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# **Teacher's Resource Book**

**2**

**Quick  
minds**

**Camilla Mayhew  
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**CAMBRIDGE**  
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# Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and pupils using *Quick Minds 2*. 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 2 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 2:

**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 school bag* unit.

## How can the worksheets be used?


The worksheets have been developed following the 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 can 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 alternatively, either CLIL or skills-based. This worksheet is usually intended to be used communicatively, for pair, small group or class activities. Suggestions on how to use these worksheets are also included in the accompanying teacher's notes.

## What activity types do the worksheets provide?

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

In addition, many of the activities in 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 the 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.

**I-Spy** This is an alphabet game, useful for reviewing vocabulary. Say a sentence, e.g. *I spy with my little eye something beginning with W*. Pupils take it in turns to look around and guess what you are thinking of, e.g. *window*. The first pupil to guess the word correctly has the next turn. Pupils can play this game in pairs or small groups.



**Kim's game** This is a memory game, useful for reviewing vocabulary. Put several objects on a desk. Ask pupils to name them. Pupils then cover their eyes while you remove one or more of the objects. They then have to say what is missing. Pupils can also play this game in pairs or small groups.

**Pictionary** This game reviews vocabulary. Ask a volunteer to begin drawing, e.g. an animal, on the board, slowly, line by line. The first pupil to guess what he/she is drawing takes the next turn. Pupils can also play this in small groups. The object of the game is to be the first to guess what is being drawn before the drawing is complete.

**Musical chairs** This is a game to practise sentences. Arrange one chair for each pupil in two rows, back to back. Play some music. Pupils walk/dance around the chairs. Take one chair away, then stop the music. Pupils run to sit on a chair. The one who is left standing has to say a sentence with the language you are practising, e.g. *Playing football is great*. If they make a correct sentence, they can continue with the game. If they make a mistake, they are out. Each time a pupil is out, remove one more chair while the music is playing, so there is always one pupil who must make a sentence when the music stops.

**Musical statues** This game practises 'action' vocabulary and the present continuous. Blindfold a volunteer and write an action on the board, e.g. *I'm playing tennis*. Pupils mime the action while you play some music. Stop the music. Pupils freeze. Clean the board and remove the volunteer's blindfold. The volunteer must guess what the rest of the pupils are doing by asking, e.g. *Are you playing baseball?* If any pupils move when they are supposed to be 'frozen', they are out. The game continues with a new volunteer and a new action, until only one person is left.

## 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 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.

## How do the worksheets help develop the basic competences?

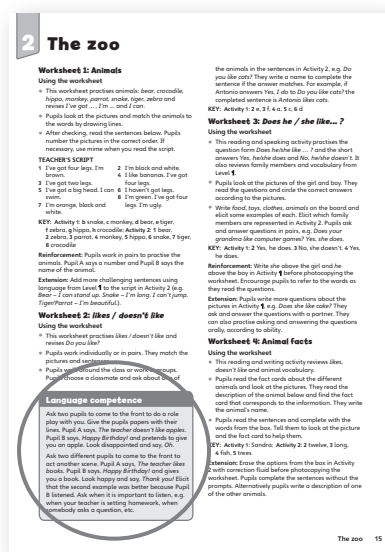
Wherever there is a genuine link between the worksheet material and one of the basic competences for lifelong learning, as outlined by the European Commission, you will find a box highlighting this connection in the teaching notes. The box contains ideas for classroom activities which relate to the particular 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 *Language competence* for Worksheet 2 in Unit 2.

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 Maths (Unit 1, worksheet 4), there is a box called *Mathematical competence and basic competences in science and technology*, giving teachers ideas for alerting pupils to shapes in the world around them (see page 15).

## Using the tests

There are six tests in the level 2 Teacher's Resource Book, one for each term at two different levels of difficulty (Standard and High). They assess language skills (Listening, Reading, Writing and Speaking) through task-based activities.

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



# The school bag

## Worksheet 1: Numbers: 11 to 20

### Using the worksheet

- This writing and speaking activity reviews numbers 11 to 20 and vocabulary from Level 1.
- Dictate numbers 11 to 20 in a random order. Pupils find the numbers as you say them. If the number is not on the worksheet, pupils write it on the correct line.
- Pupils work in pairs to practise the numbers and letters. Pupil A asks a question, e.g. *What's F?* Pupil B answers, e.g. *11*.
- This wordsearch practises vocabulary from *Quick Minds* Level 1. Pupils look at the pictures and find the words in the wordsearch.

**KEY: Activity 1:** 12, 15, 17, 18, 20; **Activity 2:**

|   |   |   |   |   |   |  |   |
|---|---|---|---|---|---|--|---|
|   |   | f | o | o | t |  |   |
|   |   |   |   |   |   |  | m |
|   |   |   | r | a | t |  | u |
| s | h | o | r | t | s |  | s |
|   |   |   |   |   | c |  | i |
|   |   |   |   |   | a |  | c |
|   | k | i | t | e | k |  |   |
|   |   |   |   |   | e |  |   |

**Reinforcement:** Pupils work in pairs to practise the numbers. Pupil A says *11*. Pupil B repeats and continues, e.g. *11, 12*. Pupil A says *11, 12, 13*. Pupils continue the sequence until 20. Then they repeat counting down from 20.

**Extension:** Write a vowel before each consonant before photocopying the worksheet. Pupil A asks a question with a vowel and consonant, e.g. *What's EF?* Pupil B answers, e.g. *11*.

**Optional follow-up activity:** Ask the class which word is an animal (*rat*). Pupils work in pairs to think of as many other animals as they can. Set a time limit. Ask pupils to put their hands up if they remembered more than 11 animals. Elicit words from the class and invite pupils to spell some of them. Repeat for the other categories used in the wordsearch (food, clothes, body, toys).

## Worksheet 2: Have you got ... ?

### Using the worksheet

- This speaking activity practises the question *Have you got ... ?* and the short answers *Yes, I have* and *No, I haven't*.
- Pupils trace the outlines of their five favourite objects.
- They then complete the sentences according to the pictures they have chosen. Remind them to use *a/an* accordingly.
- Pupils work in pairs to identify each other's objects. Pupil A asks, e.g. *Have you got an elephant?* Pupil B replies with a short answer according to their worksheet, e.g. *Yes, I have* or *No, I haven't*.

**Extension:** Pupils use a different coloured pencil to colour in each of their chosen objects. Then they ask and answer again including colours in the questions, e.g. *Have you got a blue elephant?*

**Optional follow-up activity:** Pupils play a *True/False* game. Pupil A makes a phrase, e.g. *I haven't got a doll*. Pupil B looks at the worksheet and responds *True* or *False* accordingly.

## Worksheet 3: Spelling

### Using the worksheet

- This speaking activity practises the alphabet and vocabulary from Level 1.
- Pupils take it in turns to point to the pictures and ask questions. Pupil A asks *What's this?* Pupil B responds accordingly, e.g. *It's a shoe*. Pupil A asks *How do you spell 'shoe'?* Pupil B spells the word.
- Dictate the words below for pupils to write:

### TEACHER'S SCRIPT

- |                     |                       |
|---------------------|-----------------------|
| 1 J-A-C-K-E-T       | 2 S-A-N-D-C-A-S-T-L-E |
| 3 G-R-O-C-O-D-I-L-E | 4 S-H-E-L-L           |

- Pupils write the words on the lines. They then draw lines to connect the words to the correct pictures.

**KEY: Activity 1:** pictures show (from left to right by row) a shoe, a pencil case, a duck, an apple, a jacket, a shell, a crocodile, a sandwich, a monster, a sandcastle

**Reinforcement:** Pupils work in groups of three or four. They ask questions as above but spell the words as a group taking it in turns to say the next letter in each word.

**Extension:** Write a number from 11 to 20 next to each picture before photocopying the worksheet. Pupils work in small groups and play a spelling game. Pupil A starts to spell a word, e.g. *M-O-...* The other pupils say the word and number, e.g. *Monster 19!* The first pupil to guess correctly wins a point.

**Optional follow-up activity:** Tell pupils to draw the words you spell. Tell them not to say the words and to keep their drawings a secret. Say *D-E-S-K*, *S-P-I-D-E-R* and *G-H-I-C-K-E-N*. Pupils compare their drawings.

## Learning to learn

Ask pupils which word on the worksheet is the most difficult to spell. Tell them to write it on a piece of paper. They can keep the paper in their pocket and check it during the day. Elicit good times to do this, e.g. at breakfast, in the playground with a friend. Tell them they can change the word every day or have more than one word per day. Elicit other suggestions for learning how to spell words, e.g. keeping a vocabulary notebook, asking a friend or family member to do spelling tests once a week. Explain that pupils should use the method they prefer because everyone learns in different ways.

# Worksheet 1: Numbers 11 to 20

Name: \_\_\_\_\_

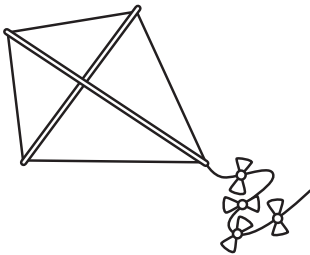
## 1 Write the numbers. Ask and answer.

F      M      P      S      D      B      C      L      N      T  
 11      \_\_\_\_\_      13      14      \_\_\_\_\_      16      \_\_\_\_\_      \_\_\_\_\_      19      \_\_\_\_\_

What's F?

11

## 2 Find the words and circle.



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



Numbers: 11 to 20

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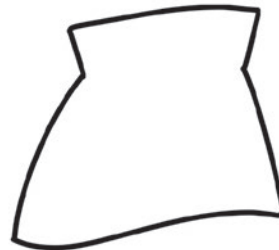
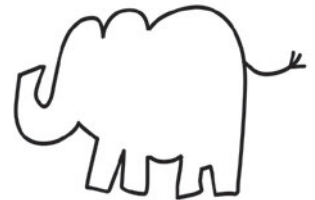
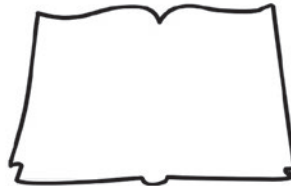
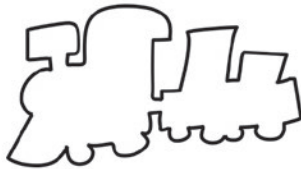
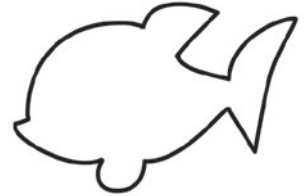
Quick Minds Teacher's  
Resource Book Level 2



# Worksheet 2: Have you got ... ?

Name: \_\_\_\_\_

## 1 Draw your five favourite objects. Complete the sentences.



I've got an elephant , \_\_\_\_\_ , \_\_\_\_\_ ,  
\_\_\_\_\_ and \_\_\_\_\_ .

## 2 Ask and answer.

Have you got an elephant?

Yes, I have.

Have you got a train?

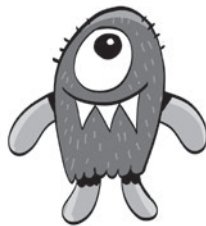
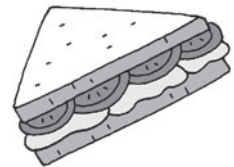
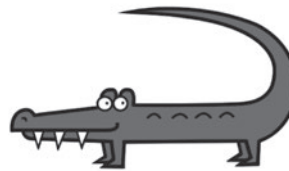
No, I haven't.

Grammar 1: Questions and answers with *have got*

# Worksheet 3: Spelling

Name: \_\_\_\_\_

## 1 Point and ask. Answer and spell.



What's this?

It's a shoe.

How do you spell 'shoe'?

S-H-O-E

## 2 Listen to your teacher. Write the words.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## Worksheet 1: The classroom

### Using the worksheet

- This worksheet practises classroom vocabulary: *board, bookcase, chair, clock, cupboard, door, floor, wall, window*, and revises classroom objects. It also raises awareness of vowels and consonants.
- Pupils can work individually or in pairs. They look at the picture of the classroom and use it to complete the words with vowels from the box.
- Pupils then look at the classroom objects (a-f) on the desks in the classroom and write the words using the words in the box to help them.
- After checking, ask pupils to take turns to spell out the words on the worksheets for a partner to either say or write down the word they are spelling.

**KEY:** Activity 1: **2** clock, **3** wall, **4** board, **5** cupboard, **6** door, **7** bookcase, **8** chair, **9** floor; Activity 2: **b** pen, **c** pencil, **d** ruler, **e** notebook, **f** pencil case

**Reinforcement:** Erase the box with the vowels and the list of words with correction fluid before photocopying the worksheet. Write the completed words in random order in the resulting space at the top of the activity. Pupils read and number.

**Extension:** Erase the box with the vowels using correction fluid before photocopying the worksheet. Alternatively, erase all but the first letters of the words, so that pupils are writing both vowels and consonants.

**Optional follow-up activity:** Demonstrate how to play I-Spy, by saying, e.g. *I spy with my little eye something beginning with B. (Book).* Pupils take it in turns to look around the classroom and guess the word. Pupils play the game in groups.

## Worksheet 2: There's / There are ...

### Using the worksheet

- This worksheet practises *There's ...* and *There are ...*.
- Pupils work individually or in pairs. They read the sentences carefully and complete them with *'s* or *are*.
- Pupils then read the sentences again and draw the missing objects on each desk.
- Ask pupils to read their sentences and show their pictures to another pupil or pair. Encourage them to try and correct their own work.

**KEY:** Activity 1: **2** are, **3** 's, **4** 's, **5** are, **6** are; Activity 2: Drawings of **2** some books, **3** an apple, **4** a pencil case, **5** some pencils

**Extension:** Fast finishers draw one or two more pictures similar to the ones in Activity 1 and write their own sentences to match.

**Optional follow-up activity:** Demonstrate how to play Kim's Game. Put several different classroom objects on a desk. Ask pupils to gather around the desk and take it in turns to tell you what they can see, e.g. *There's a pencil case*. Pupils can also count items, e.g. *There are four notebooks*. Ask pupils to turn around while you remove one or more things. Elicit what's missing, e.g. *a book*. Repeat. Then pupils play the game in groups.

## Worksheet 3: Where are ... ? They're ...

### Using the worksheet

- This listening and speaking activity practises the question *Where are the ...?*, the response *They're ...*, prepositions *in, on, under* and classroom vocabulary.
- Read the sentences below. Pupils listen and draw the objects they hear into classroom A. Tell them to draw the objects *in, on* or *under* something.

### TEACHER'S SCRIPT

- Draw two books in the bookcase.
  - Draw four pencils under the chair.
  - Draw three rubbers under the desk.
  - Draw two rulers in the cupboard.
  - Draw two bags on the floor.
- Pupils work in pairs. They take it in turns to ask questions about their partner's classroom A and draw objects in classroom B accordingly. Pupil A asks, e.g. *Where are the bags?* Pupil B looks at classroom A and responds, e.g. *They're on the floor*. Pupil A draws the bags on the floor in classroom B. Remind pupils not to look at their partner's picture.
  - Pupils compare their drawings.

## Worksheet 4: Maths

### Using the worksheet

- This writing and speaking activity reviews shapes and numbers.
- Pupils look at the clock and find the different shapes. They count the shapes and write numbers in the boxes.
- Pupils compare their answers in pairs. Pupil A says, e.g. *There are seventeen squares*. Pupil B agrees, *Yes, there are*, or disagrees, *No, there aren't. There are sixteen squares*. Pupils work together to count the shapes again if necessary.

**KEY:** squares = 16, triangles = 13, circles = 19, parallelograms = 14, rectangles = 12

## Mathematical competence and basic competences in science and technology

Draw a sun on the board and elicit that it is a circle. Draw a tall building using a rectangle and squares for windows. Ask pupils to tell you what shapes they can see. Write *car, flower* and *pizza* on the board. Pupils talk together about the shapes these objects have. Remind pupils that they will find the shapes in the worksheet all around them all the time. Elicit more examples from the class.



## 1

# Worksheet 1: The classroom

Name: \_\_\_\_\_

## 1

**What can you see in the classroom?  
Complete the words.**

a e i o u

1 window

2 clock

3 woll

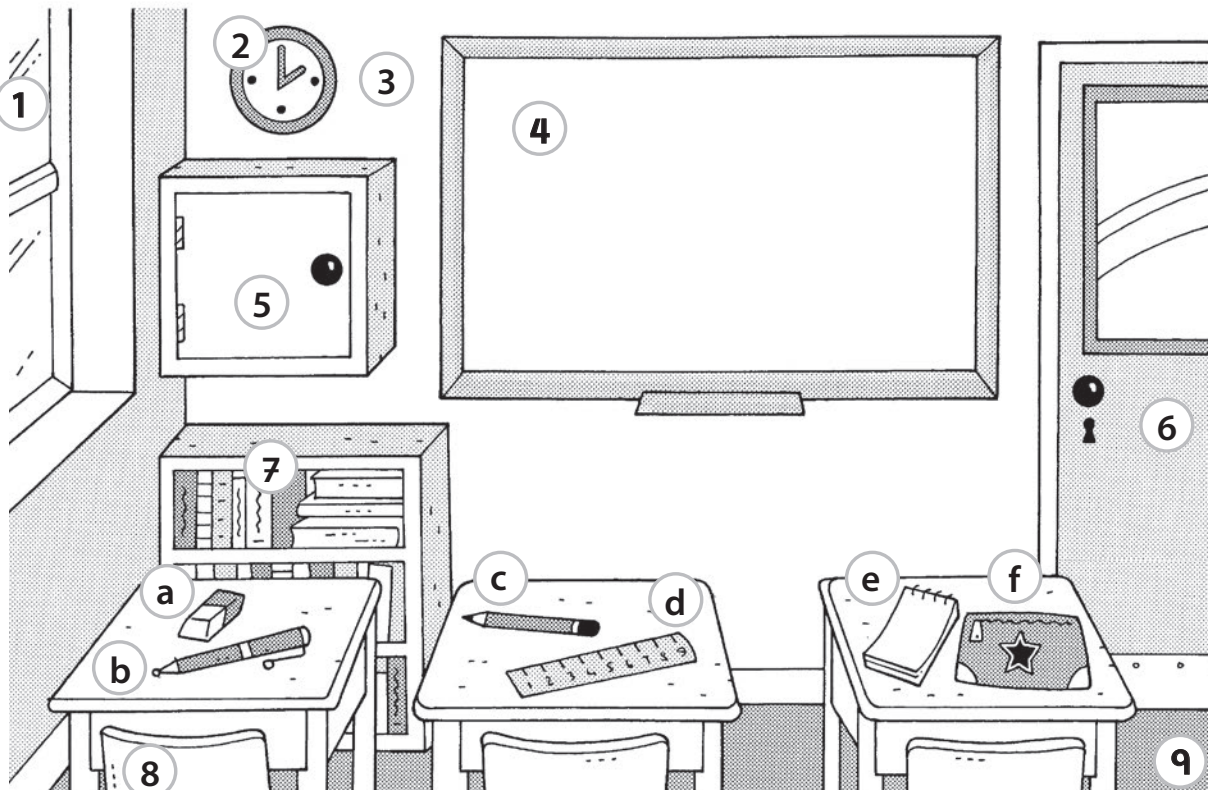
4 bord

5 computer

6 door

7 bookcose

8 choir

9 floor


## 2

**What can you see on the desks?  
Write the words.**

notebook pen pencil ruler pencil case ~~rubber~~

a rubber

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

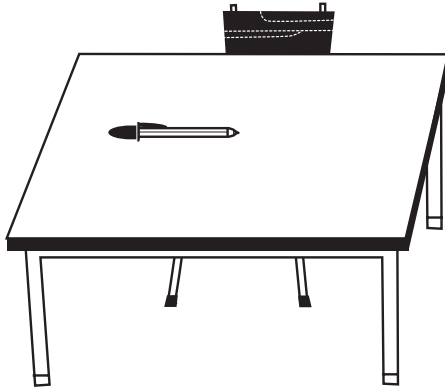
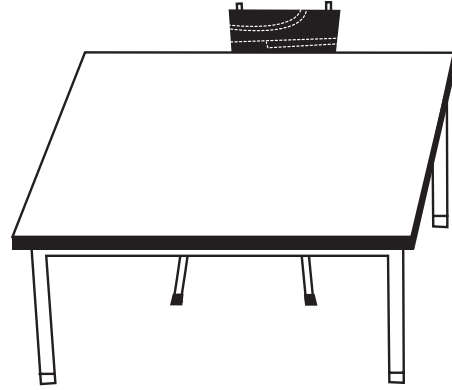
Vocabulary: The classroom

## 1

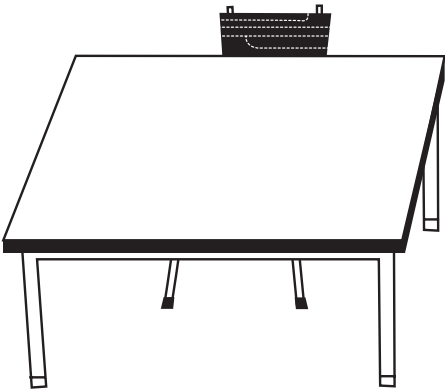
# Worksheet 2: There's / There are ...

Name: \_\_\_\_\_

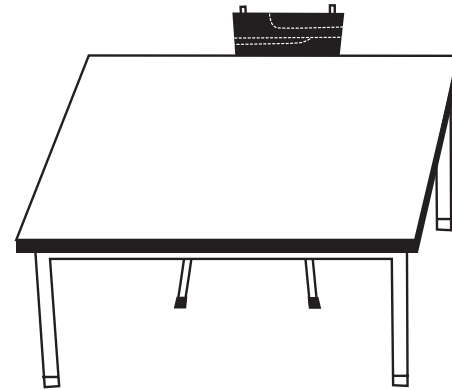
## 1 Read and write 's or are.


1 There is a pen.


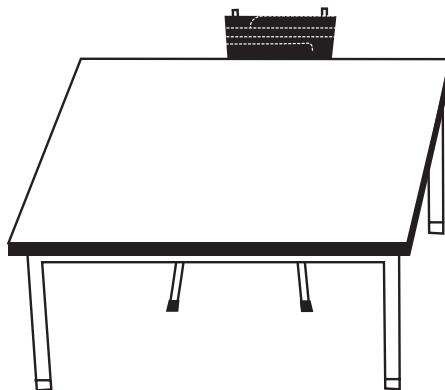
2 There \_\_\_\_\_ some books.



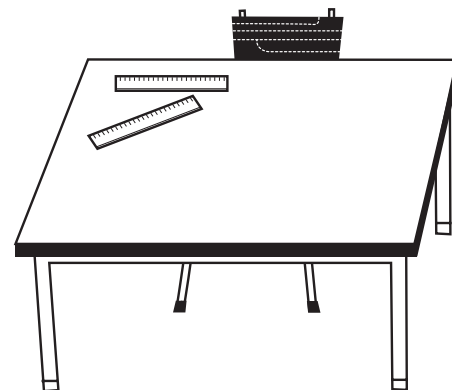
3 There \_\_\_\_\_ an apple.



4 There \_\_\_\_\_ a pencil case.



5 There \_\_\_\_\_ some pencils.



6 There \_\_\_\_\_ some rulers.

## 2 Read again and draw the pictures.

Grammar 1: There's / There are

1

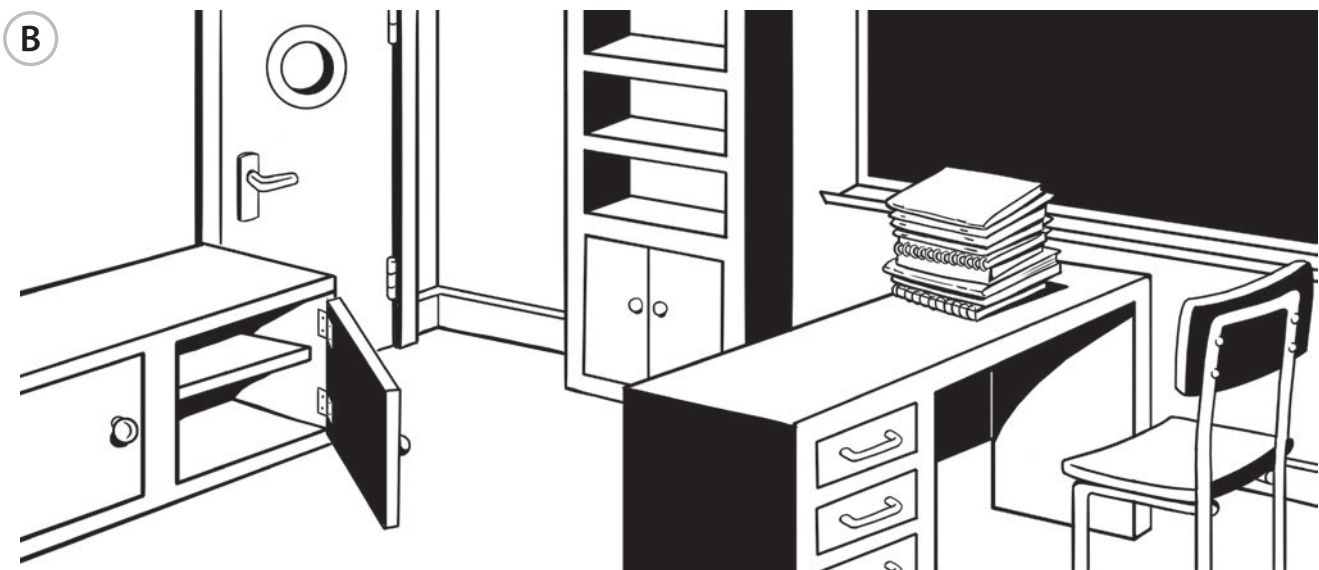
# Worksheet 3: Where are ... ? They're ...

Name: \_\_\_\_\_

## 1 Listen to your teacher and draw.



## 2 Ask and answer. Draw.



bags books pencils  
rubbers rulers

in on under

Where are the bags?

They're on the floor.

Grammar 2: Where are ... ? They're ...

PHOTOCOPIABLE

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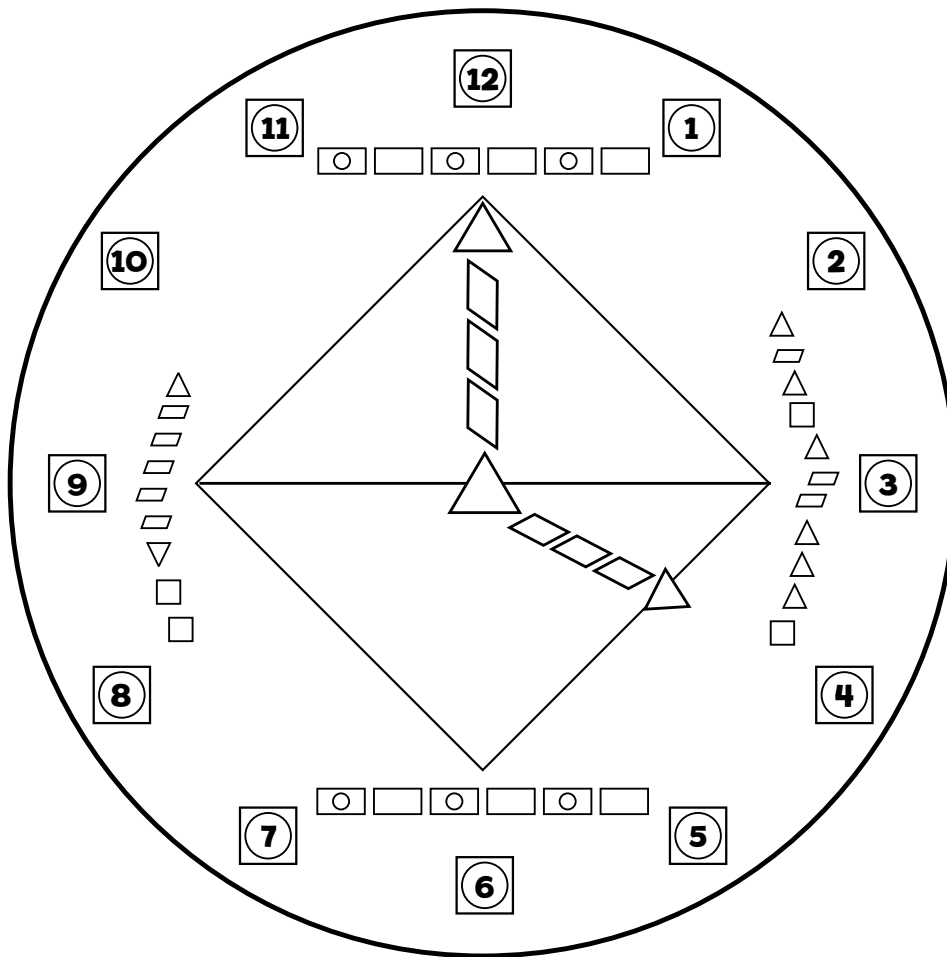


## 1

## Worksheet 4: Maths

Name: \_\_\_\_\_

1

**Look and count. Write the numbers.**sixteen squares

\_\_\_\_\_ parallelograms



\_\_\_\_\_ triangles



\_\_\_\_\_ rectangles



\_\_\_\_\_ circles

2

**Say and check.**

There are twelve squares.

No, there aren't. There are ...

## 2

## Using the worksheet

- ## TEACHER'S SCRIPT

- ## Worksheet 2: *likes / doesn't like*

## Using the worksheet

- KEY:** Activity 1: 2 e, 3 f, 4 a, 5 c, 6 d

## Language competence

Ask two different pupils to come to the front to act another scene. Pupil A says, *The teacher likes books*. Pupil B says, *Happy Birthday!* and gives you a book. Look happy and say, *Thank you!* Elicit that the second example was better because Pupil B listened. Ask when it is important to listen, e.g. when your teacher is setting homework, when somebody asks a question, etc.

## Using the worksheet

- Extension:** Pupils write more questions about the pictures in Activity 1, e.g. *Does she like cake?* They ask and answer the questions with a partner. They can also practise asking and answering the questions orally, according to ability.

## Worksheet 4: Animal facts

### Using the worksheet

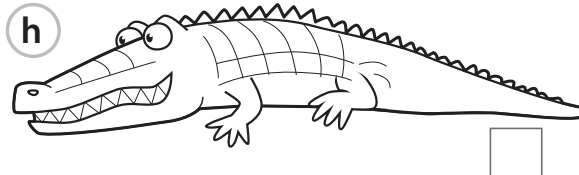
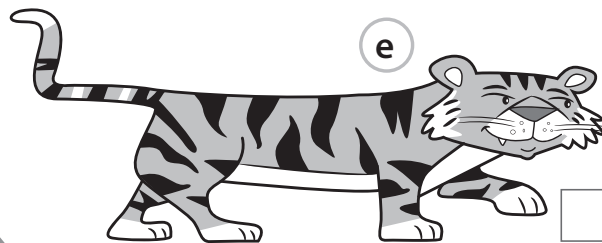
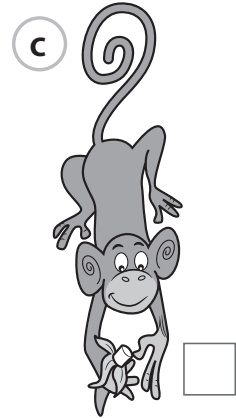
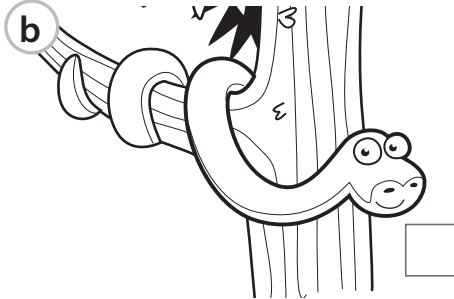
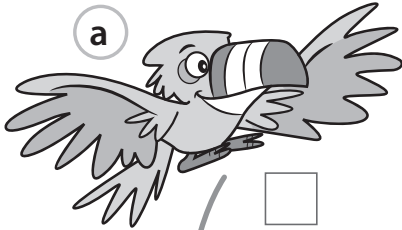
- Extension:** Erase the options from the box in Activity 2 with correction fluid before photocopying the worksheet. Pupils complete the sentences without the prompts. Alternatively pupils write a description of one of the other animals.

2

# Worksheet 1: Animals

Name: \_\_\_\_\_

## 1 Match and draw lines.



zebra

monkey

hippo

parrot

snake

bear

tiger

crocodile

2

## Listen to your teacher and number.

Vocabulary: Animals



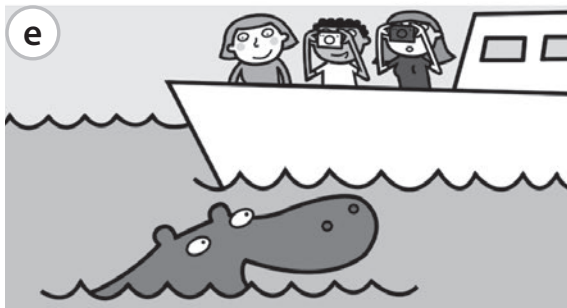
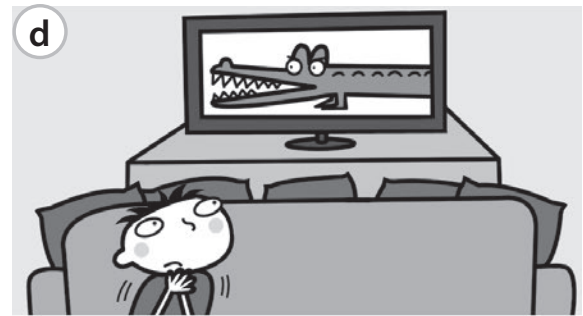
2

# Worksheet 2: likes / doesn't like

Name: \_\_\_\_\_

1

Look, read and write the letters.



1 Bill likes monkeys.

b

2 Anna likes hippos.

☐

3 Paul doesn't like dogs.

☐

4 Claire doesn't like spiders.

☐

5 Sue likes tigers.

☐

6 Tom doesn't like crocodiles.

☐

2

Ask your friends and write names.

1 \_\_\_\_\_ likes cats.

2 \_\_\_\_\_ likes bears.

3 \_\_\_\_\_ doesn't like snakes.

4 \_\_\_\_\_ doesn't like spiders.

Grammar 1: He / She likes / doesn't like

PHOTOCOPIABLE

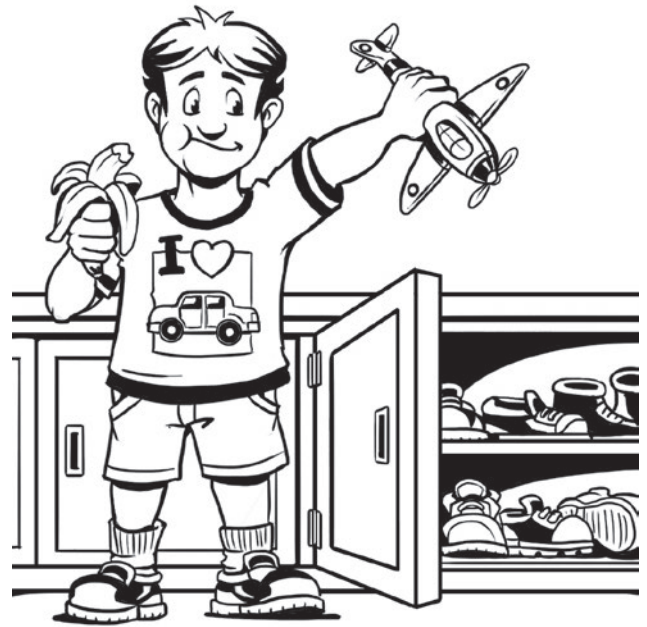
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# Worksheet 3: Does he / she like ... ?

Name: \_\_\_\_\_

## 1 Look at the pictures. Read and circle.



1 Does she like spiders?

2 Does he like shoes?

3 Does she like shoes?

4 Does he like cars?

Yes, she does. /

No, she doesn't.

Yes, he does. /

No, he doesn't.

Yes, she does. /

No, she doesn't.

Yes, he does. /

No, he doesn't.

## 2 Ask and answer.



Does your grandma like computer games?

Yes, she does.

Does your uncle like jeans?

No, he doesn't.

Grammar 2: Questions and answers with Does ... like?

## 2

## Worksheet 4: Animal facts

Name: \_\_\_\_\_

## 1 Read and match.

**Name:** Nina  
**From:** France  
**Age:** 19  
**Favourite food:**  
 fish



**Name:** Sandra  
**From:** Mexico  
**Age:** 7  
**Favourite food:**  
 mice



**Name:** Tommy  
**From:** Brazil  
**Age:** 12  
**Favourite food:**  
 bananas



**Name:** Freddie  
**From:** Australia  
**Age:** 15  
**Favourite food:**  
 animals



She's a long animal with no legs.

She's young. She likes trees.

Her name is \_\_\_\_\_.

## 2 Read and complete.

long ~~Tommy~~ trees twelve fish

- 1 His name's Tommy.
- 2 He's \_\_\_\_\_.
- 3 He's a small animal with \_\_\_\_\_ arms.
- 4 He doesn't like \_\_\_\_\_.
- 5 He likes \_\_\_\_\_ and bananas.



Skills: Reading and writing

# My bedroom

## Worksheet 1: My bedroom

### Using the worksheet

- This worksheet practises furniture words: *armchair, bed, lamp, mat, mirror, sofa, table, wardrobe*.
- Pupils label the furniture individually or in pairs, using the words in the box.
- Ask pupils to draw and label their own bedroom on the other side of the worksheet.
- Pupils work in pairs. Pupil A says a sentence about his/her bedroom to Pupil B, e.g. *I've got a table in my bedroom*. Pupil B says *Snap!* if he/she has the same furniture. Then Pupil B says a sentence.

**KEY:** Activity 1: **2** wardrobe, **3** mirror, **4** lamp, **5** sofa, **6** armchair, **7** table, **8** mat; Activity 2: Pupils' own answers.

## Worksheet 2: *this/that/these/those*

### Using the worksheet

- This worksheet practises *this/that/these/those*.
- Pupils work individually or in pairs. They use the pictures to help them match the sentence halves.
- Pupils complete the sentences about the pictures.
- Pupils work in pairs. Pupil A covers the sentences in Activity 1. Pupil B says one of the sentences, e.g. *This ball is nice*. Pupil A points to the correct picture. They then swap roles.

**KEY:** Activity 1: **2** a, **3** d, **4** f, **5** b, **6** c; Activity 2: **2** Those, **3** This, **4** these

**Optional follow-up activity:** Play Musical chairs. Arrange the chairs in two rows, back to back, so there is one chair per pupil. Ask pupils to sit on the chairs. Play some music. Pupils walk/dance around the chairs. Take one chair away then stop the music. Pupils run to sit on a chair. The one who is left standing has to say a sentence with *this, that, these* or *those*, e.g. *I like that ruler*. They should move around the classroom and point at or touch the object(s). If they make a correct sentence, they can continue with the game. If they make a mistake, they are out. Each time a pupil is out, remove one more chair while the music is playing.

## Worksheet 3: *Is this yours?*

### Using the worksheet

- This worksheet practises questions with *Is this ... yours?* and *Are these ... yours?* and answers with *Yes/No, it's/they're mine*.
- Elicit what is happening in the pictures (the mother is angry because the house is messy).
- Pupils work individually or in pairs. They complete the story by copying the words into the correct speech bubble.
- Ask pupils to act out the story in pairs.

**KEY:** Activity 1: **2** this, **3** mine, **4** It's, **5** yours, **6** Sorry

**Extension:** For stronger pupils, erase the wordbank from the worksheet with correction fluid before copying and remove more of the words in the speech bubbles (e.g. all instances of *this* and *these*).

**Optional follow-up activity:** Pupils make their own story in pairs. Brainstorm some possible storylines in L1, e.g. a messy classroom or an angry teacher. Encourage pupils to act out their story.

## Worksheet 4: Recycling

### Using the worksheet

- This worksheet encourages pupils to find out about recycling in their school. It also teaches pupils how to take responsibility for their environment.
- Pupils look at the pictures of the bathroom, playground, classroom and dining room. Ask them to name these places and the rubbish in the bins. Pupils complete the sentences using the wordbank.
- As a class, visit the bins in the school and make a list of the rubbish you find. Tell pupils not to touch the rubbish. When you return to the classroom, pupils complete Activity 2.
- Pupils work in groups and think about what rubbish can be recycled. Ask pupils to compare their answers with another group.

**KEY:** Activity 1: **2** food, **3** paper, **4** bottles; Activity 2: (Possible answers) **2** We put paper and pencils in the bin in the classroom. **3** We put food in the bin in the dining room. **4** We put paper towels in the bin in the bathroom.

**Reinforcement:** Write sentences such as the example answer in Activity 2 about your school, missing out key words. Pupils copy and complete instead of writing the whole sentences themselves.

**Optional follow-up activity:** Pupils make posters in groups with recycling rules for the school.

## Competence in science and physical education

Ask pupils to think of a typical day and what things they throw away. Elicit how many bins they have in their house and what they put in each one, e.g. notebook paper in bedroom bin, food in kitchen bin. Elicit which of these things can be recycled. Ask who takes the rubbish out in their family and whether they recycle anything. Explain to pupils that it doesn't take much time to separate rubbish from recyclable items. Find out if pupils have a recycling point near their house. If so, highlight how easy and important it is to recycle.



3

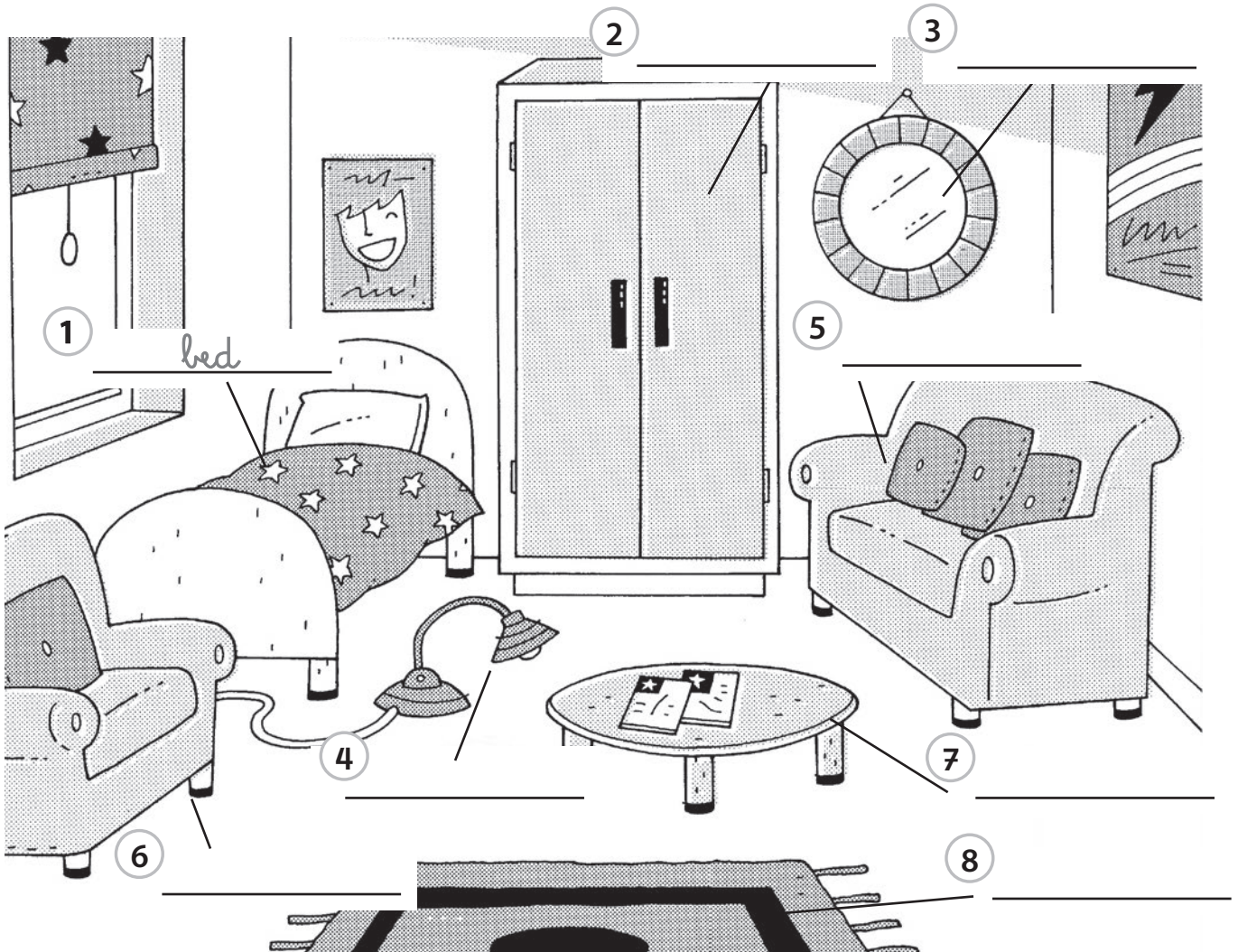
# Worksheet 1: My bedroom

Name: \_\_\_\_\_

1

## Label the bedroom.

table lamp ~~bed~~ sofa wardrobe mat mirror armchair



2

## Draw and label your bedroom. Then say.

I've got a table in my bedroom.

I haven't got a computer in my bedroom.

Vocabulary: Furniture

**PHOTOCOPIABLE**

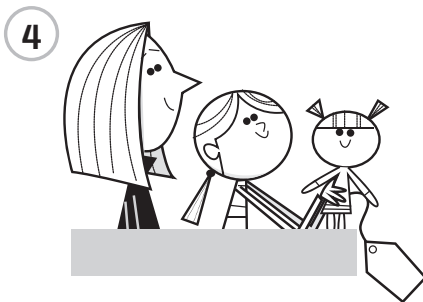
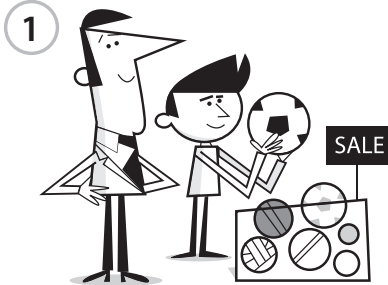
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# Worksheet 2: *this/that/these/those*

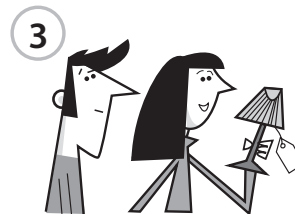
Name: \_\_\_\_\_

## 1 Look, read and match.



- |                  |                  |
|------------------|------------------|
| 1 This ball      | a that wardrobe. |
| 2 I like         | b these pens.    |
| 3 I like         | c are nice.      |
| 4 This doll      | d those shoes.   |
| 5 I like         | e is nice.       |
| 6 These trousers | f is nice.       |

## 2 Write *this*, *that*, *these* or *those*.



- 1 I like that clock.
- 2 \_\_\_\_\_ books are nice.
- 3 \_\_\_\_\_ lamp is nice.
- 4 I like \_\_\_\_\_ T-shirts.

Grammar 1: Demonstratives

# Worksheet 3: Is this yours?

Name: \_\_\_\_\_

## 1 Write the words in the story.

this ~~these~~ yours it's sorry mine

**1** Are these shoes yours?



Yes, they're mine.

**2** Is \_\_\_\_\_ cap yours?



No, it's mine.

**3** Are these books yours?



Yes, they're \_\_\_\_\_. Sorry!

**4** Is this football yours?



Yes, \_\_\_\_\_ mine.

**5** Is this sandwich \_\_\_\_\_, Peter?



No, it's mine.

**6** Is this coat yours?  
Are these bags yours?



Yes, \_\_\_\_\_!

## 2 Act out the story.

Grammar 2: mine / yours



## 3

## Worksheet 4: Recycling

Name: \_\_\_\_\_

## 1 Read and complete the sentences.

food — ~~paper towels~~ — bottles — paper

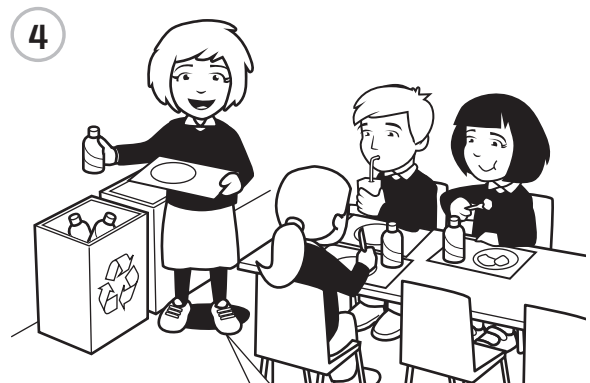
We put paper towels  
in the bin in the bathroom.



We put \_\_\_\_\_  
in the bin in the playground.



We put \_\_\_\_\_  
in the bin in the classroom.



We put \_\_\_\_\_  
in the bin in the dining  
room.

## 2 Find out about your school and write.

1 We put bottles in the bin in the playground.

2 \_\_\_\_\_.

3 \_\_\_\_\_.

4 \_\_\_\_\_.

Science: Recycling

# Come to my party!

## Worksheet 1: The face

### Using the worksheet

- This worksheet practises face words: *hair, ears, eyes, nose, mouth, glasses* and revises body words (*arm, foot, hand, knee, leg, toes*).
- Pupils can work individually or in pairs. Tell them to look at the man's face and use it to help them solve the anagrams.
- Pupils then read and letter the body words from Level 1.

**KEY: Activity 1:** 2 eyes, 3 glasses, 4 nose, 5 ears, 6 mouth;

**Activity 2:** c knee, d leg, a arm, f toes, b hand

**Extension:** Before photocopying the worksheet erase the words in Activity 2 with correction fluid and instead write anagrams for pupils to solve and then match to letters a to f in the picture – e.g. *ftoo* (foot), *rma* (arm), *neek* (knee), *east* (toes), *egl* (leg), *dnah* (hand).

**Optional follow-up activity:** Play Body Pictionary. Ask volunteers to take it in turns to draw a picture of a body part from the worksheet on the board slowly, line by line. The first pupil to hold up their hand and guess the body part takes the next turn.

## Worksheet 2: He / She's got ...

### Using the worksheet

- This listening and reading activity practises *He/She's got* and face vocabulary.
- Read the sentences below. Pupils listen and decide which picture the sentences describe. They circle *a* or *b* each time.

### TEACHER'S SCRIPT

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1 She's got short black hair. | 5 He's got a big nose.             |
| 2 She's got glasses.          | 6 He's got glasses.                |
| 3 She's got a big mouth.      | 7 He's got short hair. It's black. |
| 4 She's got long hair.        | 8 He's got small ears.             |
- Pupils read the description and complete the picture accordingly. They will need access to a blue and brown pen or pencil.

**KEY: Activity 1:** 2a, 3a, 4a, 5b, 6b, 7a, 8b

**Extension:** Pupils write more sentences about the girl in Activity 2, e.g. *She's got small ears*.

**Optional follow-up activity:** Pupils take it in turns to describe and guess the people in Activity 1. Pupil A says, e.g. *She's got glasses*. Pupil B points to the correct picture.

## Social and civic competences

Draw a picture on the board of a man with a very big nose who is smiling. Mime laughing at him, pointing at his nose and say *You've got a big nose!* Ask the class if they think the man is happy now. Change the smile for a sad mouth and then mime that you are thinking about how you acted and that you feel bad. Elicit that it is not good to comment on other people's appearances in a way that could make them feel sad.

## Worksheet 3: Has he / she got ... ?

### Using the worksheet

- This speaking activity practises the question *Has he/she got ... ?* and the short answers *Yes, he/she has* and *No, he/she hasn't*. It also reviews face vocabulary and colours.

- Pupils draw four faces and colour the eyes and hair. Encourage them to look at the small pictures at the top for inspiration and to use a variety of features. They think of and write a name for each face.
- Pupils work in pairs to play a guessing game. Pupil A chooses one of their pictures. Pupil B asks a question, e.g. *Has he got glasses?* Pupil A answers according to the picture they chose, *Yes, he has.* / *No, he hasn't.* To identify the face Pupil B asks, e.g. *Is it Juan?* Pupil A responds accordingly. They then swap roles.

**Reinforcement:** Erase two of the face outlines with correction fluid before photocopying the worksheet. Pupils draw and colour two faces.

**Extension:** Pupils write a description of one of the people they have drawn. Pupils swap descriptions and worksheets with a partner. They read the description and choose the correct person.

**Optional follow-up activity:** Bring a selection of photos of celebrities to class. Give each pair three or four photos. Pupils take it in turns to choose and guess the people as before.

## Worksheet 4: Describing

### Using the worksheet

- This reading and speaking activity reviews *He's/She's got ...*, face and clothes vocabulary and colours.
- Explain to the class that colours can be English surnames, e.g. brown, white, black, green. Pupils read about the Green family and look at the picture. They write the names of the family members on the lines.
- Pupils colour the picture. They work in pairs to see if they have coloured anything the same. Pupil A says a phrase about his/her picture, e.g. *In my picture, Bella's got red hair*. Pupil B looks at his/her picture and responds accordingly. If it is the same, *Yes. In my picture, Bella's got red hair*. If it is different, *No. In my picture, Bella's got brown hair*.

**KEY: Activity 1:** 2 Bella, 3 Sarah, 4 Tania

**Extension:** Pupils write more sentences to describe the family, e.g. *Bella Green is short. She's got long hair*.

**Optional follow-up activity:** Pupils work in small groups of three or four. They take it in turns to describe a person on one of their worksheets, e.g. *She's got a T-shirt, trainers and a cap*. The other pupils listen and point to the correct picture.

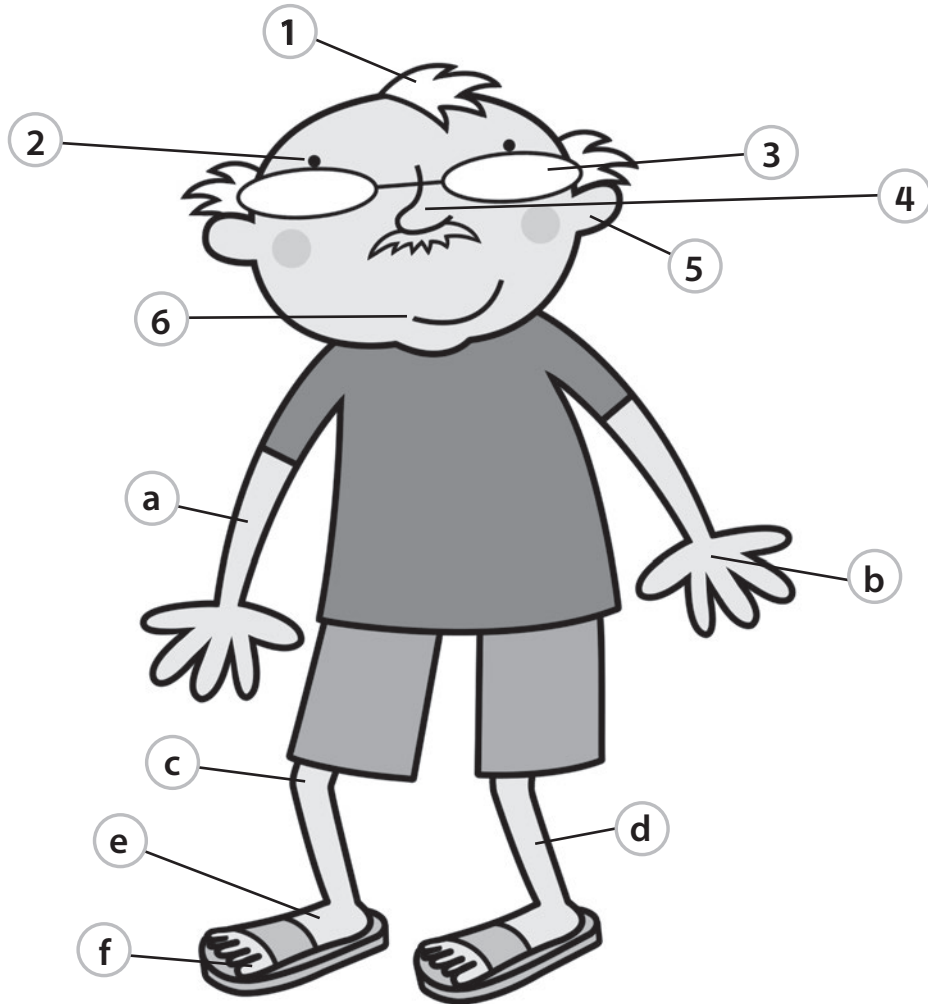


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# Worksheet 1: The face

Name: \_\_\_\_\_

## 1 Write the face words.



1 aihr \_\_\_\_\_ 2 yees \_\_\_\_\_ 3 aslegss \_\_\_\_\_ 4 osne \_\_\_\_\_  
 5 sear \_\_\_\_\_ 6 tomuh \_\_\_\_\_

## 2 Write the letters for the body words.

\_\_\_\_\_ foot \_\_\_\_\_ knee \_\_\_\_\_ leg  
 \_\_\_\_\_ arm \_\_\_\_\_ toes \_\_\_\_\_ hand

Vocabulary: The face

# Worksheet 2: He / She's got ...

Name: \_\_\_\_\_

## 1 Listen to your teacher and circle.

a



a



b



b



1 a

b

5 a

b

2 a

b

6 a

b

3 a

b

7 a

b

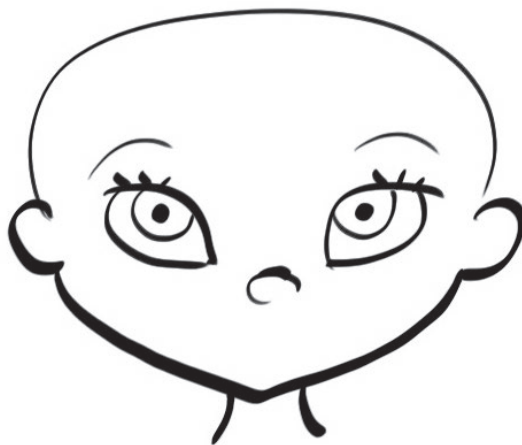
4 a

b

8 a

b

## 2 Read, draw and colour.



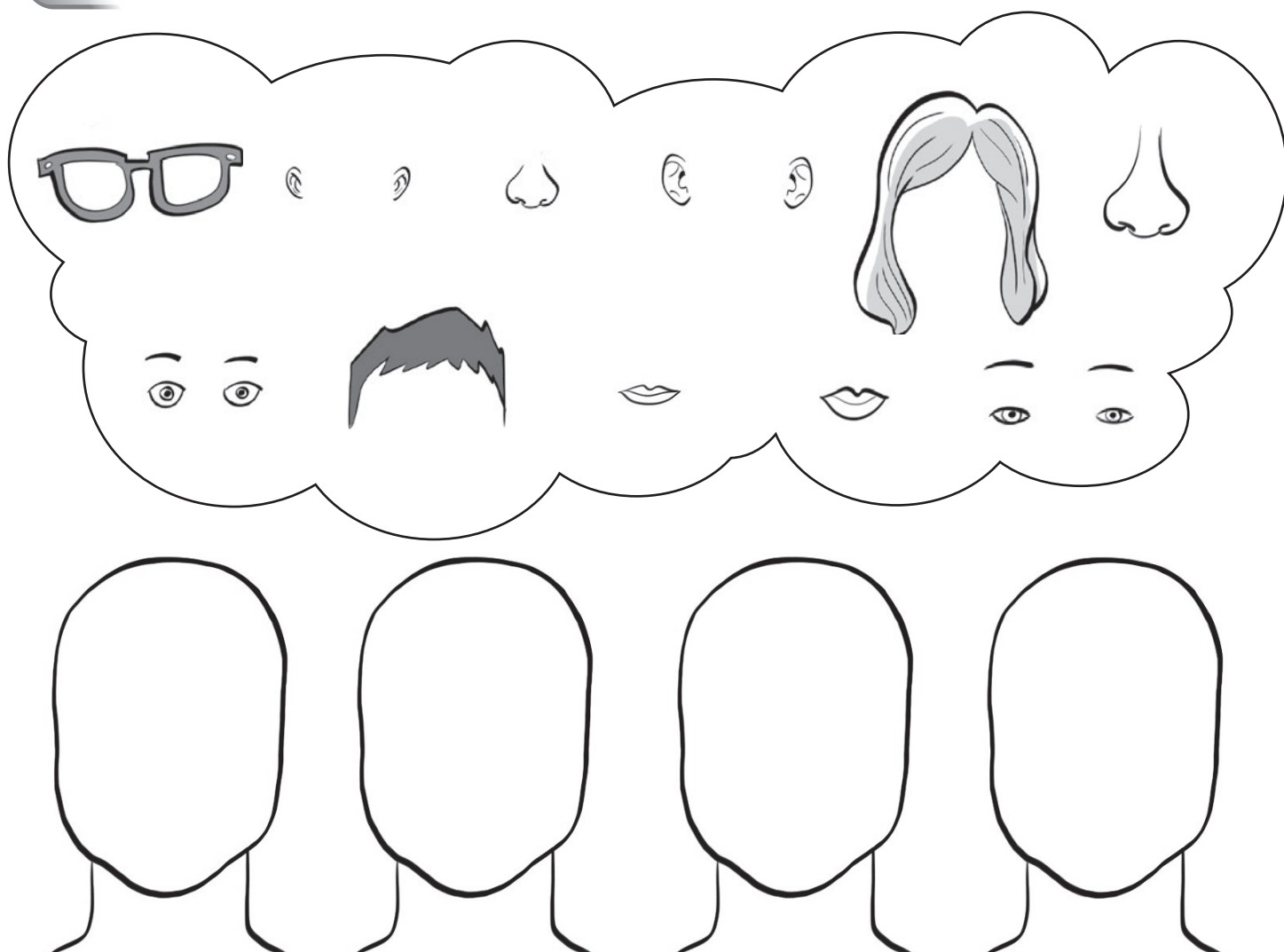
Clara has got short brown hair and blue eyes.  
She's got glasses and a small mouth.

Grammar 1: He / She's got

# Worksheet 3: Has he/she got... ?

Name: \_\_\_\_\_

## 1 Draw and colour the faces.



## 2 Ask, answer and guess.

Has he got glasses?

Yes, he has.

Is it Juan?

Yes, it is!

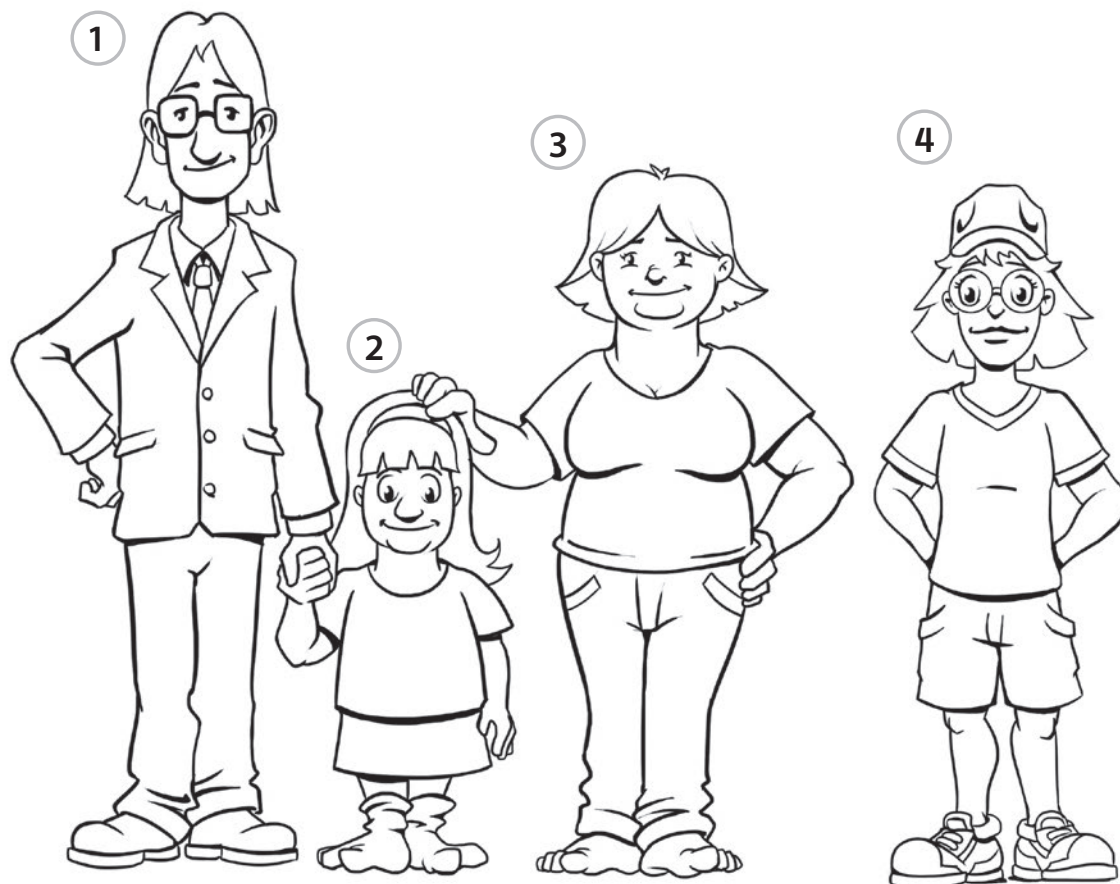
Grammar 2: Questions and answers with *he / she has got ...*

## 4

## Worksheet 4: Describing

Name: \_\_\_\_\_

## 1 Look, read and write the names.



This is the Green family. **Tony** Green has got big ears and long hair. **Sarah** Green has got small eyes and small ears. **Tania** Green has got glasses and big eyes. **Bella** Green has got a big nose and small ears.

1 Tony      2 \_\_\_\_\_      3 \_\_\_\_\_      4 \_\_\_\_\_

## 2 Colour and compare.

In my picture, Bella's got red hair.

No. In my picture, Bella's got brown hair.

Skills: Reading and speaking

## Worksheet 1: Transport

### Using the worksheet

- This worksheet practises transport words: *boat, bus, helicopter, lorry, motorbike, scooter, skateboard, taxi* and revises *bike, car, go-kart, plane* and *train*.
- Use the pictures to teach/check *street, sea, park* and *sky*. Pupils work individually or in pairs. They look at the large picture and write the transport words in the correct column.
- Pupils add other transport words they know to the chart, then compare their charts in pairs or small groups.

**KEY: Activity 1:** Street: bus, taxi, lorry, motorbike, Park:

scooter, skateboard, Sea: boat, Sky: helicopter; **Activity 2:**

(Possible answers) Street: car, Park: bike, go-kart, Sea: submarine, Sky: plane

**Reinforcement:** Before copying the worksheet, write the key words around the large picture.

**Optional follow-up activity:** Spell out one of the transport words. Pause after each letter, e.g. *H-E-L-I-C-O-P-T-E-R*. Pupils put up their hand when they know the word. Once you have finished spelling the word ask the first pupil who put up their hand to say the word and spell it. If they are correct, they take the next turn.

## Worksheet 2: I'm driving / flying / riding / sailing

### Using the worksheet

- This reading and writing activity practises positive sentences in the present continuous, first person. It also revises transport and animal vocabulary.
- Pupils look at the pictures and complete the sentences.
- Pupils work in pairs to play a guessing game. Pupil A says, e.g. *I'm riding a skateboard*. Pupil B says, e.g. *You're a tiger*.

**KEY: Activity 1:** 2 helicopter, 3 motorbike, 4 taxi, 5 sailing a boat, 6 I'm flying a plane

**Reinforcement:** Write the missing words from sentences 2–6 at the top before photocopying the worksheet. Pupils complete the sentences.

**Extension:** Erase all the *-ing* words from the sentences with correction fluid before photocopying the worksheet.

**Optional follow-up activity:** Play Pictionary with the class. Divide the class into two teams. One pupil from each team comes to the front. Show them a sentence, e.g. *I'm flying a plane*. Pupils draw the sentence for their team to guess. The first team to say the sentence correctly wins a point.

## Worksheet 3: Are you ...ing?

### Using the worksheet

- This worksheet practises *What are you doing? Are you ...ing?* and *Yes, I am* and *No, I'm not*.
- Pupils read and choose the correct answer.
- Pupils draw pictures to illustrate the text, then act out the dialogues.

**KEY: Activity 1:** 2 b, 3 b, 4 a; **Activity 2:** drawings of:  
2 someone watching TV, 3 someone flying a kite,  
4 someone eating an ice cream

**Optional follow-up activity:** Demonstrate how to play Musical statues. Blindfold a volunteer and write an action on the board, e.g. *I'm flying a plane*. Pupils mime the action while you play some music. Stop the music. Pupils freeze. Clean the board and remove the volunteer's blindfold. The volunteer must guess what the rest of the class are doing. If any pupils move when they are supposed to be 'frozen', they are out.

## Worksheet 4: Measuring

### Using the worksheet

- This speaking and writing activity practises measuring language and the question *How tall is ... ?* Pupils will need access to tape measures or wall charts to measure each other's height.
- Pupils work in small groups of four or five. They take turns to measure each other's height. They make a note of the names and heights of the pupils in their group.
- Give each pupil in the group a number. Then regroup the pupils by numbers to exchange their results. Pupils complete the table with the names and heights of the class.
- Help pupils work out some class statistics. Tell them to count how many pupils there are and write the number on the board. Ask pupils to guess the combined height of all the pupils. Calculate this figure and write it on the board. Ask them to guess what the average height will be. If no one knows how to calculate this figure, ask them to add the heights and divide by the number of pupils in the class. Write the sum and answer on the board. Pupils complete the sentences on the worksheet with the appropriate numbers.

## Mathematical competence and basic competences in science and technology

Draw a pizza with six slices on the board. Tell pupils to imagine that five friends are coming to their house tonight and they are going to order some pizzas. Ask how many pizzas they think they will need. Remind pupils that they don't know how hungry their friends will be. Elicit their answers and how they got their answers, e.g. *I'd like to eat three slices and probably my friends too. So we need three pizzas*. Elicit that estimating is an important skill. Ask pupils if they ever estimate how long their homework will take and whether they are usually right. Elicit any other situations where estimating is important, e.g. taking enough money to go shopping, estimating time to get ready before going out.

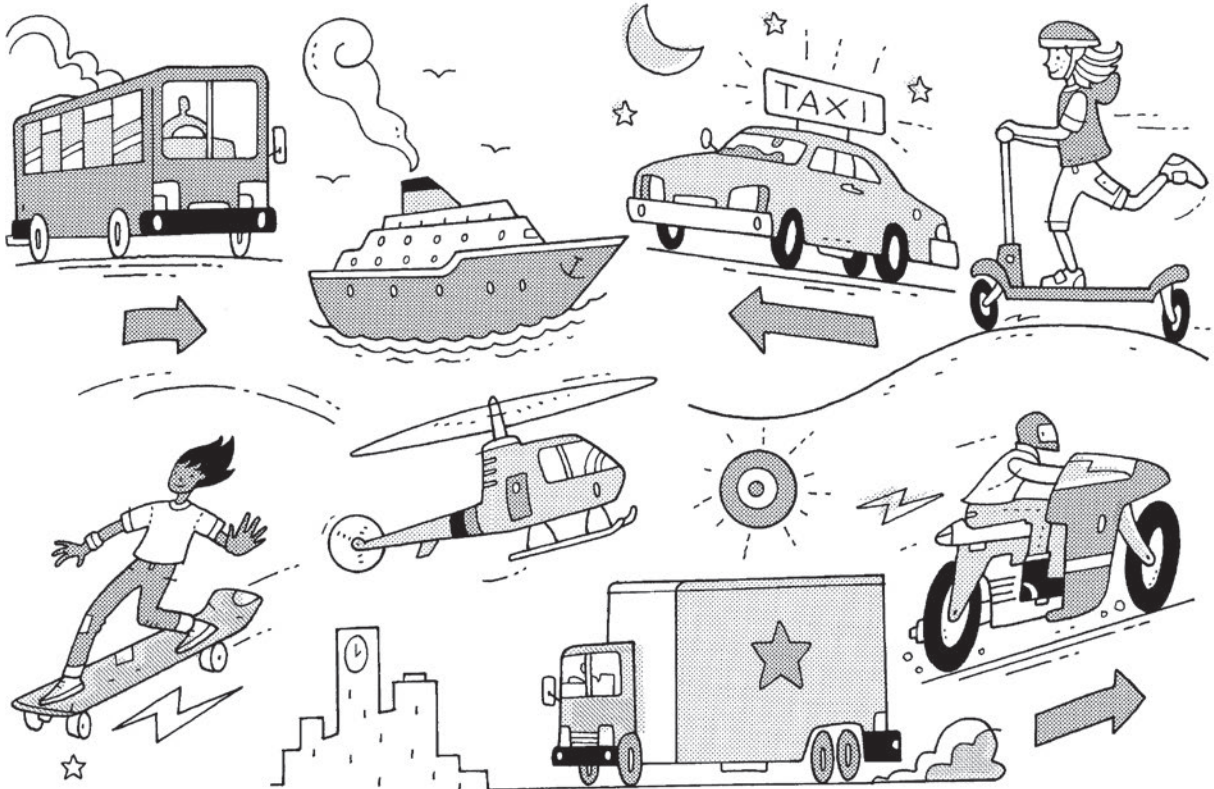


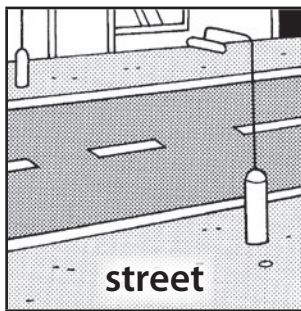
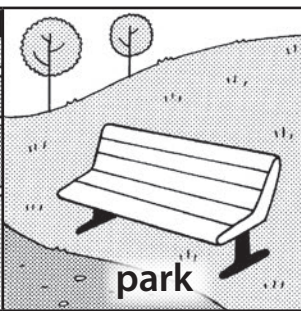
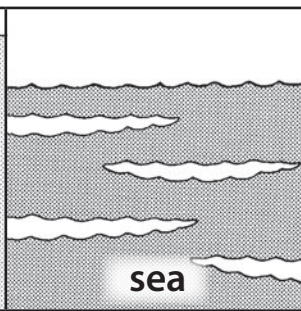
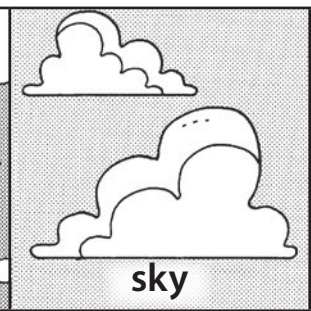
5

# Worksheet1:Transport

Name: \_\_\_\_\_

## 1 Look and write the words in the chart.



|  <p>street</p> |  <p>park</p> |  <p>sea</p> |  <p>sky</p> |
|---|---|---|--|
| <p>bus</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>                                    | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>   | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>   | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>  |

## 2 Think of more transport words to write in the chart.

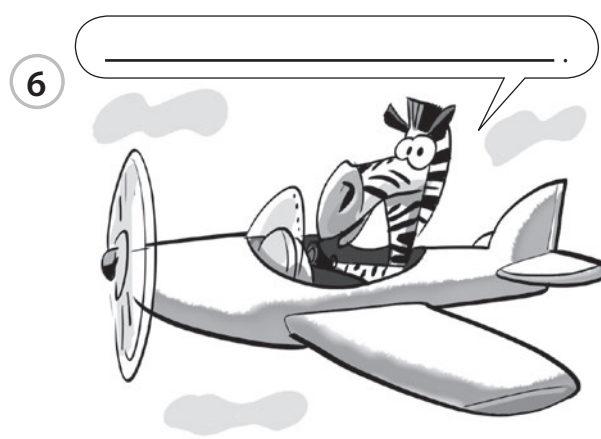
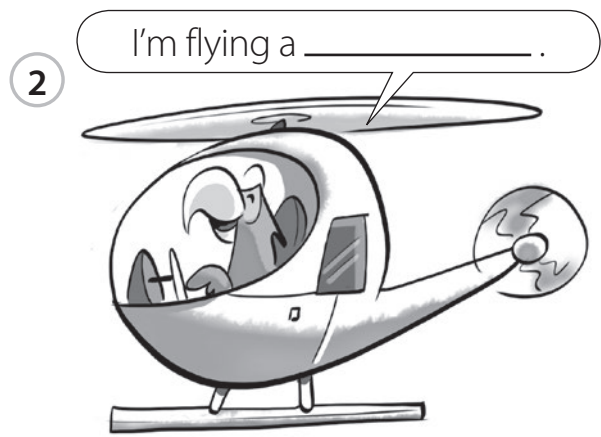
Vocabulary: Transport

5

# Worksheet 2: I'm driving / flying / riding / sailing

Name: \_\_\_\_\_

## 1 Look, read and complete.



## 2 Say and guess.

I'm riding a skateboard.

You're a tiger!

Grammar 1: I'm driving / flying / riding / sailing

Name: \_\_\_\_\_

**1 Read and circle the correct answer.**

1 Are you sailing?

**a)** No, I'm not. I'm painting.**b)** Yes, I'm doing.

2 Are you watching TV?

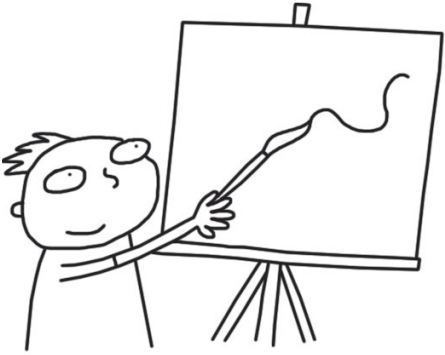
**a)** Yes, I do.**b)** Yes, I am.

3 What are you doing?

**a)** Yes, I am.**b)** I'm flying a kite.

4 Are you eating an ice cream?

**a)** Yes, I am.**b)** Yes, it is.**2 Read again and draw pictures. Then act.**

|  |          |
|--|----------|
| <p>1</p>  | <p>2</p> |
| <p>3</p>   | <p>4</p> |

Grammar 2: Questions and answers with verb + *ing*

## 5

**Worksheet 4: Measuring**

Name: \_\_\_\_\_

**1 Measure your friends. Ask and answer.**

| Name | Height | Name | Height | Name | Height |
|------|--------|------|--------|------|--------|
|      |        |      |        |      |        |
|      |        |      |        |      |        |
|      |        |      |        |      |        |
|      |        |      |        |      |        |
|      |        |      |        |      |        |
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|      |        |      |        |      |        |
|      |        |      |        |      |        |
|      |        |      |        |      |        |
|      |        |      |        |      |        |
|      |        |      |        |      |        |

How tall is Juan?

He's 1 metre 10 centimetres tall.

**2 Read and complete.**

The class is \_\_\_\_\_ tall!

The average height in the class is \_\_\_\_\_.

CLIL: Maths



## Worksheet 1: Sport

## Using the worksheet

- This worksheet practises sport words: *badminton, baseball, basketball, football, hockey, table tennis, tennis* and *volleyball*.
- Pupils work individually or in pairs. They look at the pictures and find the words in the word search. Then they label the pictures.

**KEY:** 2 football, 3 volleyball, 4 baseball, 5 hockey, 6 basketball, 7 tennis, 8 table tennis

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| b | a | d | m | i | n | t | o | n |   | v |   |
| a |   |   |   |   |   |   |   |   |   | o | f |
| s |   |   |   |   |   |   |   |   |   | l | o |
| k |   |   |   |   |   |   |   |   |   | l | o |
| e |   |   |   |   |   |   | h |   |   | e | t |
| t | e | n | n | i | s |   | o |   |   | y | b |
| b |   |   |   |   |   |   | c |   |   | b | a |
| a |   |   |   |   |   |   | k |   |   | a | l |
| l |   |   |   | b | a | s | e | b | a | l | l |
| l |   |   |   |   |   |   | y |   |   | l |   |
| t | a | b | l | e | t | e | n | n | i | s |   |

**Reinforcement:** Write the answers in random order on the board or at the bottom of the worksheet before copying.

**Optional follow-up activity:** Mime playing one of the sports and ask pupils to guess what sport it is. Ask a volunteer to do the next mime. The game can continue in pairs. Pupil A mimes playing a sport and Pupil B guesses. Pupils swap roles.

## Worksheet 2: Swimming is great!

## Using the worksheet

- This worksheet practises the *ing* forms *flying a kite, listening to music, making a sandcastle, painting a picture, playing football, riding a bike, swimming in the sea, sailing a boat* and adjectives *boring, difficult, fun* and *great*.
- Pupils work individually. They write four true and four false sentences using the *ing* forms and adjectives in the table.
- Pupils work in pairs. Pupil A reads one of his/her sentences from Activity 1 or 2 to Pupil B. Pupil B listens and guesses whether the sentence is true or false. Pupils swap roles.

**KEY: Activity 1:** (Possible answers) 2 Riding a bike is fun. 3 Playing football is great. 4 Flying a kite is difficult.; **Activity 2:** (Possible answers) 2 Listening to music is difficult. 3 Making a sandcastle is fun. 4 Sailing a boat is boring.

**Optional follow-up activity:** Make some space in the classroom. Demonstrate how to play Simon Says. Say, e.g. *Simon says watching TV is fun*. Pupils act this out. Say, e.g. *Playing hockey is difficult*. Pupils should not act this out because you haven't said *Simon says*. When pupils make a mistake, they sit down. The winner leads the next game.

## Worksheet 3: Like + ing

## Using the worksheet

- This worksheet practises *like + ing* with *Me too* and *I don't*.
- Pupils work in pairs. They cut out the cards, shuffle them and place them face down so both pupils have a pile of cards in front of them. Then they cut out the faces.
- Pupil A picks up a card, e.g. *swimming* and makes a sentence, e.g. *I like swimming*. Pupil B picks up a face and says *Me too* or *I don't* to match the sentence. Pupils swap roles.

**Optional follow-up activity:** Pupils work with the same partner to make a poster. They divide it into three columns: *We like ...*, (name) *likes ...*, (name) *doesn't like ...* and draw pictures to illustrate their individual and common likes and dislikes. Encourage pupils to ask and answer questions about the poster while they work, e.g. *What do you like doing? I like ... / I don't like ...*

## Worksheet 4: Favourite sports

## Using the worksheet

- This reading and writing activity practises *I like (playing football), My favourite sport is ... , Playing football is (fun)* and sports and activities vocabulary.
- Pupils read the speech bubbles and match the sports equipment to the children. There are some pictures that are not mentioned by any of the children.
- Pupils write about four sports and activities they like and draw a picture of a piece of equipment to represent each one. Tell them to draw the pictures in a random order.
- Pupils share their work in pairs. Pupil A reads a phrase, e.g. *I like making sandcastles*. Pupil B points to the corresponding picture on Pupil A's worksheet.

**KEY: Activity 1:** 2 h and e, 3 f and j, 4 a; **Activity 2:** Pupils' own answers

**Reinforcement:** In Activity 1 erase the sports equipment pictures not mentioned by the children (baseball bat, basketball, paintbrush, sandcastle) before photocopying the worksheet. In Activity 2 model the three sentences on the board: *I like (swimming) and (painting pictures), My favourite sport is (basketball), Playing (football) is boring!*

**Extension:** Erase some words in the speech bubbles with correction fluid before photocopying the worksheet. For example, 1 My name's Kim. I \_\_\_\_\_ playing badminton. 2 I'm Emma. My \_\_\_\_\_ sport is hockey and I like \_\_\_\_\_ kites too. 3 I'm Tom. I like \_\_\_\_\_ to music and playing tennis. 4 I'm Jessica. \_\_\_\_\_ football is fun! Pupils complete the sentences and then match the equipment.



## 6

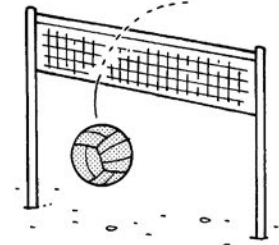
## Worksheet 1: Sport

Name: \_\_\_\_\_

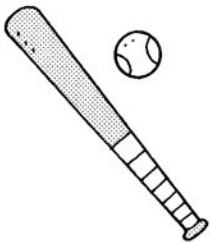
Look, find and write the words.


1 badminton

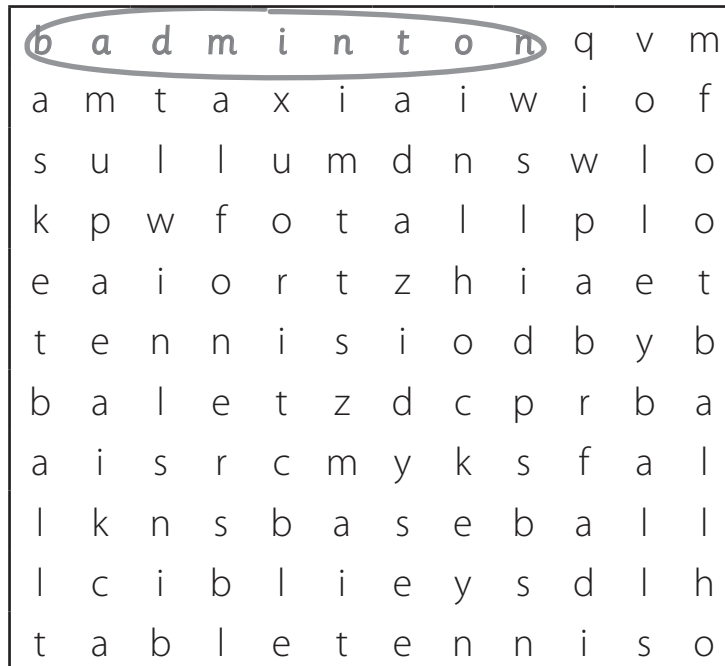

2 \_\_\_\_\_



3 \_\_\_\_\_



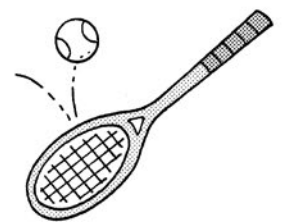
4 \_\_\_\_\_



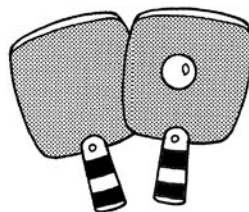
5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

Vocabulary: Sport

# Worksheet 2: Swimming is great!

Name: \_\_\_\_\_

1

**Make four true sentences.**

a



b



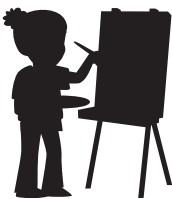
c



d



e



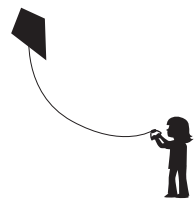
f



g



h



|              |                 |           |
|--------------|-----------------|-----------|
| swimming     | a bike is       | fun       |
| riding       | a sandcastle is | great     |
| playing      | football is     | boring    |
| sailing      | a boat is       | difficult |
| painting     | music is        |           |
| listening to | a kite is       |           |
| making       | a picture is    |           |
| flying       | in the sea is   |           |

1 Swimming in the sea is great.

2

3

4

2

**Make four false sentences.**

1 Painting a picture is boring.

2

3

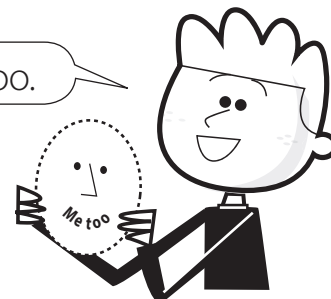
4

Grammar 1: *ing* forms

Name: \_\_\_\_\_

**Cut out and play the game.**

I like playing basketball.



Me too.

|                      |                    |                    |
|----------------------|--------------------|--------------------|
| playing basketball   | sailing a boat     | listening to music |
| swimming             | playing volleyball | painting           |
| playing table tennis | riding a bike      | going to school    |
| playing baseball     | playing football   | playing badminton  |

Grammar 2: *Like + ing*

# Worksheet 4: Favourite sports

Name: \_\_\_\_\_

## 1 Read and match.

1

My name's Kim.  
I like playing  
badminton.



2

I'm Emma. My  
favourite sport is  
hockey and  
I like flying kites  
too.



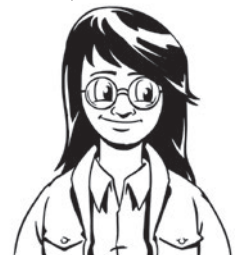
3

I'm Tom. I like  
listening to  
music and  
playing tennis.



4

I'm Jessica.  
Playing football  
is fun!



a



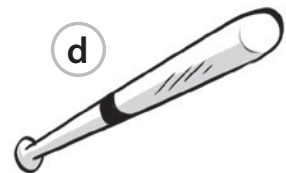
b



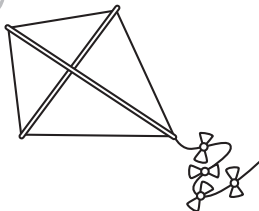
c



d



e



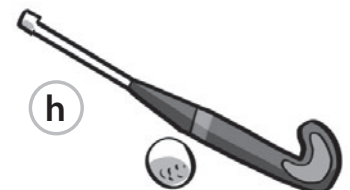
f



g



h



i



j



## 2 Write about you and draw.

I \_\_\_\_\_ and \_\_\_\_\_.

My \_\_\_\_\_.

\_\_\_\_\_ is \_\_\_\_\_!

Skills: Reading and writing

## Worksheet 1: Farm animals

### Using the worksheet

- This writing and speaking activity practises farm animal vocabulary and parts of the body from Level 1.
- Pupils look at the pictures and write the animal words on the lines.
- Pupils work in pairs to spell and guess the animals. Pupil A says, e.g. *C-H-I-C-K-E-N*. Pupil B responds with the part of the animal shown in the picture, e.g. *Head!*

**KEY:** **Activity 1:** 2 mouse, 3 horse, 4 rabbit, 5 cow, 6 sheep, 7 goat, 8 child; **Activity 2:** 2 mouse/tail, 3 horse/hair, 4 rabbit/nose, 5 cow/body, 6 sheep/feet, 7 goat/ears, 8 child/face

**Reinforcement:** Write the words at the top before photocopying the worksheet for pupils to copy.

**Extension:** In Activity 2, pupils spell the parts of the body as well as the animal words, e.g. Pupil A says *C-H-I-C-K-E-N* and Pupil B responds *H-E-A-D*.

## Worksheet 2: Irregular plurals

### Using the worksheet

- This writing and speaking activity practises irregular plural nouns. It revises numbers 2–10 and *There are ...*.
- Pupils look at the words and write their plural form.
- Pupils look at the words in Activity 1 and draw them in Picture A (more than one item for each word, but not more than ten).
- Write the sentences below on the board for pupils to correct: *In my picture there are three sheeps. (sheeps should be sheep) In my picture there is two mice. (is should be are)*
- Pupils work in pairs to describe their picture and draw their partner's picture. Pupil A says a phrase, e.g. *In my picture there are two women*. Pupil B draws two women into picture B. Pupils take turns to describe and draw. When pupils finish they compare their pictures.
- Then they write three to four sentences about their picture. They read them out in pairs.

**KEY:** **Activity 1:** 2 sheep, 3 children, 4 women, 5 men

**Extension:** Pupils say where the people and animals are, e.g. *In my picture there are two women. One woman is under the tree. One woman is in the boat.*

## Worksheet 3: How many ... have ... got? They've got ...

### Using the worksheet

- This listening and speaking activity practises questions with *How many ... have ... got?* in the third person plural and the response *They've got ...*. It also reviews parts of the body vocabulary from Levels 1 and 2 and numbers 1–10.
- Read the sentences below. Pupils draw features on the monster outlines. Repeat the sentences once more for the pupils to check their drawings.

### TEACHER'S SCRIPT

- |                                    |                            |
|------------------------------------|----------------------------|
| 1 They've got four noses.          | 2 They've got three tails. |
| 3 They've got seven legs and feet. | 4 They've got eight eyes.  |
| 5 They've got five ears.           | 6 They've got two mouths.  |
| 7 They've got ten arms and hands.  |                            |
- Pupils complete the phrases about their monsters, e.g. *They've got four noses.*
  - Pupils work in pairs to compare their monsters. Pupil A asks a question, e.g. *How many eyes have they got?* Pupil B answers according to the picture, e.g. *They've got eight eyes.*

**KEY:** **Activity 1:** 2 three, 3 seven, 4 eight, 5 They've got five ears. 6 They've got two mouths. 7 They've got ten arms and hands.

**Reinforcement:** Write *They've got* and parts of the body onto sentences 5–7. Pupils write numbers to complete the sentences.

**Extension:** Erase *They've got* and the parts of the body from sentences 1–4 with correction fluid before photocopying the worksheet. Pupils write the whole sentences.

## Worksheet 4: Animal talk

### Using the worksheet

- This game practises talking about different animals.
- Cut out the cards, shuffle them and place them face down in a pile. Divide pupils into two teams. Each team takes it in turns to select the card at the top and make simple sentences about the animal on the card, e.g. *They're small. They're white. They don't like cats.* (mice). They get a point for each new sentence the team can make without stopping.

**Reinforcement:** Write key words for each animal on the board to help prompt pupils when they select a card, e.g. for crocodile: *big, green, water.*

**Optional follow-up activity:** Play Animal Pictionary. Ask a volunteer to draw a picture of an animal on the board. The first pupil to guess the animal takes the next turn.

## Competence in science and physical education

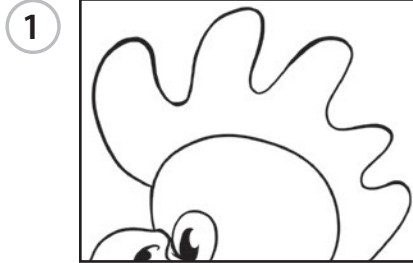
Bring photographs of wild animals found in Spain to class, e.g. *wild boar, chameleon, swallow, brown bear*, etc. Write *mammals, birds* and *reptiles* on the board. Show the class example photos of each type of animal and stick the photos on the board under the group name. Distribute other photos. Pupils work in pairs to choose a group for each animal. Ask pupils which of these animals they have seen in the wild. Tell pupils the names of the animals they are most interested in.



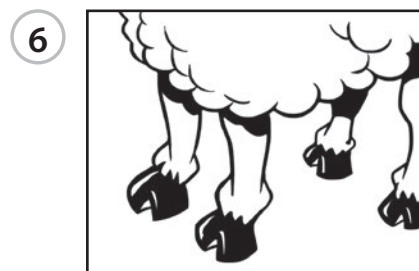
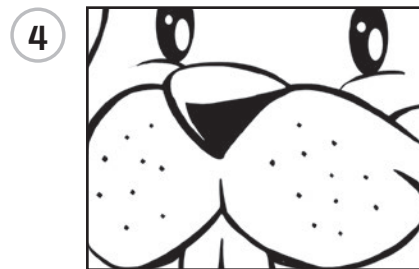
# Worksheet 1: Farm animals

Name: \_\_\_\_\_

## 1 Look and write.



chicken



## 2 Spell and guess.

C-H-I-C-K-E-N

Head!

Vocabulary: Farm animals

# Worksheet 2: Irregular plurals

Name: \_\_\_\_\_

## 1 Write the plurals.

1 mouse - mice

2 sheep - \_\_\_\_\_

3 child - \_\_\_\_\_

4 woman - \_\_\_\_\_

5 man - \_\_\_\_\_

## 2 Draw in Picture A. Listen and draw in Picture B.



## 3 Write sentences about your picture.

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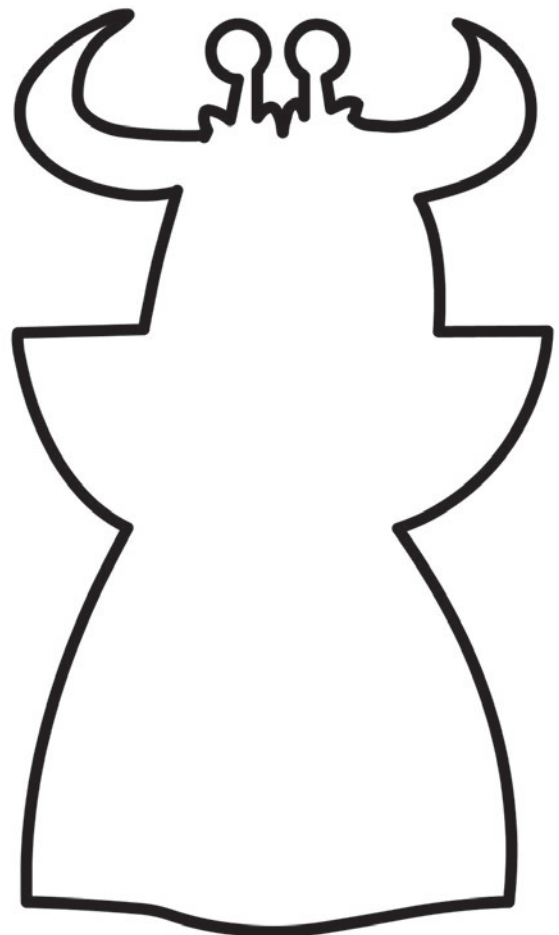
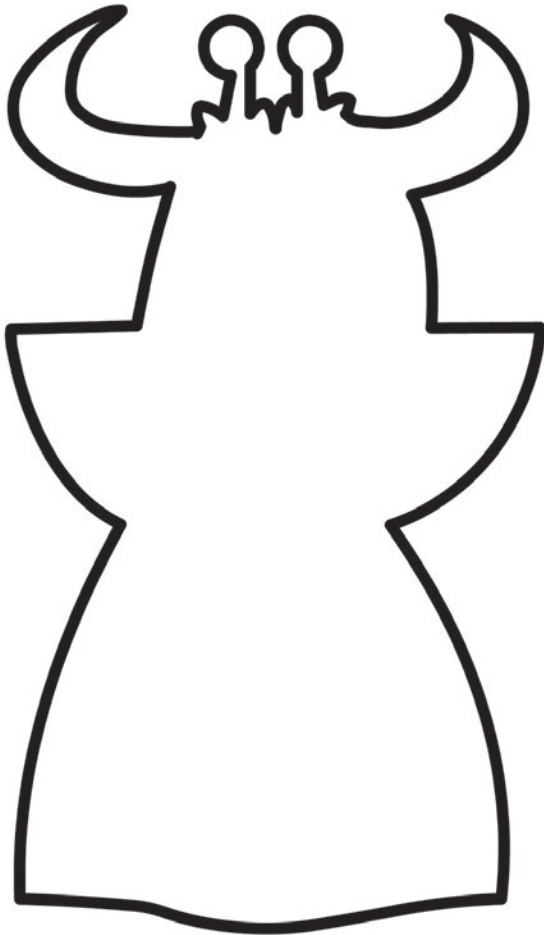


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# Worksheet 3: How many ... have ... got? They've got ...

Name: \_\_\_\_\_

## 1 Listen and draw. Then read and complete the sentences.



1 They've got four noses.

2 They've got \_\_\_\_\_ tails.

3 They've got \_\_\_\_\_ legs and feet.

4 They've got \_\_\_\_\_ eyes.

5 \_\_\_\_\_.

6 \_\_\_\_\_.

7 \_\_\_\_\_.

## 2 Ask and answer.

How many eyes have they got?

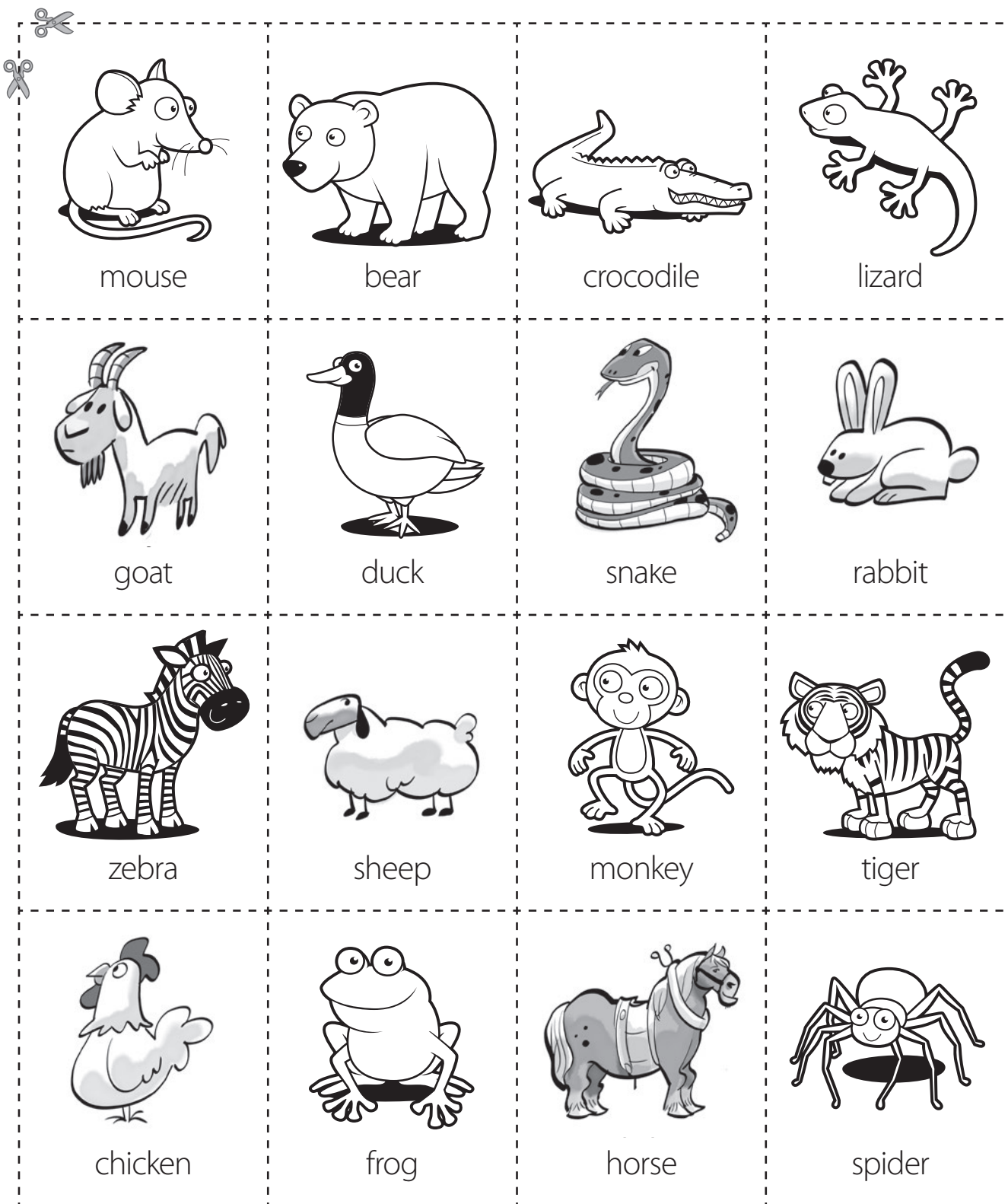
They've got eight eyes.

Grammar 2: How many ... have ... got? They've got ...

# Worksheet 4: Animal talk

Name: \_\_\_\_\_

**Cut out and shuffle the cards.**  
**Talk about the animals.**



CLIL: Science

# Amusement park

## Worksheet 1: Amusement park

### Using the worksheet

- This writing and speaking activity practises amusement park vocabulary and positive sentences with the first person singular of the present continuous.
- Pupils look at the verbs on the left and circle the picture that collocates with each verb. They write the words on the lines to complete the phrases.
- Pupils test each other on the vocabulary. Pupil A says a phrase, e.g. *Eat a...* Pupil B completes the phrase, e.g. *burger*.
- Pupils work in pairs to talk about the pictures of the children at the amusement park. Pupil A makes a phrase about one of the children, e.g. *I'm eating a burger*. Pupil B guesses who Pupil A is by spelling the name, e.g. *J-U-L-I-A*.

**KEY:** Activity 1: **2** horse, **3** lemonade, **4** ball, **5** chips, **6** prize

**Reinforcement:** Write the missing words onto the lines in Activity 1 before photocopying the worksheet. Pupils find and circle the corresponding pictures.

**Extension:** Pupils play a vocabulary game. They think of other options for the verbs in Activity 1. Pupil A says, e.g. *Eat a pizza*. Pupil B says, e.g. *Eat an apple*. They continue until they cannot think of any more options. The last pupil to give an example is the winner.

## Worksheet 2: I'd like to

### Using the worksheet

- This reading and writing activity practises *I'd like to...* and holiday activity vocabulary.
- Pupils read the text and tick the pictures according to the activities Hannah would like to do on holiday.
- Pupils compare their answers in pairs. They take it in turns to make phrases in the first person, e.g. *I'd like to ride a horse* as if they were Hannah.
- Pupils write about what they would like to do on their holidays using verbs from Activity 1 and other verbs they can think of. Then they draw a picture for their text.

**KEY:** Activity 1: Pupils tick pictures b, c, f, g

**Reinforcement:** Write *eat, drink, ride, buy, throw, win, make* in Activity 2 before photocopying the worksheet. Pupils write about their holidays using these verbs.

## Worksheet 3: Revision

### Using the worksheet

- This speaking and writing activity practises the following question forms: *Does she/he like...? Where's the...? Has she/he got...? How many... have... got?*
- Pupils work in pairs to find the differences between the two pictures. Pupil A looks at Picture A. Pupil B looks at Picture B. Pupils take it in turns to ask and answer their questions. They circle the differences. At the end pupils look at both pictures and check their work.
- Pupils find three more differences and complete the sentences.

**KEY:** Activity 1: **1** a tiger / a hippo, **2** Yes, she does. / No, she doesn't. **3** six / four, **4** Yes, it has. / No, it hasn't. **5** on the rollercoaster / in a boat, **6** No, he doesn't. / Yes, he does. **7** three / four, **8** No, it hasn't. / Yes, it has.;  
**Activity 2:** **1** crocodile / duck, **2** on / under, **3** five / three

**Extension:** Erase some of the words in the questions next to each picture with correction fluid before photocopying the worksheet. Draw lines to show how many words are missing. Pupils complete and ask the questions.

## Worksheet 4: Word families

### Using the worksheet

- This board game reviews vocabulary from Level 2 and some basic vocabulary from Level 1.
- Pupils will need a counter each and a coin. They place their counters on the start square. Explain that heads moves two spaces and tails moves one space.
- Pupils take it in turns to flip the coin and move accordingly. If they don't know the word on the square, they move back to where they were at the start of their turn. If they know the word, they say it and think of two more examples from the same word family. Square **1** is a scooter so pupils say two other modes of transport, e.g. *scooter, helicopter, skateboard*. If they give a correct answer, they stay where they are. If they cannot think of two more examples, they move back to where they were at the start of their turn.

**Reinforcement:** Write the words on the squares before photocopying the worksheet. Pupils read the examples and think of two more words.

**KEY:** word families **1** modes of transport, **2** farm animals, **3** sports, **4** colours, **5** holiday activities, **6** items of furniture, **7** objects we can recycle, **8** facial features, **9** classroom objects, **10** shapes, **11** irregular plural nouns, **12** fairground activities, **13** toys, **14** clothes, **15** family members

## Learning to learn

Write the following words on the board in random order: *badminton, boat, lamp, eyes, parrot*. Then write the following words on the board in a neat list: *bookcase, wall, cupboard, chair, floor*. Elicit that in the second list the words are from the same group. Tell pupils it's a good idea to write vocabulary in word families in their notebooks. Explain that learning can be easier with organised notes and that pupils can add to their vocabulary pages as they learn new words.



# Worksheet 1: Amusement park

Name: \_\_\_\_\_

## 1 Circle the correct pictures. Write the words.

1 eat a



burger

2 ride a



3 drink



4 throw a



5 buy



6 win a



## 2 Say and spell.



Julia



Gary



Paul



Selena



Steve



Teresa



Laura

I'm eating a burger.

J-U-L-I-A

Vocabulary: Amusement park

# Worksheet 2: I'd like to

Name: \_\_\_\_\_

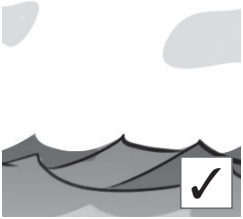
## 1 Read and put a tick (✓).



Hannah's Holiday in Hawaii.

"I'd like to swim in the sea. Swimming is great! I'd like to drink lemonade and eat ice cream. Computer games are boring. I'd like to listen to music and make sandcastles. I'd like to ride a horse. It's my favourite animal!"

a



b


☐

c


☐

d


☐

e


☐

f


☐

g


☐

h


☐

i


☐

j


☐

## 2 Write about your holiday. Draw a picture.



My holiday in \_\_\_\_\_.

I'd like to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Grammar 1: I'd like to

## 8

## Worksheet 3: Revision

Name: \_\_\_\_\_

## 1 Ask and answer. Find the differences.



- 1 What animal is on the rollercoaster?
- 2 Does the woman like burgers?
- 3 How many T-shirts have the monkeys got?
- 4 Has the bear got glasses?



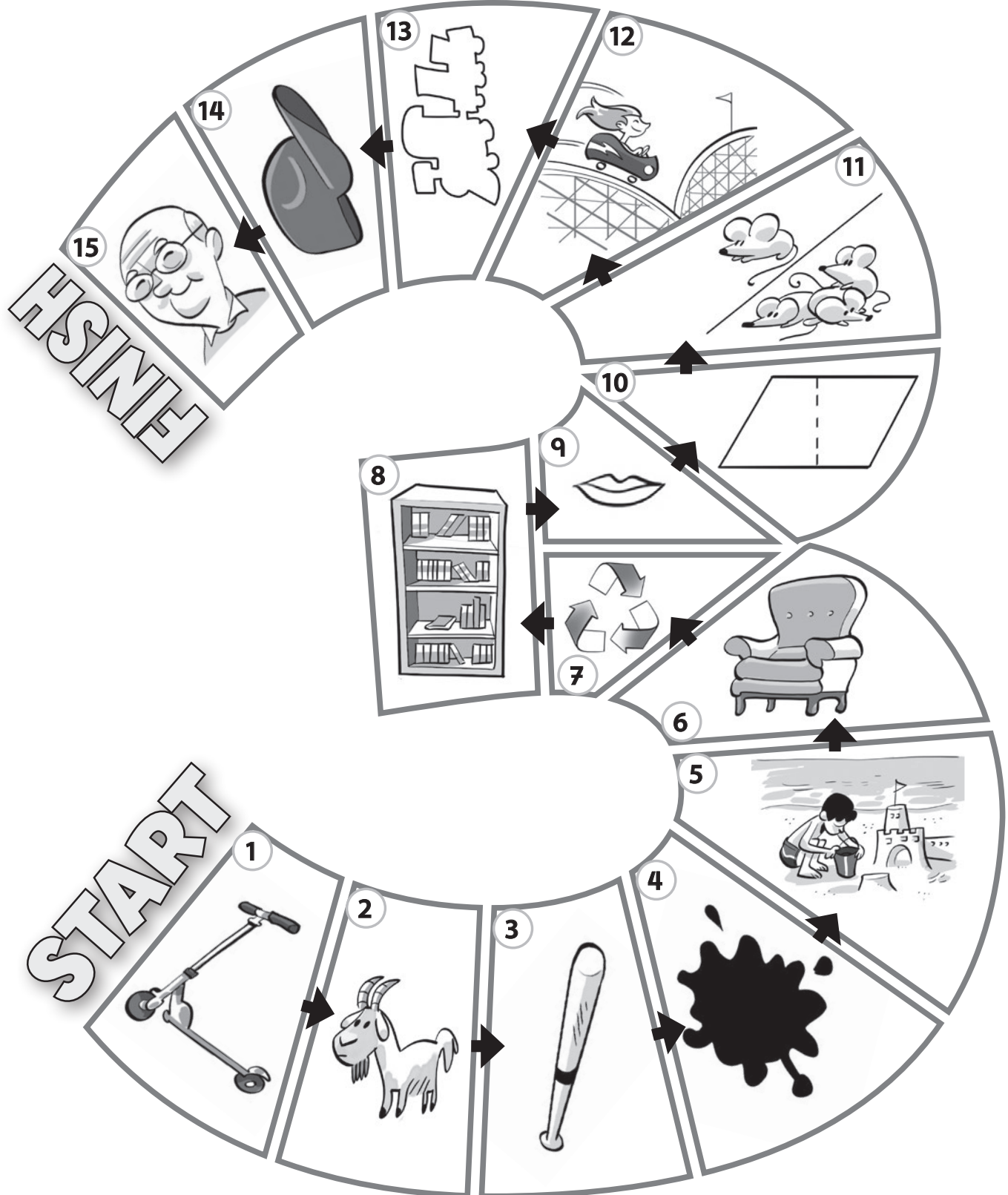
- 5 Where's the tiger?
- 6 Does the man like mice?
- 7 How many ice creams have the children got?
- 8 Has the zebra got a cap?

2 Find three more differences.  
Complete the sentences.

- 1 In Picture A there is a \_\_\_\_\_ in the water.  
In Picture B there is a \_\_\_\_\_ in the water.
- 2 In picture A the man is \_\_\_\_\_ the chair.  
In Picture B the man is \_\_\_\_\_ the chair.
- 3 In Picture A there are \_\_\_\_\_ boats.  
In Picture B there are \_\_\_\_\_ boats.

Name: \_\_\_\_\_

Play the 3s game.



Skills: Speaking



# Introduction to the tests

The Tests in *Quick Minds Teacher's Resource Book 2* have been especially designed for the needs of pupils at Primary level.

## What is the format of the tests in *Quick Minds Teacher's Resource Book 2*?

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, Reading and Writing are assessed together.) The Downloadable Class Audio includes all the recordings for the Listening tests. From page 51 onwards there are procedural notes, answer keys and tapescripts for each test.

The tests also reflect the work on basic competences in the relevant Pupil's Book units.

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 Language Assessment 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 School bag Unit and Units 1 and 2, Test 2 to Units 3 to 5 and Test 3 to Units 6 to 8).

## How do I use the tests?

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

Many of the activities in the tests cover similar content and task types to the tasks in external exams (the Cambridge English Language Assessment Young Learners tests). Activities which help to train pupils to do these task types, such as 'Listen and match' or 'Write yes or no', 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:

|                  |           |
|------------------|-----------|
| <b>Listening</b> | <b>15</b> |
| <b>Reading</b>   | <b>10</b> |
| <b>Writing</b>   | <b>10</b> |
| <b>Speaking</b>  | <b>10</b> |

When reading and writing are assessed together:

|                            |           |
|----------------------------|-----------|
| <b>Listening</b>           | <b>15</b> |
| <b>Reading and writing</b> | <b>20</b> |
| <b>Speaking</b>            | <b>10</b> |

Please note that, for the first term of Level 2, the tests assess reading and writing skills together, reflecting the content of the Pupil's Book.



# Teacher's notes, tapescripts and answer keys

## Term 1 Test – Standard

(testing the content of The school bag unit and Units 1 and 2)

### Listening

#### 1 Listen and draw happy or sad faces. (5 marks)

Pupils look at the pictures and listen. They draw a happy face or a sad face in the circle under each picture according to what they hear.

##### One

**Boy 1:** Does Grandma like hippos?

**Boy 2:** No, she doesn't. She likes small animals.

##### Two

**Boy 1:** Does Grandpa like snakes?

**Boy 2:** I don't know. Grandpa? Do you like snakes?

**Man:** Snakes? Where?

**Boy 2:** No, he doesn't like snakes.

##### Three

**Man:** Bye, kids!

**Boy 1:** Bye, Uncle Terry.

**Boy 2:** Bye!

**Boy 1:** Does Uncle Terry like zebras?

**Boy 2:** Yes, he does. There's a big zebra on his T-shirt and a baby zebra on his cap.

##### Four

**Boy 1:** Does Mum like monkeys?

**Boy 2:** Yes, she does.

**Woman:** Yes, I do. I like you two and you're monkeys!

**Boy 1:** No, we're not!

##### Five

**Boy 1:** Does Aunt Elena like tigers?

**Boy 2:** Err, she's got a cat. Tigers are cats.

**Boy 1:** A cat's not a tiger! Mum, does Aunt Elena like tigers?

**Woman:** No! No, she doesn't.

**Boy 1:** See?

**KEY:** 1 ☹, 2 ☹, 3 ☺, 4 ☺, 5 ☹

#### 2 Listen and circle. Match. (10 marks)

Pupils listen and choose a number and a picture according to what they hear. They circle a number and draw a line from the number to a picture each time.

##### One

**Woman:** Hello, Katie.

**Girl:** Hello, Aunt Lucy. I've got a book about parrots.

**Woman:** It's beautiful.

**Girl:** Yes, it is. On this page there are thirteen parrots.

##### Two.

**Man:** Hello, George. I'm your new teacher. This is the class.

**Boy:** It's big.

**Man:** Yes, there are eighteen students.

**Boy:** And me!

**Man:** Sorry, George. There are nineteen students.

##### Three

**Boy 1:** Dad's in the garden.

**Boy 2:** Is he under the tree?

**Boy 1:** Yes, he is.

**Boy 2:** Oh ... Does he like spiders?

**Boy 1:** No, he doesn't.

**Boy 2:** There is a family of spiders under the tree. There are twelve!

**Boy 1:** Twelve spiders! Poor Dad!

##### Four

**Man:** Where are the pencils?

**Woman:** On the table.

**Man:** Ah, yes. There are eleven pencils.

**Woman:** And, I've got five. Here.

**Man:** Thanks. Now there are sixteen pencils.

##### Five

**Girl:** Hi, Mum. Look at my picture.

**Woman:** It's beautiful.

**Girl:** Thanks. It's a big house. There are twenty windows.

**Woman:** Wow! Are there twenty doors too?

**Girl:** No, there's one door. Look.

**KEY:** Pupils draw lines between following numbers/pictures:

1 13/parrot, 2 19/student, 3 12/spider, 4 16/pencil, 5 20/window

### Reading and writing 1

#### 1 Read and draw. (5 marks)

Pupils read the text and draw the objects into the picture.

#### 2 Read and write yes or no. (5 marks)

Pupils look at the picture. They read the sentences and decide if they are correct. They write *yes* or *no* on the lines accordingly.

**KEY:** 1 yes, 2 yes, 3 no (There are *eight* pens under the chair),

4 no (There are seventeen balls *in* the cupboard.), 5 no (The *chairs* are under the *desks*.)

### Reading and writing 2

#### Write the words. (10 marks)

Pupils look at the pictures and letters. They rearrange the letters and write the animal words on the lines.

**KEY:** 1 zebra, 2 monkey, 3 hippo, 4 parrot, 5 snake, 6 bear, 7 tiger, 8 crocodile, 9 elephant, 10 lizard

### Speaking (10 marks)

#### Spell the words. Point and say number, animal or classroom.

Pupils work in pairs (or with the teacher). They take it in turns to spell and categorise the words. Pupil A spells a word, e.g. C-L-O-C-K. Pupil B points to the picture and says the word group, e.g. Classroom.

**KEY: Numbers:** eleven, twelve, fourteen, eighteen, twenty; **Animals:** fish, lizard, duck, spider, rat; **Classroom:** clock, bookcase, board, cupboard, window

## Term 1 Test – High

(testing the content of The school bag unit and Units 1 and 2)

### Listening

#### 1 Listen and write the numbers. (5 marks)

Pupils listen and write a number on each picture according to what they hear. Remind pupils to write numbers not words.

##### One

Write number seventeen on the door.

##### Two

Write number thirteen in the book.

##### Three

Write number twelve on the board.

##### Four

Write number sixteen on the wall under the window.

##### Five

Write number nineteen on the chair.

**KEY:** 1 17 on the door, 2 13 in the book, 3 12 on the board, 4 16 on the wall under the window, 5 19 on the chair.

#### 2 Listen and circle yes or no. (10 marks)

Pupils listen and circle yes or no according to what they hear.

**Woman:** Hello, Peter.

**Peter:** Hello.

**Woman:** What's the name of the zoo?

**Peter:** City Zoo.

**Woman:** City?

**Peter:** Yes.

**Woman:** How do you spell that?

**Peter:** C-I-T-Y.

**Woman:** Is it a small zoo?

**Peter:** No, it's big.

**Woman:** Do you like the zoo, Peter?

**Peter:** Yes, I do.

**Woman:** What's your favourite animal?

**Peter:** The parrots.

**Woman:** What colour are they?

**Peter:** Red, green and blue. They are beautiful. There are fifteen parrots in City Zoo.

**Woman:** Do you like the monkeys?

**Peter:** Yes, I do.

**Woman:** What's this?

**Peter:** It's a snake. A long snake.

**Woman:** It isn't one snake. There are twenty snakes!

**Woman:** Is your brother OK?

**Peter:** Yes, he's OK. He doesn't like snakes.

**Woman:** Oh dear.

**Peter:** It's OK, Sam. Let's eat an ice cream.

**Sam:** Good idea!

**Peter:** He likes ice cream.

**KEY:** 1 yes, 2 no, 3 yes, 4 no, 5 no, 6 yes, 7 no, 8 no, 9 yes, 10 no

### Reading and writing 1

Look at the picture. Read and answer the questions with one word. (10 marks)

Pupils look at the picture of the classroom. They read the questions and answer them using a word according to the picture.

**KEY:** 1 classroom, 2 hippo, 3 yes, 4 no, 5 twenty, 6 yes, 7 yes, 8 floor, 9 no, 10 under

### Reading and writing 2

#### 1 Read and complete. (5 marks)

Pupils read the texts and complete them using the words in the box.

**KEY:** his, small, long, beautiful, She

#### 2 Write about your friend. Draw. (5 marks)

Pupils write a text about a friend. Encourage them to use the texts in Activity 1 as a model. Remind them to use *he/she* and *his/her* appropriately. Pupils then draw a picture of his/her friend in the box.

### Speaking

#### Ask and answer. (10 marks)

Pupils work in pairs (or with the teacher). They ask and answer questions about the pictures. Pupil A asks, e.g. *Where is the zebra?*

Pupil B answers, e.g. *On the chair*. Encourage pupils to use the three different question forms shown in the speech bubbles.

# Term 2 Test – Standard

## Listening

### 1 Listen, draw and colour. (10 marks)

Pupils listen and complete the pictures according to what they hear. Pupils will need access to green, brown and black colouring pencils.

#### One

**Woman:** She's got glasses.

**Man:** Are they big glasses?

**Woman:** No, they're not. They're small.

**Man:** Has she got a big mouth?

**Woman:** Yes, a big mouth and a big smile.

**Man:** Has she got long hair?

**Woman:** No, she hasn't. She's got short hair.

**Man:** Is it black?

**Woman:** Yes, it is.

#### Two

**Man:** He's got a small nose.

**Woman:** The boy's got a small nose?

**Man:** Yes.

**Woman:** Has he got big ears?

**Man:** Yes, he has.

**Woman:** Has he got big eyes?

**Man:** No, he hasn't. They're small.

**Woman:** What colour are they?

**Man:** They're green.

**Woman:** Has he got short hair?

**Man:** Yes, he has. He's got short hair. It's brown.

**KEY:** 1 Pupils draw small glasses, a big smile and short black hair.

2 Pupils draw a small nose, big ears, small green eyes and short brown hair.

### 2 Listen and circle. (5 marks)

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

#### One

**Man:** What are you doing?

**Woman:** I'm flying a plane.

#### Two

**Woman:** Are you driving a lorry?

**Man:** No, I'm not. I'm driving a taxi.

#### Three

**Man:** What are you doing?

**Woman:** I'm sailing.

#### Four

**Woman:** What are you doing?

**Man:** I'm riding a motorbike.

#### Five

**Man:** Are you riding a scooter?

**Woman:** No, I'm not. I'm riding a skateboard.

**KEY:** 1 plane, 2 taxi, 3 boat, 4 motorbike, 5 skateboard

## Reading

### 1 Read and look. Put a tick (✓) or a cross (X).

(4 marks) 

Pupils read the sentences and look at the pictures. They tick the correct sentences and cross the incorrect ones.

**KEY:** 1 X, 2 ✓, 3 ✓, 4 X

### 2 Read and look. Write *yes* or *no*. (6 marks)

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

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

## Writing

### 1 Look and write. (5 marks)

Pupils look at the pictures and complete the sentences.

**KEY:** 1 that, 2 those, 3 these / sofas, 4 this / mouth, 5 this / mirror

### 2 Read and complete. (5 marks)

Pupils look at the picture. They read the sentences and complete each one according to the picture.

**KEY:** 1 driving / lorry, 2 lamp, 3 eyes / glasses

## Speaking

### Ask and answer. (10 marks)

Pupils work in pairs (or with the teacher) to talk about the objects in the picture. Explain that the objects labelled A belong to Pupil A and the objects labelled B belong to Pupil B. Pupil A asks a question about one of the objects labelled A or B, e.g. *Is this lamp yours?* Pupil B answers according to the label, e.g. *No, it isn't. It's yours* or *Yes, it's mine*. Encourage pupils to look at the speech bubbles to help them.

## Term 2 Test – High

### Listening

#### 1 Listen and match. (5 marks)

Pupils look at the pictures and listen. They draw lines from each small object to the correct position in the picture. Tell pupils there is one extra picture.

##### One

**Man:** The lamp is on the table.

**Woman:** On this table?

**Man:** No. On that small table.

##### Two

**Woman:** Where's the bear?

**Man:** On the bed.

**Woman:** This bed?

**Man:** Yes. The bear is on this bed.

##### Three

**Man:** The helicopter is on the wardrobe.

**Woman:** Sorry, in the wardrobe?

**Man:** No, not in. It's on the wardrobe.

##### Four

**Woman:** Where are the books?

**Man:** They're under that bed.

**Woman:** Under that bed?

**Man:** Yes.

##### Five

**Man:** The mirror is on the wardrobe door.

**Woman:** Where?

**Man:** The wardrobe has got a door. The mirror is on the door.

**Woman:** OK. The mirror is on the wardrobe door.

**KEY:** **1 lamp:** on the bedside table, **2 bear:** on bed on left, **3 helicopter:** on the wardrobe, **4 books:** under bed on the right, **5 mirror:** on the wardrobe door

#### 2 Listen and tick (✓). (10 marks)

Pupils look at the names and pictures in the table and listen. They decide who each object belongs to and tick the table accordingly. Tell them that they might need to tick more than one person for an object.

##### One

**Dad:** What a mess! Time to tidy up, Claire.

**Claire:** Oh no. Where's Tim?

**Tim:** I'm here.

**Dad:** Good. Now, are these your socks, Claire?

**Tim:** No. They're mine.

**Dad:** Tidy up, please!

**Tim:** OK, Dad.

##### Two

**Tim:** These pencils aren't mine.

**Claire:** Oh, yes. They're mine. One, two, three, four, five ... eighteen, nineteen, twenty pencils. Finished!

**Dad:** Just a minute. That's my red pencil.

**Tim:** And that's my purple pencil. Look, it's got my name on it.

**Claire:** Oh, OK. Here, Dad. Here, Tim. Your pencils.

**Dad/Tim:** Thank you, Claire. / Thanks!

##### Three

**Claire:** Look! Are these glasses

yours, Tim? They're not mine. I haven't got glasses.

**Tim:** OK, Claire. Yes, they're mine.

**Claire:** Tidy up, Tim!

##### Four

**Dad:** Look at the cars all over the mat. Are those your cars, Tim?

**Tim:** Yes, they're mine. Just a minute. This car isn't mine. Is this yours, Claire?

**Claire:** Yes, it is, Tim. Thanks.

**Tim:** Tidy up!

##### Five

**Claire:** Look at the books all over the room.

**Tim:** These books are yours, Claire!

**Claire:** No, they're not. They're yours.

**Tim:** They're not mine.

**Dad:** They're mine.

**Claire/Tim:** Dad! What a mess!

**Dad:** Yes. Time to tidy up.

**Tim:** Let's help him.

**Claire:** OK.

**Dad:** Thanks, Claire. Thanks, Tim.

**Tim:** Wow! The room is really tidy now.

**KEY:** **Dad:** pencils, books; **Claire:** pencils, cars; **Tim:** socks, pencils, glasses, cars

### Reading

**Read and complete the questions. Circle the correct answers. (10 marks)**

Pupils look at the pictures. They read the questions and complete them with words from the box. They circle the correct answer each time according to the picture.

**KEY:** **1** riding / No, I'm not, **2** these / Yes, they're mine, **3** this / Yes, it's mine, **4** Yours / Yes, it's mine, **5** doing / I'm sailing

### Writing

**1 Look at the pictures. Write the words and match. (5 marks)**

Pupils look at the pictures and read the beginnings of the sentences. They choose an ending for each sentence and draw lines accordingly.

**KEY:** **1** mouth (d), **2** a lorry (a), **3** mirrors (e), **4** shoes (b), **5** a boat (c)

**2 Look at the pictures. Complete the sentences. (5 marks)**

Pupils look at the pictures and read the beginnings of the sentences. They complete each sentence according to the picture. Encourage pupils to use the sentences in Activity 1 to help them.

**KEY:** **1** nose, **2** driving a taxi, **3** these lamps, **4** glasses all over/on the table, **5** eating an ice cream

### Speaking (10 marks)

**Ask and answer questions about your family.**

**Say true or false.**

Pupils work in pairs (or with the teacher) to give information about their families and spot false information. Using the pictures as prompts, pupil A asks a question, e.g. *Has your dad got a motorbike?* Pupil B answers (with the truth or not), e.g. *Yes, he has.* Pupil A decides whether Pupil B is telling the truth and says *True* or *False*. Pupils get a point for each correct guess. If they are incorrect, the other pupil gets a point.

# Term 3 Test – Standard

## Listening

### 1 Listen and put a tick (✓) or a cross (X). (10 marks)

Pupils listen and look at the pictures. They tick or cross the pictures according to what the speaker would or would not like to do.

**One**

**Woman:** I'd like to drink lemonade. I don't like tea.

**Two**

**Man:** This is difficult! I'd like to win a prize! I'd like to win the bear.  
I don't like monkeys.

**Three**

**Woman:** Horses are boring. I'd like to ride a rollercoaster.

**Four**

**Man:** Burgers, burgers!

**Woman:** I like burgers. I'd like to eat a burger.

**Man:** Ice cream!

**Woman:** Yes, please. I'd like to eat an ice cream.

**Five**

**Woman:** I'd like to eat chips with my burger.

**Man:** I've got bananas, bananas, bananas ...

**Woman:** No, thank you. I don't like bananas!

**KEY:** 1 a ✓, b X, 2 a ✓, b X, 3 a X, b ✓, 4 a ✓, b ✓, 5 a ✓, b X

### 2 Listen and match. (5 marks)

Pupils listen and decide which sports the girl likes / doesn't like. They draw lines from each sport to one of the faces according to what they hear.

**One**

**Man:** What sport do you like doing, Kelly?

**Kelly:** My favourite sport is table tennis. It's fun!

**Two**

**Man:** Do you like playing baseball?

**Kelly:** No, I don't. Baseball is boring.

**Three**

**Man:** I like playing hockey.

**Kelly:** Me too. It's great!

**Four**

**Man:** Do you like playing badminton?

**Kelly:** Badminton is difficult but, yes, I like it.

**Five**

**Man:** Football is my favourite sport. Do you like playing football, Kelly?

**Kelly:** I don't. Playing football is boring. My brother likes it.

**KEY:** **Happy face** – table tennis, hockey, badminton.

**Bored face** – baseball, football

## Reading

### 1 Look and circle. (5 marks)

Pupils look at the pictures and circle the correct singular or plural form.

**KEY:** 1 mice, 2 chicken, 3 sheep, 4 rabbits, 5 horse

### 2 Look at the animals in Activity 1.

#### Read and number. (5 marks)

Pupils read the sentences and match them to the animals in Activity 1. They write a number in each box.

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

## Writing

### 1 Write the words in the table. (4 marks)

Pupils decide whether the words are positive or negative and write them in the correct part of the table.

**KEY:** ✓ fun, great X difficult, boring

### 2 Look and write sentences with the words in Activity 1. (6 marks)

Pupils look at the pictures and write sentences for the children in the pictures. Remind them to use a word from Activity 1 in each sentence.

**KEY:** 1 Playing volleyball / Volleyball is fun / great.

2 Playing tennis / Tennis is boring. 3 Playing hockey / Hockey is difficult. 4 Playing football / Football is fun / great. 5 Playing badminton / Badminton is fun / great. 6 Playing table tennis / Table tennis is boring.

## Speaking

### Ask and answer. (10 marks)

Pupils work in pairs (or with the teacher) to ask questions about sports and animals using the pictures and word prompts. Encourage pupils to use the speech bubbles to help them.



## Term 3 Test – High

### Listening

#### 1 Listen and circle the activities they like. (10 marks)

Pupils listen and circle the activities the children like.

##### One

**Woman:** What's your favourite sport, George?

**George:** Football. It's great!

**Woman:** What sports do you like doing?

**George:** Um, I like playing football.

**Woman:** Do you like badminton?

**George:** No, I don't. I like football.

**Woman:** And table tennis?

**George:** Table tennis! No. It's boring. I like playing basketball.

**Woman:** Do you like volleyball?

**George:** Yes, I do. Volleyball's fun!

##### Two

**Man:** What are you doing, Sue?

**Sue:** I'm riding a skateboard. It's great!

**Man:** Is it difficult?

**Sue:** No, it isn't. I like riding my skateboard.

**Man:** Do you like flying a kite, Sue?

**Sue:** Flying a kite's difficult. My sister's got three kites.

**Man:** Does she like kites?

**Sue:** Yes, she does. She likes flying kites on the beach.

**Man:** Me too.

**Sue:** I don't. I like making sandcastles on the beach.

**Man:** What's your favourite sport, Sue?

**Sue:** I don't like sports. I like painting pictures and listening to music.

**KEY:** **Boy:** volleyball, football, basketball; **Girl:** sandcastle, skateboard, paintbrush, MP3 player

#### 2 Listen and tick (✓). (5 marks)

Pupils listen and decide which picture the people are talking about. They tick one picture each time.

##### One

**Woman:** Those children have got caps.

**Man:** Oh, yes. They have.

##### Two

**Man:** That mouse has got a long tail.

**Woman:** It's a beautiful mouse.

##### Three

**Woman:** Where are the women?

**Man:** They are on the bus.

##### Four

**Man:** Does the man like ice cream?

**Woman:** Yes, he does.

##### Five

**Woman:** Look at the people.

**Man:** How many footballs have they got?

**Woman:** The people have got six footballs.

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

### Reading

#### 1 Read and number. (5 marks)

Pupils look at the pictures and read the sentences. They match the sentences to the pictures and write a number in each box.

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

#### 2 Read and complete. (5 marks)

Pupils complete a sentence for each picture. Encourage them to look at Activity 1 to help them. Tell them to read the sentences in Activity 1 again and notice that the pictures in thought bubbles go with the *I'd like to* sentences.

**KEY:** 1 I'd like to, 2 I like, 3 I'd like to, 4 I'd like to drink, 5 I like playing

### Writing

#### 1 Order the questions. (5 marks)

Pupils order the words to make questions. They write the questions on the lines.

**KEY:** 1 Do you like riding roller coasters? 2 How many legs have cows got? 3 What sport do you like doing? 4 What's your favourite farm animal? 5 How many tails have mice got?

#### 2 Answer the questions in Activity 1. (5 marks)

Pupils read the questions in Activity 1 again and write the answers on the lines.

**KEY:** 1 Yes, I do. / No, I don't. 2 They've / Cows have got four legs. 3 I like (playing volleyball). 4 My favourite farm animal is / It's a (chicken). 5 They've / Mice have got one tail.

### Speaking

#### Say and respond. (10 marks)

Pupils work in pairs (or with the teacher) to talk about the pictures. Ask the pupils if they think the pictures show good ideas or crazy ideas. Tell them they need to think of better ideas. Pupil A says, e.g. *I'd like to win a goat*. Pupil B responds with a more sensible suggestion, e.g. *Really? I'd like to win a skateboard*. If they agree, they can use *Me too!*

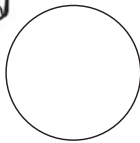
# Term 1 test: Listening

Name: \_\_\_\_\_

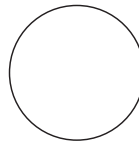
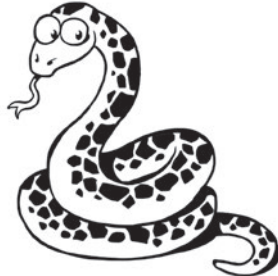
1 CD4  
21

**Listen and draw happy or sad faces.**

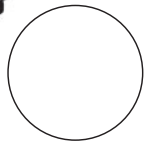
1



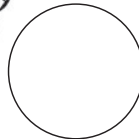
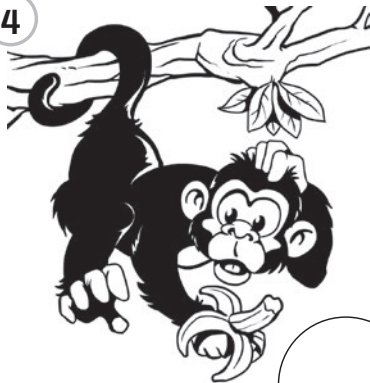
2



3



4



5



**/5**

2 CD4  
22

**Listen and circle. Match.**

1 13 / 15

2 18 / 19

3 12 / 11

4 11 / 16

5 20 / 12

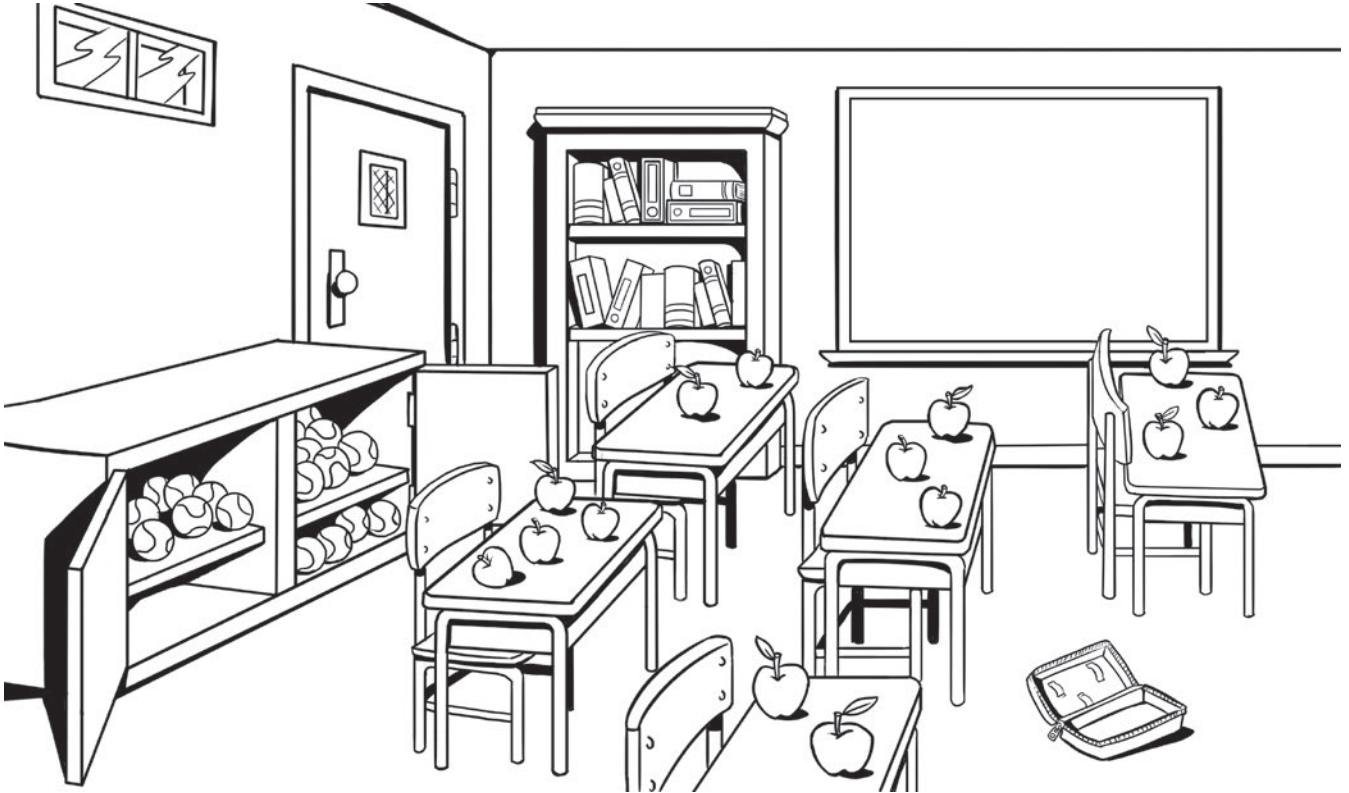


**/10**

# Term 1 test: Reading and writing 1

Name: \_\_\_\_\_

## 1 Read and draw.



The clock is on the wall under the window. There's a bag on the floor. The number fifteen is on the board. There's a rubber in the pencil case. There are three rulers in the cupboard.

/5

## 2 Read and write *yes* or *no*.

- 1 There are eleven books in the bookcase.
- 2 There are fourteen apples on the desks.
- 3 There are eighteen pens under the chairs.
- 4 There are seventeen balls on the cupboard.
- 5 The desks are under the chairs.

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/5

# Term 1 test: Reading and writing 2

Name: \_\_\_\_\_

**Write the words.**

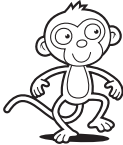
1



\_\_\_\_\_

rezab

2



\_\_\_\_\_

nkmeyo

3



\_\_\_\_\_

pipoh

4



\_\_\_\_\_

trapor

5



\_\_\_\_\_

kesan

6



\_\_\_\_\_

erab

7



\_\_\_\_\_

grite

8



\_\_\_\_\_

rocdicole

9



\_\_\_\_\_

tanleeph

10



\_\_\_\_\_

zirlad

**/10**

# Term 1 test: Speaking

Name: \_\_\_\_\_

**Spell the words. Point and say *number, animal or classroom*.**



14



12



11



20



18



C-L-O-C-K

Classroom

/10



# Term 1 test: Listening

Name: \_\_\_\_\_

1 CD4  
23

**Listen and write the numbers.**

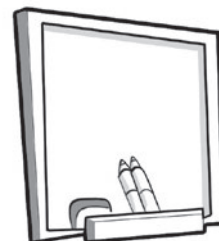
1



2



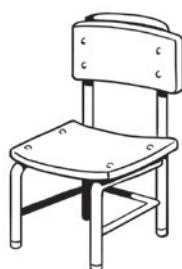
3



4



5

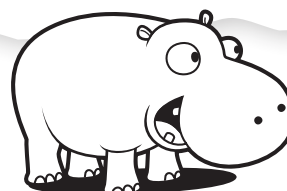
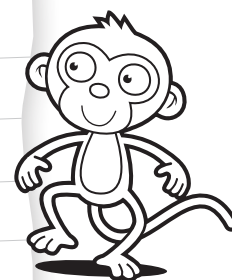


/5

2 CD4  
24

**Listen and circle yes or no.**

|    |                                     |          |
|----|-------------------------------------|----------|
| 1  | The name of the zoo is City Zoo.    | Yes / No |
| 2  | The zoo is small.                   | Yes / No |
| 3  | Peter likes the zoo.                | Yes / No |
| 4  | Peter likes hippos a lot.           | Yes / No |
|    | They are his favourite animal.      | Yes / No |
| 5  | The parrots are yellow.             | Yes / No |
| 6  | There are 15 parrots.               | Yes / No |
| 7  | Peter doesn't like monkeys.         | Yes / No |
| 8  | There are 12 snakes.                | Yes / No |
| 9  | Peter has got a brother called Sam. | Yes / No |
| 10 | Sam likes snakes.                   | Yes / No |



/10

**PHOTOCOPIABLE**

Quick Minds Teacher's  
Resource Book Level 2

# Term 1 test: Reading and writing 1

Name: \_\_\_\_\_

**Look at the picture. Read and answer the questions with one word.**



- 1 Where are the students?
- 2 What's on the board?
- 3 Has the boy got a cap?
- 4 Does the girl like animals?
- 5 What number is on the door?
- 6 Does the boy like lizards?
- 7 Has the teacher got a book?
- 8 Where are the bags?
- 9 Has the girl got a notebook?
- 10 Where is the apple?

In the \_\_\_\_\_.

A \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

On the \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_ the chair.

**/10**

# Term 1 test: Reading and writing 2

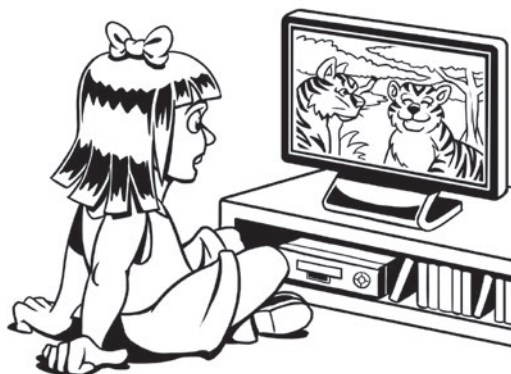
Name: \_\_\_\_\_

## 1 Read and complete.

small his beautiful long She



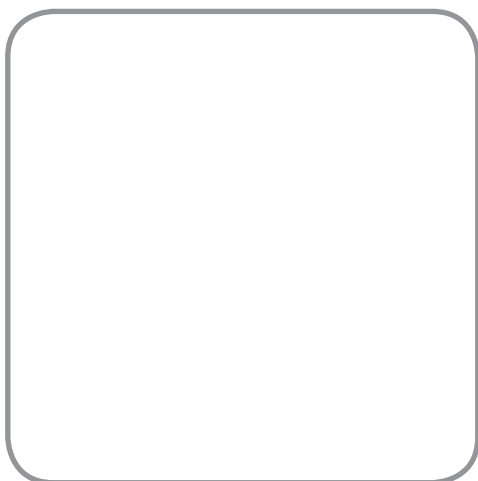
My friend's name is Jim.  
Monkeys are \_\_\_\_\_  
favourite animals. They are  
\_\_\_\_\_ brown animals  
with \_\_\_\_\_ arms.



My friend's name is Gemma.  
Tigers are her favourite animals.  
They are big and \_\_\_\_\_.  
\_\_\_\_\_ doesn't like crocodiles.  
They are ugly!

/5

## 2 Write about your friend. Draw.



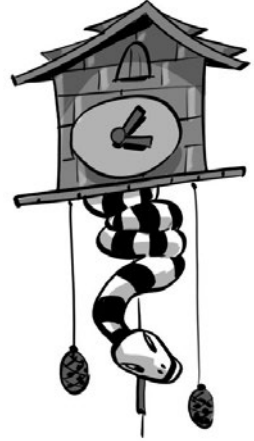
My \_\_\_\_\_ .  
\_\_\_\_\_ are \_\_\_\_\_ .  
They are \_\_\_\_\_ .  
\_\_\_\_\_ doesn't \_\_\_\_\_ .  
\_\_\_\_\_ .

/5

# Term 1 test: Speaking

Name: \_\_\_\_\_

**Ask and answer.**



Where's the zebra?

On the chair.

Has the monkey  
got a banana?

No, he hasn't.  
He's got pencils.

Does the crocodile like books?

Yes, he does!

**/10**

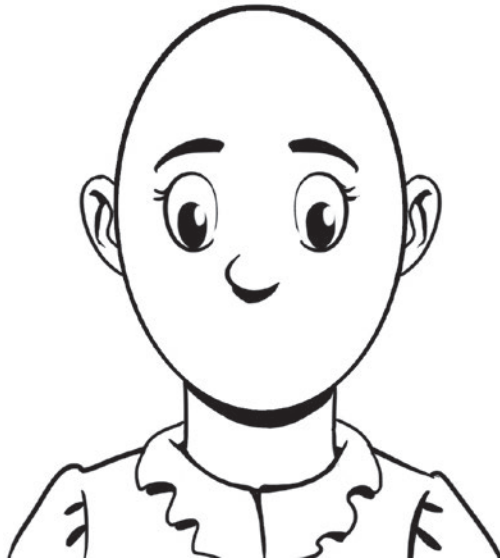
# Term 2 test: Listening

Name: \_\_\_\_\_

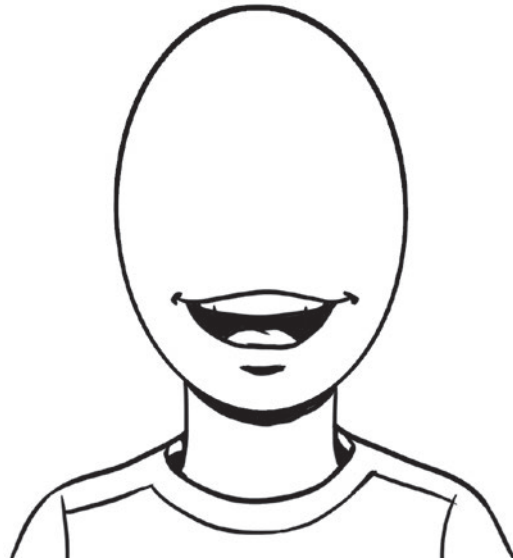
1 CD4 25

**Listen, draw and colour.**

1



2

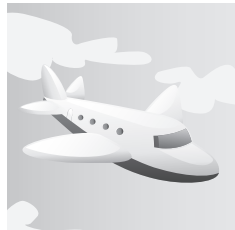


/10

2 CD4 26

**Listen and circle.**

1



2



3



4



5



/5



# Term 2 test: Reading

Name: \_\_\_\_\_

## 1 Read and look. Put a tick (✓) or a cross (X).



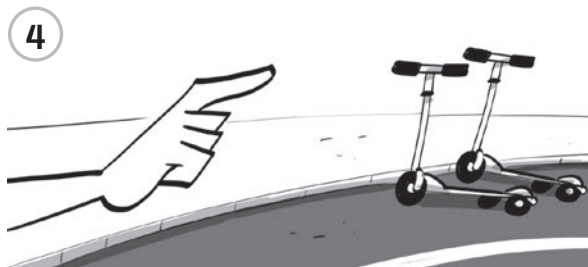
That is a mirror. ☐



That is a boat. ☐



These are glasses. ☐



These are scooters. ☐

/4

## 2 Read and look. Write yes or no.



- 1 I'm driving a bus!
- 2 Dan likes cars.
- 3 He's got a plane.
- 4 There's a mirror in the plane.
- 5 He's got small ears.
- 6 He's got glasses.

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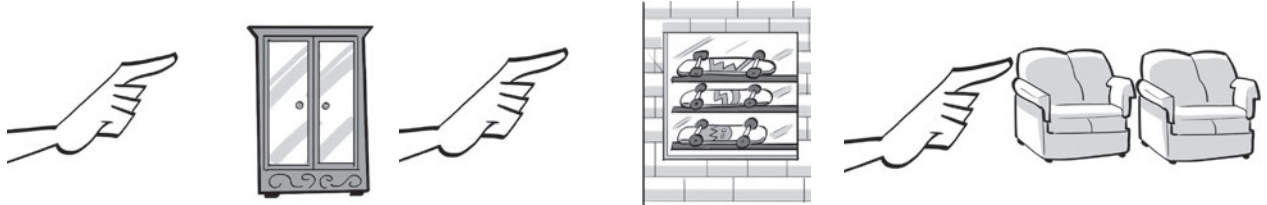
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/6

# Term 2 test: Writing

Name: \_\_\_\_\_

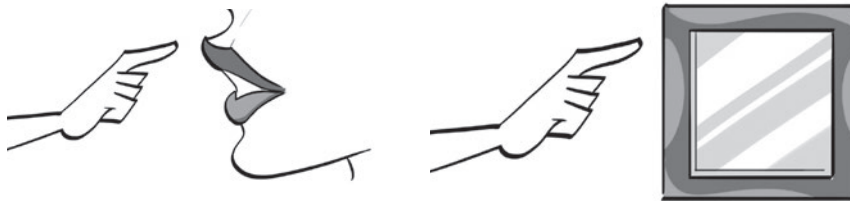
## 1 Look and write.



1 \_\_\_\_\_ is a  
wardrobe.

2 \_\_\_\_\_ are  
skateboards.

3 \_\_\_\_\_ are  
\_\_\_\_\_.

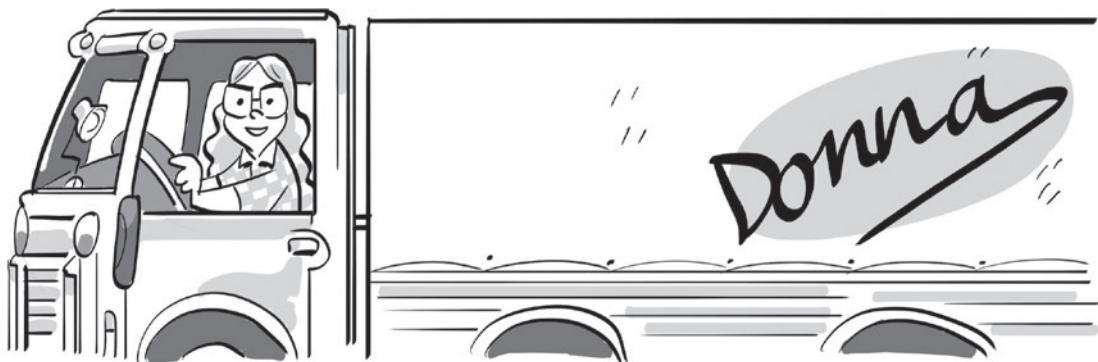


4 \_\_\_\_\_ is a  
\_\_\_\_\_.

5 \_\_\_\_\_ is a  
\_\_\_\_\_.

/5

## 2 Read and complete.



1 I'm \_\_\_\_\_ a \_\_\_\_\_.

2 There's a \_\_\_\_\_ in the lorry.

3 She's got small \_\_\_\_\_ and big \_\_\_\_\_.

/5

# Term 2 test: Speaking

Name: \_\_\_\_\_

## Ask and answer.

Is this lamp yours?

Yes, it's mine.

Is this mirror yours?

No, it isn't. It's yours.



Are these motorbikes yours?

No, they're yours.

Are these cars yours?

Yes, they're mine.

/10

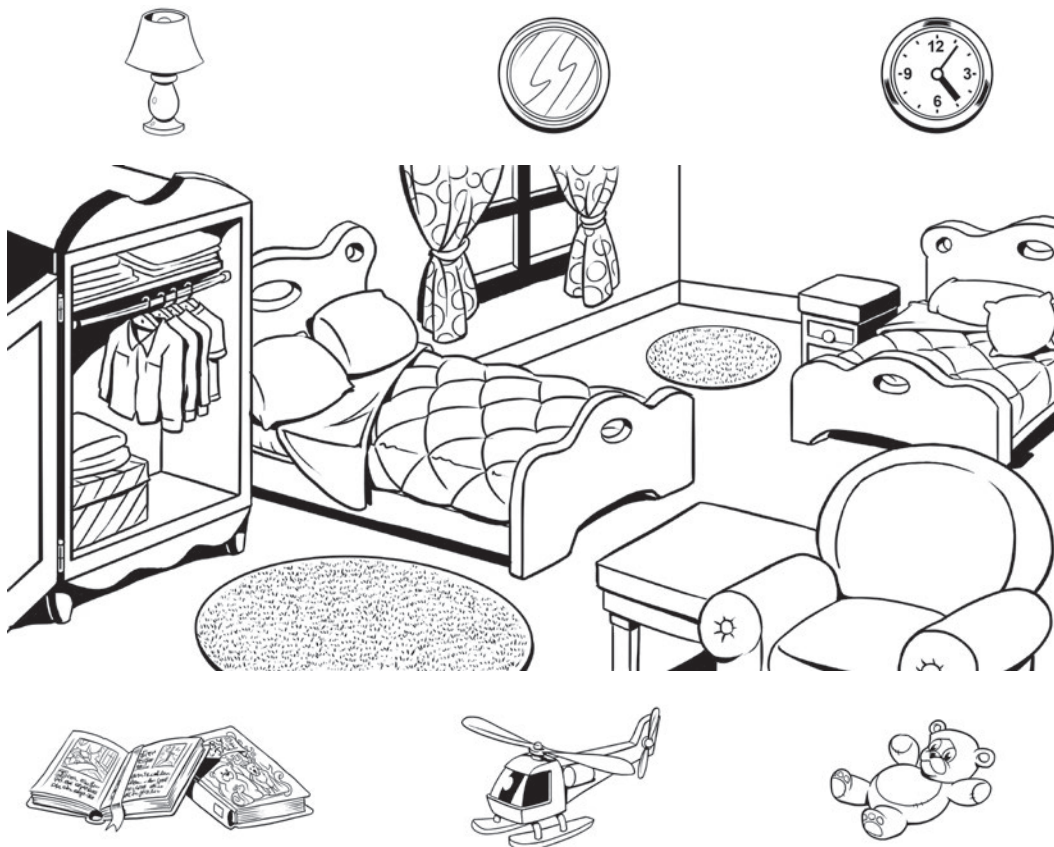
# Term 2 test: Listening

Name: \_\_\_\_\_

1

CD4  
27

## Listen and match.








/5

2

CD4  
28

## Listen and tick (✓).

|   | Dad | Claire | Tim |
|---|-----|--------|-----|
| 1  |     |        |     |
| 2  |     |        |     |
| 3  |     |        |     |
| 4  |     |        |     |
| 5  |     |        |     |

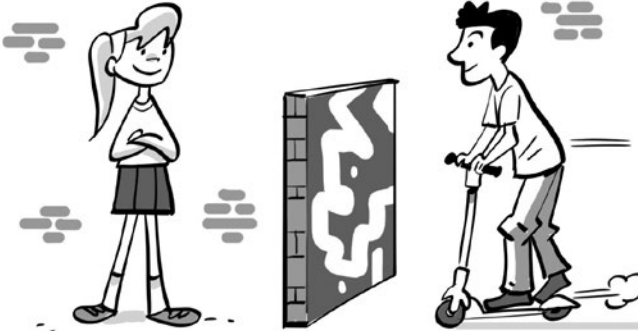
/10

# Term 2 test: Reading

Name: \_\_\_\_\_

**Read and complete the questions.  
Circle the correct answers.**

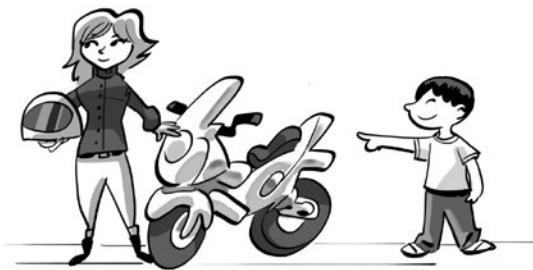
this these riding yours doing



- 1 Are you \_\_\_\_\_ a skateboard?  
Yes, I am. / No, I'm not.



- 2 Are \_\_\_\_\_ socks yours?  
Yes, they're mine. / No, they're yours.



- 3 Is \_\_\_\_\_ motorbike yours?  
Yes, it's mine / No, it's not mine.



- 4 Is this bed \_\_\_\_\_?  
Yes, it's mine. / No, it's yours.



- 5 What are you \_\_\_\_\_?  
I'm sailing. / I'm driving.

**/10**



# Term 2 test: Writing

Name: \_\_\_\_\_

## 1 Look at the pictures. Write the words and match.

- 1 He's got a big \_\_\_\_\_.
- 2 I'm driving a \_\_\_\_\_.
- 3 I like those \_\_\_\_\_.
- 4 Look at the \_\_\_\_\_ all over the room.
- 5 I'm sailing a \_\_\_\_\_.



/5

## 2 Look at the pictures. Complete the sentences.



- 1 She's got a small \_\_\_\_\_.



- 2 I'm \_\_\_\_\_.



- 3 I like \_\_\_\_\_.



- 4 Look at the \_\_\_\_\_.



- 5 I'm \_\_\_\_\_.

/5

# Term 2 test: Speaking

Name: \_\_\_\_\_

**Ask and answer questions about your family.  
Say *true* or *false*.**



Has your dad got a motorbike?

Yes, he has.

False!

Has your mum got big eyes?

No, she hasn't.

True!

**/10**

# Term 3 test: Listening

Name: \_\_\_\_\_

1 CD4  
29

Listen and put a tick (✓) or a cross (X).

1

a


☐

b


☐

2

a


☐

b


☐

3

a


☐

b


☐

4

a


☐

b


☐

5

a


☐

b


☐

/10

2 CD4  
30

Listen and match.



/5

PHOTOCOPIABLE

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Resource Book Level 2

# Term 3 test: Reading

Name: \_\_\_\_\_

## 1 Look and circle.

1



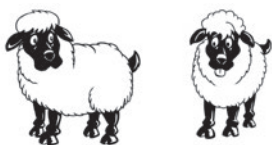
1 mouse / mice

2



2 chicken / chickens

3



3 sheep / sheeps

4



4 rabbit / rabbits

5



5 horse / horses

/5

## 2 Look at the animals in Activity 1. Read and number.

- a It's got two short legs.
- b They're small animals. They've got long pink tails.
- c It's big and beautiful. People like riding this animal.
- d They're black and white animals. They've got four short legs.
- e They've got long ears and four legs. They like carrots.

☐  
☐  
☐  
☐  
☐

/5

# Term 3 test: Writing

Name: \_\_\_\_\_

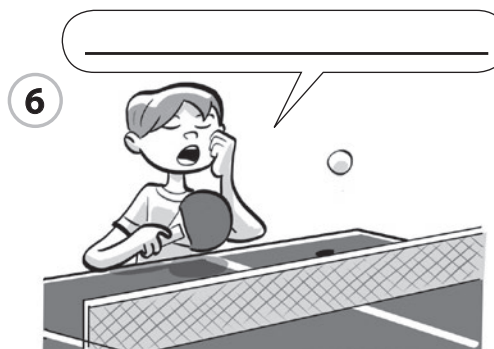
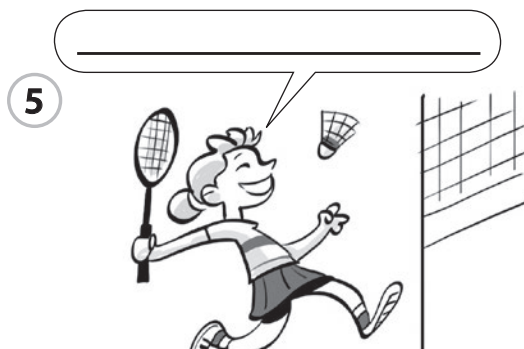
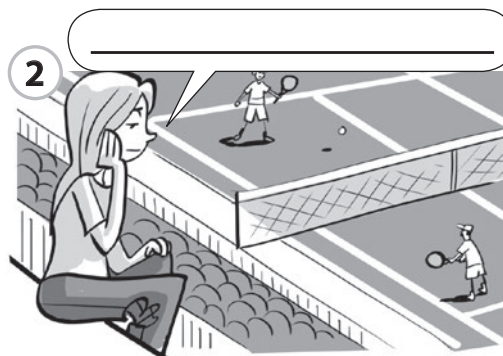
## 1 Write the words in the table.

difficult fun great boring

| ✓ | ✗ |
|---|---|
|   |   |
|   |   |

/4

## 2 Look and write sentences with the words in Activity 1.



/6



# Term 3 test: Speaking

Name: \_\_\_\_\_

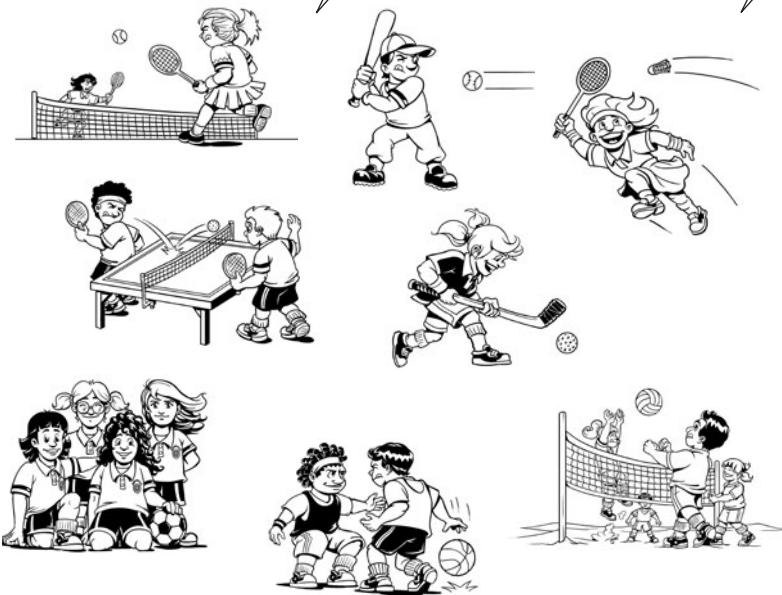
## Ask and answer.

What sports do you like doing?

Do you like playing hockey?

I like swimming.

No, I don't. Hockey is difficult.



difficult

fun

boring

great

How many legs have sheep got?

Have mice got long hair?

They've got four legs.

No, they haven't.



long

short

big

small

legs

tails

ears

eyes

hair

mouth

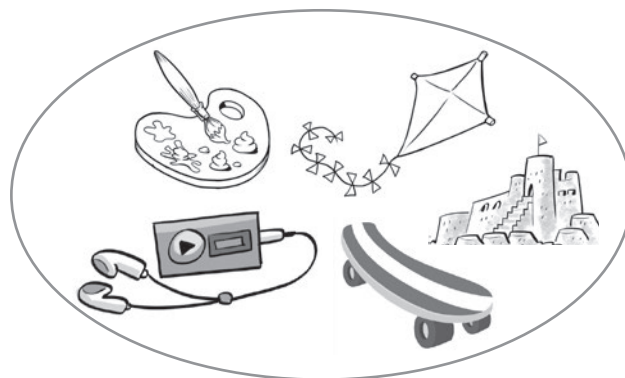
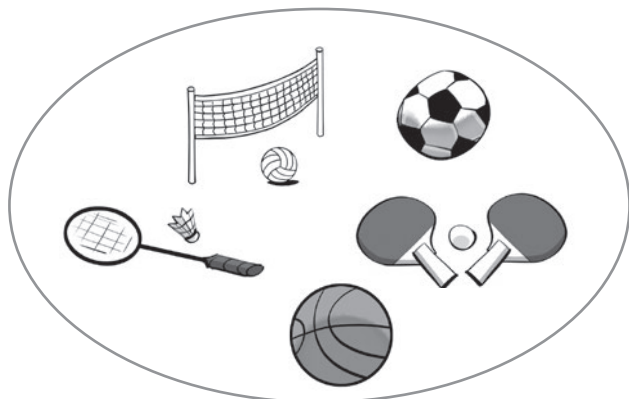
**/10**

# Term 3 test: Listening

Name: \_\_\_\_\_

1 CD4  
31

Listen and circle the activities they like.



/10

2 CD4  
32

Listen and tick (✓).

1 a


☐

b


☐

2 a


☐

b


☐

3 a


☐

b


☐

4 a


☐

b


☐

5 a


☐

b


☐

/5

**PHOTOCOPIABLE**

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# Term 3 test: Reading

Name: \_\_\_\_\_

## 1 Read and number.



- a I'd like to win a prize. ☐
- c I like playing badminton. ☐
- e I'd like to eat a burger. ☐

- b I'd like to throw a ball. ☐
- d I like swimming! ☐

/5

## 2 Read and complete.



\_\_\_\_\_ buy chips.



\_\_\_\_\_ playing basketball.



\_\_\_\_\_ ride a horse.



\_\_\_\_\_ lemonade.



\_\_\_\_\_ football.

/5

# Term 3 test: Writing

Name: \_\_\_\_\_

## 1 Order the questions.



1 like / you / Do / roller coasters / riding / ?

\_\_\_\_\_

2 many / How / have / legs / cows / got / ?



\_\_\_\_\_



3 sport / What / do / like / doing / you / ?

\_\_\_\_\_

4 favourite / your / animal / What's / farm / ?



\_\_\_\_\_



5 have / many / tails / How / got / mice / ?

\_\_\_\_\_

/5

## 2 Answer the questions in Activity 1.

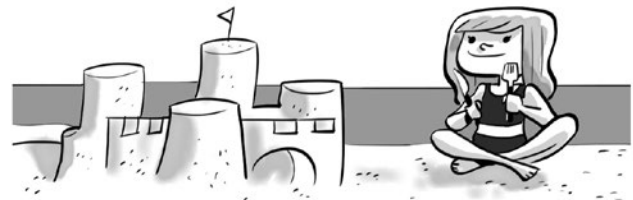
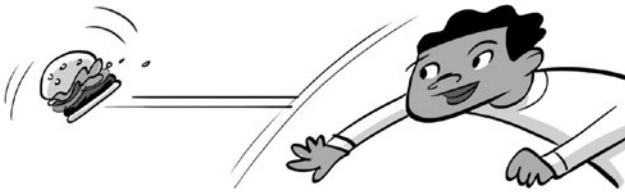
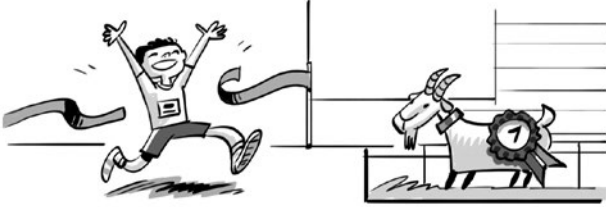
- 1 \_\_\_\_\_.
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.

/5

# Term 3 test: Speaking

Name: \_\_\_\_\_

**Say and respond.**



I'd like to win a goat.

Really? I'd like to win a car.

I'd like to ride a cow.

Me too!

**/10**