



Test key and tapescripts

Marks are not shown on the tests themselves, giving you the flexibility to mark in a way that suits your teaching situation. However, a scheme is given below which you may wish to use. Note that all four skills carry equal weight in the Cambridge English: Young Learners (YLE) Tests. There are four complete tests in this section.

Marking Key

- () = Acceptable extra words are placed in brackets
- / = A single slash is placed between acceptable alternative words within an answer
- // = A double slash is placed between acceptable alternative complete answers

Listening Key: F = adult female, M = adult male, FCH = female child, MCH = male child.

Test Units High tech-2 pp 76-90

Listening Part 1 (5 marks): page 76

Key: Lines should be drawn as follows:

- 1 Jane and the unicorn with the long horn
- 2 Sarah and the mermaid
- 3 William and the dragon with scales on his legs
- 4 Katy and the siren
- 5 Nick and the centaur

TRACK 16

Part One. Look at the picture. Listen and look. There is one example.

- F: Who's the boy sitting in a nest?
 MCH: Over there? That's David.
 F: Is he a harpy? Half woman?
 MCH: No, Mum! He's a griffin. He's got the head of an eagle.

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

- MCH: Look! There's Jane!
 F: Where? I can't see her.
 MCH: She's on the left. She's the unicorn.
 F: There are two unicorns. You mean the one with the short horn on her head?
 MCH: No. The long one.
 F: Oh yes. I can see her. And what about your friend Sarah? Is she here?
 MCH: Yes, she is. She's the one with beautiful long hair.
 F: There are four girls with long hair. Which one is she?
 MCH: She's on the right.
 F: Oh yes. I can see her now. She's the mermaid. Oh look, that boy's got wings!
 MCH: Which one?
 F: The boy at the back, in the middle. He's got scales on his legs, like a fish. Who is he?
 MCH: Oh, that's William. He's a dragon.
 F: And where's Katy?
 MCH: Over there. She's half bird.
 F: There are two of those! Which one is she?
 MCH: She's the one who's singing. She's playing a siren. Oh look! There's Nick!
 F: Where?
 MCH: Near the front. He's got the legs of a horse.
 F: And the head of a man?
 MCH: Yes, that's him. He's the centaur.

Listening Part 2 (5 marks): page 77

Key: 1 12 // twelve, 2 old, 3 pen drive, 4 every, 5 www.jimkgriffin.com.

TRACK 17

Part Two. Look at the picture. Listen and look. There is one example.

- F: Hello, Jim.
 MCH: Hello.
 F: Thank you for taking part in our technology survey. You know a lot about computers, is that right?
 MCH: Yes, that's right.
 F: Did your father teach you about them?
 MCH: No, my mother taught me. She knows everything about computers!

Can you see the answer? Now you listen and write.

- F: Can you tell us about yourself, Jim?
 MCH: Of course. I'm 11 now but I'm going to be 12 next week. And I love computers. They're really good fun!
 F: Have you got a laptop, Jim?
 MCH: No, not yet. My parents are going to buy me one for my birthday next week. At the moment I've only got an old computer.
 F: I see. And do you use your computer for homework?
 MCH: Yes, sometimes we do projects at home.
 F: So, do you take your work to school on a CD?
 MCH: No, I save it on a pen drive. It's easier to carry.
 F: And what about a mobile phone?
 MCH: Yes, I've got one. It's really cool. I can take photos and videos with it! I know how to text too. I send text messages every day to my friends.
 F: What's your favourite web site, Jim?
 MCH: My website! It's great. My mum helped me to make it. It's got a name. It's called www.jimkgriffin.com. That's 'jim', my name, then 'k', then 'griffin'. Just one word. All small letters.
 F: jimkgriffin.com. I must have a look at that!
 MCH: Are there any more questions in the survey?
 F: No, that's all. Thank you for your help.
 MCH: You're welcome. Goodbye.

Listening Part 3 (5 marks): page 78

Key: 1 H Tim and astronauts on the Moon, 2 F Anna and mobile phones, 3 A John and dragons, 4 G David and unicorns, 5 B Emma and rockets.

TRACK 18

Part Three. Listen and look. There is one example. Mary's dad wants to know what her classmates are going to write about for the ezine competition.

- M: What are your friends going to write about, Mary?
 FCH: Well, Sally thinks that space is really interesting, so she's going to write about Mars, Venus and the other planets.

Can you see the letter E next to Sally? Now you listen and write a letter in each box.

- M: Is Tim going to write about the planets too?
 FCH: No, he's going to write about the Moon. He wants to learn more about space and astronauts on the Moon.
 M: What about Anna? What's she going to do?
 FCH: Well, she's really interested in communications, so she's going to write about the history of mobile phones.

M: You also studied myths and legends at school, didn't you? Is anyone going to write about that?

FCH: Yes, John is. He's going to find pictures of dragons on the internet and write about them.

M: What about mermaids?

FCH: Erm, no. No-one's going to write about mermaids, but I think ... yes, David's going to write about unicorns. He loves horses so unicorns and centaurs are his favourite mythical beasts.

M: Emma's favourite subject is Science, isn't it? What's she going to do?

FCH: Well, she's interested in transport of the future. She's going to write about rockets. She's going to design one too.

Listening Part 4 (5 marks): page 79

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

TRACK 19

Part Four. Listen and look. There is one example. Where is Nick going on holiday?

FCH: I'm going to go to France this year. Where are you going to go, Nick?

MCH: I'm going into space!

FCH: Really? Are you going to the Moon?

MCH: No. I'm going to a space station!

FCH: Wow! That's wonderful!

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

1 *How is he going to travel?*

FCH: How are you going to get to the space station?

MCH: By bicycle, of course.

FCH: You can't do that!

MCH: No, I'm just joking!

FCH: So how **are** you going to get there?

MCH: We're going to travel in a rocket.

FCH: You're so lucky! I'm going in a normal plane!

2 *What is he going to do on holiday?*

FCH: What are you going to do in space? Are you going to learn to fly?

MCH: No. I'm going to take photos!

FCH: Really? What kind of things are you going to see?

MCH: Well, I'm going to see the Earth from space and inside the space station.

FCH: Great! Can you let me see your pictures?

MCH: Of course!

3 *Who is he going to travel with?*

FCH: Who are you going to travel with?

MCH: Well, I'm going with my mum and dad. Oh, and an astronaut and an engineer are going to come with us.

FCH: Are any other tourists going to travel with you?

MCH: No, I don't think so.

4 *How many days is he going to be on holiday?*

FCH: How many days are you going to stay there?

MCH: Well, we wanted to go for five days but we can't.

FCH: Why not?

MCH: Dad needs to come back to work.

FCH: So how long are you going to spend there? One day?

MCH: No. We're going for three days.

FCH: Well, that's great.

5 *How much is his flight going to cost?*

FCH: How much does the flight cost?

MCH: Well, most tourists pay millions, but it's free for my family.

FCH: Really? That's not possible.

MCH: Yes, it is. My uncle works for NASA! Remember? He designed the space station!

Listening Part 5 (5 marks): page 80

Key: 1 blue headphones on Mary's head,
2 red mobile phone under the calendar,
3 green pen drive to the right of the keyboard,
4 purple webcam, 5 'start' in the middle of the screen.

TRACK 20

Part Five. Listen and look at the picture.

There is one example.

M: Can you help me with this picture?

FCH: OK. How can I help you?

M: Can you see the two speakers?

FCH: Yes, I can.

M: Colour the one on the left black.

FCH: The one on the left?

M: That's right. Colour it black.

Can you see the black speaker? This is an example.

Now you listen and colour and draw and write.

1

M: Can you see the headphones?

FCH: On Mary's desk?

M: No, on her head. She's listening to music online.

FCH: I love doing that too! What colour shall I use?

M: Colour them blue, please.

FCH: OK.

2

M: Now look carefully. Can you see a mobile phone?

FCH: Well, there are two. There's one in front of the books and another one under the calendar.

M: Oh yes, that's right. Can you colour the one under the calendar, please?

FCH: Of course. What colour?

M: Red.

3

M: Now, can you draw a pen drive on the desk, to the right of the keyboard?

FCH: Next to the numbers 1-9?

M: That's right. Draw a pen drive there.

FCH: And shall I colour it?

M: Yes, that's a good idea. Colour it green.

FCH: There! A green pen drive on the right of the keyboard.

4

FCH: Can I colour something else?

M: Yes. Why don't you colour the webcam purple?

FCH: A purple camera? OK.

M: No, not the camera. The webcam on top of the computer.

FCH: OK, I'll colour the webcam purple.

5

M: What else do we need in the picture?

FCH: Well, there isn't anything on the screen. It's empty.

M: That's right. Write 'start' on it.

FCH: Where? At the top?

M: No. In the middle.

FCH: OK. Finished!

Reading & Writing Part 1 (10 marks): page 81

1 the Moon, 2 mobile phones, 3 a mermaid, 4 a rocket, 5 engineers, 6 an email, 7 astronauts, 8 a horn, 9 Earth, 10 laptops.

Reading & Writing Part 2 (7 marks): page 82

1 yes, 2 no, 3 yes, 4 yes, 5 no, 6 yes, 7 no.

Reading & Writing Part 3 (5 marks): page 83

1 A, 2 E, 3 G, 4 D, 5 H.

Reading & Writing Part 4 (6 marks): page 84

1 part, 2 scales, 3 bag, 4 watched, 5 beast,
6 Some brothers are beasts!

Reading & Writing Part 5 (7 marks): page 85

1 at home (to learn), 2 getting up,
3 through the/a webcam, 4 7/seven o'clock, 5 he was in bed,
6 behind her laptop, 7 her friends.

Reading & Writing Part 6 (10 marks): page 86

1 will, 2 have, 3 where, 4 are, 5 tell, 6 want, 7 quickest,
8 be, 9 will, 10 people.

Reading & Writing Part 7 (5 marks): page 87

1 in, 2 were, 3 of, 4 didn't, 5 have/put.

Speaking: pages 88–90

- Part 1. See general notes (page 6) in the Introduction for how to set up this part of the Speaking test. Give an example. Aim to elicit six differences from the pupil.
- Part 2. See general notes. Start by introducing Mark. *This is Mark. I don't know anything about him but you do, so I'm going to ask you some questions. What is Mark designing?* Ask the pupil to answer the questions about Mark, then say *Now you ask me questions about Jane* and point to the prompts on the Pupil's card.
- Part 3. See general notes. Start the story *This boy wants to use the computer but it isn't working. His dad, grandad and grandma are watching a space programme on television.*
- Part 4. Follow on the theme of technology by asking questions such as: *Do you like using computers? What do you do on a computer?* etc.

Test Units 3–4 pp 91–105

Listening Part 1 (5 marks): page 91

Key: Lines should be drawn as follows:

- 1 Richard and the boy in front of the tall tree
- 2 Emma and the girl crossing the bridge
- 3 Helen and the girl looking at an insect on a rock
- 4 Peter and the boy carrying a rucksack, on the bridge
- 5 William and the young man at the front of the line

TRACK 21

Part One. Look at the picture. Listen and look. There is one example.

FCH: Dad, come and look at this picture of the school trip.

I took it while we were hiking.

M: Who's the girl near the front?

FCH: The one wearing a hat?

M: Yes. She's got a torch in her hand.

FCH: Oh. That's Mary.

M: I think I know her father. He works with me.

Can you see the line? This is an example.

Now you listen and draw lines.

M: What about your friend Richard? I can't see him.

FCH: He's over there. In front of the tall tree.

M: Near the back?

FCH: Yes, that's right.

M: And who's the girl crossing the bridge? Is that Katy?

FCH: The girl here, between the two boys?

M: Yes.

FCH: No, that's not Katy. That's Emma.

M: Oh yes. I know Emma. She lives near us, doesn't she?

FCH: Yes. Now, can you see the girl at the back?

M: Where?

FCH: The one who's looking at something on a rock.

M: Oh yes. Who's she?

FCH: That's Helen. She's funny. She looked at insects all the time on our school trip! She loves them.

M: What about the boy who's doing the Science project with you? Where's he?

FCH: You mean Peter. He's the boy with a rucksack.

M: Two people are carrying rucksacks. Which one is he?

FCH: The one on the bridge.

M: Who's the other boy with a rucksack?

FCH: You mean the person at the front of the line?

M: Yes. The one with a map. What's his name?

FCH: Dad, he's our teacher! His name's William, like you, but we call him Mr Hill!

M: Oh. He looks very young!

Listening Part 2 (5 marks): page 92

Key: 1 salads, 2 chicken, 3 jam, 4 34, 5 quarter.

TRACK 22

Part Two. Look at the picture. Listen and look. There is one example.

M: Good evening. Carlo's Restaurant. Can I help you?

F: Yes please, I'd like to order some food.

M: Thank you. Could I have your name, please?

F: Yes, my name is Jenny Scott.

M: Can I take your order please, Jenny?

F: Yes, I'd like two small pizzas, please.

Can you see the answer? Now you listen and write.

M: Would you like any salads or fries with your pizzas?

F: Salads, please. Could we have three salads?

M: Yes, and would you like any soup as a starter?

F: What kind of soup?

M: Today we have chicken soup or vegetable soup.

F: OK, yes, we'll have chicken soup.

M: And would you like something **after** the pizza? We have two kinds of cake today: with chocolate or with jam.

F: Oh yes, cake with jam, please.

M: OK, and your address?

F: It's number 34 Hill Street.

M: 34 Hill Street, OK, and what time would you like your food?

F: Is quarter past eight OK?

M: That's fine. Quarter past eight. Thanks for your order. Bye.

F: Goodbye.

Listening Part 3 (5 marks): page 93

Key: 1 C Helen and peanuts, 2 E Jack and apples,
3 A William and popcorn, 4 G Kim and biscuits,
5 D Michael and sandwich

TRACK 23

Part Three. Listen and look. There is one example. What do Mary's friends like to eat when they watch a film?

F: Shall we buy some snacks for your friends to eat when they watch the film tomorrow?

FCH: Oh, yes, great. Thanks, Mum!

F: What do they all like?

FCH: Well, we don't need to buy anything for Sarah because she likes bread and jam.

F: That's easy! We've got those at home.

Can you see the letter F next to Sarah? Now you listen and write a letter in each box.

F: What about your friend Helen? What does she like?
FCH: She likes all kinds of snacks, but can we buy some peanuts? Those are her favourite.
F: OK. And what about Jack? Does he like, erm, chocolate?
FCH: No, Mum! He never eats chocolate. He plays lots of sports and he likes fruit. Can we buy some apples?
F: Yes, OK. Now, your friend William doesn't eat very much, does he? Does he eat snacks?
FCH: I don't know, Mum. He's a bit difficult. Oh I know! He eats popcorn at the cinema. Let's buy some of that.
F: That's fine. And what about your other friends?
FCH: When I go to Kim's house, she usually eats fries. She loves them. And she eats them cold!
F: Ugh! Well, I'm sorry. I'm not going to make fries! They take a long time to cook.
FCH: What about chocolate biscuits? She loves those!
F: OK. And for Michael?
FCH: Well, he brings a sandwich to school every day and we've got bread, but ... his favourite sandwich is peanut butter with jam.
F: Peanut butter with jam? Ergh. How horrible! OK, Mary, we'll get some peanut butter to make a sandwich for Michael.

Listening Part 4 (5 marks): page 94

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

TRACK 24

Part Four. Listen and look. There is one example. What did Michael break?

M: Let me have a look, Michael. Does your hand hurt?
MCH: No, not really.
M: OK, that feels fine. Your hand isn't broken.
MCH: Really? That's good. Because I've got an important basketball game next week.
M: But your **leg** is the problem, Michael! This foot is moving well, but I think your leg's broken. I'm sorry, you can't play basketball for a long time.
MCH: Oh no!
Can you see the tick? Now you listen and tick the box.
1 Why does Sue feel sick?
M: What's the matter, Sue?
FCH: I feel sick.
M: Too many sweets?
FCH: No. I had some chocolate this morning, but that's not why I've got a stomach-ache.
M: So what's the problem?
FCH: Too much ice cream. You see, my friends didn't want theirs, so ... I ate it all.

2 What was Robert doing when he broke his leg?

F: How did you break your leg? Were you riding too fast down the hill again, Robert?
MCH: No, I was going round that big corner to the left, near Grandma's house.
F: But you were going too fast, weren't you?
MCH: Yes, Mum. But I **was** wearing my helmet.

3 How did Sarah hurt her head?

M: What happened to your head, Sarah?
FCH: I was camping when something fell on my head.
M: Did the tent fall on your head?
FCH: No, I was sitting in the tent when a tree came through the roof.
M: Oh no, that **was** bad luck!

4 How did Peter break his arm?

F: What happened to you, Peter?
MCH: It was yesterday. I was, erm, walking over a bridge and my foot went through a hole.

F: Walking over a bridge? Which bridge? And how did you break your arm doing that? Peter! What really happened? Were you fighting?
MCH: No ... I was standing on a rock in the park ... and I was waving ... and I fell off.

5 What was Anna doing when she hurt her hand?

M: How did you hurt your hand, Anna?
FCH: I was crossing the living room when ... the door hit me.
M: Doors don't hit people! Come on, Anna. What were you doing?
FCH: Well, I was talking to my friend on my mobile phone. I wasn't looking when I ... walked into a door.
M: Did you fall on the floor?
FCH: No, I didn't. But it really hurts!

Listening Part 5 (5 marks): page 95

Key: 1 green vegetables next to the rice on the smallest plate, 2 a yellow torch on the table, 3 a blue open rucksack, 4 'sauce' on the bowl, 5 a glass near the plate with the chopsticks.

TRACK 25

Part Five. Listen and look at the picture. There is one example.

M: Can you help me with this picture?
FCH: Yes, OK. What should I do?
M: Can you see the chopsticks near Dad's plate?
FCH: Near Dad's plate? He's holding a bowl, isn't he?
M: Yes, but his plate's on the table. Can you colour his chopsticks black?
FCH: Oh, I can see it now. OK. I'll colour the chopsticks black.
Can you see the black chopsticks? This is an example. Now you listen and colour and draw and write.

1

M: What can you see on the plates?
FCH: Well, there's some rice.
M: Can you draw some vegetables next to the rice?
FCH: On all the plates?
M: No, on the smallest plate. Draw some vegetables on the smallest plate.
FCH: OK. Can I colour them green?
M: That's a good idea. Colour them green.

2

M: How many torches can you see?
FCH: I can see two: there's one in the boy's hand, and one on the table.
M: That's right. Can you colour the torch on the table yellow, please?
FCH: OK!

3

M: What can you see on the ground?
FCH: Two rucksacks. One is open.
M: Good. Let's colour the open one. What colour should it be?
FCH: Erm. I think it should be blue.
M: OK. Colour the open rucksack blue.

4

M: Can you see the bowl on the table?
FCH: Oh yes. What's in it?
M: Sauce, for the meal.
FCH: Should I write on the bowl?
M: Yes. Can you write 'sauce' on it?
FCH: OK.

5

M: What else do we need in the picture?
FCH: Well, there isn't anything to drink with.

M: That's right. Can you draw a glass for Dad, near his chopsticks?
FCH: A glass for Dad? OK. He'll need a drink because he's cooking near the fire.
M: That's right. Well done. That looks great.

Reading & Writing Part 1 (10 marks): page 96

1 hills, 2 a pan, 3 biscuits, 4 rucksacks, 5 chopsticks, 6 sleeping bags, 7 a torch, 8 popcorn, 9 jam, 10 an explorer.

Reading & Writing Part 2 (7 marks): page 97

1 no, 2 yes, 3 no, 4 yes, 5 yes, 6 no, 7 yes.

Reading & Writing Part 3 (5 marks): page 98

1 E, 2 B, 3 G, 4 A, 5 H.

Reading & Writing Part 4 (6 marks): page 99

1 excited, 2 taste, 3 ate, 4 hungry, 5 angry, 6 The ice cream accident.

Reading & Writing Part 5 (7 marks): page 100

1 very cold, 2 explorer, 3 climbed out of, 4 a big hole, 5 was hurting, 6 was inside, 7 she moved towards.

Reading & Writing Part 6 (10 marks): page 101

1 much, 2 many, 3 enough, 4 for, 5 of, 6 at, 7 every, 8 good, 9 Don't, 10 some.

Reading & Writing Part 7 (5 marks): page 102

1 some, 2 was, 3 many, 4 there, 5 enough.

Speaking: pages 103–105

- Part 1. See general notes (page 6) in the Introduction for how to set up this part of the Speaking test. Give an example. Aim to elicit six differences from the pupil.
- Part 2. See general notes. Introduce David. Say *This is David. He is buying food to cook a meal. I don't know anything about him but you do. I'm going to ask you some questions. What is David going to eat this evening?* Ask the pupil to answer all the questions about David then say *Now you ask me questions about Helen.* Point to the prompts on the Pupil's card.
- Part 3. See general notes. Start the story *This mum and dad and their two children are in the living room. They are going to go camping. There is a tent on the floor.*
- Part 4. Return to the theme of food by asking *What do you usually eat for breakfast? What's your favourite snack?* etc

Test Units 5-6 pp 106-120

Listening Part 1 (5 marks): page 106

Key: Lines should be drawn as follows:

- 1 Pam and the girl wearing a hat with a crab on it
- 2 Tony and the boy with eight octopus legs and glasses
- 3 Peter and the boy with big claws, shouting something
- 4 Susan and the girl with long hair, wearing a sheet
- 5 Helen and the girl near the front giving a sheet to a young man

TRACK 26

Part One. Look at the picture. Listen and look. There is one example.

F: What are your classmates doing over there?
MCH: They're telling people about endangered species.

Today is World Environment Day.

F: Oh yes! You're right.

MCH: The boy in the middle is my best friend.

F: You mean the one with the big sign?

MCH: Yes. His name's Richard.

Can you see the line? This is an example.

Now you listen and draw lines.

F: Who's that girl over there? She's giving a piece of paper to a woman.

MCH: Which girl?

F: Oh, there are two, aren't there? I mean the girl wearing a hat with a crab on it! What's her name?

MCH: Pam! She's doing the History project with me.

F: And who's the boy with eight legs, the one wearing glasses?

MCH: Oh, that's Tony. He's an octopus!

F: Oh, I see but why aren't you with them, Robert?

MCH: I'm going to do it this afternoon. Do you remember?

F: Oh, that's right. So, one group goes out in the morning and one goes out in the afternoon. That's a good idea.

MCH: Yes. We're all helping at different times.

F: Oh look, that boy's got two big claws!

MCH: Where is he standing?

F: Near the back.

MCH: Oh. That's Peter. He's a lobster, I think!

F: What's he shouting?

MCH: He's saying that people shouldn't buy things that are made of coral.

F: Really? Why?

MCH: Because coral is really tiny animals and we're killing them to make things.

F: And why are those two girls wearing sheets? What kind of sea creature are they?

MCH: They're jellyfish! One of them's my friend Susan.

F: The one with short hair?

MCH: No, Susan's hair is long.

F: And who's that girl who's giving a piece of paper to a man over there?

MCH: Near the front?

F: Yes. Does she help you with Science homework sometimes?

MCH: Yes, that's right. Her name's Helen.

Listening Part 2 (5 marks): page 107

Key: 1 9//nine, 2 drums, 3 skateboarding, 4 years, 5 golf.

TRACK 27

Part Two. Look at the picture. Listen and look. There is one example.

F: Hello. Thank you for calling Radio Sunshine! Can you tell us your name?

MCH: Of course. My name's Jack Davidson and I'm ...

F: I'm sorry. Is that Davidson or Davison?

MCH: It's D-A-V-I-D-S-O-N. I'm 13 years old and my favourite hobby is beatbox.

Can you see the answer? Now you listen and write.

F: Beatbox, huh? Can you tell us something about it?

MCH: Of course. It's a kind of singing. You use your mouth to copy the sounds and rhythms of drums.

F: And how long have you done beatbox, Jack?

MCH: Well, I first learnt how to do it nine months ago. I went to a class and I loved it, so three months ago I started to do it near the cafés and restaurants where the tourists go.

F: That's great. And do you play a musical instrument?
MCH: Well, I've got some drums in my bedroom, but I'm not very good!
F: And do you have other hobbies?
MCH: Yes, I go skateboarding with my friends. Sometimes we go to the shopping centre because there's a good place where you can practise.
F: Very interesting. How long have you done that?
MCH: About four months, no, I mean, four years!
F: So you like your free time! And what are you going to learn next?
MCH: Well, on Sunday afternoon I'm going to go with Dad to his golf club for the first time. I want to learn how to play golf because you can hit the ball a really long way.
F: But be careful! You don't want to hit it into the sand! Well, thanks for telling us about your hobbies, and have a great time on Sunday, Jack. Bye.
MCH: Thank you. Bye.

Listening Part 3 (5 marks): page 108

Key: 1 C Lucy and guitar, 2 F Tom and skateboard, 3 A Emma and free running, 4 D William and clothes design, 5 H Helen and chess.

TRACK 28

Part Three. Listen and look. There is one example. Mr Wood's pupils do lots of different hobbies. What are they?

F: What kind of hobbies do your pupils do?
M: Oh, they do everything. For example, Paul is very good at beatbox. He's done it for a year. He's got very good rhythm. Last week he showed us how to do it.
Can you see the letter G next to Paul? Now you listen and write a letter in each box.
F: Does anyone else do music in their free time?
M: Almost everyone, but Lucy is probably the best. She plays the guitar. Next week she's going to play for us in class.
F: What about Tom?
M: He prefers sports. Last week we went outside and he showed us some tricks on his skateboard. He's very good.
F: I heard that someone in your group does free running.
M: Yes, that's Emma. She's very fit. She can jump and climb everywhere! She told her classmates about it yesterday.
F: What does William do in his free time?
M: Well, I remember when he was in Year 1, he liked painting, but he doesn't do that now. He's started to design **clothes!** Did you know he makes his own T-shirts?
F: Really? No, I didn't know that. And what about Helen?
M: Well, she doesn't like sport or art, but she loves board games. Last week she showed us some very clever things in chess. It was very interesting!

Listening Part 4 (5 marks): page 109

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

TRACK 29

Part Four. Listen and look. There is one example. What happened to the bird?
MCH: Mum, quick! Look at that bird!
F: Poor thing! Why is it here on the beach?
MCH: Well, at first we thought its foot was hurting, but then we saw its wing. It's broken, look.
F: Oh, that's terrible.
Can you see the tick? Now you listen and tick the box.
I Who found the bird?
F: Who found it?
MCH: That lady over there.

F: The one with the hat?
MCH: Yes. And her husband called the rescue people.
F: The man with the mobile phone?
MCH: Yes.
F: I hope they can help.
2 *How long has the bird been there?*
F: Has it been on the sand for a long time? Was it here when you came to play with David?
MCH: Well, we've been here for an hour and it was here for two hours before that.
F: So, that's three hours! That's a long time!
3 *When did the rescue team arrive?*
F: And were you here when the rescuers arrived?
MCH: Yes, I was. David and I got here at ten to ten and they came just after that – at ten past ten.
F: But it's half past eleven now!
MCH: I know. The rescuers were very quiet, but the bird was afraid and, at first, it was trying to fly. They couldn't catch it and now the wing is worse.

4 *What are the rescuers doing?*
F: And has the bird eaten anything?
MCH: No, it hasn't, and they can't put it back into the water to find fish because it can't fly.
F: So what are they doing now?
MCH: They've put it in that special box. It can't try to fly in there.
F: Oh, that's good because it can rest.
5 *What's Harry going to do next?*
F: Look, there's a café. Do you want to have something to drink? I'd like some coffee.
MCH: Please can we have some ice cream first? It's very hot.
F: OK, first some ice cream.
MCH: Great. And after ice cream and your coffee, we can go swimming in the sea.
F: OK. We'll do that.
MCH: Thanks, Mum.

Listening Part 5 (5 marks): page 110

Key: 1 brown jellyfish, 2 blue paint pot next to the seal, 3 red crab claws, 4 hands on the clock at 2.25, 5 'coral' on the board.

TRACK 30

Part Five. Listen and look at the picture. There is one example.
M: Can you help me with this picture?
FCH: Yes, OK. How can I help?
M: Can you see the boy at the front? He's got a squid.
FCH: Oooh, it's got very big eyes!
M: Yes, it has. What can you see next to it?
FCH: A big ball of string.
M: Right. Can you colour it black, please?
Can you see the black ball of string? This is an example. Now you listen and colour and draw and write.
I
M: There's a jellyfish in the picture. Can you see it?
FCH: Let me see. Oh yes! A girl has cut it out with some scissors.
M: Yes, she has.
FCH: Shall I colour it?
M: Yes, please. Colour it brown.
FCH: OK.
2
M: Now look at the table near the window. Can you see some paint?

FCH: Yes, I can. There are three pots.
M: Good. Look at the one next to the seal.
FCH: The one that's open?
M: Yes, that's right. Colour it blue. Like the ocean.
FCH: OK.

3

M: And can you see two boys who have drawn sea creatures?
FCH: Yes. One has drawn an octopus. It's got rings on its legs.
M: That's right. And the other one?
FCH: He's made a crab. Look.
M: Yes, he has. Can you colour the claws red?
FCH: Red crab claws, OK.

4

M: Look at the clock on the wall. What time is it?
FCH: I don't know. It hasn't got any hands!
M: That's right. They aren't there.
FCH: Should I draw them?
M: Yes, please. It's twenty-five past two.

5

M: What else do we need in the picture?
FCH: Well, there isn't anything on the board. It's empty.
M: That's right. Let's write something on there. What's your favourite sea creature?
FCH: Coral!
M: OK. Write 'coral' on the board.

Reading & Writing Part 1 (10 marks): page 111

Key: 1 lobsters, 2 a mountain bike, 3 seals, 4 chess, 5 beatbox, 6 free running, 7 coral, 8 skateboarding, 9 jellyfish, 10 a giant squid.

Reading & Writing Part 2 (7 marks): page 112

Key: 1 yes, 2 no, 3 yes, 4 yes, 5 no, 6 no, 7 no.

Reading & Writing Part 3 (5 marks): page 113

Key: 1 F, 2 A, 3 H, 4 E, 5 B.

Reading & Writing Part 4 (6 marks): page 114

Key: 1 hobby, 2 looks, 3 father, 4 broken, 5 play, 6 Too much TV.

Reading & Writing Part 5 (7 marks): page 115

Key: 1 her family, 2 was a hot day, 3 put her plastic bag, 4 shouted, 5 running//to run to, 6 next to her foot, 7 felt.

Reading & Writing Part 6 (10 marks): page 116

Key: 1 nowhere, 2 said, 3 His, 4 No-one, 5 having, 6 Someone, 7 to, 8 broke, 9 What, 10 Everyone.

Reading & Writing Part 7 (5 marks): page 117

Key: 1 are, 2 for, 3 in, 4 since, 5 yet.

Speaking: pages 118–120

- Part 1. See general notes (page 6) in the Introduction for how to set up this part of the Speaking test. Give an example. Aim to elicit six differences from the pupil.
- Part 2. See general notes. Start by introducing Richard. Say *This is Richard. He is learning a new hobby at a sports club. I don't know anything about him but you do. I'm going to ask you some questions. What sport is he learning? Ask pupils to answer the questions about Richard, then say Now you ask me questions about Betty and point to the prompts on the Pupil's card.*

- Part 3. See general notes. Start the story *A mother is angry with her children. They have left lots of things on the floor in the living room.*
- Part 4. Follow on from the theme of free time by asking *How often do you go to the beach? Have you ever tried a new hobby? What did you learn?* etc.

Test Units 5-6 pp 121-135

Listening Part 1 (5 marks): page 121

Key: Lines should be drawn as follows:

- 1 Betty and the girl with an umbrella, in the middle
- 2 Richard and the boy with a tunic and a belt
- 3 Sarah and the girl with a long skirt, shirt and a 'pocket'
- 4 Katy and the girl with a short buttoned dress
- 5 John and the boy in a tall hat and gloves

TRACK 31

Part One. Look at the picture. Listen and look. There is one example.

F: Tony, are these your friends? They look great!

MCH: Yes, can you see the boy with the glasses?

F: Which one? The one wearing shorts?

MCH: Yes, that's right. That's David. He's my best friend.

F: Really? He looks like Grandpa when he was young!

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

F: Who's the girl with the umbrella?

MCH: Is she at the back?

F: No, she's in the middle.

MCH: That's my friend Betty!

F: And there's a boy wearing a **dress** here!

MCH: Which one?

F: He's got a belt on.

MCH: Oh, that's my friend Richard. But it's not a dress, Mum! It's a tunic!

F: Look! He's wearing tights too!

MCH: That's because it's **History Day!** Men wore those centuries ago.

F: Ooh, I'm happy that men don't wear clothes like that today! Is your friend Sarah in the photo?

MCH: Yes, she is. She's wearing a long skirt and a shirt with flowers.

F: But there are two girls like that! Which one is Sarah?

MCH: The one with a pocket.

F: That bag, on the outside?

MCH: Yes. People wore them like that. They put their money in them. But thieves stole their money, so they started to have pockets on the inside.

F: Really? Very interesting. And that girl there looks like an ancient Greek girl!

MCH: The one wearing a short dress?

F: Oh, wait a minute. There are two girls in that kind of Greek dress. I mean the one with lots of gold buttons on it.

MCH: That's Katy!

F: You know, I think I might buy some clothes like that.

MCH: Please don't, Mum! My friends might think you're crazy.

F: What about your friend John? Where's he?

MCH: He's wearing a little hat. Oh no, sorry, that's not John. John's wearing a very tall hat.

F: And has he got gloves on?

MCH: Yes, he has. Men often wore them in the last century.

F: You know, I think I might study History. What's your teacher's name?

MCH: Oh Mum, no. Please!

Listening Part 2 (5 marks): page 122

Key: 1 Mexican, 2 15/fifteen, 3 8/eight, 4 Gifford, 5 September.

TRACK 32

Part Two. Look at the picture. Listen and look. There is one example.

F: Good afternoon. Can you tell me your name and nationality, please?

MCH: Of course. My name's Mario Guerrero. That's G-U-E-double-R-E-R-O.

F: So that's G-U-E-R-E-R-O.

MCH: No. It's G-U-E-double-R-E-R-O. It's got **three** R's!

Can you see the answer? Now you listen and write.

F: OK, fine. Now, your nationality and age, please.

MCH: I'm Mexican. I come from a small town in the south-east of the country. It's near the city of Cancun. You might know it. It's famous because it's got a big pyramid there called 'Uxma'.

F: No, I'm sorry. I've never been there. And your age? Did you say fourteen?

MCH: Sorry, no, I haven't given you my age yet! I'm fifteen.

F: And can you tell me something about your English?

MCH: Of course. I've learnt English for seven years. No, sorry, I mean eight years. I've taken the 'Flyers' exam and now I want to study for another exam.

F: Great! And have you ever studied in England before?

MCH: Yes, I have. I studied at a language school called Gifford House about three years ago, but I wanted to visit the north of England this time.

F: Can you repeat the name of the school, please?

MCH: Yes, it's two words. The first word is spelt 'G-I-double-F-O-R-D' and the second word is 'House'.

F: Good. And finally, when would you like to study here?

MCH: I'm not sure yet. I want to come in July or August, but my mum says that language courses are sometimes more expensive in those months. Is that right?

F: Yes. It's a little more expensive. September is a better month.

MCH: OK. I think I'll come then.

F: Thank you, Mario. Don't forget to look on our website if you need more information, OK?

MCH: OK. Thank you.

Listening Part 3 (5 marks): page 123

Key: 1 C Helen and France, 2 E Robert and India, 3 H Sarah and Germany, 4 F William and the USA, 5 A Emma and Greece.

TRACK 33

Part Three. Listen and look. There is one example. Mr Hill's pupils have done projects on different countries. Which country did each pupil choose?

F: What kind of work have your pupils done?

M: All the projects are on different countries, but the pupils have chosen a topic that interests them. For example, Peter is very interested in football, so he has written about Brazilian footballers in the World Cup.

Can you see the letter G next to Peter? Now you listen and write a letter in each box.

F: What about Helen? She likes sports too, doesn't she?

M: That's right. She's drawn a map to show the journey that the cyclists take in the famous French race.

F: Has everyone done something on sport?

M: No. Robert's interested in art and films, so he's written about the Indian Bollywood studios and made a beautiful guide book about the country too.

F: That's interesting. And what has Sarah done?

M: She's written about winter holidays in a German town in the mountains. She's been skiing there lots of times with her family, so she's put lots of her photos in the project.

F: Great! And has anyone in your class done a project on England?

M: No, they haven't! But William has written about American English. He knew about 'chips' and 'fries' but he's used the internet to find out more words that are different. For example, American people say 'backpack', but the English say 'rucksack'.

F: What about Emma? What has she done?

M: Oh, she's done a lovely project about language too. She wanted to write about how the Greeks started the Olympic Games, but everyone was writing about sports, so she found out words in English that have come from Greek, such as 'telephone' and 'mathematics'. She's made a little dictionary of words. It's very good!

Listening Part 4 (5 marks): page 124

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

TRACK 34

Part Four. Look at the pictures. Listen and look. There is one example. How long was Michael on holiday?

F: How was your holiday, Michael?

M: Oh, it was wonderful! I've only been away for three weeks, but it feels like three months! I'm very tired.

F: Oh dear! When do you have to go to work?

M: I'm going to start my new job tomorrow!

F: Oh no!

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

1 Which countries did he visit?

F: Did you go to the United States of America, Michael? That's a beautiful country!

M: I wanted to go there, but I didn't have enough time, so I just went to Mexico and Brazil.

F: And which one was your favourite?

M: Oh, I liked them both. The Mexicans are really friendly people. And the Brazilians love parties! I had a great time.

F: You're lucky! I'd like to visit both those countries one day!

2 Which languages can he speak?

F: Did you understand people in Mexico when they were speaking Spanish?

M: Yes, it was easy. I took a language course before I went on holiday.

F: That's good.

M: But I didn't understand Portuguese at all!

F: Oh dear. So how did you make friends in Brazil?

M: It was easy! Everyone that I met spoke English!

F: Really?

3 What was the weather like in the mountains?

F: Did you have good weather?

M: Well, it was really hot on the beaches. The sun was shining all the time. It was lovely!

F: That's nice. What about the mountains?

M: Well, it rained all the time when I was hiking there!

F: Was it very cold at night?

M: Not really. I've got a warm sleeping bag, so I was OK.

4 What did he forget to take?

F: So you didn't have any problems?

M: Well, yes. I left something important at home!

F: What? Your passport? Your ticket?

M: No, I remembered those, but I forgot to take my camera!
F: Oh dear. So you haven't got any photos?
M: Yes, I have. I bought a camera at the airport, but it's not very good.

5 *What did he buy?*

F: Did you buy the shirt that you're wearing?
M: No, I had this already. But look! I bought this belt!
F: It's beautiful. And it's made of leather. Is it Brazilian?
M: Yes. Well, I think so. I didn't look ... and I didn't ask!
F: It says here that it's made in England.
M: In England? Oh no! I nearly bought some shoes for my wife. Now I know why I wasn't sure about them.

Listening Part 5 (5 marks): page 125

Key: 1 green spots on the umbrella, 2 blue gloves on the man near the taxi,
3 a red circle on the far left flag,
4 one more star, coloured yellow, on the wall,
5 'STATION' on the hotel sign.

TRACK 35

Part Five. Listen and look at the picture. There is one example.

M: Can you help me with this picture?
FCH: Of course. What shall I do?
M: Can you see the hotel?
FCH: Yes. It's very nice. It looks expensive!
M: Yes, it is. Can you see the old man standing outside the hotel?
FCH: Yes, he's got a tall hat on!
M: That's right. Please colour it black.

Can you see the black hat? This is an example. Now you listen and colour and draw and write.

1
M: What's the weather like?
FCH: It's raining and it's very windy.
M: Can you see an umbrella in the picture?
FCH: I can see two. Has it got stripes on it?
M: No, the other one.
FCH: Oh yes. I can see it. It's got spots.
M: That's right. Can you colour them green?
FCH: Green spots on the umbrella? OK.

2
M: Now look at the young man wearing a uniform. Can you see him?
FCH: Is he standing next to the hotel door?
M: No, he isn't.
FCH: Is he near a taxi?
M: Yes, that's right. Now look at his hands. What's he wearing on them?
FCH: Gloves.
M: That's right. Can you colour them?
FCH: Yes, of course. What colour?
M: Blue, please.

3
M: Now look at the flags on top of the hotel. How many are there?
FCH: Five. Are they from different countries?
M: Yes, they are. Can you see the one with a circle on it?
FCH: There are two. Is it on the left?
M: Yes, it is.
FCH: OK, I can see it. That looks like a big sun in the middle! Is it yellow?
M: No, it's red.
FCH: Oh, I know that flag! It's the Japanese flag.
M: That's right. Can you colour it?
FCH: Yes, of course. A red circle.

4
M: Look at the wall of the hotel. Can you see some stars?
FCH: Yes, I can. What do they mean?
M: Well, an expensive hotel has got five stars. Cheap hotels only have one.
FCH: That's interesting! I didn't know that. And this hotel's got four stars.
M: Yes, but they've had a new chef for six months and now they've got five stars. Can you draw another star, to make five?
FCH: Yes, OK. And shall I colour it yellow?
M: Good idea.

5
M: What else do we need in the picture?
FCH: Mmm, let me think. Oh, the hotel hasn't got a name.
M: Oh yes, that's right, but it's near the station, so it's the Station Hotel. Can you write the word above the door?
FCH: There it is! It says Station Hotel above the door now.
M: That looks great. Thank you.

Reading & Writing Part 1 (10 marks): page 126

Key: 1 buttons, 2 Mexico, 3 gloves, 4 French, 5 an umbrella, 6 belts, 7 German, 8 shorts, 9 Portuguese, 10 tights.

Reading & Writing Part 2 (7 marks): page 127

Key: 1 no, 2 no, 3 yes, 4 yes, 5 no, 6 no, 7 no.

Reading & Writing Part 3 (5 marks): page 128

Key: 1 G, 2 A, 3 B, 4 H, 5 E.

Reading & Writing Part 4 (6 marks): page 129

Key: 1 was, 2 him, 3 to, 4 out, 5 wearing, 6 The odd shoes

Reading & Writing Part 5 (7 marks): page 130

Key: 1 to wash, 2 didn't put, 3 outside, 4 were pink, 5 was a red sock, 6 got home, 7 (some) strong soap powder.

Reading & Writing Part 6 (10 marks): page 131

Key: 1 but, 2 most, 3 in, 4 for, 5 fifth, 6 speaks, 7 lot, 8 than, 9 has, 10 something.

Reading & Writing Part 7 (5 marks): page 132

Key: 1 to, 2 them, 3 bought//got, 4 wearing, 5 gave//paid.

Speaking: pages 133–135

- Part 1. See general notes (page 6) in the Introduction for how to set up this part of the Speaking test. Give an example. Aim to elicit six differences from the pupil.
- Part 2. See general notes. Start by introducing Peter. Say *This is Peter. He is studying English in London. I don't know anything about him but you do. I'm going to ask you some questions. What country is he from?* Ask the pupil to answer the questions about Peter, then say *Now you ask me questions about Maria* and point to the prompts on the Pupil's card.
- Part 3. See general notes. Start the story *This family is on holiday in France. They've just arrived at the airport and they are waiting to show their passports.*
- Part 4. Follow on the travel theme by asking *Have you ever been to another country? Where? What was it like? What were you doing there?* etc.