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UPDATED
FOR THE REVISED
2018 YLE TESTS

GO MOVERS

TEACHER'S NOTES



CAMBRIDGE YOUNG LEARNERS ENGLISH TESTS

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Introduction

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

Go Movers Student's Book contains:

- o **14 topic-based units** in which students consolidate and practise the vocabulary and structures featured in the Cambridge YLE Movers Test.
- o A grammar box in every unit, featuring clear examples that focus on the grammar structures tested in the Movers Test.
- o Test-oriented activities, to provide the 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 Movers 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 Movers 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 1-100
 - 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, 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 be careful to 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, where they are and what they are doing.

While listening: It is advisable to tell Ss to listen carefully for prepositions of place. 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 a word or a number 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 a word or a number 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 five short dialogues 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 a simple word.

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 SIX PARTS.

In **PART 1** Ss have to match words and definitions. There are eight pictures accompanied by the words they represent and five definitions.

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 for which three different responses are given for what the second speaker says. Ss choose the correct response by circling the correct letter.

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 three options given and circle the correct one.

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 group of given words that are accompanied by illustrations. Then Ss should choose a title for the story from a choice of three.

Before reading and writing: To revise lexical sets (nouns, adjectives) and verbs (present and past tense), 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 carefully look at all the given words before they make a decision. Point out that the words are illustrated, so even if Ss are not sure about the meaning of a word, they can use the picture to deduce the meaning. Note that they must be careful and check whether the words required to fill in the spaces are in the singular or plural form. 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 five 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 or three words.

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. You can also ask them to predict the story based on the three pictures.

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. It is also essential for them to understand that the pictures do not provide the answers they need, but rather they focus on specific parts of the story.

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

In **PART 6** Ss have to look at a picture and complete a task with six items. First, they complete two sentences with a word or a short phrase. Then, they answer to two questions with chunks of language, phrases or sentences. Finally, they write two sentences about the picture.

Before reading and writing: Tell Ss to read the questions carefully. Ss must look at the picture in detail in order to be able to answer the questions correctly.

While reading and writing: Tell Ss not to worry if they are not sure about an answer or two. Suggest that they answer with what they think is most appropriate and explain that any answer is preferable to a blank space. Point out that for an answer to be correct, all of the information it includes needs to represent the picture accurately. Also, point out that the two sentences the Ss write about the picture must be different in order to get full marks. Advise Ss to write their answers carefully and clearly.

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

THE SPEAKING SECTION HAS FOUR PARTS.

In **PART 1** Ss are shown two pictures which look similar but have some differences. Then the examiner asks them to find the differences. The differences may be related to colour, size, number, position, appearance, activity, 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** the examiner shows the Ss four 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 three pictures before they start talking. It is acceptable to say just a few things about each picture, without developing these sentences into a story.

In **PART 3** Ss are given four sets of four pictures. One picture in each set is the odd-one-out. They should be able to identify which this word is and explain why.

In this task Ss are expected to justify their answer by giving simple reasons.

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 S and says goodbye, the S should do the same.

Optional games & activities

Number/Colour Bingo

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

Thief

- 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.
- 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.

Teacher Says

- Tell Ss that they must only do what 'Teacher says.' e.g. *Teacher says, touch your ears.*
- They must not perform the action if it isn't preceded by the words 'Teacher says.' If a S does so, he/she is out of the game. The last S to be caught out wins.

My zoo

- Write the name of five animals on the board (e.g. kangaroo, panda, parrot, bear, lion).
- 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.
- 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

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

Musical colours

- 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 S 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 the Ss must take turns to find another word which begins with the last letter of the previous word, e.g. cat, tree, elephant, ten, etc.

Guess 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, aunt, daughter, granddaughter, grandparents, coat, scarf, stomach, neck, salad, hospital, balcony, lift, etc.
- Divide Ss into groups and tell a S 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

- To make sure Ss know the days of the week, first say a day of the week and have Ss tell you the following or previous day.
- Then, 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.
- If there is time, they can draw small pictures to illustrate each of these after-school activities.

Key to unit activities

Unit 1

- A.** (Reading and Writing Part 6)
1. bed 2. yellow and red 3. He's crying 4. It's under the desk. 5. The parrot is flying. 6. There is a computer on the desk. / There is a teddy bear on the bed.
- B.** (Reading and Writing Part 2)
1. B 2. C 3. A 4. C 5. B 6. A
- C.** (Speaking Part 2) (Suggested answer)
A funny present
Robert is at a toy shop looking for a present. He doesn't like any of the toys around him. There's a robot behind him. Robert takes the robot in his hands. The robot can talk and he thinks it's very funny. He goes to his friend's house and he gives him the present. The robot inside the box says 'Hello!'. Robert is smiling because he knows what is in the box. His friend opens the present and when he sees the robot, both children start laughing.

Unit 2

- A.** (Listening Part 4)
1. B 2. C 3. A 4. B 5. A 6. B
- B.** (Reading and Writing Part 2)
1. B 2. B 3. A 4. C 5. B 6. A
- C.** (Speaking Part 1)
In picture A the boy has got earache but in picture B he's got a stomach ache.
In picture A the boy's father is wearing a yellow shirt but in picture B he's wearing a red shirt.
In picture A there is a pair of trainers under the bed but in picture B there is a pair of shoes.
In picture A a doctor is standing in front of the boy's bed but in picture B a nurse is standing in front of the boy's bed.
In picture A there is an old man in the bed next to the boy but in picture B there is a boy in the bed next to the boy's bed.

Unit 3

- A.** (Reading and Writing Part 6)
1. sweater 2. red and blue 3. He's eating salad.
4. It's on the table. 5. The girl is wearing glasses. / Dad is laughing. 6. There is a clock on the wall. / There is a window in the room.
- B.** (Listening Part 1)
Lines should be drawn between:
1. Tony and the boy who is on the desk.
2. Paul and the boy who is hiding behind the man on the right.
3. John and the boy in the green shirt.
4. Peter and the man with the moustache.
5. Ian and the man at the door.
- C.** (Reading and Writing Part 3)
1. curly 2. beard 3. cooking 4. hungry 5. grandparents
6. A great family
- D.** (Speaking Part 4)
Open answers

Unit 4

- A.** (Reading and Writing Part 1)
1. a shark 2. a farmer 3. a pirate 4. a hospital 5. a driver
- B.** (Listening Part 5)
1. Colour the scarf orange.
2. Write the word 'Funny' on the book.
3. Colour the woman's bag grey.
4. Colour the first woman's coat brown.
5. Colour the bottle of water blue.
- C.** (Reading and Writing Part 2)
1. A 2. B 3. B 4. C
- D.** (Speaking Part 1)

- In picture A the bus driver is wearing a red hat but in picture B he's wearing a blue hat.
In picture A a boy with glasses is sitting at the back of the bus but in picture B the boy isn't wearing glasses.
In picture A two boys are laughing but in picture B they are talking.
In picture A a boy is reading a comic but in picture B the boy is eating a sandwich.
In picture A the teacher is sitting but in picture B the teacher is standing and he is holding a book.

Unit 5

- A.** (Reading and Writing Part 4)
1. have 2. walks 3. don't 4. often
- B.** (Speaking Part 3)
1. All the animals live in the sea except for the lion.
2. All the animals can fly except for the bear.
3. They are all animals except for the cage.
4. They are all places except for the kitten.
- C.** (Listening Part 3)
her brother F, her mother A, her father G,
her grandparents D, her sister H, her cousin C

Unit 6

- A.** (Reading and Writing Part 3)
1. basketball 2. fans 3. sports centre 4. swimming pool
5. skate 6. Sports fan
- B.** (Listening Part 3)
her parents C, her aunt G, her son A, her daughter E,
her sister H, her cousin D
- C.** (Reading and Writing Part 2)
1. B 2. A 3. C 4. A 5. B

Unit 7

- A.** (Reading and Writing Part 1)
1. a library 2. a road 3. a café 4. a supermarket
5. a bus station
- B.** (Reading and Writing Part 6)
1. jeans 2. green and white 3. He's drinking coffee.
4. It's in front of the bank. 5. The children are playing in the playground. / The woman is carrying bags. 6. There is a playground. / There is a bank.
- C.** (Reading and Writing Part 2)
1. A 2. B 3. A 4. C 5. B
- D.** (Speaking Part 1)
In picture A there is a red car on the road but in picture B the car is blue.
In picture A there are six people on the bus but in picture B there are five people on it.
In picture A the children with the bikes are eating sandwiches but in picture B the children are drinking lemonade.
In picture A there's a baby in the car, but in picture B there isn't.
In picture A the sign says 1.99 but in picture B the sign says 1.75.
In picture A there's a supermarket next to the café but in picture B there's a toy shop.

Unit 8

- A.** (Reading and Writing Part 4)
1. lunch 2. a lot 3. sometimes 4. some
- B.** (Reading and Writing Part 1)
1. a bowl 2. a cup 3. tea 4. a glass 5. salad
- C.** (Listening Part 2)
1. soup 2. tomatoes 3. onions 4. water 5. carrots
- D.** (Speaking Part 4)
Open answers

Unit 9

- A.** (Reading and Writing Part 6)
1. cat 2. green and yellow 3. He's sleeping.
4. He's under a desk. 5. Two boys are laughing. / One boy is looking at the teacher. 6. There is a brown door in the classroom. / There is a red bag next to the chair.
- B.** (Speaking Part 2) (Suggested answer)
One of those days
Frank wakes up feeling tired. It's time to go to school, so he gets dressed. When he gets to school, he is sleepy so during a lesson he falls asleep in the classroom and is dreaming of a beautiful island. The teacher is angry with him and gives him more homework.
- C.** (Listening Part 4)
1. A 2. B 3. C 4. C 5. A
- D.** (Speaking Part 4)
Open answers

Unit 10

- A.** (Reading and Writing Part 4)
1. better 2. easy 3. than 4. more slowly
5. more carefully
- B.** (Listening Part 5)
1. Colour the socks on the floor blue.
2. Colour the scarf on the coat brown.
3. Colour the long skirt orange.
4. Write the word 'Favourite' on the shirt on the bed.
5. Colour the MP4 player on the desk pink.
- C.** (Reading and Writing Part 6)
1. ball 2. yellow and orange 3. The pink rabbit is cooking.
4. It's in front of the tree. 5. The blue rabbit is playing with a toy car. / The green rabbit is playing football.
6. There is a tree in the garden. / There is a lamp in the living room.
- D.** (Speaking Part 1)
In picture A the woman in the purple dress has got longer hair than in picture B.
In picture A the girl's sweater is yellow but in picture B it's green.
In picture A there is a coat on the chair but in picture B there is a jacket.
In picture A the mirror is smaller than in picture B.
In picture A the other woman's skirt is shorter than in picture B.

Unit 11

- A.** (Reading and Writing Part 2)
1. C 2. C 3. B 4. B 5. A
- B.** (Speaking Part 1)
In picture A there's a snake in the tree but in picture B there's a monkey.
In picture A there are two parrots but in picture B there is only one.
In picture A there are two tigers under the tree but in picture B there are two lions.
In picture A there are three ants on the rock but in picture B there are three mice.
In picture A a lion is sleeping on a rock but in picture B it's a bear.
- C.** (Reading and Writing Part 3)
1. forest 2. town 3. fishing 4. picnic 5. rocks
6. A trip to the countryside
- D.** (Listening Part 1)
Lines should be drawn between:
1. Jim and the boy who is kicking the ball.
2. Fred and the boy who is lying on the grass.

3. Jack and the boy who is hiding behind the rock.
4. Paul and the boy who is fishing.
5. Mary and the girl who is hopping.
6. Betty and the girl who is playing with the duck.

Unit 12

- A.** (Listening Part 5)
1. Colour the basket yellow.
2. Colour the boy's hair brown.
3. Colour the cloud grey.
4. Write the word 'Funny' on the kite.
5. Colour the girl's hat red.
- B.** (Reading and Writing Part 5)
1. warm and sunny
2. with the sand
3. last Saturday
4. really sad
5. at the supermarket
6. warm and sunny
7. was tired/happy
- C.** (Speaking Part 4)
Open answers

Unit 13

- A.** (Reading and Writing Part 1)
1. a balcony 2. stairs 3. a toothbrush 4. a towel
5. a blanket 6. a lift / an elevator
- B.** (Reading and Writing Part 2)
1. B 2. A 3. A 4. B 5. C
- C.** (Reading and Writing Part 4)
1. opened 2. was 3. couldn't 4. didn't
- D.** (Speaking Part 2) (Suggested answer)
Not again!
It's night. On the first floor there is a family. In the bedroom two noisy kids are playing and shouting. The parents are in the living room. The father is talking on the phone and the mother is watching TV. Mr Brown lives on the ground floor and he looks very angry.
In the morning the family are getting in the car. I think the children are going to school and the parents are going to work. Mr Brown is watching them from the window and still looks angry. He is getting ready to go on a trip. He is putting some clothes in a big bag and there is a ticket on the table. Now Mr Brown is in his hotel room. He looks very angry because the people next door are very loud again.

Unit 14

- A.** (Reading and Writing Part 5)
1. go swimming
2. summer clothes / beach towels
3. got dressed
4. about an hour
5. Their father
6. taxi
7. their bags
- B.** (Listening Part 2)
1. plane 2. Sunday 3. Wednesday 4. 75 5. 7
- C.** (Reading and Writing Part 6)
1. coat 2. red and yellow 3. He's buying a ticket.
4. It's in front of the buses. 5. A woman is waiting to buy a ticket. / A man in talking on his mobile phone.
6. There is a white cat on the red car. / There are two buses behind the car.
- D.** (Speaking Part 4)
Open answers

Test 1

Listening

Part 1 5 marks

Lines should be drawn between:

1. Daisy and the girl with the red hat who's playing with the ducks.
2. Tony and the boy who's eating an ice cream.
3. Peter and the boy who's playing football.
4. Sally and the woman who's sleeping.
5. Mary and the girl who's drawing.

Part 2 5 marks

1. 16
2. 72
3. basketball
4. Saturday
5. 3/three

Part 3 5 marks

his mother B
his cousin C
his sister G
his aunt D
his father F

Part 4 5 marks

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

Part 5 5 marks

1. Colour the mouse brown.
2. Colour the bat on the book grey.
3. Colour the moon blue.
4. Write the word 'Hot' on the cup.
5. Colour the blanket on the floor yellow.

Reading and Writing

Part 1 5 marks

1. a panda
2. a farmer
3. tea
4. a kitten
5. soup

Part 2 6 marks

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

Part 3 6 marks

1. forest
2. windy
3. hid
4. stairs
5. laughing
6. A funny story

Part 4 5 marks

1. some
2. have
3. their
4. faster
5. eat

Part 5 7 marks

1. Fred and Peter
2. dad
3. watched TV
4. in the snow
5. coat and scarf
6. their homework
7. riding his bike

Part 6 6 marks

1. shirt
2. red and blue
3. He's drinking milk.
4. They're in a bowl.
5. The boy in the green shirt is drinking orange juice. / Mum is making a sandwich.
6. There is a bowl on the table. / There are two bottles on the table.

Speaking

Part	Examiner / Teacher does this:	Examiner / Teacher says this:	Minimum response expected from student:	Back-up questions:
	Usher brings candidate in.	Hello. My name's... What's your name? How old are you, (student's name)?	Hello. My name is (name). / I'm (name). Nine.	Are you nine?

Key to tests - Test 1

Part	Examiner / Teacher does this:	Examiner / Teacher says this:	Minimum response expected from student:	Back-up questions:
1	Points to Find the differences cards.	<p>Look at these pictures. They look the same but some things are different.</p> <p>Here Daisy has got long hair but here she has got short hair.</p> <p>What other different things can you see?</p>	<p>Describes four other differences:</p> <ol style="list-style-type: none"> Daisy / eat sandwich - drink water Jane / fair hair - brown hair sunny - cloudy three trees - two trees 	<p>Point to other differences the candidate does not mention.</p> <p>Give first half of response: Here Daisy is eating a sandwich...</p>
2	Points to Story card. (pointing at the other pictures)	<p>Now look at these pictures. They show a story. It's called 'Paul's worst day'. Look at the pictures first. (pause)</p> <p>Paul wakes up at 8 o'clock in the morning to go to school. It's a sunny day but he isn't very well. He has a terrible stomach ache.</p> <p>Now you tell the story.</p>	<p>(many variations possible)</p> <p>Paul's dad comes in the room. He is ill so his dad calls the doctor and asks him to come and see him. The doctor comes and tells Paul to stay in bed. Paul is sad because his friends are at the park. He wants to go there, too. But his friends aren't at the park. They are at Paul's house. They are there to visit him. Paul is happy again.</p>	<p>Who is in Paul's room?</p> <p>Who is on the phone?</p> <p>Why is Paul sad?</p> <p>Where are Paul's friends?</p> <p>Is Paul sad now?</p>
3	Points to Find the different ones card.	<p>Now look at these four pictures. One is different. The shower is different. The library, the hospital and the supermarket are places in a town / city. The shower isn't a place in a town / city.</p> <p>Now you tell me about these pictures.</p> <p>Which one is different? (Why?)</p>	<p>Candidates suggest a difference (any plausible difference is acceptable).</p>	<p>What is this? (part of the body) And this? (food)</p> <p>What's this? (an animal) And this? (piece of clothing)</p> <p>What's this? (weather) And this? (a jungle)</p>
4	Puts away all pictures.	<p>Now let's talk about you.</p> <p>How do you go to school?</p> <p>What games do you play there?</p> <p>What do you do after school?</p> <p>Who do you play with?</p>	<p>By car.</p> <p>Football.</p> <p>I go home.</p> <p>My best friend.</p>	<p>Do you walk to school?</p> <p>Do you play football?</p> <p>Do you go home?</p> <p>Do you play with your brother/sister?</p>
		OK, thank you, (student's name). Goodbye.	Goodbye.	

Test 2

Listening

Part 1 5 marks

Lines should be drawn between:

1. Sally and the woman who is talking on the phone.
2. Jack and the man with the fair hair who is carrying the sofa.
3. Vicky and the woman who is cleaning the living room.
4. Anna and the girl who is carrying the box.
5. Paul and the man with the dark hair who is carrying the sofa.

Part 2 5 marks

1. Friday
2. 100
3. Green
4. DVD
5. library

Part 3 5 marks

scarf D
toothbrush B
shoes A
jeans C
towel F

Part 4 5 marks

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

Part 5 5 marks

1. Colour the boy's scarf yellow.
2. Colour the curly hair of the boy who is playing table tennis brown.
3. Colour the sweater of the boy who's running purple.
4. Write the word 'Blue' on the moon out of the window.
5. Colour the clock on the wall green.

Reading and Writing

Part 1 5 marks

1. a scarf
2. a hospital
3. a cinema
4. a coat
5. windy

Part 2 6 marks

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

Part 3 6 marks

1. headache
2. soup
3. crying
4. dance
5. surprised
6. How I helped my best friend

Part 4 5 marks

1. on
2. find
3. did
4. comes
5. and

Part 5 7 marks

1. had to work
2. grandmother
3. for a walk
4. some sandwiches
5. afraid
6. saw
7. were wet

Part 6 6 marks

1. trousers
2. black and white
3. She's drinking lemonade.
4. It's on the table.
5. The girl in the yellow dress is reading a book. / The cats are playing with a ball.
6. There is a glass on the table. / There is a bottle on the table.

Speaking

Part	Examiner / Teacher does this:	Examiner / Teacher says this:	Minimum response expected from student:	Back-up questions:
	Usher brings candidate in.	Hello. My name's... What's your name? How old are you, (student's name)?	Hello. My name is (name). / I'm (name). Ten.	Are you ten?

Key to tests - Test 2

Part	Examiner / Teacher does this:	Examiner / Teacher says this:	Minimum response expected from student:	Back-up questions:
1	Points to Find the differences cards.	<p>Look at these pictures. They look the same but some things are different.</p> <p>Here the bears are brown but here they are black.</p> <p>What other different things can you see?</p>	<p>Describes four other differences:</p> <ol style="list-style-type: none"> 2 lions / 3 lions 4 kangaroos / 5 kangaroos rabbits / parrots a man / a woman 	<p>Point to other differences the candidate does not mention.</p> <p>Give first half of response: Here there are 2 lions...</p>
2	<p>Points to Story card.</p> <p>(pointing at the pictures)</p>	<p>Now look at these pictures. They show a story. It's called 'A weekend on the farm'. Look at the pictures first. (pause)</p> <p>Mary visits her grandparents who live on a farm for the weekend. She is very excited because she likes the countryside.</p> <p>Now you tell the story.</p>	<p>(many variations possible)</p> <p>Mary's grandfather takes her to see the horses and the cows. There is a kitten hiding behind the door.</p> <p>Mary sees the kitten and she takes it in her hands. The kitten is hungry and she wants to give it some milk.</p> <p>Mary and her grandfather go back home. Grandmother is in the kitchen. She has lunch ready. They have pasta for lunch. Mary is happy because it's her favourite food.</p>	<p>Where does Grandfather take Mary?</p> <p>What is behind the door?</p> <p>Is the kitten hungry?</p> <p>What does Mary want to do?</p> <p>Where is Mary's grandmother?</p> <p>What's for lunch?</p> <p>Does Mary like the food?</p>
3	Points to Find the different ones card.	<p>Now look at these four pictures. One is different. The grass is different. The doctor, the farmer and the driver are people. The grass isn't a person.</p> <p>Now you tell me about these pictures.</p> <p>Which one is different? (Why?)</p>	Candidate suggests a difference (any plausible difference is acceptable).	<p>Where can you find this? (in the countryside) And what's this? (a pirate)</p> <p>Where can you find this? (in a schoolbag) And what's this? (a bottle of milk)</p> <p>Where can you find this? (at home) And where can you see that? (in a city)</p>

Part	Examiner / Teacher does this:	Examiner / Teacher says this:	Minimum response expected from student:	Back-up questions:
4	Puts away all the pictures.	<p>Now let's talk about your family.</p> <p>Have you got a brother or a sister? (How many?)</p> <p>What's your mother's name?</p> <p>Have you got a pet? (What?)</p> <p>Tell me about your father.</p>	<p>Yes. Two.</p> <p>Jane</p> <p>Yes. A rabbit.</p> <p>He is tall and thin.</p>	<p>Have you got two brothers?</p> <p>Is her name Mary?</p> <p>Have you got a parrot?</p> <p>Is your father short or tall?</p>
		OK, thank you, (student's name). Goodbye.	Goodbye.	

Test 3

Listening

Part 1 5 marks

Lines should be drawn between:

- Sally and the woman who is holding the baby.
- Fred and the man who is running after the boy.
- Jane and the woman who is holding the chicken platter.
- Bill and the boy who is sitting in the armchair.
- Tom and the baby.

Part 2 5 marks

- Bat
- 80/eighty
- Pirates
- Monday
- Anna

Part 3 5 marks

Jane C
Mark D
Lily B
Jim A
Mary G

Part 4 5 marks

- C
- B
- A
- C
- A

Part 5 5 marks

- Colour the ruler the girl is holding black.
- Colour the girl's bag purple.
- Colour the kangaroo on the girl's drawing brown.
- Write the word 'Clean' on the board.
- Colour the sweater of the girl who is talking to the teacher orange.

Reading and Writing

Part 1 5 marks

- a doctor
- a rabbit
- cheese
- an earache
- a lion

Part 2 6 marks

- A
- B
- C
- A
- C
- B

Part 3 6 marks

- cage
- clever
- looking for
- cheese
- saw
- A talking parrot

Part 4 5 marks

- can
- most
- have
- good
- which

Part 5 7 marks

- a lot of
- was great
- Vicky
- under a tree / together
- a present

Key to tests - Test 3

6. for a walk
7. stayed at home

Part 6 6 marks

1. jeans
2. yellow and orange
3. She's eating a sandwich.

4. They're next to the tree.
5. The boy is playing football. / The man is laughing.
6. There are two birds in the tree. / There is a basket on the blanket.

Speaking

Part	Examiner / Teacher does this:	Examiner / Teacher says this:	Minimum response expected from student:	Back-up questions:
	Usher brings candidate in.	Hello. My name's... What's your name? How old are you, (student's name)?	Hello. My name is (name). / I'm (name). Eight.	Are you eight?
1	Points to Find the differences cards.	Look at these pictures. They look the same but some things are different. Here the people are at a bus stop but here they are outside a café. What other different things can you see?	Describe four other differences: 1. man with fair hair / dark hair 2. fat man / thin 3. red coat / purple 4. toy dolphin / toy kangaroo	Point to other differences the candidate does not mention. Give first half of response: Here the man has got fair hair...
2	Points to Story card. (pointing at the other pictures)	Now look at these pictures. They show a story. It's called 'Fred's great idea'. Look at the pictures first. (pause) It's a warm and sunny day and Fred is going to the park to find his friends. Now you tell the story.	(many variations possible) Fred and his friends run around a small lake and they laugh. But there are some clouds in the sky. It's cloudy and it's raining. The children ride their bikes and go to the sports centre near the park. They are sad. The children are in the sports centre. Fred finds a different bike and he has a great idea. The children are happy again.	Where are Fred and his friends? What's the weather like? What is near the park? Are the children happy? Where are the children now? Is it raining outside? Who has a great idea?
3	Points to Find the different ones card.	Now look at these four pictures. One is different. The square is different. The snow, the rain and the wind are weather. The square isn't. Now you tell me about these pictures. Which one is different? (Why?)	Candidates suggest a difference (any plausible difference is acceptable).	What's this? (sport) And this? (a waterfall) Where can you see this? (in a hospital) And this? (on a face) Where can you find this animal? (in the sea) And this? (in the forest / in a tree)

Part	Examiner / Teacher does this:	Examiner / Teacher says this:	Minimum response expected from student:	Back-up questions:
4	Puts away all the pictures.	Now let's talk about food and drink. What do you have for breakfast? What's your favourite food? What do you eat at school? What do you like drinking after dinner?	A glass of milk and an egg. Pasta. A cheese sandwich. A glass of orange juice.	Do you have a glass of milk? Do you like pasta? Do you eat a sandwich? Do you drink water / orange juice?
		OK, thank you, (student's name). Goodbye.	Goodbye.	

Test 4

Listening

Part 1 5 marks

Lines should be drawn between:

1. Lucy and the girl in the black jacket.
2. Pat and the woman who is working on a computer on the right.
3. May and the girl who is holding the comic book.
4. Betty and the girl who is wearing glasses on the left.
5. Lynn and the girl who is wearing the scarf.

Part 2 5 marks

1. cheese
2. rice
3. chips
4. fruit
5. soup

Part 3 5 marks

towel F
tennis racket C
ball A
bat G
swimsuit B

Part 4 5 marks

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

Part 5 5 marks

1. Colour the pirate which the boy is holding red.
2. Colour the cat which the man is holding orange.
3. Colour the whale on the boy's bag blue.
4. Write the word 'Busy' on the bus.
5. Colour the man's moustache brown.

Reading and Writing

Part 1 5 marks

1. a tooth
2. coffee
3. a moustache
4. stomach
5. a lake

Part 2 6 marks

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

Part 3 6 marks

1. CD
2. cooking
3. balcony
4. lift / elevator
5. moving
6. No more lifts for me

Part 4 5 marks

1. them
2. rains
3. called
4. at
5. biggest

Part 5 7 marks

1. dark
2. liked fishing
3. (still) in bed
4. the kitchen
5. bottle of water
6. two hours
7. old shoe

Key to tests - Test 4

Part 6 6 marks

1. T-shirt
2. yellow and orange
3. He's eating cake. / He's cutting the cake.
4. It's on the TV table. / It's in the living room.
5. A girl is playing with a ball. / A man is watching TV.
6. There is a bag/backpack on the desk/table. / There is a cake on the table.

Speaking

Part	Examiner / Teacher does this:	Examiner / Teacher says this:	Minimum response expected from student:	Back-up questions:
	Usher brings candidate in.	Hello. My name's... What's your name? How old are you, (student's name)?	Hello. My name is (name). / I'm (name). Ten.	Are you ten?
1	Points to Find the differences cards.	Look at these pictures. They look the same but some things are different. Here there is a bathroom opposite the bedroom but here there is another bedroom. What other different things can you see?	Describes four other differences: 1. dining room / no dining room 2. small kitchen / large 3. girl watching TV / mother watching TV 4. boy doing homework / drawing	Point to other differences the candidate does not mention. Give first half of response: Here there is a dining room but...
2	Points to Story card. (pointing to the other pictures)	Now look at these pictures. They show a story. It's called 'Mary's terrible night'. Look at the pictures first. (pause) It's late at night and Mary wants to sleep but she can't. Her baby sister is crying. Mary is angry. Now you tell the story.	(many variations possible) The baby is hungry and Mary's mother brings a bottle of milk for her. Mary is still awake. The baby drinks the milk and then she sleeps. It's 4 o'clock and now Mary can sleep, too. She has a dream of her classroom. She is sleeping in her dream and the teacher is standing next to her. The children are laughing. In the morning Mary is at school but she is very tired. She wants to go to bed and she is thinking about it. The teacher is talking to her but she isn't listening. The children are laughing.	What is the baby doing? What is Mary's mother holding? Is Mary sleeping? Who is sleeping now? What is in Mary's dream? Does she go to school in the morning? Who is talking to her? Is she tired? Are the children laughing? (Why?)

Part	Examiner / Teacher does this:	Examiner / Teacher says this:	Minimum response expected from student:	Back-up questions:
3	Points to Find the different ones card.	<p>Now look at these four pictures. One is different. The blanket is different. The balcony, basement and stairs are parts of a house. A blanket is an object.</p> <p>Now you tell me about these pictures.</p> <p>Which one is different? (Why?)</p>	Candidates suggest a difference (any plausible difference is acceptable).	<p>Where can you find this? (on the face) And this? (on the body)</p> <p>What's this? (a drink) And this? (food)</p> <p>Where can you see this? (in a forest / the countryside) And this? (in a book)</p>
4	Puts away all pictures.	<p>Now let's talk about your house.</p> <p>What's your address?</p> <p>What is near your house?</p> <p>Tell me about your house.</p> <p>What have you got in your room?</p>	<p>It's 57 Park St.</p> <p>A supermarket and a library.</p> <p>It's big and there are three bedrooms, a kitchen and a living room in it.</p> <p>There is a desk and a chair in front of my bed. I've got a computer, too.</p>	<p>Do you live at Brown St?</p> <p>Is there a park near your house?</p> <p>Is there a dining room in your house?</p> <p>Have you got a desk in your room?</p>
		OK, thank you, (student's name). Goodbye.	Goodbye.	

Test 5

Listening

Part 1 5 marks

Lines should be drawn between:

1. Tom and the boy who is eating a sandwich.
2. John and the boy who is drinking lemonade.
3. Anna and the woman in the green jacket.
4. Bill and the boy in the red shirt.
5. Jane and the girl holding the bottle of milk.

Part 2 5 marks

1. 13/thirteen
2. park
3. football
4. pasta
5. brother

Part 3 5 marks

Daisy F
Fred D
Charlie H
Julia A
Jack C

Part 4 5 marks

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

Part 5 5 marks

1. Colour the farmer's beard yellow.
2. Colour the flower on the cow's head red.
3. Colour the boy's trainers blue.
4. Write the word 'Round' on the rock.
5. Colour the woman's hair black.

Reading and Writing

Part 1 5 marks

1. a river
2. a towel
3. grandparents
4. a dolphin
5. daughter

Part 2 6 marks

1. B
2. C
3. A

Key to tests - Test 5

4. B
5. A
6. C

Part 3 6 marks

1. hospital
2. town
3. square
4. parents
5. stomach ache
6. A different day at home

Part 4 5 marks

1. hide
2. to find
3. well
4. When
5. some

Part 5 7 marks

1. went shopping
2. (good) comic book
3. at work
4. boring
5. near the cinema
6. the park
7. a salad

Part 6 6 marks

1. dress
2. pink and yellow
3. She's reading a book.
4. It's under the tree.
5. The boy is playing baseball. / A duck is swimming in the lake.
6. There are two bikes next to the tree. / There is a bird in the tree.

Speaking

Part	Examiner / Teacher does this:	Examiner / Teacher says this:	Minimum response expected from student:	Back-up questions:
	Usher brings candidate in.	Hello. My name's... What's your name? How old are you, (student's name)?	Hello. My name is (name). / I'm (name). Eleven.	Are you ten / eleven?
1	Points to Find the differences cards.	Look at these pictures. They look the same but some things are different. Here the girl is sitting on a chair but here she is sitting on a sofa. What other different things can you see?	Describes four other differences: 1. sun / moon 2. skates / towel 3. lizard / parrot 4. green sweater / yellow sweater	Point to other differences the candidate does not mention. Give first half of response: Here we can see the sun outside the window but...
2	Points to Story card. (pointing at the other pictures)	Now look at these pictures. They show a story. It's called 'Jim's pet'. Look at the picture first. (pause) Jim's uncle gives him a present. It's a beautiful small kitten. Jim is very happy with this present. Now you tell the story.	(many variations possible) Jim takes his new pet in his room and he goes to bed. The kitten doesn't want to sleep so it walks out of the room. In the morning, when Jim wakes up, he doesn't see his kitten and he starts crying and looking for it. He finds the kitten in the kitchen drinking milk. Its face looks funny and Jim starts laughing.	Where is Jim? Does the kitten want to sleep? Is the kitten in the room in the morning? Is Jim happy? Where does Jim find the kitten? What is it doing? Why does Jim start laughing?

Part	Examiner / Teacher does this:	Examiner / Teacher says this:	Minimum response expected from student:	Back-up questions:
3	Points to Find the different ones card.	<p>Now look at these four pictures. One is different. The bank is different. We can find the farm, the field and the rock in the countryside. We can't find the bank in the countryside.</p> <p>Now you tell me about these pictures.</p> <p>Which one is different? (Why?)</p>	Candidate suggests a difference (any plausible difference is acceptable).	<p>Where can you find this? (in a bathroom) And this? (in a bedroom)</p> <p>What's this? (a day of the week) And this? (a word showing time)</p> <p>Can you do sports in this? (yes) What about this? (no)</p>
4	Puts away all pictures.	<p>Now let's talk about school.</p> <p>Who's your favourite teacher?</p> <p>Who do you play with at school?</p> <p>How do you get to school?</p> <p>Tell me about your best friend.</p>	<p>Mr Black.</p> <p>My friend.</p> <p>By bus.</p> <p>He is short and thin.</p>	<p>Is it a man or a woman? Is his/her name...?</p> <p>Do you play with your friend?</p> <p>Do you walk to school?</p> <p>Is your friend tall or short?</p>
		OK, thank you, (student's name). Goodbye.	Goodbye.	

Listening transcripts

F = Female
M = Male
Fch = Female child
Mch = Male child

Unit 2

A. Listen and tick the box.

One. What's the matter with John?

- F** John, what's the matter? Is it your stomach again?
Mch No, Mum. I haven't got a stomach ache.
F But you look terrible. Have you got a headache?
Mch No, no. It's my ear. It hurts a lot.
F An earache? It's the third time this month. We have to call the doctor, then.

Two. Who is Tony's father?

- F** Hello, Tony.
Mch Hello. Look at this photo of my family.
F That's nice. Is that man with the moustache your father?
Mch No, that's my uncle Peter.
F Has your father got a beard?
Mch No, no. That's my grandfather, Jim. My father is the man with the parrot on his shoulder. He looks funny!
F Oh, there he is. Ha, ha...

Three. What's wrong with Daisy?

- M** Daisy, come on! It's 8 o'clock. You have to get up.
Fch Oh, Dad! I think I have to skip school today...
M Why? What's the matter? Are you tired?
Fch No, I'm not tired.
M What is it then? Your tooth hurts again?
Fch No, no toothache today. But I've got this terrible cough and I feel very weak.
M Oh, OK. I can make you some tea. You can stay in bed.

Four. What does Jane have to do?

- M** Jane, where are you going?
Fch To the park. I want to see some of my friends.
M I'm afraid you can't.
Fch What? Why? It's Friday today.
M I know. But I have to go to the hospital with your mum.
Fch Oh, do you want me to go to the hospital with you?
M No, no. But you have to stay at home.
Fch Why? Do you want me to cook?
M No, you don't have to cook. You must stay here with your baby brother.
Fch Oh, all right!

Five. What does Paul want to do?

- F** Hey, Paul. It's the weekend. What do you want to do?
Mch Well, I don't want to go to Grandma's house again this weekend.
F Do you want to go to the zoo?
Mch No, no. That's boring. I want to do something different.

- F** Like what?
Mch Well, the weather is great. How about going to the river for a walk?
F Great idea! We can have a picnic there, too!
Mch Sure!

Six. What's the matter with Sally?

- Fch** Ahhh! Get out of here!
M What's the matter, Sally? Who are you talking to? Is it your brother?
Fch No! There's a bat in the basement!
M Don't be afraid, dear. I'm coming.
Fch Ahh! It's on my shoulder, Dad. Quickly! Help me!

Now listen again.

Unit 3

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

- M** Hey, Andy. Why are you laughing?
Mch A bird flew inside Jim's class. It's so funny. Come and see.
M Ha, ha. But where is Jim?
Mch Over there! He's holding the cage and he's trying to catch the bird.
M Oh, there he is.

Now you listen and draw lines.

One

- M** Look! Tony is helping him.
Mch Who's Tony? Is he the boy on the desk?
M Yes. The one with the short straight hair.
Mch Oh, I know him. He's Jim's friend.
M Yes, that's him. That's Tony.

Two

- Mch** Ha, ha, ha! Look at Paul.
M Oh, no! Paul is afraid of birds.
Mch I know. That's why he's hiding behind Mr Rivers.
M Poor Paul!
Mch Ha, ha!

Three

- Mch** Paul's brother is laughing.
M Who is Paul's brother? I don't know him.
Mch His name's John. Look, can you see those two boys over there?
M Yes, they are laughing. Is John the one who is wearing the grey sweater?
Mch No. He's the one in the green shirt.
M Oh, right.

Four

- M** Look at Peter!
Mch Who is Peter?
M Oh, that's the teacher, Mr Green.
Mch I didn't know Mr Green's name is Peter.
M Yes, it is. Look at him. He's trying to make the bird get inside the cage.

Mch Is that what he's trying to do with that book?
Ha, ha!

Five

Mch What about Mr Rivers?

M Mr Rivers? What about him? Well, he looks very angry. Look at him.

Mch Yes, he is angry, I can see that. But what's his name?

M His name is Ian.

Mch Ian? I didn't know that, either.

Now listen again.

Unit 4

B. Listen and colour and write.

One

M Look at this picture. It's a picture of a bank.

Fch Yes. Can I colour it?

M Sure. What do you want to colour first?

Fch Erm...

M Can you see the woman in the dress?

Fch Which one? The one with the long curly hair?

M That's right. I want you to colour the scarf she's wearing.

Fch The scarf? OK. What colour?

M I want you to colour it orange.

Fch OK.

Two

Fch Can I do some writing, too?

M Yes. I'd like you to write the word 'Funny'!

Fch Where? On the book?

M Yes, please. That's a nice name for a book!

Three

Fch What about the woman with the big bag?

M What about her? Oh, I've got an idea!

Fch What's that?

M I want you to colour her bag.

Fch Can I colour it grey?

M Yes. That's a very good idea.

Fch Great!

Four

Fch Look at the woman in the coat.

M The first one, you mean?

Fch Yes. I like the coat.

M It's nice. Do you want to colour it?

Fch Yes. Can I colour it brown?

M Of course.

Five

M Now, one more thing.

Fch What's that?

M Can you see the woman who is holding the bottle of water?

Fch Yes! Oh, can I colour the bottle blue?

M Sure!

Fch All right!

Now listen again.

Unit 5

C. Listen and look. There is one example. Ann is telling Mr Black about what her family did last Saturday.

M Hello, Ann.

Fch Hello, Mr Black. I'm very tired. I helped my brother with his homework on Saturday. I like helping him, but it's very tiring sometimes.

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

M What about your mother? What did she do on Saturday?

Fch My mother always goes shopping on Saturdays.

M Oh, I see. Did she go to the shopping centre, then?

Fch No, she didn't. She went to the supermarket.

M What about your father, Ann?

Fch My father visited my uncle. You know, my uncle Ted lives on a farm.

M That's amazing! Is it a big farm?

Fch Yes, it is! There are lots of animals, too. I like it there.

M And what about your sister?

Fch My sister likes swimming. She's really good at it. She's very fast!

M I like swimming, too. So, did she go to the beach?

Fch No, she didn't. She went to the sports centre near our house. It's got a swimming pool. She always goes swimming on Saturdays.

M What did your grandparents do?

Fch My grandparents went on a picnic. I sometimes go with them. We usually go to the forest near their house.

M Sounds interesting. Do you like the forest?

Fch Yes, I do. It's very nice there. And my grandmother's sandwiches are my favourite!

M And what did your cousin do?

Fch My cousin really likes animals.

M That's nice. Did he go to the zoo, then?

Fch Yes, he did.

M Do you like going to the zoo?

Fch Yes, I do!

Now listen again.

Unit 6

B. Listen and look. There is one example. Mrs Brown is telling Fred about her family and the different sports they do. What is each person's favourite sport?

- Mch** Hello, Mrs Brown.
F Hello, Fred... I had dinner with my family last night. My parents are very happy. They told me about the new sport they started. They love badminton! They play badminton every weekend.

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

- Mch** What's your daughter's favourite sport, Mrs Brown?
F She likes basketball. She is tall and she's very good at it. She usually plays basketball with her friends after school. Do you like basketball?
Mch Not really...
F I've got a son, too.
Mch Really?
F Yes. He's four years older than you. He likes watching tennis. But he doesn't know how to play it. He's really good at football. He loves it!
Mch Nice!
F My aunt enjoys swimming. She goes swimming at the swimming pool every day! In summer, she goes to the beach, too.
Mch That's great!
F Yes. Swimming is really good for your body, too.
Mch Have you got any brothers or sisters?
F I've got a sister.
Mch What's her favourite sport? Skating? I know you really like skating. Your new skates are very nice!
F No. She loves hockey. It's her favourite sport. She plays hockey three times a week.
F I've got a cousin, too. I really like him. He loves sports, too.
Mch Does he?
F Yes. He plays baseball. He goes to the sports centre every day! Do you go there sometimes?
Mch Yes, I do.

Now listen again.

Unit 8

C. Listen and write.

One

- Fch** What are you making? Sandwiches?
F No, no. I'm making a soup.
Fch Great! I love soups. And I'm so hungry. Are you making pea soup?
F No. You always ask me to make pea soup.
Fch Well, I like it, Mum.
F Sorry, dear. Today it's tomato soup.
Fch It's OK. I like that, too!

Two

- Fch** Shall I help you?
F Sure. Thanks!
Fch So, how many tomatoes do you need? 3? 4?
F Well, I need 5 tomatoes. Have we got 5 tomatoes?
Fch Of course. Here you are!
F Thanks!

Three

- Fch** Do you need any onions? There are three onions in this bag.
F Yes, I need onions for the soup.
Fch All three of them?
F No. Erm... give me two.
Fch OK.

Four

- F** Now can you add some water, please?
Fch How much water do you want me to add? A glass?
F No. Not just one glass. Three glasses of water.
Fch Oh, OK!

Five

- Fch** What else do you need?
F Erm... Let me think.
Fch Lemon?
F No, no! Erm... I need two...
Fch Potatoes?
F No. Let me think. I need two carrots.
Fch OK. Here you are.
F Thanks!

Now listen again.

Unit 9

C. Listen and tick the box.

One. What must Sally do at the weekend?

- Fch1** Hey, Sally. Do you want to come to the park with me at the weekend?
Fch2 Oh, sorry. I can't.
Fch1 Why? Do you have to help your mum again?
Fch2 No, no.
Fch1 Do you have to clean your room?

Fch2 No, my grandmother is in hospital and I must visit her.

Fch1 Oh, OK. I'm sure she'll be happy to see her granddaughter.

Fch2 Of course.

Two. Where is Mary's jacket?

Fch Mum, I can't find my jacket.

F Again? That's the second time this week. Mary, you must clean your bedroom.

Fch Sorry.

F What about the living room?

Fch No. It's not there.

F Oh, I know! I think I saw it in the car yesterday.

Fch Oh, Mum, thanks!

Three. What is Tony going to do?

Mch Anna, do you want to come to the park with me?

Fch No, sorry. I must cook lunch.

Mch It's OK. I can call John.

Fch Bad idea. He's got a lot of homework today.

Mch Oh, no! Who is coming with me then?

Fch Why don't you ask Dad? You know he loves riding his bike in the park.

Mch That's not a bad idea. Thanks!

Four. What did John's mother give him?

Mch What is this, Mum?

F It's a present for you!

Mch Thanks! What is it? Books again?

F No. It's something different this time.

Mch Really? Did you get me the DVD I wanted?

F No. It's a new video game!

Mch Wow! Mum, thanks! It's great!

Five. How does Sue go to school every day?

Mch So, Sue, does your dad take you to school every day?

Fch No, no. My dad wakes up very early every day to go to work.

Mch Do you take the bus then?

Fch No, no. My house is near my school, so I walk.

Mch That's nice.

Now listen again.

Unit 10

B. Listen and colour and write.

One

M Look at this picture, Ann.

Fch It's nice. It's a girl's bedroom.

M Yes. Do you want to colour it?

Fch Sure. Can I start with the socks?

M Where are the socks?

Fch They are on the floor. Can you see them?

M Oh, right. What colour do you want to colour them?

Fch Blue. I want to colour them blue.

M OK.

Two

M Can you see the scarf?

Fch Where is it?

M It's on the girl's coat.

Fch Oh, I can see it now.

M Great! Colour it brown.

Fch Brown? OK.

Three

Fch What about the skirt?

M Which skirt?

Fch The long one. Can you see it?

M Yes. It's next to the short skirt.

Fch That's right! Can I colour it orange?

M Sure. Colour it orange.

Four

Fch Can I do some writing, too?

M Yes. Can you see the shirt on the bed? I'd like you to write the word 'Favourite'!

Fch Where? On the shirt?

M Yes, please. That's a nice name for a shirt!

Five

M One more thing.

Fch What's that?

M I want you to colour the MP4 player.

Fch Where is it? I can't see it.

M It's on the desk, next to the schoolbag.

Fch Oh, I can see it now. What colour do you want it to be?

M Pink. Can you colour it pink?

Fch Sure.

Now listen again.

Unit 11

D. Listen and draw lines.

One

F Hey, Steve, what's that?

Mch It's a photo I took at the park. My cousins and I went there on Friday.

F Oh, there's a lake in the park! How nice!

Mch Yes, it was beautiful. Look! My cousin Jim is giving the ball a good kick!

F Ha, ha. Oh, yes. There he is!

Two

F Is that Jack over there?

Mch Who?

F The boy who is lying on the grass, next to that plant.

Mch The one in jeans? No, no, that's Fred. He's

Listening transcripts - Units

F Jack's brother.
I see. They look very much alike!

Three

F Wasn't Jack with you?
Mch Of course, he was. The boy with the blond hair?
F No. Where is he?
Mch He's behind that big rock near the tree.
F Oh, yes, I see him now. That's Jack.

Four

F Who's that boy on the tree?
Mch That's my cousin Paul. He loves climbing trees.
F What's he doing up there? Is he reading a book?
Mch No. He's fishing. Look closer.
F Oh, yes.

Five

Mch Can you see my sister Mary?
F Is that her hopping near the lake?
Mch Yes, it is. She does that all the time!
F How old is Mary now?
Mch She's seven.

Six

F Who's that other girl? The one with the glasses?
Mch That's our cousin Betty.
F What is she doing?
Mch Well, she's eating a sandwich.
F No, she isn't.
Mch Well, she gave some of it to the duck, too.
F Ha, ha, that's right!

Now listen again.

Unit 12

A. Listen and colour and write. There is one example.

M Look at this picture. Do you like it?
Fch Yes. It's a family having a picnic.
M Do you like picnics?
Fch Yes, I do.
M Me too. You can colour the picture, you know.
Fch Thanks. It's a sunny day, so I'll colour the sun first.
M OK. Colour it yellow.
Fch Of course!

One

M Do you see what the father is doing?
Fch Yes, he's fishing in the lake.
M Has he got any fish in his basket?
Fch No, there's nothing in the basket. Shall I colour the basket?

M That's a great idea. Yellow is a nice colour for a basket.
Fch OK.

Two

M The man's son is also fishing.
Fch Yes, I see that. I think fishing is boring.
M Hmm... The boy doesn't think so. I think he likes it.
Fch I like colouring. Can I colour the boy's hair brown?
M What colour?
Fch Brown.
M OK. Why not?

Three

Fch What is the mother doing?
M She's preparing lunch.
Fch I don't think it's a good idea.
M Why not?
Fch Well, do you see that cloud? I want to colour it grey.
M Grey? But it's going to be rainy then.
Fch That's what I mean. Ha, ha, ha!

Four

Fch Can I do some writing, too?
M Yes. Do you see that girl? She's flying a kite.
Fch Yes, I can see it. It's very windy and it's difficult for her.
M I'd like you to write the word 'Funny'.
Fch Sure! On the kite?
M Yes, please. This kite looks like a funny bird.

Five

Fch What about the other girl?
M You mean the youngest one? The wind took her hat.
Fch I want to colour her hat.
M Yes, why not? Would you like to colour it red?
Fch Yes. Red is my favourite colour.

Now listen again.

Unit 14

B. Listen and write.

One

Fch What is that?
M It's a ticket.
Fch A ticket? Where did you go?
M I visited a friend.
Fch Did you go by train?
M No, no. I went by plane.
Fch Nice.

Two

Fch When did you go? On Saturday?
M No, no. I was busy on Saturday.

Fch Oh, yes. You had to work on Saturday.
M That's right! I went on Sunday.

Three

Fch Did you stay there for one day only?
M No, no. I stayed longer.
Fch How many days?
M I came back on Wednesday.
Fch Wednesday? That's four days! Nice.
M Yes. It was great!

Four

Fch Did you meet Tony's family?
M Well, I knew his parents. But I met his grandfather.
Fch Yeah? How old is he?
M He's 75. A very nice man.
Fch 75? He's a bit older than my grandfather.

Five

Fch So, what time did you get back?
M I was back on Wednesday, in the evening.
Fch At 5 o'clock?
M No, not at 5. It was later. I came back at 7 o'clock.
Fch Oh, OK.

Now listen again.

Test 1

Hello.

This is the Go Movers Listening test 1.

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

Fch Hey, that's a nice photo! Is this from your last holiday?
Mch Yes! It was great! Here's a photo of all the family.
Fch Is this your brother Jack? The boy who is eating the sandwich?
Mch That's right! How did you know?
Fch He is eating. Like you. You are hungry all the time.
Mch Ha, ha, ha!

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

One

Fch And who's that girl with the red hat?
Mch Oh, that's my sister Daisy. She loves animals.
Fch Nice hat!
Mch Yes, it's nice. It's a present from my grandfather.

Two

Mch My cousin Tony was with us, too.
Fch Tony? Who is he?
Mch He's the boy with the straight hair.

Fch Has he got fair hair?
Mch No, no. His hair is dark.
Fch Oh, there he is. He's eating ice cream.

Three

Fch So, where are you, Peter?
Mch Here.
Fch Where?
Mch There! I'm playing football.
Fch Oh, there you are.

Four

Fch And that woman over there?
Mch Who? The one who is sleeping?
Fch Yes. Yes.
Mch Oh, that's Grandma Sally.
Fch Why is she sleeping?
Mch She was very tired that day.

Five

Fch What is that girl drawing?
Mch Who?
Fch The girl with the short curly hair.
Mch Oh, that's my other sister, Mary.
Fch So, what is she drawing?
Mch The lake.

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

PART TWO

Listen and look. There is one example.

M Hello. Can I help you?
Mch Hello. Well, I'm new in this sports centre. What do I have to do?
M I have to ask you some questions first.
Mch Oh, OK!
M What's your name?
Mch Jim. Jim Rock.
M Rock? How do you spell that?
Mch It's R-O-C-K.

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

One

M Are you under 15 years old, Jim?
Mch No. I'm 16.
M That's good. Because you need to be over 15 to come to the sports centre.
Mch Good!

Two

M What's your address, please?
Mch I live near the park. Opposite the big supermarket.
M Where? On Lake Road?
Mch That's right! 72 Lake Road.
M 62...
Mch No, no! 72 Lake Road.

Listening transcripts - Test 1

Three

- M** So, do you like sports, Jim?
Mch Yes! I love sports.
M And which is your favourite sport? Football?
Mch I love basketball. At school I play basketball every day.
M Great.

Four

- M** Have you got any questions?
Mch Yes. Is the sports centre open at the weekend?
M Well, we aren't open on Sunday but on Saturday we're open all day.
Mch That's cool! Saturday is a great day for me.

Five

- M** So, you can only be here one day a week.
Mch No, but Saturday is the best day of the week for me.
M Oh, OK! So, which days can you come?
Mch Erm... Monday and Wednesday are also good.
M Great! So, it's three days a week.
Mch That's right!
M Thank you, Jim.
Mch Thank you, too.

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

PART THREE

Listen and look. There is one example. Jim is telling Mrs Roberts about his family and their new hobbies. What is each person's new hobby?

- F** Hello, Jim.
Mch Hello, Mrs Roberts. I'm very happy! My brother started a new hobby. Fishing! He took me with him and we went fishing together. It was great! We caught a really big fish!

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

- F** What is your mother's new hobby, Jim?
Mch She loves painting. That's her new hobby. She's really good at it. I like her paintings a lot!
F How nice!
Mch My father bought a new camera. Taking photos is his new hobby. He likes it very much.
F Do you like taking photos, Jim?
Mch Yes, I do. I like taking photos of my pets. They are really cute!
Mch I've got a cousin, too. He really likes the sea.

- He has got a new hobby.
F What is it? Swimming?
Mch No. His new hobby is sailing. It's exciting!
F Yes, it is. It's very difficult, too.
Mch Yes, it is!
F And what about your sister?
Mch My sister likes cooking. It's her new hobby.
F Nice! Is she good at it?
Mch Not very good, really, but she's trying. I tried her cake yesterday. It was yummy!
F Have you got an aunt?
Mch Yes, I have. I really like her! She always gives me some books to read. She has got a lot of books!
F Really? What about her? Has she got a new hobby?
Mch Yes, she has! Ice skating!
F Wow! That's great!
Mch Yes!

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

PART FOUR

Look at the pictures. Listen and look. There is one example.

Where did John go?

- Mch** I had a great time on my holiday!
M Really? Did you go to an island?
Mch Well, my brothers wanted to go to an island because they love the sea.
M What about you? Do you like the sea or the mountains?
Mch Both. But we went to my uncle's farm for two weeks.

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

One. What animals were there on the farm?

- M** Were there a lot of animals on the farm?
Mch Yes. There were goats and sheep...
M Were there cows, too?
Mch No, no cows.
M What about rabbits?
Mch Oh, yes! My uncle loves rabbits.
M Were there a lot of horses, too?
Mch Just one. It's my aunt's favourite animal on the farm.
M Oh, I love horses, too!

Two. What's near the house?

- M** Did you stay on the farm all the time?
Mch No. My uncle took us for walks in the countryside.
M Is the farm near a lake or the sea?

- Mch** No, but there's a beautiful waterfall.
M Wow! That's nice.
Mch Yes. But we couldn't swim there.
M Too bad.

Three. Who rode a horse?

- M** Did you ride the horse?
Mch Well, I wanted to, but the horse was big for me. I was a bit afraid.
M What about your brothers?
Mch My brothers? No, no. They don't like horses. But my dad rode it.
M Did he like it?
Mch Of course he did.

Four. Which food did John like?

- Mch** My aunt is really good at cooking, you know.
M Oh! What did she cook?
Mch Well, she cooked fish and she made some great salads.
M But you don't like fish.
Mch No, but I ate a lot of salad. Ha, ha, ha! My favourite was the cheese sandwich she made for breakfast.
M Cheese sandwich?
Mch Oh, yes! It was great!

Five. How did they get back home?

- M** And how did you get home? Did you drive back?
Mch No, we left the car in the city.
M So how did you go?
Mch My uncle took us to a village near the farm...
M And you took the bus from there?
Mch No, no. We took the train. It was fun!
M Wow!

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

PART FIVE

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

- F** Is this a photo of your brother?
Mch Yes. He's in his room doing his homework.
F Oh, that's a nice photo. And that's a great sweater.
Mch His favourite colour is green. Can I colour it green?
F Sure. Colour the sweater green.

Can you see the boy's green sweater? This is an example.

Now you listen and colour and write.

- One**
Mch Now, let me colour something else.
F Sure. See the mouse?
Mch The mouse? Where?

- F** It's in the cage next to the bed.
Mch Oh, I can see it now. Can I colour it brown?
F Brown? Well, OK. You can colour it brown.

Two

- F** What's that book on the bed?
Mch It's a book about bats. Look! There is a bat on it.
F That's right.
Mch Can I colour that bat grey?
F A grey bat? OK!

Three

- F** What about the moon?
Mch Excuse me, what did you say?
F The moon. Outside the window.
Mch Oh, there. Can I colour it, too?
F Of course. What colour do you want to colour it?
Mch Erm... Blue?
F A blue moon? Ha, ha! OK.

Four

- Mch** Can I do some writing, too?
F Yes. I'd like you to write the word 'Hot'!
Mch Where? On the cup?
F Yes, please. Cups like that kind of temperature!

Five

- F** OK. One more thing.
Mch What is that?
F The blanket.
Mch Oh, yes. The blanket is always on the floor in my brother's room.
F Let's colour it yellow.
Mch Sure. I like yellow. That's great.
F Thanks.

Now listen to Part Five again. That is the end of the Go Movers Listening Test 1.

Test 2

Hello.
This is the Go Movers Listening Test 2.

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

- F** Hello there! Are you moving into this house?
Mch Well, not me. My friend Peter with his family.
F Who is Peter?
Mch Oh, he's not here now. He's in the basement. He took a box of books there.
F Oh, I see.

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

Listening transcripts - Test 2

One

F Is that woman Peter's mother?

Mch Which woman?

F The one who is talking on the phone.

Mch That's Sally, Peter's aunt. She's helping the family to move.

F Well, she isn't helping now.

Mch Ha, ha! You're right!

Two

Mch Can you see the men who are carrying the sofa?

F Yes. Is one of them Peter's father?

Mch Yes. It's the man with the straight hair.

F Well, they both have straight hair.

Mch Oh, sorry. You're right. Peter's father has got straight fair hair.

F Right. And what's his name?

Mch Jack.

Three

F What's his mother's name?

Mch It's Vicky. She's in the house.

F What is she doing?

Mch She's cleaning the living room.

F OK.

Four

F Has Peter got any brothers or sisters?

Mch Yes. He's got a sister. But where is she? She was outside the house a minute ago.

F Is she the girl who is carrying that box of toys?

Mch Yes! That's her, Anna.

F I can see her. She's near the door.

Mch You're right. There she is.

Five

F And what about the other man who is carrying the sofa?

Mch Oh, the man with the dark hair. That's Peter's uncle, Paul.

F What a nice family! I'm really happy.

Mch And why is that?

F Well, my house is near here. It's that one over there.

Mch Oh, I see.

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

PART TWO

Listen and look. There is one example.

Mch Hey, Mary. What are you doing?

Fch I need to write a text about dolphins for school.

Mch Dolphins? That's cool! I love dolphins. I can help you with that!

Fch Really? Thanks!

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

One

Mch Do you have to give the text in on Monday?

Fch No. I have a week to work on it. I can give it in on Friday.

Mch That's cool! We have got a lot of time to work on it.

Fch I'm so happy. My text has to be the best in class.

Mch Sure.

Two

Mch And how many words do you need for your text?

Fch Well, it doesn't have to be too long.

Mch Are 80 words OK?

Fch I think that 100 is better.

Mch 100 words. That's good!

Three

Mch Which teacher asked you to write about dolphins? Was it Mr Cook?

Fch No, no. Mr Cook doesn't work in our school any more.

Mch Really? He was my favourite teacher.

Fch I know. I liked him, too.

Mch What's the name of the new teacher, then?

Fch It's Mr Green. He's nice, too.

Four

Fch Oh, we can also use DVDs to show to our classmates. Have you got a DVD about dolphins?

Mch No, but I have got a video. It's old.

Fch Video? I can't take that to school.

Mch I know but we can just watch it and learn some things about dolphins.

Fch OK.

Five

Mch There, I think everything's fine now.

Fch Hmm... yes, but... I need to get some more information.

Mch Dad has got some books about sea animals, I think.

Fch Oh, I used them all. Any other ideas?

Mch What about the city library?

Fch Oh, yes, the city library! Thanks, brother.

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

PART THREE

Listen and look. There is one example. Vicky visited her grandparents last weekend, but she left some of her things

at their house. Where did she leave her things?

- Fch** Hello? Grandma Zoe? Is that you?
F Hello, dear!
Fch I had a great time with you last weekend. Thank you! But I'm afraid I left some of my things at your house. Can you send them to me, please?
F Of course, dear. What things?
Fch My coat. I left it in the living room.
F OK. Anything else?

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

- Fch** Oh, yes. I can't find my new shoes. I think they're in the hall.
F All right.
Fch Umm... no, wait! They are on the balcony. I remember now. I left them on the balcony.
F OK. Don't worry.
Fch And I can't find my toothbrush.
F Oh, yes. It's in the bathroom. I found it this morning. It was on the shelf under the mirror.
Fch OK then.
F Anything else?
Fch Yes, please. I left my favourite jeans there, too.
F Where did you leave them?
Fch In the bedroom. They're on the bed I think.
F Something else?
Fch Well, yes. I can't find my towel. I think it's in the kitchen.
F No, it isn't in the kitchen.
Fch What about the dining room? I think it's there.
F Yes, you're right. Your towel is in the dining room, on a chair.
Fch Just one more thing, Grandma. My scarf. It's somewhere in the garden. I wore it on Saturday night because it was a bit cold.
F Let me see... Oh yes! There it is. It's in a tree!
Fch That's good!
F Is that everything?
Fch Yes, Grandma. I'm really sorry.
F Don't worry, Vicky.
Fch Thank you, Grandma!

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

PART FOUR

Look at the pictures. Listen and look. There is one example.

Where was Tom yesterday?

- Mch1** Hey, Tom, where were you yesterday? I didn't see you at school.
Mch2 Well, yes. I wasn't there.
Mch1 Did you stay at home?
Mch2 No, no. I went to the hospital.
Mch1 What? Why?
Mch2 I'm OK now. Don't worry. But yesterday I wasn't.
Mch1 Oh, no.

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

One. What was the matter with Tom?

- Mch1** Why did you go to the hospital? Was it your stomach?
Mch2 No, no. I didn't have a stomach ache or a headache.
Mch1 What then? A temperature?
Mch2 No. I woke up in the morning...
Mch1 And?
Mch2 I ran downstairs for breakfast. But I hurt my leg on the stairs.
Mch1 Oh, no. So your dad took you to hospital.
Mch2 That's right.

Two. Who helped Tom when he went to hospital?

- Mch2** It was the worst day. When I went there, all the doctors were busy.
Mch1 So, a nurse came to help you.
Mch2 No, no. The nurses were busy, too.
Mch1 Who helped you then?
Mch2 A bus driver. He saw us when we got there and helped me into the hospital.
Mch1 How nice of him!

Three. What was funny about the doctor?

- Mch2** When I saw the doctor, I smiled.
Mch1 Oh? I thought you're afraid of doctors.
Mch2 Yes, but this one was very funny.
Mch1 Why? Was he wearing big ears?
Mch2 Ha, ha. No, no!
Mch1 What then? Was it his hair? My doctor sometimes wears funny hair to make children laugh.
Mch2 No, no. My doctor had a funny pair of trousers on with all the colours of the rainbow!

Four. Who did Tom see at the hospital?

- Mch2** Oh, do you know who I saw at the hospital?
Mch1 I know. Jack's father! He is a nurse at that hospital.
Mch2 No, no. It wasn't him.
Mch1 Well, John wasn't at school yesterday. Was it him?
Mch2 No, it wasn't him.
Mch1 Who then?
Mch2 That old man who lives opposite the park.

Listening transcripts - Test 2

Five. What was the weather like when Tom left the hospital?

Mch1 So, what did the doctor tell you? Was your leg OK?

Mch2 Yes, it was. So, we wanted to go back home, but it was difficult for my dad to drive.

Mch1 Why? Yesterday was a sunny day.

Mch2 In the morning, yes. But at noon?

Mch1 What? Was it windy?

Mch2 No. The problem was the rain.

Mch1 Oh, I see.

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

PART FIVE

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

F Wow! Is this the sports centre where you go every week?

Mch Yes. That's a picture of it but I think we can make it look better.

F Yes. Let's colour it! Can you see the boy who is playing basketball with a man?

Mch Yes, I can. I want to colour his socks orange.

F OK. You can colour his socks orange.

Can you see the boy's orange socks? This is an example.

Now you listen and colour and write.

One

F Let's colour something else now.

Mch What? Oh, I know! Can you see the boy who is getting dressed?

F Oh, yes. He's wearing his scarf now. Colour the scarf yellow.

Mch Yellow? OK. I like this colour.

F Great.

Two

F Look at those two boys over there. There's a clock above them.

Mch The ones who are playing table tennis?

F That's right. Can you see the boy with the curly hair?

Mch Of course.

F Colour his hair brown.

Mch Brown. OK.

Three

F Can you see the boy who is running?

Mch Yes. He's looking out of the window.

F That's right. There is a sweater in front of him.

Mch I can see that. Can I colour it purple?

F Purple? Sure. That's a nice colour.

Four

Mch Can I do some writing, too?

F Yes. I'd like you to write the word 'Blue'!

Mch Where? On the moon?

F Yes, please. That's a nice name for a moon!

Five

F Now, the clock on the wall.

Mch Yes, I can see it.

F What colour do you want it to be?

Mch Erm... What about green?

F A green clock? Sure. I like green.

Mch Great!

Now listen to Part Five again.

That is the end of the Go Movers Listening Test 2.

Test 3

Hello.

This is the Go Movers Listening Test 3.

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

Mch1 So, how was your weekend?

Mch2 Great. I went to my uncle's house for dinner.

Mch1 Your uncle Paul?

Mch2 Yes. That's him here in the photo.

Mch1 The one drinking lemonade, right?

Mch2 That's right.

Can you see the line? This is an example.

Now you listen and draw lines.

One

Mch1 Has your uncle got a daughter?

Mch2 No, he hasn't. But he's got two sons.

Mch1 Oh, OK.

Mch2 One of them is a baby, just three months old!

Mch1 Is this your aunt holding him?

Mch2 Yes. That's my aunt Sally.

Mch1 Right.

Two

Mch2 Oh, can you see this man who is running around with me?

Mch1 Yes. Who is that?

Mch2 It's my dad.

Mch1 Really? What's his name?

Mch2 It's Fred.

Mch1 And why are you running?

Mch2 We're playing a game.

Three

Mch1 So, who's the woman holding the chicken?

Mch2 Next to my aunt Sally? It's my mum.

Mch1 And what's her name?

Mch2 My mum's name?

Mch1 Yes.

Mch2 It's Jane.

Four

- Mch1** Who is the boy talking to your uncle?
Mch2 Oh, that's Uncle Paul's other son.
Mch1 Your cousin?
Mch2 That's right. It's Bill.
Mch1 Does he go to our school? I think I know him.
Mch2 Yes, he does.

Five

- Mch1** Oh, I see the baby is sleeping! He looks so quiet.
Mch2 Ha, ha! Yeah. Only when he's sleeping.
Mch1 What's his name?
Mch2 Tom. When he's awake he cries a lot.
Mch1 Really?
Mch2 That's right!
Mch1 Poor baby!

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

PART TWO

Listen and look. There is one example.

- Mch** Hey, Jane. How are you?
Fch Fine. And you?
Mch I'm OK. Do you want to come to the park with me?
Fch No, thanks. I'm reading a new book now.
Mch A new book? What's it called?
Fch It's called 'The Treasure'.
Mch 'The Treasure'? Never heard of it.
Fch It's great!

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

One

- Mch** And who wrote that book?
Fch His name is John Bat.
Mch John what?
Fch It's John Bat!
Mch Now, that's a funny name.
Fch Ha, ha. Yes.

Two

- Mch** Is it a big book?
Fch No. It's only 80 pages long.
Mch 80 pages? That's not bad.
Fch I can give it to you then.
Mch Sure.

Three

- Mch** What is it about?
Fch Well, it's called 'The Treasure'. What do you think it's about?
Mch Is it about pirates?
Fch That's right. They are on an island and they are looking for a treasure.
Mch Wow! I love stories with pirates.
Fch Yeah. Me too.

Four

- Fch** It's a great story. I started it on Monday and I can't stop reading it.
Mch On Monday, huh? Well, don't tell me the end. I want to read it, too.
Fch OK. But you have to wait for me to read it first.
Mch I know.

Five

- Mch** When did you buy it?
Fch I didn't. It was a present.
Mch A present? From a friend?
Fch No. My aunt knows that I love reading, so she always buys books for me.
Mch Is that your aunt Anna?
Fch That's right. You know her.
Mch Sure.

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

PART THREE

Listen and look. There is one example. Fred is telling Mrs White about what his friends had for lunch yesterday. What did each person have for lunch?

- Mch** Hello, Mrs White.
F Hello, Fred. Did you have lunch today?
Mch Not yet. We always have lunch at two o'clock.
F Oh, I see. What about yesterday then?
Mch I had lunch with my best friend, Peter, yesterday. We had fish and chips. It's our favourite!
F Very nice!

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

- F** What about your friend Lily?
Mch Lily really likes pasta. She had pasta yesterday.
F Only pasta?
Mch No, she had some salad with her pasta. We must eat salad, too.
F You're right.
Mch My friend Mary likes chicken. It's her favourite food.
F So, did she have chicken for lunch yesterday?
Mch No, she didn't. She had beans yesterday.
F Nice.
F And what about your friend Mark?
Mch Mark had noodles with vegetables for lunch.
F Do you like noodles with vegetables?
Mch Of course! They're really nice!
F That's true.

Listening transcripts - Test 3

Mch My friend Jim was very busy yesterday. He had football practice after school.

F Oh I see. So, what did he have for lunch then? Did he have a sandwich?

Mch No, he didn't. He had meatballs with rice. You must eat well before football practice.

F I see.

F And what about your friend Jane?

Mch Jane had some soup. She likes it a lot. I don't like soup. I sometimes have chicken soup, but it's not my favourite kind of food.

F I like soup. It's nice when it's cold outside.

Mch You're right!

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

PART FOUR

Look at the pictures. Listen and look. There is one example. Which one is Daisy?

F Hey, Sally! Is that girl in your class?

Fch Which girl? The one in the long skirt?

F No, no. She's wearing jeans. She has got curly hair.

Fch Do you mean that one with the short hair?

F Nooooo. The girl next to her. With the long curly hair.

Fch Oh, OK. Now I see her. Yes. That's Daisy. She's in my class.

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

One. How did John go to school today?

Fch Did you walk to school today, John?

Mch No, I didn't. It was very cold in the morning.

Fch So, that's why I didn't see you on the bus.

Mch Yes. I didn't want to take the bus. My dad drove me to school.

Fch Right.

Two. Who did Mike go to the skate park with?

Mch1 I didn't see you at the skate park yesterday.

Mch2 No, my dad was busy and he couldn't drive me there.

Mch1 I was there in the afternoon.

Mch2 Were you with Jim and Alex?

Mch1 No, no. I got there at 4 and I didn't see any of my friends.

Three. Where was the girl at the weekend?

F So, did you have a nice weekend?

Fch Oh, yes. It was great!

F Did you visit your grandparents?

Fch No, we didn't.

F Well, the weather was great. You didn't stay at home, did you?

Fch Of course not. We went for a picnic in the forest.

F What a great idea!

Four. When did Tony and Jake go to the park?

F Hi there, Tony! I didn't see you at the park yesterday.

Mch Really? But I was there with Jake.

F Well, did you go after school?

Mch No, after school I did my homework. We had a test today.

F So when did you go?

Mch We went late in the afternoon after I did my homework. Then we went home for dinner.

F Nice!

Five. Why is Mary tired?

Mch What's the matter? You look very tired.

Fch Well, I am.

Mch Did you have a lot of homework for Wednesday?

Fch No. It isn't that. My mum asked for my help.

Mch Did you have to cook dinner or clean your room?

Fch No, I had to wash the car.

Mch Oh, no. I hate washing the car, too.

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

PART FIVE

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

M Look at this nice classroom. The children are having fun.

Fch What class is it?

M It looks like an art class.

Fch Let's colour it.

M Sure. Let's start with the teacher's glasses.

Fch The teacher's glasses? Can I colour them red?

M Red? OK.

Fch Great!

Can you see the teacher's red glasses? This is an example.

Now you listen and colour and write.

One

M Now, can you see the girl who is standing next to the board?

Fch Where?

M Here. She's holding a ruler.

Fch I see her.

M OK. Colour her ruler black.

Fch Sorry? What colour?

M Black.

Two

Fch Can I colour that girl's bag purple?

M Where?

- Fch** Can you see the girl who is looking for something in her bag?
M Oh, yes. She is sitting next to another girl.
Fch That's right.
M Colour her bag purple.
Fch OK.

Three

- Fch** Can you see the girl who is showing her drawing to her friend?
M Oh, yes. There is an animal on her drawing.
Fch It's a kangaroo.
M Yes, it is.
Fch It's her favourite animal.
M Colour that kangaroo brown.
Fch OK. I can colour that kangaroo brown.

Four

- Fch** Can I do some writing, too?
M Yes. I'd like you to write the word 'Clean'!
Fch Where? On the board?
M Yes, please. Boards like to be clean!

Five

- M** Let's see now. What else can you colour?
Fch Oh, I know! Can you see the girl who is talking to the teacher?
M Yes. Do you want to colour her sweater?
Fch Yes! Can I colour it orange?
M Sure. Orange is a nice colour.
Fch Great.

Now listen to Part Five again. That is the end of the Go Movers Listening Test 3.

Test 4

Hello.

This is the Go Movers Listening Test 4.

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

- Fch1** Wow! There are a lot of people at the library today.
Fch2 Yes, there are. Ann is here, too.
Fch1 Ann? Where?
Fch2 There. She is putting the red book in the bookcase.
Fch1 Oh, there she is.

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

One

- Fch1** Is your friend Lucy here?
Fch2 Let me see. Erm... Oh, yes. She's wearing her black jacket today.
Fch1 I can't see her.
Fch2 There. She's reading a book.
Fch1 Oh, yes. She's wearing jeans and a black

jacket.

- Fch2** That's right.

Two

- Fch1** Just a minute. I just want to ask Pat something.
Fch2 Who is Pat?
Fch1 She's a friend. She works here.
Fch2 Really?
Fch1 Yeah. She's that woman there. She's working on her computer now.
Fch2 The one with the curly hair behind that desk?
Fch1 Yes. Oh. She looks a bit angry.

Three

- Fch2** Oh, I know why Pat is angry.
Fch1 Why?
Fch2 See May and her friend there? They're laughing.
Fch1 Yeah. What is May doing? Is she holding a comic book?
Fch2 Yeah. They're reading something funny, I guess.
Fch1 Well, it doesn't make any difference. They have to be quiet in here.

Four

- Fch2** You know, May's sister is very different.
Fch1 I didn't know she had a sister.
Fch2 Yes. Her name is Betty. There she is now. She's working on something with her friend.
Fch1 Is Betty the girl who's wearing glasses?
Fch2 Yes. Betty is very clever. She's always reading a book.

Five

- Fch2** And who is her friend? I don't know her.
Fch1 The girl with the scarf?
Fch2 Yes. That one.
Fch1 That's Lynn.
Fch2 Really? That's nice.

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

PART TWO

Listen and look. There is one example.

- M** What's wrong, Kim?
Fch My stomach hurt and the doctor told me to be careful with food.
M That's good. What do you have for breakfast?
Fch Well, I don't like milk so I can only have orange juice.
M That's OK. It's better than coffee.

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

Listening transcripts - Test 4

One

- M** So, it's only a glass of orange juice for breakfast.
- Fch** No, no. I'm really hungry in the morning. I have to eat something.
- M** A sandwich?
- Fch** Yes. But I can't have meat or tomato or egg in it.
- M** What do you have in it then?
- Fch** Only cheese.
- M** The rest is bad for your stomach, right?
- Fch** That's right.

Two

- M** What about lunch?
- Fch** You know how I don't like eating some kinds of food, right?
- M** Yeah! Everybody knows that. You hate carrots, beans, peas... What else?
- Fch** Rice! I hate rice.
- M** And is that one of the things you have to eat now?
- Fch** Yes! Fish and rice.
- M** Oh, no!

Three

- M** Can you eat sausages?
- Fch** Sausages? Of course not. They're bad for your stomach.
- M** Chicken?
- Fch** That's right. Chicken.
- M** Is it with beans or peas?
- Fch** It's with chips.
- M** That's good!

Four

- Fch** But there is something I really hate.
- M** What? Salad? You hate salad.
- Fch** No, no. After lunch I have to eat fruit.
- M** And what's wrong with that? Fruit is good for you.
- Fch** But I don't like fruit. And now I have to eat a bowl of it every day.
- M** Oh!

Five

- M** Can you have anything for dinner?
- Fch** Of course.
- M** Is it fruit again?
- Fch** No, no. That would be terrible.
- M** Ha, ha! What, then? Tea?
- Fch** No. In the evening I can only eat soup.
- M** A bowl of hot soup! Mmm... I like that.
- Fch** Yeah, right!

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

PART THREE

Listen and look. There is one example. Jim went to the sports centre yesterday and today he cannot find his sports equipment. Where did he leave his sports equipment?

- F** Hello, Jim.
- Mch** Hello, Mrs Norris. I'm sad today.
- F** What's the matter, Jim?
- Mch** I can't find my sports equipment. I can't remember where I left my things.
- F** Oh, that's bad. Try to remember where you were.
- Mch** Well... I was at school in the morning. I left school in the afternoon. That's where I left my helmet! In the classroom.
- F** Don't worry then, Jim.

Can you see letter E? Now you listen and write a letter in each box.

- F** Where did you go after school?
- Mch** I went to the sports centre. I was at the swimming pool for an hour.
- F** Did you leave anything there?
- Mch** Oh, yes! I think I left my swimsuit at the swimming pool.
- F** OK.
- Mch** And I can't find my tennis racket.
- F** Where did you go next?
- Mch** I went to get some books.
- F** Oh, did you go to a bookshop?
- Mch** No, I didn't. I went to the library. I really like reading books. I always go there to get some books. I think I left my tennis racket there.
- F** I see.
- Mch** Oh, and I can't find my bat.
- F** Where did you leave it?
- Mch** Let me think... It was very hot and I was thirsty. I went to a café to buy some cold lemonade. I think I left my bat there.
- F** Oh, Jim...
- F** What about your ball?
- Mch** I can't find that as well.
- F** Where did you go then? Did you go home?
- Mch** No, I didn't. I went to the bus station.
- F** So, did you leave your ball at the bus station?
- Mch** I remember now! I wanted to buy a ticket and I left my ball on a chair.
- F** Too bad...
- Mch** The last thing I can't find is my towel.
- F** Where did you leave it?
- Mch** I was very tired and I wanted to sit somewhere and relax. I went to the park and I sat under a tree. My towel was there, too.

- F** So, you left it at the park. I'm really sorry, Jim.
Mch It's OK.

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

PART FOUR

Look at the pictures. Listen and look. There is one example. What was the weather like in Jake's dream?

- F** Good afternoon, Jake. Are you OK?
Mch Not really. I had a bad dream last night so I didn't sleep very well.
F Well, it's a beautiful sunny day today. Try to have fun!
Mch It wasn't like that in my dream.
F Was it windy?
Mch No, no. It was really cold and cloudy. It was raining, too. Terrible weather.
F Oh.

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

One. Where was Jake?

- F** So, where were you in the dream? At home?
Mch No, I wasn't at home.
F At the park then?
Mch No, no. I was in a forest. There were a lot of leaves everywhere.
F I see.

Two. What did Jake do when he saw the bear?

- F** Were you alone in the dream?
Mch Well, not really.
F Who was with you?
Mch A bear! A really big bear.
F Oh! Did you hide behind a tree or something?
Mch No, I didn't. I tried to run away but my legs couldn't move.
F Oh, no. Then what did you do?
Mch I started crying.
F Oh! Poor Jake.

Three. Who helped him?

- F** Did you call for help?
Mch I didn't have to.
F Why? Did your parents come to find you? Or the police?
Mch No, no.
F Who was it then?
Mch It was Jim.
F Your best friend? That's nice.

Four. What did Jake do after he woke up?

- Mch** I woke up at 3 a.m.
F Did you wake your dad up?
Mch No, I didn't.
F What did you do?
Mch I had a glass of water and went to bed again.
F Could you sleep this time?
Mch No, I stayed awake for hours.

Five. What happened the next day?

- F** Oh well, it was just a dream.
Mch I know, but this morning...
F Did you see a bear?
Mch No. Of course not!
F What then?
Mch Well, after breakfast, my dad told me to watch a DVD with him.
F And?
Mch It was about bears!
F Oh, no!

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

PART FIVE

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

- M** Look, Mary. This is a photo of a bus station.
Fch Well, it's a nice picture but there is no colour in it. Can I colour it?
M Of course! You can start with the bus driver's hat.
Fch Which bus driver?
M Can you see the bus outside the bus station?
Fch Yes, I can.
M There is a driver in it and he's wearing a hat.
Fch Oh, there he is. Can I colour the hat grey?
M Sure.

Can you see the driver's grey hat? This is an example.

Now you listen and colour and write.

One

- M** Now, let's colour something else.
Fch Yes, please. Can you see that man with his grandson?
M Oh, yes. The boy is holding a pirate.
Fch That's right! I want to colour the pirate red.
M OK then.
Fch Thanks!

Two

- M** Can you see the man who is buying a ticket?
Fch Yes. He's wearing a coat.
M Yes, he is. He's got a cat, too.
Fch Right! Can I colour that cat orange?
M Orange? OK.
Fch Great!

Listening transcripts - Test 4

Three

- Fch** I want to colour that whale.
M What whale?
Fch Can you see that boy who is holding a bag?
M Yes. Oh, there is a whale on the bag.
Fch That's right.
M What colour do you want it to be?
Fch Blue. I want to colour the whale blue!
M OK.

Four

- Fch** Can I do some writing, too?
M Yes. I'd like you to write the word 'Busy'!
Fch Where? On the bus?
M Yes, please. Buses are often busy!

Five

- M** And now... The boy with the bag is at the bus station with his dad.
Fch It's the man with the moustache, right?
M That's right!
Fch Can I colour his moustache?
M Sure. Colour it brown.
Fch Brown? OK.

Now listen to Part Five again. That is the end of the Go Movers Listening Test 4.

Test 5

Hello.

This is the Go Movers Listening Test 5.

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

- Fch** Oh, Dad. You know how much I hate coming to the supermarket.
M Well, I need help, so I asked you to come with me.
Fch Oh, look! Your friend from work is here.
M Who? Alex?
Fch That's right. He's over there. He's buying tomatoes.
M Of course. He loves making salads.

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

One

- Fch** Oh, that boy is eating a sandwich.
M Where? Oh, that's one of Alex's sons.
Fch Really? And what is his name?
M Tom.
Fch Dad, now I'm hungry, too.
M Oh, OK. You can have a sandwich!
Fch Thanks!

Two

- Fch** What about the other boy with the lemonade?

- M** That's Tom's brother.
Fch Right. What's his name?
M That's John.
Fch Oh, John.

Three

- Fch** Wow! That's a really nice jacket!
M Which one?
Fch Can you see the woman in the green jacket?
M Oh, yes. That's Anna. She works at the sports centre.
Fch Well, I like her jacket. Green is my favourite colour.

Four

- Fch** Oh, Dad! I need some pencils, too.
M OK. There are pencils over there. Can you see the boy in the red shirt?
Fch The one who is looking at the comic books?
M That's right. Oh, that's Bill.
Fch Who's Bill?
M We meet at the sports centre every Friday.
Fch Oh!

Five

- M** Where is your sister?
Fch Jane? Erm... I don't know.
M Oh, I can see her now. She got the bottle of milk we need.
Fch Oh, you're right. There she is. Hi, Jane!

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

PART TWO

Listen and look. There is one example.

- F** Hello. Can I ask you a few things? I'm working on a text about children your age.
Mch Sure.
F What's your name?
Mch I'm Tom Farmer.
F Farmer? Can you spell that, please?
Mch It's F-A-R-M-E-R.
F OK. Thanks.

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

One

- F** And how old are you? Twelve?
Mch No. I'm older.
F Are you thirteen?
Mch That's right. I'm thirteen years old.
F OK.

Two

- F** Tell me, Tom. What do you do after school? Do you go home?
Mch Not always. Sometimes I go to the park with some friends. We ride our bikes there.
F That's nice. Lots of children love going there.

Mch I know.

Three

F Do you like sports?

Mch Of course. I love ball games.

F Like volleyball and basketball, you mean?

Mch That's right. But those are not my favourite.

F What do you like playing then?

Mch Football is my favourite. I play football every weekend.

F Nice.

Four

F Does your mother cook for you at home?

Mch Yes, she does. She cooks very well!

F And what's your favourite food? Meat?

Mch I love pasta.

F OK.

Five

F Have you got any brothers or sisters, Tom?

Mch I've got a brother. He's younger than me.

F Oh, You've only got a brother. Younger, you say?

Mch Well, a little. He's ten years old.

F Great. Thanks for your help, Tom.

Mch Thank you.

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

PART THREE

Listen and look. There is one example. Zoe is telling Mr Black about her friends' new pets. What pets have her friends got?

Fch Hello, Mr Black.

M Hello, Zoe. How are you?

Fch I'm fine, thank you. But I'm tired. I went to my friend Sally's house yesterday. She has got a new pet.

M Really?

Fch Yes! Her kitten is really cute! We played with it all afternoon!

M Nice!

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

Fch All my friends have got new pets. My friend Jack has got a rabbit.

M Wow!

Fch Yes, it's brown and white. Its name is Fluffy and it's always hungry! I really like it.

M I'd like to have a pet rabbit, too.

Fch Me too!

M What about your friend Daisy?

Fch Daisy likes snakes a lot!

M So, has she got a pet snake?

Fch No, she hasn't. Her sister is afraid of snakes. Ha, ha! She has got a pet lizard. Her sister isn't afraid of lizards.

M Oh, OK.

M What about your friend Julia?

Fch Julia likes sea animals a lot.

M I like sea animals, too. So has she got a fish?

Fch Yes, she has. She has got a small fish. It's yellow and orange. Its name is Bubble.

M That's a nice name for a fish.

Fch My friend Charlie has got a new pet, too. He really likes birds.

M What is his new pet then? A parrot?

Fch Well, no. His sister has got a parrot. Charlie has got a pet duck.

M Wow! It sounds great!

Fch Yes, it is. I like it very much. It's funny.

M And what about your friend Fred?

Fch Fred has got a very small pet.

M Really? What is it?

Fch It's a pet spider!

M Oh! I'm afraid of spiders...

Fch Me too, but his pet spider isn't dangerous at all.

M OK, then.

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

PART FOUR

Look at the pictures. Listen and look. There is one example.

How many children were at the sports centre yesterday?

Mch1 Hey, Bill. I didn't see you at the sports centre yesterday.

Mch2 Yes. I was busy and I couldn't come.

Mch1 Yesterday the place was full of people.

Mch2 Really? How many? Fifteen?

Mch1 What? Only fifteen children? No.

Mch2 More than twenty?

Mch1 Twenty children and two teachers.

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

One. What do the children want to have for dinner?

Mch I'm hungry!

Fch Me, too. Do you want to have a sandwich?

Mch No. I had a sandwich for breakfast.

Fch What about one of my really good salads?

Mch But I don't like salads.

Fch OK, then. Let's make pasta for dinner. It's

Mum's favourite food, too.

Mch Great idea!

Listening transcripts - Test 5

Two. What's the matter with Tony's uncle?

- Fch** Hello, Tony. Do you want to come to the park after school?
Mch Sorry, I can't. I have to go to the hospital.
Fch Why? Are you OK? Have you got a stomach ache or something?
Mch It's not me. It's my uncle.
Fch Oh. Is it that cough again?
Mch No, it's not that. He woke up this morning with a terrible earache.
Fch Oh, I see.

Three. Where was the scarf?

- Fch** Mum, I can't find my scarf and it's cold outside.
F It was in your bag.
Fch Well, it's not there now. Did you take it?
F Me? Why? I have my scarf. It's on the sofa with my coat. Oh, there it is. Ha, ha!
Fch Where? Why are you laughing?
F Black is playing with it under the table.
Fch Oh, Black! Bad cat!

Four. Which is May's home?

- M** Hi, May. So, do you like your new house?
Fch Oh, it's great. Our old flat was smaller and we didn't have a garden.
M Oh, do you have a garden now, too?
Fch That's right! There's a big garden at the front of the house and a garage. It's great.
M I'm happy for you!

Five. How did they go to the village?

- Mch** How was your weekend? Did you like the village?
Fch Yes. I love going to the countryside.
Mch Did you drive there?
Fch No, we didn't. My dad was tired and he didn't want to drive.
Mch So you took the train, right?
Fch No, no. It's boring to travel by train.
Mch How did you go there then?
Fch We took the bus.
Mch Oh, OK.

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

PART FIVE

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

- Mch** Wow! That's a nice picture of a farm.
F It is. Do you want to colour it?
Mch Sure. Can I start with that carrot?
F Which carrot?
Mch Can you see the farmer? He's holding a rabbit.
F Oh, yes. And the rabbit is eating a carrot.

- Mch** That's right. I want to colour it orange.
F Orange? OK. Colour it orange.

Can you see the orange carrot? This is an example.

Now you listen and colour and write.

One

- F** Now, look at the farmer again.
Mch OK. What about the farmer?
F He has got a beard, right?
Mch Yes, he has. Can I colour it yellow?
F A yellow beard! Sure!
Mch Thanks.

Two

- Mch** Look at that cow. Ha, ha! It looks funny. It's got a flower on its head.
F Ha, ha! That's right. Let's colour the flower red.
Mch Red? OK. I like red flowers.
F Great.

Three

- Mch** What about the boy on the horse?
F What about him?
Mch Can I colour his trainers?
F The trainers? OK. What colour?
Mch Erm... Blue. I want to colour the trainers blue.
F OK.

Four

- Mch** Can I do some writing, too?
F Yes. I'd like you to write the word 'Round'!
Mch Where? On the rock?
F Yes, please. Rocks like that shape!

Five

- Mch** And now... Look at the ducks. They're my favourite animal.
F I like them, too. Can you see the woman near them?
Mch Yes. She's wearing a nice hat.
F Colour her hair black.
Mch Black? OK.
F Thanks.

Now listen to Part Five again. That is the end of the Go Movers Listening Test 5.

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