

CAMBRIDGE



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 5*. There are, in addition, term tests at two levels of difficulty.

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 5 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 develop further basic competences in the language classroom.

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 5:

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 Science lesson*.

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 material on the final two pages of a unit, which are 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 these worksheets are also included in the accompanying teacher's notes.

What activity types do the worksheets provide?

The worksheets provide a range of games, puzzles and activities which require the pupils to practise reading and writing (reading sentences and short paragraphs, and writing words, sentences and short texts based on models).

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

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.

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 *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.

Spinners As an alternative to using dice in board games, pupils can make and use a spinner (see page 31). The spinner is made by drawing a circle and then dividing it into six equal segments by drawing lines. Pupils should then cut off the 'arc' of each segment on the outside of the circle so that there is a straight edge going across the widest part of each segment.

They then write the numbers from one to six, one in each segment. Finally, a hole is made in the centre and a pencil pushed through. Pupils can then spin the pencil with their thumb and first two fingers. The number it rests on each time is used to play the game.

Chinese whispers To practise pronunciation and grammar, get the students to sit in teams in straight lines. Whisper a word, phrase or sentence to the first student in each team. This student then whispers it to the next one, and so on. The student at the end of the line says what they heard out loud. If it is correct, the team gets a point.

Twenty questions This game helps students to practise asking Yes/No questions and can be used with any set of vocabulary. Tell students that the word you are thinking of is a type of, e.g. animal. Students have twenty opportunities to ask you a question about it, e.g. *Does it live in the rainforest?* but you can only answer Yes or No. Ask a student to keep count of the number of questions asked. If a student guesses before the twenty questions have been asked, they can choose the next item. If not, you choose the next word.

Sentence chains Traditionally, the first player begins the sentence *I went to market and I bought ...*, e.g. *some apples*. The second repeats the first sentence and adds one more item e.g. *some apples and a banana*. The third says these two plus a third item. Play continues until a student repeats words already used, can't go on or forgets an item. The game can be adapted to practise other vocabulary areas.

How can the worksheets be used with mixed-ability classes?

Many of the worksheets can be adapted to tailor the level of the tasks to the pupils in a class. The teaching notes provide suggestions on how to do this, using the headings *Reinforcement* (to give more support) and *Extension* (to make an activity more challenging).

All the worksheets are in both PDF and Word format in the Test Generator, which is available online.

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 teaching 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 *Learning to learn* for Worksheet 2 in Unit 1: *The rock 'n' roll show*.

Using the tests

There are six tests in the Level 5 Teacher's Resource Book, one for each term at two different levels (Standard and High). They each 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 this book from page 50 onwards.

The Science lesson

Worksheet 1: Numbers 10–100

Using the worksheet

- This worksheet practises numbers between 10 and 100, helping pupils to connect their numerical and written forms, and revises objects.
- Pupils look at the numbers and write them in words.
- Pupils look at the objects in the cupboards and choose their four favourite items. They draw the objects in the table and write the names and numbers in the appropriate columns. Then they walk around the class, saying their favourite things, e.g. *My favourite guitar is number 83*. They write the name of another pupil whose favourite is the same.

KEY: Activity 1: 2 eighty-five, 3 forty, 4 twenty-nine, 5 one hundred, 6 thirty-four, 7 twelve, 8 seventy

Reinforcement: Before photocopying the worksheet, erase *skate* from the table in Activity 2. Pupils draw the objects only instead of writing the words and drawing.

Extension: Pupils play a maths game in pairs. Pupil A gives Pupil B a sum, e.g. *What's eighty-two minus three?* Pupil B responds, e.g. *Seventy-nine*.

Optional follow-up activity: Ask pupils to draw a 4 x 3 bingo grid and to write 12 numbers on it between 21 and 60. (Alternatively, you could ask pupils to choose any numbers between 13 and 19 and then 20, 30, 40, etc. This would give good practice in hearing the difference between the 'teens' and 'ties'.) Play *Bingo*: call out numbers. When pupils hear you call out a number they have written, they cross it out. (Remember to keep a record of the numbers you say.) The first one to cross out all his/her numbers calls *Bingo*!

Worksheet 2: I'm really good at ...

Using the worksheet

- This worksheet practises *good at + ing*, *really good at + ing* and *not good at + ing*, and the activities: *climbing trees*, *doing puzzles*, *flying kites*, *riding bikes*, *doing experiments*, *playing the guitar*.
- Pupils work individually. They complete the words under the pictures, then use the colour code to colour in the chart according to their own personal skills.
- They then talk in pairs about themselves using the information in the chart. They write sentences about their partner, e.g. *He's really good at flying kites*. *She's not good at doing puzzles*.

KEY: Activity 1: 2 doing puzzles, 3 flying kites, 4 riding bikes, 5 doing experiments, 6 playing the guitar; Activity 2: Answers will vary; Activity 3: Answers will vary.

Optional follow-up activity: Pupils look at the *Quick Minds* poster and write a phrase for one of the people, depending on the activity they are doing, e.g. *I'm really good at riding bikes*. Pupils read their partner's phrase and find the person on the poster. Pupils continue swapping phrases and guessing.

Social and civic competences

Ask pupils if they think it is possible to be good at everything. Elicit that everyone is good at different things. Tell the class the things you are good at and the things you find more difficult. Compare this with someone in your family who has different talents. Talk about how these differences mean that you can help each other. Ask pupils for examples from their own families.

Worksheet 3: Clara's family

Using the worksheet

- This worksheet practises the possessive apostrophe 's and family members: *grandmother*, *grandfather*, *parents*, *mother*, *father*, *son*, *daughter*, *aunt*, *uncle*, *brother*, *sister*, *cousin*, *granddaughter*, *grandson*.
- Pupils work individually or in pairs. They look at the family and choose the best answer to complete the sentences.
- Then pupils match the suitcases to the people according to the pattern on their clothing and complete the sentences.

KEY: Activity 1: 2 grandson, 3 cousin, 4 brother, 5 daughter, 6 aunt; Activity 2: 2 Ann's, 3 John's, 4 Daisy's, 5 Mike's, 6 Richard and Sophia's / Sophia and Richard's

Optional follow-up activity: Pupils draw a 20 x 15 centimetre rectangle on a sheet of paper. This is their suitcase. Ask them to draw a handle and to decorate their case on one side of the paper. They also write their name on the case. On the other side, ask them to draw four objects related to actions they are good at, e.g. a football. Display the suitcases so that the objects are visible. Ask a volunteer to say what they are good at and the rest must point to the suitcase. As the pupils guess, the pictures can be turned over and the names revealed. You can do this for short periods over a number of sessions until the outsides of all the suitcases are visible.

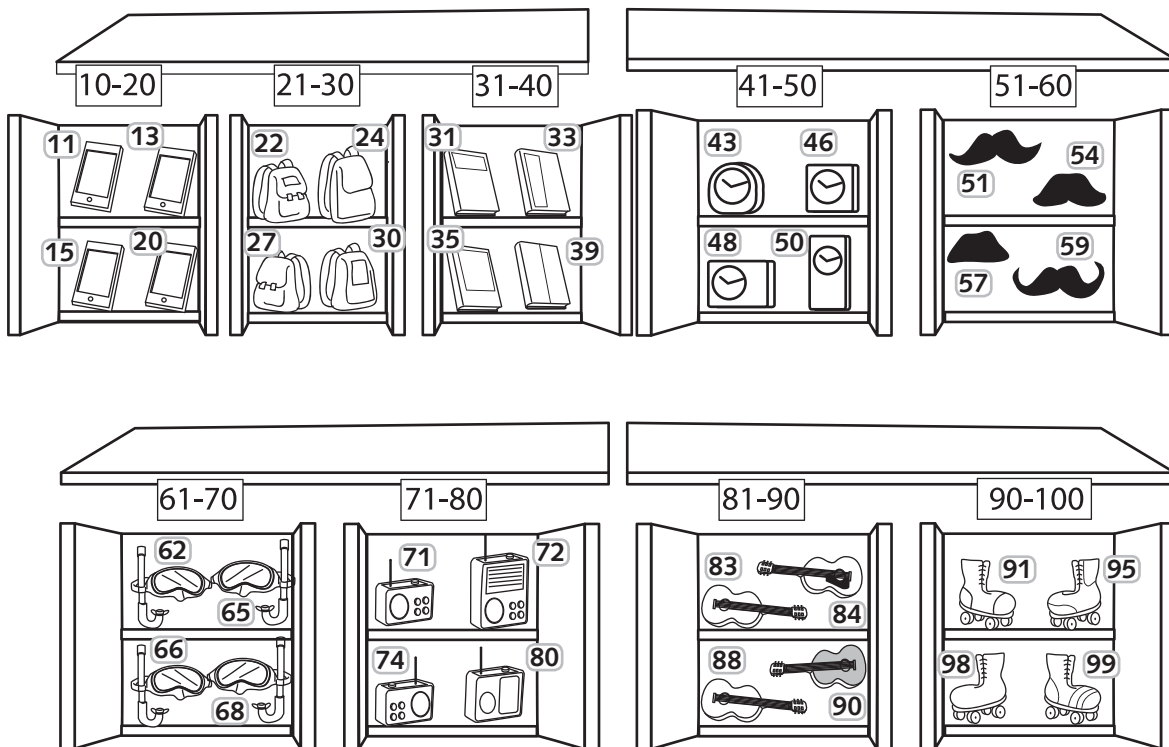
Worksheet 1: Numbers 10-100


Name: _____

1 Look and write the numbers.

- 1 52 fifty-two 2 85 _____ 3 40 _____ 4 29 _____
5 100 _____ 6 34 _____ 7 12 _____ 8 70 _____

2 Look in the cupboards. Draw your four favourite things. Write the names and numbers. Then talk to your friends.



	Thing	Number	Likes this too!
1	 <u>skate</u>	95	Anna
2			
3			
4			
5			

Vocabulary: Numbers 10-100

Worksheet 2: I'm really good at ...

Name: _____

1 Look at the pictures and write the words.

1



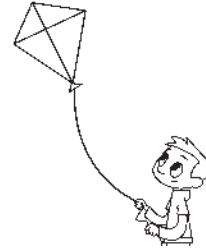
climbing trees

2



d_ng p_zzl_s

3



fly_ng k_t_s

4



r_d_ng b_k_s

5



d_ng _xp_r_m_nts




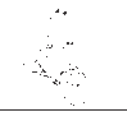


6



pl_y_ng th_ g_t_r

2 Think and colour in the chart for you.

I'm	Colour
really good at	red
good at	blue
not good at	yellow

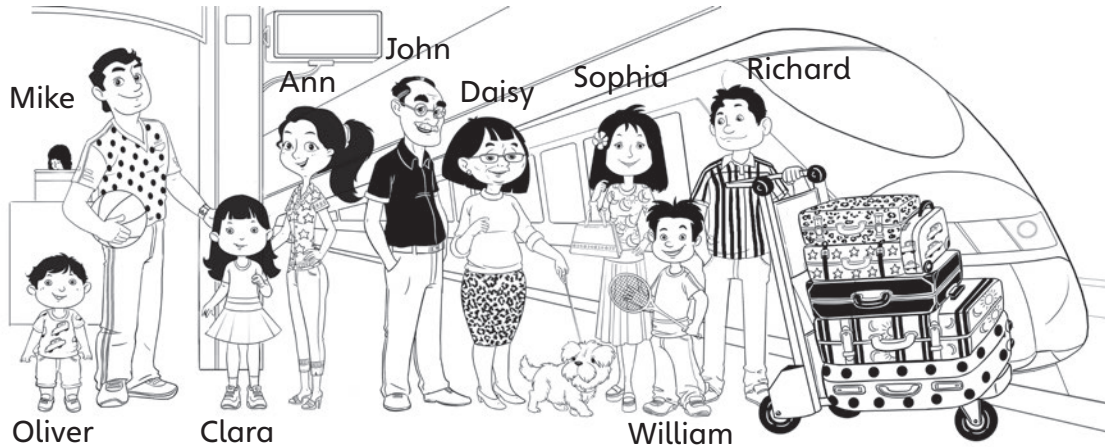
3 Look at Activity 2 and talk to a friend. Write about the things your friend is/isn't good at.

- 1 He's/She's really good at _____.
- 2 _____.
- 3 _____.
- 4 _____.
- 5 _____.
- 6 _____.

Worksheet 3: Clara's family

Name: _____







1 Look at the picture. Write the family words.



daughter cousin ~~parents~~ brother aunt grandson

- 1 Ann is Clara's mother and Mike is Clara's father, so Ann and Mike are Clara's parents.
- 2 Daisy is Clara and Oliver's grandmother and John is Clara and Oliver's grandfather, so Clara is their granddaughter and Oliver is their _____.
- 3 Sophia is Ann's sister, so William is Clara's _____.
- 4 Ann and Mike are Oliver's parents, so Oliver is Clara's _____.
- 5 Oliver is Ann's son and Clara is Ann's _____.
- 6 Ann is Sophia's sister, so Mike is William's uncle and Ann is William's _____.

2 Look at the family's cases, then write the names.

- 1  is Oliver's case.
- 2  is _____ case.
- 3  is _____ case.
- 4  is _____ case.
- 5  is _____ case.
- 6  is _____ and _____ case.

1 The rock 'n' roll show

Worksheet 1: My school week

Using the worksheet

- This worksheet revises school subjects *English, Geography, Music, I.T., History, Maths, Science, Art* and *P.E.* and the word *lunch*.
- Pupils read the numbers and follow the example to complete the trail through the letter maze. They then write out the words for the school subjects.
- Pupils then read and complete Pat's email according to the pictures.

KEY: Activity 1: 2 GEOGRAPHY, 3 MUSIC, 4 I.T., 5 HISTORY, 6 MATHS, 7 SCIENCE, 8 ART, 9 P.E., 10 LUNCH; Activity 2: 2 Art, 3 Maths, 4 Geography, 5 Music, 6 History

Optional follow-up activity: Help pupils to think about their own school timetable in English, then write an email about their favourite day.

Worksheet 2: I love learning about ...

Using the worksheet

- This worksheet practises *like(s) / love(s) + ing* and *really don't / doesn't like + ing*.
- Pupils read the speech bubbles and write the name under the best book for each child.
- Pupils write the reasons for their choices by transforming the sentences in the speech bubbles into the third person. They then work in pairs or groups to discuss their answers and give reasons.
- Finally, pupils work in groups and say which book they personally like and why.

KEY: Activity 1: 2 George, 3 Peter, 4 Vera, 5 Frank, 6 Jess; Activity 2: 2 George; He loves P.E. 3 Peter; He likes doing experiments. 4 Vera; She likes learning about animals. 5 Frank; He loves playing basketball. 6 Jess; She loves using computers.

Extension: Bring books about different subjects to class. Pupils imagine people who like the books and write short phrases about them, e.g. for a book about a king, pupils write *He/She likes learning about History*.

Optional follow-up activity: Prepare four cards with *like / love / don't like* and *really don't like*. Put the cards face down. Pupils take turns to turn over a card and mime an action they do or don't like according to the card. The rest of the class make a sentence, e.g. *You really don't like brushing your teeth*.

Learning to learn

Elicit different ways in which we can learn, e.g. at school, from books, doing research on the internet, watching documentaries, travelling. Give pairs of pupils a question to research for homework, e.g. *Are dogs more intelligent than cats? Does Australia have a queen? How heavy is a football?*

Worksheet 3: have to / don't have to

Using the worksheet

- This worksheet practises *have to / don't have to + infinitive* and school and home activities.
- Pupils work individually or in pairs. They look at the pictures, imagine what Bob is saying and complete the sentences.
- Pupils use the pictures to write about their Monday morning. Then they compare in groups.

KEY: Activity 1: 2 have to play an instrument, 3 On school days you have to arrive before 8 o'clock, 4 In summer you don't have to read lots of books, 5 On school days you have to do homework, 6 In summer you don't have to wear school uniform; Activity 2: 2 brush my teeth, 3 walk the dog, 4 do the shopping, 5 wash my hands, 6 get up at five o'clock

Optional follow-up activity: Pupils make a poster of the things they have to do in English class.

Worksheet 4: My school

Using the worksheet

- This worksheet practises *have to / don't have to*.
- Pupils read about Scott's life in Alice Springs. They match the sentences and the pictures.
- Pupils then write Scott's questions and answer them.

KEY: Activity 1: 2g, 3e, 4b, 5f, 6c, 7d; Activity 2: 2 Do you have to wear a school uniform? 3 Do you have to take a big bag to school? 4 What sports do you have to play? 5 Do you have to go to school on Saturday? 6 When do you have to do your homework?

Reinforcement: Activity 2: Before photocopying the worksheet, write the first three words of each question.

Extension: Pupils compare their school with Scott's school, e.g. *You have to take an umbrella because it isn't always sunny*.

Optional follow-up activity: Pupils work in pairs to write about rules at home, e.g. *You have to tidy your room. You don't have to help in the garden*. Put two pairs together to compare their rules.

Cultural awareness and expression

Give out pieces of paper with, e.g. *You have to walk on the left / wear a jacket/white socks in summer / write in pen not pencil / sit down when you are eating / eat three ice creams every day. / Boys have to have short hair*. All the rules are real. Pupils say which country they think the rules come from. (All are from schools in England, except the ice cream rule which is from a school in China.) Elicit which of the rules are true for the pupils' school.

1

Worksheet 1: My school week

Name: _____

1 Read the numbers and complete the trail. Then write the words.

1	2	3	4	5	6	7	8	9	10	11	12	13
E	N	I	S	H	P	H	Y	T	H	I	S	T
14	15	16	17	18	19	20	21	22	23	24	25	26
H	G	L	E	G	A	U	M	I	M	Y	R	O
27	28	29	30	31	32	33	34	35	36	37	38	39
C	L	E	O	G	R	S	I	C	A	T	H	S
40	41	42	43	44	45	46	47	48	49	50	51	52
N	U	P	T	R	A	E	C	N	E	I	C	S

1 1-2-15-16-3-4-5 ENGLISH

2 18-17-30-31-32-19-6-7-8 _____

3 21-20-33-34-35 _____

4 22-9 _____

5 10-11-12-13-26-25-24 _____

6 23-36-37-38-39 _____

7 52-51-50-49-48-47-46 _____

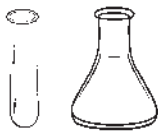
8 45-44-43 _____

9 42-29 _____

10 28-41-40-27-14 _____

2 Look and complete Pat's email.

①



②



③



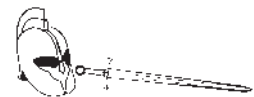
④



⑤



⑥



Hi Sam,

Friday is my favourite day at school. At 9.00 we've got ¹ Science

and at 10.00 we've got ² _____. My favourite subject is

³ _____. We've got that at 11.00. Next, we have

⁴ _____. In the afternoon, we've got ⁵ _____ for two

hours! I love playing the guitar. We don't have ⁶ _____ on Fridays.

Write and tell me about your favourite day at school.

Love,

Pat

1

Worksheet 2: I love learning about ...

Name: _____

1 Read, choose and write the names under the books.

1


Rachel

2



Hello. My name's Peter. I like doing experiments in Science lessons.



3



4



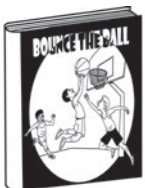
Hello. I'm George and I love P.E, but I really don't like Science.



I'm Jess. I love using computers and I like learning about I.T.



5



6



Hi, I'm Rachel. I like Music and I love singing. I really don't like I.T.



My name's Frank. I love playing basketball and I like swimming, but I really don't like football.



Hi, I'm Vera. I like learning about animals, but I really don't like snakes.

2 Write about the children in Activity 1.

- 1 Star School is the book for Rachel. She likes Music and she loves singing.
- 2 Sports, Sports, Sports! is the book for _____.
- 3 Whizz Bang is the book for _____.
- 4 Polar Regions is the book for _____.
- 5 Bounce the Ball is the book for _____.
- 6 Click is the book for _____.

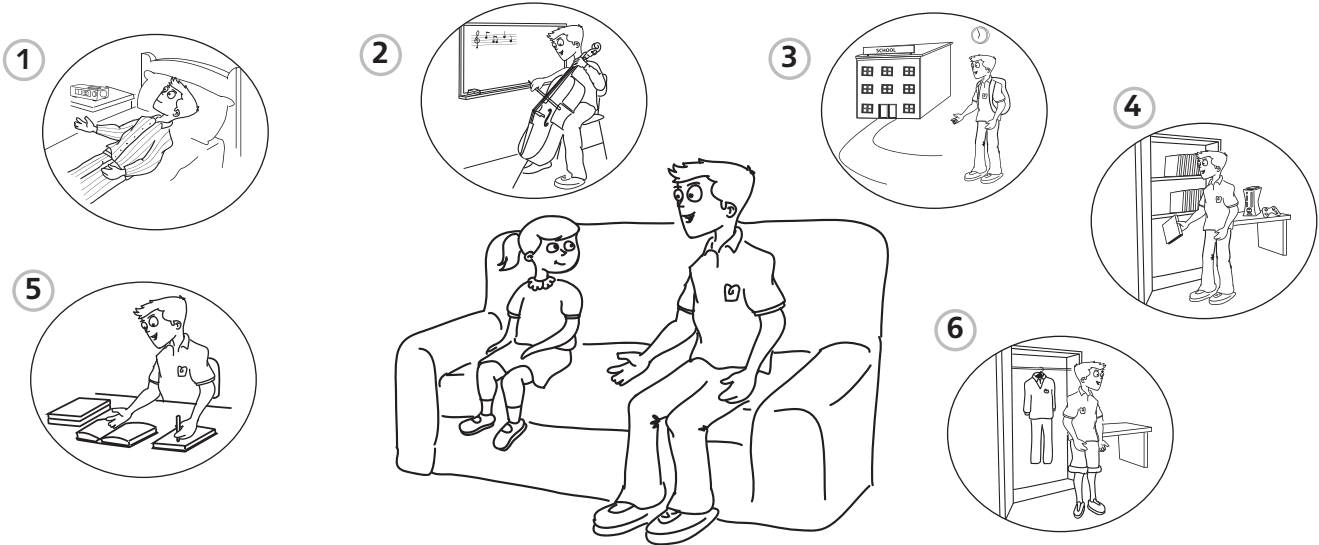
Grammar 1: Like / Don't like + ing

1

Worksheet 3: *have to* / *don't have to*

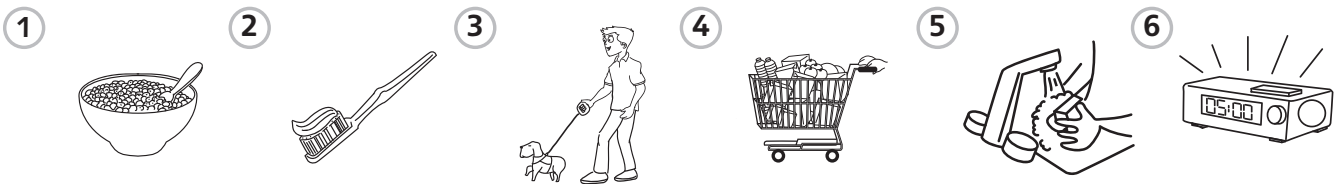
Name: _____

1 Bob is talking to his sister about school. Look and write.



- 1 *In summer, you don't have to get up early.*
- 2 *On school days you,...*
- 3 _____
- 4 _____
- 5 _____
- 6 _____

2 Think about Monday morning. Look at the pictures and write about what you *have to* and *don't have to* do.



- 1 *I have to have breakfast.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Grammar 2: *Have to* + infinitive

1

Worksheet 4: My school

Name: _____

1 Read and match. Write the letters.

1 Hi. My name's Scott. I go to school in Alice Springs, Australia.

2 At my school you don't have to wear a uniform but you have to wear a big hat to protect your head from the strong sun. ☐

3 You don't have to take an umbrella because it's always sunny! ☐

4 In January it's very hot and you have to play inside. ☐

5 You don't have to go to school in February and April because it's the summer holidays. ☐

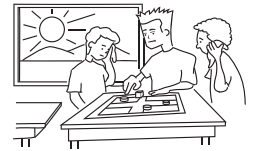
6 When you have P.E., you have to look in your shoes for spiders. ☐

7 In Science, you have to read books about Australian plants and animals. ☐

a



b



c



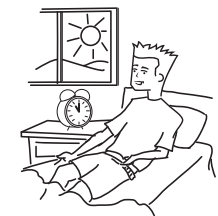
d



e



f



g



2 Write Scott's questions to you. Then write about your school.

1 start / you / do / What time / to / school? / have

What time do you have to start school?

2 a school uniform? / you / Do / wear / have / to

3 take / you / have / to / a big bag / Do / to school?

4 do / to / What / play? / have / you / sports

5 to school / you / to / go / Do / on Saturday? / have

6 homework? / do / to / When / do / have / your / you

Skills: Reading and writing

2 The story teller

Worksheet 1: Adjectives

Using the worksheet

- This worksheet practises the adjectives *angry, excited, hungry, ill, scared, thirsty, tired, worried, busy*.
- Pupils read what the people in the pictures are saying and write an appropriate adjective in the crossword.
- Pupils then write an adjective in the gaps, and finish each sentence so it is true for them.

KEY: Activity 1: 1 angry 2 busy, 3 scared, 4 worried, 6 hungry, 7 tired, 8 excited, 9 ill; **Activity 2:** 2 hungry, 3 excited, 4 angry, 5 ill, 6 worried (and any appropriate activity in each case)

Reinforcement: Activity 1: Write the nine adjectives in a word box above the task. **Activity 2:** Write possible sentence completions on the board in a random order for pupils to copy, e.g. *go to bed, eat a sandwich, talk to my friends*.

Extension: Activity 1: Pupils take turns to remember all nine adjectives. **Activity 2:** Pupils write sentences for *tired, thirsty* and *busy*.

Optional follow-up activity: Pupils write sentences about themselves. In pairs, they play a guessing game. Pupil A says a sentence, e.g. *When I'm hungry after school, I eat pizza*. Pupil B responds *True or False*.

Worksheet 2: What's the matter?

Using the worksheet

- This worksheet practises *What's the matter (name)? / with (name)?* and adjectives *angry, excited, hungry, ill, scared, thirsty, tired, worried, busy*.
- Pupils look at the pictures and read the questions. They circle an option and write an adjective.
- Pupils use the pictures to complete the corresponding questions and responses. They answer the final question about themselves.

KEY: Activity 1: 2 They're ill, 3 We're hungry, 4 She's busy, 5 He's thirsty; **Activity 2:** 2 What's the matter with Susan? She's scared. 3 What's the matter with Andrew? He's worried 4 What's the matter with Mrs Brown? She's angry. 5 What's the matter with Amy and Eric? They're excited. 6 I'm ...

Reinforcement: Activity 1: Before photocopying the worksheet, write the letters for each adjective as an anagram for pupils to solve. **Activity 2:** Underline the personal pronouns in the second part of the responses.

Optional follow-up activity: Give each pupil a piece of paper with an adjective and an explanation, e.g. *I'm excited because I've got a party tomorrow*. Pupils mingle and ask each other *What's the matter, (name)?* Elicit some appropriate responses, e.g. *Great! / I see. / Poor you!*

Worksheet 3: Ask Problem Patti

Using the worksheet

- This worksheet practises *should* and *shouldn't*.
- Pupils read Angry Amanda's letter. Then they read and complete Problem Patti's reply.
- Pupils then read Pablo's problem and use the word box to write Problem Patti's advice.

KEY: Activity 1: 2 should, 3 should, 4 shouldn't, 5 shouldn't, 6 should; **Activity 2:** Advice could include: You should sleep more / read a book / go to bed early / watch funny films / finish your homework in the evenings. You shouldn't watch horror films / play computer games (for three hours) / do your homework in the morning.

Reinforcement: Activity 2: Before photocopying the worksheet, erase some of the options from the word box. Pupils write a shorter reply to Pablo.

Extension: Pupils role-play the problems in Activity 1 and 2 in pairs. They take turns to be Problem Patti.

Optional follow-up activity: Pupils work in pairs to write a message to Problem Patti from one of the people in the *Quick Minds* poster. Pairs swap messages and write replies. Read out the replies and discuss whether they give good advice or not.

Worksheet 4: Haiku

Using the worksheet

- Students read about Haiku.
- Students then read the example Haiku about learning English. Ask them to talk to their partner about what the example Haiku makes them think and feel.
- Students then work in pairs to write their own Haiku about one of the topics in the box.

Optional follow-up activity: Students perform their Haiku to the class or in groups. The other students say what the Haiku makes them think and feel.

Cultural awareness and expression

Ask the class to think about why people write and read poems. Highlight that they are an excellent way for poets to think more deeply about a subject and express their feelings about it and for the reader to connect with those feelings, too. Elicit emotions poetry can express, e.g. love, surprise, happiness, sadness, anger. Ask the class if they know any famous poems from their country or ask them about their favourite poems. Find out if they know what the poems are about and what emotions they convey.

2

Worksheet 1: Adjectives

Name: _____

1 Look, read and complete.



Your room isn't tidy!



My family doesn't help me!



I'm in a haunted house!



I've got a problem.



I'd like a drink.



I'd like a burger.



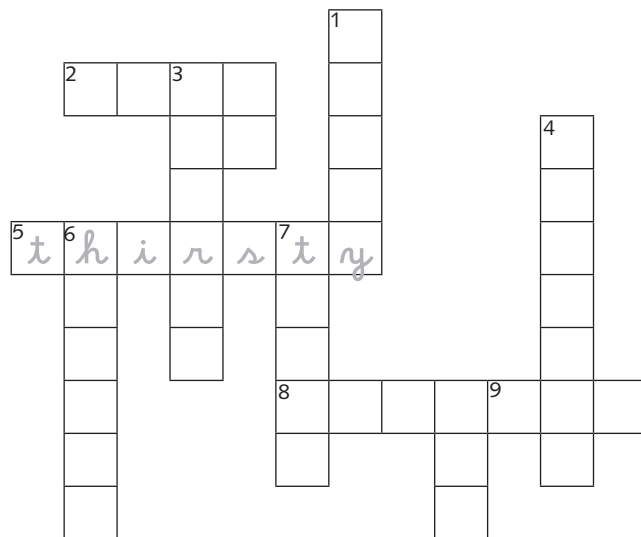
It's five o'clock in the morning!



My team is winning!



Atchoo!



2 Write the adjectives. Complete the sentences about you.

1 When I'm scared at night, I listen to the radio.

2 When I'm h _____ after school, I _____.

3 When I'm e _____, I _____.

4 When I'm a _____, I _____.

5 When I'm i _____, I _____.

6 When I'm w _____, I _____.



Vocabulary: Adjectives

2

Worksheet 2: What's the matter?

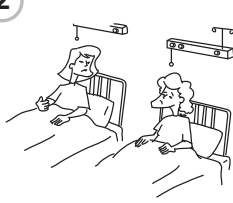
Name: _____

1 Look and read. Circle and complete.

1



2



3



4



5



1 What's the matter, John?

I'm / He's / They're tired.

2 What's the matter with Tina and Lisa?

We're / She's / They're _____.

3 What's the matter?

You're / She's / We're _____.

4 What's the matter with Maria?

We're / She's / I'm _____.

5 What's the matter with David?

I'm / They're / He's _____.

2 Look at the faces. Complete the questions and answers.

1



Sam

2



Susan

3



Andrew

4



Mrs Brown

5



Amy and Eric

1 What's the matter with Sam?

He's tired because he's running.

2 _____?

_____ . She can see a big spider.

3 _____?

_____ because he's got a test.

4 _____?

_____ . She's having a bad day.

5 _____?

_____ . They're 11 today!

6 What's the matter with you ?

_____.

Grammar 1: What's the matter? + adjectives

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 5

2

Worksheet 3: Ask Problem Patti

Name: _____

1

Read and complete with *should* or *shouldn't*.

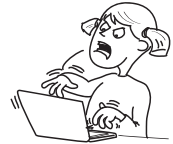
Dear Problem Patti,

On Saturdays, I play basketball. I'm always serious because I want to win.

My problem is my friend Kevin. He can't bounce the ball and he can't run fast. I shout at him but he's not good at basketball! We always lose ... ☹️

Please help!

Angry Amanda



Dear Angry Amanda,

I understand your problem but you ¹ shouldn't shout at Kevin, you

² _____ help him. You ³ _____ go to the park and practise

before you play but you ⁴ _____ get angry. And you ⁵ _____

be so serious - it's only a game!

Problem Patti

P.S. When you're older, you ⁶ _____ be a professional basketball player!


2

Read Pablo's problem. Write Problem Patti's reply.

sleep more watch horror films read a book play computer games
watch funny films do your homework in the morning go to bed early
finish your homework in the evenings



My teachers are angry with me but I don't know why. Before breakfast, I do my homework for ten minutes. Sometimes I don't finish it but after school I do more homework! Sometimes I watch horror films after dinner. Then I play computer games in my bedroom for three hours because I can't sleep. I'm scared of horror films! I'm tired every day at school. What can I do?

Grammar 2: *Should* / *Shouldn't*

2

Worksheet 4: Haiku

Name: _____

1

Read about Haiku.



A Haiku is a special type of poem from Japan. It has three lines. The first and third lines always have five syllables and the second line always has seven. Haiku are often quiet poems which make people think about the meaning of something.

2

Read the Haiku. What does it make you think and feel?

A Haiku for English students

Learning English, oh
 Verbs and nouns and adjectives
 Why's the past simple?

3

Write a Haiku about one of the topics from the box.

Music Family Friends School

3 In Istanbul

Worksheet 1: Where are they?

Using the worksheet

- This worksheet practises names for places in a city.
- Pupils circle the words in the wordsearch, then write the words under the pictures.
- Pupils then read the sentences and write a place from Activity 1.

KEY: Activity 1: 1 supermarket, 2 map, 3 tower, 4 bank, 6 road, 7 bookshop, 8 sports centre, 9 underground

		s				m				
s	u	p	e	r	m	a	r	k	e	t
		o				p				
		r			b				s	
		t	b	r		a			q	
		s		o			n		u	
		c		a	o			k	a	
		e		d		k			r	
		n					s		e	
		t	t	o	w	e	r	h		
		r							o	
		e								p
u	n	d	e	r	g	r	o	u	n	d

Activity 2: 2 sports centre, 3 bookshop, 4 road, 5 underground station, 6 map, 7 tower, 8 bank, 9 supermarket

Reinforcement: Activity 1: Before photocopying the worksheet, write the first and last letters of each place, e.g. *b _ _ k* under the pictures.

Extension: Activity 1: Pupils think of other places in a town they know.

Optional follow-up activity: Do a Board Race (see page 4) with places in a city. You say, e.g. *You can buy books here.* Pupils race to circle the word *bookshop*.

Worksheet 2: Where's the bookshop?

Using the worksheet

- This worksheet practises prepositions of place and places in a city.
- Pupils look at the picture and read the sentences. They complete each sentence with a preposition.
- Pupils then order the words and write questions. They match an answer to each question according to the picture of the city in Activity 1.

KEY: Activity 1: 2 above, 3 opposite, 4 below, 5 above, 6 near; Activity 2: 2 Can you tell me where the bookshop is? – d, 3 Can you help me? I'm looking for the supermarket. – b, 4 Where's the clothes shop, please? – a, 5 Excuse me, I'm looking for my dog. – c

Reinforcement: Activity 2: Before photocopying the worksheet, write the first and last word of each question.

Extension: Activity 1: In pairs, Pupil A describes the location of a place, e.g. *It's below the café.* Pupil B

guesses the place, e.g. *It's the bookshop.* **Activity 2:** Before photocopying the worksheet, erase the answers. Pupils write their own.

Optional follow-up activity: Give each pair of pupils ten small pieces and one long strip (a road) of card. They draw a picture of a different place in town on each small card, then place the road card on the table and the small cards face down in a pile. They turn over a place card, e.g. *sports centre*, and put it somewhere along one side of the road. Pupil A turns over the next place card and makes a phrase, e.g. *The supermarket is opposite the sports centre.* Pupil B puts it in the appropriate place. Then Pupil B chooses a card.

Worksheet 3: Why do you go there?

Using the worksheet

- This worksheet practises *go to* + infinitive of purpose.
- Pupils match the pictures to the sentences, then complete them.
- In pairs, pupils use one worksheet, one dice or spinner (see page 4) and have one counter each. In turn, they use the first throw/spin to move their counter down the *going to* line and a second to move down the 'purpose' line. They combine the two phrases to write a sentence. If the sentence makes sense, they put a tick (✓). If it doesn't, they put a cross (✗).

KEY: Activity 1: 2 drink an orange juice – d, 3 watch a film – b, 4 buy my comic – a

Optional follow-up activity: In groups, Pupil A reads the beginning of a sentence. The rest take turns to choose an ending. Pupil A chooses the best ending. Pupil B continues, and so on.

Worksheet 4: Places in my town

Using the worksheet

- This worksheet practises places in a town, prepositions of place and infinitives of purpose.
- Pupils each choose five places and draw symbols in Picture A in either the empty buildings or their own new buildings. Pupils take turns to describe their town, e.g. *In my town, the sports centre is near the tower* for their partner to complete Picture B.
- Pupils then read the text about Ben's favourite places. They write about their two favourite places in their town and what they go there to do.

Reinforcement: Activity 2: Before photocopying the worksheet, write the following gapped text on the

lines. My favourite place is the _____. I go there to _____ and _____. I love the _____ too. I go there to _____.

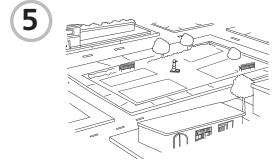
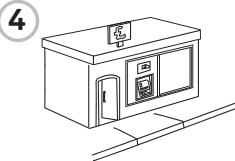
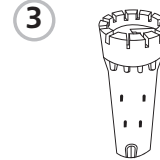
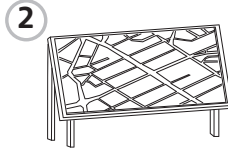
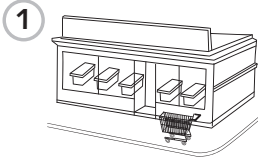
Optional follow-up activity: Pupils play a game of Chinese Whispers (see page 5) using *The supermarket is near the underground station behind the tower.*

3

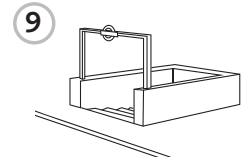
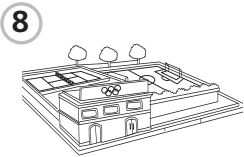
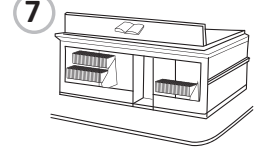
Worksheet 1: Where are they?

Name: _____

1 Circle, then write the places in the city.



square



station

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

2 Read and write the places.

1 You can sit here and relax. square

2 You can play football here. _____

3 You buy things to read here. _____

4 You drive on this. _____

5 You have to go downstairs to this place. _____

6 You use this when you go to a new city. _____

7 It's got stairs and you can climb it. _____

8 You can get money here. _____

9 It's a big shop. You can get food here. _____



Vocabulary: In the city

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 5

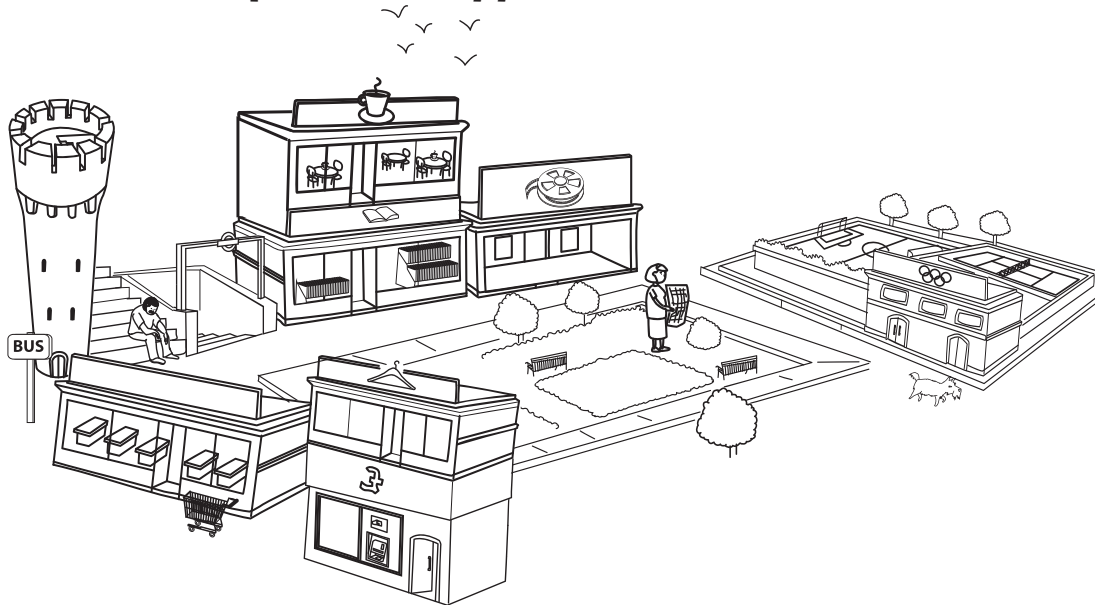
3

Worksheet 2: Where's the bookshop?

Name: _____

1

Read and complete with *opposite, near, below or above*.



- 1 The man is near the underground station.
- 2 The café is _____ the bookshop.
- 3 The woman with the map is _____ the sports centre.
- 4 The bank is _____ the clothes shop.
- 5 The birds are _____ the cinema.
- 6 The bus stop is _____ the tower.

2

Write the questions about the picture and match.

- 1 me, / where's / sports centre? / Excuse / the

Excuse me, where's the sport centre?



a It's above the bank.

- 2 tell me / Can / the bookshop / is? / you / where



b It's near the tower.

- 3 you / me? / help / Can / looking for / the supermarket. / I'm



c It's near the sports centre.

- 4 Where's / please? / the / shop, / clothes



d It's below the café.

- 5 me, / my dog. / I'm / Excuse / looking for /



e It's opposite the square.

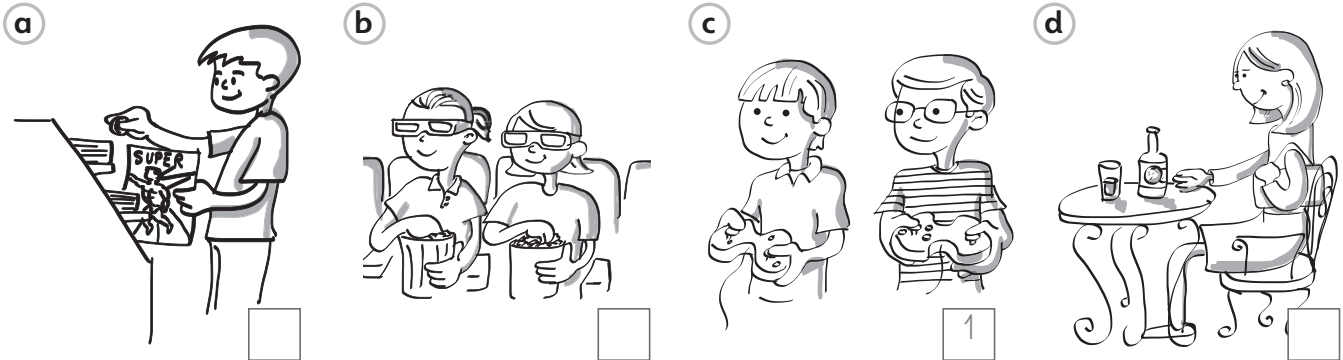
Grammar 1: Prepositions

3

Worksheet 3: Why do you go there?

Name: _____

1 Look and write. Match to the pictures.



- 1 We go to my friend's house to play computer games.
- 2 I go to the café to _____.
- 3 We go to the cinema to _____.
- 4 I go to the shop to _____.

2 Play and write sentences. Then tick (✓) or cross (X).

I'm going to the clothes shop to buy a sweater. ✓

I'm going to the swimming pool to buy some apples. X



I'm going to the clothes shop

I'm going to the library

I'm going to the sports centre

I'm going to the market

I'm going to my grandmother's

I'm going to my friend's house

I'm going to the swimming pool

I'm going to the bus station



to buy some apples.

to get a bus.

to get a book.

to help in the garden.

to buy a sweater.

to play badminton.

to watch a DVD.

to swim.

Grammar 2: Infinitive of purpose

3

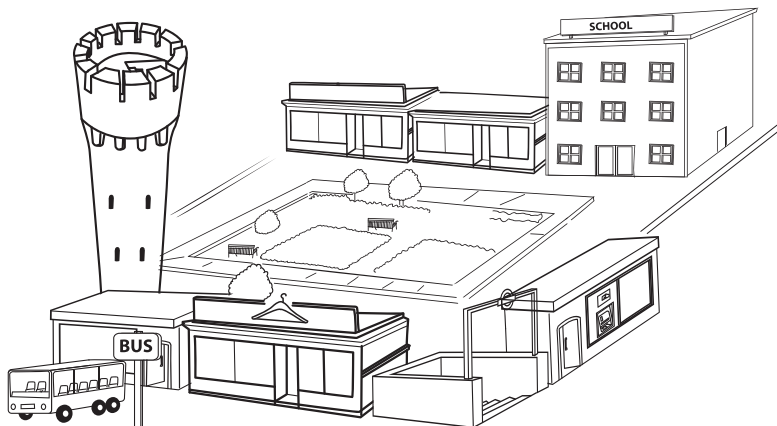
Worksheet 4: Places in my town

Name: _____

1 Draw five symbols for places in town A and tell your partner.

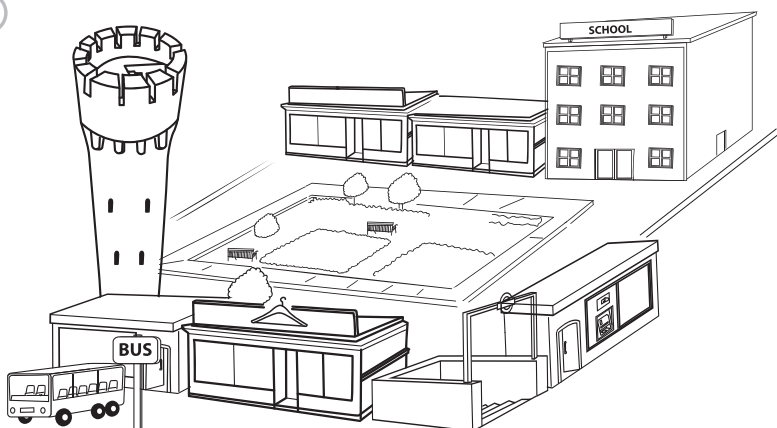


A



above
below
opposite
near
behind
in front of
next to

B



2 Read about Ben's favourite places. Write about your two favourite places.

My favourite place is the sports centre. It's near the park. I go there to swim and play tennis with my brother on Mondays and Wednesdays. I love the square, too. It's behind the supermarket next to the tower. It's beautiful! It's got big trees and there are lots of flowers. At the weekends, I go there to see to my friends and talk.



My favourite place is the _____

Skills: Speaking, listening and writing

Worksheet 1: On board ship

Using the worksheet

- This worksheet revises sea vocabulary *lifeboat, whale, cabin, sailor, dolphin, shark, anchor, octopus*.
- Pupils find six differences, talk about them in pairs, then write sentences.
- Then they write answers to the questions about Picture B. Check with the whole class.

KEY: Activity 1: 2 a dolphin / a whale near the ship, 3 a cabin / no cabin, 4 the anchor isn't / is in the sea, 5 an octopus / a shark on the ship, 6 a lifeboat / no lifeboat on the ship; Activity 2: 1 on the ship, 2 near the ship, 3 in the sea, 4 No, there isn't.

Optional follow-up activity: Ask a volunteer to slowly draw one of the sea words on the board. The first pupil to guess the word takes the next turn.

Social and civic competences

Ask pupils to think about the good and bad things about life on a boat. Discuss other non-conventional homes, e.g. caravan, igloo, caves, cabins in the woods, etc.

Worksheet 2: Leprechauns

Using the worksheet

- This worksheet practises *There was / wasn't and were / weren't*.
- Tell pupils a leprechaun (/ˈlɛprəkɔːn/) is a type of Irish male fairy. They make their money by mending shoes. They don't like spending money and hide it in a pot at the end of a rainbow. If caught, they have to tell the finder where their money is. Pupils number the pictures, using the sentences in Activity 2.
- Pupils then write the sentences of the story in the past, using *was, wasn't, were* and *weren't*. Pupils can cut out the pictures to make into a mini book with one picture on each page. They write the text in the past under each picture.

KEY: Activity 1: from left to right and top to bottom 3, 7, 4, 6, 5, 8, 1, 2; Activity 2: 2 weren't, 3 wasn't, 4 were, 5 was, 6 was, 7 were, 8 wasn't, was

Optional follow-up activity: Read out the story in the past, stopping in random places for the pupils to shout out the missing words, e.g. *hungry, sad, apples*, etc.

Worksheet 3: Were you on the beach?

Using the worksheet

- This worksheet practises questions and answers with *was* and *were* and revises affirmative and negative.
- Pupils have to work out who wasn't on the beach last Saturday by completing the questions and answers and comparing them with the picture.
- They then complete the sentence under the picture.

KEY: Activity 1: 2 Yes, I was. 3 Were there any shells? 4 No, there weren't. 5 Was there a shark in the sea? 6 No, there wasn't. 7 Were there any whales? 8 Yes, there were. 9 Were there any sailors on the beach? 10 No, there weren't. 11 Were there any dolphins in the sea? 12 Yes, there were. 13 Was there an octopus in the sea? 14 No, there wasn't. Activity 2: Mike wasn't on the beach on Saturday. He says there were whales in the sea but there weren't (any).

Reinforcement: Activity 1: Before photocopying the worksheet, write the first word of each question.

Extension: Activity 1: Pupils act out the dialogues.

Optional follow-up activity: Write on the board *an octopus, a shark, a whale, a sailor, some fish, some dolphins, some shells*. Pupils secretly draw a beach scene, including four of the items. Then they work in pairs to compare their beach scenes, saying, e.g. *Was there a sailor on the beach? Yes, there was.*

Worksheet 4: Sea creatures

Using the worksheet

- This worksheet expands pupils' knowledge of sea creatures and reviews language from the unit.
- Check the language in the first column of the table. Divide pupils into groups of three and assign a different sea creature to each one. Pupils read and complete their column in the table.
- Elicit the questions pupils need to ask to find out information about the other sea creatures and write them on the board. *What water temperature does the marine iguana like? What does it eat? What is dangerous for it? How long can it live?* Pupils ask questions in their groups and complete the table.
- Pupils then complete the *Did you know?* facts.

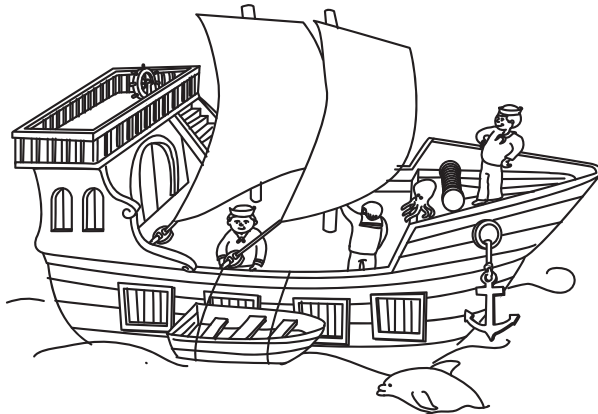
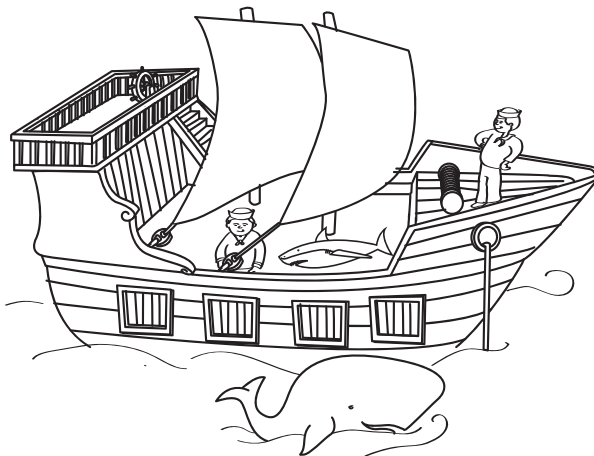
KEY: Activity 1:

Name	Marine iguana	Whale shark	Common octopus
Water temperature	25°C	12–23°C	24°C
Food	sea plants / algae	plankton / small fish	fish / crabs
Danger	birds / dogs	boats	dolphins / sharks
Maximum age	12 years	70 years	2 years

Activity 2: 2 Marine iguanas, 3 Octopuses, 4 Whale sharks, 5 Marine iguanas, 6 Marine iguana

Optional follow-up activity: Pupils choose a sea creature to research for homework to make a poster in the next class. They will need to find three facts and, if possible, print a picture of their creature.

Name: _____

1 Find six differences. Then write sentences.**A****B**

- 1 In picture A, there are three sailors. In picture B, there are two sailors.
- 2 _____.
- 3 _____.
- 4 _____.
- 5 _____.
- 6 _____.

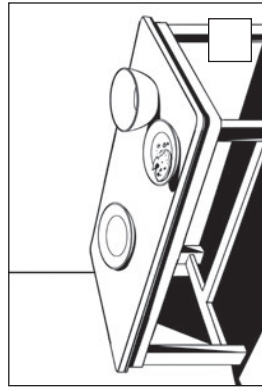
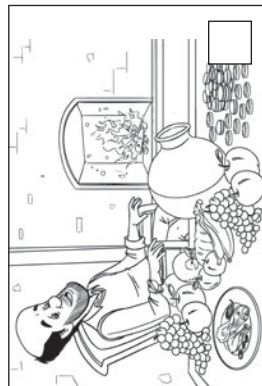
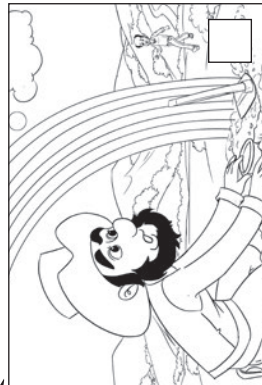
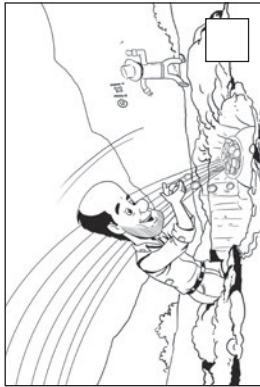
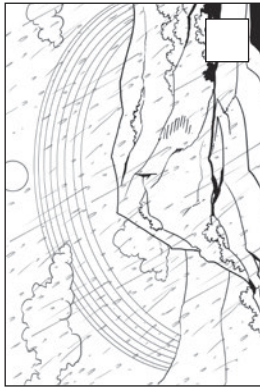
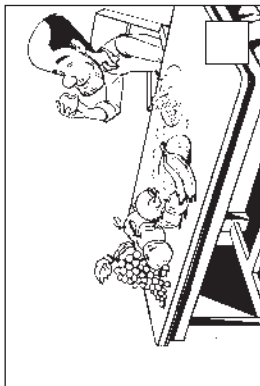
2 Look at picture B. Answer the questions.

- 1 Where's the shark? _____.
- 2 Where's the whale? _____.
- 3 Where's the anchor? _____.
- 4 Is there a cabin? _____.

Vocabulary: At sea

Name: _____

1 Read the story and number the pictures.

2 Write the story in the past using *was*, *wasn't*, *were* and *weren't*.

- 1 George _____ sad and hungry.
- 2 There _____ any apples, bananas or rolls on the table.
- 3 There _____ any money in his pockets.
- 4 There _____ rain clouds in the sky and the sun and a rainbow!
- 5 There _____ a leprechaun with a pot of money.
- 6 George _____ rich!
- 7 There _____ apples, bananas and money on the table.
- 8 George _____ hungry. He _____ happy.

4

Worksheet 3: Were you on the beach?

Name: _____

1

Write questions and answers with *was, were, wasn't, weren't*.



Daisy: you / on / beach / Saturday ¹ Were you on the beach on Saturday?



Sophia: ✓ ² Yes.



Daisy: any / shells ³ _____ ?



Sophia: ✗ ⁴ No.



Daisy: shark / in / sea ⁵ _____ ?



Sophia: ✗ ⁶ _____ .



John: any / whales ⁷ _____ ?



Mike: ✓ ⁸ _____ .



John: sailors / on / beach ⁹ _____ ?



Mike: ✗ ¹⁰ _____ .



Richard: any / dolphins / in / sea ¹¹ _____ ?



Ann: ✓ ¹² _____ .



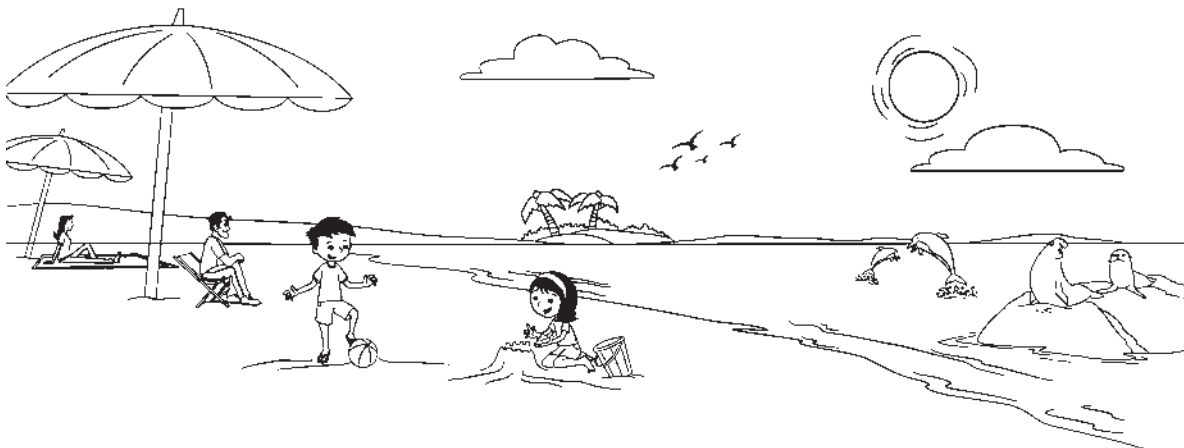
Richard: octopus / in / sea ¹³ _____ ?



Ann: ✗ ¹⁴ _____ .

2

Look at the picture. Who wasn't on the beach on Saturday?



_____ wasn't on the beach on Saturday. He/She says _____

_____ but _____ .

Grammar 2: Questions and answers with *there was / there were*

4

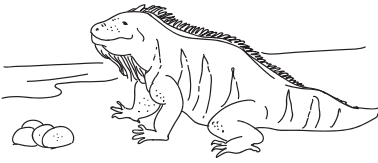
Worksheet 4: Sea creatures

Name: _____

1

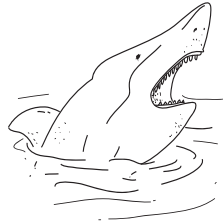
Read about one sea creature and write the information in the table.

Marine iguanas



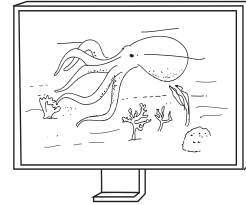
Marine iguanas live in the Galápagos Islands, Ecuador and they are the only lizards in the world that go into the sea. They like tropical water (25°C) and they eat sea plants like algae. They can live for 12 years, but they have to protect their eggs from dogs and birds.

Whale sharks



Whale sharks move very slowly and can live for 70 years. You can swim with whale sharks because they are very calm creatures. They eat plankton and small fish and they like warm water (12–23°C). Sometimes boats hit them when they are swimming.

Common octopuses



Common octopuses prefer tropical water (24°C) and they eat fish and crabs. They can change colour to match their environment. They do this so dolphins and sharks can't find and eat them. Octopuses only live about two years.

Name	Marine iguana	Whale shark	Common octopus
Favourite water temperature			
Food			
Danger			
Maximum age			

2

Read and complete the facts.

Did you know?

- 1 Whale sharks move very slowly.
- 2 _____ are the only lizards that go into the sea.
- 3 _____ can change colour.
- 4 _____ can live for a very long time.
- 5 _____ live near Ecuador.
- 6 _____ babies come from eggs.

CLIL: Science: Sea creatures

Crazy inventions

Worksheet 1: Shopping for gadgets

Using the worksheet

- This worksheet revises gadget-related vocabulary *games console, electric fan, MP3 player, walkie-talkie, electric toothbrush, CD player, torch, lift, laptop and DVD player*. It also develops the pupils' ability to work with anagrams.
- Pupils use the pictures to solve the anagrams.
- Pupils then choose six gadgets from the worksheet and draw them in the spaces on the spinner (see page 4).
- They make the spinner, then spin it to make a shopping list in their notebooks. Each time they land on an item, they write it on the list. After a given amount of time, get them to compare their lists in groups. *Who has to buy the most CD players / electric toothbrushes ... ? Who has a gadget missing from their list?*

KEY: Activity 1: 2 torch, 3 lift, 4 electric fan, 5 walkie-talkie, 6 games console, 7 electric toothbrush

Optional follow-up activity: Create a list on the board of the gadgets and ask volunteers to write the prices you dictate. Possible prices are: games console £200, electric fan £22, walkie-talkie £25, electric toothbrush £12, CD player £90, torch £8, mobile phone £45, laptop £325 and mp3 player £35. Students look at the price of the first six (different) items on their shopping list and work out how much money they would need to buy one of each.

Worksheet 2: Two shops

Using the worksheet

- This worksheet practises comparatives and revises vocabulary for gadgets.
- Pupils use the pictures to complete the sentences.
- They then look at the pictures of the shops and decide which shop the sentences in Activity 1 are about. Pupils write an appropriate letter on each line.
- Pupils then write sentences of their own to compare the different gadgets and their characteristics.

KEY: Activity 1: 2 DVD player / cheaper, 3 CD player / more expensive, 4 walkie-talkie / uglier, 5 car / faster, 6 torch / more beautiful, 7 electric fan / smaller, 8 games console / older; Activity 2: 2b, 3b, 4a, 5a, 6b, 7b, 8a; Activity 3: Answers will vary.

Reinforcement: Activity 1: Before photocopying the worksheet, write in the first (and last) letters of the gadgets.

Extension: Activity 3: Pupils write seven sentences.

Optional follow-up activity: Secretly think of an object in the classroom. Compare it with another object in the room, e.g. *It's bigger than a chair*. Pupils then play Twenty Questions (see page 5), using comparative questions, e.g. *Is it bigger than a torch?* and ordinary ones, e.g. *Is it black?*

Worksheet 3: The biggest in the world

Using the worksheet

- This worksheet practises superlatives.
- Pupils use the words in the word box to complete the sentences about the pictures.
- Pupils then complete sentences, giving their own opinions.

KEY: Activity 1: 2 biggest market square, 3 smallest library, 4 smallest seahorse, 5 fastest train, 6 fastest runners, 7 most expensive violin, 8 most expensive phone; Activity 2: the easiest, the happiest, the funniest, the most beautiful (and pupils' own answers)

Extension: Activity 2: Pupils write three more sentences about other animals, people or objects. They read their sentences in small groups and say if they agree.

Extension: Pupils choose items on the *Quick Minds* poster and write definitions using comparatives and superlatives, e.g. *It's smaller than the (butterfly)*. *It's more expensive than the (car)*. Pupils read out their definitions for the class to guess.

Optional follow-up activity: Pupils work in pairs. They take turns to dictate a route around the pictures, e.g. *This is the world's smallest seahorse. This is the world's most expensive violin*. The other pupil traces the route with a finger and says the sequence of numbers.

Worksheet 4: Mum's birthday present

Using the worksheet YLE

- This worksheet practises reading, and reviews gadgets vocabulary, comparatives and superlatives.
- Pupils work in pairs and talk about what they can see in the pictures. Then they read the text and complete the sentences with one, two or three words.
- They then talk about gadgets they like and why.

KEY: Activity 1: 2 a games console, 3 expensive than, 4 has (got), 5 looking at, 6 the most beautiful, 7 cheaper than, 8 buy, 9 birthday, 10 listen to music

Reinforcement: Activity 1: Before photocopying the worksheet, write the missing words in a word box above each set of sentences.

Optional follow-up activity: Pupils work in small groups to act out the story.

Digital competence

Ask pupils whether they think the prices for the gadgets in the story are good value. Elicit that pupils can find out whether something is good value for money by searching for similar products on the internet. For the next lesson, pupils do some internet research into the cost of something they would like to buy and report back to the class.

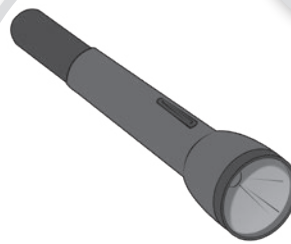
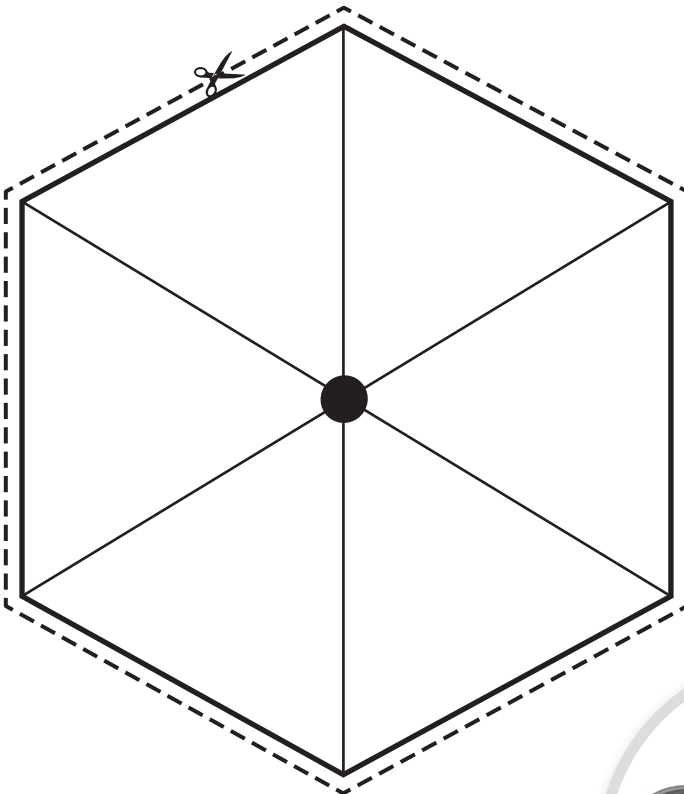
Worksheet 1: Shopping for gadgets

Name: _____

1 Write the gadget words.

- | | |
|------------------------|-----------------|
| 1 patpol | l <u>aptop</u> |
| 2 thorc | t _____ |
| 3 flit | l _____ |
| 4 accent filer | e _____ |
| 5 awake like lit | w _____ - _____ |
| 6 mega coolness | g _____ |
| 7 broccoli teeth hurts | e _____ |

2 Draw six gadgets on the spinner and play the shopping game.



Vocabulary: Gadgets

5

Worksheet 2: Two shops

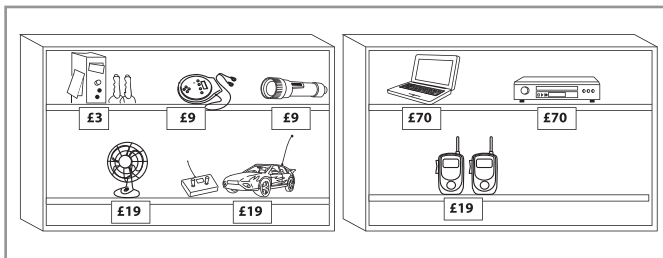
Name: _____

1 Write about the gadgets.

- 1 The  laptop in this shop is (big) bigger.
- 2 The  _____ in this shop is (cheap) _____.
- 3 The  _____ in this shop is (expensive) _____.
- 4 The  _____ in this shop is (ugly) _____.
- 5 The  _____ in this shop is (fast) _____.
- 6 The  _____ in this shop is (beautiful) _____.
- 7 The  _____ in this shop is (small) _____.
- 8 The  _____ in this shop is (old) _____.

2 Look at the sentences in Activity 1. Which shop are they talking about?

Shop A



Shop B



1 a 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

3 Write four sentences about the gadgets in the shops. Use **big**, **small**, **cheap**, **expensive**, **old**, **beautiful** or **ugly**.

(cheap) The walkie-talkies are cheaper than the DVD players.

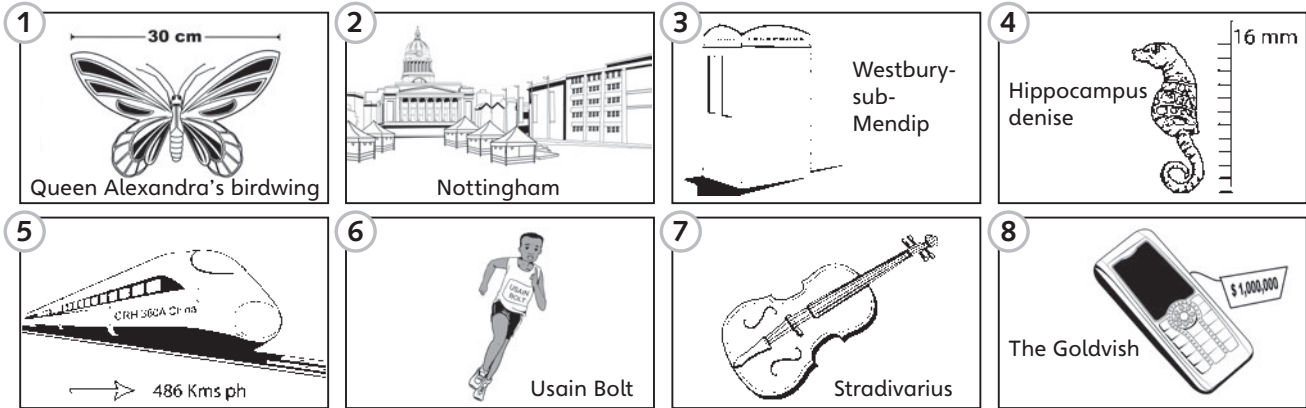
Grammar 1: Comparatives

Worksheet 3: The biggest in the world

Name: _____

1 Write about the pictures.

train violin market square seahorse phone library ~~butterfly~~ runners



- This is the (big) biggest butterfly in the world.
- This is the (big) _____ in England.
- This is the (small) _____ in the world.
- This is the (small) _____ in the world.
- This is the (fast) _____ in the world.
- This is one of the (fast) _____ in the world.
- This is the (expensive) _____ in the world.
- This is the (expensive) _____ in the world.

2 Choose and write.

- I think _____ is (easy) _____ word to say.
- I think _____ is (happy) _____ person in my class.
- I think _____ has (funny) _____ face.
- I think the _____ is (beautiful) _____ sea creature.

Grammar 2: Superlatives

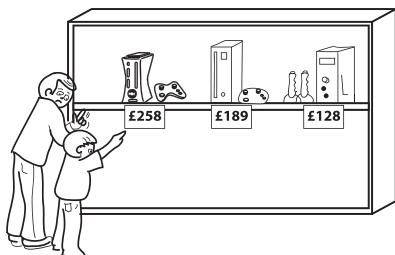
5

Worksheet 4: Mum's birthday present

Name: _____

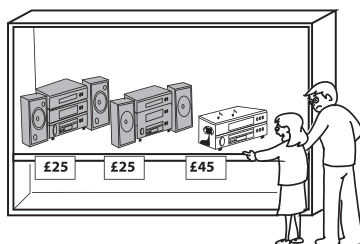
1 Look at the pictures and read the story. Write 1, 2 or 3 words to complete the sentences.

Hannah's family are looking at gadgets in a supermarket. Hannah's brother Brian would like a games console but they're expensive. The SP1 is £128, the SP2 is £189 and the SP3 is £258. Dad says Brian can't have one. 'OK. I can play at David's house. He's got the SP3.'



- 1 Hannah and her family are in a supermarket.
- 2 Her brother wants _____.
- 3 The SP3 is more _____ the SP2.
- 4 Brian's friend David _____ the most expensive console.

Hannah loves music and she's looking at the CD players. There are three: two are grey and one is white. Hannah points to the white CD player. 'This is the most beautiful.' 'How much is it?' Dad asks. '£45. It's cheaper than the SP3!' Dad doesn't want to buy it.



- 5 Hannah is _____ the CD players.
- 6 Hannah thinks the white CD player is _____.
- 7 The white CD player is _____ the SP3.
- 8 Dad doesn't want to _____ a gadget for Brian or Hannah.

Mum is looking at a laptop. 'Let's buy it!' Dad says. 'But I can't have the SP3!' Brian says. 'And I can't have the CD player,' Hannah says. 'But it's my birthday on Saturday,' Mum says. The family buys the laptop. When they get home they play computer games and listen to music on the laptop.



- 9 It's Mum's _____ on Saturday.
- 10 The family uses the laptop to play computer games and _____.

2 Talk about gadgets you like and why.

I like mobile phones.
I can talk to my friends.

Skills: Reading and speaking

6 In the hospital

Worksheet 1: Health problems

Using the worksheet

- This worksheet practises health problems and *should / shouldn't*.
- Pupils complete the sentences with an illness.
- They then look at the pictures and use the words in the box to write some advice for each person.

KEY: Activity 1: 2 cough, 3 cold, 4 toothache, 5 earache, 6 stomach-ache, 7 headache; Activity 2: 2 They shouldn't eat pizza. 3 He shouldn't listen to music. 4 She should stay in bed. 5 She should wear a hat. 6 He should go to the dentist's. 7 She shouldn't sing.

Reinforcement: Activity 1: Write the health problems in a word box above the task.

Extension: Activity 1: Pupils work in pairs to think of more situations that cause health problems. They adapt and say the sentences, e.g. *When you use the computer for three hours, you get a headache.*

Optional follow-up activity: Give each pupil a piece of paper with a problem written on it, e.g. *I can't sleep*. Pupils mingle, telling each other about their problems and giving advice, e.g. *You should read a book before you go to bed*. They report to the class the best advice they heard.

Worksheet 2: Past stories

Using the worksheet

- This worksheet practises simple past regular verbs *shouted, landed, jumped, looked at, watched, listened to, visited, phoned, played* and *walked*.
- Pupils use the simple past form of the verbs in the word box to complete the story.
- They then number the pictures to match the sentences.

KEY: Activity 1: 2 walked, 3 visited, 4 played, 5 landed, 6 looked at, 7 shouted, 8 listened to, 9 jumped, 10 watched, 11 jumped; Activity 2: First row: 10, 6, 2, 4; Second row: 3, 9, 7, 11; Third row: 12, 1, 8, 5

Optional follow-up activity: Remind pupils that *-ed* can be pronounced as /t/, /d/ or /Id/. Write the verbs from the unit on the board. Tell a third of the class that they must listen for /t/, a third for /d/ and a third for /Id/. Point to the verbs as you say them. The pupils who have that phoneme stand up.

KEY: /t/ walked, looked, jumped, watched; /d/ phoned, played, listened; /Id/ visited, landed, shouted

Worksheet 3: Help with homework

Using the worksheet

- This worksheet practises simple past irregular verbs *woke up, felt, had, gave, said, went*.
- Pupils write the present and past forms of the verbs.
- Pupils then work in pairs. They look at the pictures and comment on what is happening in each one, e.g. *Sally feels worried*. Encourage them to imagine what Sally and her grandma are saying in pictures 3 and 6. Tell pupils that the story happened last weekend, so they will need to use the past forms of the verbs. Explain that if there is more than one verb, pupils should use them in the order given. Pupils write the story.

KEY: Activity 1: 2 give, gave, 3 wake up, woke up, 4 go, went, 5 say, said, 6 have, had / eat, ate;

Activity 2: Possible answers: 1 She felt worried because she had lots of homework. 2 She went to her Grandma's house. 3 'Can you help me with my homework, please?' Sally said. 'Of course,' Grandma said. 4 Sally felt happy. 5 At five o'clock they had chocolate cake and milk. 6 Sally gave Grandma some beautiful flowers. 'Thanks Grandma,' Sally said.


Reinforcement: Activity 2: Before photocopying, write some of the missing words on the lines.

Extension: Pupils work in pairs to test each other on the present and past forms of the verbs. Pupil A says, e.g. *feel*. Pupil B says the correct tense, e.g. *Present*.

Optional follow-up activity: Pupils write a message to a friend from one of the people on the *Quick Minds* poster. Tell them to say how they felt yesterday, what they did and why, e.g. *Yesterday, I had a headache because I watched TV for six hours. My mum gave me a cold drink and I went to bed early*. Pupils read their messages to the class.

Worksheet 4: Healthy Henry

Using the worksheet

- This worksheet reviews healthy living.
- Pupils read the text and write the missing words according to the pictures. 
- Pupils read the sentences about Henry and Peter and look at the text again. They complete the sentences with the words in the word box according to the information in the text.

KEY: Activity 1: 2 strong, 3 skateboard, 4 sports centre, 5 grains, 6 chicken, 7 doctor, 8 happy, 9 tired, 10 chocolate, 11 dentist, 12 toothache, 13 computer games, 14 football, 15 water, 16 apples; Activity 2: 2 sugar, 3 stronger, 4 healthy, 5 more, 6 sadder, 7 ill, 8 better

Optional follow-up activity: Pupils talk in pairs about which boy they and their friends are most similar to, whether their lifestyles are healthy or not and why.

6

Worksheet 1: Health problems

Name: _____

1

Read and write the health problems.

- 1 When you get ill, you sometimes get a temperature.
- 2 When you shout and shout, you get a _____.
- 3 When you walk in rain for hours, you get a _____.
- 4 When you don't brush your teeth, you get a _____.
- 5 When you don't wear a hat on a cold, very windy day, you get _____.
- 6 When you eat five burgers, you get a _____.
- 7 When you watch TV all day, you get a _____.

2

Look at the pictures. What *should* / *shouldn't* they do?

stay in bed listen to music go to the dentist's sing eat pizza
 wear a hat ~~go swimming~~

1



2



3



4



5



6



7



- 1 He shouldn't go swimming.
- 2 _____.
- 3 _____.
- 4 _____.
- 5 _____.
- 6 _____.
- 7 _____.

Vocabulary: Health

6

Worksheet 2: Past stories

Name: _____

1 Complete the story with the verbs in the simple past.

phone
watch

jump
land

shout
look at

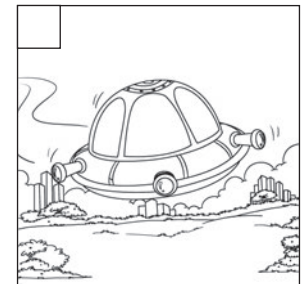
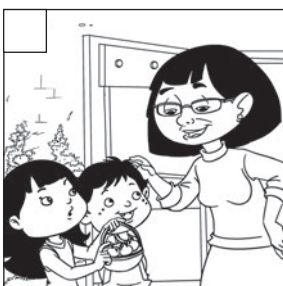
visit
walk

play
jump

listen to

Yesterday, Daisy ¹ phoned Clara and Oliver. 'I need some apples,' she said. Clara and Oliver ² _____ to the market square to buy the apples. They ³ _____ their grandmother to give her the apples. Then they ⁴ _____ in the park. Suddenly, a space ship ⁵ _____. A little monster was in the space ship. Clara and Oliver ⁶ _____ him. It started to rain. The monster ⁷ _____, 'Rain! Help!' The children ⁸ _____ him shout, 'Help!' Clara and Oliver ⁹ _____ in the puddles. They were happy. The monster ¹⁰ _____ them. The monster ¹¹ _____ in the puddles, too. ¹² Everyone was happy!

2 Read the story in Activity 1 again and order the pictures.



Grammar 1: Simple past, regular verbs

PHOTOCOPIABLE







Quick Minds Teacher's
Resource Book Level 5

6

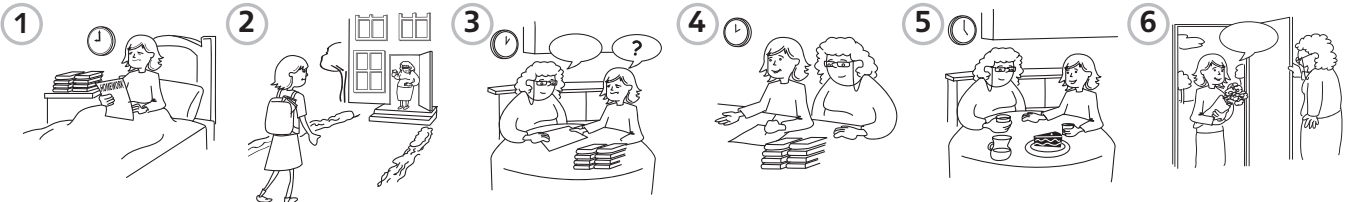
Worksheet 3: Help with homework

Name: _____

1 Look and write the verbs in the present and simple past.

						
Present	feel					
Past	felt					

2 Change the words and complete the story in the past.



1 wake up feel have

On Saturday, Sally woke up at nine o'clock. She _____

_____ because _____

2 go

_____ Grandma's house.

3 say say

'Can you help _____,'

_____,

4 feel

The homework was easier with Grandma's help.

5 have

6 give say

'Thanks _____,'

Grammar 2: Simple past, irregular verbs

6

Worksheet 4: Healthy Henry

Name: _____

1 Read and complete.



Henry was ¹ eleven. He had lots of energy and was ² _____. He rode his ³ _____ to school every day and went to the ⁴ _____ at the weekend. Henry ate lots of ⁵ _____, fruit and vegetables. His favourite food was pasta with ⁶ _____ and tomatoes. Henry never visited the ⁷ _____ because he felt great. He was a very ⁸ _____ boy.

Henry's friend Peter was eleven, too but he was always ⁹ _____. Peter loved sugar. He ate ¹⁰ _____ every day. It was his favourite food. He visited the ¹¹ _____ when he had ¹² _____. Peter played ¹³ _____ every afternoon and sometimes he was sad.

One day Henry said, 'Let's play ¹⁴ _____ together, Peter.' 'OK,' Peter said. It was difficult for Peter because he didn't have any energy. But they started to play every afternoon. When they finished the game, they drank lots of ¹⁵ _____ and ate ¹⁶ _____ or bananas. They didn't eat sweets. Peter was happier. 'Thanks for helping me to be healthy, Henry,' he said.

2 Read and complete with the words in the box.

stronger ill healthy sugar more sadder better unhealthy

- 1 Henry never had unhealthy food.
- 2 Henry never ate lots of _____.
- 3 Henry was _____ than Peter.
- 4 Peter's favourite food wasn't _____.
- 5 Henry had _____ energy than Peter.
- 6 Peter was _____ than Henry.
- 7 Henry never felt _____.
- 8 Peter felt _____ when Henry helped him.

CLIL: Science: Healthy eating

Ancient Egypt

Worksheet 1: Countries and capitals

Using the worksheet

- This worksheet revises the names and locations of countries *Canada, the UK, Romania, the USA, Spain, China, Ecuador, Morocco, Egypt* and *Australia* and the names of their capital cities.
- Pupils write the countries in the puzzle.
- They then locate the countries on the map and write the names of the capital cities in the sentences.

KEY: Activity 1: (across) 2 Ecuador, 7 Morocco, 8 China, 9 Spain; (down) 2 Egypt, 3 USA, 5 UK, 6 Romania, **Activity 2:** 2 Madrid, 3 Rabat, 4 Beijing, 5 Canberra, 6 London, 7 Cairo, 8 Washington DC, 9 Bucharest, 10 Ottawa

Optional follow-up activity: Pupils use the internet and reference books to find the population, official language and currency of each country.

Cultural awareness and expression

Bring some photos of capitals from around the world. Write an exciting thing you can do in each city on the board, e.g. (Paris) go on a boat trip on the river, (Beijing) see pandas. Pupils guess which thing you can do in each city. Ask pupils if they think the capital cities are more or less interesting than the place where they live and/or their country's capital city, and why.

Worksheet 2: I didn't do it.

Using the worksheet

- This worksheet practises the negative form of the simple past and revises the affirmative.
- Pupils complete the phrases by putting the verbs into their past affirmative or negative form.
- They then make sentences and write the number and letter that describe each picture.
- In pairs, pupils practise the sentences.

KEY: Activity 1: 3 went, 4 ate, 5 gave, 6 didn't phone, 7 visited, 8 didn't play, a didn't have, b was, c didn't feel, d didn't go, e didn't have, f didn't eat, g didn't want, h didn't have; **Activity 2:** i 2g, ii 7a, iii 8c, iv 3d, v 5h, vi 1b, vii 6e, viii 4f

Optional follow-up activity: Pupils play Sentence chains (see page 5): Pupil A says a sentence in the past affirmative. Pupil B says the same sentence in the negative form, then makes a new affirmative sentence, and so on, e.g. A: *I went to the cinema.* B: *I didn't go to the cinema. I watched a football game.* C: *I didn't watch a football game. I ...*

Worksheet 3: Holiday photos

Using the worksheet

- This worksheet practises questions and answers in the simple past.
- Remind pupils of the names of the family members from page 9. Pupils decide which three questions go with each picture, write the letters of the questions under the picture, then answer the questions.

KEY: Activity 1: 1 f (for) 6 days, i (with) Oliver, Ann and Clara; 2 b (for) 11 days, e Yes, I did. l Yes, I /we did; 3 d (for) 9 days, g Yes, I /we did, j (with) John; 4 c Yes, I /we did. h Yes, I /we did. k (for) 12 days

Optional follow-up activity: Pupils stick a holiday photo or magazine picture into their notebooks. In groups, they show each other their pictures. Each pupil in the group asks the pupil to their left one or more questions about their picture, e.g. *Who did you go with?*

Worksheet 4: Two holidays

Using the worksheet

- This worksheet practises simple past verbs.
- Pupils look at the pictures of Greg's holiday and read his email to Polly. They choose and circle the correct words according to the text and pictures.
- Pupils work in pairs to talk about the holiday. Pupil A asks a question using one of the prompts, e.g. *Did Greg wake up early?* Pupil B looks at the story and answers accordingly, e.g. *Yes, he did.*

KEY: Activity 1: 2 was, 3 late, 4 cows, 5 castle, 6 didn't have; **Activity 2:** Answers will vary.

Extension: Pupils use the words in the word box to write an email about their own holidays.

Optional follow-up activity: Give pupils five small pieces of paper and tell them to write one of the verbs *visit, see, have, go, play* on each one. Tell them to imagine they went on holiday last week. On the blank side of each paper they draw something for that verb, e.g. a pyramid on the 'visit' paper. Pupils work in pairs and ask and answer questions about the pictures, e.g. *Did you go to Egypt? Yes, I did. No, I didn't.*

Cultural awareness and expression

Show the class photographs of teapots and cups of tea from different countries, e.g. a teapot and/or mug of tea from the UK, Moroccan mint tea, Argentinian mate, a Japanese tea set, a Turkish tea set. Write the names of the countries on the board and ask pupils to guess which country each tea comes from. Tell pupils that the UK is famous for five o'clock tea, in Morocco it is very common to drink mint tea after meals and that in Argentina groups of friends share a mate when they go to the park or walking. Ask pupils which traditional hot drinks from their country they would recommend to tourists.

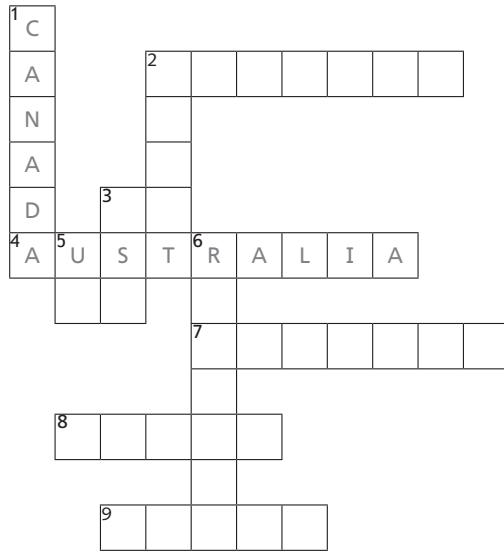
Worksheet 1: Countries and capitals

Name: _____

1

**Count the letters.
Write the countries.**

CANADA	CHINA
UK	ECUADOR
ROMANIA	MOROCCO
USA	EGYPT
SPAIN	AUSTRALIA



2

**Look at the countries on the map.
Write the capital cities.**



- | | |
|--|------------------------------------|
| 1 The capital of Ecuador is <u>Quito</u> . | 6 The capital of the UK is _____. |
| 2 The capital of Spain is _____. | 7 The capital of Egypt is _____. |
| 3 The capital of Morocco is _____. | 8 The capital of the USA is _____. |
| 4 The capital of China is _____. | 9 The capital of Romania is _____. |
| 5 The capital of Australia is _____. | 10 The capital of Canada is _____. |

Vocabulary: Countries

7

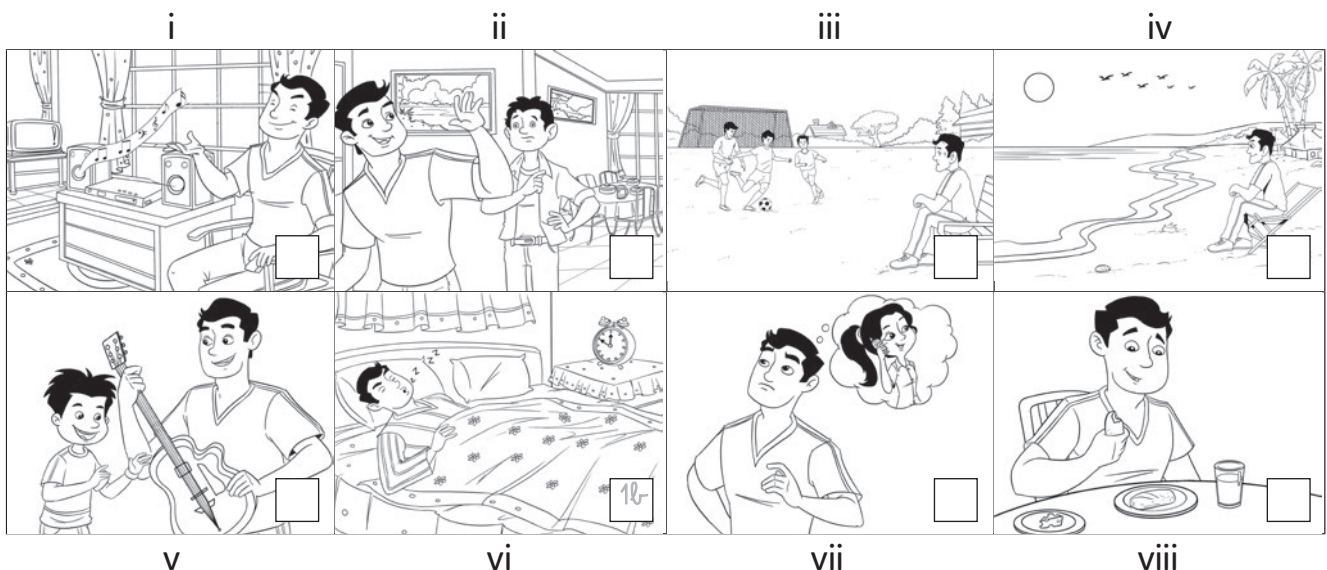
Worksheet 2: I didn't do it.

Name: _____

1 Write the missing words.

- 1 ☒ Mike (x wake up) didn't wake up at eight o'clock
 - 2 ☐ Mike (✓ listen to) listened to his CD player
 - 3 ☐ Mike (✓ go) _____ to the beach
 - 4 ☐ Mike (✓ eat) _____ the bread
 - 5 ☐ Mike (✓ give) _____ William a guitar
 - 6 ☐ Mike (x phone) _____ Ann
 - 7 ☐ Mike (✓ visit) _____ Richard's house
 - 8 ☐ Mike (x play) _____ football
- a but he (x have) _____ dinner there.
- b because he (✓ be) was very tired.
- c because he (x feel) _____ well.
- d but he (x go) _____ swimming.
- e because he (x have) _____ his mobile phone.
- f but he (x eat) _____ the cheese.
- g because he (x want) _____ to watch TV.
- h because he (x have) _____ an instrument.

2 Make sentences and match them to the pictures.



Grammar 1: Negatives with simple past

Worksheet 3: Holiday photos

Name: _____

1 Match the questions to the holiday photos. Write the letter.

2 Answer the questions for the people in the photos.

- | | |
|--|--|
| <p>a Did you see the pyramids?</p> <p>b How long did you stay in the UK?</p> <p>c Did you see the Sydney Opera House?</p> <p>d How long did you stay in China?</p> <p>e Richard, did you take any photos?</p> <p>f How long did you stay in Egypt?</p> | <p>g Did you see the Great Wall?</p> <p>h Did you go shopping?</p> <p>i Mike, who did you go with?</p> <p>j Daisy, who did you go with?</p> <p>k How long did you stay in Australia?</p> <p>l Did you see Big Ben?</p> |
|--|--|

1



☒ a Yes, I did.

☐ _____

☐ _____

2



☐ _____

☐ _____

☐ _____

3

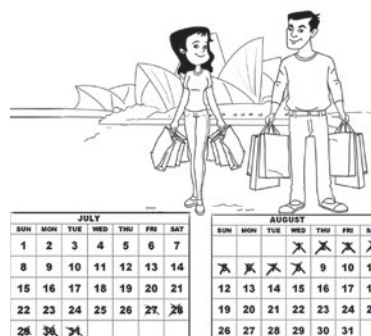


☐ _____

☐ _____

☐ _____

4



☐ _____

☐ _____

☐ _____

Grammar 2: Questions and answers with simple past

7

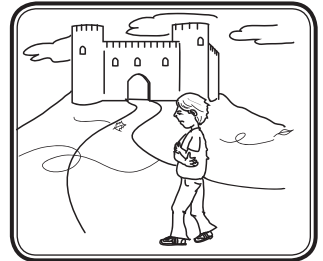
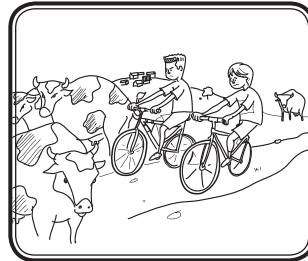
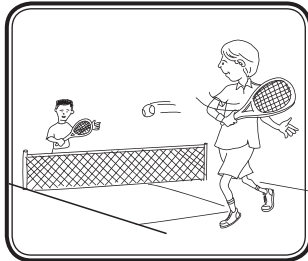
Worksheet 4: Two holidays

Name: _____

1

Look at the pictures. Read and circle the correct words in Greg's email.

Greg's holiday



Hi Polly,

In April, I went to ¹ the UK / the USA on holiday. When I arrived at the airport, my friend Sam ² was / wasn't there.

I didn't wake up ³ early / late on holiday. At eight o'clock every morning, I played tennis with Sam and, in the afternoon, we rode to small towns near his house. Sometimes there were lots of ⁴ goats / cows in the roads and it was difficult to ride our bikes.

One day we visited a ⁵ statue / castle. It was great but I ⁶ had / didn't have a jacket so I was cold.

Write to me soon!

Greg

2

Ask and answer questions about Greg's holiday.

feel cold	wake up early	visit a friend	play tennis	go to a market
see a camel	walk in the mountains	visit a castle	ride a bike	

Did Greg wake up early?

Yes, he did.

Skills: Reading and speaking

8 The treasure

Worksheet 1: I love rainy days!

Using the worksheet

- This worksheet practises weather and clothes.
- Pupils label the pictures.
- They then read the text and look at the pictures. They complete the text with words from Activity 1.

KEY: Activity 1: 2 boots, 3 cloudy, 4 coat, 5 umbrella, 6 scarf, 7 a thunderstorm, 8 lightning, 9 windy;

Activity 2: 2 boots, 3 coat, 4 scarf, 5 umbrella, 6 thunderstorm; Activity 3: Answers will vary.

Reinforcement: Activity 2: Before photocopying the worksheet, write the first letter of each missing word.

Optional follow-up activity: Pupils work in pairs and write a weather questionnaire. They write questions using the target language, e.g. *Do you like thunderstorms? How do you feel on rainy days? What do you do when it snows?* Pupils interview five people each, then compare their findings with their partner.

Worksheet 2: Holiday plans

Using the worksheet

- This worksheet practises positive and negative forms of *going to* + infinitive, and days of the week.
- Pupils look at the pictures of Ann, Richard and Daisy and decide what each of them is going (✓) and not going (✗) to do on holiday. They use the phrases from the word box to complete the sentences.
- They then write the anagrams in the sentences.

KEY: Activity 1: 2 is going to go to the beach, 3 isn't going to wake up at 7 o'clock, 4/5 is going to play the guitar, 5/4 is going to read, 6 isn't going to do the shopping, 7/8 is going to go to China, 8/7 is going to see the Great Wall, 9 isn't going to watch TV; Activity 2: 2 Monday/lightning, 3 Friday/scarf, 4 Wednesday/rainy, 5 Tuesday/thunderstorm

Optional follow-up activity: Give each pupil a clean sheet of paper. They write a sentence along the top of the page beginning, *On Monday, it's / there's going to be*, and add a weather type. They then fold over the top of the page to hide the sentence and pass it to the next pupil. Below the fold, the second pupil writes a sentence describing what they are or are not going to do that day. The paper is passed on. Pupils three and four do the same for Tuesday. Continue for the whole week. The last pupils unfolds the paper and reads out the sentences.

Sense of initiative and entrepreneurship

Pupils play a true/false game using the *Quick Minds* poster. Pupils write two true and one false sentence about the people, e.g. *(Tina) is going to play tennis*. Pupils mingle, reading their sentences to each other and guessing which one is false each time.

Worksheet 3: Holiday card game

Using the worksheet

- This worksheet practises questions and answers with *going to* + infinitive.
- Pupils use the pictures to complete the questions.
- In groups of four, pupils cut out one set of cards, shuffle them and place them face down on the table. Pupil A turns over a card and asks the pupil on their left (Pupil B) the question. Pupil A writes B's answer in a notebook. They place the card back on the table. Pupil B repeats the process with Pupil C (on their left). Play continues round the group until everyone has asked six questions and written the answers.
- In new groups, pupils read out their sentences, e.g. *This person isn't going to play football*. They try to guess who in the first group gave those answers.

KEY: Activity 1: 2 Are / going to / ice cream, 3 Are / going to / beach, 4 Are / going to / dog, 5 Are / going to / swimming pool, 6 Are / going to / postcard, 7 Are / going to / grandma/grandmother, 8 Are / going to / computer games, 9 Are / going to / garden, 10 Are / going to / bedroom, 11 Are / going to / umbrella, 12 Are / going to / books; Activity 2: Answers will vary.

Optional follow-up activity: Make a chart on the board to see how many pupils say yes to each question and which is the most popular holiday activity.

Worksheet 4: Story board

Using the worksheet

- This worksheet practises talking about the seasons.
- Use the example story board, at the top of the page, to show how the game works. Count 3 from the Start square. Cross out the text on the square you land on. Then count 3 again, not counting the corners with arrows. Again, cross out the text.
- Continue jumping over 'Start', the corners and any crossed-out boxes, until there is only one box not crossed out on each side of the board. The remaining information is used to write the story.
- Pupils work individually or in small groups, choosing a number (not 3) to count with.

Optional follow-up activity: Pupils make up new groups. They choose one story and make it longer.

Mathematical competence

Bring some bar graphs to class showing maximum and minimum monthly temperatures and monthly average rainfall in London and a big city near the pupils' town. Give pupils problems to solve, e.g. *What's the difference in the maximum July / minimum February temperatures in the two cities? What's the difference in April rainfall?* Elicit how this affects the people living in the cities, e.g. *You have to / don't have to wear a coat in winter.*

8

Worksheet 1: I love rainy days!

Name: _____

1 Look and write the words .

1



rainy

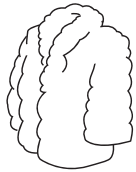
2



3



4



5



6



7



8



9



2 Look, read and complete with words from Activity 1.



I'm Sally and I love ¹ rainy days! I've got some big grey ² _____ with white clouds on. When it rains at the weekend, I go outside and play with my sisters. I wear a ³ _____ but I don't wear a ⁴ _____ and we never take an ⁵ _____. But if there's a ⁶ _____, we go home and have hot drinks. Dad makes pizzas and we watch our favourite films. Rainy days are great!



3 Do you agree with Sally? Write about the weather you like.

I like sunny days because I can go to the beach with my friends. We swim in the sea and pick up the most beautiful shells.

Vocabulary: The weather and clothes

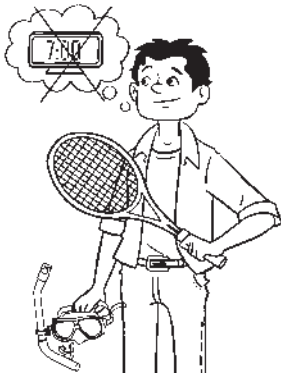
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Worksheet 2: Holiday plans

Name: _____

1

Write about Richard, Ann and Daisy's holiday plans.


~~play tennis~~

watch TV

do the shopping

read

wake up at 7 o'clock

play the guitar

go to China

see the Great Wall

go to the beach

- 1 Richard (✓) is going to play tennis .
- 2 Richard (✓) _____ .
- 3 Richard (X) _____ .
- 4 Ann (✓) _____ .
- 5 Ann (✓) _____ .
- 6 Ann (X) _____ .
- 7 Daisy (✓) _____ .
- 8 Daisy (✓) _____ .
- 9 Daisy (X) _____ .

2

Write the days and the weather words.

- 1 On (rash duTy) Thursday , it's going to be (ludoyc) cloudy .
- 2 On (dynaMo) _____ , there's going to be (ling thing) _____ .
- 3 On (Fry aid) _____ , I'm going to wear my (fracs) _____ .
- 4 On (dandy eWes) _____ , it's going to be (in ray) _____ .
- 5 On (sueT day) _____ , there's going to be a (horned mrs tut) _____ .

Grammar 1: Future with *going to* + infinitive

PHOTOCOPIABLE



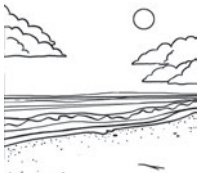
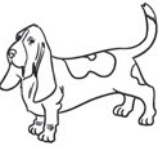








Quick Minds Teacher's
Resource Book Level 5

8

Worksheet 3: Holiday card game

Name: _____

1 Look at the pictures and write questions with *going to*.

1 <i>Are</i> you <i>going to</i> <i>play football</i> in the holidays? 	2 _____ you _____ eat lots of _____ ? 	3 _____ you _____ go to the _____ ? 
4 _____ you _____ play with your _____ ? 	5 _____ you _____ go to the _____ ? 	6 _____ you _____ send me a _____ ? 
7 _____ you _____ visit your _____ ? 	8 _____ you _____ play _____ ? 	9 _____ you _____ help your parents in the _____ ? 
10 _____ you _____ tidy your _____ ? 	11 _____ you _____ use an _____ ? 	12 _____ you _____ read lots of _____ ? 

2 Cut out the cards and play a question game. Ask six friends a holiday question, then write about them in your notebook.

This person isn't going to tidy his bedroom.

Grammar 2: Questions and answers with *going to* + infinitive

8

Worksheet 4: Story board

Name: _____

Choose a number. Play the game and write the story.

Start Finish	It was spring.	It was summer.	It was autumn.	It was winter.	→
So I put on my boots.					I was in India.
So I put on my coat.					I was in Australia.
So I put on my sunglasses.					I was in England.
So I put on my scarf.					I was in the Arctic.
↶	It was raining.	It was snowing.	There was a thunderstorm.	It was hot and sunny.	↷

It was spring. I was in the Arctic.
There was a thunderstorm. So I put
on my sunglasses.

Start Finish	It was spring.	It was summer.	It was autumn.	It was winter.	→
So I put on my boots.					I was in India.
So I put on my coat.					I was in Australia.
So I put on my sunglasses.					I was in England.
So I put on my scarf.					I was in the Arctic.
↶	It was raining.	It was snowing.	There was a thunderstorm.	It was hot and sunny.	↷

CLIL: Geography: Seasons and hemispheres

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 5

Introduction to the tests

The Tests in Quick Minds Teacher's Resource Book 5 have been especially designed for the needs of Spanish teachers and pupils at Primary level. They reflect the language which is presented in *Quick Minds Pupil's Book 5* 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 5?

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 Class Audio CD 5 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 names, 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 Science lesson and Units 1 and 2, Test 2 to Units 3-5, and Test 3 to Units 6-8).

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. (As with the practice worksheets, the tests are available in both PDF and Word format in the Test

Generator, which is available online. You can also use the tests to suit your timetable; you may find that you only have time in class to assess one skill or two 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 the same content as the tasks in external exams (the Cambridge English: Young Learners suite). Activities which help to train pupils in Cambridge English task types are marked in the Teacher's notes with . You may wish to combine activities of a particular type to make one longer test 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 60. 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	20
Reading	15
Writing	15
Speaking	10

Teacher's notes, tapescripts and answer keys

Term 1 Test – Standard

(testing the content of The Science lesson and Units 1 and 2)

Listening

- 1 **CD5** Listen and circle. (5 marks)

Pupils look at the pictures. They listen and circle one of the pictures each time.

TAPESCRIPT

1

Woman: What's the matter, Nick?

Boy: It's 9 o'clock. Dinner isn't ready. I'm really hungry!

2

Woman: What's the matter, Jo?

Girl: I'm excited! I've got a party after school at a friend's house.

3

Woman: What's the matter, Helen?

Girl: I can't sleep at night. I'm really tired.

4

Woman: What's the matter, Steve?

Boy: I've got loads of homework and a difficult Maths test on Wednesday. I'm worried.

5

Woman: What's the matter, Danny?

Boy: I'm watching a horror film and I'm scared!

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

- 2 **CD5** Listen and write the school subjects. (10 marks)

Pupils listen and complete the table with school subjects according to what they hear.

TAPESCRIPT

1

Woman: Can you play the guitar, Simon?

Boy: I really don't like Music. My favourite subject is Science. I love doing experiments. I'm good at Science.

2

Woman: Do you like History?

Boy: No, I don't but it's easy. My teacher says I'm good at History. But we haven't got History today – we've got I.T.

3

Woman: Do you like I.T.?

Boy: Yes, I do. I love computers. But I'm not good at Maths. I don't like numbers.

4

Woman: Have you got P.E. this afternoon?

Boy: No, we haven't. Today, we've got Art. I don't like painting, but I love sports and I'm good at P.E.

5

Woman: What have you got tomorrow?

Boy: We've got English and Geography. I like English but I'm not good at Geography.

KEY: Simon's good at: Science, History, P.E.; not good at: Maths, Geography

- 3 **CD5** Listen and draw lines. (5 marks) **YLE**

Pupils listen and draw lines to connect the names to the family members in the picture.

TAPESCRIPT

1

Woman: Excuse me, Gary. What are your family doing in this picture?

Boy: We're all doing different things in the living room because it's raining.

Woman: Are you drawing a giraffe?

Boy: Yes, I am but I'm not good at drawing.

Woman: I think your picture's very nice, Gary.

2

Woman: Is that man doing a puzzle?

Boy: Yes, he is. He really doesn't like doing puzzles because he's not good at them.

Woman: What's his name?

Boy: Andrew. He's my dad.

3

Woman: Who's using the computer?

Boy: That's my grandma. Her name is Vicky.

Woman: Does she like computers?

Boy: Yes, she does. She's good at I.T.

4

Woman: Is that your sister playing the piano?

Boy: No, it isn't. That's my cousin.

Woman: What's her name?

Boy: Christina. She loves music and she's really good at playing the piano.

5

Woman: Who's the girl who's playing with the ball?

Boy: That's my sister, Emily. She's got a lot of toys.

Woman: Yes, she has. And your mum's tidying them up!

KEY: 1 Gary drawing, 2 Andrew doing a puzzle, 3 Vicky using the computer,

4 Christina playing the piano, 5 Emily playing with a ball

Reading

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

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

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

- 2 Read about the family in Activity

1. Write a tick (3) or a number. (5 marks)

Pupils look at the family tree in Activity 1 and read the sentences. They tick the correct sentences and write a number in the box if the sentence is incorrect.

KEY: 1 27, 2 ✓, 3 33, 4 ✓, 5 49

- 3 Look and read about Megan's school. Circle the best answers. (5 marks)

Pupils read the text and look at the picture of Megan and her timetable. They complete the text by circling the correct option.

KEY: 1 don't have to, 2 have to, 3 don't have to, 4 P.E., 5 likes

Writing

- 1 Write about the days and subjects in Roger's timetable. (5 marks)

Pupils write about Roger's timetable each day.

KEY: 1 Roger's got Maths and Music on Monday. 2 He's got Art and English on Tuesday. 3 He's got I.T. and P.E. on Wednesday. 4 He's got Science on Thursday. 5 He's got Geography and History on Friday.

- 2 Write about the people. Use the words in the word box + -ing. (5 marks)

Pupils write about the people in the pictures using the words in the box and the -ing form of the verbs.

KEY: 1 Rob and Scott really don't like singing. 2 Dawn likes playing the guitar.

3 Eric loves playing football. 4 Lucy really doesn't like doing experiments.

5 Linda and Eva like drawing.

- 3 Write about you and four people in your family. Use good at / not good at. (5 marks)

Pupils write about themselves and the people in their family using some of the picture prompts and (not) good at.

KEY: Answers may include: (not) good at + riding a skateboard, using a computer, playing the piano, doing puzzles, painting, swimming, flying a kite, playing football

Speaking

- 1 What's the matter with the people? What should/shouldn't they do? (5 marks)

Pupils work in pairs (or with the teacher). They take turns to ask and say what the matter is with the people and give advice about what they should or shouldn't do.

KEY: 1 He's ill. 2 She's thirsty/tired/hot. 3 He's tired. 4 He's worried.

5 He's hungry. 6 She's angry. Any logical ideas e.g. He should have a holiday. He shouldn't go to a party.

2 Tell your partner about your homework and complete the diary. (5 marks)

Pupils work in pairs (or with the teacher). They fold the paper in half so each pupil can see a different homework diary. Pupils take turns to tell their partner / write about the homework for the different days and subjects.

KEY:

My homework		
Monday	Art	Page 25
	P.E.	Page 100
Tuesday	English	Page 71
	Science	Page 47
Wednesday	Geography	Page 92
	Maths	Page 60
Thursday	I.T.	Page 54
	History	Page 99
Friday	Music	Page 83
	Maths	Page 36

Term 1 Test - High

(testing the content of The Science lesson and Units 1 and 2)

Listening

1 **CD5** Listen and number. (5 marks)

Pupils look at the pictures of the children and the activities they like and don't like doing. They number the people according to the descriptions.

TAPESCRIPT

1 He likes riding his bike to school and at the weekend he rides his skateboard. He really doesn't like music and he never goes swimming.

2 They love music and dancing. They really don't like doing sport and they haven't got skateboards.

3 They really don't like music or dancing. They like going to the park to fly their kite or ride their bikes.

4 She really doesn't like going to the swimming pool or snorkelling in the sea. She loves playing football. At the weekends she likes going shopping with her mum.

5 They love playing their guitars after school but they really don't like riding bikes or flying kites.

KEY: Paul and Anna 3, Rory 1, Tessa 4, Louise and Ruth 2, Dean and Jack 5

2 **CD5** Listen and write A (Annie) or B (Ben). (10 marks)

Pupils look at the pictures and listen. They write A or B according to what they hear each time.

TAPESCRIPT

1

Man: Do you have to do P.E. every day at your school, Annie?

Girl: No, you don't. But at my brother Ben's school you have to do sport every day.

2

Man: Do you have to study music?

Girl: We have two music lessons a week. I love playing the piano and I like learning about music. At Ben's school, you don't have to study music.

3

Man: Do you have to arrive before 8 o'clock?

Girl: No. We start school at nine o'clock. At Ben's school, you have to arrive before 8 because they start lessons early.

4

Man: What do you have to wear to school, Annie?

Girl: You don't have to wear a uniform at my school. I wear jeans or a skirt and a jumper. Ben's school uniform is black and white and you have to wear a jacket.

5

Man: Do you have to use a computer to do your homework?

Girl: At my school, you have to read and write lots. Sometimes you have to use a computer. At Ben's school, you don't have to do homework.

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

3 **CD5** Listen and write the names. (5 marks)

Pupils listen to the descriptions of the family members and match each one to a picture. They write a name on each line.

TAPESCRIPT

1 This is my cousin Jake. He's really good at sports. At the weekends, I go to the park with Jake. We ride our skateboards, then we play football.

2 That's my dad. His name's Charles. He really likes walking in the park with our dog, Toby. Toby goes to work with Dad every day and he goes on holiday with our family, too.

3 This is Grandpa Brian. He's got a dog too but he doesn't like going to the park. Grandpa Brian and his dog like watching football on TV. They sit on the sofa on Sundays and watch the games. Today they're very excited because their team is winning.

4 My brother's name's Rob. Today, he's drawing a picture of his favourite football player. Rob's really good at art. My cousin Jake loves his pictures.

5 That's my uncle Mike. He loves learning about different countries and today Uncle Mike is excited because he's going on holiday.

KEY: Mike - man with backpack,

Jake - boy riding skateboard, Charles - man walking dog, Rob - boy drawing, Brian - man sitting with dog

Reading

1 Read and match. Write the letters. (8 marks)

Pupils match the sentence halves and write a letter on a line each time.

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

2 Read and complete with one, two or three words. (7 marks)

Pupils read the story and complete the sentences. Tell pupils they should use words from the text.

KEY: 1 worried, 2 loves singing, 3 have to open, 4 like, 5 doesn't, 6 don't have to, 7 painting

Writing

1 Look and write about the family. (5 marks)

Pupils write about the relationships between Claire and the other members of her family, starting with the first name(s) given.

KEY: 1 Gemma is Claire's aunt. 2 Claire is Johan's cousin. 3 Paul and Linda are Claire's grandparents. 4 Claire is Ken and Jenny's granddaughter. 5 Lisa and David are Claire's parents.

2 Look at the picture. Write some advice for the teacher using should and shouldn't. (10 marks)

Pupils look at the picture and write advice for the teacher.

KEY: any five answers from: He should close the window. He should go to the doctor's. He should go to bed. He should put on his sweater. He should have a holiday. He should drink lots of water. He shouldn't shout at his pupils. He shouldn't go swimming.

Speaking

1 Talk about you and your family. Use like, don't like, love, not good at and good at. Say and guess. (5 marks)

Pupils work in pairs (or with the teacher). They take turns to make phrases about themselves and members of their family. They guess if their partner's phrases are true or false.

2 Talk about the houses and schools. Use have to, don't have to and the words in the word box. (5 marks)

Pupils work in pairs (or with the teacher). Pupil A makes a sentence about one of the pictures, e.g. You don't have to help in the garden. Pupil B says where this is true, e.g. Albert's house.

KEY: Emma's house: You don't have to tidy your room. You have to clean the car. You have to help in the garden. You don't have to feed the dog.

Emma's school: You don't have to tidy up the playground. You have to study Music and Art. You don't have to do P.E. or Science. You have to arrive at eight o'clock.

Albert's house: You have to tidy your room. You don't have to clean the car. You don't have to help in the garden. You have to feed the dog.

Albert's school: You have to tidy up in the playground. You have to study Science and P.E.. You don't have to study Music and Art. You have to arrive at nine o'clock.

Term 2 Test - Standard

(testing the content of Units 3 - 5)

Listening

- 1 **CD5 29** Listen and number the animals. (10 marks)

Pupils listen and number the boxes.

TAPESCRIPT

- 1 This animal is below the shark but it isn't the biggest animal. It's got eight arms.
- 2 This animal is in the ship's cabin. It's sitting opposite the TV.
- 3 This animal has got big teeth. It's near some fish. I think it wants to eat them!
- 4 This animal doesn't like water. It's sitting in the lifeboat with the sailor.
- 5 These aren't the smallest fish. They're black and white. They're below the lifeboat.
- 6 This animal is jumping above the shark. It's the most beautiful sea animal.
- 7 These animals are flying above the sea. They're below the clouds.
- 8 These are the smallest animals in the picture. They're swimming near the anchor.
- 9 This animal is near the octopus. It isn't the fastest animal in the sea but it's the biggest.
- 10 This animal is the captain's friend. It's sitting on his arm.

KEY: 1 octopus, 2 dog, 3 shark, 4 cat, 5 black and white fish, 6 dolphin, 7 birds, 8 white fish, 9 whale, 10 parrot

- 2 **CD5 30** Listen and tick or cross. (5 marks)

Pupils look at the places in the city and listen. They put a tick or a cross in each box according to what they hear.

TAPESCRIPT

- 1 You go here to buy books. You can't take a book for a week and then take it back.
- 2 This place is below the ground. You go here to catch a train and travel around the city.
- 3 You go here to meet your friends and play. You can fly your kite, run and shout here.

4 This is an old building. Sometimes it's the tallest building in the city. You can climb it and learn about the history of the city.

5 This is a big building. You go here to do different sports with your friends. Sometimes it has a swimming pool.

KEY: 1 7, 2 3, 3 7, 4 3 5 3

- 3 **CD5 31** Listen and complete the notes. (5 marks) **YLE**

Pupils listen and complete the information about Molly's visit to the gadget shop.

TAPESCRIPT

1 Man: How many laptops were there in the shop, Molly?

Girl: Oh, there were ten computers. There were two big computers and eight laptops.

2

Man: How much was the cheapest laptop?

Girl: It was 75 pounds.

Man: 75 pounds?

Girl: That's right, yes.

3

Man: What was the name of the cheapest laptop?

Girl: I think it was the Dolphin 100.

Man: How do you spell that?

Girl: D-O-L-P-H-I-N.

4

Man: Were there any DVD players?

Girl: Yes, there were three. The biggest was white.

Man: Was the smallest one white too?

Girl: No, it wasn't. It was black.

5

Man: Were there any games consoles?

Girl: Yes, there were. The newest games console was great.

Man: Was it your favourite thing in the shop, Molly?

Girl: Yes, it was, but there was a nice mobile phone too.

KEY: 1 eight/8, 2 seventy-five/75, 3 Dolphin, 4 black, 5 games console

Reading

- 1 Alana is talking to her brother Howard. Read the text and choose the best answer. (10 marks) **YLE**

Pupils read the dialogue and circle the best answer each time.

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

- 2 Look and read. Choose the correct words and write them on the lines. (5 marks) **YLE**

Pupils match the definitions to the pictures and write the words on the lines.

KEY: 1 a map, 2 an anchor, 3 a whale, 4 an underground station, 5 a cabin

Writing

- 1 Look at the picture. Answer the questions with was / were. (5 marks)

Pupils look at the picture and read the questions. They write the answers according to what they see. Remind pupils that the picture is from 1953 so they need to use was / were in their answers.

KEY: 1 I was the tower, 2 was near the sports centre, 3 Yes, there was (one), 4 No, there wasn't, 5 were two (bookshops)

- 2 Look and write sentences in the comparative or superlative with these words. (10 marks) **YLE**

Pupils use the words in order to make sentences about the pictures.

KEY: 1 The ship is faster than the lifeboat.

2 The sailors are shorter than the captain. 3 The octopus is smaller than the anchor. 4 The dolphin is the most beautiful animal in the sea. 5 The whale is the most expensive toy in the shop.

Speaking

- 1 Say and guess. (5 marks)

Pupils work in pairs (or with the teacher) to define and guess the objects and places. Before they start, point out the two possible ways of giving definitions You use it to or You go there to.

KEY: any acceptable definitions

- 2 Look at the pictures. Ask and answer questions with is/are and was/were. (5 marks)

Pupils work in pairs (or with the teacher) to ask and answer questions about the different things in the pictures. Remind pupils to listen carefully to their partner's questions so they know if it is about today or last Sunday.

KEY: appropriate questions and answers

Term 2 Test - High

(testing the content of Units 3 - 5)

Listening

- 1 **CD5 32** Listen and number. (5 marks) **YLE**

Pupils listen and number the gadgets. Tell pupils that they must number only five of the gadgets.

TAPESCRIPT

- 1 You use it to watch films at your house. It's the most expensive gadget in the shop but it isn't the biggest.
- 2 You use this to listen to music. It's bigger than an MP3 player.
- 3 This is my favourite gadget. You use it in the morning after breakfast and in the evening after dinner. You use it to help your teeth stay healthy. It isn't the cheapest gadget.
- 4 This gadget is cheaper than the

torch but more expensive than the electric fan. You use it when want to talk to your friends.

5 It's more expensive than the laptop. You use it to play games with your friends.

KEY: 1 DVD player, 2 CD player, 3 electric toothbrush, 4 walkie-talkie, 5 games console

2 **CD5** Listen and tick or cross. **33** (5 marks)

Pupils look at the pictures and listen to the descriptions. If the audio and picture match they tick the box. If not, they put a cross.

TAPESCRIPT

1

Woman: Was there a captain on the ship?

Girl: There were three sailors, but there wasn't a captain.

2

Woman: Was the sailor in his cabin on Friday night?

Girl: No, he wasn't. He was in a lifeboat.

3

Woman: How many dolphins were there below the ship?

Girl: There were two. And there was one dolphin jumping above the sea.

4

Woman: Was there an octopus on the beach?

Girl: No, the octopus was near the beach, in the sea.

5

Woman: How big was the shark?

Girl: It was smaller than the whale, but bigger than the dolphins.

KEY: 1 7, 2 3, 3 7, 4 3, 5 7

3 **CD5** Listen and write t (true) or f (false). **34** (10 marks)

Pupils read the sentences about the town and write t or f according to what they hear.

TAPESCRIPT

1

Woman: Is there a bookshop near your school?

Boy: Yes, there is. There's a bookshop next to my school. And below it there's a supermarket.

2

Woman: Has your town got a tower?

Boy: Yes, it has. It's in the square opposite the sports centre and the underground station.

3

Woman: Where's the biggest road in your town?

Boy: It's between the square and the sports centre.

4

Woman: What's the tallest building in your town?

Boy: There's a big supermarket near the park. But it isn't the tallest building. The tallest one is the toy shop.

5

Woman: Is there a bus station in your town?

Boy: No, there isn't. There's an underground station below the park and the clothes shop.

KEY: 1 f, 2 t, 3 f, 4 f, 5 t

Reading

1 Read the text. Choose the correct words and write them on the lines. (5 marks) **YLE**

Pupils read the text and the three options for each missing word. They write their chosen words on the lines.

KEY: 1 biggest, 2 most, 3 than, 4 above, 5 were

2 Look and read. Cross out five incorrect words and write correct ones. (10 marks)

Pupils read and compare the text with the picture. They cross out five mistakes in the text and write the correct words on the lines.

KEY: lift cabin, whale lifeboat, happy worried/sad/scared/angry, wasn't was, shark octopus

Writing

1 Where are the fish? Look and write sentences. (10 marks)

Pupils look at the picture and write about the location of the different fish. They use the prompt adjective each time to make superlatives to identify the fish and the prepositions in the box to describe their location.

KEY: 1 The smallest fish are below the whale, 2 The biggest fish is above the map, 3 The most beautiful fish are near the octopus, 4 The fastest fish are above the dolphins, 5 The most worried fish is opposite the shark.

2 Read and complete the dialogue. (5 marks)

Pupils read and complete the questions and answers in the dialogue.

KEY: 1 there wasn't, 2 there were 3 there was 4 Was there a 5 Yes there were

Speaking

1 Say and guess. (5 marks)

Pupils work in pairs (or with the teacher). They take turns to choose and guess the things in the shop. Pupil A defines an object using a comparative or a superlative, e.g. It's more expensive than the sailor. Pupil B asks a question, e.g. Is it the dolphin? Pupil A gives further clues if necessary.

2 Look at the city on different days. Find six differences. Use above, below, near and opposite. (5 marks) **YLE**

Pupils work in pairs (or with the teacher) to find the differences between the pictures. Pupils fold the paper in half so they can see one day each. Remind pupils that the pictures of the city are from last weekend, so they will need to use was and were.

KEY: SATURDAY (SUNDAY): 1 The cat was near the bookshop (sports centre),

2 The birds were above the underground station (tower), 3 The sun was above the bank (clothes shop), 4 The woman was opposite the supermarket (bank),

5 The octopus was below the sports centre (supermarket), 6 A man was (wasn't) in the underground station.

Term 3 Test – Standard (testing the content of Units 6-8)

Listening

1 **CD5** Listen and tick or cross. **35** (5 marks)

Pupils listen to the weather forecast and tick or cross the pictures.

TAPESCRIPT

Good morning and here's the weather forecast for this week. It's a bad start to the week with thunderstorms and lots of lightning on Monday. On Tuesday, it's going to be very cold and windy, so don't forget your winter coat and a warm scarf. On Wednesday, you should take your umbrella because it's going to be cloudy and rainy. But on Thursday you don't have to wear your boots because the rain's going to stop and Friday is going to be a beautiful sunny day. Have a good week!

KEY: 1 3, 2 3, 3 3, 4 7, 5 7

2 **CD5** Listen and write a number **36** (1-6) and a letter (a-f) for each name. (10 marks)

Pupils listen and match the names with an illness and a picture to show what each person did. They write in both boxes each time.

TAPESCRIPT

1 On Monday, Kevin had a toothache but he didn't go to the dentist's. He went to bed.

2 Yesterday, Elliot woke up early with a stomach-ache. He saw the doctor and he felt better in the afternoon.

3 Henry had a temperature after school. He didn't go home. He walked in the park and had a bottle of water.

4 On Saturday morning, Josh woke up with a bad cold. He didn't want to stay at home. He put on a big coat and went to school.

5 Julian felt bad yesterday because he had a terrible cough. He had lots of tea and didn't speak all day.

KEY: Kevin: 5d, Elliot: 3b, Henry: 1c, Josh: 2e, Julian: 4a

3 **CD5** Listen and write t (true) or f (false). (5 marks)

Pupils read the sentences and listen. They write t or f according to whether the sentence matches what they hear.

TAPESCRIPT

1

Man: What did you do on Monday, Penny?

Girl: On Monday, it was rainy, so I watched TV all day.

Man: Was your brother with you?

Girl: No, he wasn't. I was with my cousins.

2

Man: Did you see your cousins on Tuesday?

Girl: No, I didn't. They went shopping.

Man: And what did you do?

Girl: I went to the park with Mum because it wasn't rainy.

3

Man: What did you do on Sunday?

Girl: I went to the sports centre with my brother.

Man: Was it good?

Girl: Yes, it was. We went swimming.

4

Man: Was it rainy on Thursday?

Girl: No, it wasn't. It was a beautiful sunny day.

Man: What did you do?

Girl: I was ill, so I went to bed.

5

Man: What was your favourite day, Penny?

Girl: It was Friday. It wasn't rainy and I wasn't ill.

Man: Did you go the sports centre again?

Girl: No, I didn't. I went shopping with my friends.

KEY: 1f, 2t, 3f, 4t, 5t

Reading

1 Read and circle. (5 marks)

Pupils read about Julia's holiday and circle the correct options.

KEY: 1 not going to, 2 not going to, 3 going to, 4 going to, 5 going to

2 Read and complete the story.

(10 marks) **YLE**

Pupils read the story and choose words to complete the gaps. Tell pupils they do not need to use all the words.

KEY: 1 umbrella, 2 scarf, 3 felt, 4 looked, 5 gave

Writing

1 Complete the story. Change the words in the box. (5 marks)

Pupils read the text and complete the gaps with the simple past forms of the verbs in the box.

KEY: 1 went, 2 visited, 3 had, 4 walked, 5 gave

2 Write questions about the story. (5 marks)

Pupils read the answers and use words from the word box to make questions.

KEY: 1 Who did Dave go to China with?

2 When did they / he go? **3** How long did they / he stay? **4** Did Dave have rice?

5 What did Dave give to the pandas?

3 What are you going or not going to do at the weekend? Choose and write. (5 marks)

Pupils write about the things they are going to and not going to do at the weekend.

KEY: Answers will vary.

Speaking

1 What did they do at the weekend? Ask and answer. (5 marks)

Pupils work in pairs (or with the teacher). They take turns to ask and answer questions about what the children did at the weekend.

KEY: any questions about the pictures and appropriate short answers

2 Look at the pictures of the children talking about their holidays. Say and guess. (5 marks)

Pupils work in pairs (or with the teacher). They take turns to make phrases about the children's holiday activities. Pupil A says, e.g. I'm going to visit my grandparents. Pupil B identifies the child, e.g. You're Jack.

KEY: Linda: I'm going to eat pizza, ride a horse, go by plane; I'm not going to go to the beach/swim in the sea.

Jack: I'm going to go by bus, visit my grandparents, walk in the mountains; I'm not going to paint a picture.

Dave: I'm going to go snorkelling, eat an ice cream, go by ship; I'm not going to play computer games.

Jessica: I'm going to go by train, dance, go shopping/buy clothes; I'm not going to play the guitar.

Term 3 Test - High

(testing the content of Units 6-8)

Listening

1 **CD5** Listen and write the names. (6 marks)

Pupils listen and complete the sentences with a name. Tell pupils that they are not in order.

TAPESCRIPT

1

Woman: Did you go the park on Saturday, Lisa?

Girl: No, I didn't. I saw a new film at the cinema with my dad.

2

Woman: What did you do at the weekend, Sam?

Boy: In the morning I helped mum in the garden and in the afternoon we went to the park.

3

Woman: Did you have fun at the weekend, Bella?

Girl: Yes, thanks. I played computer games with my grandad. It was really good!

4

Woman: Did you have a good weekend, Ted?

Boy: Saturday was good. We went to the park and I played in the rain. I had a cold on Sunday, so I watched films all day.

5

Woman: What did you do at the weekend, Elena?

Girl: I took photos of trees in the park.

6

Woman: Did you go to the park on Saturday, Barry?

Boy: Yes, I did. My friends played football but I really don't like football. It was boring.

KEY: Bella played computer games. Ted had a cold. Lisa went to the cinema. Sam helped in the garden. Elena took lots of photos. Barry didn't have fun.

2 **CD5** Listen and tick or cross. (10 marks)

Pupils listen to the girl talking about her world trip. They tick the countries she is going to visit and cross the countries she is not going to visit.

TAPESCRIPT

1

Man: Are you going on holiday Jenny?

Girl: Yes, I am. I'm going for six months.

Man: Six months? Wow! What countries are you going to visit this month?

Girl: I live in the UK, so in January I'm going to visit some cities here. Then, I'm going to fly to Romania because there are lots of beautiful castles there I'd like to see.

2

Man: Where are you going in February?

Girl: I'm going to visit Spain because my cousin lives there. I'm going to stay at his house for three weeks and then I'm going to take the boat to Morocco. There are lots of interesting markets to visit in Morocco.

3

Man: Are you going to see the pyramids in Egypt?

Girl: No, I'm not. I'd love to see the

pyramids, but I haven't got time. I'm going to take a boat to the USA. It's going to take two weeks! Then, I'm going to visit my aunt in New York in March.

4

Man: Are you going to fly to Canada in April?

Girl: No, I'm not. I'm going to stay in the USA. My aunt wants to go to Ecuador, but I'm not going to go because I'm going to study in New York.


5

Man: Where are you going in May and June?

Girl: I'm going to stay in the USA for two more months and then fly back to the UK. I'd like to go to Australia or China, but it's very expensive and I'm not going to have enough money.

KEY: tick (3): the UK, Romania, Spain, Morocco, the USA; cross (7): Egypt, Canada, Ecuador, Australia, China

3  Listen and tick the box.

40 (4 marks) 

Pupils listen and tick one picture each time.

TAPESCRIPT

1: What's the matter with Chris today?

Woman: Are you OK, Chris?

Boy: I'm feeling really tired today.

Woman: Are you ill?

Boy: No, I'm not. Yesterday, I had a stomach-ache. I'm OK today but I didn't sleep.

2: What did Caroline do yesterday?

Man: Are you going to do your homework, Caroline?

Girl: I haven't got any homework today, Dad. I'm going to see a film.

Man: You went to the cinema yesterday.

Girl: No, I didn't. I played tennis.

3: What was the weather like on Sunday?

Woman: Did you go to the beach at the weekend, Colin?

Boy: Yes, I did. I went on Sunday. I wore a coat because it was rainy. Then, there was a big thunderstorm with lots of lightning!

Woman: The weather was terrible on Sunday.

Boy: Yes, but it wasn't cold and it's going to be sunny next weekend.

4: What did Eva do on Friday night?

Man: Did you go to the party on Friday, Eva?

Girl: No, I didn't. I really don't like parties. I stayed at home.

Man: Did you watch TV?

Girl: No, I didn't. There weren't any good films on TV, so I listened to some music.

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

Reading

1 Read and match. Change the words in the box. (5 marks)

Pupils read the definitions and choose a verb. They write the past forms of the verbs on the lines. Tell pupils there are two extra words they do not need to use.

KEY: 1 shouted, 2 woke up, 3 helped, 4 listened, 5 phoned

2 Read the text and the sentences below. Write H (Helen) or A (Ani). (5 marks)

Pupils read the text about Helen's holiday. They read the sentences and decide which are true for Helen and which are true for Ani. They write H or A on the lines.

KEY: 1H, 2A, 3H, 4A, 5H

3 Read and match. (5 marks)

Pupils read and match the questions and answers.

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

Writing

1 Look and write about the children's problems. (6 marks)

Pupils look at the pictures and write sentences about the children's illnesses and what caused them.

KEY: 1 Polly ate lots of burgers, she had a stomach-ache; 2 Aaron walked in the rain / didn't wear a coat, he had a cold / was ill; 3 Travis and Emma shouted, they had a cough

2 Read and complete the sentences. (4 marks)

Pupils read and complete the sentences.

KEY: 1 thunderstorm, 2 scarf, 3 umbrella,

4 windy/wet

3 Write about George's morning yesterday. Use the pictures and words in the box. (5 marks)

Pupils look at the pictures of George and write about what he did and didn't do yesterday morning. Remind pupils to write in the past.

KEY: 1 George didn't wake up at six o'clock. 2 He did his homework. 3 He didn't listen to music. 4 He went to the supermarket / shopping with his mum. 5 He didn't see his friend at the supermarket.

Speaking

1 Look at the holidays. Ask and answer. (5 marks)

Pupils work in pairs (or with the teacher). They take turns to ask and answer questions about the different holidays. They use the picture prompts to help them.

KEY: Example questions and answers for Olivia: Who did she go with? Her parents. Where did they go? They went to Australia.

How did they travel? They went by plane. How long did they stay? For a month. What did they see? They saw a kangaroo? Did they have fun? Yes, they did.

2 What did Peter do yesterday? Tell the story. (5 marks) 

Pupils work in pairs (or with the teacher). They take turns to say what happened in the story. Tell pupils to read the start of the story in the speech bubble and remind them they will need to use both the past tense and going to. Encourage pupils to imagine how the story continues.

KEY: Suggested answer: Peter was in the kitchen with his mum. It was a sunny day. 'Are you going to swim in the sea today, Peter?' his mum said. 'No, I'm not,' Peter said. 'I'm going to fly my kite in the park.' 'Are you going to take the dog?' his mum asked. 'Yes, I am,' Peter said.

Peter went to the park with his kite and his dog. He had fun and his dog ran a lot.

But it was very windy and Peter had a problem. The kite landed in a tree. Peter jumped but he landed on the floor. Peter's dog was worried. 'Oh, no,' Peter said. 'Mum is going to be angry. I'm going to climb the tree to get my kite.'

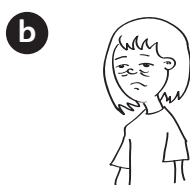
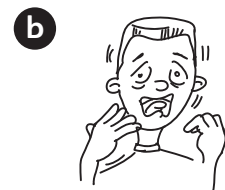
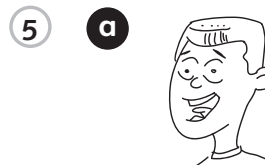
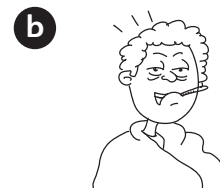
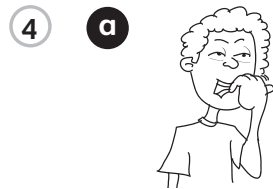
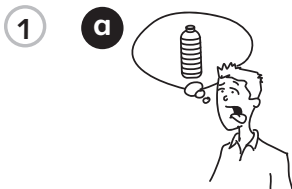
Peter climbed the tree and got his kite. At the top of the tree, he was scared. Then Peter's mum phoned. 'Are you going to come home now, Peter?' she asked. 'Yes, I am,' Peter said. 'Woof, woof,' the dog said.

Term 1 test: Listening

Name: _____

1 CD5
23

Listen and circle.



/5

2 CD5
24

Listen and write the school subjects.

Simon's good at ...

- _____
- _____
- _____

Simon's not good at ...

- _____
- _____
- _____

/10

3 CD5
25

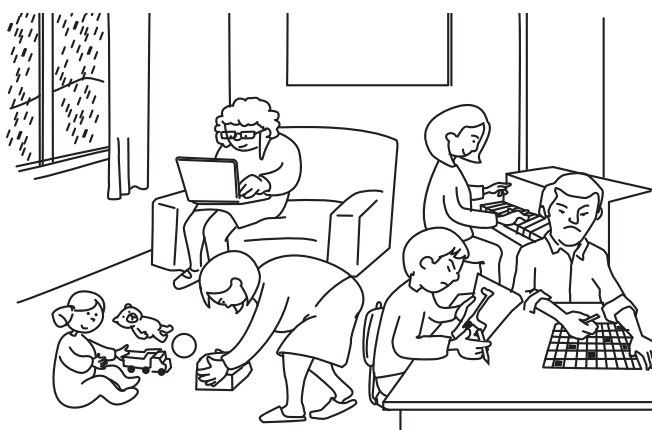
Listen and draw lines.

Vicky

Emily

Andrew

Gary Christina



/5

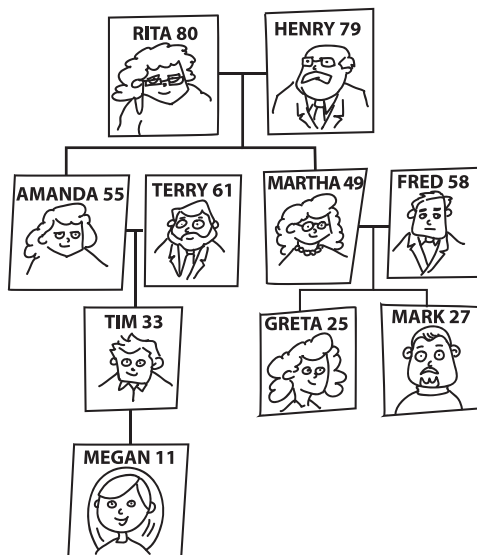
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Quick Minds Teacher's
Resource Book Level 5

Term 1 test: Reading

Name: _____

1 Look and read. Write yes or no.



- 1 Amanda is Greta's aunt. _____
- 2 Tim is Rita's grandson. _____
- 3 Martha is Amanda's daughter. _____
- 4 Terry and Amanda are Mark's parents. _____
- 5 Fred is Tim's uncle. _____

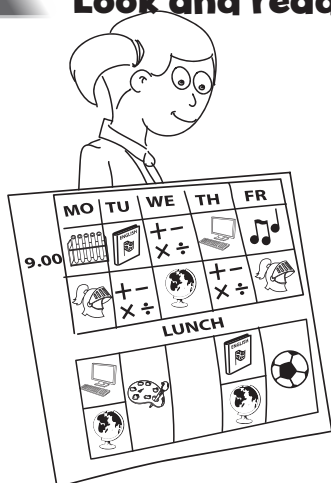
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2 Read about the family in Activity 1. Write a tick (3) or a number.

- 1 Fred's son is ninety-seven. ☐
- 2 Mark's grandmother is eighty. ☐
- 3 Greta's cousin is forty-three. ☐
- 4 Rita's granddaughter is twenty-five. ☐
- 5 Tim's aunt is fifty-nine. ☐

/5

3 Look and read about Megan's school. Circle the best answers.



At Megan's school you have to wear a uniform. You ¹ have to / don't have to arrive at seven o'clock in the morning.

You ² have to / don't have to arrive at nine o'clock because classes start at nine.







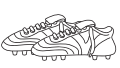


You ³ have to / don't have to go to school every afternoon because, on Wednesdays, lessons finish at lunchtime. You have to do ⁴ P.E. / I.T. on Friday afternoons. Megan ⁵ likes / really doesn't like school.

/5

Term 1 test: Writing

Name: _____

1 Write about the days and subjects in Roger's timetable.

Mon	Tues	Wed	Thurs	Fri
$+-\times\div$				
				

1 _____

2 _____

3 _____

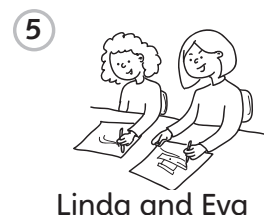
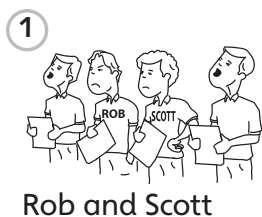
4 _____

5 _____

/5

2 Write about the people. Use the words in the word box + -ing.

like likes loves really don't like really doesn't like play do draw play sing



1 _____

2 _____

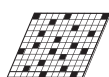
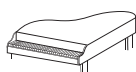
3 _____

4 _____

5 _____

/5

3 Write about you and four people in your family. Use *good at* / *not good at*.



1 _____

2 _____

3 _____

4 _____

5 _____

/5

Term 1 test: Speaking

Name: _____

1 What's the matter with the people? What should/shouldn't they do?

What's the matter with Henry?

He's ill.

He should go to the doctor's and he shouldn't eat ice cream.

1



Henry

2



Sandra

3



Ben

4



Nicky

5



Hank

6



Mary

go to the doctor's have a holiday stay in bed eat ice cream sit down
drink lots of water go swimming watch TV read a book phone a friend
go to bed go shopping go to a party count to 100

/5

2 Tell your partner about your homework and complete the diary.

Homework		
Monday		Page 25
		Page
Tuesday		Page
		Page 47
Wednesday		Page
	2+3=5	Page 60
Thursday		Page
		Page 99
Friday		Page 83
		Page

On Monday we have to do Art homework. It's on page 25.

Homework		
Monday		Page
		Page 100
Tuesday		Page 71
		Page
Wednesday		Page 92
		Page
Thursday		Page 54
		Page
Friday		Page
	2+3=5	Page 36

/5

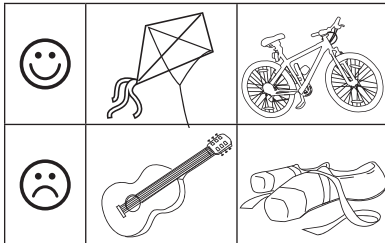
Term 1 test: Listening

Name: _____

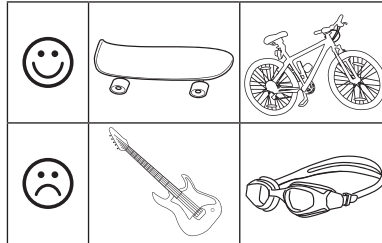
1 CD5
26

Listen and number.

Paul and Anna ☐



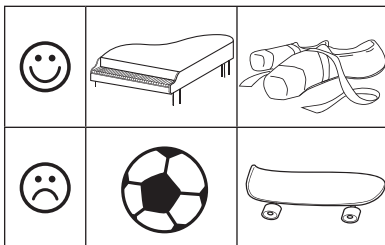
Rory ☐



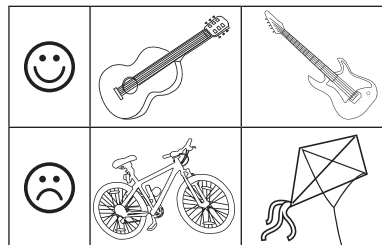
Tessa ☐



Louise and Ruth ☐



Dean and Jack ☐



/5

2 CD5
27

Listen and write A (Annie) or B (Ben).

1


☐

2


☐

3


☐

4


☐

5


☐

/10

3 CD5
28

Listen and write the names.

Jake Charles Brian Rob Mike











/5

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 5

Term 1 test: Reading

Name: _____

1 Read and match. Write the letters.

- | | |
|-----------------------------|--|
| 1 I'm thirsty because _____ | a my brother's got my skateboard in his bedroom! |
| 2 I'm worried because _____ | b I didn't bring my orange juice to school. |
| 3 I'm excited because _____ | c I've got a Maths test tomorrow. I'm not good at numbers. |
| 4 I'm angry because _____ | d my team is winning! |

/8

2 Read and complete with one, two or three words.

Sami and the school show

Sami, Joanna and Mark are friends. On Monday, Sami isn't very happy.

'What's the matter with Sami?' Joanna asks.

'He's worried,' Mark says. 'It's our school show on Friday and you have to sing songs.

Sami's not good at singing.'

'I know!' Joanna says. 'Sami's grandfather loves singing. We should ask him to help us.' 'Good idea,' says Mark.

They go to Sami's grandfather's house. Joanna plays the piano, Mark plays the guitar and Sami's grandfather sings. Sami doesn't sing.

'You have to open your mouth, Sami,' his grandfather says.

'No. I really don't like singing!' Sami says and then he goes home.

'You should ask your teacher to help,' Sami's grandfather says, 'but you shouldn't tell Sami.'

'Good idea,' Joanna says. She speaks to their teacher on Tuesday but she doesn't tell Sami.

On Wednesday, the teacher sees Sami before lessons start.

'You don't have to go on stage Sami, but you have to help me with the painting. You're good at art.'

'Great!' Sami says. 'I love painting!'

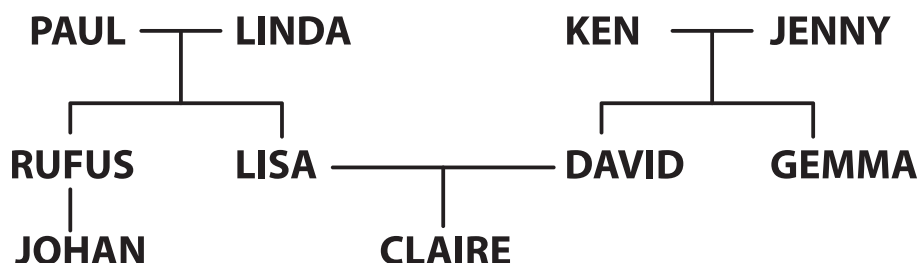
- 1 Sami's _____ about the school show because he's not good at singing.
- 2 Sami's grandfather can help them because he _____.
- 3 Sami's grandfather says you _____ your mouth when you sing.
- 4 Sami doesn't sing with his grandfather because he doesn't _____ singing.
- 5 Joanna _____ tell Sami when she speaks to their teacher.
- 6 Sami's teacher says, 'You _____ go on stage, Sami.'
- 7 Sami wants to help his teacher with the _____ for the show.

/7

Term 1 test: Writing

Name: _____

1 Look and write about the family.



1 Gemma – Claire

2 Claire – Johan

3 Paul and Linda – Claire

4 Claire – Ken and Jenny

5 Lisa and David – Claire

/5

2 Look at the picture. Write some advice for the teacher using *should* and *shouldn't*.



window doctor's bed sweater holiday
water shout swimming

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

/10

Term 1 test: Speaking

Name: _____

- 1** Talk about you and your family. Use *like*, *don't like*, *love*, *not good at* and *good at*. Say and guess.

I'm good at singing.

False!

My mum really doesn't like playing computer games.

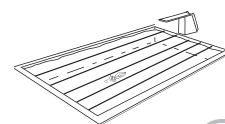
True.



HELLO!



$$45+9=53$$



/5

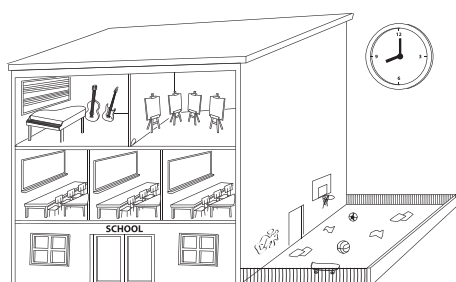
- 2** Talk about the houses and schools. Use *have to* and *don't have to* and the words in the word box.

You don't have to help in the garden.

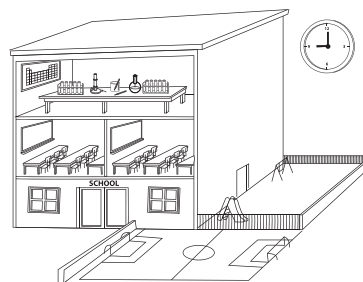
tidy do help clean study feed arrive

Albert's house.

Emma



Albert



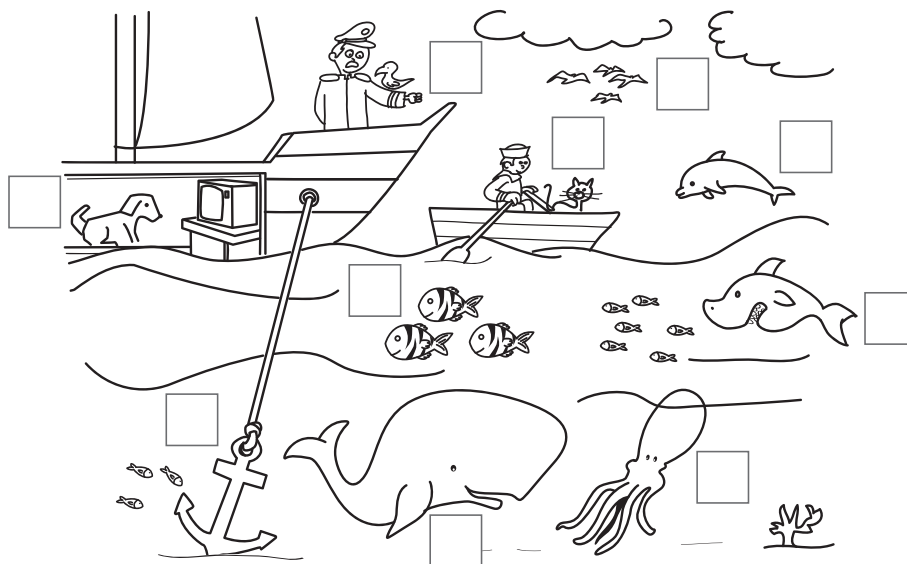
/5

Term 2 test: Listening

Name: _____

1 CD5
29

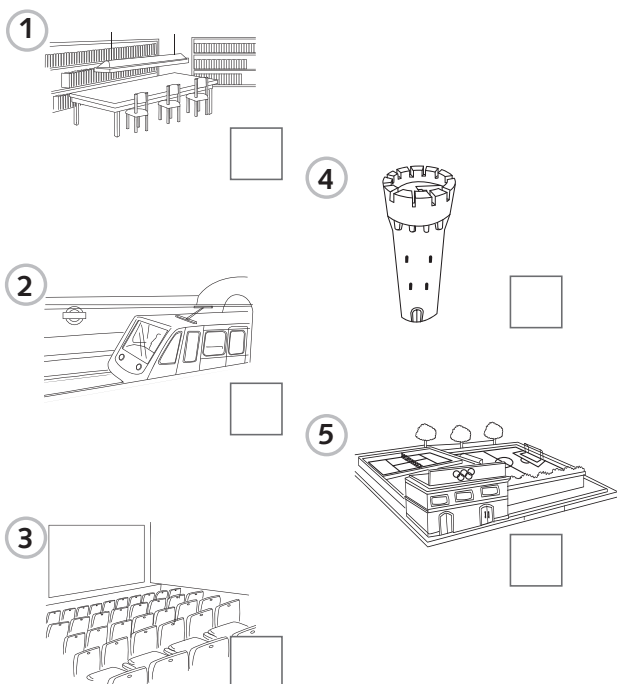
Listen and number the animals.



/10

2 CD5
30

Listen and tick (✓) or cross (X).

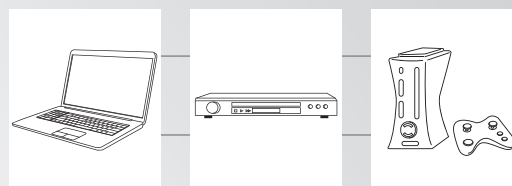


/5

3 CD5
31

Listen and complete the notes.

The gadget shop



1 Number of laptops: _____

2 Cheapest laptop: 100 £

3 Name of laptop: _____

4 Colour of smallest DVD player: a

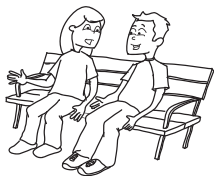
5 Molly's favourite gadget: _____

/5

Term 2 test: Reading

Name: _____

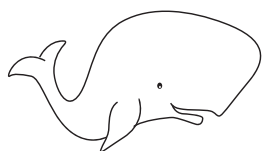
1 Alana is talking to her brother Howard. Read the text and choose the best answer.



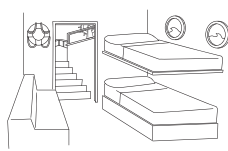
- 1
Alana: Were you at the bookshop yesterday, Howard?
Howard: a Yes, he was.
b No. I was at the gadget shop.
c I love reading!
- 2
Alana: Were there any CD players?
Howard: a No, there weren't but there were some walkie-talkies.
b Yes, there was.
c There were lots of people.
- 3
Alana: Were the mobile phones expensive?
Howard: a No, it wasn't.
b They were the smallest.
c Yes, but they were cheaper than the laptops.
- 4
Alana: Do you want to buy Dad a birthday present today?
Howard: a OK, but I have to get some money.
b There weren't any.
c A DVD player is bigger than a torch.
- 5
Alana: Is the bank near the shop?
Howard: a I've got some money.
b The square is in the town.
c No, it isn't. It's below the tower.

/10

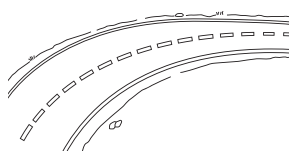
2 Look and read. Choose the correct words and write them on the lines.



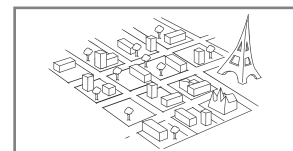
a whale



a cabin



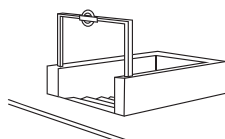
a road



a map



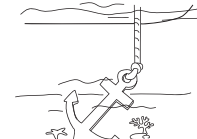
a shark



an underground station



a tower



an anchor

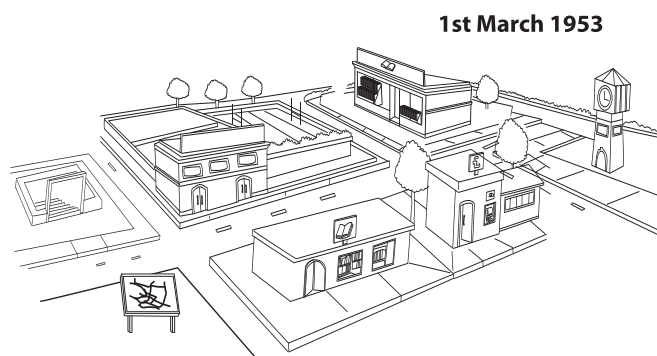
- 1 You look at this when you go to a new city. _____
- 2 This is very heavy. When it is in the sea, a ship can't move. _____
- 3 This is the biggest animal in the world but it hasn't got big teeth. _____
- 4 You go here to catch a train below the road. _____
- 5 This is where a sailor sleeps. _____

/5

Term 2 test: Writing

Name: _____

1 Look at the picture. Answer the questions with *was* / *were*.



1 What was the tallest building in the city?

It _____.

2 Where was the underground station?

It _____.

3 Was there a map?

_____.

4 Was there a square?

_____.

5 How many bookshops were there?

There _____.

/5

2 Look and write sentences in the comparative or superlative with these words.

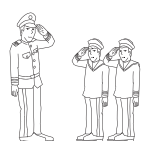
1



ship / fast / lifeboat

_____.

2



sailors / short / captain

_____.

3



octopus / small / anchor

_____.

4



dolphin / beautiful / animal in the sea

_____.

5



whale / expensive / toy in the shop

_____.

/10

Term 2 test: Speaking

Name: _____

1

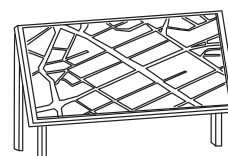
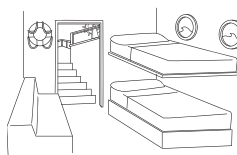
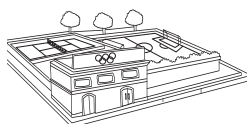
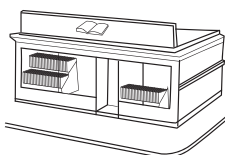
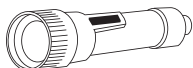
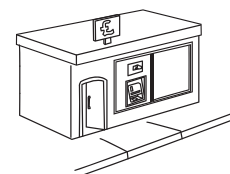
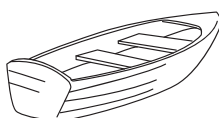
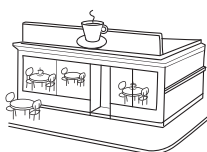
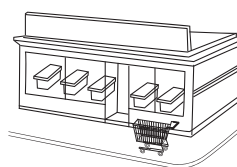
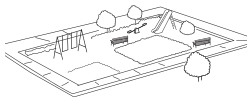
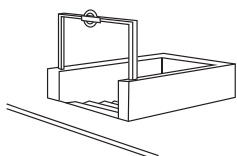
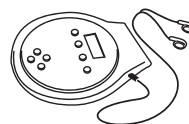
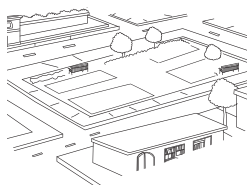
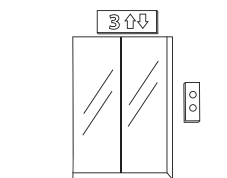
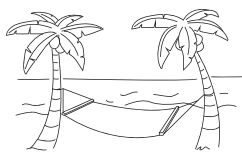
Say and guess.

You use it to listen to music.

A CD player.

You go there to get money.

A bank.

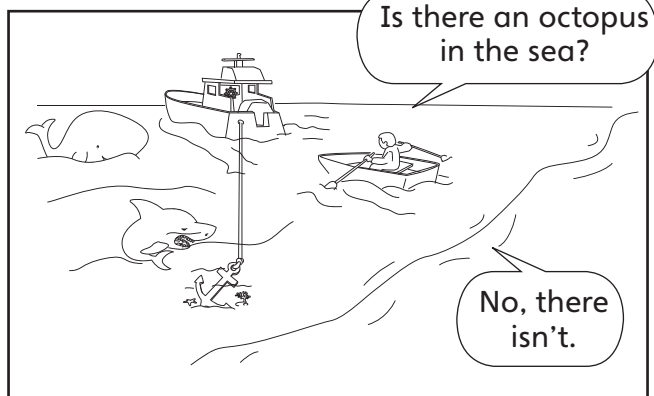


/5

2

Look at the pictures. Ask and answer questions with *is/are* and *was/were*.

The beach today



The beach on Sunday



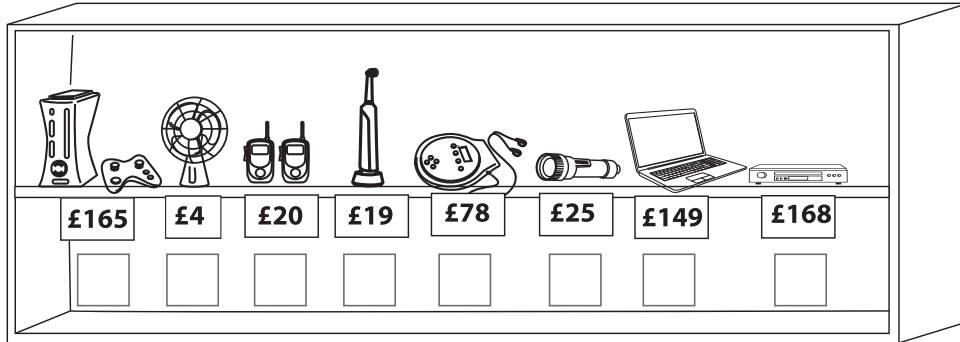
/5

Term 2 test: Listening

Name: _____

1 CD5 32

Listen and number.



/5

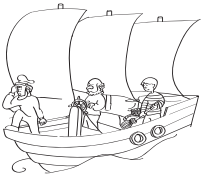
2 CD5 33

Listen and tick (✓) or cross (X).

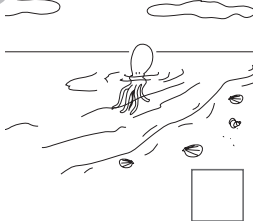
3 CD5 34

Listen and write *t* (true) or *f* (false).

1


☐

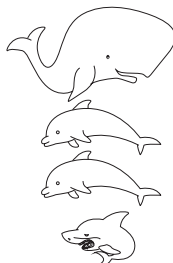
4


☐

2


☐

5


☐

3


☐

1 The supermarket is above the bookshop. ☐

2 The underground station is opposite the tower. ☐

3 The biggest road is between the sports centre and the train station. ☐

4 The supermarket is the tallest building in the town. ☐

5 The clothes shop is above the underground station. ☐

/10

/5

Term 2 test: Reading

Name: _____

- 1 Read the text. Choose the correct words and write them on the lines.**



Dolphins are not the ¹ _____ animals in the sea but lots of people say they are the ² _____ beautiful. They have good eyes and they can hear very well, too. Dolphins are very good at swimming. They are faster ³ _____ whales and sharks. Dolphins love surfing and sometimes you can see them jumping high ⁴ _____ the water. There ⁵ _____ many more dolphins in the past than now.

- | | | |
|---------|--------|----------|
| 1 big | bigger | biggest |
| 2 more | most | many |
| 3 than | that | the |
| 4 above | below | opposite |
| 5 was | were | are |

/5

- 2 Look and read. Cross out five incorrect words and write correct ones.**

A bad day at sea

Saturday was a bad day at sea.
There were two sailors in the ship's kitchen and two sailors in the lift.

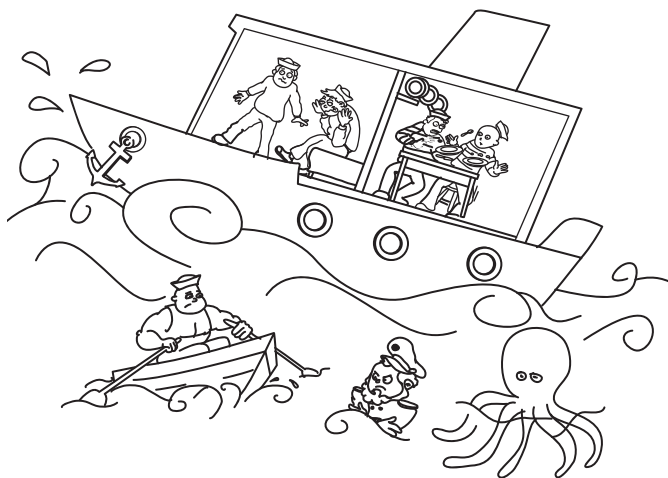
The strongest sailor was in a whale in the sea. _____

The captain was very happy. _____

He wasn't in the water. _____

There was a big shark near him. _____

/10

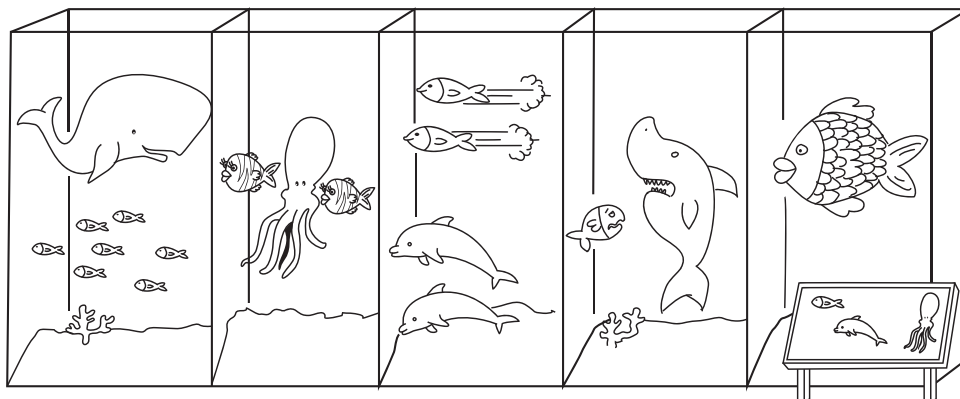


Term 2 test: Writing

Name: _____

1 Where are the fish? Look and write sentences.

below near above opposite above



- 1 The _____ (small) fish are _____.
- 2 The _____ (big) fish is _____.
- 3 The _____ (beautiful) fish are _____.
- 4 The _____ (fast) fish are _____.
- 5 The _____ (worried) fish is _____.

/10

2 Read and complete the dialogue.

- 1 Mum. When you were a child, was there a CD player in your living room?
- 1 No _____. There was a piano to play and listen to music.
- 2 Were there books and toys?
- 2 Yes _____ because there wasn't a games console to play games.
- 3 Was there a torch?
- 3 Yes, _____.
- 4 _____ DVD player?
- No, there wasn't. But we watched films on a video.
- 5 Were there any toothbrushes in the bathroom?
- 5 _____ but they weren't electric.

/5

Term 2 test: Speaking

Name: _____

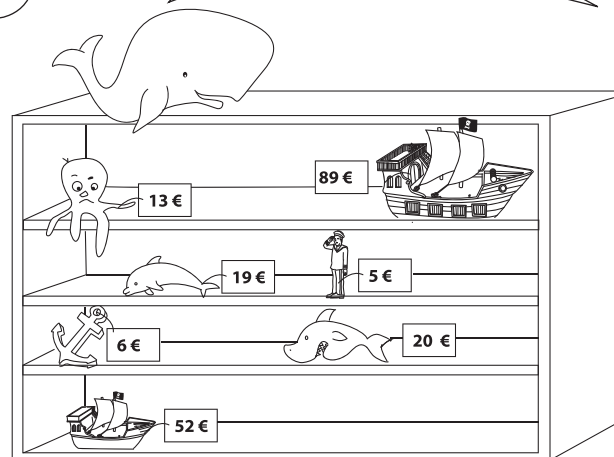
1 Say and guess.

It's more expensive than the sailor.

Is it the dolphin?

No, it isn't. It's uglier than the dolphin.

Is it the octopus?



/5

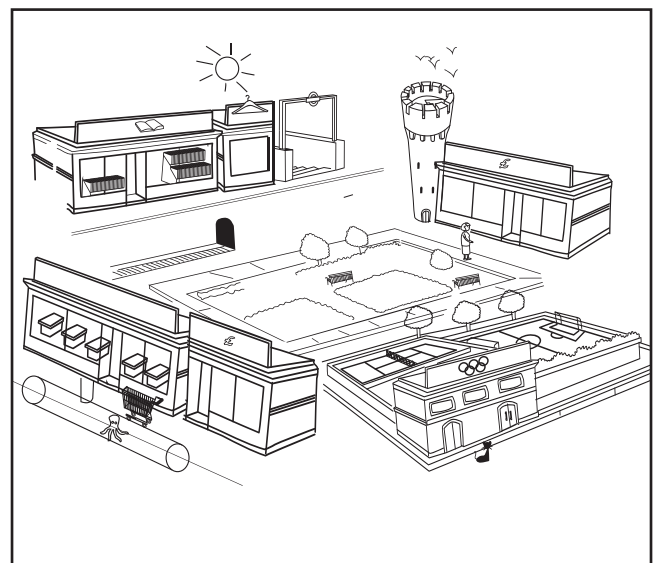
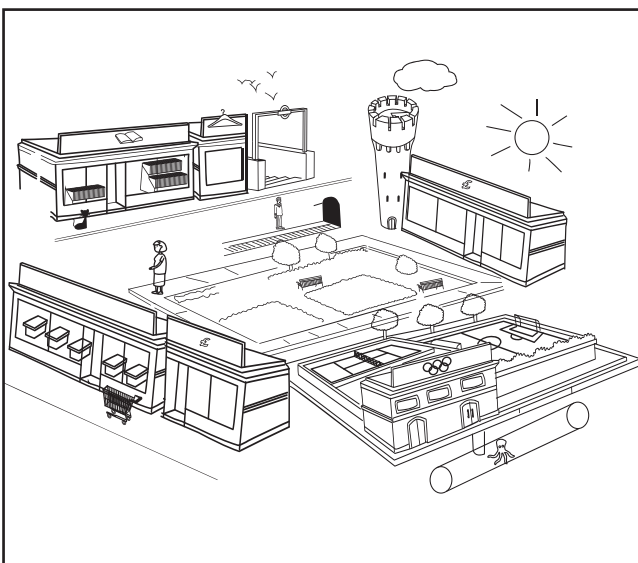
2 Look at the city on different days. Find six differences. Use *above*, *below*, *near* and *opposite*.

On Saturday there was a cloud above the tower.

Sunday was different because there wasn't a cloud.

On Saturday, ...

On Sunday, ...



/5

Term 3 test: Listening

Name: _____

1 CD5
35

Listen and tick (✓) or cross (✗).

① Monday



② Tuesday



③ Wednesday



④ Thursday



⑤ Friday



/5

2 CD5
36

Listen and write a number (1-6) and a letter (a-f) for each name.

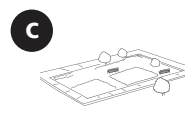
Kevin

Elliot

Henry

Josh

Julian



/10

3 CD5
37

Listen and write t (true) or f (false).

1 On Monday, Penny watched TV with her brother.

☐

2 Penny and her mum were at the park on Tuesday.

☐

3 On Sunday, Penny went swimming with her cousins.

☐

4 On Thursday, she didn't go out because she felt ill.

☐

5 She didn't go to the sports centre on Friday.

☐

/5

Term 3 test: Reading

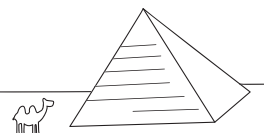
Name: _____

1 Read and circle.

Hi Kirsty,

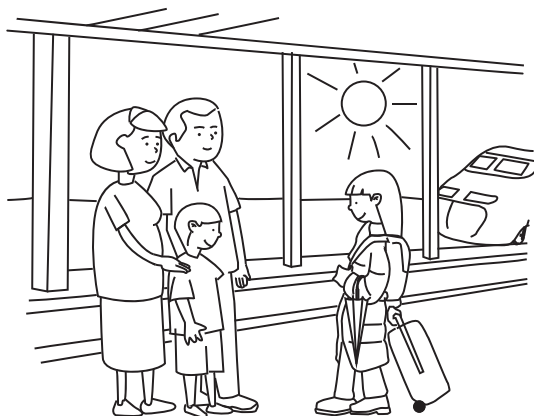
I have to tell you about my holiday. I'm going to play basketball with my friends in the USA, and I'm ¹ going to / not going to study because it's a holiday! In Canada, I'm ² going to / not going to stay at my friend's house because I'm going to go camping. Then I'm going to swim in the sea in Ecuador and I'm ³ going to / not going to learn about the past in Egypt when I visit the pyramids. I'm ⁴ going to / not going to have fun! I'm sorry you have to go to school next week. Don't worry. Remember you're ⁵ going to / not going to have a holiday too – you're going to see me in July! 😊

Love,
Julia



2 Read and complete the story.

/5



landed gave jumped umbrella
looked felt scarf

In April, Martha went to the UK to visit her friend Paul. Martha's grandma said, 'Don't forget your ¹ _____. It's always rainy there.' Martha's uncle said, 'Don't forget your ² _____. It's always cold in April.' So Martha went to London in her warm winter clothes. But when the train arrived, she saw that it wasn't cold and rainy. It was sunny and Martha ³ _____ very hot. Paul was at the train station in a T-shirt and shorts. He ⁴ _____ at Martha and said, 'Are you going to visit Alaska?' 'Very funny,' Martha said. When they went to Paul's house, his sister ⁵ _____ Martha some summer clothes to wear on her holiday.

/10

Term 3 test: Writing

Name: _____

1 Complete the story. Change the words in the box.

visit go give walk have

Dave had a holiday in March with his family. They ¹ _____ to China by plane and stayed in Beijing for two weeks. They ² _____ the highest tower in the city and took lots of photos. Every day they ³ _____ lunch in the biggest square in the city. His parents had lots of rice but Dave had pizza. One day, they ⁴ _____ on the longest wall in the world, The Great Wall of China. It was very beautiful but Dave's favourite day was when they saw some lovely pandas at the zoo. Dave ⁵ _____ them some food. Dave loved China.

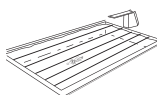
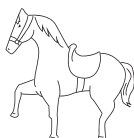
/5

2 Write questions about the story.

- 1 Who / Dave / China / with _____ ? His family.
- 2 When / go _____ ? In March.
- 3 How long / stay _____ ? For two weeks.
- 4 Dave / have / rice _____ ? No. He had pizza.
- 5 What / Dave / give / pandas _____ ? Some food.

/5

3 What are you *going* (✓) or not *going to* (X) do at the weekend? Choose and write.



- | | |
|-----------|-----------|
| 1 _____ ✓ | 4 _____ X |
| 2 _____ ✓ | 5 _____ X |
| 3 _____ ✓ | |

/5

Term 3 test: Speaking

Name: _____

1 What did they do at the weekend? Ask and answer.

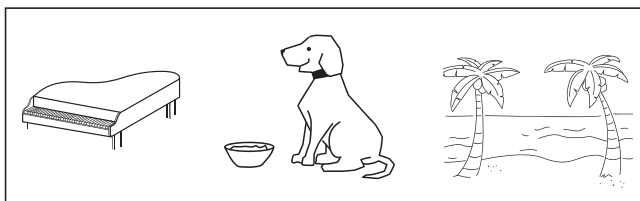
Did Johnny
listen to music?

Yes, he
did.

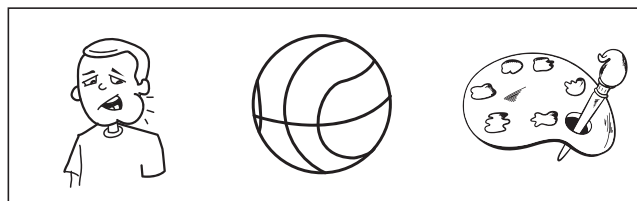
Did Monica
paint a picture?

No, she
didn't.

Eric



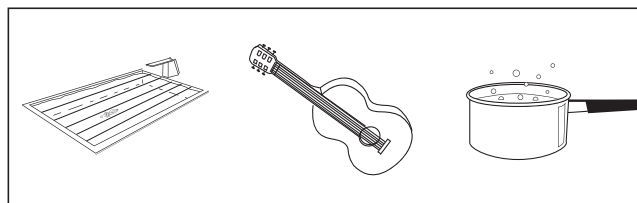
Nasser



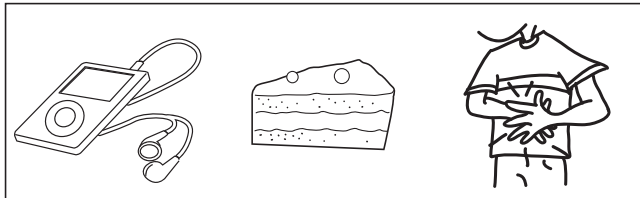
Cindy



Monica



Jonny



/5

2 Look at the pictures of the children talking about their holidays. Say and guess.

I'm going to visit
my grandparents.

You're
Jack.

I'm not going to
play the guitar.

You're
Jessica.



Linda



Jack



Dave



Jessica

/5

Term 3 test: Listening

Name: _____

1 CD5
38

Listen and write the names.

Lisa Barry Sam Bella Ted Elena

- 1 _____ played computer games. 4 _____ helped in the garden.
2 _____ had a cold. 5 _____ took lots of photos.
3 _____ went to the cinema. 6 _____ didn't have fun.

/6

2 CD5
39

Listen and tick (3) or cross (7).

- | | |
|-----------------------------------|--------------------------------------|
| 1 The UK <input type="checkbox"/> | 4 Canada <input type="checkbox"/> |
| Romania <input type="checkbox"/> | Ecuador <input type="checkbox"/> |
| 2 Spain <input type="checkbox"/> | 5 Australia <input type="checkbox"/> |
| Morocco <input type="checkbox"/> | China <input type="checkbox"/> |
| 3 Egypt <input type="checkbox"/> | |
| The USA <input type="checkbox"/> | |

/10

3 CD5
40

Listen and tick (✓) the box.

1 What's the matter with Chris today?

a


☐

b

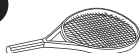

☐

c


☐

2 What did Caroline do yesterday?

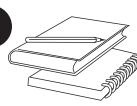
a


☐

b


☐

c

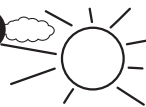

☐

3 What was the weather like on Sunday?

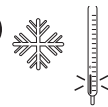
a


☐

b


☐

c


☐

4 What did Eva do on Friday night?

a


☐

b


☐

c


☐

/4

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 5

Term 3 test: Reading

Name: _____

1 Read and match. Change the words in the box.

wake up give phone listen shout go help

- 1 My brother did this a lot at the basketball match and then he had a cough. _____
- 2 My baby sister did this five times in the night because she had toothache. _____
- 3 I did this for my grandparents in their garden. _____
- 4 My friend did this when I talked to her about a problem on Monday. _____
- 5 My cousins did this from Australia on my birthday. _____

/5

2 Read the text and the sentences below. Write H(Helen) or A (Ani).

Helen flew to India to visit her friend Ani. She stayed at the hotel where Ani worked. Ani liked the hotel because every day was different.

On Monday, Helen said, 'I'm going to swim in the sea'. Ani didn't go with Helen because she worked in the mornings. Helen stayed at the beach for hours. She didn't drink any water and she didn't take a hat. In the afternoon, Ani said, 'What's the matter Helen? You're very red.' Helen had a headache and she stayed in bed for two hours. In the evening, she went to the hotel restaurant with Ani. After dinner, Ani went to bed, but Helen danced all night in the hotel disco. Helen went to the beach every day and danced every night. At the end of the week Ani asked, 'Did you have fun Helen?' 'Yes,' said Helen, 'but I think I need another holiday now!'

- | | |
|--|-------------------------------------|
| 1 She didn't live in India. _____ | 4 She went to bed early. _____ |
| 2 She stayed at the hotel in the mornings. _____ | 5 She wanted another holiday. _____ |
| 3 She didn't feel well in the afternoon. _____ | |

/5

3 Read and match.

- | | |
|---|--|
| 1 How long did you stay? | a No, I didn't. I'm going to visit her tomorrow. |
| 2 When are you going to have a holiday? | b I didn't say a word. She wasn't at home when I phoned. |
| 3 Is it going to rain tomorrow? | c I'm going to Canada in February. |
| 4 What did you say to Mary? | d Two hours. Then I went home because I had a toothache. |
| 5 Did you see your grandma yesterday? | e No, it isn't. It's going to be sunny. |

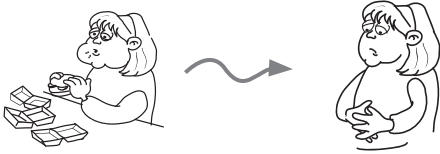
/5

Term 3 test: Writing

Name: _____

1 Look and write about the children's problems.

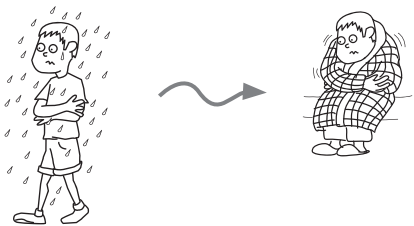
1 Polly



1 _____ and then

_____ .

2 Aaron



2 _____ and then

_____ .

3 _____ and then

_____ .

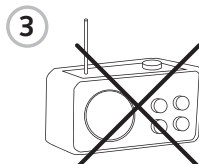
/6

2 Read and complete the sentences.

- 1 I'm going to wear boots because there's going to be a big t_____ .
- 2 I'm not going to wear a s_____ because it's going to be hot and sunny.
- 3 I'm not going to take an u_____ because it isn't going to be rainy.
- 4 I'm going to wear a coat because it's going to be very w_____ and cold.

/4

3 Write about George's morning yesterday. Use the pictures and words in the box.



do listen to go see wake up

1 _____ .

2 _____ .

3 _____ .

4 _____ .

5 _____ .

/5

Term 3 test: Speaking

Name: _____

1 Look at the holidays. Ask and answer.

Who did Olivia go with?

How did they travel?

What did they see?

Olivia 			1 month		
Adam 			5 days		
Kate and John 			2 weeks		

/5

2 What did Peter do yesterday? Tell the story.

Peter was in the kitchen with his mum. It was a sunny day.
'Are you going to swim in the sea today, Peter?' his mum said.

1

2

3

4

5

/5