

CAMBRIDGE



# Teacher's Resource Book

6

# Quick Minds

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**CAMBRIDGE**  
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# Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and pupils following *Quick Minds* Level 6. 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 6 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 6:

**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 *Back to school* unit.

## How can the worksheets be used?

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


**The first three worksheets in each unit** (reinforcement) have been designed to reinforce the core content

(vocabulary and grammar) presented on the first, second and fourth pages of each unit of the Pupil's Book. Pupils can either work on them individually or as part of pair or class activities. For individual work, the worksheets could be used by those pupils who finish class activities more quickly than others. Alternatively, they can be set for homework. For pair or class activities, the worksheets can be used when additional practice is necessary, for revision, or as an alternative activity when there is a gap or change in your usual lesson routine. Suggestions on how to use the worksheets in different ways are included in the accompanying teacher's notes.

**The fourth worksheet in each unit** (extension) provides additional practice of material on the final two pages of a unit, which are 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.

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



**Musical chairs** This game can be used to practise any language that you have taught. Arrange two lines of chairs, back to back, with one chair for each pupil. Play some music. Pupils walk/dance round the outside of the lines of chairs. Take one chair away and then stop the music. Pupils run to sit on a chair. The one left standing has to say a correct word, phrase or sentence using a word or prompt that you give them. If they make a mistake, they are out and another chair is taken away. If they are correct, they continue to play and the chairs stay as they are. Restart the music.

**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.

**Double drawing** Draw a line down the middle of the board. Put the class into two teams. Ask a pupil from each team to come to the front of the class. Show them a word. Make sure the rest of the class do not see the word. The pupils at the board then each draw the word for their team to guess. Continue in this way, with different pupils coming to the board in turn. Teams win a point for each word they guess correctly.

**What comes next?** This game practises spelling. You need a piece of paper screwed up into a ball. Ask the class to stand in a circle or stand at their desks or tables. Say a word and the first letter, e.g. *engineer*, e. Throw the paper to the pupil, who has to say the next letter, i.e. *n*, and then throw the paper to another pupil. This continues until the complete word has been spelled correctly. The pupil who completes the word chooses a new word and the process begins again.

## 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, 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 *Competence in mathematics* for Worksheet 1 in the *Back to school* unit.

## Using the tests

There are six tests in the Level 6 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.

# Back to school

## Worksheet 1: First, second or third?

### Using the worksheet

- This worksheet practises ordinal numbers.
- Start by reviewing ordinal numbers 1st to 20th. Ask pupils to say them together in pairs before checking with the whole class.
- Pupils work individually or in pairs to solve the puzzle. They read the clues and then decide where each of the runners in the race finished.
- Pupils then answer the questions about the dates on which there are special celebrations in the year.

**KEY:** Activity 1: 1 Tanya comes first in the race. 3 Holly comes third in the race. 4 Anna comes fourth in the race. 5 Sarah comes fifth in the race. 6 Claire comes last/sixth in the race. Activity 2: 2 the 14<sup>th</sup> of February, 3 the 1<sup>st</sup> of January, 4 the 4<sup>th</sup> of July, 5 the 19<sup>th</sup> of March, 6 the 5<sup>th</sup> of November

**Reinforcement: Activity 1:** Write *Sarah* below the girl who comes fifth before photocopying the worksheet to help pupils identify who is who.

**Extension:** Pupils take turns to test each other on ordinal numbers. Pupil A says a number from 1-20 and Pupils B says the ordinal number. Then they swap roles.

**Optional follow-up activity:** Pupils make their own puzzle using ordinal numbers, using Activity 1 as a model to follow. Pupils can then swap puzzles with a partner.

## Competence in mathematics

Use a football league table showing the positions of twenty teams. Pupils work in small groups of four or five. Give each group 20 strips of paper with a name of a football team and their current points total on each one. Pupils order the papers to make the league table. Pupil A has a copy of the league table. The other pupils in the group check their work by asking Pupil A questions about the positions of the teams, e.g. *Who's sixth?*

## Worksheet 2: What do they do? What are they doing?

### Using the worksheet

- This worksheet practises the simple present and present continuous.
- Pupils read and complete the sentences with the verbs provided.
- Pupils look at the picture of the family in the park. They read and complete the text.

**KEY:** Activity 1: 2 goes – playing, 3 gets – staying, 4 cooks – making, 5 do – visiting, 6 tidy – doing; Activity 2: 2 am playing, 3 is reading, 4 loves, 5 does, 6 are fishing

**Reinforcement: Activity 2:** Provide a word pool of the different forms of the verb 'to be' needed to complete the text.

**Extension: Activity 1:** Remove the verb prompts.

**Activity 2:** Pupils write gapped sentences about the mother and grandmother in the picture using the simple present and the present continuous. Then they swap sentences with a partner and complete the missing verbs.

**Optional follow-up activity:** Pupils talk about what they think different members of their family are doing now and what they usually do on other days.

## Worksheet 3: What are they going to do?

### Using the worksheet

- This worksheet practises *going to*.
- Pupils work in pairs to match the descriptions to the speech bubbles.
- Pupils then work alone to write sentences about the people in Activity 1.

**KEY:** Activity 1: 2b, 3a, 4f, 5d, 6e; Activity 2: 2 Sue and Sam are going to see the new *Spiderman* film. 3 Simon's / Simon is going to read a book (that's) called *Frankenstein*. 4 Joe's / Joe is going to watch the football game (on TV). 5 Maria's / Maria is going to plan her holiday to Rome. 6 Wendy and Walter are going to listen to Beethoven and Bach.

**Reinforcement: Activity 2:** Complete the sentences leaving a gap for *is/are going to* for pupils to complete.

**Extension:** Give each pupil three strips of paper. They write three sentences about things they like doing after school, e.g. *I like playing the guitar*. Pupils work in small groups of four or five. They fold up their papers and put them together in a pile. Pupil A takes a sentence and reads it aloud to the group. The other pupils listen and guess who wrote it using a sentence with *going to*, e.g. *Ana is going to play the guitar*.

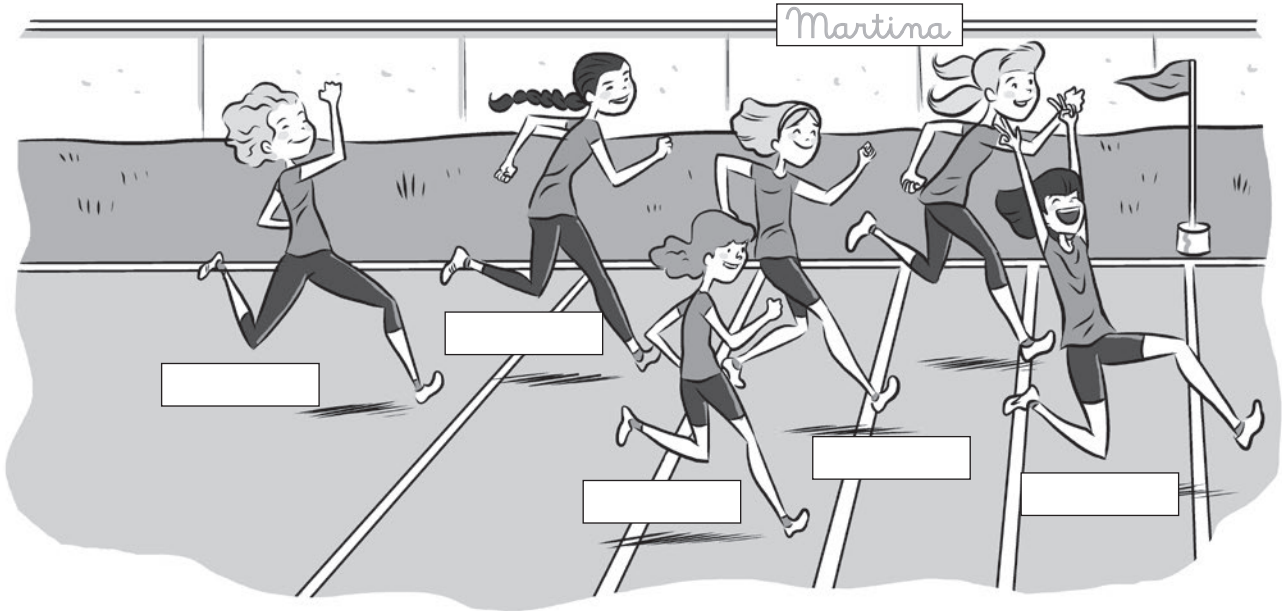
**Optional follow-up activity:** Pupils organise a birthday party for a friend. They work in groups and choose music and food. Pupils can also decide where to have the party and what clothes to wear. Each group tells the class about their plans, e.g. *At our party, we're going to listen to ...*



# Worksheet 1: First, second or third?

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

## 1 Look, read and write the girl's names. Then write sentences.



Martina finishes second.

The girl running next to Holly is called Anna.

Claire finishes behind Sarah.

Tanya finishes two places in front of Holly.

No one finishes behind Claire.

Holly finishes two places in front of Sarah.

- 1 \_\_\_\_\_ . 4 \_\_\_\_\_ .
- 2 *Martina comes second in the race.* 5 \_\_\_\_\_ .
- 3 \_\_\_\_\_ . 6 \_\_\_\_\_ .

## 2 Answer the questions.

- 1 What date is Saint Patrick's Day in Ireland?
- 2 What date is Valentine's Day?
- 3 What date is New Year's Day?
- 4 What date is American Independence Day?
- 5 What date is Father's Day in Spain?
- 6 What date is Bonfire Night in England?

*The 17<sup>th</sup> of March*

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**Vocabulary: Revision of ordinal numbers**

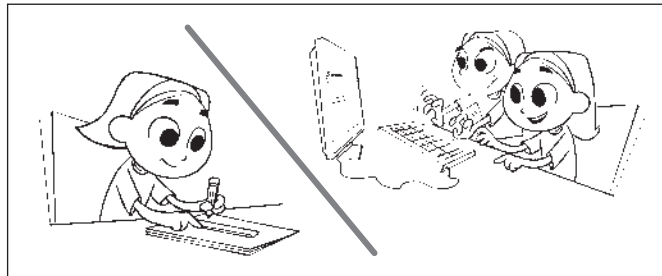
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# Worksheet 2: What do they do? What are they doing?

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

## 1 Read and complete.



- 1 On Mondays, Lucy does her homework after school, but today she is writing an email with her brother. (do / write)
- 2 On Tuesdays, Tom \_\_\_\_\_ rollerblading in the park, but today he is \_\_\_\_\_ golf. (go / play)
- 3 On Wednesdays, Jennifer \_\_\_\_\_ up at eight o'clock, but today she is \_\_\_\_\_ in bed. (get / stay)
- 4 On Thursdays, Jim \_\_\_\_\_ lunch for his family, but today his brother is \_\_\_\_\_ sandwiches. (cook / make)
- 5 On Fridays, we \_\_\_\_\_ experiments in Science, but today we are \_\_\_\_\_ the Science Museum. (do / visit)
- 6 On Saturday mornings, Claire and Lisa \_\_\_\_\_ up their room, but today they are \_\_\_\_\_ the shopping with their mum. (tidy / do)

## 2 Look, read and complete. Use the words in the box to help you.

fish read do play go love



At the weekend I always go to the park near my house to play. Sometimes I <sup>1</sup> go with my friends, but today I'm with my family. It's a beautiful day and I <sup>2</sup> \_\_\_\_\_ football with my cousin Steven. He is really good at football and he wants to be a football player when he's older. My sister Ella <sup>3</sup> \_\_\_\_\_ a history book. I think learning about history is boring, but Ella <sup>4</sup> \_\_\_\_\_ books! Sometimes she <sup>5</sup> \_\_\_\_\_ puzzles with our dad, but today she hasn't got a puzzle. Dad's with our grandfather next to the river and they <sup>6</sup> \_\_\_\_\_. They never catch any fish, but they have fun.

### Grammar 1: Simple present / present continuous



# Worksheet 3: What are they going to do?

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

## 1 Read and match the sentences with what the people say.



- 1 Mark likes music from the 1960s. He plays the guitar.
- 2 Sue and Sam's favourite thing is the cinema. They watch a lot of films.
- 3 Simon loves reading. He likes novels about monsters and vampires.
- 4 In his free time, Joe watches the TV. He loves sports.
- 5 Maria loves going to new places. She wants to go to Italy.
- 6 Wendy and Walter play the violin. They love jazz and classical music.

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a I'm going to read my book.  
It's called *Frankenstein*.

d I'm going to plan my holiday to Rome.

b We're going to see the new *Spiderman* film.

e We're going to listen to Beethoven and Bach.

c I'm going to learn to play some Beatles songs.

f I'm going to watch the football game at my friend's house this evening. I'm excited!

## 2 Write sentences about the people in Activity 1.

- 1 Mark 's going to learn to play some songs by the Beatles.
- 2 Sue and Sam \_\_\_\_\_.
- 3 Simon \_\_\_\_\_.
- 4 Joe \_\_\_\_\_.
- 5 Maria \_\_\_\_\_.
- 6 Wendy and Walter \_\_\_\_\_.

Grammar 2: Going to revision

# Jet packs for hire

## Worksheet 1: The countryside

### Using the worksheet

- This worksheet practises countryside words: *path, mountain, lake, river, village, field, forest* and *island*.
- Pupils write words for the things in the picture of the countryside.
- Pupils then work individually or in pairs and think of sentences to describe the picture.
- Pupils read the definitions and match them to the things in the picture of the countryside.

**KEY:** Activity 1: 2 path, 3 forest, 4 lake, 5 island, 6 field, 7 village, 8 river; Activity 2: Pupils' own answers; Activity 3: b 2 (path), c 8 (river), d 7 (village), e 3 (forest), f 5 (island), g 1 (mountain), h 4 (lake)

**Reinforcement Activity 2:** Write the prepositions *next to, behind, in front of, opposite, below, above, in, on, near* on the worksheet for pupils to use in their sentences.

**Optional follow-up activity:** Demonstrate how to play Chinese whispers (see page 4). Pupils sit in lines of equal length. Take the pupil from the front of each line and whisper a sentence to them, e.g. *The path goes from the village, to the forest and up the mountain.* Help pupils to memorise the sentence. When you say *Whisper!* the pupils say the sentence to the next person in their line as quickly and as quietly as they can. The game continues down each line until the last pupil hears it and writes it on the board. Compare the sentences. Are they the same as your sentence? Which team was best?

### Social and civic competences

Ask pupils when they go to the countryside and why they like it. Write *plants, animals, water* on the board. Elicit some ideas of how we can look after these things, e.g. *Don't throw litter in the lake. Take it home with you.* Pupils work in pairs and write their top five ideas. Pupils present their ideas to another pair. They listen and say which idea they think is best.

## Worksheet 2: I went fishing, but I didn't catch any fish!

### Using the worksheet

- This worksheet practises the connectors: *and, but, because* and *went + ing*.
- Pupils circle the connectors to complete the sentences correctly.
- Pupils then use connectors to write true sentences in the past about the pictures.
- Pupils read and complete the sentences using *went + ing* and a connector each time.

**KEY:** Activity 1: 2 and, 3 but, 4 because, 5 and; Activity 2: 2 He had sausages for dinner, but he didn't have carrots. 3 He played computer games and he watched TV. 4 They went to the beach because it was hot; Activity 3: 2 went climbing – and, 3 went shopping – because, 4 went fishing – but, 5 went swimming – because, 6 went walking – and

**Reinforcement: Activity 2:** Write gapped sentences on the lines for pupils to complete with a connector.

**Extension:** Give each pupil six pieces of paper. Pupils write three sentence halves about things they have done recently using *went + ing*, e.g. *I went shopping.* Then they write three sentence halves with the connectors *and, but* and *because* to finish each of their sentences, e.g. *and I saw some nice shoes.* Pupils work in groups of three or four. They take turns to turn over the papers to see what sentences they make and decide whether each sentence is silly or if it makes sense.

## Worksheet 3: The fantastic alien

### Using the worksheet

- This worksheet practises *could* and *couldn't*.
- Pupils read the text and decide whether the sentences are *yes* or *no*. **YLE**
- Teach the word *chess*. Pupils then read the text about Grandmother Mary and complete it with the words from the box.

**KEY:** Activity 1: 2 no, 3 no, 4 yes, 5 no, 6 no, 7 yes, 8 yes; Activity 2: 2 could, 3 climbed, 4 run, 5 jump, 6 ride, 7 couldn't, 8 plays

## Worksheet 4: What did you ... ?

### Using the worksheet

- This worksheet practises reading, writing and speaking skills using past simple questions with *Did*. It also practises the questions words *When, Where, What* and *How*.
- Pupils read the questions and complete them using *Did* or a question word. They then match the questions to the answers by drawing lines.
- Pupils order the words to form questions in the past simple. Then they work in pairs to ask and answer the questions.

**KEY:** Activity 1: 2d How, 3a Where, 4b What, 5f Did, 6e When; Activity 2: 2 Where did you go? 3 How did you get there? 4 Who did you go with? 5 What did you do there? 6 Did you have a good time?

**Optional follow-up activity:** Pupils work in pairs. They write down five things they did last week. They must not show what they have written to their partner. Pupils then take turns to try to guess what their partner did, by asking *Did you...?* questions, e.g. *Did you see your friends? Did you play computer games?* Pupils have two minutes to question their partner and find out the five activities.



## 1

## Worksheet 1: The countryside

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

## 1 Label the picture.



1 mountain  
 2 p\_\_\_\_\_  
 3 f\_\_\_\_\_  
 4 l\_\_\_\_\_

5 i\_\_\_\_\_  
 6 f\_\_\_\_\_  
 7 v\_\_\_\_\_  
 8 r\_\_\_\_\_

## 2 Write sentences about the picture.

*There is a mountain next to the lake*

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 3 Read and write a number from Activity 1.

- a Farmers put their cows here.  
 b You walk on this in the countryside.  
 c This takes water to the sea.  
 d People live here. It's not a city or a town.

6

e There are lots of tall trees here.

f Cuba and Tenerife are examples of this.

g It's big and tall and it can be very cold.

h You can do water sports here. The water doesn't move a lot.

Vocabulary: The countryside

## 1







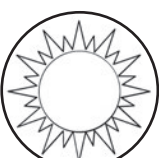
# Worksheet 2: I went fishing, but I didn't catch any fish!

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

## 1 Circle the correct words.

- 1 I went to bed early **but** / **because** I was tired.
- 2 We ate chocolate cake **because** / **and** drank lemonade.
- 3 Jim liked the film, **because** / **but** Tom didn't.
- 4 She was scared of the dog **because** / **and** it had big teeth.
- 5 Kathy went shopping **and** / **because** visited her grandmother.

## 2 Use **and**, **because** and **but** to write sentences in the past.

- 1  He didn't do his Maths homework because it was difficult.
- 2   \_\_\_\_\_.
- 3   \_\_\_\_\_.
- 4   \_\_\_\_\_.

## 3 Read and complete the sentences. Use **went + ing** and a word in the box.

and but because

- 1 I went running (run) for an hour, but I wasn't tired when I got home.
- 2 Donna \_\_\_\_\_ (climb) with her aunt \_\_\_\_\_ she had a great day.
- 3 Tony \_\_\_\_\_ (shop) in the city \_\_\_\_\_ he needed to buy a new coat.
- 4 Gina \_\_\_\_\_ (fish) with her dad, \_\_\_\_\_ they didn't catch any fish!
- 5 John \_\_\_\_\_ (swim) in the sea \_\_\_\_\_ it was a very hot afternoon.
- 6 Holly \_\_\_\_\_ (walk) in the forest \_\_\_\_\_ she took some photos of the trees.

Grammar 1: Connectors; **went + ing**

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## 1

# Worksheet 3: The fantastic alien

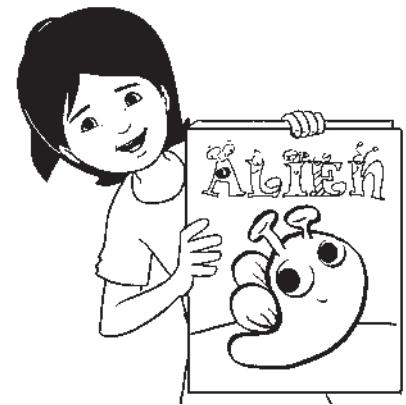
Name: \_\_\_\_\_

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

Last week I read an interesting story about an alien. He could do fantastic things! He could fly like a bird. He could jump 200 kilometres into the air. He could run fast and people couldn't see him move. But there were some things that the alien couldn't do. The alien couldn't swim because he lived on a planet without the sea or swimming pools. He couldn't play the piano, he couldn't speak English and he couldn't write. I liked that story. I thought about all the things that I can do but that the alien couldn't do.

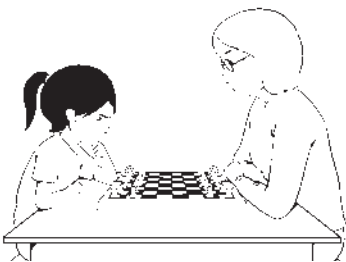
- 1 The alien could do fantastic things.
- 2 He couldn't fly.
- 3 He couldn't jump.
- 4 He could run fast.
- 5 He could swim.
- 6 He could play the piano.
- 7 He couldn't speak English.
- 8 He couldn't write.

*yes*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## 2 Read and complete the story about Grandmother Mary.

climbed run plays jump couldn't ~~young~~ ride could



My grandmother, Mary, is 75. When she was a <sup>1</sup> young woman, her life was very different. She <sup>2</sup> \_\_\_\_\_ swim very well. She won a lot of swimming competitions! She could climb mountains. She <sup>3</sup> \_\_\_\_\_ for days and she wasn't tired! She could <sup>4</sup> \_\_\_\_\_ very fast. Every morning she ran for 30 minutes before breakfast. She could <sup>5</sup> \_\_\_\_\_ high and one day she jumped 2m high. She could <sup>6</sup> \_\_\_\_\_ horses too. She <sup>7</sup> \_\_\_\_\_ play chess because she didn't have time to learn. She was busy swimming, climbing, running, jumping and riding! Today she <sup>8</sup> \_\_\_\_\_ chess all the time. I play chess with my grandmother every Sunday. She always wins!

**Grammar 2: Could / Couldn't**



## 1

## Worksheet 4: What did you ... ?

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

1

**Complete the questions with *Did, Where, What, When* or *How*. Then match the questions with the answers.**

1

What did you do last Sunday?

a

We went to Florida.

2

\_\_\_\_\_ did you get to school last year? On the bus?

b

Very early!  
At six o'clock.

3

\_\_\_\_\_ did you go on holiday with your family last year?

c

I went to the park.

4

\_\_\_\_\_ time did you get up this morning?

d

No. By bike.

5

\_\_\_\_\_ you go swimming at the weekend?

e

A long time ago.  
When I was ten.

6

\_\_\_\_\_ did you first go to England?

f

No, I didn't.  
I don't like it.

2

**Make questions about last summer. Then ask your classmates.**

1 do / last / did / What / summer / you / ?

What did you do last summer?

2 did / Where / go / you / ?

\_\_\_\_\_

3 there / How / you / get / did / ?

\_\_\_\_\_

4 you / go / with / did / Who / ?

\_\_\_\_\_

5 do / there / did / you / What / ?

\_\_\_\_\_

6 you / Did / a / have / time / good / ?

\_\_\_\_\_



**Skills: Reading, writing and speaking**

## Worksheet 1: The world of dinosaurs

### Using the worksheet

- This worksheet practises animal body words and Jurassic Age words: *back, tongue, ice, wing, neck, dinosaur, rock* and *waterfall*.
- Pupils make words from the jumbled letters, then match the words to the pictures.
- Pupils then read the sentences and decide whether they are *true* or *false*.
- Pupils read the text about a triceratops and complete it using words from Activity 1.

**KEY:** Activity 1: 2b tongue, 3a ice, 4e wing, 5c neck, 6d dinosaur, 7g rock, 8f waterfall; Activity 2: 2 t, 3 f, 4 t, 5 t, 6 t; Activity 3: 2 neck, 3 rock, 4 dinosaurs, 5 tongue, 6 wings

**Extension:** Pupils draw a Jurassic scene including five items of vocabulary from Activity 1. Then they swap pictures with their partner and write down the new vocabulary they can see in their partner's picture. Alternatively, pupils work in groups of three. Two pupils have 30 seconds to write down the vocabulary they can see in Pupil A's picture. Pupil A checks their work and awards points for each correctly spelled word. Pupils repeat the game with the other pupils' pictures. The winner is the pupil with the most points.

**Optional follow-up activity:** Ask pupils to work in pairs and do some research in the library or on the Internet to find out some interesting facts about an animal of their choice. Pupils present what they find out about their animal to another pair or to the whole class.

### Digital competence

Write the following question on the board: *What is the world's smallest bird and where does it live?* (The male bee hummingbird / Cuba). Ask pupils if they know the answer and to suggest how they could find out. Elicit that they can use the Internet to check facts like this. Pupils talk about when they use the Internet to help with homework and which websites are useful for different subjects.

## Worksheet 2: Elephants are stronger than mice

### Using the worksheet

- This worksheet practises comparatives and superlatives.
- Pupils read the sentences and circle the correct words.
- Pupils then work in pairs and make sentences about animals with the comparative or superlative forms of the words in the box. Check that pupils know and can write the names of the animals on the page.

**KEY:** Activity 1: 2 the longest necks, 3 heavier than, 4 the best, 5 the smallest, 6 worse, 7 the biggest,

8 stronger mouths; Activity 2: Possible answers:

- 2 Crocodiles are more dangerous than kangaroos.  
3 Giraffes are heavier than dogs. 4 Sharks swim faster than people. 5 Camels are slower than tigers.  
6 Puppy dogs are smaller than adult dogs. 7 Whales are the biggest animals in the world. 8 Giraffes have the longest necks in the world.

**Reinforcement:** Write the animal names in a box next to Activity 2 for pupils to use in their sentences.

## Worksheet 3: How much? How many?

### Using the worksheet

- This worksheet practises *How much?* / *How many?*
- Pupils put the words in order to make questions.
- Pupils then look at the picture and answer the questions in Activity 1.
- Pupils read the questions and circle *much* or *many*.

**KEY:** Activity 1: 2 How much cheese is there in the fridge? 3 How many packets of crisps are there? 4 How many bars of chocolate have you got? 5 How much bread is there in the cupboard? 6 How many cans of lemonade do you drink every day?; Activity 2: 2 There's one (big) piece of cheese. 3 There are six packets of crisps. 4 I've got six bars of chocolate. (one is in his hand) 5 There are two loaves of bread. 6 I drink five cans of lemonade every day.; Activity 3: 2 much, 3 much, 4 many

**Reinforcement:** Activity 2: Write the first words of each sentence on the lines. Pupils write the quantities and complete the sentences.

## Worksheet 4: The Jurassic Age quiz

### Using the worksheet

- This worksheet focuses on information about the Jurassic Age.
- Read the questions with the class, check understanding and help with new vocabulary.
- Pupils work in groups. Give them ten minutes to answer the questions without looking at the Internet, to see what they know. Then give pupils ten minutes to look on the Internet for the answers to the remaining questions. If you don't have access to the Internet, write the answers on the board in a random order. After the ten minutes has passed ask pupils to try to match the questions to the answers. Alternatively, this research can be set for homework. Check answers with the class.
- Pupils write five or six questions, then swap their quizzes with another team. Go through the answers with the whole class.

**KEY:** Activity 1: 2 No, it wasn't. 3 In the sea.

4 Diplodocus. 5 It didn't eat meat. 6 In rocks. 7 6m.

8 Yes, it was. 9 A human skeleton. 10 No, it didn't.;

Activity 2: Pupils' own answers.

**Optional follow-up activity:** Do the pupils' Jurassic Age quizzes with the whole class.

## 2

# Worksheet 1: The world of dinosaurs

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

## 1 Write the words. Then match them with the pictures.

- 1 cabk back
- 2 egunot \_\_\_\_\_
- 3 cie \_\_\_\_\_
- 4 gnwi \_\_\_\_\_
- 5 kenc \_\_\_\_\_
- 6 odsnirua \_\_\_\_\_
- 7 korc \_\_\_\_\_
- 8 fwtlarea \_\_\_\_\_



## 2 Read and write *t* (true) or *f* (false).

- 1 Giraffes have got short necks. f
- 2 There is a lot of ice in the Antarctic. \_\_\_\_\_
- 3 Dogs have got wings. \_\_\_\_\_
- 4 Dinosaurs lived many years ago. \_\_\_\_\_
- 5 Cats have got tongues in their mouths. \_\_\_\_\_
- 6 Elephants have got very strong backs. \_\_\_\_\_

## 3 Complete the text with words from Activity 1.

The Triceratops lived in the Jurassic Age. This dinosaur walked on four legs, but it wasn't short. It could be 3m high and 8m long. The Triceratops had a huge body and a very strong <sup>1</sup> back. Its head was big and it had a strong <sup>2</sup> \_\_\_\_\_ so it could move a big <sup>3</sup> \_\_\_\_\_ with its head. The Triceratops wasn't dangerous for other <sup>4</sup> \_\_\_\_\_ because it didn't want to eat them. This dinosaur ate plants and it used its <sup>5</sup> \_\_\_\_\_ to eat leaves. It was very heavy and it didn't have <sup>6</sup> \_\_\_\_\_ so it couldn't fly.



Vocabulary: The Jurassic

# Worksheet 2: Elephants are stronger than mice

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

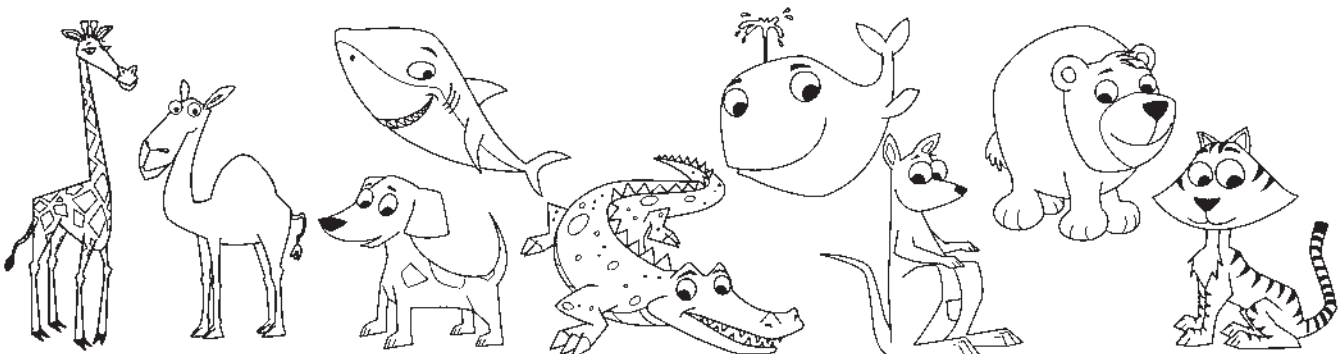
## 1 Read and circle the correct words.

- 1 Sharks are more dangerous / the most dangerous than dolphins.
- 2 Giraffes have the longest necks / longer necks.
- 3 Crocodiles are the heaviest / heavier than ducks.
- 4 Kangaroos are the best / better at jumping.
- 5 The Sun Bear is smaller than / the smallest bear in the world.
- 6 Snakes are worse / the worst at climbing trees than monkeys.
- 7 Whales are the biggest / bigger than animals in the world.
- 8 Hippos have the strongest mouths / stronger mouths than tigers.

## 2 Use the words in the box to compare animals.

dangerous fast ~~strong~~ slow big heavy long small

- 1 *Bears are stronger than cats.* \_\_\_\_\_.
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.
- 6 \_\_\_\_\_.
- 7 \_\_\_\_\_.
- 8 \_\_\_\_\_.



Grammar 1: Revision of comparatives and superlatives



## 2

# Worksheet 3: How much? How many?

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

## 1 Make questions.

1 many / How / bottles / water / of / there / are / ?

*How many bottles of water are there?*

2 How / cheese / much / there / is / fridge / in / the / ?

3 packets / crisps / of / many / How / there / are / ?

4 bars / chocolate / of / got / How / many / you / have / ?

5 bread / much / there / the / How / is / cupboard / in / ?

6 cans / lemonade / many / every day / of / How / drink / do / you / ?

## 2 Answer the questions for the boy in the picture.

1 *There are four bottles of water.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



## 3 Read and circle the correct words.

1 How much / many computer games have you got?

2 How much / many milk do you drink in the morning?

3 How much / many do the flowers cost?

4 How much / many dogs are playing in the park?

Grammar 2: How much? / How many?

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

1

Find the answers to the questions.

## Jurassic Age quiz



1 Which dinosaur could fly?

pterosaur

2 Was the biggest dinosaur taller than the highest waterfall?



3 Did ammonites live in the sea or ice?



4 Name a dinosaur with a very long neck.



5 How much meat did the Triceratops eat?



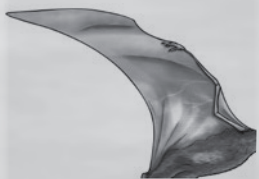
6 Where can you find fossils?

7 How long were the longest dinosaur wings?



8 Was the Argentinosaurus heavier than the T-rex?

9 Which has more bones: a human skeleton or a T-rex skeleton?



10 Did the Velociraptor use its tongue to eat leaves?



2

Now write your own Jurassic Age quiz.

CLIL: Science

## Worksheet 1: Space

### Using the worksheet

- This worksheet practises space words: *planet, star, comet, moon, rocket, space, spacesuit* and *countdown clock*.
- Pupils read and complete the space quiz questions with words from the box.
- Pupils then work in small groups and make their own space quiz. Encourage pupils to go to the library or do some research on the Internet to find space facts.

**KEY:** Activity 1: 2 star, 3 comet, 4 rocket, 5 countdown clock, 6 spacesuit, 7 moon, 8 space; Activity 2: Pupils' own answers.

**Reinforcement: Activity 2:** Provide a word pool to help pupils with writing questions, e.g. *What colour is, Which planet, the coldest, the hottest, the biggest, the smallest, has got, hasn't got, is called*.

**Optional follow-up activity:** Pupils from each group take turns to come to the front of the class and ask the other groups the questions in their space quiz. Teams score a point for each correct answer.

## Worksheet 2: He runs quickly

### Using the worksheet

- This worksheet practises adverbs.
- Pupils circle the correct word to complete the sentences.
- Pupils then match the sentences to the pictures.
- Then they read and complete the sentences.

**KEY:** Activity 1: 2 carefully, 3 slowly, 4 dangerously, 5 badly, 6 quietly; Activity 2: b2, c1, d4, e3, f6; Activity 3: 2 dangerously, 3 badly, 4 carefully, 5 quietly, 6 quickly

**Optional follow-up activity:** Make some space in the classroom to play Musical chairs (see page 5). Arrange two lines of chairs, back to back, with one chair for each pupil. Say an adverb, e.g. *beautifully*. Play some music. Pupils walk/dance round the outside of the lines of chairs. Take one chair away and then stop the music. Pupils run to sit on a chair. The one who is left standing has to say and act out a sentence with the adverb in it, e.g. *I can sing beautifully*. If they make a mistake, they are out and another chair is taken away. If they are correct, they continue to play and the chairs stay as they are. Give another adverb and then restart the music for the game to continue.

## Worksheet 3: May I have some more ice cream, please?

### Using the worksheet

- This worksheet practises asking for permission politely using *May* and *Can* and responding appropriately.
- Pupils match the questions and answers.

- They write a question for each picture prompt using the verbs in the box.
- Pupils order the words to write questions. Then they role-play the questions and answers according to the tick (✓) or cross (X).

**KEY:** Activity 1: 2f, 3a, 4c, 5d, 6b; Activity 2: 2 May/Can I play computer games, please? 3 May/Can I borrow your mp3 player, please? 4 May/Can I have some cake, please? 5 May/Can I talk to you? 6 May/Can I ask a question?; Activity 3: 2 May I have something to drink, please?/Yes, of course. 3 Can I go swimming next weekend, please?/Yes, of course. 4 May I have some more chocolate, please?/No, you can't.

**Reinforcement: Activity 2:** write the final part of each question on the lines. Pupils write *Can* or *May* and choose a verb to complete the questions each time.

## Social and civic competences

Ask a pupil to come to the front with a pencil. Demonstrate asking to borrow the pencil, but use a rude tone and don't say 'please'. Elicit what you did wrong. Model some requests using rude and polite tones for pupils to practise. Tell pupils to work in pairs and practise asking for things politely or rudely. Pupils ask and respond, saying *Yes, of course* only to polite requests.

## Worksheet 4: A space adventure

### Using the worksheet

- This worksheet practises reading, writing and speaking skills and focuses on adverbs in a space story.
- Pupils look at the pictures and read the story. They circle the correct adverbs.
- Pupils work in pairs to tell the story. They look at the pictures and say a sentence or two about each one.
- Pupils rewrite the part of the story where Paul is in space, using different adverbs.

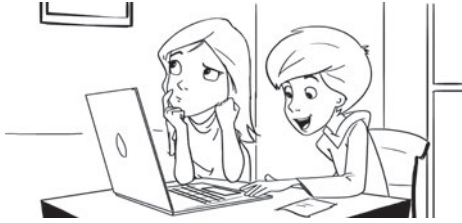
**KEY:** Activity 1: 2 loudly, 3 quickly, 4 carefully, 5 quickly, 6 carefully, 7 beautifully; Activity 2: Any appropriate phrases about the pictures; Activity 3: Any phrases with appropriate use of adverbs.

# 3

## Worksheet 1: Space

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

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



moon    spacesuit    ~~planet~~  
 rocket    countdown clock  
 comet    space    star



1 What's the biggest planet in the solar system?



I know! It's Jupiter.

2 What type of object is the sun?

That's easy! The sun is a \_\_\_\_\_.

3 What's a \_\_\_\_\_?

Oh, I know. It's an object in the night sky that has a long tail.

4 What was the Space Shuttle?

That was a \_\_\_\_\_ from the USA.

5 What do you see on a \_\_\_\_\_?

That's not difficult. 10, 9, 8, 7...

6 What do astronauts wear in space?

I know! A \_\_\_\_\_ to protect the head and body.

7 When can you see the \_\_\_\_\_?

That's easy! At night.

8 Where is our planet?

It's in \_\_\_\_\_.

### 2 Write your own space quiz and answers.

Vocabulary: Space



## 3

# Worksheet 2: He runs quickly

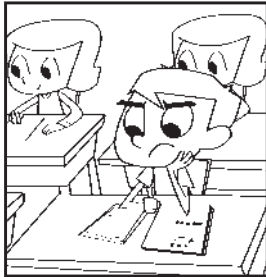
Name: \_\_\_\_\_

## 1 Read and circle the correct words.

- 1 My brother runs the 100 metres and the 200 metres very quick / quickly.
- 2 Please open the milk careful / carefully. We don't want any on the floor!
- 3 James! Thomas! Walk slow / slowly to your lessons! Don't run!
- 4 The children rode their bikes between the cars dangerous / dangerously!
- 5 I did my Maths homework very bad / badly. I only answered 40% of the questions correctly.
- 6 Dad will hear us. Talk quiet / quietly!

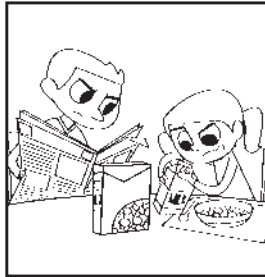
## 2 Match the sentences in Activity 1 with the pictures.

a

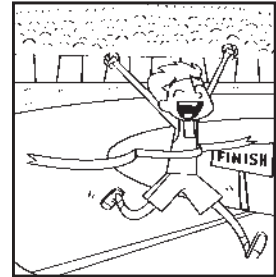


5

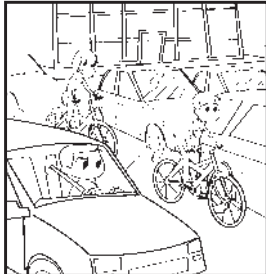
b



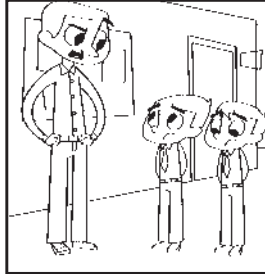
c



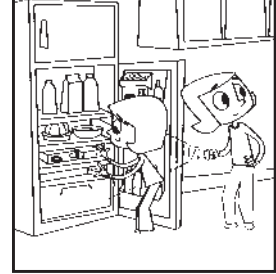
d



e



f



## 3 Read and complete with words from Activity 1.

- 1 My sister is five and she writes very slowly.
- 2 The school bus driver is driving \_\_\_\_\_ today – I'm very scared!
- 3 My brother is singing very \_\_\_\_\_. I've got a headache.
- 4 I always do exams \_\_\_\_\_ because I want to get good marks.
- 5 After school I worked \_\_\_\_\_ in my bedroom for two hours.
- 6 I have to eat my breakfast \_\_\_\_\_ because lessons start early.

### Grammar 1: Adverbs

# Worksheet 3: May I have some more ice cream, please?

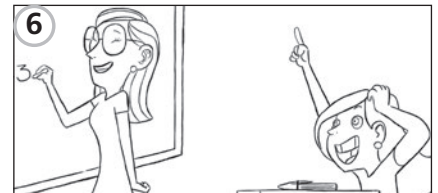
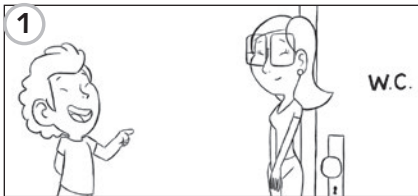
Name: \_\_\_\_\_

## 1 Read and match the questions and answers.

- |   |   |
|---|---|
| 1 Can I go to the cinema with Kay?        | a No, I'm sorry. Your dad finished it!                |
| 2 May I use the laptop, please?           | b Yes, of course. Are you cold?                       |
| 3 May I have some more ice cream, please? | c Yes, of course. And take the dog with you.          |
| 4 Can I go the park, please?              | d I'm not sure. What did your teacher say?            |
| 5 Can I do my homework tomorrow?          | e I'm not sure. Are you going to watch a horror film? |
| 6 May I close the window?                 | f No, I'm sorry. I'm using it to write an email.      |

## 2 Look at the pictures and write questions with **Can** or **May**. Use the words in the box to help you.

~~go~~ ask have borrow play talk



- |  |         |
|--|---------|
| 1 <u>May I go to the toilet, please?</u> | 4 _____ |
| 2 _____                                  | 5 _____ |
| 3 _____                                  | 6 _____ |

## 3 Order the questions. Ask and answer.

- |   |   |
|---|---|
| 1 wear / shoes / please / today, / I / my / Can / new / ? |   |
| <u>Can I wear my new shoes today, please?</u>             | X |
| 2 please / May / something / have / drink, / I / to / ?   |   |
| _____   | ✓ |
| 3 I / Can / go / please / weekend, / next / swimming / ?  |   |
| _____   | ✓ |
| 4 chocolate, / I / May / more / some / have / please / ?  |   |
| _____   | X |

Grammar 2: **Can / May** for permission

## 3

## Worksheet 4: A space adventure

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

1

**Look and read. Circle the correct words.**

Paul loves learning about space. He reads a book about astronauts every night before he goes to sleep. One night he closed his eyes and he saw the countdown clock: 5, 4, 3, - the numbers went very <sup>1</sup> **badly** / **quickly** - 2, 1, lift off!

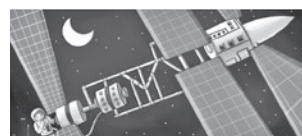


Suddenly he was in a rocket flying in space! It flew into the air <sup>2</sup> **loudly** / **quietly**.



'I'm going to have a fantastic adventure,' shouted Paul.

On the first day, he looked at the moon. It was beautiful. On the second day he saw a comet near his rocket. Zoom! The comet went very <sup>3</sup> **quickly** / **carefully** and Paul was scared. He flew the rocket <sup>4</sup> **carefully** / **quietly** near the comet.



On the third day there was a small problem, but Paul fixed the rocket

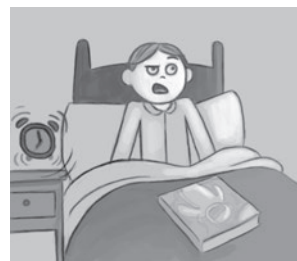


<sup>5</sup> **badly** / **quickly**. On the fourth day, Paul tidied up <sup>6</sup> **dangerously** / **carefully** because it was time to go back to Earth. He landed the rocket

<sup>7</sup> **beautifully** / **badly** in Houston and the engineers watched.



Then Paul heard a noise: 'Ring, ring, ring.' He opened his eyes. It was the clock next to his bed. It wasn't a countdown clock and he wasn't an astronaut. He was back in bed and it was time to get up!



2

**Look at the pictures and tell the story.**

3

**Write about Paul in space. Use adverbs.**

- ☐ Suddenly Paul was in a rocket flying in space! It flew into the air
- ☐ quickly.

Skills: Reading, speaking and writing

# 4 Museum of the future

## Worksheet 1: Jobs

### Using the worksheet

- This worksheet revises jobs vocabulary: *businessman, businesswoman, cleaner, engineer, artist, secretary, mechanic, singer and gardener.*
- Pupils work individually or in pairs to match the jobs to the descriptions.
- Pupils then order the sentences and decide whether they are *true* or *false*.

**KEY:** Activity 1: 2 businessman, 3 artist, 4 engineer; Activity 2: 2 A singer sings and writes songs for people. t, 3 A gardener plants flowers and trees. t, 4 A mechanic makes food. f, 5 A cleaner builds bridges. f

**Optional follow-up activity:** To practise the spelling of these long words, play *What comes next?* You need a piece of paper screwed up into a ball. If possible, get the class to stand in a circle. If not, they can stand at their desks or tables. Say one of the words from Pupil's Book page 36 and the first letter, e.g. *engineer* e. Throw the paper to a pupil, who has to say the next letter, *n*, and then throw the paper to another pupil. This continues until the complete word has been spelled correctly. The pupil who completes the word then chooses a new word and the process begins again.

## Worksheet 2: Mina's busy week

### Using the worksheet

- This worksheet practises *must* and *mustn't*.
- Pupils read the text and complete it by choosing the correct words from the box.
- Then pupils read the text again and use it to help them answer the questions.
- Ask pupils to check their work in pairs.

**KEY:** Activity 1: 2 tidy, 3 go, 4 must, 5 make, 6 tell, 7 get, 8 mustn't; Activity 2: 2 She must tidy her room/ it. 3 She mustn't go to bed late. 4 She must buy a birthday card (for her mum). 5 She must make a birthday/chocolate cake (for her mum). 6 She mustn't tell her mum about the cake. 7 She must get a present (for her mum). 8 Because it's dangerous.

**Reinforcement: Activity 2:** Write the sentences on the lines leaving gaps for pupils to complete *must* or *mustn't* and the appropriate verbs.

## Worksheet 3: Crazy house rules

### Using the worksheet

- This worksheet practises *have to* and *had to*.
- Pupils work individually or in pairs to write sentences about the aliens, Splodge and Murdle.
- They then work in small groups and write their own crazy house rules in the present tense using *have to*. Encourage pupils to be imaginative.

**KEY:** Activity 1: 2 Murdle had to eat a sandwich with his feet. 3 Splodge had to cut the grass with scissors. 4 Murdle had to clean the floor with the dog. 5 Splodge had to sleep under the bed. 6 Murdle had to do his homework with ketchup; Activity 2: Pupils' own answers.

**Reinforcement: Activity 2:** provide verbs, e.g. *clean my shoes, eat spaghetti, make a cake, dry the dishes, wash my hair, tidy my room* and vocabulary, e.g. *a toothbrush, my hands, spiders, a T-shirt, ice cream and a go-kart* for pupils to use in their sentences.

## Worksheet 4: Impressionist art

### Using the worksheet

- This worksheet encourages pupils to find out about impressionist artists and their art.
- Pupils read the text and answer the questions individually.
- Pupils then work in three groups. Each group chooses an artist and finds the answers to the questions about him. Pupils share what they already know and do research on the Internet or in the library.
- Pupils work with a member of another group. They take turns to ask and write answers to the questions.

**KEY:** Activity 1: 1 Claude Monet. 2 Because it was different to other paintings of the 1800s; Activity 2:

	Pierre-Auguste Renoir	Edgar Degas	Camille Pissarro
Born?	25 <sup>th</sup> February 1841	19 <sup>th</sup> July 1834	10 <sup>th</sup> July 1830
Where was he from?	Limoges, France	Paris, France	St. Thomas island
Famous painting:	Dance at Le Moulin de la Galette	The Dancing Class	Boulevard Montmartre; Night Effect
Painted with?	Oil paints	Oil paints Pastels Charcoal	Oil paints Pastels Watercolours

**Optional follow-up activity:** Provide pupils with A3 paper or card, paint and paintbrushes. Ask them to paint their impressionist painting. Encourage pupils to describe what they are painting as they work. Display the finished paintings on the wall.

## Cultural awareness and expression

Elicit different places where pupils can see art, e.g. galleries but also restaurants, adverts, books or T-shirts. Ask pupils to keep a 24 hour art diary. They make notes on the art they see and where they see it. They can draw sketches too. Then they report back to the class on what types of art they have seen and which pieces they liked best.



## 4

# Worksheet 1: Jobs

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

1

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

artist   businessman   ~~businesswoman~~   engineer

1

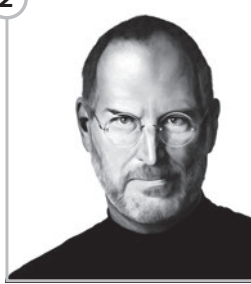


**1 Anita Roddick** was English. She died in 2007 at the age of 64. She started the natural cosmetics company, The Body Shop. There are Body Shop shops all over the world.

*businesswoman*

**2 Steve Jobs** was from San Francisco in the USA. He died in 2011 at the age of 56. He was one of the

2



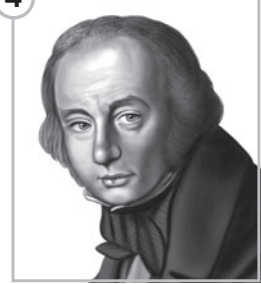
most important people in the computer industry. His company designed the iPhone, the iPad and the iPod. He made millions of dollars.

**3 Michelangelo Merisi da Caravaggio** was Italian. He was born in the 16<sup>th</sup> century and died in the 17<sup>th</sup> century.

3



4



His paintings are famous for their use of light and dark.

**4 Isambard Kingdom Brunel** was English. He lived in the 19<sup>th</sup> century. He designed and built bridges and the first railway in the UK.

2

**Make sentences. Then write *t* (true) or *f* (false).**

**1** A / works / secretary / office / in / an  
*A secretary works in an office.* ☒

**2** writes / A / and / for / people / songs / singer / sings

\_\_\_\_\_ . ☐

**3** gardener / A / trees / flowers / and / plants

\_\_\_\_\_ . ☐

**4** food / A / makes / mechanic

\_\_\_\_\_ . ☐

**5** builds / cleaner / A / bridges

\_\_\_\_\_ . ☐

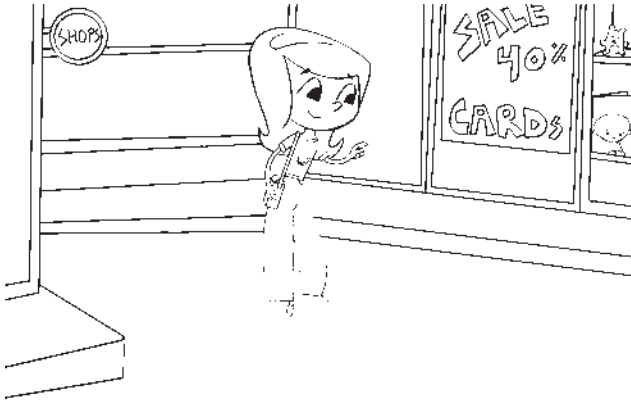
**Vocabulary: Jobs**

# Worksheet 2: Mina's busy week

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

1

Read and write the words to complete Mina's story.



make go tidy get  
tell mustn't must ~~do~~

My name is Mina: I'm a very busy girl. I think I am the busiest girl in the world. I must do many things! Today I must <sup>1</sup> do my History homework. Then I must <sup>2</sup> \_\_\_\_\_ my room because my clothes are on the floor! I mustn't <sup>3</sup> \_\_\_\_\_ to bed late tonight because I've got a busy day tomorrow too.

Tomorrow I <sup>4</sup> \_\_\_\_\_ buy my mum a birthday card. Then I must <sup>5</sup> \_\_\_\_\_ a chocolate cake for her. I'm going to make her a big one, but I mustn't <sup>6</sup> \_\_\_\_\_ her because it's a surprise! For her present I must <sup>7</sup> \_\_\_\_\_ her something nice. She likes books.

I've got lots of things to think about and I go everywhere very quickly. Dad says, 'You <sup>8</sup> \_\_\_\_\_ run to the shops, Mina. It's dangerous.' He doesn't understand that I'm busy. I don't have time to think about all the things that I mustn't do!

2

Answer the questions about Mina.

1 What homework must Mina do?

She must do her History homework.

2 What must Mina do to her room?

\_\_\_\_\_

3 When mustn't Mina go to bed?

\_\_\_\_\_

4 What must Mina buy tomorrow?

\_\_\_\_\_

5 What must Mina make tomorrow?

\_\_\_\_\_

6 What mustn't Mina tell her Mum?

\_\_\_\_\_

7 What must Mina get for her mum?

\_\_\_\_\_

8 Why mustn't Mina run to the shops?

\_\_\_\_\_

Grammar 1: **Must / Mustn't**

# Worksheet 3: Crazy house rules

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

## 1 Read, then complete the sentences with the words in the box.

Splodge and Murdle live in a crazy house and they have lots of crazy house rules. This is what they had to do yesterday.



cut	his shoes	in the bath
sleep	a sandwich	with his feet
do	the grass	with scissors
clean	the floor	with the dog
eat	under	the bed
<del>wear</del>	his homework	with ketchup

- 1 Yesterday, Splodge had to wear his shoes in the bath.
- 2 Yesterday, Murdle \_\_\_\_\_.
- 3 Yesterday, Splodge \_\_\_\_\_.
- 4 Yesterday, Murdle \_\_\_\_\_.
- 5 Yesterday, Splodge \_\_\_\_\_.
- 6 Yesterday, Murdle \_\_\_\_\_.

## 2 Write your own crazy house rules!

- 1 In my house you have to wear your trousers on your head.
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.
- 6 \_\_\_\_\_.

Grammar 2: Have to / Had to

## 4

## Worksheet 4: Impressionist art

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

**1 Read about an impressionist artist. Then answer the questions.**

The first impressionist painting was Claude Monet's *Sunrise* (1872). Monet's lines were not exact because he used short quick brushstrokes to make an 'impression' of the scene. In 1872 people didn't like *Sunrise* because it was very different to other paintings of the 1800s.

But other painters started using Monet's style. Today Impressionism is very popular.

- 1 Who painted the first impressionist painting?
- 2 Why didn't people like *Sunrise*?

**2 Choose an impressionist artist. Find out about him and complete the table.**

Pierre Auguste Renoir



Edgar Degas



Camille Pissarro

	My artist:	My partner's artist:
1 When was he born?		
2 Where was he from?		
3 Name one of his famous paintings.		
4 What did he paint with?		
5 Find out more facts about your artist.		

**3 Ask a partner about their artist. Write your partner's answers.**

CLIL: Art



## Worksheet 1: Eating out

### Using the worksheet

- This worksheet revises restaurant vocabulary: *plate, salt, pepper, glass, napkin, chopsticks, fork, spoon and knife*.
- Pupils work individually or in pairs to order the letters and make words, then match the words to the pictures.
- Pupils then read and correct the sentences.

**KEY:** Activity 1: 2c chopsticks, 3f pepper, 4g knife, 5b napkin, 6i fork, 7h spoon, 8d salt, 9e glass; Activity 2: 2 We use a spoon to eat soup. 3 We use a fork to pick up meat and vegetables. 4 We use a knife to cut our food. 5 We put salt and pepper on our food. 6 We put our food on a plate. 7 We clean our fingers with a napkin. 8 We put water in a glass.

**Optional follow-up activity:** Demonstrate how to play the Double drawing game. Put pupils into two teams. Draw a line down the middle of the board. Ask one pupil from each team to come to the front of the class. Show them one of the words from Pupil's Book page 44. Make sure the rest of the class do not see the word. The pupils at the board then draw the word for their team to guess. The first team to shout out the correct word wins a point. Continue in this way, with different pupils coming to the board in turn.

## Worksheet 2: What will you be when you grow up?

### Using the worksheet

- This worksheet practises *will* to predict the future.
- Pupils work in small groups. Give each group a board and check they know the names of all the jobs. Give each group a dice or spinner and some counters. Pupils put the counters on Start, then take turns to throw the dice or spin the spinner. The pupil with the highest score in each group starts. Pupils move the number of spaces on the dice or spinner each time and move to the appropriate square. The group asks, *What will you be when you grow up?* The pupil has to reply by making a sentence with the job they have landed on, e.g. (square 1) *I'll be an explorer and I'll find a new island*. If the sentence is correct, the pupil stays on that space. If the sentence is incorrect, they go back two spaces and wait for their next turn. The first pupil to get to Finish is the winner.

**KEY:** Pupils' own answers.

**Reinforcement:** Write the names of the jobs around the game before photocopying the worksheet. Pupils find the correct job word each time they move.

**Optional follow-up activity:** Pupils work in groups and make their own board game. The items in the squares in their game should revise grammar or vocabulary from a unit or units of *Quick Minds* 6. Monitor and help as necessary. Make copies of the board games and play them in class as a revision activity.

## Learning to learn

Ask pupils to think about what subjects you had to work hard at to do your job and what things are important for a teacher to like. Write some ideas on the board, e.g. *An English teacher has to work hard at English* and *A teacher likes working with children*. Ask pupils to use similar phrases to talk together about other jobs that interest them.

## Worksheet 3: I'll do it / I won't tell anyone

### Using the worksheet

- This worksheet practises *will* and *won't* in offers and promises.
- Pupils work individually and read the sentences to decide whether they are offers or promises.
- Pupils then read the sentences and choose which options are the offers and write them in the speech bubbles.

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

**Optional follow-up activity:** Pupils work in pairs and write six promises about school, e.g. *We'll read more books in English*.

## Worksheet 4: What will be, will be

### Using the worksheet

- This worksheet gives pupils the opportunity to practise reading, writing and speaking skills whilst revising *will* and *won't* + infinitive.
- Pupils work individually or in pairs to read the text about the girl's future and answer yes or no to the questions.
- Pupils then read about Oliver and write predictions about his future.

**KEY:** Activity 1: 2 no, 3 yes, 4 no, 5 no, 6 yes; Activity 2: Pupils' own answers.

**Reinforcement: Activity 2:** Write ideas for pupils to use in a box before photocopying the worksheet, e.g. *be a famous artist, live in Hollywood, be a Maths teacher, read a newspaper every day, have three dogs*.

**Extension: Activity 2:** Pupils role play the meeting between Frank the fortune teller and Oliver, sharing the predictions they wrote in Activity 2.

**Optional follow-up activity:** Pupils work in pairs and take turns to predict each other's futures using *will* and *won't*.

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

## 1 Write the words under the correct pictures.

1 telpa

2 ssotpchick

a



b



3 preapp

4 finek

c



d



5 naknip

6 rofk

e



f



7 nopos

8 tals

g



h



9 slsag

i

2 Correct the sentences. Change the underlined words.1 We eat our food with one chopstick.

We eat our food with two chopsticks.

2 We use a napkin to eat soup.5 We put salt and pepper on our water.6 We put our food on a spoon.3 We use a knife to pick up meat and vegetables.7 We clean our fingers with salt.8 We put water on a plate.4 We use a fork to cut our food.

Vocabulary: In a restaurant

# Worksheet 2: What will you be when you grow up?

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

Play the board game.



Grammar 1: Will

# Worksheet 3: I'll do it / I won't tell anyone

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

## 1 Read the sentences and write offer or promise.

- |   |                |
|---|----------------|
| 1 I'll do my homework before I watch TV.                | <u>promise</u> |
| 2 I'll help you carry those bags. They look heavy.      | _____          |
| 3 I'll make breakfast. You're tired and need to sleep.  | _____          |
| 4 I'll close the door for you.                          | _____          |
| 5 I won't tell anyone your secret. Don't worry.         | _____          |
| 6 I won't eat chocolate every day. I'll eat more fruit. | _____          |
| 7 I'll walk the dog after school. You haven't got time. | _____          |
| 8 I won't ride my bike dangerously. I'll be careful.    | _____          |

## 2 Look and read. Complete the dialogues.

1

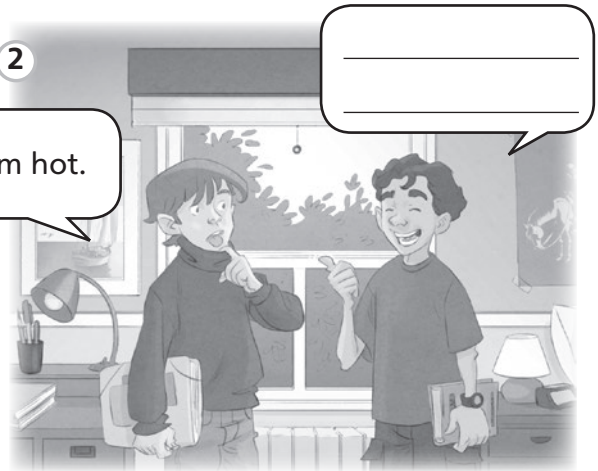
I'm hungry.

I'll make you  
a sandwich.


- a I'll make you a sandwich.  
b I'll eat a banana.

2

I'm hot.



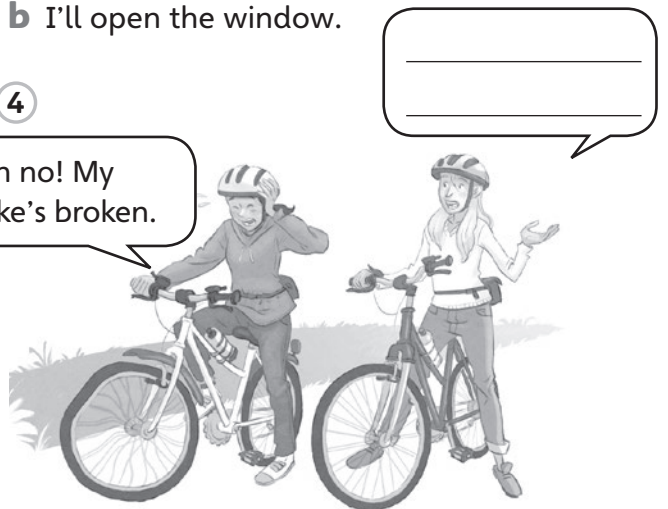
- a I'll take my sweater off.  
b I'll open the window.

3

I love that  
book.


- a I'll buy it for you.  
b I'll read it.

4

Oh no! My  
bike's broken.


- a I'll cycle home.  
b I'll take you on my bike.

Grammar 2: Will / Won't for offers and promises



## 5

## Worksheet 4: What will be, will be

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

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

Welcome to Frank's Fantastic Futures! Come in. Sit down and relax. For just £3, I will tell you what will happen to you. So, my dear, thank

you for joining me. How would you like to pay? With gold coins? Good. Now let me see. What will your future be? Well, my dear, I am sorry, but you won't meet a tall, dark, handsome stranger. Your husband will be short. Ah, but there will be a beautiful big house by the river. Yes, you will live in it! And you will have a very interesting job. No, you won't work in an office. You will work in the theatre! Yes, I can see it now. There will be people clapping and calling your name. You will be an actress. A great star! You will be famous around the world.

- |   |   |
|---|---|
| 1 Frank will tell the girl her future for under £5. _____ | 4 She will have a boring job. _____         |
| 2 She will have a tall husband. _____                     | 5 She won't be a very famous actress. _____ |
| 3 She will live near a river. _____                       | 6 She will have a great future. _____       |

## 2 Read about Frank's next customer, Oliver. Then write what Frank says about Oliver's future.

Oliver is 12 years old. He lives with his parents and sister in a small house in a village. Oliver loves drawing. He draws cartoons and watches all the cartoons on TV. He also likes films. He goes to the cinema with his friends and reads books about films. Oliver doesn't like numbers, cheese, tidying his room or mobile phones. Oliver is happy when he takes his dog, Skip, for a walk in the park.



- 1 *Now, let me see. What will your future be?* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

Skills: Reading, writing and speaking

## Worksheet 1: Olympic spirit

### Using the worksheet

- This worksheet revises Olympic sports: *long jump, gymnastics, rowing, archery, high jump, wrestling, hurdles, weightlifting, fencing and boxing*. It also develops the pupils' ability to order letters to make words.
- Pupils work individually or in pairs to order letters to make words, then match the words with the pictures.
- Pupils then read the sentences and decide whether the statements are true or false by writing yes or no. **YLE**

**KEY:** Activity 1: 2c rowing, 3g hurdles, 4e weightlifting, 5a fencing, 6f gymnastics, 7j long jump, 8i high jump, 9h wrestling, 10d archery; Activity 2: 2 yes, 3 no, 4 yes, 5 no, 6 yes

**Extension: Activity 1:** Remove the first letter of the words before photocopying the worksheet. Pupils write the complete words.

**Optional follow-up activity:** Ask pupils to work in pairs and do some research to find out about a famous Olympic athlete of their choice, e.g. the high jumper Javier Sotomayor, the rower Steve Redgrave, the gymnast Nadia Comăneci. Encourage them to go to the library or do some research on the Internet and find out what country the athlete comes/came from and what he/she does or did. Pupils present the information to another pair or to the whole class.

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

### Using the worksheet

- This worksheet practises present perfect questions, statements and short answers and *ever* and *never*.
- Pupils choose the correct words to complete the questions. They then answer the questions for themselves.
- Pupils work in groups of four. Each pupil writes the first letters of the names of the other group members at the top of the three columns headed 'People in my group'. They then ask and answer about the experiences. They tick and cross as appropriate, then count the ticks to find out which experiences are the most/least common in their group. You could then ask the whole class and rank the activities.

**KEY:** Activity 1: 2 cooked, 3 won, 4 been, 5 ridden, 6 visited, 7 seen, 8 played, 9 done, 10 baked, 11 broken, 12 slept; Activity 2: Pupils' own answers.

**Optional follow-up activity:** Play *Bingo!* Get pupils to draw a grid with six or nine cells. From a list that you have given them, ask pupils to choose the infinitives of three to five regular and three to five irregular verbs and write them in the cells. Then read out a list of the regular and irregular past participle verb forms, rather than the infinitives. If you call out a past participle 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.

## Worksheet 3: Is this Tom's bag?

### Using the worksheet

- This worksheet practises possessive pronouns *mine, yours, his, hers, ours, theirs*.
- Pupils match the sentences.
- They then read the questions, match them to the pictures and write a possessive pronoun to complete each answer. Get pupils to check their answers with a partner by reading the conversations aloud.
- Pupils read the sentences and find a wrong word in each. They underline the words and write the corrections on the lines.

**KEY:** Activity 1: 2f, 3a, 4c, 5e, 6d; Activity 2: 2d his, 3f hers, 4c mine, 5a yours, 6e theirs; Activity 3: 2 Who Whose, 3 Their They're, 4 Peter Peter's

**Optional follow-up activity:** Make some space in the classroom. Pupils work in groups and sit in circles on the floor. They each put four of their belongings in the centre of the circle. Then they take it in turns to return the items to their owners by asking and answering questions, e.g. *Is this ruler yours? Yes, it's mine. Is this pen Ana's? Yes, it's hers.*

## Worksheet 4: Let's get physical!

### Using the worksheet

- This worksheet introduces pupils to the importance of warming up and cooling down the muscles before and after exercise.
- Pre-teach/check the following vocabulary: *balance, straight, body, side, hip*. Pupils read the introductory text about warming up and cooling down. They then label the body parts using the words in the box.
- Pupils look at the pictures which show different exercise words, then complete the warm-up and cool-down instructions using these words.

**KEY:** Activity 1: 2 back, 3 arm, 4 chest, 5 side, 6 hip, 7 knees; Activity 2: 2 reach, 3 Lean, 4 stretch, 5 Lift, 6 Lie

**Optional follow-up activity:** Pupils can try out the warm-up and cool-down routines with a parent at home.

## Competence in science and technology

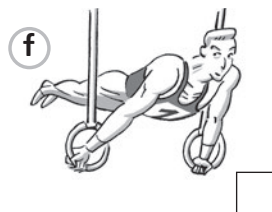
Pupils work in groups of five or six. Pupils write down how much exercise they do every day and calculate the weekly total for their group to compare with the class. Elicit the benefits of exercise (it keeps you healthy, it's good fun, sociable, exciting, it releases stress) and ask pupils why they like doing exercise. Explain the importance of listening to our bodies and not over exercising or exercising at the wrong times, e.g. immediately after eating or when we are ill.

# Worksheet 1: Olympic spirit

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

## 1 Write the words and match them with the pictures.

- 1 gonbix      b oxing
- 2 winrog      r \_\_\_\_\_
- 3 sledruh      h \_\_\_\_\_
- 4 glewgfinithit      w \_\_\_\_\_
- 5 gefinncc      f \_\_\_\_\_
- 6 scatysnimg      g \_\_\_\_\_
- 7 jpongulm      l \_\_\_\_\_
- 8 mghjupih      h \_\_\_\_\_
- 9 nretlwigs      w \_\_\_\_\_
- 10 crayrhe      a \_\_\_\_\_



## 2 Look and read. Write yes or no.

- 1 High jumpers jump backwards. yes
- 2 Long jumpers need to be fast runners. \_\_\_\_\_
- 3 In the sport of archery, athletes jump over things. \_\_\_\_\_
- 4 Athletes in the sport of wrestling need to be very strong. \_\_\_\_\_
- 5 In rowing, athletes always stand up. \_\_\_\_\_
- 6 In fencing, athletes wear special masks. \_\_\_\_\_

### Vocabulary: Sports

# Worksheet 2: Have you ever ... ?

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

1

**Read and circle the correct words. Then answer the questions for yourself. Use *Yes, I have.* / *No, I haven't.***

Have you ever ...?	Me	People in my group (✓ or X)		
1 <u>eaten</u> / eating something horrible?				
2 cooked / cook spaghetti?				
3 won / win a race?				
4 played / been skiing?				
5 rode / ridden a horse?				
6 gone / visited a big city?				
7 done / seen the Twilight films?				
8 played / playing tennis?				
9 did / done wrestling?				
10 bake / baked a cake?				
11 broken / broke your arm?				
12 slept / sleeping in a tent?				

2

**Work in groups of four. Ask the questions.**

Which activity have the people in your group never done? Which activities have most/all of you done?

Have you ever eaten anything horrible?



Yes, I have.



**Grammar 1: Present perfect with ever / never**



## 6

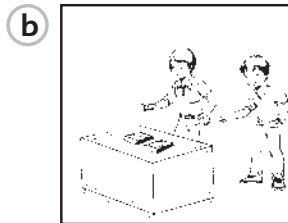
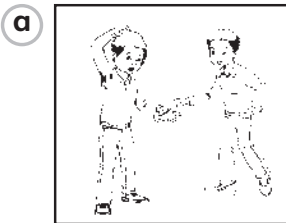
# Worksheet 3: Is this Tom's bag?

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

## 1 Read and match.

- |                               |                 |
|-------------------------------|-----------------|
| 1 It's Sally's computer game. | a They're his.  |
| 2 It's David and Daisy's cat. | b It's hers.    |
| 3 They're John's pens.        | c They're ours. |
| 4 They're our dogs.           | d It's yours.   |
| 5 It's my house.              | e It's mine.    |
| 6 It's your guitar.           | f It's theirs.  |

## 2 Match the questions with the pictures. Then answer the questions.



- |                                  |  |
|----------------------------------|--|
| 1 Are they our books?            | <input checked="" type="checkbox"/> Yes, they're <u>ours</u> . |
| 2 Is this Tom's bag?             | <input type="checkbox"/> Yes, it's _____.                      |
| 3 Is this Susan's pencil?        | <input type="checkbox"/> Yes, it's _____.                      |
| 4 Whose is this triangle?        | <input type="checkbox"/> Oh, it's _____.                       |
| 5 Is this my CD?                 | <input type="checkbox"/> Yes, it's _____.                      |
| 6 Are these Ana and Sara's pens? | <input type="checkbox"/> Yes, they're _____.                   |

## 3 Read the sentences. Underline and correct the wrong words.

- |   |                |
|---|----------------|
| 1 Whose are these gloves? They're <u>Ellas</u> '. | <u>Ellas's</u> |
| 2 Who is this sandwich? It's Eddie's.             | _____          |
| 3 Whose are those shoes? Their Tammy's.           | _____          |
| 4 Whose is that dog? It's Peter.                  | _____          |

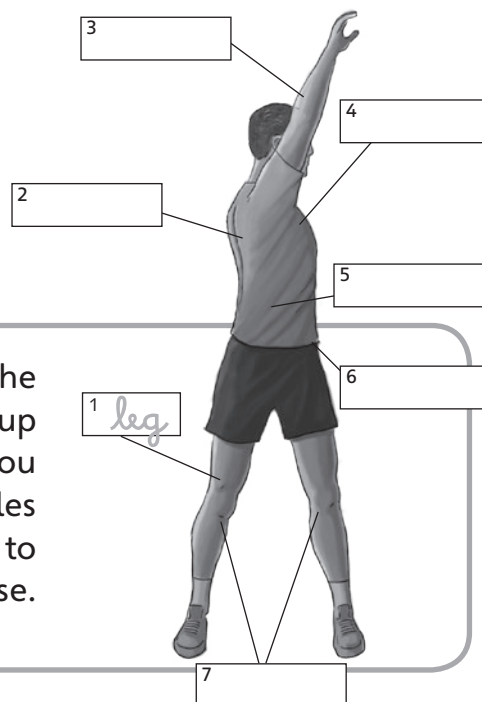
### Grammar 2: Possessives

# Worksheet 4: Let's get physical!

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

## 1 Look at the picture of the athlete and write the words.

leg knees side arm  
chest back hip



### Did you know?

It is very important to warm up and cool down the muscles before and after you do exercise. A warm-up gets the body ready to move. If you don't warm up, you might injure yourself. A cool-down stops the muscles from feeling stiff. If you feel stiff, it means that it hurts to move. You usually feel a little stiff the day after exercise. But if you don't cool down, you will feel even worse!

## 2 Look and complete the instructions.



lean



lift



lie



bend



reach



stretch

### Warming up

#### • Side stretch

Stand with your legs straight. Put your left hand on your hip. <sup>1</sup> Bend over to the side and <sup>2</sup> \_\_\_\_\_ over your head with your right arm. Repeat on the other side.



#### • Leg stretch

Stand on your right leg. <sup>3</sup> \_\_\_\_\_ against a wall for balance. Hold the bottom of your left leg with your left hand. Bend and <sup>4</sup> \_\_\_\_\_ your left leg slowly up behind you as high as you can. Repeat with the other leg.



### Cooling down

#### • Back stretch

Lie on the floor. <sup>5</sup> \_\_\_\_\_ your knees up to your chest and put your arms around them, pulling them towards you. Hold for 15 seconds.



#### • Knee-roll stretch

<sup>6</sup> \_\_\_\_\_ on the floor. Put your arms out on both sides. Bend your knees to the left side. Repeat on the other side.

CLIL: Science

## Worksheet 1: Around Pompeii

### Using the worksheet

- This worksheet practises words to describe the ancient world: *smoke, volcano, temple, column, fountain, theatre, statue, and town*.
- Pupils label the pictures. Then they find the words in the wordsearch and check their spelling.
- Pupils can then make their own wordsearch to swap with a partner.

**KEY:** Activity 1: 2 theatre, 3 fountain, 4 volcano, 5 temple, 6 column, 7 statue, 8 town

					t						
			s	m	o	k	e				
				w							
				n							
f		c				v					
o		o				o					
u		l				l		s			
n		u				c		t			
t	e	m	p	l	e	a		a			
a		n				n		t			
i						o		u			
n								e			
	t	h	e	a	t	r	e				

**Activity 2:** Pupils' own answers.

**Reinforcement: Activity 1:** Add the first letter of each word to the lines before photocopying the worksheet.

**Optional follow-up activity:** Play House using the words from Activity 1 (for detailed instructions, see page 4).

### Cultural awareness and expression

Ask pupils if they have visited any ancient sites or museums with ancient artefacts. If not, share an example from your own experience. Write *houses, clothes, food, transport, hobbies* on the board and ask pupils to talk about how life was different for people in ancient civilizations. Draw the following inventions and ask pupils to guess if they are ancient or modern; *wheels, perfume, ice skates, paper, roads, yoga, calendars* (all are ancient.)

## Worksheet 2: When the phone rang, he was eating a sandwich

### Using the worksheet

- This worksheet practises the past continuous.
- Pupils work in small groups. Give each group a dice or spinner and some counters. Each pupil in the group puts their counter on *Start*. Pupils take turns to

throw the dice or spin the spinner. The pupil with the highest score in each group starts. After each throw or spin, the pupils move their counter the appropriate number of spaces and then have to make a sentence to describe the picture on that space, e.g. (space 1) *When the phone rang, he was swimming in the sea*. If their sentence is correct, the pupil stays on that space. If their sentence is incorrect, they go back two spaces and wait for their next turn.

**KEY:** Pupils' own answers.

**Reinforcement:** Write the following verbs around the board before photocopying the worksheet: *swim, play, eat, have, fish, climb, visit, read, do, watch, talk, buy, draw, make, dance, sleep, use, shop, paint*.

**Extension:** Pupils add surprise events to their descriptions as they play the game, extending their sentences with *when*, e.g. *When he was swimming in the sea, he saw a dolphin*.

## Worksheet 3: Where's Claire?

### Using the worksheet

- This worksheet practises object pronouns.
- Pupils work individually or in pairs. They read and complete the sentences with the correct pronouns.
- Pupils then read the sentences in Activity 2 and circle the correct words. **YLE**

**KEY:** Activity 1: 2 him, 3 me, 4 them, 5 us; Activity 2: 2 him, 3 them, 4 us, 5 me, 6 her, 7 it, 8 them

**Extension: Activity 2:** Erase the options in each sentence and replace them with lines. Pupils read the sentences and think of the correct pronouns.

## Worksheet 4: What were you doing?

### Using the worksheet

- This worksheet practises the skills reading, writing and speaking and revises the past continuous.
- Pre-teach *stole* and *prove*. Pupils work alone to read the story about the stolen money, then match the sentences to the pictures.
- Pupils think about the answers, then work with a partner to decide who stole the money.

**KEY:** Activity 1: a4, b5, (c1), d2, e6, f3; Activity 2: 1 Sam was with her friends in a café. / Karl was having dinner with Eva. 2 The people who were with others and also: John is on the CCTV film at the pool. / Claire can show her cinema ticket to the police. / Lauren was talking to someone on the phone. 3 Mick. 4 Mick probably stole the money from the bank because he can't prove what he was doing at the time. If you look closely at the picture, there isn't a person in the bed!

**Extension:** Pupils write a news article about what happened describing how Mick stole the money and speculating about why. They read their articles to the class and vote on the most interesting motive.

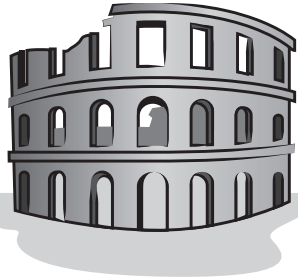
# Worksheet 1: Around Pompeii

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

1 Look, and write the words. Then find them in the wordsearch.



1 smoke



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

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

2 Make a new wordsearch.

Vocabulary: Ancient cities



# Worksheet 2: When the phone rang, he was eating a sandwich

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

Play the board game.



Grammar 1: Past continuous



## 7

# Worksheet 3: Where's Claire?

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

- 1 Look and read. Choose the correct words from the box and write them on the lines.

~~her~~ us me them him

1



Where's Claire?



I saw her in the kitchen.

2



Did you email Mark?



No, I'm going to phone \_\_\_\_\_.

3



Can you give \_\_\_\_\_ that book, please?



Yes, here you are.

4



The children are hungry. Can you make some lunch for \_\_\_\_\_, please?

5



We're thirsty. Please give \_\_\_\_\_ some lemonade.

- 2 Read and circle the correct words.

- 1 This is a photo of my grandmother. I really love him / her.
- 2 Mum! Ben's using my computer. Can you tell him / her to stop?
- 3 I saw my cousins this morning. I told them / him to come to the cinema tonight.
- 4 Come on! Mr Jones gave them / us a lot of homework. We mustn't watch TV all night!
- 5 Can you give me / us your tennis racket? My racket is broken.
- 6 Laura is going to the café. Do you want to go with them / her, Milly?
- 7 Did you put your laptop in the living room? No, I put it / them in my bedroom.
- 8 Lisa asked me / them to go shopping tomorrow, but they're busy.

Grammar 2: Object pronouns

# Worksheet 4: What were you doing?

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

1

**Read the story and match the sentences with the pictures.**

Yesterday, at 6.30 p.m. someone broke into the Big City Bank and stole £10,000. The police are questioning six people. This is what they told the police.



- |  |                               |
|--|-------------------------------|
| 1 I was talking to my friends in a café. | 4 I was swimming.             |
| 2 I was watching a film at the cinema.   | 5 I was sleeping.             |
| 3 We were having dinner at a restaurant. | 6 I was talking on the phone. |



John



Mick



Sam



Claire



Lauren



Karl and Eva

2

**Answer the questions. Then talk to your partner. Who stole the money?**

- Who was with other people?  
\_\_\_\_\_.
- Who can prove what they were doing?  
\_\_\_\_\_.
- Who can't prove what they were doing?  
\_\_\_\_\_.
- Who stole the money from the bank?  
\_\_\_\_\_.

**Skills: Reading, writing and speaking**

## Worksheet 1: Camping activities

### Using the worksheet

- This worksheet practises camping activity words: *sail a boat, collect wood, make a fire, swing on a creeper, dive into the water, dry your clothes, sing a song and build a hut.*
- Pupils circle the correct words to make the phrases.
- Pupils then read the story and complete it using the words in the box. **YLE**

**KEY:** Activity 1: 2 sing, 3 dry, 4 collect, 5 dive into, 6 swing on, 7 build, 8 make; Activity 2: 2 dry, 3 swing, 4 wood, 5 made, 6 sing, 7 sail, 8 build

**Optional follow-up activity:** Give pupils a piece of paper. Tell them that they are going to draw a campsite. Dictate a sentence for the pupils to draw, e.g. *A boy is putting up a tent next to a lake.* Pause while pupils draw. Ask a volunteer to dictate the next sentence. The activity continues. Pupils compare their completed pictures with a partner.

## Worksheet 2: Who, Which, Where

### Using the worksheet

- This worksheet practises the relative pronouns *who*, *which* and *where*.
- Pupils work individually or in pairs to read the sentences and circle the correct relative pronoun.
- Pupils then work alone to rewrite the sentences in Activity 1 so that they are true for them.

**KEY:** Activity 1: 2 where, 3 who, 4 which, 5 which, 6 who; Activity 2: Pupils' own answers.

**Optional follow-up activity:** Pupils compare their sentences from Activity 2 and explain the reasons for their choices.

## Worksheet 3: Three in a row

### Using the worksheet:

- This worksheet reviews the grammar pupils have seen in *Quick Minds* Level 6.
- Pupils play the game in groups of five. One pupil is the referee and the others make two teams of two. The referee has a copy of the answer key (found at the bottom of the worksheet) and each team has a set of coloured counters. Teams take it in turns to choose a letter and correct the sentence by changing one or two words. If they are right, they put one of their counters on the corresponding square. If they are wrong, the other team has a chance to correct the sentence and steal the square. The winning team is the first to make a row of three counters in any direction. Remind pupils that they need to block the other team's row as well as think about making their own.
- Pupils swap roles and/or teams and play again.

**KEY:** a) where – which, b) I – I'll, c) more – most, d) can't – couldn't, e) but – because, f) is wearing – wears, g) careful – carefully, h) thank you – please, i) ever – never, j) Who – Whose, k) they – them, l) third – first, m) slept – sleeping, n) mustn't – must, o) that – than, p) much – many, q) quietly – loudly, r) him – his, s) sings – is singing, t) be – been, u) 'll – won't, v) which – who, w) surf – surfing, x) have – had

**Reinforcement:** Underline the following words to help pupils identify the errors: a) where, b) I, c) more, d) can't, e) but, f) is wearing, g) careful, h) thank you, i) ever, j) Who, k) they, l) third, m) slept, n) mustn't, o) that, p) much, q) quietly, r) him, s) sings, t) be, u) 'll, v) which, w) surf, x) have

**Optional follow-up activity:** Pupils write similar sentences with one or two incorrect words. Use these sentences to prepare another game board to play in future classes.

## Worksheet 4: Amazon adventure

### Using the worksheet

- This worksheet practises following instructions in a game based on what might happen in a jungle adventure.
- Read through the phrases in the language box. Make sure pupils know how to use the phrases during the game.
- Pupils work in groups of four. Give each group a board (Worksheet 4), a dice (or a spinner) and a counter (or coin) for each person. Pupils put their counters on *Start*. The first player to throw 6 starts. If pupils land on the bottom of a ladder, they can go to the top. If they land on the head of a snake, they must go down to its tail. If they stop in the centre of a ladder or a snake, they can stay where they are and wait for their next turn. Pupils follow the instructions on the other squares.
- The first pupil to get to *Finish* is the winner.

**Optional follow-up activity:** Pupils work in groups and make their own Amazon adventure game. Monitor and help as necessary. Make copies of the board games and play them in class.

## 8

## Worksheet 1: Camping activities

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

## 1 Read and circle the correct words.

1 sail / dry a boat

2 build / sing a song

3 dry / make your clothes

4 dive into / collect wood

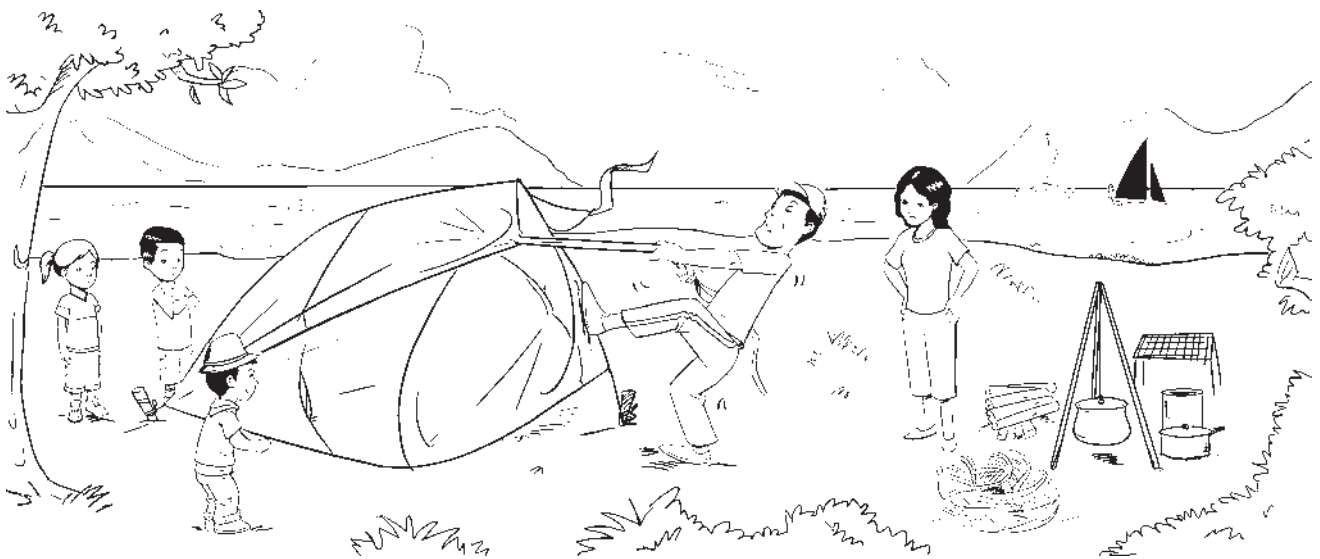
5 make / dive into the water

6 swing on / sail a creeper

7 build / collect a hut

8 dry / make a fire

## 2 Read and complete the story with the words in the box.

sing ~~dived~~ dry build sail made swing wood

Last summer we went to a campsite for the weekend. We had a great time.

On Saturday afternoon, Dad put up our tent. It took a long time! Dad didn't know what he was doing. Mum wanted to help, but Dad wanted to do it. He was very hot when he finished so he <sup>1</sup> dived into the water with all his clothes on! Then he had to <sup>2</sup> \_\_\_\_\_ his clothes in the sun.

On Saturday evening we went walking in the forest. I wanted to <sup>3</sup> \_\_\_\_\_ on a creeper, but Mum said it was very dangerous. We collected <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_ a fire. Dad cooked sausages and potatoes and wanted us to <sup>6</sup> \_\_\_\_\_ his favourite song again and again.

On Sunday morning we saw some boats on the lake. 'I'd like to <sup>7</sup> \_\_\_\_\_ a boat,' said my brothers. Dad took us all on a boat and we sailed all morning. It was brilliant. Later my brothers found some wood and big leaves. 'We're going to <sup>8</sup> \_\_\_\_\_ a hut!' they shouted. We all had a great weekend, but Mum says that she is going to put up the tent next time!

Vocabulary: Camping activities

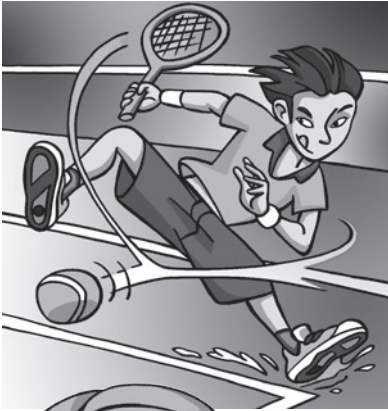


# Worksheet 2: Who, Which, Where

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

1

Read and circle the correct words.



- 1 Tennis is the sport which / who I like best.
- 2 My bedroom is the place where / which I listen to music.
- 3 Robbie Williams is the singer who / which I would like to see in concert.
- 4 My tablet is the thing where / which I like the best.
- 5 Paris is the city who / which I want to visit.
- 6 My father is the person in our family where / who does the washing up.

2

Write the sentences from Activity 1 so they are true for you.


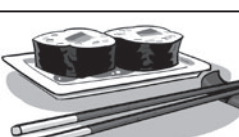


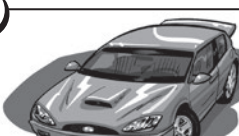

- 1 \_\_\_\_\_.
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.
- 6 \_\_\_\_\_.

Grammar 1: Who / Which / Where



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

Correct the sentences to win three squares in a row.

<b>a</b>  The piano is the instrument where Hannah likes to play.	<b>b</b> I'll be an astronaut and I visit the moon.	<b>c</b> The mosquito is the more dangerous animal in the world.	<b>d</b> Ten years ago Dennis can't read or write.
<b>e</b> Fred opened the window but it was a very hot day.	<b>f</b> Mandy is wearing a uniform at school every day.	<b>g</b> Tim rode his bike careful on the mountain path.	<b>h</b> May I ask you a question, thank you?
<b>i</b>  I've ever eaten sushi. I don't know if I like it.	<b>j</b>  Who are these notebooks? They're ours.	<b>k</b> René invited they to the cinema on Friday night.	<b>l</b> I finished third so I won the race.
<b>m</b> At ten o'clock last night I was slept on the sofa.	<b>n</b> Helen's mum says she mustn't do her homework carefully.	<b>o</b>  Our teacher says that mice are stronger that elephants!	<b>p</b> How much sandwiches did you make for us?
<b>q</b> Nina shouted very quietly so I could hear her.	<b>r</b> Can you tell Jack to feed him dog, please?	<b>s</b> Kayla sings a song beautifully at the moment.	<b>t</b>  Have you ever be in a sports car?
<b>u</b> I'll forget Mum's birthday because I'm a good son.	<b>v</b> The girl which was fencing was Jackie.	<b>w</b>  Toby went surf in Ecuador with his cousins.	<b>x</b> Yesterday, I have to walk to school.

KEY: a) where - which, b) I - I'll, c) more - most, d) can't - couldn't, e) but - because, f) is wearing - wears, g) careful - carefully, h) thank you - please, i) ever - never, j) Who - Whose, k) they - them, l) third - first, m) slept - sleeping, n) mustn't - must, o) that - than, p) many, q) quietly - loudly, r) him - his, s) sings - is singing, t) be - been, u) I'll, v) which - who, w) surf - surfing, x) have - had

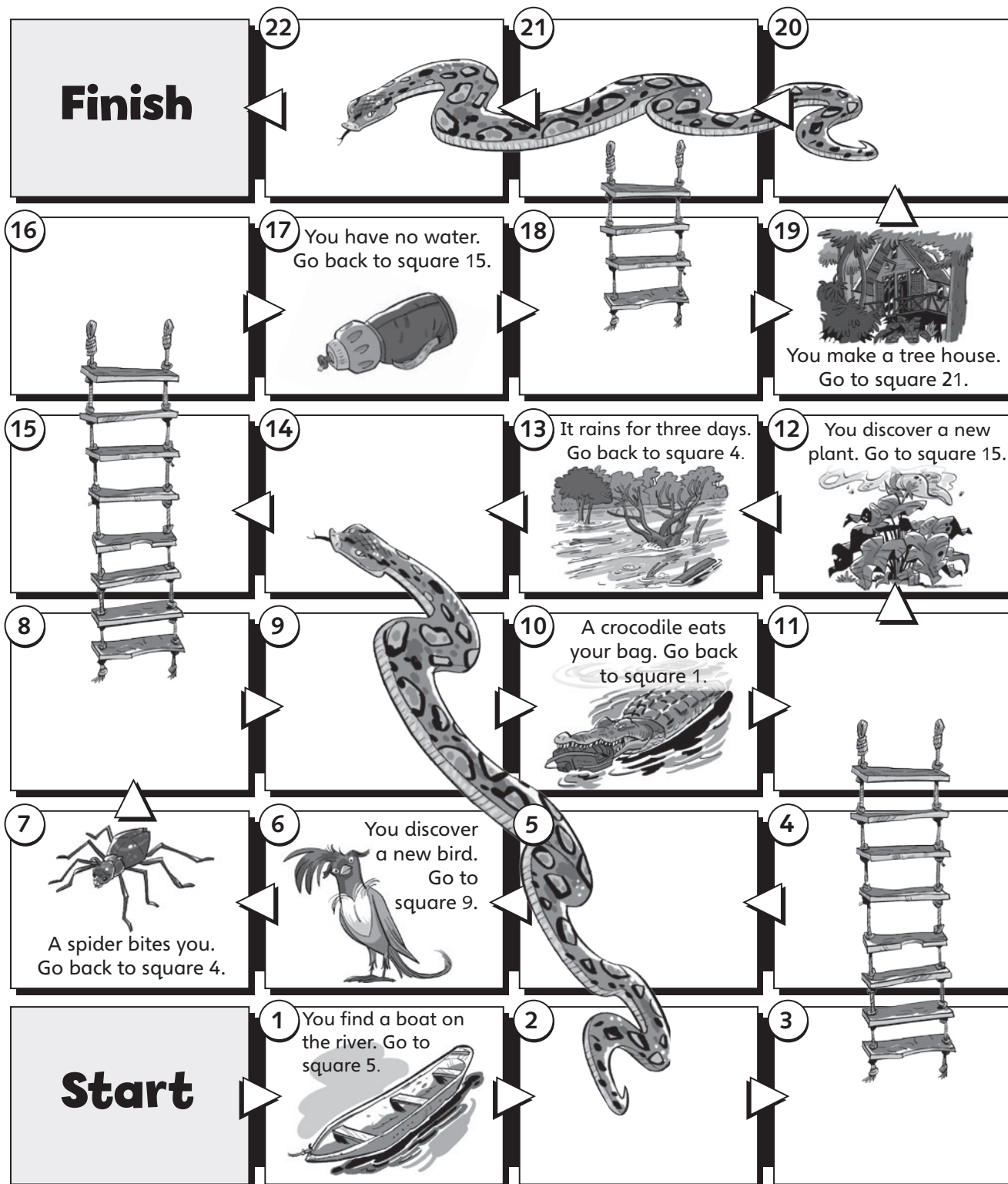
## Grammar 2: Revision

# Worksheet 4: Amazon adventure

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

**Play the game. Use phrases from the box.**

You start. Throw the dice. It's your turn. Move your counter three spaces.  
Whose turn is it? Go down the snake. Go up the ladder. I've won!



CLIL: Geography

# Introduction to the tests

The Tests in Quick Minds Teacher's Resource Book 6 have been especially designed for the needs of Spanish teachers and pupils at Primary level. They reflect the language which is presented in Quick Minds Pupil's Book 6 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 6?

There are two photocopiable tests for each of the three school terms at different levels of difficulty: one test at Standard level and one at High level (six tests in total). Each test is made up of four pages and one skill (Listening, Reading, Writing or Speaking) is tested on each page. There are recordings Downloadable Class Audio CD 6 for the Listening tests. From page 51 onwards there are procedural notes, answer keys and tapescripts for each test.

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

## When do I use the tests?

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

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

Alternatively, you can use the tests for ongoing evaluation of progress on the Quick Minds course itself, as the skills and material in each test correspond directly to each three units of the Pupil's Book and Activity Book (Test 1 relates to the Back to school 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 both PDF and Word format, 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 the same content as the tasks in external exams (the Cambridge English: Young Learners suite). Activities which help to train pupils in Cambridge English task types are marked in the Teacher's notes with **YLE**. You may wish to combine activities of a particular type to make one longer test to focus your pupils' practice on a particular exam technique. You can also choose to emulate the exam conditions of an external test by asking your pupils to sit separately, work individually and in silence and keep to a specific time limit.

## Scoring

Each test is marked out of 60. For ease of use, there is a space after every exercise, showing the marks available, and with space for recording the mark the pupil has achieved. The division of marks for each skill within a test is as follows:


Listening	20
Reading	15
Writing	15
Speaking	10

# Teacher's notes, tapescripts and answer keys

## Term 1 Test – Standard

(testing the content of Back to school and Units 1 and 2)

### Listening

1  Listen and circle the numbers. (5 marks)

Pupils listen and circle one number each time according to what they hear.

### TAPESCRIPT

1

Man: Is your birthday on the nineteenth of September, Olive?

Girl: No, it isn't. That's my brother's birthday. My birthday's on the twenty-sixth and then my mum's is on the thirtieth.

2

Boy: I'm going to have my birthday party next Saturday because my birthday's on Monday.

Woman: On the thirty-first of June?

Boy: No! June's only got thirty days. My party's on the 1st of July.

3

Girl: I didn't win the race, Mum.

Woman: Oh, I'm sorry, but was the race fun?

Girl: Yes. There were ten people and I finished in fifth position.

Woman: Well done!

4

Man: Is your football team going to win this year?

Boy: I'm not sure. We're in third position at the moment.

Man: That's good.


5

Girl: Have we got an exam on the twelfth?

Boy: No, we haven't because the twelfth is a Sunday. Our exam's on Tuesday.

Girl: Ok. That's the um twelfth, thirteenth – fourteenth. The exam is on Tuesday the fourteenth.

KEY: 1 26th, 2 1st, 3 5th, 4 3rd, 5 14th

2  Listen and write could or couldn't. (5 marks)

Pupils listen and complete each sentence according to what they hear.

### TAPESCRIPT

1

Man: When I was a boy I could climb the tallest towers in the city.

Girl: Wow! Could you climb them in ten seconds?

Man: Er, no I couldn't. Not in ten seconds. But one day I climbed a tower in ten minutes. I walked up the stairs!

Girl: Oh.

2

Man: I love animals and fifty years ago I could ride ...

Girl: ... a lion? A crocodile?

Man: No, a horse. I couldn't ride a lion or a

crocodile. That's dangerous.

Girl: Yes, I know, but it's really fun!

3

Girl: Could you run fast?

Man: Well, that's a difficult question. I could run faster than a...

Girl: ... a what Grandpa?

Man: I could run faster than a bike.

Girl: Oh, Grandpa!

4

Man: I was very strong sixty years ago.

Girl: Could you lift up a car?

Man: No, I couldn't. I'm not Superman!

Girl: Um, no, you're not.

5

Man: I liked jumping when I was younger.

Girl: Really?

Man: Yes, and I could jump from planes. One day I jumped from a plane with an umbrella in my hand. Now that's fun!

Girl: No, Grandpa, that's crazy!

KEY: 1 couldn't, 2 could, 3 could, 4 couldn't, 5 could

3  Listen and colour and write. (10 marks) 

Pupils listen and colour or write according to what they hear. Pupils will need access to coloured pencils for this activity.

### TAPESCRIPT

1

Man: Can you see the boy with the rucksack?

Boy: Yes, I can. He's walking on the path to the forest.

Man: That's right. Colour the mountain on his T-shirt purple.

Boy: OK.

2

Man: Can you see the man fishing?

Boy: The man in the boat on the lake?

Man: Yes. Colour the fish on the boat blue.

Boy: That's a good colour.

3

Man: Now, would you like to write a word for me?

Boy: Ok. What do you want me to write?

Man: Can you see the village?

Boy: Yes, it's near the river.

Man: That's right. Write the word VILLAGE in front of it.

Boy: OK. I'm writing that now.

4

Man: Can you see the field?

Boy: There are two.

Man: The big one next to the lake.

Boy: I see. There's a bird there.

Man: That's right. Colour it yellow.

Boy: OK.

5

Boy: Can I colour the houses?

Man: In the village?

Boy: No, the ones on the mountain.

Man: OK. What colour are you going to use?

Boy: Red.

Man: Good idea. The picture looks really nice now.


KEY: Pupils colour mountain on boy's T-shirt (purple), fish on boat (blue), big bird in field (yellow) and houses on mountain (red). Pupils write VILLAGE on the sign.

### Reading

1 Read and match. Write the letters. (5 marks)

Pupils read and match the sentences.

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

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

Pupils complete the text with the correct word from the three options each time.

KEY: 1 smaller, 2 short, 3 most dangerous, 4 faster, 5 bigger

3 Read the text in Activity 2. Write yes or no. (5 marks)

Pupils read the sentences and write yes or no according to the text in Activity 2.

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

### Writing

1 Write sentences. (3 marks)

Pupils write sentences using the word prompts.

KEY: 1 She went dancing, but she didn't have a good time. 2 They aren't having a picnic because it's rainy. 3 We went surfing and we had a great day.

2 Look and write questions with How much and How many. Then answer. (6 marks)

Pupils look at the pictures and write questions. Then they answer the questions according to the pictures.

KEY: 1 How much money did you spend? I spent five pounds. 2 How much milk did you buy? I bought three litres of milk. 3 How many bananas did you eat? I ate two bananas.

3 Write about what you are doing now and what you are going to do after school. (6 marks)

Pupils write a short paragraph about themselves.

KEY: Answers will vary.

### Speaking

1 Look and talk about the differences. (5 marks)

Pupils work in pairs (or with the teacher). They find and talk about the differences using the adjectives in the boxes.

KEY: Answers will vary.

2 What did you do last month? Ask and answer. Complete the calendar. (5 marks)

Pupils work in pairs (or with the teacher). They write ten things they did last month in the calendar using words with -ing that can



# Introduction

be used with went, e.g. shopping. Pupil A completes dates in the white rows and pupil B the grey rows. Pupils take turns to ask questions and complete the calendar with their partner's answers. When the calendar is blank, pupils say I stayed at home and don't write anything.

KEY: Pupil's own answers.

## Term 1 Test - High

(testing the content of Back to school and Units 1 and 2)

### Listening

- 1 **CD6 05** Listen and match. Write the letters. (5 marks)

Pupils listen and connect the sentences according to what they hear.

#### TAPESCRIPT

1

Woman: Did you go surfing after school, Alana?

Girl: No, I went in the morning because I didn't have any lessons.

Woman: That's right. You were on holiday.

Girl: Yes, it was fun!

2

Woman: How much did you spend on clothes?

Girl: Nothing.

Woman: Did you take your wallet?

Girl: Yes, I did, but I didn't like anything.

3

Woman: I went swimming in the lake yesterday.

Girl: That was a good idea. It was a very hot day.

Woman: Yes, it was and the water was really cold. It was great!

4

Woman: Did you have a good time skiing?

Girl: Yes, thanks. It was amazing, but I forgot my jacket!

Woman: Oh no!

Girl: But it was ok because I bought a new jacket from the ski shop.

5

Woman: Did you go horse-riding on Saturday morning?

Girl: No. I always do my homework on Saturday mornings. But I went on Sunday and it was my best lesson! My horse jumped the highest.

Woman: That's great, well done!

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

- 2 **CD6 06** Listen and circle. (5 marks)

Pupils circle the correct word to complete each sentence according to what they hear.

#### TAPESCRIPT

1

Man: I always go to the cinema on Friday night. Sometimes I go with my friends, but today I'm taking my sister because it's her birthday.

2

Girl: I always go hiking with my brother at the weekend, but today he's running with his friend, Peter. I'm at home with my best friend and we are cooking.

3

Man: When I was a young man I was stronger than I am today. I went surfing every day and I was very good. The longest I could stay in the water was four hours!

4

Girl: I love Music lessons, but I'm not very good at singing. My friend Sarah is the best at singing. The other pupils are better than me too, but I like it.

5

Boy: My family is very tall. My dad's the tallest. My sister is second and my mum's third. I'm the youngest and at the moment I'm the shortest in the family.

KEY: 1 is going, 2 running, 3 could, 4 best, 5 shorter

- 3 **CD6 07** Listen and write the ordinal numbers. (10 marks)

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

#### TAPESCRIPT

1

Man: I went camping in the Blue Mountains last March. I took a plane to Australia on the sixteenth of March.

Girl: Wow! And did you go to the mountains that day?

Man: No, I didn't. I stayed in a hotel for a night and then I went to the mountains on the seventeenth of March.

2

Man: My best day was when I visited my cousin Laura on the nineteenth of March.

Girl: Does she live in Australia?

Man: Yes, I stayed in her village and we went walking together in the mountains.

3

Man: On the twentieth I found the most beautiful lake. It was so blue, I thought it was ice! But the best thing about the lake was the little island.

Girl: Wow! That sounds amazing!

4

Man: Look at this photo. This was the day we went camping in a field. It was the twenty-third of March.

Girl: The date on the photo says the twenty-fifth.

Man: Oh, I was wrong then. It was the twenty-fifth of March.

5

Man: I also went to a forest called Blue Gum forest.

Girl: When did you go there?

Man: It was the day before I came home. So it was the twenty-ninth of March.

KEY: 1 seventeenth, 2 nineteenth, 3 twentieth, 4 twenty-fifth, 5 twenty-ninth

### Reading

- 1 Look and read. Write the correct words. (5 marks) **YLE**

Pupils read the definitions and look at the pictures. Then they write the correct word on each line.

KEY: 1 village, 2 waterfall, 3 back, 4 ice, 5 field

- 2 Read and circle. (6 marks)

Pupils read the text and circle the correct words.

KEY: 1 fastest, 2 worst, 3 best, 4 longest, 5 easiest, 6 the most

- 3 Read the text in Activity 2. Answer the questions. (4 marks)

Pupils answer the questions according to the text in Activity 2.

KEY: 1 £0.00, 2 twelfth, 3 700m, 4 two

### Writing

- 1 Complete the sentences about Maria's holiday. Use and, but, because and the words in the box with went + ing. (5 marks)

Pupils complete the sentences with an activity and a conjunction.

KEY: 1 She went swimming because, 2 She went shopping and, 3 She went running and, 4 She went fishing but, 5 She went hiking because

- 2 Look and complete the text using the words in the box. (4 marks)

Pupils complete the text with comparative and superlative forms of the words in the box.

KEY: 1 heavier than, 2 the longest, 3 the best, 4 more dangerous

- 3 Read the text. Then write about what you do on Saturdays and what you are doing today. (6 marks)

Pupils write three sentences using the simple present about what they do on Saturdays, and three sentences using the present continuous about what they are doing today.

KEY: Pupils' own answers.

### Speaking

- 1 Ask and answer. (5 marks)

Pupils work in pairs (or with the teacher). They take turns to ask questions about the picture using How much ... ? or How many ... ? and respond appropriately.

KEY: Any appropriate questions and answers.

- 2 Talk about six years ago. Use could and couldn't. (5 marks)

Pupils work in pairs (or with the teacher). They take turns to say something about the things they could and couldn't do six years ago.

They listen to their partner and say true or false.

KEY: Answers will vary.

## Term 2 Test - Standard

(testing the content of Units 3 – 5)

## Listening

1 **CD6 08** Listen and number. (5 marks)

Pupils listen to the people speaking about their jobs and number the boxes below the pictures accordingly.

### TAPESCRIPT

1

Man: At the moment I'm working on a very important project. It's for the biggest park in the city. I must finish planting the trees very carefully today.

2

Woman: I'm working outside today because I'm painting a picture of some mountains. I'm painting quickly with lots of colours because it's an impressionist picture.

3

Man: I've got a really busy day today. I must phone five people before lunch and I must send lots of letters. After lunch I'm going to ask my secretary to type the letters because he types more quickly than me.

4

Woman: I'm listening to music and singing in the office today. I don't need to work quietly because there aren't any people here. But I must work quickly because they arrive at nine o'clock and the office must be clean.

5

Man: I'm fixing a motorbike at the moment and then I've got to repair three cars before lunch. I need to work quickly and carefully.

KEY: a2, b4, c5, d1, e3

2 **CD6 09** Listen and match. Write the letters. (5 marks)

Pupils listen and write the letters according to what they hear.

### TAPESCRIPT

1

Woman: What will you be when you grow up?

Girl: I'll be an engineer.

Woman: Do you like building things?

Girl: Yes, I do. I'd like to build bridges.

2

Woman: What will you be when you grow up?

Boy: I'd like to work in an office.

Woman: A secretary works in an office.

Boy: That's a good job for me because I really like talking to people on the phone.

3

Woman: Will you be a mechanic when you grow up?

Girl: No. Fixing cars is really difficult.

Woman: What will you be?

Girl: I'll be a businesswoman and I'll travel the world.

4

Woman: What will you be when you grow up?

Boy: My uncle's a mechanic. He fixes more than twenty cars every day.

Woman: Wow!

Boy: Mechanics must work fast because they're always busy. I'd like to do my uncle's job.

5

Woman: Will you be a musician when you grow up?

Girl: I want to be a singer in a band.

Woman: Great!

Girl: I'll sing at a different concert every night and meet lots of new people.

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

3 **CD6 10** Listen to Wayne talking about his week. Draw lines. (10 marks) **YLE**

Pupils listen and draw lines between the days of the week and the pictures according to what they hear.

### TAPESCRIPT

1

Woman: Hello, Wayne. Can you tell me about your week, please?

Boy: Yes, of course. I had to help at home last week.

Woman: What did you do on Tuesday?

Boy: On Tuesday I had to tidy my bedroom after school.

2

Woman: And on Monday?

Boy: I had to clean my shoes carefully because we went out for dinner.

3

Woman: What was your best day last week, Wayne?

Boy: Friday!

Woman: What did you do on Friday?

Boy: It was Mum's birthday. I had to buy her some flowers and we ate pizza so we didn't have to do any washing-up!

4

Woman: Did you help on Thursday?

Boy: No, I didn't. I had to do my homework.

Woman: Was it difficult?

Boy: No, it wasn't. We had to write a short story. I wrote about a cleaner!

5

Woman: What did you do on Wednesday?

Boy: I had to clean the kitchen floor carefully before my grandma came to visit.

KEY: Monday – b, Tuesday – f, Wednesday – d, Thursday – a, Friday – c

## Reading

1 Read. Then write t (true) or f (false). (5 marks)

Pupils read the sentences and write true or false on the lines accordingly.

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

2 Read and circle the correct words. (6 marks)

Pupils read the text and circle the correct option.

KEY: 1 Can, 2 I won't, 3 sure, 4 I'll, 5 May, 6 Of course

3 Read the text in Activity 2 again. Write G (Gabrielle) or R (Rita). (4 marks)

Pupils write G or R according to which person uses each item in the story.

KEY: G: chopsticks, glass, spoon; R: fork

## Writing

1 Write the promises and offers. Use I'll or I won't and the words in the box. (5 marks)

Pupils read and write appropriate responses on the lines using the prompts and I'll or I won't.

KEY: 1 I won't tell anyone. 2 I'll help you.

3 I won't be late. 4 I'll wash up. 5 I'll buy a present.

2 Write the missing letters in the box. Then complete the sentences. (5 marks)

Pupils decide which gapped word matches each sentence and complete the sentences accordingly.

KEY: 1 spacesuit, 2 napkin, 3 pepper,

4 planets, 5 knife

3 Correct the sentences. Underline and write the words. (5 marks)

Pupils underline the incorrect words and write the correct word on the line each time.

KEY: 1 mustn't must, 2 have had, 3 'll / won't,

4 must mustn't / dangerously carefully,

5 comet planet

## Speaking

1 Say and guess. (5 marks)

Pupils work in pairs (or with the teacher). They take turns to make phrases about things the different people must/mustn't do and what they had to do yesterday. They should use the word prompts and an appropriate adverb each time. They listen to their partner and guess which job is being described.

KEY: Suggested answers: cleaner – I must wash the floor carefully / I had to wash the windows quickly, secretary – I mustn't answer the office phone slowly / I had to type some letters quickly, engineer – I mustn't build new roads slowly / I had to draw a new museum carefully, mechanic – I must repair the cars quickly / I had to fix a lorry carefully, artist – I must paint landscapes beautifully / I had to draw a portrait quickly.

2 Talk about the jobs. (5 marks)

Pupils work in pairs (or with the teacher). They take turns to ask What will you be when you grow up? Pupils choose a different job each time and say something they'll do. They listen and respond with something their partner won't do in their chosen job. Pupils can look at Activity 1 for ideas if necessary.

KEY: Answers will vary.

## Term 2 Test – High

(testing the contents of Units 3 - 5)

## Listening

1 **CD6 11** Listen and match. Write the letters. (7 marks)

Pupils listen and match the people and jobs.

### TAPESCRIPT

1

Man: What will you be when you grow up, Simon?

# Introduction

Boy: Well, I'm good at drawing and I like building things. I think I'll build new roads and bridges.

2

Man: What will you be when you grow up, Kelly?

Girl: I'll work for a big company and I'll travel every week. I'll use my phone every day to speak to people at my office.

3

Man: And what about you, James?

Boy: In my job I'll go around the world every year and people will come to listen to my songs. That's my dream.

4

Man: Will you work inside or outside, Vera?

Girl: Outside. I don't want to work in an office. I'd like to work with plants and flowers.

5

Man: What will you be when you grow up, Mark?

Boy: I'm not sure. I like working with my hands. I think I'll repair lorries, cars and motorbikes.

6

Man: And what about you, Elena?

Girl: In my job I'll work with people and computers. I'll speak on the phone a lot and I'll have to type very fast.

7

Man: What will you be when you grow up, Dylan?

Boy: That's easy. I'll draw every day and people will buy my paintings to put in their houses. I'll be famous!

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

**CD6 12** Listen and tick (3) or cross (7). (8 marks)  
Pupils listen and put a tick or cross each time according to whether permission is given or not.

## TAPESCRIPT

1

Girl: Can I go to the park with Laura, please?

Woman: Don't be home late this time. You've got your piano lesson at one o'clock.

2

Boy: I'm hungry! Can I have some fruit, please?

Woman: We're going to have dinner in ten minutes. I think you can wait.

3

Girl: Can I watch TV after dinner please, Dad?

Man: I don't think that's a good idea. You've got your Maths homework to finish.

4

Girl: I need to speak to my sister. May I borrow your mobile phone, please?

Boy: I'm sorry, but I'm using it at the moment.

5

Boy: May I go to the toilet, please?

Woman: Be quick, please. Then come back and finish your lunch.

6

Man: Can I use your pen, please?

Girl: Please be careful. It's my favourite pen.

7

Woman: May I have some pepper?

Man: I'll get it for you now. Would you like some salt too?

8

Man: Can I talk to you for a minute?

Woman: I'm sorry. I'm very busy today. Let's talk tomorrow.

KEY: 1 3, 2 7, 3 7, 4 7, 5 3, 6 3, 7 3, 8 7

**CD6 13** Listen and write. (5 marks) **YLE**  
Pupils listen and write a word on each line.

## TAPESCRIPT

1

Woman: Hello, Sally. What are you doing?

Girl: I'm writing a story for a school competition.

Woman: Great. What's the name of your story?

Girl: Countdown.

Woman: Countdown? That's an interesting name.

2

Woman: Are there any astronauts in your story?

Girl: Yes, there are. It's a brother and a sister. They go to space in a rocket.

Woman: So there are two astronauts in your story.

Girl: No, there are four astronauts in the story. There are two astronauts living on the moon too.

3

Woman: Do they have any problems in space?

Girl: Yes, they do. They have to fix something.

Woman: Do they have to fix their rocket?

Girl: No, they don't. They have to repair the brother's spacesuit.

4

Woman: What planets do they visit?

Girl: Well, Neptune is my favourite planet so they go there first. Then they visit lots of other planets too.

Woman: They travel a lot!

5

Woman: Is your story finished?

Girl: No, it isn't. I have to give it to my teacher on Friday. She's going to read all the stories and choose a winner.

Woman: Oh, I see. Good luck!

KEY: 1 Countdown, 2 four, 3 spacesuit, 4 Neptune, 5 Friday

## Reading

1 Read and match. Write the letters. (5 marks)

Pupils find the correct responses and write a letter on each line.

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

2 Read and complete. Use or change the words in the box. (4 marks)

Pupils choose a word from the box to complete

the sentences. They write an adjective or an adverb each time.

KEY: 1 careful, 2 beautifully, 3 bad, 4 quickly

3 Read about Jenny's jobs. Then write t (true) or f (false). (6 marks)

Pupils read the text and the sentences below. They write true or false on the lines according to the text.

KEY: 1 t, 2 f, 3 f, 4 f, 5 f, 6 t

## Writing

1 Write the answers. (5 marks)

Pupils order the words and write responses for the requests.

KEY: 1 I'm not sure. We're in the library.

2 Of course, but you must ride it carefully. 3 I'm sorry. I had to take it to the mechanic. 4 OK. Can you buy some napkins at the supermarket, please? 5 No. You mustn't eat chocolate before dinner.

2 Write about your future job. (5 marks)

Pupils write sentences about the things they will and won't do in their future jobs.

KEY: Pupils' own answers.

3 Write about Ted's old job and his new job. Use had to, must and mustn't. (5 marks)

Pupils look at the pictures and write about Ted's obligations in his old and current job.

KEY: Possible answers: 1 I had to write songs. 2 I had to sing every night. 3 I had to play the guitar. 4 I must talk on my mobile phone a lot. 5 I mustn't drive my car dangerously.

## Speaking

1 Talk about Hannah's party. Make promises and offers. (5 marks)

Pupils work in pairs (or with the teacher). They take it in turns to say what food they can bring to the party and offer to bring suitable kitchen items. Then they tell each other about things they need to remember and make appropriate promises.

KEY: Answers will vary.

2 Ask and answer. (5 marks)

Pupils work in pairs (or with the teacher). They take it in turns to ask to borrow the different items. When their partner says no, they make a promise to try to convince them to lend the item.

KEY: Answers will vary.

Term 3 Test – Standard

(testing the contents of Units 6 - 8)

## Listening

1 **CD6 14** Listen and tick (3) or cross (7). (10 marks)

Pupils listen and complete the chart according to which sports the girl and boy have or haven't done.

## TAPESCRIPT

1

Girl: Have you done a lot of sports, Eric?

Boy: Yes, I have. I really like athletics. But I've never done the hurdles. They look too difficult.

Girl: Really? My favourite sport is the hurdles. 2

Boy: What about fencing? I've never tried that.

Girl: I saw it once, but I didn't want to try it.

3

Girl: Do you like running and jumping?

Boy: Yes! I've done the high jump lots of times at school.

Girl: Me too!

4

Boy: Have you done any other Olympic sports, Tania?

Girl: Yes, I have. I've done gymnastics. It's really difficult.

Boy: We don't do gymnastics at my school. I've never done it.

Girl: You have to be really strong and use all the muscles in your body.

5

Boy: You have to be stronger for weightlifting than for gymnastics.

Girl: Have you ever done weightlifting, Eric?

Boy: Yes, I have. But I'm not very strong. I've never won any competitions.

Girl: I think it's dangerous. I've never done it and don't want to.

Boy: It's my favourite sport. I'd like to see it at the Olympics one day.

KEY:

	Hurdles	Fencing	High Jump	Gymnastics	Weightlifting
Eric	7	7	3	7	3
Tania	3	7	3	3	7

2 **CD6 15** Listen and circle. (5 marks)

Pupils listen and circle the correct response each time according to what they hear.

### TAPESCRIPT

1

Man: Good morning everyone. Today you've got your animal photos to show the class. John, it's your turn first.

Boy: OK. Here's my photo. We've got a big black dog.

Man: It's very nice. Is it yours, John?

Boy: Yes, it is. But it's my sister's dog too.

2

Man: I like this photo of your cat, Caroline. Is it yours?

Girl: Yes it is. He's called Sooty.

3

Man: These are beautiful fish in your photo, Ryan.

Boy: Thanks. They live in a big bowl in our kitchen.

Man: Are they yours?

Boy: No, they aren't. They're my mum's fish.

4

Man: Wow! There's a snake in your photo, Kay.

Girl: Yes and it's sitting on my dad's head!

Man: Is it his pet?

Girl: No, it isn't. It's my Aunt Kelly's.

5

Boy: Have you got any pets, Mr Brown?

Man: Yes. This is a photo of my rabbit. My children gave it to me for my birthday.

Boy: Lucky you. I love rabbits!

KEY: 1 It's theirs. 2 It's hers. 3 They're his mum's. 4 It's her aunt's. 5 It's his.

3 **CD6 16** Listen and number. (5 marks)

Pupils listen and number the pictures according to what they hear.

### TAPESCRIPT

1

Man: What were you doing last night at six o'clock?

Woman: I was watching a TV programme.

Man: I was watching TV too. My programme was about volcanoes. It was great!

Woman: I was watching that one too!

2

Man: What were you doing at eight o'clock last night?

Woman: At eight o'clock last night I was watching Romeo and Juliet.

Man: Was that on TV too?

Woman: No! It was at the theatre.

3

Woman: At seven o'clock this morning I was taking the dog for a walk.

Man: Did you go to the park?

Woman: Yes, I went to the one with the fountains. My dog loves drinking from them and playing in the water.

4

Man: What were you doing at nine o'clock this morning?

Woman: I was reading a book.

Man: Were you at home?

Woman: No, I was sitting in the park next to the old column.

Man: I sit next to that column and read too!

5

Woman: And where were you at ten o'clock this morning?

Man: I was having breakfast.

Woman: Oh really?

Man: Yes, why?

Woman: Because I was waiting for you in front of the statue in town! You were late!

KEY: a1, b3, c4, d2, e5

### Reading

1 Read and circle the correct words. (5 marks)

Pupils circle the correct word in each sentence.

KEY: 1 mine, 2 ours, 3 yours, 4 theirs, 5 Anna's

2 Read and match. Draw lines. (3 marks)

Pupils draw lines to match the sentence halves.

KEY: 1b, 2c, 3a

3 Read the story. Choose a word from the box. Write the correct word next to numbers 1-6. (7 marks) **YLE**

Pupils complete the text with words from the box. There are two extra pictures and words. Then they choose the best name for the story.

KEY: 1 boat, 2 dive, 3 fire, 4 wood, 5 sang, 6 creeper; Name for story b

### Writing

1 Write sentences using the words in the box. (6 marks)

Pupils rewrite the sentences using the possessive pronouns.

KEY: 1 It's hers. 2 It's theirs. 3 They're his. 4 It's yours. 5 They're ours. 6 It's mine.

2 Complete the sentences with the words in the box and your ideas. (5 marks)

Pupils write a relative pronoun in each small gap and complete the larger gap with their own ideas.

KEY: Answers will vary apart from relative pronouns: 1 where, 2 who, 3 where, 4 which, 5 who

3 Complete Freya's email. (4 marks)

Pupils read the email. They write a positive or negative phrase each time according to the prompts.

KEY: 1 I've done boxing. 2 I've ridden an elephant. 3 I've never been to a temple. 4 I've never seen a volcano.

### Speaking

1 Say and guess. (5 marks)

Pupils work in pairs (or with the teacher). They take turns to make sentences about what the different people were doing. They listen to their partner and say the name(s) each time.

KEY: When the thunderstorm started, he was winning an archery competition (Bill), she was rowing (Edna), they were fencing (Karim and Harry), he was sleeping on the sofa (Dennis), they were watching wrestling on TV (Paula and Jacky), he was eating cake (Steve), she was riding a horse (Maya).

2 Look at Activity 1 again. Ask and answer questions about the activities. (5 marks)

Pupils work in pairs (or with the teacher). They take turns to ask and answer questions about the activities in the Activity 1.

KEY: Have you ever won an archery competition / done rowing/fencing / slept on the sofa / seen wrestling on TV / ridden a horse / eaten carrot cake / been to a sports camp? Yes, I have. / No, I haven't.

### Term 3 Test - High

(testing the contents of Units 6 - 8)

### Listening

1 **CD6 17** Listen and tick. (5 marks) **YLE**

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

### TAPESCRIPT

1 Whose is the guitar?

Woman: Is this your guitar, Melanie?



# Introduction

Girl: No, it isn't. I borrowed it from my Dad.

Woman: When did he get it?

Girl: Mum gave him the guitar three years ago.

**2** What was Amy doing at eight o'clock?

Man: What did you do yesterday, Amy?

Girl: I went camping with my sister. We went for a walk to the river at seven o'clock yesterday morning.

Man: What time did you get there?

Girl: At eight o'clock and it was really hot so we dived into the river. We swam and then at nine o'clock we put up our tent.

**3** Where did the woman go today?

Man: Have you been to visit the old town?

Woman: Yes, I have. My favourite building had lots of tall columns and the walls were painted beautifully inside.

Man: Did you take any photos?

Woman: You can't take photos of the temple. Tonight, I'm going to the theatre so I'll take some photos then.

**4** What sport did Carl and his brother do last year?

Man: Do you like boxing, Carl?

Boy: No, I don't. I've seen it on TV with my brother, but I've never done it.

Man: Have you done fencing?

Boy: Yes. We did it last year, but that's a bit different. They do wrestling at our sports club too, but I haven't done that.

**5** Who's going to eat the sandwich?

Girl: Mum made me a sandwich for lunch.

Boy: Have you eaten it?

Girl: No, I haven't. I'm not hungry because I've eaten two burgers today. Look, the dog's hungry. I can give him the sandwich.

Boy: What? Give me the sandwich. I haven't eaten and the dog doesn't need any lunch.

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

**2**  Listen and complete. Change the words in the box. (6 marks)

Pupils listen and complete each sentence with a past participle according to what they hear.

## TAPESCRIPT

**1**

Woman: Have you ever broken a finger, Lara?

Girl: Well, I cut my finger with a knife yesterday when I was cooking. But it isn't broken.

Woman: That's good.

Girl: I've never broken anything. My brother broke his arm last year when he was wrestling, but I never do dangerous sports.

**2**

Woman: Do you do any sports?

Girl: Yes, I do. I'm in the athletics team at school and we do competitions every month.

Woman: Do you do lots of different sports?

Girl: No, I don't. I've never done the hurdles or high jump. But I won a long jump competition last September.

**3**


Woman: Have you ever ridden an elephant?

Girl: Yes, I have. I went to India with my family last summer and we rode elephants in the forests. It was really cool.

Woman: And have you ever been to Australia?

Girl: No, I haven't. I've seen kangaroos at the zoo and there's an Australian restaurant in my town. You can eat kangaroo there, but I've never done that!

KEY: 1 cut / broken, 2 won / done, 3 ridden / eaten

**3**  Listen and number. (9 marks)

Pupils listen and number the words according to the definitions.

## TAPESCRIPT

**1**

Man: It's the person who looks after plants and flowers.

**2**

Woman: It's the grey thing which you see when there's a fire.

**3**

Man: It's a place in a town or city where you can go to see a play.

**4**

Woman: It's the sport which you do in a long boat on a river.

**5**

Man: It's the thing which you collect to make a fire.

**6**

Woman: It's a place where there are lots of houses and shops and lots of people live there.

**7**

Man: It's a thing which you can find in a town square or a park. You can drink from it.

**8**

Woman: It's the person who paints landscapes and portraits.

**9**

Man: It's a sport which has high things to jump over. In this sport you have to run quickly too.


KEY: a3, b5, c4, d2, e1, f6, g7, h9, i8

## Reading

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

Pupils read the sentences and complete each gap with a word from the box.

KEY: 1 yours / mine, 2 Whose / him, 3 me / her, 4 Who's / hers, 5 theirs / them

**2** Read and choose the correct answer. (4 marks) 

Pupils read the questions and circle the correct answer each time.

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

**3** Read and complete with one, two or three words. (6 marks) 

Pupils read the text and then complete the sentences accordingly.

KEY: 1 the Olympics, 2 gymnastics, 3 longer legs, 4 never done, 5 were listening to, 6 who finished

## Writing

**1** Write definitions. Use the words in the box and your own ideas. (5 marks)

Pupils write definitions for each of the words using the word pools to help them.

KEY: Answers will vary.

**2** Read and complete using the past continuous. (5 marks)

Pupils complete the postcard with appropriate activities in the past continuous.

KEY: Pupil's own answers. Suggested answers: 1 I was collecting wood in the forest, 2 I was putting up my tent, 3 I was swimming in the river, 4 I was swinging on a creeper, 5 I was running away from the snake

**3** Look and read. Write the questions. (5 marks)

Pupils write a question about each picture above the appropriate response.

KEY: 1 Have you ever done the long jump? 2 Have you ever broken your leg? 3 Have you ever ridden a camel, 4 Have you ever seen weightlifting on TV? 5 Have you ever slept in a tent?

## Speaking

**1** Ask, point and answer. (5 marks)

Pupils work in pairs (or with the teacher). One pupil is A and one is B. They take turns to ask and answer questions about the items in the box. Pupils respond by pointing to a child in the picture and saying It's and a possessive pronoun. Then they say what the person was doing.

KEY: Answers will vary.

**2** Look at Activity 1 again. Talk about the children and the objects. (5 marks)

Pupils work in pairs (or with the teacher). They take turns to point to a child / children in the picture and say what item they will give them and why.

KEY: Answers will vary.

# Term 1 test: Listening

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

1 CD6  
02

## Listen and circle the numbers.

- 1 When is her birthday? 19th / 26th / 30th
- 2 When is he going to have his party? 1st / 30th / 31st
- 3 Where did she finish in the race? 5th / 9th / 10th
- 4 What position is his football team in now? 1st / 3rd / 6th
- 5 When is their exam? 12<sup>th</sup> / 13<sup>th</sup> / 14<sup>th</sup>

/5

2 CD6  
03

## Listen and write *could* or *couldn't*.

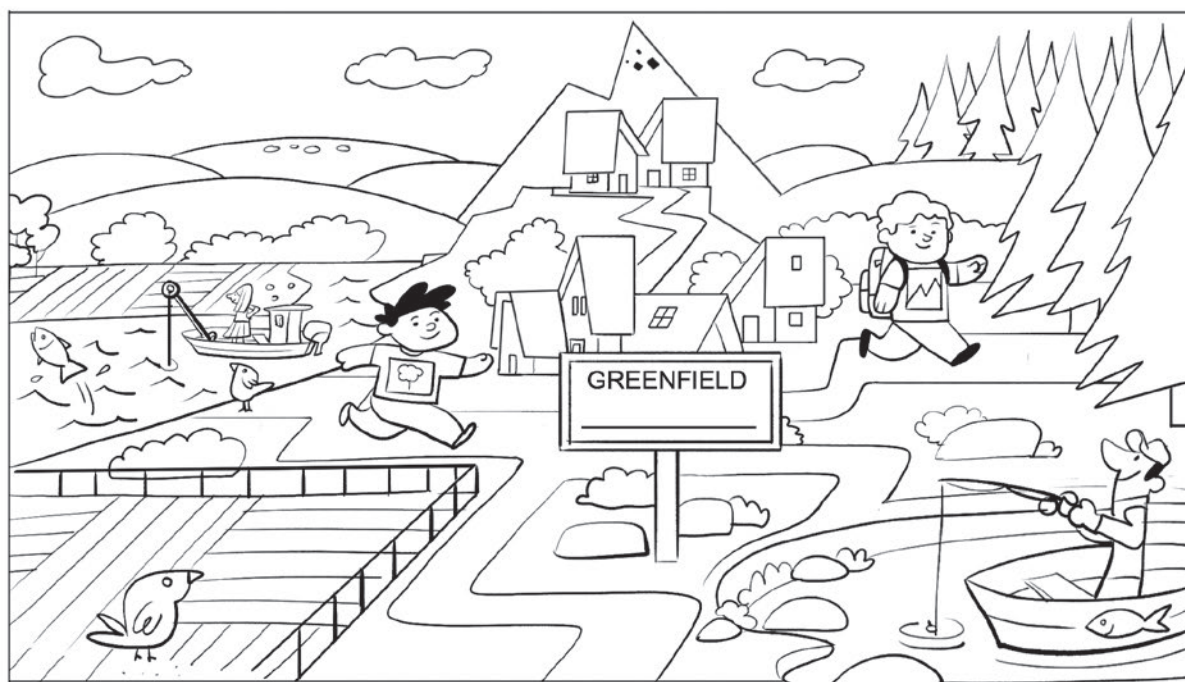
- 1 Grandpa \_\_\_\_\_ climb a tower in ten seconds.
- 2 He \_\_\_\_\_ ride a horse.
- 3 He \_\_\_\_\_ run faster than a bike.
- 4 He \_\_\_\_\_ lift up a car.
- 5 He \_\_\_\_\_ jump from a plane.



/5

3 CD6  
04

## Listen and colour and write.



/10

# Term 1 test: Reading

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

## 1 Read and match. Write the letters.

- |                              |       |  |
|------------------------------|-------|--|
| 1 Melissa always             | _____ | are drinking milk for breakfast.               |
| 2 At Leo's school they       | _____ | goes to the park with his friends on Tuesdays. |
| 3 Sometimes David            | _____ | plays her guitar at the weekend.               |
| 4 Today Joanna               | _____ | never wear a uniform.                          |
| 5 This morning Mike and Tony | _____ | is wearing a skirt.                            |

/5

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

Many people think the T-Rex was the biggest dinosaur in the world, but it was <sup>1</sup> \_\_\_\_\_ than the Argentinosaurus. The T-Rex couldn't fly because it didn't have wings, it couldn't jump very high and it couldn't climb trees because it had very <sup>2</sup> \_\_\_\_\_ arms.

But in films the T-Rex is always the <sup>3</sup> \_\_\_\_\_ dinosaur with a huge head and big teeth. It could walk on two legs and run <sup>4</sup> \_\_\_\_\_ than the other dinosaurs. It could walk in rivers and lakes too because it was very tall.



Today you can see a T-Rex in a museum and stand under the dinosaur's huge skeleton. When you look up at the long back and heavy tail, remember, there were <sup>5</sup> \_\_\_\_\_ dinosaurs than that!

- |                |                |              |
|----------------|----------------|--------------|
| small          | the smallest   | smaller      |
| short          | shorter        | the shortest |
| more dangerous | most dangerous | dangerous    |
| fastest        | faster         | fast         |
| the biggest    | big            | bigger       |

/5

## 1 Read the text in Activity 2. Write yes or no.

- The T-Rex could jump high. \_\_\_\_\_
- It could climb trees. \_\_\_\_\_
- It could run faster than other dinosaurs. \_\_\_\_\_
- It couldn't walk in water. \_\_\_\_\_
- You can see a T-Rex skeleton in a museum. \_\_\_\_\_

/5

# Term 1 test: Writing

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

## 1 Write sentences.

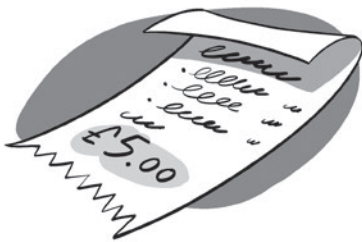
dancing / She / have / time / a / went / good / didn't / but / she

aren't / picnic / because / having / rainy / They / it's / a

went / and / surfing / had / We / day / a / great / we

/3

## 2 Look and write questions with *How much* and *How many*. Then answer.



spend



buy



eat

\_\_\_\_\_ ?

\_\_\_\_\_ .

\_\_\_\_\_ ?

\_\_\_\_\_ .

\_\_\_\_\_ ?

\_\_\_\_\_ .

/6

## 1 Write about what you are doing now and what you are going to do after school.

Now ... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

After school ... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/6



# Term 1 test: Speaking

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

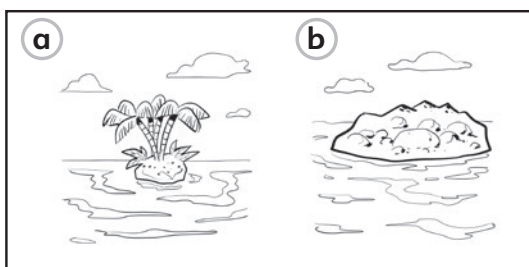
## 1 Look and talk about the differences.

big short fast cheap  
tall heavy slow

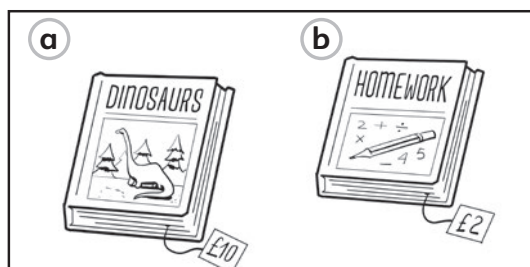
beautiful fun boring  
expensive dangerous

good at bad at

1



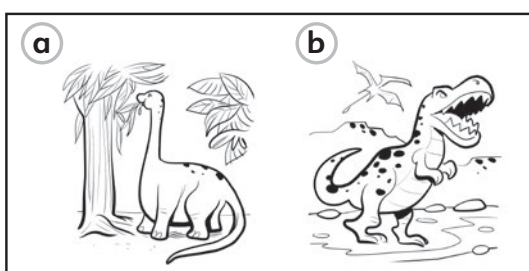
2



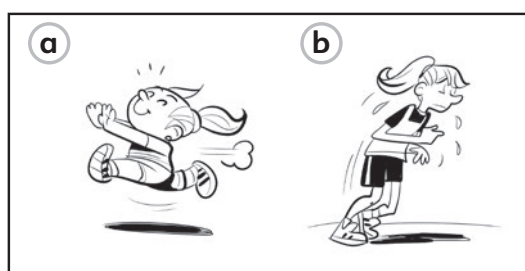
The island in b is bigger,

... but the island in a is more beautiful.

3



4



/5

## 2 What did you do last month? Ask and answer. Complete the calendar.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

What did you do on the nineteenth?

I went running.

What did you do on the eleventh?

I stayed at home.

/5

# Term 1 test: Listening

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

1 CD6  
05

## Listen and match. Write the letters.

- |                                       |       |                                 |
|---------------------------------------|-------|---------------------------------|
| 1 Alana went surfing                  | _____ | because the water was cold.     |
| 2 Alana went shopping,                | _____ | and jumped really high.         |
| 3 The woman went swimming in the lake | _____ | and she bought a new jacket.    |
| 4 Alana went skiing                   | _____ | but she didn't buy anything.    |
| 5 Alana went horse-riding             | _____ | because she didn't have school. |

/5

2 CD6  
06

## Listen and circle.

- 1 Freddie goes / is going to the cinema with his sister.
- 2 Today Karen's brother is hiking / running with a friend.
- 3 When Lenny was younger he could / couldn't surf for four hours.
- 4 In her class, Sarah is the best / worst at singing.
- 5 John is taller / shorter than his mum.

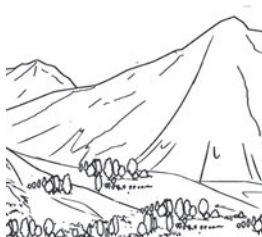
/5

3 CD6  
07

## Listen and write the ordinal numbers.

Uncle Max's Australian holiday

1



\_\_\_\_\_ March

2



\_\_\_\_\_ March

3



\_\_\_\_\_ March

4



\_\_\_\_\_ March

5



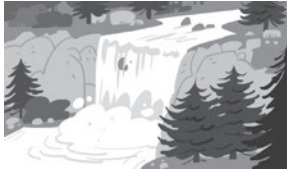
\_\_\_\_\_ March

/10

# Term 1 test: Reading

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

## 1 Look and read. Write the correct words.



waterfall



ice



lake



village



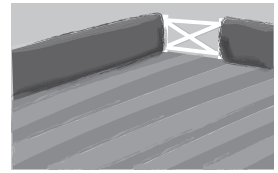
tongue



city



back



field

- 1 People live here. It's smaller than a town. \_\_\_\_\_
- 2 This part of a river is beautiful. It can be very high. \_\_\_\_\_
- 3 This part of the body is longer than the neck. \_\_\_\_\_
- 4 You put this in your drink to make it colder. \_\_\_\_\_
- 5 Farmers grow plants here. It's bigger than a garden. \_\_\_\_\_

/5

## 2 Read and circle.

Hi, I'm Harry and yesterday was our school sports day. Tickets are free and I was really happy because my mum and dad came.

First it was the 100m. My best friend Max is the 1 slowest / fastest and he always finishes first. I think he won the race today, but I couldn't see because I was behind eleven pupils.

I'm the 2 best / worst runner!

Next was the swimming. I'm better at swimming than running, but I'm not the 3 best / worst in the class. The youngest pupils swam 100m, but our class did the 4 shortest / longest race - 1000m! Max finished, but I couldn't swim the final 300m because I was really tired.

After lunch we did the egg catching competition. You have to throw ten eggs to your friend in thirty seconds. It's not the 5 easiest / most difficult activity because there are seven metres between you and your friend. I went with Max and we won because we threw ten eggs and had eight that didn't break. I loved it! It was 6 more / the most exciting part of the day.

/6

## 3 Read the text in Activity 2. Answer the questions.

- 1 How much did Harry's parents pay for their tickets? £ \_\_\_\_\_
- 2 Where did Harry finish in the 100m? \_\_\_\_\_
- 3 How many metres could Harry swim? \_\_\_\_\_
- 4 How many eggs did Harry and Max break? \_\_\_\_\_

/4

# Term 1 test: Writing

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

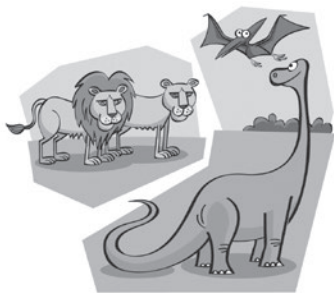
- 1 Complete the sentences about Maria's holiday. Use *and*, *but*, *because* and the words in the box with *went + ing*.**

shop hike swim fish run

- 1 She \_\_\_\_\_ the water was warm.
- 2 She \_\_\_\_\_ bought some sunglasses.
- 3 She \_\_\_\_\_ listened to music on her MP3 player.
- 4 She \_\_\_\_\_ she couldn't catch any fish.
- 5 She \_\_\_\_\_ she wanted to see the mountains.

/5

- 2 Look and complete the text using the words in the box.**



heavy dangerous good long

The Pterosaur is big, but the lions are bigger. The Diplodocus is the biggest. It weighs a lot. The Diplodocus is 1 \_\_\_\_\_ the lions and the Pterosaur and it's got 2 \_\_\_\_\_ neck and back. The Pterosaur is 3 \_\_\_\_\_ at flying because it's got wings. The lions are 4 \_\_\_\_\_ for humans than the Diplodocus.

/4

- 3 Read the text. Then write about what you do on Saturdays and what you are doing today.**



On Saturday mornings I always do my homework. Sometimes I go to the supermarket to help my mum with the shopping. In the afternoon I take my dog to the park and we play with a ball.

Today is Tuesday. I'm at home because I'm not feeling very well. I'm drinking lots of water and my mum is making me something to eat.

Saturday

---



---



---

Today

---



---



---

/6



# Term 1 test: Speaking

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

1

**Ask and answer.**

spend on buy do meet eat go to



How many shops did he go to?

He went to six shops.

How much apple juice did he buy?

He bought one litre.

/5

2

**Talk about six years ago. Use *could* and *couldn't*.**

speak English   write your name   ride a bike  
 read   skip   ride a skateboard  
 climb a mountain   lift up your cousin  
 kick a ball   swim

I couldn't write my name six years ago.

True.

No, it's false. I could write my name.

/5

# Term 2 test: Listening

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

1 CD6  
08

**Listen and number.**



/5

2 CD6  
09

**Listen and match. Write the letters.**

- |                           |       |                               |
|---------------------------|-------|-------------------------------|
| 1 I'll be an engineer     | _____ | and meet new people.          |
| 2 I'll be a secretary     | _____ | and travel the world.         |
| 3 I'll be a businesswoman | _____ | and work very fast.           |
| 4 I'll be a mechanic      | _____ | and build bridges.            |
| 5 I'll be a singer        | _____ | and speak on the phone a lot. |

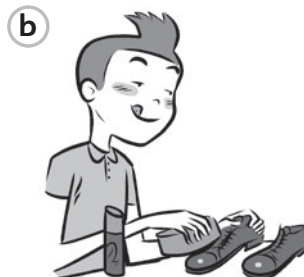
/5

3 CD6  
10

**Listen to Wayne talking about his week. Draw lines.**



Monday



Tuesday



Wednesday



Thursday



Friday

/10

**PHOTOCOPIABLE**

Quick Minds Teacher's  
Resource Book Level 6

# Term 2 test: Reading

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

## 1 Read. Then write *t* (true) or *f* (false).

- 1 You mustn't speak quietly in a library. \_\_\_\_\_
- 2 You must do your homework carefully. \_\_\_\_\_
- 3 You must run quickly to finish first in a race. \_\_\_\_\_
- 4 You mustn't ride your bike dangerously on a busy road. \_\_\_\_\_
- 5 You must sing badly in Music lessons. \_\_\_\_\_

/5

## 2 Read and circle the correct words.

It was Gabrielle's birthday last Friday and her Aunt Rita said, 'Because it's your 13<sup>th</sup> birthday I'll take you to your favourite Chinese restaurant.'

'Great,' said Gabrielle. 'I Can / Won't I invite Mum too?'

'Of course,' said Aunt Rita, 'But please arrive at seven.'

'OK,' said Gabrielle. 'I'll / I won't be late.'

Before dinner, Gabrielle's mum gave her a dress.

'May I wear it tonight, please?'

'I'm not <sup>3</sup> sure / sorry,' said her mum. 'It's a white dress.'

'I'll eat carefully and <sup>4</sup> I won't / I'll use a big napkin!'

'OK,' said her mum.

At the restaurant Aunt Rita had a problem. She couldn't use chopsticks to eat her rice.

'<sup>5</sup> Will / May I have a fork, please?' she said.

'I don't need a fork. I love eating with chopsticks,' said Gabrielle. 'But my glass is dirty. Can I have a clean glass, please?'

Then Aunt Rita ate her rice quickly because she was very hungry. Gabrielle ate slowly and carefully.

'May I have some chocolate ice cream, please?' said Gabrielle.

'<sup>6</sup> I'm sorry / Of course. It's your birthday,' said her mum.

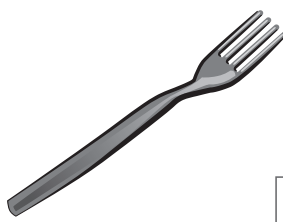
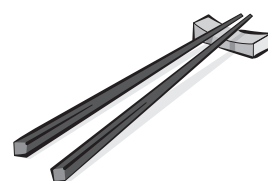
Gabrielle ate a huge chocolate ice cream with a big spoon. Aunt Rita didn't have any because she had a stomach-ache.

'I won't eat my rice quickly next time,' she said. 'I'll eat carefully like you, Gabrielle.'

/6

## 3 Read the text in Activity 2 again. Write *G* (Gabrielle) or *R* (Rita).


☐

☐

☐

☐

/4

# Term 2 test: Writing

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

- 1 Write the promises and offers. Use *I'll* or *I won't* and the words in the box.**

help you tell anyone buy a present be late wash up

- 1 I've got a big secret. (promise)  
\_\_\_\_\_
- 2 I don't understand my homework. (offer)  
\_\_\_\_\_
- 3 Don't forget we're going to the cinema at eight. (promise)  
\_\_\_\_\_
- 4 We haven't got any clean plates. (offer)  
\_\_\_\_\_
- 5 Remember. It's Grandpa's birthday tomorrow. (promise)  
\_\_\_\_\_

/5

- 2 Write the missing letters in the box. Then complete the sentences.**

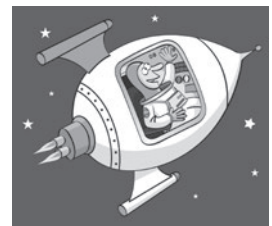
k \_ \_ \_ e p \_ \_ \_ \_ s s \_ \_ \_ \_ \_ t p \_ \_ \_ \_ r n \_ \_ \_ \_ n

- 1 An astronaut must wear a \_\_\_\_\_.
- 2 You use a \_\_\_\_\_ to protect your clothes when you eat.
- 3 You mustn't put salt and \_\_\_\_\_ in drinks! You put them on food.
- 4 In Science lessons you have to learn about the Earth and other \_\_\_\_\_.
- 5 You have to use a \_\_\_\_\_ to cut bread.

/5

- 3 Correct the sentences. Underline and write the words.**

- 1 I mustn't watch the countdown clock carefully. \_\_\_\_\_
- 2 I have to visit the moon two years ago. \_\_\_\_\_
- 3 I'll live on the sun next year. \_\_\_\_\_
- 4 I must fly my rocket dangerously. \_\_\_\_\_
- 5 I have to listen to the engineers on comet Earth. \_\_\_\_\_



/5



# Term 2 test: Speaking

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

## 1 Say and guess.

I must / mustn't ...

wash the floor   repair the cars   answer the office phone  
paint landscapes   build new roads

Yesterday I had to ...

fix a lorry   draw a new bridge   type some letters  
paint a portrait   wash the windows

slowly  
quickly  
badly  
carefully  
dangerously  
loudly  
quietly



I must answer the office phone quickly.

You're a secretary.

Yesterday I had to fix a lorry carefully.

You're a mechanic.

/5

## 2 Talk about the jobs.

cleaner   mechanic   businesswoman   singer   businessman  
gardener   artist   engineer   secretary

What will you be when you grow up?

I'll be a mechanic and I'll fix lorries and cars every day.

But you won't repair rockets!

/5

# Term 2 test: Listening

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

1 CD6  
11

**Listen and match. Write the letters.**

- |         |       |               |
|---------|-------|---------------|
| 1 Simon | _____ | businesswoman |
| 2 Kelly | _____ | engineer      |
| 3 James | _____ | artist        |
| 4 Vera  | _____ | singer        |
| 5 Mark  | _____ | secretary     |
| 6 Elena | _____ | gardener      |
| 7 Dylan | _____ | mechanic      |

/7

2 CD6  
12

**Listen and tick (✓) or cross (X).**

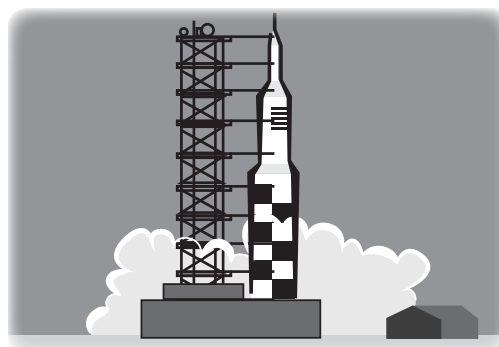
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

/8

3 CD6  
12

**Listen and write.**

- 1 Sally's story \_\_\_\_\_
- 2 Name of story: \_\_\_\_\_
- 3 How many astronauts? \_\_\_\_\_
- 4 What do they fix? a \_\_\_\_\_
- 5 Sally's favourite planet: \_\_\_\_\_
- 6 When must she finish it? on \_\_\_\_\_



/5

# Term 2 test: Reading

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

## 1 Read and match. Write the letters.

- |  |       |   |
|--|-------|---|
| 1 I don't know how to eat with chopsticks. | _____ | OK. I won't put any on your spaghetti.          |
| 2 I don't like pepper.                     | _____ | Yes, of course. There are some in the cupboard. |
| 3 Can I have a napkin, please?             | _____ | Don't worry. I'll get you another one.          |
| 4 May I use your knife?                    | _____ | I'll get you a fork.                            |
| 5 My spoon fell on the floor.              | _____ | Sorry, but I'm using it at the moment.          |

/5

## 2 Read and complete. Use or change the words in the box.

bad quick beautiful careful

- Mechanics must be \_\_\_\_\_ with other people's cars.
- Artists must know how to paint and draw \_\_\_\_\_.
- Singers mustn't have \_\_\_\_\_ coughs when they do concerts.
- Secretaries are very busy. They have to type letters \_\_\_\_\_.

/4

## 3 Read about Jenny's jobs. Then write *t* (true) or *f* (false).



In my old job I was a secretary in a big office. I had to start work at eight o'clock every morning and sometimes I finished after seven o'clock in the evening. I was very busy every day because there were only two secretaries in the office, but there were twenty businessmen and women. I had to type lots of letters and work fast. I had to eat a sandwich at my desk every day because I didn't have time to go out for lunch.

Last year I changed jobs and now I'm a cleaner at a school. I like my job because I listen to music when I'm working. Sometimes I sing too! I have to work early in the morning when the pupils and teachers aren't here. I start at five o'clock, but I like getting up early. The school secretary is very nice and we have a cup of coffee when I finish cleaning. I like the teachers too. It's a very happy school.

In the afternoons I go to a different school. It's a business school. In the future I won't be a cleaner. I will have a cleaning business with three or four cleaners and work at the best schools in our town.

- Twenty-two people worked at Jenny's office. \_\_\_\_\_
- She had lunch in a restaurant. \_\_\_\_\_
- She must work quietly at the school. \_\_\_\_\_
- She mustn't drink coffee with the school secretary. \_\_\_\_\_
- She thinks her new job is worse than her old job. \_\_\_\_\_
- She'll be a businesswoman in the future. \_\_\_\_\_

/6

# Term 2 test: Writing

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

## 1 Write the answers.

- 1 May I use your phone, please?  
not / sure. / library / the / We're / in / I'm  
\_\_\_\_\_.
- 2 Can I borrow your bike, please?  
/ it / ride / but / Of / carefully / must / you / course,  
\_\_\_\_\_.
- 3 Can I drive the car tomorrow, please?  
I'm sorry. / I / it / had / the / mechanic / to / take / to  
\_\_\_\_\_.
- 4 May I go shopping after school?  
OK. / buy / Can / supermarket, / some / at / please? / you / napkins / the  
\_\_\_\_\_.
- 5 Can I have some chocolate, please?  
No. / before / mustn't / You / eat / dinner / chocolate  
\_\_\_\_\_.

/5

## 2 Write about your future job.

- 1 I'll be a \_\_\_\_\_.
- 2 I'll \_\_\_\_\_.
- 3 I'll \_\_\_\_\_.
- 4 I won't \_\_\_\_\_.
- 5 I won't \_\_\_\_\_.

/5

## 3 Write about Ted's old job and his new job. Use *had to*, *must* and *mustn't*.

Five years ago ...



NOW ...



In my old job ...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now ...

\_\_\_\_\_  
\_\_\_\_\_

/5

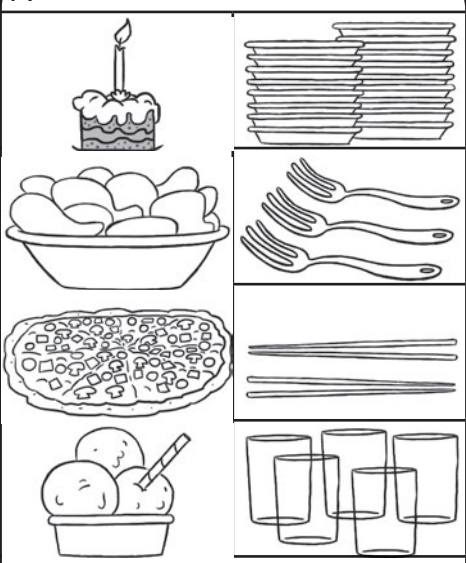


# Term 2 test: Speaking

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

## 1 Talk about Hannah's party. Make promises and offers.

**A**

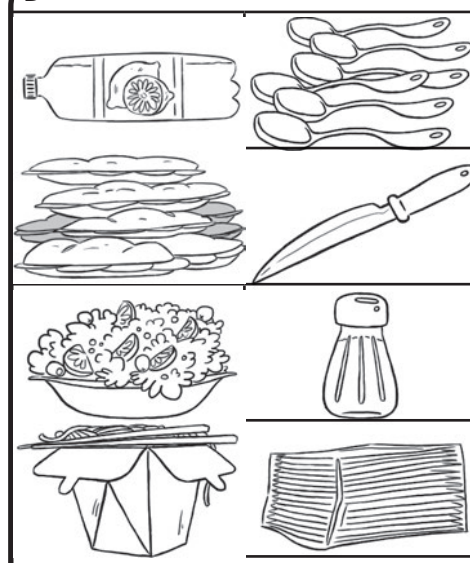


Remember:

- bring some music
- arrive at five
- borrow a long table



**B**



Remember:

- buy some balloons
- invite Hannah's cousins
- bring some games

I'll make a pizza.

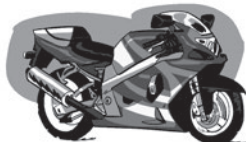
Great! And I'll bring some napkins.

Remember. We have to bring some music.

Remember. We have to buy some balloons.

/5

## 2 Ask and answer.



May I borrow your mobile phone, please?

No, I'm sorry. I'm playing a game at the moment.

I'll speak to my mum quickly.

OK. Here you are. But be quick!

/5








# Term 3 test: Listening

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

1

CD6  
14

**Listen and tick (✓) or cross (X).**

					
Eric 					
Tania 					

/10

2

CD6  
15

**Listen and circle.**

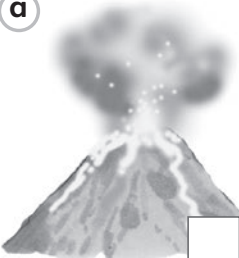


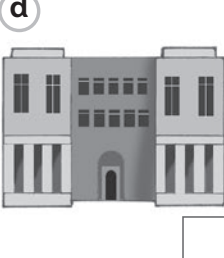

- |                        |                                    |
|------------------------|------------------------------------|
| 1 Whose is the dog?    | It's his. / It's theirs.           |
| 2 Whose is the cat?    | It's theirs. / It's hers.          |
| 3 Whose are the fish?  | They're his. / They're his mum's.  |
| 4 Whose is the snake?  | It's her dad's. / It's her aunt's. |
| 5 Whose is the rabbit? | It's his children's. / It's his.   |

/5

3

CD6  
16

**Listen and number.**

a 	b 	c 	d 	e 
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

/5

# Term 3 test: Reading

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

## 1 Read and circle the correct words.

- |                       |                               |
|-----------------------|-------------------------------|
| 1 They're my pens.    | They're mines / my / mine.    |
| 2 It's our classroom. | It's we / us / ours.          |
| 3 They're your books. | They're yours / you / you're. |
| 4 It's their school.  | It's them / they / theirs.    |
| 5 It's her rubber.    | It's Anna's / John's / his.   |

/5

## 2 Read and match. Draw lines.

- |                              |                                       |
|------------------------------|---------------------------------------|
| This is the sports centre    | who teaches boxing and rowing.        |
| Archery is the Olympic sport | where you can do weightlifting.       |
| That's the man               | which is more difficult than fencing. |

/3

## 3 Read the story. Choose a word from the box. Write the correct word next to numbers 1-6.

fire creeper sang boat dive smoke fountain wood



Last weekend I went camping in the forest with my school. At seven o'clock on Saturday morning we were waiting for the bus at school and we were talking about the trip.

'I'm going to sail a <sup>1</sup> \_\_\_\_\_,' said Helen.

'I'm going to <sup>2</sup> \_\_\_\_\_ into the water,' said John.

'No, you're not,' said our teachers, 'You're going to help us make a <sup>3</sup> \_\_\_\_\_.'

'But we want to go in the water!' we told them.

'No water for you,' they said.

When we arrived it was raining and we didn't have any umbrellas with us. We put up the tents in the rain and collected <sup>4</sup> \_\_\_\_\_ from the forest. We were very cold! When it stopped raining we changed our clothes and had to dry them next to the fire. We cooked hamburgers and <sup>5</sup> \_\_\_\_\_ songs. Then it started raining again.

'I'd like to build a hut tomorrow,' said Helen.

'And I want to swing on a <sup>6</sup> \_\_\_\_\_,' said John.

Our teachers looked at us and smiled.

'But tomorrow we're going to swim in the river.'

'Oh, no,' we said, 'not more water!'

**Now choose the best name for this story. Tick (✓) one box.**

Putting up tents ☐

Camping in the rain ☐

No water for us ☐

/7

# Term 3 test: Writing

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

## 1 Write sentences using the words in the box.

mine yours hers his ours theirs

- 1 That towel is Marta's. \_\_\_\_\_
- 2 This rabbit is my Aunt and Uncle's. \_\_\_\_\_
- 3 They're Jason's coloured pencils. \_\_\_\_\_
- 4 That's your rucksack. \_\_\_\_\_
- 5 This is my tennis racket and this one is my brother's. \_\_\_\_\_
- 6 It's my Maths book. \_\_\_\_\_

/6

## 2 Complete the sentences with the words in the box and your ideas.

who which where

- 1 The school \_\_\_\_\_ I study is \_\_\_\_\_ .
- 2 The teacher \_\_\_\_\_ I like most is \_\_\_\_\_ .
- 3 The town \_\_\_\_\_ I live is \_\_\_\_\_ .
- 4 The TV programme \_\_\_\_\_ I like best is \_\_\_\_\_ .
- 5 My \_\_\_\_\_ is the person in my family \_\_\_\_\_ cooks.

/5

## 3 Complete Freya's email.

To: pupils@quickminds.net  
From: freyagreen@adventure.com  
Subject: Have you ever?

Hello!

You asked me about the exciting things I've done. Well, I've won three gymnastics competitions at school.

\_\_\_\_\_ (3)

do



\_\_\_\_\_ (3)

ride



Next year I'd like to travel because...

\_\_\_\_\_ (7)

go



\_\_\_\_\_ (7)

see



What about you?

/4

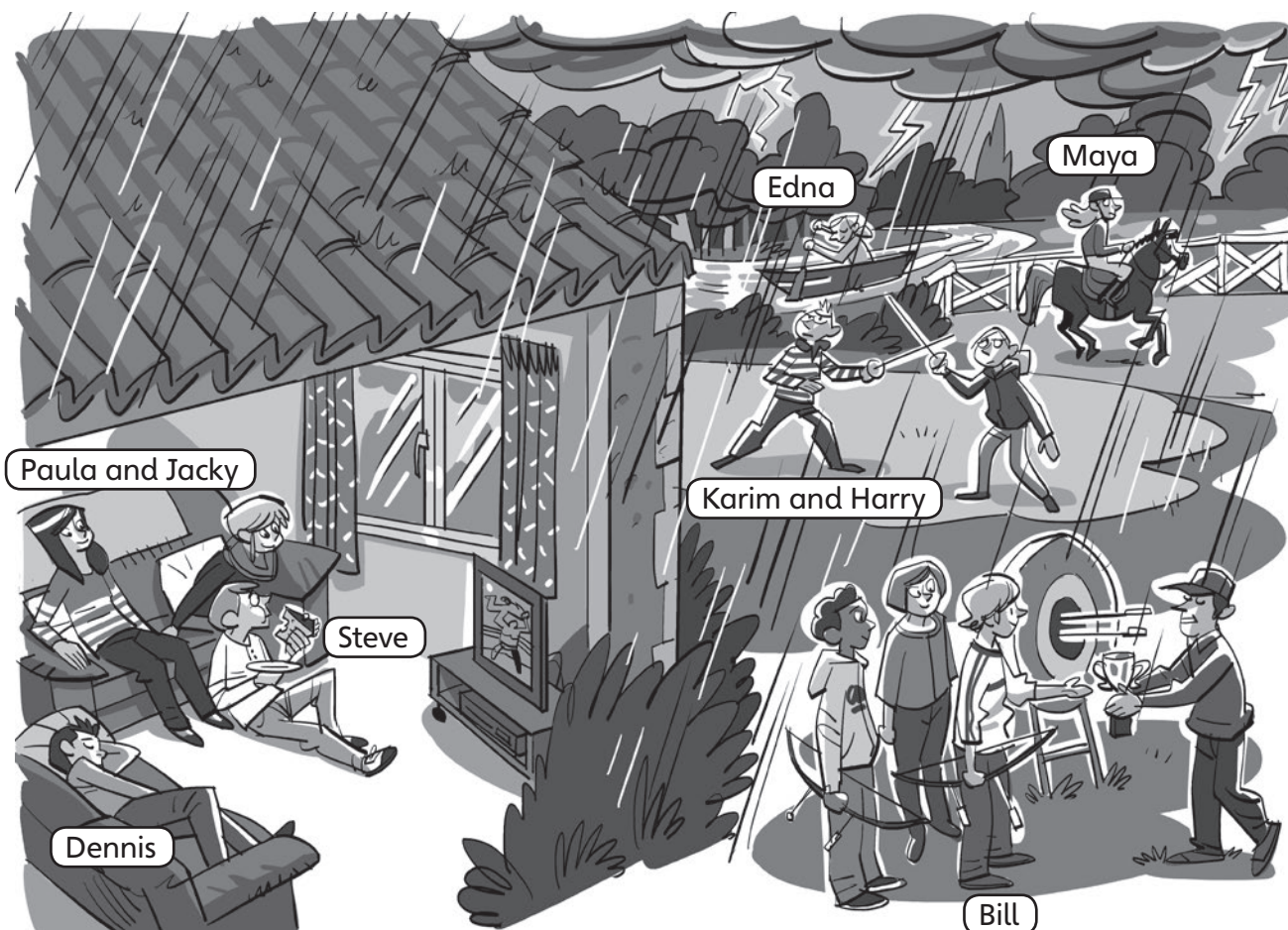


# Term 3 test: Speaking

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

1

**Say and guess.**



When the thunderstorm started, ...

...he was winning an archery competition.

It's Bill.

/5

2

**Look at Activity 1 again.**

**Ask and answer questions about the activities.**

won done slept seen ridden eaten been to

Have you ever won a competition?

Yes, I have. I've won a basketball competition.

Have you ever eaten carrot cake?

No, I haven't.

/5

# Term 3 test: Listening

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

1 CD6  
17

## Listen and tick (✓).

1 Whose is the guitar?

a


☐

b


☐

c


☐

2 What was Amy doing at eight o'clock?

a


☐

b


☐

c


☐

3 Where did the woman go today?

a


☐

b


☐

c


☐

4 What sport did Carl and his brother do last year?

a


☐

b


☐

c


☐

5 Who's going to eat the sandwich?

a


☐

b


☐

c


☐

/5

2 CD6  
18

## Listen and complete. Change the words in the box.

ride do break win eat cut

1 I've \_\_\_\_\_ a finger, but I've never \_\_\_\_\_ an arm.

2 I've \_\_\_\_\_ a long jump competition, but I've never \_\_\_\_\_ the high jump.

3 I've \_\_\_\_\_ an elephant, but I've never \_\_\_\_\_ kangaroo.

/6

3 CD6  
19

## Listen and number.

theatre

☐

smoke

☐

fountain

☐

wood

☐

gardener

☐

hurdles

☐

rowing

☐

town

☐

artist

☐

/9

# Term 3 test: Reading

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

## 1 Read and complete with the words in the box.

them Who's hers yours theirs me him Whose her mine

Are these books \_\_\_\_\_, Emily? Yes, they're \_\_\_\_\_. They've got my name on.

\_\_\_\_\_ clothes are on the floor? They're George's. I'll ask \_\_\_\_\_ to tidy up.

What's the matter with Wendy? Don't ask \_\_\_\_\_. I don't know. You should ask \_\_\_\_\_.

\_\_\_\_\_ the woman in the classroom? She's our History teacher and that classroom is \_\_\_\_\_.

Are those girls looking for this cat? Yes, they are. It's \_\_\_\_\_. Tell \_\_\_\_\_ it's in our garden.

## 2 Read and choose the correct answer.

/5

Did you go to the theatre at six?

- a We've talked to the man who works there.
- b I've never been to the theatre.
- c No, I didn't. I was waiting for you at home!

- a No, I haven't. But I've ridden a motorbike.
- b I'll work in a zoo when I grow up.
- c Yes, I did. I rode a toy elephant yesterday.

Who did she see in the park?

Did you see them after school?

- a Yes, I did. He was in the square.
- b Yes, we did. They were doing fencing.
- c I haven't done them.

- a It's the place where she can take her dog for a walk.
- b The tall man who's got three small dogs.

Have you ever ridden an elephant?

- c I saw her, but she didn't see me.

/4

## 3 Read and complete with one, two or three words.

In 2012 I went to see the Olympics in London with my dad. The Olympic Park was amazing!

First, we went to see the gymnastics. We do it at school and I had to tell Dad about it because he didn't know anything!

After lunch we went to see the long jump. I've done it at school but this was different. The athletes were much better than me and my friends because they've got longer legs! Then we saw the high jump and hurdles. We've never done those at school so Dad told me about them.

The most exciting race was the 100m. Before the race we watched the athletes. They were listening to music and warming up. Then the race was incredible. The winner finished in 9.63 seconds! They were the fastest people I've ever seen!

London was the place where I saw \_\_\_\_\_ in 2012.

I told Dad about \_\_\_\_\_ because we do it at school.

The people who did the long jump had \_\_\_\_\_ than me and my friends!

I've \_\_\_\_\_ the hurdles or high jump in P.E. lessons.

Before the 100m the athletes \_\_\_\_\_ music.

The winner of the 100m was the person \_\_\_\_\_ in 9.63 seconds.



/6

# Term 3 test: Writing

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

## 1 Write definitions. Use the words in the box and your own ideas.

who where which

thing person place

- 1 A secretary is a \_\_\_\_\_.
- 2 A comet is a \_\_\_\_\_.
- 3 A forest is a \_\_\_\_\_.
- 4 A mechanic is a \_\_\_\_\_.
- 5 Smoke is a \_\_\_\_\_.

/5

## 2 Read and complete using the past continuous.

I'm on a camping holiday in the Brazilian rainforest. It's beautiful here and I'm having a great time, but it's been difficult too ...

When \_\_\_\_\_, it started to rain.

When \_\_\_\_\_, a bird took my sandwiches.

When \_\_\_\_\_, a fish bit my toes.

When \_\_\_\_\_, I saw a snake.

When \_\_\_\_\_, I banged my head on a tree!

See you soon!

/5

## 3 Look and read. Write the questions.



- 1 \_\_\_\_\_?  
Yes I have. I did it for the school athletics team last year.
- 2 \_\_\_\_\_?  
No, I haven't, but I broke my nose three years ago.
- 3 \_\_\_\_\_?  
No, I haven't, but I rode a horse last weekend.
- 4 \_\_\_\_\_?  
Yes, I have and I saw fencing on TV last year too.
- 5 \_\_\_\_\_?  
No, I haven't, but I slept in a tree house last summer.

/5



