

CAMBRIDGE



Teacher's Resource Book

Quick #1 minds

Camila Mayhew
Susanah Reed

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
4843/24, 2nd Floor, Ansari Road, Daryaganj, Delhi – 110002, India
79 Anson Road, #06–04/06, Singapore 079906
c/ Orense, 4 - 13º, 28020 Madrid, Spain

Cambridge University Press is part of the University of Cambridge.
It furthers the University's mission by disseminating knowledge in the pursuit of
education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9788483233757
© Cambridge University Press 2014

First published 2014

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4

Cambridge University Press has no responsibility for the persistence or accuracy
of URLs for external or third-party internet websites referred to in this publication,
and does not guarantee that any content on such websites is, or will remain,
accurate or appropriate. Information regarding prices, travel timetables, and other
factual information given in this work is correct at the time of first printing but
Cambridge University Press does not guarantee the accuracy of such information
thereafter.

Of this edition

The trademark University of Dayton Publishing is the property of University of Dayton.
Unauthorized copying, reproduction, hiring, and lending prohibited.

Ediciones SM, S.A., is the exclusive licensee of the University of Dayton Publishing brand in
Argentina.

University of Dayton
300 College Park
Dayton, OH 45469"

D.R. © U.D. Publishing, S.A. de C.V. 2017
Todos los Derechos Reservados

©ediciones sm, 2017
Av. Callao 410, 2º piso
[C1022AAR] Ciudad de Buenos Aires

Thanks and acknowledgements

The publishers are grateful to the following contributors:

Lynne Rushton and Lucy Frino: freelance editors
Oliver Design: concept design
Pentacorbis and Darío Pérez: book design and page make-up
Chefer and Abel Gantoff Sosa: cover design
Kite Recording Studio and Bendito Sonido: audio recordings

The publishers and authors are grateful to the following illustrators:

Marek Jagucki, David Semple, Martin Lowe, Red Jelly, Andy Parker, Martin Sanders (Beehive), Clive Goodyer,
Andrew Hennessey, José Antonio Rubio, Pedro Soto and Darío Pérez Catalán

Contents

Introduction	4	Term 1 Listening (High)	61
Teacher's notes and worksheets		Term 1 Pre-reading and writing 1 (High)	62
Welcome unit: Friends	6	Term 1 Pre-reading and writing 2 (High)	63
Unit 1: At school	10	Term 1 Speaking (High)	64
Unit 2: Let's play!	15	Term 2 Listening (Standard)	65
Unit 3: Pet show	20	Term 2 Reading (Standard)	66
Unit 4: Lunchtime	25	Term 2 Writing (Standard)	67
Unit 5: Family	30	Term 2 Speaking (Standard)	68
Unit 6: Get dressed!	35	Term 2 Listening (High)	69
Unit 7: The robot	40	Term 2 Reading (High)	70
Unit 8: At the beach	45	Term 2 Writing (High)	71
Introduction to the tests	50	Term 2 Speaking (High)	72
Teacher's notes, tapescripts and answer keys	51	Term 3 Listening (Standard)	73
Term tests		Term 3 Reading (Standard)	74
Term 1 Listening (Standard)	57	Term 3 Writing (Standard)	75
Term 1 Pre-reading and writing 1 (Standard)	58	Term 3 Speaking (Standard)	76
Term 1 Pre-reading and writing 2 (Standard)	59	Term 3 Listening (High)	77
Term 1 Speaking (Standard)	60	Term 3 Reading (High)	78
		Term 3 Writing (High)	79
		Term 3 Speaking (High)	80

Introduction

The Downloadable Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and pupils using *Quick Minds 1*. 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 1 of the course and do not introduce or use any additional or unfamiliar language. They also allow the teacher to extend and personalise work on the basic competences for lifelong learning introduced in the Pupil's Book, as well as suggesting ways to further develop basic competences.

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

There are four worksheets for use with each main unit in Level 1:

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 *Friends* unit.

How can the worksheets be used?

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


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

alternative activity when there is a gap or change in your usual lesson routine. Suggestions on how to use the worksheets in different ways are included in the accompanying teacher's notes.

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

What activity types do the worksheets provide?

The worksheets provide a range of games and listening and speaking tasks and, at this level, activities which require the pupils to practise pre-reading and pre-writing skills, such as matching and tracing; reading and writing single words and, eventually, reading and completing short sentences.

In addition, many of the activities in both the worksheets and the tests introduce pupils to the task types required by the Cambridge English: Young Learners Tests, such as 'Listen and colour' and 'Listen and tick'. These are marked with this symbol  where they occur.

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

Simon says! Call out instructions for pupils to follow. If you say an instruction with *Simon says* at the beginning of it, e.g. *Simon says, open your book*, pupils should do as you say. If they do not hear the instruction *Simon says* at the beginning, e.g. *Open your book*, pupils should do nothing. If they follow an instruction wrongly, they are 'out' and have to sit down.

Bingo Pupils choose three or four words or pictures from a vocabulary group or groups, e.g. clothes and colours, and either draw or make a list of them. Call out words, or descriptions of the pictures, e.g. *a blue skirt*. When pupils hear you call out something that they have chosen, they cross it out. The first one to cross out all the words or pictures they have chosen calls out *Bingo!*

Spinners As an alternative to using dice in board games, pupils can make and use a spinner (see page 14). 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.

How can the worksheets be used with mixed ability classes?

Since the worksheets are photocopiable, teachers can add or remove elements before making copies, thus creating two or more different versions of the worksheet to distribute to

different members of the class, according to ability. The teaching notes provide suggestions on how to do this. For example, under the heading **Reinforcement**, a writing task can be made less challenging by adding words to be traced over before photocopying. In a similar way, a worksheet with pictures which practises pre-reading skills can be adapted for stronger pupils or fast finishers by adding words before photocopying, thus turning it into an **Extension** 'read and match' activity.

All the worksheets are in both PDF and Word format in the Test Generator, which is available online, so you can also use these to adapt and personalise the activities.

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 *Social and civic competences* for Worksheet 2 in Unit 8.

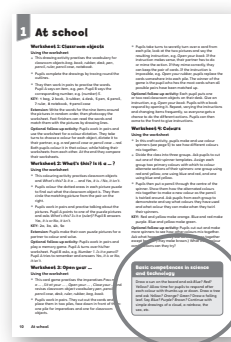
There is also a 'basic competence' box like this in the notes for each of the four worksheets which practise the Pupil's Book CLIL material (Worksheet 4 in Units 1, 3, 5 and 7). For example, for the worksheet based on colours (Unit 1, worksheet 4), there is a box called *Basic competence in science and physical education*, giving teachers ideas for ways to extend the topic to the changing colours in nature (see page 10).

Using the tests

There are six tests in the Level 1 Downloadable Teacher's Resource Book, one for each term at two different levels of difficulty (Standard and High). They assess language skills (Listening, Pre-reading and Pre-writing, Reading, Writing and Speaking) through task-based activities.

These worksheets can also be found in PDF and Word format, both online.

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



Friends

Worksheet 1: I'm Whisper.

Using the worksheet

- This matching activity establishes the main characters in the book and practises greetings: *I'm (Misty). Hi (Misty).*
- Pupils match the silhouettes with the pictures of the characters. The first one has been done for them as an example. They then draw in any details and colour the silhouettes.
- Pupils then work in pairs to practise greetings. Pupil A points to one character and says, e.g. *I'm (Misty).* Pupil B says *Hi, (Misty).* They then swap.

Extension: Pupil A asks *What's your name?* Pupil B answers, using the first person, e.g. *I'm (Misty).* Pupil A says *Hi, (Misty).*

KEY: 1c Whisper, 2d Thunder, 3a Misty, 4b Flash

Optional follow-up activity: Play a name game. Give each pupil in the class the name of a main character to remember (*Whisper, Thunder, Flash or Misty*). Call out one of the names, e.g. *Whisper*. All the pupils with this name stand up. Ask individual pupils *What's your name?* They reply with *I'm (Whisper).* Say *Hi, (Whisper).*

Worksheet 2: I'm 3.

Using the worksheet

- This counting and matching activity practises *How old are you?* *I'm ...* and revises numbers.
- Pupils match the children with the correct cake by looking at the numbers on their hats, counting the candles and drawing lines. Pupils can then check their work in pairs. For each child on the worksheet, Pupil A points and asks *How old are you?* Pupil B replies with the correct age, e.g. *I'm 3.* They then swap roles.
- Pupils draw candles for themselves on the cake at the bottom of the worksheet according to how old they are. Go round the class. Pupils hold up their worksheet and say, e.g. *I'm 6.*

KEY: Activity 1: 2b, 3e, 4d, 5a; Activity 2: Answers will vary.

Optional follow-up activity: Practise numbers by playing a number clapping game in class. Clap a number of times, e.g. three. Pupils listen and clap the same number of times, then say the number. Make this harder or easier by varying the speed and rhythm of your clapping. You can also call out numbers or hold up the 'number' flashcards for pupils to make their own clapping patterns to.

Worksheet 3: Colour Bingo

Using the worksheet

- This Bingo activity practises the colours *red, blue, green, orange, purple, yellow* and *brown*. Pupils will need coloured pencils in these colours. It also revises numbers 1 to 7.
- Read the following sentences and give pupils time to colour in each circle as you say them. They can compare their work in pairs by pointing and saying, e.g. *Number 1 is blue.*

TEACHER'S SCRIPT

Number 1 is blue.

Number 2 is yellow.

Number 3 is green.

Number 4 is orange.

Number 5 is brown.

Number 6 is red.

Number 7 is purple.

- Pupils then colour each balloon on the bingo card in a different colour of their choice, in any order.
- Play *Bingo* (see page 4). Make sentences using numbers and colours, e.g. *Number 1 is red.* Pupils whose first balloon is red put a tick in the box next to it. Repeat using different numbers and colours until one pupil has ticked all their balloons. They call out *Bingo!*

Optional follow-up activity: Pupils cut out the pictures in the bingo card and use them to make a set of colour cards. They then use these to play a matching game in groups. Pupils take turns to choose one of their cards and say, e.g. *a purple balloon*. Other pupils hold up their cards with a purple balloon on them. (You can also play this as a whole class game, using the colour flashcards.) Pupils can also make sentences combining numbers and colours, e.g. *Number 3 is purple*. This time, only pupils who have coloured balloon number 3 in purple can hold it up.

Mathematical competence

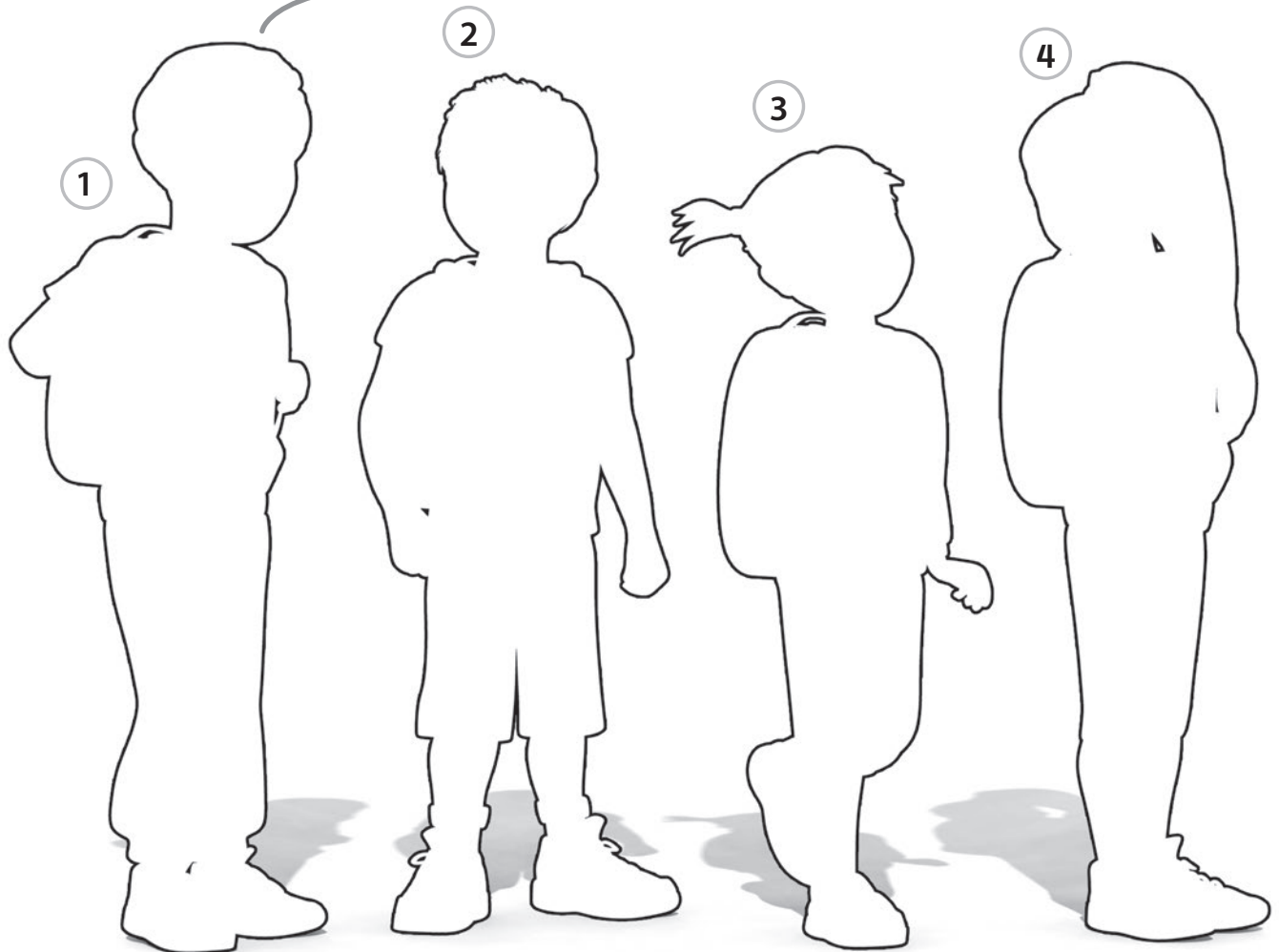
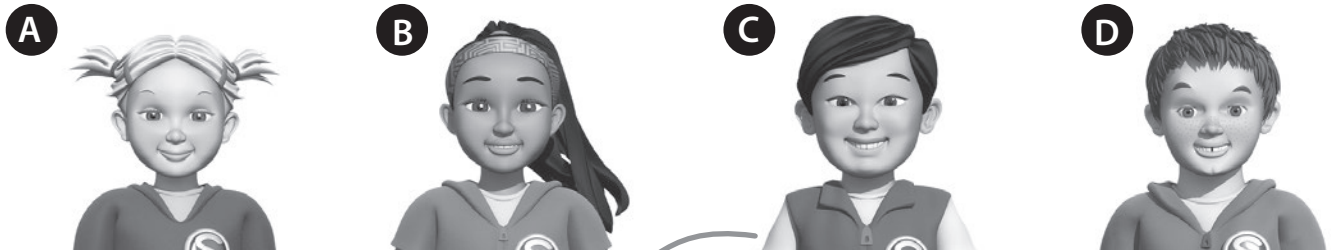
Say a number and a colour, e.g. *3 blue*, then point to three blue things in the classroom. Repeat with different numbers and colours, with volunteers pointing to things in the classroom. Pupils take turns to play the same game in pairs. Pupil A says a number and a colour, Pupil B points to the relevant number of objects in that colour.

Extension: Say another number and a colour, e.g. *2 red*, but this time point to three red things. Pupils correct you by saying, e.g. *No, 3 red*. Pupils work in pairs with Pupil A saying numbers and colours and pointing, while Pupil B listens and corrects if necessary. Then pupils swap roles.

WORKSHEET 1: I'M WHISPER.

NAME: _____

1 MATCH AND DRAW LINES.



2 POINT AND SAY.

I'M MISTY.

HI, MISTY.

GREETINGS: I'M WHISPER, THUNDER, MISTY, FLASH

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 1

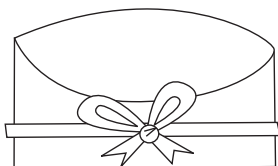
WORKSHEET 2: I'M 3.

NAME: _____

1 COUNT AND MATCH.



2 HOW OLD ARE YOU? DRAW AND SAY.

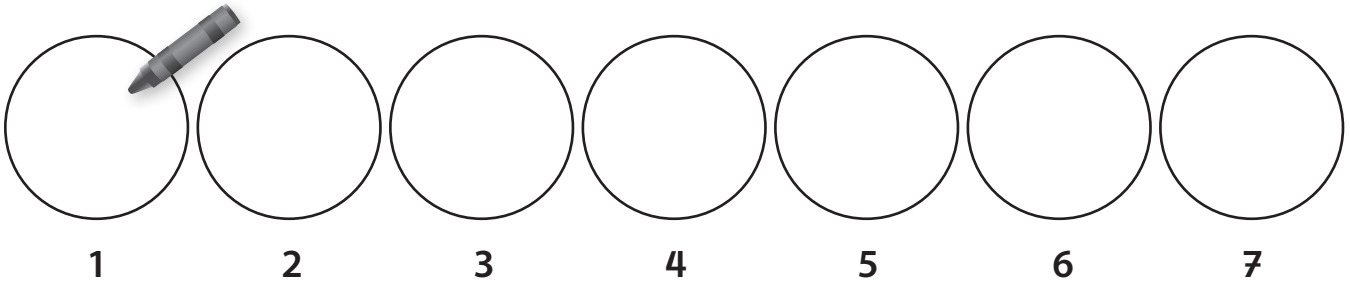


NUMBERS: 1 TO 10

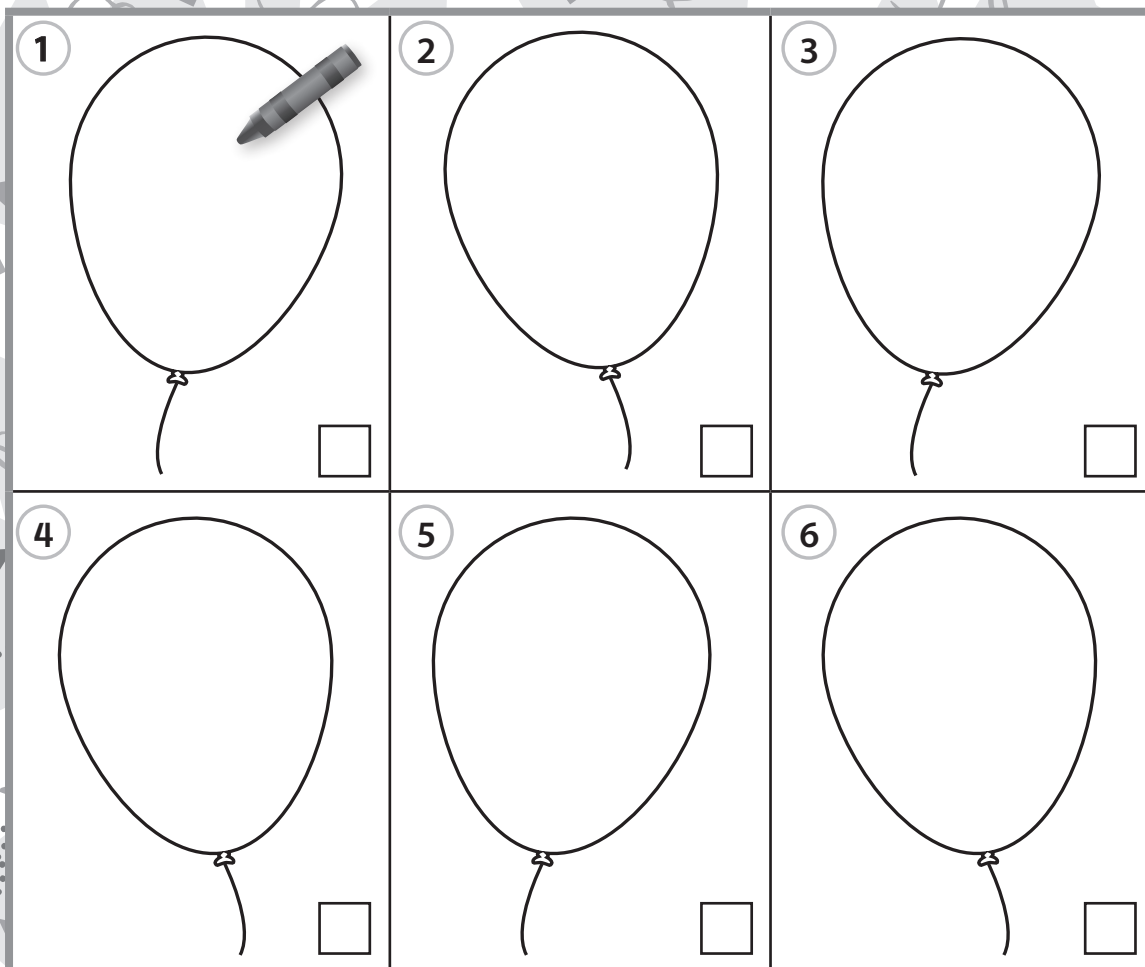
WORKSHEET 3: COLOUR BINGO

NAME: _____

1 LISTEN AND COLOUR.



2 CHOOSE COLOURS AND COLOUR THE BALLOONS. THEN PLAY BINGO.



COLOURS: RED, BLUE, GREEN, ORANGE, PURPLE, YELLOW, BROWN

Worksheet 1: Classroom objects

Using the worksheet

- This drawing activity practises the vocabulary for classroom objects *bag, book, rubber, desk, pen, pencil, ruler, pencil case, notebook*.
- Pupils complete the drawings by tracing round the outlines.
- They then work in pairs to practise the words. Pupil A says an item, e.g. *pen*. Pupil B says the corresponding number, e.g. (number) 5.

KEY: 1 bag, 2 book, 3 rubber, 4 desk, 5 pen, 6 pencil, 7 ruler, 8 notebook, 9 pencil case

Extension: Write the words for the nine items around the pictures in random order, then photocopy the worksheet. Fast finishers can read the words and match them with the pictures by drawing lines.

Optional follow-up activity: Pupils work in pairs and use the worksheet for a colour dictation. They take turns to choose a colour for each object, dictate it to their partner, e.g. *a red pencil case* or *pencil case – red*. Both pupils colour it in that colour, while hiding their worksheets from each other. At the end they compare their worksheets.

Worksheet 2: What's this? Is it a ... ?

Using the worksheet

- This colouring activity practises classroom objects and *What's this? Is it a ... and Yes, it is. / No, it isn't*.
- Pupils colour the dotted areas in each picture puzzle to find out what the classroom object is. They then circle the matching picture from the pair on the right.
- Pupils work in pairs and practise talking about the pictures. Pupil A points to one of the puzzle pictures and asks *What's this? Is it a (ruler)?* Pupil B answers *Yes, it is* or *No, it isn't*.

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

Extension: Pupils make their own puzzle pictures for a partner to colour and solve.

Optional follow-up activity: Pupils work in pairs and play a memory game. Pupil A turns over his/her worksheet. Pupil B asks, e.g. *Number 1. Is it a pencil?* Pupil A tries to remember and answers *Yes, it is* or *No, it isn't*.

Worksheet 3: Open your ...

Using the worksheet

- This card game practises the imperatives *Pass me a ... , Sit at your ... , Open your ... , Close your ...* and revises classroom object vocabulary *pen, pencil, pencil case, desk, ruler, rubber, bag, book*.
- Pupils work in pairs. They cut out the cards and place them in two piles, face down in front of them: one pile for imperatives and one for classroom objects.
- Pupils take turns to secretly turn over a card from each pile, look at the two pictures and say the resulting instruction, e.g. *Open your book*. If the instruction makes sense, their partner has to do or mime the action. If they mime correctly, they can keep the pair of cards. If the instruction is impossible, e.g. *Open your rubber*, pupils replace the cards somewhere into each pile.

The winner of the game is the pupil who has the most cards when all possible pairs have been matched up.

Optional follow-up activity: Each pupil puts one or two real classroom objects on their desk. Give an instruction, e.g. *Open your book*. Pupils with a book respond by opening it. Repeat, varying the instructions and changing items frequently, so everyone gets a chance to do the different actions. Pupils can then come to the front to give instructions.

Worksheet 4: Colours

Using the worksheet

- In this craft activity, pupils make and use colour spinners (see page 5) to see how different colours mix together.
- Divide the class into three groups. Ask pupils to cut out one of their spinner templates. Assign each group two primary colours with which to colour alternate sections of their spinners: one group using red and yellow, one using blue and red, and one using blue and yellow.
- Pupils then put a pencil through the centre of the spinner. Show them how the alternated colours mix together to make a new colour as the pencil is twirled around. Ask pupils from each group to demonstrate and say what colours they have used and what colour they can make when they twirl their spinners.

KEY: Red and yellow make orange. Blue and red make purple. Blue and yellow make green.

Optional follow-up activity: Pupils cut out and make more spinners to see how other colours mix together. Ask what happens if they use all the colours together except brown. (They make brown.) What other colour combinations can they try?

Basic competences in science and technology

Draw a sun on the board and ask *Blue? Red? Yellow?* Allow time for pupils to respond after each colour with thumbs up or down. Draw a tree and ask *Yellow? Orange? Green?* Draw a falling leaf. Say *Blue? Purple? Brown?* Continue with simple drawings of a cloud, a rainbow, the sea, etc.

1

WORKSHEET 1: CLASSROOM OBJECTS

NAME: _____

1

COMPLETE THE PICTURES.

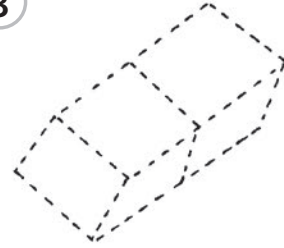
1



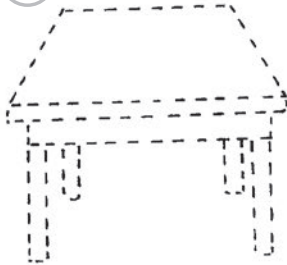
2



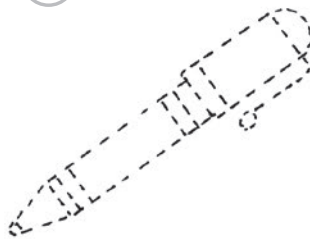
3



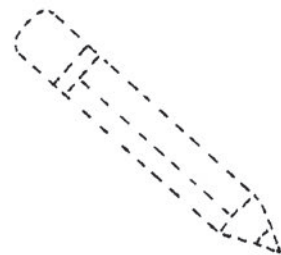
4



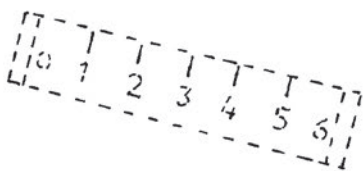
5



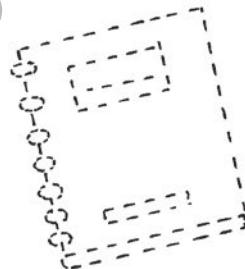
6



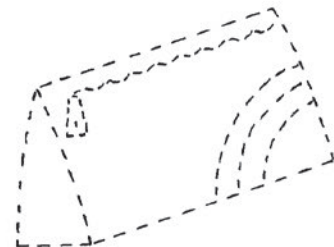
7



8



9



2

CHOOSE AND SAY.

PEN.

NUMBER 5.

VOCABULARY: CLASSROOM OBJECTS

PHOTOCOPIABLE

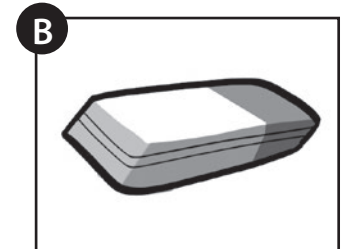
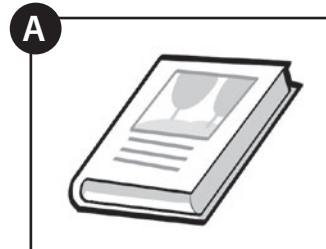
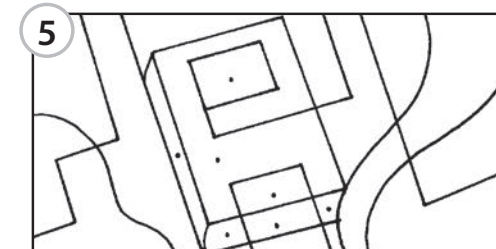
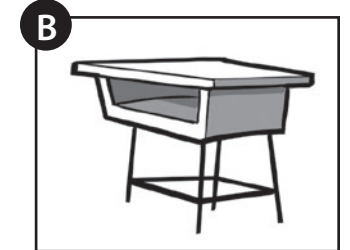
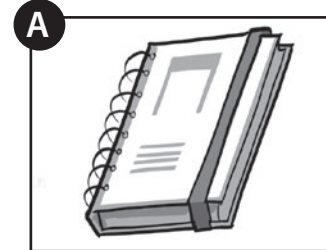
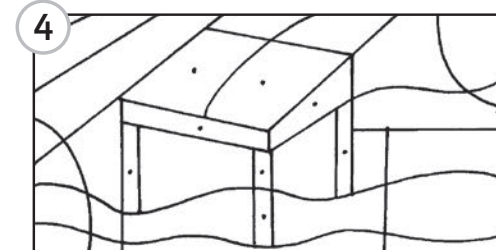
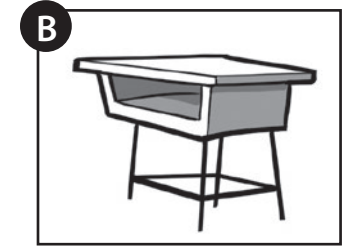
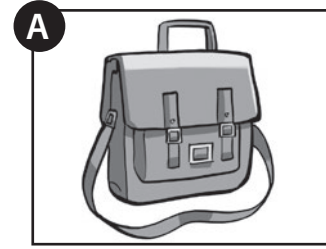
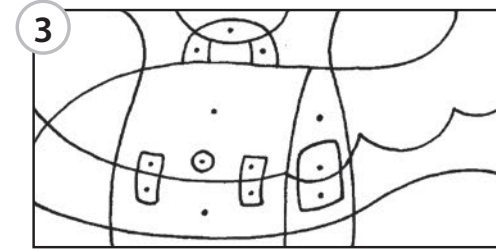
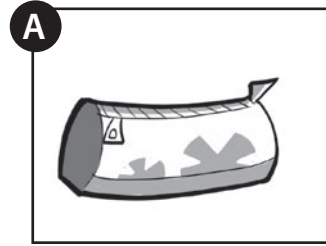
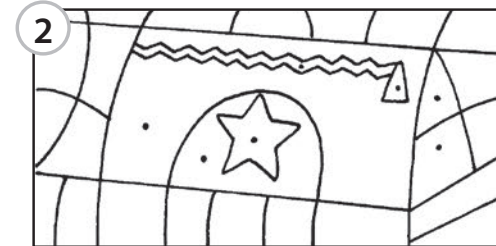
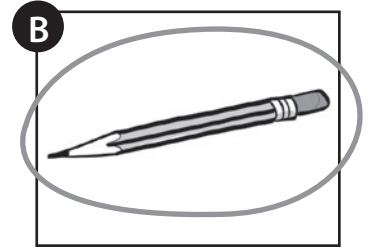
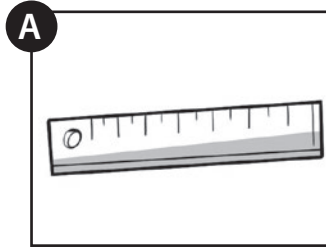
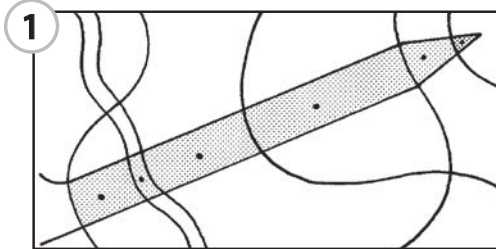
Quick Minds Teacher's
Resource Book Level 1

1

WORKSHEET 2: WHAT'S THIS? IS IT A ... ?

NAME: _____

1 COLOUR. THEN CIRCLE THE CORRECT PICTURE.



2 ASK AND ANSWER.

WHAT'S THIS?
IS IT A RULER?

YES, IT IS.

NO, IT ISN'T.

GRAMMAR 1: QUESTIONS AND SHORT ANSWERS

1

WORKSHEET 3: OPEN YOUR ...

NAME: _____

CUT OUT THE CARDS AND PLAY.



GRAMMAR 2: IMPERATIVES

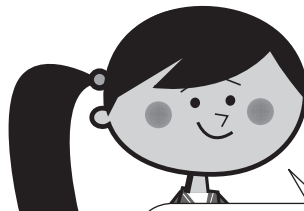
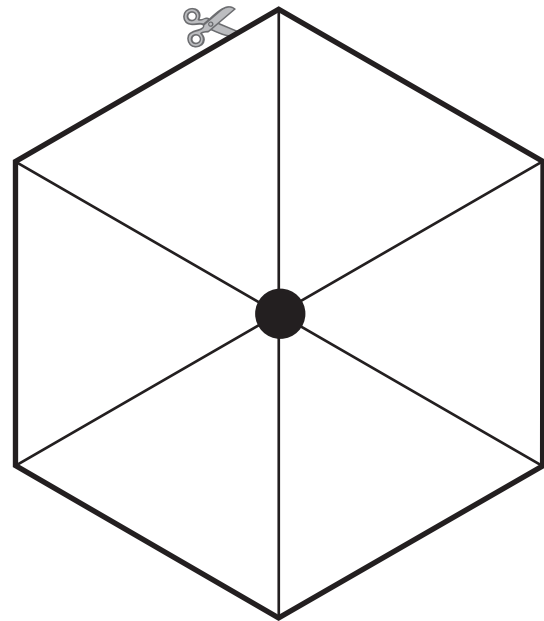
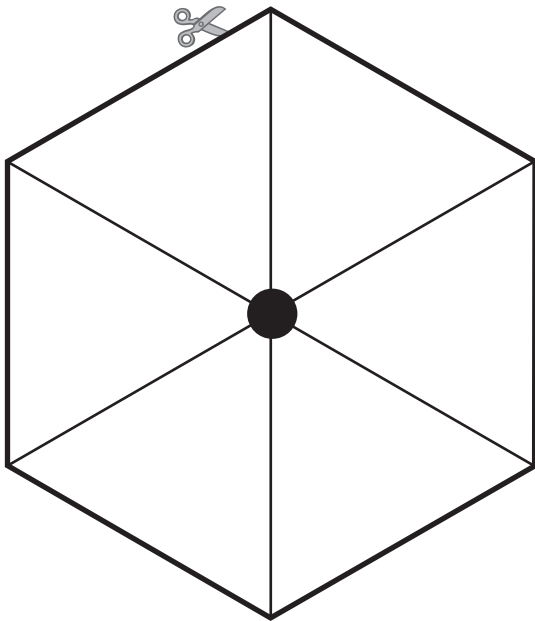
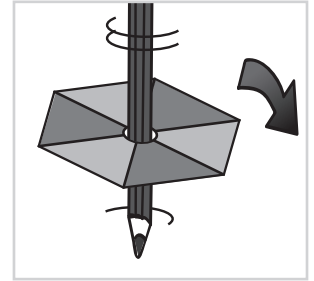
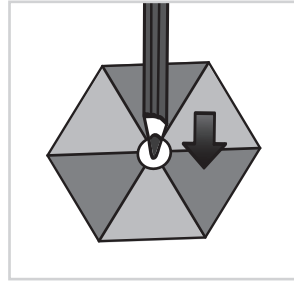
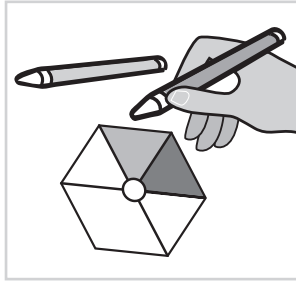
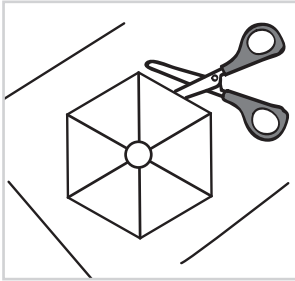
PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 1

1

WORKSHEET 4: COLOURS

NAME: _____

MAKE A COLOUR SPINNER. THEN SAY.

RED AND YELLOW MAKE ORANGE.

ART: COLOURS

2 Let's play!

Worksheet 1: Toys

Using the worksheet

- This colouring activity practises recognising toy vocabulary *bike, go-kart, computer game, doll, car, kite, monster, ball, plane, train* and colours. Pupils will need coloured pencils in red, yellow, blue, green, purple, orange and brown.
- Secretly colour the toys in the picture using the seven colours above. Give pupils instructions to colour each toy in the same way, e.g. *Colour the plane red.*
- At the end of the activity, hold up your worksheet for pupils to check. Ask individual pupils to tell you the colour of a toy, e.g. *The plane is red.*
- Pupils then work in pairs and practise remembering the colours. Pupil A covers his/her picture and Pupil B says one of the toys, e.g. *plane*. Pupil A says, e.g. *It's red* or *Red*.

Extension: Pupils have two copies of the worksheet each. They work in pairs and do the activity again. They compare pictures, then swap roles.

Optional follow-up activity: Pupils work in pairs. They make number cards for numbers 1 to 10 and put them face down in front of them. Pupils take turns to choose a number card and read it out, e.g. *4!* Their partner looks at the toys in the worksheet and tells them what they have won. (*A doll!*)

Worksheet 2: What's your favourite toy?

Using the worksheet

- This worksheet practises toy vocabulary *monster, ball, train, plane, bike* and *kite*, the greeting *Hello! How are you?* and the question *What's your favourite toy?*
- Read the sentences below. Pupils listen and find, then number, the children in the picture.

TEACHER'S SCRIPT

- 1 My favourite toy's a monster.
- 2 My favourite toy's a ball.
- 3 My favourite toy's a train.
- 4 My favourite toy's a plane.
- 5 My favourite toy's a bike.
- 6 My favourite toy's a kite.

- Pupils then take turns to play the parts of the children in the picture by pointing, greeting each other and asking about favourite toys.

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

Extension: Write the words for the six toys around the pictures in random order before you photocopy the worksheet. Fast finishers can draw lines to match the words and pictures.

Optional follow-up activity: Pupils secretly choose and draw one of the toys. Pupils mingle, asking *What's your favourite toy?* Pupils respond with *My favourite toy's my ...* and their partner guesses before the picture is shown.

Worksheet 3: It's a short ruler.

Using the worksheet

- This spot-the-difference activity practises adjectives *long,*

short, new, old, big, small, ugly, beautiful, classroom objects and indefinite articles *a* and *an*.

- Pupils work in pairs to find the six differences between the pictures. They take turns to make sentences about the contents of the bags, e.g. Pupil A says *Number 1. It's a short ruler.* Pupil B says *Number 2. It's a long ruler.* Check in whole class.

KEY: Bag 1: a short ruler, a small notebook, a new pencil case, an ugly doll, a long pencil, a big rubber;

Bag 2: a long ruler, a big notebook, an old pencil case, a beautiful doll, a short pencil, a small rubber

Extension: Pupils work in pairs. Pupil A secretly colours in the items in bag 1 in six colours of his/her choice. Meanwhile Pupil B secretly colours in the items in bag 2. Pupil A describes the items in bag 1 for Pupil B to colour, using both an adjective and a colour, e.g. *It's a short, yellow ruler. It's a small, red notebook.* Then they swap. Pupils then compare pictures.

Optional follow-up activity: Pupils draw the outline of a school bag. Dictate items for them to draw, e.g. *a long pencil, a big ball.* Then elicit what is in the bag by saying, e.g. *A long ...*, e.g. (*pencil*). Pupils work in pairs and repeat the activity.

Learning to learn

Ask pupils what they need for English class, e.g. *a book, a pencil.* Then ask if they need the same items for Maths, Art, P.E. and other subjects. Ask what is in the pupils' bags today and which things they sometimes forget. Ask who packs their own bag and at what time of day.

Worksheet 4: My favourite toy

Using the worksheet

- This survey activity revises the questions *What's your favourite toy?*, *It's a ... ?*, colours and numbers.
- Pupils work in groups of four or five. They tick their favourite toy in the line marked 'Me'. Then they write the names of the others in their group in the table and take turns to ask *What's your favourite toy?* Pupils complete the table with ticks.
- Pupils then count how many people chose each toy and write the number at the bottom of each column.

Extension: When asking the questions, pupils also guess the colour of the favourite toys of the people in their group, e.g. *Is it blue? Yes, it is or No, it isn't*, then colour the ticked box appropriately.

Optional follow-up activity: Pupils form new groups and compare their survey results by saying, e.g. *a bike, 3.* The others say *Snap!* if they have the same number.

Worksheet 1: Animals

Using the worksheet

- This matching activity practises animal vocabulary *dog, elephant, cat, spider, frog, lizard, rat, duck.*
- Pupils match the animals and silhouettes. Then they trace the words.
- Pupils then work in small groups and practise talking about their favourite animals.

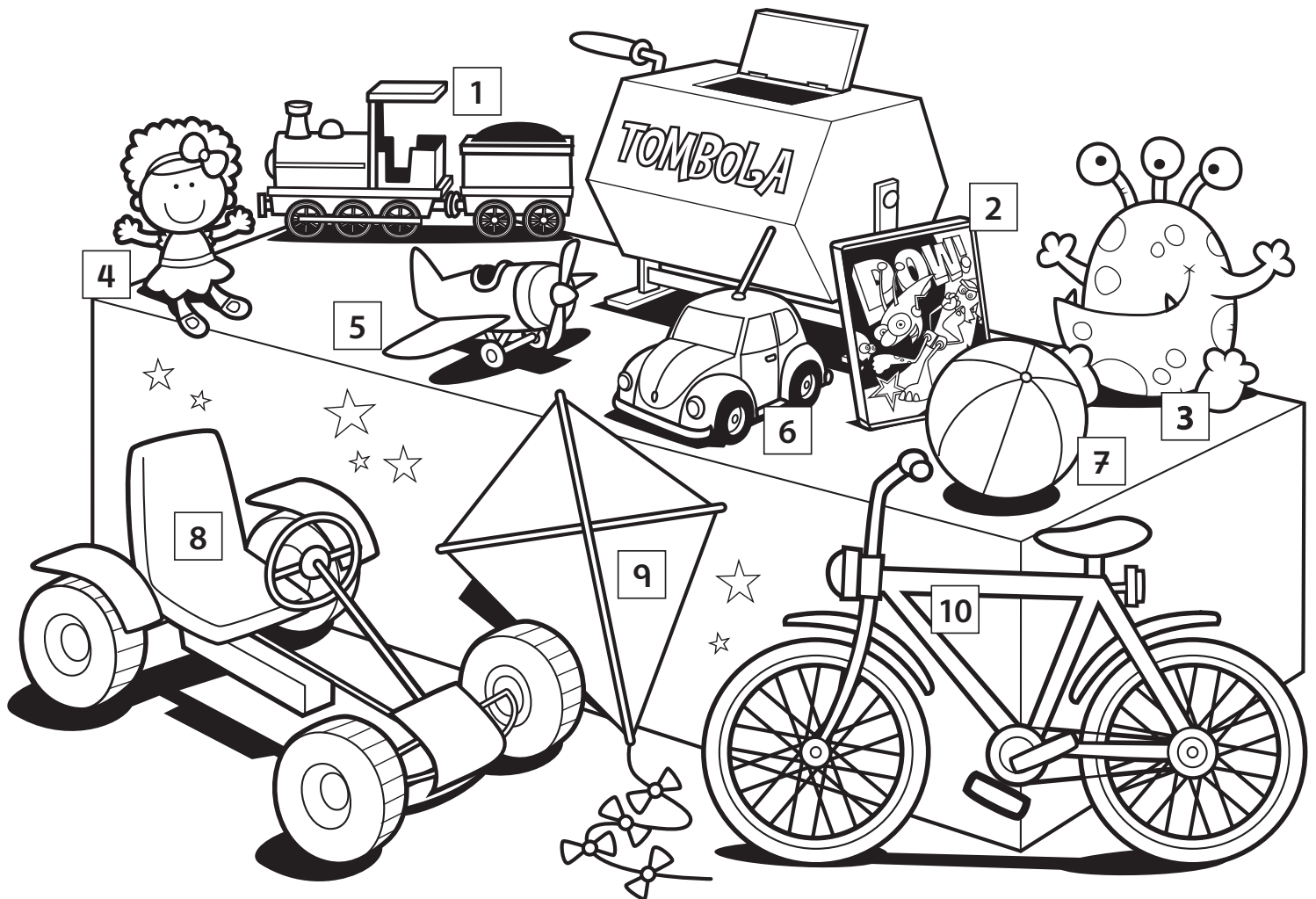
2

WORKSHEET 1: TOYS

NAME: _____

1

LISTEN AND COLOUR.



2

COVER THE PICTURE. THEN SAY.

PLANE.

IT'S RED.

VOCABULARY: TOYS

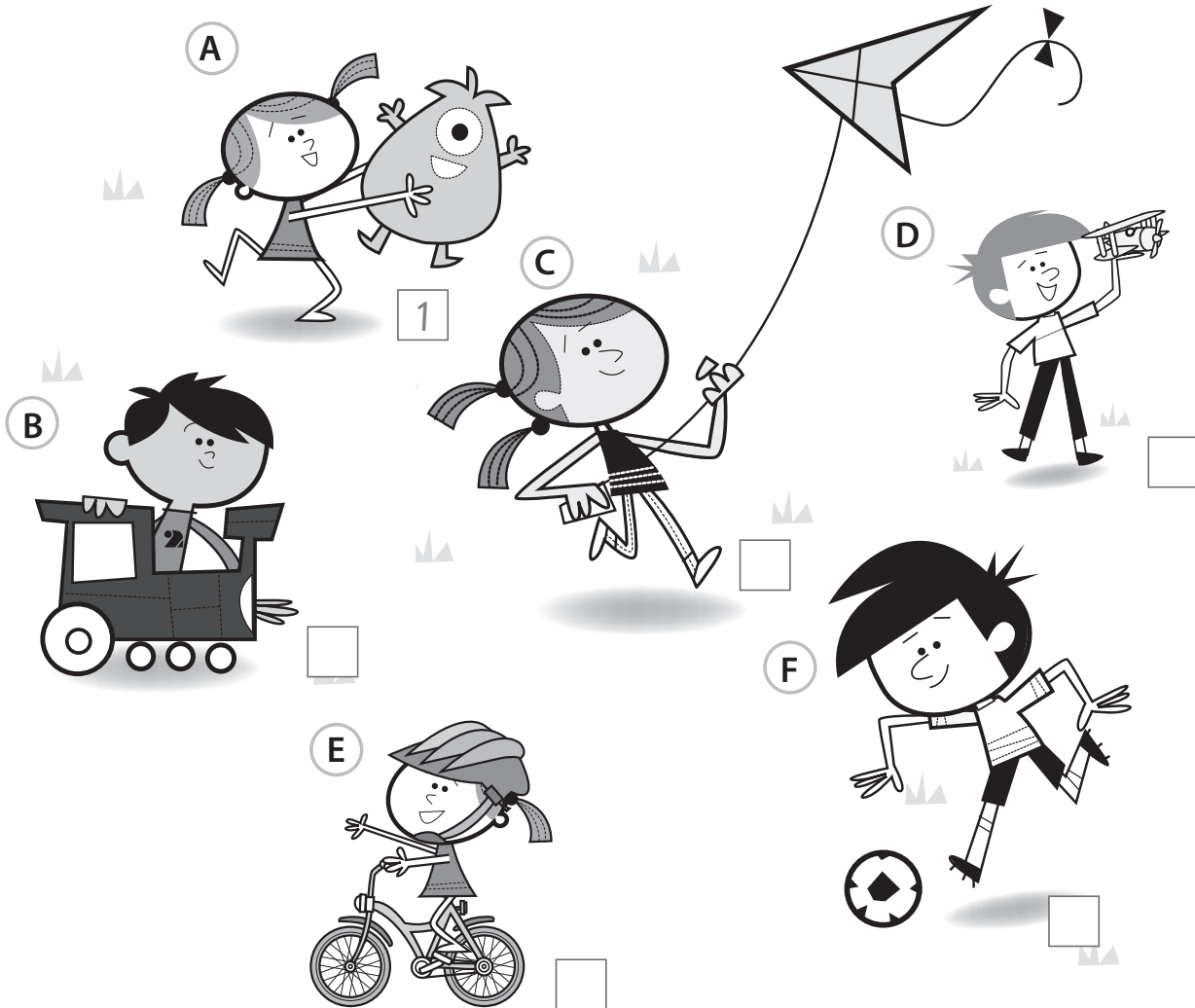
2

WORKSHEET 2: WHAT'S YOUR FAVOURITE TOY?

NAME: _____

1

LISTEN AND NUMBER.



2

POINT TO A BOY OR GIRL IN THE PICTURE. ASK AND ANSWER.

HELLO. HOW ARE YOU?

I'M FINE. THANKS.

WHAT'S YOUR FAVOURITE TOY?

MY FAVOURITE TOY'S MY ...

GRAMMAR 1: GREETINGS; WHAT'S YOUR FAVOURITE TOY?

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 1

2

WORKSHEET 3: IT'S A SHORT RULER.

NAME: _____

FIND SIX DIFFERENCES.

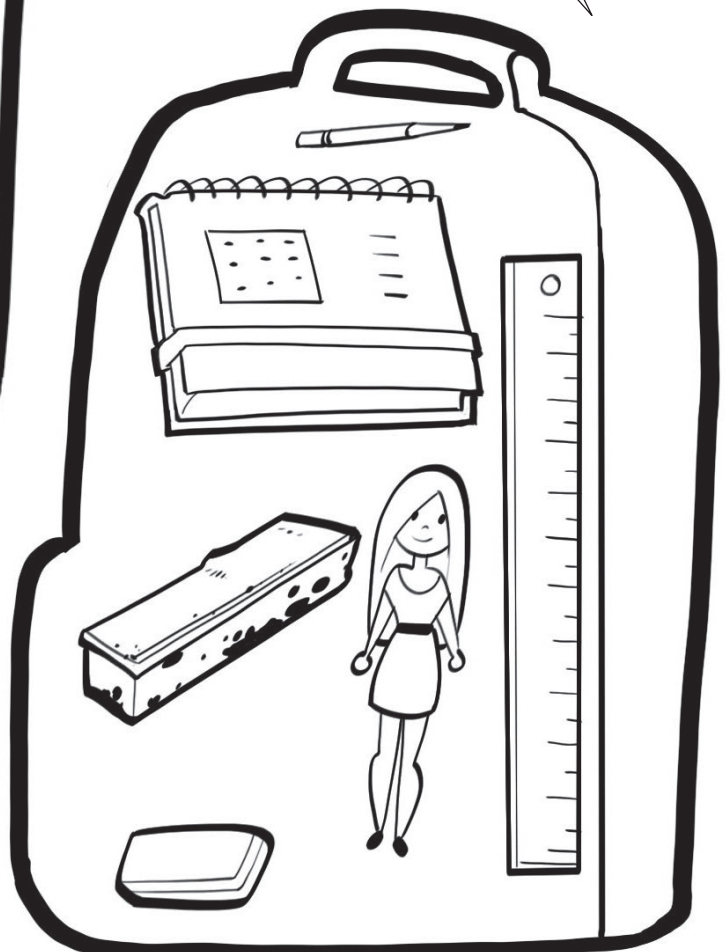
1

IT'S A SHORT RULER.



2

IT'S A LONG RULER.



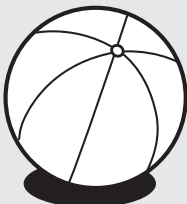
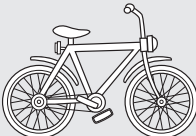


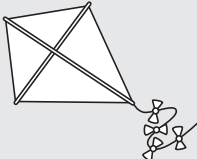
GRAMMAR 2: ADJECTIVES

NAME: _____

ASK AND TICK (✓). THEN COUNT AND WRITE THE NUMBER.

WHAT'S YOUR FAVOURITE TOY?

IT'S A BIKE.

NAME					
ME					

SKILLS: SPEAKING AND LISTENING

3 Pet show

KEY: 2d, 3g, 4a, 5b, 6h, 7f, 8e

Optional follow-up activity: Pupils work in pairs or small groups. One pupil mimes an animal from the worksheet or makes an animal sound for the others to guess.

Worksheet 2: in / on / under

Using the worksheet 

- This listening, colouring and reading activity practises the prepositions *in*, *on*, *under* and revises classroom objects and toy vocabulary. Pupils will need coloured pencils in red, blue, green, purple, orange and brown.
- Read out the sentences below in any order. Pupils colour the spiders in the picture appropriately.

TEACHER'S SCRIPT

A blue spider is in the pencil case.

A brown spider is under the train.

A green spider is on the book.

An orange spider is under the desk.

A purple spider is in the bag.

A red spider is on the ball.

- Pupils look at the picture again and circle the correct preposition *in*, *on* or *under* for the position of each spider.

KEY: **Activity 1:** See script above; **Activity 2:** b in, c under, d in, e under, f on

Extension: In pairs, pupils play a game using the coloured-in picture. Pupil A says, e.g. *It's under the desk*. Pupil B looks at the picture and replies, e.g. *The orange spider*.

Optional follow-up activity: Do a class treasure hunt. Before the class, hide about ten small objects or flashcards around the classroom, on your desk, etc. Write the names of these objects on the board for pupils to copy into their notebooks. They then have to search for the objects. When they find one, they put a tick next to the name of the object. Check in whole class. Ask volunteers to get each object. Before they pick it up, they must say a sentence, e.g. *It's on the book*.

Worksheet 3: I like ...

Using the worksheet

- This listening and speaking activity practises *I like* and *I don't like* and animal plurals.
- Read out the sentences in the Teacher's script. Pupils draw a happy or sad face according to whether the sentence is *I like* or *I don't like*.

TEACHER'S SCRIPT

1 I don't like spiders.

2 I don't like dogs.

3 I like cats.

4 I like lizards.

5 I don't like elephants.

6 I like ducks.

7 I like frogs.

8 I don't like rats.

- Pupils then work in pairs and make sentences in the first person. Pupil A says, e.g. *Number 1*. Pupil B looks at Activity 1 and says *I don't like spiders*. Pupil B says *Number 2*, and so on.

KEY: 2 ☹, 3 ☺, 4 ☺, 5 ☹, 6 ☺, 7 ☺, 8 ☹

Optional follow-up activity: On the right of a piece of paper, pupils draw a list of six simple pictures, e.g. a kite, a toy plane, etc. and happy or sad faces on the left. They show their pictures to a partner and make sentences, *I like kites*, etc. Elicit sentences in whole class.

Worksheet 4: Animal camouflage

Using the worksheet

- This board game practises animal vocabulary *snake, elephant, rat, frog, spider, crocodile, giraffe, butterfly, lizard, duck*.
- Pupils play in pairs. They each choose an animal card from the bottom of the worksheet. They will need a dice or spinner (see page 5) and counters.
- Pupils take turns to throw the dice or spin the spinner and move around the board. Demonstrate how to play. If pupils land on a square with an animal on their card, they have to make a sentence about the animal, e.g. *It's a duck*. / *The duck is in the water*. / *It's a small duck* and cross the animal off their card. When they land on a square with an animal not on their card, they do nothing. Play continues round the board. The first pupil to cross out all their animals is the winner.

Optional follow-up activity: Write some anagrams on the board, e.g. *ogd, leepthan, cudk*. Pupils work in pairs to guess and write the words. Ask pupils to come and write a word on the board. The class act out the animal. Pupils then make their own anagrams.

Basic competences in science and technology

Ask pupils what animals they see in different places, e.g. in the street, in the garden, at the zoo, on holiday. Talk about which animals are difficult to see and why (they are small, they hide, they use camouflage). Ask them to share their animal experiences.

NAME: _____

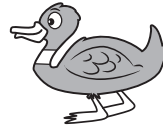
1

MATCH. THEN TRACE THE WORDS.

1



A

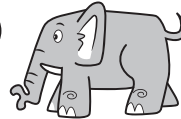


duck

2



B



elephant

3



C

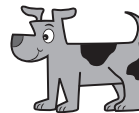


rat

4



D

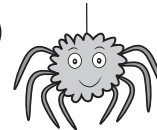


dog

5



E



spider

6



F



frog

7



G



lizard

8



H



cat

2

ASK AND ANSWER.

WHAT'S YOUR FAVOURITE ANIMAL?

IT'S A/AN ...

VOCABULARY: ANIMALS

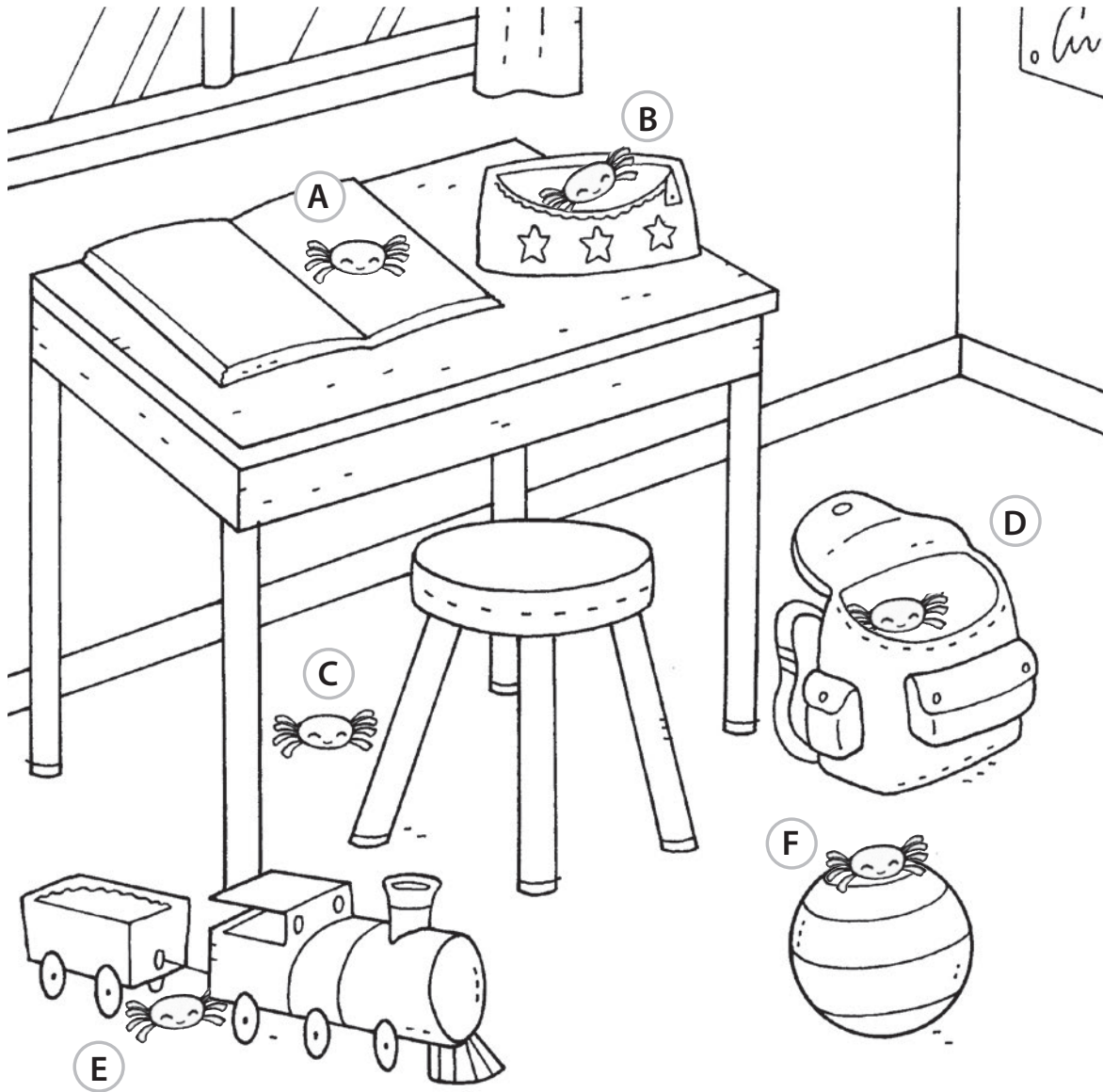
3

WORKSHEET 2: IN / ON / UNDER

NAME: _____

1

LISTEN AND COLOUR THE SPIDERS.



2

WHERE ARE THE SPIDERS? LOOK AND CIRCLE.

Spider A in on under

Spider B in on under

Spider C in on under

Spider D in on under


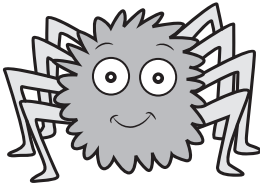
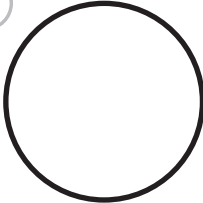
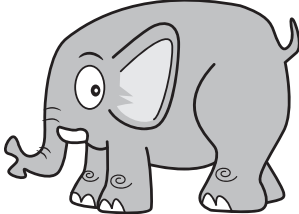
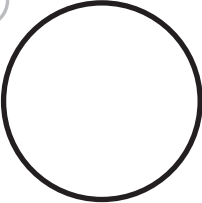
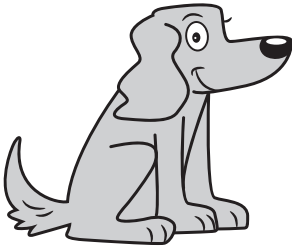
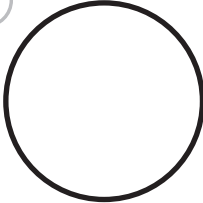
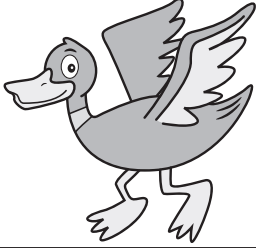
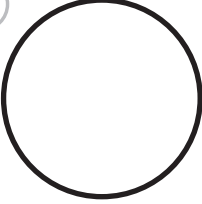

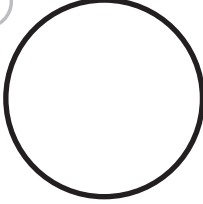
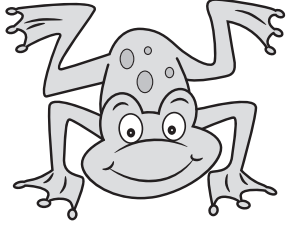
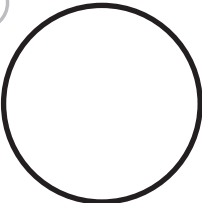
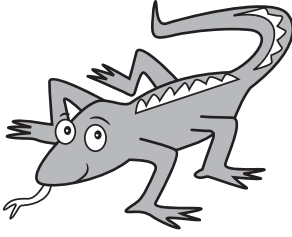
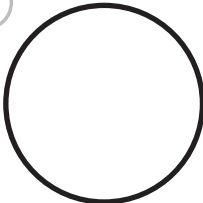
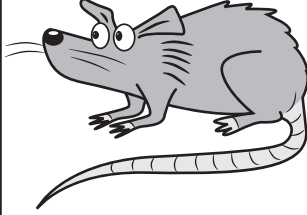
Spider E in on under

Spider F in on under

GRAMMAR 1: PREPOSITIONS: IN, ON, UNDER

3
WORKSHEET 3: I LIKE ...
NAME: _____

1 LISTEN AND DRAW 😊 OR ☹️.

1 		5 	
2 		6 	
3 		7 	
4 		8 	

2 LOOK AND SAY.

NUMBER 1.

I DON'T LIKE SPIDERS.

GRAMMAR 2: I LIKE / I DON'T LIKE ...
PHOTOCOPIABLE

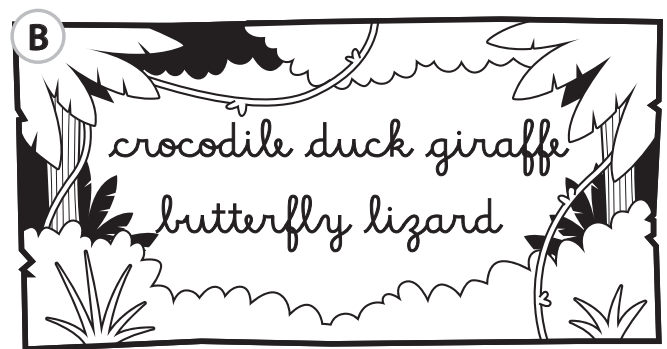
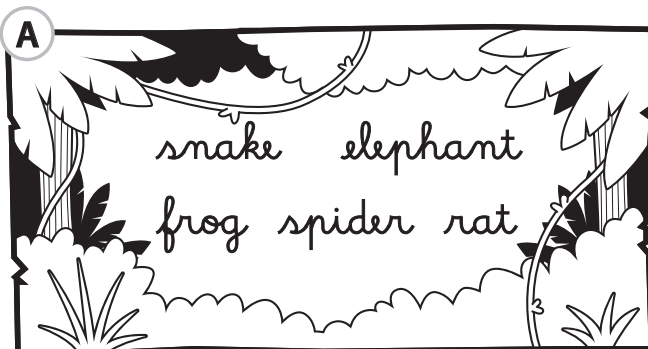
 Quick Minds Teacher's
Resource Book Level 1

3

WORKSHEET 4: ANIMAL CAMOUFLAGE

NAME: _____

PLAY THE CAMOUFLAGE GAME. CROSS OFF THE WORDS.



SCIENCE: ANIMAL CAMOUFLAGE

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 1

Worksheet 1: Food

Using the worksheet

- This wordsearch activity practises food vocabulary *cheese, cake, sandwich, carrot, sausage, peas, banana, apple, pizza, chicken*.
- Pupils trace the words under the pictures. Then they use the pictures and the labels to help them find the hidden words in the wordsearch (they run horizontally and vertically).

KEY:

	s	a	u	s	a	g	e		
		p				c			
		p	i	z	z	a			
	b	l				k			p
	a	e		c	h	e	e	s	e
	m								a
s	a	m	d	w	i	c	h		s
	m								
c	a	r	r	o	t				
		c	h	i	c	k	e	m	

Optional follow-up activity: Do a drawing dictation. Draw the foods on the board, or pin up the appropriate flashcards, and check their names. Then say some foods you like and don't like and your favourite food, e.g. *I like sandwiches and I like chicken. I like apples and bananas, too. My favourite food is pizza. I don't like peas*. Pupils listen and draw the things you say you like on a piece of paper. They don't draw any items you don't like. Pupils can also do this activity in pairs.

Worksheet 2: I've got / I haven't got ...

Using the worksheet

- This reading and speaking activity practises *I've got / I haven't got* and revises food vocabulary.
- Pupils look at the picture of the boy and put a tick or a cross next to the foods in the table according to what he has. Then, in pairs, they make sentences in the first person, e.g. *I haven't got a sausage*.
- Pupils read the poem and draw peas and carrots on the girl's plate. Read the poem aloud, then practise it in whole class. Pupils say it in pairs.

KEY: Activity 1: sausage **X**, sandwich **✓**, cake **✓**, banana **X**, chicken **X**; Activity 2: Pupils draw carrots and peas on the plate.

Optional follow-up activity: Pupils draw two blank plates with two or three secret food items on the first plate. Then they work in pairs, taking turns to describe the plates for their partner to draw, using *I've got ...* and without showing their original pictures to each other. Finally, they compare pictures.

Worksheet 3: Have you got any ... ?

Using the worksheet

- This speaking activity practises the question *Have you got any ... ?*, the short answers *Yes, I have. No, I haven't* and food vocabulary.
- Pupils work in pairs and play a guessing game. Pupil A secretly chooses a fridge. Pupil B asks questions, e.g. *Have you got any chicken?*, etc. Pupil A responds *Yes, I have* or *No, I haven't*. Pupil B guesses which fridge Pupil A has chosen. Then they swap roles.

Extension: Taking the fridges in random order, prepare lists of the food items in each fridge, either on individual cards or on a worksheet. Give each list a letter from a–f. Pupils read the lists and match them with the pictures of the fridges on Worksheet 3. Very strong pupils can write the lists themselves instead of matching them.

Optional follow-up activity: Pupils play a memory game. Say a fridge number and give pupils time to look and remember the contents. Pupil A takes the worksheet and says the names of different items of food, e.g. *chicken, peas*. From memory, Pupil B responds, according to what was in the picture e.g. *I've got chicken* or *I haven't got peas*. Pupils swap roles.

Worksheet 4: Food shopping

Using the worksheet

- This reading and writing activity practises food vocabulary *pizza, carrots, cake, apples, chicken, bananas, sausages, sandwich* and *peas*.
- Pupils trace the words in the shopping lists. Then they match the shopping lists with the baskets and write the letter next to each basket.
- Finally, from the list they have not used (b), they draw the items in the empty basket.

KEY: Activity 2: 2a, 3d, 4b; Activity 3: Pupils draw apples, chicken and cake in basket 4.

Reinforcement: Trace over some items on the lists before photocopying the worksheet, so that pupils have to write fewer words.

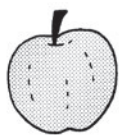
Extension: Pupils add another item to each list and draw the new food next to the baskets.

Optional follow-up activity: Pupils talk about which food in the baskets they like and don't like, e.g. *I like pizza. I don't like chicken*.

NAME: _____

1 TRACE THE WORDS.

2 FIND THE WORDS AND CIRCLE. LOOK → AND ↓.



apple



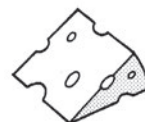
banana



cake



carrot



cheese

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



chicken



sandwich



sausage



peas



pizza

VOCABULARY: FOOD

WORKSHEET 2: I'VE GOT ... / I HAVEN'T GOT ...

NAME: _____

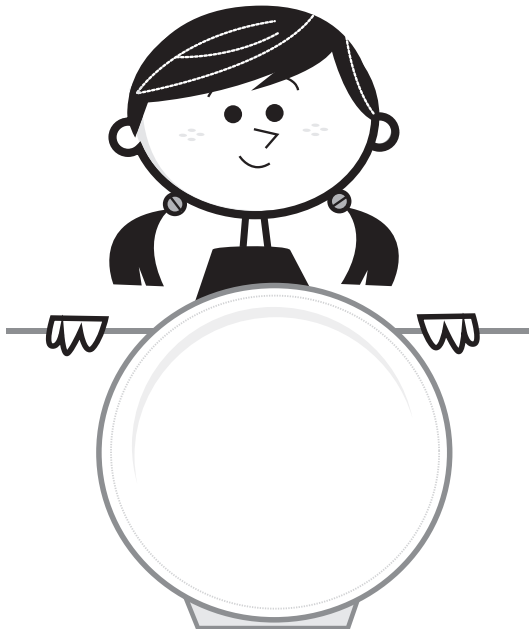
1 LOOK AND TICK (✓) OR CROSS (X). THEN SAY.

I HAVEN'T GOT A SAUSAGE.



a sausage	X
a sandwich	
a cake	
a banana	
chicken	

2 READ THE POEM AND DRAW.



I haven't got pizza.
I haven't got cheese.
I've got carrots.
I've got peas!

3 SAY THE POEM.

GRAMMAR 1: I'VE GOT / I HAVEN'T GOT ...

4

WORKSHEET 3: HAVE YOU GOT ANY ... ?

NAME: _____

ASK QUESTIONS AND GUESS.

HAVE YOU GOT ANY CARROTS?

YES, I HAVE.

NO, I HAVEN'T.

IS IT NUMBER 1?

YES, IT IS.

NO, IT ISN'T.

1



2



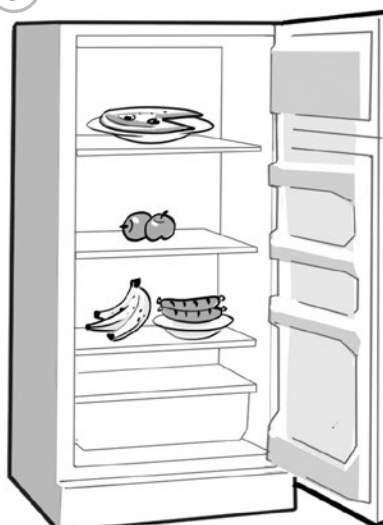
3



4



5



6



GRAMMAR 2: HAVE YOU GOT ANY ... ?

WORKSHEET 4: FOOD SHOPPING

NAME: _____

1 TRACE THE WORDS.

A

cake
peas
sausages

B

apples
chicken
cake

C

pizza
carrots
apples

D

bananas
chicken
sandwich

2 READ AND MATCH.

1



c

2


☐

3


☐

4


☐

3

DRAW THE FOOD IN BASKET 4.

SKILLS: READING AND WRITING

5 Family

Worksheet 1: Family

Using the worksheet

- This reading and writing activity practises family members *mum, dad, brother, sister, grandma, grandpa, uncle, aunt* and *cousin*.
- Pupils draw lines to match the words with the family members in the picture. Then in pairs, they take turns to say a family word for their partner to point.
- Pupils then look at the pictures of the three other family members and trace the word labels.

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

Extension 1: Pupils work in pairs and play a memory game. Pupil A points to a sequence of people, e.g. *mum, dad, sister*. Pupil B then says the words.

Extension 2: Before photocopying the worksheet, erase with correction fluid everything except the first letter from the labels in the second group of pictures. Pupils complete the words for the family members.

Optional follow-up activity: Pupil A spells a word out loud, e.g. *M-U-M* and Pupil B says the word, e.g. *mum*. Pupils swap roles. Alternatively, write words on the board as anagrams for pupils to solve.

Worksheet 2: Is that your ... ?

Using the worksheet

- This reading and listening activity practises family members *mum, dad, brother, sister, grandma, grandpa, uncle, aunt* and the language *Is that your ... ?*, *Yes, it is*, *No, it isn't*, *It's my ...*.
- Pupils look at the pictures and guess which word matches the picture. Then read out the following script. Pupils listen and circle the correct words.

TEACHER'S SCRIPT

- Is that your dad? No, it isn't. It's my uncle.
- Is that your brother? Yes, it is.
- Is that your grandma? Yes, it is.
- Is that your sister? No, it isn't. It's my aunt.
- Is that your grandpa? No, it isn't. It's my grandpa.
- Is that your mum? Yes, it is.

- Pupils work in pairs. They roll a dice or spin a spinner (see page 5) and ask questions about the corresponding picture, e.g. *Four. Is that your sister?* Encourage pupils to ask questions using both correct and incorrect options to practise both *Yes, it is* and *No, it isn't*.

KEY: 2 brother, 3 grandma, 4 aunt, 5 grandpa, 6 mum

Extension: Before photocopying the worksheet, erase the word options with correction fluid. Pupils listen and write the correct words instead of circling.

Optional follow-up activity: Remind pupils that we use *this* for objects close by and *that* for objects further away. Pupils work in pairs and ask and answer questions using *this* and *that* about objects in the classroom, e.g. *Is this/that your book?*

Worksheet 3: Who's that?

Using the worksheet

- This speaking activity practises *Who's that?*, *That's my ...*, *What's his/her name?*, *His/Her name's ...* and family members *mum, dad, brother, sister, grandma, grandpa*.
- Pupils work in pairs and take turns to point and ask the questions in the speech bubbles. Tell pupils to use names of people in their families or invent names.
- Pupil A then mimes an action from the picture and asks *Who's that?* Pupil B guesses *That's ...*.

Reinforcement: Review family member vocabulary as a class before the pairwork by giving instructions, e.g. *Point to Mum* for pupils to point to the picture or a flashcard on the board.

Extension: Pupils repeat the miming activity from memory.

Optional follow-up activity: Draw stick people on the board to represent your own family. Elicit the family members and tell the class their names. Mime an activity and ask *Who's that?* Pupils guess which person in your family does/likes the activity. Pupils do the activity about their own families in pairs or small groups.

Worksheet 4: It's hot.

Using the worksheet

- This craft activity practises weather vocabulary *hot, sunny, cold, snowing, raining, cloudy*.
- Pupils trace the weather words in the circle.
- Pupils cut the two shapes out. Then they make the weather wheel by fixing the 'What's the weather like?' shape over the circle with a butterfly clip. When they turn the top shape, the different weather types will appear one by one.
- Pupils can keep this weather wheel to show the weather for each day and practise *What's the weather like (today)? It's ...*.

Optional follow-up activity: Mime getting up in the morning and looking out of the window. Mime how you feel about the weather and putting on the correct clothes for the day. Pupils guess the weather, e.g. *It's hot!* Pupils do similar mimes for their partner to guess.

Basic competences in science and technology

Bring a world map to class or draw a basic outline on the board. Point to Spain and ask *What's the weather like?* Introduce the idea of seasons and how the two hemispheres have opposite seasons. Find out what pupils know about the weather in English-speaking countries (Australia, England, Scotland, the USA) in different seasons.

5

Worksheet 1: Family

Name: _____

1 Read and draw lines. Then point and say.

- ① grandma ② sister ③ brother ④ mum



- ⑤ dad ⑥ grandpa ⑦ me

2 Look and trace.



uncle



aunt



cousin

Vocabulary: Family

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 1

5

Worksheet 2: Is that your ... ?

Name: _____

1 Look at the pictures. Listen and circle.

1



dad

uncle

2



dad

brother

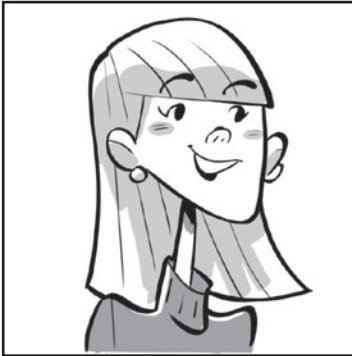
3



grandma

mum

4



sister

aunt

5



grandma

grandpa

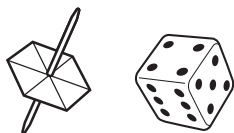
6



mum

aunt

2 Ask and answer.



Is that your sister?

Yes, it is.

No, it isn't.

Grammar 1: *This/That; Is that your ... ?*

5

Worksheet 3: Who's that?

Name: _____

1

Point and ask.

Who's that?

That's my grandma.

What's her name?

Her name's



2

Mime and guess.

Grammar 2: Who's that? What's his/her name?

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 1

© Cambridge University Press 2014

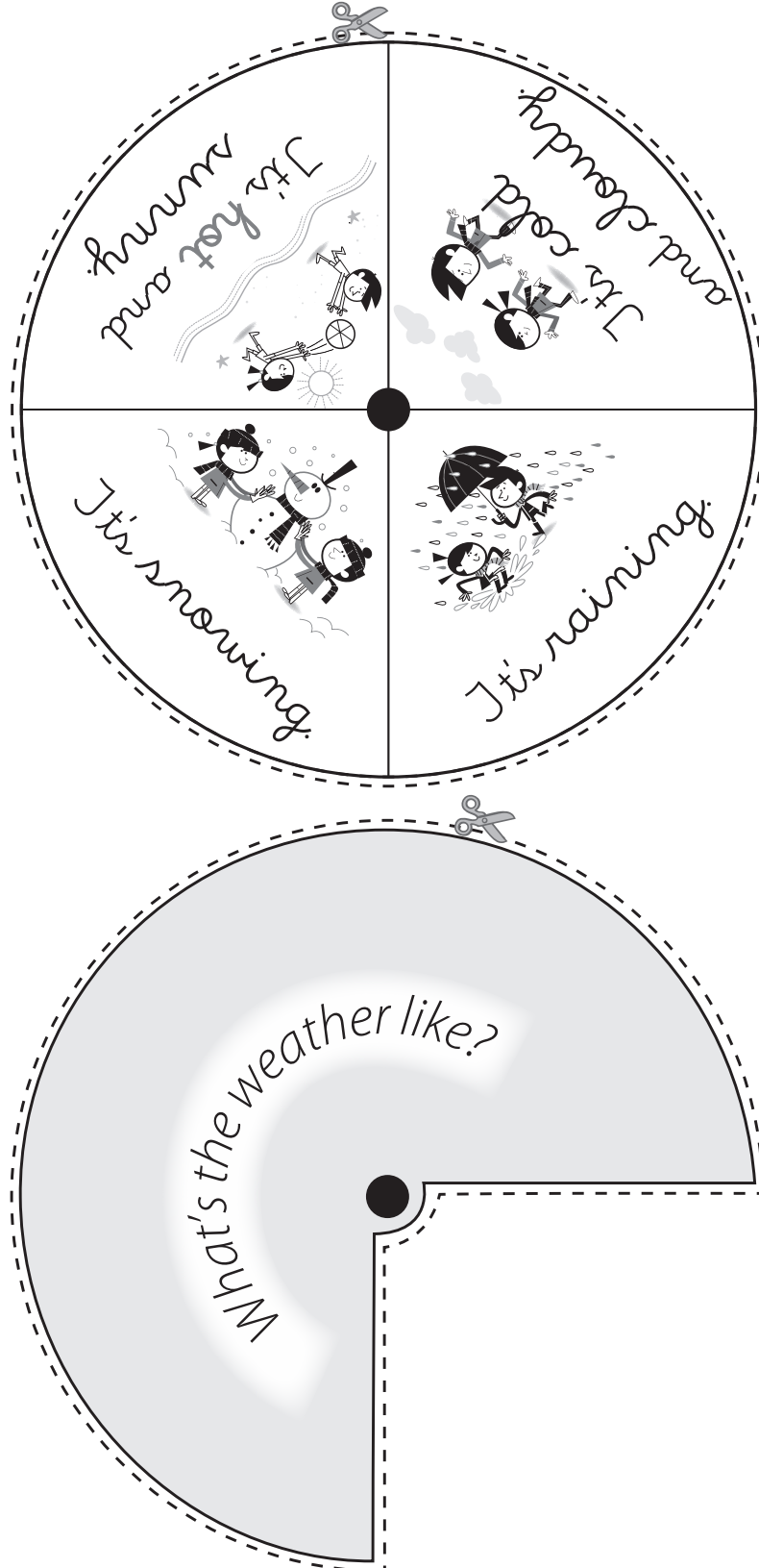
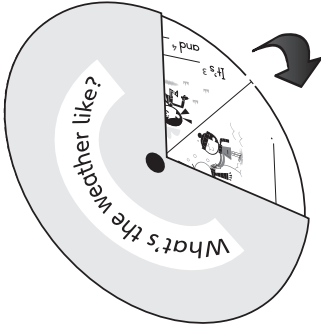
D.R. © U.D. Publishing, S.A. de C.V. 2017

33

5

Worksheet 4: It's hot.

Name: _____

Trace the words. Then make a weather wheel.

Science: Holiday weather

6 Get dressed!

Worksheet 1: Clothes

Using the worksheet

- This reading and tracing activity practises clothes vocabulary *T-shirt, skirt, jeans, trousers, sweater, shoes, cap, socks, shorts, jacket* and *is/are* and *I've got*. It also revises colours. Pupils will need coloured pencils in red, yellow, blue, green, purple, orange and brown.
- Pupils read the sentences and colour the clothes on the first washing line.
- Pupils trace the words and colour the clothes on the second washing line as they wish. They work in pairs to talk about their finished picture. Pupil A names an article of clothing and Pupil B makes a sentence about it, beginning with *I've got*.

KEY: Activity 1: 1 red T-shirt, 2 yellow skirt, 3 green jacket, 4 purple jeans, 5 brown shoes; Activity 2: Answers will vary.

Extension 1: Pupils make their own gap-fill exercise for a partner. Before photocopying the worksheet, erase the colour words in the sentences in Activity 1 and replace them with lines for writing. Pupils colour the clothes on the first line as they wish, then pass the worksheet to a partner to complete the sentences with the correct colour words.

Extension 2: Erase the labels from Activity 2 with correction fluid before photocopying the worksheet. Stronger pupils can write the labels instead of tracing.

Optional follow-up activity: Pupils work in pairs and play a guessing game. Pupil A chooses another pupil in the class and describes his/her clothes as if he/she was that pupil, e.g. *I've got a green skirt* or *My skirt is green*, etc. Pupil B has to guess who they are. Then they swap roles.

Worksheet 2: Do you like my ... ?

Using the worksheet

- This tracing and reading activity practises clothes vocabulary, *Do you like my ... ?* and the short answers *Yes, I do* and *No, I don't*.
- Pupils look at the picture story and trace the words in the mother's speech bubbles. They look at the boy's face and circle either *Yes, I do* or *No, I don't*.
- Pupils then practise the dialogue in pairs and act it out for the class.

KEY: 2 No, I don't. 3 No, I don't. 4 No, I don't. 5 Yes, I do.

Optional follow-up activity: Write clothes vocabulary on the board. Give each pupil three small pieces of paper. On each one, they write an item of clothing that they like and pin them to their own clothes. The class sit in a circle. One pupil stands in the centre and says, e.g. *Do you like jeans?* All the pupils who have the word 'jeans' on them stand up, shout *Yes, I do!* and have to change seats. The pupil in the centre runs quickly to a seat. The last pupil left standing takes their place in the centre and asks another question.

Worksheet 3: Are you wearing a cap?

Using the worksheet

- These speaking activities practise clothes vocabulary, *I'm wearing a ...*, *Are you wearing a ... ?* and the short answers *Yes, I am* and *No, I'm not*. They also revise colours.
- Each pupil works alone and draws his/her face and hair on the outline character. He/She rolls the dice and, using the 'clothes' dice code, makes a relevant sentence, e.g. (if the dice lands on

one spot) *I'm wearing a cap*. The pupil throws the dice again and, using the 'colours' dice code says, e.g. (if the dice lands on three spots) *It's a yellow cap*. He/She draws and colours this clothing item on the picture. Pupils continue until you say *Stop*.

- Pupils then work in pairs and, without showing their pictures, ask and answer questions about them, e.g. *Are you wearing a T-shirt?* *No, I'm not./Yes, I am. It's blue*. They finally show each other their pictures.

Extension 1: Pupils work with a new partner and describe their completed picture for their partner to draw.

Extension 2: Pupils write sentences about their picture.

Optional follow-up activity: Pupils use the coloured-in pictures to play a game of *Bingo* (see page 4). Call out combinations of clothes and colours, e.g. *a blue skirt, red jeans*, etc. Pupils tick the clothes items when they hear descriptions that match their picture. The first pupil to tick all their clothes items calls out *Bingo!*

Worksheet 4: Yes or no?

Using the worksheet YLE

- This reading and speaking activity practises *I'm wearing ...*, *Are you wearing ... ?* *Yes, I am. No, I'm not*, clothes vocabulary and colours.
- Pupils read and tick or cross the sentences according to what is in the picture of the boy. They compare answers in pairs. Then they take turns to read the sentences and say *Yes* or *No*.
- Pupils secretly colour the picture. Then they work in pairs and ask questions about each other's pictures to guess the colours, e.g. *Are you wearing orange socks?* *Yes, I am! / No, I'm not!*

KEY: Activity 1: 2 X, 3 X, 4 ✓, 5 ✓, 6 ✓

Reinforcement: Copy the worksheet again. Dictate sentences about the boy's clothes, e.g. *I'm wearing blue jeans*. Pupils colour accordingly.

Extension: Pupils work in pairs and stand back-to-back. They take turns to make a true or false statement about their clothes, e.g. *I'm wearing a blue sweater*. From memory, their partner has to say *Yes* or *No*.

Optional follow-up activity: Pupils write a name for the boy at the top of the worksheet in big letters. In groups of four or five, they put their coloured-in pictures face up on the table. Pupil A describes a picture, e.g. *I'm wearing a red cap and a brown jacket*. The others listen and guess which boy it is, e.g. *Are you (Peter)?*

Worksheet 1: The body

Using the worksheet

- This wordsearch practises vocabulary for parts of the body *head, hand, arm, fingers, knee, leg, foot* and *toes*.
- Pupils find the hidden words, using the words in the word pool to help them. Then they label the robot.

KEY: Activity 1:

			h	a	m	d
		f	s	s	t	
		i		h		
	k	n	e	e		
t		g		a		

6

Worksheet 1: Clothes

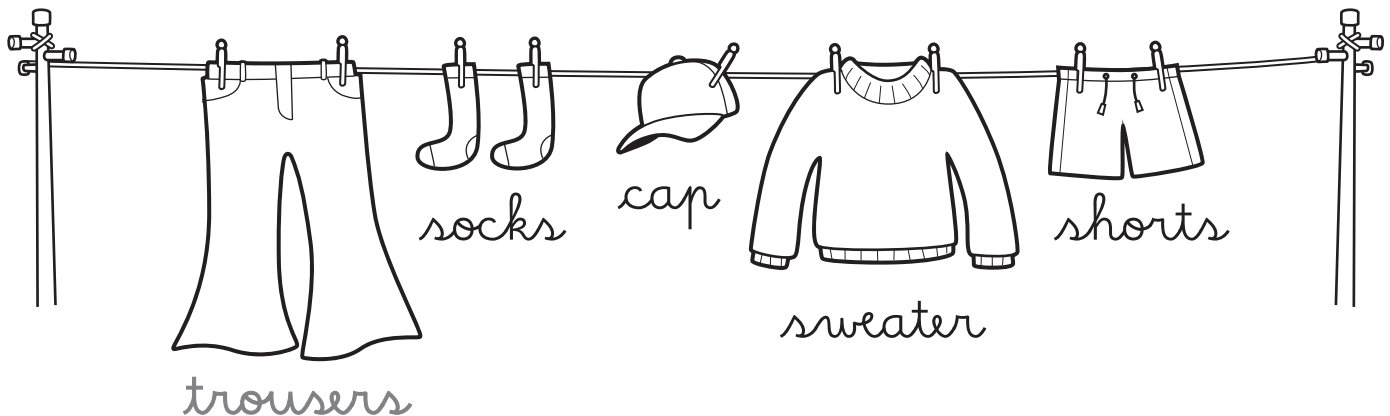
Name: _____

1 Read and colour the clothes.



- 1 The T-shirt is red.
- 2 The skirt is yellow.
- 3 The jacket is green.
- 4 The jeans are purple.
- 5 The shoes are brown.

2 Trace. Then colour the clothes and say.



Trousers.

I've got red trousers.

Vocabulary: Clothes

6

Worksheet 2: Do you like my ... ?

Name: _____

Trace the words. Circle the answers. Then say.

1 Do you like my shoes?

Yes, I do. / No, I don't.

2 Do you like my sweater?

Yes, I do. / No, I don't.

3 Do you like my skirt?

Yes, I do. / No, I don't.

4 Do you like my hat?

Yes, I do. / No, I don't.

5 Do you like my cap?

Yes, I do. / No, I don't.

Grammar 1: Do you like my ... ?

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 1

© Cambridge University Press 2014

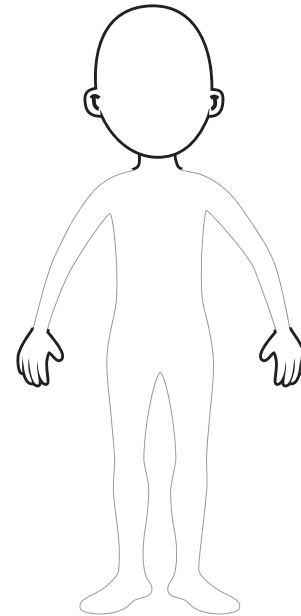
D.R. © U.D. Publishing, S.A. de C.V. 2017

6

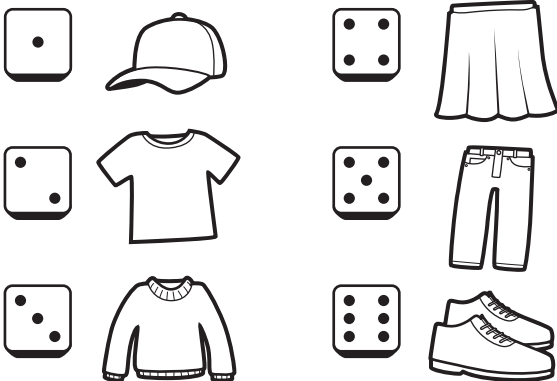
Worksheet 3: Are you wearing a cap?

Name: _____

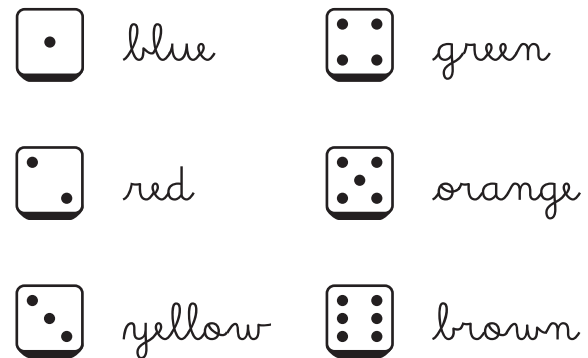
1 Draw your face on the picture. Then throw the dice to dress and colour the picture.



Clothes



Colours



2 Ask and answer. Then show your picture.

Are you wearing a cap?

Yes, I am. It's yellow.

Grammar 2: Are you wearing ... ?

6

Worksheet 4: Yes or no?

Name: _____

1 Read and tick (✓) or cross (X). Then say.



- 1 I'm wearing a cap. ☒
- 2 I'm wearing a skirt. ☐
- 3 I'm wearing shorts. ☐
- 4 I'm wearing trousers. ☐
- 5 I'm wearing a jacket. ☐
- 6 I'm wearing a T-shirt. ☐

I'm wearing a cap.

Yes!

2 Colour the picture. Talk to a friend and guess.

Are you wearing orange socks?

Yes, I am.

No, I'm not.

Skills: Reading and speaking

o		e		d		l
e		u				e
u		s	a	u	m	g

KEY: Activity 2: 2 hand, 3 knee, 4 foot, 5 fingers, 6 arm, 7 leg, 8 toes

Optional follow-up activity: Play a game of *How many ...*? Ask three or four volunteers in the class to stand up. Call out combinations of numbers and body parts, e.g. *three heads, six arms, eight fingers*. Pupils arrange themselves in different combinations to show that number of body parts, e.g. lean their heads together, hold up six arms, etc.

Worksheet 2: I can ...

Using the worksheet

- This reading and writing activity practises *I can / I can't ...* and *skip, touch my toes, stand on one leg*.
- Pupils look at the chart to see what the characters can and can't do. They complete the speech bubbles, choosing *can* or *can't* each time.
- Pupils then play a memory game in pairs. Pupil A reads out one of the speech bubbles while Pupil B listens without looking at the worksheet. Pupil B guesses the character, e.g. *I can skip. I can touch my toes. I can't stand on one leg. (You're Flash!)*

KEY: Thunder: *can / can't / can*; Flash: *can / can / can't*;

WHISPER: *CAN'T / CAN / CAN*

Optional follow-up activity: Give pupils instructions, e.g. *Touch your toes with your arm, Stand on your hands*, etc. to see which ones pupils can achieve! Pupils say, e.g. *I can / can't touch my toes with my arm*, accordingly.

Worksheet 3: Can you ... ?

Using the worksheet

- This board game practises actions *jump, skip, touch your (toes), stand on one leg, kick a ball*, the question *Can you ... ?* and short answers *Yes, I can. No, I can't*. Pupils will need counters and a coin to play the game.
- Pupils play in pairs. They each choose a robot and look at the chart to see what they can and can't do. They put their counters on the Start square.
- Pupil A throws a coin: if it's 'heads' they move forward two squares; if it's 'tails' they move forward one square. Pupil B looks at the square A has landed on and asks the appropriate question, e.g. *Can you kick a ball?* Pupil A checks the robot chart to see if their robot can do the action. He/She answers *Yes, I can*, or *No, I can't* accordingly. If the answer is *Yes I can*, Pupil A has another turn. If the answer is *No, I can't*, it's the end of their turn. If pupils land on a sleeping robot they miss a turn.
- The winner is the first robot to reach the finishing line.

Reinforcement: Before starting the game, draw the two robot heads on the board. Point to a head and ask, e.g. *Can you skip?* Pupils look at the chart and answer *Yes, I can* or *No, I can't* accordingly.

Extension: Pupils work in pairs. Pupil A makes a sentence, e.g. *I can't jump*. Pupil B points to the correct robot(s) at the top of the chart.

Optional follow-up activity: Write all the *Can you ... ?* questions on slips of paper. Fold up the papers and put them into a bag. Pupils take turns to choose a question and read it out loud. They nominate another pupil to answer and demonstrate the activity if they say they can do it.

Worksheet 4: Animal skeletons

Using the worksheet

- This craft and reading activity practises animal vocabulary *duck, crocodile, rat and frog*. It also revises adjectives, *I've got* and parts of the body.
- Pupils make animal X-ray pictures by cutting out the animals at the bottom of the worksheet and sticking them over the correct skeletons. Then ask pupils to hold them up to the light. The skeletons appear as if by magic!
- Pupils then circle the correct words on the fact cards to complete the description of each animal.

KEY: 1 d small / can't, 2 b big / legs, 3 a small / can't, 4 c small / can

Optional follow-up activity: Pupils work in pairs or small groups and play a guessing game. One pupil thinks of an animal for the others to guess by asking questions, e.g. *How many legs have you got? Can you jump? Are you green? Are you a cat?*

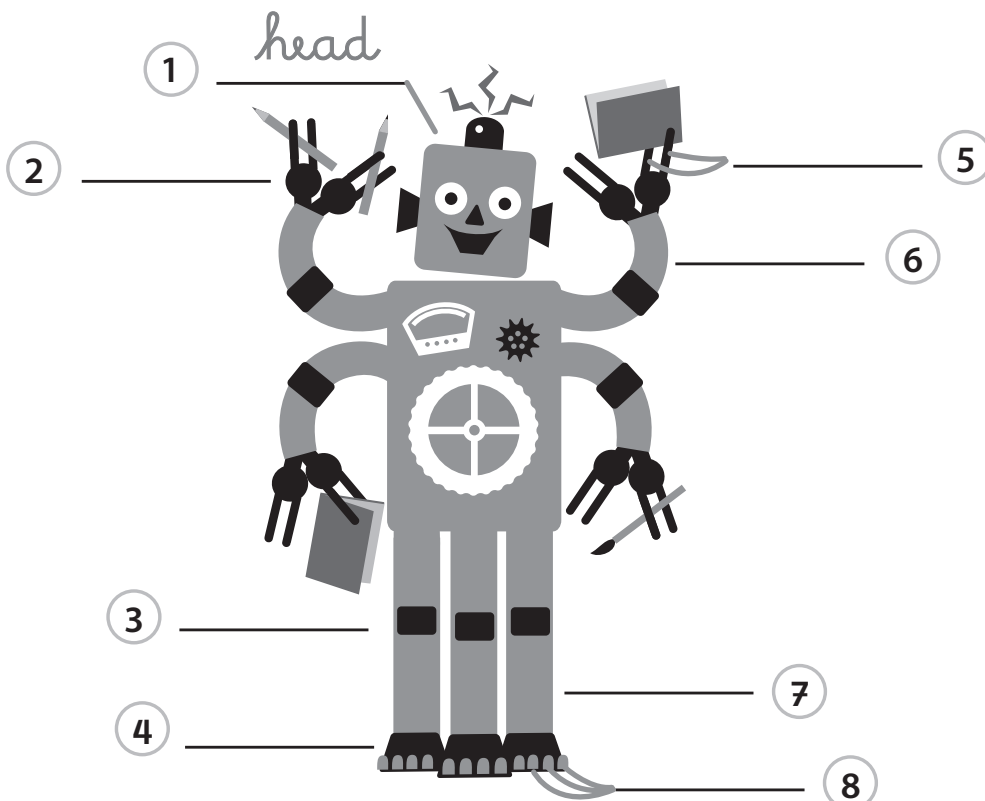
Basic competences in science and technology

With the whole class, make a list of things that animals can do that humans can't, e.g. swim for a long time under water, fly. Then consider what humans can do that animals can't.

Name: _____

1 Find the words. Look → and ↓.fingers toes ~~head~~ foot knee arm hand leg

f	i	z	h	a	n	d
i	e	f	s	s	t	p
m	e	i	s	h	a	n
g	k	n	e	e	t	s
t	g	g	k	a	l	e
s	d	e	n	d	s	l
e	a	r	a	t	a	e
s	u	s	a	r	m	g

2 Write the words.








Vocabulary: The body

7

Worksheet 2: I can ...

Name: _____

1 Write can or can't.

				
	X	✓	✓	X
	X	X	✓	✓
	✓	✓	X	✓

Misty: I can't skip.
I can't touch my toes.
I can stand on one leg.

Thunder: I _____ skip.
I _____ touch my toes.
I _____ stand on one leg.

Flash: I _____ skip.
I _____ touch my toes.
I _____ stand on one leg.

Whisper: I _____ skip.
I _____ touch my toes.
I _____ stand on one leg.

2 Play a guessing game.

I can skip. I can touch my toes.
I can't stand on one leg.

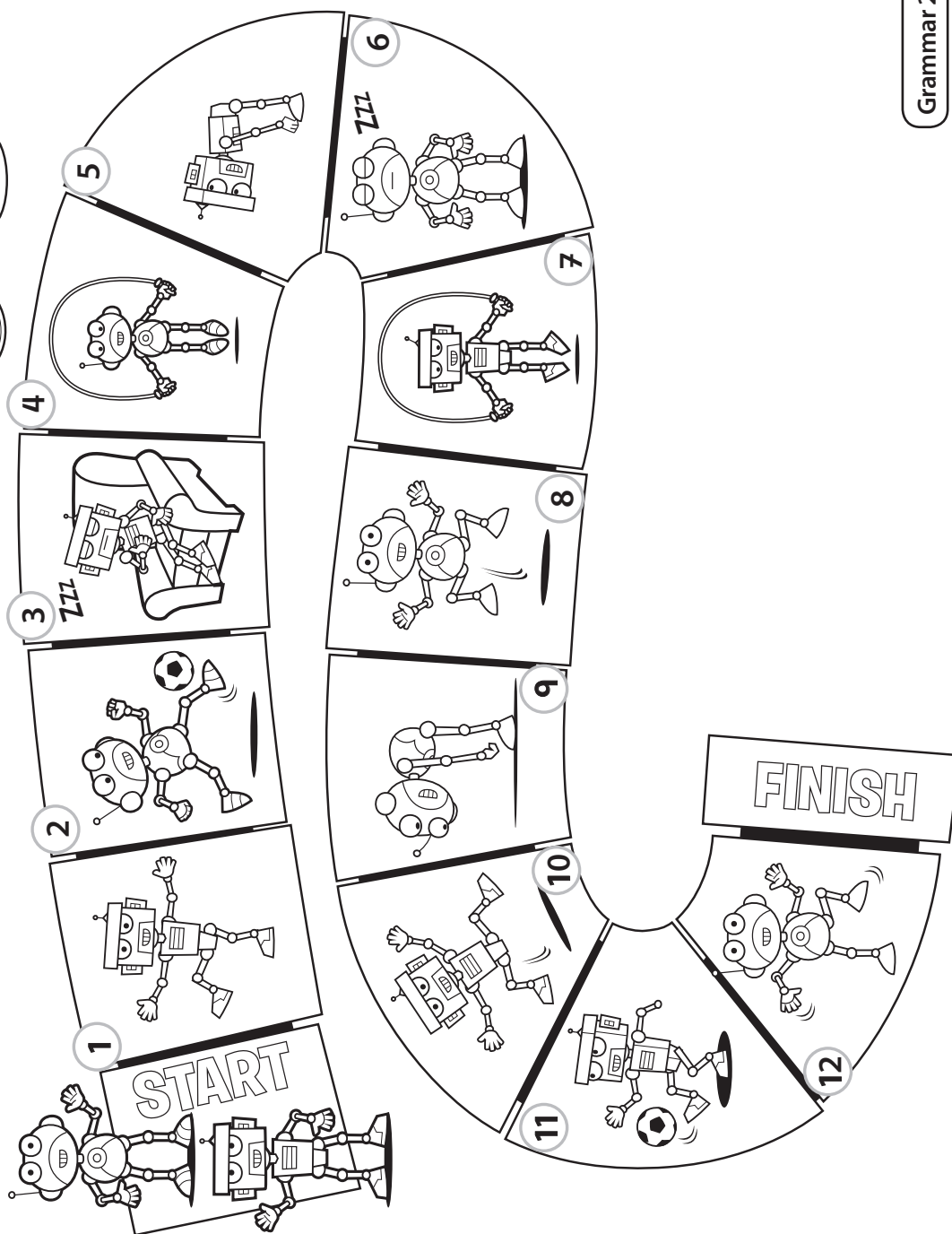
You're Flash!

Grammar 1: can / can't for ability

Worksheet 3: Can you ... ?

Name: _____

Play the robot race.



jump	✓	✗
touch your toes	✗	✓
skip	✓	✗
stand on one leg	✗	✓
kick a ball	✓	✗

Grammar 2: Questions with *can* for ability


Worksheet 4: Animal skeletons

Name: _____

Cut and stick. Then read and choose.

1

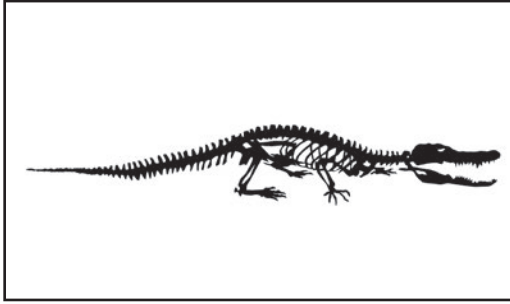
Duck



I'm small / big. I can / can't skip.

2

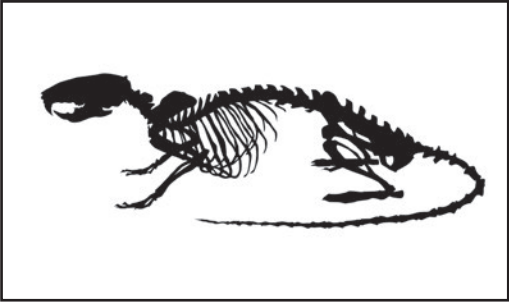
Crocodile



I'm big / small. I've got four legs / hands.

3


Rat



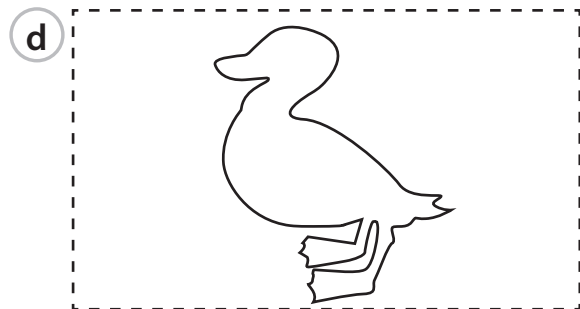
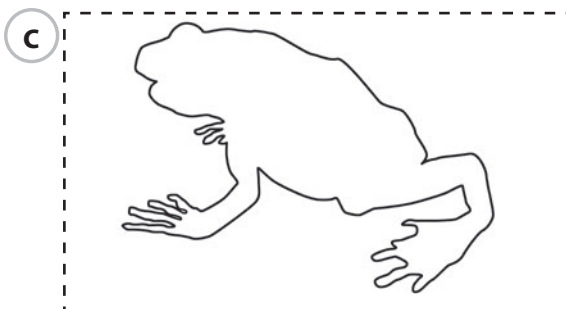
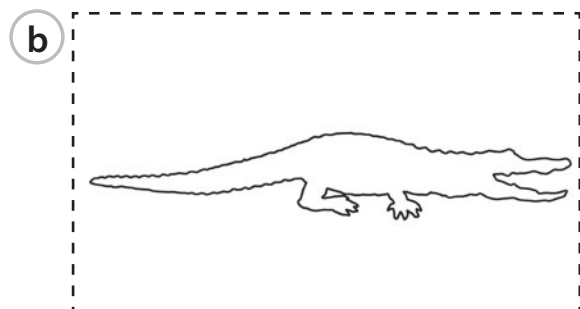
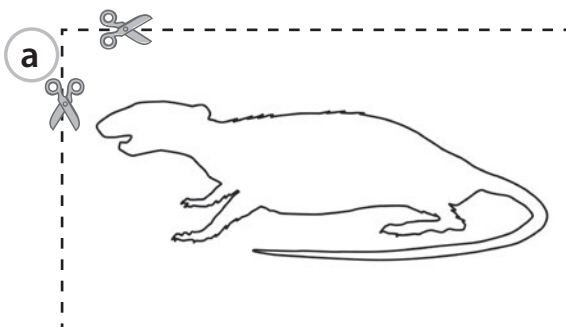
I'm big / small. I can / can't speak.

4

Frog



I'm big / small. I can / can't jump.



Science: The skeleton

8 At the beach

Worksheet 1: Catch a fish!

Using the worksheet

- This reading and writing activity practises the vocabulary for actions on the beach *catch a fish, look for shells, paint a picture, swim in the sea, take a photo, make a sandcastle, eat an ice cream, listen to music*.
- Pupils draw the missing details in the pictures, then complete the captions with words from the word pool.

KEY: Pupils (draw) and write: **2** (shells) look, **3** (a picture) paint, **4** (a person swimming in the sea) swim, **5** (a camera) take, **6** (a sandcastle) make, **7** (an ice cream) eat, **8** (an MP3 player and headphones) listen

Optional follow-up activity: Play a game of *Simon says* (see page 4), using these new actions and other actions that pupils know in English. Alternatively, you can play this as a reading game, writing instructions on the board or small slips of paper for pupils to read and act out.

Worksheet 2: Let's swim in the sea.

Using the worksheet

- This writing and matching activity practises the language of suggesting *Let's ...* and the answers *Good idea, I'm not sure, Sorry, I don't want to*. It also practises vocabulary for actions on the beach.
- Pupils use the words in the word pool to complete the suggestion in each speech bubble. They then read the answer and circle the correct picture.

KEY: **2** picture, b; **3** shells, a; **4** sandcastle, a; **5** music, a; **6** ice cream, b

Optional follow-up activity: Pupils play a suggestions game. Each pupil writes a suggestion on a piece of paper, e.g. *Let's take a photo*. They fold these up and put them into a box or bag. Pupils take turns to take a piece of paper and read out the suggestion to another pupil in the class. That pupil replies with *Good idea, I'm not sure* or *Sorry, I don't want to*. If the reply is *Good idea*, the whole class acts out the activity.

Social and civic competences

Worksheet 2 practises the word *Sorry*. Ask pupils what other polite phrases they know in English, e.g. *Excuse me* and when to say them. Then say *Pass me a rubber*. While you wait, look impatient. Grab the rubber from the pupil, use it and give it back. Ask pupils if your behaviour was OK. Elicit that you should have said *Please* and *Thank you*. Tell pupils that in English these words are very important. Ask them to think of other situations when they need to use these words, e.g. in the dining room.

Worksheet 3: Where's the ... ?

Using the worksheet

- This writing activity practises prepositions *in, on, under* and vocabulary from units 1-8.
- Pupils look at the picture and complete the answers to the questions with *in, on* or *under*.
- Then they write the sentences in the correct order.

Reinforcement: Before doing the writing activities, review the vocabulary by getting pupils to point to different objects in the picture, e.g. *Point to the bag*.

Extension: Activity 1: Before photocopying the worksheet, erase the answers with correction fluid. Pupils write the complete answers.

KEY: Activity 1: **2** on, **3** under, **4** in, **5** under; **Activity 2:**

2 The duck is under the plane. **3** The butterfly is on the dog. **4** The monster is in the sea. **5** The T-shirt is on the bike.

Optional follow-up activity: Pupils play a memory game using the worksheet. Pupil A looks at the worksheet and asks questions, e.g. *Where's the sandwich?* Pupil B answers from memory. Pupils can also hide their own things somewhere in the classroom and ask and answer questions to find them.

Worksheet 4: Let's eat an ice cream.

Using the worksheet

- This board game practises making suggestions with *Let's ...*, responding to suggestions with *Good idea, Sorry, I don't want to* and beach activities *catch a fish, paint a picture, eat an ice cream, take a photo, listen to music, look for shells, swim in the sea, make a sandcastle*. Pupils will need counters and a coin to play the game.
- Pupils play in pairs. They put their counters on the Start square.
- Pupil A throws a coin. If it's 'heads' he/she moves forward two squares. If it's 'tails' he/she moves forward one square. Pupil A looks at the picture he/she has landed on and makes a suggestion accordingly, e.g. *Let's make a sandcastle*. Pupil B rolls the dice and responds according to the chart on the right. A roll of 1, 2 or 3 requires a positive response (*Good idea*) and Pupil A stays on the square. A roll of 4, 5 or 6 requires a negative response, e.g. *Sorry, I don't want to* and Pupil A moves back to where he or she was before.
- The winner is the first pupil to reach the ice cream stall at the finishing line.

Optional follow-up activity: Write the beach activities on slips of paper. Cut the papers in half, e.g. *Catch a / fish*. Give pupils half an activity each. Pupils mingle and read out their sentence halves. When they find their partner, they mime the activity. Mix up the papers and repeat.

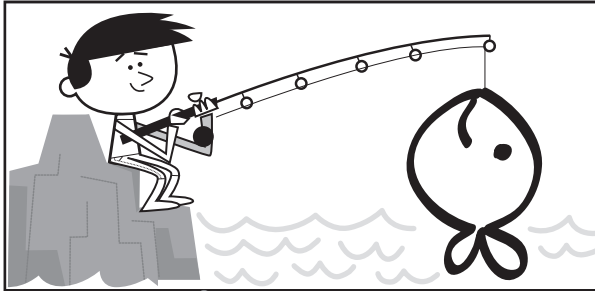
8

Worksheet 1: Catch a fish!

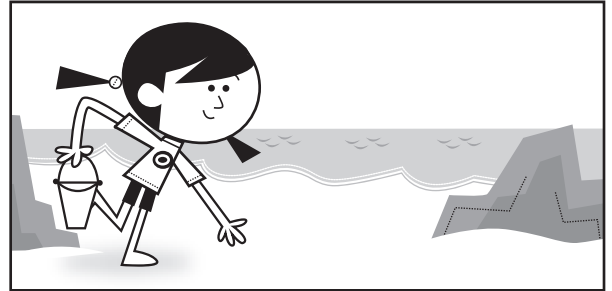
Name: _____

Read and draw. Then write.

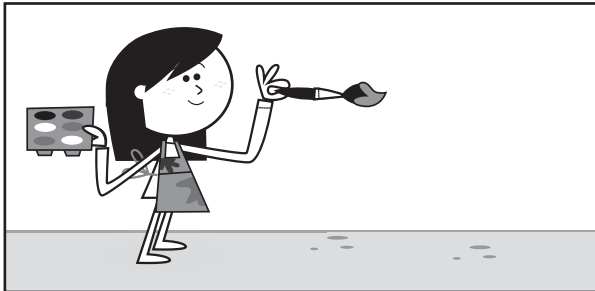
paint ~~catch~~ make look swim eat listen take



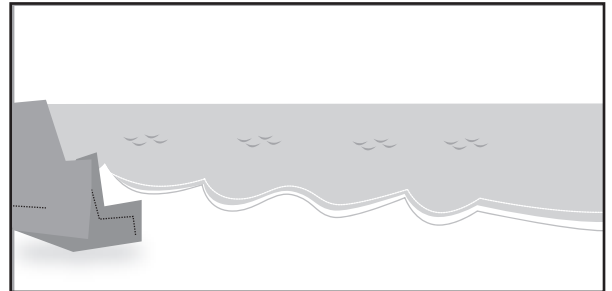
1 catch a fish



2 _____ for shells



3 _____ a picture



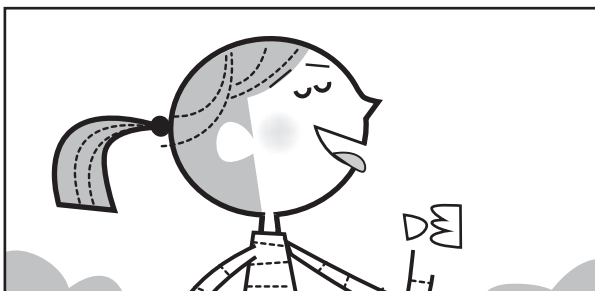
4 _____ in the sea



5 _____ a photo



6 _____ a sandcastle



7 _____ an ice cream



8 _____ to music

Vocabulary: Holidays

8

Worksheet 2: Let's swim in the sea.

Name: _____

Write. Then read, match and circle.

sandcastle music ~~sea~~ picture ice cream shells

1 Let's swim in the sea. a b

Good idea.

2 Let's paint a _____. a b

Sorry, I don't want to.

3 Let's look for _____. a b

I'm not sure.

4 Let's make a _____. a b

Good idea.

5 Let's listen to _____. a b

Sorry, I don't want to.

6 Let's eat an _____. a b

I'm not sure.

Grammar 1: Suggestions

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 1

© Cambridge University Press 2014

D.R. © U.D. Publishing, S.A. de C.V. 2017

47

Worksheet 3: Where's the ... ?

Name: _____

1 Look and write *in*, *on* or *under*.



- | | |
|-------------------------|----------------------------|
| 1 Where's the sandwich? | It's <u>in</u> the bag. |
| 2 Where's the lizard? | It's _____ the sandcastle. |
| 3 Where's the notebook? | It's _____ the ball. |
| 4 Where's the spider? | It's _____ a shoe. |
| 5 Where's the cap? | It's _____ the kite. |

2 Write the sentences. Then draw.

- pencil / on / The / the / case / go-kart / is
The pencil case is on the go-kart .
- plane / The / under / is / duck / the
 _____ .
- the / dog / on / The / butterfly / is
 _____ .
- is / sea / The / the / monster / in
 _____ .
- on / the / like / is / T-shirt / The
 _____ .

Grammar 2: Where's ... ?

8

Worksheet 4: Let's eat an ice cream.

Name: _____

Play the beach race.

Let's ...

Good idea.



Sorry, I don't want to.



Skills: Speaking

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 1

Introduction to the tests

The Tests in *Quick Minds* Teacher's Resource Book 1 have been specially designed for the needs of Spanish teachers and pupils at Primary level. They reflect the language which is presented and practised in *Quick Minds* Pupil's Book 1 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 1?

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, generally, one skill (Listening, Reading, Writing or Speaking) is tested on each page. (However, in Term 1, at both levels, Pre-reading and Pre-writing are assessed together.) There are recordings on downloadable Audio CD 4 for the Listening tests. From page 51 onwards there are procedural notes, answer keys and transcripts for each test.

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

When do I use the tests?

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

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

Alternatively, you can use the tests for ongoing evaluation of progress on the *Quick Minds* course itself, as the skills and material in each test correspond directly to each three units of the Pupil's Book and Activity Book (Test 1 relates to the Friends Unit 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 and 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 similar content and task types to the tasks in external exams (the Cambridge English: Young Learners suite or Spanish diagnostic tests). Activities which help to train pupils in these task types, such as 'Listen and colour' or 'Listen and tick', are marked in the Teacher's notes with **YLE**. 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 45. For ease of use, there is a space after every exercise, showing the marks available, and with space for recording the mark the pupil has achieved.

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

When the four skills are assessed separately:

Listening	15
Reading	10
Writing	10
Speaking	10

When reading and writing are assessed together:

Listening	15
Reading and writing	20
Speaking	10

Please note that, for the first term of Level 1, the tests assess Pre-reading and Pre-writing skills, rather than Reading and Writing, reflecting the content of the Pupil's Book.

Teacher's notes, tapescripts and answer keys

Term 1 Test – Standard

(testing the content of the Friends Unit and Units 1 and 2)

Listening

1 Listen and circle. (5 marks)

Pupils look at the pairs of pictures. They listen and circle one of the pair each time according to what they hear.

TAPESCRIPT

- 1 It's a pencil case.
- 2 It's a pencil.
- 3 It's a bag.
- 4 It's a notebook.
- 5 It's a rubber.

KEY: 1a (pencil case), 2b (pencil), 3b (bag), 4a (notebook), 5a (rubber)

2 Listen, draw and colour. (10 marks: 5 x 2 marks per drawing: 1 for correct object, 1 for correct colour)

Pupils listen, and draw and colour the objects according to what they hear. They will need coloured pencils in green, red, orange, yellow and purple.

Note that you may have to pause the CD between each item to give pupils time to complete their drawing and colouring. Tell them that only an outline is needed for each item. They can also just mark the colour as they listen, then complete it when the recording has finished.

TAPESCRIPT

- 1 a green rubber
- 2 a red pen
- 3 an orange pencil case
- 4 a yellow ruler
- 5 a purple bag

KEY: Pupils draw and colour 1 a green rubber, 2 a red pen, 3 an orange pencil case, 4 a yellow ruler, 5 a purple bag

Pre-reading and writing 1

Look and count. Write the numbers. (10 marks)

Pupils find and count the toys in the big picture. They write a number next to each of the smaller pictures to show how many of that toy they found.

KEY: car 4, ball 7, bike 1, train 3, kite 2, doll 5, monster 2, go-kart 1, plane 2, computer game 3

Pre-reading and writing 2

1 Look and trace the next picture. (5 marks)

Pupils look at the sequences of pictures and choose which of the two given images comes next in each one. They trace the outline of that image.

KEY: Pupils trace outlines of 1 train, 2 Thunder, 3 short pencil, 4 3, 5 book

2 Match the presents. Trace the correct letter. (5 marks)

Pupils match the unwrapped and wrapped presents. They trace the letter on the wrapped present which matches the one in the girl's thought bubble.

KEY: a book, e ball, i bag, o bike, u go-kart

Speaking (10 marks)

Look and answer.

TEACHER'S SCRIPT

- 1 Say to the pupil *Hello. How are you?* Pupil answers *I'm fine, thanks.* (1 mark)
- 2 Ask the pupil *What's your name?* Pupil answers *(name)* or *I'm (name)* or *It's (name).* (1 mark)
- 3 Ask the pupil *How old are you?* Pupil answers, e.g. *(7)* or *I'm (7).* (1 mark)
- 4 Point, in turn, to two of the pictures at the top of the worksheet. Ask *What's this?* Pupil answers, e.g. *(pen) (a pen)* or *It's a (pen).* (2 marks)
- 5 Point, in turn, to two different pictures at the top of the worksheet. Ask, e.g. *Is it a ball, bag, etc.* Pupil answers *Yes, it is* or *No, it isn't* according to what you say. (2 marks)
- 6 Point, to the first picture at the bottom of the worksheet. Say *a beautiful doll.* Point to two more pictures for the pupil to describe. (2 marks)
- 7 Ask the pupil *What's your favourite toy?* Pupil answers, e.g. *(my train)* or *My favourite toy's / is my (ball).* (1 mark)
- 8 Say *Thanks. Goodbye.*

Term 1 Test – High

(testing the content of the Friends Unit and Units 1 and 2)

Listening

1 Listen and trace the numbers you hear. (10 marks)

Pupils listen for the name of the toy or classroom object. They trace the number they hear each time.

TAPESCRIPT

Pencil case. Number 4.

Car. Number 9.

Kite. Number 6.

Go-kart. Number 3.

Pen. Number 8.

Book. Number 5.

Monster. Number 7.

Bike. Number 10.

Train. Number 2.

Plane. Number 1.

KEY: Pupils trace the numbers next to each picture as follows:

go-kart **3**, monster **7**, pencil case **4**, train **2**, kite **6**, bike **10**, pen **8**, plane **1**, car **9**, book **5**

2 Listen and tick. (5 marks)

Pupils listen and tick one picture each time according to what they hear.

TAPESCRIPT

- four long rulers
- one old bag
- two big desks
- seven short pencils
- two ugly dolls

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

Pre-reading and writing 1

Draw lines or put a cross. (10 marks)

Pupils look at the trays and identify the vocabulary groups (classroom objects, letters, numbers, toys). In pencil, they draw lines from the pictures, letters and numbers in the centre of the page to the trays accordingly. Tell pupils that there are some extra items that do not match any of the trays. (They can put crosses in the tick boxes next to these items, but there are no marks awarded for this.)

KEY: Tray 1: ruler, rubber, pencil; Tray 2: Z, e;

Tray 3: 5, 8; Tray 4: computer game, kite, bike

Pre-reading and writing 2

Trace the lines. Write the desk number next to the classroom object. (10 marks)

Students follow the lines from each object to a desk. They write the desk number in the box next to the object.

KEY: pen **5**, rubber **8**, book **2**, monster **7**, ruler **9**, pencil case **4**, car **10**, pencil **1**, bag **3**, notebook **6**

Speaking (10 marks)

Look and answer.

TEACHER'S SCRIPT

For the first part of the test, use a hand puppet or toy animal. The child will address the puppet and ask it questions. You will answer for the puppet.

- Say to the pupil *Hello. How are you?* Pupil answers *I'm fine, thanks.* (1 mark)
- Ask the pupil *What's your name?* Pupil answers *(name)* or *I'm (name)* or *It's (name).* (1 mark)
- Hold up the puppet and introduce it. Say *This is (name).* Say *Say hello.* Pupil asks the puppet *Hello. How are you?* You answer for the puppet. (1 mark)
- Ask the pupil *How old are you?* Pupil answers, e.g. *(7)* or *I'm (7).* (1 mark)
- Say *Now you ask the puppet.* Pupils ask the puppet *How old are you?* You answer for the puppet. (1 mark)
- Point to the picture of the old desk. Ask, e.g. *Is it an old desk,* etc. Pupil answers *Yes, it is.* Point to the picture of the short ruler. Ask *Is it a long ruler?* Pupil answers *No, it isn't.* (2 marks)
- Point again, in turn, to the two pictures next to 1. Say *One. An old desk, a short ruler.* Say a different number. Pupil describes the two pictures next to that number. (2 marks)

KEY: 2 a small kite / a long train, 3 an ugly monster / a big notebook, 4 an old go-kart / a long pencil, 5 a new bag / a beautiful doll

- Ask *What's your favourite toy?* Pupil answers *(My favourite toy's / is) my / the (type of toy).* (1 mark)
- Say *Thanks. Goodbye.*

Term 2 Test – Standard

(testing the content of Units 3 - 5)

Listening

1 Listen and tick. (5 marks)

Pupils listen and tick the appropriate picture each time.

TAPESCRIPT

- 1 The lizard is under the car.
- 2 The cat is on the desk.
- 3 The dog is in the plane.
- 4 The elephant is in the go-kart.
- 5 The spider is on the notebook.

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

2 Listen and tick. (10 marks)

Pupils listen to the sentences and conversations and choose the appropriate picture each time. They tick the box next to the picture.

TAPESCRIPT

- 1 I don't like frogs.
- 2 Is that your brother?
Yes, it is.
- 3 I like elephants.
- 4 I've got a sandwich and a banana.
- 5 Who's that?
That's my grandma.

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

Reading

1 Draw lines from the words to the pictures. (6 marks)

Pupils look at the words round the outside of the menu, find the corresponding item of food in the picture and draw lines to match them. There are more items in the picture than there are words.

KEY: sandwich **a**, chicken **d**, sausages **e**, carrots **g**,
apples **i**, ice cream **j**

2 Look and write the letter. (4 marks)

Pupils read the words and look at the pictures. They write the correct letter next to each word.

KEY: mum **b**, grandpa **d**, sister **a**, dad **c**

Writing

1 Look at the picture. Draw lines. Then trace the correct words. (6 marks)

Pupils draw lines to match the words to the picture. They then decide which spelling is correct for each word and trace over it.

KEY: 1 spider, 2 butterfly, 3 crocodile, 4 snake, 5 frog, 6 elephant

2 Look at the picture. Read and trace *in, on or under*. (4 marks)

Pupils read the sentences and find the animals in the large picture. They trace over the correct preposition according to the picture.

KEY: 1 in, 2 under, 3 on, 4 in

Speaking (10 marks)

Look and answer.

TEACHER'S SCRIPT

- 1 As a warmer, welcome the pupil by saying *Hello. How are you?*
Pupil answers *I'm fine, thanks.* (no marks)
- 2 Show the pupil the family tree on the worksheet. Point to one of the pictures of the people. Ask *What's his/her name?* The pupil reads the name and replies, e.g. *(That's / It's) Ben.* (1 mark)
- 3 (In their own language), ask the pupil to ask you questions about the names of two more of the people in the pictures, i.e. *What's his name? What's her name?* (2 marks - *his* or *her* must be correct each time.) Answer accordingly.
- 4 Point to the first picture in the family tree of the grandma. Say *This is grandma.* Point to two more pictures on the family tree. Say *And this?* The pupil says the relationship of the member of the family, e.g. *(This is / It's) (the) mum.* (2 marks)
- 5 Ask the pupil *Have you got any brothers and sisters?* Pupil answers *Yes, I have* or *No, I haven't.* (1 mark)
- 6 (In their own language), ask the pupil to say some more about their family, e.g. *I've got two sisters. I've got two grandmas and grandpas.* (up to 2 marks)
- 7 Point to the pictures of the pets. Ask the pupil *Have you got any pets?* Pupil answers, e.g. *Yes, I have* or *No, I haven't.* (1 mark)
- 8 Point to one of the pet animals in the pictures. Say, e.g. *I like cats.* *What about you?* Pupil answers, e.g. *I like cats, (too)* or *I don't like cats* or, e.g. *I like dogs.* (1 mark)
- 9 Say *Thanks. Goodbye.*

Term 2 Test – High

(testing the content of Units 3 – 5)

Listening

1 Listen, number and draw lines. (10 marks)

Pupils listen and number the people. They draw lines to the animals according to the pet that each person has.

TAPESCRIPT

- | | |
|---|---|
| <p>1
Boy: Hello, Sally.
Girl: Hi, Peter. Who's that?
Boy: My family. Say hello.
Girl: OK.
Boy: This is my dad. Dad, this is Sally.
Girl: Hello. Is that your rat?
Man: Yes, it is. His name's Ratty.
Girl: Wow!</p> <p>2
Boy: Sally, this is my cousin Paul.
Girl: Hi, Paul. Have you got any pets?
Boy 2: Yes, I have. I've got a small lizard.</p> <p>3
Boy: This is my sister, Mina.
Girl: Your sister? Hi, Mina.
Girl 2: Hi!
Girl: Have you got a pet?</p> | <p>Girl 2: Yes, I have. I've got a frog.
Boy: Yes, an ugly frog!
Girl 2: No, it isn't!
Boy: Yes, it is!</p> <p>4
Boy: Hello, Grandma!
Woman: Hello, Peter.
Boy: Grandma. This is Sally.
Woman: Hello, Sally.
Girl: Hello. Have you got a dog?
Woman: No, I haven't. I've got three dogs!</p> <p>5
Boy: Hello, Aunt Helen. This is Sally.
Woman: Hello, Sally.
Girl: Hello, Aunt Helen. Have you got a dog?
Woman: No, I haven't. I don't like dogs. I've got a beautiful cat.</p> |
|---|---|

KEY: dad **1e**, cousin **2d**, sister **3a**, grandma **4b**, aunt **5c**

2 Listen, draw the weather and colour the thermometer. (5 marks)

Pupils listen to the weather descriptions and draw pictures accordingly. They also colour in the thermometer to show the temperature each time. The thermometer in 1 has been shaded in as 'cold' as an example.

TAPESCRIPT

- | | |
|--|--|
| <p>1
Man: What's the weather like today?
Woman: It's snowing.
Man: Brrr!
Woman: Yes, it's cold!</p> <p>2
Woman: What's the weather like in Spain today?</p> | <p>Man: It's sunny.
Woman: And is it hot?
Man: Oh, yes. It is.</p> <p>3
Man: What's the weather like in Australia?
Woman: It's cloudy and raining.
Man: Is it hot?
Woman: No, it isn't. It's cold today.</p> |
|--|--|

KEY: **1** Pupils draw snowflakes. **2** Pupils draw a sun and colour most of the thermometer. **3** Pupils draw clouds and rain and colour only the bottom part of the thermometer.

Reading

Look at the pictures. Trace the words. (10 marks)

Pupils look at the pictures and read the sentences. They trace one option in each sentence according to what they can see in the picture.

KEY: **1** rat, **2** under, **3** sisters, **4** like, **5** hot, **6** cousins, **7** elephants, **8** haven't, **9** on, **10** snowing

Writing

Write about you. Complete with one word or a number. (10 marks)

Pupils complete the sentences about themselves, writing a number or word. Point out that in numbers 2 – 4 and 7 – 10 they have to choose one item from the picture to write about each time, i.e. their age, one family member, one type of food and one animal. In number 5, they have to draw a picture of a family member of their choice in the photo frame and then write about them in 5 and 6.

KEY: **1** child's name; **2:** any number (or word) of 5 (five), 6 (six) or 7 (seven); **3** and **4:** any family member of brother, sister, grandpa, grandma, mum, dad, cousin, aunt, uncle; **5** a drawing of a family member, e.g. mum, and the corresponding word written in the gap; **6** Either *His* or *Her* should be traced over to match the drawing in the frame. The sentence should be completed with a name; **7** and **8:** any food of carrots, peas, sausage(s), chicken, cake; **9** and **10:** any animal of spiders, cats, giraffes, crocodiles, snakes

Speaking (10 marks)

Look and answer.

TEACHER'S SCRIPT

- As a warmer, welcome the pupil by saying *Hello. How are you?* Pupil answers *I'm fine thanks.* (no marks)
- Show the pupil the family in the picture on the worksheet. Point to one of the people. Ask *Who's that?* The pupil replies, e.g. *(That's / It's) grandma.* Repeat with another person in the picture. (2 marks)
- Ask the pupil *Have you got*, e.g. *any brothers and sisters?* Pupil answers *Yes, I have. / I've got*, e.g. *two sisters* or *No, I haven't.* (1 mark)
- Ask *Have you got ...* questions again until the pupil answers positively. Ask *What's his/her name?* Pupil answers *(It's / His / Her name's) (name).* (1 mark)
- Ask *What's the weather like in the picture?* Pupil answers *(It's) hot.* (1 mark)
- Point to the spider in the tree. Say *Is it a spider?* Pupil answers *Yes, it is.* (1 mark)
- Say *I like spiders. What about you?* Pupils say *I like spiders (too) / I don't like spiders.* (1 mark)
- Say *The cat is on the car. What about the butterfly?* Pupil answers *It's / The butterfly is on grandma's head.* (1 mark)
- Repeat for the dog. Pupil answers *It's / The dog is under the table.* (1 mark)
- Point to the food. Say *I like chicken and peas. What about you?* Pupil answers *I like ...* with appropriate names of food. (1 mark)
- Say *Thanks. Goodbye.*

Term 3 Test – Standard

(testing the content of Units 6-8)

Listening

1 Listen and colour. (10 marks)

Pupils listen and colour the items in the pictures. Pupils will need blue, purple, yellow, red, black, green, orange, brown and pink colouring pencils. Tell pupils that they have to listen for two things on each person and colour them in the colours they hear.

TAPESCRIPT

- 1
Girl: I like your jacket. It's purple.
Boy: Oh, thanks. But my T-shirt is brown.
Girl: That's fine!
- 2
Boy: I'm wearing yellow jeans. I like yellow!
Girl: Do you like orange?
Boy: Yes, I do. Look. I've got an orange sweater.
Girl: Oh, yes.
- 3
Girl: What are your clothes like?
Boy: My shorts are red.
- Girl: Yes? And your socks?
Boy: I'm wearing blue socks.
- 4
Girl: I'm wearing a pink jacket. Do you like it?
Woman: Yes, I do. Is it new?
Girl: No, it's old. But my jeans are new. They're black.
Woman: I like black jeans.
- 5
Boy 1: Look! My hands are green.
Boy 2: Your trousers are green, too.
Boy 1: Oh, no!

KEY: Pupils colour in: 1 a purple jacket and a brown T-shirt, 2 yellow jeans and an orange sweater, 3 red shorts and blue socks, 4 a pink jacket and black jeans, 5 green hands and green trousers (allow for just the paint patches or the whole pair of trousers to be coloured in)

2 Listen and tick or cross. (5 marks)

Pupils look at the pictures and listen. They tick or cross in each picture according to what they hear.

TAPESCRIPT

- 1 A shell is on the T-shirt.
2 The fish is under a cap.
3 An ice cream is in the jacket.
4 The apple is on a foot.
5 An arm is in the sandcastle.

KEY: 1 ✓, 2 X, 3 ✓, 4 X, 5 ✓

Reading

Look at the picture. Read the sentences and write the letters. (10 marks)

Pupils read the sentences and find the child in the picture who is saying each one. They write the letter of the child next to the sentence. (Warn pupils that some of the letters are used more than once.)

KEY: 1h, 2f, 3b, 4g, 5e, 6h, 7a, 8d, 9g, 10c


Writing

Look at the pictures. Write the words.  (10 marks)

Pupils look at the pictures. They reorder the letters and write the words.

KEY: 1 skirt, 2 sandcastle, 3 cap, 4 finger, 5 ice cream, 6 knee, 7 sweater, 8 peas, 9 picture, 10 head

Speaking

You are the monster. Ask and answer questions. (10 marks) 

Before the test, draw a picture of your own lady monster with as many arms, legs, heads, etc. as you wish. It should be wearing a skirt and shoes and a T-shirt but not a cap or jeans. It should be standing on one leg. It should be eating peas off a spoon and have a slice of pizza in the other hand. There should be a piece of cheese and a banana on the floor.

TEACHER'S SCRIPT

- 1 As a warmer, welcome the pupil by saying *Hello. How are you?* Pupil answers *Fine* or *Fine, thanks* or *I'm fine (thanks)*. (no marks)
- 2 Point to the monster on the pupil's worksheet. Say *This is you*. Ask one of *Are you wearing socks / a sweater / a cap?* Pupil answers *Yes, I am*. (1 mark)
- 3 Ask one of *Are you wearing a skirt / shoes / shorts / a T-shirt?* Pupil answers *No, I'm not*. (1 mark)
- 4 Hold up your monster picture with the back of it to the pupil. Say *I'm a monster*. Point to the selection of clothes pictures at the bottom of the pupil's worksheet. Say *Ask about my clothes*. Pupil asks two questions from *Are you wearing a skirt / shoes / a cap / jeans?* According to your picture, answer *Yes, I am* or *No, I'm not*. Show your picture each time. (2 marks)
- 5 Point to the sausage in the monster's hand. Ask *Do you like sausages, monster?* Pupil answers *Yes, I do*. (1 mark)
- 6 Point to the uneaten chicken on the plate. Ask *Do you like chicken?* Pupil answers *No, I don't*. (1 mark)
- 7 Point to the selection of food at the bottom of the pupil's worksheet. Say *Ask me about food*. Pupil asks two questions from *Do you like peas / pizza / bananas / cheese?* According to your picture, answer *Yes, I do* or *No, I don't*. (2 marks)
- 8 Point to the tangled skipping rope in the pupil's picture. Ask *Can you skip, monster?* Pupil answers *No, I can't*. (1 mark)
- 9 Point to the selection of activities at the bottom of the pupil's worksheet. Say *Ask me*. Pupil asks *Can you stand on one leg / jump / kick a ball / skip?* Answer for your monster *Yes, I can* or *No, I can't*. (1 mark)
- 10 Say *Thanks. Goodbye*.

Term 3 Test – High

(testing the content of Units 6-8)

Listening

1 Listen and tick. (5 marks)

Pupils listen and tick one picture each time according to what they hear.

TAPESCRIPT

- 1**
Girl: Let's skip.
Boy: Sorry, I don't want to. I can't skip.
Girl: OK. Let's make a sandcastle.
- 2**
Girl: Hello, Tom.
Boy: Hi!
Girl: Do you like my new skirt?
Boy: Yes, it's beautiful. Is your sweater new, too?
Girl: No, it isn't. My sweater's old.
- 3**
Man: Can you kick a ball?
Boy: Mm, yes, Dad. Look!
Man: Wow! That's very good.
Boy: Thanks, Dad.
- 4**
Girl: Can you touch your toes, Grandma?
Woman: Um ... yes, I can. Can you?
Girl: No, I can't.
- 5**
Monster 1: Your arms are short.
Monster 2: Yes. But I've got big hands and long fingers!

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

2 Listen and write the numbers.

Then draw a 😊 or ☹️. (10 marks: 5 x 2 marks per picture)

Pupils listen and order the pictures by writing a number next to each one. They draw a happy face if the children agree to do the activity and a sad face if one of them says they don't want to.

TAPESCRIPT

- | | |
|--|--|
| 1
Girl: Let's paint a picture.
Boy: I'm not sure. No, sorry. I don't want to.
Girl: Oh, OK. | Girl: That's not a good idea. It's cold today.
Boy: Yes. It is cold. |
| 2
Boy: Let's look for shells.
Girl: Good idea. Look! I like this shell. It's beautiful.
Boy: Oh, yes. | 4
Boy: Let's eat an ice cream.
Girl: Sorry, I don't want to. I don't like ice cream. I like oranges.
Boy: Oh. |
| 3
Boy: Let's swim in the sea. | 5
Girl: Let's catch a fish!
Boy: Good idea. |

KEY: swim in the sea **3** ☹️, catch a fish **5** 😊, paint a picture **1** ☹️, eat an ice cream **4** ☹️, look for shells **2** ☹️

Reading

1 Draw lines to match the questions and answers. (5 marks)

Pupils read the questions and answers. They draw lines to match them up.

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

2 Look at the pictures and circle. (5 marks)

Pupils look at the pictures and then circle the letter for the appropriate question or statement each time.

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

Writing

Look at the picture and write the words.

(10 marks)

Pupils complete the gaps in the text by looking at the picture.

KEY: 1 heads, 2 hands/feet, 3 fingers, 4 T-shirt, 5 shorts, 6 shoes/socks, 7 kick, 8 foot, 9 bananas, 10 car

Speaking

Ask and answer questions. (10 marks)

TEACHER'S SCRIPT

- As a warmer, welcome the pupil by saying *Hello. How are you?* Pupil answers *Fine* or *Fine, thanks* or *I'm fine (thanks)*. (no marks)
- Point to the speech bubbles at the top of the page. Then point to one of the clothes items. Ask the pupil one of *Are you wearing jeans / shorts / socks / a skirt?* Pupil answers *Yes, I am* or *No, I'm not*. (1 mark)
- Point to another clothes picture. Say *Ask me*. Pupil says *Are you wearing jeans / shorts / socks / a skirt?* Answer appropriately with *Yes, I am* or *No, I'm not*. Point to a different picture. Pupil asks again. (2 marks)
- Point to a food picture. Ask *Do you like bananas / peas / ice cream / oranges?* Pupil answers *Yes, I do* or *No, I don't*. (1 mark)
- Point to another food picture. Say *Ask me*. Pupil asks *Do you like bananas / peas / ice cream / oranges?* Answer appropriately with *Yes, I do* or *No, I don't*. Point to a different picture. Pupil asks again. (2 marks)
- Point to one of the 'action' pictures in line 3. Ask *Can you touch your toes / kick a ball / stand on one leg / skip?* Pupil answers *Yes, I can* or *No, I can't*. (1 mark)
- Point to another 'action' picture. Say *Ask me*. Pupil asks *Can you touch your toes / kick a ball / stand on one leg / skip?* Answer appropriately with *Yes, I can* or *No, I can't*. (1 mark)
- Point to one of the pictures in the bottom row. Say *Let's look for shells / catch a fish / listen to music / swim in the sea*. Pupils answers with *Good idea* or *I'm not sure* or *Sorry, I don't want to*. (1 mark)
- Say *Ask me*. Pupil asks about a different picture. Answer appropriately. (1 mark)
- Say *Thanks. Goodbye*.

Term 1 test: Listening

Name: _____

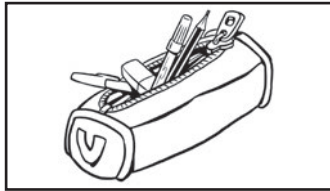
1

CD4
15

Listen and circle.

1

a



b

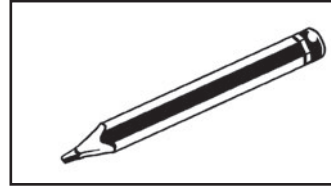


2

a

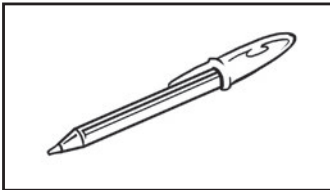


b



3

a



b

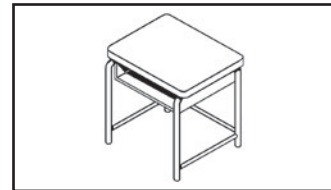


4

a

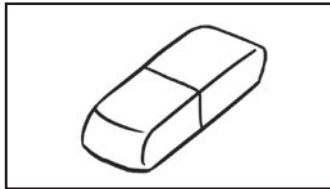


b

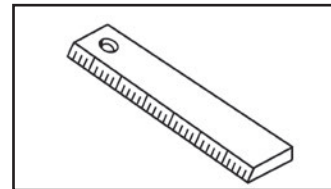


5

a



b



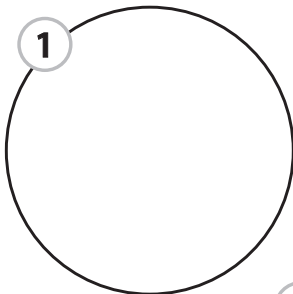
/5

2

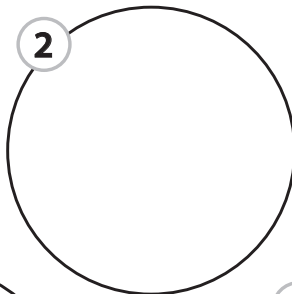
CD4
16

Listen, draw and colour.

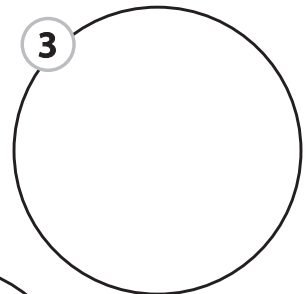
1



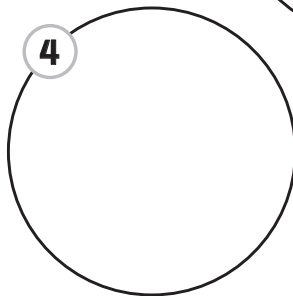
2



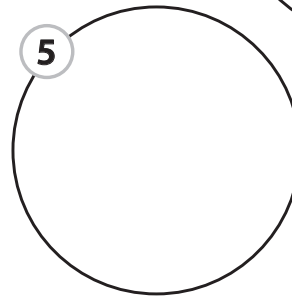
3



4



5

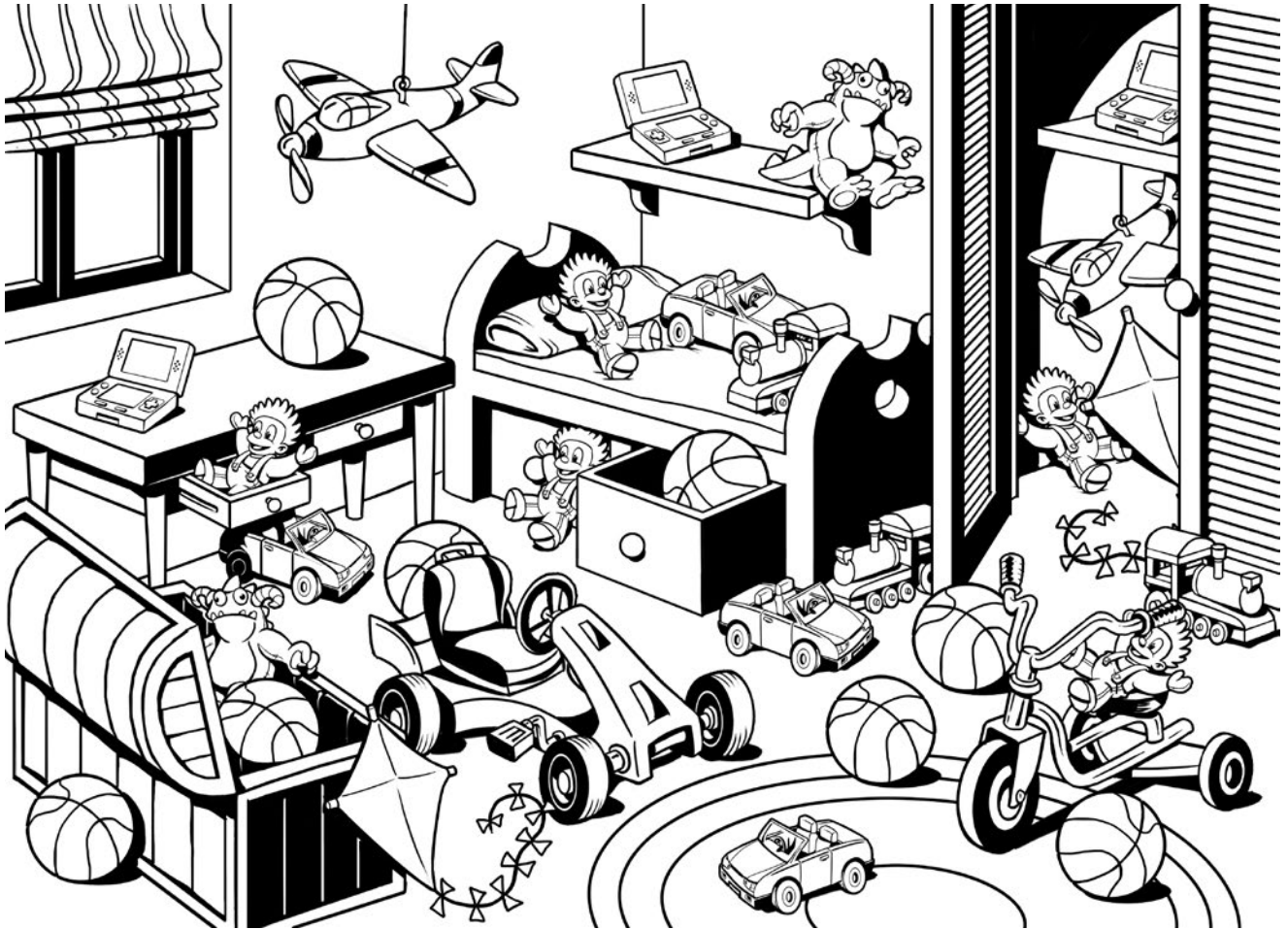


/10

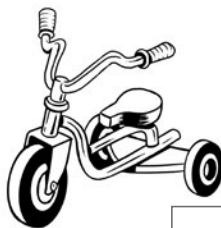
Term 1 test: Pre-reading and writing 1

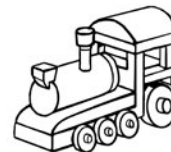
Name: _____

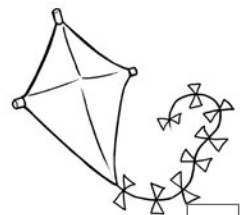
Look and count. Write the numbers.





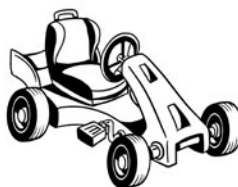

















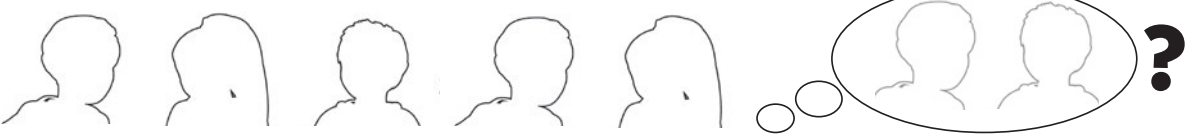
/10


Term 1 test: Pre-reading and writing 2


Name: _____

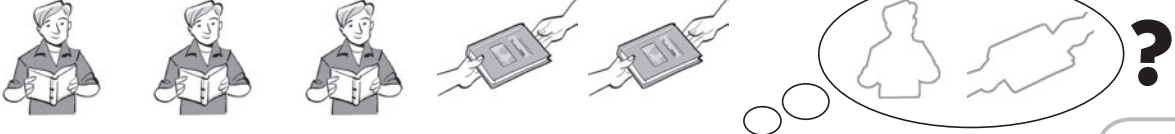
1 Look and trace the next picture.

1 

2 

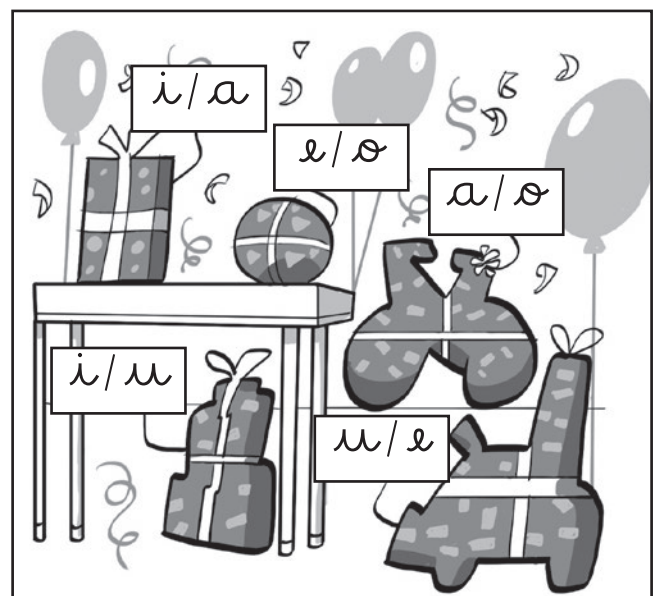
3 

4 

5 

/5

2 Match the presents. Trace the correct letter.



/5

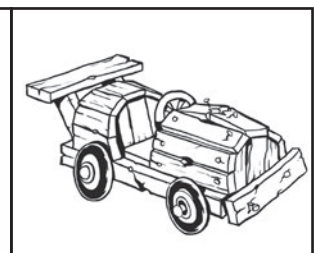
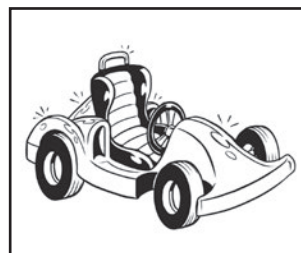
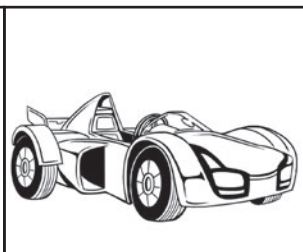
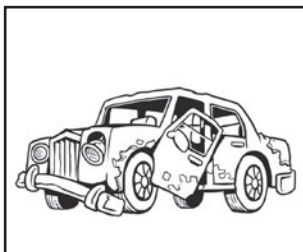
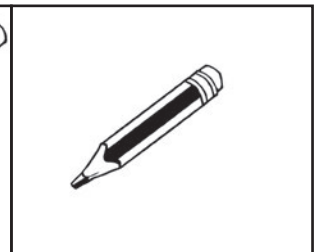
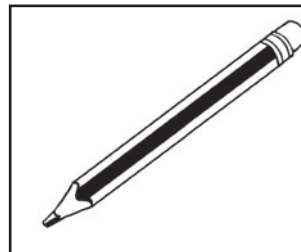
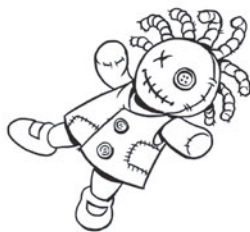
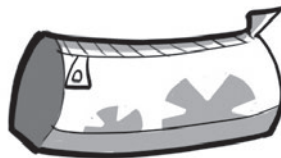
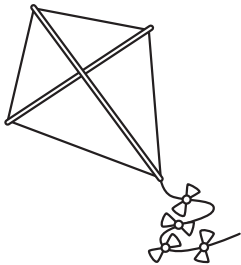
Term 1 test: Speaking

Name: _____

Look and answer.

What's this?

It's a



/10

Term 1 test: Listening

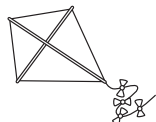
Name: _____

1 CD4
17

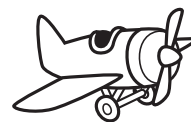
Listen and trace the numbers you hear.



3 / 5



9 / 6



2 / 1



1 / 7



10 / 3



9 / 7



4 / 8



6 / 8



5 / 4



2 / 10

/10

2 CD4
18

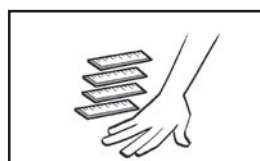
Listen and tick (✓).

1

a


☐

b


☐

2

a


☐

b


☐

3

a

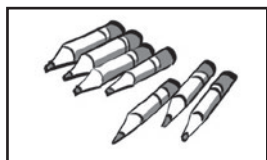

☐

b

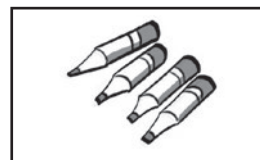

☐

4

a


☐

b


☐

5

a


☐

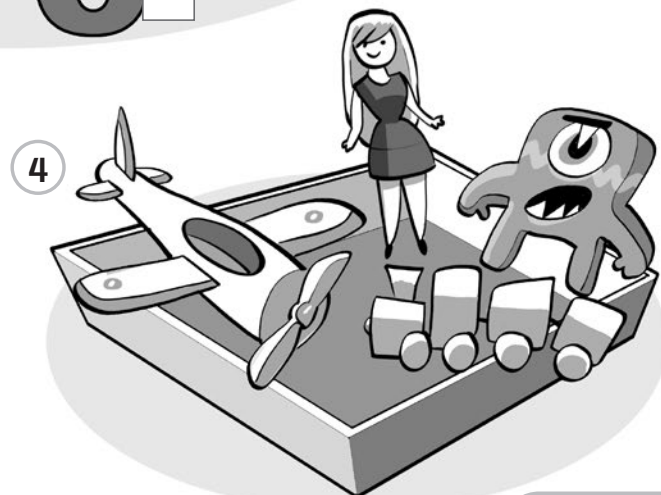
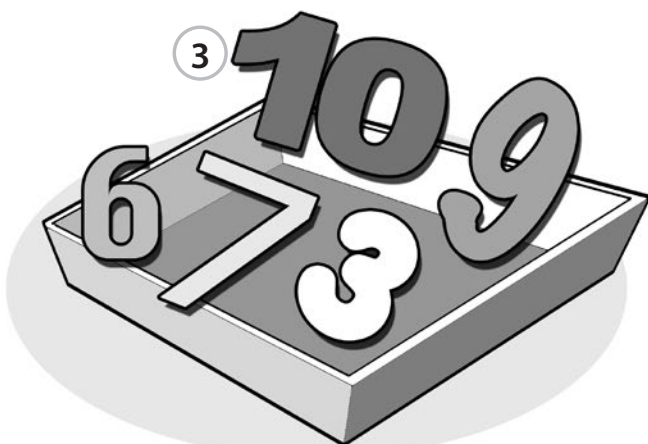
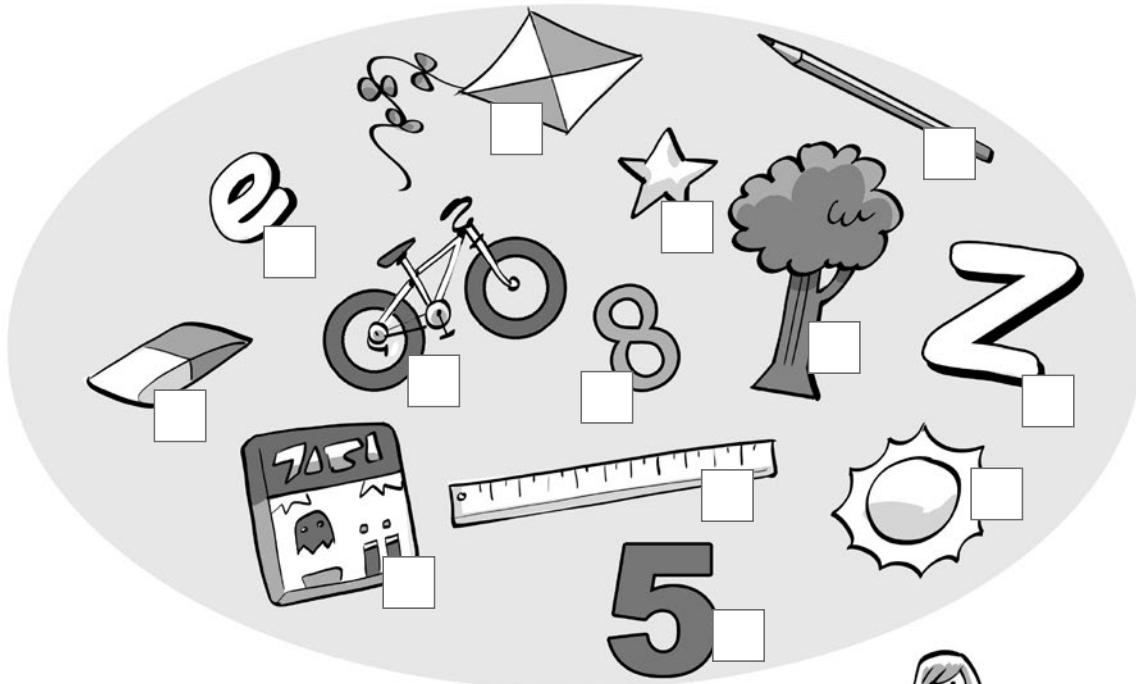
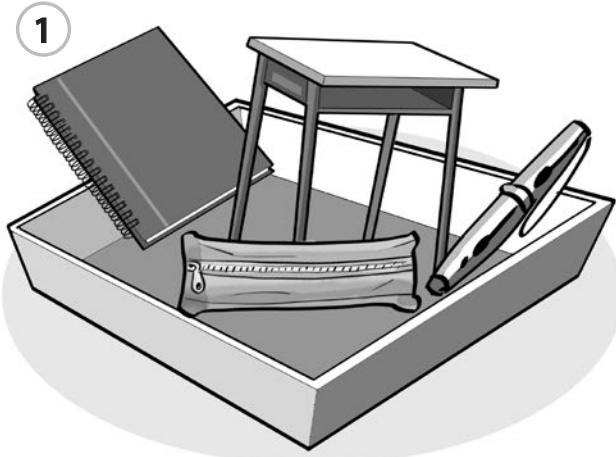
b


☐

/5

Name:

Draw lines or put a cross (X).









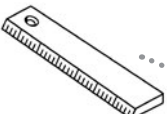













/10

Term 1 test: Pre-reading and writing 2

Name: _____

Trace the lines. Write the desk number next to the classroom object.

<input type="checkbox"/>			1
<input type="checkbox"/>			2
<input type="checkbox"/>			3
<input type="checkbox"/>			4
<input type="checkbox"/>			5
<input type="checkbox"/>			6
<input type="checkbox"/>			7
<input type="checkbox"/>			8
<input type="checkbox"/>			9
<input type="checkbox"/>			10

/10

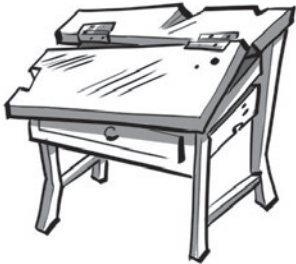

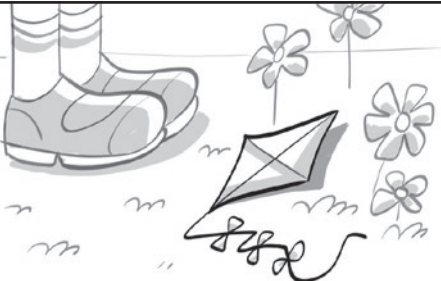






Term 1 test: Speaking

Name: _____

Look and answer.

Is it an old desk?

Yes, it is.

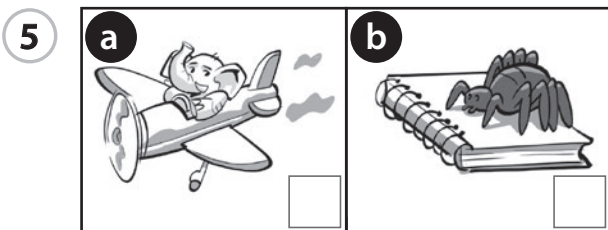
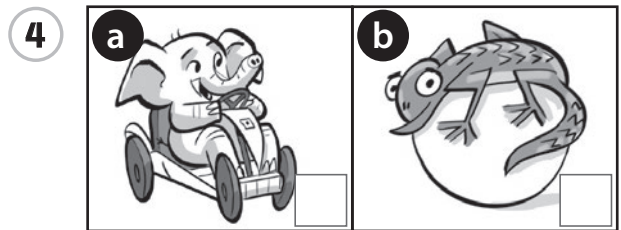
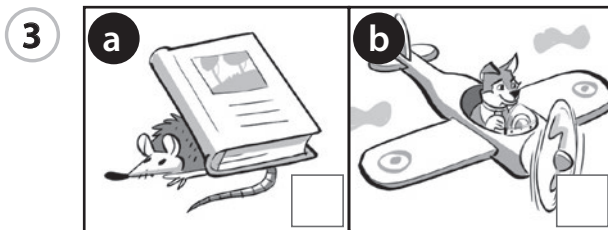
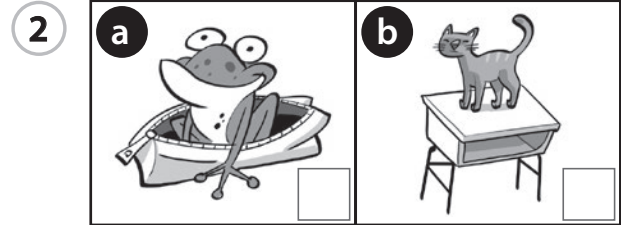
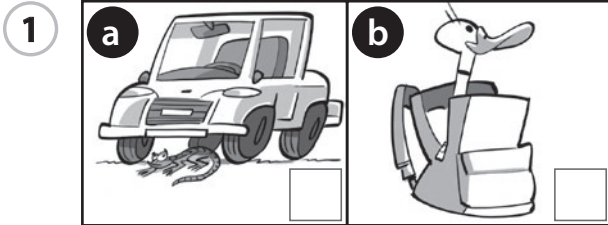
1		
2		
3		
4		
5		

/10

Term 2 test: Listening

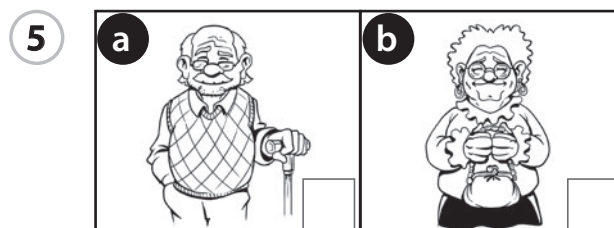
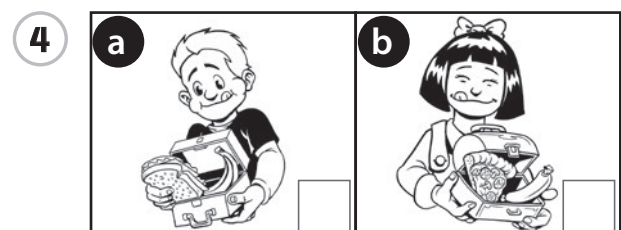
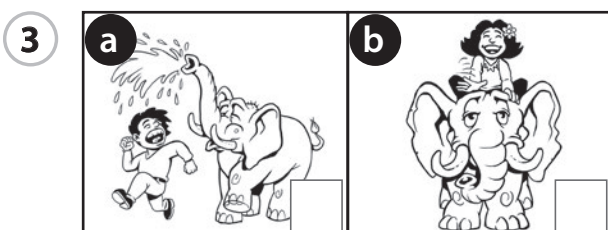
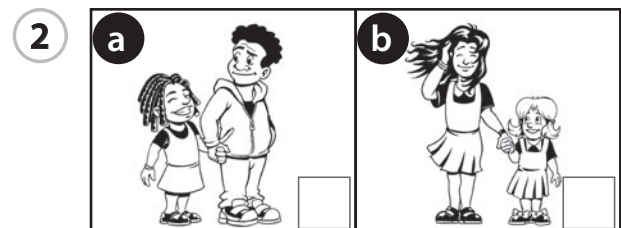
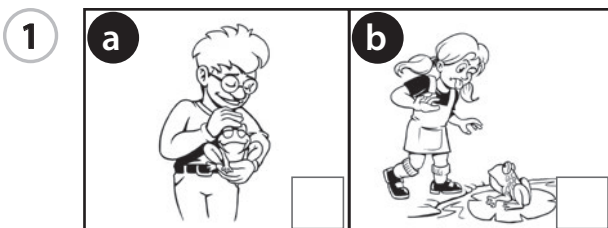
Name: _____

1 Listen and tick (✓).



/5

2 Listen and tick (✓).



/10

Term 2 test: Reading

Name: _____

1 Draw lines from the words to the pictures.

ice cream

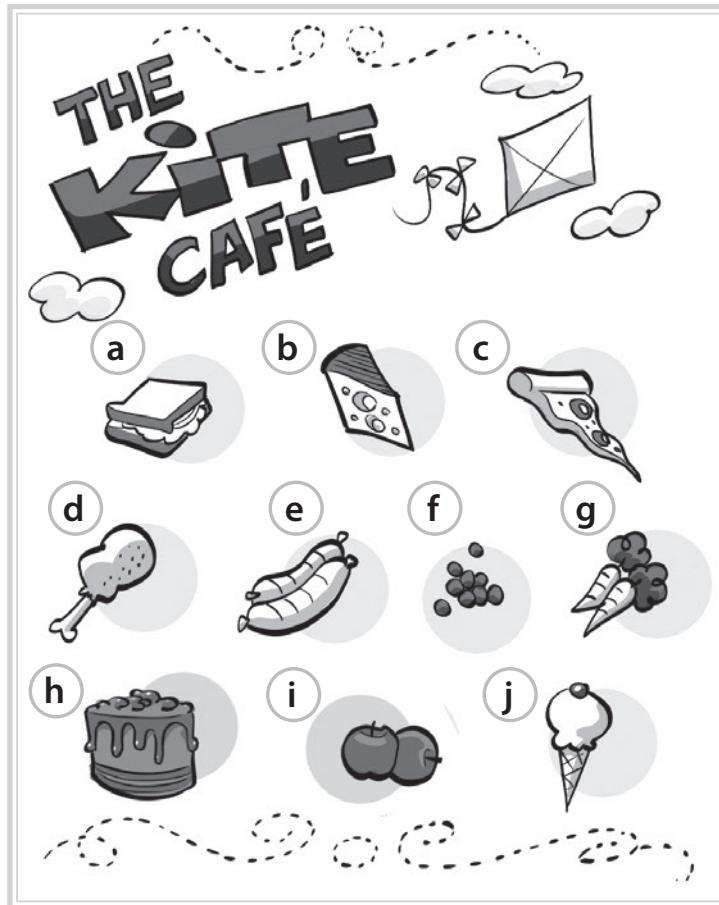
chicken

sausages

apples

sandwich

carrots



/6

2 Look and write the letter.

mum

grandpa

sister

dad



/4

Term 2 test: Writing

Name: _____

1 Look at the picture. Draw lines. Then trace the correct words.

1 spider / spaider

2 flutterby / butterfly

3 crocodile /
cocodrive

4 snake /
snacke





5 frog / forg

6 elefant / elephant

/6

2 Look at the picture. Read and trace in, on or under.

1  is in / under 

3  is in / on 

2  is on / under 

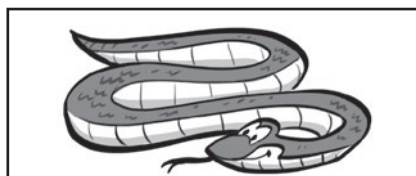
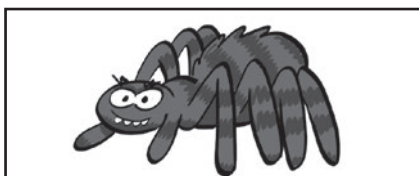
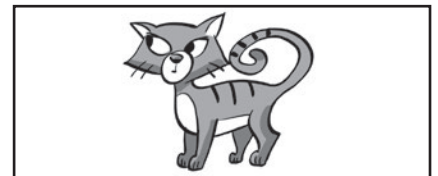
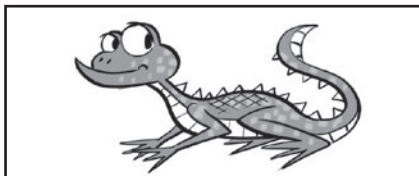
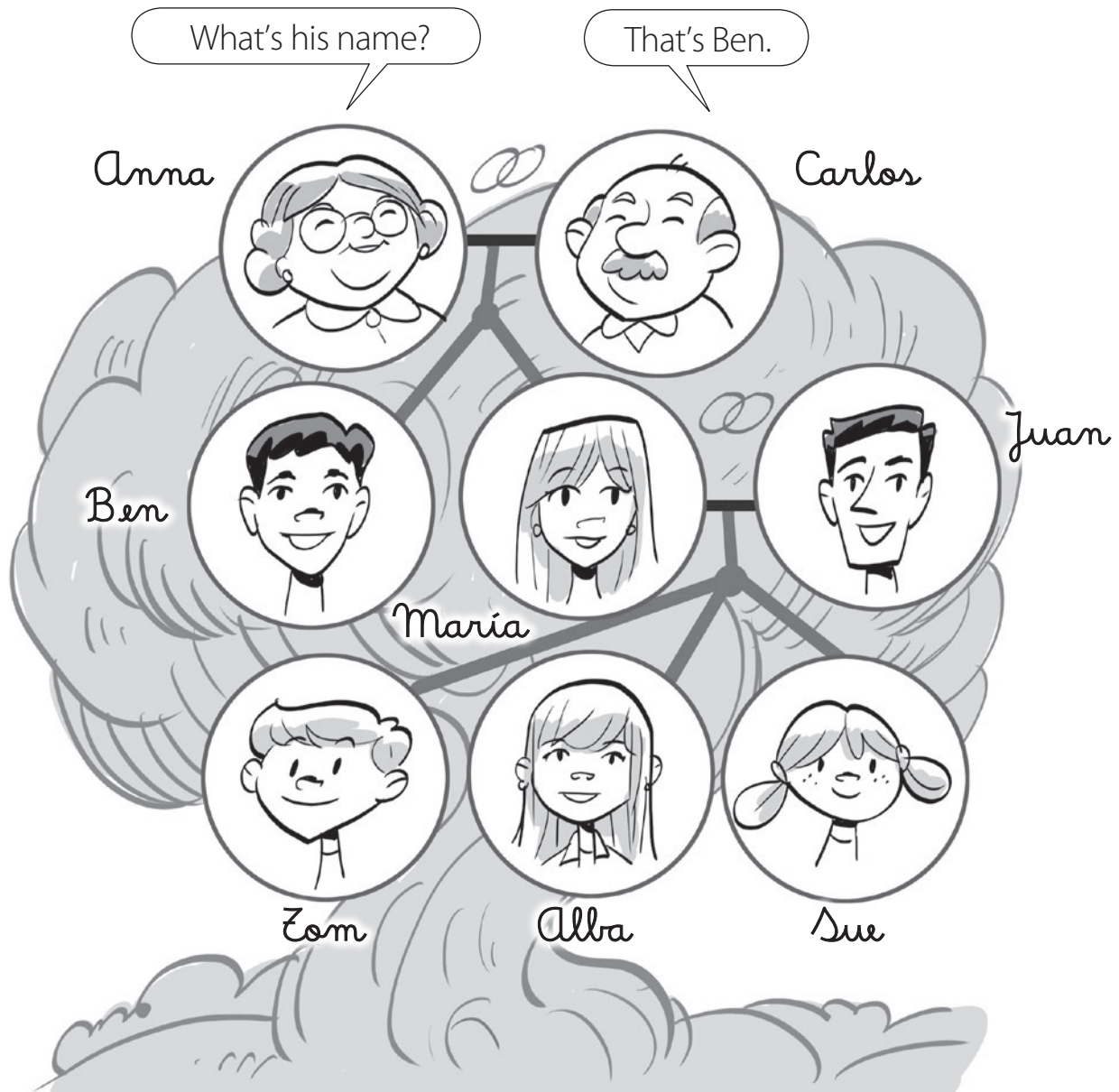
4  is in / on 

/4

Term 2 test: Speaking

Name: _____

Look and answer.



/10

Term 2 test: Listening

Name: _____

1 

Listen, number and draw lines.


☐

☐

☐

☐

☐

a



b



c



d



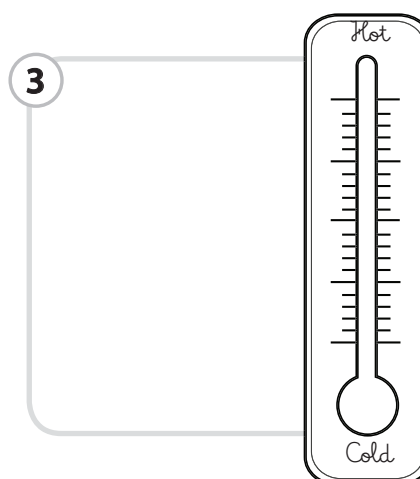
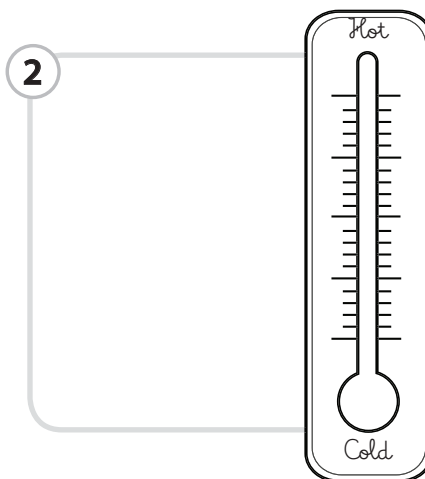
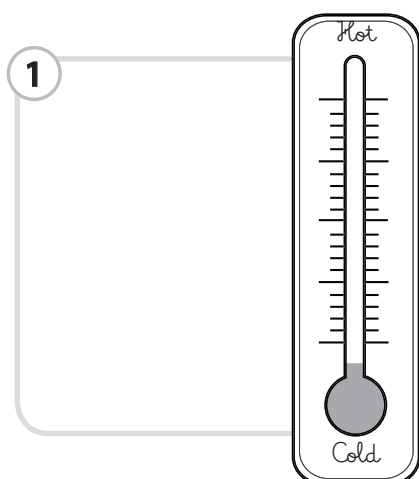
e



/10

2 

Listen, draw the weather and colour the thermometer.



/5

Term 2 test: Reading

Name: _____

Look at the pictures. Trace the correct words.

Hi! I'm Lenny.

- 1 I've got a brown frog / rat.
- 2 My rat is on / under my desk.
- 3 I've got two sisters / brothers.
- 4 I like / don't like bananas.
- 5 The weather is cold / hot.



Hello! I'm Sophie.

- 6 I've got two uncles / cousins.
- 7 I like elephants / ducks.
- 8 I've / haven't got a dog.
- 9 My apple is on / in my notebook.
- 10 It's raining / snowing.

/10

Term 2 test: Writing

Name: _____

Write about you. Complete with one word or a number.

1 Hi! I'm _____.



2 I'm _____.

3 I've got a _____.



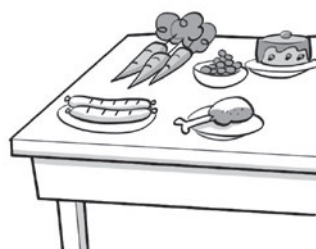
4 I haven't got a _____.

5 This is my _____.



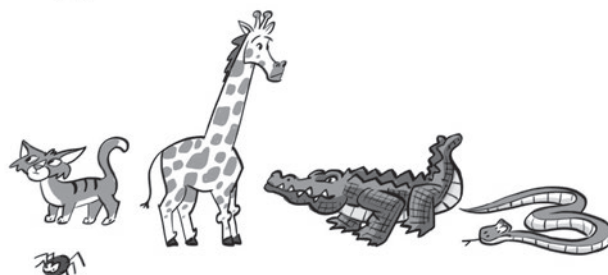
6 His / Her name's _____.

7 I like _____.



8 I don't like _____.

9 I like _____.



10 I don't like _____.

/10

Term 2 test: Speaking

Name: _____

Look and answer.



Who's that?

That's grandma.

Have you got any brothers?

Yes, I have. I've got ...

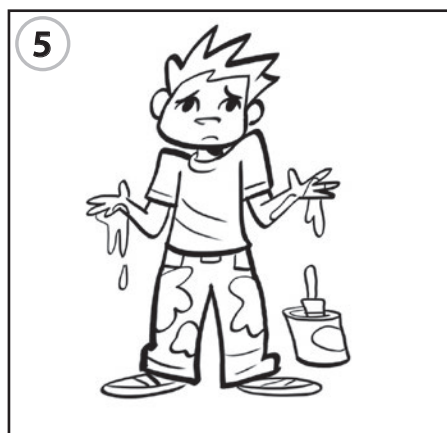
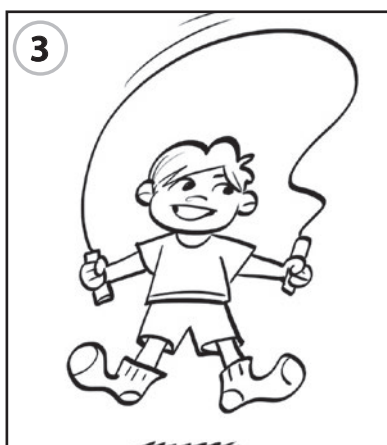
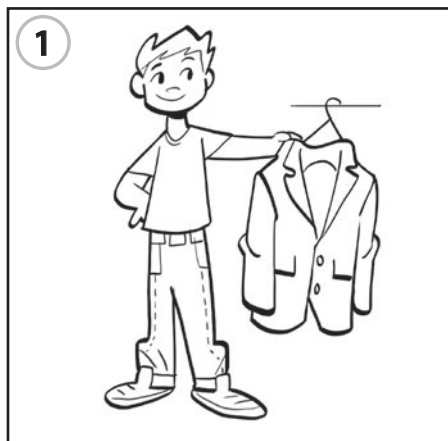
/10

Term 3 test: Listening

Name: _____

1 CD4
23

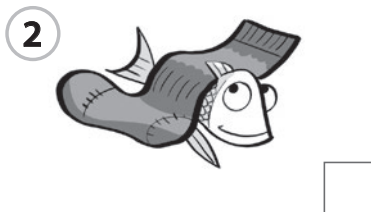
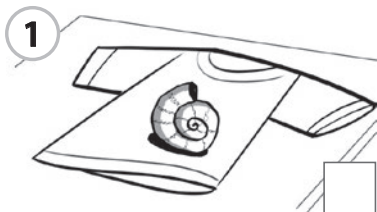
Listen and colour.



/10

2 CD4
24

Listen and tick (✓) or cross (X).



/5

Term 3 test: Reading

Name: _____

Look at the picture. Read the sentences and write the letters.



- | | |
|-----------------------------------|---------------------------------|
| 1 I'm wearing jeans. _____ | 6 I can't skip. _____ |
| 2 Let's catch a fish! _____ | 7 I can jump. _____ |
| 3 I can't stand on one leg. _____ | 8 Let's swim in the sea. _____ |
| 4 I'm wearing a skirt. _____ | 9 I don't like carrots. _____ |
| 5 I like cake. _____ | 10 Let's listen to music. _____ |

/ 10

Term 3 test: Writing

Name: _____

Look at the pictures. Write the words.

1



tr i k s

2



e c s a t n l d a s

3



a p c

4



r f e n g i

5



c i e c r m a e

6



e k n e

7



s t e r w a e

8



s e p a

9



i c u p t e r

10



a d h e

/10

Term 3 test: Speaking

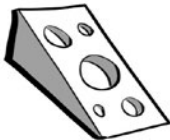
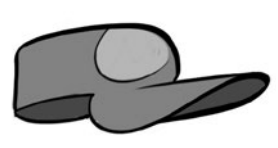
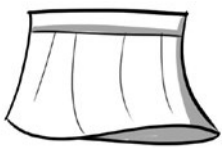
Name: _____

You are the monster. Ask and answer questions.

Are you wearing ... ?

Do you like ... ?

Can you ... ?



/10

Term 3 test: Listening


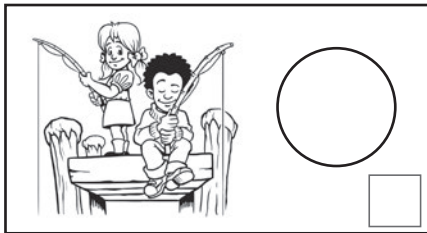

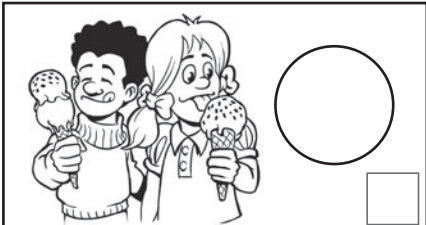
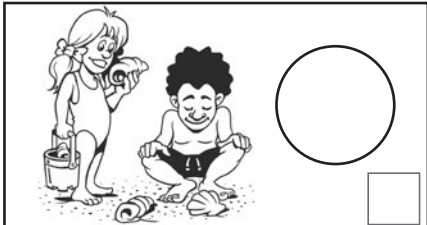
Name: _____

1 CD4 25 Listen and tick (✓).

1	a 	b 	2	a 	b 
3	a 	b 	4	a 	b 
5	a 	b 			

/5

2 CD4 26 Listen and write the numbers. Then draw a ☺ or ☹.

/10

Term 3 test: Reading

Name: _____

1 Draw lines to match the questions and answers.

- | | |
|----------------------------------|------------------------------|
| 1 What's the weather like? | a No, I'm not. It's old. |
| 2 Do you like my purple socks? | b Sorry, I don't want to. |
| 3 Let's listen to music. | c It's snowing. |
| 4 Where's my jacket? | d No, I don't. They're ugly! |
| 5 Are you wearing a new sweater? | e It's on your desk |

/5

2 Look at the pictures and circle.

1



- a Where's my skirt?
b I'm wearing a new skirt.
c I've got a long skirt.

2



- a Let's catch a fish.
b My fish is big.
c I can't catch a fish.

3



- a Is that a spider?
b Where's the spider?
c The spider is under the desk.

4



- a I haven't got a sandwich.
b I don't like sandwiches.
c I've got a sandwich and a cake.

5



- a Do you like my trousers?
b I don't like trousers.
c Where are my trousers?

/5

Term 3 test: Writing

Name: _____

Look at the picture and write the words.



I'm a monster. I've got two ¹_____, four eyes and six ears. My ²_____ are very big and my ³_____ are long.

I'm wearing a ⁴_____ and ⁵_____ but I haven't got ⁶_____.

I can skip, jump and ⁷_____ a ball. The ball is under my ⁸_____.

I like ⁹_____ and apples for lunch.

Do you like my ¹⁰_____? It's old!

/10

Term 3 test: Speaking

Name: _____

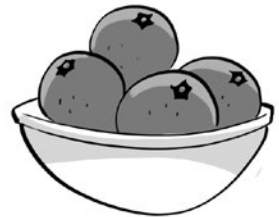
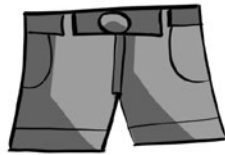
Ask and answer questions.

Are you wearing ... ?

Do you like ... ?

Can you ... ?

Let's



/10