

# YLE Tests Flyers

Preparation for



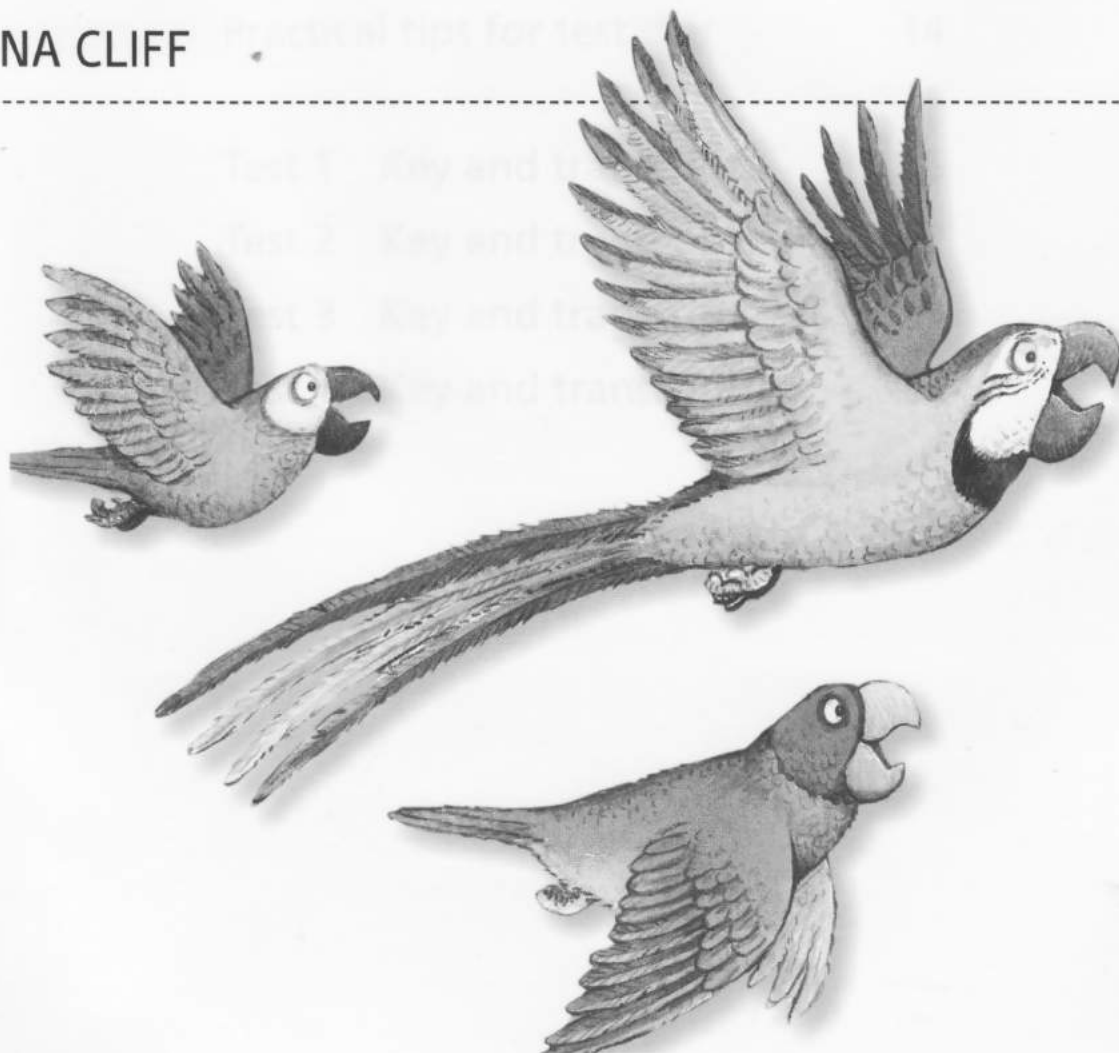
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## TEACHER'S BOOK

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# Introduction

The Cambridge Young Learners English Tests are designed to test the English of primary school learners between the ages of 7 and 12. There are three levels: *Starters*, *Movers* and *Flyers*. The three tests are designed to take young learners of English as a foreign language from beginner to Waystage. *Flyers* level is equivalent in level to the Cambridge KET test but is designed for children rather than young adults.

There are no pass or fail grades for these tests. All students taking the tests receive a certificate with between one and five shields in each component to show how they have performed.

*Flyers*, the third level, is aimed at students aged between 10 and 12. The average age of *Flyers* candidates is 11.

## An overview of Flyers

### Listening

about 25 minutes / 25 items

There are five parts. Each part begins with a clear example. All the texts are heard twice.

	Main skill focus	Input	Expected response/item type	Number of items
Part 1	Listening for lexical items and phrases	Picture, names and dialogue	Match names to people in a picture by drawing a line	5
Part 2	Listening for information and numbers / spelling	Gapped text and dialogue	Write words or numbers	5
Part 3	Listening for detailed information	Picture sets and dialogue	Match pictures with information by writing letters in box	5
Part 4	Listening for specific information	3-option multiple-choice pictures and dialogues	Select one of three pictures by ticking box	5
Part 5	Listening for lexis and specific information	Picture and dialogue	Colour, draw and write	5

### Reading & Writing

40 minutes / 50 items

There are seven parts. Each part begins with a clear example.

	Main skill focus	Input	Expected response/item type	Number of items
Part 1	Reading and understanding definitions	Lexical sets of nouns and definitions	Match words to definitions by copying the word	10
Part 2	Reading and understanding sentences	Picture and sentences	Write 'yes' or 'no' next to the sentences	7
Part 3	Reading and identifying appropriate utterances	Short dialogue with multiple responses	Select the best response by writing the appropriate letter	5

<b>Part 4</b>	Reading and completing a gapped text with one word	Cloze text with missing words (nouns, adjectives or verbs) supplied	Copy the missing words correctly, then select the best title for the story from a choice of three	6
<b>Part 5</b>	Reading and understanding a story and completing sentences about the story	Short text with gapped sentences	Read the story then complete the gapped sentences by writing 1, 2, 3 or 4 words into each sentence	7
<b>Part 6</b>	Reading and completing a gapped text with one word	Cloze text with a 3-option grammatical multiple choice	Copy the missing words correctly, by selecting the best word from a choice of three	10
<b>Part 7</b>	Reading and completing a gapped text with one word	Open cloze (no missing word supplied) text	Write one word in each gap (no word supplied)	5

## Speaking

7-9 minutes /4 parts

This takes the form of a one-to-one exchange. The language used by the examiner is based on and controlled by a script (there are examples of this in the Key).

	Input	Expected response/item type
<b>Part 1</b>	Greeting and name check (unassessed); two similar pictures and oral statements describing differences between the two pictures	Identify six differences in candidate's picture following statements made about examiner's picture
<b>Part 2</b>	One set of facts and one set of question prompts	Answer and ask questions about two people, objects or situations
<b>Part 3</b>	Picture sequence which tells a story	Describe each picture in turn in order to tell the story
<b>Part 4</b>	Open-ended questions about the candidate	Answer personal questions

## Wordlist

You may notice that there are some words that appear in these tests that are not in the Vocabulary List. These are words that are commonly used in coursebooks at this level and that students will be familiar with. It is assumed that students are already familiar with all the words in the YLE Starters and Movers vocabulary list.

# Tips

## Listening

Each part is heard twice in the exam.

Part 1	Tips
<p>Students look at a picture with different people doing various activities. There are seven names around the edge (all names feature in the YLE wordlists). Students listen to a dialogue about the different people in the picture and draw a line from the names to the appropriate people. There is one name they do not need to use.</p> <p>Test focus: listening for lexical items and phrases</p>	<p><i>Teaching tip</i></p> <p>Find pictures (which are appropriate to Flyers level) showing people in different situations. Get students to work in pairs. One student makes statements about the people in the pictures and the other decides whether this information is correct or incorrect. Alternatively, give students a photocopy of a basic scene, e.g. a shopping street, the countryside, etc. and give them instructions about where to draw different people into the scene, describing the people, their clothes and their position in the picture. You should have the 'correct' version of the picture which shows the people you have been describing. Then ask students to compare their picture with yours.</p> <p><i>Tips for the test</i></p> <ul style="list-style-type: none"><li>• Listen carefully for the clues telling you which person matches which name, e.g. there may be two people doing the same thing but only one, for example, is wearing a jacket.</li><li>• You must draw a line from the names while you listen to one long conversation. Make sure that the line you draw is straight and very clear to see.</li></ul>
Part 2	Tips
<p>Students complete a form, e.g. an invitation or a notebook, prompted by words provided from the wordlists. They listen and fill in missing words on the form.</p> <p>Test focus: basic information e.g. lexical items, personal information, making arrangements</p>	<p><i>Teaching tip</i></p> <p>Get pairs of students to write mini-dialogues using words from the wordlist. Check the dialogues and get the students to record them. Ask the students to write out their dialogues leaving gaps for nouns, names and numbers, if possible. Get students to swap dialogues and try to complete each other's exercises.</p> <p>You could also try writing a list of people's names and different places on the board. Make sure the words are similar and contain letters which can cause confusion for students, e.g. 'y' and 'i'. Spell some of the names and get students to write down the words you're spelling. Then do the exercise again without the words on the board to help them.</p> <p><i>Tips for the test</i></p> <ul style="list-style-type: none"><li>• Look carefully at the missing information before you listen, so that you know what information you have to listen for. Be careful – sometimes the people talking on the recording will change or correct the information, so listen to everything to say. Make sure you write the correct information.</li><li>• Make sure you know your alphabet and numbers well. You often have to write a name which will be spelt out for you. You may also have to write the numbers (digits, not words) for a telephone number.</li></ul>

## Part 3

## Tips

Students listen to a conversation which is led by one speaker. They match a list of illustrated words or names with a set of pictures.

Test focus: listening to a dialogue for basic information and responding to it by matching pictures, e.g. people with the places they visited

### *Teaching tip*

Prepare picture cards in lexical sets, e.g. girls and boys with their names, days of week, animals, places, jobs, classroom items, etc. Try to have about eight cards in each set. Give students two sets of cards which they have to match up in some way. For example, you might give a set of different people and a set of places. Ask the students to tell each other, for example, where each person went last weekend. This task can be repeated with different sets of cards – a set of activities, presents, etc – which students can 'match' to a person. Students can take it in turns to make sentences which link one card from each set and another student tries to pick up the right cards. If one student gets it wrong, another student can try and the student with the most pairs of cards wins.

### *Tips for the test*

- Look at all the pictures carefully and tell yourself the names of the things you can see in the pictures. Also, if appropriate, tell yourself what the people are doing in each picture. Thinking about this will familiarize yourself with phrases you may hear.
- If you think two pictures look similar, find the differences between them. This will help you not to choose the wrong picture when you listen. Then make sure you write the correct letter in the box.

## Part 4

## Tips

Students listen to a dialogue and answer five questions which are both printed on the test paper and heard on the recording. For each question, students look at a set of three pictures as they listen and then tick the correct box, A, B or C.

Test focus: listening for detailed information

### *Teaching tip*

Give students sets of three pictures. These can be very simple and hand-drawn. Make the content of each picture slightly different from the other two. Students describe the differences between the pictures, e.g. this girl is going upstairs, this girl is going downstairs, this girl is sitting on the stairs, etc. This could also be done as a revision exercise, when students are learning new lexical sets.

### *Tips for the test*

- Before you listen, read the questions carefully and think about what differences you can see in each picture. Sometimes it will just be different things, e.g. burger, pizza, pasta. At other times it will be people doing different things, e.g. swimming, walking, cycling.
- Make sure that your tick is very clear and use the second time you hear the recording to check you have the right answer.

## Listening

Students look at a black and white picture and listen to instructions in the form of a conversation between an adult and a child. Students have to find and colour three things in the picture. They also have to write one word in the picture and draw one simple object in it.

Test focus: listening for lexis and position of lexis

## Teaching tip

Students work in pairs. Give each pair the same black and white picture, e.g. from a child's colouring book or something you've drawn yourself. Make sure you use lexis from the wordlists in these pictures. Get the students to sit in pairs, back to back. One student colours something in the picture and tells the other, e.g. the man on the left has a red hat. When they've finished, they can compare pictures to see how well they've done. Students can then do the same activity, telling each other to draw simple pictures and write something on the picture.

## Tips for the test

- Look at the picture carefully. Sometimes you will find there are two similar things in the picture. Think about what is different about them, e.g. if there are two horses, is one bigger than the other? Listen for this difference on the recording to help you carry out the instruction given.
- The colour you are asked to use may be different from the colour you expect, e.g. the cake might be purple. The word you are asked to write will be from the wordlist and you must write it clearly. The object you have to draw is simple and the object is often already somewhere in the picture, so you can easily copy it.

# Reading & Writing

## Part 1

## Tips

Students look at ten definitions of different words. They match the definitions with words which come from several different lexical areas. There are five extra words the students do not need to use.

Test focus: understanding definitions of words from the wordlists

### Teaching tip

In pairs, ask students to write their own definitions to lexical sets of nouns from the wordlists. These could be words that have recently been taught in class. Then get students to form new pairs and take it in turns to read definitions to their new partner who has to draw pictures of the definitions or write a simple phrase. The students can then check the pictures and definitions together to see how many they have got right.

### Tips for the test

- Look at the fifteen individual words and think about what they mean. Some of them will have similar meanings, e.g. flour and sugar are both used to make cakes but only one is sweet. Then read the definitions, underline the important words in the definition before you choose the word it describes.
- Always start with the words you are confident about first. Then put a line through these words so you can see which words you still have to match with a definition. Make sure you copy the word carefully and spell it correctly.

## Part 2

## Tips

Students look at a picture, read seven sentences and indicate whether the information is correct or not (by writing 'yes' or 'no') according to what they see in the picture.

Test focus: understanding information at sentence level

### Teaching tip

Get students to draw pictures of different scenes using Flyers vocabulary. For example, ask them to draw a scene with a castle and a river. Then give them ten different people to put into the picture, such as a very young boy, a photographer, a queen, etc. Give them six verbs, e.g. running, climbing, etc. and tell them that some of the people have to be doing these things. Ask them to write ten sentences about their picture, five right and five wrong. Students then give their pictures and sentences to their partner who decides which sentences are right and which are wrong.

### Tips for the test

- Check all parts of the sentence, e.g. *The boy in front of the castle is wearing a jacket with spots on it.* Ask yourself is the boy in front of the castle or next to it? Is the boy wearing a jacket or is it a sweater? If the boy's wearing a jacket, does it have spots on it?
- Check the picture and the sentence again before you decide that the answer is 'yes'. Remember, if one of the points is wrong you must answer 'no' to the question.



### Part 3

### Tips

Students read a written dialogue consisting of five exchanges where the second speaker's line of dialogue is missing. Students choose the appropriate line of dialogue from the options given, by writing the correct letter in the space provided. There is one extra line of dialogue which the students do not need to use.

Test focus: identifying appropriate utterances and functional language

#### *Teaching tip*

Get students to record short situational dialogues in pairs, e.g. at the shops, at the cinema, in a restaurant, etc. Give them the dialogues to begin with but as they get better, ask them to write short dialogues of their own. Make photocopies of the different dialogues, cut the second speaker's dialogue into separate sentences and give them to the students in the wrong order. Students can then listen to the recording whilst ordering the dialogue or try to order the dialogue before listening and checking.

#### *Tips for the test*

- Look at the sentence above the gap. Think about what you would say in reply and try to find something similar in the options. Check that the answer you choose also makes sense with the sentence after the gap.
- When you have completed the dialogue, read through all the lines again to check it makes sense. If one option doesn't work, select another option.

### Part 4

### Tips

Students fill in five gaps in a story from a set of nine given words, one of which is the example. The gaps may be nouns, adjectives or verbs. Students also choose the best title for the story from a choice of three possible titles.

Test focus: putting nouns, adjectives and verbs into basic contexts

#### *Teaching tip*

Photocopy simple stories, e.g. from graded readers, and blank out target vocabulary. This could be revision of what you've been teaching in class. Alternatively you could make up some simple stories using words from the wordlists. Give students a list of missing words (nouns, adjectives and verbs only) for the story. Students then decide where the missing words go. Get the students to form new groups to tell their stories. Tell them they must use all the words that were missing to tell the stories. The listening students have to guess which words they think were missing from the stories. Doing this will help the students to remember the target vocabulary.

#### *Tips for the test*

- Read the whole story and try to understand it before you decide which words are missing. Try to decide which type of word is missing: a noun, an adjective or a verb?
- For question 6, try to explain why two of the options are wrong. This will help you choose the best name for the story.

**Part 5****Tips**

Students look at an illustrated text, then complete the gapped sentences which follow the text using between one and four words.

Test focus: comprehension at text level, understanding of grammar at sentence level

*Teaching tip*

Tell a short and simple story to students. Then repeat the whole story but leave out some of the words and ask students to shout out the missing words out as the story goes along. You could write the missing words on the board to help students. This task can be repeated several times and you can vary the number of missing words between one and four. Students can also listen to your story and then work in groups to complete gapped sentences about the story from memory.

*Tips for the test*

- Read the story carefully and then read the sentences. Read the story again and underline the parts of the story that give the information you need for the sentences.
- The words you need to use will be in the story but may not be in the same order as the sentence so make sure the words you write make sense in the sentence.

**Part 6****Tips**

Students read a gapped text in the style of a factual text. For each of the ten gaps, they choose the appropriate word from three possible options which form a set, e.g. prepositions, nouns, verbs, etc.

Test focus: awareness of grammar at text level and the ability to choose correct grammatical forms

*Teaching tip*

Choose grammatical sets of words from the wordlists, e.g. if, because, when; young, younger, youngest; can, must, should. Prepare sentences using each of the words and discuss the differences in meaning between the three words and when they can and can't be used. Get students to write similar sentences of their own and then take the words out of each of the sentences they've prepared. Students then swap the gapped sentences, and a list of the missing words, with another group. Then they should try to complete the gaps in the new sentences with the words provided

*Tips for the test*

- Read the text carefully to try to understand it before you worry about the gaps. Before you look at the words, read the text again and think of a word you would put into each gap. This may help you decide which of the three words is the right one.
- For each missing word, think about the differences between the possible answers, e.g. sleeping, sleeps, sleep, and which one could be used correctly in the sentence.

**Part 7****Tips**

Students read a short gapped text in the form of, for example, a letter, note, postcard or diary entry. They complete each gap with the missing word, which can be grammatical or lexical. No words are supplied.

Test focus: awareness of grammar at text level and knowledge of correct grammatical forms

*Teaching tip*

Like Part 4, photocopy or write simple, short texts and blank out target vocabulary. Language like common collocations, e.g. ask a question, take photos, or prepositions, e.g. on Tuesday, after the lesson, are very useful practice.

*Tips for the test*

- Look at the words before and after the gap and ask yourself what sort of word is missing. Make sure you use the correct tense if it's a verb.
- Read your completed text again to check it makes sense and that your spelling is right and clear to read.

## Speaking

Before the test starts, the student is introduced to the examiner by an usher, for example, their teacher or another person who speaks the student's first language. The examiner then greets the student and the test is conducted on a one-to-one basis and in English.

Throughout the test the examiner will ask back-up questions if the student has difficulty in responding.

### Part 1

### Tips

The examiner gives the student a picture of a scene. The examiner has a similar picture which is shown to the student briefly and only once in order to explain the task. The examiner says something about the picture and the student then explains what the difference is,

e.g. Examiner: In my picture, the man is carrying a suitcase.

Student: In my picture, he's carrying a rucksack.

The student and examiner talk about six of the differences in the picture.

#### Teaching tip

Draw a simple picture choosing words from the wordlist or recently learnt vocabulary. Describe your picture to the students, telling them what to draw but don't tell them exactly where things are or what colour they are, e.g. 'I'm drawing a picture of a street in a town. There's a bank, a post office and a cinema. There's a bus in the street. There are two women and three children. Put a bicycle in the picture. One of the people's carrying an umbrella and someone has a bag.' Once the students have drawn their interpretation of the picture and coloured it in, get one or two of them to compare their picture with yours and talk about the differences.

#### Tips for the test

- Listen carefully to what the examiner says and find the part of the picture the examiner's talking about.
- Start your answer with the words the examiner has used, e.g. Examiner: *In my picture, there's a woman in front of the fire station.*  
Find the fire station, look carefully and use the examiner's words to help you give an answer in a full sentence:  
You: *In my picture, there's a man in front of the fire station.*

### Part 2

### Tips

The examiner gives the student a picture card showing one picture with questions and answers and a second similar picture with prompt questions but without any answers. The cards will be about two similar things, e.g. two films, two holidays, two restaurants, etc. The examiner asks the student questions about the first picture and the student gives short answers by using the information with the picture. The student then uses the prompt questions with the second picture to question the examiner and find out the missing answers. The examiner responds to the student's questions.

#### Teaching tip

Tell students to describe an imaginary object, e.g. a bag. Get them to write the questions and answers about the object, e.g. What colour is it? red; Where is it? in my bedroom; Whose is it? my sister's. Get the students to work in pairs and ask each other the questions about their bags. As the students get better at this, ask them to describe more difficult things, for example, situations such as their last holiday: Where did you go? Italy; What did you do? swimming and cycling; Who did you go with? my family and my friend. Students will need lots of practice forming these questions.

#### Tips for the test

- The examiner will ask you questions first. Listen very carefully to the examiner's questions because you will have to ask the same questions when it's your turn.
- If you can, try to make the answers on your card into full sentences.

## Part 3

## Tips

The examiner shows the student a story card with five numbered pictures on it which, in sequence, tell a story. The examiner tells the student the title of the story then starts to tell the story by talking about the first picture, e.g. These pictures tell a story. It's called 'Tom and the football'. Just look at the pictures first. It's a sunny day. Tom's playing football with his sister in the garden. Now you tell the story.

The student then continues the story by describing the other four pictures. The examiner may ask questions about the content of the pictures to help the student structure answers.

### Teaching tip

Make a set of five basic pictures (e.g. stick pictures) which tell a short, simple story. Cut up the five pictures and give these to small groups of students. Make sure you only use words from the wordlists. Then tell the story and ask them to put the pictures in order. Students can do the same activity in pairs by making picture stories about their family, their school, things they did last night, etc, cutting up the pictures and telling their story to a partner.

### Tips for the test

- Remember to use the present continuous tense for things that are happening in the story, e.g. they're watching television, or the present perfect tense for things that have already happened in the story, e.g. the boy has dropped his books.
- If you find this difficult, just describe what you can see in the picture, e.g. what the people are doing, where things are, what colour things are, and this will help you narrate the story.

## Part 4

## Tips

The examiner asks the student four personal questions, e.g. 'What time do you get up every day?', 'What do you eat for breakfast?' 'What do you do after school?' 'Tell me about your weekend'. The last question is always a 'Tell me about ...' question and the student is expected to give more than one response to the last question.

### Teaching tip

Give students the chance to talk together in English at the beginning and the end of lessons. Let them say whatever they want to (in English) for these few minutes to encourage fluency and try not to correct them too much while they're talking. Give them feedback on their mistakes at the end. Ask them to talk about something different each time, e.g. their family, their home, their last holiday, what they do at the weekends, what they do at school, etc.

### Tips for the test

- Listen carefully to the question word the examiner uses, e.g. Where, How many, How long, etc. so you know what sort of answer to give. The final question is always 'Tell me about ...', e.g. 'Tell me about your best friend.' Try to say three things.
- It doesn't matter how short your answers are, just try to say something and remember to ask the examiner if you don't understand the question.

## Revision tips

Make sure your students:

- know their colours (black, blue, brown, green, grey, orange, pink, purple, red, yellow).
- know the days of the week and can hear the difference, e.g. between *Tuesday* and *Thursday*.
- are confident about counting and recognising numbers from 1 to 100 and can recognise the difference, e.g. between *14* and *40*.
- have learnt prepositions carefully, particularly prepositions of place, and are confident about the difference between them. Many questions rely on their knowledge of these prepositions.
- have had plenty of practice of spelling out words and recognising all the letters of the alphabet. They should pay particular attention to the sound of vowels, e.g. the difference between the letters *e* and *a*.
- know the meaning of the word *double*, e.g. *double t*.
- look at pictures carefully, paying attention to details of where things are, what colour they are, what people and animals are doing, etc.
- revise lexical items using pictures of objects and verbs from the Starters, Movers and Flyers Vocabulary Lists, where possible arranged into lexical sets.
- are familiar with the English names in the Vocabulary List.
- are able to distinguish between different question words, e.g. *who*, *where*, *which*, *what*, *how*, *how many*, etc.
- are able to talk about themselves and answer questions about their everyday lives.
- revise grammar areas thoroughly (see the Structure List in the YLE handbook) paying particular attention to the following:
  - verb forms: positive, negative, interrogative, imperative and contracted forms
  - tenses: present simple / present continuous / past simple for regular and irregular verbs
  - words taking *-ing* or the infinitive
  - simple conjunctions and the difference between them
  - comparative and superlative forms of adjectives

## Practical tips for test day

Tell your students to:

- arrive in good time for their tests.
- have several sharp pencils with them.
- write in pencil so that they can make changes neatly.
- take a rubber with them.
- make sure they have all the coloured pencils (ready sharpened) they will require for Listening Part 5.

Remind students to:

- look at the words and pictures very carefully.
- underline the important words in sentences.
- check carefully before deciding on an answer.
- make changes clearly.
- stay calm during the listening test if they miss something on the recording during the first listening as they will get another chance to hear the information.

# Key

## Test 1

### Listening

Please note: when using the CD for the Listening paper teachers will have to replay the tracks for Parts 1–5. In the actual test, students would hear each part twice.

#### Part 1 Tracks 2 and 3

Sam farmer next to horse, pointing at clouds  
Jill girl reading a map, wearing glasses  
Paul boy cooking, wearing a scarf  
David boy in tent, next to rucksack  
Jane girl with sweater and blanket

#### Transcript

##### Example

- A: Do you like this picture of our camping holiday?  
B: Yes, but who's that man over there with his feet in the water? He must be cold!  
A: What? The man who's fishing? .... That's my uncle Bill.  
B: And did he catch anything?  
A: Oh no.  
  
B: And who are those two people over there?  
A: Oh, they're the farmers. They said we could camp in their field. The one next to the horse is called Sam.  
B: What? The one pointing at those black clouds?  
A: Yes, that's him.  
B: And is that your friend, Jill – the girl who's reading a book?  
A: No, she's the one reading a map.  
B: Has she got glasses?  
A: Yes, that's her.  
B: So, where's your brother then?  
A: Well, my older brother, Paul is the one who's cooking.  
B: The one holding a fork?  
A: No, the one wearing a scarf.  
B: Oh right!  
A: And my younger brother, David, is in the tent.  
B: But there are two boys in that tent ...  
A: Oh yes. Well, one of them's his best friend but he's the one next to the rucksack. Do you see?  
B: Oh yes.  
A: And can you see that girl over there with the sweater?  
B: You mean the one with the blanket.

- A: Yes. Well, she's my cousin, Jane. I don't like her very much!  
B: Oh. Why not?  
A: Oh, she always shouts at me!  
B: Ah.

#### Part 2 Tracks 4 and 5

- 1 Russell
- 2 seventeen / 17
- 3 stomach-ache, cough
- 4 Wednesday
- 5 half past two / 2.30 p.m.

#### Transcript

##### Example

- A: 0422314. Springfield's Surgery. How can I help you?  
B: Good morning. I'd like to see the doctor please.  
A: Have you seen a doctor here before?  
B: Er, no, I haven't.  
A: OK. Well, first can I just ask you where you live please?  
B: Oh, yes, of course. 25, Hillman Road, Frenley.  
A: Ah, that's fine.  
  
A: And what's your name please?  
B: It's Russell Taylor.  
A: Can you spell the first name for me please?  
B: Er, it's R-U-double S-E-double L.  
A: Thank you. And how old are you dear?  
B: Oh. Well, I'm nearly eighteen, it's my birthday next month and I ...  
A: So, seventeen then?  
B: Yes. That's right.  
A: OK. And why do you want to see the doctor today?  
B: Well. I do feel very ill. I've got terrible stomach ache you see, it's really bad and I've got a cough too so I thought...  
A: Oh dear. Well you can see the Wednesday afternoon. Is that any good?  
B: Well, it's Monday morning now and I'm not well at all.  
A: I'm sorry. There's nothing else I can do, I'm afraid.  
B: OK then.  
A: Now what time would you like to come? Is half past two all right?  
B: Oh, I'd like to come a bit later if I can. Can I come after half past three please? Because I'm at college, you see, and I don't want to miss my lessons.  
A: Oh, you're still going to your lessons then? No, I'm sorry. I can't help you I'm afraid. I just haven't got any spaces at all then. Sorry.  
B: Oh dear. Oh well, OK then.  
A: So you're coming to see us then?  
B: Yes. I think I'll have to.

### Part 3 Tracks 6 and 7

David G  
Betty D  
Richard E  
Helen C  
Sarah H

#### Transcript

##### Example

- A: Dad, it's so boring at home. Can we go away somewhere? Please Dad!
- B: I'm sorry, William, I have to work this week. Can't you play with your friends?
- A: But they're all doing things, Dad!
- B: Well what about Robert? He isn't going anywhere, is he? And he only lives next door.
- A: No, but his Dad's on holiday this week so he's teaching him how to play golf. And he's getting good at it now so he won't want me to go with him.
- B: Oh, that's nice. Well, how about his sister Betty then? What's she doing?
- A: Oh, I don't want to see her. She's spending all her time in old castles doing homework for her history teacher. How boring is that!
- B: Ah well. She is a bit older than you. She has to work hard. Well then, what about your best friend, David, isn't it?
- A: Oh, well he just loves sport and he's going to that holiday club I told you about. They're teaching children ages 10–15 to play volleyball this week. He says it's really great fun and he's made lots of new friends.
- B: Well that sounds good then!
- A: Yes but Dad, when I asked you if I could go, you said it was too expensive!
- B: Oh, that's right. Well now then, there's always your cousin, Helen.
- A: I can't play with her Dad! She doesn't like me at all. And she's busy with the family this week. She told me they all wanted to go skiing but then Uncle Paul broke his arm at work, didn't Mum tell you? So they're going to the sea now. It still sounds good, doesn't it?
- B: Yes, it does. But what about some of your old school friends then? There's that really nice girl. What was her name?
- A: Sarah, you mean?
- B: Yes Sarah. You always liked playing with her.
- A: Yes. I haven't seen her for ages. But when I rang, her Mum told me she wanted to go climbing in the mountains with some school friends. But she can't because she's got exams after the holidays so she's got to study this week. So she'll be in the library

- every day and I'm not going there!
- B: Well it wouldn't be a bad idea to do some studying, you know.
- A: No Dad! It's the holiday!
- B: OK then, there was that other old friend of yours ... what was his name? Ah yes, Richard. Perhaps he's free this week?
- A: Well, I don't think so. He just loves swimming, so he'll be at his club all week. They do races and games in the water and things like that, so I can't play with ...
- B: Well, do you want to do that? That sounds like fun and it's not too expensive is it?
- A: No. It's very cheap I think! Shall I phone him then?
- B: Yes. Why don't you do that?
- A: Thanks Dad!

### Part 4 Tracks 8 and 9

- 1 C  
2 C  
3 A  
4 A  
5 B

#### Transcript

##### Example

- Who is Michael's art teacher?
- A: So are you going to art club after school today, Michael?
- B: Yes Mum. It's really good and the teacher's great.
- A: Do I know him?
- B: Mr White? He's a new teacher. He's quite young.
- A: Oh, you mean that one with long hair and glasses!
- B: Yes, that's right, and a beard!
- 1 Where's the art room at school?
- A: OK then, I'll come and get you when it finishes. Where's the art room, then? Is it next to the school hall?
- B: No, that's the computer room. You'll have to go straight past the hall and you'll see it there. It's next to the library.
- A: OK then. I'll meet you there.
- 2 What time does the club finish?
- A: So, what time shall I come?
- B: Oh, I'm not sure. School finishes at half past three, and art club starts at four o'clock. And the club's for one hour I think, so you could come at five. Is that OK?
- A: That's fine.

- 3 What's Michael going to make at art club?  
 A: So, what do you do there? Do you paint things?  
 B: No, it's much more exciting than that! At the moment we're making toys. My friend's making a fire engine. It's really great.  
 A: Sounds good!  
 B: I thought I'd make a train but then I decided a helicopter would be more exciting, so I'm going to make that.  
 A: Great idea!
- 4 What's Michael going to use to make his toy?  
 A: So, how are you going to make this toy then?  
 B: Well, last week the teacher brought lots of different things to show us – made of card – to give us some ideas and then we drew our ideas on paper.  
 A: Oh yes?  
 B: Yes, and today we're going to make the toys with wood and glue!  
 A: That sounds difficult!
- 5 Who is Michael making the toy for?  
 A: So, are you going to give it to me when you've finished it, you know, as a present?  
 B: You Mum? You're too old for toys! I thought I'd give it to Tom, but he says he doesn't want anything I've made.  
 A: That's not very nice of your brother. I'll have to speak to him.  
 B: Oh, it doesn't matter. So, then I decided I'd make it for Sue. It's her birthday next week, isn't it?  
 A: That's a great idea. I'm sure your sister'll love it!
- B: Well, can you colour it orange?  
 A: OK.
- 2 B: Good. Now can you see the writing on the wall?  
 A: Yes, I can.  
 B: What word do you think is missing?  
 A: Oh, is it 'happy'?  
 B: Yes! Well done! Can you write the missing word in that space?  
 A: OK. There we are!
- 3 A: Oh, look at all the butterflies on the girl's bed.  
 B: Yes, they're nice, aren't they? Would you like to colour the one in the top corner.  
 A: Which top corner?  
 B: Oh, the one on the right then.  
 A: OK. And shall I colour it blue?  
 B: Yes, do that!
- 4 A: Oh and look at the stars in the window. They're nice!  
 B: OK. Colour one of the stars then.  
 A: Which one?  
 B: The biggest one.  
 A: OK. And what colour?  
 B: Orange please.
- 5 B: Right. Now I'd like you to draw something.  
 A: Oh no! I can't draw!  
 B: But this is easy. Draw a hat on the girl with curly hair. Can you do that?  
 A: Yes. I think so.  
 B: Oh well done! It looks very nice!  
 A: Thanks!

## Part 5 Tracks 10 and 11

- 1 present on top of fridge: colour orange
- 2 banner / wall: write *happy* / *Happy* / *HAPPY*
- 3 butterfly in top right corner of girl's bed: colour blue
- 4 biggest star in window: colour orange
- 5 girl with curly hair: draw hat

### Transcript

#### Example

- A: Oh, that's a nice picture! The girl's dreaming about her birthday!  
 B: Yes. So, would you like to colour it?  
 A: Yes please!  
 B: OK then. Can you colour the bowl on the table?  
 A: But there are four bowls!  
 B: Oh yes. Well the one that's next to the bottle then. Colour it pink.
- 1 A: She's got lots of presents, hasn't she?  
 B: Yes, she has. You see the one on top of the fridge?  
 A: Yes, it's a nice big one!



## Reading & Writing

### Part 1

- 1 flour
- 2 a swing
- 3 actors
- 4 a drum
- 5 soap
- 6 sugar
- 7 a tent
- 8 a chemist's
- 9 artists
- 10 a torch

### Part 2

- 1 yes
- 2 no
- 3 yes
- 4 yes
- 5 no
- 6 no
- 7 yes

### Part 3

- 1 G
- 2 A
- 3 C
- 4 H
- 5 B

### Part 4

- 1 front
- 2 corner
- 3 smelt
- 4 thanked
- 5 envelope
- 6 David and the big surprise

### Part 5

- 1 was no-one
- 2 two days
- 3 fish and chips
- 4 very unfriendly
- 5 terrible
- 6 paint her house
- 7 the wrong house

### Part 6

- 1 our
- 2 other
- 3 to
- 4 have
- 5 where
- 6 of
- 7 but
- 8 if
- 9 do
- 10 might

### Part 7

- 1 looked
- 2 do
- 3 with
- 4 had
- 5 past

## Speaking

Words in italics are possible answers only.

\* Remember to use the student's name throughout the test.

In Part 1, there are more differences in the pictures than are tested here. These can be used for further testing and pairwork in class.

In Part 2, the examiner can ask the questions in any order but the student can ask them in the order they appear on the card. The examiner's answers are fuller as he / she needs to respond grammatically to questions asked. Students only need a minimal response.

To do	To say	Response (by student)	Back-up
Usher brings candidate in.	Usher to Examiner: Hello, this is <i>(student's name)</i> *. Hello *, my name's <i>Maria / Ms Brown</i> . What's your surname? How old are you?	<i>Hello</i>  <i>Silva</i>  <i>11</i>	   What's your family name? Are you 11?
<b>1 Find the Differences</b>			
<p>Show candidate both Find the Differences pictures.</p> <p>Point to the plates in each picture.</p> <p>Describe things without pointing.</p>	<p>Now, here are two pictures. My picture is nearly the same as yours, but some things are different.</p> <p>For example, in my picture the plates are round, but in your picture they're square. OK?</p> <p>I'm going to say something about my picture. You tell me how your picture is different.</p> <p>In my picture, the little girl's holding a fork.</p> <p>In my picture, the salt and pepper's on the left.</p> <p>In my picture, there are three cooks.</p> <p>In my picture, it's nine o'clock.</p> <p>In my picture, the waiter's got some pizzas.</p> <p>In my picture, the woman's wearing glasses.</p>	<p><i>In my picture, she's holding a spoon.</i></p> <p><i>In my picture, the salt and pepper's on the right.</i></p> <p><i>In my picture, there are two cooks.</i></p> <p><i>In my picture, it's three o'clock.</i></p> <p><i>In my picture, he's got some pasta.</i></p> <p><i>In my picture, the man's wearing glasses.</i></p>	<p>1. Point at relevant differences.</p> <p>2. Repeat statement.</p> <p>3. Ask back-up question.</p> <p>Is the little girl holding a fork?</p> <p>Is the salt and pepper on the left?</p> <p>How many cooks are there?</p> <p>What time is it?</p> <p>Has the waiter got some pizzas?</p> <p>Is the woman wearing glasses?</p>

2 Information Exchange			
<p>Show candidate both the candidate copy and examiner copy. Then point to the candidate's copy.</p> <p>Point to the girl on the candidate's copy.</p> <p>Ask the questions.*</p> <p>Point to the boy on the candidate's copy.</p> <p>Respond using information on examiner's copy.</p>	<p>William and Emma have got new DVDs. I don't know anything about Emma's DVD, but you do. So I'm going to ask you some questions.</p> <p>Who gave her the DVD?</p> <p>What's it called?</p> <p>What's it about?</p> <p>Is it exciting or boring?</p> <p>When did she watch it?</p> <p>Now you don't know anything about William's DVD, so you ask me some questions.</p> <p>Island Adventure</p> <p>his uncle</p> <p>three pirates</p> <p>last week</p> <p>exciting</p>	<p>(her) aunt</p> <p>Space Story</p> <p>two astronauts</p> <p>boring</p> <p>yesterday</p> <p>What's it called?</p> <p>Who gave him the DVD?</p> <p>What's it about?</p> <p>When did he watch it?</p> <p>Is it exciting or boring?</p>	<p>Point at the information if necessary.</p> <p>Point at information cues if necessary.</p>
3 Picture Story			
<p>Show candidate the Picture Story. Allow time to look at the pictures.</p>	<p>These pictures tell a story. It's called 'Jim's new hobby'. Just look at the pictures first.</p> <p>Jim's in his brother's bedroom. He's playing his brother's drums and it's very noisy. His brother's trying to watch TV but he can't hear the programme.</p> <p>Now you tell the story.</p>	<p>Jim's brother's very angry. He's picked up / holding the drum.</p> <p>Now Jim's brother has thrown the drum on the floor and he's broken it. Jim's crying.</p> <p>Jim's brother feels sad. He's giving Jim his guitar. Jim's very happy.</p>	<p>1. Point at the pictures.</p> <p>2. Ask questions about the pictures.</p> <p>Is Jim's brother happy? What's he doing?</p> <p>What's happened to the drum? Is Jim laughing?</p> <p>How is Jim's brother feeling? What's he doing? Is Jim happy now?</p>

		<i>Jim's playing the guitar but his brother isn't watching TV. It's too noisy in the bedroom!</i>	What's Jim doing? Is his brother watching TV? Is it quiet in the bedroom?
<b>4 Personal Questions</b>			
Put the pictures away and turn to the candidate.	Now let's talk about the things you like doing.		
	What's your favourite subject at school?	<i>Maths</i>	Is Maths your favourite subject?
	Who do you like playing with after school?	<i>(my) friends</i>	Do you play with your friends after school?
	What shops do you like going to?	<i>music shops</i>	Do you like going to music shops?
	Where do you like going on holiday?	<i>(to the) sea</i>	Do you go on holiday to the sea?
	Tell me about the things you like doing in the evenings.	<i>I like playing computer games.</i>	Do you play computer games?
		<i>I like reading in my bedroom.</i>	Do you like reading?
		<i>I don't like doing my homework.</i>	Do you like doing your homework?
	OK, thank you, *.		
	Goodbye.	<i>Goodbye.</i>	

# Test 2

## Listening

Please note: when using the CD for the Listening paper teachers will have to replay the tracks for Parts 1–5. In the actual test, students would hear each part twice.

### Part 1 Tracks 12 and 13

- Fred fatter clown, dropped balls  
Katy girl flying through air, above the lion  
Sally girl buying ice-cream, taller girl  
Lucy little girl watching circus, sitting in front of her mother  
Paul clown riding bicycle, stripes on hat, good at catching balls

#### Transcript

##### Example

- A: I went to the circus last week. Do you like my photo?  
B: Yes, it's great. Did you have a good time?  
A: Oh yes. Can you see that man in the jacket with stripes?  
B: What? With the big hat?  
A: Yes, well, he's called Robert. He talked to me!  
  
B: That's nice. And did you like the clowns?  
A: Yes, and you see Fred? He's the one who's dropped the balls.  
B: Oh yes, the fatter clown?  
A: Yes, he was really funny!  
B: Oh, and look at those girls flying through the air!  
A: Oh yes. It looks very dangerous, doesn't it?  
B: Yes, what are their names? Do you know?  
A: I don't know the one on the left, but the one on the right above the lion, she's called Katy. I talked to her too!  
B: Wow!  
B: And those two girls buying ice-creams, who are they?  
A: Well, the taller one, she's my best friend, Sally.  
B: And the shorter one?  
A: Oh, that's only my sister.  
B: Oh. And what about the little girl watching the circus?  
A: What the one sitting in front of her mother?  
B: Yes.  
A: Oh. Well, her mother's my aunt, and she's my cousin, Lucy.  
B: And is she a nice girl?  
A: She's OK.  
B: And what about the other clown?  
A: What? The one riding the bicycle?

- B: Yes, with the stripes on his hat.  
A: Oh yes. He's called Paul, like my Dad.  
B: Oh right!  
A: He's good at catching balls, isn't he? Dad isn't, of course!

### Part 2 Tracks 14 and 15

- 1 Walter
- 2 small flat
- 3 brothers
- 4 mechanic
- 5 old stamps

#### Transcript

##### Example

- A: Can I ask you some questions, grandpa?  
B: Yes. What do you want to know?  
A: Well, it's for my history homework. I need to talk to an older person.  
B: Oh! All right then.  
A: Well, first, sorry, but I need to ask you. How old are you, grandpa?  
B: OK, now let's see, 85, is it? No, no, 86 now, I'm afraid.  
A: Wow. That's old!  
B: Thank you for that!  
  
A: And your name grandpa, Walter, how do you spell that?  
B: Yes, ready? It's W-A-L-T-E-R. Have you got it?  
A: Got it!  
B: Right. What's next then?  
A: Well, where did you live when you were a child?  
B: Oh, I lived in a small flat with my family, in south London, not too far from here. But it only had two bedrooms, not like the house you live in now. The toilet was outside!  
A: Outside?  
B: Yes. Can you believe it? And we only had a bath once a week and we had it in front of a big wood fire in the living room!  
A: That sounds great! So did you have a big family then, grandpa?  
B: Yes, very big. I didn't have any sisters but I had five brothers. And then my parents, of course.  
A: Wow! That is a big family! And what job did you do, grandpa?  
B: Oh well, I've had lots of jobs.  
A: But which was your favourite?  
B: My favourite? Well, that'd be when I was a fireman but before that I was a mechanic, that was the first job I did.  
A: Oh, I didn't know that! Oh, and what about hobbies, grandpa? Did you have any hobbies?

B: Yes. Well, when I was younger I liked going into the garage and driving the expensive cars, of course. But these days I just like sitting at home and looking at my old stamps. I've got a book of them somewhere.

### Part 3 Tracks 16 and 17

Uncle Fred C  
Dad A  
Alex F  
Sue G  
Mum H

#### Transcript

##### Example

- A: Mum, have you seen these pictures of me when I was little?  
B: Oh, they're lovely, Katy! Let me see! I took these ages ago! Oh look, that's you with Aunt Pat. That was when we all went on holiday in a boat together. It was so cold, that holiday!  
A: I don't remember that at all!
- A: And what about this one?  
B: That's your Uncle Fred.  
A: Oh, he looks just like Dad!  
B: Yes, but he's got a beard, hasn't he? Well, he came with us on holiday one year, with your cousins too, and that picture was at the airport. We had to wait there for five hours there. It was terrible!  
A: And what about this one? Is that Alex?  
B: Yes, that's you with your brother, when we went to see that old castle for the day. No, wait a minute, that was outside the science museum. We went there in the afternoon. Do you remember that?  
A: Yes, it was very boring!  
B: No it wasn't, it was great! But what about this one? I remember this, that's you and Sue. Doesn't she look small there?  
A: Where were we?  
B: Oh, you were outside that big new store that opened in town and we spent all our money on new clothes. And then later we went for lunch in a very expensive restaurant.  
A: Yeah, that was a great day!  
B: And you see this one here? Well, that's your Dad.  
A: Oh, he looks so much younger there!  
B: Yes, he does! And that was when we visited that beautiful little village in the countryside and we had a picnic near a lovely old bridge by the river. That was a nice day!  
A: But Alex fell in the water and got very dirty and you were very angry!  
B: Oh, yes, but it was still a nice day! And that last one you've got is with me. Oh dear, I do

look young! Look at my hair! Now where was that ... oh yes, I know, it was on holiday when we stayed in that big hotel by the lake. That was expensive too.

A: And it rained every day!

B: Did it? I don't remember that!

### Part 4 Tracks 18 and 19

1 A  
2 C  
3 C  
4 B  
5 A

#### Transcript

##### Example

- What's Jane going to study next year?  
A: You've done so well in your exams, Jane! Are you excited about going to college?  
B: Yes, I am.  
A: I'm sad that you aren't studying science. You were so good at it.  
B: Sorry, Mr Green. I do like science but I'm just better at History.  
A: And you didn't want to do Geography?  
B: Well, I've never been very good at that.

- 1 Which is Jane's room?  
A: So, do you know where you're going to live?  
B: Yes, in a flat. It's very nice. I'm going to live with five other people.  
A: Five?! And what's your roomlike?  
B: Oh, it's small, but it's got a desk under a lovely big window. And it's got a bathroom and toilet too!  
A: It sounds great.
- 2 Which girl has Jane already met?  
B: Yes, I went to see it last weekend. One of the girls was there at the flat.  
A: Oh, and is she nice?  
B: Yes, she is. She's got long hair – very straight and blonde – not like me! Look, here's a picture of her.  
A: Oh yes, she looks friendly.
- 3 Which suitcase is Jane going to take?  
A: And have you got everything ready?  
B: Well yes, I have now. But I had a problem. I've got this suitcase, you see, I really love it. I've had it for ages. It's got spots on it, but I couldn't get all my clothes in it.  
A: Oh dear!  
B: So, I went to town yesterday with Mum and she bought me a new one – it's big and it's got flowers on it I'm taking that. There was another one in the shop, the same but bigger, but that was too expensive.

- 4 When is Jane going to college?  
 A: So, when are you leaving?  
 B: Well, I have to be there next week because lessons start on Monday.  
 A: Oh, so you've got a few more days at home?  
 B: Well, no. I've decided to go early, so Dad's taking me on Thursday morning in the car.  
 A: Oh! Tomorrow then?  
 B: Yes and Dad's staying to help me with my things and then he's coming back home on Friday.
- 5 What's Jane going to do this evening?  
 A: So, are you going to do anything nice before you go?  
 B: Well I had a big party at home last weekend. It was great! All my school friends came to say goodbye. And yesterday I went to the cinema with my best friend.  
 A: And what about tonight?  
 B: Oh, I'm going to stay at home with my parents and have a quiet night with them.  
 A: That's nice!

- A: OK, but where shall I draw it?  
 B: Well, you see the space in front of the smaller pyramid? Draw it there.  
 A: OK then.

- 4 A: Look at the men under the trees! They're both sleeping.  
 B: Yes, but only one of them's lying down. Can you see?  
 A: Yes.  
 B: Could you colour his T-shirt?  
 A: Yes. Can I colour it red?  
 B: Yes, that's a good colour.
- 5 A: Oh, and I like the lizards! Can I colour them now?  
 B: Well, can you see the bigger lizard?  
 A: Yes, it looks funny!  
 B: Colour its spots.  
 A: Orange?  
 B: Yes, OK!

### Part 5 Tracks 20 and 21

- 1 leaf falling from tree on left (of sun): colour brown
- 2 truck: write *great* / *Great* / *GREAT*
- 3 in front of smaller pyramid: draw pyramid
- 4 man lying down sleeping: colour T-shirt red
- 5 spots on bigger lizard: colour orange

### Transcript

#### Example

- A: Oh, I like that picture!  
 B: Do you? Can you colour it for me then?  
 A: Oh yes! Can I colour the bigger camel at the front of the picture?  
 B: Well, colour its ears.  
 A: OK, what colour?  
 B: Yellow, please.

- 1 B: Right, now can you see the sun?  
 A: Yes.  
 B: Well, on the left of the sun there's a tree.  
 A: Yes. One leaf is falling off.  
 B: Yes. Well, colour that leaf brown.  
 A: OK then.
- 2 B: And can you see some writing?  
 A: Yes, on the truck.  
 B: That's right. Well, can you write a word in the space for me?  
 A: What word?  
 B: Write the word 'great' next to the word 'holidays'.  
 A: OK then!
- 3 A: Can I colour the pyramids now?  
 B: Well, no, not yet. But I'd like you to draw one for me.

## Reading & Writing

### Part 1

- 1 fur
- 2 offices
- 3 a comb
- 4 octopuses
- 5 dinosaurs
- 6 gloves
- 7 wings
- 8 plastic
- 9 tights
- 10 a journalist

### Part 2

- 1 yes
- 2 no
- 3 yes
- 4 yes
- 5 no
- 6 yes
- 7 no

### Part 3

- 1 F
- 2 E
- 3 C
- 4 B
- 5 A

### Part 4

- 1 find
- 2 horrible
- 3 whispered
- 4 followed
- 5 full
- 6 The bad dream

### Part 5

- 1 half past eleven
- 2 (people's) old diaries
- 3 the basement
- 4 buy some things
- 5 his (little) sister
- 6 wasn't there
- 7 friends (from class)

### Part 6

- 1 because
- 2 can
- 3 has
- 4 If
- 5 much
- 6 which
- 7 but
- 8 will
- 9 a
- 10 watch

### Part 7

- 1 play
- 2 when / if
- 3 how
- 4 better
- 5 not



## Speaking

Words in italics are possible answers only.

\* Remember to use the student's name throughout the test.

In Part 1, there are more differences in the pictures than are tested here. These can be used for further testing and pairwork in class.

In Part 2, the examiner can ask the questions in any order but the student can ask them in the order they appear on the card. The examiner's answers are fuller as he / she needs to respond grammatically to questions asked. Students only need a minimal response.

	To do	To say	Response (by student)	Back-up
	Usher brings candidate in.	Usher to Examiner: Hello, this is ( <i>student's name</i> ) *. Hello *, my name's <i>Maria / Ms Brown</i> . What's your surname? How old are you?	<i>Hello</i> <i>Silva</i> <i>11</i>	What's your family name? Are you 11?
1	Find the Differences			
	Show candidate both Find the Differences pictures. Point to the rocks in each picture.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, in my picture there are three rocks, but in your picture there are two rocks. OK? I'm going to say something about my picture. You tell me how your picture is different.		1. Point at relevant differences. 2. Repeat statement. 3. Ask back-up question.
	Describe things without pointing.	In my picture, the flag's got a lion on it. In my picture, the rainbow's behind the rockets. In my picture, there are five stars. In my picture, the sun's smaller than the planet. In my picture, one astronaut's waving with her right hand. In my picture, fire's coming out of the girl's rockets.	<i>In my picture, the flag's got a bear on it.</i> <i>In my picture, the rainbow's in front of the rockets.</i> <i>In my picture, there are six stars.</i> <i>In my picture, the sun's bigger than the planet.</i> <i>In my picture, she's waving with her left hand.</i> <i>In my picture, there's no fire (coming out of the girl's rockets).</i>	Has the flag got a lion on it? Is the rainbow behind the rockets? How many stars are there? Is the sun smaller than the planet? Is the astronaut waving with her right hand? Is fire coming out of the girl's rockets?

2 Information Exchange			
<p>Show candidate both the candidate copy and examiner copy. Then point to the candidate's copy.</p> <p>Point to the boy on the candidate's copy.</p> <p>Ask the questions.*</p> <p>Point to the girl on the candidate's copy.</p> <p>Respond using information on examiner's copy.</p>	<p>David and Helen have been on holiday. I don't know anything about David's holiday, but you do. So I'm going to ask you some questions.</p> <p>Who did he go with? Where did he go? What did he do there? How long did he go for? Was the weather good?</p> <p>Now you don't know anything about Helen's holiday, so you ask me some questions.</p> <p>to the sea Yes, it was sunny. for two weeks She went swimming. with her family</p>	<p>(with his) school friends (to the) mountains (he went) cycling (for) ten days No, (it) was windy.</p> <p>Where did she go? Was the weather good? How long did she go for? What did she do there? Who did she go with?</p>	<p>Point at the information if necessary.</p> <p>Point at information cues if necessary.</p>
3 Picture Story			
<p>Show candidate the Picture Story. Allow time to look at the pictures.</p>	<p>These pictures tell a story. It's called 'The handbag on the bus'. Just look at the pictures first.</p> <p>Mrs Brown is going to town today. She's got off the bus but she's forgotten her bag. There's a young man holding her bag but Mrs Brown hasn't seen him.</p> <p>Now you tell the story.</p>	<p>Mrs Brown is running after the bus but the bus isn't stopping.</p> <p>Mrs Brown is at the police station now, but the policeman hasn't got her handbag.</p> <p>Mrs Brown isn't going into town / is going home. She can't go shopping because she hasn't got any money.</p>	<p>1. Point at the pictures. 2. Ask questions about the pictures.</p> <p>What's Mrs Brown doing? Is the bus stopping?</p> <p>Where's Mrs Brown now? Has the policeman got her handbag?</p> <p>What's Mrs Brown doing now? Can she go shopping? Why not?</p>

		<i>Mrs Brown's very surprised. The young man's outside her house. He's got her handbag. He's got a letter with her address on it.</i>	Is Mrs Brown surprised? Who's outside Mrs Brown's house? What has he got in his hand?
4 Personal Questions			
Put the pictures away and turn to the candidate.	Now let's talk about what you do at the weekend.		
	What time do you get up on Saturdays?	<i>half past ten</i>	Do you get up at half past ten?
	Who do you have breakfast with?	<i>my family</i>	Do you have breakfast with your family?
	What do you do on Saturday afternoons?	<i>play tennis</i>	Do you play tennis?
	And what do you do on Saturday evenings?	<i>watch TV</i>	Do you watch TV?
	Tell me about what you do on Sundays.	<i>I have a big meal with my family.</i>	Do you have a meal with your family?
		<i>I do my homework.</i>	Do you do your homework?
	<i>I go to bed early.</i>	Do you go to bed early?	
	OK, thank you, *. Goodbye.	<i>Goodbye.</i>	

## Test 3

### Listening

Please note: when using the CD for the Listening paper teachers will have to replay the tracks for Parts 1–5. In the actual test, students would hear each part twice.

#### Part 1 Tracks 22 and 23

Michael boy throwing box, wearing gloves  
Peter boy sitting on box, eating a sandwich  
Helen girl putting glasses in box, working hard  
Mary girl in uniform, holding a mirror  
Richard driver of truck, hand on his head

#### Transcript

##### Example

- A: This is the factory where my Dad works!  
B: Oh yes ...  
A: And you see the man standing in front of the doors?  
B: What? With his hands in his pockets?  
A: That's right. Well, he's my Dad. His name's John.
- B: He doesn't look very happy, does he?  
A: No. Well, those two boys over there aren't being very careful, are they?  
B: Er, no!  
A: And you know the one throwing the box?  
B: What? The one wearing gloves?  
A: Yes. Well, he's my brother, Michael. He's going to break the glasses!  
B: Yes. I can see that!  
A: Yes, and Dad's also angry because Peter doesn't usually do any work.  
B: And which one's he?  
A: Well, he's sitting on one of the boxes.  
B: Eating a sandwich?  
A: Yes. And it isn't time for lunch yet, is it?  
B: But that girl over there's working very hard.  
A: The one putting the glasses in the box? Oh yes. She's very nice.  
B: She looks nice, yes.  
A: And she's the youngest girl in the factory. Her name's Helen.  
B: And what about the other girls?  
A: The girls in the uniforms you mean?  
B: Yes.  
A: Well, one of them's holding a mirror. Can you see?  
B: Yes.  
A: Well, she doesn't like her job very much. Her name's Mary.  
B: Oh dear! And what about the driver of the truck? He looks nice too!  
A: What? The one with hand on his head?

B: Yes.

A: Oh, he's Dad's younger brother. He's called Richard. He's OK.

#### Part 2 Tracks 24 and 25

- 1 Southend / South End
- 2 summer
- 3 money
- 4 weekends / Saturdays and Sundays
- 5 1.30 (p.m.)

#### Transcript

##### Example

- A: Whitbury's supermarket. How can I help you?  
B: I'm, er, I'm looking for a job you see.  
A: Yes well, we do have some jobs. Just a minute, I need a pen. Now then what's your name?  
B: Oh, it's, er, Cynthia Jones.  
A: Can you spell the first name please?  
B: Yes, C-Y-N-T-H-I-A.  
A: Right.
- A: Could I have your address please?  
B: It's 33 South End Road.  
A: And that's in Castletown?  
B: Yes, that's right.  
A: Right, good. And have you worked in a supermarket before?  
B: I have, yes.  
A: That's good. And when was that? Was it this year?  
B: Er, no, it was last summer. I worked in your supermarket for three weeks.  
A: Ah, not very long then, but you liked the work did you?  
B: Oh yes I did, and I think I was very ...  
A: Good. And why do you want this job now?  
B: Well, you see, I want the money to go on holiday with my friends and I haven't got any.  
A: I see. And you say can you work every day?  
B: Oh no, I didn't say that. No, I can't, I'm afraid. I'm studying you see, so I can only work weekends.  
A: And you can work all day?  
B: What? You mean from nine 'til five?  
A: Yes.  
B: Well no, I'm sorry, I can't work mornings. It would be, let's see from 1.30 to 5?  
A: Oh right. Well, er, thank you for calling.

### Part 3 Tracks 26 and 27

CDs G  
pizzas C  
sweets E  
cake H  
diaries A

#### Transcript

##### Example

- A: Where have you been? You're late home!  
B: Yes I know, but I've bought some things for Mary's birthday party tomorrow.  
A: Oh, well done!  
B: Yes, well, I've thought of a few games already. I bought the party hats last week, and Mary's got a lovely new dress. But I still had a lot to buy.  
A: Yes, I can see. So, are those shoes for the party then?  
B: Ah. Well yes, you see, Mary only has her school shoes and they're very old now, so I thought I'd get her some new ones. You won't believe it, but I bought them from a factory shop. It's very good, cheap too. I hope she likes them.
- A: I'm sure she will. And you've got the pizzas already?  
B: Yes. Well, I thought I'd get them from that restaurant, at the bottom of the road, I told you, but when I went and asked about them they were very expensive so I bought these at the supermarket. I'm pleased because I needed lots and they were very cheap too.  
A: And what about these diaries? Why have you bought all them?  
B: Well, Mary wants to give all her friends a present when they go home you see and, well, I took some letters to the post office for you, like you asked, and I saw them there. They're nice, aren't they?  
A: Yes, very nice. Oh dear. And what about all these sweets?  
B: Yes, there are a lot of them, aren't there? I got them at the market, from a very nice man. Well, I thought it'd be best to buy a big box. And then I had to go and get some more money ...  
A: Did you?  
B: Oh yes. I needed to buy the cake, didn't I? And you know that farm just outside town? Well, I wanted to get it from the shop there. They have some nice ones there, but they didn't have any pink ones and pink's her favourite colour. So, in the end, I went to that little shop on the high street, right next to the bank which was good. They do some lovely cakes and they had just the thing, do you like it?  
A: Lovely. But very big, isn't it?

B: Yes, isn't it? Be careful with it! Oh and the music's going to be good too because I found these CDs in that shop where you buy your newspapers. Look, he's Mary's favourite singer, but I didn't know which one she'd like best.

A: So you bought all five? And did you get me a newspaper?

B: Oh no! Sorry. Did you want one?

### Part 4 Tracks 28 and 29

- 1 A
- 2 C
- 3 B
- 4 B
- 5 A

#### Transcript

##### Example

What time did Richard see the doctor?

A: I'm glad we went to the doctor, Richard. You weren't very well last night.

B: Yes. I couldn't sleep all night and then I had to get up at eight o'clock. I wanted to stay in bed this morning.

A: I know but we had to go at nine. It was the only time the doctor could see you. Anyway, it's only ten o'clock now. You could go back to bed, you know.

- 1 What did the doctor tell Richard to do?  
B: Oh no! I don't want to do that! Anyway, the doctor said I didn't have to go to bed. I could just sit quietly and read a book.  
A: OK. Why don't you do that then?  
B: And he said I didn't have to take any horrible medicine, so I'm not having any more!  
A: OK!
- 2 What's the matter with Richard now?  
A: So, how are you feeling now?  
B: Still not very well. My stomach's better, but I've still got a bad headache.  
A: Oh dear, but the cough's gone now?  
B: Yes.  
A: That's good.
- 3 What does Richard ask his mother for?  
A: Are you comfortable? Can I get you anything? Would you like some biscuits?  
B: Not now thanks. But I'm a bit cold. Could I have a blanket?  
A: Yes. And how about a nice cup of hot chocolate?  
B: No, thanks.  
A: OK then.
- 4 What homework has Richard got to do?  
A: Have you got any homework? You could do that if you're feeling better.

- B: Oh, but I haven't got much homework. I've done my history and I've just got some Maths.  
 A: Nothing else?  
 B: Oh! I've got to write a story for English.  
 A: Well, you could try to do that then.  
 B: When I've watched this film Mum. It's so exciting!
- 5 W When is Richard going to go back to school?  
 B: Mum, I'm bored. Can I go back to school tomorrow? We have good lessons on Thursdays.  
 A: No, the doctor said not tomorrow.  
 B: OK, Friday then. I'm feeling much better now.  
 A: Well, I think we'll wait until after the weekend. Let's say Monday, shall we?  
 B: But I'm so bored, Mum!
- 4 A: Lovely. Now then, there's a fireman sitting down at a table.  
 B: Oh yes! He's having a snack!  
 A: That's right. Well, I'd like you to draw a cup next to his left hand.  
 B: What? Here?  
 A: That's it! Good!
- 5 A: All right. Now, there are lights on top of the fire engines, can you see?  
 B: Oh yes. Can I colour them?  
 A: Well, colour the one on the left.  
 B: Shall I colour it orange?  
 A: OK.

### Part 5 Tracks 30 and 31

- 1 glove nearest to fireman: colour blue
- 2 belt on fireman with beard: colour yellow
- 3 writing next to door: write *late* / *Late* / *LATE*
- 4 fireman sitting at table, next to left hand: draw cup
- 5 lights on top of left fire engine: colour orange

#### Transcript

##### Example

- A: This is a picture of the fire station where I work. Do you want to colour it?  
 B: Oh yes! I'd like to be a fireman!  
 A: OK. Well, one of the firemen's giving his friend a sandwich. Can you see?  
 B: Yes.  
 A: Well, colour the sandwich brown, OK?  
 B: OK.
- 1 A: Now, can you see the two gloves on the floor?  
 B: Yes, one of the firemen has dropped them, I think.  
 A: That's right. Well, you see the glove nearest to the fireman? Colour it blue.  
 B: Are you sure?  
 A: Yes.
- 2 B: I like the fireman with the beard!  
 A: Do you? Well can you colour his belt please?  
 B: Shall I colour it yellow?  
 A: Yes, that's a good colour.
- 3 A: OK. Now I'd like you to do some writing.  
 B: OK.  
 A: Can you see the writing next to the door?  
 B: Yes.  
 A: Well, write the word 'late' in the space?  
 B: All right, yes! There!

## Reading & Writing

### Part 1

- 1 a husband
- 2 bins
- 3 sky
- 4 a farmer
- 5 shelves
- 6 autumn
- 7 air
- 8 a nurse
- 9 pockets
- 10 midnight

### Part 2

- 1 no
- 2 yes
- 3 yes
- 4 yes
- 5 no
- 6 no
- 7 yes

### Part 3

- 1 G
- 2 E
- 3 H
- 4 B
- 5 A

### Part 4

- 1 homework
- 2 decided
- 3 stay
- 4 tired
- 5 laughed
- 6 Mum's lost keys

### Part 5

- 1 wasn't hungry
- 2 (very) foggy
- 3 (loud) noise
- 4 scared
- 5 wrote down
- 6 (very) slowly
- 7 was still there

### Part 6

- 1 can
- 2 because
- 3 them
- 4 quickly
- 5 most
- 6 have
- 7 who
- 8 any
- 9 everything
- 10 never

### Part 7

- 1 have
- 2 at
- 3 lots
- 4 going
- 5 weather

## Speaking

Words in italics are possible answers only.

\* Remember to use the student's name throughout the test.

In Part 1, there are more differences in the pictures than are tested here. These can be used for further testing and pairwork in class.

In Part 2, the examiner can ask the questions in any order but the student can ask them in the order they appear on the card. The examiner's answers are fuller as he / she needs to respond grammatically to questions asked. Students only need a minimal response.

	To do	To say	Response (by student)	Back-up
	Usher brings candidate in.	Usher to Examiner: Hello, this is ( <i>student's name</i> ) *. Hello *, my name's <i>Maria / Ms Brown</i> . What's your surname? How old are you?	<i>Hello</i> <i>Silva</i> <i>11</i>	What's your family name? Are you 11?
1	Find the Differences			
	Show candidate both Find the Differences pictures. Point to the baby in each picture. Describe things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different. For example, in my picture the baby's laughing, but in your picture he's crying. OK? I'm going to say something about my picture. You tell me how your picture is different. In my picture, the grandfather's got a rucksack on his back. In my picture, there are two clouds in the sky. In my picture, the plane on the left is smaller than the plane on the right. In my picture, the taxi's behind the young woman. In my picture, the little girl's reading a book. In my picture, the grandmother's wearing a jacket.	<i>In my picture, the grandfather hasn't got a rucksack on his back.</i> <i>In my picture, there's one cloud (in the sky).</i> <i>In my picture, the plane on the left is bigger (than the plane on the right).</i> <i>In my picture, the taxi's behind the grandmother.</i> <i>In my picture, the little girl's not reading a book.</i> <i>In my picture, the grandmother's wearing a coat.</i>	1. Point at relevant differences. 2. Repeat statement. 3. Ask back-up question. Has the grandfather got a rucksack on his back? How many clouds are there? Which plane is bigger? Is the taxi behind the young woman? Is the little girl reading a book? Is the grandmother wearing a coat?



2 Information Exchange			
<p>Show candidate both the candidate copy and examiner copy. Then point to the candidate's copy.</p> <p>Point to the boy on the candidate's copy.</p> <p>Ask the questions.*</p>	<p>Robert and Sarah are going to different restaurants. I don't know anything about Robert's restaurant, but you do. So I'm going to ask you some questions.</p> <p>How is he going to the restaurant?</p> <p>What time is he going?</p> <p>What's he going to eat?</p> <p>Who's he going there with?</p> <p>Where's the restaurant?</p>	<p><i>(by) car</i></p> <p><i>half past seven</i></p> <p><i>chicken (and) chips</i></p> <p><i>(his) parents</i></p> <p><i>opposite (the) police station</i></p>	<p>Point at the information if necessary.</p>
<p>Point to the girl on the candidate's copy.</p> <p>Respond using information on examiner's copy.</p>	<p>Now you don't know anything about Sarah's restaurant, so you ask me some questions.</p> <p>next to the fire station</p> <p>her friends</p> <p>at half past eight</p> <p>by bus</p> <p>burger and salad</p>	<p><i>Where's the restaurant?</i></p> <p><i>Who's she going (there) with?</i></p> <p><i>What time is she going?</i></p> <p><i>How is she going there?</i></p> <p><i>What's she going to eat?</i></p>	<p>Point at information cues if necessary.</p>
3 Picture Story			
<p>Show candidate the Picture Story. Allow time to look at the pictures.</p>	<p>These pictures tell a story. It's called 'The homework and the scissors'. Just look at the pictures first.</p> <p>It's seven o'clock in the evening and Harry's doing his homework. His sister, Daisy, is drawing a picture of a house.</p> <p>Now you tell the story.</p>	<p><i>Harry's finished his homework now. He's watching television. Daisy's drawing some flowers on his homework.</i></p> <p><i>Daisy's standing on her chair. She's taking / picking up some scissors and glue from the shelf.</i></p> <p><i>Daisy's gluing the flowers on her picture. She's very busy!</i></p>	<p>1. Point at the pictures.</p> <p>2. Ask questions about the pictures.</p> <p>Has Harry finished his homework? What's he doing now? What's Daisy doing?</p> <p>What's Daisy doing? What's she taking from the shelf?</p> <p>Now what's Daisy doing? Is she busy?</p>

		<i>Harry isn't watching television now. He's very angry. Daisy likes her picture.</i>	Is Harry watching television now? Is he happy? Does Daisy like her picture?
4	Personal Questions		
Put the pictures away and turn to the candidate.	Now let's talk about your day at school.		
	What time do you get up on school days?	<i>7 o'clock</i>	Do you get up at 7 o'clock?
	How do you go to school?	<i>bus</i>	Do you go to school by bus?
	How many children are there in your class?	<i>20</i>	Are there 20 children in your class?
	What do you eat for lunch at school?	<i>salad</i>	Do you eat salad for lunch?
	Tell me about your school friends.	<i>I've got some good friends.</i>	Have you got some good friends?
		<i>We work together in class.</i>	Do you work together in class?
		<i>We play games together at lunchtime.</i>	Do you play games together at lunchtime?
	OK, thank you, *. Goodbye.	<i>Goodbye.</i>	

## Test 4

### Listening

Please note: when using the CD for the Listening paper teachers will have to replay the tracks for Parts 1–5. In the actual test, students would hear each part twice.

#### Part 1 Tracks 32 and 33

Alex boy playing drums, hands in air  
Vicky girls dancing very well, with glasses  
Anna singer, curly hair  
Emma girl doesn't like group, straight hair  
Jack boy with guitar, under the light

#### Transcript

##### Example

- A: The group's very good, isn't it?  
B: It's OK. That's my father over there.  
A: Which one's he?  
B: Well, can you see the two men taking photos?  
A: Yes.  
B: Well, he's the taller one. His name's Harry. He thinks he's a photographer!
- A: Those boys playing the drums are noisy, aren't they?  
B: Yes. One of them's my brother, Alex!  
A: Oh, which one?  
B: The one with his hands in the air.  
A: Oh, I see.  
A: And those two girls can dance very well!  
B: Do you think so?  
A: Yes.  
B: Well, I don't like Vicky. She's the one with the glasses.  
A: Why not?  
B: She isn't very kind to me.  
A: I think I like the singers. What about you?  
B: They're OK, but Anna, you know, the one with the curly hair, she's the best.  
A: Is she?  
B: Oh yes!  
A: Well, she looks happy!  
B: Yes, she does!  
A: I don't think that girl likes the group!  
B: Which one? The one with the straight hair?  
A: Yes, that's right.  
B: She's my sister. She's called Emma and she's horrible. But look at those boys with the guitars. Do you like them?  
A: Well, they're a bit loud!  
B: Oh, I know. That one there's called Jack. He's great!  
A: Which one?  
B: The one under the light.  
A: Oh yes, I see him!

#### Part 2 Tracks 34 and 35

- 1 Swan
- 2 brown
- 3 bus stop
- 4 house key, letters
- 5 06235 453010

#### Transcript

##### Example

- A: Er, excuse me!  
B: How can I help you?  
A: Oh, you see, I've lost my handbag. I had it in town this morning and then I ...  
B: Just a minute, just a minute. I'll get a pen, now then, could I have your name please, your full name?  
A: Bethany Phillips.  
B: Can you spell the surname please?  
A: Yes. OK. P-H-I-double L-I-P-S.
- B: Now then, could you give me your address please?  
A: Oh that's 27, Swan Street, Brighton. You know the fire station? Well, I live very near there and not far from that big supermarket.  
B: Now then, sorry, what have you lost?  
A: My handbag. I've lost my handbag. It's brown.  
B: Right, how did you lose this bag?  
A: Well, you see the bus didn't come for ages, so I put my bag down at the bus stop and then it came and I got on.  
B: OK. So what was inside the bag then? Just tell me slowly.  
A: Oh, well, there was all my money, and, oh dear, there was my house key and, oh yes, there were two letters. I wanted to post them you see.  
B: And nothing else then?  
A: Er, no, no, I don't think so because I've got this other bag for my shopping you see and I bought some jeans and a nice jacket and they're in here so ...  
B: Right, good. And could you give me your phone number, please?  
A: Oh yes, it's 06235 453010, but we're all out in the mornings because Dad's at work and ...  
B: Thank you. Now, if I have any news about your bag, I'll phone you of course – in the afternoon.  
A: Oh, thank you very much. That's very kind of ...  
B: Goodbye now.  
A: Bye then.

### Part 3 Tracks 36 and 37

key H  
umbrella G  
belt B  
torch D  
comb F

#### Transcript

##### Example

- A: Hello? Aunt May? Is that you?  
B: Hello dear!  
A: I'm just ringing to thank you for a lovely weekend. I had a great time.  
B: Oh, that's good. And did you get home OK, dear?  
A: Oh, yes thanks. But Aunt May, I'm afraid I left one or two things at your house. Could you post them to me please?  
B: OK dear. What was it you left?  
A: Well, there's my brush. I used it in the bathroom, it's on the shelf under the mirror. I don't know how I forgot it but I do need it.  
B: All right dear. Anything else?  
  
A: Oh yes, a few other things. Sorry.  
B: Never mind! Where are they then?  
A: Well, there's my comb, er, it isn't with my brush. It's next to the television in Anna's bedroom. No, I had it after that. No, on the table by the bed. Yes, I remember, I put it there.  
B: Are you sure dear?  
A: Yes, yes. And then there's my house key.  
B: Oh, you must be more careful dear.  
A: Yes, when I got home everyone was out and I couldn't get in the house for two hours. It was terrible. But the thing is, you know I went shopping and bought some dresses? Well, it's in that plastic shopping bag on the kitchen floor. You haven't thrown it away, have you?  
B: No, I'm sure I haven't.  
A: OK good. Well, one of the dresses had a really nice belt with it. And Anna wore it when we went out last night and she didn't give it back to me. It's under her bed I think, no, on her bookcase by the door. That's right, she picked it up, I remember  
B: OK. I'll ask her about that then.  
A: And also ...  
B: Something else?  
A: Well yes, there's my torch.  
B: What did you need that for?  
A: Oh, well, Anna and I went outside into the garden on Saturday night and played games in the dark with it. It was very exciting! Didn't you see us?  
B: No, I didn't. So where did you put that then?  
A: Well, I left it downstairs in the kitchen, on that shelf just above the fridge.

- B: Oh yes, I can see it! So, is that everything then?  
A: Just one more thing, my umbrella, sorry.  
B: OK, where is it?  
A: Well, I didn't need it, the weather was so nice, wasn't it? So I left it on the table by the telephone, you know, near the front door.  
B: Oh yes, it's right here! And that must be everything surely!  
A: Yes, Aunt May.  
B: And who's going to pay for all the stamps? That's what I'd like to know.  
A: Sorry Aunt May!

### Part 4 Tracks 38 and 39

- 1 A
- 2 B
- 3 C
- 4 B
- 5 A

#### Transcript

##### Example

- Where's William going to go with his school friends?  
A: So, William, are you excited about going away with your school friends?  
B: Oh yes! It'll be better than last time.  
A: I thought you liked all that climbing in the mountains?  
B: Yes, but the sea will be so much more fun! It's a long way from a town though.  
A: That doesn't matter. You're not going to do any shopping!
- 1 What has William forgotten to put in his rucksack?  
A: So, you've got everything you need? You've got a towel and your toothbrush?  
B: Yes Dad. It's all in my rucksack. And I haven't forgotten my phone or my money!  
A: And you've got some stamps and envelopes, so you can write to us?  
B: No, I haven't. Oh, do I have to write, Dad?  
A: Yes, you do.
  - 2 What's the weather going to be like?  
A: Well, you should have a nice time. The weather's going to be lovely.  
B: Not like last year then. It rained nearly every day! And it was really windy too!  
A: No, it'll be better than that.  
B: Are you sure?  
A: Yes!

- 3 Where's William going to stay?  
 B: The place looks really nice too. Have you seen this picture?  
 A: No tents this time, then? That's good!  
 B: No. The teachers say we have to stay with families. I wanted to stay in a big hotel but it was too expensive.  
 A: I'm sure you'll be fine!
- 4 How is William going to get there?  
 A: Come on, we have to leave now!  
 B: I wish I could go on a plane. It'd be so exciting.  
 A: Well, you can't. What time does the bus leave school?  
 B: Oh, I don't know. A train would be quicker, wouldn't it?  
 A: Yes, but not cheaper.
- 5 What doesn't William want to eat when he's away?  
 B: And then there's the food!  
 A: What about it?  
 B: Well, I'm not going to eat any vegetables!  
 A: You should try, you know, and some salad too.  
 B: Well, I don't mind that ... with fish and chips, of course!  
 A: You can't eat that everyday William.

### Part 5 Tracks 40 and 41

- 1 fatter snowman at front: colour scarf purple  
 2 child on sledge, waving hands: colour hat pink  
 3 writing at bottom: write *soup* / *Soup* / *SOUP*  
 4 girl throwing snowball, on bridge, short hair: draw snowball in right hand  
 5 girl very good at skating: colour skates green

### Transcript

#### Example

A: Oh, that's lovely. I've never seen snow!

B: Haven't you? Well, can you help me to colour the picture?

A: OK then.

B: Can you see the two boys who are skiing?

A: Yes, one of them's falling over. He looks funny!

B: Yes. Well, colour his shoes red.

- 1 B: Good. Now then, there are two snowmen in the picture. Do you see?

A: Yes. The one at the front's fatter than the other one.

B: That's right! Well, can you colour his scarf purple?

A: Oh yes. That's a lovely colour!

B: Yes, it is.

- 2 B: And can you see the two children on sledges?

A: Yes.

B: You see the one waving her hands in the air?

A: Yes. She looks happy!

B: She does! Well, colour her hat pink.

A: OK then.

- 3 B: That's very good, but now I'd like you to write something.

A: OK. What shall I write?

B: Well, can you see the writing at the bottom of the picture?

A: Yes, I can!

B: Well, can you write the word 'soup' next to the word 'hot'. Do you see the space?

A: Yes. There! I've done it!

- 4 B: And can you draw something for me please?

A: I'll try!

B: OK. Can you see the two girls who are throwing snowballs?

A: On the bridge? Yes.

B: Well, the girl with the short hair, draw a snowball in her right hand.

A: Oh, that's easy!

B: Great!

- 5 B: Now then, there are two girls with skates on.

A: Yes! One of them's very good at skating, isn't she?

B: Yes. Do you want to colour her skates?

A: OK, what colour?

B: Oh, I don't know, green?

A: That's a good colour.

## Reading & Writing

### Part 1

- 1 a team
- 2 traffic
- 3 wool
- 4 a race
- 5 wood
- 6 hills
- 7 a rocket
- 8 bridges
- 9 glass
- 10 castles

### Part 2

- 1 yes
- 2 no
- 3 yes
- 4 no
- 5 no
- 6 yes
- 7 yes

### Part 3

- 1 G
- 2 H
- 3 D
- 4 E
- 5 B

### Part 4

- 1 sailing
- 2 rock
- 3 dark
- 4 torch
- 5 arrived
- 6 An exciting adventure

### Part 5

- 1 get some money
- 2 knew something was wrong
- 3 a (big plastic) bag
- 4 (very) surprised
- 5 dropped the money
- 6 (very) brave
- 7 famous people

### Part 6

- 1 because
- 2 under
- 3 have
- 4 still
- 5 everything
- 6 across
- 7 other
- 8 most
- 9 During
- 10 know

### Part 7

- 1 won
- 2 who
- 3 going
- 4 if
- 5 Are

## Speaking

Words in italics are possible answers only.

\* Remember to use the student's name throughout the test.

In Part 1, there are more differences in the pictures than are tested here. These can be used for further testing and pairwork in class.

In Part 2, the examiner can ask the questions in any order but the student can ask them in the order they appear on the card. The examiner's answers are fuller as he / she needs to respond grammatically to questions asked. Students only need a minimal response.

	To do	To say	Response (by student)	Back-up
	Usher brings candidate in.	Usher to Examiner: Hello, this is ( <i>student's name</i> ) *. Hello *, my name's <i>Maria / Ms Brown</i> . What's your surname? How old are you?	<i>Hello</i> <i>Silva</i> <i>11</i>	What's your family name? Are you 11?
1	Find the Differences			
	Show candidate both Find the Differences pictures. Point to the father in each picture.  Describe things without pointing.	Now, here are two pictures. My picture is nearly the same as yours, but some things are different.  For example, in my picture the father's wearing a hat, but in your picture he isn't wearing a hat. OK?  I'm going to say something about my picture. You tell me how your picture is different.  In my picture, the swimming pool's square. In my picture, the boy's taller than the girl. In my picture, there are two shells. In my picture, there's an octopus on the towel. In my picture, the bird's above the bike on the right. In my picture, the boat's between the island and the son.	<i>In my picture, the swimming pool's round.</i> <i>In my picture, the girl's taller than the boy.</i> <i>In my picture, there are three shells.</i> <i>In my picture, there's a camel (on the towel).</i> <i>In my picture, the bird's above the bike on the left.</i> <i>In my picture, the boat's in front of the sun.</i>	1. Point at relevant differences. 2. Repeat statement. 3. Ask back-up question.  Is the swimming pool square? Is the boy taller than the girl? How many shells are there? Is there an octopus on the towel? Is the bird above the bike on the right? Is the boat between the island and the sun?

2 Information Exchange			
<p>Show candidate both the candidate copy and examiner copy. Then point to the candidate's copy.</p> <p>Point to the girl on the candidate's copy.</p> <p>Ask the questions.*</p> <p>Point to the boy on the candidate's copy.</p> <p>Respond using information on examiner's copy.</p>	<p>Katy and Michael both have favourite lessons. I don't know anything about Katy's favourite lesson, but you do. So I'm going to ask you some questions.</p> <p>What subject does she like?</p> <p>What day is the lesson?</p> <p>What's the teacher's name?</p> <p>What is she studying today?</p> <p>How long is the lesson?</p> <p>Now you don't know anything about Michael's lesson, so you ask me some questions.</p> <p>Mrs Green</p> <p>English</p> <p>one hour</p> <p>Tuesday</p> <p>spelling</p>	<p><i>Geography</i></p> <p><i>Wednesday</i></p> <p><i>Mr Hall</i></p> <p><i>maps</i></p> <p><i>two hours</i></p> <p><i>What's the teacher's name?</i></p> <p><i>What subject does he like?</i></p> <p><i>How long is the lesson?</i></p> <p><i>What day is the lesson?</i></p> <p><i>What is he studying today?</i></p>	<p>Point at the information if necessary.</p> <p>Point at information cues if necessary.</p>
3 Picture Story			
<p>Show candidate the Picture Story. Allow time to look at the pictures.</p>	<p>These pictures tell a story. It's called 'The baby and the biscuits'. Just look at the pictures first.</p> <p>Jane and Sally are in the kitchen. They've made some biscuits and they're putting them in the cooker. Their baby brother's watching them. Their mother's going shopping.</p> <p>Now you tell the story.</p>	<p><i>The girls are taking the biscuits out of the cooker. They can't eat the biscuits because they're too hot.</i></p>	<p>1. Point at the pictures.</p> <p>2. Ask questions about the pictures.</p> <p>What are the girls doing? Are they eating the biscuits? Are the biscuits hot?</p>



		<p><i>The girls are in the living room / their bedroom. They're playing on the computer but the baby's in the kitchen. He's eating the biscuits.</i></p> <p><i>The girls are in the kitchen now. They're angry because the baby has eaten all the biscuits. The baby's crying.</i></p> <p><i>Their mother's come home. She's bought a very big cake. Everyone's happy now.</i></p>	<p>Where are the girls now? What are they doing? And where's the baby? What's he doing?</p> <p>Where are the girls now? Are they happy? What has the baby done? Is he laughing?</p> <p>Who's come home? What has she bought? Is everyone happy now?</p>
4	Personal Questions		
Put the pictures away and turn to the candidate.	<p>Now let's talk about your friends and family.</p> <p>How many people are there in your family?</p> <p>Who gets up first in the mornings?</p> <p>What do you do with your family at the weekend?</p> <p>What do you like doing with your friends?</p> <p>Tell me about your best friend.</p>	<p><i>three</i></p> <p><i>(my) mother</i></p> <p><i>(go to the) cinema</i></p> <p><i>play(ing) football / tennis</i></p> <p><i>His / Her name's ...</i></p> <p><i>He's / She's 11.</i></p> <p><i>He's / She's very kind.</i></p>	<p>Are there three people in your family?</p> <p>Does your <i>mother / father / brother / sister</i> get up first?</p> <p>Do you go to the cinema?</p> <p>Do you play football / tennis with your friends?</p> <p>What's <i>his / her</i> name?</p> <p>How old is <i>he / she</i>?</p> <p>Is <i>he / she</i> kind?</p>
	<p>OK, thank you, *.</p> <p>Goodbye.</p>	<p><i>Goodbye.</i></p>	

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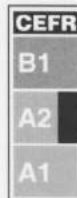
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