

Kid's Box



Teacher's Resource Pack 1

Caroline Nixon & Michael Tomlinson



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Tokyo, Mexico City

Cambridge University Press

The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521688048

© Cambridge University Press 2008

It is normally necessary for written permission for copying to be obtained in advance from a publisher. The worksheets, word cards and tests in this book are designed to be copied and distributed in class.

The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom.

Only those pages which carry the wording '© Cambridge University Press' may be copied.

First published 2008

3rd printing 2011

Printed in the United Kingdom by Polestar Wheatons Ltd, Exeter

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-68804-8 Teacher's Resource Pack

ISBN 978-0-521-68801-7 Pupil's Book

ISBN 978-0-521-68802-4 Activity Book

ISBN 978-0-521-68803-1 Teacher's Book

ISBN 978-0-521-68805-5 Audio CDs (3)

ISBN 978-0-521-68806-2 Flashcards (pack of 72)

ISBN 978-0-521-68839-0 Language Portfolio

ISBN 978-0-521-68833-8 Interactive DVD (PAL) with Teacher's Booklet

ISBN 978-0-521-73605-3 Interactive DVD (NTSC) with Teacher's Booklet

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

Thanks and Acknowledgements

The authors would like to thank the following editors:

Pippa Mayfield; Liane Grainger.

The authors and publishers are grateful to the following illustrators:

Melanie Sharp, c/o Sylvie Poggio; Gary Swift; Lisa Williams, c/o Sylvie Poggio;
Emily Skinner, c/o Graham-Cameron Illustration; Lisa Smith, c/o Sylvie Poggio;
Chris Garbutt, c/o Arena.

The publishers are grateful to the following contributors:

Pentacorbis: concept design, cover design, book design and page make-up
Melanie Sharp: cover illustration
John Green and Tim Woolf, TEFL Tapes: audio recordings
Robert Lee: song writing



Contents

Introduction	4
Teacher's notes and worksheets	
Unit 1: Hello!	6
Unit 2: My school	12
Unit 3: Favourite toys	18
Unit 4: My family	24
Unit 5: Our pets	30
Unit 6: My face	36
Unit 7: Wild animals	42
Unit 8: My clothes	48
Unit 9: Fun time!	54
Unit 10: At the funfair	60
Unit 11: Our house	66
Unit 12: Party time!	72
Festivals	78
Word cards	84
Tests	
Test Units 1–4	98
Test Units 5–8	104
Test Units 9–12	114
End of Year Test	126
Test key and tapescript	138



Introduction

- This Teacher's Resource Pack is designed to help you and your pupils make the most of *Kid's Box 1* as well as providing practice for the Cambridge ESOL Young Learners English (YLE) Tests. There are three main sections in this Pack:

- Worksheets
- Word cards
- Practice tests

Worksheets

- There are two reinforcement worksheets and two extension worksheets per unit. The former are designed to help those pupils who need extra practice whilst the latter are designed to cater for the needs of fast finishers. However, these worksheets not only provide a resource for mixed-ability classes, but also offer material to set as homework or for the rest of the class to use while you work individually with a pupil on a speaking test.
- Reinforcement worksheets 1 and 2 for each unit focus on key vocabulary, as does Extension worksheet 1. Extension worksheet 2 offers further exploitation of the unit story.
- There is also a song worksheet for each unit. These always give the song lyrics and a song-based activity which varies from unit to unit. These worksheets are best done once pupils are familiar with the song. The songs are provided on the CD with the Teacher's Resource Pack but you can also use the Class CD. Please note that the track numbers refer to the *Kid's Box 1 Teacher's Resource Pack CD*.
- There is a page of teaching notes before the worksheets for each unit. These notes include optional follow-up activities which encourage interaction between pupils and add a useful dimension to the worksheet. You may find that one type of follow-up activity works better than another with your particular class, in which case you can use the suggestions as a springboard for adapting other worksheets.
- You may find, according to the particular interests of a pupil, that in one unit he/she needs a reinforcement worksheet whilst in other units the same pupil can more profitably do an extension worksheet. Fast finishers may want/need to do reinforcement and extension worksheets.
- You can also use the worksheets as gap-fillers or as alternative activities when, for example, some other activity has interfered with the normal running of the class.

- The worksheets can also be used as models for you or your pupils to develop further practice activities. Creating exercises is an excellent way for pupils to consolidate their learning and they will enjoy swapping them with their friends.
- You may find it useful to keep a record of the unit worksheets each pupil has completed.
- After the resources for each unit, there are two worksheets for each of the following festivals:
 - Halloween
 - Easter
- The teaching notes for this section contain cultural notes on the festivals which you can use to introduce the topics to the class.

Word cards

- For each unit, there are photocopiable word cards with the key vocabulary items of each unit. These are to support you in the introduction of literacy in English in the classroom. The set includes the vocabulary of the early units for those teaching situations where literacy in English begins at the start of the year, but you may prefer to wait until later units with your class. You may wish to mount the photocopied words on card and laminate them so that they can be used over and over again. You may also like to enlarge them on a photocopier before doing so.
- Some ideas for using the word cards:
 - Display them in the classroom and then, when checking answers, you can ask pupils to point to the corresponding word card or to select it from cards laid out on the table.
 - Do 'word trails' by asking pupils to point to a series of words in succession as you name them.
 - Ask pupils to match them with picture flashcards.
 - Reveal one letter at a time, asking pupils to spell out the word or guess it.
 - If you can use a larger space, you could put them around the walls of a gymnasium or a hall and ask pupils to run, hop, jump, etc. from one to another.
 - Alternatively, they can follow a trail of letters to reach the complete word card at the end.
- It is easy to put away one set of word cards as you move on to a new unit, but remember that it is very useful to mix them in with subsequent vocabulary sets. You can then use them to recycle and test vocabulary throughout the year.

Practice tests

- There are three progress tests, each covering four units, and one End of Year test. These are suitable for all classes as they review the vocabulary and basic structures of the preceding units and, in addition, they offer specific practice for the Starters level of the Cambridge Young Learners English (YLE) Tests. The first test reflects the focus on oral–aural work in Units 1–4 of *Kid's Box*. Subsequent tests gradually introduce the assessment of pupils' literacy skills. The more practice pupils have with the various activity types, and the more familiar they are with the test format, the easier it will be for them to do the YLE Starters Test confidently once they have completed *Kid's Box 2*.

YLE activity types in *Kid's Box 1* Tests

- **Listen and draw lines.** Demonstrate on the board and encourage pupils to draw the line very exactly to be e.g. in, on, next to or under the correct object. Make sure they understand that there is one extra picture that is not mentioned in the recording.
- **Read the question. Listen and write a name or a number.** Remember that there are specific names on the YLE syllabus and it is important to familiarise pupils with them. Some of these names are used in the tests in *Kid's Box 1*.
- **Listen and tick the box.** Pupils will be tempted to tick the relevant box for the first word they recognise. Check that pupils understand each question, then encourage them to listen carefully to the whole dialogue before ticking a box.
- **Listen and colour.** Make sure that pupils have all the colours they need. More distractors are built into this activity type through *Kid's Box 1*, towards the exact test format in *Kid's Box 2*, by which time pupils will have a greater range of supporting vocabulary. Encourage them to listen to the full description of the item and not just to colour the first one they see in the picture.
- **Look and read. Put a tick or a cross in the box.** The literacy element in this activity type develops from word level to sentence level by the end of *Kid's Box 1*. Encourage pupils to look carefully and to say the word in their head to help them decide whether it is correct or not. The word shape activities in the Activity Book also provide good practice for this part of the test.
- **Look at the pictures. Look at the letters. Write the words.** The 'Say it with Monty' activities help pupils to think about the initial sound of the words that they know and this will give them a head start with this activity. You can also practise on the board with volunteers coming out to write the next letter, or by turning it into a race with two teams writing the word letter by letter on the board.
- **Read this. Choose a word from the box. Write the correct word next to numbers 1–5.** Use the example to show that none of the other words are correct in the gap. Encourage pupils to use the pictures to guide them. You could also practise on the board using flashcards and the word cards.
- **Speaking.** There are notes in the Test key and tapescript section on pages 138–144 explaining the use of the scene and object cards for each Speaking test. The scene cards are designed to be enlarged to A3. Practising with your pupils individually is very important to help them feel confident in the YLE Test and to know what is expected. If you can arrange to swap classes with another English teaching colleague, it gives pupils the opportunity to work with someone whom they may not know as well, which also helps them prepare for the test.



Teacher's notes

Reinforcement worksheet 1

- Pupils trace over the numbers, count the number of stars inside each star, then match the numbers to the correct star.
- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A holds up his/her hands and shows Pupil B a number of fingers. Pupil B points to the corresponding number on the worksheet and names it. Pupils A and B exchange roles.

Reinforcement worksheet 2

- Pupils look at the rainbow and try to remember the lyrics to the Rainbow song, then colour the numbered paint splashes across the top of their worksheet.
- Check pupils' answers before asking them to colour in the rainbow and colour monsters.

Key: 1 red, 2 yellow, 3 pink, 4 green, 5 orange, 6 purple, 7 blue.

- **Optional follow-up activity:** Demonstrate the following activity using exaggerated mouth shapes before putting pupils into pairs.
- Pupils work in pairs, A and B. Pupil A mouths a colour of the rainbow to Pupil B. Pupil B names the colour aloud. Pupils A and B exchange roles.

Extension worksheet 1

- Pupils count how many pictures there are of each character/object, and write the number in the answer box. Guide pupils through the example by getting them to find and circle all 6 Maries. Then ask them to colour all the Stellas with a pencil. Pupils can then use the 7 rainbow colours and finally count the Suzys left in white.

Key: Marie 6, Stella 9, Maskman 4, toy box 1, Monty 8, Mr Star 3, star 10, Simon 7, Mrs Star 5, Suzy 2.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A says a number from 1 to 10. Pupil B names the correct character/object from the worksheet. Pupils A and B exchange roles.
- This activity can be made more challenging by playing it as a memory game with pupils' worksheets face down on the table.

Extension worksheet 2

- Pupils cut out the pictures from the story and place them in order.
- Pupils listen to the story (CD 1) and check their work. Then they number the pictures 1–6.

Key: 4, 5,
6, 1,
2, 3.

- **Optional follow-up activity:** Pupils make a zig-zag book. They fold a piece of A4 card in half lengthwise, then fold it again into three sections. They stick the pictures on each side in order.
- You may like to prepare a model in advance to show pupils the finished book.

Song worksheet

- Do a colour dictation. Say *Colour number one blue!* Pupils colour the paint splash on paintbrush number 1 in blue. Continue until pupils have coloured the paint splashes on each brush with all the colours from the Rainbow song.
- Pupils listen to the song (CD 2) and point to the corresponding paintbrush when they hear a colour. When pupils hear *I can sing a rainbow, sing a rainbow, sing a rainbow*, they make a large rainbow arch with both arms. When they hear *to you*, they point to a classmate. Play the song again so that pupils can join in.
- **Optional follow-up activity:** Pupils work in pairs, A and B. They both cut out their paintbrushes. Pupil A chooses a paintbrush in secret. He/She hides it behind his/her back. Pupil B can make three guesses in order to find out the colour. If Pupil B guesses correctly in three guesses, it's his/her turn. If not, Pupil A chooses another paintbrush and Pupil B tries again. Pupils A and B exchange roles.

Reinforcement worksheet 1



Trace, count and match.



2

3

4

5

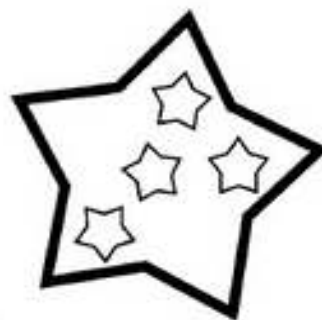
6

7

8

9

10

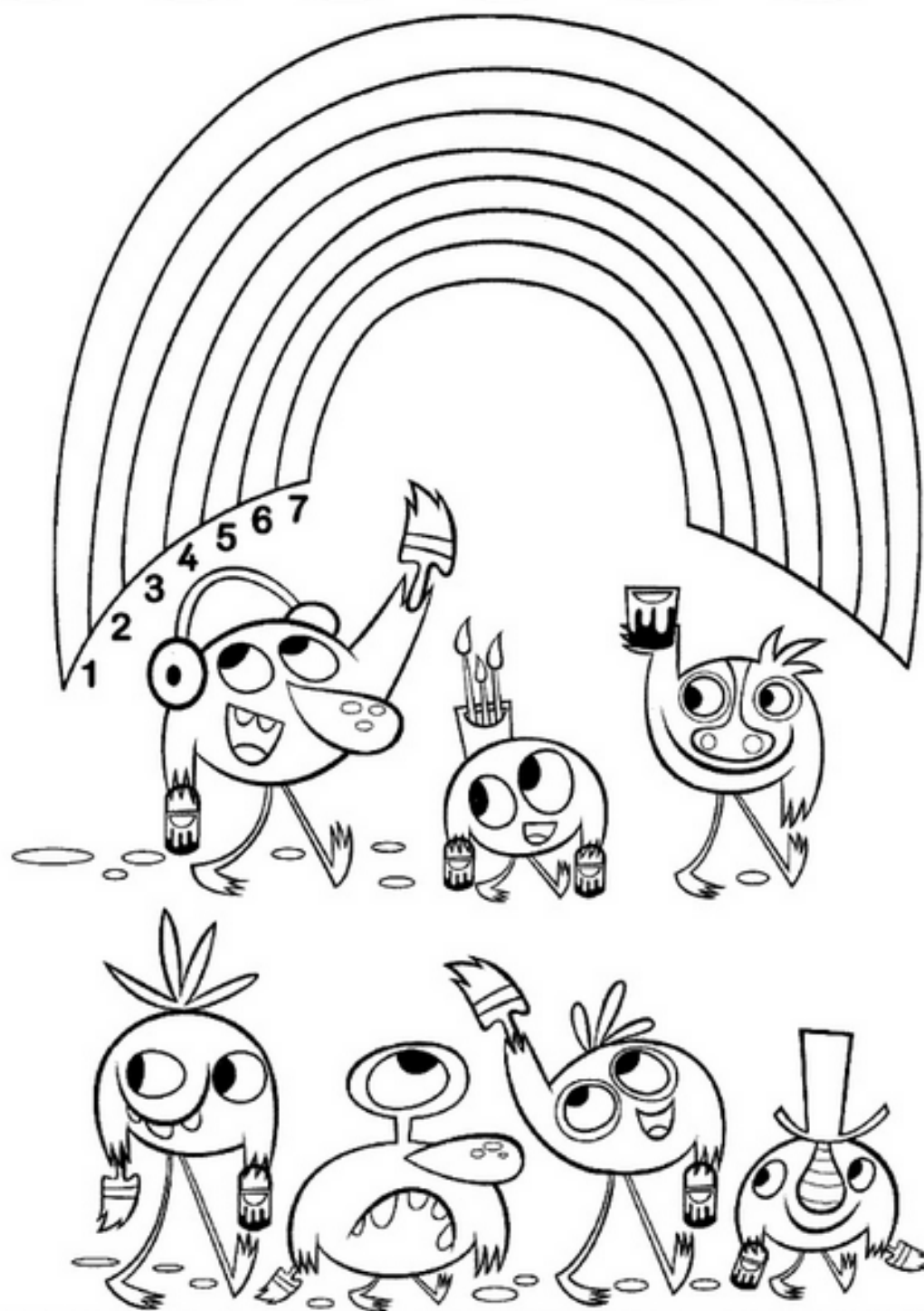


Reinforcement worksheet 2



Think and colour.

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○



Extension worksheet 1



Count. Write the number.



6



Extension worksheet 2

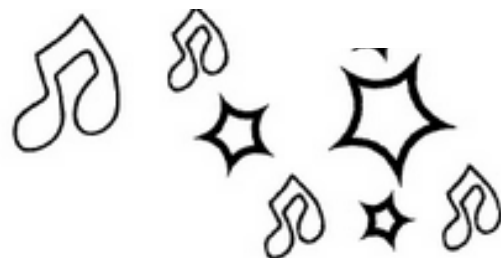


Cut and order. Listen.

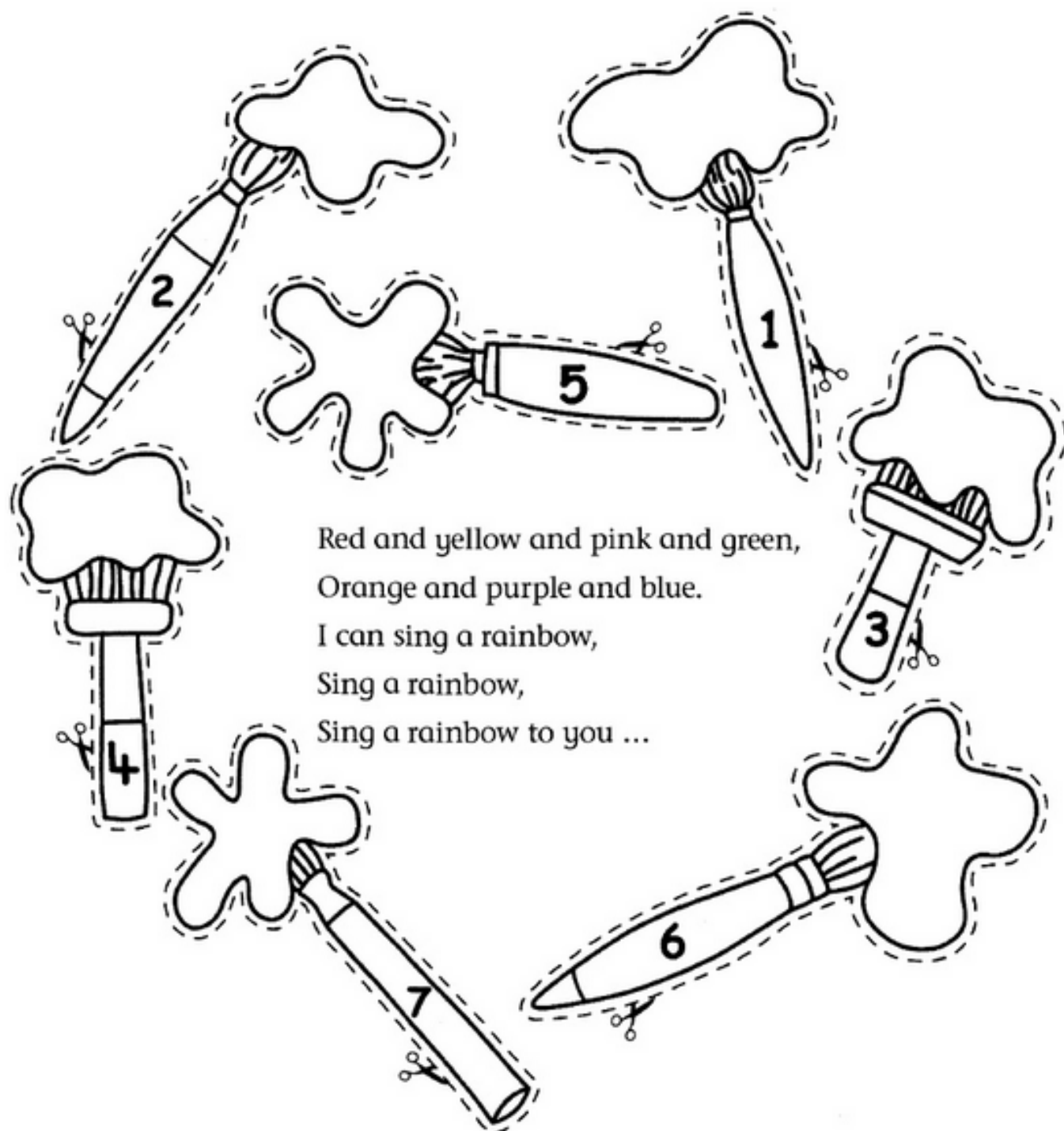


Unit 1

Song worksheet



Colour. Listen
and point. Sing.



Red and yellow and pink and green,
Orange and purple and blue.
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow to you ...



Teacher's notes

Reinforcement worksheet 1

- Ask pupils to vote on the colour of each classroom object at the top of the worksheet. Say *What colour is the chair?* The colour with the most votes is used to colour the chair. Continue until pupils have voted on the colour of all the other classroom objects.
- Pupils then use a pencil to follow the dotted lines going from each object to its partner at the bottom of the page. When pupils finish they colour the second object to match the first, then they go over the path they took to reach it in the same colour.
- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A points to a real object in the classroom, e.g. table, chair, book, pen, pencil, eraser. Pupil B names it. Pupils A and B exchange roles.

Reinforcement worksheet 2

- Pupils look at the number to the left of each series of illustrations, count the number of objects they can see, then draw the correct number of missing objects to make up to the total on the left.
- Key:** Pupils draw the following: 1 two books, 2 five pencils, 3 six chairs, 4 three tables, 5 three erasers, 6 four pencils.
- **Optional follow-up activity:** Pupils work in pairs, A and B. Both pupils colour in the pictures using red, blue, pink, orange, yellow, purple or green. They colour the objects as they choose, but the same objects should be in the same colour.
 - Pupil A shows Pupil B his/her picture and names an object, e.g. *book*. Pupil B identifies the correct object by pointing and says the correct number and colour, e.g. *Four red books*. Pupils A and B exchange roles.

Extension worksheet 1

- Pupils draw the next item in each row of pictures.
- Key:** 1 pencil, 2 book, 3 pen, 4 eraser, 5 chair, 6 table.
- **Optional follow-up activity:** Pupils turn over their worksheet and make their own sequences with the classroom objects, then give them to their partner to complete.

Extension worksheet 2

- Pupils look at the story and identify where the missing pictures should go. They write the number of the frame each missing picture belongs to in the answer box beside it, then draw the picture in the correct place in the story.

- Pupils listen to the story (CD 3) and check their work.

Key: 5, 4, 6, 1, 2, 3.

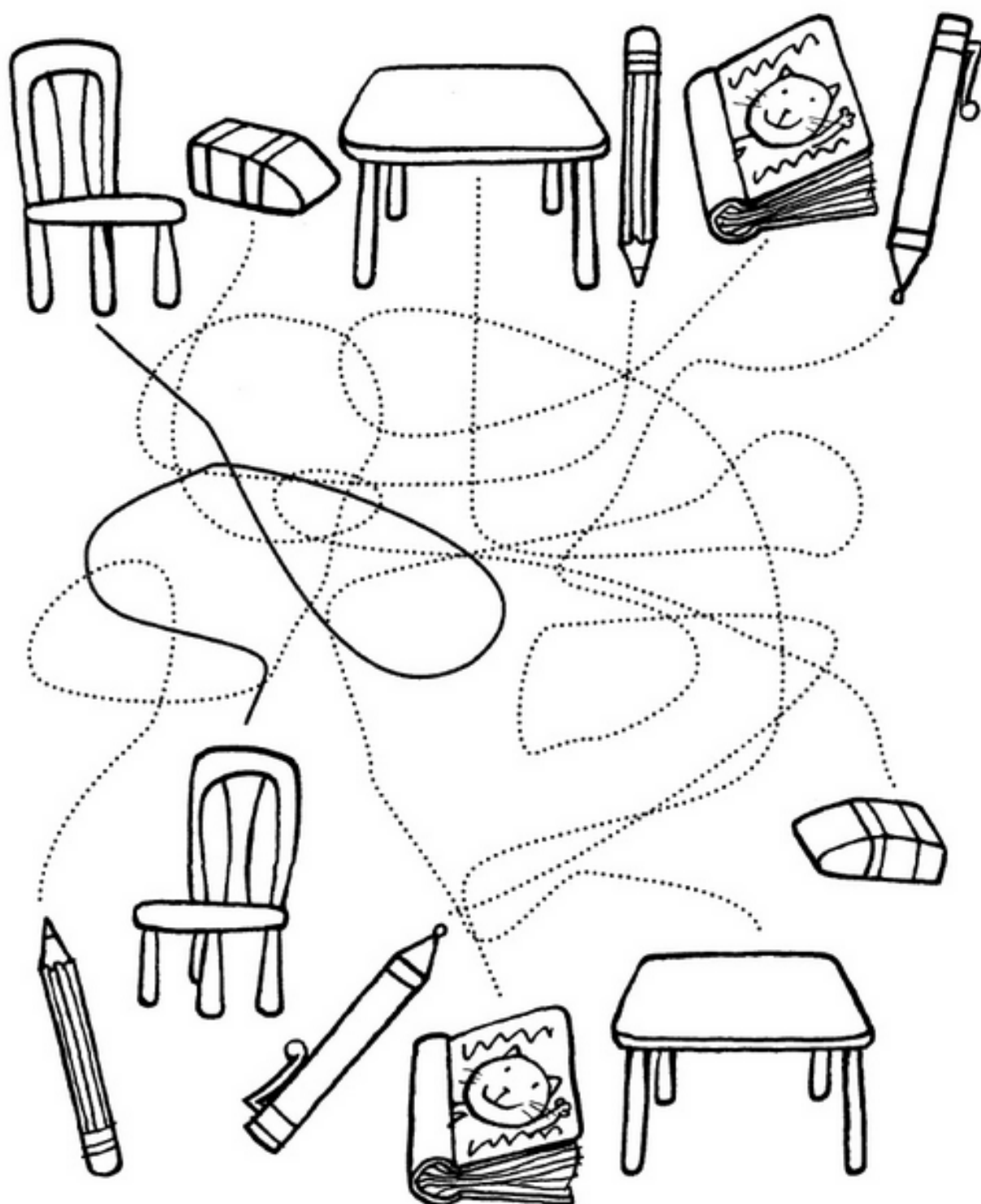
- **Optional follow-up activity:** Say a line from the story to the class. Ask *Monty? Marie? Maskman?* The first pupil to put their hand up and say which character says the line has the next go.

Song worksheet

- Pupils colour, cut out and mount the spinner on card. They make a hole at the centre of the spinner and place a pencil through it. They keep the strip of names in order to do the optional pairwork activity. As pupils are working, play the *How are you?* song (CD 4).
- Pupils work in groups of five: Mr Star, Mrs Star, Stella, Simon and Suzy. One of the players in the group spins the spinner. The group look at the character which the spinner indicates, e.g. Simon, and sing *Simon Star, Simon Star, how are you?* Simon sings *I'm fine, thank you!* Simon spins the spinner and the singing game continues.
- **Optional follow-up activity:** Pupils work in pairs, A and B. They look at their strip of Star family names. Pupil A spins the spinner. Pupil A looks at the character which the spinner indicates and asks e.g. *Simon Star, how are you?* Pupil B answers *I'm fine, thank you.* Pupil A ticks the name Simon off his/her list of names. Pupils A and B exchange roles. The first pupil to tick all five names off his/her strip is the winner.



Follow the lines and colour.



Reinforcement worksheet 2



Count and draw.

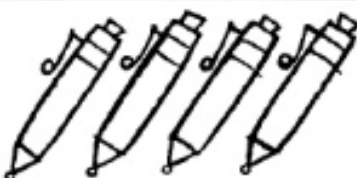
1

4



2

9



3

7



4

6



5

8



6

10

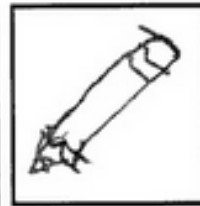
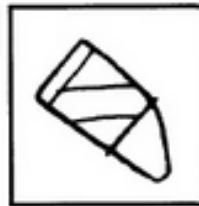
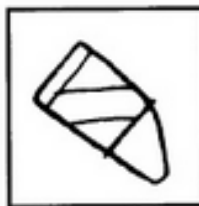
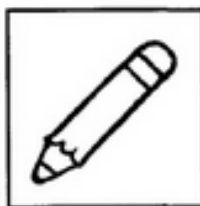
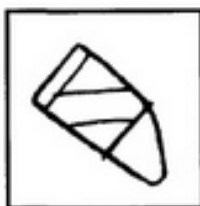


Extension worksheet 1

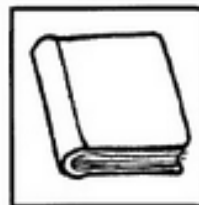
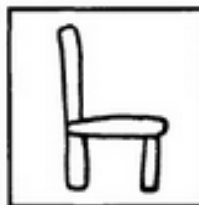
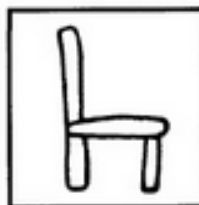
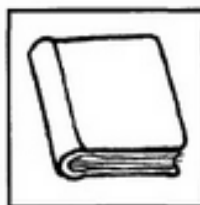
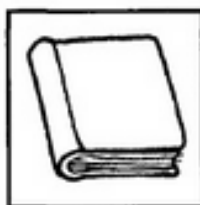


Look and complete.

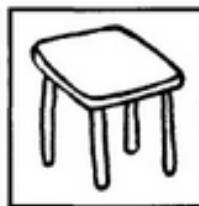
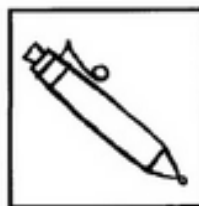
1



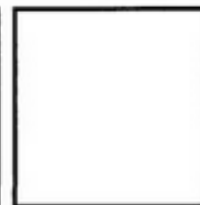
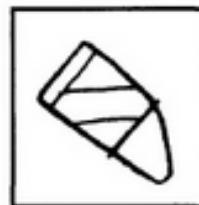
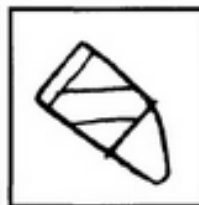
2



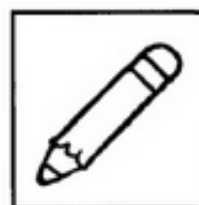
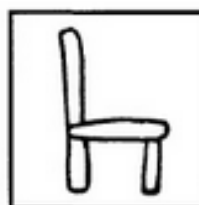
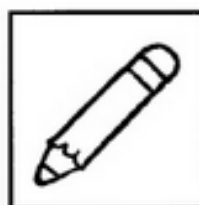
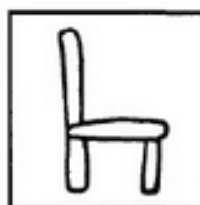
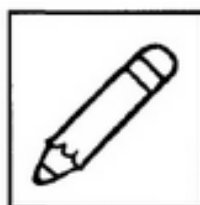
3



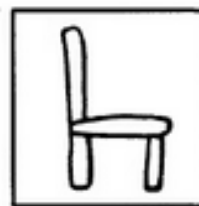
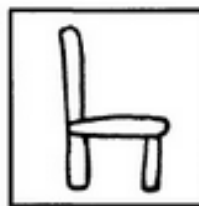
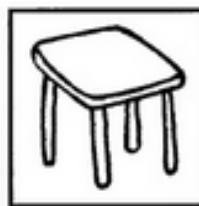
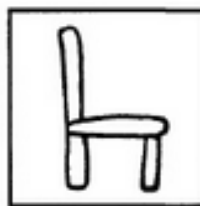
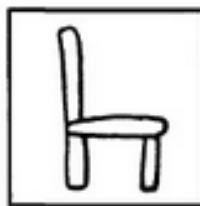
4



5



6

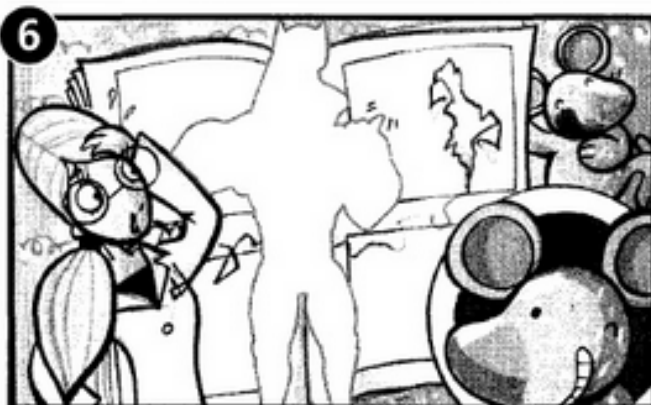


Unit 2

Extension worksheet 2



Write and draw. Listen.



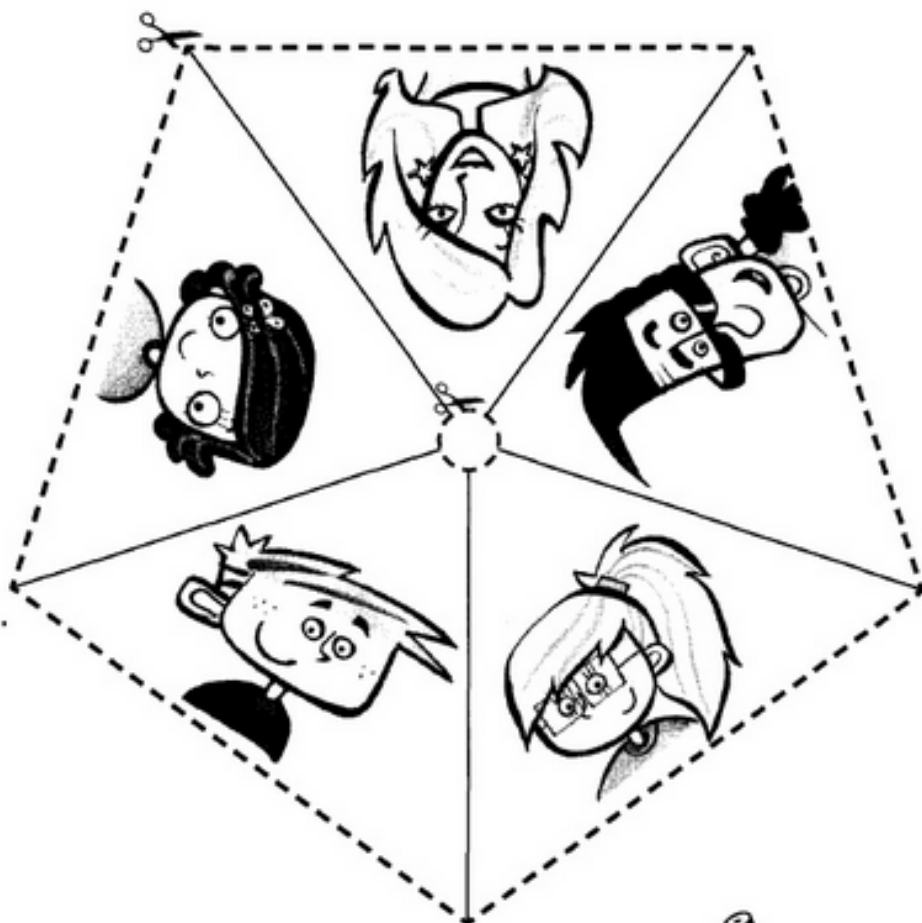
Unit 2

Song worksheet



Make, listen and do. Sing.

Mr Star, Mr Star.
How are you?
I'm fine, thank you.
I'm fine, thank you.
How are you?
Mrs Star, Mrs Star ...
Stella Star, Stella Star ...
Simon Star, Simon Star ...
Suzy Star, Suzy Star ...



Mr Star ☐ Mrs Star ☐ Stella ☐ Simon ☐ Suzy ☐

Reinforcement worksheet 1

- Pupils colour the toys in the top half of the worksheet with the colours they know, e.g. red, blue, green, yellow, pink, orange, purple, black, grey, brown and white.
- Pupils work in pairs, A and B. Pupil A dictates the colour of one of his/her toys to Pupil B, e.g. *A blue ball*. Pupil B listens and colours the ball in the bottom half of his/her worksheet. Pupils A and B exchange roles. Pupils continue until all of their toys are coloured and then compare their worksheets to check that they are the same.
- **Optional follow-up activity:** Do a class survey to find out the most popular colour for each toy.

Reinforcement worksheet 2

- Pupils colour, cut out and mount the top two circles on card. They place circle 2 on top of circle 1 and place a butterfly clip through the centre.
- Pupils work in pairs, A and B. Pupil A says a number between 1 and 6. Pupil B moves his/her circles to picture 6 and says what he/she sees, e.g. *A doll on a chair!* Pupils A and B exchange roles.
- **Optional follow-up activity:** Pupils make their own versions of the game using the templates on the worksheet. Encourage them to colour their pictures so they can also practise colours, in addition to toy vocabulary and prepositions of place.

Extension worksheet 1

- Pupils colour and cut out the toys and the drawing of the room. They can mount them on card if they wish. Ask pupils to listen and place the toys on the picture of the room. Say, e.g. *The train is on the chair*. When all of the toys are in place, ask pupils to put their hands up and describe where they are.
- **Optional follow-up activity:** Pupils work in pairs, A and B. They sit facing each other, with an upright book or piece of card between them to keep their work a secret.
- Pupil A places one of his/her toys in the room and says where it is, e.g. *The computer is on the table*. Pupil B listens and places his/her toy in the correct place in the room. When Pupil B has placed all six toys in his/her room, pupils compare their rooms to check if they are the same. Pupils A and B exchange roles.
- At the end of the activity pupils can glue their toys onto their room.

Extension worksheet 2

- Pupils match the two halves of each frame of the story.
- Pupils listen to the story (CD 5) and check their work.

Key: 1 – 3, 2 – 5,
3 – 6, 4 – 1,
5 – 4, 6 – 2.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A describes a frame from the story, e.g. *Maskman is in the box*. Pupil B says the number of the frame. Pupils A and B exchange roles.

Song worksheet

- Pupils colour, cut out and glue the finger puppets.
- Pupils put the puppets on one finger of each hand and wiggle their fingers as they sing along to the *Where's Monty?* song (CD 6).
- **Optional follow-up activity:** Play the song (CD 6) again and show pupils the following actions:

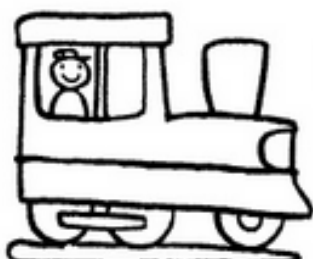
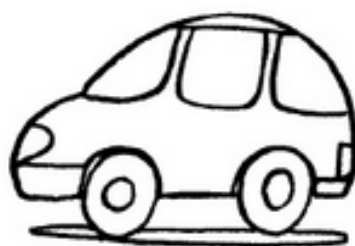
<i>Monty isn't here,</i>	Shake your head and point to the floor.
<i>Monty isn't there,</i>	Shake your head and point across the room.
<i>He isn't on the table.</i>	Shake your head and point to a table.
<i>He isn't under the chair.</i>	Mime looking under a chair.
<i>Oh, where? Where? Where is Monty?</i>	Hold your hands out, palms up and raise your shoulders.
<i>Is he in the toy box?</i>	Mime opening a box.
<i>Is he under the book?</i>	Mime looking under a book.
<i>Is he next to the computer?</i>	Mime looking either side of an object.
<i>Look! Look! Look!</i>	Mime looking either side of an object again.
<i>Oh, where? Where? Where's Monty?</i>	Make two large circles with your thumb and forefinger. Hold them to your eyes.

- Play the song again and encourage pupils to join in with the actions.

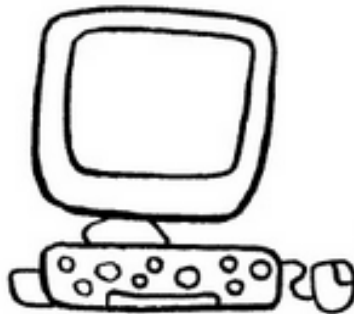
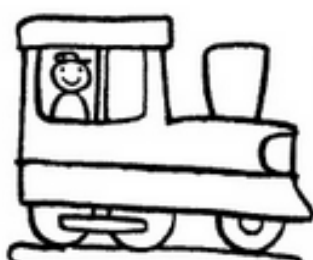
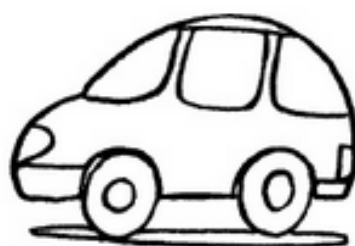
Reinforcement worksheet 1



Colour the pictures.



Now tell your friend.
Colour your friend's pictures.

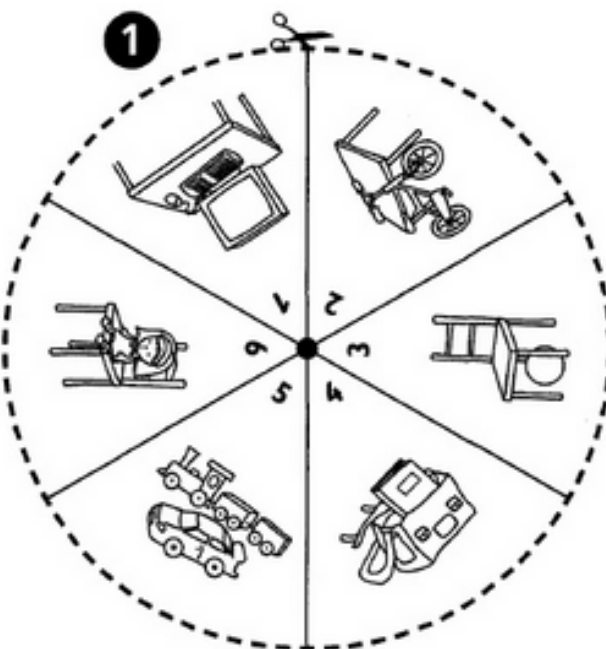


Reinforcement worksheet 2

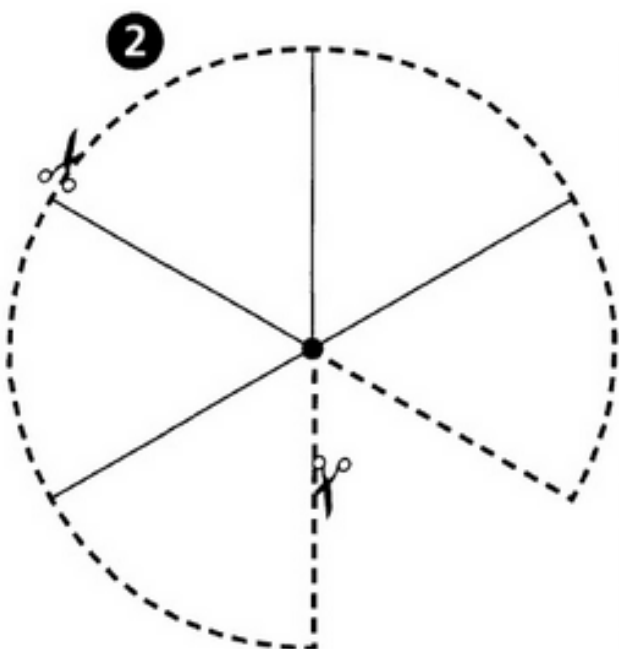


Make and play.

1

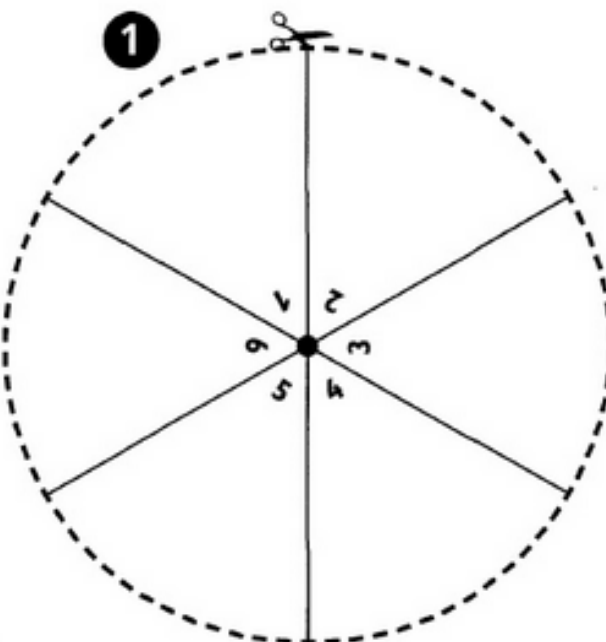


2

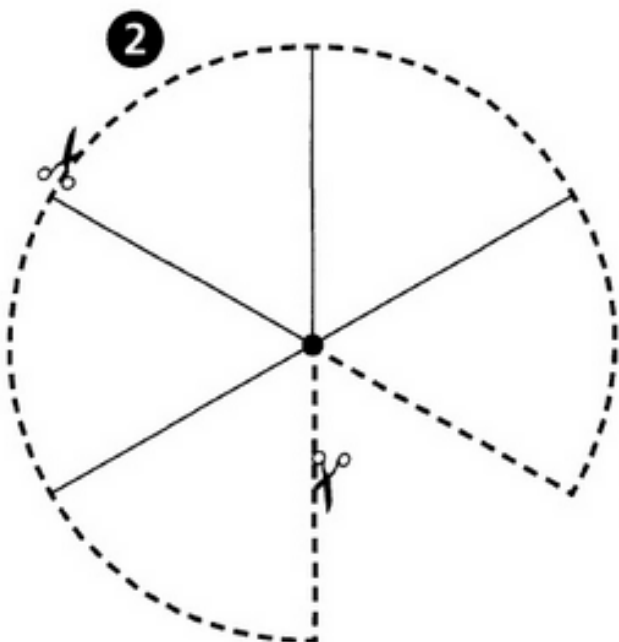


Your spinner

1



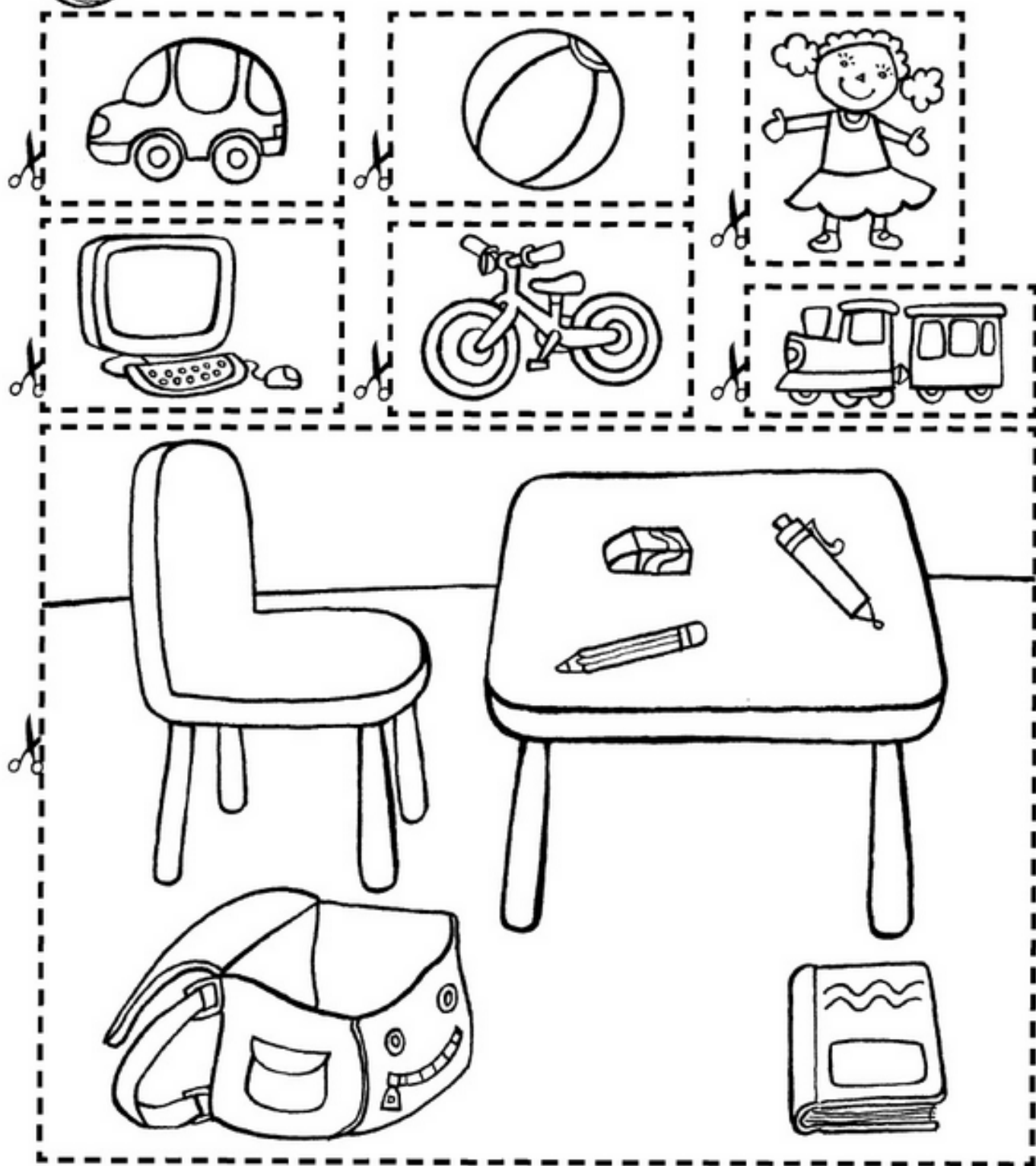
2



Extension worksheet 1



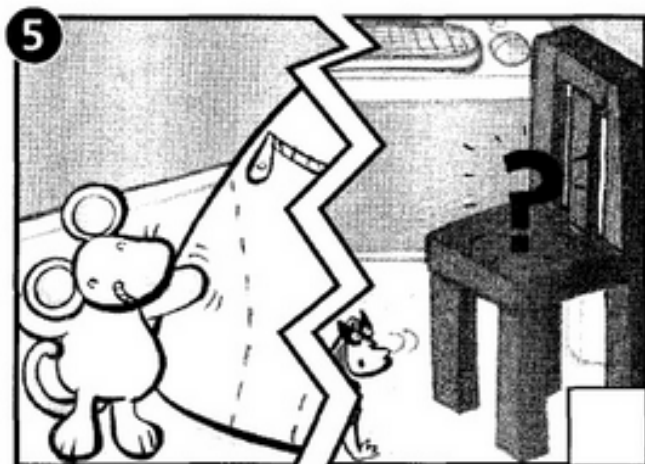
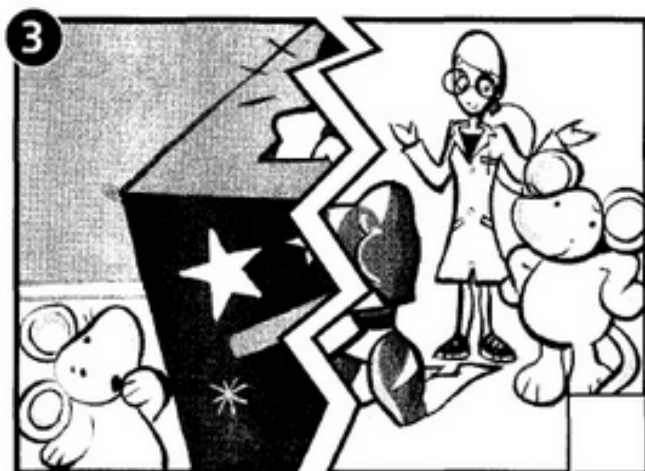
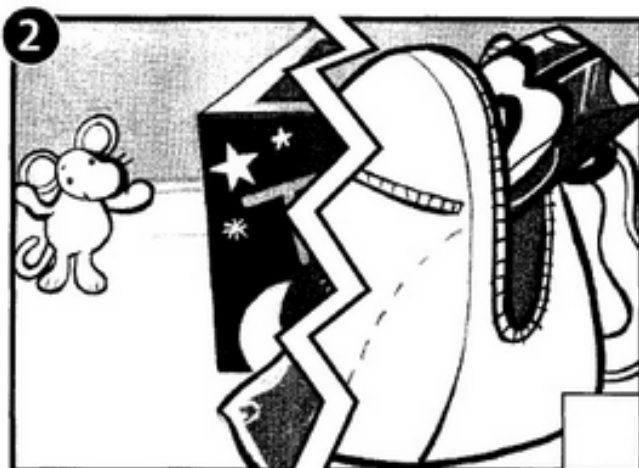
Cut, place and play.



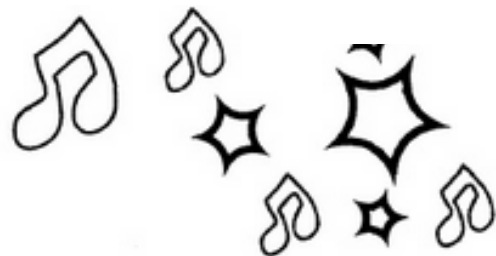
Extension worksheet 2



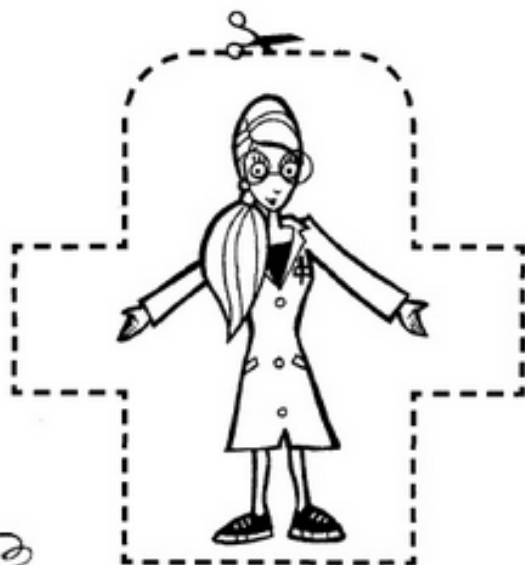
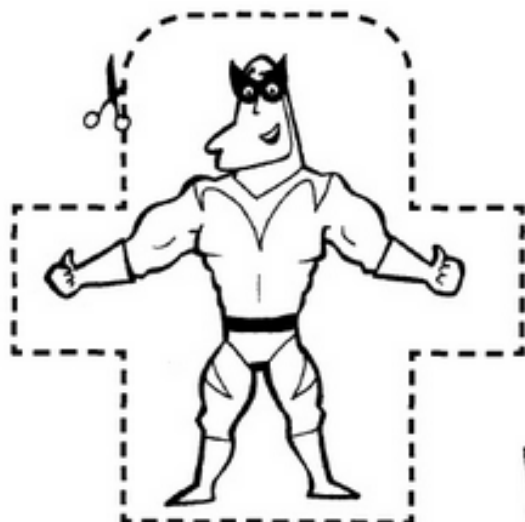
Match. Listen.



Song worksheet



Make, listen and sing.



Monty isn't here,
Monty isn't there,
He isn't on the table.
He isn't under the chair.
Oh, where? Where?
Where is Monty?



Is he in the toy box?
Is he under the book?
Is he next to the computer?
Look! Look! Look!
Oh, where? Where?
Where's Monty?





Teacher's notes

Reinforcement worksheet 1

- Pupils complete the family tree by cutting out the drawings of the missing family members and sticking them in the correct place. Please note that the brother and sister can be positioned anywhere along the base of the tree.
- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A closes his/her eyes. Pupil B takes Pupil A's finger, places it on a family member on the page and asks *Who's that?* With his/her eyes closed Pupil A guesses, e.g. *Mother?* If Pupil A guesses correctly, he/she gets a point. Pupils A and B exchange roles.

Reinforcement worksheet 2

- Pupils colour, cut out and mount the rectangles on card. They shuffle the cards and lay each one in turn face up on the desk. They name each one, e.g. *father, sister*.
- **Optional follow-up activity:** Pupils work in pairs, A and B. Each pupil shuffles his/her set of cards. In turn, each pupil lays a card face up on the desk and names it. When they both lay the same card down they have to say *Snap!* and name the member of the family, e.g. *Brother!* The first pupil to say *Snap!* takes all the cards in the pile.
- Pupils continue to play until one of them has won all the cards, or until you say *Stop!* The pupil with the most cards is the winner.

Extension worksheet 1

- Pupils cut around the dotted lines, then fold and stick the flaps of the cut-out to make a dice.
- Pupils throw the dice. They describe the face on the top of the dice, e.g. *She's happy!*
- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A says an adjective, e.g. *sad*. Pupil B throws the dice. If the face corresponds to the adjective, Pupil B says *Yes, he's sad*. If not, Pupil B says the correct response e.g. *No, she's happy!* Pupils A and B exchange roles.

Extension worksheet 2

- Pupils cut out the pieces of the jigsaw, try to remember the story, and put the jigsaw together so that the story is in order.
- Pupils listen to the story (CD 7) and check their work.

Key: See Pupil's Book, page 25.

- **Optional follow-up activity:** Pupils stick the jigsaw pictures in order onto coloured card, or into their notebooks.

Song worksheet

- Pupils draw the face of a mother, father, brother or sister on the mask template. They cut it out, then stick a straw to the back of it.
- Pupils listen to the song (CD 8) and hold up the mask when they hear the member of the family which their mask represents. Everyone holds up their masks when they hear:

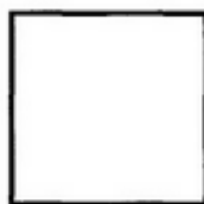
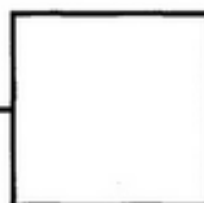
*We are family.
My brother, my sister,
And me.*

- **Optional follow-up activity:** Pupils bring in photographs of their family to show the class. The class guess which member of the family each photograph is of.

Reinforcement worksheet 1



Cut, think and place.



Reinforcement worksheet 2



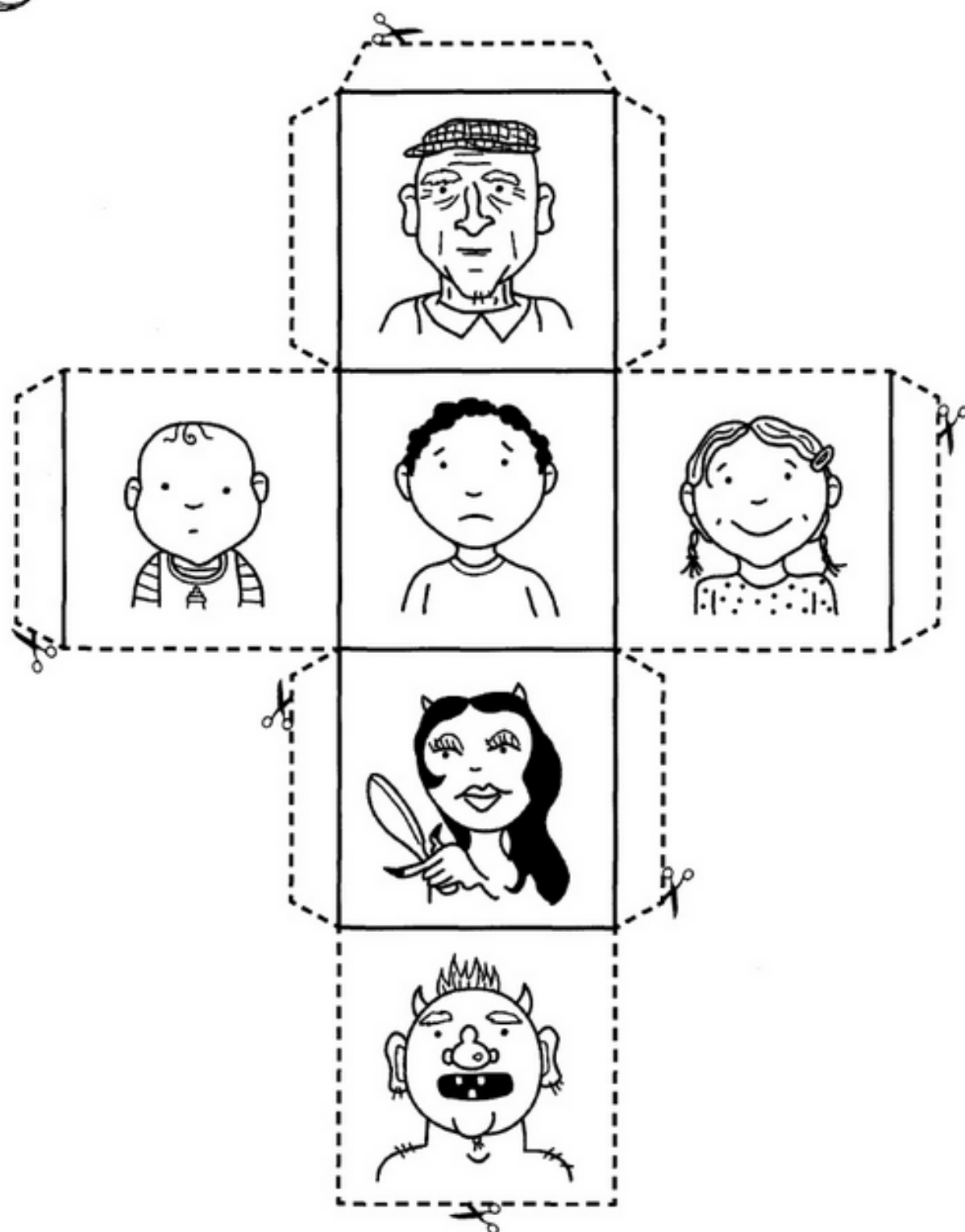
Cut and play.



Extension worksheet 1



Make and play.





Cut and order. Listen.



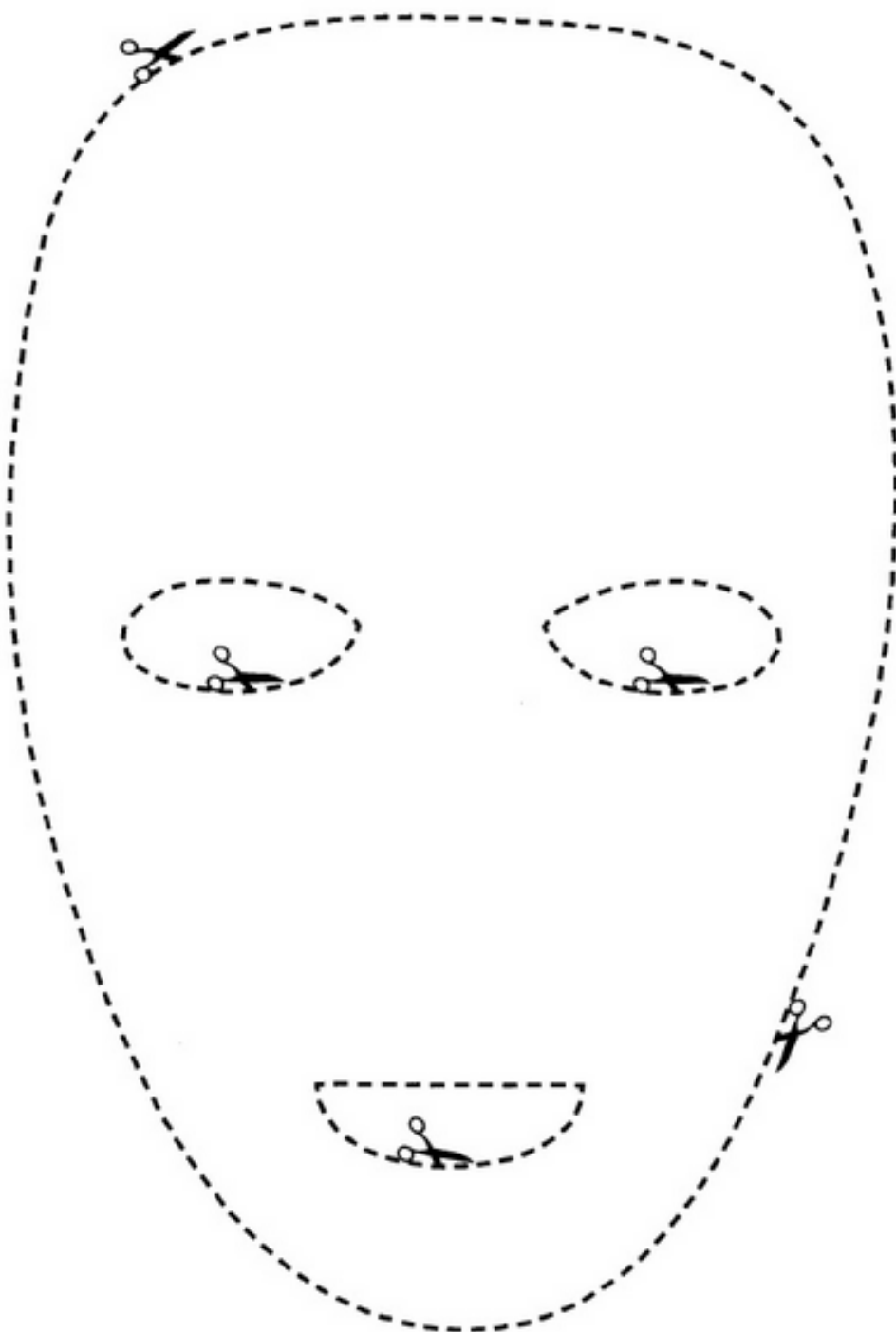
Unit 4

Song worksheet



Make, listen and do. Sing.

Young or old,
Happy or sad.
Brother and sisters,
Mum and dad.
We are family.
My brother, my sister,
And me.
He's my father,
She's my mother,
She's my sister,
And he's my brother.
We are family.
My brother, my sister,
And me.
She's my mum,
He's my dad.
Beautiful, not ugly,
Happy, not sad.
We are family.
My brother, my sister,
And me.





Teacher's notes

Reinforcement worksheet 1

- Pupils use six different coloured pencils of their choice to follow the path from each animal to the matching word. They copy the word from the word pool at the top of the page.

Key: 1 mouse, 2 cat, 3 fish, 4 horse, 5 dog, 6 bird.

- **Optional follow-up activity:** Show pupils how to trace a word in the air.
- Pupils work in pairs, A and B. Pupil A traces the name of an animal in the air. Pupil B names the animal. Pupils A and B exchange roles.

Reinforcement worksheet 2

- Pupils find a word which describes each of the six dogs. They match each word to the correct dog and write the word.
- Pupils answer the question: *What number is your favourite dog?* by writing a number between 1 and 6.

Key: 1 short, 2 clean, 3 small, 4 long, 5 big, 6 dirty.

- **Optional follow-up activity:** Do a class survey to find out which dog is the most popular.

Extension worksheet 1

- Pupils circle the animal words in the word snake. They match each word to the correct animal and copy the word.
- **Optional follow-up activity:** Show pupils how to write a word on the back of a pupil.
- Pupils work in pairs, A and B. Pupil A writes the name of an animal on Pupil B's back. Pupil B points to the correct word on the worksheet and names the animal. Pupils A and B exchange roles.

Extension worksheet 2

- Pupils cut out the pictures from the story and place them in order.
- Pupils listen to the story (CD 9) and check their work. Then they number the pictures 1–6.

Key: 2, 5,
4, 1,
6, 3.

- **Optional follow-up activity:** Pupils make a zig-zag book. They fold a piece of A4 card in half lengthwise, then fold it again into three sections. They stick the pictures on each side in order.
- You may like to prepare a model in advance to show pupils the finished book.

Song worksheet

- Pupils listen to the song (CD 10) and complete it with the adjectives from the word pool. They listen again to check their answers.

Key: long, happy, clean, big, beautiful, small.

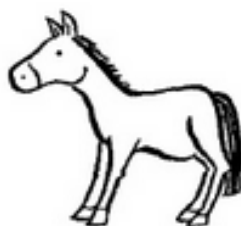
- **Optional follow-up activity:** Pupils work in pairs, A and B. They put their worksheets face down on the table. Pupil A says an adjective from the song. Pupil B sings the corresponding line of the song, e.g. Pupil A says *Happy!* Pupil B sings, *It's a happy bird.* Pupils A and B exchange roles.

Reinforcement worksheet 1

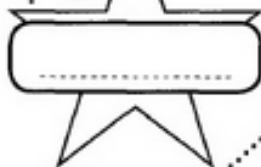


Follow the lines
and colour. Write.

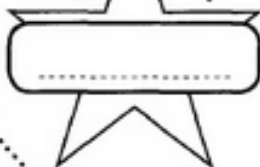
~~dog~~ bird cat mouse horse fish



1



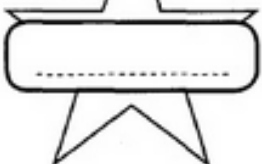
2



3



4



5



6



Reinforcement worksheet 2



Find, match and write.

~~short~~ small big long clean dirty



1 a s h o r t dog



2 a _____ dog



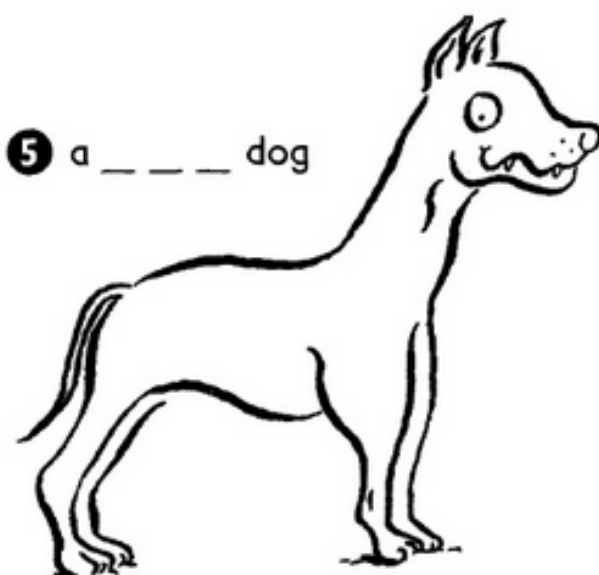
4 a _____ dog



3 a _____ dog



6 a _____ dog



5 a _____ dog

What number is your favourite dog?

Extension worksheet 1



Circle, match and write.

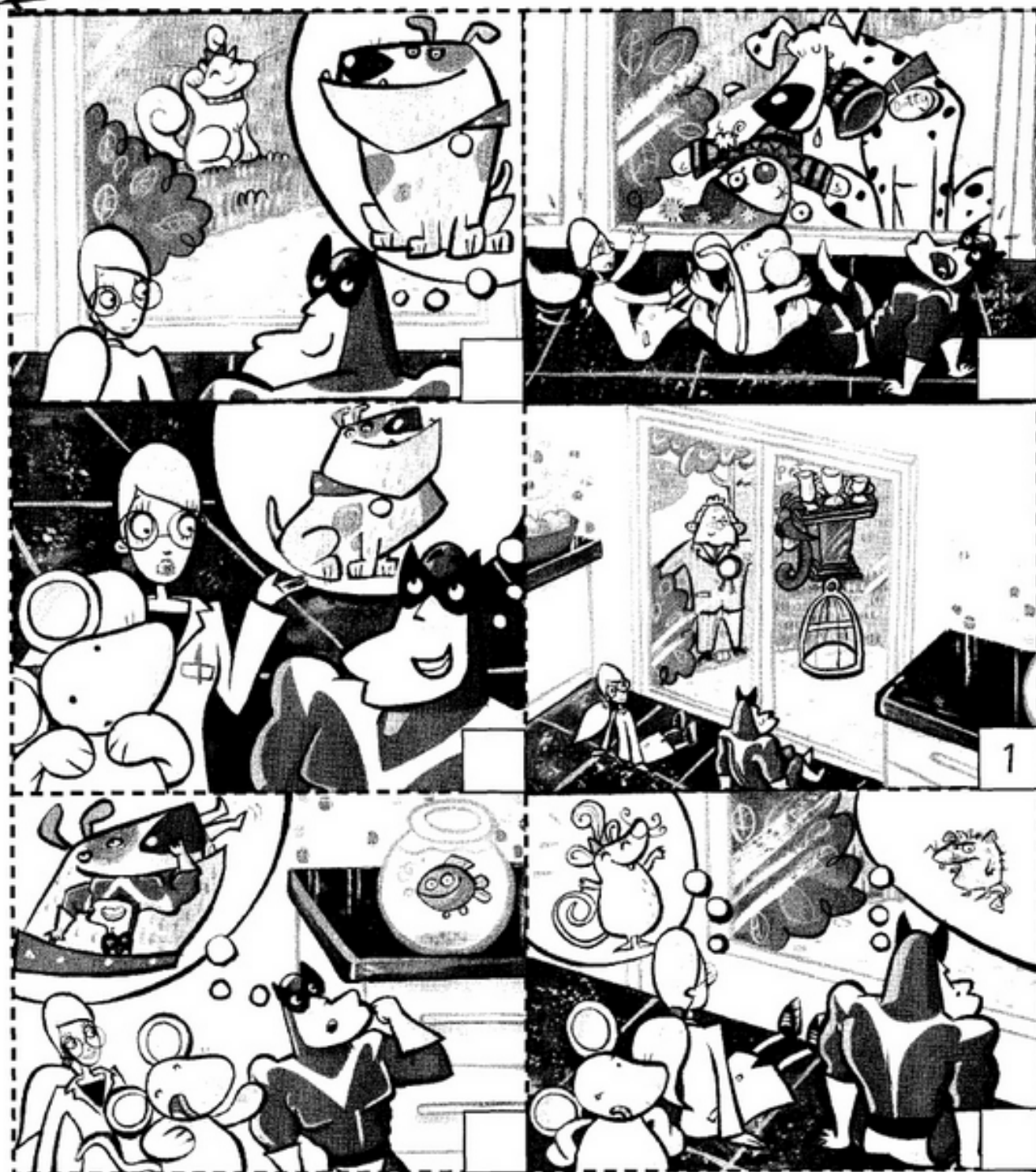


horse

Extension worksheet 2

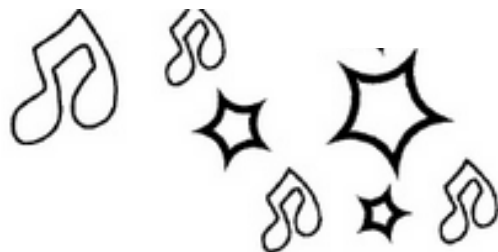


Cut and order. Listen.



Unit 5

Song worksheet



Listen and write. Sing.

small ~~long~~ beautiful clean happy big

My name's Meera,
And this is my fish.
It's a long fish.

My name's Lenny,
And this is my bird.
It's a beautiful bird.

My name's Stella,
And this is my cat.
It's a clean cat.

My name's Suzy,
And this is my dog.
It's a happy dog.

My name's Mrs Star,
And this is my horse.
It's a big horse.

My name's Simon,
And this is my mouse.
It's a small mouse.
It's an ugly mouse.
No, it isn't.
It's a dirty mouse.
It's a short mouse.
It's a small mouse.
Yes, it's a small mouse.
Yes, it is.





Teacher's notes

Reinforcement worksheet 1

- Pupils find the face words in the wordsearch and use them to label the clown's face.

Key: 1 eye, 2 face, 3 hair, 4 ear, 5 nose, 6 teeth, 7 mouth.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A gives Pupil B a colouring instruction, e.g. *Colour the nose yellow.* Pupil B colours his/her clown's nose yellow. Pupil B gives Pupil A an instruction and Pupil A colours his/her clown. They continue until all of the clowns' features are coloured in.

Reinforcement worksheet 2

- Pupils look at the pictures and read the speech bubbles, then match them by drawing a line.

Key: 1 Trevor, 2 Mr Star, 3 Stella, 4 Monty, 5 Suzy.

- **Optional follow-up activity:** Pupils work in pairs, A and B. They play a game of Simon says. Pupil A gives Pupil B an instruction, e.g. *Simon says touch your nose!* or simply *Touch your nose!* Pupil B must respond by touching his/her nose only if Pupil A has said *Simon* says. Pupils A and B exchange roles and continue to take turns.

Extension worksheet 1

- Pupils look at the picture clues, count how many illustrations there are of each part of the face, then complete the crossword accordingly.

Key: 1 hair, 2 teeth, 3 face, 4 ear, 5 nose, 6 mouth, 7 eye.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A points to a part of his/her body, Pupil B names the body part. Pupil A points to another part of his/her body and the game continues getting faster and faster until Pupil B hesitates or makes a mistake. Pupils A and B exchange roles.

Extension worksheet 2

- Pupils look at the story and identify where the missing pictures should go. They write the number of the frame each missing picture belongs to in the answer box beside it, then draw the picture in the correct place in the story.

- Pupils listen to the story (CD 11) and check their work.

Key: 5, 3, 6, 2, 1, 4.

- **Optional follow-up activity:** Say a line from the story to the class. Ask *Trevor? Monty? Marie? Maskman?* The first pupil to put their hand up and say which character says the line has the next go.

Song worksheet

- Pupils listen to the song (CD 12). They number the strips 1–8 in the correct order as they listen. Play the song as many times as necessary.

Key: 1 I'm a very ugly monster,
I'm a very ugly monster,
2 I'm a very ugly monster.
I've got six dirty ears.
Yes, I have.
3 I've got pink hair,
And my eyes are red.
4 I've got a blue nose,
And a purple head.
5 I've got a green mouth,
And my teeth are blue.
6 My name's Slime,
Who are you?
7 I'm a very ugly monster,
I'm a very ugly monster,
8 I'm a very ugly monster.
I've got six dirty ears.
Yes, I have.

- **Optional follow-up activity:** Pupils imagine, draw and colour Slime's mother or father. They think of a name for their monster then describe and compare their drawings.

Reinforcement worksheet 1



Find, circle and write.

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





Look, read and match.



1

I've got big ears, a big mouth and big teeth.



2

I've got a big face and a long nose.



3

I've got long hair and a small nose.



4

I've got big ears and small eyes.



5

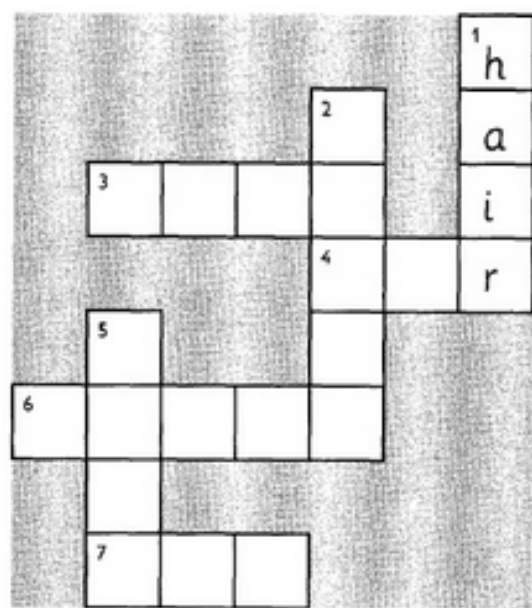
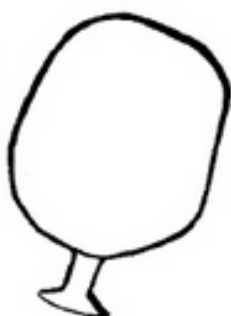
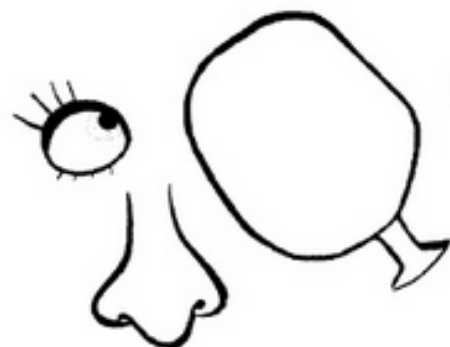
I've got short hair and big eyes.

Unit 6

Extension worksheet 1

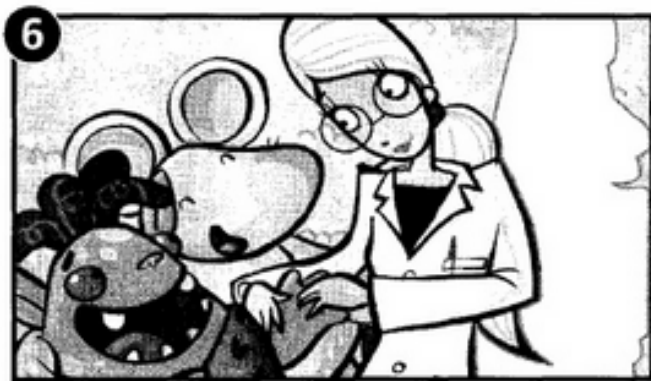
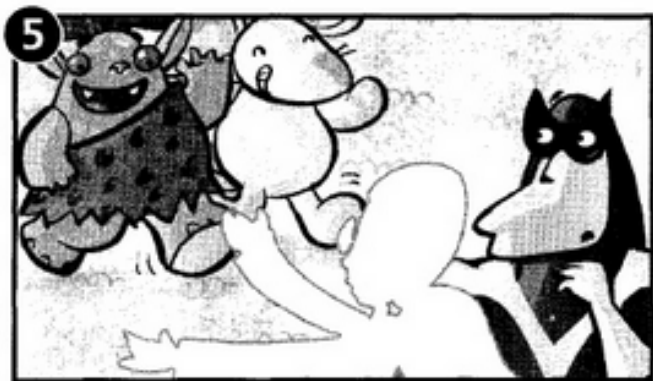
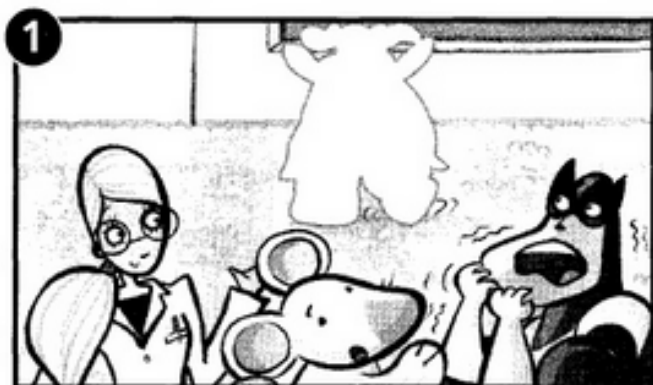


Find, count and write.



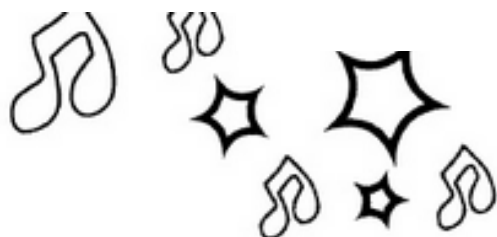


Write and draw. Listen.



Unit 6

Song worksheet



Listen, read
and number. Sing.



My name's Slime,
Who are you?

I'm a very ugly monster,
I'm a very ugly monster,

I'm a very ugly monster,
I'm a very ugly monster,

1

I've got a green mouth,
And my teeth are blue.

I've got a blue nose,
And a purple head.

I'm a very ugly monster.
I've got six dirty ears.
Yes, I have.

2

I'm a very ugly monster.
I've got six dirty ears.
Yes, I have.

I've got pink hair,
And my eyes are red.



Teacher's notes

Reinforcement worksheet 1

- Pupils match each animal to the correct word by drawing a line. They complete the word.

Key: 1 giraffe, 2 elephant, 3 tiger, 4 hippo, 5 monkey, 6 crocodile, 7 snake.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A chooses an animal and spells the word out loud. Pupil B names the animal. Pupils A and B exchange roles and continue to take turns.

Reinforcement worksheet 2

- Pupils read the information about the animals. They copy the name of the animals onto the correct animal information board.

Key: 1 elephants, 2 tigers, 3 crocodiles, 4 snakes, 5 giraffes, 6 hippos, 7 monkeys.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A gives Pupil B a piece of information about an animal. Pupil B names it. Pupils A and B exchange roles.

Extension worksheet 1

- Pupils find, colour (one colour per animal) and count the animals they can see in the jungle. The colouring helps pupils to see how many pictures of each animal they have found. They write the name and number of each animal, using the plural form.

Key: three elephants, six hippos, two crocodiles, eight monkeys, five tigers, four giraffes, seven snakes.

- **Optional follow-up activity:** Pupils work in pairs, A and B. They both write a list of the names of all the pets and wild animals they know, e.g. *tiger, dog, cat, hippo*, etc. Pupil A says the name of one of the animals on his/her list, Pupil B has to identify it by saying *Pet!* or *Wild animal!* Pupils A and B exchange roles. They continue until they have named all the animals on their lists.

Extension worksheet 2

- Pupils match the two halves of each frame of the story.
- Pupils listen to the story (CD 13) and check their work.

Key: 1 – 2, 2 – 6,
3 – 1, 4 – 5,
5 – 3, 6 – 4.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A describes the animals and characters from the story, e.g. *They're long and ugly*. Pupil B names the animal/character, e.g. *Snake!* Pupils A and B exchange roles.

Song worksheet

- Pupils listen to the song (CD 14). As they listen they complete the song by copying the correct words from the word pool. Play the song as many times as necessary.

Key: small, short, dirty, green, hands, feet, arms, legs, head, tail, big, teeth, clean, mouth.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A looks at the song. Pupil B covers his/her song. Pupil A says the first line of one of the verses, e.g. *Let's do the snake shake!* Pupil B has to say the next line, e.g. *Move your head and tail!* Pupils A and B exchange roles.

Reinforcement worksheet 1



Match and write.



1 g i r a f f e

2 e _ _ _ _ _

3 t _ _ _ _

4 h _ _ _ _

5 m _ _ _ _

6 c _ _ _ _ _

7 s _ _ _ _

Reinforcement worksheet 2



Read and write.

~~snakes~~ tigers crocodiles giraffes
monkeys hippos elephants

2

They've got four
legs and a long tail.



4

snakes

They haven't got
legs or arms.

6

They've got a big
mouth and a short tail.



1

They've got a long
nose and big ears.

3

They've got a long
tail and a lot of teeth.

5

They've got long legs
and a short tail.

7

They've got two arms
and a small nose.

Extension worksheet 1



Find, colour and write.



How many animals?

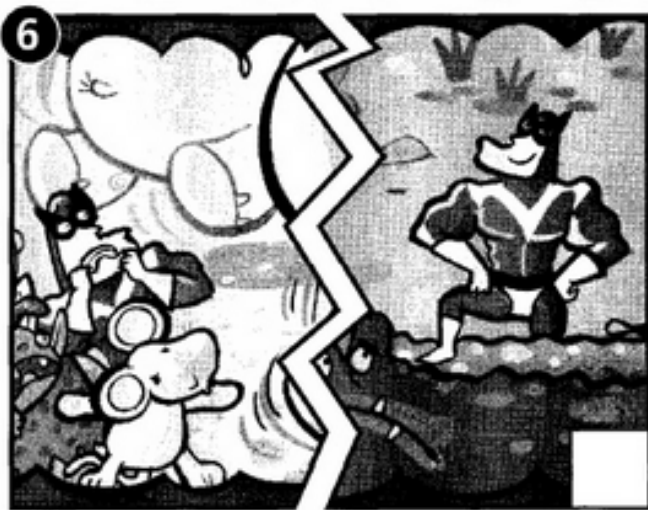
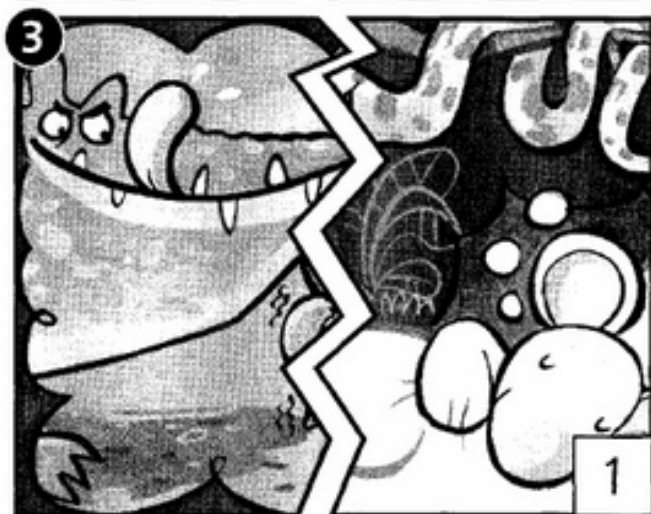
.....three elephants.....

Unit 7

Extension worksheet 2

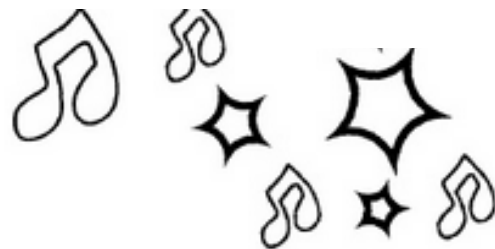


Match. Listen.



Unit 7

Song worksheet



Listen and write. Sing.

arms dirty short legs feet clean ~~small~~ tail
mouth head hands green teeth big



Animals, animals, big and small ,
Animals, animals, and tall.
Animals, animals, and clean,
Animals, animals, brown and .
Come on children sing along,
Sing and move to the animal song.

Let's all do the hippo show,
Move your and .

Let's all do the elephant dance,
Move your and .

Let's all do the snake shake,
Move your and .

Let's all do the crocodile smile,
Show your white .

Let's all do the giraffe laugh,
Open your big .





Teacher's notes

Reinforcement worksheet 1

- Pupils put the letters in the correct order to spell the clothes words. They write each word next to the correct number.

Key: 1 jacket, 2 skirt, 3 shoes, 4 trousers, 5 T-shirt, 6 socks.

- **Optional follow-up activity:** Pupils work in pairs, A and B. They each copy the six words in a list on a piece of paper. They look at the words carefully for one minute. They fold the paper to cover the words and write the six words again from memory. Pupils exchange papers, correct each other's work and compare their results.

Reinforcement worksheet 2

- Do a colour dictation with pupils for each item of clothing. Pupils cut the worksheet so that they have four strips each containing one of the characters. They cut each character into three sections along the horizontal cutting lines. It is important that they stop at the thick black line, so that the character remains in one piece. They place the four characters on top of each other and staple them together along the thick black line to make a book.
- Pupils turn the flaps of the book to make up different mixtures of characters. They describe each creation that they make, e.g. *He's got a blue T-shirt and pink shoes!*
- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A creates a character with his/her book and describes it to Pupil B. Pupil B creates the same character with his/her book. Pupils A and B exchange roles.

Extension worksheet 1

- Pupils read the information about the boy's clothes and colour them. They colour the girl's clothes and write the words to complete the description.
- If pupils choose to use *orange* for the T-shirt or skirt, you may want to explain that we use *an*, not *a*, before *orange*, but it is too early for children to focus on the reason why at this stage.
- **Optional follow-up activity:** Pupils work in pairs, A and B. They cover the text below the girl with their hand. Pupil A looks at Pupil B's worksheet and describes the girl. Pupils A and B exchange roles.
- Pupils describe their favourite clothes to each other.

Extension worksheet 2

- Pupils cut out the pieces of the jigsaw, try to remember the story, and put the jigsaw together so that the story is in order.
- Pupils listen to the story (CD 15) and check their work.

Key: See Pupil's Book, page 51.

- **Optional follow-up activity:** Pupils stick the jigsaw pictures in order onto coloured card, or into their notebooks.

Song worksheet

- Ask pupils to help you spell *ball*, *jacket*, *pencil* and *sock*. Write the words on the board. Pupils listen to the song (CD 16) and complete the lyrics.
- Pupils colour the items according to the description in the song, i.e. the jacket is blue, the ball is purple, the sock is yellow and the pencil is pink. They cut out the rectangles and mount them onto card. Pupils listen again and join in with the song. The boys hold up the jacket and the ball during verses 1 and 2. The girls hold up the sock and the pencil during verses 3 and 4.

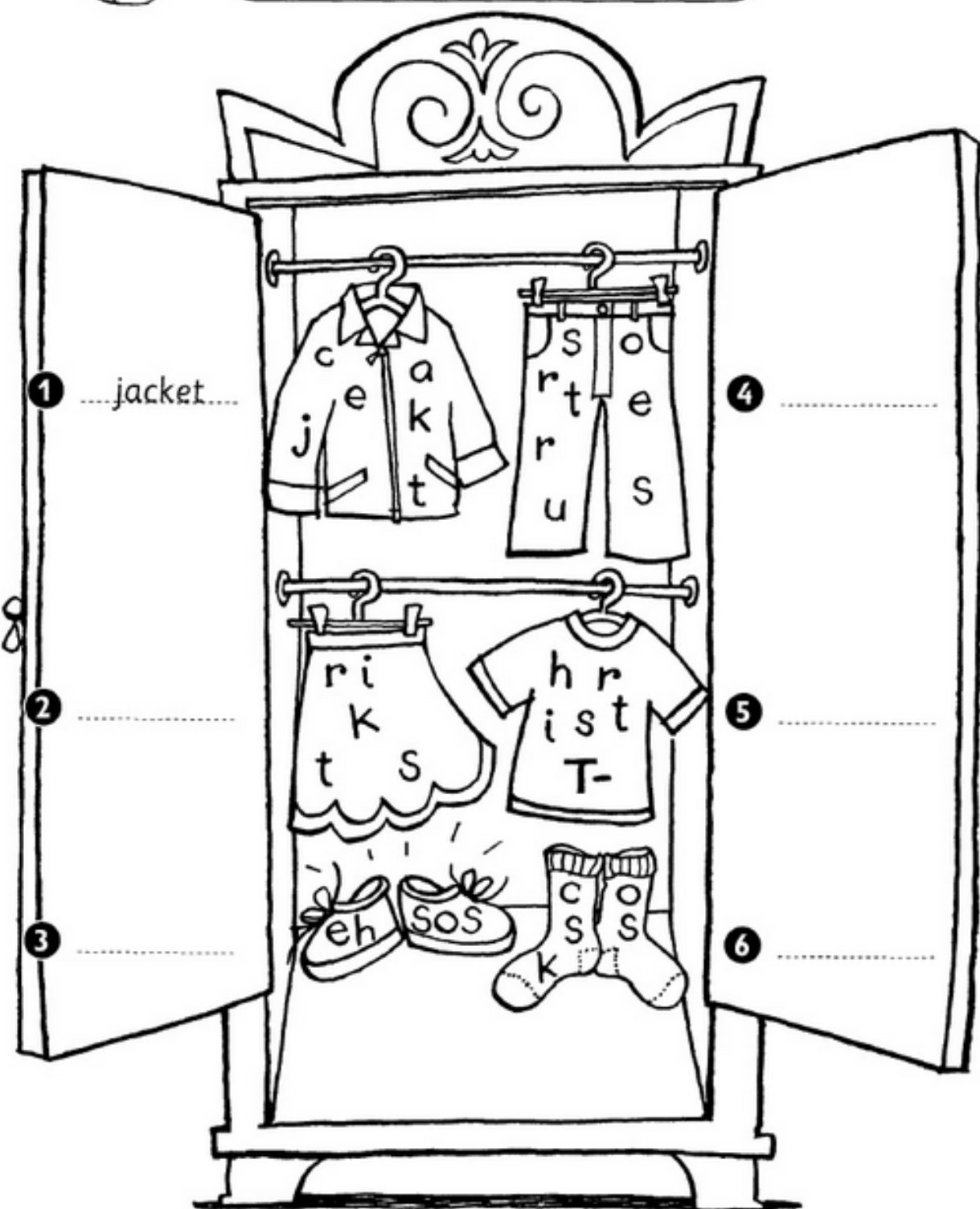
Key: jacket, ball, sock, pencil.

- **Optional follow-up activity:** Pupils work in pairs. They create an extra verse for the song.
- The class sings the song again and each pair sings their verse in turn.

Reinforcement worksheet 1



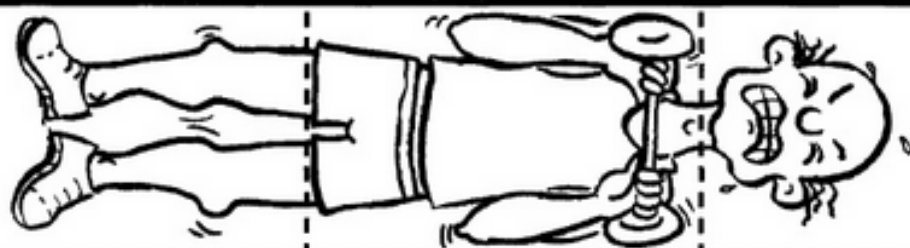
Think and write.



Reinforcement worksheet 2



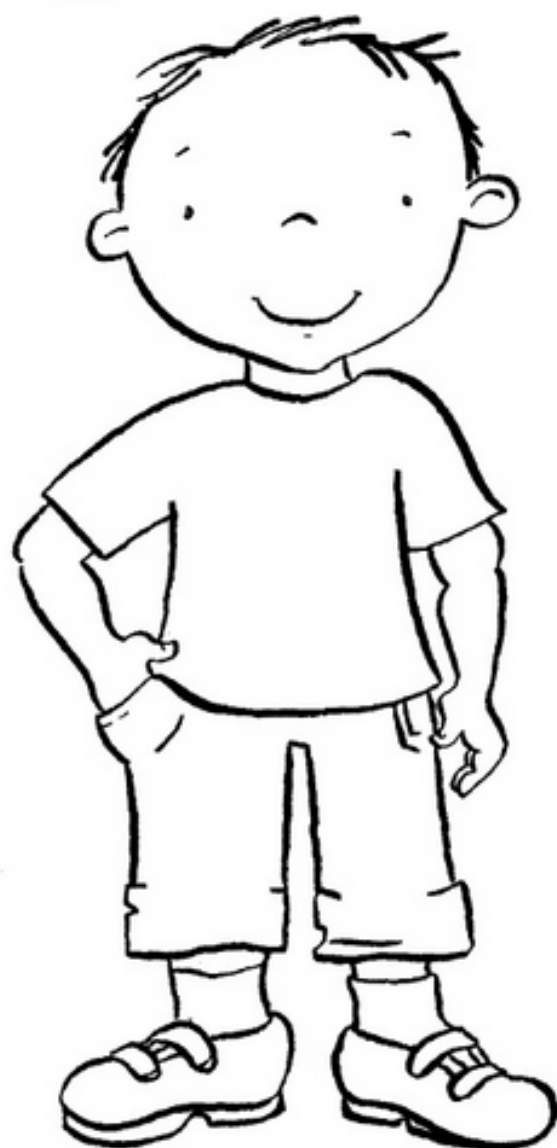
Colour, make and play.



Extension worksheet 1



Read and colour.
Colour and write.



He's got a green T-shirt and blue trousers. He's got red socks and brown shoes.



She's got a T-shirt
and a skirt. She's got
..... socks and
shoes.

Extension worksheet 2

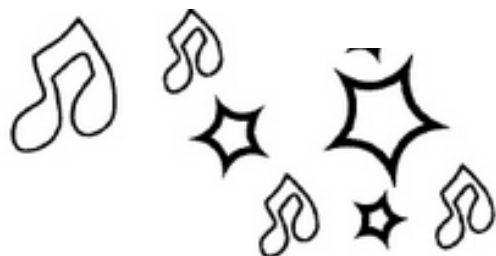


Cut and order. Listen.



Unit 8

Song worksheet



Listen and write.
Colour, cut and sing.

He's got a blue jacket in his hands,

A blue

He's got a blue in his hands,

A in his hands.



He's got a purple in his hands,

A purple

He's got a purple in his hands,

A in his hands.

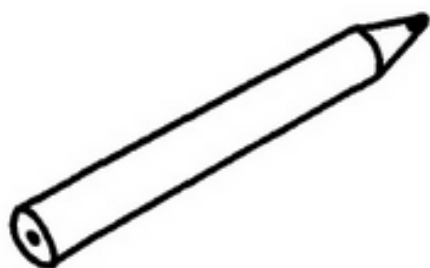


She's got a yellow in her hands,

A yellow

She's got a yellow in her hands,

A in her hands.

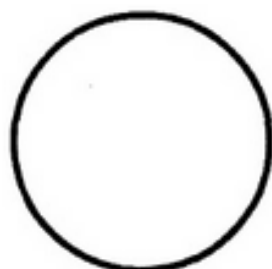


She's got a pink in her hands,

A pink

She's got a pink in her hands,

A in her hands.





Teacher's notes

Reinforcement worksheet 1

- Pupils look at the pictures and read the speech bubbles, then match them by writing the correct number in each answer box.

Key: 1 I can play football, 2 I can't play basketball,
3 I can ride a bike, 4 I can play the guitar,
5 I can't swim, 6 I can play tennis.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupils study the pictures for a minute. Pupil B puts his/her worksheet face down on the desk. Pupil A says the name of a character, e.g. *Maskman*. Pupil B has to remember what the character can/can't do and says *I can play the guitar*. Pupils A and B exchange roles.

Reinforcement worksheet 2

- Pupils look at the pictures and complete the sentences.
- Monitor and help pupils with spelling as necessary.

Key: My father can play football. He can't ride a horse.
My mother can play the guitar. She can't sing.
My brother can swim. He can't ride a bike.
My sister can play basketball. She can't play tennis.

- **Optional follow-up activity:** Pupils work in pairs, A and B. They think of a person in their family and write a sentence about him or her, e.g. *My mother can swim*. They show and read their sentence to their partner.
- Fast finishers can write additional sentences and draw pictures to illustrate them.

Extension worksheet 1

- Pupils look at the code. They complete the sentences by using the code. They draw a picture in box number 3 to illustrate the third sentence.

Key: 1 I can play the guitar, 2 I can't ride a bike,
3 Can you swim?

- **Optional pairwork activity:** Pupils work in pairs, A and B. They write three sentences using the code. They exchange their sentences, then decode them.

Extension worksheet 2

- Pupils cut out the pictures from the story and place them in order.
- Pupils listen to the story (CD 17) and check their work. Then they number the pictures 1–6.

Key: 2, 3,
1, 5,
6, 4.

- **Optional follow-up activity:** Pupils make a zig-zag book. They fold a piece of A4 card in half lengthwise, then fold it again into three sections. They stick the pictures on each side in order.
- You may like to prepare a model in advance to show pupils the finished book.

Song worksheet

- Pupils listen to the song (CD 18). They complete the song by choosing and copying the correct words. Then they draw in the missing details in the pictures.

Key: bike, tennis, basketball, swim, football, guitar.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A mimes doing a sport. Pupil B names the sport. Pupils A and B exchange roles.

Reinforcement worksheet 1



Look, read and match.

1



I can ride a bike.

☐

2



I can play football.

1

3



I can't swim.

☐

4



I can play tennis.

☐

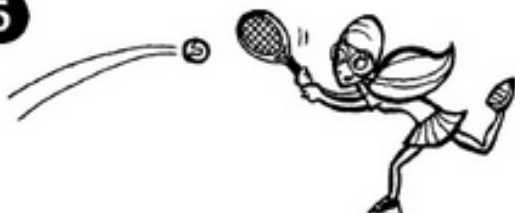
5



I can play the guitar.

☐

6



I can't play basketball.

☐

Reinforcement worksheet 2



Look and write.



My father can play football.
He can't ride a horse.

My mother can the
..... . She can't

My brother can
He can't a

My sister can
She can't

Extension worksheet 1



Look, write and draw.

a	b	c	d	e	f	g	h	i	j	k	l	m

n	o	p	q	r	s	t	u	v	w	x	y	z

1



_ / _ c _ a _ n / _ _ _ _ _ /

 _ _ _ / _ _ _ _ _ _ _ .

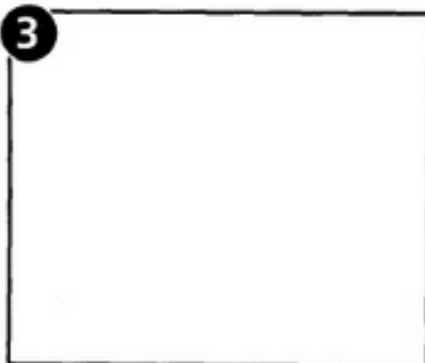
2



_ / _ _ _ , _ /

 _ _ _ _ / _ / _ _ _ _ .

3



_ _ _ / _ _ _ /

 _ _ _ _ ?

Extension worksheet 2

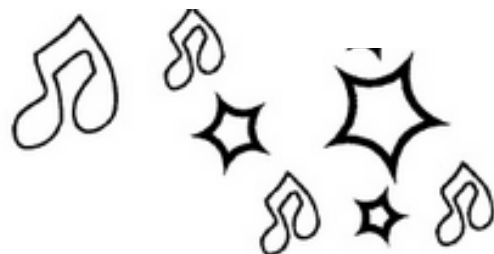


Cut and order. Listen.



Unit 9

Song worksheet



Listen, write
and draw. Sing.



football basketball
tennis guitar
~~bike~~ swim

Do the Maskman song,
Do the Maskman song,
Let's all do the Maskman song ...
Ride a bike .
Play , .
Play, play, play.

Do the Maskman song,
Do the Maskman song,
Let's all do the Maskman song ...
Now let's .
Play , the .
Play, play, play.

Do the Maskman song,
Do the Maskman song,
Let's all do the Maskman song ...

Reinforcement worksheet 1

- Pupils choose one of the colours in the word pool for each item and colour in each picture. They label each picture by copying one word from each word pool, e.g. *A black lorry.*
- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A looks at his/her worksheet, Pupil B turns his/her worksheet face down on the desk. Pupil A says a word, e.g. *helicopter*. Pupil B spells it, e.g. *HELICOPTER*. Pupils A and B exchange roles.

Reinforcement worksheet 2

- Pupils look at the pictures and complete each speech bubble by copying the correct phrase from the word pool, e.g. *I'm riding a motorbike.*
- **Optional follow-up activity:** Pupils work in pairs, A and B. They both choose a speech bubble and copy it, in secret, onto a slip of paper. Pupil A has three guesses to find out what Pupil B has written on his/her paper, e.g. *walking*. Pupil B then has three guesses about Pupil A's paper. If pupils guess correctly, they win a point. They choose another speech bubble and continue the game. The pupil with the most points at the end of the game wins.

Extension worksheet 1

- Pupils make a word from the letters in each star. They write the word next to the star. They draw a picture of each word in the box.

Key: 1 lorry, 2 helicopter, 3 boat, 4 plane, 5 bus, 6 motorbike.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A chooses one of the words and writes it on Pupil B's back. Pupil B guesses the word. Pupils A and B exchange roles.

Extension worksheet 2

- Pupils look at the story and identify where the missing pictures should go. They write the number of the frame each missing picture belongs to in the answer box beside it, then draw the picture in the correct place in the story.

- Pupils listen to the story (CD 19) and check their work.

Key: 3, 5, 1, 4, 6, 2.

- **Optional follow-up activity:** Say a line from the story to the class. Ask *Maskman? Boy? Trevor? Monty? Marie?* The first pupil to put their hand up and say which character says the line has the next go.

Song worksheet

- Pupils listen to the song (CD 20). They number the strips 1 to 10 in the correct order as they listen. Play the song as many times as necessary.

Key: 1 I'm walking, ... favourite shoes.

2 I'm walking.

3 I'm driving, ... long white lorry.

4 I'm driving.

5 I'm sitting, ... big green boat.

6 I'm sitting.

7 I'm riding, ... motorbike.

8 I'm riding.

9 I'm flying, ... helicopter.

10 I'm flying.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil B turns his/her worksheet face down on the desk. Pupil A says one of the actions from the song, e.g. *I'm flying*. Pupil B says the corresponding line from the song, e.g. *I'm flying in my helicopter*. Pupils A and B exchange roles.

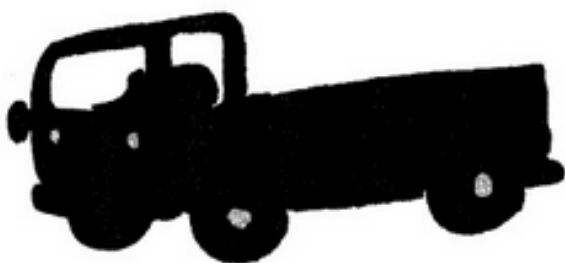
Reinforcement worksheet 1



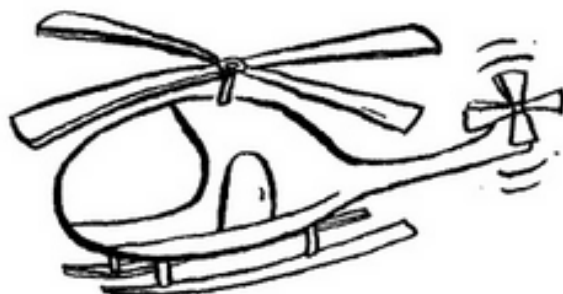
Colour and write.

blue green yellow red ~~black~~ purple

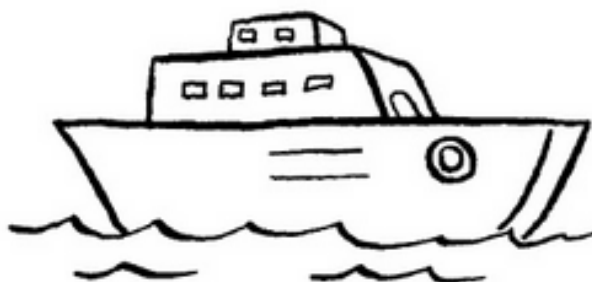
boat ~~lorry~~ helicopter bus motorbike plane



a black lorry



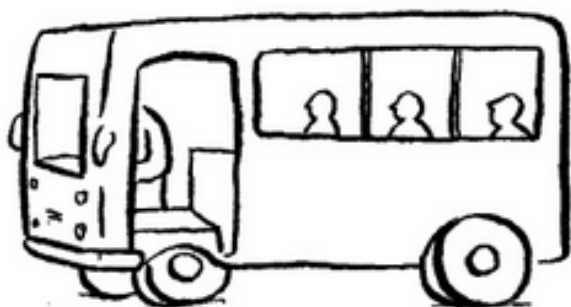
a



a



a



a



a



Look and write.

flying a helicopter driving a bus walking flying a plane
~~riding a motorbike~~ driving a lorry



What are you doing?

1



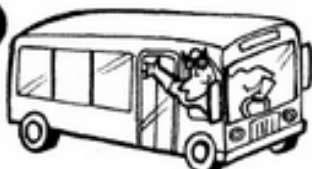
I'm riding a motorbike.....

2



.....

3



.....

4



.....

5

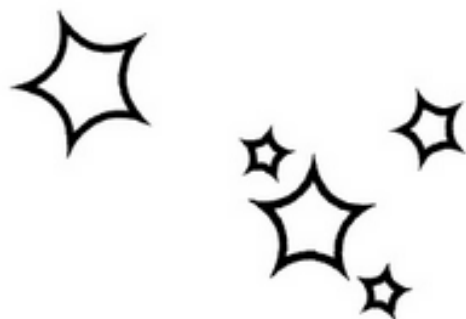


.....

6



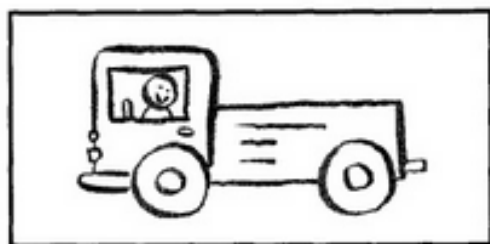
.....

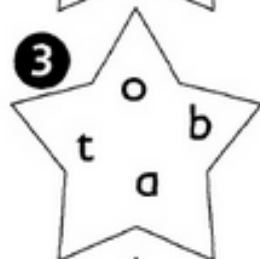
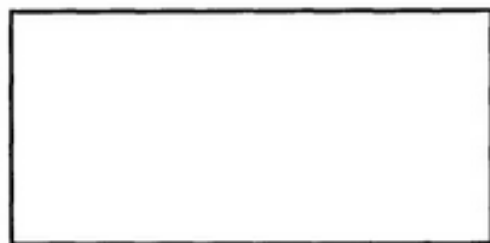


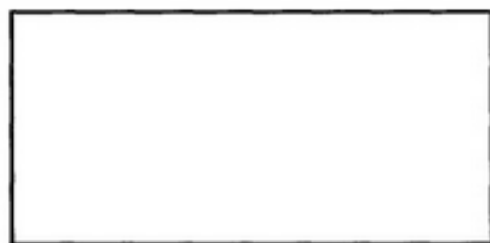
Write and draw.

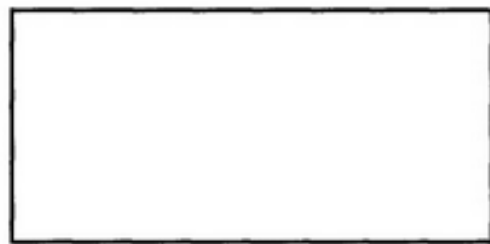


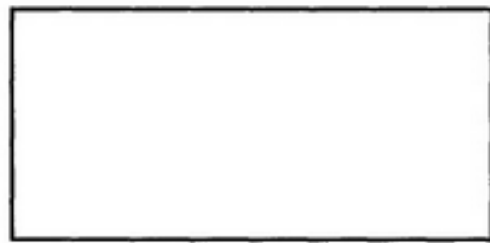
lorry

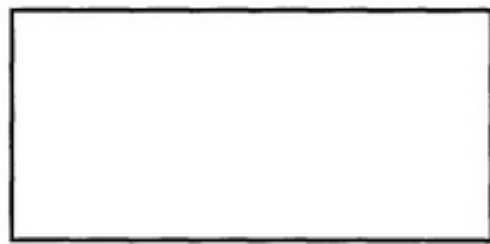










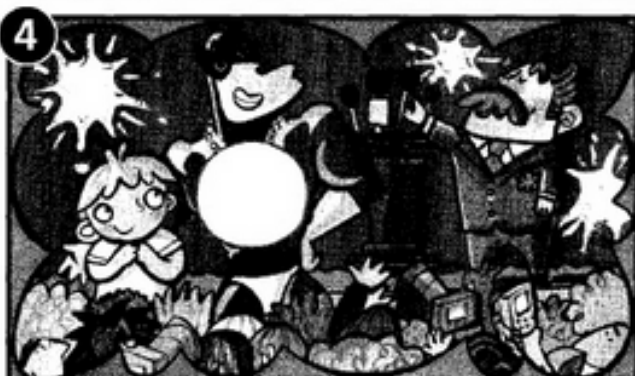
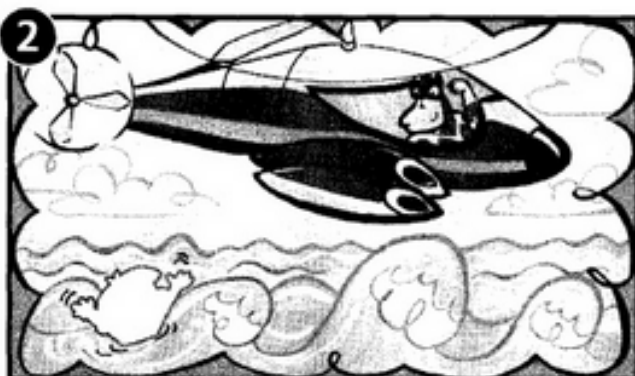


Unit 10

Extension worksheet 2

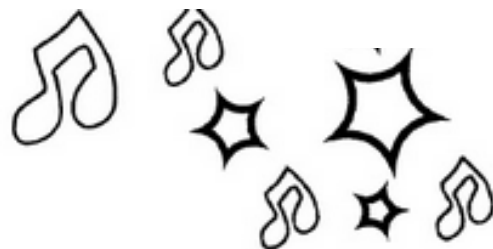


Write and draw. Listen.



Unit 10

Song worksheet



Listen, read
and number. Sing.

I'm sitting.

I'm riding, riding.

I'm riding on my motorbike,
motorbike, motorbike.

I'm driving.

I'm walking, walking.

I'm walking in my favourite shoes,
favourite shoes, favourite shoes.

1

I'm walking.

I'm flying, flying.

I'm flying in my helicopter,
helicopter, helicopter.

I'm sitting, sitting.

I'm sitting in my big green boat,
big green boat, big green boat.

I'm flying.

I'm driving, driving.

I'm driving in my long white lorry,
long white lorry, long white lorry.

I'm riding.

Reinforcement worksheet 1

- Pupils look at the house and read the sentences. They complete each sentence by copying the correct word from the word pool.

Key: 1 living room, 2 bedroom, 3 kitchen, 4 hall, 5 bathroom, 6 dining room.

- **Optional follow-up activity:** Pupils work in pairs, A and B. They take turns to ask and answer a question about the house, e.g. *Where's the doll? In the kitchen.*

Reinforcement worksheet 2

- Pupils find and circle six words in the wordsearch. They look at the pictures and complete each sentence by copying the correct word from the wordsearch.

Key: 1 reading, 2 eating, 3 watching, 4 drawing, 5 listening, 6 sitting.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A mimes one of the six actions. Pupil B guesses, e.g. *You're reading a book!* Pupils A and B exchange roles.

Extension worksheet 1

- Pupils look at the pictures and the anagrams, then match them by writing the correct number in the box. Pupils then write the word under the anagram.

Key: 1 bedroom, 2 living room, 3 dining room, 4 bathroom, 5 kitchen, 6 hall.

- **Optional follow-up activity:** Pupils work in pairs, A and B. They prepare their own anagrams, using the words on Extension worksheet 1. They exchange their work and solve their partner's word puzzles.

Extension worksheet 2

- Pupils match the two halves of each frame of the story.
- Pupils listen to the story (CD 21) and check their work.

Key: 1 - 4, 2 - 3,
3 - 2, 4 - 1,
5 - 6, 6 - 5.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A describes a frame from the story, e.g. *Suzy's got 10 pencils.* Pupil B says the number of the frame. Pupils A and B exchange roles.

Song worksheet

- Pupils listen to the song (CD 22). As they listen, they match the questions and answers by writing the correct number in the box. Play the song as many times as necessary.

Key: 1 In the dining room, 2 He's eating fish, 3 In the living room, 4 He's watching TV, 5 In the bathroom, 6 She's having a bath, 7 In her bedroom, 8 She's reading a book, 9 In the hall, 10 Opening the door.

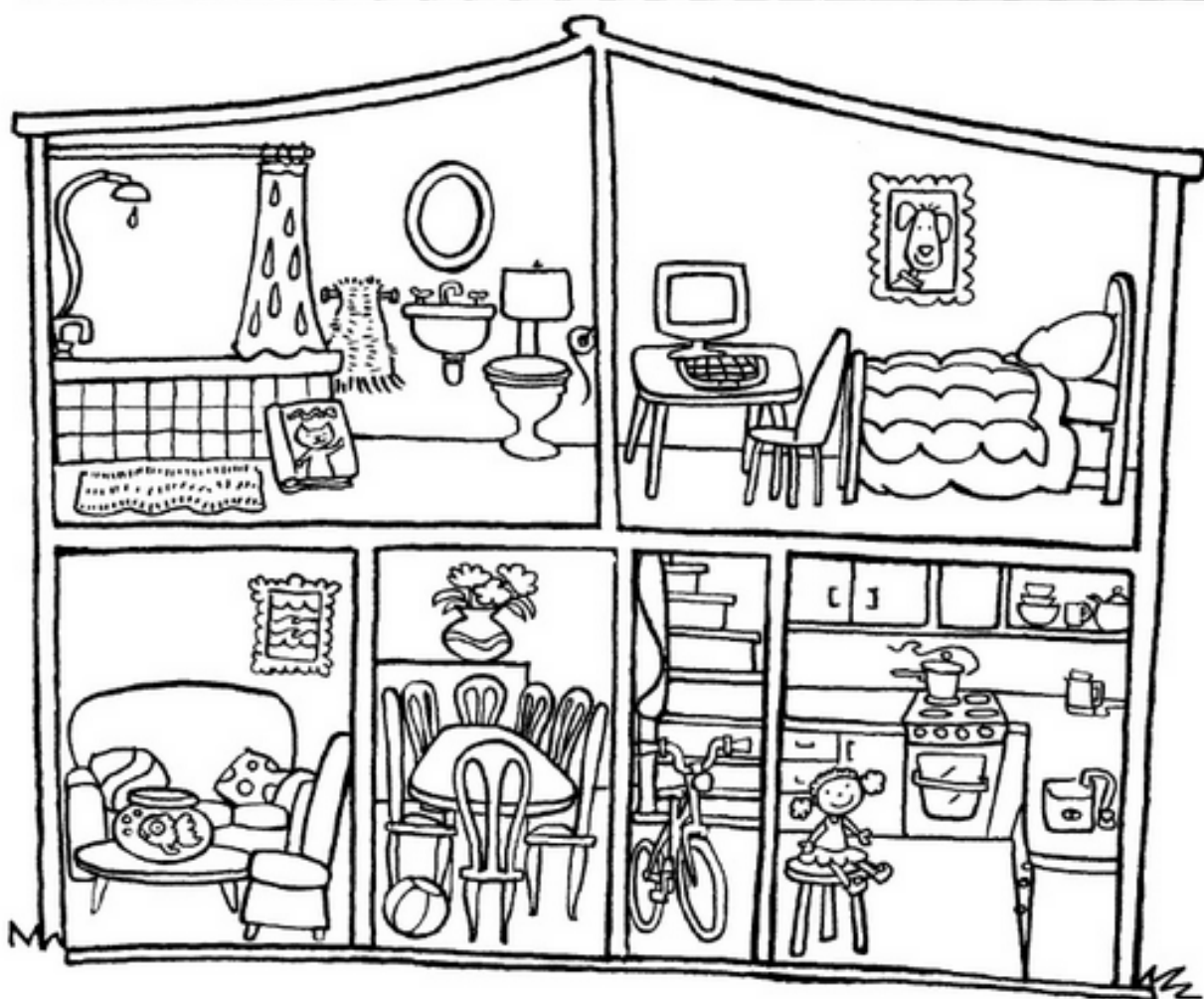
- **Optional follow-up activity:** Pupils work in pairs, A and B. They write down the five names in the song on a piece of paper. They place the worksheet face down on the desk. Pupil A chooses a name and asks Pupil B two questions from memory: *Where's Grandpa? / What's he doing?* Pupil B answers, from memory: *In the dining room. / He's eating fish.* They look at the worksheet to check. Pupil A ticks off the name from his/her list. Pupils A and B exchange roles.

Reinforcement worksheet 1



Read and write.

kitchen hall bathroom dining room bedroom living room



- 1 The fish is in the living room
- 2 The computer is in the
- 3 The doll is in the
- 4 The bike is in the
- 5 The book is in the
- 6 The ball is in the

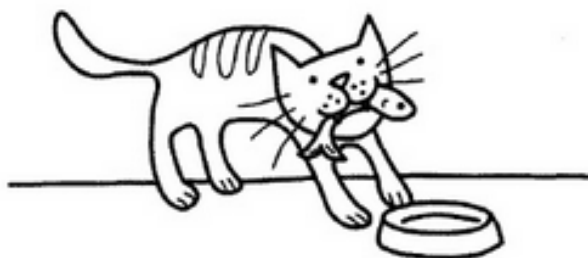
Reinforcement worksheet 2



Find and circle.
Match and write.



1 He'sreading..... a book.



2 The cat's a fish.



3 He's

TV.

d r e a d i n g s
r a i l i i s e
a l m a t r u p a
w a t c h i n g t
i q u i s i r e i
n w a l n g u c n
g e s i t t i n g
l i s t e n i n g

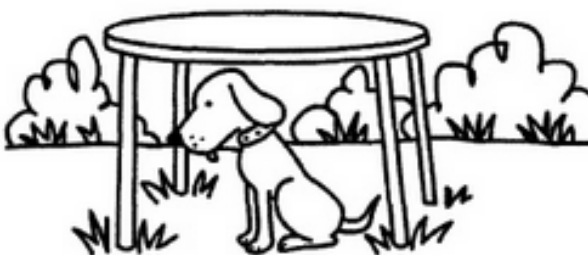


4 He's

a picture.



5 She's to music.



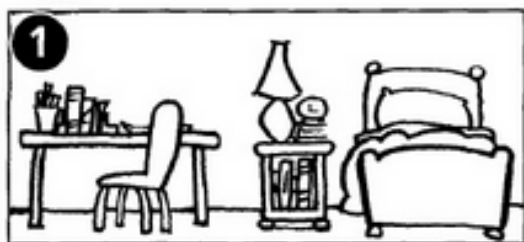
6 The dog's under
a table.

Unit 11

Extension worksheet 1



Look, match and write.



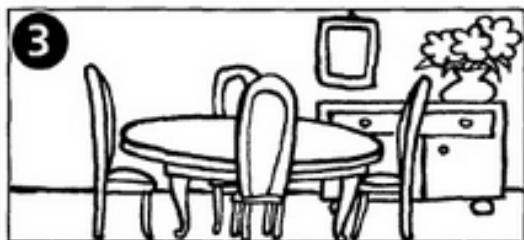
hamotorb





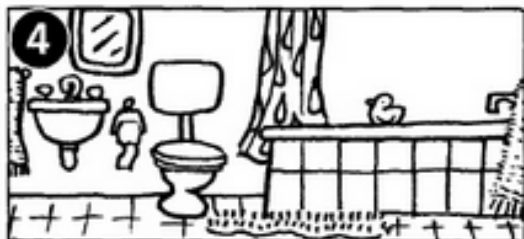
gdinin oomr





cenktih





medobor

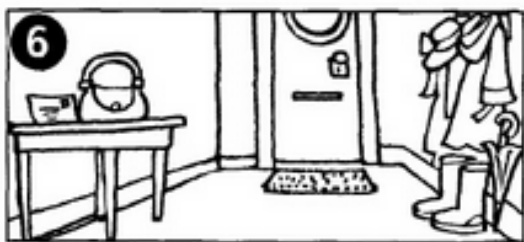
1

b e d r o o m



lahl





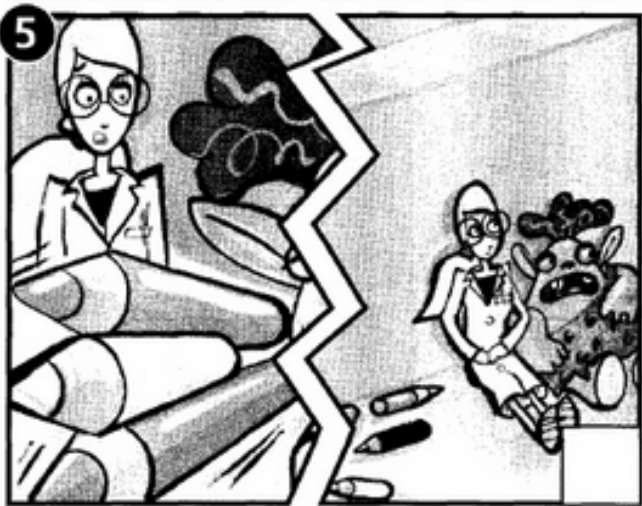
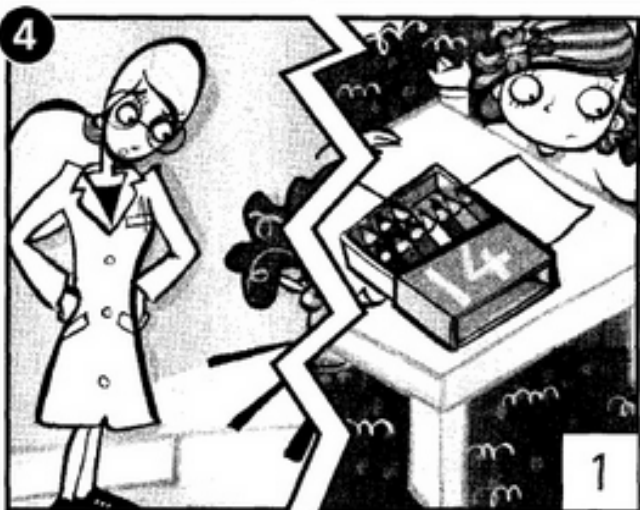
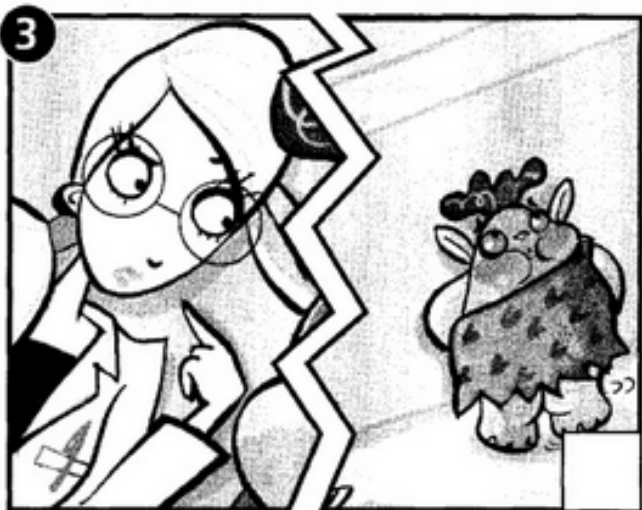
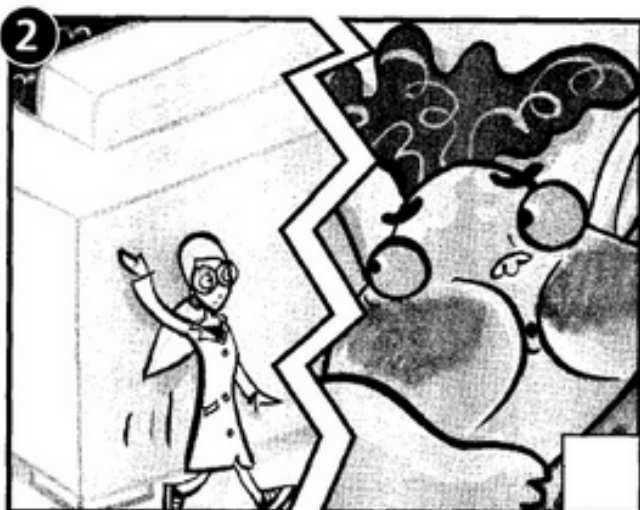
inlgvi moro



Extension worksheet 2

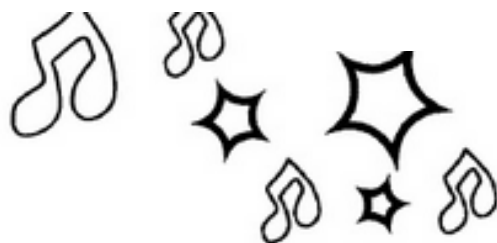


Match. Listen.



Unit 11

Song worksheet



Listen and write the number. Sing.

1 Where's Grandpa?

He's eating fish.

2 What's he doing?

In the hall.

3 Where's Simon?

In her bedroom.

4 What's he doing?

She's having a bath.

5 Where's Suzy?

Opening the door.

6 What's she doing?

In the dining room.

1

7 Where's Stella?

He's watching TV.

8 What's she doing?

She's reading a book.

9 Where's Grandma?

In the living room.

10 What's she doing?

In the bathroom.

Reinforcement worksheet 1

- Pupils complete each picture, then label them by copying the correct word from the word pool.

Key: 1 cake, 2 banana, 3 burger, 4 apple, 5 chocolate, 6 ice cream.

- **Optional follow-up activity:** Pupils work in pairs, A and B. They both make a word puzzle. They choose three food words and write them in pencil on a piece of paper. In each word they erase two or three letters and replace them with a small line, e.g. c _ k _ . They exchange papers and solve their partner's word puzzles.
- Fast finishers can be encouraged to try this activity to revise other vocabulary sets.

Reinforcement worksheet 2

- Pupils look at the pictures and complete the speech bubbles by writing the correct word(s), *like/don't like*. They match each speech bubble to the correct food by drawing a line.

Key: 1 I don't like chocolate, 2 I like bananas, 3 I like ice cream, 4 I don't like apples, 5 I like cake, 6 I don't like burgers.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A chooses a food item and asks Pupil B a question, e.g. *Do you like ice cream?* Pupil B points to the item on the worksheet and answers *Yes!* or *No!* Pupils A and B exchange roles.

Extension worksheet 1

- Pupils look at the food items and work out the next item in each sequence. They draw the item and label it.

Key: 1 cake, 2 chocolate, 3 apple, 4 banana, 5 burger, 6 ice cream.

- **Optional follow-up activity:** Pupils turn over their worksheet and make their own sequences with the food words. They give them to their partner to complete.

Extension worksheet 2

- Pupils cut out the pieces of the jigsaw, try to remember the story, and put the jigsaw together so that the story is in order.
- Pupils listen to the story (CD 23) and check their work.

Key: See Pupil's Book, page 77.

- **Optional follow-up activity:** Pupils stick the jigsaw pictures in order onto coloured card, or into their notebooks.

Song worksheet

- Pupils listen to the song (CD 24) and draw the food words. Then they listen and write the words from the word pool in the correct place.

Key: 1 bananas, 2 fish, 3 ice cream, 4 apples, 5 chocolate, 6 burgers.

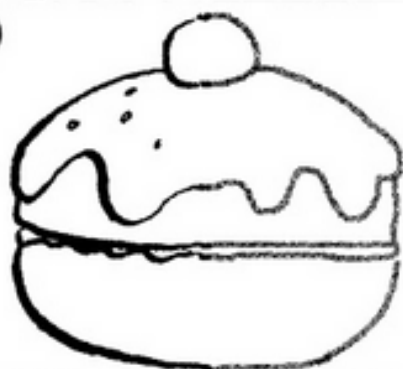
- **Optional follow-up activity:** Pupils work in pairs, A and B. They write some more verses for the song using other food items that they know, e.g. *cake* and *oranges*. Personalise the activity by asking pupils to tell you what their favourite food is in L1 if necessary. Translate the new words. The class sings the song again with the new verses.



Draw and write.

burger chocolate ice cream banana ~~cake~~ apple

1



.....cake.....

2



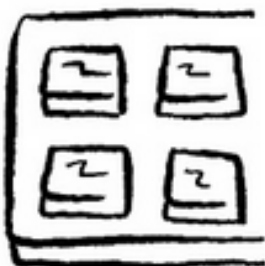
3



4



5



6





Look, write and match.

1



I don't like chocolate.

2



I like bananas.

3



I ice cream.

4



I apples.

5

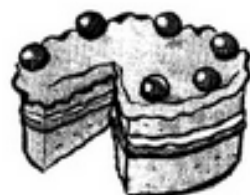


I cake.

6

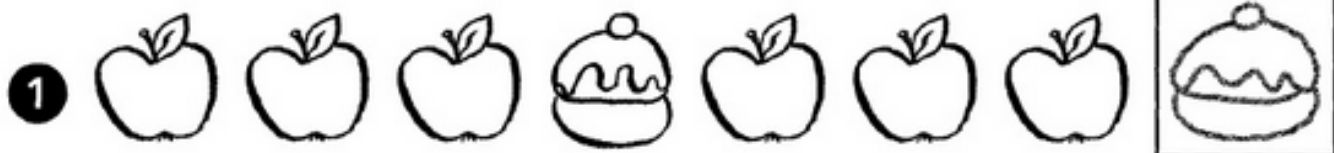


I burgers.

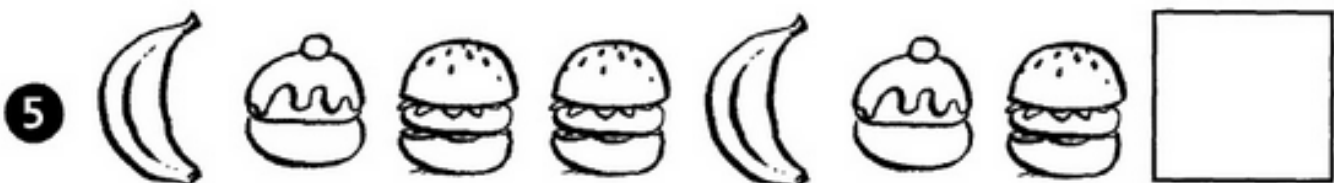
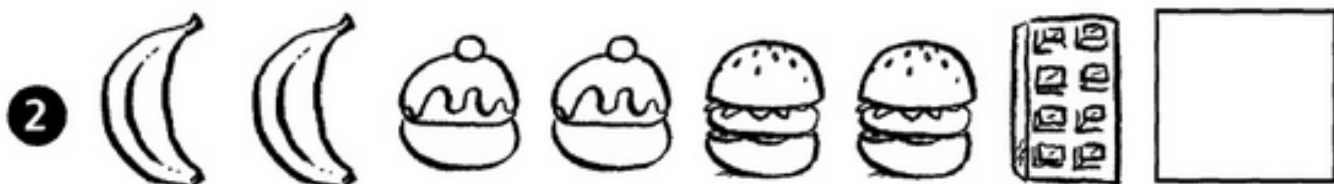




Look, complete and write.



cake



Unit 12

Extension worksheet 2



Cut and order. Listen.



Unit 12

Song worksheet



Listen and draw.
Listen and write. Sing.

burgers fish apples ~~bananas~~ ice cream chocolate

1



Do you like bananas ?

Yes, yes, yes.

2

Do you like ?

Yes, yes, yes.

3

Do you like ?

Yes, yes, yes.

4

Do you like ?

Yes, yes, yes.

5

Do you like ?

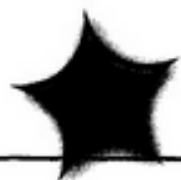
Yes, yes, yes.

6

Do you like ?

No, no, no.





Festivals

Halloween

The following cultural notes describe both the origins and the current traditions of this festival. Explain as much as you feel is relevant to the class and ask pupils to point to the relevant items on the worksheet that you use first.

- Halloween is celebrated on 31 October in the United Kingdom, the United States, Canada, Australia and New Zealand and many other countries around the world. It is not a public holiday, but it is a very important celebration for children. The word *Halloween* originally came from *All Hallows' Eve*, which means the evening before the Day of the Holy Ones or All Saints' Day, 1 November. The tradition is that on this night, spirits, ghosts and witches wander the earth. People used to make lanterns out of pumpkins and place them in the window to scare away these frightening creatures.
- Nowadays, on the night of Halloween, children get dressed up as witches, ghosts, vampires, and other scary monsters and have a fancy dress party. Items that are traditionally associated with Halloween are pumpkin lanterns, bats, spiders and black cats. Children often play a traditional game called 'apple bobbing'. In this game, you have to bite an apple that is floating in water or hanging on a string. Typical party food would be cakes and pizza decorated with horrible faces.
- At Halloween, children love to play *Trick or Treat*. Children knock on neighbours' doors and ask *Trick or Treat?* If the neighbour chooses a treat, he/she must offer the children sweets, chocolate or fruit. If not, the children will play a naughty trick, such as using a water pistol. It's always a good idea to have treats ready for visitors on Halloween!

Halloween worksheet 1

- Pupils count how many examples there are of each Halloween character/object and write the number in the answer box. Pupils colour the Halloween scene.

Key: 1 two pumpkin lanterns, 2 one ghost, 3 one cat, 4 one witch, 5 four spiders, 6 six bats, 7 eight cakes, 8 seven sweets, 9 three apples.

- **Optional follow-up activity:** Pupils work in pairs, A and B with their worksheets face up in front of them. Pupil A names a colour that he/she can see on the worksheet. Pupil B points to it. Pupils A and B exchange roles.

Halloween worksheet 2

- Pupils need scissors, string, card, glue and a drinking straw. Pupils colour, cut out and mount the Halloween items onto card.
- They cut the string into different lengths and attach a short piece to each item. They tie the items along the straw. They attach a piece of string to each end of the straw and hang the mobiles around the classroom.
- As pupils work, circulate and ask them questions about the items, e.g. *What's this? What colour is your pumpkin?*
- You may like to prepare a model in advance to show pupils the finished mobile.
- **Optional follow-up activity:** In turn, pupils point and name the items on their mobiles.

Easter

The following cultural notes describe both the origins and the current traditions of this festival. Explain as much as you feel is relevant to the class and ask pupils to point to the relevant items on the worksheet that you use first.

- Easter is a Christian festival which celebrates Jesus rising from the dead. As Easter always falls in spring, some people associate it more widely with new life, which is why images of chicks and eggs, lambs, baby rabbits and spring flowers are also traditional. The date is fixed according to the lunar calendar and therefore differs slightly every year. In the weeks before Easter, people send Easter cards to their friends and family, and they buy chocolate Easter eggs and Easter bunnies for their children. Many children like to boil real eggs and then paint them with bright colours. Children often have egg rolling competitions or hold Easter egg hunts looking for the colourful eggs around the garden. Baskets are also associated with Easter. People make and fill them with Easter eggs and spring flowers to decorate their houses.
- In the United Kingdom, people like to eat hot cross buns, a type of sweet bread with dried fruit in it. These buns are marked with the Christian symbol of the cross and are traditionally eaten during Lent (the 40 days leading up to Easter). In the Middle Ages, the bakers sold these buns in the streets.
- Easter is an important church festival and Good Friday and Easter Monday are public holidays.

Easter worksheet 1

- Pupils need scissors, glue and two pieces of different coloured card.
- Pupils cut out the rectangles. They mount the pictures on one piece of coloured card and the words on the other piece of coloured card.
- Pupils work in pairs, A and B. They shuffle their cards together and lay them face down on the desk. Pupil A turns over two cards, one of each colour, and names each card. If the cards are the same, Pupil A keeps them. If not, Pupil A turns the cards face down again. Pupils A and B exchange roles. The pupil with the most cards at the end of the game is the winner.
- **Optional follow-up activity:** Call out the four Easter items in random order. Pupils hold up the corresponding picture and word card. Pupils can work in pairs and continue this activity.

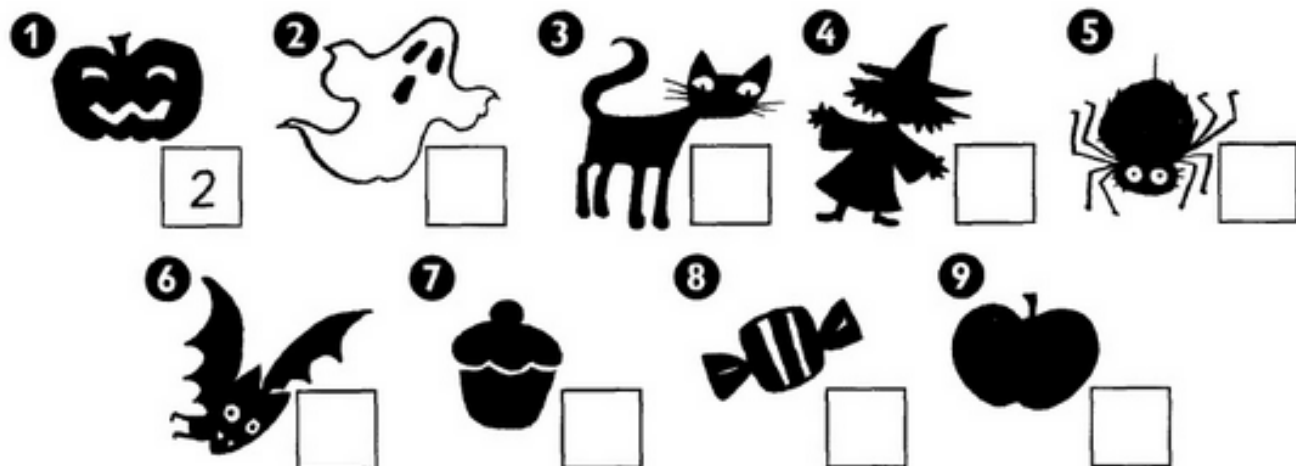
Easter worksheet 2

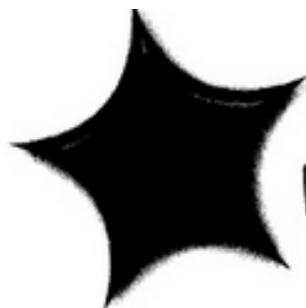
- Pupils need scissors, glue and card.
- Pupils colour, cut out and mount the basket and Easter eggs on card. They stick the reverse of the sides of the basket together and fold the flaps outwards so the basket stands up. Finally pupils stick their eggs inside the top of the basket.
- Ask pupils to say all the Easter words they know.
- **Optional follow-up activity:** Pupils show their parents their Easter basket and tell them in L1 about Easter traditions in English-speaking countries. They can try and teach their parents the Easter words they know.

Halloween worksheet 1



Count. Write the number.





Halloween worksheet 2



Colour, cut and make.





Easter worksheet 1



Cut and play.



Easter egg



hot cross bun



Easter bunny

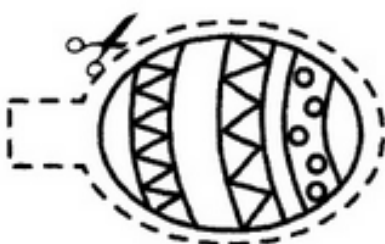
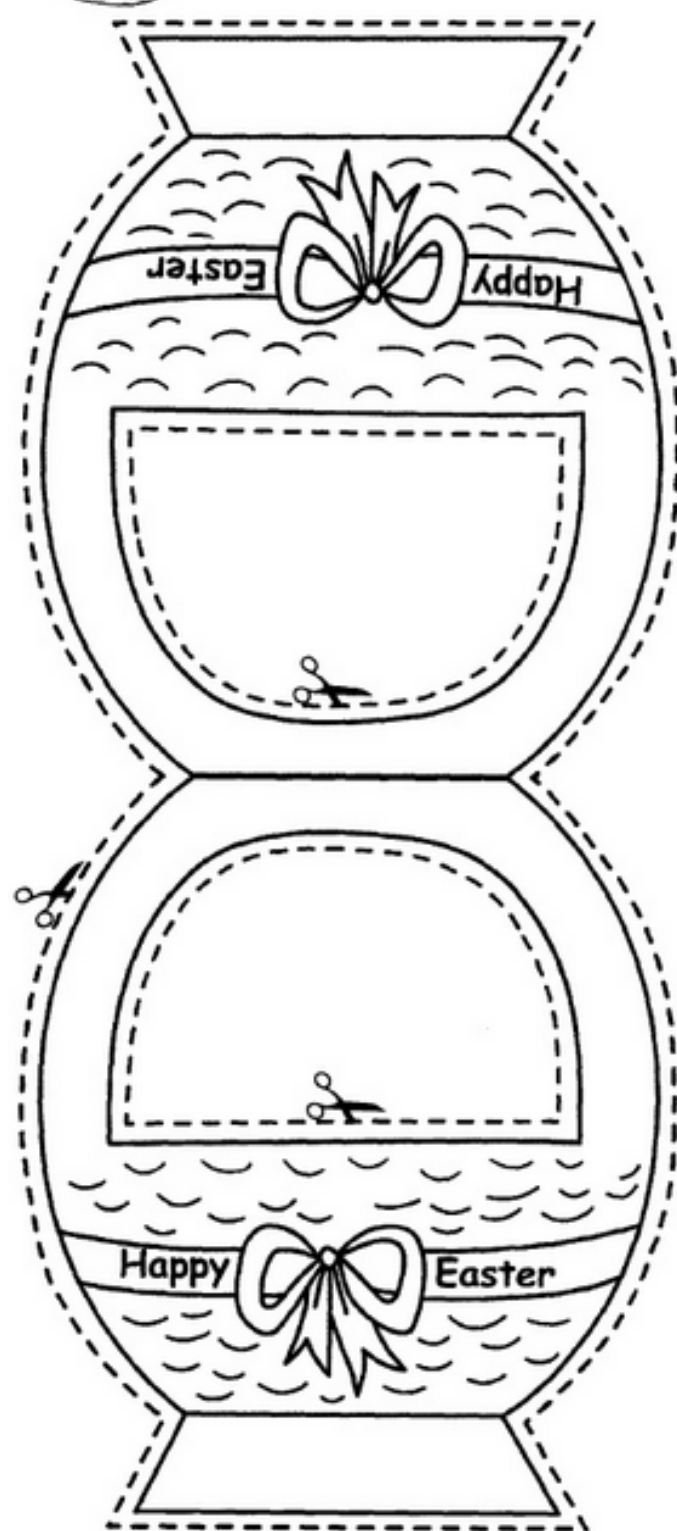


flower

Easter worksheet 2



Colour, cut and make.



Word cards: numbers



one

two

three

four

five

six

seven





eight

nine

ten

red

pink

green

orange





purple

blue

black

brown

white

grey

yellow





a table

a book

a chair

an eraser

a pen

a pencil



Word cards: Favourite toys



a car

a ball

a doll

a computer

a bike

a train





mother

father

sister

brother

grandmother

grandfather



Word cards: Our pets



a cat

a dog

a fish

a horse

a mouse

a bird





face

ears

eyes

mouth

nose

teeth





a crocodile

an elephant

a hippo

a giraffe

a snake

a tiger

a monkey





a jacket

shoes

a skirt

socks

trousers

a T-shirt



Word cards: Fun time!



play football

play basketball

play tennis

play the guitar

play the piano

swim

ride a bike





a bus

a lorry

a motorbike

a helicopter

a plane

a boat





a bathroom

a bedroom

a dining room

a hall

a kitchen

a living room





an apple

a banana

a burger

cake

chocolate

ice cream

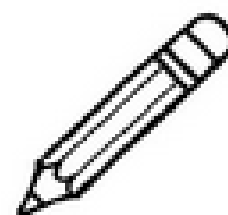
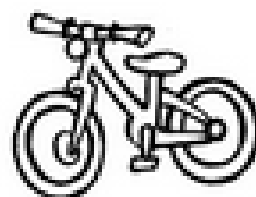
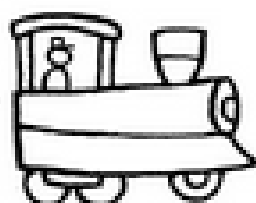
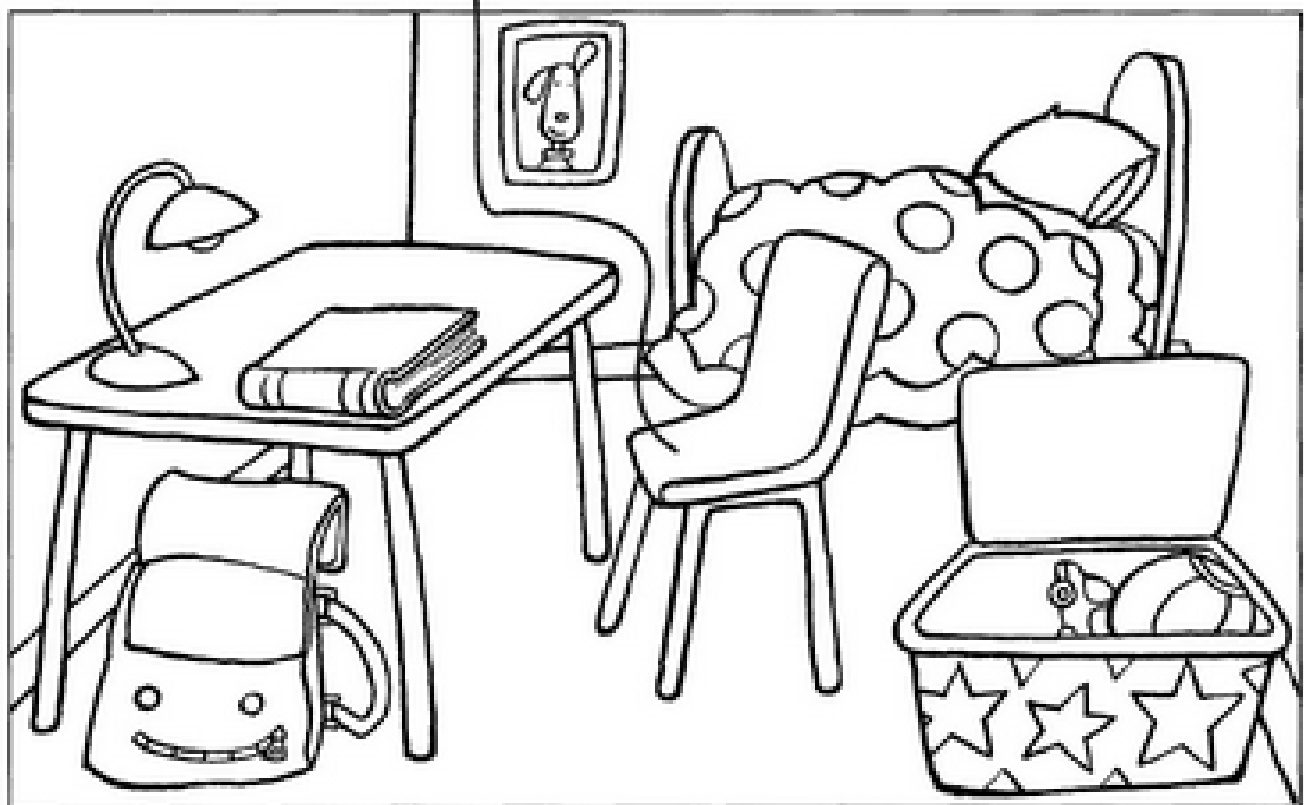
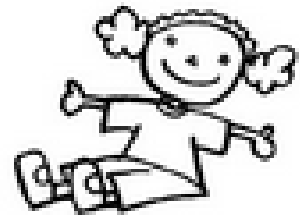
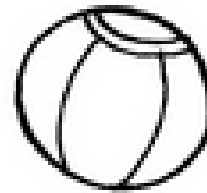


Name:

Class:



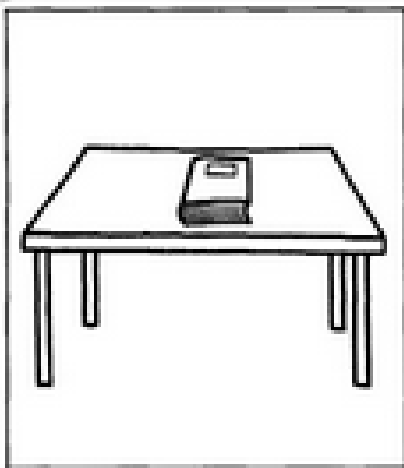
Listen and draw lines. There is one example.



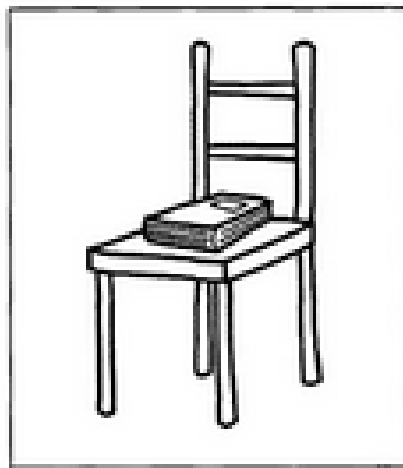
2



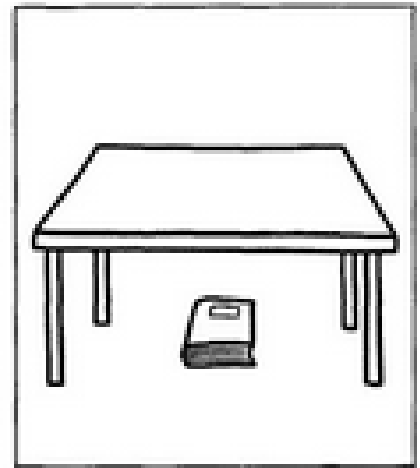
Listen and tick (✓) the box. There is one example.



A ☐

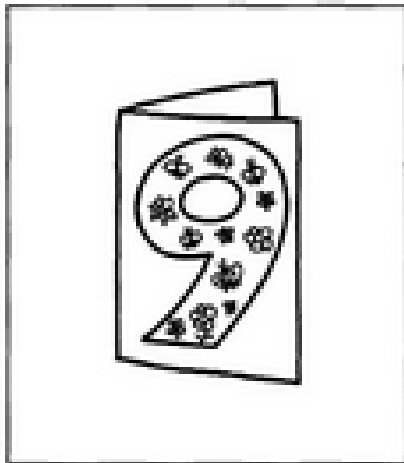


B ☒

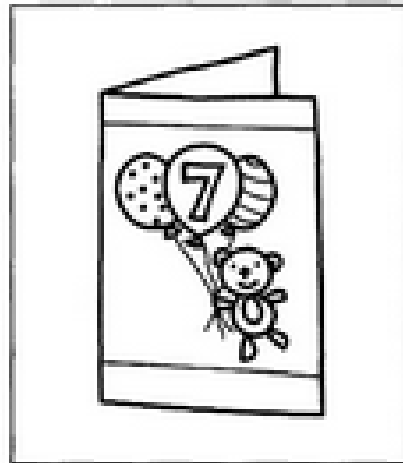


C ☐

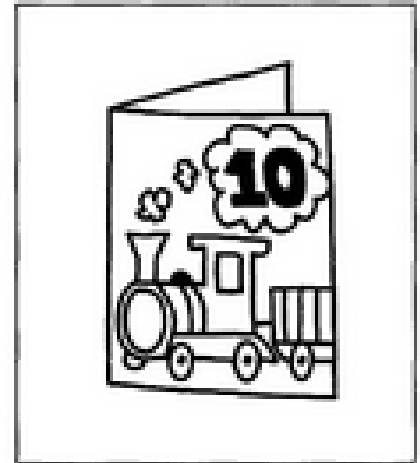
1



A ☐

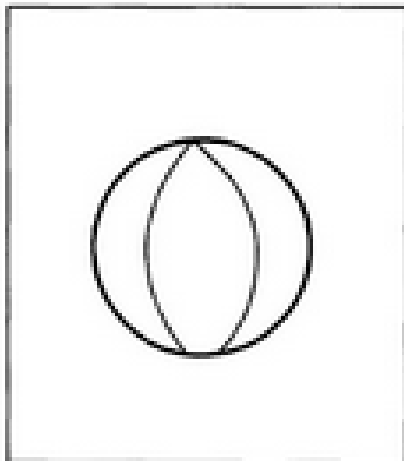


B ☐



C ☐

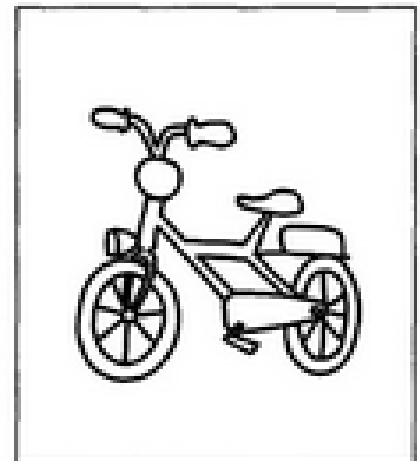
2



A ☐

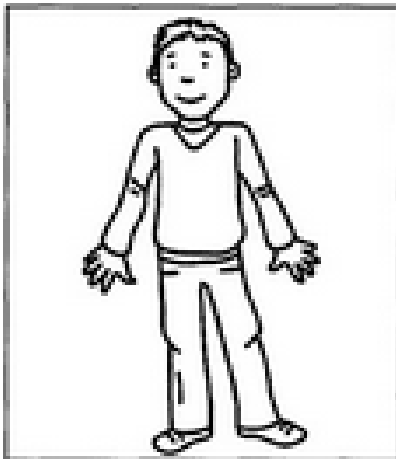


B ☐

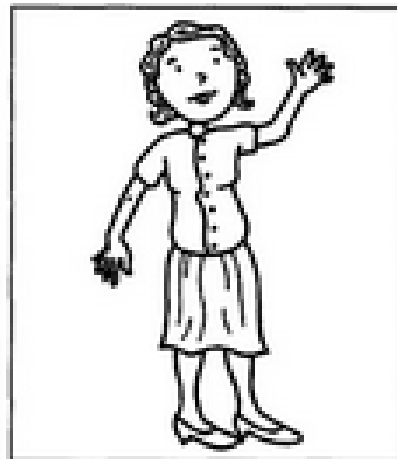


C ☐

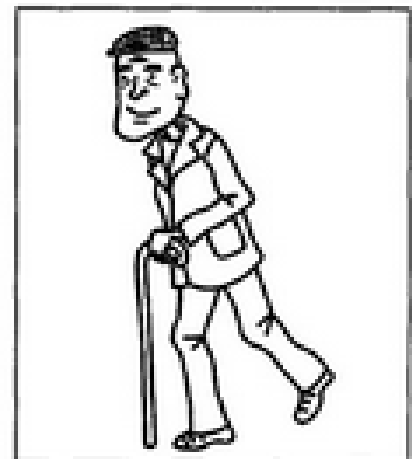
3



A ☐

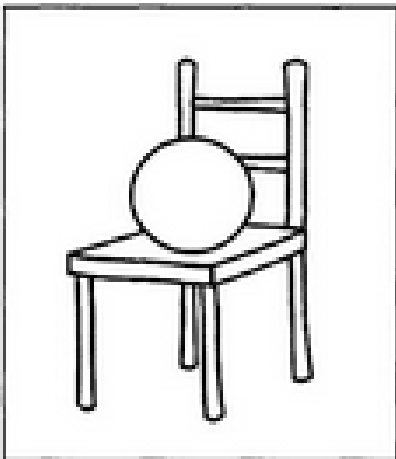


B ☐

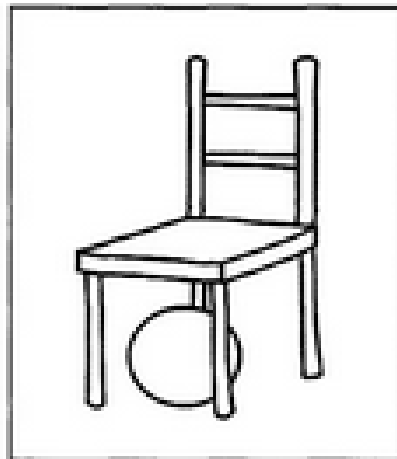


C ☐

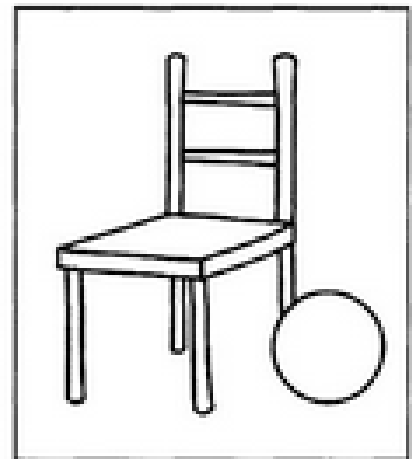
4



A ☐

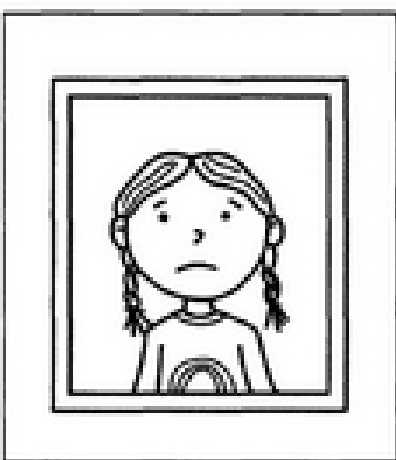


B ☐

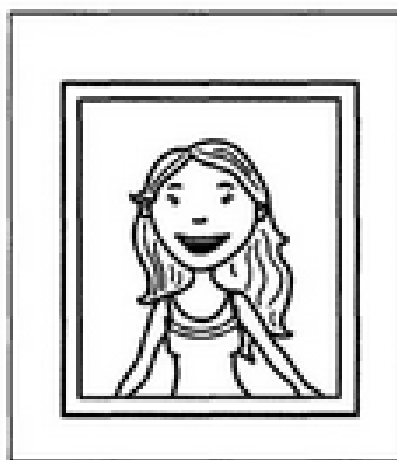


C ☐

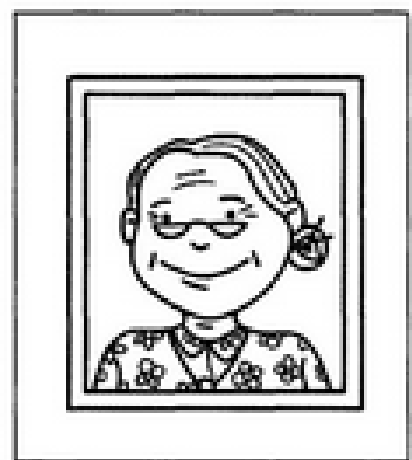
5



A ☐



B ☐

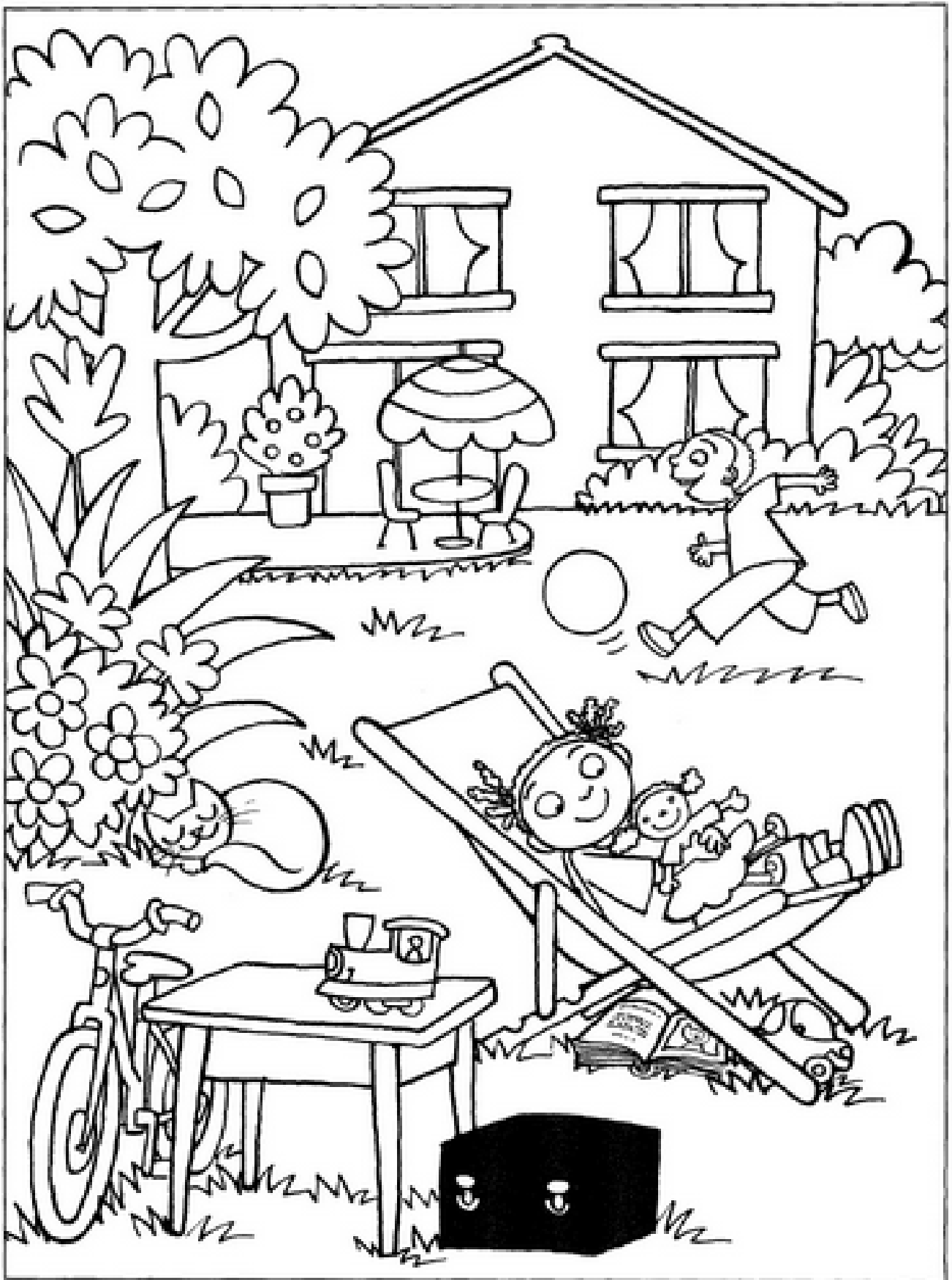


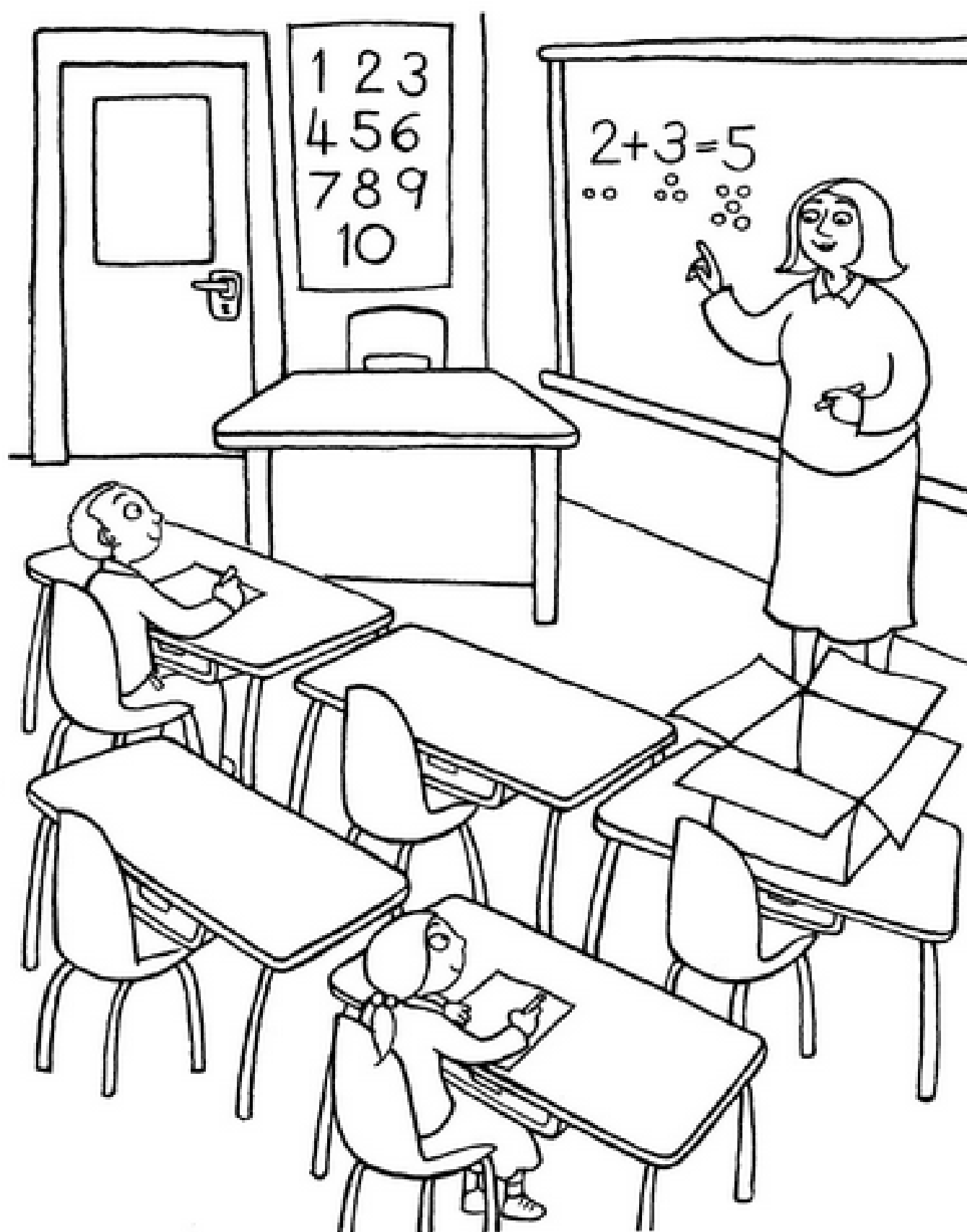
C ☐

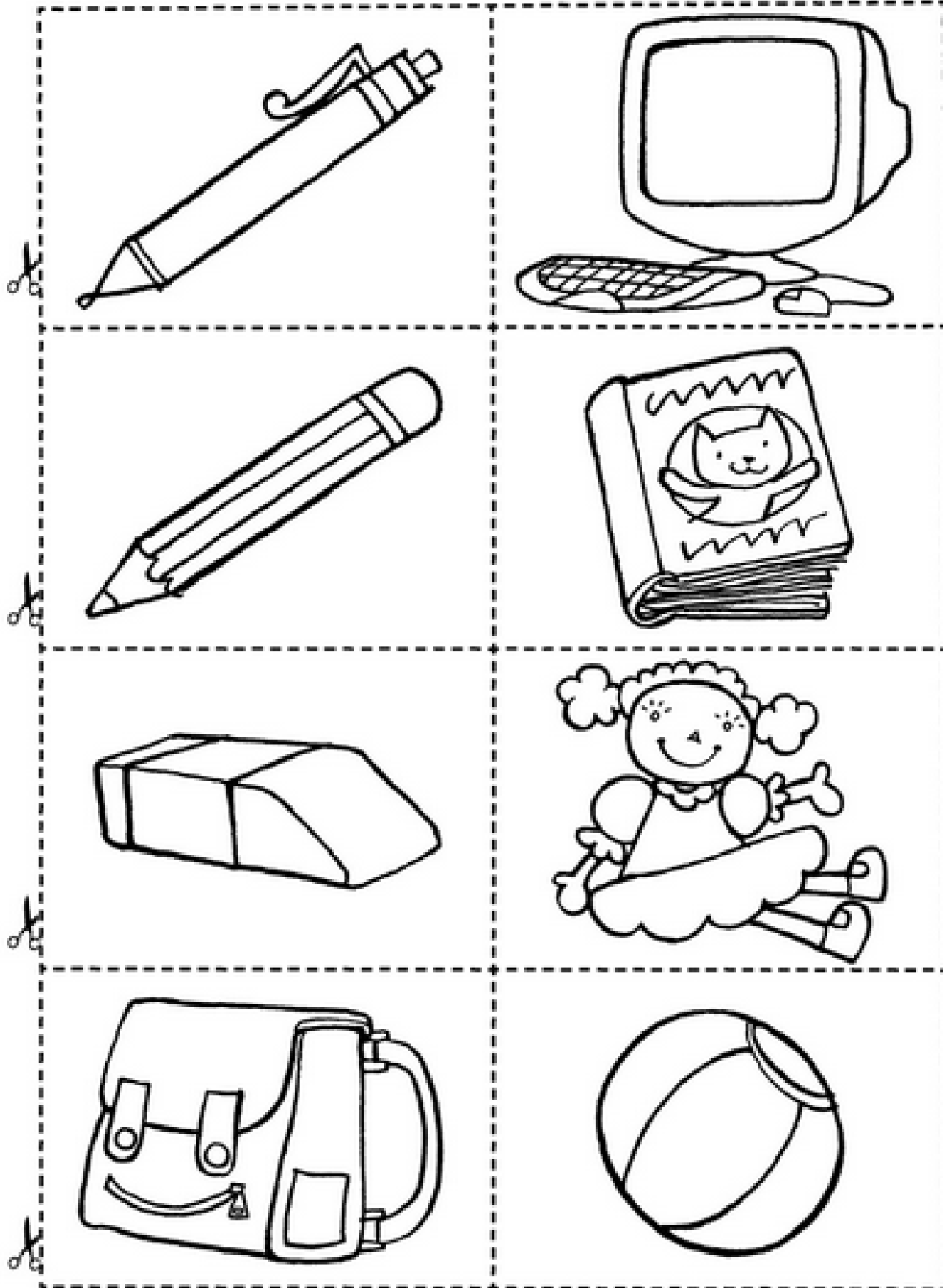
3



Listen and colour. There is one example.





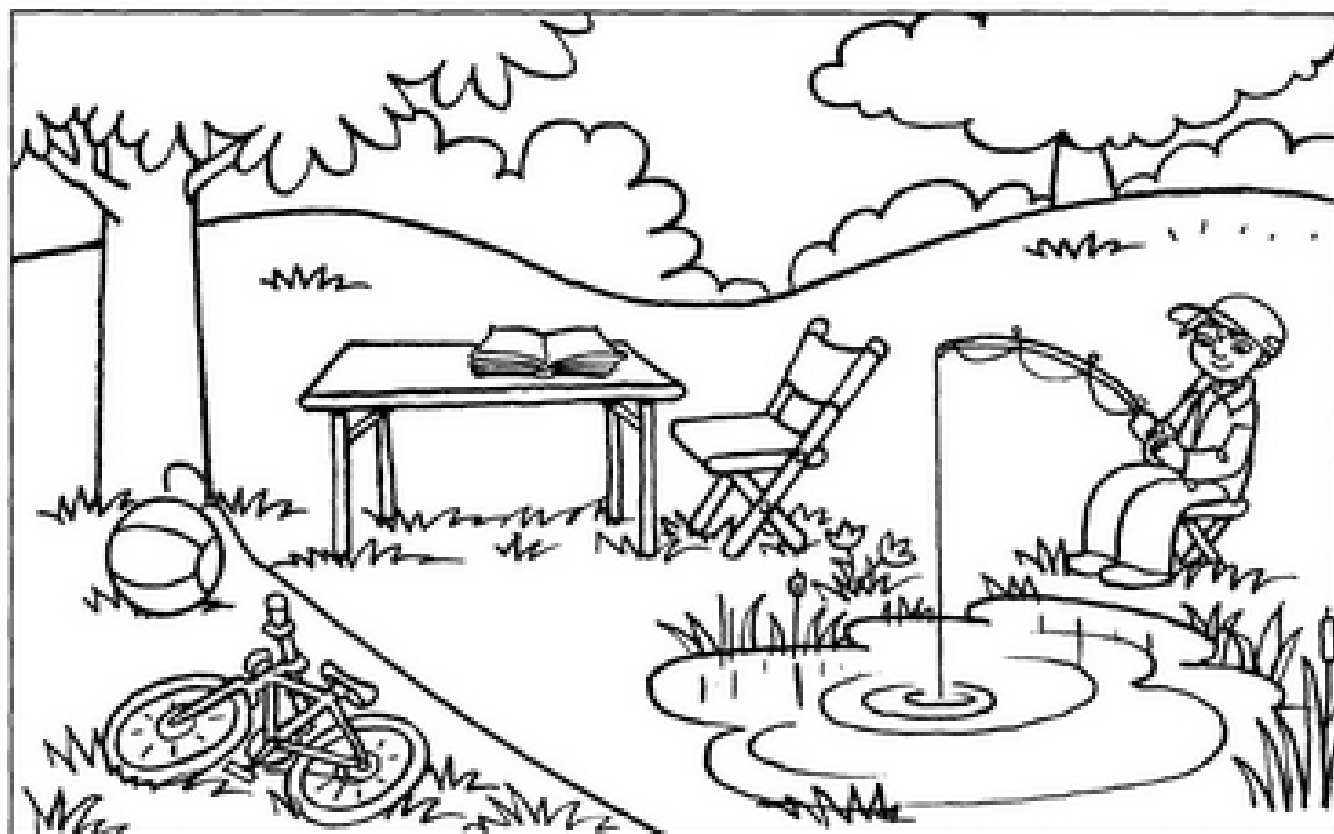
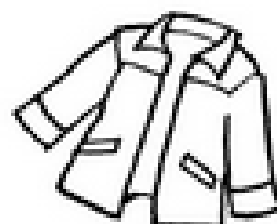
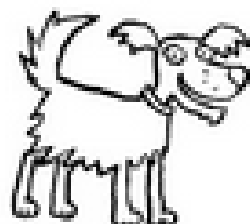


Name:

Class:



Listen and draw lines. There is one example.

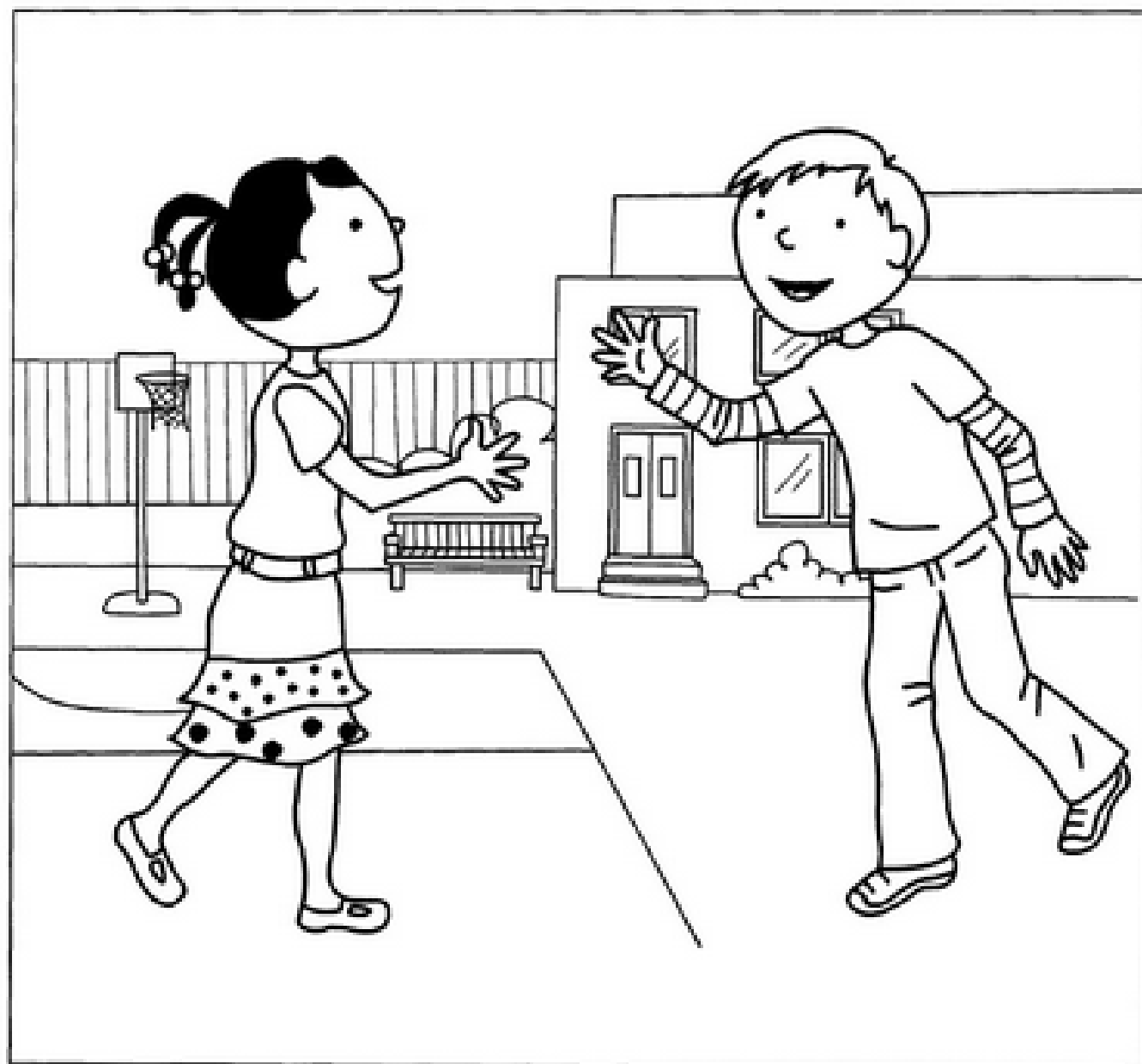


2



Read the question. Listen and write a name or a number. There are two examples.

Tiger ~~Kim~~ Tom 5 1 7 2



What's the name of the girl?

.....Kim.....

How old is she?

.....7.....

1 What's the name of the boy?

2 What class are they in at school?

3 How many cats has Kim got?

4 What's the name of Kim's favourite cat?

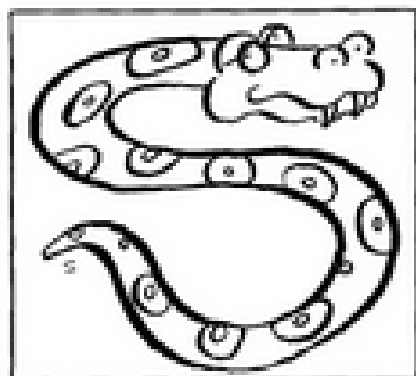
5 How many dogs has the boy got?

3



Listen and tick (✓) the box. There is one example.

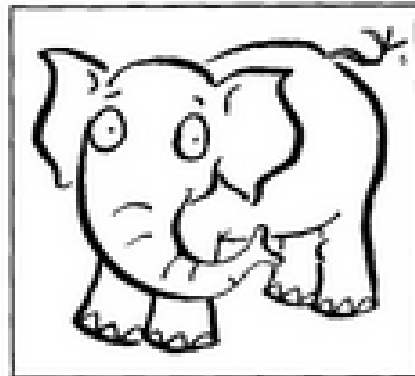
What's Tony's favourite animal?



A ☐



B ☒

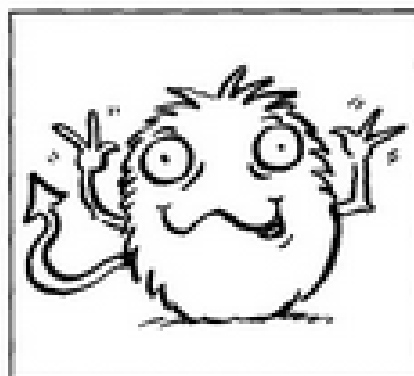


C ☐

1 Which is Nick's monster?



A ☐

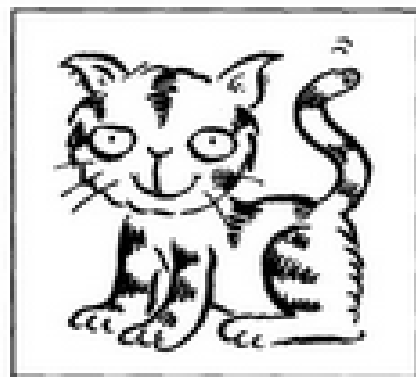


B ☐

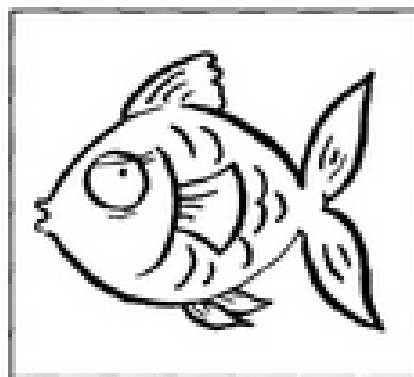


C ☐

2 Which pet has Sam got?



A ☐

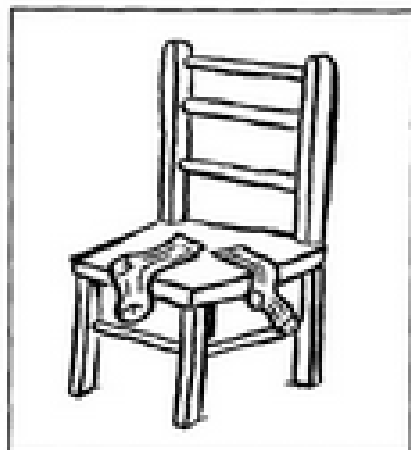


B ☐



C ☐

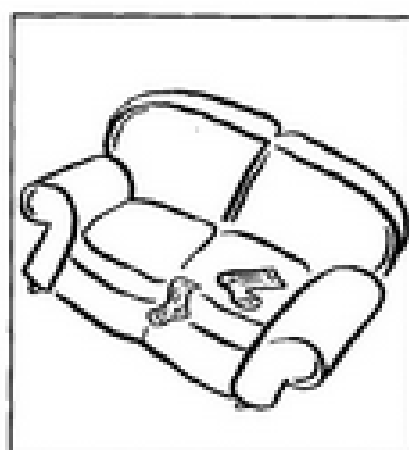
3 Which socks are clean?



A ☐



B ☐

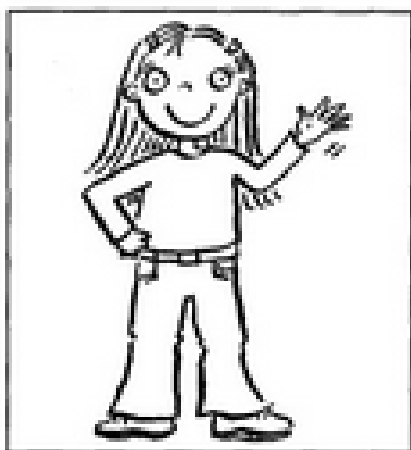


C ☐

4 Which is Jill?



A ☐



B ☐



C ☐

5 Which is Alex's favourite monster?



A ☐



B ☐



C ☐

4



Listen and colour. There is one example.



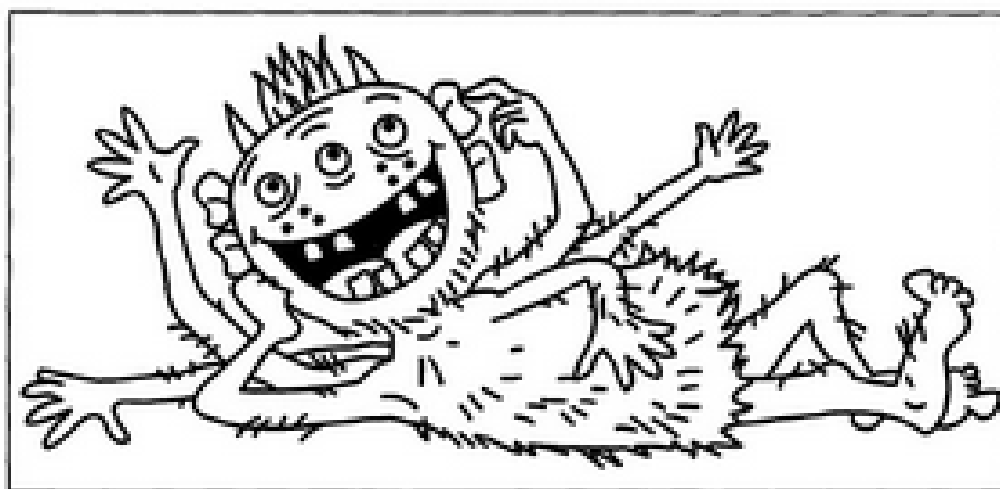
Name:

Class:



Read this. Choose a word from the box. Write the word next to numbers 1-5. There is one example.

A monster



I've got threeeyes..... I've got a big ①

I've got eight ② I've got four ③

I've got six ④ I've got two ⑤

Who am I? I'm a monster!



nose



mouth



eyes



teeth



ears



feet



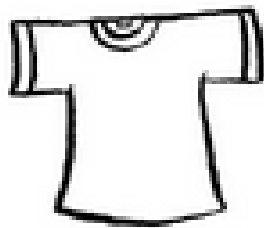
tail



arms

2

Look at the pictures. Look at the letters. Write the words.
There is one example.



T - s h i r t

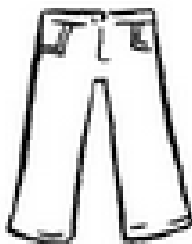
(r) (s) (t) (i) (h) (T)

1



(h) (e) (s) (o) (s)

2



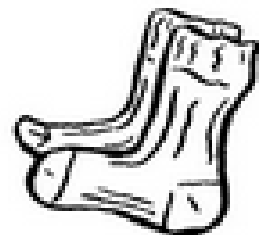
(r) (t) (u) (e) (s) (o) (s) (r)

3



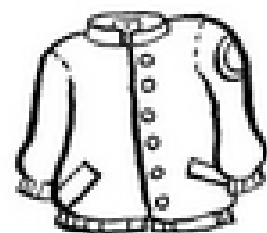
(s) (r) (i) (t) (k)

4



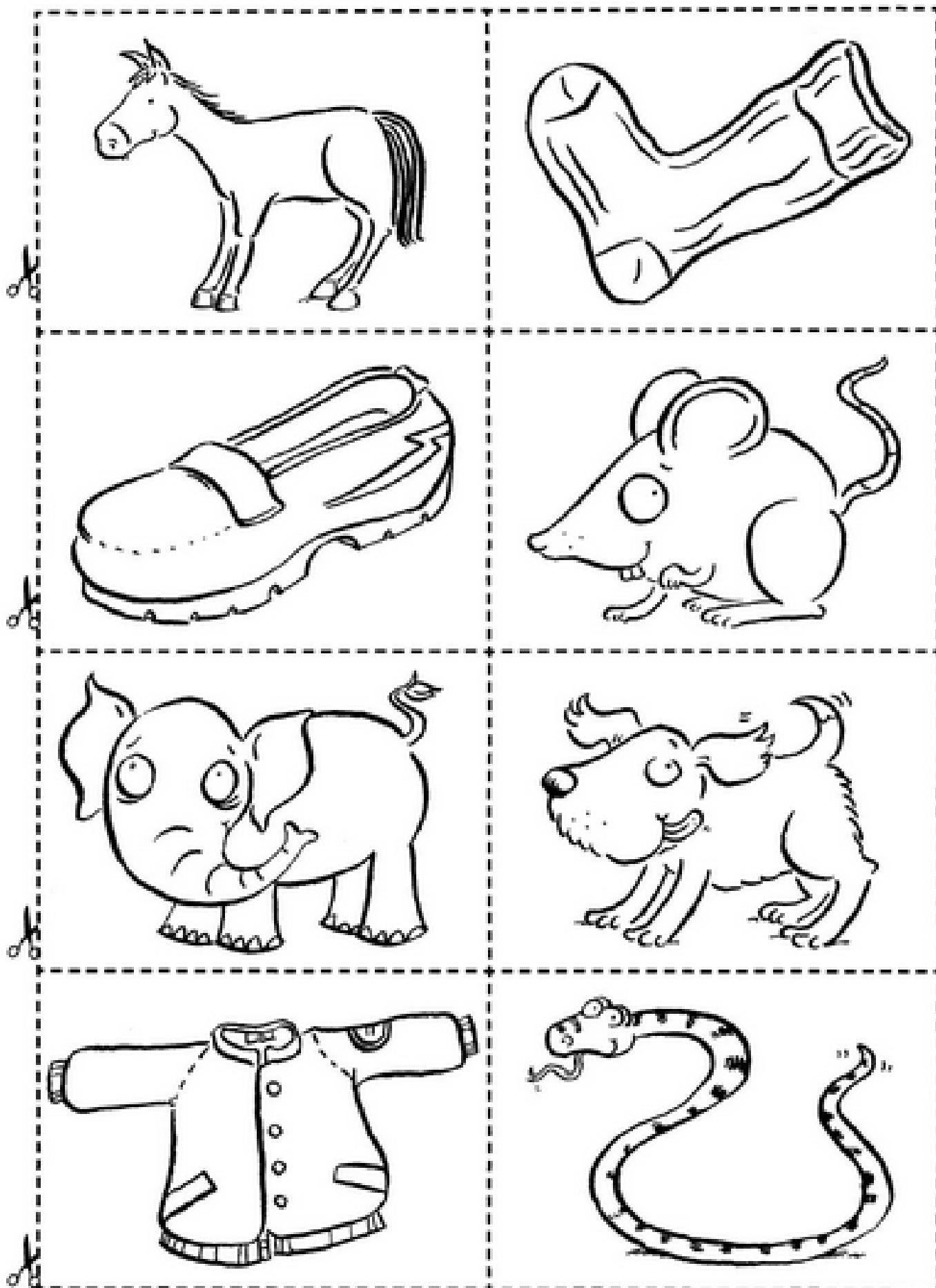
(k) (s) (o) (c) (s)

5



(k) (e) (j) (e) (c) (t) (a)



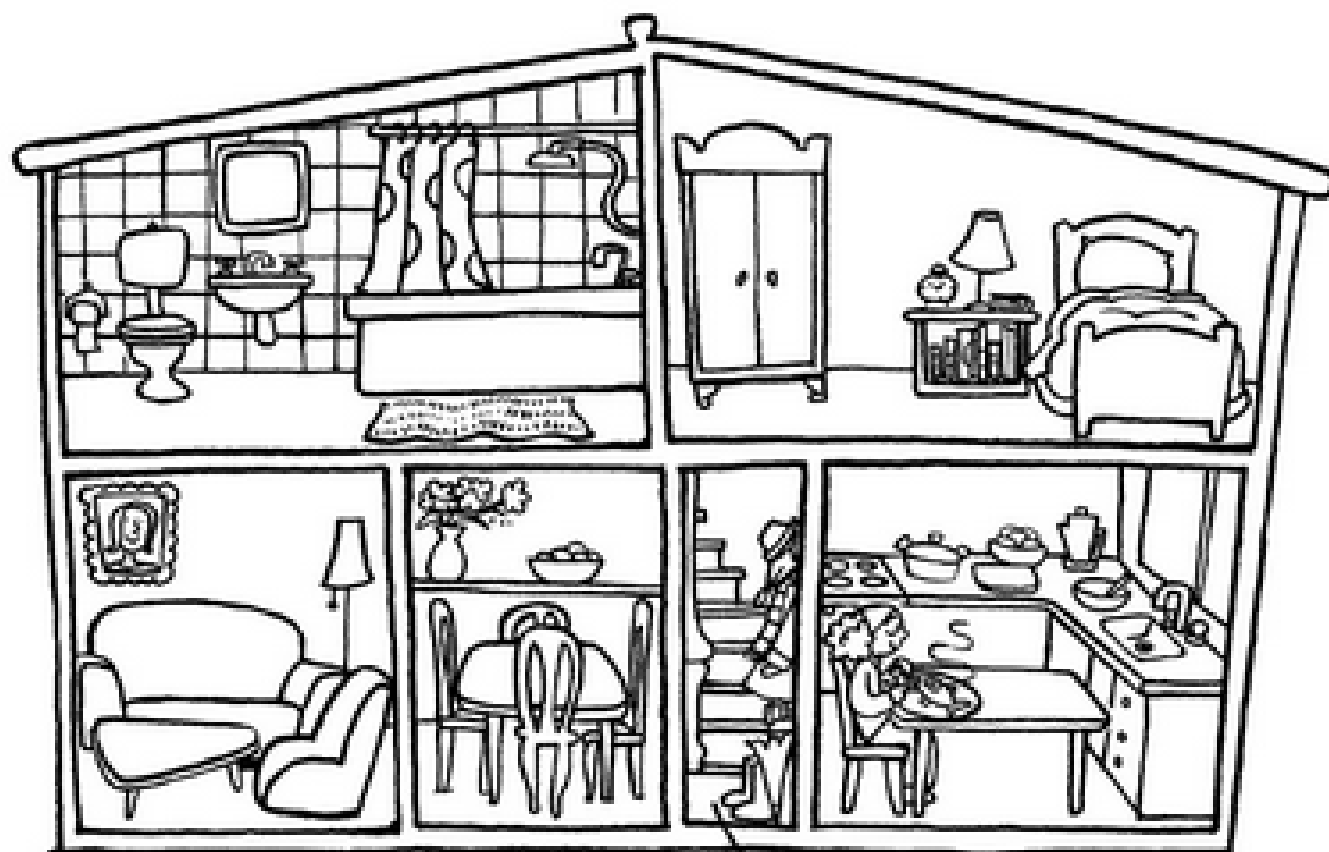
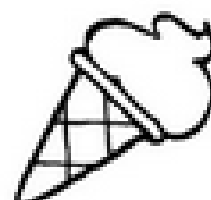


Name:

Class:



Listen and draw lines. There is one example.

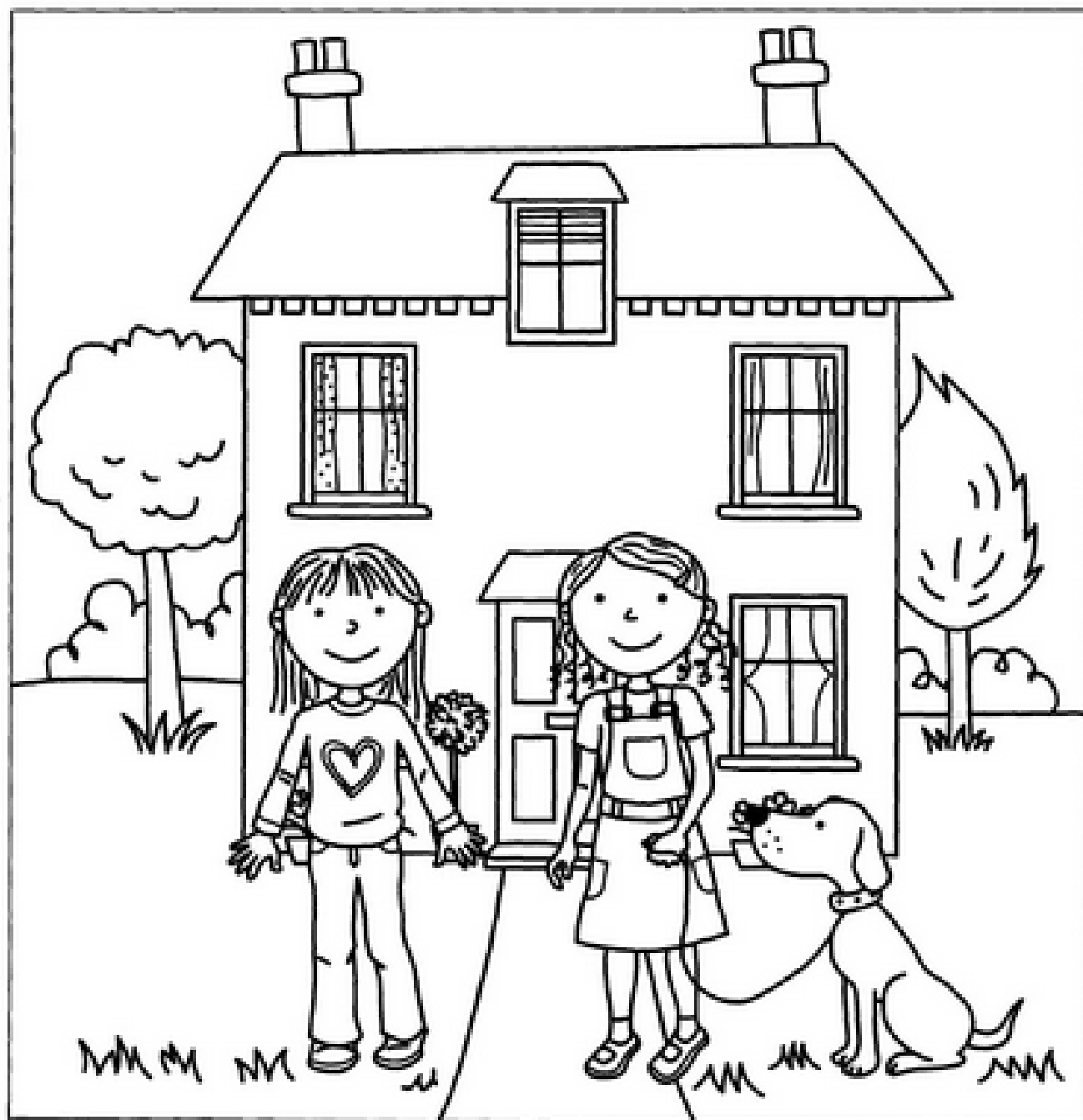


2



Read the question. Listen and write a name or a number. There are two examples.

Sue Lucy ~~Pat~~ 3 3 5 2



What's the name of the dog?

.....Pat.....

How old is the dog?

.....3.....

1 What's the name of May's sister?

2 How many bedrooms have they got in their house?

3 How many bathrooms have they got?

4 What's the name of May's favourite doll?

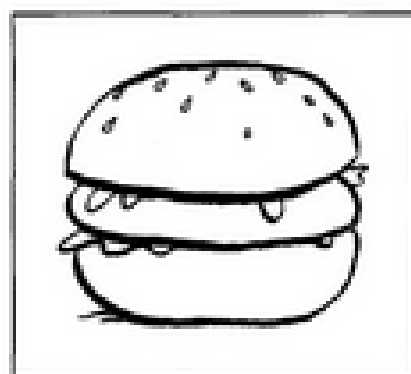
5 How many bikes has May's sister got?

3

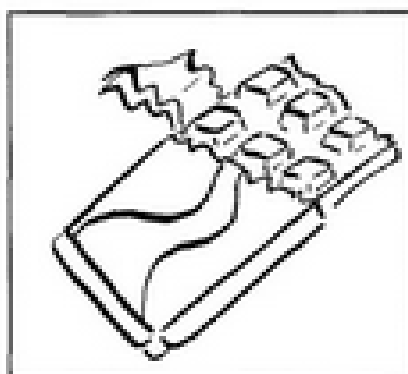


Listen and tick (✓) the box. There is one example.

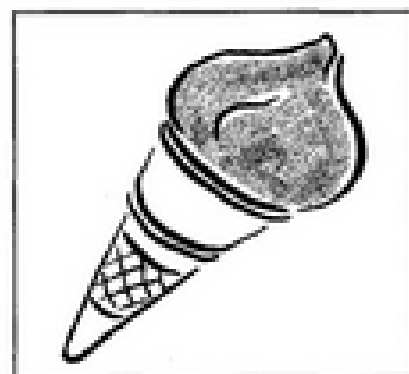
What's Karen's favourite food?



A ☐



B ☐



C ☒

1 What's Ben doing?



A ☐



B ☐



C ☐

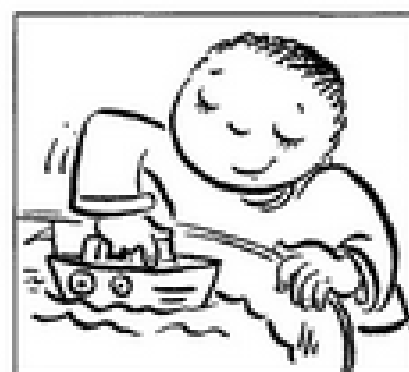
2 Which one is Harry?



A ☐



B ☐



C ☐

3 Where's Dad?



A ☐

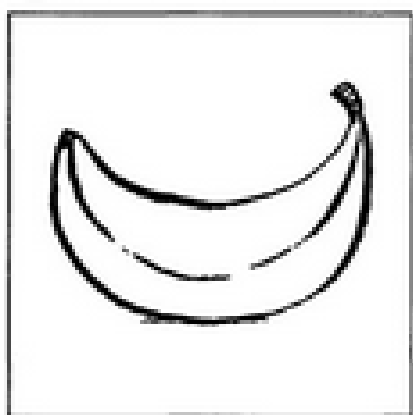


B ☐

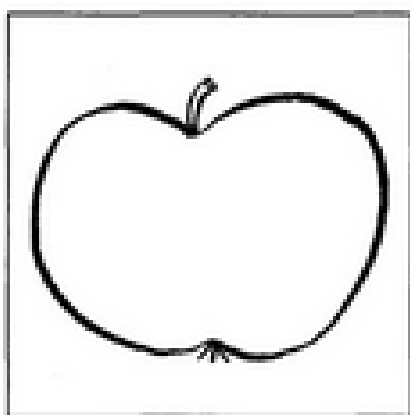


C ☐

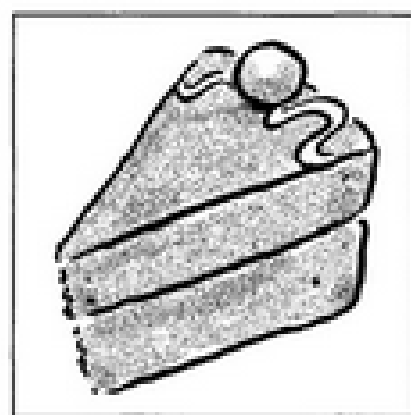
4 What's Ann's favourite food?



A ☐



B ☐



C ☐

5 What's Sally doing?



A ☐



B ☐

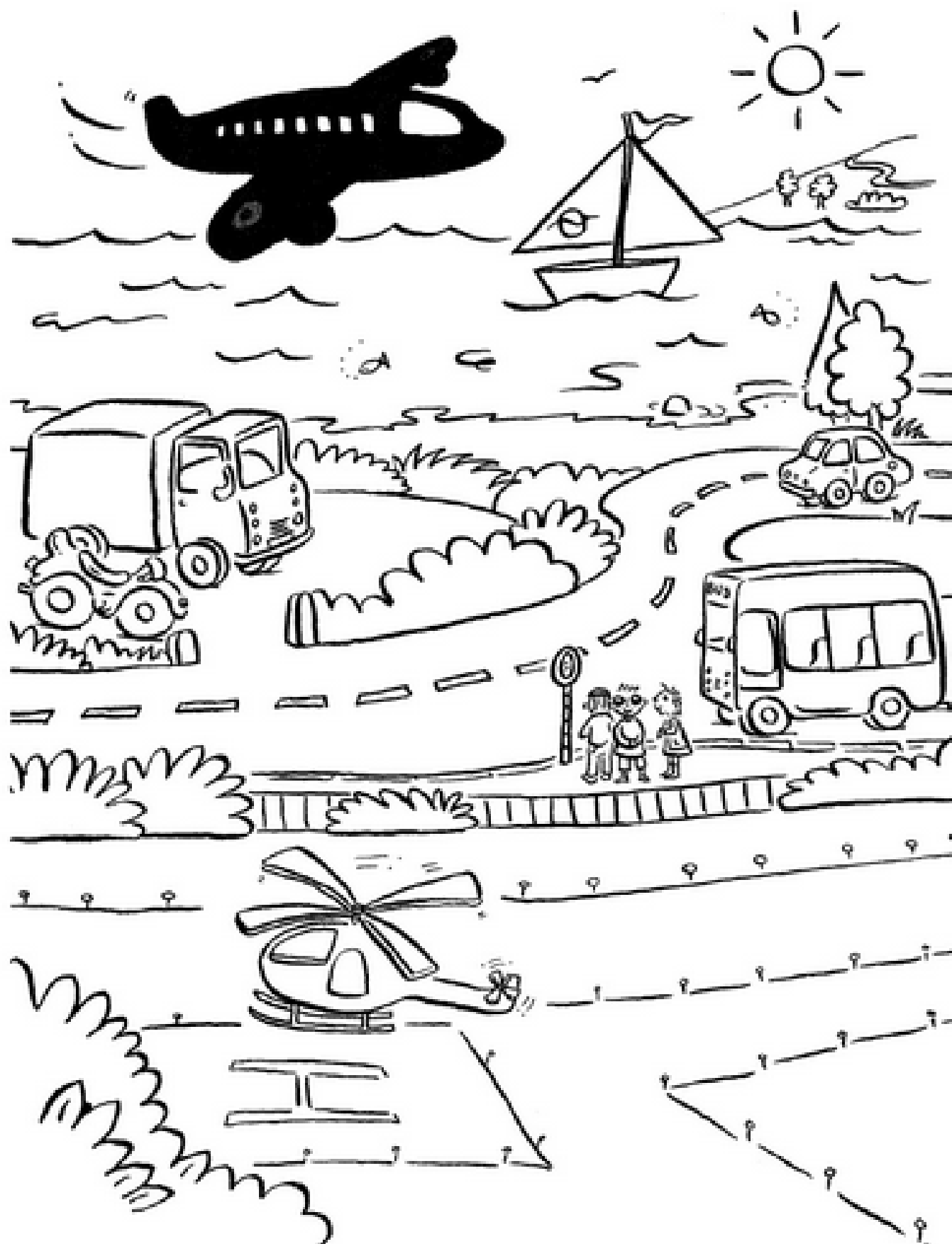


C ☐

4



Listen and colour. There is one example.



Name:

Class:



Look and read. Put a tick (✓) or a cross (X) in the box.
There are two examples.



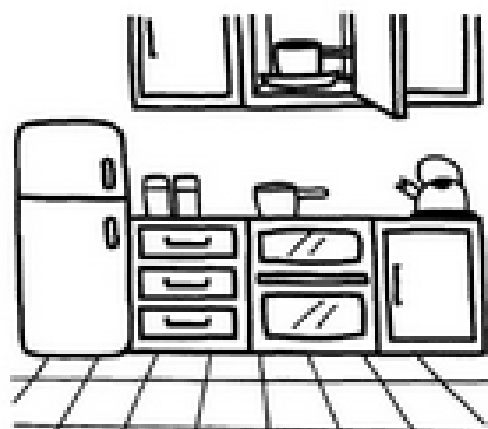
ice cream



motorbike



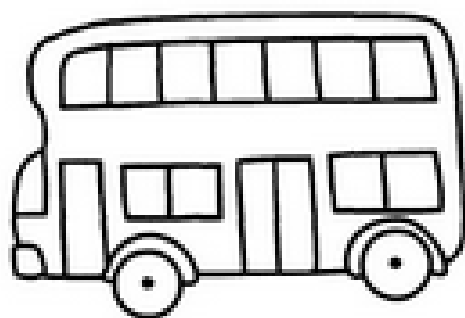
1



dining room



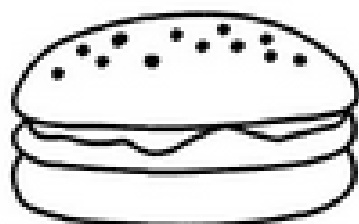
2



bus



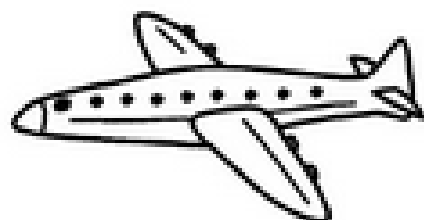
3



burger



4



boat



5



bedroom



2

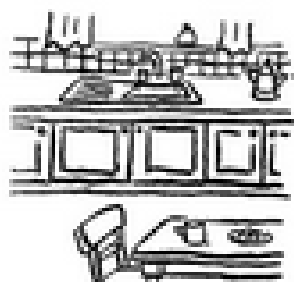
Look at the pictures. Look at the letters. Write the words. There is one example.



a n b a n a

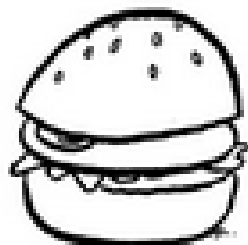
b a n a n a

1



c n t e k h i

2



u g r e b r

3



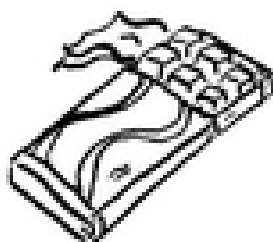
t u r a g i

4



o l r h p i e t c e

5



o c e h t c o l a

3

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Hannah



I've got long*hair*....., a small face and big green **1**
 I like playing **2** and I can **3** very well.
 My favourite food is **4** I don't like bananas ... Yuk!
 My **5** is very big. Who am I? I'm Hannah!



house



ice cream



mouse



banana



~~hair~~



tennis

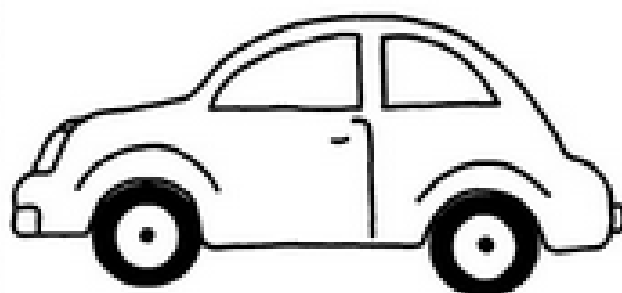
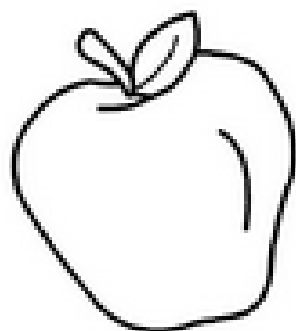
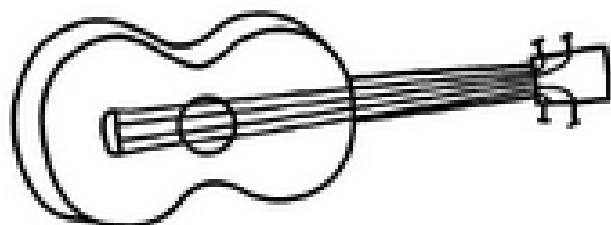
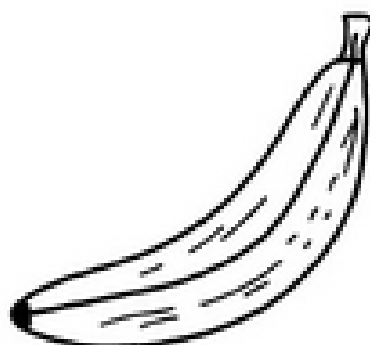
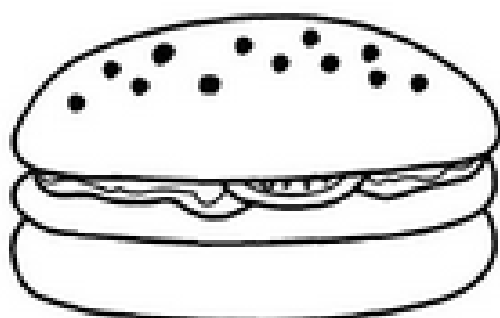
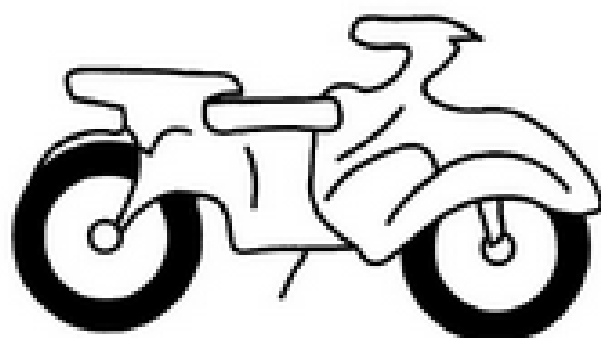


swim



eyes



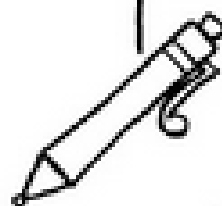
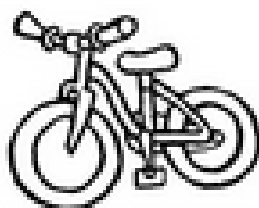
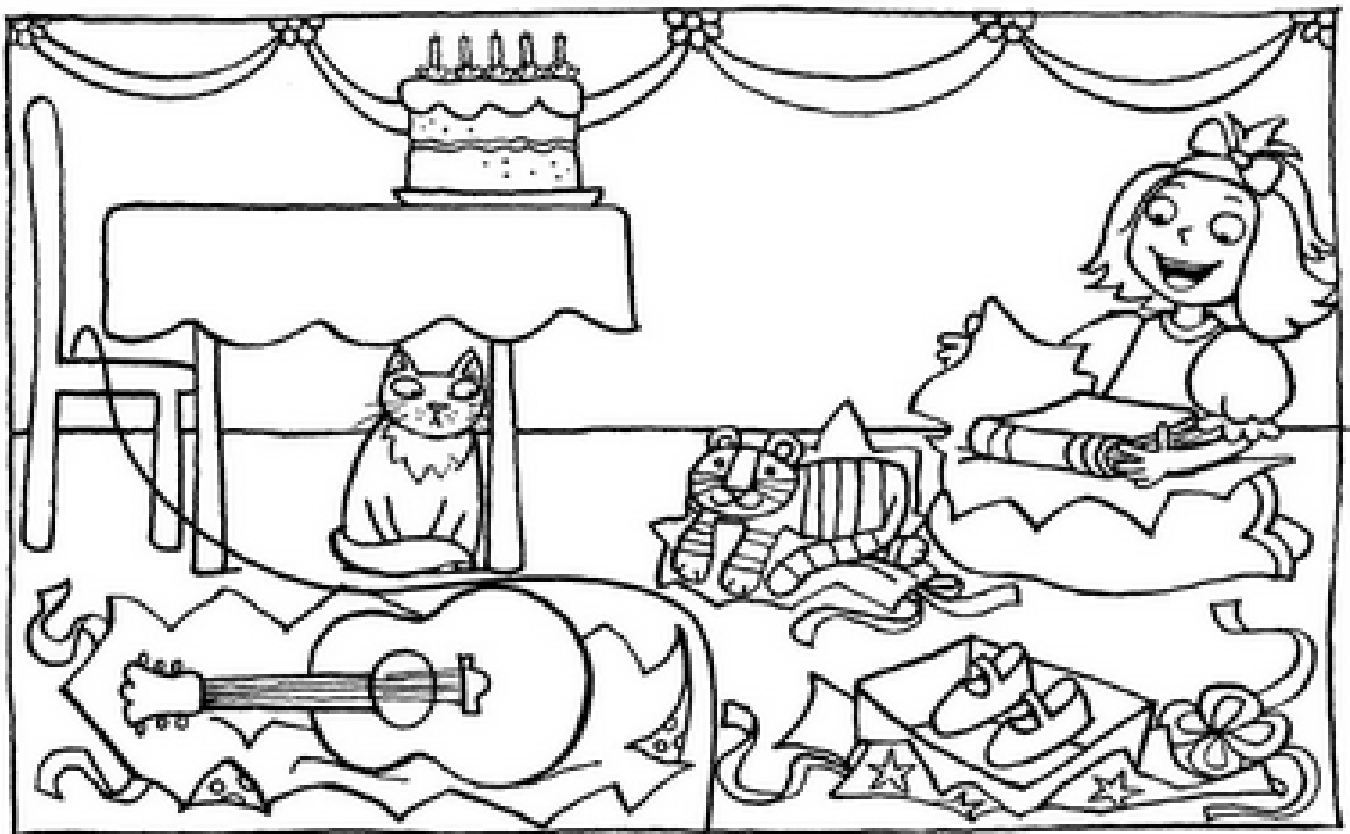
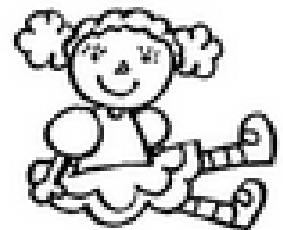


Name:

Class:



Listen and draw lines. There is one example.



2



Read the question. Listen and write a name or a number. There are two examples.

~~Zing~~ Swoz Zang 5 ~~10~~ 3 4



What's the name of the girl monster?
How old is she?

.....Zing.....
.....10.....

1 What's the name of Zing's friend?

2 How many sisters has Zing got?

3 What's the name of Zing's favourite sister?

4 How many brothers has Zing's friend got?

5 How many snakes has Zing got?

3



Listen and tick (✓) the box. There is one example.

What's Bill doing?



A ☐



B ☒



C ☐

1 What's Mary doing?



A ☐

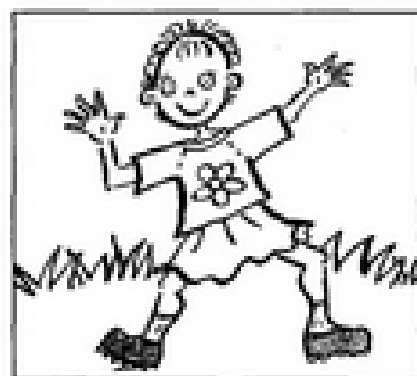


B ☐



C ☐

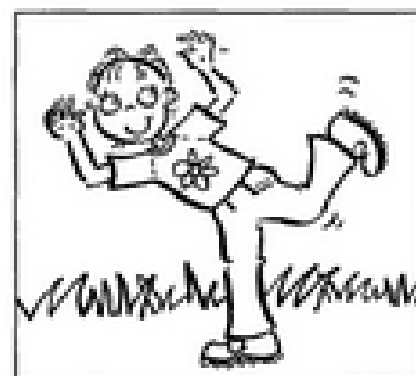
2 Which one is Jane?



A ☐



B ☐

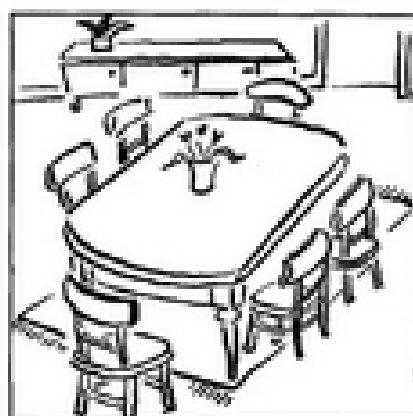


C ☐

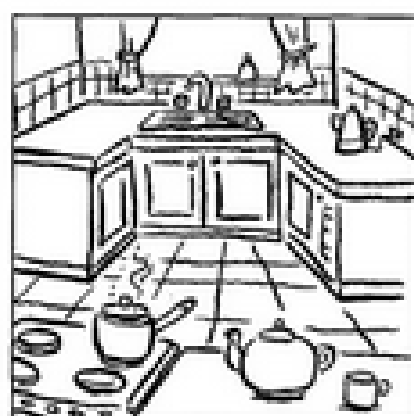
3 Where's Mum?



A ☐

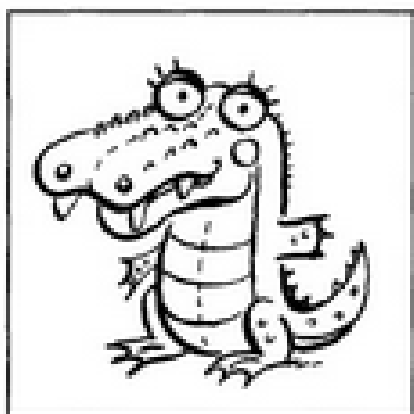


B ☐

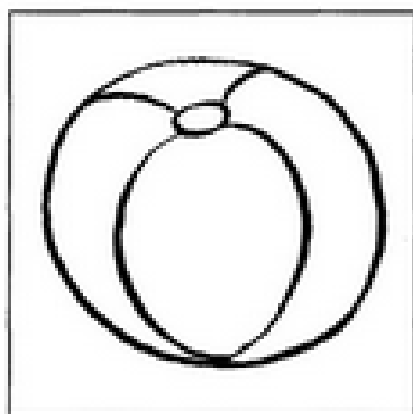


C ☐

4 What's Jack's favourite toy?



A ☐

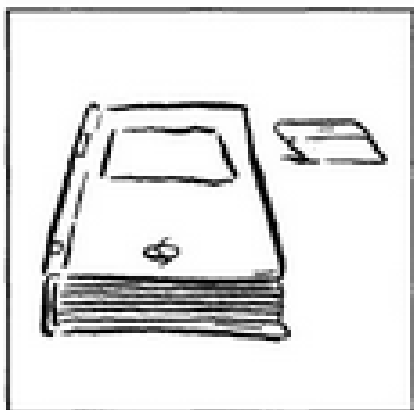


B ☐

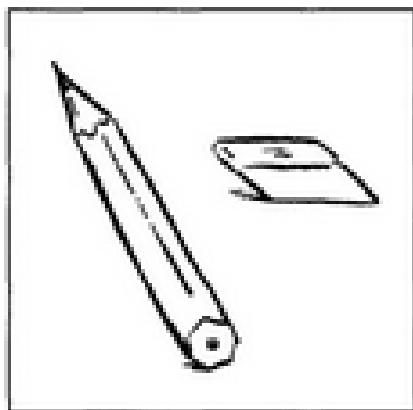


C ☐

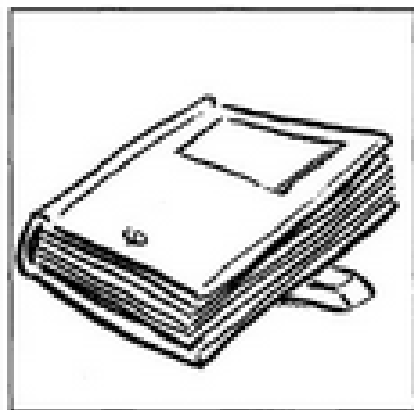
5 Where's the eraser?



A ☐



B ☐



C ☐

4



Listen and colour. There is one example.



Name:

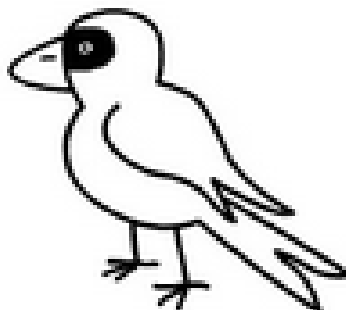
Class:



Look and read. Put a tick (✓) or a cross (X) in the box.
There are two examples.



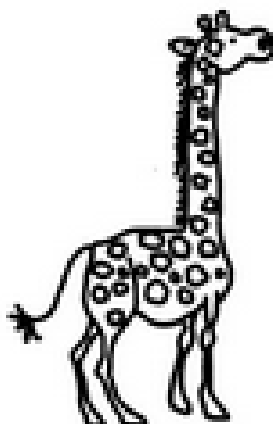
This is a jacket.



This is a fish.



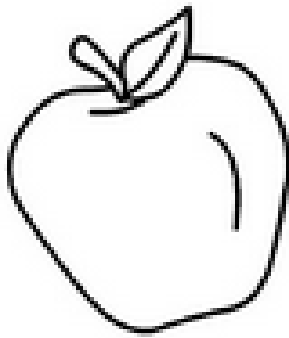
1



This is a giraffe.



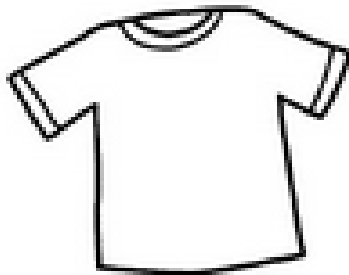
2



This is a banana.



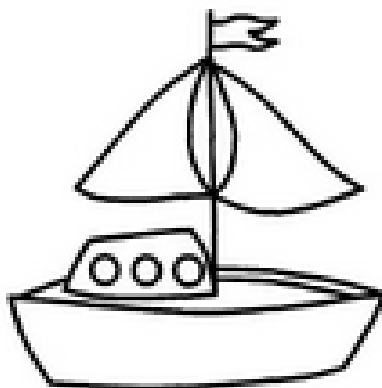
3



This is a T-shirt.



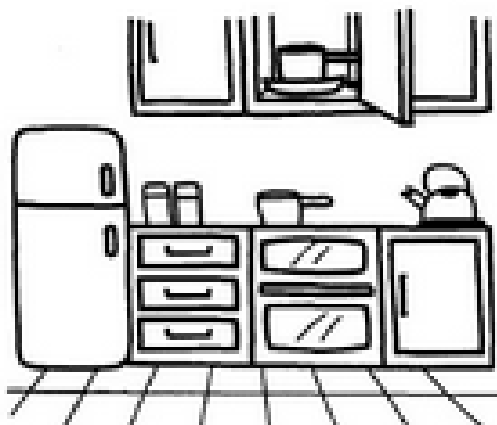
4



This is a motorbike.



5



This is a kitchen.



2

Look at the pictures. Look at the letters. Write the words. There is one example.



m o u t h

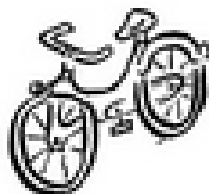
t o h u m

1



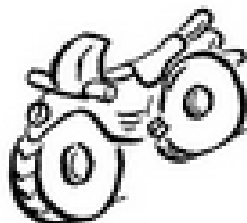
o l c e i o r d c

2



k e b i

3



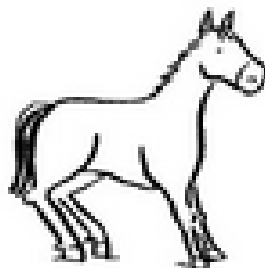
o b e m o r i k t

4



i t a l

5

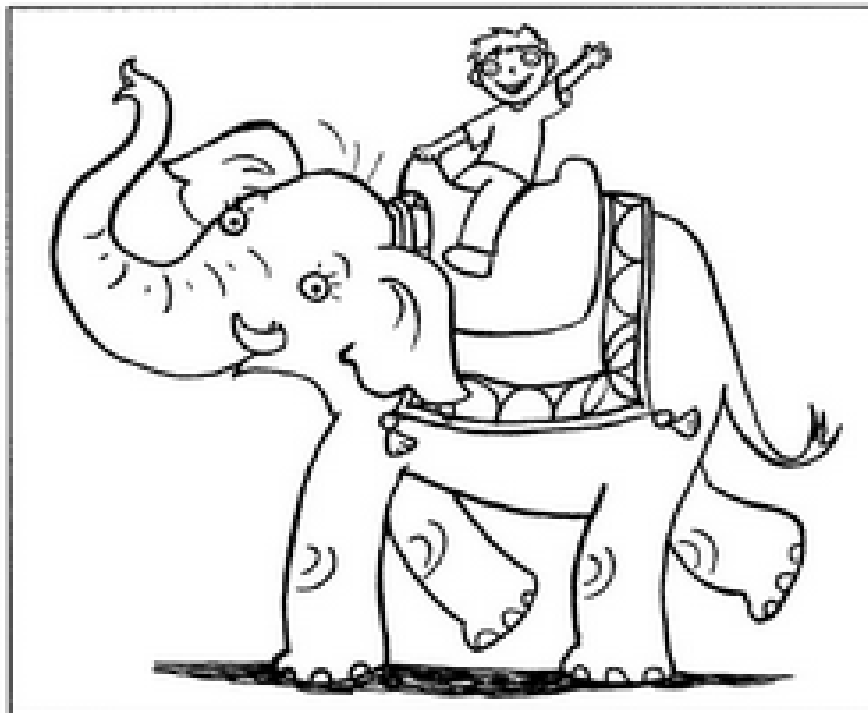


s o e r h

3

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

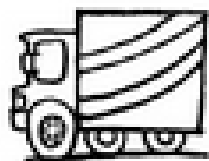
An elephant



I've got fourlegs....., two big **1** and a long **2**
I'm a big animal.

I can play **3** but I can't ride a bike! I like **4**
and bananas.

A **5** or girl can ride on me. Who am I? I'm an elephant!



lorry



ears



football



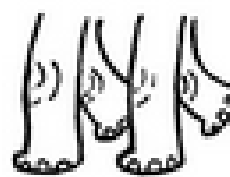
apples



nose



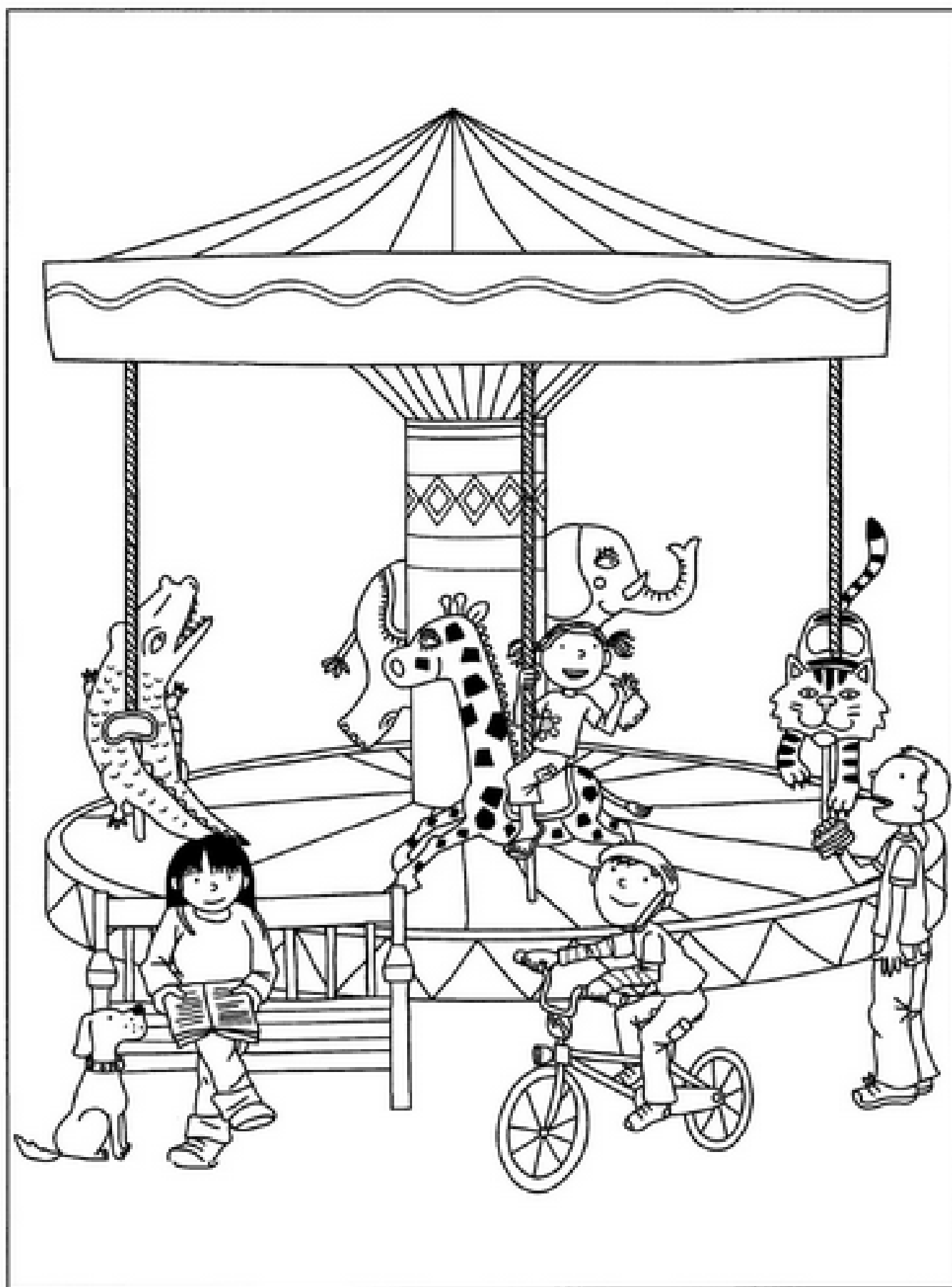
boy

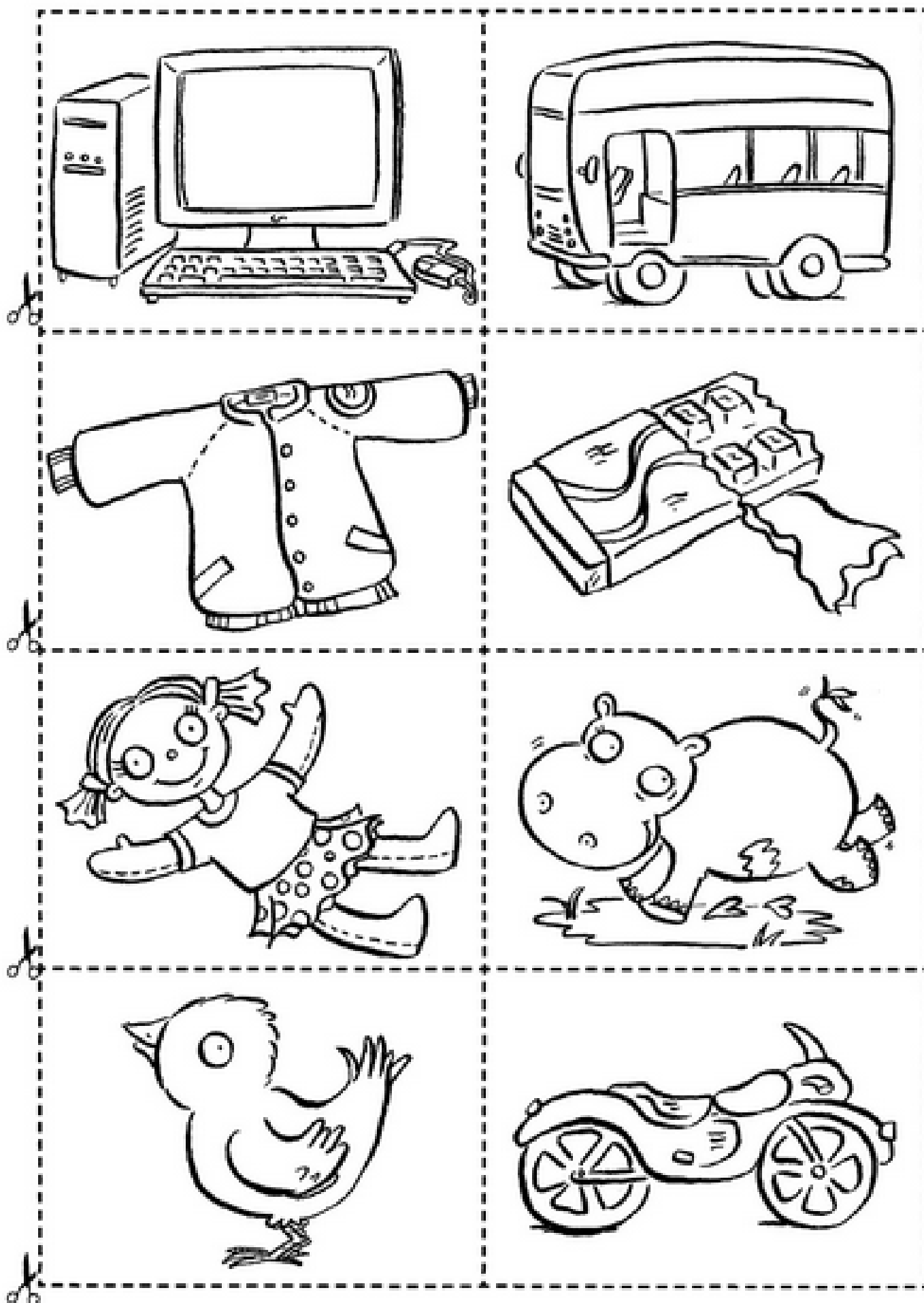


legs



eyes







Test key and tapescript

Test Units 1-4 pp 98-103

Marks are not shown on the Tests themselves to allow you the flexibility to mark in a way that suits your teaching situation. However, a suggested scheme is given below which you may wish to use. This scheme gives a total of 50 marks for each test. Note that all four skills carry equal weight in the Cambridge ESOL YLE Tests, but the scheme below gives weight to different skills as the children progress from oral-aural work to literacy skills through the year.

Page 1: Listening (10 marks)

Key: Lines should be drawn between:

- 1 Doll and in toy box
- 2 Ball and in bag
- 3 Train and under table
- 4 Bike and next to toy box
- 5 Pencil and on table, next to book

CD 25

HEADING: Look at the picture. Listen and look. There is one example.

WOMAN: Put the computer on the chair.

MAN: Pardon?

WOMAN: Put the computer on the chair.

MAN: Yes, OK.

HEADING: Can you see the line? This is an example. Now you listen and draw lines.

1

WOMAN: Put the doll in the toy box.

MAN: Where?

WOMAN: Put the doll in the toy box.

MAN: OK.

2

WOMAN: Now put the ball in the bag.

MAN: Put the ball where?

WOMAN: Put it in the bag.

MAN: OK.

3

WOMAN: Please put the train under the table.

MAN: The train?

WOMAN: Yes, put the train under the table.

MAN: Yes, OK.

4

WOMAN: Now the bike. Put it next to the toy box.

MAN: Pardon?

WOMAN: Put the bike next to the toy box.

MAN: Yes, OK.

5

WOMAN: And now put the pencil on the table, next to the book.

MAN: Put the pencil where?

WOMAN: Put the pencil on the table, next to the book.

MAN: OK.

HEADING: Now listen again.

(Play CD25 again.)

Pages 2 and 3: Listening (10 marks)

Key: 1C, 2B, 3A, 4B, 5B.

CD 26

HEADING: Look at the pictures. Now listen and look. There is one example.

Where's the book?

GIRL: Is this your book?

BOY: Yes, it is.

GIRL: Is it on the table?

BOY: No, it's on the chair.

HEADING: Can you see the tick? Now listen and tick the box.

1. How old is Anna?

WOMAN: Happy Birthday, Anna! Are you nine today?

GIRL: No, I'm not.

WOMAN: How old are you?

GIRL: I'm ten!

2. What's her favourite toy?

MAN: Is this your ball?

GIRL: Yes, it is.

MAN: What's your favourite toy?

GIRL: My favourite toy's a doll.

3. Who's the man?

GIRL: Who's that? Is he your father?

BOY: The old man?

GIRL: No, the young man.

BOY: Oh, he's my brother!

4. Where's the ball?

MAN: What's your favourite toy?

BOY: My ball.

MAN: Where is it?

BOY: It's under the chair.

5. Who's that?

WOMAN: Is that young girl your sister?

BOY: No, my sister is very happy.

WOMAN: And she's very beautiful!

BOY: Yes!

HEADING: Now listen again.

(Play CD26 again.)

Page 4: Listening (10 marks)

Key: 1 red car, 2 pink doll, 3 blue bike, 4 orange ball, 5 yellow train.

HEADING: Look at the picture. Listen and look. There is one example.

WOMAN: Find the box.

GIRL: The box. Where is it?

WOMAN: Next to the table. Colour it black.

GIRL: Black? OK.

HEADING: Can you see a black box? This is an example. Now you listen and colour.

1

WOMAN: Find the car. It's under the chair.

GIRL: Yes, it's under the chair, next to the book!

WOMAN: OK, colour it red.

GIRL: Red?

WOMAN: Yes, red.

2

WOMAN: Now find the doll.

GIRL: Oh, it's a beautiful doll!

WOMAN: Yes. Colour it pink.

GIRL: OK, a pink doll!

3

WOMAN: Look at the bike. It's next to the table.

GIRL: The book?

WOMAN: No, the bike. Colour it blue.

GIRL: OK, the bike is blue.

4

WOMAN: Now find the ball.

GIRL: That's my favourite toy!

WOMAN: Good. Colour the ball orange.

GIRL: Orange ... OK!

5

WOMAN: Now the train.

GIRL: The train? Where is it?

WOMAN: On the table. Colour it yellow.

GIRL: A beautiful yellow train!

WOMAN: Well done! The picture looks good now!

HEADING: Now listen again.

(Play CD27 again.)

Pages 5 and 6: Speaking (20 marks)

PREPARATION

- Photocopy, colour and cut out the scene and the object cards on pages 102 (enlarge to A3) and 103.
- Mount them on card and laminate them, if possible, for future use.
- Prepare Reinforcement or Extension worksheets, or other work, for the rest of the class to do while you work with individual pupils on the Speaking test.

PROCEDURE

- Ask the pupil to point out various items in the picture. Say e.g. *Point to the table / door / teacher / boy, etc.*
- Ask the pupil to place the object cards at various locations in the picture. Say e.g. *Put the eraser on the table, etc.*
- Ask the pupil various questions about the picture and the cards. Say e.g. *What's this? What colour is the ...? What number is this? etc.*
- Ask the pupil some questions about him/herself. Say e.g. *How old are you? What's your favourite colour / toy? etc.*

Page 1: Listening (5 marks)

Key: Draw a line between:

- 1 Dog and under table
- 2 Fish and next to boy
- 3 jacket and on chair
- 4 Shoes and next to bike
- 5 Socks and on table, next to book

CD 28

HEADING: Look at the picture. Listen and look. There is one example.

WOMAN: Put the bird on the ball.

MAN: Pardon?

WOMAN: Put the bird on the ball.

MAN: Yes, OK.

HEADING: Can you see the line? This is an example. Now you listen and draw lines.

1

WOMAN: Put the dog under the table.

MAN: Where?

WOMAN: Put the dog under the table.

MAN: OK.

2

WOMAN: Now put the fish next to the boy.

MAN: Put the fish where?

WOMAN: Put it next to the boy.

MAN: OK.

3

WOMAN: Please put the jacket on the chair.

MAN: The jacket?

WOMAN: Yes, put the jacket on the chair.

MAN: Yes, OK.

4

WOMAN: Now the shoes. Put them next to the bike.

MAN: Pardon?

WOMAN: Put the shoes next to the bike.

MAN: Yes, OK.

5

WOMAN: Now put the socks on the table, next to the book.

MAN: Put the socks where?

WOMAN: Put the socks on the table, next to the book.

MAN: OK.

HEADING: Now listen again.

(Play CD28 again.)

Pages 2 and 3: Listening (5 marks)

Key: 1 Tom, 2 1/one, 3 2/two, 4 Tiger, 5 5/five.

CD 29

HEADING: Look at the picture. Listen and write a name or a number. There are two examples.

MAN: Hello. Are you the girl in this picture?

GIRL: Yes, My name's Kim.

MAN: How do you spell that?

GIRL: K I M.

MAN: And how old are you, Kim?

GIRL: I'm seven.

MAN: Seven?

GIRL: Yes!

HEADING: *Can you see the answers? Now you listen and write a name or a number.*

1
MAN: Is this your friend in the picture with you?
GIRL: Yes.
MAN: What's his name?
GIRL: His name's Tom.
MAN: How do you spell that?
GIRL: T O M.

2
MAN: Is Tom in your class at school?
GIRL: Yes. We're in Class One.
MAN: Pardon?
GIRL: We're in Class One.

3
MAN: And have you got a pet, Kim?
GIRL: Oh yes. I've got two cats.
MAN: Two cats?
GIRL: Yes, two big cats!

4
MAN: Do you have a favourite cat, Kim?
GIRL: Yes, Tiger is my favourite.
MAN: And how do you spell that?
GIRL: T I G E R.
MAN: That's a good name for a cat!

5
MAN: And has Tom got any pets?
GIRL: Yes. He's got a lot of dogs.
MAN: How many dogs?
GIRL: He's got five dogs.
MAN: Five dogs!
GIRL: Yes!

HEADING: *Now listen again.
(Play CD29 again.)*

Pages 4 and 5: Listening (5 marks)

Key: 1 A, 2 B, 3 B, 4 C, 5 B.

CD 30

HEADING: *Look at the pictures. Now listen and look.
There is one example.*

What's Tony's favourite animal?

GIRL: Is your favourite animal very big ... an elephant?
BOY: No, it isn't.
GIRL: Is it very long ... a snake?
BOY: No, it's very small. It's a mouse!

HEADING: *Can you see the tick? Now listen and tick
the box.*

1. Which is Nick's monster?

GIRL: Is that a monster, Nick?
BOY: Yes.
GIRL: Has it got a tail?
BOY: Yes, it has. And it's got legs and feet, but it hasn't got
arms or hands.

2. Which pet has Sam got?

BOY: Have you got a pet, Sam?
GIRL: Yes, I have.
BOY: Have you got a dog?
GIRL: No, I haven't.
BOY: Have you got a cat?
GIRL: No, I haven't. I've got a fish.

3. Which socks are clean?

GIRL: Where are my socks, Mum?
WOMAN: On the chair!
GIRL: No, they're dirty! Where are my clean socks?
WOMAN: Oh, your clean socks are on the table.

4. Which is Jill?

BOY: Where's Jill?
WOMAN: I don't know. Has she got long hair?
BOY: No, she's got short hair.
WOMAN: Oh yes, and trousers. That's Jill!

5. Which is Alex's favourite monster?

WOMAN: Has your favourite monster got three ears and four
eyes?
BOY: No, it's got two noses and one ear!
WOMAN: Oh yes and it's very sad!
BOY: Yes!

HEADING: *Now listen again.
(Play CD30 again.)*

Page 6: Listening (5 marks)

Key: 1 green crocodile, 2 orange snake, 3 red T-shirt,
4 blue skirt, 5 black shoes.

CD 31

HEADING: *Look at the picture. Listen and look. There is
one example.*

WOMAN: Find the hippo.
GIRL: The hippo? Where is it?
WOMAN: Next to the giraffe. Colour it grey.
GIRL: Grey, OK.

HEADING: *Can you see the grey hippo? This is an
example. Now you listen and colour.*

1
WOMAN: Find the crocodile. It's next to the giraffe.
GIRL: Yes, it's next to the giraffe.
WOMAN: OK, colour it green.
GIRL: Green?
WOMAN: Yes, green.

2
WOMAN: Now find the snake.
GIRL: Oh, it's a beautiful snake!
WOMAN: Yes. Colour it orange.
GIRL: OK, an orange snake!

3
WOMAN: Look at the girl. She's next to the hippo.
GIRL: The girl?
WOMAN: Yes. Colour her T-shirt red.
GIRL: OK, her T-shirt is red.

4
WOMAN: Now look at her skirt.
GIRL: Skirt or socks?
WOMAN: Skirt. Colour it blue.
GIRL: Blue ... OK!

5
WOMAN: Now her shoes.
GIRL: What colour are her shoes?
WOMAN: Colour them black.
GIRL: Black shoes.
WOMAN: Well done! The picture looks good now!

HEADING: *Now listen again.
(Play CD31 again.)*

Page 7: Reading & Writing (5 marks)

Key: 1. mouth, 2. teeth, 3. ears, 4. arms, 5. feet.

Page 8: Reading & Writing (5 marks)

Key: 1. shoes, 2. trousers, 3. skirt, 4. socks, 5. jacket.

Pages 9 and 10: Speaking (20 marks)

PREPARATION

- Photocopy, colour and cut out the scene and the object cards on pages 112 (enlarge to A3) and 113.
- Mount them on card and laminate them, if possible, for future use.
- Prepare Reinforcement or Extension sheets, or other work, for the rest of the class to do while you work with individual pupils on the Speaking test.

PROCEDURE

- Ask the pupil to point out various items in the picture. Say e.g. *Point to the hippo / fish / bird / crocodile, etc.*
- Ask the pupil to place the object cards at various locations in the picture. Say e.g. *Put the mouse next to the crocodile, etc.*
- Ask the pupil various questions about the picture and the cards. Say e.g. *What's this? What colour is the ...? How many ...? etc.*
- Ask the pupil some questions about him/herself. Say e.g. *What's your favourite animal / pet? What's this? (point to an item of clothing) What colour is it? etc.*

Test Units 9-12 pp 114-125

Page 1: Listening (5 marks)

Key: Lines should be drawn between:

1. Burger and in kitchen, next to fish
2. Ice cream and in bedroom
3. Banana and in living room
4. Apple and in dining room, on table
5. Chocolate and in bathroom

CD 32

HEADING: Look at the picture. Listen and look. There is one example.

WOMAN: Put the orange in the hall.

MAN: Pardon?

WOMAN: Put the orange in the hall.

MAN: Yes, OK.

HEADING: Can you see the line? This is an example. Now you listen and draw lines.

1

WOMAN: Put the burger in the kitchen.

MAN: Where?

WOMAN: Put the burger in the kitchen, next to the fish.

MAN: OK.

2

WOMAN: Now put the ice cream in the bedroom.

MAN: Put the ice cream where?

WOMAN: Put it in the bedroom.

MAN: OK.

3

WOMAN: Please put the banana in the living room.

MAN: The banana?

WOMAN: Yes, put the banana in the living room.

MAN: Yes, OK.

4

WOMAN: Now the apple. Put it in the dining room.

MAN: Pardon?

WOMAN: Put the apple in the dining room, on the table.

MAN: Yes, OK.

5

WOMAN: Now put the chocolate in the bathroom.

MAN: Put the chocolate where?

WOMAN: Put the chocolate in the bathroom.

MAN: OK.

HEADING: Now listen again.

(Play CD32 again.)

Pages 2 and 3: Listening (5 marks)

Key: 1. Lucy, 2. 5/5five, 3. 3/3three, 4. Sue, 5. 2/2two.

CD 33

HEADING: Look at the picture. Listen and write a name or a number. There are two examples.

MAN: Hello, May. Are you in this picture?

GIRL: Yes, and this is my dog Pat.

MAN: How do you spell that?

GIRL: P A T.

MAN: And how old is Pat?

GIRL: Three.

MAN: Three?

GIRL: Yes!

HEADING: *Can you see the answers? Now you listen and write a name or a number.*

1
MAN: May, is this your sister in the picture?
GIRL: Yes.
MAN: What's her name?
GIRL: Her name's Lucy.
MAN: How do you spell that?
GIRL: L U C Y.

2
MAN: And is this your house? It's very big!
GIRL: Yes. We've got five bedrooms!
MAN: Pardon?
GIRL: We've got five bedrooms.

3
MAN: And what about the bathrooms?
GIRL: Oh yes. We've got three bathrooms.
MAN: Three bathrooms?
GIRL: Yes.

4
MAN: And do you like toys?
GIRL: Oh yes. My favourite toy's a doll, Sue.
MAN: And how do you spell that?
GIRL: S U E.
MAN: That's nice!

5
MAN: And has your sister got any toys?
GIRL: Yes. She likes bikes. She's got two bikes!
MAN: How many?
GIRL: She's got two bikes.
MAN: Two bikes!
GIRL: Yes!

HEADING: *Now listen again.*
(Play CD33 again.)

Pages 4 and 5: Listening (5 marks)

Key: 1 B, 2 C, 3 A, 4 A, 5 B.

CD 34

HEADING: *Look at the pictures. Now listen and look.*
There is one example.

What's Karen's favourite food?
WOMAN: Is your favourite food chocolate?
GIRL: No, it isn't.
WOMAN: Is your favourite food ... a burger?
GIRL: No, it's chocolate ice cream.

HEADING: *Can you see the tick? Now listen and tick the box.*

1. What's Ben doing?
BOY: Is he watching TV?
WOMAN: No, he's reading a book.
BOY: In the living room?
WOMAN: No, he's reading in the bedroom.
2. Which one is Harry?
WOMAN: Has Harry got a helicopter?
BOY: No.
WOMAN: Has he got a boat?
BOY: Yes, he's got a boat. It's fantastic!
3. Where's Dad?
GIRL: Where's Dad, Mum?
WOMAN: I don't know. Is he in the kitchen?
GIRL: No. Is he in the bathroom?
WOMAN: Oh yes, he's having a bath!

4. What's Ann's favourite food?
BOY: Are you eating chocolate cake?
GIRL: Yes!
BOY: Is that your favourite food?
GIRL: No, bananas are my favourite!
5. What's Sally doing?
WOMAN: Is Sally playing?
BOY: Yes.
WOMAN: Is she playing tennis?
BOY: No, she's playing football!

HEADING: *Now listen again.*
(Play CD34 again.)

Page 6: Listening (5 marks)

Key: 1 blue motorbike, 2 yellow helicopter, 3 green lorry,
4 purple boat, 5 brown bus.

CD 35

HEADING: *Look at the picture. Listen and look. There is one example.*

WOMAN: Find the plane.
BOY: The plane?
WOMAN: Yes, the plane. Colour it black.
BOY: Black. OK.

HEADING: *Can you see the black plane? This is an example. Now you listen and colour.*

1
WOMAN: Find the motorbike. It's next to the lorry.
BOY: Yes, here it is.
WOMAN: OK, colour it blue.
BOY: Blue?
WOMAN: Yes, blue.

2
WOMAN: Now find the helicopter.
BOY: Wow, it's a fantastic helicopter.
WOMAN: Yes. Colour it yellow.
BOY: OK, a yellow helicopter.

3
WOMAN: Look at the lorry. It's next to the motorbike.
BOY: The lorry?
WOMAN: Yes. Colour it green.
BOY: OK, the lorry is green.

4
WOMAN: Now find the boat.
BOY: The boat?
WOMAN: Yes. Colour it purple.
BOY: Purple ... OK!

5
WOMAN: Now the bus.
BOY: What colour is the bus?
WOMAN: Colour it brown.
BOY: A brown bus.
WOMAN: Well done! The picture looks good now!

HEADING: *Now listen again.*
(Play CD35 again.)

Pages 7 and 8: Reading & Writing (5 marks)

Key: 1 X, 2 ✓, 3 ✓, 4 X, 5 ✓

Page 9: Reading & Writing (5 marks)

Key: 1 kitchen, 2 burger, 3 guitar, 4 helicopter, 5 chocolate.

Page 10: Reading & Writing (5 marks)

Key: 1 eyes, 2 tennis, 3 swim, 4 ice cream, 5 house.

Pages 11 and 12: Speaking (15 marks)

PREPARATION

- Photocopy, colour and cut out the scene and the object cards on pages 124 (enlarge to A3) and 125.
- Mount them on card and laminate them, if possible, for future use.
- Prepare Reinforcement or Extension worksheets, or other work, for the rest of the class to do while you work with individual pupils on the Speaking test.

PROCEDURE

- Ask the pupil to point out various items in the picture. Say e.g. *Point to the ice cream / bag / book, etc.*
- Ask the pupil to place the object cards at various locations in the picture. Say e.g. *Put the apple next to the boat, etc.*
- Ask the pupil various questions about the picture and the cards. Say e.g. *What's he / she doing? What are they doing? What colour is the ...? etc.*
- Ask the pupil some questions about him/herself. Say e.g. *Do you like ice cream? What's your favourite food? Can you swim / play tennis? etc.*

End of Year Test pp 126-137

Page 1: Listening (5 marks)

Key: Lines should be drawn between:

- 1 Ice cream and on table
- 2 Socks and on shoes
- 3 Mouse and next to cat
- 4 Doll and next to tiger
- 5 Chocolate and on guitar

CD 36

HEADING: Look at the picture. Listen and look. There is one example.

MAN: Put the pen on the chair.

WOMAN: Pardon?

MAN: Put the pen on the chair.

WOMAN: Yes, OK.

HEADING: Can you see the line? This is an example. Now you listen and draw lines.

1

MAN: Put the ice cream on the table.

WOMAN: Where?

MAN: Put the ice cream on the table, next to the cake.

WOMAN: OK.

2

MAN: Now put the socks on the shoes.

WOMAN: Put the socks where?

MAN: Put them on the shoes.

WOMAN: OK.

3

MAN: Please put the mouse next to the cat.

WOMAN: The mouse?

MAN: Yes, put the mouse next to the cat.

WOMAN: Oooh ... OK!

4

MAN: Now the doll. Put it next to the tiger.

WOMAN: Pardon?

MAN: Put the doll next to the tiger.

WOMAN: Yes, OK.

5

MAN: Now put the chocolate on the guitar.

WOMAN: Put the chocolate where?

MAN: Put the chocolate on the guitar.

WOMAN: OK.

HEADING: Now listen again.

(Play CD36 again.)

Pages 2 and 3: Listening (5 marks)

Key: 1 Zang, 2 5/five, 3 Swaz, 4 3/three, 5 4/four.

CD 37

HEADING: Look at the picture. Listen and write a name or a number. There are two examples.

MAN: Hello. Are you the girl monster in this picture?

GIRL: Yes, my name's Zing.

MAN: How do you spell that?

GIRL: Z I N G.

MAN: And how old are you?

GIRL: Ten.

MAN: Ten?

GIRL: Yes!

HEADING: Can you see the answers? Now you listen and write a name or a number.

1

MAN: And is this your friend?

GIRL: Yes.

MAN: What's his name?

GIRL: His name's Zang.

MAN: How do you spell that?

GIRL: Z A N G.

2

MAN: And have you got any brothers and sisters?

GIRL: Yes. I've got five sisters.

MAN: Pardon?

GIRL: I've got five sisters.

3

MAN: And have you got a favourite sister?

GIRL: Yes. Her name is Swaz.

MAN: How do you spell that?

GIRL: S W O Z.

4

MAN: And what about Zang?

GIRL: He's got three brothers.

MAN: Three brothers?

GIRL: Yes.

5

MAN: And have you got any pets, Zing?

GIRL: Yes. I like snakes.

MAN: Snakes! How many snakes have you got?

GIRL: Four.

MAN: Four snakes!

GIRL: Yes!

HEADING: Now listen again.

(Play CD37 again.)

Pages 4 and 5: Listening (5 marks)

Key: 1 B, 2 A, 3 C, 4 B, 5 B.

CD 38

HEADING: Look at the pictures. Now listen and look. There is one example.

What's Bill doing?

WOMAN: Is Bill at your house?

BOY: Yes.

WOMAN: Is he watching TV in the living room?

BOY: No, he's playing a guitar in my bedroom.

HEADING: Can you see the tick? Now listen and tick the box.

1. What's Mary doing?

BOY: Is Mary eating a burger in the kitchen?

WOMAN: No, she's in the living room.

BOY: In the living room?

WOMAN: Yes, she's reading a book.

2. Which one is Jane?

WOMAN: Has Jane got a skirt?

BOY: Yes.

WOMAN: Has she got black shoes?

BOY: Yes, she's got black shoes and white socks.

3. Where's Mum?

GIRL: Where's Mum, Dad?

MUM: I don't know. Is she in the living room?

GIRL: No. Is she in the dining room?

MUM: No. She's in the kitchen!

4. What's Jack's favourite toy?

GIRL: Have you got a favourite toy?

BOY: Yes!

GIRL: Is it your helicopter?

BOY: No, it's my ball.

5. Where's the eraser?

WOMAN: I can't find my eraser.

BOY: Is it under the book?

WOMAN: No.

BOY: Here it is ... next to the pencil!

HEADING: Now listen again.

(Play CD38 again.)

Page 6: Listening (5 marks)

Key: 1 brown dog next to boy, 2 grey dog next to bike,
3 blue bird on chair, 4 purple ball, 5 red trousers.

CD 39

HEADING: Look at the picture. Listen and look. There is one example.

WOMAN: Find the bike.

BOY: Yes, here it is.

WOMAN: OK, colour it black.

BOY: Black?

WOMAN: Yes, black.

HEADING: Can you see the black bike? This is an example. Now you listen and colour.

1

WOMAN: Find the dog next to the boy.

BOY: The dog?

WOMAN: Yes, the dog next to the boy. Colour it brown.

BOY: Brown. OK.

2

WOMAN: Now find the dog next to the bike.

BOY: The dog next to the bike?

WOMAN: Yes. The dog next to the bike. Colour it grey.

BOY: OK, a grey dog.

3

WOMAN: Look at the bird on the chair.

BOY: The bird on the chair?

WOMAN: Yes. Colour it blue.

BOY: OK, the bird on the chair is blue.

4

WOMAN: Now find the ball.

BOY: The ball?

WOMAN: Yes. Colour it purple.

BOY: Purple ... OK!

5

WOMAN: Now look at the boy's trousers.

BOY: What colour are they?

WOMAN: Colour them red.

BOY: Red trousers.

WOMAN: Well done! The picture looks good now!

HEADING: Now listen again.

(Play CD39 again.)

Pages 7 and 8: Reading & Writing (5 marks)

Key: 1 ✓, 2 X, 3 ✓, 4 X, 5 ✓

Page 9: Reading & Writing (5 marks)

Key: 1 crocodile, 2 bike, 3 motorbike, 4 tail, 5 horse.

Page 10: Reading & Writing (5 marks)

Key: 1 ears, 2 nose, 3 football, 4 apples, 5 boy.

Pages 11 and 12: Speaking (15 marks)

PREPARATION

- Photocopy, colour and cut out the scene and the object cards on pages 136 (enlarge to A3) and 137.
- Mount them on card and laminate them, if possible, for future use.
- Prepare Reinforcement or Extension worksheets, or other work, for the rest of the class to do while you work with individual pupils on the Speaking test.

PROCEDURE

- Ask the pupil to point out various items in the picture. Say e.g. *Point to the elephant / burger / dog, etc.*
- Ask the pupil to place the object cards at various locations in the picture. Say e.g. *Put the hippo next to the giraffe, etc.*
- Ask the pupil various questions about the picture and the cards. Say e.g. *What's he / she doing? What colour is the ...?* etc.
- Ask the pupil some questions about him/herself. Say e.g. *How old are you? Have you got any brothers or sisters? What's your favourite food / toy / colour? Can you ride a bike? etc.*