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Oxford Thinkers

Evaluation overview

Welcome to the evaluation section of *Oxford Thinkers* 1. This section contains material that will help you to evaluate what your students have learned.

It is divided into three parts:

- formative and summative evaluation
- self-evaluation and suggestions for using the English Portfolio with *Oxford Thinkers*

Formative and summative evaluation

From the beginning of Primary education, evaluation should be integrated into the teaching–learning process, combining formative assessment with more formal summative evaluation. A proper evaluation requires observation and measuring tools, which combine to give both information about the students and an assessment of the evaluation process. As part of this process, we need to take into consideration the development of the students' own self-evaluation.

In terms of summative evaluation, there is an extensive range of tests, along with answers, transcripts and marking schemes. There are nine unit tests, three end of term tests and one end of year test.

In terms of summative evaluation, there is an extensive range of tests in *Oxford Thinkers* which target the language of the course and the types of activities that the students usually do. You will find the transcripts, marking scheme and answers to all activities in the pages that follow. There are nine unit tests, three end of term tests and one end of year test. The tests are provided both as PDFs and as editable Word documents.

In addition, marking grids are provided so that you may easily record test results and keep a record of each student's strengths and / or areas for improvement throughout the year.

iGradebook

The iGradebook provided is an easy-to-use Excel® spreadsheet, which allows you to transfer your students' marks from the Tests marking grids into a useful digital format. The spreadsheet allows you to not only quickly access each student's individual grades, but the helpful *Class Overview* sheet also allows you to view your whole class's marks at a glance.

To use the iGradebook, simply follow these steps:

1 First, enter the names of all the students in your class in the *Student Name* column on the *Class Overview* sheet. Your students' names will then automatically appear in the other sheets in the iGradebook.
2 Click on the relevant sheet *Tests* sheet and input the mark for each student (maximum marks are always provided for reference). The total mark and class averages will be automatically generated.
3 Return to the *Class overview* sheet, and you will be able to view at a glance the whole class's marks (as well as automatically generated percentages) as entered in each of the relevant sheets.

Self-evaluation

Self-evaluation is a key part of the learning process and of the development of autonomous learning skills. It is important that the students realize that when they are evaluating themselves you are not testing them; instead, self-evaluation should be viewed as a key motivating factor, encouraging the students to think about their learning and to take ownership of their language learning. Lesson 10 of each Class Book unit gently introduces the students to the concept of self-evaluation. In these lessons, the students review the unit and remember what they have learned. They colour Norman with the colour that they think best reflects their work throughout that unit. In this way, they are able to keep a record of their own progress.

These can contribute to the creation of an 'English Portfolio' by students.

English Language Portfolio

As a method of self-evaluation and a source of motivation for the students, we have included several photocopiable pages for the development of a *Oxford Thinkers* Portfolio, personalized for each student.

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1 Unit 1 Test

1 Listen and number. 174

Students listen to the audio and number items they hear. There are five items to number.

1 It's a rubber.
2 It's a pen.
3 It's a pencil sharpener.
4 It's a ruler.
5 It's a pencil.

ANSWERS

1 rubber 2 pen 3 pencil sharpener 4 ruler
5 pencil

MARKS (LISTENING)

5 marks. One mark for each correct answer.

2 Listen and number. 175 Write the words.

Students listen to the audio and number the pictures in the order they hear them mentioned. They then write the words.

1 It's a cupboard.
2 It's a desk.
3 It's a poster.
4 It's a bin.
5 It's a window.

ANSWERS

1 b, cupboard 2 a, desk 3 c, poster 4 e, bin
5 d, window

MARKS (LISTENING)

10 marks. Two marks for each correct answer. One mark for writing the correct number. One mark for writing the correct word.

3 Read and unscramble the letters. Write the words.

Students look at the anagrams and unscramble the letters. They write the words in the spaces provided.

ANSWERS

1 door 2 bin 3 window 4 board 5 desk

MARKS (READING)

5 marks. One mark for each correct answer.

4 Read and write *yes* or *no*.

Students look at the pictures. They read the sentences and write *yes* or *no*.

ANSWERS

1 yes 2 yes 3 no 4 no 5 yes

MARKS (READING)

5 marks. One mark for each correct answer.

5 Write sentences.

Students look at the pictures and write sentences using the pictures given.

ANSWERS

1 (example) I haven't got a pen.
2 I've got a book.
3 I've got a poster.
4 I haven't got a bag.
5 I haven't got a pencil case.
6 I've got a rubber.

MARKS (WRITING)

10 marks. Two marks for each grammatically correct answer.

6 Look and answer.

Test students one at a time while the rest of the class works quietly. Point to each picture and ask *What's this?* You may jumble the order of the pictures. Accept any sensible and grammatically correct answers.

ANSWERS

1 It's a bin.
2 It's a board.
3 It's a poster.
4 It's a door.
5 It's a cupboard.

MARKS (SPEAKING)

5 marks. One mark for each correct answer.

7 Look and make sentences.

Test students one at a time while the rest of the class works quietly. Ask the student to make five sentences about the picture. Below are some possible answers, but any five correct sentences about the picture can be accepted. Encourage them to use *I've got / I haven't got …* by asking *Have you got a bag / book / ruler / pencil case / pencil sharpener / rubber / pencil?*. Award marks for correct grammar and pronunciation.

POSSIBLE ANSWERS

1 (example) Yes, I've got a bag.
2 No, I haven't got a book.
3 Yes, I've got a ruler.
4 Yes, I've got a pencil case.
5 No, I haven't got a pencil sharpener.
6 No, I haven't got a rubber.
7 Yes, I've got a pencil.

MARKS (SPEAKING)

10 marks. Two marks for each correct answer. One mark for a grammatically correct answer given as a sentence. One mark for correct pronunciation.

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2 Unit 2 Test

1 Listen and circle *yes* or *no*. 176

Students listen to the audio and look at the pictures. They circle *yes* if the picture is correct according to the audio, and *no* if it isn't.

1
Girl Look at my photos, Jack. This is me with my grandpa.
2
Boy And who's this?
Girl This is my brother. His name's Paul.
3
Boy Who's this?
Girl This is my auntie. She's my dad's sister.
4
Boy Who's this?
Girl This is my sister. She's eleven.
5
Boy Who's this?
Girl This is my mum.

ANSWERS
1 yes **2** no **3** yes **4** no **5** yes

MARKS (LISTENING)

5 marks. One mark for each correct answer.

2 Listen and write *a*, *b* or *c*. 177 Write the words.

Students listen to the audio and decide which person pictured, is being described. They write the correct letter in the box and then write the corresponding adjective.

1 He's tall.
2 She's young.
3 She's pretty.
4 She's short.
5 He's old.

ANSWERS
1 c, tall **2** a, young **3** b, pretty **4** a, short **5** a, old

MARKS (LISTENING)

10 marks. Two marks for each correct answer. One mark for writing the correct letter. One mark for writing the correct word.

3 Read and write the numbers.

Students look at the pictures and read the sentences. They match the sentences to the pictures by writing the correct number in the box.

ANSWERS
1 e **2** c **3** a **4** d **5** b

MARKS (READING)

5 marks. One mark for each correct answer.

4 Read and circle the correct words.

Students read the sentences and circle the correct word for each picture.

ANSWERS
1 mum **2** twin **3** grandpa **4** sister **5** cousin

MARKS (READING)

5 marks. One mark for each correct answer.

5 Look and write sentences.

Students write five sentences about the picture as if they were the boy holding the photograph. Accept any five correct answers, some possible answers are given below.

POSSIBLE ANSWERS
1 (example) This is my grandma.
2 (example) She's old.
3 This is my mum.
4 She's pretty.
5 This is my brother.
6 He's short.
7 This is my sister.
8 She's young.
9 This is my dad.
10 He's tall.

MARKS (WRITING)

10 marks. Two marks for each grammatically correct answer.

6 Look and answer.

Test students one at a time while the rest of the class works quietly. Point to a person in the picture and ask *Who's this?* Point to five people in total. You may jumble up the order if you wish.

ANSWERS
1 (example) This is my grandpa.
2 This is my grandma.
3 This is my dad.
4 This is my brother.
5 This is my mum.
6 This is my auntie.
7 This is my uncle.

MARKS (SPEAKING)

5 marks. One mark for each correct answer.

7 Look and make sentences.

Test students one at a time while the rest of the class works quietly. Point to the words in the box and ask the student to make five sentences about the picture using any of these words. Accept answers in any order. Award marks for correct grammar and pronunciation.

ANSWERS
1 (example) He's tall.
2 She's short.
3 He's handsome.
4 She's pretty.
5 She's young.
6 She's old.

MARKS (SPEAKING)

10 marks. Two marks for each correct answer. One mark for a grammatically correct sentence. One mark for correct pronunciation.

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3 Unit 3 Test

1 Listen and circle *a*, *b*, *c* or *d*. 178

Students listen to the audio and circle the correct picture.

1 He's got a skateboard.
2 I can ride a horse.
3 He's got a teddy.
4 He's got a kite.
5 I can play football.

ANSWERS

1 c 2 a 3 d 4 d 5 b

MARKS (LISTENING)

5 marks. One mark for each correct answer.

2 Listen and number. 179 Write the words.

Students listen to the audio and number the pictures in the order they hear them mentioned. They then write the words under each picture.

1 She's got a scooter.
2 She's got a robot.
3 She's got a yoyo.
4 She's got a skipping rope.
5 She's got a doll.

ANSWERS

1 c, scooter 2 e, robot 3 a, yoyo 4 d, skipping rope
5 b, doll

MARKS (LISTENING)

10 marks. Two marks for each correct answer. One mark for writing the correct number. One mark for writing the correct word.

3 Read and unscramble the letters. Write the words.

Students look at the anagrams and unscramble the letters. They write the words in the spaces provided.

ANSWERS

1 scooter 2 boat 3 kite 4 rollerblades
5 skateboard

MARKS (READING)

5 marks. One mark for each correct answer.

4 Read and complete the sentences.

Students look at the pictures, read and complete the sentences.

ANSWERS

1 robot 2 yoyo 3 ball 4 teddy 5 skipping rope

MARKS (READING)

5 marks. One mark for each correct answer.

5 Look and finish the sentences about Jack and Sara.

Students write sentences about Sara and Jack, by adding the objects.

ANSWERS

1 (example) He's got a robot.
2 He's got a skipping rope.
3 He's got a yoyo.
4 She's got a teddy.
5 She's got a ball.
6 She's got a doll.

MARKS (WRITING)

10 marks. Two marks for each grammatically correct answer.

6 Look and answer.

Test students one at a time while the rest of the class works quietly. Point to five of the items and ask *What's this?* You may point to the items in any order you wish. Accept any five sensible and correct answers.

ANSWERS

1 It's a skipping rope.
2 It's a scooter.
3 It's a yoyo.
4 It's a boat.
5 It's a skateboard.

MARKS (SPEAKING)

5 marks. One mark for each correct answer.

7 Look and answer for you.

Test students one at a time while the rest of the class works quietly. Ask the student the question, *What can you do?*. They answer truthfully for themselves using the pictures to help. Encourage children to use full sentences. Accept any sensible and correct answers.

POSSIBLE ANSWERS

I can / can't ride a bike; I can / can't play tennis; I can / can't rollerblade; I can / can't ride a horse; I can / can't play football

MARKS (SPEAKING)

10 marks. Two marks for each grammatically correct answer. One mark for a grammatically correct answer given as a sentence. One mark for correct pronunciation.

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4 Unit 4 Test

1 Listen and circle *yes* or *no*. 180

Students listen to the audio and look at the pictures. They circle *yes* if the picture is correct according to the audio, and *no* if it isn't.

1 It's a snake.
2 It's a tortoise.
3 They're birds.
4 They're cats.
5 It's a donkey.

ANSWERS

1 yes **2** yes **3** no **4** yes **5** no

MARKS (LISTENING)

5 marks. One mark for each correct answer.

2 Listen and colour. 181 Write the words.

Students listen to the audio and colour the pictures according to the instructions. They then write the words to label the picture.

Man Can you see the animals on the farm?
Girl Yes, I can.
Man Right, now colour the duck yellow.
Girl OK … the duck's yellow.
Man Colour the cow black and white.
Girl OK. I've got a black and white cow.
Man Now find the chicken. Colour the chicken orange.
Girl An orange chicken! I love it!
Man Can you see the donkey?
Girl Yes, I can.
Man Colour it grey.
Girl OK, it's a grey donkey.
Man And colour the dog brown.
Girl Brown for the dog? OK.
Man What a pretty picture!

ANSWERS

Students colour a yellow duck, a black and white cow, an orange chicken, a grey donkey, a brown dog
1 donkey **2** chicken **3** duck **4** dog **5** cow

MARKS (LISTENING)

10 marks. Two marks for each correct answer. One mark for colouring the animal correctly. One mark for writing the correct word.

3 Read and write the letters.

Students look at the pictures and match them to the sentences by writing the correct letter.

ANSWERS

1 e **2** a **3** d **4** c **5** b

MARKS (READING)

5 marks. One mark for each correct answer.

4 Read and circle *a* or *b*.

Students read the sentences and match them to the correct picture by circling the correct letter.

ANSWERS

1 a **2** b **3** b **4** a **5** b

MARKS (READING)

5 marks. One mark for each correct answer.

5 Look and write sentences.

Students look at the pictures and write sentences using the visual prompts given.

ANSWERS

1 (example) I like cats.
2 I don't like snakes.
3 I don't like mice.
4 I like tortoises.
5 I like sheep.
6 I don't like donkeys.

MARKS (WRITING)

10 marks. Two marks for each grammatically correct answer.

6 Look and answer.

Test students one at a time while the rest of the class works quietly. Point to each picture in turn and ask *What's this?* or *What are they?*

ANSWERS

1 They're chickens.
2 It's a mouse.
3 They're goats.
4 It's a duck.
5 They're spiders.

MARKS (SPEAKING)

5 marks. One mark for each correct answer.

7 Look and make sentences about you and your friend.

Test students one at a time while the rest of the class works quietly. Students look at the table and make five sentences using the information. Ask the student for the name of a boy or girl friend and prompt them to use *He* or *She* when they make sentences. Accept any sensible and grammatically correct answers.

POSSIBLE ANSWERS

I like cats / snakes / goats.
She doesn't like dogs / tortoises / cows.
(Fatima) She likes fish. (Naji) He doesn't like snakes.

MARKS (SPEAKING)

10 marks. Two marks for each correct answer. One mark for a grammatically correct answer given as a sentence. One mark for correct pronunciation.

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5 Unit 5 Test

1 Listen and number. 182

Students listen to the audio and number the pictures in the order they hear them mentioned.

1 It's bread.
2 It's meat.
3 It's cheese.
4 It's rice.
5 They're eggs.

ANSWERS

1 c **2** e **3** a **4** b **5** d

MARKS (LISTENING)

5 marks. One mark for each correct answer.

2 Listen and circle *yes* or *no*. 183

Students listen to the audio and circle *yes* or *no* next to the picture.

1
Girl Do you like fish?
Boy No, I don't. I like meat.

2
Girl Do you like rice?
Boy Yes, I do. But I don't like pasta.

3
Girl Do you like cheese?
Boy Yes, I do. But I don't like milk.

4
Girl Do you like bananas?
Boy No, I don't. I like strawberries.

5
Girl Do you like lettuce?
Boy Yes, I do. But I don't like carrots.

ANSWERS

1 fish–no, meat–yes **2** rice–yes, pasta–no
3 cheese–yes, milk–no **4** bananas–no, strawberries–yes
5 lettuce–yes, carrots–no

MARKS (LISTENING)

10 marks. One mark for each correct answer.

3 Read and unscramble the letters. Write the words.

Students look at the anagrams and unscramble the letters. They write the words in the spaces provided.

ANSWERS

1 bread **2** pasta **3** lettuce **4** fish **5** cheese

MARKS (READING)

5 marks. One mark for each correct answer.

4 Read and write the names.

Students read the sentences and match them with the pictures by writing the correct name.

ANSWERS

1 Sally **2** Jo **3** Amy **4** Ben **5** Sam

MARKS (READING)

5 marks. One mark for each correct answer.

5 Look and write sentences about the people.

Students write sentences using the picture prompts given. Accept any answers that are grammatically correct and true for the pictures.

POSSIBLE ANSWERS

1 (example) Al drinks milk for breakfast.
2 (example) Al doesn't eat bananas for breakfast.
3 Emma drinks juice for breakfast.
4 Chen doesn't eat fish for lunch.
6 Chen eats carrots for lunch.
7 Sanjay doesn't eat strawberries for dinner.
8 Ava eats sandwiches for dinner.

MARKS (WRITING)

10 marks. Two marks for each grammatically correct answer.

6 Look and make sentences.

Test students one at a time while the rest of the class works quietly. Point to the pictures and explain that students must make five true sentences. If students need more support, point to each item of food individually and ask the student to make a sentence for it. You may jumble the order of the food items if you wish.

ANSWERS

1 I drink juice / milk.
2 I don't eat carrots / apples / sandwiches / fish.

MARKS (SPEAKING)

5 marks. One mark for each correct answer.

7 Answer for you.

Test students one at a time while the rest of the class works quietly. Ask the student questions 1–5. You may jumble the order of the questions if you wish. Accept any sensible and correct answers.

1 Do you drink milk?
2 What do you eat / drink for breakfast?
3 Do you eat cheese?
4 What do you eat / drink for dinner?
5 What do you eat / drink for lunch?

POSSIBLE ANSWERS

1 Yes, I do. / No, I don't.
2 I eat eggs / bread / rice / fruit / I drink milk / juice / water.
3 Yes, I do. / No, I don't.
4 I eat meat / pasta / rice / fish / I drink milk / juice / water.
5 I eat sandwiches / eggs / pasta. / I drink milk / juice / water.

MARKS (SPEAKING)

10 marks. Two marks for each correct answer. One mark for a grammatically correct answer given as a sentence. One mark for correct pronunciation.

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6 Unit 6 Test

1 Listen and number. 184

Students listen to the audio and number the parts of the body in the order they hear them mentioned.

1 My name's Robbie and I'm six years old. This is a photo of me. I've got two eyes.
2 I've got a mouth.
3 This is my nose. It's small.
4 I've got two ears.
5 And I've got a big head!

ANSWERS

1 b 2 e 3 c 4 d 5 a

MARKS (LISTENING)

5 marks. One mark for each correct answer.

2 Listen and circle *yes* or *no*. 185 Write the words.

Students listen to the audio and circle *yes* if the picture is correct according to the audio, and *no* if it isn't. They then write the word for each picture.

1 Birds have got this. It's a beak.
2 I've got one. It's a mouth.
3 I haven't got these. They're wings.
4 I haven't got this because I'm not an animal. It's a tail.
5 I've got two of these. They're legs.

ANSWERS

1 yes, beak 2 no, arms 3 yes, wings 4 yes, tail
5 yes, legs

MARKS (LISTENING)

10 marks. Two marks for each correct answer. One mark for circling the correct word. One mark for writing the correct word.

3 Read and write *c* for cows or *d* for ducks.

Students read the sentences and write *c* or *d* in the spaces provided.

ANSWERS

1 c 2 d 3 d 4 c 5 d

MARKS (READING)

5 marks. One mark for each correct answer.

4 Read and circle the correct words.

Students look at the pictures and read the sentences. They circle the words that complete the sentences correctly.

ANSWERS

1 nose 2 beaks 3 head 4 fly 5 tails

MARKS (READING)

5 marks. One mark for each correct answer.

5 Look and write sentences.

Students write sentences using the prompts given.

ANSWERS

1 (example) They can run.
2 They can walk.
3 They can fly.
4 I can't swim.
5 I can jump.
6 They can't climb.

MARKS (WRITING)

10 marks. Two marks for each grammatically correct answer.

6 Look and answer.

Test students one at a time while the rest of the class works quietly. Ask the student the question *What's this?* and point to the following five things: one of the boy's legs, the bird's beak, one of the bird's wings, one of the dog's ears, the boy's mouth. You may jumble the order of the items if you wish.

POSSIBLE ANSWERS

1 It's a leg. / It's the boy's leg.
2 It's a beak. / It's the bird's beak.
3 It's a wing. / It's the bird's wing.
4 It's an ear. / It's the dog's ear.
5 It's a mouth. / It's the boy's mouth.

MARKS (SPEAKING)

5 marks. One mark for each correct answer.

7 Look and answer.

Test students one at a time while the rest of the class works quietly. Ask the student questions 1–5. You may jumble the order of the questions if you wish.

1 Can they climb?
2 Can you fly?
3 Can ducks swim?
4 Have you got two eyes?
5 What have dogs got?

ANSWERS

1 Yes, they can.
2 No, I can't.
3 Yes, they can.
4 Yes, I have.
5 They've got tails / a tail.

MARKS (SPEAKING)

10 marks. Two marks for each correct answer. One mark for a grammatically correct answer given as a sentence. One mark for correct pronunciation.

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7 Unit 7 Test

1 Listen and colour. 186 Write the words.

Students listen to the audio and colour the pictures according to the instructions. They then write the correct clothes words.

Woman Can you see the two girls in the picture? OK, can you see the girl with long hair?
Girl With long, blond hair?
Woman That's right. Now colour her hat red.
Girl OK … I'm colouring her hat red now.
Woman Can you see the shorts?
Girl Yes, the girl with curly hair's wearing shorts.
Woman Yes, that's right. Colour the shorts blue, please.
Girl OK.
Woman Now can you colour her socks pink, please?
Girl Yes, I like pink socks!
Woman Great! Can you see the girl with the sweater? Please colour her sweater yellow.
Girl Hmm … a yellow sweater? OK. … That's nice!
Woman And colour her skirt black now.
Girl Black for the skirt? OK.
Woman Your picture's very nice!
Girl Thanks!

ANSWERS

Students colour a red hat, blue shorts, pink socks, a yellow sweater, a black skirt.
1 hat 2 sweater 3 skirt 4 shorts 5 socks

MARKS (LISTENING)

10 marks. Two for each correct answer. One mark for colouring the items correctly. One mark for writing the correct word.

2 Listen and tick ✓ the boxes. 187

Students listen to the audio and tick the correct boxes.

1
Girl I like your school photo. Are you wearing a shirt and trousers in this picture?
Boy I'm not wearing trousers. Look … I'm wearing a shirt and shorts.
2
Girl Has your friend Sam got blond hair?
Boy No, he's got dark hair. And he's wearing glasses, a jacket and shorts.
3
Boy What's your friend Anna wearing?
Girl She's wearing her new hat and a T-shirt. And she's got straight hair.
4
Boy And what are you wearing in this picture?
Girl I'm not wearing a skirt. I'm wearing my new trousers and my new shoes. Do you like them? And I've got my sister's bag!
5
Girl I'm not wearing a jacket and trousers today.
Boy I know! You're wearing a skirt and sweater. You're tall and your hair's curly now. I like it!
Girl Thanks!

ANSWERS

1 b 2 b 3 c 4 a 5 c

MARKS (LISTENING)

5 marks. One mark for each correct answer.

3 Read and unscramble the letters. Write the words.

Students look at the anagrams and unscramble the letters. They write the words in the spaces provided.

ANSWERS

1 shirt 2 skirt 3 jacket 4 sweater 5 trousers

MARKS (READING)

5 marks. One mark for each correct answer.

4 Look and write sentences.

Students look at the picture and, using the prompt words given, write five sentences about what the boy is or isn't wearing.

POSSIBLE ANSWERS

1 (example) I'm wearing a jacket.
2 (example) I'm not wearing a hat.
3 I'm wearing glasses.
4 I'm wearing a shirt.
5 I'm not wearing trousers.
6 I'm wearing socks.
7 I'm wearing shoes.

MARKS (WRITING)

10 marks. Two marks for each grammatically correct answer.

5 Read and write the numbers.

Students read the sentences and match them to the pictures by writing the correct number.

ANSWERS

1 e 2 b 3 a 4 c 5 d

MARKS (READING)

5 marks. One mark for each correct answer.

6 Look and answer.

Test students one at a time while the rest of the class works quietly. Ask the student the question *What's this?* or *What are they?* and point to the following things: the clown's jacket, the clown's shoes, the clown's hat. Then ask *Has she got glasses? Has she got straight hair?*

ANSWERS

1 It's a jacket.
2 They're shoes.
3 It's a hat.
4 Yes, she has.
5 No, he hasn't.

MARKS (SPEAKING)

5 marks. One mark for each correct answer.

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7 Answer for you.

Test students one at a time while the rest of the class works quietly. Ask the student the questions 1–5 and accept any sensible and grammatically correct answers.

1 Have you got long hair?
2 What are you wearing today?
3 Have you got glasses?
4 Have you got straight hair?
5 What colour are your shoes?

POSSIBLE ANSWERS

1 Yes, I have. / No, I haven't.
2 I'm wearing shoes / a shirt / trousers, etc.
3 Yes, I have. / No, I haven't.
4 Yes, I have. / No, I haven't.
5 They're brown / black, etc.

MARKS (SPEAKING)

10 marks. Two marks for each correct answer. One mark for a grammatically correct answer given as a sentence. One mark for correct pronunciation.

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8 Unit 8 Test

1 Listen and match. 188

Students listen to the audio and match the people with the pictures.

1
Boy Where's Alex?
Girl She's in the living room.
2
Boy Where's Ben?
Girl He's in the garden.
3
Boy Where's Jo?
Girl She's in the bathroom.
4
Boy Where's Sam?
Girl He's in the dining room.
5
Boy Where's Pat?
Girl She's in the kitchen.

ANSWERS
1 d **2** c **3** b **4** a **5** e

MARKS (LISTENING)

5 marks. One mark for each correct answer.

2 Listen and write the correct letter. 189 Write the words.

Students look at the questions 1-5 and the pictures a–e. They listen to the audio and write the correct letter in the boxes. They then complete the sentences by writing the correct words in the spaces provided.

1
Woman Where's your English book, Paul? Is it on the table in the kitchen?
Boy No, it isn't. My book's on my bed. I want to read it tonight.
Woman OK.
2
Boy I like the new plant, Mum. It's pretty.
Woman The one on the bookcase?
Boy No, the plant on the table.
3
Boy Where's my jacket, Mum? I can't see it.
Woman Is it in your wardrobe in the bedroom?
Boy No, it isn't.
Woman Look! There it is. Your jacket's on the sofa.
4
Boy This is a picture of my friend's house.
Woman What's that in the living room?
Boy It's a really big television!
5
Woman Is your teddy on your bed, Jack?
Boy No, I don't like it now. The teddy's in my wardrobe.
Woman Oh, OK.

ANSWERS
1 c, bed **2** e, table **3** a, sofa **4** d, living room
5 b, wardrobe

MARKS (LISTENING)

10 marks. Two marks for each correct answer. One mark for writing the correct letter. One mark for writing the correct word.

3 Read and circle the correct words.

Students look at the pictures and circle the correct word.

ANSWERS
1 clock **2** cushion **3** wardrobe **4** picture
5 dining room

MARKS (READING)

5 marks. One mark for each correct answer.

4 Read and write *l* for living room or *k* for kitchen.

Students read the sentences and look at the pictures. They write *l* in the box if the item is in the living room or *k* in the box if the item is in the kitchen.

ANSWERS
1 k **2** l **3** k **4** l **5** k

MARKS (READING)

5 marks. One mark for each correct answer.

5 Look and write sentences.

Students look at the pictures write the correct sentences according to the visual prompts.

ANSWERS
1 (example) There isn't a television.
2 There isn't a bed.
3 There's / There is a wardrobe.
4 There's / There is a plant.
5 There isn't a bookcase.
6 There's / There is a clock.

MARKS (WRITING)

10 marks. Two marks for each grammatically correct answer.

6 Look and make sentences.

Test students one at a time while the rest of the class works quietly. Ask the student to say five sentences about the picture. Accept any sensible and grammatically correct answers.

POSSIBLE ANSWERS
1 There's a living room.
2 There's a kitchen.
3 There isn't a dining room.
4 There are two bedrooms.
5 There are two bathrooms.
6 There's a garden.
7 There's a car.

MARKS (SPEAKING)

5 marks. One mark for each correct answer.

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7 Look and answer.

Test students one at a time while the rest of the class works quietly. Ask the student questions 1–5. You may jumble the order of the questions if you wish.

1 Where are the apples?
2 Where's the clock?
3 What's on the table?
4 Where's the boat?
5 Where's the skateboard?

ANSWERS

1 They're in the bag / on the chair.
2 It's in the cupboard.
3 There are sandwiches (on the table).
4 It's in / on the window.
5 It's under the chair.

MARKS (SPEAKING)

10 marks. Two marks for each correct answer. One mark for a grammatically correct answer given as a sentence. One mark for correct pronunciation.

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9 Unit 9 Test

1 Listen and colour. 190

Students listen to the audio and colour the pictures according to the instructions.

Man This is Jane's birthday party. Can you see her? She's got lots of presents.
Girl Yes, she has! Look, she's got a new necklace. Can I colour it green?
Man Yes, OK. Colour the necklace green.
Girl OK … I'm doing that now.
Man Can you see her new dress, too?
Girl Yes, what colour for her dress?
Man Colour it purple, please.
Girl OK.
Man Now can you see the small balloon? Colour it yellow, please.
Girl OK. A small, yellow balloon … I'm colouring that now.
Man Great! Now find the dinosaur and colour it blue.
Girl A blue dinosaur? Well … OK then.
Man And colour her umbrella red now.
Girl Red for the umbrella? OK.
Man That's a beautiful picture!

ANSWERS

Students colour a green necklace, a purple dress, a yellow balloon (the smallest balloon), a blue dinosaur, a red umbrella.

MARKS (LISTENING)

5 marks. One mark for each correct answer.

2 Listen and number. 191 Write the words.

Students listen to the audio and number the pictures in the order they hear them mentioned. They then complete the sentences by writing the correct word.

1 Ben's very tired. He's in his bedroom.
2 Harry's thirsty. He's got some water.
3 Nicky's angry. She doesn't like football.
4 Kate's happy. She's got a new dog.
5 Sally's hungry. She's got an apple.

ANSWERS

1 b, tired 2 a, thirsty 3 e, angry 4 c, happy
5 d, hungry

MARKS (LISTENING)

10 marks. Two marks for each correct answer. One mark for writing the correct number. One mark for writing the correct word.

3 Read and circle the correct words.

Students look at the picture and read the sentences. They then circle the correct words.

ANSWERS

1 her 2 his 3 his 4 his 5 her

MARKS (READING)

5 marks. One mark for each correct answer.

4 Read and write the numbers.

Students read the sentences and match them to the pictures by writing the correct number.

ANSWERS

1 c 2 d 3 a 4 e 5 b

MARKS (READING)

5 marks. One mark for each correct answer.

5 Look and write.

Students look at the pictures and write answers to the questions in the spaces provided.

ANSWERS

1 Yes, he is. 2 Yes, she is. 3 No, she isn't.
4 No, he isn't. 5 Yes, she is.

MARKS (WRITING)

10 marks. Two marks for each grammatically correct answer.

6 Answer for you.

Test students one at a time while the rest of the class works quietly. Ask the student questions 1–5. You may jumble the order of the questions if you wish.

1 Are you tired?
2 Is your friend hungry?
3 Have you got a watch?
4 Is your friend happy?
5 Has your friend got a dinosaur?

ANSWERS

1 Yes, I am. / No, I'm not.
2 Yes, he/she is. / No, he/she isn't.
3 Yes, I have. / No, I haven't.
4 Yes, he/she is. / No, he/she isn't.
5 Yes, he/she has. / No, he/she hasn't.

MARKS (SPEAKING)

5 marks. One mark for each correct answer.

7 Look and make sentences.

Test students one at a time while the rest of the class works quietly. Point to the activities happening in the picture and ask the student to say five sentences only about what they see. Encourage them to use full sentences and ask *What's this?* if they need more support.

POSSIBLE ANSWERS

1 It's her umbrella. / She's got an umbrella.
2 She's got a dinosaur. / It's her dinosaur.
3 It's his jigsaw. / He's got a jigsaw.
4 It's his watch. / He's got a watch.
5 She's sad. / She isn't happy. / She's got a watch.
6 There's a board game.
7 He's got a balloon. / It's his balloon.
8 It's her necklace. / She's got a necklace.

MARKS (SPEAKING)

10 marks. Two marks for each correct answer. One mark for a grammatically correct answer given as a sentence. One mark for correct pronunciation.

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End of Term Test 1

1 Listen and number. 192

Students listen to the audio and number the pictures in the order they hear them mentioned.

1 I've got five pencils and two rubbers. I haven't got a ruler.
2 Have you got a bag, a poster and a doll?
Yes, I have
3 I've got a teddy and a robot. I haven't got a doll.
4 Have you got a skateboard and a teddy?
Yes, I have
5 Have you got four pens and eight rulers?
No, I haven't. I've got four pens and three rulers.

ANSWERS

1 c 2 e 3 a 4 b 5 d

MARKS (LISTENING)

5 marks. One mark for each correct answer.

2 Listen and write *a*, *b* or *c*. 193 Write the words.

Students listen to the audio and write *a*, *b* or *c* in the box for the person being described. They then write the correct family word.

1 This is my auntie. She's tall and pretty.
2 This is my grandpa. He's old and short.
3 This is my sister. She's young and short.
4 This is my dad. He's tall and handsome.
5 This is my cousin. She's young and short.

ANSWERS

1 c, auntie 2 c, grandpa 3 a, sister 4 b, dad
5 c, cousin

MARKS (LISTENING)

10 marks. Two marks for each correct answer. One mark for writing the correct letter. One mark for writing the correct word.

3 Read and circle the correct words.

Students look at the pictures and circle the correct words.

ANSWERS

1 grandma 2 young 3 chair 4 uncle 5 board

MARKS (READING)

5 marks. One mark for each correct answer.

4 Read and complete the sentences.

Students look at the pictures and complete the sentences with the correct words.

ANSWERS

1 kite 2 (foot)ball 3 run 4 rollerblade 5 boat

MARKS (READING)

5 marks. One mark for each correct answer.

5 Look and write sentences.

Students look at the pictures write the correct sentences using the visual prompts.

POSSIBLE ANSWERS

1 (example) He's got a ball.
2 He's got a bike.
3 He's got a bag.
4 He's got a pencil case.
5 He's got a ruler.
6 She's got a skateboard.
7 She's got a doll.
8 She's got a scooter.

MARKS (WRITING)

10 marks. Two marks for each grammatically correct answer.

6 Look and answer.

Test students one at a time while the rest of the class works quietly. Ask the student *What's this?* and point to the pictures in turn. You may jumble the order of the pictures if you wish.

ANSWERS

1 It's a yoyo.
2 It's a bin.
3 It's a scooter.
4 It's a cupboard.
5 It's a kite.

MARKS (SPEAKING)

5 marks. One mark for each correct answer.

7 Answer for you.

Test students one at a time while the rest of the class works quietly. Ask the student questions 1–5. You may jumble the order of the questions if you wish.

1 Can you ride a horse?
2 Have you got a skipping rope?
3 Can you play tennis?
4 Have you got a twin?
5 Can you rollerblade?

ANSWERS

1 Yes, I can. / No, I can't.
2 Yes, I have. / No, I haven't.
3 Yes, I can. / No, I can't.
4 Yes, I have. / No, I haven't.
5 Yes, I can. / No, I can't.

MARKS (SPEAKING)

10 marks. Two marks for each correct answer. One mark for a grammatically correct answer given as a sentence. One mark for correct pronunciation.

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End of Term Test 2

1 Listen and colour. 194

Students listen to the audio and colour the picture according to the instructions.

Man In this picture, Hideki and his mum are in the kitchen. Can you see them?
Girl Yes, I can.
Man Now I want you to colour some things. Can you see the two apples? Please colour them red.
Girl Two red apples. OK. Do you like apples?
Man Yes, I do.
Girl Me too.
Man Very good. Can you see the carrots? Colour the carrots orange now.
Girl Yes, I can see two carrots.
Man That's right. Now find the duck.
Girl The duck? I can't see a duck but I can see a chicken.
Man Look … there it is!
Girl Oh yes … what colour for the duck?
Man Colour it yellow, please.
Girl OK
Man Do you like ducks?
Girl No, I don't. I like chickens.
Man Now find the fish.
Girl I can see it! Can I colour the fish brown?
Man OK. And now the bananas … Can you see them? Colour them yellow.
Girl Yes I can see three bananas … yellow for the bananas … Do you like my picture?
Man Yes, I do! I love your picture!
Girl Thanks!

ANSWERS

Students colour two red apples, two orange carrots, a yellow duck, a brown fish, three yellow bananas.

MARKS (LISTENING)

5 marks. One mark for each correct answer.

2 Listen and number. 195 Write the words.

Students listen to the audio and number the pictures in the order they hear them mentioned. They then complete the sentences by writing the correct words.

1 I've got eight legs. What am I? I'm a spider.
2 I've got four legs but I can't run. What am I? I'm a tortoise.
3 I've got four legs and I'm black and white. What am I? I'm a cow.
4 I haven't got legs and I haven't got a tail. What am I? I'm a snake.
5 I've got four legs and a tail. What am I? I'm a donkey.

ANSWERS

1 d, spider 2 a, tortoise 3 e, cow 4 b, snake
5 c, donkey

MARKS (LISTENING)

10 marks. Two marks for each correct answer. One mark for writing the correct number. One mark for writing the correct word.

3 Read and draw ☺ or ☹.

Students read the sentences and draw the correct face in the box provided.

ANSWERS

1 (example) cheese ☺ 2 bread ☹ 3 rice ☹ 4 eggs ☺
5 sandwiches ☹ 6 pasta ☺

MARKS (READING)

5 marks. One mark for each correct answer.

4 Read and write sentences.

Students use the visual prompts to complete the sentences with the correct words. Both words in each sentence must be correct to be awarded one mark.

ANSWERS

1 (example) He eats bread and tomatoes for breakfast.
2 You can climb and you can swim.
3 We've got two eyes and two legs.
4 They can jump but they can't fly.
5 I've got a mouth but I haven't got a beak.
6 She eats meat but she doesn't eat carrots for dinnerr.

MARKS (READING)

5 marks. One mark for each correct answer.

5 Look and write questions.

Students look at the pictures and write questions for the answers given.

POSSIBLE ANSWERS

1 Can donkeys climb?
2 What have they / the children got?
3 Have we got ears?
4 What do you eat for breakfast?
5 Can birds fly?

MARKS (WRITING)

10 marks. Two marks for each grammatically correct sentence.

6 Look and answer.

Test students one at a time while the rest of the class works quietly. Ask the student questions 1–5. You may jumble the order of the questions if you wish.

1 What are they?
2 Can they walk?
3 What colour are they?
4 Can they talk?
5 Can they run?

ANSWERS

1 They're sheep. 2 Yes, they can. 3 They're white.
4 No, they can't. 5 Yes, they can.

MARKS (SPEAKING)

5 marks. One mark for each correct answer.

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7 Answer for you.

Test students one at a time while the rest of the class works quietly. Ask the student questions 1–5. You may jumble the order of the questions if you wish. Accept any sensible and grammatically correct answers.

1 Do you like milk?
2 Have you got a tortoise?
3 Can you swim?
4 Have you got a tail?
5 Can you fly?

ANSWERS

1 Yes, I do. / No, I don't.
2 Yes, I have. / No, I haven't.
3 Yes, I can. / No, I can't.
4 No, I haven't.
5 No, I can't.

MARKS (SPEAKING)

10 marks. Two marks for each correct answer. One mark for a grammatically correct answer given as a sentence. One mark for correct pronunciation.

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End of Term Test 3

1 Listen and match. 196

Students listen to the audio and match the children on the left with the clothes on the right.

1
Woman Who are the people in the pictures, Harry?
Boy Well, Sarah's got long blond hair.
Woman I love Sarah's hat. It's great!
Boy Yes, it's new.
2
Woman Who's that boy with glasses?
Boy And dark curly hair?
Woman Yes.
Boy That's Sam.
Woman Sam's T-shirt is cool!
3
Woman What's her name … the girl with the curly hair?
Boy With the jacket? That's Polly.
Woman I like Polly's jacket.
Boy Me too!
4
Boy And this is Alex … Alex's sweater is very old.
Woman The boy with short blond hair?
Boy That's right … and he's got glasses too.
5
Woman Who's this?
Boy The girl with shorts and long dark hair?
Woman Yes, and glasses.
Boy That's Vicky. I love Vicky's shorts.
Woman Yes, they're cool shorts.

ANSWERS
1 d 2 c 3 e 4 a 5 b

MARKS (LISTENING)
5 marks. One mark for each correct answer.

2 Listen and tick ✓ the boxes. 197

Students listen to the audio and tick the boxes next to the items they hear mentioned. Point out that students should tick ten boxes only.

Boy Welcome to my house. Look! This is my favourite teddy. He's in my bed. And I've got a big clock in my bedroom too. It's on the wall. All of my books are in my bedroom. They're in a bookcase. I've got lots of toys and they're under my bed. And look, these are my new trousers. They're on my chair.
This is the living room in my house. Can you see the picture on the wall? I like that picture. The television is big. It's there on the table. Mum's got lots of cushions too, they're on the sofa.
And this is the kitchen. There isn't a dining room in my house. We have breakfast and dinner in the kitchen. Can you see the table and chairs? Mum likes plants. This plant in the kitchen is her favourite.

ANSWERS
Students tick the following ten items:
Bedroom: teddy, clock, bookcase, toys under bed, trousers; Living room: picture, television, cushions; Kitchen: table, plant

MARKS (LISTENING)
10 marks. One mark for each correct answer.

3 Read and circle the correct words.

Students look at the pictures and circle the correct word to complete each sentence.

ANSWERS
1 tired 2 angry 3 happy 4 hungry 5 thirsty

MARKS (READING)
5 marks. One mark for each correct answer.

4 Read and write *l* for living room or *b* for bedroom.

Students look at the pictures and read the sentences. They write *l* in the box if the sentence refers to the picture of the living room or *b* in the box if the sentence refers to the picture of the bedroom.

ANSWERS
1 l 2 b 3 b 4 l 5 b

MARKS (READING)
5 marks. One mark for each correct answer.

5 Look and write.

Students look at the pictures and write the answers to the questions.

ANSWERS
1 It's on the window.
2 They're socks.
3 It's under the sofa.
4 They're shoes.
5 It's in the garden.

MARKS (WRITING)
10 marks. Two marks for each correct answer.

6 Look and answer.

Test students one at a time while the rest of the class works quietly. Ask the student questions 1–5. You may jumble the order of the questions if you wish.
1 Has your friend got a watch?
2 Where's the clock?
3 Has she got short hair?
4 Where is the book?
5 Is he sad?

POSSIBLE ANSWERS
1 Yes, he/she has. / No, he/she hasn't.
2 It's in the cupboard.
3 No, she hasn't.
4 It's under the cushion. / It's on the chair.
5 Yes, he is.

MARKS (SPEAKING)
5 marks. One mark for each correct answer.

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7 Look and answer.

Test students one at a time while the rest of the class works. For pictures 1–5, point to the individual pictures and ask the student *What's this?* First, provide a model answer for the student by pointing to the first picture and asking the question *What's this?*, and giving the answer *It's Ben's umbrella.* to indicate that they have to use possessives in their answer. You may jumble the order of the questions if you wish. Accept any sensible and grammatically correct answers.

POSSIBLE ANSWERS

1 (example) It's Ben's umbrella.
2 It's Polly's camera.
3 It's Alex's hat.
4 It's Chen's bedroom.
5 It's Jack's shirt.
6 It's Sara's wardrobe.

MARKS (SPEAKING)

10 marks. Two marks for each correct answer. One mark for a grammatically correct answer given as a sentence. One mark for correct pronunciation.

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End of Year Test

1 Listen and circle *a*, *b* or *c*. 198

Student read the questions and listen to the audio. They circle the correct picture.

1 Which boy is Sam?
Woman Is your friend Sam in your picture?
Boy Yes. Look … there he is. He's got glasses.
Woman And curly hair?
Boy No, he's got straight hair and he's not happy in this picture.
Woman Oh yes … he's sad.

2 Where is the cat?
Man Can you see the cat?
Girl Is it under the sofa in the living room?
Man No, it isn't, and it isn't on the cushion in the kitchen.
Girl Oh no! Wait … Look, Dad … the cat's in the cupboard. It's playing a game!

3 What does Nikki have for lunch?
Girl Dad, I'm hungry. Can I have a sandwich for lunch?
Man No, you can't. You can eat some fish and carrots for lunch.
Girl Oh Dad! I don't like fish!
Man Well, it's good for you.
Girl Can I have some cheese and a tomato, please?
Man OK then. You can eat that for lunch.

4 What pet has Alex got?
Boy Look, Miss Hill. This is my pet.
Woman Wow! That's a nice white rabbit, Alex.
Boy Yes, it is. And my sister's got a new tortoise. Have you got a pet?
Woman I've got a big spider.
Boy Oh? Is it black?
Woman Yes, it is.

5 Which girl is David's sister?
Woman Is this your sister, David?
Boy Yes, she's very pretty.
Woman She is, and she's very young.
Boy I know. I'm nine, but she's just a baby.

ANSWERS
1 b **2** c **3** c **4** b **5** a

MARKS (LISTENING)

5 marks. One mark for each correct answer.

2 Listen and match. 199

Students listen to the audio and draw lines from the speech bubbles on the left to the people in the picture. Point out that there are two people they don't need to use and that the speech bubbles aren't in the order they will hear.

Girl Hi Grandpa. Look at this picture of me and my friends in the park.
Man Who's the boy on his bike?
Girl With blond hair? That's Tom.
Man Is that Anna with the cat?
Girl No, Anna's got a kite.
Man Oh, yes … and look … she's rollerblading.
Girl That's right. Jack's there too … with his dog.
Man Has he got a skateboard?
Girl Yes, he has. And the dog can run fast with him.
Man And is this woman your friend's mum? She's wearing a hat.
Girl The woman with the book?
Man That's right.
Girl Her name's Vicky and she's my friend's auntie.
Man I see.
Girl And that's Lucy. She's wearing a T-shirt.
Man Is she wearing shorts, too?
Girl Yes, and look … she can climb!
Man Yes, she can.

ANSWERS
1 d **2** a **3** f **4** e **5** c

MARKS (LISTENING)

10 marks. Two marks for each correct answer.

3 Read and circle the correct words.

Students look at the picture and read the sentences. They then circle the correct words.

ANSWERS
1 watch **2** her **3** pencil sharpener **4** his **5** pencils

MARKS (READING)

5 marks. One for each correct answer.

4 Look and read. Write *yes* or *no*.

Students look at the picture and read the sentences. They write *yes* if the picture is correct according to the sentence, and *no* if it isn't..

ANSWERS
1 yes **2** no **3** yes **4** no **5** yes **6** no **7** yes **8** no **9** no **10** yes

MARKS (READING)

10 marks. One mark for each correct answer.

5 Look and write.

Students look at the pictures and write the answers to the questions.

ANSWERS
1 Yes, he is.
2 No, she hasn't.
3 He can ride a horse.
4 It's a skipping rope.
5 It's / The jacket's in the wardrobe.

MARKS (WRITING)

5 marks. One mark for each correct answer.

6 Look and answer.

Test students one at a time while the rest of the class works quietly. Ask the student questions 1–5. You may jumble the order of the questions if you wish.

1 Is he old?
2 Where is Mum?
3 What does he eat for dinner?
4 What's in the bin?
5 What pet has she got?

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ANSWERS

1 Yes, he is.
2 She's in the bathroom.
3 He eats meat and rice / rice and meat.
4 There's a doll in the bin.
5 She's got a hamster.

MARKS (SPEAKING)

5 marks. One mark for each correct answer.

7 Answer for you.

Test students one at a time while the rest of the class works quietly. Ask the student questions 1–5. You may jumble the order of the questions if you wish. Accept any sensible and grammatically correct answer.

1 What are you wearing today?
2 Has your dad got curly hair?
3 What have you got in your bedroom?
4 Can you swim?
5 Have you got a cousin?

POSSIBLE ANSWERS

1 I'm wearing trousers / a skirt / a T-shirt, etc.
2 Yes, he has. / No, he hasn't.
3 I've got a bed / a wardrobe, etc.
4 Yes, I can. / No, I can't.
5 Yes, I have. / No, I haven't.

MARKS (SPEAKING)

10 marks. Two marks for each correct answer. One mark for a grammatically correct answer given as a sentence. One mark for correct pronunciation.

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Marking grids

Name _____

Unit 1 Test		**Mark**	**Max marks**
Listening	**1** Listen and number.		5
	2 Listen and number. Write the words.		10
Reading & Writing	**3** Read and unscramble the letters. Write the words.		5
	4 Read and write *yes* or *no*.		5
	5 Write sentences.		10
Speaking	**6** Look and answer.		5
	7 Look and make sentences.		10
Total for test			**50**

Unit 2 Test		**Mark**	**Max marks**
Listening	**1** Listen and circle *yes* or *no*.		5
	2 Listen and write *a*, *b* or *c*. Write the words.		10
Reading & Writing	**3** Read and write the numbers.		5
	4 Read and circle the correct words.		5
	5 Look and write sentences.		10
Speaking	**6** Look and answer.		5
	7 Look and make sentences.		10
Total for test			**50**

Unit 3 Test		**Mark**	**Max marks**
Listening	**1** Listen and circle *a*, *b*, *c* or *d*.		5
	2 Listen and number. Write the words.		10
Reading & Writing	**3** Read and unscramble the letters. Write the words.		5
	4 Read and complete the sentences.		5
	5 Look and finish the sentences about Jack and Sara.		10
Speaking	**6** Look and answer.		5
	7 Look and answer for you.		10
Total for test			**50**

Unit 4 Test		**Mark**	**Max marks**
Listening	**1** Listen and circle *yes* or *no*.		5
	2 Listen and colour. Write the words.		10
Reading & Writing	**3** Read and write the letters.		5
	4 Read and circle *a* or *b*.		5
	5 Look and write sentences.		10
Speaking	**6** Look and answer.		5
	7 Look and make sentences about you and your friend.		10
Total for test			**50**

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Marking grids

Unit 5 Test		Mark	Max marks
Listening	1 Listen and number.		5
	2 Listen and tcircle *yes* or *no*.		10
Reading & Writing	3 Read and unscramble the letters. Write the words.		5
	4 Read and write the names.		5
	5 Look and write sentences about the people.		10
Speaking	6 Look and make sentences.		5
	7 Answer for you.		10
Total for test			**50**

Unit 6 Test		Mark	Max marks
Listening	1 Listen and number.		5
	2 Listen and circle *yes* or *no*. Write the words.		10
Reading & Writing	3 Read and write *c* for cows or *d* for ducks.		5
	4 Read and circle the correct words.		5
	5 Look and write sentences.		10
Speaking	6 Look and answer.		5
	7 Look and answer.		10
Total for test			**50**

Unit 7 Test		Mark	Max marks
Listening	1 Listen and colour. Write the words.		10
	2 Listen and tick the boxes.		5
Reading & Writing	3 Read and unscramble the letters. Write the words.		5
	4 Look and write sentences.		10
	5 Read and write the numbers.		5
Speaking	6 Look and answer.		5
	7 Answer for you.		10
Total for test			**50**

Unit 8 Test		Mark	Max marks
Listening	1 Listen and match.		5
	2 Listen and write the correct letter. Write the words.		10
Reading & Writing	3 Read and circle the correct words.		5
	4 Read and write *l* for living room or *k* for kitchen.		5
	5 Look and write sentences.		10
Speaking	6 Look and make sentences.		5
	7 Look and answer.		10
Total for test			**50**

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Marking grids

Unit 9 Test		Mark	Max marks
Listening	1 Listen and colour.		5
	2 Listen and number. Write the words.		10
Reading & Writing	3 Read and circle the correct words.		5
	4 Read and write the numbers.		5
	5 Look and write.		10
Speaking	6 Answer for you.		5
	7 Look and make sentences.		10
Total for test			**50**

End of Term 1 Test		Mark	Max marks
Listening	1 Listen and number.		5
	2 Listen and write *a*, *b* or *c*. Write the words.		10
Reading & Writing	3 Read and circle the correct words.		5
	4 Read and complete the sentences.		5
	5 Look and write sentences.		10
Speaking	6 Look and answer.		5
	7 Answer for you.		10
Total for test			**50**

End of Term 2 Test		Mark	Max marks
Listening	1 Listen and colour.		5
	2 Listen and number. Write the words.		10
Reading & Writing	3 Read and draw ☺ or ☹.		5
	4 Read and write sentences.		5
	5 Look and write questions.		10
Speaking	6 Look and answer.		5
	7 Answer for you.		10
Total for test			**50**

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Marking grids

End of Term 3 Test		Mark	Max marks
Listening	1 Listen and match.		5
	2 Listen and tick the boxes.		10
Reading & Writing	3 Read and circle the correct words.		5
	4 Read and write *l* for living room or *b* for bedroom.		5
	5 Look and write.		10
Speaking	6 Look and answer.		5
	7 Answer for you.		10
Total for test			**50**

End of Year Test		Mark	Max marks
Listening	1 Listen and circle *a*, *b* or *c*.		5
	2 Listen and match.		10
Reading & Writing	3 Read and circle the correct words.		5
	4 Look and read. Write *yes* or *no*.		10
	5 Look and write.		5
Speaking	6 Look and answer.		5
	7 Answer for you.		10
Total for test			**50**

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Portfolio overview

What is the English Portfolio?

It is a way to keep a record of the experience of learning a language. Each student has their own Portfolio, which will accompany them throughout their learning.

The Portfolio consists of three parts:

- The Language Passport, which offers a general overview of the linguistic ability of each student in one, or several, languages. It includes elements of self-evaluation along with assessment by the teacher.
- The Linguistic Biography, which intends that the student reflects on their own learning process, to help them plan and evaluate their learning in the future.
- The *Oxford Thinkers* Box, which contains pieces of work that illustrate the achievements, ability and experiences of the student, as reflected in the two previous sections.

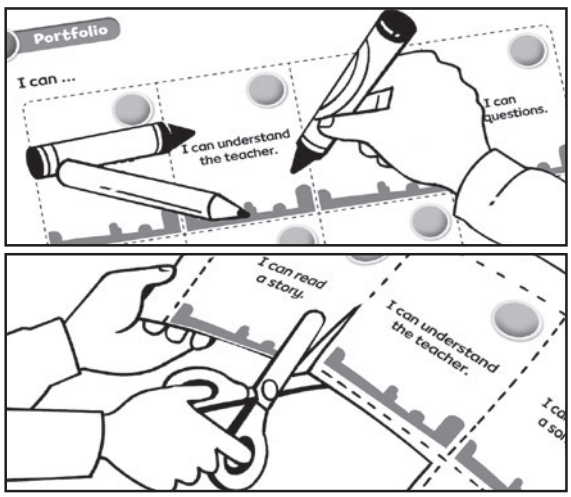
What is the *Oxford Thinkers* Portfolio?

The *Oxford Thinkers* Portfolio is an 'English Portfolio' that aims to familiarize the students with the notion of the English Portfolio. It represents a useful tool for teachers of subsequent levels as it allows them to see what vocabulary and structures the students have already learnt.

Oxford Thinkers 1 offers you the following photocopiable materials for the English Portfolio.

'I can …' statements

These pages form part of the Linguistic Biography. On the first page, the student writes the number of the corresponding unit in the circle if they know how to do what the phrase says. On the second page, the student puts a ✓ in each box if they know how to do what the phrase says.



Vocabulary record

These worksheets can form part of the Language Passport or, if the students complete them as self-evaluation, they could form part of the Linguistic Biography. The students put a ✓ in the box by each vocabulary item that they can understand, say and read. They then write the word in the last box.

Course certificate

This can form part of the Language Passport.

Additional ideas

The students can organize their Portfolios into sections, such as *About me*, *My vocabulary*, (Linguistic Biography), *My work in class and 'I can …'* (Language Passport). They can make a *Oxford Thinkers* Box using a shoe box. They can write their name, the name of their class and the name of their teacher on a label and attach it to the top of the box. Encourage the students to include in their box the pieces of work of which they feel especially proud.

Encourage the students' parents to take an interest in the experiences of their children. They could help them find English objects for their Portfolios (Linguistic Biography) such as stamps and labels.

You could create an 'English corner' in your classroom and encourage the students to bring in things related to English-speaking countries.



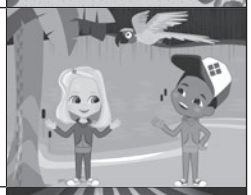
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I can ...

I can read a story.	I can understand the teacher.	I can sing a song.	I can ask questions.
I can answer questions.	I can understand and use everyday language.	I can read and understand a poem.	I can complete a poster.
I can repeat words in English with acceptable pronunciation.	I can watch and understand video clips about British culture.	I can complete phrases.	I can evaluate my own work.
I can play games.	I can think about my local community.	I can listen to and understand dialogues.	I can remember words and phrases from earlier units.

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I can ...

S	I can ... ☐ say my name and greet people. ☐ say how old I am and ask someone's age. ☐ use colour words. ☐ use numbers from 1 to 10.	
1	I can ... ☐ ask and answer questions about classroom objects. ☐ say what stationery I have and haven't got.	
2	I can ... ☐ ask and answer questions about family members. ☐ use adjectives to describe people.	
3	I can ... ☐ ask and answer questions about toys. ☐ say what activities I can and can't do.	
4	I can ... ☐ say what pets I like and don't like. ☐ name and describe farm animals. ☐ say what animals people like and don't like.	
5	I can ... ☐ ask and answer questions about the food and drink people like at different meals. ☐ ask and answer questions about the I eat and drink and don't eat and drink. ☐ say what people eat and drink and don't eat and drink.	
6	I can ... ☐ say what parts of the body and face people and animals have got. ☐ ask and answer questions about abilities.	
7	I can ... ☐ ask and answer questions about the clothes I'm wearing. ☐ ask and answer questions to describe other people's appearance.	
8	I can ... ☐ ask and answer questions about where furniture at home is. ☐ talk about the rooms that a house has got.	
9	I can ... ☐ talk about other people's possessions. ☐ ask and answer questions about my and other people's feelings.	

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	Listening	Speaking	Reading	Writing
1 n o e				*one*
2 o w t				
3 e r h e t				
4 u o f r				
5 i e f v				
6 x s i				
7 n v s e e				
8 g e t h i				
9 e n n i				
10 e n t				

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Vocabulary Record

	Listening	Speaking	Reading	Writing
 radob				
 stpore				
 dinoww				
 orod				
 bocpurad				
 inb				
 skde				
 okbo				
 abg				
 hirac				
 cinlep esac				
 buberr				
 relur				
 enp				
 nipecl hapeersnr				
 lipcen				

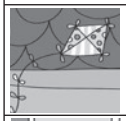
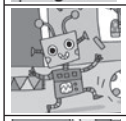
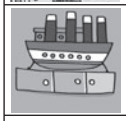
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Vocabulary Record

	Listening	Speaking	Reading	Writing
 dda				
 umm				
 hotrebr				
 ndamarg				
 tineau				
 neluc				
 ragpand				
 tresis				
 wint				
 socuni				
 lalt				
 hotrs				
 dol				
 noguy				
 terpyt				
 dosmehan				

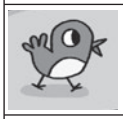
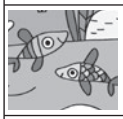
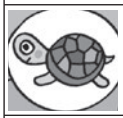
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Vocabulary Record

	Listening	Speaking	Reading	Writing
 etik				
 tocores				
 lold				
 deytd				
 borto				
 ketbdarosa				
 oyyo				
 labl				
 pginkpis peor				
 atbo				
 lapy batoflol				
 apyl ninset				
 edri a resoh				
 unr				
 iedr a kbie				
 lelbreradol				

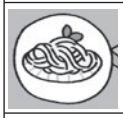
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Vocabulary Record

	Listening	Speaking	Reading	Writing
 nekas				
 dipers				
 umeso				
 drib				
 hifs				
 bartbi				
 stemhar				
 tac				
 ogd				
 trioseto				
 owc				
 kenhicc				
 kondey				
 kcdu				
 atgo				
 hepse				

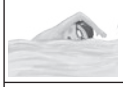
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Vocabulary Record

	Listening	Speaking	Reading	Writing
 etam				
 icuje				
 gseg				
 klim				
 ifhs				
 staap				
 ceir				
 widhecsans				
 dreab				
 eesehc				
 naabsan				
 peslap				
 rirseebwarst				
 totesoam				
 rocrast				
 cutetel				

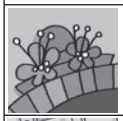
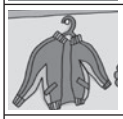
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Vocabulary Record

	Listening	Speaking	Reading	Writing
 rase				
 seey				
 dahe				
 kabe				
 swgni				
 alit				
 sarm				
 esno				
 hotmu				
 gesl				
 yfl				
 wims				
 bilcm				
 pujm				
 latk				
 awkl				

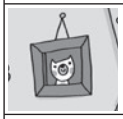
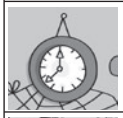
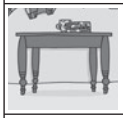
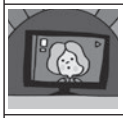
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Vocabulary Record

	Listening	Speaking	Reading	Writing
 ath				
 taweers				
 troshs				
 kejcat				
 trihs				
 kitsr				
 sortsreu				
 T-srhit				
 hoses				
 cossk				
 dobln hari				
 krad riha				
 ruylc irah				
 ragthist hria				
 ngol ihar				
 slgseas				

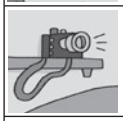
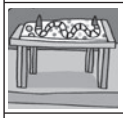
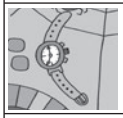
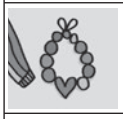
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Vocabulary Record

	Listening	Speaking	Reading	Writing
 edb				
 drobreaw				
 tipcure				
 lkocc				
 afso				
 shucino				
 koseacbo				
 balet				
 siivnoleet				
 latnp				
 tenchik				
 gilniv omor				
 niingd rmoo				
 obhatmor				
 dorbmeo				
 draneg				

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Vocabulary Record

	Listening	Speaking	Reading	Writing
 lalnoob				
 rasudnio				
 maacre				
 sresd				
 melalurb				
 darob meag				
 thawc				
 wigasj				
 looccehta				
 keelcanc				
 payhp				
 ads				
 grunyh				
 ttrisyh				
 nyrag				
 detir				

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OXFORD THINKERS

I certify that

_____

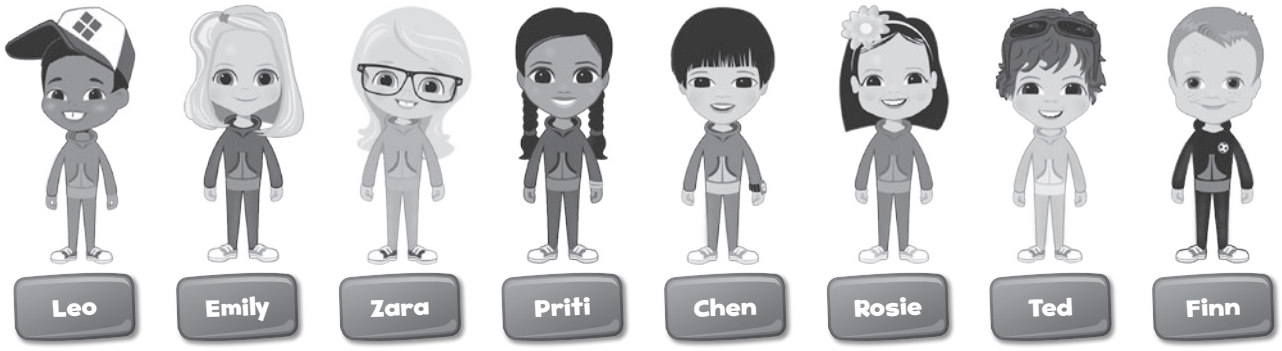
has completed

Oxford Thinkers 1

Signed (teacher) _____

My favourite unit was ...

1 What do we like about school?
2 What's interesting about families?
3 How do we have fun?
4 What do we like about animals?
5 What do we eat?
6 How are people and animals different?
7 How are we different?
8 What are our homes like?
9 Why do we like birthdays?



Signed (student) _____

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