

CAMBRIDGE



Teacher's Resource Book



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Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and pupils following *Quick Minds* Level 4. There are, in addition, term tests at two levels of difficulty (Standard and High).

What do the photocopiable worksheets provide?

The photocopiable worksheets have been carefully designed to reinforce and provide extra practice of the work done in class. They focus on the language introduced in each unit of Level 4 of the course and do not introduce or use any additional or unfamiliar language. They also allow the teacher to extend and personalise work on the basic competences for lifelong learning introduced in the Pupil's Book, as well as suggesting ways to further develop these basic competences.

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

There are four worksheets for use with each main unit in Level 4:

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 *Well done, Explorers!* unit.

How can the worksheets be used?

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


The first three worksheets in each unit (reinforcement) have been designed to reinforce the core content (vocabulary and grammar) presented on the first, second and fourth pages of each unit of the Pupil's Book. Pupils can either work on them

individually or as part of pair or class activities. For individual work, the worksheets 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 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 sentences and paragraphs, and writing words, sentences and short texts based on models).

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

House This game is also known as 'Hangman'. Write dashes to represent the letters of a word you want to practise on the board, e.g. _ _ _ _ _ (*street*). Pupils take it in turns to guess the letters. If they guess a letter correctly, write the letter in the word. If the guess is incorrect, start to draw a house. (This house should be drawn line by line with four lines for the walls, two lines for the roof and three lines for the door.) The first person to guess the word takes the next turn at the board. If the house is complete before all of the letters have been guessed, you win. Pupils can also play the game in groups.

Bingo! Get each pupil to draw a grid with six cells. Revise the grammar or vocabulary that you want to practise with the class and make a list on the board. Pupils choose a different item from the list to go in each cell of their grid. Make it more challenging by making the words in the cells slightly different from those that you call out in some way. For example, if you want to practise the past simple ask pupils to write three regular and three irregular infinitives from the verbs you have revised in the cells on their grid. Then read out a list of regular and irregular past simple verb forms, rather than the infinitive. If you call out the past simple form and the pupil has the infinitive form of it in their table, they can cross off the word.

The first pupil to cross off all their verbs correctly calls out *Bingo!* and wins the game.

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

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

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

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

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

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

How do the worksheets help develop the basic competences?

Wherever there is a genuine link between the worksheet material and one of the basic competences for lifelong learning, as outlined by the European Commission, you will find a box highlighting this connection in the teaching notes. The box contains ideas for classroom activities which relate to the particular basic competence and help pupils to link the material on the worksheet to their own lives and to the world around them. For example, there is a box entitled *Social and civic competences* for Worksheet 2 in unit 1.

Using the tests

There are six tests in the Level 4 Teacher's Resource Book, one for each term at two different levels (Standard and High). They assess language skills (Listening, Reading, Writing and Speaking) through task-based activities.

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

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

Well done, Explorers!

Worksheet 1: At town events

Using the worksheet

- This worksheet practises town events words: *mayor, photographer, journalist, band, statue* and numbers from 20 to 100.
- Pupils read the descriptions and look at the pictures. They write the correct words on the lines. **YLE**
- Pupils look at the pictures and read the sentences. They decide who lives in each house and complete the sentences with the correct house number.

KEY: Activity 1: **2** journalist, **3** mayor, **4** band, **5** photographer; Activity 2: **2** seventy-one, **3** forty-eight, **4** thirty-nine, **5** ninety-five, **6** eighty-two.

Reinforcement: Activity 2: Number the houses as follows **1** (house number 53), **2** (house number 71), **3** (house number 48), **4** (house number 39), **5** (house number 95), **6** (house number 82)

Extension: Activity 1: Erase the sentences from under the pictures before photocopying the worksheet.

Optional follow-up activity: Pupils each write a list of six numbers between 20 and 100. Pupils work in pairs. Pupil A reads the list of numbers. Pupil B writes them, as figures or words (depending on ability). Then they swap roles. They compare lists to check.

Worksheet 2: What does he / she do?

Using the worksheet

- This worksheet practises simple present questions, short answers and positive sentences.
- Pupils look at the pictures and answer the questions accordingly.
- Then they read the answers and complete the missing words in the questions.

KEY: Activity 1: **2** He has breakfast. **3** No, he doesn't. **4** He eats grapes and watermelon. **5** Yes, he does. **6** No, they don't; Activity 2: **2** does she play, **3** Does she visit, **4** does she like, **5** Does she get up, **6** Does she help,

Reinforcement: Activity 2: Write the first letter of each word in the answers on the lines. Pupils complete the words.

Extension: Activity 1: Pupils write three more questions with *Does* about Charlie based on the pictures, e.g. *Does he like pop music?* Then they take turns to ask and answer their questions with a partner. **Activity 2:** Delete the words from the questions so that pupils write the complete questions.

Optional follow-up activity: Pupils work in pairs. They say something they do in their free time, e.g. *I play basketball on Saturday mornings.* Pupils listen, respond and ask a follow-up question, e.g. *Great. And do you play basketball on Sundays?*

Worksheet 3: The mayor is talking

Using the worksheet

- This worksheet practises present continuous forms.
- Pupils look at the picture and complete the sentences using the words in brackets.
- Then they answer the questions about the picture. For negative answers they write a follow-up positive sentence.

KEY: Activity 1: **2** is listening, **3** are taking, **4** is sleeping, **5** are drinking, **6** is driving; Activity 2: **2** Yes, he is. **3** No, she isn't. She's talking to Paul. **4** Yes, she is. **5** No, they aren't. They're throwing a ball. **6** No, he isn't. He's writing.

Extension: Activity 1: Pupils talk about the people and animals in the picture with their partner. They take it in turns to make sentences, e.g. *He's sleeping* and guess, e.g. *It's the grey dog.*

Activity 2: Pupils work in pairs. They write two more questions about the picture using different forms which have negative answers, e.g. *Is the old woman dancing? Are the cats singing?* On a separate paper they write the answers to their questions, e.g. *No, she isn't. She's reading. / No, they aren't. They're jumping.* Then they swap answers with another pair. Pairs have a few minutes to write as many possible questions as they can for each answer. Pairs get together and read their questions. Pairs reveal their original questions when the other pair guesses, or after they have given all their suggestions.

Optional follow-up activity: Pupils work in small groups of three or four. Pupil A chooses to be a person or animal from the picture. The other pupils ask questions to guess who Pupil A is, e.g. *Are you cleaning your ears?* Pupil A answers, *Yes, I am* or *No, I'm not.* The pupil who guesses correctly answers the questions next.

Worksheet 1: At town events

Name: _____

1 Look and write.



a band



a mayor



a journalist



a photographer

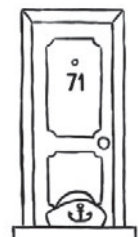
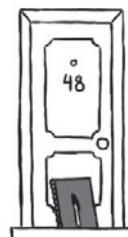
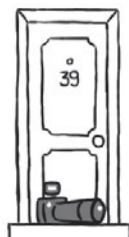
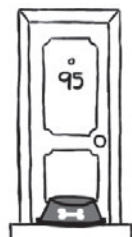


a statue

- 1 You can look at this in a park or a museum.
- 2 This person works on TV and radio.
- 3 This is a very important person in a town.
- 4 People play songs together in this.
- 5 This person uses a camera every day.

statue

2 Look and read. Write the numbers.



- 1 The mayor lives at number fifty-three.
- 2 The sailor lives at number _____.
- 3 The journalist lives at number _____.
- 4 The photographer lives at number _____.
- 5 The dog lives at number _____.
- 6 The band lives at number _____.

Vocabulary: Numbers 20-100; at town events

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Resource Book Level 4

Worksheet 2: What does he / she do?

Name: _____

1 Look and answer.



- 1 Does Charlie ride a skateboard?
- 2 What does he do at eight o'clock?
- 3 Does he live in a castle?
- 4 What fruit does he eat?
- 5 Does he go swimming?
- 6 Do Charlie and his sister like hiking?

No, he doesn't

2 Write the questions about Claire.



1 Does Claire ride a scooter? Yes, she does. (ride)

2 What sport _____?
She plays tennis. (play)

3 _____ her cousins? Yes, she does.
(visit)

4 What animals _____? She likes cats. (like)

5 _____ early? Yes, she does.
(get up)

6 _____ in the garden? No, she doesn't.
(help)

His hair is curly

Worksheet 1: A family photo

Using the worksheet

- This worksheet practises vocabulary of physical appearance: *blonde, curly, straight, beard, moustache, teeth, fat, thin*.
- Pupils read the description of the royal family and write the names next to the people and animals.
- They draw a picture of a prince or princess in the photo frame box. Then they write a description of the portrait.
- Pupils fold the paper to hide the description and swap papers with a partner. They write a description of their partner's picture and then compare it with the original text their partner wrote.

KEY: **Activity 1:** 2 Theo, 3 Abigail, 4 Emilia, 5 Alfred, 6 Spotty; **Activity 2:** Pupils' own answers; **Activity 3:** Pupils' own answers.

Reinforcement: Activity 2: Write the following word pools on the worksheet, to the left: *thin, fat, long, short, curly, straight, blonde, brown, blue, green, big, small*, and to the right: *face, hair, eyes, moustache, beard, teeth, mouth, nose, ears*.

Optional follow-up activity: Bring some photos of people from magazines to class. Pupils work in small groups of three or four. Give each group a selection of five or six photos. Pupils take it in turns to describe the people, e.g. *She's wearing glasses and she's got short blonde hair*. They listen to the descriptions and point to the correct photos.

Worksheet 2: Their noses are long!

Using the worksheet

- This worksheet revises possessive adjectives *my, your, his, her, our* and *their* to describe people.
- Pupils play the game in pairs. They will need a dice and a counter of a different colour each.
- Pupils can choose any square to start on. They take turns to throw the dice and move around the board in either direction. They make phrases according to the number on the dice and the square they land on, e.g. if they throw a three and land on a square with a picture of a nose they must make a phrase starting *His nose is...* to describe one of the boys in the pictures. For phrases with *my, your* or *our* pupils talk about themselves rather than the pictures.
- When pupils make a correct phrase they colour one of the circles in the corresponding square with the same colour as their counter. If pupils land on a square they have already coloured, they throw again and move to a new square.
- Set a time limit of ten minutes. When the time is up the pupil with the most coloured circles is the winner.

KEY: Answers will vary.

Reinforcement: Write the body part words on the worksheet below the game board or next to the corresponding pictures for pupils to refer to.

Optional follow-up activity: Pupils swap partners and play the game again with different coloured counters.

Social and civic competences

Ask the class how many different sentences they had to use for the game and elicit that there were so many because all the people they described look different. Elicit that it would be very strange if we all looked the same and that we should appreciate the differences between people. Remind pupils that it's important to be sensitive when describing other people.

Worksheet 3: Paul's kite is small

Using the worksheet

- This worksheet practises the possessive apostrophe 's with names.
- Pupils look at each row of images. They find two differences in each row of pictures and write sentences about them.
- Pupils write about their friends, e.g. *Sara's birthday is in March*. They can write more than one sentence about the same person if they want to.

KEY: **Activity 1:** 2 Simon's cap is white. 3 Monica's bag is small. 4 Emma's bike is clean. 5 Ed's camera is new. 6 Ava's mouse is thin; **Activity 2:** Pupils' own answers.

Reinforcement: Activity 1: Write the objects and adjectives needed to complete the sentences at the top of the page.

Worksheet 4: Be a curator!

Using the worksheet

- This worksheet practises finding out about historical objects and revises some of the vocabulary from Pupil's Book pages 16 and 17 (*stone, Egypt, Egyptian, museum, exhibit*).
- Before setting the task, pre-teach *curator* and *look after*.
- Pupils read the text about the Rosetta stone and answer the questions. You could explain that the stone helps us to understand hieroglyphics because it has the same message written both in hieroglyphics and in ancient Greek. It is like the key to a code.
- Pupils work in pairs and, using the questions on the worksheet as a guide, do research on the internet or in the library to find out about another famous exhibit. Ask them to find a picture and write about their exhibit.
- Pupils then play the role of curator by telling another pair about their exhibit.

KEY: **Activity 1:** 2 Egypt, 3 The British Museum, 4 It helps us to understand Egyptian hieroglyphics;

Activities 2, 3 and 4: Pupils' own answers.

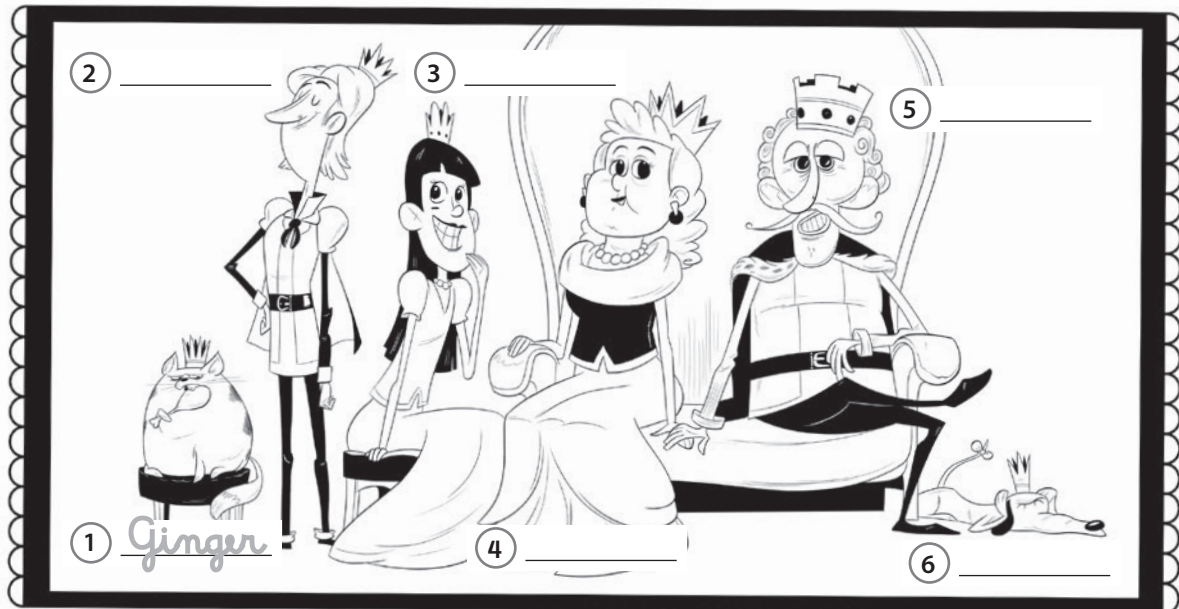
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Worksheet 1: A family photo

Name: _____

1

Look and read. Write the names on the picture.



This is the Castle family. Emilia has got long blonde curly hair. Alfred is old.

He's sitting next to the queen. His hair is white and he's got a long thin moustache. Theo isn't sitting down.

His hair is straight and blonde. Abigail is his sister.

She's young. She's got straight hair and her teeth are very big. Ginger is very fat and he's eating chicken.

Spotty is thin. She'd like to sleep.

2

Draw a picture of a prince or a princess. Write.



This is Prince / Princess _____.

He's got / She's got _____.

He's / She's _____.

His / Her _____.

_____.

_____.

_____.

3

**Fold the worksheet. Swap.
Write about your friend's picture.**

Vocabulary: Physical appearance

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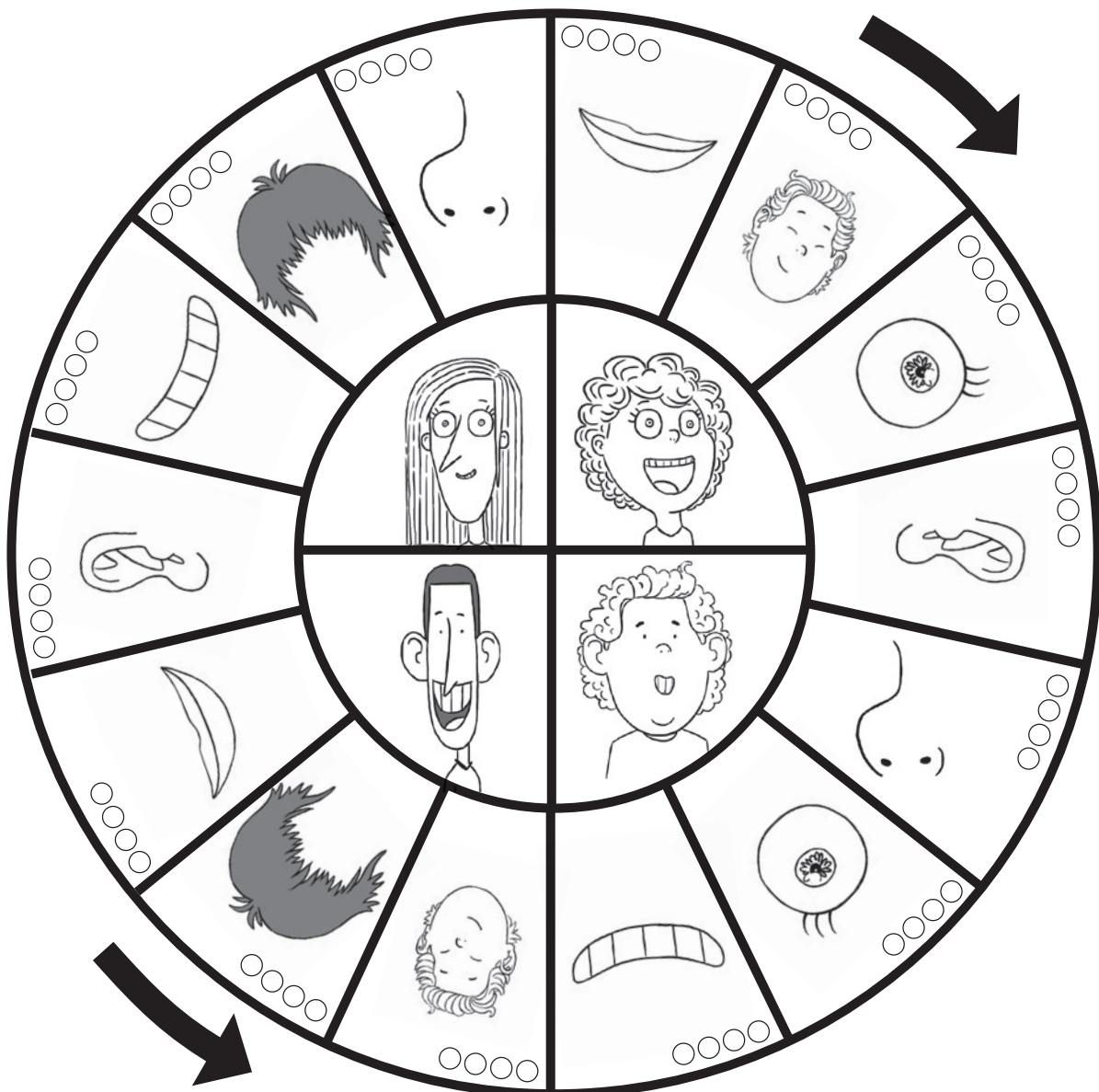
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Worksheet 2: Their noses are long!

Name: _____

Play the game. Talk about the pictures and you and your friends in the classroom.

					
my	your	his	her	our	their



Her face is thin.

My teeth are small.

Grammar 1: Revision of possessive adjectives

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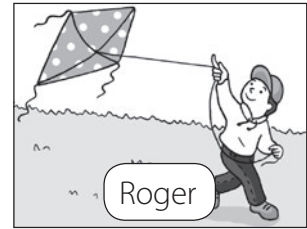
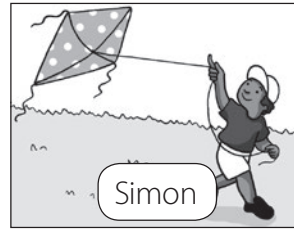
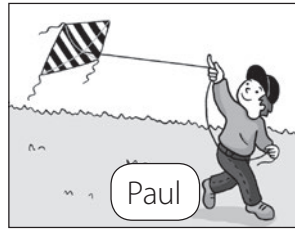
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Worksheet 3: Paul's kite is small

Name: _____

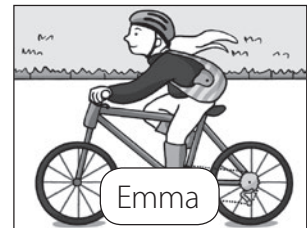
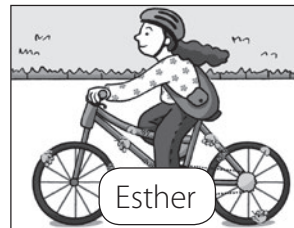
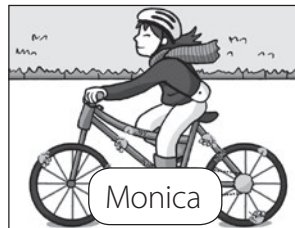
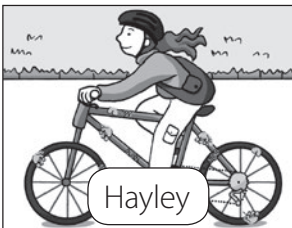
1

Find the differences. Write.



1 Paul *'s kite is small* .

2 Simon _____ .



3 Monica _____ .

4 Emma _____ .



5 Ed _____ .

6 Ava _____ .

2

Write true sentences about your friends.

brother / sister birthday complete name
bedroom favourite computer game pet

- 1 _____ .
- 2 _____ .
- 3 _____ .
- 4 _____ .
- 5 _____ .
- 6 _____ .

Grammar 2: Possessive apostrophe

1

Worksheet 4: Be a curator!

Name: _____

Curators do a very important job. They work in museums. They look after the exhibits. Would you like to be a curator?

1

Read about the Rosetta Stone. Answer the questions.

The Rosetta Stone is very famous. It is from Egypt and it's more than 2,000 years old. You can see it in the British Museum in London. The Rosetta Stone is important because it helps us to understand Egyptian writing – called *hieroglyphics*. You can see these on the stone.

- 1 What is it called? The Rosetta Stone
- 2 Where is it from? _____
- 3 Which museum is it in? _____
- 4 Why is it important? _____

2

Find out about a famous exhibit and find a picture of it.

- | | |
|----------------------|--------------------------|
| 1 What is it called? | 3 Which museum is it in? |
| 2 Where is it from? | 4 Why is it important? |

3

Write about your exhibit.

4

Be curators! Show your exhibit and talk about it.

2 Eating out

Worksheet 1: Tongue twisters

Using the worksheet

- This worksheet practises food vocabulary: *glass of apple juice, bowl of soup, butter, salad, ham, bottle of water, biscuits* and *pasta* and tongue twisters.
- Pupils write the words under the pictures and circle them in the wordsearch.

KEY: Activity 1: 2 salad, 3 ham, 4 biscuits, 5 apple juice, 6 butter, 7 pasta, 8 water;

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

Activity 2: 2 juice, 3 pasta, 4 butter, 5 salad, 6 water

Extension: Activity 1: Erase the pictures before photocopying the worksheet. Pupils find as many food words as they can without the picture clues.

Optional follow-up activity: Write *waterapplesalad* on the board. Show how it divides into three words. Groups of pupils make word snakes like this with food vocabulary. They then swap with another group and circle all the words they find.

Worksheet 2: What's in your basket?

Using the worksheet

- This worksheet practises asking and answering questions using *some* and *any*.
- Pupils look at the picnic baskets, then read the texts to work out who is speaking.
- Pupils then complete the dialogues and draw the food in the appropriate baskets.

KEY: Activity 1: 2 Richard, 3 Clara; Activity 2: 5 Is, 6 any, 7 is, 8 some, 9 Are, 10 any, 11 aren't, 12 any (students draw apple juice in Daisy's basket); 13 Is, 14 any, 15 isn't, 16 any, 17 Are, 18 any, 19 are, 20 some (students draw biscuits in Oliver's basket)

Reinforcement: Activity 2: Write some of the missing words into the dialogues before photocopying the worksheet, so that pupils have to write fewer items.

Optional follow-up activity: Say, *There are some apples in my picnic basket*. A pupil repeats this and adds to it, e.g. *There are some apples and some tomatoes in my picnic basket*, and so on. Play continues until a pupil repeats an item already said, can't go on or forgets an item.

Worksheet 3: Are you going to ... ?

Using the worksheet

- This worksheet practises *going to* (first and second person sentences, questions and short answers).
- Pupils complete the questions with the correct form of *going to* and a verb from the box.
- Pupils choose the best answer for each of the questions in Activity 1. **YLE**

KEY: Activity 1: 2 Are / going to have, 3 Are / going to buy, 4 Are / going to put, 5 Are / going to watch, 6 Are / going to make Activity 2: 2b, 3a, 4a, 5b, 6a

Extension: Activity 1: Delete the word pool so that pupils have to think of the appropriate verbs.

Optional follow-up activity: Elicit some verbs from the class and write them on the board. Give pupils four strips of paper to write sentences with *I'm going to* and different verbs, e.g. *I'm going to write a letter*. They work in groups of five or six and put their sentences in a pile together. Pupil A chooses a sentence and mimes the action. The other pupils ask questions, e.g. *Are you going to do a test?* Pupil A answers *Yes, I am* or *No, I'm not* accordingly. When Pupil A says *Yes, I am*, the pupil who asked the correct question takes the next sentence to mime.

Worksheet 4: Food, my family and me

Using the worksheet

- This worksheet practises reading, writing and speaking skills using language connected to describing meals and food habits.
- Pupils read and complete the description with the words in the box.
- They complete the table with information about meals in their family. In the extra information box they can write about their favourite foods or exceptions to the routine.
- Pupils give a short presentation to their partner using the notes they have made. Encourage pupils to use the text in Activity 1 as a model.

KEY: Activity 1: 2 bowl, 3 weekend, 4 water, 5 biscuits, 6 brother; Activity 2: Answers will vary.

Reinforcement: Write the first letter of each missing word on the lines.

Extension: Activity 1: Delete the word pool.

Learning to learn

Ask pupils how long they think they spoke for when they did their presentations. Ask whether it was easier the first or second time. Elicit that planning and practising speaking alone are good ways to become more confident. Elicit some tips for presentations, e.g. use your notes to help you, speak clearly and slowly, listen carefully and think about how your experience is similar or different.

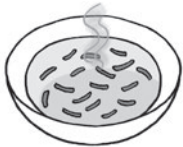
2

Worksheet 1: Tongue twisters

Name: _____

1 Look DGF, find and write the words.

1



soup

2



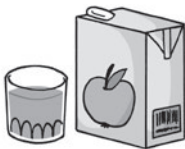
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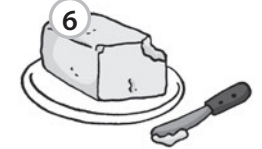
4



5



6



7



8



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

2 Complete the tongue twisters with words from Activity 1. Then say them quickly!

- Brian buys li scu i ts and burgers for breakfast!
- John drinks ___ u i ___ in June and July.
- A plate of perfect ___ a ___ a for Patti.
- Betty's ___ u ___ e ___ is in a bottle!
- Sharon's got ___ a ___ a and Shelly's got soup.
- Would Wanda and Wendy like ___ a ___ e ___ on Wednesday?

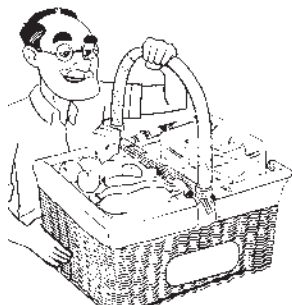
Vocabulary: Food

2

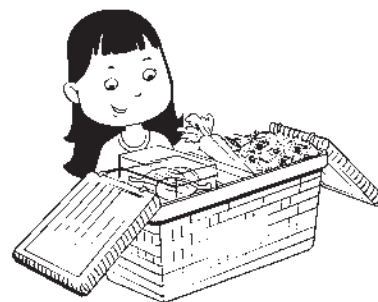
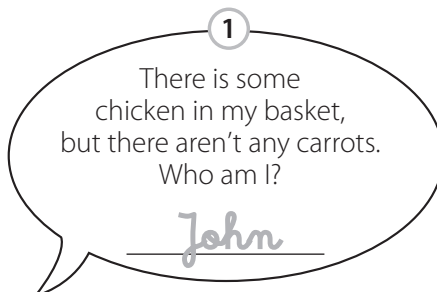
Worksheet 2: What's in your basket?

Name: _____

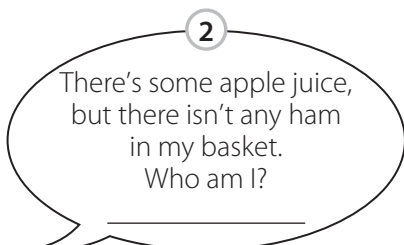
1 Match, then write the names.



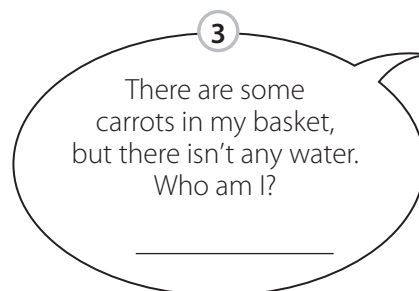
John



Clara



Richard



2 Write the words and draw the food in the baskets.



1 Are there 2 any bananas in your basket? Yes, there 3
are 4 some bananas. 5 _____ there
 6 _____ apple juice in your basket? Yes, there 7 _____
 8 _____ apple juice. 9 _____ there 10 _____ tomatoes?
 No, there 11 _____ 12 _____ tomatoes.

13 _____ there 14 _____ pasta in your basket?
 No, there 15 _____ 16 _____ pasta.
 17 _____ there 18 _____ biscuits in your basket?
 Yes, there 19 _____ 20 _____ biscuits.



Grammar 1: *Some* and *any*: questions and answers

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Worksheet 3: Are you going to ... ?

Name: _____

1

Look and read. Complete the questions with *going to* and a word in the box.

put have watch make ~~finish~~ buy



1 Are you going to finish
work at seven o'clock?



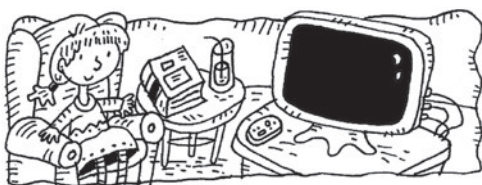
2 _____ you _____
breakfast with your family?



3 _____ you _____
some pasta?



4 _____ you _____
some carrots in the soup?



5 _____ you _____
TV tonight?



6 _____ you _____
biscuits?

2

Read the questions in Activity 1 again. Choose the best answer.

- 1 **a** No, I'm not. I'm going to finish at eleven o'clock.
b Yes, I am. I'm not busy.
- 2 **a** Yes, I am. I'm going to have a bowl of cereal.
b No, I'm not. I'm going to have dinner.
- 3 **a** No, I'm not. I'm going to buy biscuits.
b Yes, I am. I'm going to make lunch.

- 4 **a** Yes, I am. I've got lots.
b No, I'm not. I don't like carrots.
- 5 **a** No, I'm not. I haven't got a TV.
b No, I'm not. I'm going to read a book.
- 6 **a** Yes, I am. It's my sister's birthday.
b No, I'm not. There isn't any butter.

Grammar 2: *Going to*

2

Worksheet 4: Food, my family and me

Name: _____

1

Read and complete with the words in the box.brother water biscuits bowl ~~juice~~ weekend

Hi, I'm David and I'm from Swansea in Wales.

I have a glass of apple ¹ juice and

a ² _____ of cereal for breakfast.

At the ³ _____ we have a big breakfast at eleven o'clock. We eat eggs, sausages and tomatoes. It's delicious, I love it!

I'm not at home for lunch. I always take a bottle of ⁴ _____ and a cheese and ham roll to school. On Fridays I have two or three ⁵ _____ too.

In my family we always have dinner together at seven o'clock – I like that! My ⁶ _____ makes chicken soup on Wednesdays. It's my favourite!



2

Complete the table about you and your family. Tell your partner.

	breakfast	lunch	dinner
time			
food			
drink			
extra information			

Skills: Reading, writing and speaking

3 The journey

Worksheet 1: Personal belongings

Using the worksheet

- This worksheet practises personal belongings vocabulary: *rucksack, tickets, blanket, towel, mobile phone, wallet, money, keys, compass.*
- Pupils look at the picture and complete the missing letters in the words.
- Pupils read the definitions and write a word from Activity 1 on each line. **YLE**

KEY: Activity 1: 2 tickets, 3 blanket, 4 wallet, 5 money, 6 compass, 7 keys, 8 mobile phone, 9 towel;
Activity 2: 2 keys, 3 tickets, 4 mobile phone, 5 towel, 6 blanket

Reinforcement: Activity 1: Add the first letter of each gapped word.

Extension: Activity 1: Erase the gapped words and draw a line for each item. Pupils write the complete words.

Worksheet 2: What do you think of my mobile phone?

Using the worksheet

- This worksheet practises the question *What do you think of...?* and responding with *I think it's... + adjective.*
- Pupils choose an adjective for each object/animal and draw six pictures accordingly. Encourage pupils to illustrate a different adjective for each object.
- They complete the questions according to what they have drawn in each frame.
- Pupils take turns to ask for and give opinions about each other's pictures. Remind pupils that it's polite to be positive.

KEY: Activity 1: Pictures will vary but should illustrate the six items/animals and some of the adjectives; **Activity 2:** 2 my..., 3 of my..., 4 think of my..., 5 you think of my..., 6 What do you think of my... (objects/animals will vary)

Reinforcement: Activity 2: Write *What do you think of my* on all the lines. Pupils complete each question with an object/animal according to their pictures. **Activity 3:** Write example responses on the worksheet, e.g. *I think it's great. I think they're old.*

Extension: Activity 2: Erase all the words from the questions. Pupils write six complete questions.

Worksheet 3: Which one do you prefer?

Using the worksheet

- This worksheet practises *Which one do you like/prefer? I like the (small) one best* and *I don't like the (white) one at all.*
- Pupils order the sentences and questions to complete the dialogue.
- Then they role-play the dialogue in pairs.
- Pupils talk about the notebooks and decide which ones they would like to buy. Tell pupils to use the words in the box and the dialogue in Activity 1 to help them.

KEY: Activity 1: 2 I like the grey one best. 3 I don't like the grey one at all. 4 Which one do you like? 5 I like the funny one best. 6 I like the small one best; **Activity 2:** Answers will vary.

Reinforcement: Activity 1: Write the first and last words of each question and sentence on the lines.

Extension: Activity 1: Delete the question words and write the following key words above each gap: 2 *grey*, 3 *all*, 4 *like*, 5 *funny*, 6 *prefer*, 7 *best*. Pupils complete the gaps using these key words.

Optional follow-up activity: Pupils draw three pictures of another school item, e.g. three pencil cases. Write the following words on the board to help pupils think about the differences they want to illustrate: *big, small, long, short, boring, funny, beautiful, ugly, new, old, red/blue*. Pupils go around the class asking their classmates which item they prefer. They report back to their partner about which was the favourite item.

Worksheet 4: Forces

Using the worksheet

- This worksheet extends the topic of forces.
- Pupils look at the diagram and read the accompanying phrase. They complete the gaps with the words in the pools.
- Pupils look at the picture and read about the girl's journey to and from school. They read the sentences and correct the underlined words.

KEY: Activity 1: 2 smooth, 3 friction, 4 surface, 5 small, 6 fast; **Activity 2:** push, 3 slowly, 4 smooth, 5 push, 6 strong, 7 push/pull, 8 Gravity

Reinforcement: Activity 2: Add a word pool of correct words above the activity.

Optional follow-up activity: Pupils do a board race in two teams. Write the following words on the board: *rough, smooth, push, pull, fast, slowly, weak, strong, float, sink*. Say one of the words and pupils race to circle the opposite word on the board.

Competence in science and technology

Bring a cup of water, a marble and a table tennis ball to class. Ask pupils what they think is going to happen when you put the marble in the water. Ask if they think the same thing will happen when you put the table tennis ball in. Elicit why the marble sinks and the table tennis ball floats (the marble is dense and the tennis ball is hollow.) Give pupils a list of other objects: *a metal spoon, a wooden spoon, a mug, a plastic cup, a coin and a dice*. Pupils write sink or float predictions next to the objects. They do the experiments at home and report back to the class.

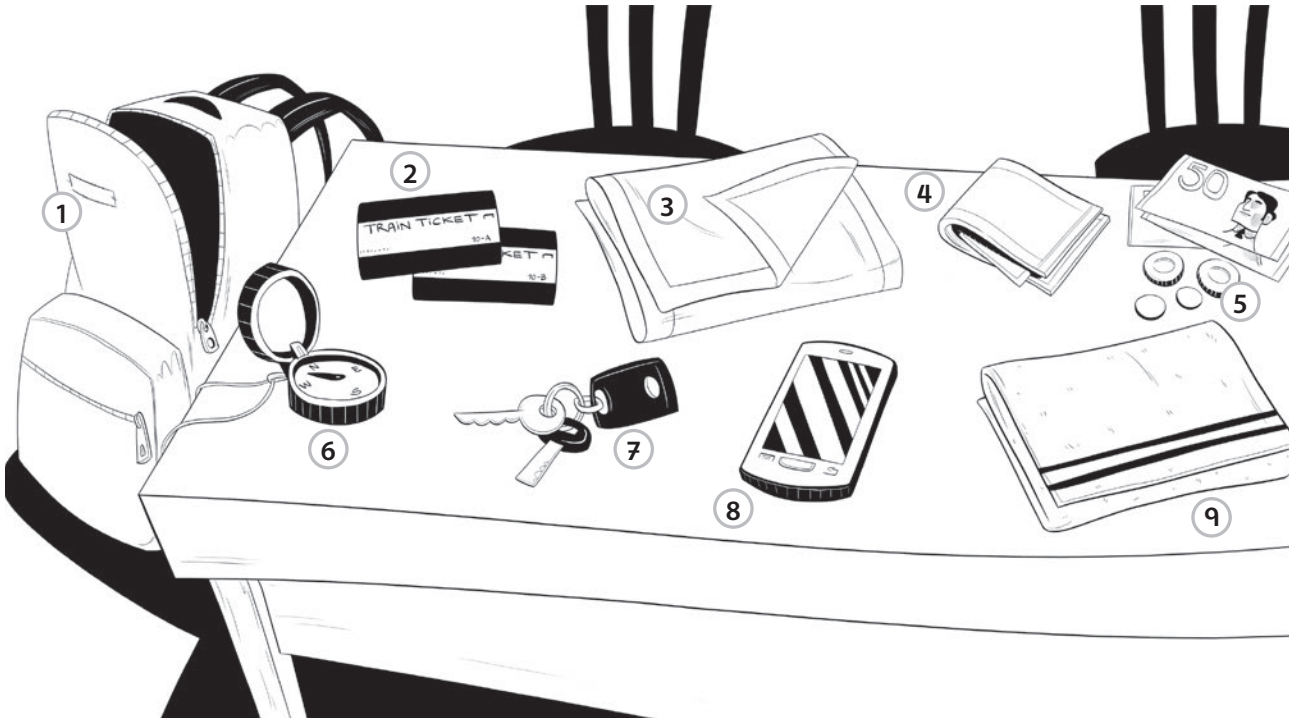
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Worksheet 1: Personal belongings

Name: _____

1

What can you see on the table? Complete the words.



1 r u c k s a c k

2 _ i _ _ e _ _

3 _ _ a _ _ e _

4 _ a _ _ e _

5 _ o _ _ e _

6 _ o _ _ a _ _

7 _ e _ _

8 _ o _ i _ e _ _ o _ e

9 _ o _ e _

2

Read and write words from Activity 1.

1 You can put all your things in this.

rucksack

2 These can open a door.

3 You buy these at a train station.

4 You can talk to your friends with this.

5 You use this at a swimming pool.

6 You sit on this at a picnic.

Vocabulary: Personal belongings

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Worksheet 2: What do you think of my mobile phone?

Name: _____

1

Look at the words and think. Draw six pictures.

mobile phone cat glasses
fish blanket socks

small big beautiful ugly
great dirty old funny

1

2

3

4

5

6

2

Write questions about your pictures.

- 1 What do you think of my mobile phone ?
- 2 What do you think of _____ ?
- 3 What do you think _____ ?
- 4 What do you _____ ?
- 5 What do _____ ?
- 6 _____ ?

3

Ask and answer with your partner.

Grammar 1: Asking for and giving an opinion

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Worksheet 3: Which one do you prefer?

Name: _____

1

Look and read. Order the sentences.


There are lots of rucksacks, Dad.
prefer / do / Which / you / one

1 Which one do you prefer?

There are two elephant
rucksacks. Which one do you
prefer?


grey / I / best / one / the / like

2 _____



small / like / I / best / the / one

6 _____



all / the / one / don't / at / I / like / grey

3 _____


Ok, let's buy the small elephant
rucksack.


like / Which / do / one / you

4 _____?



Great! Thanks, Dad.



best / the / funny / like / one / I

5 _____

Look. It's an elephant!

2

Imagine you are in the shop. Talk about the notebooks.

small big beautiful ugly great old funny

There are lots of notebooks.
Which one do you prefer?

I like the rabbit one best.
I think it's funny!

3

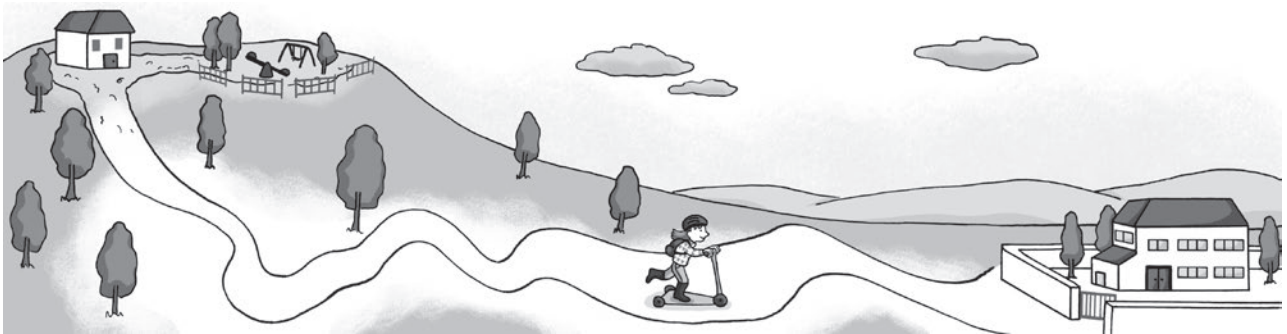
Worksheet 4: Forces

Name: _____

1 Look, read and complete.



When a ⁴ _____ is smooth, the friction is ⁵ _____ and you go ⁶ _____.

2 Look and read. Correct the underlined words.

- 1 I always ride my skateboard to school and I love it!
- 2 I ride in the park first and I pull off the ground with my foot.
- 3 The friction is big and I go fast.
- 4 Then I go down the road. The surface of the road is rough and I go fast.
- 5 I go down, down, down and I don't need to float. Gravity pulls me.
- 6 I haven't got any brakes and the force is weak - I don't want to fall!
- 7 When I go home I need to slide my scooter up to my house.
- 8 Friction pulls me down, down, down. Sometimes I get the bus home!

scooter

Worksheet 1: Daisy's new list

Using the worksheet

- This worksheet practises the vocabulary of daily tasks: *wash up, tidy up, sweep, cook, feed the dog, dry the dishes, do the shopping* and *take the dog for a walk*.
- Explain that the little boy tore up his sister's list of tasks for the family and then put it together incorrectly.
- Pupils match the words to make phrases by drawing lines.
- Then pupils look at the pictures of the family members doing different tasks and write out a correct list for Daisy.
- Pupils can then work in pairs to play a memory game. Pupil A says the name of a person in the family. Pupil B says what task that person has.

KEY: Activity 1: 2g, 3f, 4h, 5b, 6e, 7a, 8c; Activity 2: Mike: do the shopping. Sofia: cook the dinner/feed the dog. William: tidy up/dry the dishes. Daisy: take the dog for a walk/sweep the floor.

Extension: Activity 2: Pupils cover Activity 1 to make the task more challenging.

Optional follow-up activity: Pupils play *Last man standing* in groups of five or six. Pupil A calls out the tasks one by one. If pupils do the task at home, they remain standing. If they don't do the task, they sit down. The last pupil standing calls out the activities in the next round. In other rounds pupils remain standing or sit down depending on whether they like the tasks or whether they are going to do the tasks that day or week.

Initiative and Entrepreneurship

Ask pupils what things they do to help at home. Elicit what other things they could do to make life at home easier for the people they live with. Pupils write a list of things they plan to do at home in the next few weeks and compare them in small groups.

Worksheet 2: Telling the time dominoes

Using the worksheet

- This worksheet practises telling the time and *start / finish + ing* (see Extension activity).
- Pupils work in pairs. They cut out a set of dominoes per pair.
- Pupils lay all the dominoes face down on the desk and mix them up. Each player takes five dominoes. Pupil A puts a domino on the desk and says the two times on that domino. If Pupil B has a matching time, they put their domino next to the one on the table to begin a chain, matching clocks to sentences, and sentences to clocks. If Pupil B cannot play, they pick up another domino from the table and wait a turn. The winner is the first to play all their dominoes or with the fewest dominoes left when no-one can go.

Extension: When pupils have finished the game of dominoes, they take it in turns to point to a time and make a sentence with *start* or *finish*, e.g. *I finish having breakfast at quarter to nine*. Fast finishers can write the sentences in their notebooks.

Optional follow-up activity: Pupils stick or copy their domino chain onto a large piece of paper to display on the wall. Pupils check if the chains are correct and see who has made the longest chain.

Worksheet 3: Run for gold!

Using the worksheet

- This worksheet practises adverbs of frequency, *before* and *after* and revises times and activities.
- Pupils look at Olympic runner Sally's weekly schedule and fill in the gaps with *always, sometimes, never, before* or *after*.
- Pupils then write about their own lifestyle by completing the sentences with adverbs or verbs.

KEY: Activity 1: 2 never, 3 sometimes, 4 sometimes, 5 after, 6 always, 7 never, 8 before; Activity 2: Pupils' own answers.

Extension: Activity 2: Erase more or all of the adverbs of frequency from the sentences before photocopying the worksheet.

Optional follow-up activity: Pupils play a guessing game in small groups of three or four. Pupil A says an activity with *before* or *after*, e.g. *play football before school*. Pupil B has a paper and writes *always, sometimes* or *never* according to how often he or she does that activity. The other pupils take it in turns to guess the answer, e.g. *You never play football before school*. Pupil B reveals the answer when a pupil guesses correctly. Pupils get one point for each correct guess. Every three turns pupils swap roles.

Worksheet 4: Different days, different tasks

Using the worksheet

- This worksheet practises the language of routines.
- Pupils read the texts and gapped sentences. They complete each gap with one, two or three words according to the text.

YLE

KEY: 2 sometimes starts, 3 flying, 4 very busy, 5 does the shopping, 6 never, 7 stops tidying, 8 the cinema

Reinforcement: Write the first letter of each missing word on the lines.

Extension: Pupils talk about how a member of their family's routine is different to Elliot's, e.g. *Elliot goes to work at the weekends, but my mum doesn't go to work at the weekends*.

Optional follow-up activity: Pupils write a short paragraph about what someone in their family does on a day off. In groups of four or five pupils take turns to read their texts. They decide which people (if any) have similar routines.

4

Worksheet 1: Daisy's new list

Name: _____

1 Match the words to make phrases in the list.

List of tasks for the family



Oliver

- | | |
|---------|----------------------|
| 1 Wash | a the shopping |
| 2 Tidy | b the dog for a walk |
| 3 Dry | c the dinner |
| 4 Feed | d up |
| 5 Take | e the floor |
| 6 Sweep | f the dishes |
| 7 Do | g up |
| 8 Cook | h the dog |

2 Write Daisy's list again. Use the pictures to help you.



Mike



Sofia



William



Daisy

New list of tasks for the family

Mike: Wash up and _____.

Sofia: _____ and _____.

William: _____ and _____.

Daisy: _____ and _____.

Oliver: Go to bed!













Vocabulary: Daily tasks













4

Worksheet 2: Telling the time dominoes

Name: _____

Cut out the cards. Play dominoes and match the times.

	It's one o'clock.
	It's quarter past two.
	It's half past three.
	It's quarter to five.
	It's five o'clock.
	It's quarter past six.
	It's half past seven.
	It's quarter to nine.
	It's nine o'clock.
	It's quarter past ten.
	It's half past eleven.
	It's twelve o'clock.

	It's quarter past two.
	It's quarter to five.
	It's quarter past six.
	It's quarter to nine.
	It's quarter past two.
	It's half past three.
	It's half past eleven.
	It's quarter past ten.
	It's one o'clock.
	It's twelve o'clock.
	It's five o'clock.
	It's half past seven.

Grammar 1: Telling the time; start / finish + -ing

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Worksheet 3: Run for gold!

Name: _____

1

Look at Sally's schedule and complete the sentences.
Use *never*, *sometimes*, *always*, *before* and *after*.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
get up							
breakfast							
morning							
lunch							
afternoon							
drinks							
dinner							
evening							
go to bed							



- Sally always gets up at quarter to eight.
- Sally _____ eats cake for breakfast.
- Sally _____ runs in the morning.
- Sally _____ eats chicken for lunch.
- Sally always goes to the sports centre _____ lunch.
- Sally _____ drinks water.
- Sally _____ eats a burger for dinner.
- Sally always runs _____ bed.

2

Write about your routine.

I always _____ before breakfast.

I _____ eat pasta for lunch.

I sometimes eat _____ for breakfast.

I sometimes _____ after dinner.

I never _____ in the morning.

I _____ go to bed at _____.

Grammar 2: Adverbs of frequency; *before* and *after*

4

Worksheet 4: Different days, different tasks

Name: _____

Look at the pictures and read about Elliot. Complete the sentences with 1, 2 or 3 words.

Elliot flies planes. He goes to work on Fridays, at the weekends and on Mondays. He flies to Canada and the USA and he always has long days. He sometimes works in the afternoon and he starts flying at five o'clock. On Mondays he always finishes flying at two o'clock in the morning! Elliot loves his job but it's always very busy.



- 1 Elliot always works at the weekends.
- 2 He _____ working at five o'clock in the afternoon.
- 3 He never finishes _____ at eight o'clock on Mondays.
- 4 Elliot's job is always _____.



On Tuesday mornings Elliot always walks to the supermarket and does the shopping. At seven o'clock he always starts cooking. After dinner he sweeps the kitchen floor, washes up and dries the dishes. Then he stops tidying up. On Wednesday and Thursday he never has busy days. He sometimes goes to the cinema. He likes films about planes best.

- 5 Elliot always _____ at the supermarket on Tuesday morning.
- 6 He _____ drives to the supermarket.
- 7 He _____ up after he dries the dishes.
- 8 He sometimes sees films about planes at _____.

Skills: Reading and writing

Look at that baby!

Worksheet 1: Baby animals

Using the worksheet

- This worksheet practises animals and their babies vocabulary: *bat – pup, lion – cub, panda – cub, kangaroo – joey, dog – puppy, cat – kitten.*
- Pupils follow the lines from the adult animals to the baby animals. They unscramble the letters to make words and then they write the names of the babies on the correct line.
- Pupils complete the sentences with a word from Activity 1.

KEY: Activity 1: 2d - joey, 3f - kitten, 4c - pup, 5b - puppy, 6e - cub; **Activity 2:** 2 kittens, 3 puppy, 4 cub, 5 pup, 6 cubs

Reinforcement: Activity 1: Write the first letter of each word on the lines.

Extension: Activity 1: Delete the words with mixed up letters.

Worksheet 2: A kitten is weaker than a lion cub

Using the worksheet

- This worksheet practises comparatives with single-syllable adjectives and irregular comparatives *better* and *worse*.
- Pupils look at the pictures and read the sentences. They write *yes* or *no* each time accordingly. **YLE**
- Pupils complete the sentences with a comparative and the name of one of their friends. Then they read their sentences to their partner without saying the names and guess who their partner's sentences are about.

KEY: Activity 1: 2 no, 3 yes, 4 no, 5 yes, 6 no; **Activity 2:** 2 shorter, 3 worse, 4 stronger, 5 bigger, 6 better

Reinforcement: Activity 2: Complete the comparatives in the gaps and erase the adjectives in brackets. Pupils read the sentences and complete them with names.

Extension: Activity 2: Pupils write three or four more gapped sentences for their partner to complete.

Optional follow-up activity: Pupils work in pairs and write five comparative sentences about different animals of their choice. Some sentences should be true and some false. Pupils regroup into threes. Pupils B and C sit with their backs to one another. Pupil A stands next to them and reads the five sentences. Pupils B and C listen and do thumbs up or thumbs down depending on whether they think the sentence is true or false. Pupil A awards points for correct answers. Pupils swap roles and repeat. The pupil with the most points at the end is the winner.

Worksheet 3: The Z family

Using the worksheet

- This worksheet practises superlatives of single-syllable adjectives and irregular superlatives *best* and *worst*.
- Pupils read the description of the Z family and write the names of the aliens in the boxes.
- Pupils write sentences about the aliens in Activity 1 using the words in brackets.

KEY: Activity 1: 2 Zip, 3 Zelda, 4 Zoop, 5 Zaz, 6 Zump; **Activity 2:** 2 Zip is the strongest. 3 Zoop is the smallest. 4 Zaz is the weakest. 5 Zelda is the worst singer. 6 Zump is the fastest climber.

Reinforcement: Activity 2: Write the correct name on each sentence gap. Pupils complete the sentences with the superlative forms.

Extension: Activity 2: Erase the adjective prompts. Pupils write a superlative sentence about each alien in the family.

Optional follow-up activity: Play superlatives *Bingo!* Write the following adjectives on the board: *young, old, new, big, small, short, long, strong, weak, fast, slow, tall, short, good, bad.* Pupils draw a 3x3 grid and write nine adjectives in the squares. Say a superlative, e.g. *the best*. Any pupils with *good* in their grid can circle the word. When pupils have circled all their words they call 'Bingo!'

Worksheet 4: Animals in art

Using the worksheet

- This worksheet practises the language used to describe paintings.
- Pupils look at the painting and complete the description with the words in the box.
- Then they write a paragraph about a different painting using the text in Activity 1 as a model.

KEY: Activity 1: 2 nature, 3 shows, 4 foreground, 5 beautiful, 6 background, 7 picture, 8 jump, 9 eat; **Activity 2:** Pupil's own answers. Possible answer: *This painting is by Paul Gauguin. It's from 1888. It's about animals. It shows three puppies on a big table. In the foreground there are some pears and apples and three glasses. In the background we can see three small puppies drinking milk. It's a beautiful picture. I think the puppies are going to finish the milk and then play with the fruit.*

Reinforcement: Activity 2: Provide a gapped text for pupils to complete, e.g. *This painting is _____ Paul Gauguin. It's _____ 1888 and it's _____ animals. It shows three _____ on a big table. In the _____ there are some pears and apples and three glasses. In the _____ we can see three small puppies drinking _____. It's a beautiful _____. I think the puppies are going to finish the milk and then _____ the fruit.*

Extension: Activity 1: Remove the word pool and write the first letter of each word in the gaps for pupils to complete.

Optional follow-up activity: Ask pupils to find a painting of an animal that they like and to bring a copy to class. Pupils write three false sentences about their painting, using the language from the unit, e.g. *In the background there's a white horse.* Pupils work in pairs. Pupil A shows Pupil B the painting and reads the sentences. Pupil B listens and corrects, e.g. *No, in the foreground there's a white horse.* Pupils swap partners and repeat.

5

Worksheet 1: Baby animals

Name: _____

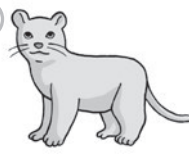
1

Follow the lines and find the babies. Then write the words.

1



a



b u c

cub

2



b



p y u p p

3



c



u p p

4



d



e y o j

5



e



u b c

6



f



t i n k e t

2

Read and complete with baby animals from Activity 1.

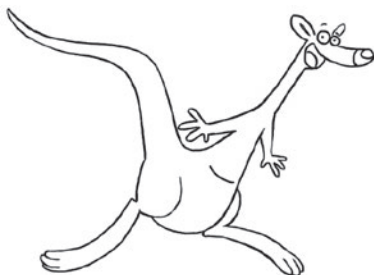
- 1 A joey lives in Australia.
- 2 Mother cats sometimes have eight _____.
- 3 You can take a _____ for a walk in the park.
- 4 A _____ always lives with a big group of lions.
- 5 A _____ starts flying after three weeks.
- 6 Mother pandas don't have lots of _____.

Vocabulary: Animals and their babies

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 4

Worksheet 2: A kitten is weaker than a lion cub
Name: _____

1 Look and read. Write yes or no.


- 1 The kitten is weaker than the lion cub.
- 2 The panda cub is smaller than the puppy.
- 3 The joey is a better jumper than the bat pup.
- 4 The lion cub is slower than the panda cub.
- 5 The panda cub is shorter than the joey.
- 6 The bat pup is a worse flyer than the kitten.

yes

2 Complete the sentences about you and your friends.

- 1 I am taller than _____. (tall)
- 2 _____ has got _____ hair than me. (short)
- 3 I am a _____ dancer than _____. (bad)
- 4 _____ is _____ than me. (strong)
- 5 _____ has got a _____ pencil case than me. (big)
- 6 I am a _____ computer game player than _____. (good)

5

Worksheet 3: The Z family

Name: _____

1 Read and write the names.



There are lots of brothers and sisters in the Z family. Zelda is the oldest sister. She's sitting next to her brother Zoop. He's the youngest in the family. Zip is the biggest and he has got the biggest nose too! His sister Zump is the best climber in the family. She hasn't got the longest hair or the shortest hair. The girl with the longest hair is Zog. She loves music. Zaz is the tallest and he doesn't like his sister's songs!

2 Write sentences about the aliens in Activity 1.

- 1 Zog is the best dancer . (good / dancer)
- 2 _____ . (strong)
- 3 _____ . (small)
- 4 _____ . (weak)
- 5 _____ . (bad / singer)
- 6 _____ . (fast / climber)

Grammar 2: Superlatives

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 4

5

Worksheet 4: Animals in art

Name: _____

1

Look at the picture. Read and complete the text.

eat shows picture background beautiful
 foreground jump ~~painting~~ nature

This ¹ painting is by Henri Rousseau. It's from 1891 and it's about ² _____. It ³ _____ a tiger in the jungle. In the ⁴ _____ there are lots of ⁵ _____ plants. They are moving because it's a windy day and there is a lot of rain. In the ⁶ _____ we can see grey clouds in the sky. It's a dramatic ⁷ _____. The tiger is going to ⁸ _____. It wants to have something to ⁹ _____!



Henri Rousseau 1891

2

Write about the painting.

Paul Gauguin 1888

This painting is _____.
 It's from _____.
 It's about _____.
 It shows _____.
 In the foreground _____.
 In the background _____.
 It's a _____.
 I think _____.

6 Our school

Worksheet 1: At our school

Using the worksheet

- This worksheet practises places in a school vocabulary *dining hall, playground, gym, library, toilets, reception, computer room, music room, classroom*.
- Pupils label the pictures with the words in the box.
- Then they read the definitions and write a place from Activity 1 on each line. **YLE**
- Pupils complete the sentences about themselves before comparing with a partner.

KEY: Activity 1: 2 gym, 3 toilets, 4 reception, 5 library, 6 dining hall, 7 music room, 8 playground, 9 classroom; Activity 2: 2 playground, 3 library, 4 music room, 5 toilets, 6 gym; Activity 3: Pupils' own answers.

Extension: Activity 1: Delete the word pool.

Language competence

Ask pupils to imagine it's their first day at a new school. Write the following words on the board: *Where's / please / Excuse / the / library / me / ?* and ask them to make a question (*Excuse me. Where's the library, please?*) Answer the question, e.g. *It's downstairs next to the music room*. Pupils take it in turns to ask and answer about the location of places in their school. Elicit from pupils that this question could also be useful when you go to other new places, e.g. when you want to find a shop in a new town, when you want to use the toilet in a café.

Worksheet 2: I was in the library

Using the worksheet

- This worksheet practises *was* and *were* affirmatives and negatives in the first and second person.
- Pupils read the dialogue to find out where each pupil was. They write the names in the boxes.
- Pupils complete the sentences about themselves.
- Then they make guesses about their partner's whereabouts. Pupils respond with *Right / Wrong* and correct their partner accordingly.

KEY: Activity 1: 2 George, 3 Amanda, 4 Gary, 5 Anna, 6 Alan; Activity 2: Answers will vary.

Reinforcement: Activity 1: Complete the first letter of each name before photocopying the worksheet.

Extension: Activity 1: Delete the room labels. **Activity 2:** Delete a time or a place from each sentence. Pupils complete the extra gaps with their own ideas.

Optional follow-up activity: Provide pupils with two maps of England labelled with London, Manchester, Newcastle, Bristol and Sheffield and the title 'Last week'. On Map A pupils draw four stick people next to any four cities and label them with English names. Tell them to keep their maps a secret. Pupils play a guessing game in pairs to complete Map B. Pupil A imagines they are one of the people on their Map A and says, e.g. *My name's George*. Pupil B guesses where George

was, e.g. *You were in Manchester last week*. Pupil A responds with *Yes* or *No* according to George's location on their map. When pupils guess correctly they write their partner's English names next to the correct cities on their Map B. At the end pupils compare their maps to check their work.

Worksheet 3:

Were you with your dog?

Using the worksheet

- This worksheet practises questions and short answers with *was* and *were*.
- Pupils look at the crime scene and the CCTV image and complete questions for the policewoman.
- They work in pairs or small groups of three or four and role play questioning the suspects about their whereabouts. Then they decide who the thief is.

KEY: Activity 1: 2 Were you with a friend? 3 Were you with your dog? 4 Were you at the hospital at ten o'clock?

Activity 2: Pupils ask the questions and respond *Yes, I was* or *No, I wasn't* according to the table. The thief is Maggie. The key clue is the muddy paw print on the floor in the living room, Maggie is the only person who was with her dog last night. Also she's got a problem with her hand because of the broken window and she was at the hospital last night.

Reinforcement: Activity 2: Erase the second column in the table. Pupils ask and answer questions and decide whether Maggie is guilty.

Extension: Activity 2: Pupils write a few sentences justifying their choice of suspect, e.g. *Maggie you've got the TV. You were with your dog in Park Road last night and a dog was in the living room. You've got a problem with your hand and you were at the hospital*.

Worksheet 4: Where were you yesterday?

Using the worksheet

- This worksheet practises reading and writing skills with texts that use *was*, *wasn't*, *were* and *weren't* to describe and ask questions about yesterday.
- Pupils read the text then complete the gaps in the interview accordingly. Tell pupils to refer to the text for help.
- Pupils imagine they are a famous person and write about where they were yesterday.

KEY: Activity 1: 2 quarter, 3 were, 4 wasn't, 5 were, 6 Where, 7 Were, 8 was; Activity 2: Pupils' own answers.

Optional follow-up activity: Pupils play *House* (see page 4) in small groups of three or four. They each write the gaps for their famous person's name on a piece of paper. Then they take turns to read the texts they wrote in Activity 2, but they don't say the name of the person. Pupils listen and guess which famous person the others chose. If they can't guess from the description, they take turns to guess which letters are in his/her name.

6

Worksheet 1: At our school

Name: _____

1 Look and write the words.

library toilets classroom reception music room
playground gym dining hall ~~computer room~~



1 computer room



2 _____



3 _____



4 _____



5 _____



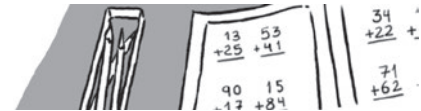
6 _____



7 _____



8 _____



9 _____

2 Look and read. Choose the correct words from Activity 1 and write them on the lines.

- 1 You eat your lunch here. dining hall
- 2 You go here to meet friends before school. _____
- 3 You borrow books from this place. _____
- 4 You play instruments in this classroom. _____
- 5 You wash your hands here. _____
- 6 You do sports here on rainy days. _____

3 Complete the sentences about your school.

- 1 I run a lot with my friends in the playground.
- 2 There is a big white board on the wall in the _____.
- 3 On rainy days we go to the _____.
- 4 I never eat lunch in the _____.
- 5 On Thursdays we go to the _____.
- 6 My favourite place in our school is the _____.

Vocabulary: School places

6

Worksheet 2: I was in the library

Name: _____

1 Look at the plan of a school. Read and write the names.

Alan George ~~Gemma~~
Gary Anna Amanda

Gemma: I was in the library at half past eleven.

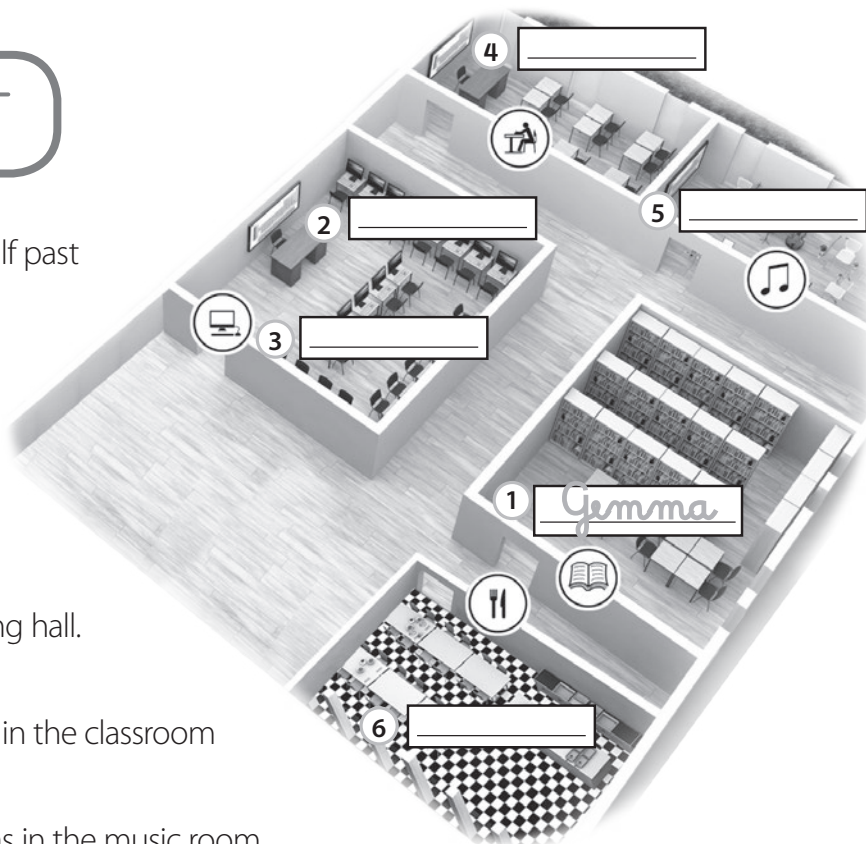
George: I wasn't with Gemma.
I was in the computer room.

Alan: I wasn't in the
computer room. I was in the
dining hall with Amanda.

Amanda: No, I wasn't in the dining hall.
I was with George.

Gary: I wasn't with George. I was in the classroom
with Anna.

Anna: No, I wasn't with Gary. I was in the music room.

2 Complete the sentences about you with **was** and **wasn't**. Then guess about your partner with **were** and **weren't**.

- 1 At eleven o'clock yesterday morning I _____ in the playground.
- 2 At three o'clock yesterday afternoon I _____ in the dining hall.
- 3 After school yesterday I _____ in the park.
- 4 I _____ in bed at six o'clock this morning.
- 5 At half past eight this morning I _____ at home.
- 6 At nine o'clock this morning I _____ in this classroom.

At eleven o'clock yesterday morning you
were in the playground.

Right! I was in the playground.

Wrong. I was in the classroom.

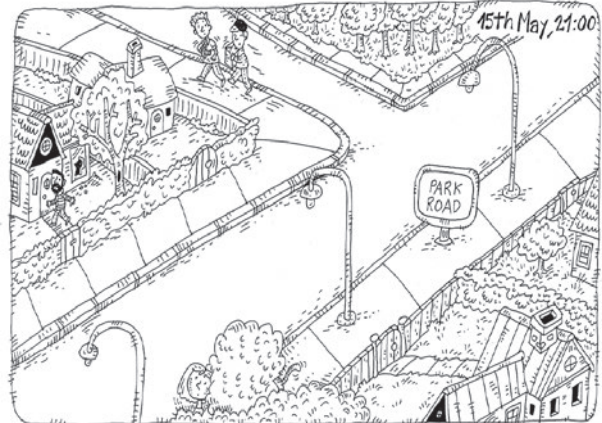
Grammar 1: *Was* and *were*: affirmative and negative

6

Worksheet 3: Were you with your dog?

Name: _____

1 Look and write questions.



- 1 o'clock / you / at / Were / in / Park Road / nine / ?

Were you in Park Road at nine o'clock?

- 2 with / Were / friend / a / you / ?



- 3 your / you / Were / with / dog / ?

- 4 at / o'clock / you / Were / the / at / hospital / ten / ?



2

Ask the questions in Activity 1. Look at the table and answer. Who has got the TV?

		
	Maggie	Ronny

1	✓	✗
2	✗	✓
3	✓	✗
4	✓	✗

Maggie, were you in Park Road at nine o'clock?

Yes, I was.

Grammar 2: Was and were: questions and answers

6

Worksheet 4: Where were you yesterday?

Name: _____

1

Read about Cara's day. Complete the interview.

Hi, I'm Cara. Yesterday I was in the gym at quarter to seven in the morning. I was at home at nine o'clock and at half past nine I was on the train to work. I was at a café with a friend for lunch at one o'clock. Then after work at six o'clock I was at the sports centre. It was great! A photographer was there to take photos. That's me with the bottle of water. It was a really busy day and I was in bed at eight o'clock!

Journalist: Where ¹ were you in the morning, Cara?

Cara: I was in the gym at ² _____ to seven.

Journalist: And ³ _____ you there at nine o'clock?

Cara: No, I ⁴ _____. I was at home.

Journalist: Were you at home for lunch?

Cara: No, I wasn't. I was at a café with a friend.

Journalist: And ⁵ _____ you at the sports centre at six o'clock?

Cara: Yes, I was.

Journalist: The football was great.

Cara: Thanks!

Journalist: ⁶ _____ were you at eight o'clock? ⁷ _____ you at the sports centre?

Cara: No, I wasn't. I ⁸ _____ in bed!

2

Imagine you are a famous person. Where were you yesterday? Write about your day.

Hi, I'm Bart Simpson! Yesterday I wasn't at school at nine o'clock. I was at the park on my skateboard.

Hi, I'm _____

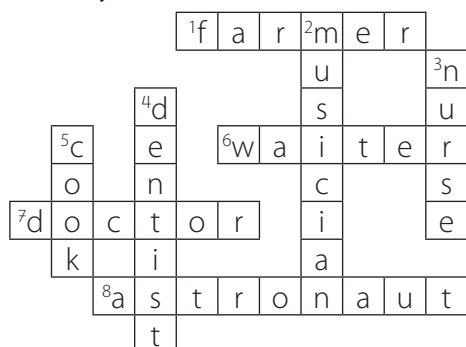
Skills: Reading and writing

Worksheet 1: Jobs

Using the worksheet

- This worksheet practises jobs vocabulary: *astronaut, musician, waiter, bus driver, cook, nurse, computer programmer, doctor, dentist, farmer.*
- Pupils look at the pictures and complete the missing letters in the crossword.
- They reorder the letters and use them to write the jobs on the lines.

KEY: Activity 1:



Activity 2: 2 dentist, 3 astronaut, 4 waiter, 5 bus driver, 6 computer programmer

Reinforcement: Activity 1: Write the job words around the crossword grid for pupils to refer to.

Extension: Activity 1: Remove all the letters from the grid.

Optional follow-up activity: Give pupils a piece of paper each. They write a phrase with *I'd like to be...* about their future job. Then they write their name on the paper, fold it up and give it to you. Put all the papers in a hat/box. Pupils take it in turns to come to the front, choose a paper and read it to the class. Pupils listen and guess who wrote each sentence.

Worksheet 2: have to, don't have to

Using the worksheet

- This worksheet practises *have to* and *don't have to*.
- Pupils read the descriptions of the different jobs and write *yes* or *no* on each line.
- Pupils look at the pictures and write sentences about Helen and Frank.

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

Activity 2: 2 I don't have to wear a hat. 3 I have to do the shopping. 4 I have to wear a uniform. 5 I don't have to get up early. 6 I have to feed the cat.

Extension: Activity 2: Adapt the word prompts so that only the following words remain: 2 hat, 3 shopping, 4 uniform, 5 early, 6 cat. Pupils have to think of the best verb to use with each sentence.

Optional follow-up activity: Pupils work in pairs and write four sentences about you using *have to* and *don't have to*. They write two sentences about your job, e.g. *You have to like children*, and two sentences not about work, e.g. *You have to cook every day*. Pairs take turns to read their sentences to the class. Pupils listen and put their hands up if they think the sentences are true.

Worksheet 3: Do teachers have to work at the weekends?

Using the worksheet

- This worksheet practises questions with *Do you/they have to* and short answers.
- Pupils look at the chores in the table and complete the 'Me' column with ticks depending on whether they have to do the chores at home.
- They work in pairs and take turns to ask questions about the chores, e.g. *Do you have to cook?* They respond appropriately, e.g. *Yes, I do* or *No, I don't* and complete the table with ticks where appropriate.
- Pupils repeat the activity with two more friends.
- Pupils write questions about teachers using *Do they* and the prompts. They take turns to ask you the questions.

KEY: Activity 1: Pupils' own answers; **Activity 2:** Do they have to get up early/use computers every day/eat lunch at school/learn songs/read lots of books?

Reinforcement: Activity 2: Write 'Do they have to' on the sentence rules. Pupils complete the questions.

Extension: Activity 1: Pupils extend the table and draw two more chores. They ask their friends extra questions about these activities and complete the table.

Worksheet 4: Our solar system

Using the worksheet

- This worksheet reviews ordinal numbers (1st-10th) and the topic of the solar system.
- Pupils complete the missing numbers and words in the table.
- Pupils read and choose the best words to complete the text.

YLE

KEY: Activity 1: 1 first, 2 2nd, 3 third, 4 fourth, 5 fifth, 6 6th, 7 7th, 8 eighth, 9 ninth, 10 10th; **Activity 2:** 2 diameter, 3 fifth, 4 around, 5 moons, 6 days

Reinforcement: Activity 1: Write the words of each ordinal number to the left of the first column.

Competence in mathematics

Draw a picture of the sun and the planets in our solar system on the board. Elicit the names of the planets with questions using ordinals, e.g. *What's the first planet?* Tell pupils that ordinal numbers are used in lots of other situations, for example, the names of streets in New York are ordinal numbers, e.g. *5th Avenue*. Elicit more examples of when we use ordinal numbers (year groups at school, football league tables, floors in buildings, positions in races, dates, birthdays).

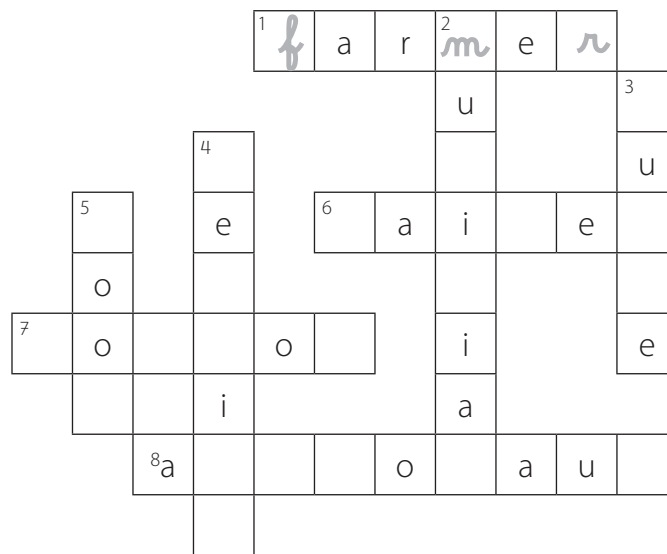
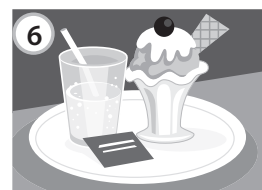
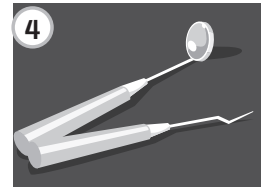
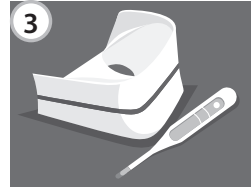
7

Worksheet 1: Jobs

Name: _____

1

Look and complete.



2

Write the jobs.

1 suniaci

m usician

2 tinste

d _____

3 orunatts

a _____

4 traie

w _____

5 esurriv

b _____ d _____

6 utomerpormgramer

c _____ p _____

7

Worksheet 2: *have to, don't have to*

Name: _____

1 Read and write *yes* or *no*.

- 1 Bus drivers have to wear a uniform.
- 2 Bus drivers don't have to drive taxis.
- 3 Dentists have to work on a computer.
- 4 Dentists don't have to look at people's teeth.
- 5 Musicians have to get up early.
- 6 Musicians don't have to play the guitar.

yes

2 Look and write.



Helen



Frank

My name's Helen and I'm a nurse.

- 1 *I have to work at night* . (work at night)
- 2 _____ . (not wear a hat)
- 3 _____ . (do shopping)

My name's Frank and I'm a waiter.

- 4 _____ . (wear a uniform)
- 5 _____ . (not get up early)
- 6 _____ . (feed the cat)




Grammar 1: *Have to: affirmative and negative*

7

Worksheet 3: Do teachers have to work at the weekends?

Name: _____

1 Tick the things you have to do. Then ask three friends and tick (✓).

	Me	_____	_____	_____
				
				
				

2 Write questions about teachers. Then ask your teacher.

get up ~~work~~ use
eat learn read

~~at the weekends~~ lots of books early
lunch at school songs computers every day

- 1 Do teachers have to work at the weekends ?
- 2 Do they _____ ?
- 3 _____ ?
- 4 _____ ?
- 5 _____ ?
- 6 _____ ?

Grammar 2: Have to: questions and answers

PHOTOCOPIABLE

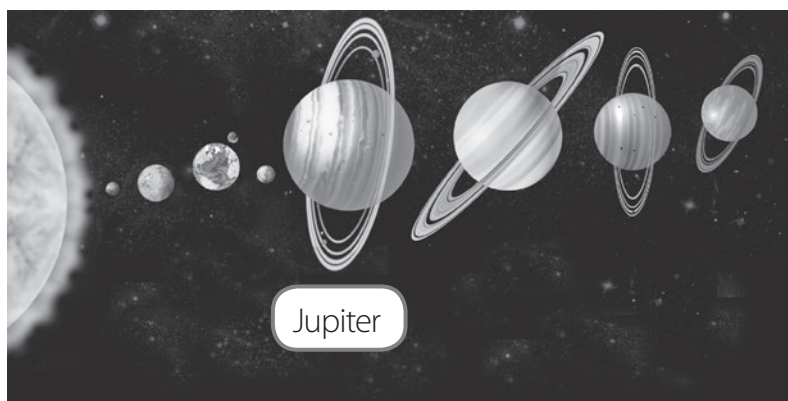
Quick Minds Teacher's
Resource Book Level 4

Name: _____

1 Complete the table.

1	1 st	
2		second
3	3 rd	
4	4 th	
5	5 th	

6		sixth
7		seventh
8	8 th	
9	9 th	
10		tenth

2 Read the text. Choose the right words and write them on the lines.

Jupiter is the biggest ¹ planet in our solar system with a ² _____ of 142,984 km! Jupiter is the ³ _____ planet from the sun and it's very cold there – the temperature is -145C. It takes Jupiter 11.86 years to go ⁴ _____ the sun. Jupiter has got rings and 67 ⁵ _____. The name of the biggest one is Ganymede and it takes 7.15 ⁶ _____ to orbit Jupiter.

- | | | |
|-------------|----------|-----------|
| 1 moon | star | planet |
| 2 Earth day | diameter | distance |
| 3 fifth | five | fifteenth |
| 4 orbit | from | around |
| 5 moons | months | years |
| 6 stars | planets | days |

Worksheet 1: Weekend fun

Using the worksheet

- This worksheet practises weekend activities: *watch a film, go shopping, go to the swimming pool, go for a walk, go rollerblading, do puzzles, play golf*.
- Pupils complete the speech bubbles with *going to* and a weekend activity.
- They draw and write about what they are going to do at the weekend.

KEY: Activity 1: **2** go for a walk, **3** going to play golf, **4** going to go rollerblading, **5** We're going to do puzzles, **6** We're going to go to the swimming pool, **7** I'm going to go shopping; Activity 2: Pupils' own answers.

Reinforcement: Activity 1: Complete the 'going to' part of each sentence. Pupils write the activities.

Extension: Activity 1: Delete the word pool.

Learning to learn

Ask pupils which hobbies they prefer and elicit some benefits of doing each one, e.g. *going shopping* could teach you about the value of money, you learn to be confident in water if you take swimming lessons. Ask pupils if they think it's a good idea to always do the same hobby. Elicit that while it's nice to be really interested in/good at one thing, having different interests helps you learn about different things and become well rounded. Pupils tell their partner a new hobby they'd like to try and then talk about what these new hobbies might help them learn.

Worksheet 2: Why are you happy?

Using the worksheet

- This worksheet practises questions and answers with *Why* and *Because*.
- Pupils look at Picture A and complete the questions and answers using the prompt words.
- Then they ask and answer similar questions about picture B using the words in the box.
- Pupils talk about the differences between pictures A and B.

YLE

KEY: Activity 1: **2** Why are you eating an ice cream?

3 Why are you wearing shorts? **4** Because I'm going to buy some water. **5** Because I'm going to go to the beach. **6** Because it's a sunny day; Activity 2: Why are you wearing a woolly hat? Because it's a cold day. Why have you got money? Because I'm going to go to the supermarket. Why are you carrying books? Because I'm going to do my homework. Why are you drinking apple juice? Because I'm thirsty. Why are you angry? Because it's a rainy day. Why have you got keys? Because I'm going to go home.

Reinforcement: Activity 2: Next to *Why* in the first word pool add *are you, are you –ing* and *have you got*. Next to *Because* in the second word pool add *it's a, I'm going to* and *I'm*.

Optional follow-up activity: Pupils do a picture dictation in pairs. Give Pupil A a piece of paper with a large stick person on it. Pupil B dictates some information, e.g. *You're happy*. Pupil A draws a happy face and asks, *Why?* Pupil B responds appropriately, e.g. *Because you're flying your kite*. Pupil B dictates six more items for Pupil A to draw. Then pupils swap roles.

Worksheet 3: All about you

Using the worksheet

- This worksheet reviews questions from the level.
- Pupils order the words and write the questions.
- Then they answer the questions about themselves.

KEY: Activity 1: **2** Were you in bed at nine o'clock this morning? **3** What are you going to do after school? **4** What do you think of your playground? **5** Why are you writing in English? **6** Are you a better singer than your cousin?; Activity 2: Pupils' own answers.

Reinforcement: Activity 1: Write the first and last word of each question on the lines.

Optional follow-up activity: Pupils extend some of their answers using 'because', e.g. *I think my playground is good because I play with my friends there*.

Worksheet 4: Questions game

Using the worksheet

- This board game practises speaking skills and reviews language from *Quick Minds* Level 4. Pupils will need counters, a coin and a dice to play the game.
- Pupils play in pairs. They put their coins on the Start square. Pupil A tosses the coin. If it's 'heads' they move forward one square. If it's 'tails' they move forward two squares. Pupil B rolls the dice and asks Pupil A the corresponding questions, e.g. Pupil B rolls a 2 and asks *What are they going to do?* Pupil A answers according to the picture in the square. If Pupil A answers correctly, he/she stays on the current square. If he/she answers incorrectly, the counter moves back to the start of the turn.
- Monitor carefully to help with any disputed answers.
- The winner is the first pupil to reach the Finish square.

KEY: Answers will vary.

Optional follow-up activity: Pupils work in pairs to play a guessing game. Pupil A chooses a square from the board and makes a phrase about it, e.g. *They are going to go rollerblading*. Pupil B has ten seconds to find and say another phrase about the square, e.g. *They have to wear helmets* to win a point. Pupils swap roles. The first pupil to get ten points wins.

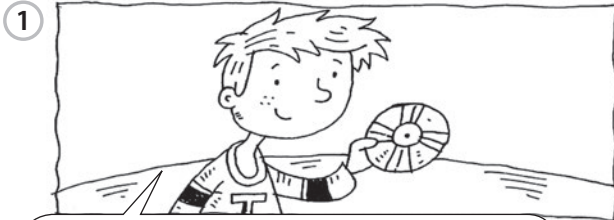
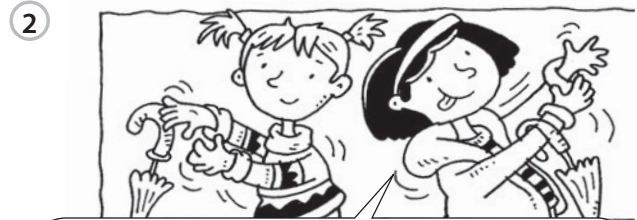
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Worksheet 1: Weekend fun

Name: _____

1 Look and write.

go shopping play golf go to the swimming pool
~~watch a film~~ go for a walk do puzzles go rollerblading


I'm going to watch a film.


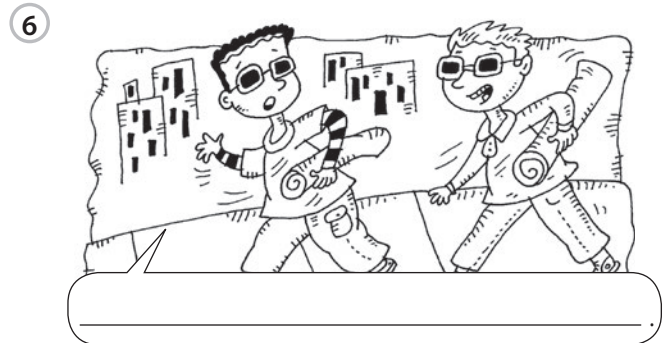
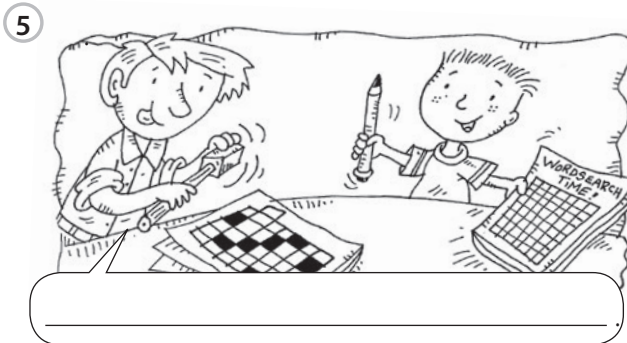
We are going to _____.



I'm _____.



We're _____.



7



2

What are you going to do this weekend? Draw and write.

Vocabulary: Weekend activities

8

Worksheet 2: Why are you happy?

Name: _____

1 Look and complete the questions and answers.


1 *Why are you carrying a swimsuit?*

(carry a swimsuit)

Because I'm going to go swimming.

2 _____?

(eat an ice cream)

Because I'm hungry.

3 _____?

(wear shorts)

Because it's a hot day.

4 Why have you got money?

_____. (buy some water)

5 Why are you carrying a towel?

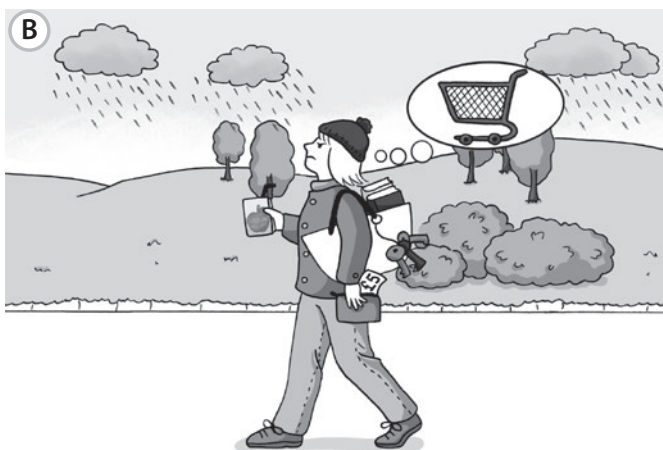
_____. (go to the beach)

6 Why are you happy?

_____. (sunny day)

2 Ask and answer using the words in the boxes.

? Why ...
? woolly hat money books
? apple juice angry keys

Because ...
thirsty rainy cold
supermarket homework
home


3 Talk about the differences.

In picture A she's happy
because it's sunny.

In picture B she's angry because it's rainy.

Grammar 1: *Why ...? Because ...*

8

Worksheet 3: All about you

Name: _____

1 Write the questions.

1 have to / make / Do you / your bed

Do you have to make your bed _____ ?

2 at nine / this morning / Were you / o'clock / in bed

_____ ?

3 after school / What / do / going to / are you

_____ ?

4 do you / your playground / think of / What

_____ ?

5 are you / in English / Why / writing

_____ ?

6 a better singer / than / Are you / your cousin

_____ ?

2 Answer the questions about you.



1 _____ .



2 _____ .



3 _____ .



4 _____ .



5 _____ .









6 _____ .

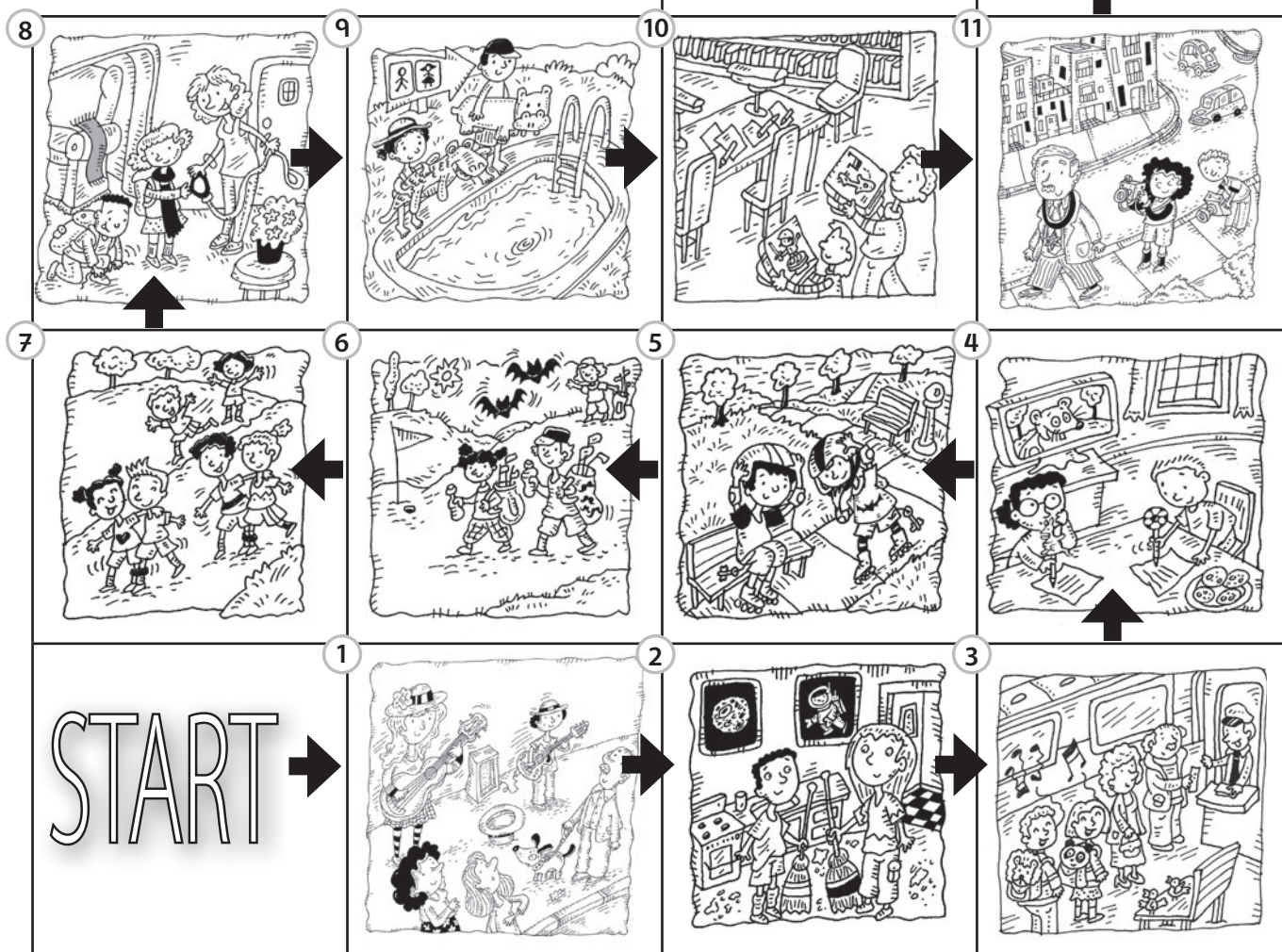
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Worksheet 4: Questions game

Name: _____

Play the questions game.

- 1  Do they have to ... ?
- 2  What are they going to ... ?
- 3  Which ... do you prefer?
- 4  Is / Are there any ... ?
- 5  Is the girl ... than the boy?
- 6  Why have they got ... ?



Skills: Speaking

PHOTOCOPIABLE

Quick Minds Teacher's
Resource Book Level 4

Introduction to the tests

The Tests in *Quick Minds* Downloadable Teacher's Resource Book 4 have been especially designed for the needs of Spanish teachers and pupils at Primary level. They reflect the language which is presented in *Quick Minds* Pupils Book 4 and also the work on basic competences in the relevant Pupil's Book units.

What is the format of the tests in *Quick Minds* Teacher's Resource Book 4?

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

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

When do I use the tests?

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

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

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

How do I use the tests?

The tests are designed to be easy to use and to cater for the diverse needs of the classroom. You can assign tests according to the level of your pupils – the Standard level test reflects the level of the Pupil's Book and Activity Book, whereas the High level test is intended to stretch the stronger pupils in your class. Because the tests are photocopiable and have a page-by-page layout, you can tailor them to your needs. (As with the practice worksheets, the tests are available in PDF and Word format in the Test Generator, which is available online, enabling you to adapt and personalise the activities.) You can also use the tests to suit your timetable; you may find that you only have time in class to assess one skill or two at a time, and so choose to use individual pages in different lessons, rather than all four pages of a test at once.

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

Scoring

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

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

Listening	15
Reading	10
Writing	10
Speaking	10

Teacher's notes, tapescripts and answer keys

Term 1 Test – Standard

(testing the content of Well done, Explorers! and Units 1 and 2)

Listening

1 Listen and colour and write. (5 marks)

Pupils listen and colour or write as indicated.

TAPESCRIPT

- 1**
- Woman:** Can you see the mayor? She's talking to the journalist.
- Boy:** I see. Her hair is curly.
- Woman:** That's right. Colour her hair brown.
- 2**
- Boy:** Look at the statue! I'd like to colour it orange.
- Woman:** Wow! OK. Orange is a fun colour for a statue.
- 3**
- Boy:** Look! There are two buses. Number thirty and number seventy-five.
- Woman:** Colour the number seventy-five red.
- Boy:** Yes, red's a good colour.
- 4**
- Woman:** Now, let's write something. Can you see the bottles of water on the table?
- Boy:** Yes. They are under the trees.
- Woman:** Yes. Write the word WATER under the bottles.
- Boy:** OK.
- 5**
- Woman:** One last thing ... let's colour the photographer's moustache
- Boy:** Great! I'm colouring it now. Look, his moustache is black.
- Woman:** Well done!

KEY: Pupils colour the mayor's hair (brown), the statue (orange), 75 (red) and the photographer's moustache (black). They write WATER below the bottles of water.

2 Look at the picture in Activity 1. Listen and tick (✓) or cross (X). (10 marks)

Pupils look at the town scene in Activity 1. They tick or cross the boxes according to the descriptions they hear.

TAPESCRIPT

- 1**
- Man:** The journalist's beard is curly.
- 2**
- Man:** There aren't any biscuits on the table.
- 3**
- Man:** The mayor is listening to the girls.
- 4**
- Man:** There isn't any apple juice on the tables.
- 5**
- Man:** The mayor is thin.
- 6**
- Man:** The photographer's hair is long and straight.
- 7**
- Man:** A band is playing the violin.
- 8**
- Man:** The birds are eating a biscuit.
- 9**
- Man:** The girls are going to drink some water.
- 10**
- Man:** The museum is forty-five years old.





KEY: 1 X, 2 X, 3 X, 4 ✓, 5 X, 6 ✓, 7 X, 8 ✓, 9 X, 10 X

Reading

1 Read and tick five activities in the table. (5 marks)

Pupils read the dialogue and tick five activities that John and Helen do.

KEY:

						
John	✓		✓			
Helen	✓					

2 Look at Activity 1 again. Read and match. (5 marks)

Pupils read the dialogue again before matching the questions and answers.

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

Writing

1 Look and complete the answers. (5 marks)

Pupils look at the picture and complete the girl's responses.

KEY: 1 There isn't any ham (in the fridge). 2 There aren't any potatoes (in the cupboard). 3 There are some tomatoes (in the fridge). 4 I'm not going to make soup. 5 I'm going to have pizza.

2 Write about what you are or are not going to do after school. Use the words in the box. (5 marks)

Pupils write sentences using the words in the box.

KEY: I'm (not) going to talk to a journalist, make pasta, watch a film on TV, drink a glass of water, do my homework.

Speaking

1 Find five differences. (5 marks)

Pupils work in pairs (or with the teacher). They find and talk about the five differences, taking it in turns to start. Encourage pupils to use the speech bubbles and word pools to help them.

KEY: Suggested answers: In picture A Mick's moustache is long. In picture B his moustache is short. In picture A Kate's hair is straight. In picture B her hair is curly. In picture A Prince is sleeping. In picture B he's looking at Mick. In picture A Eric is listening to music. In picture B he is talking on his phone. In picture A Mick isn't writing. In picture B he is writing.

2 Talk about your friends in the classroom. (5 marks)

Pupils work in pairs (or with the teacher). They take it in turns to choose one or two other pupils for their partner to talk about. Pupils say something incorrect and their partner corrects them accordingly. Encourage pupils to refer to the language boxes in Activity 1 for ideas if necessary.

KEY: Any appropriate phrases using possessive adjectives or present continuous. Answers will vary.

Term 1 Test – High

(testing the content of Well done, Explorers! and Units 1 and 2)

Listening

1 **Listen and tick (✓) the box. (5 marks)**

Pupils listen and tick the correct picture according to what they hear.

TAPESCRIPT

1

What is Lucy doing?

Man: Is Lucy outside?

Woman: No, she's in her room. She's doing her homework.

Man: No, she isn't. Listen. She's singing.

2

What's in the fridge?

Man: I'm going to make some biscuits. Is there any butter?

Woman: Yes, there is. And there are some apples too.

3

Which bus is the man waiting for?

Woman: Does the number sixty come to this bus stop?

Man: Sorry. I don't know. The sixteen stops here. I'm waiting for that bus.

4

What is Karen going to have for lunch?

Man: Hi Karen. Would you like to have pizza at the café for lunch?

Woman: No thanks. I'm going to make soup for my family.

5

What do Sally and Steve do in their free time?

Man: What are Sally and Steve doing?

Woman: They're using computers in that classroom. And after school they're going to play basketball. They play every afternoon.

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

2 **Listen and draw lines. (10 marks)**

Pupils listen and draw lines according to what they hear.

TAPESCRIPT

1

Woman: Greg has got a sister. Her name's Emma and she's got straight hair.

2

Woman: Emma's hair is blonde and Greg's hair is too. But his hair isn't straight. It's curly.

3

Woman: Emma and Greg have got small noses. Their noses aren't fat or long. They're thin.

4

Woman: They've got white teeth but they aren't small and they aren't very straight.

5

Woman: Greg's got a beard and a moustache. His beard is long and curly and his moustache is long too.

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

Reading

1 Read the text. Choose the right words and write them on the lines. (6 marks)

Pupils read the text and complete the missing words.

KEY: 1 plays, **2** love, **3** don't have, **4** listen, **5** is playing, **6** have

2 Read and write the words. (4 marks)

Pupils read the descriptions and write the words.

KEY: 1 journalists, **2** mayor, **3** statues, **4** soup

Writing

1 Look, read and write questions for the photographer. (5 marks)

Pupils look at the picture and read the photographer's email.

They read the short answers and write questions using the prompts.

KEY: 1 Does/mayor, **2** Are there any, **3** Is there any, **4** Are you having, **5** Are you going

2 Write about the mayor and her dog. (5 marks)

Pupils look at the picture in Activity 1 and write a description of the mayor and her dog.

KEY: 1 hair is curly, **2** wearing (big) glasses, **3** cutting a/her (birthday) cake, **4** is fat, **5** looking at the ham.

Speaking

1 Find the different ones. (5 marks)

Pupils find the different image in each row.

KEY: 1b (straight hair), **2c** (thin), **3b** (spoon), **4a** (blonde beard), **5d** small teeth

2 Talk about what your friends are doing now and what they are going to do. (5 marks)

Pupils work in pairs (or with the teacher). They take it in turns to make phrases about another pupil using the present continuous or *going to* until one pupil can't think of anything more to add. The pupil who makes the final phrase gets a point.

KEY: Any appropriate answers.

Term 2 Test – Standard

(testing the content of Units 3 - 5)

Listening

- 1  **Listen and draw lines. There is one extra name. (5 marks)** 

Pupils listen and draw lines between the names and the children in the picture.

TAPESCRIPT

- 1 Girl: My sister Ella is tidying up the garden with our cousins.
Woman: Is she the smallest girl?
Girl: No. She's the tallest girl.
Woman: Oh, I see. She's sweeping.
- 2 Woman: I like his rucksack.
Girl: The boy with the chairs?
Woman: No, the boy with the blanket. Are those pandas on his rucksack?
Girl: Yes, they are. Tony loves pandas.
- 3 Girl: That's my cousin, Paul, next to the trees.
Woman: He looks very strong.
Girl: Yes, he's carrying a lot of chairs. He's stronger than my other cousins.
- 4 Woman: Who's that girl with the bowl?
Girl: That's Sophie.
Woman: Is she going to feed the dog?
Girl: I think she's going to give him some water.
- 5 Woman: One girl isn't tidying up.
Girl: The one with the mobile phone?
Woman: Yes.
Girl: That's Anabel. She never helps tidy up!

KEY: Pupils draw lines between: Ella – girl sweeping, Tony – boy with blanket, Paul – boy with stack of chairs, Sophie – girl with dog bowl, Anabel – girl with mobile phone.
Extra name – Kevin






- 2  **Listen and draw ☺ or ☹. (10 marks)**

Pupils listen and complete the table to show Toby and his dad's opinions about the different towels.

TAPESCRIPT

- 1 Man: Do you like the black towel, Toby?
Boy: I think it's beautiful.
Man: Yes, I like the bat pup.
- 2 Man: What do you think of the grey one?
Boy: It's ugly.
Man: Oh, I like the joey.
- 3 Man: Which one do you prefer?
Boy: I like the big one best.
Man: I don't.
- 4 Boy: I like the small one.
Man: With the lion cub?
Boy: Yes.
Man: I like it too.
- 5 Boy: Which one do you prefer, Dad?
Man: I like the towel with the kittens best.
Boy: I don't like it at all.

KEY:

					
Toby	☺	☹	☺	☺	☹
Toby's dad	☺	☺	☹	☺	☺

Reading

- 1 **Read the text and choose the best answer.**

Anna is talking to her friend, Tom. (5 marks) 

Pupils read the dialogue and circle one answer each time.

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

- 2 **Read and complete. (5 marks)**

Pupils read the text and complete the sentences with the words in the box.

KEY: 1 best, 2 worst, 3 better, 4 slower, 5 worse

Writing

- 1 **Write the times. (4 marks)**

Pupils look at the clocks and write the times.

KEY: 1 quarter to seven, 2 twelve o'clock, 3 quarter past eleven, 4 half past eight

- 2 **Write about you. (6 marks)**

Pupils write sentences about how often they do the daily tasks using the pictures and the words in the box.

KEY: Possible answers: 1 sometimes sweep the floor, 2 always take the dog for a walk, 3 never tidy up, 4 sometimes cook, 5 never dry the dishes, 6 always do the shopping

Speaking

- 1 **Say and guess. (5 marks)**

Pupils work in pairs (or with the teacher). They take turns to say when the children start and finish their daily tasks. Pupils listen and guess whom their partner is speaking about.

KEY: Any appropriate sentences.

- 2 **Look at Activity 1 again. Talk about the people. (5 marks)**

Pupils work in pairs (or with the teacher). They take turns to compare the children, using the words in the box to help them. Pupils listen and rephrase their partner's descriptions with the opposite adjective.

KEY: Neil is faster than Milly. Milly is slower than Neil: Caroline is worse than Ben. Ben is better than Caroline: Anna is stronger than Stu. Stu is weaker than Anna: Anna's dog is bigger than Stu's dog. Stu's dog is smaller than Anna's dog: Toby is taller than Sally. Sally is shorter than Toby.

Term 2 Test – High

(testing the content of Units 3 - 5)

Listening

1 Listen and write. (5 marks)

Pupils listen and complete the information according to what they hear.

TAPESCRIPT

1

Boy: I'm going to go hiking with my school.

Woman: Are you going to take a rucksack?

Boy: Yes. I'm going to take my black one.

2

Boy: I've got a blanket and a towel in my rucksack.

Woman: And a compass?

Boy: Good idea! I'm going to put that in my rucksack now.

3

Boy: We always start hiking at eight o'clock and finish before lunch.

Woman: Wow! Eight o'clock is early.

4

Woman: What tasks are you going to do?

Boy: I like cooking best, but I'm going to dry the dishes.

5

Woman: What do you think of hiking?

Boy: I think it's great, but I'm not very fast. My friend Dylan is the fastest and our teacher is the slowest!

KEY: 1 black, 2 a blanket / a towel / a compass, 3 eight, 4 dry the dishes, 5 teacher

2 Listen and tick (✓) or cross (X). (10 marks)

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

TAPESCRIPT

1

Man: What do you think of my mobile phone?

Girl: It's old and it's very big. You need to buy a better one!

2

Man: Do you take the dog for a walk?

Girl: We haven't got a dog. But I'm going to get a kitten next week!

3

Man: Who's the tallest person in your family?

Girl: My brother is taller than me, but my sister is taller than my brother!

4

Man: Is your school bag dirty?

Girl: No, it isn't. I've got a beautiful white rucksack.

5

Man: Do you wash up after dinner?

Girl: Sometimes. But I don't dry the dishes.

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

Reading

1 Look and read. Write *yes* or *no*. (6 marks)

Pupils look at Isabel's tasks and decide if each sentence is true or false. They write *yes* or *no* accordingly.

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

2 Read and circle. (4 marks)

Pupils read and circle the correct animal.

KEY: 1 lion cub, 2 kitten, 3 joey, 4 puppy

Writing

1 Look and complete the questions and answers. (4 marks)

Pupils complete the missing words in the messages.

KEY: 1 do you think of / kitten, 2 Which / do you, 3 like the / one, 4 don't / grey one at

2 Write about you and your family using comparatives and superlatives.

Pupils write sentences using the prompt words.

KEY: 1 faster runner/(family member), 2 shorter hair/(family member), 3 I'm a worse dancer than (family member), 4 (family member)/ biggest rucksack, 5 (family member)/ slowest swimmer, 6 (family member) has got the best mobile phone.

Speaking

1 Find ten differences. (5 marks)

Pupils work in pairs (or with the teacher). They take it in turns to find and describe the differences.

KEY: Any appropriate answers using comparative and superlative phrases. Possible answers: In picture A the girl with the keys is the tallest. In picture B the girl with the mobile phone is the tallest. In picture A the shortest girl has got a puppy rucksack. In picture B she's got a kangaroo rucksack. In picture A the boy with the rucksack is the fastest. In picture B the boy with the rucksack is the slowest. In picture A the boy with curly hair is a better swimmer. In picture B he's a worse swimmer. In picture A the bat cub is the worst flyer. In picture B the bat cub is the best flyer. In picture A the girl with the panda T-shirt is stronger than the girl with the panda cub T-shirt. In picture B the girl with the panda cub T-shirt is stronger. In picture A the blanket is smaller than the towels. In picture B the blanket is bigger than the towels. In picture A the wallet is bigger than the notes. In picture B the wallet is smaller. In picture A the boy is a better singer than the girl. In picture B the boy is a worse singer than the girl. In picture A the biggest dog is white. In picture B the smallest dog is white.

2 Talk about you and your friends in the classroom. (5 marks)



Pupils work in pairs (or with the teacher). They take it in turns to make phrases about the people and objects in the room using comparatives and superlatives.

KEY: Any appropriate answers.

Term 3 Test – Standard

(testing the content of Units 6 - 8)

Listening

- 1  **Where was Sandra last week? Listen and draw lines from the days to the correct pictures. (10 marks)** 

Pupils listen and draw lines between the days of the week and the locations.

TAPESCRIPT

1

Man: Hi, Sandra. Were you at school last week?

Girl: Yes, I was. I was in my classroom on Monday morning at nine o'clock.

2

Man: Were you in the music room on Tuesday morning?

Girl: No, I wasn't. We never go to there in the mornings. I was in the music room on Tuesday afternoon.

3

Man: Where were you on Wednesday after school?

Girl: We always go to the gym on Wednesday afternoons.

4

Man: You weren't in the library on Thursday morning.

Girl: No, I wasn't. But I was in the library on Thursday afternoon.

5

Man: Where were you on Friday morning?

Girl: I was in the dining hall. A cook was at the school for a special lesson.

KEY: Pupils draw lines between Monday - classroom, Tuesday – music room, Wednesday – gym, Thursday – library, Friday – dining hall

- 2  **Listen and write the names. (5 marks)**

Pupils listen and write name on each line according to what they hear.

TAPESCRIPT

1

Man: Would you like to be a bus driver, Kevin?

Boy: No. I'd like to be a computer programmer because I love computers!

2

Man: Are you going to be a doctor, Jess?

Girl: No, I'm not. I'm going to look at people's teeth!

3

Man: Do you have to wear a uniform for your job, Peter?

Boy: Yes, I do. All bus drivers have to wear a uniform.

4

Man: Do you have to sing in your band, Vanessa?

Woman: No, I don't. I play the guitar.

5

Man: Do you have to drive to work, Gemma?

Woman: No, I don't. I get the bus to the hospital.


KEY: a Vanessa, b Peter, c Gemma, d Kevin, e Jess

Reading

- 1 **Read and match. (4 marks)**

Pupils match the sentence halves.

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

- 2 **Read the story. Choose and write the correct words. (6 marks)** 

Pupils complete the story with words from the pool. Then they choose a title for the story.

KEY: 1 shopping, 2 swimming pool, 3 golf, 4 watch, 5 rollerblading, 6b

Writing

- 1 **Answer the questions. (4 marks)**

Pupils read and write their answers.

KEY: Possible answers: 1 music room / you can play the guitar. 2 I like Saturday best because I go rollerblading with my sister. 3 I like panda cubs best because they are very funny. 4 doctor / help people.

- 2 **Look and write about the jobs using *have to* and *don't have to*. (6 marks)**

Pupils complete the sentences about the different jobs.

KEY: 1 Farmers have to drive a tractor. 2 Bus drivers don't have to wear a white coat. 3 Dentists don't have to play the guitar. 4 Astronauts have to travel in space. 5 Waiters don't have to use a computer. 6 Cooks have to make food

Speaking

- 1 **Tell the story. (5 marks)** 

Pupils work in pairs (or with the teacher). They take turns to talk about the pictures and tell the story.

KEY: Possible answers: 1 It's nine o'clock and she's running to school./She's running because lessons starts at nine o'clock. She's got a guitar with her./She's got her guitar because she's going to the music room today. 2 It's half past eleven and she's going to the playground with her friends./She's going to the playground with her friends because they haven't got class. They are wearing caps./They're wearing caps because it's a sunny day. 3 It's one o'clock and she's in the dining hall./She's in the dining hall because she's having lunch. She's eating lots./She's eating lots because the food is good. 4 It's half past three and she's putting on her sports shoes./She's putting on her sports shoes because she's going to play basketball. Her friend isn't very happy./She isn't very happy because she doesn't like basketball. 5 It's nine o'clock and she's saying 'Good night' to her dad./She's saying 'Good night' because she's going to go to bed. She's got a book./She's got a book because she's going to read in bed.

- 2 **Ask and answer.**

Pupils work in pairs (or with the teacher). They take it in turns to ask and answer questions about where they were on different days and at different times last week.

KEY: Any appropriate questions and answers.

Term 3 Test – High

(testing the content of Units 6 - 8)

Listening

1 Listen and circle. (5 marks)

Pupils listen and circle the correct responses according to what they hear.

TAPESCRIPT

- | | |
|--|--|
| 1 | Girl: Were you with your friends? |
| Man: Michael isn't in the playground. Where is he? | Boy: No. I was with my brother. |
| Woman: He's in the classroom. | 4 |
| Man: Why? | Girl: Is Jenny going to bed, Mum? |
| Woman: Because he's working. | Woman: No, she isn't. |
| 2 | Girl: Why is she carrying a blanket? |
| Woman: Hi, Ken. Are you in the park? | Woman: Because she's going to a picnic tomorrow. |
| Man: Yes, I am. I always come here on Saturday. | 5 |
| Woman: Why? | Man: You weren't in the gym after school, Emily. |
| Man: Because I have to take the dog for a walk. | Girl: That's right. I wasn't at school. |
| 3 | Man: Were you with Tom? |
| Girl: Were you at the cinema yesterday, Dan? | Girl: Yes, I was. |
| Boy: Yes, I was. | |

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

2 Listen and tick (✓) or cross (X). Write the jobs or places. (10 marks)

Pupils listen and tick or cross the pictures according to what they hear. They write the names of the jobs and places on the lines.

TAPESCRIPT

- | | |
|--|---|
| 1 | 3 |
| Woman: Do you have to wear a uniform? | Man: Do you play the violin? |
| Man: No, I don't. I wear old clothes because I work with animals. I'm a (beep). | Woman: No, but I play other instruments because I write songs. I'm a (beep). |
| 2 | 4 |
| Woman: Do you work in a school? | Woman: Do you work in a café? |
| Man: I don't work in a classroom. I use a phone and a computer because I work in the (beep). | Man: Yes, but I don't make food. I'm a (beep). |
| | 5 |
| | Boy: Were you in the playground after lunch? |
| | Girl: No, I was with the cooks. I have to help tidy up the dishes. I was in the (beep). |

KEY: 1 X farmer, 2 ✓ reception, 3 ✓ musician, 4 X waiter, 5 ✓ dining hall

Reading

1 Read and complete with one, two or three words. (5 marks)

Pupils read the text and complete the gapped sentences accordingly.

KEY: 1 wasn't, 2 was in the, 3 reception with, 4 computer room every, 5 don't have to

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

Pupils write the words on the lines according to the definitions.

KEY: 1 rollerblading, 2 library, 3 shopping, 4 reception, 5 dentists

Writing

1 Read and answer the questions with *because*. (5 marks)

Pupils read the text and write answers.

KEY: 1 Because it's a long game and you have to walk lots. 2 Because she's a cook there and it's always busy at the weekends. 3 Because the puzzle was difficult. 4 Because Carla's brother can't watch scary films. 5 Because her mum never works/her family is together.

2 Write about the family's weekend activities. Say what they have to wear / take. (5 marks)

Pupils write about the family's weekend activities using the picture prompts.

KEY: 1 rollerblading/have to wear helmets, 2 shopping/have to take money, 3 to the swimming pool/have to take towels, 4 for a walk/have to take water, 5 to the gym/have to wear shorts and T-shirts

Speaking

1 Ask and answer. (5 marks)

Pupils work in pairs (or with the teacher). They take it in turns to ask *Why* questions about the pictures and give answers with *Because*.

KEY: Possible answers: Why is the cook in the dining hall? Because he's having his lunch. Why is he happy? Because he likes pasta. / Why has the computer programmer got his eyes closed? Because he's thinking. Why has he got goggles on his desk? Because he's going to go to the swimming pool after work. / Why is the musician wearing a coat? Because it's a cold day. Why are the boys singing? Because they like the music. / Why is the bus driver washing her face? Because it's a hot day. Why are the children on the bus? Because they are going to school. / Why is the astronaut in the classroom? Because she's talking about her job. Why is the boy writing in his notebook? Because he wants to be an astronaut.

2 Guess your partner's job. (5 marks)

Pupils work in pairs (or with the teacher). They take it in turns to choose a job from the images. Their partner asks them questions about the things they have to do in their job and guesses which job they chose.

KEY: Any appropriate questions and answers.

Term 1 test: Listening

Name: _____

1

CD5
21

Listen and colour and write.



/5

2

CD5
22

**Look at the picture in Activity 1.
Listen and tick (✓) or cross (X).**

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

7

☐

8

☐

9

☐

10

☐







/10

Term 1 test: Reading

Name: _____

1

Read and tick five activities in the table.

						
John						
Helen						



Helen

Helen: What do you do in your free time, John?

John: At the weekend I ride my bike to the park.

Helen: Do you play football?

John: No, I don't. I take my guitar. I play and my friends sing. And you?

Helen: Well, I don't sing or play the guitar. But I ride my bike to the park too. I take a comic and read. And I take my camera.

John: I don't read comics.

Helen: And do you take photos, John?

John: No, I don't. I haven't got a camera. What are you doing now, Helen?

Helen: I'm watching TV.

John: Are you watching football?

Helen: No, I'm not. I don't watch football and I don't play football. I'm watching something about photographers.



John

/5

2

Look at Activity 1 again. Read and match.

- | | |
|---|-------------------|
| 1 Do John and Helen sing? | a No, he doesn't. |
| 2 Does John take photos? | b No, he isn't. |
| 3 Is Helen playing football? | c No, they don't. |
| 4 Does Helen read at the park? | d Yes, she does. |
| 5 Is John talking to Helen on his computer? | e No, she isn't. |

/5

Term 1 test: Writing

Name: _____

1 Look and complete the answers.



- | | | |
|---|---|--------------|
| 1 | Is there any ham in the fridge? | There _____. |
| 2 | Are there any potatoes in the cupboard? | There _____. |
| 3 | What food is there in the fridge? | There _____. |
| 4 | Are you going to make soup? | I'm _____. |
| 5 | What are you going to have for dinner? | I'm _____. |

/5

2 Write about what you are or are not going to do after school. Use the words in the box.

talk to make watch drink do

a film on TV my homework
a glass of water a journalist pasta

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

/5

Term 1 test: Speaking

Name: _____

1 Find five differences.



moustache hair short curly straight long

In picture A Mick's moustache is long.

In picture B his moustache is short.

sleep look at listen to talk write

In picture A Prince is sleeping.

In picture B he's looking at Mick.

/5

2 Talk about your friends in the classroom.

David and Maria.

Their hair is blonde.

Their hair isn't blonde. It's black.

Anna.

She's sleeping.

No, she isn't. She's talking to Juan.

/5

Term 1 test: Listening

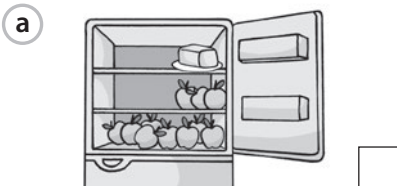
Name: _____

1 Listen and tick (✓) the box.

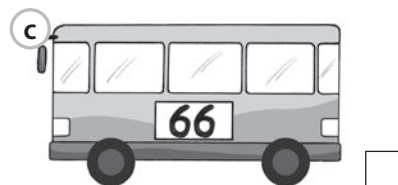
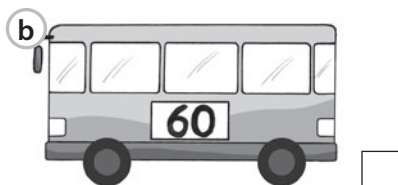
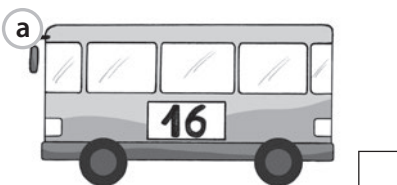
1 What is Lucy doing?



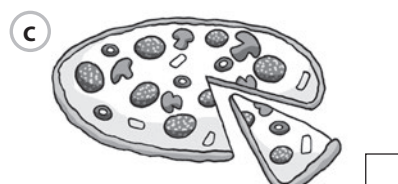
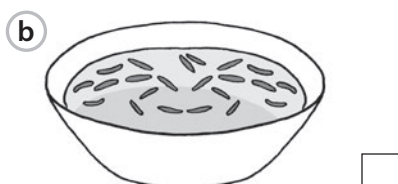
2 What's in the fridge?



3 Which bus is the man waiting for?



4 What is Karen going to have for lunch?



5 What do Sally and Steve do in their free time?



2 Listen and draw lines.

Greg and Emma

- 1 Her hair is
- 2 His hair is
- 3 Their noses are
- 4 Their teeth are
- 5 His moustache is

- a long
- b big
- c straight
- d thin
- e curly

/5

/10

Term 1 test: Reading

Name: _____

1

Read the text. Choose the right words and write them on the lines.

Ben's Band



Ben plays the guitar in a band at the weekends. There are two other people in the band. Tina is the singer and Harry ¹ _____ drums. They ² _____ music.

During the week they have lots of homework and they ³ _____ time to practise their songs. After school they do their homework together at Ben's house and they ⁴ _____ to music.

Today is Saturday and the band ⁵ _____ at a café. It's their favourite day of the week! They ⁶ _____ lots of fun on Saturdays.

- | | | |
|-----------------|--------------|---------------|
| 1 plays | is playing | play |
| 2 are loving | loves | love |
| 3 don't have | doesn't have | aren't having |
| 4 are listening | listen | listens |
| 5 plays | is playing | doesn't play |
| 6 are having | don't have | have |

/6

2

Read and write the words.

- We ask lots of questions. We talk to different people every day and we write information in our notebooks. Then we write stories for newspapers. We are _____.
- I'm a very important person in my town. I help the people in my town and I open new hospitals and museums. I'm the _____.
- They are men, women and animals. They stand in parks or museums, but they don't move and they don't speak. They are _____.
- You've got an onion, some potatoes, two tomatoes and some carrots. You haven't got any eggs. You want to have something hot for lunch. You're going to make some vegetable _____.

/4

Term 1 test: Writing

Name: _____

1 Look, read and write questions for the photographer.

To: head@news.net
From: photographer35@news.net
Subject: The Mayor's party

The café is very busy tonight. It's the mayor's birthday and she's having a party. She loves parties. I'm not in the café. There are some journalists waiting with me outside. There isn't any food or drink for us and we're cold. Oh no! Now it's starting to rain. I'm not going to wait for the end of the party. I'm going to go home and have my dinner.



- | | | |
|---|-------------------------------|-------------------|
| 1 | _____ the _____ like parties? | Yes, she does. |
| 2 | _____ journalists inside? | No, there aren't. |
| 3 | _____ food or drink for you? | No, there isn't. |
| 4 | _____ a good time? | No, I'm not. |
| 5 | _____ home to have dinner? | Yes, I am. |

/5

2 Write about the mayor and her dog.

fat wear glasses look at cut curly

- 1 Her _____.
- 2 She's _____.
- 3 She's _____.
- 4 Her dog _____.
- 5 It's _____.

/5

Term 1 test: Speaking

Name: _____

1 Find the different ones.

1

a



b



c



d



2

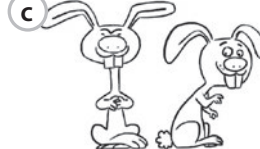
a



b



c



d



3

a



b



c



d



4

a



b



c



d



5

a



b



c



d



I think 1b is different. She's got straight hair.

Yes. In the other pictures they've got curly hair.

/5

2

Talk about what your friends are doing now and what they are going to do.

Anna is talking to Sergio.

And she's sitting next to Emma.

And she's going to play football after school.

And ... I don't know. One point for you!

/5

Term 2 test: Listening

Name: _____

1

CD5
25

Listen and draw lines. There is one extra name.

Anabel

Ella

Paul



Sophie

Tony

Kevin

/5

2

CD5
26

Listen and draw ☺ or ☹.



Toby

Toby's dad

/10

Term 2 test: Reading

Name: _____

1

Read the text and choose the best answer.
Anna is talking to her friend, Tom.



1

Anna: Which wallet do you prefer?

Tom: **a** I don't like the black one at all.

b I like the funny one at all.

c I prefer the wallets.

2

Anna: I like the white one with the kangaroo.
What do you think?

Tom: **a** A joey is a baby kangaroo.

b I think they're ugly.

c It's ok, but I like the grey one best.

3

Anna: Are you going to buy it now?

Tom: **a** Yes. At half past six.

b I've got some money.

c No. I haven't got any money.

4

Anna: Our train leaves at three o'clock, Tom.
What time is it now?

Tom: **a** I haven't got a train ticket.

b At half past two, I think.

c It's quarter to three. Let's go!

5

Anna: Do you want to go to the park before dinner?

Tom: **a** I never go to the park in the morning.

b Let's meet at half past six. We always have dinner at eight o'clock.

c Sorry, I sometimes do my homework after dinner.

/5

2

Read and complete.

My teacher has got some new books about baby animals. The one about cubs is really good. It's better than the other books. The one about kittens is ok, but the one about pups is really bad. I don't like bats at all! They're ugly!

The one about cubs has got lots of information and photographs. It's great! Lion cubs are my favourite animals. They're fast, strong and very beautiful. Panda cubs are big and they can climb. They're strong too, but they aren't fast. Lion cubs can jump, but they aren't good climbers.

1 I like the book about cubs _____.

worse slower best better worst

2 I think the book about pups is the _____ book.

3 I think lion cubs are _____ than panda cubs.

4 Panda cubs are _____ than lion cubs.

5 Lion cubs are _____ climbers than panda cubs.

/5

Term 2 test: Writing

Name: _____

1 Write the times.



1 It's _____
_____.



2 It's _____
_____.



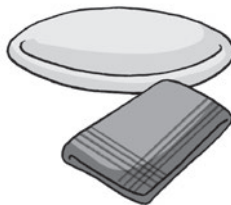
3 It's _____
_____.



4 It's _____
_____.

/4

2 Write about you.



always sometimes never

- 1 | _____ on Wednesday afternoons.
- 2 | _____ after school.
- 3 | _____ at five o'clock in the morning.
- 4 | _____ at the weekends.
- 5 | _____ before dinner.
- 6 | _____ on Saturday mornings.

/6

Term 2 test: Speaking

Name: _____

1 Say and guess.



1



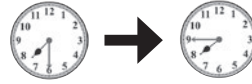
Lucy



2



Rob



3



Neil



4



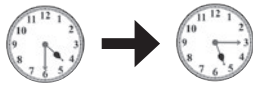
Milly



5



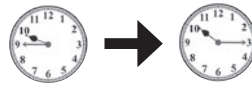
Caroline



6



Ben



7



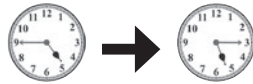
Anna



8



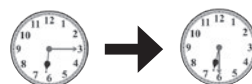
Stu



9



Toby



10



Sally

She starts walking the dog at quarter to ten.

It's Anna.

He finishes cooking at quarter past five.

It's Ben.

/5

2 Look at Activity 1 again. Talk about the people.

good / bad fast / slow strong / weak tall / short small / big

Lucy is better than Rob.

Yes, that's right. Rob is worse than Lucy.

/5

Term 2 test: Listening

Name: _____

1 CD5
27

Listen and write.

Henry's hiking holiday



- 1 Which rucksack? _____ rucksack
- 2 What's in the rucksack? _____, _____ and _____
- 3 Start walking at: _____ o'clock
- 4 Henry's task: _____
- 5 Slowest walker: Henry's _____

/5

2 CD5
28

Listen and tick (✓) or cross (X).

1

a


☐

b


☐

4

a


☐

b


☐

2

a


☐

b

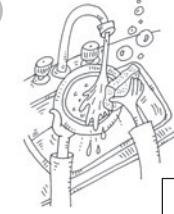

☐

5

a


☐

b


☐

3

a


☐

b


☐







/10

Term 2 test: Reading

Name: _____

1

Look and read. Write yes or no.

Isabel's tasks		
Monday	07:15	 
	06:30	 
	08:30	 
Tuesday	07:15	
	06:30	
Wednesday	06:30	
	07:15	
Thursday	06:30	
	08:30	 
Friday	07:15	  
	06:30	

- Isabel never does the shopping on the day after Thursday. _____
- She likes cooking the best. She thinks it's great. _____
- She always starts tidying up at quarter past six. _____
- She doesn't like sweeping the floor at all. _____
- She sometimes takes the dog for a walk before seven o'clock. _____
- She never cooks after she finishes tidying up. _____

/6

2

Read and circle.

- It's faster than a panda cub and stronger than a kitten. It can jump but it isn't the best jumper.
It's a **lion cub** / bat pup / joey.
- It's smaller than a puppy and slower than a lion cub. It's a faster climber than a panda cub. It isn't the strongest.
It's a **joey** / kitten / bat pup.
- It's a better jumper than a lion cub and it's taller than a panda cub.
It isn't the weakest.
It's a **puppy** / joey / kitten.
- It's a better swimmer than a kitten. It's stronger too. It's shorter than a joey but it isn't the smallest baby animal.
It's a **lion cub** / panda cub / puppy.

/4

Term 2 test: Writing

Name: _____

1

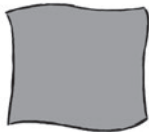
Look and complete the questions and answers.



¹ What _____ my new _____?

I think it's beautiful!

Thanks! I'm going to buy a blanket for its bed.



² _____ one _____ prefer?

³ I _____ funny _____ best.

Me too. I ⁴ _____ like the _____ all.

And my kitten loves mice too!

/4

2

Write about you and your family using comparatives and superlatives.

Comparatives

1 I'm a _____ than
_____. (fast runner)

2 I've got _____
than _____.
(short hair)

3 _____
_____.
(bad dancer)

Superlatives

4 _____ has got the _____
_____. (big rucksack)

5 _____ is the
_____.
(slow swimmer)

6 _____
_____.
(good mobile phone)

/6

Term 2 test: Speaking

Name: _____

1

Find ten differences.

A



In picture A the blanket is smaller than the towels.

In picture A the boy with the rucksack is the fastest.

B



In picture B the blanket is bigger than the towels.

In picture B the boy with the rucksack is the slowest.

/5

2

Talk about you and your friends in the classroom.

Maria has got the longest hair in the class.

My pencil case is smaller than Alberto's pencil case.

/5

Term 3 test: Listening

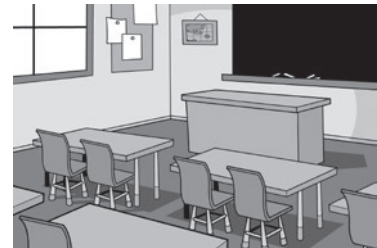
Name: _____

1 CD5
29

Where was Sandra last week? Listen and draw lines from the days to the correct pictures.



Monday
Tuesday
Wednesday
Thursday
Friday



/10

2 CD5
30

Listen and write the names.

Kevin Jess Peter Vanessa Gemma



/5

Term 3 test: Reading

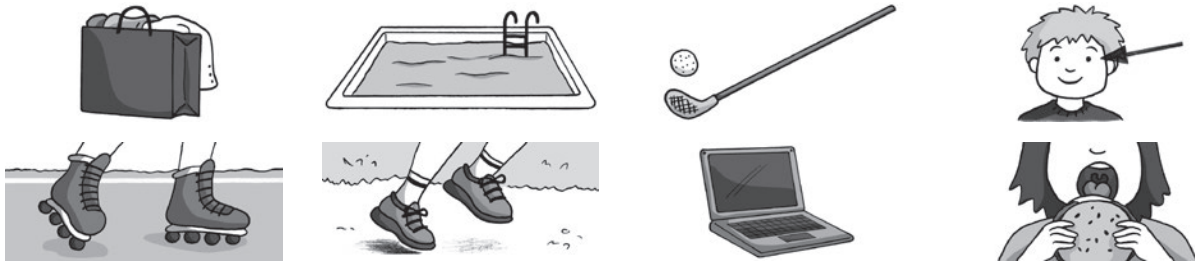
Name: _____

1 Read and match.

- | | |
|--|---------------------------------|
| 1 They don't have to go to the library because | a they've got an exam tomorrow. |
| 2 They have to wear uniforms because | b their hands are dirty. |
| 3 They have to do their homework because | c they don't have to study. |
| 4 They're going to the toilets because | d they are nurses. |

/4

2 Read the story. Choose and write the correct words.



rollerblading golf shopping run computer watch eat swimming pool

My name is Brian and I like busy weekends. On Saturday mornings I go ¹ _____ and I sometimes buy clothes. In the afternoon I go to the ² _____. Then on Sunday I play ³ _____ or go for a long walk.

Last weekend was different. I was at my cousin's house and he doesn't like sports. He likes puzzles. On Saturday morning I was in his kitchen for three hours with a difficult puzzle! Then in the afternoon I was in the living room because he's got a lot of films.

Next weekend my cousin is going to my house. I'm not going to ⁴ _____ films and do puzzles with him. We're going to go ⁵ _____ in the park on Saturday and Sunday 😊.

⁶ Now choose the best title for the story.

- | | |
|---|--------------------------|
| a My cousin loves sports. | <input type="checkbox"/> |
| b Different people, different weekends. | <input type="checkbox"/> |
| c Last weekend was great! | <input type="checkbox"/> |

/6

Term 3 test: Writing

Name: _____

1 Answer the questions.

1 What's your favourite place at your school? Why?

I like the _____ best because _____.

2 What's your favourite day? Why?

_____.

3 What's your favourite baby animal? Why?

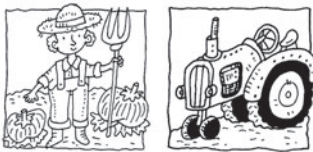
_____.

4 What job would you like to do? Why?

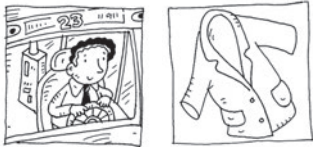
I'd like to be a _____ because they _____.

/4

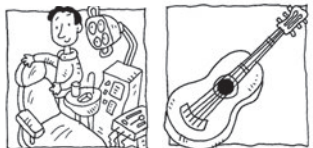
2 Look and write about the jobs using *have to* and *don't have to*.



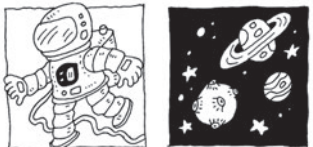
1 _____ . (drive / tractor)



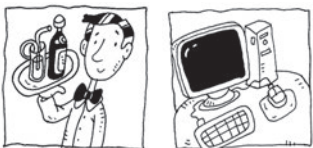
2 _____ . (wear / white coat)



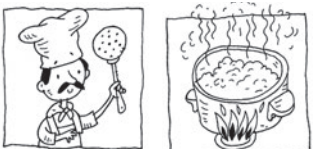
3 _____ . (play / guitar)



4 _____ . (travel / space)



5 _____ . (use / computer)



6 _____ . (make / food)

/6

Term 3 test: Speaking

Name: _____

1 Tell the story.



It's nine o'clock and she's running to school.

She's running because lessons start at nine o'clock.

/5

2 Ask and answer.

11.30 on Monday morning 2.00 on Tuesday afternoon
5.45 on Wednesday evening 6.15 on Thursday
7.30 on Friday 9.00 on Saturday 11.00 on Sunday

Were you in the playground at half past eleven on Monday morning?

No, I wasn't. I was in my classroom.

/5

Term 3 test: Listening

Name: _____

1 CD5
31

Listen and circle.

- 1 Michael isn't in the playground because ...
 - a it's cold.
 - b it's hot.
 - c he's working.
- 2 Ken's in the park because ...
 - a it's sunny.
 - b he's running.
 - c he's taking the dog for a walk.
- 3 Yesterday Dan wasn't ...
 - a at the cinema.
 - b with friends.
 - c with his brother.
- 4 Jenny's got a blanket because ...
 - a it's a cold day.
 - b she's going to bed.
 - c she's going to have a picnic.
- 5 After school Emily was ...
 - a with Tom.
 - b in the gym.
 - c at school.

/5

2 CD5
32

Listen and tick (✓) or cross (X). Write the jobs or places.

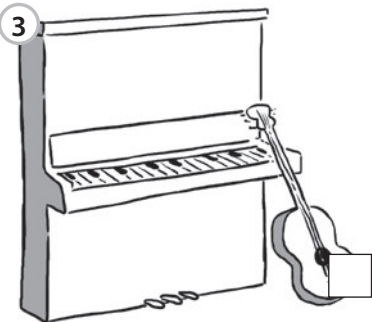
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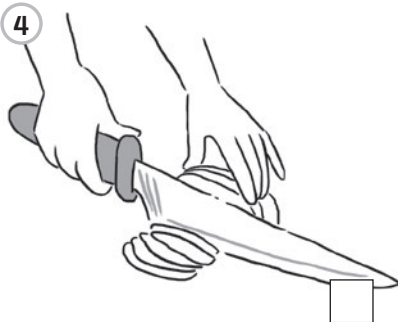
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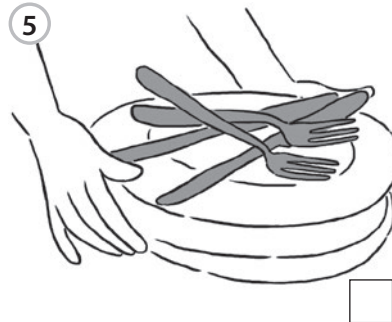
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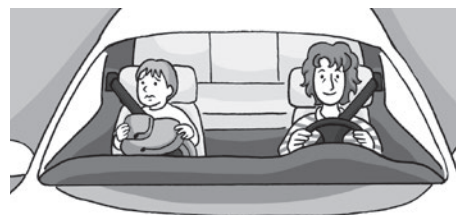
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Term 3 test: Reading

Name: _____

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

I wasn't in bed at half past seven this morning, I was with my mum in the car. It's quarter past eight now and mum is stopping the car outside my new school. I have to arrive early today because it's my first day! I'm going to go to reception first because I'm going to meet my new teacher there.



- 1 At quarter past eight this morning I _____ in my bedroom.
- 2 I _____ car with my mum at my new school.
- 3 Then I was in _____ my new teacher.



It's lunchtime now and I'm in the playground with my new friends. We don't have to eat in the dining hall because we've got sandwiches. At half past two I have to go to the computer room for two hours! We go there every day after lunch. Then after school I'm going to the gym. I love my new school 😊. It's better than my old school because we haven't got a uniform!

- 4 We have to go to the _____ afternoon.
- 5 We _____ wear a uniform at my new school.

/5

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

reception rollerblading dentists shopping library

- 1 You can't do this activity inside. You have to wear special shoes and a helmet. _____
- 2 You don't have to read here. You can do your homework and take books home. _____
- 3 People go to town to do this activity but they sometimes stay at home and use a computer. They have to have money to do this. _____
- 4 You go here to get information about a school or a hotel. The people at the desk have to answer your questions. They have to answer the phone too. _____
- 5 These people have to look at other people's teeth every day. _____

/5

Term 3 test: Writing

Name: _____

1

Read and answer the questions with *because*.

Hi, I'm Carla. On Saturdays I go rollerblading in the park. My dad plays golf with his friends. I never play because it's difficult. It's a long game because you have to walk lots, but Dad says that's great. My mum works on Saturdays. She's a cook. She works in a big hotel and it's always really busy at the weekends. On Saturday afternoons I do puzzles with Dad at our favourite café. Last Saturday we were there for two hours because the puzzle was very difficult. Then in the evening we were at home. We always watch a film on Saturdays. I like scary films, but my little brother is seven years old and he can't watch them. We always get a funny film. Then he can watch too. Sunday is my favourite day! Mum never works at the hotel and my family is together 😊.

1 Why does Carla's Dad like golf?

_____.

2 Why is Carla's Mum at the hotel on Saturdays?

_____.

3 Why were they at the café for two hours?

_____.

4 Why do they always get funny films?

_____.

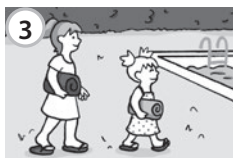
5 Why is Sunday Carla's favourite day?

_____.

/5

2

Write about the family's weekend activities. Say what they have to wear / take.



1 David and Paul go _____. They _____.

2 Tom and Amy go _____. They _____.

3 Stella and Kate go _____. They _____.

4 Amy and Paul go _____. They _____.

5 Kate and Tom go _____. They _____.

/5

Name:

1 Ask and answer.



Because he's having lunch.

/5

2 Guess your partner's job.



like work in
look at drive
work with wear
help get up

No, I don't.

Yes, I do.

Correct!

/5