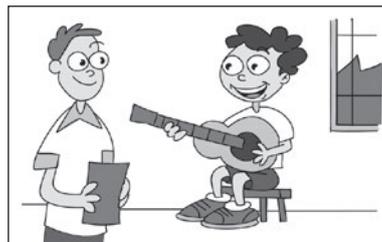
3 _____



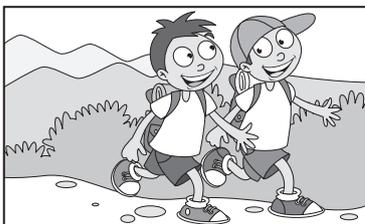
4 _____



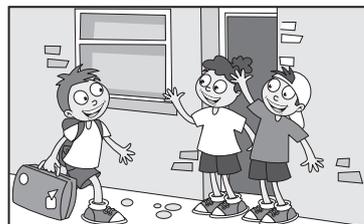
5 _____



6 _____



7 _____



8 _____

Vocabulary: Holidays

8

Worksheet 2: Can I ... ?

Name: _____

Play the board game.



	<p>22</p> <p>NO, YOU CAN'T!</p>	<p>21</p>	<p>20</p>
<p>16</p>	<p>17</p>	<p>18</p>	<p>19</p> <p>YES, YOU CAN!</p>
<p>15</p>	<p>14</p>	<p>13</p> <p>NO, YOU CAN'T!</p>	<p>12</p>
<p>8</p> <p>YES, YOU CAN!</p>	<p>9</p>	<p>10</p>	<p>11</p>
<p>7</p>	<p>6</p>	<p>5</p>	<p>4</p> <p>NO, YOU CAN'T!</p>
<p>Start</p>	<p>1</p>	<p>2</p> <p>YES, YOU CAN!</p>	<p>3</p>

Grammar 1: Can (for requests)

8

Worksheet 3: Would you like to ... ?

Name: _____

1 Write the questions.

1  *Would you like to help in the garden* _____ ?

2  _____ like to learn to play the guitar?

3  _____ read a book?

4  _____ ?

5  _____ ?

6  _____ ?

2 Match these answers to the questions in Activity 1.

- a Yes, I would. I love horses. 4
- b Yes, I would. Tree houses are great! _____
- c Yes, I would. Camping's fun! _____
- d No, thank you. I'd like to read a comic. _____
- e No, thank you. I don't like music. _____
- f No, thank you. It's hot! _____

Grammar 2: *Would like* (for plans)?

8

Worksheet 4: Questions game

Name: _____

Play the questions game.

1  Where is he / she?

4  What's he / she wearing?

2  What's he / she doing?

5  How many _____ are there?

3  What has he / she got?

6  Would you like to ... ?



16  →

17  →

18  →

FINISH

15  ←

14  ←

13  ←

12  ←

8  →

9  →

10  →

11  ←

7  ←

6  ←

5  ←

4  ←

START →

1  →

2  →

3  ←

Skills: Reading, speaking and listening

Introduction to the tests

The Tests in *Quick Minds* Teacher's Resource Book 3 have been especially designed for the needs of Spanish teachers and pupils at Primary level. They reflect the language which is presented and practised in *Quick Minds* Pupils Book 3 and also the work on basic competences in the relevant Pupil's Book units.

What is the format of the tests in *Quick Minds* Teacher's Resource Book 3?

There are two photocopiable tests for each of the three school terms at different levels of difficulty: one test at Standard level and one at High level (six tests in total). Each test is made up of four pages, and one skill (Listening, Reading, Writing or Speaking) is tested on each page. There are recordings on Downloadable Audio CD4 for the Listening tests. From page 51 onwards there are procedural notes, answer keys and tapescripts for each test.

Each page of the tests has a line for pupils to write their name, making it easy to identify and mark their work.

When do I use the tests?

There is considerable flexibility built into the tests, so that each teacher can use them at intervals best suited to his/her teaching situation.

You may be preparing your pupils for internal end-of-term exams at your school or Competence Tests, and wish to use each test two or three weeks before the formal test, in order to gauge your pupils' level and revise any areas of difficulty. You may be preparing for external examinations, such as those offered by Cambridge English and wish to use the tests as a diagnostic aid to decide which level your pupils are ready to take, or as preparation a few weeks before the external examinations are to take place.

Alternatively, you can use the tests for ongoing evaluation of progress on the *Quick Minds* course itself, as the skills and material in each test correspond directly to each three units of the Pupil's Book and Activity Book (Test 1 relates to the Meet The Explorers Unit and Units 1 and 2, Test 2 to Units 3 to 5 and Test 3 to Units 6 to 8).

How do I use the tests?

The tests are designed to be easy to use and to cater for the diverse needs of the classroom. You can assign tests according to the level of your pupils – the Standard level test reflects the level of the Pupil's Book and Activity Book, whereas the High level test is intended to stretch the stronger pupils in your class. Because the tests are photocopiable and have a page-by-page layout, you can tailor them to your needs and timetable. You may find that you only have time in class to assess one or two skills at a time, and so choose to use individual pages in different lessons, rather than all four pages of a test at once.

Many of the activities in the tests cover similar content and task types to the tasks in external exams (the Cambridge English: Young Learners tests or Spanish diagnostic tests). Activities which help to train pupils in these task types are marked in the teacher's notes with **YLE**. You may wish to combine activities of a particular type to make one longer test in order to focus your pupils' practice on a particular exam technique. You can also choose to emulate the exam conditions of an external test by asking your pupils to sit separately, work individually and in silence and keep to a specific time limit.

Scoring

Each test is marked out of 45. For ease of use, there is a space after every exercise, showing the marks available, and with space for recording the mark the pupil has achieved.

The division of marks for each skill within a test is as follows:

Listening	15
Reading	10
Writing	10
Speaking	10

Teacher's notes, tapescripts and answer keys

Term 1 test – Standard

(testing the content of the Meet The Explorers Unit and Units 1 and 2)

Listening

1 Listen and tick (✓). (5 marks)

Pupils look at the pairs of pictures and listen. They tick the correct picture each time according to what they hear.

TAPESCRIPT

1

Boy: Do you play table tennis?

Girl: No, I don't. I play volleyball.

2

Girl: Is this your skateboard?

Boy: No. I've got a scooter.

3

Boy 1: I play football in the park.

Boy 2: So do I.

4

Boy: Can you skip?

Girl: No, I can't. But I can touch my toes!

5

Girl: Have you got a brother?

Boy: No, I haven't. I've got a sister.

KEY: 1b, 2a, 3a, 4b, 5a

2 Listen and match. (10 marks: 2 marks for each cat correctly matched to its birthday month)

Pupils look at the pictures and the names of the months and listen. They draw lines to match the cats to their birthday months.

TAPESCRIPT

1

Girl: My cat's funny and he likes games.

Boy: When's his birthday?

Girl: In January.

2

Girl: I've got a beautiful cat. She's very clean.

Boy: And when's her birthday?

Girl: Her birthday's in July.

3

Boy 1: How old is your cat, Nick?

Boy 2: Very old. He's seventeen in May.

Boy 1: Wow!

4

Boy 1: Have you got a cat, Tom?

Boy 2: Yeah. My cat's happy! She's got a big smile. And her birthday's in March.

5

Girl 1: Our cat's serious.

Girl 2: Yes. His birthday's in November but he doesn't like birthdays.

KEY: a July, b November, c March, d May, e January

Reading

1 Read and tick (✓) or cross (X). (5 marks)

Pupils look at the pictures and read the sentences. They tick or cross the box each time accordingly.

KEY: 1 ✓, 2 ✓, 3 X, 4 ✓, 5 X

2 Read and complete with the words under the pictures. (5 marks)

Pupils read the text and complete the gaps with the words under the pictures. Remind pupils that there are two words that they do not need to use.

KEY: 1 funny, 2 bike, 3 weekend, 4 kite, 5 birthday

Writing

1 Look and complete with the words in the box. (5 marks)

Pupils look at the pictures and read what the people are saying. They write a possessive adjective from the word box to complete each sentence.

KEY: 1 their, 2 our, 3 her, 4 my, 5 his

2 Write about your week. (5 marks)

Pupils write about what they do on five different days. Tell them to write a different day and activity for each sentence. Encourage pupils to use the pictures for inspiration.

KEY: Answers will vary but should include: On Monday(s), etc.; **they might include:** go swimming, play football/tennis, listen to music, eat an ice cream, play computer games, read a book, fly a/my kite, paint a picture, take a photo/photos

Speaking

1 Look at the pictures. Talk about your activities. (5 marks: 1 for each correctly spoken 'activity' phrase)

Pupils work in pairs (or with the teacher). Before the test, make 20 cards and put either a tick or a cross on each one, in roughly equal numbers. Shuffle the cards and place them face down on the table. Demonstrate by pointing to the first picture and saying *I play football*. Turn over the top card in the pile. If it's a tick, the answer will be *So do I*. If it's a cross, the answer will be *I don't*. Pupils look at the pictures and take turns to point and say phrases about five activities for their partner to turn over a card and respond.

2 Listen to the number. Ask and answer.

(5 marks: 1 for each correctly formed question)

Using the same set of pictures as in Activity 1, Pupil A (or the teacher) says, in turn, five numbers from 1 to 20, e.g. *seventeen*. For each number, Pupil B looks at the corresponding picture and asks an appropriate question each time, e.g. *Do you go to the beach at the weekend?* Pupil A answers truthfully *Yes, I do* or *No, I don't*. If pupils are working in pairs, Pupil B then nominates five pictures for Pupil A to ask five questions.

Term 1 test – High

(testing the content of the Meet The Explorers Unit and Units 1 and 2)

Listening

1 Listen, write and circle. (10 marks)

Pupils listen and complete the table. They write a birthday month on each line and circle the favourite month of each person according to what they hear.

TAPESCRIPT

1
Boy: This is my dad. His birthday's in November. What's your favourite month, Dad?

Man: I like July. Yes, July's my favourite month.

2
Boy: This is my sister. Her birthday's in January. It's a cold month. I like January.

Girl: I don't. I like May. It's not cold in May.

3
Boy: This is my grandpa. His birthday's in April. Do you like April, Grandpa?

Man: No, I don't. I don't like the rain. I like hot months. My favourite's August.

4
Boy: This is my cousin, Kim. Her birthday's in March. I like March.

Girl: So do I. But my favourite month's December.

5
Boy: This is my uncle. His birthday's in September. What's your favourite month?

Man: It's February. I like cold months.

Boy: So do I. February's great!

KEY: 1 November / July, 2 January / May, 3 April / August, 4 March / December, 5 September / February

2 Listen and write the number. (5 marks)

Pupils listen to the descriptions of the families and match them to the pictures. They write a number in the box each time according to what they hear.

TAPESCRIPT

1
Woman: How many people can you see?
Girl: There's one man and there are two girls. They've got a long sofa and a very clean cat.

2
Woman: Have they got a long sofa?
Girl: Yes, they have.

Woman: And have they got a cat?
Girl: Yes. Their cat's very dirty!

3
Woman: How many people can you see?
Girl: I can see two men and two women.

Woman: Have they got a long sofa?
Girl: No, they haven't.

Woman: Have they got a cat?
Girl: Yes. Their cat's old.

4
Woman: Is it a small family?
Girl: Yes, there's a mum, a dad and one boy.

Woman: And a cat?
Girl: Yes. Their cat's beautiful and it's happy.

5
Woman: Is their sofa long?
Girl: Yes, it is.

Woman: Is their cat happy?

Girl: No, it isn't. It's sad.

KEY: a4, b1, c5, d2, e3

Reading

1 Read and write the names. (4 marks)

Pupils read the conversations and write the names of the four people in grid.

KEY: 1 Ben, 2 Sarah, 3 Nick, 4 Lily

2 Look at Activity 1 again. Read the sentences.

Write **yes** or **no**. (6 marks)

Pupils look again at Activity 1. They read the sentences in Activity 2 and write **yes** or **no**.

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

Writing

1 Look and complete with one or two words.

(5 marks)

Pupils look at the picture and complete the sentences accordingly. Tell pupils to use one or two words.

KEY: 1 Monday, 2 fly my kite, 3 birthday's / birthday is, 4 can't, 5 's got

2 Look at the sentences in Activity 1. Write about you. (5 marks)

Pupils complete the sentences about themselves.

KEY: Answers will vary.

Speaking

1 Find different pictures. Point and say sentences.

(5 marks: 1 mark for each pair of correct sentences)

Pupils work in pairs (or with the teacher). They take turns to find two opposite pictures, point to them and say sentences about them, e.g. *She plays tennis. She plays badminton.*

KEY: Possible sentences are: It's a(n) old/young dog / new/old skateboard/bike. / He's funny/serious. / She plays badminton/tennis. / She/He can't/can /touch her toes/skip. / She/He's got four brothers/sisters. / His/Her/Their birthday is/'s in February/April/August/December.

2 Talk about you. (5 marks: 1 mark for each sentence)

Pupils work in pairs (or with the teacher). They take turns to make phrases about themselves on different days of the week or in different months using the pictures as prompts, e.g. *I swim in the sea in December.* (If pupils are in pairs, the partner could listen and say **true** or **false** each time. The speaker could then confirm whether it was true or false.)

Term 2 test - Standard

(testing the content of Units 3 - 5)

Listening

1 Listen and tick (✓). (5 marks)

Pupils read the question and look at the pictures. They listen and tick one of the three pictures according to what they hear.

TAPESCRIPT

1 What's Sam doing?

Woman: That's beautiful music. Is Sam playing the guitar?
Girl: No. He's listening to music in his bedroom. Girl: No. She's in the dining room.

Woman: On the radio?

Girl: No. On his computer.

2 What animals can they see?

Man: How many animals can you see?

Boy: There are three sheep.

Man: They're not sheep. They're goats! And are there any cows?

Boy: No, there aren't.

3 Where's Mum?

Boy: What's Mum doing? Is she in the kitchen?

Girl: No, she isn't. She's reading.

Boy: In the living room?

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

2 Listen and write the times under the pictures. (10 marks: 5 x 2 marks per correct time on the correct picture)

Pupils listen and look at the pictures. They identify the correct picture each time, then write in the appropriate time.

TAPESCRIPT

1

Girl: When do you get up?

Boy: At six o'clock. Do you get up at six o'clock?

Boy: Yes, I do.

2

Boy: And I go to school on the bus at seven o'clock.

Girl: Do you like it?

Boy: Yes. I can talk to my friends on the bus.

3

Girl: When do you have lunch?

Boy: At twelve o'clock.

Girl: Is it good?

Boy: Yes, I like it. We have pizza on Thursdays. It's my favourite!

4

Girl: Do you play football at school?

Boy: No, I don't. I play football with my friends in the park at five o'clock.

Girl: That's good.

5

Girl: And do you watch TV?

Boy: Yes, at eight o'clock with my sister. We like the animals on TV. They're fun.

KEY: clocks showing: a 12 o'clock, b 8 o'clock, c 6 o'clock, d 5 o'clock, e 7 o'clock

Reading

1 Look and read. Write *yes* or *no*. (5 marks)

Pupils look at the picture and read the sentences. They write *yes* or *no* on the lines according to the picture.

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

2 Look at the picture again. Read and circle. (5 marks)

Pupils read the text and circle the correct options according to the picture in Activity 1.

KEY: 1 on the beach, 2 lunch, 3 swimming, 4 playing the guitar, 5 is

Writing

1 Look at the picture. Put the words in order. (5 marks)

Pupils put the words in order to make sentences about the picture.

KEY: 1 Their bedroom is in the cellar. 2 There's a window in the bedroom. 3 There are five beds. 4 There's a spider on the TV. 5 There's a monster in the wardrobe.

2 Now complete the sentences about your bedroom. (5 marks)

Pupils use Activity 1 as a model to complete five sentences about their own bedroom.

KEY: Answers will vary.

Speaking

1 Say a number. What are they doing? (5 marks: 1 mark for each correct number and description of the picture)

Pupils work in pairs (or with the teacher). They take turns to choose and say the numbers of five different pictures and a sentence in the present continuous about each one. Picture 10 is an example only.

KEY: 11 He's talking on the phone. 12 They're dancing. 13 She's playing the guitar. 14 He's playing with the / a dog. 15 He's eating an ice cream. 16 She's listening to music. 17 They're fishing. 18 She's reading a book. 19 He's cleaning his goggles. 20 She's skipping.

2 Ask and answer about your daily routine. (5 marks: 1 mark for each correctly formed question and answer)

Pupils work in pairs (or with the teacher) using the pictures as prompts. Pupils point to the pictures and take turns to ask and answer five questions each.

Term 2 test - High

(testing the content of Units 3 - 5)

Listening

1 Listen and colour. (5 marks)

Pupils listen and colour the five things in the picture according to what they hear.

TAPESCRIPT

1

Man: Can you see the phone on the table?

Girl: Yes.

Man: Good. Colour it yellow.

Girl: Pardon?

Man: Colour the phone on the table yellow.

2

Man: Now find the woman in the living room.

Girl: Is she watching TV?

Man: Yes, she is. Colour her T-shirt green.

Girl: Green?

Man: Yes. Colour her T-shirt now.

3

Man: Now look at the boy in the kitchen.

Girl: He's listening to the radio.

Man: Yes. Colour it pink.

Girl: OK. A pink radio. That's good!

4

Man: Can you see the man on the stairs?

Girl: Yes. He's playing the guitar.

Man: That's right. Colour it orange.

Girl: Pardon?

Man: Colour the guitar orange.

Girl: OK.

5

Man: Can you find the book?

Girl: It's in the living room.

Man: Yes. It's on the table. Colour the book blue.

Girl: Blue. OK. I'm doing that now.

KEY: 1 colour phone on the table yellow, 2 colour woman's T-shirt green, 3 colour radio in kitchen pink, 4 colour guitar orange,

5 colour book blue

2 Listen, read and tick (✓) the correct picture. (10 marks: 2 marks for the choice of each correct picture)

Pupils listen and tick the correct picture to complete the sentence.

TAPESCRIPT

1

Man: Does Anna have breakfast at seven o'clock?

Girl: No, she doesn't. She gets up at seven o'clock and she has breakfast at eight.

2

Woman: Does Ben listen to the radio?

Boy: Yes, he does. He has a bath and listens to the radio.

Woman: When?

Boy: At six o'clock.

3

Woman: When does Tony have dinner? At six?

Boy: He plays in the park at six and he has dinner with his family at seven o'clock.

4

Man: Does Alex watch TV in the morning?

Girl: No, she doesn't. She has lunch at twelve. Then she watches TV at two o'clock. She watches TV for an hour.

5

Girl: When does Bill get dressed on Saturday?

Boy: He gets up at nine o'clock but he doesn't get dressed. He gets dressed at ten o'clock.

KEY: 1a, 2b, 3b, 4a, 5b

Reading

1 Read and match. Write the letters. (6 marks)

Pupils match the answers to the questions. They write a letter on each line.

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

2 Read and write the names. (4 marks)

Pupils look at the family photo and read the descriptions. They write the name of each brother on the lines according to the text.

KEY: 1 John, 2 Robert, 3 Sam, 4 Tony

Writing

1 Look and write the words. (5 marks)

Pupils look at the pictures and the anagrams. They order the letters and write them on the lines.

KEY: 1 radio, 2 bathroom, 3 breakfast, 4 cellar, 5 goggles

2 Look at the picture. Complete the email with the words in the box. (5 marks)

Pupils look at the family photo and read the text. They complete the email according to what they see in the picture.

KEY: 1 the kitchen, 2 reading a book, 3 There's a, 4 eating chicken, 5 talking on the phone

Speaking

1 Say where they are. Say what they are doing.

(5 marks: 1 mark for each correct description.)

Pupils work individually. Pupil A makes a sentence or sentences about one of the elves: where they are and what they are doing, e.g. *He's in the bedroom. He's getting dressed.* Pupils talk about five elves each. They should not include the example.

2 Look at the house in Activity 1. Ask and answer.

(5 marks: 1 for each correct question)

Pupils work in pairs (or with the teacher). They take turns to ask and answer questions about things in the house. Pupil A asks, e.g. *How many clocks are there?* Pupil B answers, e.g. *There are four (clocks).*

Term 3 test - Standard

(testing the content of Units 6 - 8)

Listening

1 Listen and match. There is one extra picture. (5 marks)

Pupils look at the pictures and listen. They draw lines from the small pictures to the big picture to show the location of the different items according to what they hear. Remind pupils that there is one extra small picture that they do not need to use.

TAPESCRIPT

- | | | | | |
|---|---|------------------------------------|---|---|
| 1 | Woman: Put the comic in the tree house, please. | Girl: Put the comic where? | Woman: In the tree house in the big tree. | Girl: OK. |
| 2 | Woman: There's a table in front of the café. | Girl: Yes. | Woman: Put the fruit on the table. | Girl: OK, I'm putting the fruit there now. |
| 3 | Woman: Now put the cinema next to the bookshop. | Girl: Sorry, put the cinema where? | Woman: Next to the bookshop, please. | Girl: Right. |
| | | Woman: Can you see the rabbit? | Girl: The rabbit? | Woman: Yes. Put it between the two small trees. |
| | | Girl: Between the two small trees. | OK. | Woman: Yes, put them there now, please. |

KEY: 1 comic in tree house, 2 fruit on café table, 3 cinema in building space next to bookshop, 4 rabbit between the two small trees, 5 carrots on train

2 Listen and tick (✓). (10 marks)

Pupils listen and look at the pictures. They tick the ones that the people decide to do.

TAPESCRIPT

- | | | |
|---|--|---|
| 1 | Man: Would you like to take riding lessons in the holidays, Pat? | Boy: OK. |
| | Boy: No, thanks. I don't like horses. | Girl: Let's go in the garden. I'd like to build a tree house. |
| | Man: Oh, OK. | Boy: We can't. Mum's in the garden with grandma. |
| | Boy: Can I learn to play the guitar? | Girl: Would you like to help in the garden, then? |
| | Man: Yes. Good idea. | Boy: Yes, I would. |
| 2 | Boy: Is there any watermelon, Mum? | 5 |
| | Woman: No, there isn't. Would you like a mango? | Man: What would you like to eat? |
| | Boy: Ooooh, yes please! | Girl: I'd like bread and tomatoes, please. |
| 3 | Boy: Would you like to go fishing at the weekend? | Man: And would you like some fish? |
| | Girl: Hmm ... I don't like fishing. Let's go camping. It's fun! | Girl: Yes, please. |

KEY: 1a, 2b, 3a, 4b, 5b

Reading

1 Look and read. Tick (✓) or cross (X). (5 marks)

Pupils look at the pictures and read the sentences. They tick or cross the box each time.

KEY: 1 ✓, 2 X, 3 ✓, 4 ✓, 5 X

2 Read and circle the correct picture. (5 marks)

Pupils read the texts and look at the pictures. They circle one picture each time according to the text.

KEY: 1b, 2a, 3b, 4c, 5a

Writing

Write questions and answers about the shop. (10 marks)

Pupils write questions using the word and picture prompts. They find the answers in the large picture and write them under the questions.

KEY: Pupils should write: 1 a watermelon / there isn't; 2 any bananas / Yes, there are; 3 eggs are there / There are twelve / 12 (eggs); 4 an apple / please; 5 the cheese / behind

Speaking

1 What would you like to do in the holidays?

Write four numbers. Ask and answer. Write the numbers. (4 marks: 1 mark for each correct question)

Pupils choose from the pictures four activities they would like to do on holiday. They write the corresponding numbers in the first row of the chart. Pupils work in pairs (or with the teacher). They write their partner's name and take turns to ask questions. For example, Pupil A asks *Would you like to fly a kite?* Pupil B answers, e.g. *No, thank you. / Yes, I would.* If the answer is *Yes, I would*, pupils write the number of the activity in the chart. Pupils swap and repeat the activity. Picture 1 is an example only.

KEY: Possible questions all begin with: *Would you like to ...* : 2 go hiking, 3 build a tree house, 4 go camping, 5 swim / go to the swimming pool / go swimming, 6 eat (some) watermelon, 7 visit your cousins / grandma, etc. 8 help in the garden, 9 read a comic, 10 play basketball, 11 play tennis

2 Ask and answer. (6 marks)

Pupils work with a partner (or the teacher) and take turns to ask six questions each about the cafés, e.g. Pupil A: *Is there a guitar in the upstairs / Cool Cat café?* Pupil B: *Yes, there is.*

Term 3 test - High

(testing the content of Units 6 - 8)

Listening

1 Listen and tick (✓). (3 marks)

Pupils look at the pictures and listen. They tick one picture each time according to what they hear.

TAPESCRIPT

- 1
Girl: What's for dinner?
Man: There's some chicken and potatoes.
Girl: Great. And can we have tomatoes?
Man: Sorry, we haven't got any. Would you like some carrots?
Girl: Oh, yes. We can have carrots, too.
- 2
Woman: What are you doing, Tony?
Boy: I'm reading a comic.
Woman: Would you like to help me in the garden?
- Boy: I'd like to go in the garden, but I'd like to build my tree house.
Woman: OK. I can help you.
Boy: Thanks!
3
Man: Is there a cinema in this town?
Woman: Yes, there is. It's in Green Street. It's next to the bus stop.
Man: Oh, yes. Is it between the bus stop and the shoe shop?
Woman: No, it isn't. It's next to the park.

KEY: 1B, 2C, 3A

2 Listen and write A or B. (12 marks)

Pupils listen and look at the pictures. They choose the picture that matches the conversation each time and write the letter next to the number.

TAPESCRIPT

- 1
Woman: Is the playground clean?
Boy: No, it isn't.
- 2
Woman: Are the girls reading?
Boy: No, they're taking riding lessons.
- 3
Woman: Are the streets dirty?
Boy: No, they aren't.
- 4
Woman: Is there a train station?
Boy: Yes, there is.
- 5
Woman: What's the boy doing?
Boy: He's learning to play the guitar.
- 6
Woman: Are there any trees?
Boy: Yes, there's an apple tree.
- 7
Woman: Is there a swimming pool?
- 8
Woman: What's the man doing?
Boy: He's painting a picture.
- 9
Woman: Are the hospital walls white?
Boy: Yes, they are. And there are some pictures on the walls.
- 10
Woman: Would the cat like to eat the frogs?
Boy: Yes, it would. It's watching the frogs.
- 11
Woman: Where's the bus stop?
Boy: It's in front of the hospital.
- 12
Woman: Has the town got a café?
Boy: Yes, it has.

KEY: 1A, 2B, 3B, 4B, 5A, 6A, 7B, 8B, 9A, 10A, 11B, 12B

Reading

1 Look and read. Write yes or no. (5 marks)

Pupils read the sentences and look at the pictures. They write yes or no on the lines.

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

2 Read the letter. Then circle the correct words. (5 marks)

Pupils read the letter and the sentences next to it. They circle the correct answers according to the text.

KEY: 1 is, 2 haven't, 3 are a lot of, 4 can, 5 wouldn't

Writing

1 Imagine you are on holiday. Complete the letter to Claire. (5 marks: 1 mark for each correct sentence)

Pupils complete the letter. Encourage pupils to be imaginative and invent a town or any information they don't know about a real town. If you are doing the Reading and Writing tests at the same sitting, take in the Reading test before you begin the writing so that they don't simply copy Claire's letter.

KEY: 1 (name of town) / any appropriate adjective, 2 any facilities x 2, 3 any facilities x 2, 4 any activities x 2, 5 any activities x 2. Pupils complete with their own name.

2 Write the questions. (5 marks)

Pupils look at the pictures and read the answers. They think of suitable questions and write them on the lines.

KEY: 1 read a comic, 2 Has / a cinema, 3 Would you / a tomato (some tomatoes), 4 Where's the hospital? 5 there any beans?

Speaking

1 Tick (✓) five things for your party. Then ask, answer and tick (✓). (5 marks: 1 mark for each correct question)

Pupils (or the pupil and the teacher) imagine they are going to have a party together. They each choose a total of five things they would like to either have or do at the party and tick the chart accordingly under 'Me'. Pupils work in pairs (or with the teacher) and write their partner's name at the top of the columns. They take turns to ask five questions. Pupil A asks, e.g. *Would you like to eat pizza?* Pupil B answers according to their chart, e.g. *Yes, I would* or *No, thanks*. Pupils complete the column about their partner's party according to their answers (they only put in ticks for the positive answers).

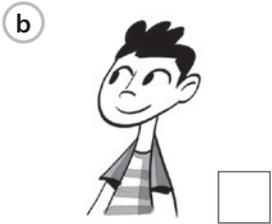
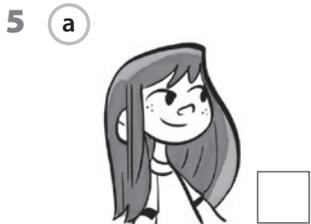
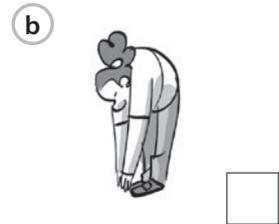
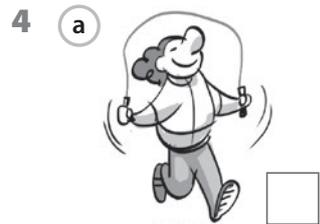
2 Talk about your party. (5 marks: 1 mark for each correct sentence)

Tell the pupils to imagine that their party is happening now. They look at the things that they have ticked in the grid and talk about the party using the prompts in the speech bubbles. They say a variety of five sentences each.

Term 1 test: Listening

Name: _____

1 ^{CD4}₂₁ Listen and tick (✓).



/5

2 ^{CD4}₂₂ Listen and match.



May

July

November

January

March

/10

Term 1 test: Reading

Name: _____

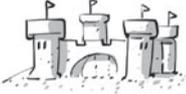
1 Read and tick (✓) or cross (X).



1 This is a puppy.



2 This is a computer.



3 This is a basement.



4 This is a dirty doll.



5 This is a sad monster.

/5

2 Read and complete with the words under the pictures. There are two extra words.



My week

On Mondays, I play basketball at school.

I like it. My teacher's ¹_____.

On Wednesdays, I go to the park with my friend, Paul.

He's got a new bike and I've got my old skateboard.

I can't ride a ²_____.

I don't go to school at the ³_____.

I fly my ⁴_____ on the beach with

my brother.

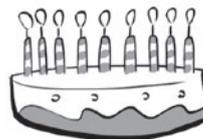
On Sunday, it's my ⁵_____ and I've got a big party!



kite



sandcastle



birthday



funny



weekend



castle



bike

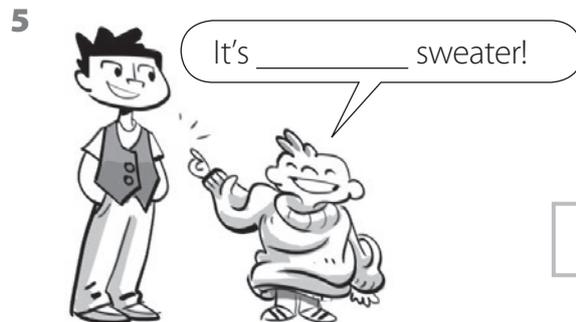
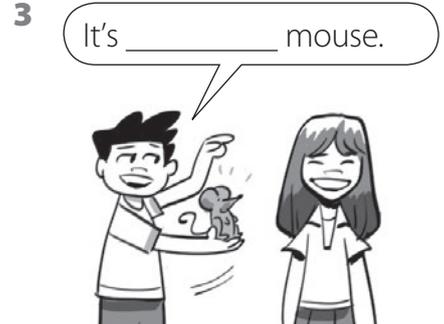
/5

Term 1 test: Writing

Name: _____

1 Look and complete with the words in the box.

my his her our their

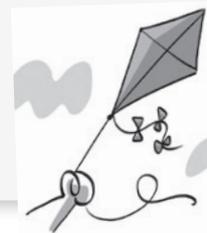


/5

2 Write about your week.



- 1 On Mondays, I _____.
- 2 _____.
- 3 _____.
- 4 _____.
- 5 _____.



/5

Term 1 test: Speaking

Name: _____

1 Look at the pictures. Talk about your activities.

I play football.

So do I.

I don't.



2 Listen to the number. Ask and answer.

15

Seventeen.

Do you go to the beach at the weekend?

Yes, I do.

No, I don't.

15

Term 1 test: Listening

Name: _____

1 ^{CD4}₂₃ **Listen, write and circle.**

	Birthday month	Favourite month		
1 	_____	June	July	August
2 	_____	March	April	May
3 	_____	August	September	October
4 	_____	October	November	December
5 	_____	January	February	March

/10

2 ^{CD4}₂₄ **Listen and write the number.**



/5

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 3

Term 1 test: Reading

Name: _____

1 Read and write the names.



Lily

Lily: When's your birthday?

Sarah: In a hot month. It starts with the letter 'J'. I'm eight.

Lily: You're young! I'm twelve. My birthday's in a hot month too. It ends with the letter 'e'.

Sarah: On my birthday, I go to the beach with my family.

Lily: So do I! We play football on the beach. Do you play football?

Sarah: No, we don't. We swim in the sea.



Sarah



Ben

Ben: It's my birthday today. I've got a big cake. It's downstairs. Do you eat cake on your birthday?

Nick: No, I don't. I eat ice cream.

Ben: Do you go to the beach on your birthday?

Nick: No, I don't. My birthday's in a cold month. I play computer games with my twenty cousins. It's great!



Nick

1 _____	2 _____	3 _____	4 _____
January	July	November	June

14

2 Look at Activity 1 again. Read the sentences. Write yes or no.

- | | |
|------------------------------|--|
| 1 Sarah's twelve. _____ | 2 Nick likes computer games. _____ |
| 3 Ben's got a cake. _____ | 4 Sarah and Lily go to the beach on their birthdays. _____ |
| 5 Lily likes football. _____ | 6 Nick has got a small family. _____ |

16

Term 1 test: Writing

Name: _____

1 Look and complete with one or two words.



- 1 My favourite day's _____.
- 2 On Saturdays, I _____.
- 3 My _____ in March.
- 4 I _____ skip.
- 5 My cousin's happy. He _____ a big nose.

/5

2 Look at the sentences in Activity 1. Write about you.

- 1 My favourite day's _____.
- 2 On Saturdays, I _____.
- 3 My _____ in _____.
- 4 I _____ touch my toes.
- 5 My cousin's _____.

/5

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 3

Term 1 test: Speaking

Name: _____

1 Find different pictures. Point and say sentences.

She plays tennis. She plays badminton.

August

April

February

December

/5

2 Talk about you.

I play tennis on Wednesdays.

I go to the beach in July.

/5

Term 2 test: Listening

Name: _____

1 ^{CD4}₂₅ Listen and tick (✓).

1 What's Sam doing?



A



B



C

2 What animals can they see?



A



B



C

3 Where's Mum?



A



B



C

4 What's Lucy doing?



A



B



C

5 What are the girls doing?



A



B



C

/5



:00



:00



:00



:00



:00

/10

2 ^{CD4}₂₆ Listen and write the times under the pictures.

Term 2 test: Reading

Name: _____

1 Look and read. Write *yes* or *no*.



- 1 The boys are talking on the phone. _____
- 2 The girl in the sea is playing with her dogs. _____
- 3 The grandpa is fishing. _____
- 4 The girl with long hair is getting dressed. _____
- 5 The cat's eating an ice cream. _____

/5

2 Look at the picture again. Read and circle.

This is a picture of my family ¹ **at home** / **on the beach**. It's a hot day in July. It's 2 o'clock and my grandma is having ² **breakfast** / **lunch**. She's eating chips! My dad isn't eating.

He's ³ **dancing** / **swimming**. My brothers are listening to my mum.

⁴ She's **playing the guitar** / **talking on the phone**. There ⁵ **is** / **isn't** a radio under Mum's chair.

/5

Term 2 test: Writing

Name: _____

1 Look at the picture. Put the words in order.



- 1 the / bedroom / Their / in / is / cellar _____.
- 2 window / a / the / in / There's / bedroom _____.
- 3 beds / are / There / five _____.
- 4 TV / the / on / spider / There's / a _____.
- 5 a / the / monster / There's / in / wardrobe _____.

/5

2 Now complete the sentences about your bedroom.

My bedroom

- There's a _____ in my bedroom.
- There are _____ in my bedroom.
- I've got _____ on my _____.
- There isn't a _____.
- I haven't got _____ in my wardrobe.

/5

Term 2 test: Speaking

Name: _____

1 Say a number. What are they doing?

Ten. She's painting a picture.

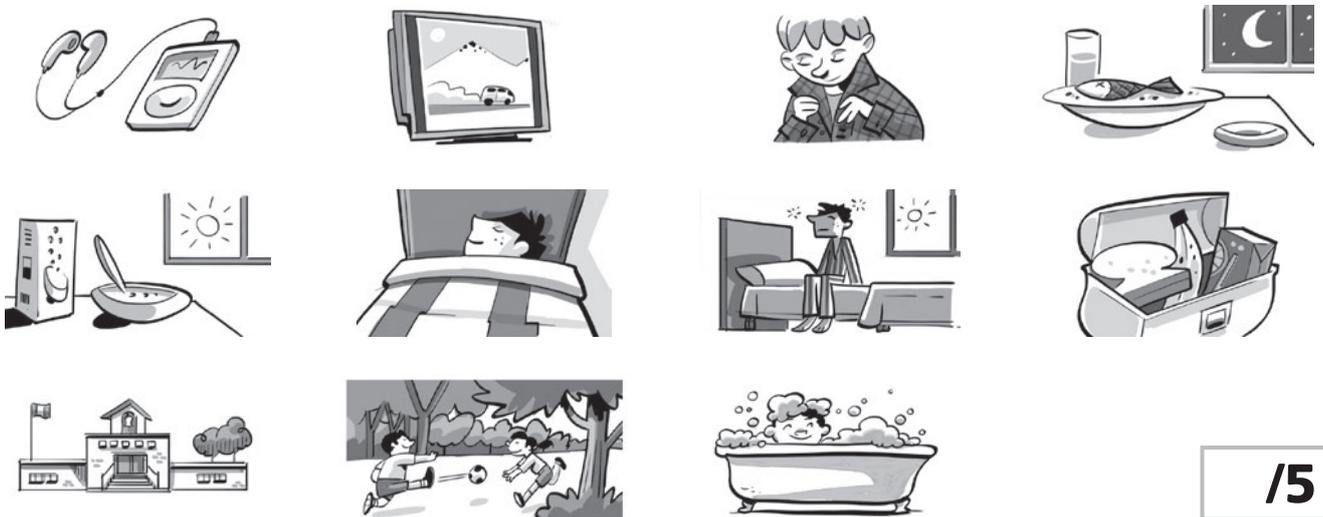


15

2 Ask and answer about your daily routine.

When do you listen to music?

I listen to music at 11 o'clock.

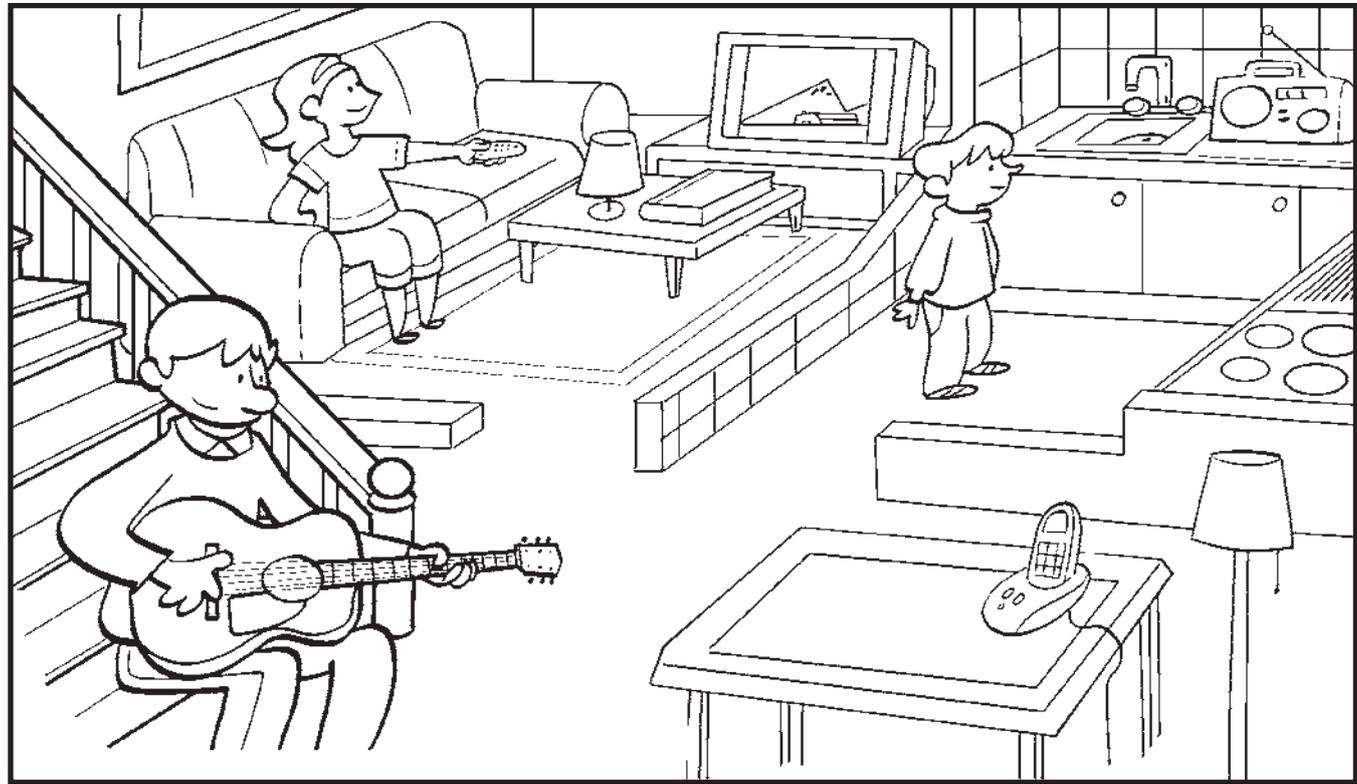


15

Term 2 test: Listening

Name: _____

1 ^{CD4}₂₇ Listen and colour.



/5

2 ^{CD4}₂₈ Listen, read and tick (✓) the correct picture.

1 At  Anna



2 At  Ben



3 At  Tony



4 At  Alex



5 At  Bill



/10

Term 2 test: Reading

Name: _____

1 Read and match. Write the letters.

- | | | | | |
|---|--|-------|---|--------------------|
| 1 | When does Fred get up? | _____ | a | No, she isn't. |
| 2 | Are there any books in the bookcase? | _____ | b | No, they don't. |
| 3 | Is Mary cleaning her bedroom? | _____ | c | Yes, there are. |
| 4 | Do Jane and Mike dance in the afternoon? | _____ | d | Yes, there is. |
| 5 | What's the time? | _____ | e | At seven o'clock. |
| 6 | Is there a radio in the living room? | _____ | f | It's nine o'clock. |

16

2 Read and write the names.

Hi, I'm Robert and I've got three brothers. Look at our photo.

Sam gets up early and plays with our dog, Mindy. They go to the beach. Mindy likes fishing!

John goes to bed late. He talks on the phone and plays computer games in his bedroom.

Tony likes music. He listens to the radio and plays and sings songs.

At the weekend, I go fishing with Dad. We sit in the boat and read books!



1 _____

2 _____

3 _____

4 _____

14

Term 2 test: Writing

Name: _____

1 Look and write the words.



1 _____

daroi



2 _____

mabhorot



3 _____

kebrafsta



4 _____

recall



5 _____

ogeglgs

/5

2 Look at the picture. Complete the email with the words in the box.

reading a book talking on the phone the kitchen There's a eating chicken



To: bella@schoolmail.com

Subject: A new cat!

Hi Bella,

I'm in ¹ _____

with my family. My brother, Pete is ² _____

and I'm writing to you. :-). ³ _____

_____ cat under the table but it's

not our cat! The cat's very happy. It's ⁴ _____

_____. Mum's ⁵ _____ and Dad's

watching TV. They can't see the cat!

Bye!

Anna

/5

Term 2 test: Speaking

Name: _____

1 Say where they are. Say what they are doing.

He's in the bedroom.

He's getting dressed.



/5

2 Look at the house in Activity 1. Ask and answer.

How many ... ?

Is there a ... ?

Are there any ... ?

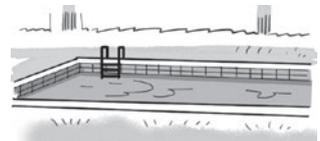
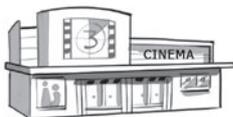
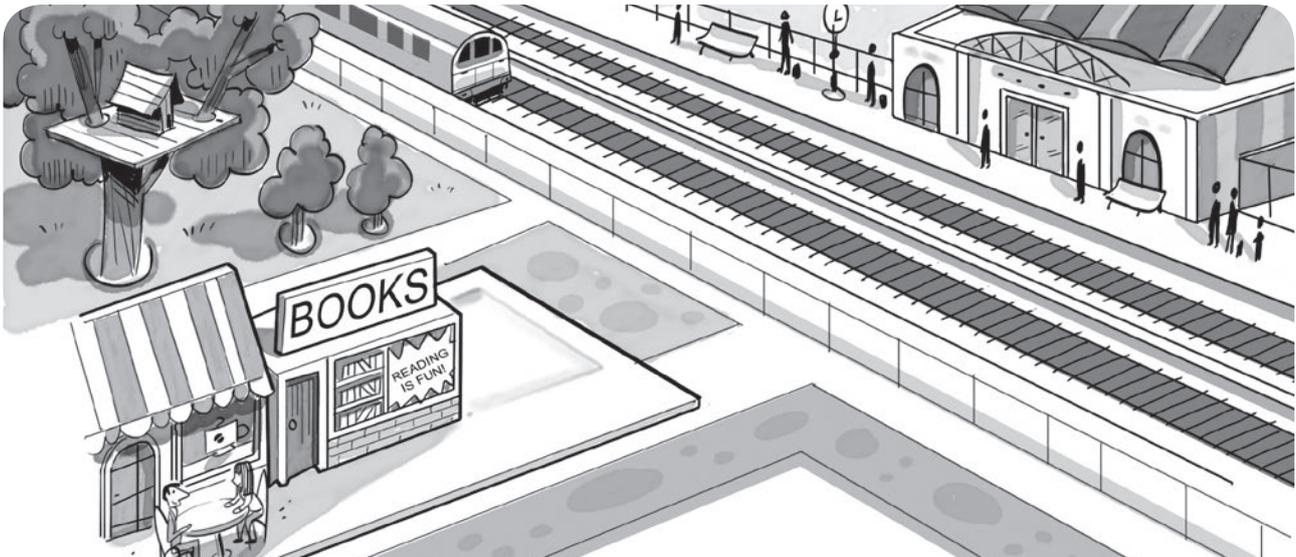
/5

Term 3 test: Listening

Name: _____

1 CD4
29

Listen and match. There is one extra picture.



/5

2 CD4
30

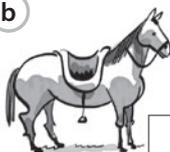
Listen and tick (✓).

1

a



b



2

a



b



3

a



b

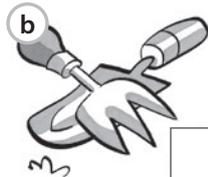


4

a



b



5

a



b



/10

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 3

Term 3 test: Reading

Name: _____

1 Look and read. Tick (✓) or cross (X).

1  This is a bus stop.

2  These are eggs.

3  This is a playground.

4  These are grapes.

5  This is a cinema.

15

2 Read and circle the correct picture.

1 It's hot today I'd like to go to the swimming pool. And I'd like to eat an ice cream!



2 I've got some lemons from the shops for my dad but I don't like lemonade.



3 I'm visiting my cousins. We're learning to play the guitar. I'd like to build a tree house but they haven't got any trees.



4 This is a great café. I'd like to eat a burger.



5 I'm in the fruit shop with Mum. Mum's talking on the phone. I'd like to go to the park and read a comic!



15

Term 3 test: Writing

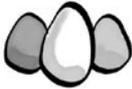
Name: _____

Write questions and answers about the shop.

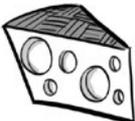


1  Is there _____ ?
No, _____ .

2  Are there _____ ?
_____ .

3  How many _____ ?
_____ .

4  Would you like _____ ?
Yes, _____ .

5  Where's _____ ?
It's _____ the bread.

/10

Term 3 test: Speaking

Name: _____

1 What would you like to do in the holidays? Write four numbers. Ask and answer. Write the numbers.

Would you like to fly a kite?

Yes, I would.

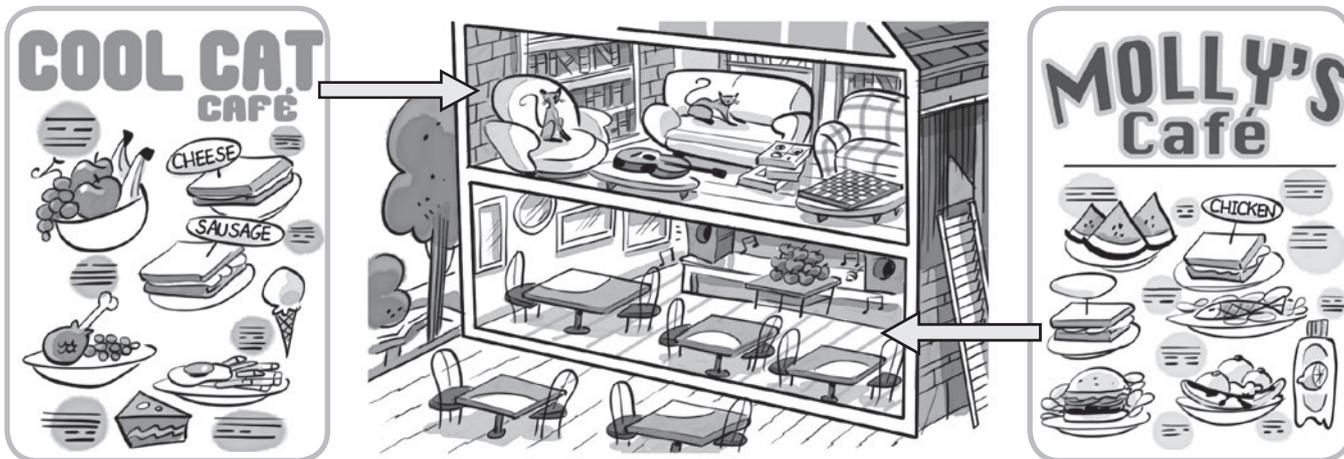
No, thank you.



Me				

2 Ask and answer.

14



Is / Are there any ... ?

Has it got ... ?

Can we ... ?

16

Term 3 test: Listening

Name: _____

1 ^{CD4}₃₁ **Listen and tick (✓).**

1 What have they got for dinner?



A



B



C

2 What would Tony like to do?



A



B



C

3 Where's the cinema?



A



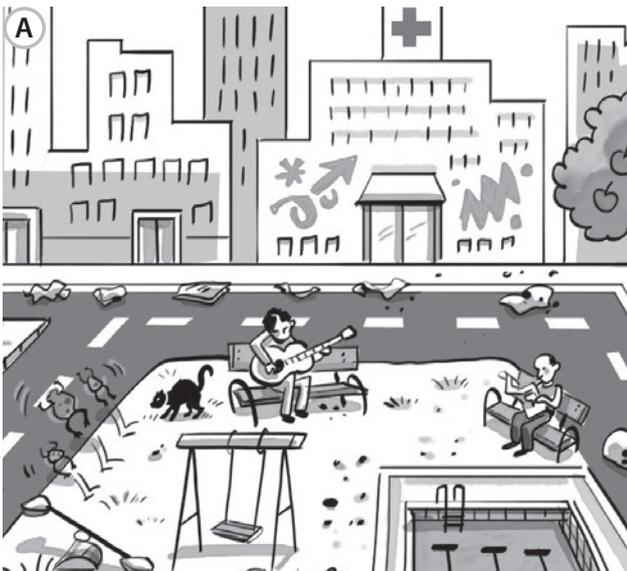
B



C

/3

2 ^{CD4}₃₂ **Listen and write A or B.**



1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

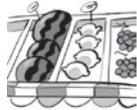
12 _____

/12

Term 3 test: Reading

Name: _____

1 Look and read. Write *yes* or *no*.

- 1  There's a swimming pool in front of the playground. _____
- 2  They're camping. _____
- 3  The watermelons are between the lemons and the grapes. _____
- 4  The town's got a hospital. _____
- 5  The street is dirty. _____

/5

2 Read the letter. Then circle the correct words.

Hi!

I'm visiting my cousins in Helton, England.

Their house is very big. It's got six bedrooms and four bathrooms. My cousin Ben would like a swimming pool but the garden's very small.

Helton's a beautiful town by the sea! There's a big park.

I'm eating lunch in the park now with my cousins.

Helton has got a lot of great shops. You can visit them. There's a train station behind the park and there are lots of bus stops.

My cousin Harry likes sport. He'd like to go hiking on Sunday! I don't like hiking but it's OK – I haven't got any hiking shoes :-)

See you,
Claire



- 1 Claire **is** / **isn't** writing the letter in Helton, England.
- 2 Her cousins **have** / **haven't** got a swimming pool.
- 3 There **are a lot of** / **aren't any** good shops.
- 4 You **can** / **can't** visit Helton on the train.
- 5 Claire **would** / **wouldn't** like to go hiking at the weekend.

/5

Term 3 test: Writing

Name: _____

1 Imagine you are on holiday. Complete the letter to Claire.

Hi Claire,

Thanks for your letter. I'm on holiday, too!

1 I'm visiting my cousins in _____. It's a _____ town.

2 The town has got _____ and _____.

3 There's a _____ but there aren't any _____.

4 At the weekend, my cousins would like to _____
and _____.

5 I'd like to _____ and _____.

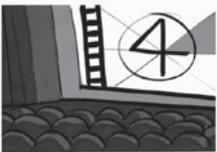
See you _____!

/5

2 Write the questions.

1  Would you like to _____ ?

No, thanks. I don't like them.

2  _____ your town got _____ ?

No, it hasn't.

3  _____ like _____ ?

Yes, I would. Thanks!

4  _____ ?

It's between the café and the bookshop.

5  Are _____ ?

Yes, there are.

/5

Term 3 test: Speaking

Name: _____

1 Tick (✓) five things for your party.
Then ask, answer and tick (✓).

Would you like to ... ?

Yes, I would.

No, thanks.

	Me	_____		Me	_____
					
					
					
					
					
					
					
					
					

2 Talk about your party.

/5

We've got ...

There's ...

There isn't any ...

There aren't any ...

We're ...

/5