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UPDATED
FOR THE REVISED
2018 YLE TESTS

GO FLYERS

TEACHER'S NOTES



CAMBRIDGE YOUNG LEARNERS ENGLISH TESTS

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Introduction

Go Flyers is the third of three books preparing students for the Cambridge Young Learners English (YLE) Tests. The series is aimed at students between the ages of 7 and 12 years old. **Go Flyers** consists of 14 Units in which students consolidate and practise grammar and vocabulary, and 5 complete Tests.

Go Flyers Student's Book contains:

- o **14 topic-based units** in which students consolidate and practise the vocabulary and structures featured in the Cambridge YLE Flyers Test.
- o A grammar box in every unit, featuring clear examples that focus on the grammar structures tested in the Flyers Test.
- o Test-oriented activities, to provide students with extensive practice and familiarise them with the test layout.
- o **Four tests**, in a reduced format, following the authentic Cambridge YLE Test format.
- o **One Final Test** in the exact layout of the test to familiarise students with the actual tasks they will have to deal with.
- o **Student's CD Track list**
- o **An alphabetical word list** at the back of the Student's Book with all the words and names which appear in the book.

The Teacher's Notes include:

- o Useful tips, which help the students efficiently deal with the Flyers Test.
- o A guide to aid teachers in helping students to deal with different parts/activities of the Test.
- o Tips on each separate part of the YLE Flyers Tests.
- o Optional games and activities to revise vocabulary and grammar.
- o A Key to the activities in the units and tests.
- o Listening transcripts.

Teacher's Notes

Tips for students / Tips for the Test

- Make sure students know and have revised well the following:
 - colours (black, blue, brown, green, grey, orange, pink, purple, red, yellow)
 - the numbers 1-1000
 - prepositions of place (in, on, under, between, behind, in front of, next to)
- Constantly revise other vocabulary, organising it into lexical sets (e.g. clothes, food and drink, sports, hobbies, rooms of the house, transport, school, the body and face, family and friends, places and directions, animals, health, time, toys, work, the world around us, weather, materials, etc.)
- Make sure your students know all the question words (Who, What, Which, Where, How many, How old, How much, How often, etc.) and can distinguish between them.
- Make sure students are familiar with the rubrics and fully understand what they have to do.
- Draw students' attention to the pictures, and explain that they have to pay special attention to them, identifying what is in them, where and what colour the objects are, what is happening, etc.
- Tell students to make sure their writing is clear and legible.
- Advise students to write in pencil and carry a rubber with them; they should always check their answers, in case they want to correct something.

On the day of the Test:

- Students should arrive on time for the Test.
- They should have some pencils, a rubber and a sharpener with them.
- They should make sure that they have all the coloured pencils they will need for the Listening Part 5 of the Test.
- Tell your students to try and stay calm, even if they do not know an answer or two or if they miss something in the listening. Every listening part is heard twice.
- Tell them to think carefully before answering.
- Advise them first to make a note in pencil, then to clearly write the answer in legible handwriting.
- Students can underline or circle the words that are important, so encourage them to do so if they think it helps. Tell them to erase any of these marks before handing in their papers.

Teacher's Guide

THE UNITS

Each one of the 14 Units contains a variety of activities which follow the test format. The Part of the Test section each activity deals with is in brackets next to the rubric.

The Grammar box in each Unit focuses on and consolidates one of the grammatical structures tested at this level and provides a clear example of the structure in a sentence. Things that students (Ss) need to be extra careful with are marked in red.

THE TESTS

THE LISTENING SECTION OF THE TEST HAS FIVE PARTS.

In **PART 1** Ss have to look at a picture which shows people doing different things. Above and below are people's names. Ss listen to a dialogue and draw lines from the names to the correct person in the picture.

Before listening: Focus Ss' attention on the picture and ask them what they see. Ask Ss to think about who the people are, what they look like, where they are and what they are doing.

While listening: It is advisable to tell Ss to listen carefully for prepositions of place and details such as colour, age, physical appearance, etc. Tell them that they will listen to the recording twice, so they shouldn't worry too much if they miss some piece of information. Point out that the line they will draw must clearly show which name corresponds to which person in the picture.

After listening: Give Ss a few minutes to check their answers.

In **PART 2** Ss listen to a conversation between two speakers and write words or numbers next to five short prompts on a form or page of a notepad.

Before listening: Ask Ss to carefully read the prompts given and decide whether they need words or numbers in each case.

While listening: Ss must listen very carefully for words and numbers that will be heard. They mustn't hurry to write their answers, as the recording may be misleading. Tell them that they must be patient and wait for the correct piece of information.

After listening: Give Ss a few minutes to check their answers.

In **PART 3** Ss listen to a dialogue and match a list of illustrated words or names with a set of pictures by writing the correct letter in a box.

Before listening: Focus Ss' attention to the pictures and the question in the rubric. Ask them to tell you what they see in each picture and revise, if needed, the necessary vocabulary. Point out that there are two extra pictures that Ss will not need to use. Ss should remember, however, that speakers will refer to all of the pictures, including those that are not correct.

While listening: Tell Ss to listen carefully to the example given, as this will make it easier for them to follow the dialogue. Remind them that the dialogue will be heard twice, so they needn't hurry. Point out that the letters they write in the boxes must be written clearly.

After listening: Give Ss a few minutes to check their answers.

In **PART 4** Ss listen to a dialogue and have to answer five questions by ticking the correct picture (one of three).

Before listening: Tell Ss to look carefully at each set of pictures and see what is happening in each one. Point out that they must try to determine the differences between them. Next, instruct them to read the question they will be required to answer. Ss must listen for detail in this activity, so warn them not to get distracted by misleading information in the recording.

In preparation, you can play one of the games in the *Optional games and activities* section of the Teacher's Notes.

While listening: Tell Ss to listen to the whole recording before they decide which answer is the correct one. They will be given the opportunity to finalise their decision the second time they listen to the recording.

After listening: Give Ss a few minutes to check their answers.

In **PART 5** Ss look at a black-and-white picture and listen to a dialogue in which a child is asked to colour different things and write two simple words.

Before listening: Make sure Ss have the coloured pencils they need for this task. Ask Ss to look at the picture and advise them to listen carefully for prepositions so that they can locate the object/person they are looking for in the picture, and to listen for colours so they can use the correct one.

In preparation, you can play one of the games in the *Optional games and activities* section of the Teacher's Notes.

While listening: Advise Ss not to spend too much time trying to colour items perfectly. This activity does not test their colouring skills, but rather their understanding of colours, lexical items and prepositions of place.

After listening: Give Ss a few minutes to check their answers.

THE READING AND WRITING SECTION OF THE TEST HAS SEVEN PARTS.

In **PART 1** Ss have to match words and definitions. There are five extra words which Ss will not need to use.

Before reading and writing: In order to revise the vocabulary needed for this activity, you can play one of the games in the *Optional games and activities* section of the Teacher's Notes.

While reading and writing: Tell Ss to carefully read the definitions so as to understand which word they must copy next to each one.

After reading and writing: Give Ss a few minutes to check their answers.

In **PART 2** Ss read a short written dialogue in which the second speaker's answers are missing. Ss choose from a list of possible responses and complete the dialogue.

Before reading and writing: To revise vocabulary and structures needed for this part, you can play one of the games in the *Optional games and activities* section of the Teacher's Notes.

While reading and writing: Point out to Ss that they should carefully read the sentence of the first speaker and try to come up with an appropriate response to it. Then they should read the list of responses and look for reference words or other information that will help them find the correct answer.

After reading and writing: Give Ss a few minutes to check their answers.

In **PART 3** Ss have to complete a text with five words out of a list. Then Ss have to choose a title for the story from a choice of three.

Before reading and writing: To revise lexical sets and verbs, you can play one of the games in the *Optional games and activities* section of the Teacher's Notes.

While reading and writing: Advise Ss to look at all the given words carefully. They should also pay attention to the words that come before and after the gap as well as the grammatical form of the words in the box before making a choice. When they finish they should read the whole story again and tick the box with the most suitable title.

After reading and writing: Give Ss a few minutes to check their answers.

In **PART 4** Ss have to read a text containing ten gaps. In order to complete the gaps they have to choose the correct word from a choice of three.

Before reading and writing: Since this activity has a grammatical focus, to help Ss revise, you can play one of the games in the *Optional games and activities* section of the Teacher's Notes.

While reading and writing: It is important that Ss read carefully both the

sentence and the three options given. Tell them to concentrate on the grammar needed to accurately complete the text.

After reading and writing: Give Ss a few minutes to check their answers.

In **PART 5** Ss have to read a story and complete sentences using one, two, three or four words from the text.

Before reading and writing: Provide Ss with different short stories for which they have to answer questions which focus on details in order to help them understand the task. Also have Ss practise with different ways of referring to people or objects and ways of rephrasing sentences while retaining their meaning. You can also ask them to predict the story based on the picture.

While reading and writing: Explain to Ss that first they have to read the whole passage and then the sentences. Point out that they need to complete the sentences focusing on specific points in the story and make sure the words they write in the gaps produce a grammatically correct sentence.

After reading and writing: Give Ss a few minutes to check their answers.

In **PART 6** Ss have to read a gapped text, which is either a letter or a diary page, and complete five gaps with one word. This part has both a lexical and a grammatical focus.

Before reading and writing: Have Ss practise common expressions and collocations suitable for this level. Also have Ss read the entire text first before they try to complete the gaps and try to identify what part of speech is missing.

While reading and writing: Explain to Ss that they should look for words that make sense both grammatically and semantically in the sentence but also in the entire text.

After reading and writing: Give Ss a few minutes to check their answers.

In **PART 7** Ss write a story based on three pictures. Their story should be between twenty and thirty words and it should not exceed the word limit, in order to avoid the increased likelihood of language mistakes. First, they have to look at the pictures carefully in order to understand the story. Then, Ss should write one or two sentences about each picture, trying to connect the events happening in all three pictures. Ss are advised to write their story using the Present Progressive or Past tenses. Remind Ss to check their stories carefully after they have finished writing them. Any possible corrections should be made as neatly and clearly as possible.

Before writing: Tell Ss to look at the three pictures carefully and try to understand the connection between these pictures and the sequence of events.

While writing: Tell Ss that they can use either the Present Progressive or Past tenses to write their stories. Point out that their stories should be based on all

three pictures and that their stories should describe the sequence of events. Explain to Ss that they should write one or two sentences about each picture and that they should not exceed the word limit.

After writing: Give Ss a few minutes to check their stories carefully and make any changes if necessary.

THE SPEAKING SECTION HAS FOUR PARTS.

In **PART 1** Ss are shown two pictures which look similar but have six differences. Then the examiner asks them to find the differences. The differences may be related to colour, size, number, position, appearance, activity, shape, etc.

Explain to Ss that the task is not as difficult as they may think and that the examiner will be friendly and helpful.

In **PART 2** Ss have to respond to the examiner's questions and form questions to elicit information about two people, objects or situations.

Have Ss practise not just answering questions, but also asking them. Give Ss lots of practice with questions about numbers or amount, time, place, appearance, age, etc. as well as with question words, such as *Who, What, When, Where, How old, How many*, etc.

In **PART 3** the examiner shows Ss five pictures which tell a story. The title of the story and the names of the characters are provided. The examiner describes the first picture. Then the Ss are asked to continue the story.

Advise them to look at the pictures before they start talking. It is acceptable to say just a few sentences about each picture, without developing these sentences into a story.

In **PART 4** Ss are asked questions which require a personal response. These can be questions about the Ss' families, friends, schools, free-time activities, etc.

Ss must be able to answer these questions easily as they are about subjects they are familiar with.

Tell Ss to try and answer all the questions. When the examiner thanks the Ss and says goodbye, the Ss should do the same.

Optional games & activities

Number/Colour Bingo

- o Ask Ss to draw a 3 x 3 grid in their notebooks and write nine different numbers from one hundred to one thousand or colour each part of the grid in a different colour.
- o Do an example on the board.
- o Call out the numbers/colours at random.
- o The first student to get all his/her numbers called out shouts *Bingo!* and wins.

Thief

- o Place classroom objects (e.g. pencil, book, ruler, pen, rubber) on your desk. Tell Ss to memorise exactly what is on your desk. Instruct Ss to close their eyes. Hide one of the objects. Ss must try to remember which object is missing.
- o Alternatively, Ss can memorise the objects in a particular order. Then, change the order. Ss must try to remember the objects in order.

Note: You can play *Thief* with words of other lexical sets, e.g. animals, face, family, house, furniture, food and drink, clothes, toys, etc. but you will have to use cut-out photos from magazines instead of the objects themselves.

My zoo

- o Write the names of five animals on the board (e.g. kangaroo, panda, parrot, bear, lion).
- o Tell Ss to draw a zoo on a piece of paper. Instruct them to draw two or three of these animals in the zoo. Point out that they can draw the same animal more than once.
- o Ss come to the front of the classroom and present their picture saying, e.g. *There is a parrot. There are three pandas.*

Guessing game

- o Tell a student to come to the front of the class and think of a student in the class without telling anyone who it is. The student should say only if it's a boy or a girl.
- o The other Ss have to ask questions about the colour of his/her clothes in order to find out who the student is, e.g. What colour are his/her shoes?
- o The student to find the person is the next to continue the game.

Musical colours

- o Using Blu tack or sticky tape, stick nine coloured cardboard squares on the floor to form a circle.

- Have nine Ss stand on the colours. Give out pieces of paper in the same colours to the rest of the Ss.
- Play some music and have Ss walk around, stepping on the colours.
- Stop the music and ask each S to name the colour he/she is standing on.
- Have seated Ss hold up pieces of paper / objects in the corresponding colour and shout out the colour. If you have enough room, you could have two teams play in two circles. Each student who answers correctly earns a point for his/her team.

Miming

- A student mimes an action and the class must guess what he/she is doing. The Ss ask: *Are you riding a horse?*, etc. until they guess correctly. The student who guesses correctly has the next turn. This is also effective with occupations or animals, clothes, etc.

Word snakes

- Say a word and have Ss take turns to find another word which begins with the last letter of the previous word, e.g. cat, tree, lift, restaurant, taxi, etc.

Find the word

- This task involves cards with words written on them. Some of the cards should refer to people, while the rest should refer to things and places. For example, chemist, student, secretary, umbrella, sledge, swing, college, fire station, hotel, etc.
- Divide Ss into groups and tell a student to come to the front of the room. Give him/her one of the cards and explain that he/she has to describe the word to the class. Point out that he/she has to use *who*, *which* or *where*.
- The group that finds the most words wins.

My partner's week

- Draw a table on the board with the days of the week and have Ss copy it in their notebooks. Explain that they are going to complete it with their partner's after-school activities.
- Allow Ss some time to interview their partners and complete their weekly schedules.
- If necessary, demonstrate the dialogue with a student and go around the class helping Ss.
- To practise other tenses as well, have Ss talk about what they did last week and what they might do next week.

Guess what!

- For this game, you need a box with slips of paper on which you have written the names of several objects, the material they are made of and their price, e.g. a wooden box: 15 euros, a silver ring, 80 euros, an umbrella made of plastic and metal: 23 euros, etc.
- Divide Ss into groups and explain that they are going to take part in a guessing game.
- One student should take out a slip of paper from the box and tell the other Ss the object and the price, e.g. I've got a ring that's 13 euros. What is it made of? The other Ss should guess the material, and answer in five seconds, e.g. It's made of wood/plastic, etc.
- For every right answer, the group gets 100 points. The group that gets 1000 points in total wins.

Key to unit activities

Unit 1

- A.** (Reading and Writing Part 7)
A possible answer which would receive full marks:
A boy is studying in his room. He is playing computer games online. He likes computer games a lot. It's late now. He is going to bed.
- B.** (Listening Part 5)
1. Colour the fireman's gloves black.
 2. Colour the cat grey.
 3. Write the word 'Fire' on the fire engine.
 4. Write the word 'Red' on the board next to the door.
 5. Colour the woman's hair yellow.
- C.** (Reading and Writing Part 2)
1. G 2. A 3. C 4. H 5. E
- D.** (Speaking Part 1)
1. In picture A the woman on the right is wearing a red scarf, but in picture B she's wearing a yellow scarf.
 2. In picture A the woman on the left is wearing a spotted dress, but in picture B she is wearing a striped dress.
 3. In picture A the pilot is holding his hat, but in picture B he's wearing it.
 4. In picture A there are two planes on the ground and one in the sky, but in picture B there are three planes on the ground and none in the sky.
 5. In picture A the woman on the left is wearing a big hat, but in picture B she's wearing a small hat.
 6. In picture A the man on the right is reading a newspaper, but in picture B he's reading a book.

Unit 2

- A.** (Reading and Writing Part 1)
1. ski
 2. a team
 3. basketball
 4. a race
 5. a bat
 6. a swimming pool
 7. a sledge
 8. golf
 9. a torch
 10. a swing
- B.** (Speaking Part 4)
Open answers
- C.** (Reading and Writing Part 3)
1. together
 2. students
 3. fell
 4. win
 5. ever
 6. A funny race

Unit 3

- A.** (Reading and Writing Part 2)
1. E 2. A 3. H 4. C 5. G
- B.** (Listening Part 1)
Lines should be drawn between:
1. John and the king
 2. Emma and the queen
 3. William and the boy on the left under the tree
 4. Betty and the girl next to the fire
 5. Robert and the boy on the horse

- C.** (Speaking Part 1)
Suggested answers
1. In picture A it's warm and sunny but in picture B it's cloudy.
 2. In picture A there are two rocks in the lake, but in picture B there is only one.
 3. In picture A there is a bird on the rock, but in picture B there is a butterfly.
 4. In picture A there are five leaves under the tree, but in picture B there are three leaves.
 5. In picture A a man is fishing in the lake, but in picture B the man and a boy are fishing.
 6. In picture A a boy is in the tree, but in picture B the boy is hiding behind the tree.

Unit 4

- A.** (Reading and Writing Part 7)
A possible answer which would receive full marks:
Two brothers are cycling home to join their parents for dinner. During dinner, the family is having a great time. They are eating and talking. After dinner, they decide to watch a space cartoon on TV.
- B.** (Speaking Part 2)

What is the name of Harry's father?	His name is Bill.
What job does Harry's father do?	He is a policeman.
How old is Harry's mother?	She is 38 years old.
How many children do they have?	They have three children.
Where does Harry's family live?	They live in a house.

His name is Paul.	What is the name of Richard's father?
He is a doctor.	What job does Richard's father do?
She is 35.	How old is Richard's mother?
They have four children.	How many children do they have?
They live in a flat.	Where does Richard's family live?

- C.** (Reading and Writing Part 1)
1. a fridge
 2. a cooker
 3. a wife
 4. a stamp
 5. a telephone
 6. a shelf
 7. soap
 8. a surname
 9. a key
 10. a diary

Unit 5

- A.** (Listening Part 2)
1. airport
 2. 5
 3. Sunday
 4. 8:30
 5. train
- B.** (Reading and Writing Part 2)
1. F 2. C 3. H 4. A 5. D
- C.** (Reading and Writing Part 3)
1. interesting
 2. bat
 3. caves
 4. fur
 5. wings
 6. A horrible dream
- D.** (Speaking Part 4)
Open answers

Unit 6

A. (Reading and Writing Part 5)

1. old Art teacher
2. last month
3. yellow shirt, a belt
4. spring, summer, autumn
5. look better
6. spring
7. Mr Rainbow

B. (Reading and Writing Part 6)

1. late
2. eyes
3. Everyone / Someone
4. everything
5. anything

C. (Speaking Part 1)

Suggested answers

1. In picture A the snowman has got an eye, whereas in picture B he hasn't got an eye.
2. In picture A the child who is sitting is colouring a sledge, but in picture B he is colouring a swing.
3. In picture A the child who is painting is wearing a jacket, but in picture B he's wearing a sweater.
4. In picture A one of the children is eating a sandwich, but in picture B he's washing his hands.
5. In picture A the child who is holding the bottle is wearing a scarf, but in picture B he isn't wearing a scarf.
6. In picture B the boy who is holding the bottle is wearing a hat, but in picture A he isn't wearing a hat.

Unit 7

A. (Reading and Writing Part 1)

1. scissors
2. a dictionary
3. Maths
4. glue
5. an exam
6. a group
7. a student
8. a club
9. a subject
10. a language

B. (Listening Part 3)

1. F Mr Fork and the tennis club
2. G Mrs Fork and the computer
3. C John and the dictionary
4. A Katy and the Science book
5. E William and the scissors, glue and paper

C. (Reading and Writing Part 4)

1. you
2. where
3. play
4. lots
5. Of
6. their
7. at
8. which
9. will
10. don't

D. (Speaking Part 2)

What is Betty's exam mark in Geography?	Betty's mark in Geography is 98 out of 100.
What is Betty's exam mark in History?	Betty's mark in History is 79 out of 100.
What is Betty's exam mark in Maths?	Betty's mark in Maths is 67 out of 100.
What is Betty's exam mark in Science?	Betty's mark in Science is 83 out of 100.

What is Helen's exam mark in Geography?	Helen's mark in Geography is 77 out of 100.
What is Helen's exam mark in History?	Helen's mark in History is 82 out of 100.
What is Helen's exam mark in Maths?	Helen's mark in Maths is 91 out of 100.
What is Helen's exam mark in Science?	Helen's mark in Science is 59 out of 100.

Who is Betty's teacher in Geography?	It is Mrs Green.
Who is Betty's teacher in History?	It is Mrs Flat.
Who is Betty's teacher in Maths?	It is Mrs Castle.
Who is Betty's teacher in Science?	It is Mrs Williams.
Who is Helen's teacher in Geography?	It is Mrs Storm.
Who is Helen's teacher in History?	It is Mrs Hill.
Who is Helen's teacher in Maths?	It is Mrs Roberts.
Who is Helen's teacher in Science?	It is Mrs Bath.

Unit 8

A. (Reading and Writing Part 1)

1. a square
2. a hotel
3. a corner
4. a kilometre
5. a factory
6. a bank
7. chemist's
8. a police station
9. a post office
10. a fire station

B. (Listening Part 5)

1. Colour the station red.
2. Write the word 'Fast' on the bus.
3. Colour the boat coming from the east yellow.
4. Write the word 'Popular' on the hotel sign.
5. Colour the taxi on the right black.

C. (Reading and Writing Part 6)

1. are
2. to
3. off
4. on
5. is

D. (Speaking Part 3)

These pictures tell a story. It's called 'A visit to the museum'. Look at the pictures first.

Jim, his sister Anna and their parents are getting in the car. They are going to the museum. Everyone is excited. Their mum has got the tickets.

Now you tell the story.

The family is still in the car. They look bored because there's a lot of traffic.

The family loses their way. Their father doesn't know where to go and he is looking at a map with his wife.

They stop at a police station. A policeman is outside the station and their father asks him how to get to the museum.

Finally, the family arrives at the museum. Jim and Anna are excited and are looking at the dinosaurs. Everyone is happy.

Unit 9

- A.** (Listening Part 4)
1. A 2. A 3. B 4. A 5. C
- B.** (Listening Part 2)
1. sugar 2. flour 3. four 4. butter 5. pepper
- C.** (Reading and Writing Part 7)
A possible answer which would receive full marks:
A girl met her friend at a café and they had some tea.
Later, she went back home. She cooked some soup. She also made a cake with her sister.
- D.** (Speaking Part 4)
Open answers

Unit 10

- A.** (Listening Part 1)
Lines should be drawn between:
1. Fred and the boy with the striped socks
2. Robert and the boy holding a towel
3. Tony and the boy drinking water
4. Peter and the boy with the glasses
5. Jim and the boy with the ball
- B.** (Reading and Writing Part 3)
1. airport 4. plane
2. suitcases 5. twice
3. decided 6. First time on a plane
- C.** (Reading and Writing Part 6)
1. where 2. when 3. could 4. yet 5. have

Unit 11

- A.** (Listening Part 2)
1. Mum 2. wood 3. paper(s) 4. work 5. card
- B.** (Listening Part 4)
1. C 2. B 3. C 4. A 5. C
- C.** (Reading and Writing Part 7)
A possible answer which would receive full marks:
A boy was ill a week ago. He didn't want to be ill again, so he went shopping with his mother. He bought a warm scarf made of wool. He really liked his new blue scarf.
- D.** (Speaking Part 3)
These pictures tell a story. It's called 'Vicky's silver ring'. Look at the pictures first.
Vicky is getting ready to go to school. She has put on her clothes and she is holding a brush.
Now you tell the story.
Vicky goes to school and meets her friend Betty. Betty likes her ring and Vicky shows it to her. The ring falls on the ground and Vicky can't find it in the grass. She's really sad.
She sits under a tree in the playground and Betty runs towards her. She has got the ring in her hands and gives it to Vicky. She is happy again.

Unit 12

- A.** (Reading and Writing Part 1)
1. a station
2. traffic
3. an ambulance
4. a tent
5. a telephone
6. a storm
7. environment
8. an umbrella

9. a secret
10. a taxi

- B.** (Speaking Part 1)
Suggested answers
In picture A there are two houses behind the theatre, but in picture B there is only one.
In picture A there are two women on the right, but in picture B there is only one.
In picture A the man in the middle is wearing a red hat, but in picture B he is wearing a yellow hat.
In picture A there is one piece of wood, but in picture B there are two.
In picture A the children are playing with a white ball, but in picture B they are playing with an orange ball.
In picture A there is a restaurant on the right, but in picture B there is a station.
- C.** (Reading and Writing Part 5)
1. a week ago
2. interesting
3. have a horse
4. cars or motorbikes
5. different from
6. about an hour
7. old clothes

Unit 13

- A.** (Listening Part 5)
1. Colour the torch orange.
2. Colour the lemonade in the glass yellow.
3. Write the word 'Empty' on the fridge.
4. Write the word 'September' on the calendar.
5. Colour the chopsticks grey.
- B.** (Reading and Writing Part 2)
1. D 2. G 3. A 4. E 5. F
- C.** (Reading and Writing Part 5)
1. on Saturday / at the weekend
2. friend
3. Paul and Michael / two classmates
4. hours
5. everywhere
6. the lamp
7. colour

Unit 14

- A.** (Reading and Writing Part 1)
1. a problem
2. a hill
3. a dentist
4. a waiter
5. a wish
6. a uniform
7. a date
8. an actor
9. a journalist
10. a chemist
- B.** (Speaking Part 4)
Open answers
- C.** (Reading and Writing Part 2)
1. H 2. F 3. B 4. G 5. D
- D.** (Reading and Writing Part 6)
1. if / when 2. not 3. Is 4. often 5. if

Key to tests

Test 1

Listening

Part 1 5 marks

Lines should be drawn between:

1. Harry and the boy on the rock.
2. Emma and the girl outside the cave who is reading the comic.
3. Betty and the other girl outside the cave.
4. Michael and the boy in the tree.
5. Helen and the cat on the swing.

Part 2 5 marks

1. Richards
2. 3/three
3. July
4. hotel
5. car

Part 3 5 marks

1. F Mr Brown and the torch
2. C Michael and the gloves
3. G Tony and the whistle
4. D Emma and the biscuits
5. H Helen and the shirt

Part 4 5 marks

1. A 2. A 3. A 4. A 5. C

Part 5 5 marks

1. Colour the medicine in the bottle - green
2. Write the word 'Medicine' on the cupboard.
3. Colour the beard of the man behind the old woman - brown
4. Write the word 'Delicious' on the shopping bag.
5. Colour the cheese in the shopping bag - yellow

Reading and Writing

Part 1 10 marks

1. a ring
2. a torch
3. a postcard
4. a rucksack
5. an umbrella
6. chopsticks
7. a restaurant
8. a cooker
9. flour
10. a sledge

Part 2 5 marks

1. G 2. A 3. H 4. C 5. E

Part 3 6 marks

1. decided
2. so
3. last
4. plastic
5. early
6. Harry's summer holidays

Part 4 10 marks

1. look 2. them 3. the 4. in 5. than
6. might 7. taste 8. which 9. are 10. during

Part 5 7 marks

1. brushing his teeth
2. downstairs
3. the fire station
4. twenty minutes later
5. an hour
6. came (back)
7. unhappy

Part 6 5 marks

1. was 2. our 3. eating 4. us 5. to

Part 7 5 marks

A possible answer which would receive full marks:
During the weekend a boy visited his grandparents. They had an amazing time. Later, he met his friend and they cycled together in the park. On Sunday, he did his homework for the next day.

Speaking

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
	Usher brings the student in.	<p>Hello. My name's (teacher's name).</p> <p>What's your name?</p> <p>What's your surname?</p> <p>How old are you?</p>	<p>Hello.</p> <p>(name)</p> <p>(surname)</p> <p>(age)</p>	<p>What's your family name?</p> <p>Are you twelve years old?</p>

Key to tests - Test 1

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
1	<p>Show the student both Find the differences cards.</p> <p>Point to the lake and check that the student understands.</p> <p>Give the student his/her card.</p> <p>Describe the picture without pointing.</p>	<p>Here are two pictures. My picture is similar to yours, but there are some differences.</p> <p>For example, in my picture there's a girl on a rock in the lake, but in your picture there isn't.</p> <p>I will say something about my picture. Can you tell me how your picture is different?</p> <p>In my picture, two boys are sitting under a tree.</p> <p>In my picture, the woman is eating a sandwich.</p> <p>In my picture, there isn't a pizza on the blanket.</p> <p>In my picture, two boys are riding their bikes.</p> <p>In my picture, a man is reading a newspaper outside the tent.</p>	<p>In my picture, two girls are sitting under a tree.</p> <p>In my picture, the woman is eating pizza.</p> <p>In my picture there is a pizza on the blanket.</p> <p>In my picture, one boy is riding his bike.</p> <p>In my picture, a man is reading a magazine outside the tent.</p>	<p>Point to the differences. Repeat what the student has to do. Ask questions to help him/her.</p> <p>Who is sitting under a tree in your picture?</p> <p>What is the woman eating?</p> <p>What's on the blanket?</p> <p>How many boys are riding their bikes?</p> <p>What is the man outside the tent reading?</p>
2	<p>Show the student the Information exchange cards. Give the student his or her card.</p> <p>Point to the box on the right of the student's card.</p> <p>Ask the questions.</p> <p>Point to the box on the left of the student's card.</p> <p>Respond to the student's questions using the information on the examiner's card.</p>	<p>Richard and Harry are friends. They go to school together. I don't know anything about Richard's programme. So I'm going to ask you some questions.</p> <p>What time does he get up in the morning?</p> <p>What time does he go to school?</p> <p>What does he do at 4:00 p.m.?</p> <p>What does he do at 7:00 p.m.?</p> <p>What time does he go to bed?</p> <p>Now, you don't know anything about Harry's programme, so you ask me some questions.</p> <p>At 7:30.</p> <p>At 8:15.</p> <p>He has lunch.</p> <p>He plays football.</p> <p>At 10:30.</p>	<p>At 7:00.</p> <p>At 8:00.</p> <p>He does his homework.</p> <p>He has a tennis lesson.</p> <p>At 10:00.</p> <p>What time does he get up?</p> <p>What time does he go to school?</p> <p>What does he do at 2 o'clock?</p> <p>What does he do at 6 p.m.?</p> <p>What time does he go to bed?</p>	<p>You can point to the information on your card if necessary.</p> <p>You can point to the information on the student's card if necessary.</p>

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
3	Show the student the Tell the story card. Allow the student some time to look at it.	<p>These pictures tell a story. It's called 'Betty's visit to London'. Look at the pictures first.</p> <p>Betty, her brother Fred and their parents visit London. They arrive there on Monday and they go for a walk. They see Big Ben.</p> <p>Now you tell the story.</p>	<p>On Tuesday Betty and her family go shopping. They buy many presents and souvenirs.</p> <p>On Wednesday Betty writes a postcard to her grandmother.</p> <p>On Thursday the family visits the zoo. They see a lot of animals there. Betty is afraid of the snakes and her brother, Fred, laughs.</p> <p>On Friday they are at the airport. It is the last day in London. They have their bags with them. Betty's father takes pictures of the family.</p>	<p>Point to the pictures. Ask questions about the pictures.</p> <p>What day is it? What does the family do?</p> <p>What day is it? What is Betty doing?</p> <p>What day is it? Where is the family? What do they see? Is Betty afraid of the snakes? Who laughs?</p> <p>What day is it? Where is the family? What have they got with them? What does the father do?</p>
4	Put the Tell the story card away and turn to the student.	<p>Now let's talk about what you do in your free time.</p> <p>What do you do after school?</p> <p>How often do you go out with your friends?</p> <p>What do you usually do at the weekend?</p> <p>Do you play any sports?</p> <p>What other things do you do in your free time?</p>	<p>I do my homework.</p> <p>Three times a week.</p> <p>I visit my grandparents.</p> <p>Yes. I play football.</p> <p>I sometimes go to the cinema. I play computer games with my friends. I help my mum with the housework.</p>	<p>Do you do your homework?</p> <p>Do you go out every day?</p> <p>Do you visit your grandparents?</p> <p>Do you play basketball / football? Do you go to the cinema?</p> <p>Do you play computer games with your friends? Do you help with the housework?</p>
		<p>OK. Thank you, (name). Goodbye.</p>	<p>Goodbye.</p>	

Key to tests - Test 2

Test 2

Listening

Part 1 5 marks

Lines should be drawn between:

1. William and the boy who is falling.
2. Paul and the boy with the striped trousers.
3. Michael and the boy in the History section near the girl.
4. Daisy and the girl eating biscuits.
5. Vicky and the girl behind Katy.

Part 2 5 marks

1. Wednesday
2. 10
3. 21 Rocket
4. play sports
5. 7 and 12

Part 3 5 marks

1. D Vicky and the painting with the blue sky and the butterflies.
2. F Robert and the painting with the flower and the insect.
3. C Harry and the painting with the pyramids.
4. H Betty and the painting with the house.
5. A Anna and the painting with the lake and the swan.

Part 4 5 marks

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

Part 5 5 marks

1. Colour the pair of cups which are next to the two boys - red
2. Colour the bike next to the woman - blue
3. Write the word 'Insects' on the bigger book.
4. Write the word 'Lovely' on the sign above the café.
5. Colour the book of the man who is sitting - orange

Reading and Writing

Part 1 10 marks

- | | |
|------------------|-----------------|
| 1. a key | 6. soap |
| 2. a magazine | 7. an ambulance |
| 3. a suitcase | 8. a waiter |
| 4. a bus station | 9. money |
| 5. a uniform | 10. a planet |

Part 2 5 marks

1. D 2. B 3. H 4. A 5. E

Part 3 6 marks

1. tidy
2. hour
3. ring
4. showing
5. surprised
6. Cleaning room day

Part 4 10 marks

1. few 2. there 3. called 4. better 5. found
6. little 7. may 8. but 9. at 10. always

Part 5 7 marks

1. most boring
2. in the playground
3. felt about Geography
4. behind him/William
5. the highest mountains
6. next Monday
7. very interesting

Part 6 5 marks

1. the 2. send / write 3. said 4. morning 5. bed

Part 7 5 marks

A possible answer which would receive full marks:

A boy visited the zoo with his father. He was so excited. Later, he bought some cat food from a pet shop. Then he went back home and gave it to his cat. His cat was very happy!

Speaking

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
	Usher brings the student in.	<p>Hello. My name's (teacher's name).</p> <p>What's your name?</p> <p>What's your surname?</p> <p>How old are you?</p>	<p>Hello.</p> <p>(name)</p> <p>(surname)</p> <p>(age)</p>	<p>What's your family name?</p> <p>Are you twelve years old?</p>

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
1	<p>Show the student both Find the differences cards.</p> <p>Point to the two firemen and check that the student understands.</p> <p>Give the student his/her card.</p> <p>Describe the picture without pointing.</p>	<p>Here are two pictures. My picture is similar to yours, but there are some differences.</p> <p>For example, in my picture two firemen are drinking coffee, but in your picture they are eating.</p> <p>I will say something about my picture. Can you tell me how your picture is different?</p> <p>In my picture, the man who is going to the toilet is wearing a white shirt.</p> <p>In my picture, the driver in the fire engine has got a beard.</p> <p>In my picture, a man is going up the stairs.</p> <p>In my picture, there is a restaurant next to the fire station.</p> <p>In my picture, there is a motorbike near the trees.</p>	<p>In my picture, the man who is going to the toilet is wearing a black shirt.</p> <p>In my picture, the driver has got a moustache.</p> <p>In my picture, the man is going down the stairs.</p> <p>In my picture, there is a bookshop next to the fire station.</p> <p>In my picture, there is a bike near the trees.</p>	<p>Point to the differences. Repeat what the student has to do. Ask questions to help him/her.</p> <p>Is the man wearing a white shirt?</p> <p>Has the driver got a beard?</p> <p>Is the man going up the stairs?</p> <p>Is there a restaurant next to the fire station?</p> <p>Is there a motorbike near the trees?</p>
2	<p>Show the student the Information exchange cards. Give the student his or her card.</p> <p>Point to the box on the right of the student's card.</p> <p>Ask the questions.</p> <p>Point to the box on the left of the student's card.</p> <p>Respond to the student's questions using the information on the examiner's card.</p>	<p>Mr Brown and Mrs Silver are two teachers. I don't know anything about Mr Brown, but you do. So I'm going to ask you some questions.</p> <p>What's his name?</p> <p>How old is he?</p> <p>What subject does he teach?</p> <p>How many years has he been a teacher?</p> <p>Is he married?</p> <p>Now, you don't know anything about Mrs Silver, so you ask me some questions.</p> <p>Emma.</p> <p>She's 35.</p> <p>History.</p> <p>Six.</p> <p>Yes.</p>	<p>Richard.</p> <p>He's 37.</p> <p>Geography.</p> <p>Eight.</p> <p>Yes.</p> <p>What's her name?</p> <p>How old is she?</p> <p>What subject does she teach?</p> <p>How many years has she been a teacher?</p> <p>Is she married?</p>	<p>You can point to the information on your card if necessary.</p> <p>You can point to the information on the student's card if necessary.</p>

Key to tests - Test 2

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
3	Show the student the Tell the story card. Allow the student some time to look at it.	<p>These pictures tell a story. It's called 'Michael's dream'. Look at the pictures first.</p> <p>Michael is very tired. He brushes his teeth and he's getting ready to go to bed.</p> <p>Now you tell the story.</p>	<p>Michael is sleeping and he is dreaming. In his dream, he is in a desert and he is riding a camel. It's very hot and Michael is very thirsty.</p> <p>Michael is now on a big bird. Michael is flying in the sky on the bird and he is excited.</p> <p>Michael is in space now. He is going to the moon in a rocket. He is ready to get off the rocket and walk on the moon.</p> <p>Michael falls off the bed and wakes up. He was dreaming.</p>	<p>Point to the pictures. Ask questions about the pictures.</p> <p>What is Michael doing?</p> <p>Where is Michael now?</p> <p>Where is Michael? What does he want to do?</p> <p>What happens to Michael? Why?</p>
4	Put the Tell the story card away and turn to the student.	<p>Now, let's talk about what you do in the summer.</p> <p>Where do you like going for your holidays?</p> <p>What time do you usually get up?</p> <p>Who do you spend your summer with?</p> <p>What do you like doing in the summer?</p> <p>Tell me about other things you do in the summer.</p>	<p>To an island.</p> <p>At 11 o'clock.</p> <p>My family.</p> <p>I go/like swimming.</p> <p>I do water sports. I spend more time with my friends. I look for shells on the beach.</p> <p>I go fishing with my dad.</p>	<p>Do you go to an island?</p> <p>Do you get up at 1 o'clock?</p> <p>Do you spend time with your family?</p> <p>Do you like going swimming?</p> <p>Do you do water sports? Do you spend time with your friends? Do you look for shells on the beach? Do you go fishing?</p>
		<p>OK. Thank you, (name). Goodbye.</p>	<p>Goodbye.</p>	

Test 3

Listening

Part 1 5 marks

Lines should be drawn between:

1. Katy and the nurse.
2. Steve and the man in the dirty clothes.
3. Betty and the woman with the long curly hair.
4. Tony and the boy with the football.
5. Michael and the man with the DVDs.

Part 2 5 marks

1. 34 / thirty-four
2. journalist
3. 55
4. twice
5. 5 o'clock

Part 3 5 marks

1. E Mr Brave and the comics.
2. H Mrs Brave and the fan.
3. A Bill and the map.
4. D Alex and the camera.
5. F Mary and the pair of trousers.

Part 4 5 marks

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

Part 5 5 marks

1. Colour the empty cage - red
2. Write the word 'Wild' on the sign above the cage with the lions.
3. Colour the trousers of the man with the belt - purple
4. Write the word 'Hungry' on the sign above the place where the children are buying food.
5. Colour the boy's glasses - black

Reading and Writing

Part 1 10 marks

- | | |
|-----------------|--------------|
| 1. an office | 6. sky |
| 2. an engineer | 7. exams |
| 3. a dictionary | 8. a bicycle |
| 4. a storm | 9. a century |
| 5. a secretary | 10. a rocket |

Part 2 5 marks

1. E 2. G 3. B 4. C 5. F

Part 3 6 marks

1. win
2. ever
3. telephone
4. news
5. having
6. William's best painting

Part 4 10 marks

1. yet 2. older 3. than 4. most 5. where
6. like 7. a 8. because 9. who 10. few

Part 5 7 marks

1. July
2. favourite player
3. was driving
4. didn't have time
5. was already there
6. (very) happy
7. two tickets

Part 6 5 marks

1. called 2. subject 3. hair 4. her 5. was

Part 7 5 marks

A possible answer which would receive full marks:

A girl is watering the flowers with her mother. They are preparing for her friends to come. They are also making a cake. The girl's friends are visiting her. She is showing her room to them.

Speaking

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
	Usher brings the student in.	<p>Hello. My name's (teacher's name).</p> <p>What's your name?</p> <p>What's your surname?</p> <p>How old are you?</p>	<p>Hello.</p> <p>(name)</p> <p>(surname)</p> <p>(age)</p>	<p>What's your family name?</p> <p>Are you twelve years old?</p>

Key to tests - Test 3

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
1	<p>Show the student both Find the differences cards.</p> <p>Point to the boy's hair and check that the student understands.</p> <p>Give the student his/her card.</p> <p>Describe the picture without pointing.</p>	<p>Here are two pictures. My picture is similar to yours, but there are some differences.</p> <p>For example, in my picture the boy who is carrying the bottles has longer hair, but in your picture he has shorter hair.</p> <p>I will say something about my picture. Can you tell me how your picture is different?</p> <p>In my picture, the girl who is cleaning the table is wearing glasses.</p> <p>In my picture, there are two rabbits behind the tree.</p> <p>In my picture, there is a swan in the lake.</p> <p>In my picture, the woman on the bridge is wearing a ring.</p> <p>In my picture, there is a driver in the truck.</p>	<p>In my picture, the girl isn't wearing glasses.</p> <p>In my picture, there are three rabbits behind the tree.</p> <p>In my picture, there is a duck in the lake.</p> <p>In my picture, the woman isn't wearing a ring.</p> <p>In my picture, there isn't a driver in the truck.</p>	<p>Point to the differences. Repeat what the student has to do. Ask questions to help him/her.</p> <p>Is the girl wearing glasses?</p> <p>How many rabbits are there behind the tree?</p> <p>Is there a swan in the lake?</p> <p>Is the woman wearing a ring?</p> <p>Is there a driver in the truck?</p>
2	<p>Show the student the Information exchange cards. Give the student his or her card.</p> <p>Point to the box on the right of the student's card.</p> <p>Ask the questions.</p> <p>Point to the box on the left of the student's card.</p> <p>Respond to the student's questions using the information on the examiner's card.</p>	<p>Robert and William are brothers. They have got two pets. I don't know anything about Robert's pet, but you do. So I'm going to ask you some questions.</p> <p>What pet has he got?</p> <p>What's its name?</p> <p>What colour is it?</p> <p>What's its favourite food?</p> <p>Where does it live?</p> <p>Now, you don't know anything about William's pet, so you ask me some questions.</p> <p>A snake.</p> <p>Ice.</p> <p>It's black and white.</p> <p>Spiders.</p> <p>It lives in a cage.</p>	<p>A rabbit.</p> <p>Snowball.</p> <p>It's white.</p> <p>Carrots.</p> <p>It lives in a cage.</p> <p>What pet has he got?</p> <p>What's its name?</p> <p>What colour is it?</p> <p>What's its favourite food?</p> <p>Where does it live?</p>	<p>You can point to the information on your card if necessary.</p> <p>You can point to the information on the student's card if necessary.</p>

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
3	Show the student the Tell the story card . Allow the student some time to look at it.	<p>These pictures tell a story. It's called 'A hungry bird'. Look at the pictures first.</p> <p>Betty and her mum are making a cake.</p> <p>Now you tell the story.</p>	<p>Betty and her mum are in the kitchen. Betty's mum is putting some flour in a bowl and Betty is taking the eggs out of the fridge. Their pet parrot is in a cage.</p> <p>Betty is holding the bowl. Her mother is looking for something in a cupboard. A boy is in the kitchen and is giving some water to the parrot.</p> <p>The boy leaves the room but he has left the door of the cage open. The parrot has come out of the cage. Betty and her mother don't see that. The parrot is eating the butter.</p> <p>The parrot has taken the chocolate to its cage. Betty and her mother can't find anything on the table.</p> <p>Betty is trying to see where the parrot is and she sees it in the cage. It's just eaten all the chocolate. Betty and her mother are both angry.</p>	<p>Point to the pictures. Ask questions about the pictures.</p> <p>What is Betty doing? What is her mother doing? Where is the parrot?</p> <p>Who is in the kitchen? What is Betty doing now?</p> <p>Where is the parrot now? Where is the butter?</p> <p>Where is the chocolate? Is the parrot in the cage?</p> <p>Where is the parrot? What has it eaten? Are Betty and her mother happy?</p>
4	Put the Tell the story card away and turn to the student.	<p>Now, let's talk about school.</p> <p>What time do you get there?</p> <p>How do you get to school?</p> <p>What's your favourite subject?</p> <p>What sports do you play at school?</p> <p>Tell me about other things you do at school.</p>	<p>At 8 o'clock.</p> <p>I walk to school.</p> <p>Maths.</p> <p>Basketball and volleyball.</p> <p>I spend time with my friends in the playground. I draw pictures. I usually have lunch at school.</p>	<p>Do you get there at 8 o'clock?</p> <p>Do you walk to school?</p> <p>Do you like Maths?</p> <p>Do you play basketball?</p> <p>Do you spend time with your friends? Do you draw pictures? Do you have lunch at school?</p>
		<p>OK. Thank you, (name). Goodbye.</p>	<p>Goodbye.</p>	

Test 4

Listening

Part 1 5 marks

Lines should be drawn between:

1. Lucy and the girl eating chocolate.
2. Mary and the girl who is writing on the board.
3. Sally and the girl on the floor.
4. Jane and the girl talking on the phone.
5. Vicky and the girl who is standing at the door.

Part 2 5 marks

1. Sunday
2. Six o' clock
3. Everyone
4. Treasure Island
5. 9005168

Part 3 5 marks

1. B William and the circus
2. A Jane and the bookshop
3. D Paul and the factory
4. E Vicky and the theatre
5. C Michael and the museum

Part 4 5 marks

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

Part 5 5 marks

1. Colour the suitcase next to the old woman - grey
2. Write the word 'London' on the man's ticket
3. Colour the woman's handbag - orange
4. Write the word 'World' on the newspaper.
5. Colour the boy's sweater - green

Reading and Writing

Part 1 10 marks

- | | |
|-------------|-----------------|
| 1. a desert | 6. an astronaut |
| 2. a secret | 7. an airport |
| 3. a museum | 8. traffic |
| 4. shelves | 9. volleyball |
| 5. a hotel | 10. a comb |

Part 2 5 marks

1. E 2. A 3. C 4. H 5. G

Part 3 6 marks

1. like
2. dangerous
3. explained
4. full
5. extinct
6. Goodnight dinosaurs!

Part 4 10 marks

1. their 2. also 3. together 4. watch 5. anything
6. other 7. a 8. was 9. took 10. like

Part 5 7 marks

1. Katy / her
2. (very) different
3. for hours
4. bathroom
5. place near a waterfall
6. a map
7. a restaurant

Part 6 5 marks

1. were 2. outside 3. too 4. later 5. some

Part 7 5 marks

A possible answer which would receive full marks:
 The boy went to the sports centre and played basketball.
 Then, he had a tennis match with his friend. It was great fun.
 Later, he went home and he read some of his comic books.

Speaking

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
	Usher brings the student in.	<p>Hello. My name's (teacher's name).</p> <p>What's your name?</p> <p>What's your surname?</p> <p>How old are you?</p>	<p>Hello.</p> <p>(name)</p> <p>(surname)</p> <p>(age)</p>	<p>What's your family name?</p> <p>Are you twelve years old?</p>

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
1	<p>Show the student both Find the differences cards.</p> <p>Point to the man holding the octopus and check that the student understands.</p> <p>Give the student his/her card.</p> <p>Describe the picture without pointing.</p>	<p>Here are two pictures. My picture is similar to yours, but there are some differences.</p> <p>For example, in my picture the man is holding an octopus, but in your picture he's holding a fish.</p> <p>I will say something about my picture. Can you tell me how your picture is different?</p> <p>In my picture, it's windy and it's raining.</p> <p>In my picture, the first boy has got a knife in his pocket.</p> <p>In my picture, the third boy is carrying a rucksack.</p> <p>In my picture, the third boy isn't holding anything.</p> <p>In my picture, there are four fish in the boat.</p>	<p>In my picture it isn't raining.</p> <p>In my picture, he has got a fork in his pocket.</p> <p>In my picture, he isn't carrying a rucksack.</p> <p>In my picture, the third boy is holding a map.</p> <p>In my picture, there are five fish.</p>	<p>Point to the differences. Repeat what the student has to do. Ask questions to help him/her.</p> <p>What's the weather like?</p> <p>What has he got in his pocket?</p> <p>What is the boy carrying?</p> <p>What is the boy holding?</p> <p>How many fish are there in the boat?</p>
2	<p>Show the student the Information exchange cards. Give the student his or her card.</p> <p>Point to the box on the right of the student's card.</p> <p>Ask the questions.</p> <p>Point to the box on the left of the student's card.</p> <p>Respond to the student's questions using the information on the examiner's card.</p>	<p>Helen and Katy are best friends. They have got a favourite toy each. I don't know anything about Helen's favourite toy, but you do. So I'm going to ask you some questions.</p> <p>What is Helen's favourite toy?</p> <p>What colour is it?</p> <p>What is it made of?</p> <p>Why does she like it?</p> <p>How long has she had it?</p> <p>Now, you don't know anything about Katy's favourite toy, so you ask me some questions.</p> <p>A rabbit.</p> <p>It's brown.</p> <p>Wood.</p> <p>She's always wanted to have a pet. 6 months.</p>	<p>A doll.</p> <p>It's pink.</p> <p>Plastic.</p> <p>Her mum bought it for her.</p> <p>A year.</p> <p>What is Katy's favourite toy?</p> <p>What colour is it?</p> <p>What is it made of?</p> <p>Why does she like it?</p> <p>How long has she had it?</p>	<p>You can point to the information on your card if necessary.</p> <p>You can point to the information on the student's card if necessary.</p>

Key to tests - Test 4

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
3	Show the student the Tell the story card. Allow the student some time to look at it.	<p>These pictures tell a story. It's called 'Harry's castle'. Look at the pictures first.</p> <p>Harry has to make a castle for a school project.</p> <p>Now you tell the story.</p>	<p>Harry's teacher is holding a castle and tells the students to make a castle, too.</p> <p>Harry goes back home. He is in the garage and he is thinking how to make the castle. He is sad. His dad comes in the garage carrying a box.</p> <p>Harry has an idea. He is going to ask his father to help him. They are going to use the box, some glue and some coloured pencils to make the castle.</p> <p>His dad is helping him. The castle is ready and Harry is very happy now. Harry's dad is putting a flag on the castle.</p> <p>Harry takes the castle to school and everyone likes it.</p>	<p>Point to the pictures. Ask questions about the pictures.</p> <p>What is the teacher doing?</p> <p>Where is Harry now? How does he feel? What is his dad carrying?</p> <p>Is Harry sad now? What is he thinking about?</p> <p>Is the castle ready? Does Harry like it? What is Harry's dad putting on the castle?</p> <p>Do Harry's friends like the castle?</p>
4	Put the Tell the story card away and turn to the student.	<p>Now, let's talk about the future.</p> <p>What job would you like to do?</p> <p>How old are you going to be when you get married?</p> <p>Where would you like to live?</p> <p>How many children would you like to have?</p>	<p>Businessman / Businesswoman</p> <p>25.</p> <p>In a big city.</p> <p>Two.</p>	<p>Would you like to be a businessman / businesswoman?</p> <p>Are you going to get married at 25?</p> <p>Would you like to live in a big city?</p> <p>Would you like to have two children?</p>
		<p>OK. Thank you, (name). Goodbye.</p>	<p>Goodbye.</p>	

Test 5

Listening

Part 1 5 marks

Lines should be drawn between:

1. Helen and the girl who is drawing a beach.
2. Anna and the woman who is wearing a hat.
3. May and the woman with the glasses.
4. Sally and the girl who has drawn a monster.
5. Sue and the girl who has drawn a forest.

Part 2 5 marks

1. 35 River
2. Tommy
3. the plates
4. bad
5. (very) unfriendly

Part 3 5 marks

1. C Mrs Swan and the shell
2. A Mr Swan and the rock
3. G Jack and the bottle
4. H Kim and the ring
5. B Mary and the cave

Part 4 5 marks

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

Part 5 5 marks

1. Colour the pyramid on the right - yellow
2. Write the word 'Gold' on the box
3. Colour the bird in the sky - black
4. Write the word 'Silver' on the sign in front of the pyramid on the left.
5. Colour the camel next to the tree with the butterfly - brown

Reading and Writing

Part 1 10 marks

- | | |
|--------------|----------------|
| 1. a plate | 6. an octopus |
| 2. medicine | 7. a newspaper |
| 3. a husband | 8. butter |
| 4. a castle | 9. an insect |
| 5. jam | 10. a spoon |

Part 2 5 marks

1. C 2. H 3. A 4. F 5. B

Part 3 6 marks

1. remember
2. everything
3. smelt
4. burnt
5. smoke
6. The worst cake ever

Part 4 10 marks

1. and 2. there 3. which 4. than 5. if
6. on 7. has 8. In 9. very 10. already

Part 5 7 marks

1. 9 o'clock
2. was asleep
3. ice cream
4. (a) terrible stomach ache
5. some
6. At midnight
7. Mary

Part 6 5 marks

1. would 2. could / should 3. many 4. lot / number 5. but

Part 7 5 marks

A possible answer which would receive full marks:

A girl is watching TV with her father. Later, the girl is visiting the zoo with her parents. Then they go to a pet shop. The girl wants to buy a pet because she loves animals.

Speaking

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
	Usher brings the student in.	<p>Hello. My name's (teacher's name).</p> <p>What's your name?</p> <p>What's your surname?</p> <p>How old are you?</p>	<p>Hello.</p> <p>(name)</p> <p>(surname)</p> <p>(age)</p>	<p>What's your family name?</p> <p>Are you twelve years old?</p>

Key to tests - Test 5

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
1	<p>Show the student both Find the differences cards.</p> <p>Point to the plates and check that the student understands.</p> <p>Give the student his/her card.</p> <p>Describe the picture without pointing.</p>	<p>Here are two pictures. My picture is similar to yours, but there are some differences.</p> <p>For example, in my picture there are five plates on the table, but in your picture there are six plates.</p> <p>I will say something about my picture. Can you tell me how your picture is different?</p> <p>In my picture, the bottle of water is full.</p> <p>In my picture, there are flowers on the table.</p> <p>In my picture, there is a pair of scissors under the table.</p> <p>In my picture, there is an insect on the plant.</p> <p>In my picture, the woman is wearing a spotted dress.</p>	<p>In my picture, the bottle is empty.</p> <p>In my picture, there are sweets on the table.</p> <p>In my picture, there is a belt under the table.</p> <p>In my picture, there are two insects on the plant.</p> <p>In my picture, the woman is wearing a striped dress.</p>	<p>Point to the differences. Repeat what the student has to do. Ask questions to help him/her.</p> <p>Is there any water in the bottle?</p> <p>What is on the table?</p> <p>What is there under the table?</p> <p>What's on the plant in your picture?</p> <p>What kind of dress is the woman wearing?</p>
2	<p>Show the student the Information exchange cards. Give the student his or her card.</p> <p>Point to the box on the right of the student's card.</p> <p>Ask the questions.</p> <p>Point to the box on the left of the student's card.</p> <p>Respond to the student's questions using the information on the examiner's card.</p>	<p>Betty and Helen are friends. They took some pictures of their last holiday. I don't know anything about Betty's holiday, but you do. So I'm going to ask you some questions.</p> <p>Where did she go?</p> <p>Where did she stay?</p> <p>Who did she go with?</p> <p>When did she go?</p> <p>What did she do there?</p> <p>Now, you don't know anything about Helen's holiday, but I do. So you are going to ask me some questions.</p> <p>In the mountains.</p> <p>At a hotel.</p> <p>With her grandparents.</p> <p>In June.</p> <p>She went for walks in the forest.</p>	<p>To the beach.</p> <p>In a tent.</p> <p>With her family.</p> <p>In July.</p> <p>She went swimming.</p> <p>Where did she go?</p> <p>Where did she stay?</p> <p>Who did she go with?</p> <p>When did she go?</p> <p>What did she do there?</p>	<p>You can point to the information on your card if necessary.</p> <p>You can point to the information on the student's card if necessary.</p>

Parts	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
3	Show the student the Tell the story card. Allow the student some time to look at it.	<p>These pictures tell a story. It's called 'Family shopping'. Look at the pictures first.</p> <p>Richard and his parents go to a shop. There are bookcases there.</p> <p>Now you tell the story.</p>	<p>Richard's mum is looking at some silver spoons, forks and knives and she likes them. I think she wants to buy them.</p> <p>Now the family is in a room with things made of paper. For example, there are lots of boxes, envelopes and books.</p> <p>Now the family is looking at some things made of glass, like vases. Richard drops one. He looks very unhappy.</p> <p>In the end, the glass breaks.</p>	<p>Point to the pictures. Ask questions about the pictures.</p> <p>What is Richard's mum looking at? How does she feel about them? What do you think she wants to do?</p> <p>Where are the people now? What are these things made of?</p> <p>What happens then? What are these made of? What does Richard do? How does he feel?</p> <p>What happens in the end?</p>
4	Put the Tell the story card away and turn to the student.	<p>Now, let's talk about food.</p> <p>What's your favourite food?</p> <p>What time do you have breakfast?</p> <p>How often do you eat chocolate?</p> <p>What do you usually have for dinner?</p> <p>Now tell me what other food you like eating.</p>	<p>Pizza.</p> <p>At 8 o'clock.</p> <p>Three times a week.</p> <p>A sandwich.</p> <p>I like pasta and chicken for lunch. I love eating sweets. I usually drink orange juice in the afternoon.</p>	<p>Do you like pizza?</p> <p>Do you have breakfast at 8 o'clock?</p> <p>Do you eat chocolate three times a week?</p> <p>Do you have a sandwich?</p> <p>Do you like pasta or chicken for lunch? Do you love eating sweets? Do you drink orange juice?</p>
		<p>OK. Thank you, (name). Goodbye.</p>	<p>Goodbye.</p>	

Listening transcripts

R = recording
M = male adult
F = female adult
Mch = male child
Fch = female child

UNIT 1

B. Listen and colour and write.

One

- M** Let's colour this picture, shall we?
Fch Sure. The house is burning! It's sad.
M Can you see the fireman's gloves?
Fch The fireman who's running, you mean?
M No, no. Not him. One of the firemen has got his gloves in his pocket. Can you see them?
Fch Oh, yes. Can I paint them black?
M OK.

Two

- M** OK. Now, let's colour something else. Can you see the cat?
Fch Where?
M On the balcony.
Fch Oh, no! Poor cat!
M It looks very brave.
Fch It does. I will colour it grey.
M OK.

Three

- M** I'd like you to write something here too, please.
Fch Write? What?
M Write the word 'Fire' on the fire engine.
Fch OK, then! There!
M Great.

Four

- M** Now, I'd like you to write something else now. We need a name for the house.
Fch OK.
M There's a board next to the door. Can you see it? Write it there.
Fch Yes, I can see it.
M We'll call it 'Red' House – because of the fire.
Fch OK! I'll write it now.
M Thank you.

Five

- M** Now, can you see the woman who is crying?
Fch Yes. Can I colour her dress?
M No, not yet. I'd like you to colour her hair.
Fch OK. Yellow?
M Sure. That's a good colour.
Fch OK.

Now listen again.

UNIT 3

B. Listen and draw lines. There is one example.

- M** What are you reading there, Sally?
Fch It's a story about a king and a queen who live in a castle.
M Hm, and is it a good story?

- Fch** Yes, it's great. Look. There's Alex.
M Where?
Fch There. He's climbing to the top of the castle.
M What's he going to do with the flag?
Fch Put it on top, I guess.
M OK. Oh, that's the king and his wife on the balcony, right?
Fch Yes. That's King John.
M And his queen's name?
Fch Queen Emma.
M I see. And is that their son sleeping under the tree?
Fch Well, there are two boys there. Their son William is the one on the left.
M OK. And the girl?
Fch That's Betty. She has two more brothers, Robert and Harry.
M Oh. Is Harry the boy who is riding the horse on the bridge?
Fch No, no. That's Robert.
M Oh, OK.

Now listen again.

UNIT 5

A. Listen and write.

- M** Have you been to 'Animal World'?
Mch What's that?
M The new zoo!
Mch Is there a new zoo? I didn't know. Where is it? Near the square?
M No. Remember the fields near the airport?
Mch Yes. There was a lot of space there.
M That's where the zoo is.
Mch It's a great place for a zoo.
M That's right! There are a lot of different kinds of animals there. You should go. I'll tell Uncle Bob to take you.
Mch Yes, I really want to go. Is the ticket expensive? We paid 15 euros to go to the zoo in London.
M No, no. This one is cheaper. Only 5 euros.
Mch Wow! That's cheap. Can we visit the zoo during the week?
M Of course you can. It's open from Wednesday to Sunday.
Mch Well, on Saturday we usually visit my grandparents so I think I'll ask my dad to take me on Friday. What time does it close?
M It's open from 8 o'clock in the morning until 8:30 at night.
Mch OK, sounds great. How did you get there? By car?
M Yes. I went by car but you can also go by bus or take the train.
Mch The train? How long does it take to get to the zoo by train?
M It's not very far. I think it takes about 15 minutes.

Mch Great! I'll go by train then. Thanks!

Now listen again.

UNIT 7

B. What will each person in Mr Fork's family do in the afternoon? Listen and write a letter in each box.

Mch Hello, Mr Fork. Are you going home?

M Hi, Harry. Well, I'm picking up the kids from school and then, yes, I'm going home.

Mch Will you be at home in the afternoon then?

M No, not me. It's Wednesday today. I play tennis on Wednesdays at the tennis club.

Mch Good for you, Mr Fork. What about Mrs Fork? Is she staying at home?

M Yes. She has something to do.

Mch Help the boys with their homework?

M No, no. She wanted to write some emails.

Mch I see. Will the children be busy, too?

M When they get back from school they will do their homework. John has to work on something for his Art homework. No, wait. That's William. He has to make something using paper.

Mch Will Katy go shopping?

M No, no. Katy will study for her Science exam on Friday. Science is very difficult and she has to be ready for the test.

Mch You're right about that. My worst subject is Maths. Well, I'll call John then to see if he wants to come to the park with me.

M Well, I think he'll be busy, too. You see, they are having a spelling competition at school at the weekend and he spends every afternoon learning words from the dictionary. He has learnt more than 80 difficult words so far.

Mch Great. I'll go help him! I'm really good at it.

M Great idea! He might win then!

Now listen again.

UNIT 8

B. Listen and colour and write.

One

F Hello, John. Would you like to colour the map?

Mch Of course. This is a map of London, isn't it?

F That's right! Now, can you see the Tower of London?

Mch You mean the big castle north of the river?

F That's correct. Close to the castle there is Tower Hill Train Station. Can you colour the station red?

Mch OK! Sure.

Two

F I'd like you to write something here too, please.

Mch It's OK.

F Write a name on the bus for me.

Mch OK. What do you want me to call it?

F 'Fast'...

Mch That's a good name. OK!

Three

F You know, when there is a boat on the river the bridge opens. Can you see the boat coming from the east?

Mch Yes. Oh, there is a smaller one in the west.

F Good. Can you colour the boat coming from the east?

Mch OK! What colour?

F Yellow.

Four

F I'd like you to write something else now. That hotel next to the bank needs a name.

Mch OK.

F We'll call it 'Popular' Hotel – lots of people stay at that hotel because it's in the city centre.

Mch OK! That's a good name for a hotel. Let me write that now.

F Thank you.

Five

F Now, one last thing. Ready?

Mch Yes! What should I do?

F On the other side of the river there is a little square. There are two taxis and a bus. Can you see them?

Mch Yes, here they are.

F Can you colour the taxi on the right black?

Mch Yes. OK!

Now listen again.

UNIT 9

A. Listen and tick (✓) the box.

One. Which is Jim's rucksack?

F Are you ready, Jim?

Mch Yes, Mum. I've put my books and my snack in my rucksack and I'm ready.

F I told you that you shouldn't eat a lot of sweets and chocolate during our holidays.

Mch I've just taken my favourite biscuits, Mum. Grandma bought them for me.

F Oh, OK.

Two. What does Emma have for breakfast?

Mch Hey, Emma. Would you like some of my sandwich?

Fch No, thanks! I always have a good breakfast in the morning, so I'm not hungry.

Mch Have some of my orange juice, then.

Fch No, thanks. I'm not thirsty either. I always have milk for breakfast, too.

Listening transcripts - Units

- Mch** And what do you eat? A sandwich?
Fch No, no. I like eating bread with butter and jam on it.

Three. What does Katy have to use to eat her meal?

- M** Why aren't you eating, Katy?
Fch Well, I'm hungry but I can't eat.
M Why is that? It's not like you don't have a fork.
Fch No, I do, but I need a knife, too. Mum put spoons on the table, but not knives. How can I cut the meat with the spoon?
M Go in the kitchen and get one then.
Fch OK.

Four. What should Richard's dad have for dinner?

- Mch** Did you see the doctor today, Dad?
M I did. Everything is fine. I just need to change my eating habits a bit.
Mch What do you mean? Should you only eat salads?
M Well, I have to change my dinner. At first the doctor told me that I should drink a cup of tea and eat fruit. But I told him that I hate tea, so he changed it and said that I could also have a bowl of soup for dinner.
Mch That's great! You love soups.
M Yes, I do.

Five. Where does the smell in the kitchen come from?

- F** What's that horrible smell?
M It's somewhere in the kitchen. Let's go and check.
F Did you forget to put the meat in the fridge?
M No, I didn't. I put it in there after lunch and I also put Michael's fish in the fridge when he finished eating.
F What is it then?
M Oh, no! Look over there. There is a piece of pizza under the chair in the corner.
F But we had pizza three days ago.
M Well, that's why it smells!

Now listen again.

B. Listen and write.

- F** Oh, hi, Helen.
Fch Hi, Mum. What are you making?
F I'm making apple cake.
Fch Mmmm... Apple cake? I love apple cake!
F Ha, ha. Can you help me, please?
Fch Of course. What can I do?
F Can you give me some sugar and flour, please?
Fch Yes. Here.
F We need three cups of sugar...
Fch Three cups of flour... What else? What else?
F No, no. Three cups of sugar and five cups of flour.

- Fch** OK. Do you need anything else?
F Yes. Can you get me some eggs and some butter? They're in the fridge.
Fch OK... here's five eggs.
F Oh, no. Four will do.
Fch OK. And here's some butter. Do you also need salt and pepper?
F Salt and pepper? For apple cake? No.
Fch Oops! I'm not very good at this!
F It's OK. Ha, ha.
Fch Now, can I try it?
F Ha, ha. Helen, it's not ready yet.

Now listen again.

UNIT 10

A. Listen and draw lines.

- Mch1** Am I late? Has the game started?
Mch2 No, it hasn't started yet.
Mch1 Oh, good. What's happening now?
Mch2 The players are getting ready.
Mch1 OK. Is Fred in the game?
Mch2 Of course. He's in the red team. The boy with the striped socks.
Mch1 Oh, no! Not those socks again. He wears them every time!
Mch2 Ha, ha, I know. Oh, and Robert is in the same team. Can you see him?
Mch1 I think so. He is the one holding the towel, isn't he?
Mch2 That's right. And Robert's brother is in the blue team.
Mch1 Tony? Really? Where is he?
Mch2 There he is.
Mch1 I can't see him.
Mch2 There. He's drinking some water.
Mch1 Oh, right! And who is the boy with the glasses?
Mch2 That's Peter. He's the best player in the team.
Mch1 You think so? Is he better than Jim?
Mch2 Who is Jim? I don't know him.
Mch1 He's in the red team today. He's that slim boy with the short straight hair.
Mch2 Who?
Mch1 He's holding the ball.
Mch2 Oh, I can see him now, yes! Oh! The game is about to start.
Mch1 Oh! I'm so excited!

Now listen again.

UNIT 11

A. Listen and write.

- M** Hey, Betty!
Fch Hi, Dad!
M What are you doing there?
Fch I'm making a present.
M Really? For me?

- Fch** No, sorry. It's for Mum.
M Oh, that's nice. What are you making?
Fch Something for her office. It's a nice box.
M Let's have a look. It is very beautiful. Is it plastic?
Fch No. It's made of wood. It looked ugly at first, so I thought I could make it look better with some drawings on it.
M Great! What can she use it for?
Fch Well, I thought she could have it on her desk and put all her papers in it.
M That's a very nice idea! When are you thinking of giving it to her?
Fch After dinner maybe?
M Well, isn't that a bit late? Why don't you give it to her when she comes home from work?
Fch Good idea.
M What's that you put inside? A letter?
Fch No, it's a card. Do you want to see it?
M Sure. Let me have a look. ... Betty! It's the best card I've ever seen! Well done!
Fch Thanks!

Now listen again.

B. Listen and tick (✓) the box.

One. What did Katy get last year?

- Fch** Wow! What a lovely toy shop!
F It is, isn't it? Come on, Emma, help me find a present for Katy.
Fch OK, Mum. Erm, what about a bicycle?
F No. We bought her one last year.
Fch What about a brush?
F I don't think they have hairbrushes here. A doll, maybe?
Fch Good idea!

Two. How much is the doll?

- F** Look at this doll! Isn't she beautiful?
Fch She is! And look at that dress!
F Yes. It's a lovely dress. How much is it?
Fch Let me see... It's 250 euros!
F Oh, no! But why?
Fch It says here on the box that she's wearing a gold ring and her shoes are made of glass.
F It's still very expensive.

Three. What is made of plastic?

- F** Let's look at something else. She already has lots of dolls. What about these drums?
Fch No. I don't think so. What about this cooker here?
F Erm... will she like it?
Fch I'm not sure. She likes food.
F Look at this pyramid! Is it a glass pyramid?
Fch No. It's plastic.

Four. What is the rocket made of?

- Fch** This rocket looks nice. Is it made of metal?
F No. It says here that it's made of...

newspaper and glue.

- Fch** What? And why is it red then?
F They painted it.
Fch Oh.

Five. What time will they give Katy her present?

- F** OK, great. Come on, it's five o'clock. Time to go home.
Fch Yes. We can give Katy the present now.
F She isn't at home now. She and Dad went to the supermarket.
Fch Oh. What time are they coming back?
F In half an hour.
Fch OK.

Now listen again.

UNIT 13

A. Listen and colour and write.

One

- F** That's a very interesting picture, William.
Mch Yes! It's my favourite. Can I colour it?
F Of course. What shall we colour first?
Mch See the man's torch? Can I colour it orange?
F Good idea. Use that colour.
Mch Great.

Two

- Mch** What's next?
F Hmm. There's some food and drink on the table.
Mch I can see that.
F There's an empty bottle and a glass next to it.
Mch That's lemonade in the glass!
F You think so? Then colour the lemonade yellow.
Mch OK. There.
F Looks good.

Three

- F** I'd like you to write something here, please.
Mch OK!
F Write a name on the door of the fridge. Can you see it?
Mch Yes, I can.
F We'll call it 'Empty' fridge – someone has to go to the supermarket!
Mch OK! That sounds funny! I'll write that now.
F Thank you.

Four

- F** Now, can you see the months on the wall?
Mch Yes. January, February, March...
F Are all the months there?
Mch Yes. All the months of the year are there.
F Are you sure?
Mch Erm... April, May, June, July, August... Oh, no! September isn't there!

Listening transcripts - Test 1

F Then write the word 'September' after August.

Mch OK...

Five

F What should we do next?

Mch I know! Why don't we colour the apples red?

F Erm... no, I want you to do something else.

Mch Yes?

F Colour the chopsticks grey.

Mch Where? Ah, here they are.

F Great.

Now listen again.

Test 1

Hello. This is the Go Flyers Listening Test One.

PART ONE.

Listen and look. There is one example.

F Wow! That's a great photo. There are a lot of people in it.

Mch It's a photo of the playground near our school. We usually spend the afternoons there.

F Oh? Does Robert come with you?

Mch Of course. There he is. Behind the rock. He is trying to climb on it.

F Oh, that's right. I can see him now. Robert always does that. He likes climbing trees and rocks.

Mch I know!

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

F What about the boy on the rock? Who is he?

Mch Do you mean the boy with the striped T-shirt?

F That's right.

Mch Oh, that's Harry. He's Robert's best friend.

F I see. Was your sister Emma there, too?

Mch Yes, she was. Let me see... erm... there she is. Where?

Mch There is a cave on the left. Can you see it?

F Yes. Two girls are there. Oh, there's Emma. Is she reading a comic?

Mch That's right. I bought it for her. The pictures are very nice.

F And who's the other girl?

Mch That's Betty. They spend a lot of time together.

F Is that a photographer in the tree?

Mch Ha, ha! That's Michael. He's not really a photographer. He likes taking pictures so he always carries his camera with him.

F That's very interesting. I like taking pictures,

too. I usually take pictures of my pet cat.

Mch Oh, have you got a cat? I've got one, too. Her name's Helen. There she is, on the swing next to me. Can you see her?

F Yes. Ha, ha. I've never seen a cat on a swing before!

Now listen to Part One again. That is the end of Part One.

PART TWO.

Listen and look. There is one example.

M1 Excuse me! Can I ask you a few questions about your summer holidays?

M2 Sure! No problem.

M1 Thank you. OK. Are you married or single?

M2 Oh, no. I'm not single. I'm married.

M1 Great! Have you got any children?

M2 Yes, I have.

M1 I see.

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

M1 Sorry. You haven't told me your name yet.

M2 Oh, yes. I'm Bill Richards.

M1 Sorry? What was that? Bill ...?

M2 Bill Richards. R-I-C-H-A-R-D-S.

M1 Thank you, Mr Richards. So, did you and your family go on holiday this year?

M2 Of course. We had a great time.

M1 How many children have you got?

M2 We've got two sons, Michael and Tom, and a beautiful baby girl, Anna.

M1 OK. Something else now. When do you usually go on holiday?

M2 We wait for the children to finish school and then we start getting ready for our holidays.

M1 Do you mean in June?

M2 Well, no. They finish school at the end of June, so we leave at the beginning of the next month.

M1 It's the hottest and sunniest month. The best weather for swimming.

M2 Hmm... No. We don't like hot weather, so we usually spend our holidays in the countryside.

M1 So you don't go to the beach?

M2 Well, no. The children love the forest. They usually play for hours and then we have a picnic. It's great!

M1 It sounds very good. Do you usually stay in a tent?

M2 No, no. We stay in a hotel. It's difficult to stay in a tent when you have children.

M1 Of course. OK, Mr Richards, one last question.

M2 Yes?

M1 Do you go on holiday by bus?

M2 No, no. We take the car. If the children are

- tired or hungry, we stop.
M1 Yes. It is difficult if you take the bus.
M2 Yes, it is.
M1 OK. Thank you very much!
M2 Thank you.

**Now listen to Part Two again.
That is the end of Part Two.**

PART THREE.

Listen and look. There is one example.

- F1** Are you going to your parents this weekend, Mrs Brown?
F2 Oh, yes. We're very excited. We're staying for a week. Everyone got a small present for them. I got them a small CD player, because their old tape recorder is broken. I think they will like it.

Can you see the letter 'E'? Now you listen and write a letter in each box. What did each person in Mrs Brown's family buy for the grandparents?

- F1** Well, take your umbrellas because it's going to be rainy! So, what did Mr Brown get?
F2 My husband got something for my father. He bought him a torch. You see, my father keeps lots of books in the basement. But now the lights in the basement don't work and my father can't go down the stairs. So the torch will help, I think.
F1 Great idea! Did Emma get anything for her grandparents?
F2 Yes. Emma loves her grandmother very much! They always sit together on the balcony in the afternoon. Emma listens to my mum's stories and Mum drinks coffee and eats biscuits. So, Emma got her some biscuits.
F1 And Tony? He wanted to get a watch for his grandfather, right?
F2 Yes, but it was expensive, so he got him a whistle. Tony loves walking in the forest with his Grandpa. Tony usually runs around and plays in the forest. But last time, he lost his way and couldn't find his grandfather. So, now grandpa will have the whistle and Tony will hear him.
F1 Good. What did Michael get them?
F2 He got a pair of gloves for my mum. It's very cold where they live because their house is up in the mountains. So, she got her a pair of pink gloves. Pink is her favourite colour.
F1 OK. And Helen, your sister, is going with you, right?
F2 That's right! She is coming with us for the week. Helen got my father a very nice blue shirt. He'll love it. Blue is a nice colour for him.

**Now listen to Part Three again.
That is the end of Part Three.**

PART FOUR.

**Listen and look. There is one example.
Where is Richard going to stay on his holiday?**

- F** Are you excited, Richard?
Mch Oh, yes. It's good we aren't going to Grandpa's farm this year. I wanted something different.
F Yes. This year we're going to the beach.
Mch I love the beach. So are we staying in tents?
F Tents? No! We're staying in a very nice hotel with a big swimming pool.
Mch Great!

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

One. Which is Richard's bag?

- F** So, did you take your blue beach towel with you?
Mch Yes, Mum, I did. And I've put in my new pair of shorts, too. But I can't find my new shirt.
F And what are all these?
Mch My comics. You know how much I love them, Mum!

Two. Where does Richard's dad work?

- Mch** So, what time are we leaving?
F Well, when Dad comes back from work.
Mch I thought he went to the post office.
F No. He went to the restaurant. He's working for four hours today.
Mch OK. Well, I'm ready. What now?
F Do you want to go to the café around the corner and wait for Dad?
Mch Of course!

Three. Which is their car?

- Mch** Mum, you can't leave your car here.
F Well, I can't put it over there between the lorry and the motorbike.
Mch How about over there in front of the lorry?
F On the corner? No, no! I can't leave it there.
Mch But we're in front of the police station.
F Don't worry. We won't be long.

Four. Which picture shows the ring?

- Mch** OK. Oh, is that a new ring, Mum?
F Yes, it is! It's a present from your grandmother. I wanted a silver one but this one is better.
Mch Of course it is! Is it more expensive than the old ring you had?
F What, the plastic one? Of course! Gold is more expensive.

Listening transcripts - Test 2

Five. Where is the mobile phone?

- F** Richard, have you seen my mobile anywhere?
- Mch** Your mobile? Didn't you leave it on a shelf in the kitchen?
- F** Oh, no. That's not mine. It's Dad's. I've looked in my pocket, too. Not there!
- Mch** Wait a minute! I remember now. Erm... It's in your other bag. I used it to call my friend this morning and I forgot to tell you. Sorry, Mum!

Now listen to Part Four again. That is the end of Part Four.

PART FIVE.

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

- M** Hey! Would you like to colour this picture?
- Fch** Sure. I'd love too. What is it?
- M** It's a chemist's and there are some people in it.
- Fch** Funny picture. Look at this old man.
- M** Where?
- Fch** Here. On the right. He is sitting on the chair and he is sleeping!
- M** Ha, ha, ha! Why don't you colour his moustache black?
- Fch** Black? OK!

Can you see the old man's black moustache? This is an example. Now you listen and colour and write.

One

- M** Now, let's colour something else. Can you see the woman with the baby?
- Fch** Yes. She is giving some money to that man to get her medicine.
- M** That's right. Colour the medicine in the bottle green.
- Fch** Green medicine? Ew!

Two

- M** I'd like you to write something here too, please.
- Fch** OK.
- M** There's a cupboard next to the man who is sitting on the chair.
- Fch** Yes, that's right. What do you want me to write on the cupboard?
- M** Write the word 'Medicine'.
- Fch** OK.

Three

- M** Let's colour something now. Can you see the man who is standing behind the old woman?
- Fch** Oh, yes. I think he's got terrible toothache.
- M** Yes. Colour his beard brown.
- Fch** OK.

Four

- M** I'd like you to write something else now. We need a name for that shopping bag.
- Fch** OK. That's a nice idea.
- M** Can you see the shopping bag? It's on the floor.
- Fch** Yes.
- M** We'll call it 'Delicious' – there is some delicious food in it.
- Fch** OK! That's a nice name for a shopping bag. Let me write it.
- M** Thank you.

Five

- M** One last thing.
- Fch** What is that?
- M** Let's go back to the shopping bag.
- Fch** OK. There are a lot of things in it. Milk, bread, cheese...
- M** Yes, there are. Colour the cheese yellow.
- Fch** Yellow? OK. Here. Do you like it?
- M** Yes. It's great!

Now listen to Part Five again.

That is the end of the Go Flyers Listening Test One.

Test 2

Hello. This is the Go Flyers Listening Test Two.

PART ONE.

Listen and look. There is one example.

- M** So, when did you take that picture?
- Mch** Yesterday. I was waiting for my sister to pay for a book. I was a little bored, so I took lots of photos.
- M** Really? Well, it's a nice photo. Where's your sister Katy?
- Mch** Right here.
- M** Oh, I see. What book did she buy? Something on dinosaurs again?
- Mch** No. She got a book about astronauts.

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

- M** Oh, no. What happened here? What is William doing?
- Mch** Ha, ha! I think he was trying to get a book.
- M** Yes, I can see that. I hope he didn't fall...
- Mch** Well, he fell but those two boys caught him. He only hurt his leg.
- M** Poor William. Who are the boys? Friends?
- Mch** Well, I know one of them, Paul.
- M** Which one do you mean?
- Mch** Paul is the one with the striped trousers.
- M** Oh, OK. And who's that boy looking for the History book?

- Mch** There are two boys there. Which one do you mean?
M The one near the girl.
Mch Oh, that's Michael. He's in my class. He loves History.
M That's great. Now, there's a girl who's eating... biscuits? She shouldn't eat in a bookshop!
Mch I know. That's Daisy. She loves biscuits.
M How do you know her? Is she a friend of your sister?
Mch Yes, she is.
M OK. Oh, and who is that girl?
Mch You mean this one here?
M Yes. I think she is taking money out of her pocket. I think I know her.
Mch That's Vicky. Katy, Daisy and Vicky are friends. I think she and Katy play volleyball together.
M Oh, yes. Now I remember.

**Now listen to Part One again.
That is the end of Part One.**

PART TWO.

Listen and look. There is one example.

- Mch1** Have you heard?
Mch2 What?
Mch1 A new youth club opened in the city!
Mch2 Do you mean 'Whistle Club'?
Mch1 No. That's not it.
Mch2 What is it called, then?
Mch1 'Meeting Club'.
Mch2 'Meeting Club'? What kind of name is that?
Mch1 Why? I like it!
Mch2 Well, it's strange.

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

- Mch1** Does this mean that you aren't coming with me?
Mch2 When are you going? Today?
Mch1 No. Today is Monday. It isn't open.
Mch2 We can go tomorrow then.
Mch1 No, no. The club is not open on Mondays and Tuesdays. It's open from Wednesday to Saturday.
Mch2 Oh, I see. OK, then. I'll come with you on Wednesday.
Mch1 Great! We can go together after school.
Mch2 What time does it open?
Mch1 Well, it's open from 5 o'clock in the afternoon.
Mch2 Can we go a bit later, after my lesson?
Mch1 It closes at 10 o'clock in the evening, so perhaps we can go at around 8.
Mch2 That's a great idea. We can ask Dad to take us there.
Mch1 No, no. We don't have to do that.
Mch2 Why? What do you mean?

- Mch1** Why don't we take our bikes?
Mch2 Is it near?
Mch1 Yes. It's on Rocket Street.
Mch2 Really? What number?
Mch1 21.
Mch2 21 Rocket Street? That's next to the supermarket.
Mch1 That's right!
Mch2 Nice! Can we play sports there?
Mch1 Of course we can! And we can also play computer games.
Mch2 Well, then it's the best place!
Mch1 Ha, ha, ha! We can also learn a new language.
Mch2 Oh, no. That's boring. But I have one more question.
Mch1 Yes?
Mch2 Is it expensive?
Mch1 No, no. For us it's free. You see, students between 7 and 12 don't have to pay.
Mch2 Between 7 and 12? We're 11! That's great!
Mch1 I know.

**Now listen to Part Two again.
That is the end of Part Two.**

PART THREE.

Listen and look. There is one example.

- M** How did the children do in the art competition?
F Oh, they were all great! I think that some of them will be famous artists one day.
M Whose painting was the best?
F William's, of course. He's really good at painting. He made something different – the moon and an astronaut on it. He also drew a rocket at the back.
M Wow! Good for him!

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

- F** Harry's painting was good, too.
M What did he draw?
F Harry likes the desert very much. He has visited the pyramids with his parents, you know. So, he drew a painting of the desert with some pyramids and some camels.
M What did Betty draw?
F Betty drew her grandparents' house in the countryside. It's a house with a big garden in front of it. There are two trees in the garden and her grandfather has put a swing for Betty there.
M Nice! What about Anna?
F Well, Anna's painting was very simple. She just drew a lake. But she didn't draw any flowers, fish or frogs in it. There was just a swan in the lake.
M I see.
F Robert drew a very beautiful red flower!

Listening transcripts - Test 2

- M** Just one flower?
F Well, there was an insect on it, too.
M Ha, ha! OK. How about Vicky? I know she's very good at art, isn't she?
F Oh, yes! Vicky's painting was nice! She drew a beautiful blue sky with lots of butterflies. Each butterfly was a different colour and they looked like a rainbow!
M That's why I love spring! There's colour everywhere!

**Now listen to Part Three again.
That is the end of Part Three.**

PART FOUR.

**Listen and look. There is one example.
Where is the museum?**

- M** So, Helen, do you want to go to the museum after we eat?
Fch OK. Is it next to the fire station?
M No, no. That's the chemist's. The museum is opposite the park. We will go straight on, down this street and we'll find it on our left. It's next to a bookshop.

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

One. Who is Jim?

- Fch** Oh, Dad, I think I saw your dentist yesterday.
M You mean Jim? No. I think he's in London for the week. What did the man look like?
Fch He was tall and had dark hair. Your dentist doesn't have fair hair, does he?
M No, he doesn't. He has straight dark hair and a moustache.
Fch Oh, then it wasn't him. The man I saw had curly hair and didn't have a moustache.

Two. What is Helen going to eat?

- Fch** Dad, is that what we're having for lunch?
M Well, I'm not hungry so I'll just have some fruit. Do you want some apple cake?
Fch No, I don't want cake. I'm hungry. I think I'll have some chicken and rice.
M OK. And I think I will have that apple cake.

Three. What did Helen see in the lake?

- M** So, tell me about your day at the park. Mum took you, right?
Fch Yes. It was nice. We went to the lake.
M Oh, did you see any swans or frogs?
Fch No, I didn't. But as I was sitting near the lake I saw something in the water. It was an old box made of wood, like the ones that have treasure in them!
M Ha, ha, ha! That's funny.

Four. What was in the box?

- M** So, tell me, Helen. What was inside the box? Treasure?
Fch Well, I wish! But no.
M What then? A dinosaur egg?
Fch Ha, ha! Dinosaurs are extinct, Dad.
M Ha, ha. I know. So, what was it?
Fch It was a toy astronaut.

Five. What's missing from Helen's food?

- M** Helen, you're not eating. Is it because there aren't any vegetables in your food?
Fch No, I don't mind that. I think they've forgotten to add something to it.
M Let me see. Is it pepper?
Fch No, no. There's some pepper.
M What then? Salt?
Fch That's right! There's no salt in it.

**Now listen to Part Four again.
That is the end of Part Four.**

PART FIVE.

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

- Mch** That's a nice picture. Can I colour it?
F Sure. Why don't you start with these people here at the café?
Mch What should I colour here?
F Can you see the boy who's wearing a tie?
Mch The one who's talking? On the right?
F No, the one on the left. Colour his hair brown.
Mch Sure.

Can you see the boy's brown hair? This is an example. Now you listen and colour and write.

One

- F** Now, can you see the table where the four children are sitting?
Mch Yes. There are three cups and a bottle on the table.
F That's right. Why don't you colour the cups?
Mch Can I colour them red?
F Yes, but only colour the two cups which are next to the two boys.
Mch OK, sure!

Two

- F** There are two bikes on the left. Can you see them?
Mch Yes. Can I colour one of them blue?
F Yes. Colour the bike next to the woman.
Mch Great. I'm doing that now.

Three

- F** Let's write something now. There are two

- books on the table.
Mch A big one and a small one.
F That's right. Why don't you write the word 'Insects' on the bigger book?
Mch I'm afraid of insects, but I'll do it.
F Thank you.
- Four**
F I'd like you to write something else now. We need a name for the café.
Mch OK. Nice idea!
F There's a board above the café. Can you see it? Write it there.
Mch OK.
F We'll call it 'Lovely' café – everyone loves this place.
Mch OK. That sounds good. Let me write it now.
F Thank you.

- Five**
F Now, can you colour something for me?
Mch Sure. What do you want me to colour?
F Colour the book the man is reading.
Mch There are two men who are reading books. Do you mean the one who is next to his wife?
F No, the one who is sitting.
Mch Yes, I can see him.
F That's right! Colour his book.
Mch OK. I'll colour it... orange.

Now listen to Part Five again.

That is the end of the Go Flyers Listening Test Two.

Test 3

Hello. This is the Go Flyers Listening Test Three.

PART ONE.

Listen and look. There is one example.

- Mch** Do you like my photo?
F Wow! It's very nice! When did you take it?
Mch Yesterday. I took it as I was coming home from school. There were a lot of people waiting at the bus stop.
F You like taking pictures, don't you?
Mch Yes, I do. I want to be a photographer, like my father. He's in the picture, look! He's holding a camera.
F What's your father's name?
Mch It's Bill.

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

- F** What about the woman in the white uniform? Who is she?
Mch She's my mum. She works at the hospital near our house.

- F** And what's her name?
Mch Her name's Katy.
F I see. There's also a man in a uniform. Who is he?
Mch Do you mean the one on the left? The pilot?
F Well, no. I mean the man in the dirty clothes.
Mch Oh, that's Steve. He's a mechanic. That's why his clothes aren't clean.
F Oh, OK.
Mch Can you see that woman with the long hair? She's in front of the woman who is on the phone.
F The woman who is sitting next to your mum, you mean?
Mch That's right.
F Yes, I can see her. Who is she?
Mch She's Betty.
F Oh. Is she a teacher?
Mch No, no. She works as a secretary.
F I see. And do you know the boy with the football?
Mch Yes. He's Tony.
F Is he your friend?
Mch His house is next to ours. He's older than me. He wants to be a footballer so he plays football every day.
F Do you like football?
Mch Not really. I don't like sports very much. Oh! See the man who is sitting next to Tony?
F Yes?
Mch He's the History teacher at my school. He's really nice.
F Is that Mr Adams, then?
Mch Yes, he is. His name is Michael. He's my favourite teacher!
F That's great.

Now listen to Part One again. That is the end of Part One.

PART TWO.

Listen and look. There is one example.

- M1** Good afternoon! How can I help you?
M2 Hello. I'm new here and I'd like to start playing football in this club.
M1 Of course. What's your name, please?
M2 It's Richard Queen.
M1 Richard Queen? As in the king and queen?
M2 That's right. Q-U-E-E-N. Queen.

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

- M1** OK, then. Mr Queen, have you played football before in another club or in a team?
M2 Of course. Football is my favourite sport. I stopped playing three years ago because I had a problem with my left leg. I'm OK now.
M1 And how old are you now, Mr Queen?
M2 I'm 34 years old.

Listening transcripts - Test 3

- M1** 44. OK.
M2 No, not 44. 34.
M1 Sorry. So why do you want to start playing again?
M2 Because it will help me at work.
M1 Really? Why is that?
M2 I'm not a footballer and I never will be, but I'm a journalist for a sports magazine and I like meeting famous footballers.
M1 Wow! That's very interesting!
M2 Yes, I know! That's why I can't come to the football club every day.
M1 Where do you live, Mr Queen?
M2 My house is near here. The address is 55 Lake Road.
M1 Sorry? Did you say 55 Wake Road?
M2 No. 55 Lake Road.
M1 So, Mr Queen, you don't have to come here every day. You can come twice or three times a week if you want.
M2 I can't be here three times a week. I think twice a week is OK. Monday and ...Wednesday after work.
M1 That's great. On Monday and Wednesday the club is open from 10 in the morning till 10 at night.
M2 Well, I can come here at about 5 o'clock. Is that a good time?
M1 5 o'clock? Sure. Now, do you want me to complete this card for you with all your information on it?
M2 Yes, thank you.

**Now listen to Part Two again.
That is the end of Part Two.**

PART THREE.

**Listen and look. There is one example.
What does each person in Sue's family
want to take with them when they go on
holiday?**

- F1** Hey, Sue! How are you?
F2 Fine, thanks. We're getting ready to leave for our holiday next week and we're all very excited. We'll go shopping tomorrow for a few things we need. I have to buy a new hat because I can't sit in the sun all day without one. I'll have a terrible headache for the rest of the holiday.

**Can you see the letter 'C'? Now you listen
and write a letter in each box.**

- F1** Is Mrs Brave coming with you?
F2 Of course. She just wants to get a fan because it's too hot where we are going and she says that the fan helps her feel less hot.
F1 That's not a bad idea, you know.
F2 And Mr Brave, of course, wants to buy some more comics. He loves reading comics. That's

- his favourite hobby, you see.
F1 I like comics, too. Is Alex taking his new towel with him?
F2 He didn't say. All I know is he wants to get a new camera. He's always taking pictures. He wants to be a photographer, you see. So he wants a camera to take a lot of pictures on our holiday.
F1 How about Bill? Is he going to buy anything?
F2 We are going to drive to the hotel, but we don't really know how to get there. So, Bill wants to get a map. He wants to be sure that we won't get lost.
F1 He's right! The driver must always have a map in the car. And Mary? Mary is your daughter, right?
F2 Yes, that's right. Mary wants to buy a new pair of trousers because the ones she has now are too small for her. She's taller than last year.
F1 Of course!

**Now listen to Part Three again.
That is the end of Part Three.**

PART FOUR.

**Listen and look. There is one example.
What time is it now?**

- M** Hi! I'm back! You look surprised.
F Hi! You're back early. Is it 10 o'clock already?
M No, it isn't. It's 7:45. I decided to get the earlier train, which left at 7:30.
F Oh, OK.

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

One. What did John's friends give him?

- M** I had a great time. Richard and his family say hello. Here. This is for you.
F Oh, that's nice! They bought me chocolate!
M They know you like it. And they got this scarf for me.
F Well, it looks very good on you. And what's this?
M This is from me.
F Oh! Thank you! It's a lovely T-shirt!

Two. Where did John not go?

- F** Did you take any photos?
M Yes. Let me show you. I took this one yesterday. It was a nice day so we went to the beach.
F Did you go to that old castle?
M No, that's very far and we didn't have time. But there's a nice history museum in town. Richard took me there on Tuesday.
F Sounds interesting.

Three. Where is Richard's house?

- F** Richard's house is near a square, right?
M His first house was. There were lots of shops and restaurants around. But now he lives on a very quiet street.
F Oh, OK. Are there any restaurants and cafés there?
M No. There's a bookshop on the corner.
F That's nice.

Four. What's Richard's job now?

- F** Does Richard still work for the hospital?
M No, no. He didn't like driving an ambulance so he looked for another job.
F So, did he find a new job?
M Yes. First he worked as a bus driver and now he drives a taxi. He likes it more.
F Of course.

Five. Which sport does Richard not like?

- M** I forgot to tell you. We went to the sports centre a lot.
F Oh. Does Richard like sports?
M Of course he does. He went swimming every day when he was younger.
F So, what did you do? Did you play golf?
M No, no. He says golf is boring! Golf? Boring? So, we played tennis.
F Ha, ha.

**Now listen to Part Four again.
That is the end of Part Four.**

PART FIVE.

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

- M** What's that you're drawing?
Fch It's a picture of a zoo. Do you like it?
M It's nice but you haven't coloured it yet.
Fch No, I haven't. I'll colour it now. What shall I colour first?
M Can you see the boy on the left?
Fch Yes. You mean the boy who is taking pictures of the animals?
M That's right. Colour his shoes blue.
Fch OK.

Can you see the boy's blue shoes? This is an example. Now you listen and colour and write.

One

- Fch** What's next?
M Well, can you see the man in the uniform who is going to clean the cages?
Fch Yes. You mean the man who is standing in front of the empty cages?
M Yes. That's right. Now, can you colour the cage which is next to the man in the uniform red?

- Fch** You mean the man who has a torch in his pocket?
M That's right.

Two

- M** I'd like you to write something now.
Fch OK.
M Can you see the cage with the lions? There's a sign above the cage.
Fch OK. What do you want me to write?
M Write the word 'Wild' animals. Lions are beautiful animals, but they are wild and dangerous!
Fch That's right!

Three

- M** I like the men you drew here. They look like brothers. They are dressed in almost the same clothes.
Fch Thank you. The difference is that the one is carrying a bag and the other one is wearing a hat and a belt.
M Right. Why don't you colour the trousers of the man with the belt purple?
Fch OK.
M Nice.

Four

- M** I'd like you to write something else now. We need a name for the place where the children are buying some food.
Fch OK! That's a nice idea.
M There's a sign above that place. Can you see it? Write it there.
Fch OK.
M We'll call it 'Hungry' Corner – many hungry visitors go there every day!
Fch That sounds good. I'll write it now.
M Thank you.

Five

- M** One more thing.
Fch What is that?
M There are three children in the picture, right?
Fch Yes. What shall I colour?
M Look at the boy with the comic.
Fch I know! I'll colour his glasses. Can I colour them black?
M OK. Why not?

Now listen to Part Five again.

That is the end of the Go Flyers Listening Test Three.

Listening transcripts - Test 4

Test 4

Hello. This is the Go Flyers Listening Test Four.

PART ONE.

Listen and look. There is one example.

- M** Hey, Katy. Did you take this photo at school?
Fch No, one of my friends did. It was just after the lesson.
M Yes, I can see that. Oh, is that you over there?
Fch Yes, that's me. I was putting on my jacket because it was cold that day.

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

- M** Who is the girl who's standing at the door?
Fch Do you mean the girl who is eating chocolate?
M That's right! Is she your friend?
Fch Ah, that's Lucy. She's my best friend.
M Oh, yes. I know Lucy. Erm... What is this girl doing?
Fch Do you mean the one who's reading a book?
M No, no. This girl here. Is she writing something?
Fch Oh, that's Mary. Let me see. Maybe she's drawing something. I'm not sure.
M Oh, I see. And who is the girl on the floor?
Fch Where?
M There. She's... looking for something under the chair, I guess.
Fch Oh, yeah. That's Sally. Sally is friends with Mary.
M OK, and what about the girl on the right?
Fch Erm... let's see. Oh. That's Jane.
M And what's she holding?
Fch A mobile phone. She's talking to her mum.
M And the girl who is standing at the door with Lucy?
Fch That's Vicky. She's my friend. Vicky and I usually eat lunch together.

Now listen to Part One again.
That is the end of Part One.

PART TWO.

Listen and look. There is one example.

- Mch1** Hey, Robert. What are you doing there?
Mch2 Oh, I'm making a drawing for the last day at school.
Mch1 Oh, yes... Mr Williams told us to make a drawing, too.
Mch2 Yeah. We're going to put them all in the playground on Friday.
Mch1 So, what's going to happen on Friday?
Mch2 We are all going to meet in the playground.

We're going to play games and everyone's going to help with the snacks and drinks...

- Mch1** Sounds great!
Mch2 I know!

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

- Mch1** So, what should we do?
Mch2 Well, I asked Mr Williams. We have to be at school early that day to help with the sandwiches.
Mch1 When is it again? Is it Friday?
Mch2 No. It's on Sunday, 22nd May.
Mch1 OK, then. Don't worry. We've got plenty of time.
Mch2 You think so?
Mch1 Of course. We'll have everything ready.
Mch2 OK.
Mch1 What time does it start?
Mch2 Well, it starts at half past seven.
Mch1 Half past seven. OK. So what time should we make the sandwiches?
Mch2 Hmm... seven?
Mch1 Isn't that late?
Mch2 OK, then. Six?
Mch1 Yes. That's fine, I think. Are any teachers going to be there?
Mch2 Yes, all of them.
Mch1 Good.
Mch2 Mr Williams told us about a game.
Mch1 What game is that?
Mch2 Treasure Island!
Mch1 Hmm? Is it that game with the map? That you try to find a treasure?
Mch2 That's right. We did it last year, too.
Mch1 Oh, yeah. I remember.
Mch2 Oh, and do you have Mr Williams' number?
Mch1 No. Why?
Mch2 Our parents have to call him. To say if they are coming, too.
Mch1 OK. Can you give it to me?
Mch2 Yes. Wait a minute. It's nine, double zero, five, one, six, eight.
Mch1 OK. Thanks!

Now listen to Part Two again.
That is the end of Part Two.

PART THREE.

Listen and look. There is one example.

- F** Did you meet your friends at the weekend, Peter?
Mch No. I was with my dad at the police station.
F What? Why?
Mch My dad is a policeman and he had to work at the weekend, and I decided to go with him. So I spent the day at the police station.

Can you see the letter 'H'? Now you listen and write a letter in each box.

- F** What did your friend Paul do?
Mch Oh, Paul had a great time at the weekend. There is a chocolate factory near his house and his uncle took him there to see how they make chocolate. You see, Paul loves chocolate!
F Wow! Did Vicky, his sister, go with him?
Mch No, she didn't. Her aunt got her some tickets for the theatre and they went together. She didn't like it very much. It was very boring.
F Poor Vicky! What is your other friend's name? Michael?
Mch That's right. Michael went to the museum. His cousins came to visit from London and Michael took them there.
F How about your sister, Jane? Did she do anything at the weekend?
Mch No. She was very tired. So, she just went to the bookshop to buy some books and then went back home. She loves reading and she was in her room all weekend reading the new books.
F Oh, I know what your friend William did at the weekend.
Mch You do? I called him but I couldn't find him. Where was he?
F His grandparents came to visit for the weekend and they took him to the circus. I was there with my son and we saw them.
Mch The circus, huh? Interesting.

**Now listen to Part Three again.
That is the end of Part Three.**

PART FOUR.

Listen and look. There is one example.

What subject does Mr Roberts teach?

- F** So, Jim, your father tells me you have a new teacher at school.
Mch Yes, Mum. Mr Roberts. He's a great teacher.
F Does he teach History, your favourite subject?
Mch Mum, my favourite subject is Geography, remember?
F Oh, sorry. What does Mr Roberts teach?
Mch He teaches Maths.

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

One. Where is the dictionary?

- Mch** Anyway. Mum. I can't find my dictionary anywhere. Have you seen it?
F It's not on your desk?
Mch No, it isn't.
F It's in your bag, isn't it? I think you took it to school yesterday.
Mch I did, yes, but it isn't in my bag. I've already looked there. Wait a minute. There is something on the shelf.

- F** Oh, yes. There it is!

Two. When is the exam?

- F** So, how is school, Jim? Everything OK?
Mch Yes, Mum. It's a little harder this year because of the exam.
F I know. But I'm sure you'll do well. Also, it's still November. The exam is much later.
Mch I know. It's in June.
F Oh, I thought it was July.

Three. What will the weather be like at the weekend?

- F** Oh, is your father taking you fishing this weekend?
Mch No, no. We only go fishing when it's warm and sunny.
F Oh, is there going to be rain, then?
Mch No, but it will be cold and foggy all weekend.
F I see. Too bad.

Four. Where is Michael's house?

- F** So, you're not going fishing. What do you want to do?
Mch Well, I forgot to tell you. Michael invited me to his house. It's new. Do you know where it is?
F Yes, his mum told me. Here. I'll show you on the map.
Mch Is it near the airport? Here in the west?
F No, no. There are some beaches in the west and east of the city, but his place is here, in the south of the city.

Five. What did Jim draw for Michael?

- Mch** You know, I drew something for Michael's new room.
F Jim! That's lovely! Wait. Don't tell me. Did you draw insects again? I know you like drawing insects or dinosaurs.
Mch No, I didn't this time. This drawing is of butterflies.
F Oh, yeah? Does he like them?
Mch He loves them.

**Now listen to Part Four again.
That is the end of Part Four.**

PART FIVE.

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

- F** Can I see your picture?
Mch Sure. I want to colour it. Will you help me?
F Sure. Let's start with the woman in the uniform.
Mch OK. She's got a flower in her hair. Can I colour it purple?
F Of course.

Listening transcripts - Test 5

Can you see the purple flower in the woman's hair? This is an example. Now you listen and colour and write.

One

Mch What's next?

F Can you see the old man who is reading a newspaper?

Mch Yes. Should I colour his hair?

F No, no. An old woman is sitting on his right. See? Now, there is a suitcase next to her. Colour it grey, please.

Mch OK.

Two

F I want you to write something now.

Mch Oh, OK. What's that?

F Can you see the man who is holding his ticket?

Mch Yes. He's wearing nice clothes.

F Well, can you write the word 'London' on his ticket?

Mch 'London'. OK.

F Great!

Three

F Let's go back to colouring now.

Mch OK. What's next, then?

F Can you see that woman who is next to the door?

Mch Oh, yes. She's holding a handbag, too.

F That's right. Colour the handbag orange.

Mch OK.

Four

F I'd like you to write something else now. We need a name for the newspaper the old man is reading.

Mch That's a great idea!

F Can you see the newspaper?

Mch Yes.

F We'll call it 'World' News – it has got news from all around the world!

Mch That's a nice idea. Let me write that now.

F Thank you.

Five

F Now, look at the little boy with the toy dinosaur.

Mch Oh, he's looking out of the window. I don't think he's afraid of planes.

F Yes, you're right. Can you colour his sweater green?

Mch Yes. There it is.

F That's nice! Well done!

Now listen to Part Five again.

That is the end of the Go Flyers Listening Test Four.

Test 5

Hello. This is the Go Flyers Listening Test Five.

PART ONE.

Listen and look. There is one example.

M Is this a picture from the art competition?

Fch That's right! We had a great time!

M Who won?

Fch Vicky, of course.

M Who is Vicky?

Fch She's the girl who is drawing the astronaut on the moon. She's really good at drawing. Everyone loves her paintings.

M Well, I can see that. It's a very nice drawing.

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

M I like Helen's painting, too.

Fch Which one?

M Can you see the girl on the left?

Fch Is she next to Vicky?

M Yes, the girl in the white shirt. Oh, there's a... black spot on it, I think.

Fch Yes. She's drawing a beach, isn't she?

M That's right! That's a good painting, too.

Fch I know, but Mrs Woods didn't like it.

M Mrs Woods? Who is she?

Fch She's the art teacher. She's sitting over there on the left with the other two teachers.

M Who is she? The one with the red hair?

Fch No. Mrs Woods is wearing a nice ring.

M Oh, yes. And she's wearing a red hat, too. What's her name?

Fch Anna. Mrs Anna Woods.

M What does the woman with the glasses teach?

Fch Do you mean the one who is writing something?

M Yes.

Fch She teaches Maths. My favourite subject.

M What's her name?

Fch It's May, May Green.

M May? That's a nice name.

Fch Yes, I like it, too. Mrs Green is Sally's mother.

M Who's Sally?

Fch Can you see the girl who is drawing a monster?

M Ha, ha! Yes! That's a funny monster. It's got wings, too.

Fch Yes! Striped wings. That's Sally! She loves monsters.

M And who is the girl laughing? Is she her friend?

Fch Do you mean the girl who has drawn the forest?

M Yes. And the lake with the swans.

Fch That's Sue. She's my best friend. She's very good at drawing, too. I like her painting. She

- was very sad that she didn't win.
M She shouldn't be sad. She can try again next year.

**Now listen to Part One again.
That is the end of Part One.**

PART TWO.

Listen and look. There is one example.

- F** Hello, Jake. You don't look very happy. What happened?
M I went to that new restaurant for dinner.
F Which new restaurant? The one next to the fire station?
M That's right.
F What is it called? 'Best...', ermm...
M 'Best Cook.' Which isn't the right name for it!
F Why do you say that?
M I'll just say this. Their 'best cook' ... if they have one – wasn't working there tonight!
F Was it that bad?
M It was worse than bad.

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

- F** Are you sure we're talking about the same restaurant?
M I'm talking about the one on River Street.
F Yes, that's right. 35 River Street. The pizza place next to the fire station.
M Well, you know how much I love pizza.
F Of course. It's your favourite food.
M Yes. So, Tommy and I decided to have pizza for dinner, because you were still at work.
F And?
M First, I went to the toilet to wash my hands before they brought the pizza. When I got back, the plates were missing.
F What do you mean? Our son wasn't there?
M Of course he was. The waiter took the plates and just left the forks and the knives.
F No plates, huh? Well, you don't need a plate to eat pizza. You can eat it with your hands.
M At home, yes. But we were at a restaurant, Katy. It's different.
F OK, but how was the pizza?
M It was the worst pizza ever.
F That bad, huh? Well, did you tell anybody about it?
M I tried. First, I asked the waiter for two plates. But he never brought them. When I tried to tell him that the pizza wasn't good he started shouting at me.
F He didn't!
M He was very unfriendly. Then, he walked away.
F How strange!
M I know!
F Wow! What a dinner!

**Now listen to Part Two again.
That is the end of Part Two.**

PART THREE.

Listen and look. There is one example.

- F** Hey, Tom. Where did you go last weekend?
Mch My family and I went to the forest. We had a picnic there by the lake and slept in our tents.
F Great idea. The weather was great at the weekend.
Mch Yes, we had a great time. We played a game and I won!
F What game?
Mch Well, we all had to go in the forest and find something interesting. I found a bicycle under a tree. It was very old and broken, but it was very beautiful. I was very excited.

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

- F** What did your father find?
Mch Oh, that's funny. As he was taking a walk in the forest alone, he saw this big black thing in front of him. He thought it was a bear and started shouting, but the big black thing didn't move. When he got closer he felt a bit silly. It wasn't a bear. It was only a big rock.
F Ha, ha, ha! That's funny.
Mch My mum found something strange.
F What was that?
Mch Well, she was sitting near the lake and she found a shell. It was under her rucksack.
F A shell? In the forest? I only find shells on the beach.
Mch I know. I told you it was strange.
F Did your sister Kim find anything?
Mch Of course she did. She found something very expensive. She was sitting under a tree listening to the sounds of the forest. She saw something under a rock and picked it up. It was a ring.
F Wow! Was it gold?
Mch No, it was a silver ring, but it was very beautiful. She gave it to my mum.
F I see. You've got two sisters, right?
Mch That's right. The younger one is Mary. She found a small cave in the forest and stayed in there for hours. She didn't want to come out and play with us. She didn't even want to help Uncle Jack.
F Oh, was your uncle with you, too?
Mch Yes, he was fishing in the lake.
F Did he catch any fish?
Mch Well, he thought he did but it wasn't a fish. It was a plastic bottle full of dirty water.
F Ha, ha!
Mch Ha, ha!

**Now listen to Part Three again.
That is the end of Part Three.**

Listening transcripts - Test 5

PART FOUR.

Listen and look. There is one example.

What did Mary see in her dream?

- Fch** I had a strange dream last night.
F Really? Let me guess. You were... in a rocket travelling to the moon.
Fch Very funny. No.
F I know! You were... a pirate! Ha, ha!
Fch No, Mum! I was a queen and had a beautiful castle.
F Really?

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

One. Which pet does Mary have?

- F** Let's talk about something else now. Do you like animals?
Fch Of course. I love all of them, but I'm a bit afraid of snakes. My favourite is the rabbit, of course. You know how much I love my pet rabbit, Max.
F Yes. But would you like me to get you another one?
Fch Not another rabbit, no. I would love to have a parrot. I like their colours. It's a very beautiful bird and it can sometimes talk.

Two. What is missing from the envelope?

- F** OK, then. So I'm going shopping. Do you need anything before I leave?
Fch Oh, yes, Mum. Can you post this letter for me, please? It's for my friend Emma. I've put the stamp on the envelope.
F Let's see. Oops. You forgot something. You have the address, but you've written half the name. The surname is missing.
Fch Oh, no!

Three. How far is the circus from Mary's house?

- F** OK, then. I'll be back in an hour. Then we can go to the circus if you want.
Fch OK. Are we going to walk there?
F Of course not, Mary. It's not near here, you know.
Fch But my friend Sue told me it's about 2 kilometres from here.
F No, no! It's 15 kilometres away. We're taking the bus. It will take us about ten minutes to get there.

Four. What happened to Aunt Lucy?

- Fch** Is Aunt Lucy coming with us?
F No, something horrible happened to her this morning as she was coming out of the bank!
Fch Did someone take her bag?
F Something like that. She had some money in

her hands and someone took it and ran!

- Fch** Oh, no! Did she run after him?
F No, a kind man with his son tried to stop him, but he couldn't.
Fch Oh, no! That's terrible!

Five. What does Mary want to put on her bread?

- F** I know. Anyway, eat something for breakfast, yes?
Fch Yes, I will. I'm hungry.
F There's some bread on the table, and butter and jam in the fridge.
Fch No, no. I prefer cheese. Do we have any?
F Sure.
Fch OK.

Now listen to Part Four again. That is the end of Part Four.

PART FIVE.

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

- F** Can I see that picture? It's very nice. Shall we colour it?
Mch Sure. Shall I start with the lizards? They're my favourite animals.
F OK. There are two lizards. Which one do you want to colour?
Mch I'll colour the one on the rock.
F OK. Colour it green.
Mch Great!

Can you see the green lizard? This is an example. Now you listen and colour and write.

One

- F** Now, let's colour something else. Can you see the pyramids?
Mch Yes, I can. There are two of them.
F Yes, that's right. There's a king on one of them.
Mch That's right. Is he made of gold?
F I think so. Why don't you colour the other pyramid yellow?
Mch OK.

Two

- F** Are you ready to write something now?
Mch Yes, I'm ready.
F Can you see the two men near the water?
Mch Yes. One of them is holding a box. I think it's made of wood.
F It's got treasure in it. Write the word 'Gold' on the box.
Mch 'Gold'. OK!

Three

Mch Now, what else should I colour?

F Erm... let me see...

Mch Oh! I know. See that bird in the sky?

F Yes. Good idea. Colour the bird in the sky black.

Mch Why not? There.

F Thank you.

Four

F I'd like you to write something else now. We need a name for the pyramid with the king on it.

Mch That's a nice idea!

F There's a sign in front of the pyramid. Can you see it? Write it there.

Mch All right.

F We'll call it 'Silver' Pyramid – it's really beautiful.

Mch That's a nice name for a pyramid. I'll write it now.

F Thank you.

Five

F One last thing now. Can you see the camels that are drinking water?

Mch Yes. I like camels. They are beautiful animals.

F Yes, they are. Colour the one on the right brown.

Mch Sorry? Do you mean the one near the pyramid or near the man?

F The one next to the tree with the butterfly.

Mch OK.

Now listen to Part Five again.

That is the end of the Go Flyers Listening Test Five.

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