

Think & Learn

Listening, Speaking & Writing

Year 6

Listening Tests

Time: 30 minutes each test

Teachers' Booklet



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Test Number One

During this session you are going to listen to two texts.

Listen carefully. You will listen to each text and each exercise twice.

Now look at exercise A on page 4 of the book and exercise B on page 5 of the book.

15 seconds pause

Task One

Now listen to the text. If you wish, you may start working out the exercises as you listen.

Hello children.

Today we are going to have a word with Mark, the famous and successful magician.

Mark, what is the reason or rather the secret for your success?

Mark: Well, I am going to give out some hints to those children who wish to become magicians. They will surely find them useful in the future.

First and foremost you should never tell anyone how a trick is done. Choose some tricks you would like to perform in front of an audience and practise them over and over again until you can do them perfectly well without any mistakes.

Now let me say something about the performance itself. Surely you should always perform against a dark background under a good light and you should never let people sit beside or behind you. Your audience should always be in front of you.

During your performance you should be confident and feel excited about the tricks you are performing. Speak as clearly as possible because if you don't, your audience may miss some words and so they won't be able to follow well. To enhance your performance you should use expressions or gestures or you may stand still without speaking to gain your audience's attention and at the same time create 'suspense' on what you are going to do next.

Always try to involve the audience in your tricks and, if something goes wrong, begin the next trick straight away.

Finally, my last advice is that you should always plan that your best trick would be the last one to perform.

Listen to exercise A.

Match the parts of the sentences in Column A with those in Column B to form a complete sentence and write the correct number in the box.

The first one is done for you.

In Column A, number one, we read:

Mark is ...

In Column B, the other part of this sentence is ...

... a famous magician.

So I wrote number one in the box next to it.

Now I am going to read Column A and Column B. While I am reading you may match the parts of the sentences.

Column A:

- Number two: **He is giving out some hints ...**
Number three: **A magician should choose some tricks ...**
Number four: **The audience ...**
Number five: **During the performance a magician ...**
Number six: **If something goes wrong, a magician ...**

Now I am going to read **Column B:**

- ... and practise them over and over again.**
... should begin the next trick straight away.
... should be confident and feel excited.
... a famous magician.
... should always be in front.
... to the children who wish to become magicians.

4 seconds pause

Now listen to exercise B.

Fill in the blanks in the following sentences. You should only write one word in each space.
The first one is done for you.

Number one:

A magician should never tell **anyone** how a trick is done.

Now I am going to read the rest of the sentences and you may fill in the blanks as you listen.

3 seconds pause

Number two:

The performance should be done against a dark _____ under a good _____.

5 seconds pause

Number three:

A magician should never let people sit beside or _____ him.

3 seconds pause

Number four:

A magician should always try to involve the _____ in his tricks.

3 seconds pause

Number five:

The _____ trick should be the last one a magician should perform in his performance.

3 seconds pause

Now listen to the text again.

Hello children.

Today we are going to have a word with Mark, the famous and successful magician.

Mark, what is the reason or rather the secret for your success?

Mark: Well, I am going to give out some hints to those children who wish to become magicians. They will surely find them useful in the future.

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Always try to involve the audience in your tricks and, if something goes wrong, begin the next trick straight away.

Finally, my last advice is that you should always plan that your best trick would be the last one to perform.

Listen to exercise A again. You may continue answering the questions as you listen.

Match the parts of the sentences in Column A with those in Column B to form a complete sentence and write the correct number in the box.

The first one is done for you.

In Column A, number one, we read:

Mark is ...

In Column B, the other part of this sentence is ...

... a famous magician.

So I wrote number one in the box next to it.

Now I am going to read Column A and Column B. While I am reading you may match the parts of the sentences.

Column A:

- | | |
|---------------|-------------------------------------------------|
| Number two: | He is giving out some hints ... |
| Number three: | A magician should choose some tricks ... |
| Number four: | The audience... |
| Number five: | During the performance a magician ... |
| Number six: | If something goes wrong, a magician ... |

Now I am going to read **Column B**:

... and practise them over and over again.

... should begin the next trick straight away.

... should be confident and feel excited.

... a famous magician.

... should always be in front.

... to the children who wish to become magicians.

4 seconds pause

Now listen to exercise B again. You may continue answering the questions as you listen.

Fill in the blanks in the following sentences. You should only write one word in each space.

The first one is done for you.

Number one:

A magician should never tell **anyone** how a trick is done.

Now I am going to read the rest of the sentences and as you listen you may fill in the blanks.

3 seconds pause

Number two:

The performance should be done against a dark _____ under a good _____.

5 seconds pause

Number three:

A magician should never let people sit beside or _____ him.

3 seconds pause

Number four:

A magician should always try to involve the _____ in his tricks.

3 seconds pause

Number five:

The _____ trick should be the last one a magician should perform in his performance.

3 seconds pause

You now have some time to check your answers.

30 seconds pause

This is the end of Task One.

30 seconds pause

Task Two

Look at the questions on page 6 and page 7 of the book.

50 seconds pause

Listen carefully. You will listen to the text and questions twice.

Now listen to the text. If you wish you may start working out the exercises as you listen.

Suki was a little Chinese girl who had lived in the city all her life so that her cheeks were pale; she wore her black hair in a pony tail held by a band with scarlet beads. Her eyes were black and bright; she would have had a pretty mouth if it had not so often been pouting. She was big and strong and quick and always got her own way until, 'We are going to England,' Papa and Mama told her – England is very far from China. 'We can't take you with us so we are sending you to spend three months with your grandparents in the country.'

'I won't go,' said Suki and she slapped their hands away, kicked the furniture and cried.

'Perhaps your grandmother will teach you some manners,' said Papa.

'I don't want to learn any manners,' sobbed Suki.

'Manners,' grandmother used to say, 'are like the oil put into engines to make their wheels go round without trouble; otherwise they jar and grind.'

To get there she had to go on a train, then across the sea on a ferryboat, then by car along a winding road for a long, long time. When she got there she was so tired she went straight to sleep. It was in the morning that she first heard the reed pipe.

'You won't be lonely,' Suki's Papa and Mama had told her. 'Your little cousin Chan will be there.'

'I don't like my little cousin Chan,' said Suki who had never met him.

She met him now. Suki was seven, Chan was six, but he was such a small boy he looked more like a four-year-old, with a snub nose, black hair cut in a fringe, and big dark eyes that were as quick as a moth's antennae.

'You are little!' Suki said as soon as she saw him.

3 seconds pause

Listen to the questions and answer them.

Number one:

True, False or No Information Given? Tick the correct box.

- a. Suki was going to spend one year with her grandparents in the country.

Tick the correct box now.

4 seconds pause

- b. When Suki got to her grandparents' house she was so tired.

Tick the correct box now.

4 seconds pause

- c. Suki's cousin was called Chan.

Tick the correct box now.

4 seconds pause

- d. Chan was older than Suki.

Tick the correct box now.

4 seconds pause

Number two:

Write the correct number in the box to show the order in which Suki used these means of transport to get to her grandparents' house. Write number 1 near the means of transport she used first, number 2 near what she used next and number 3 near the last means of transport she used.

ferryboat _____

train _____

car _____

4 seconds pause

Number three:

Multiple choice. Tick the best answer.

- a. Suki had
 - i. brown hair
 - ii. black hair
 - iii. fair hair

4 seconds pause

- b. Papa and Mama said that they were going to
 - i. Australia
 - ii. China
 - iii. England

4 seconds pause

Number four:

Fill in the blanks in the following sentences. You should only write one word in each space.

- a. Papa thought that grandmother may teach Suki some _____.

4 seconds pause

- b. Suki first heard the reed pipe in the _____.

4 seconds pause

Number five:

Answer the following question:

How old was Suki?

10 seconds pause

Listen to the text again.

Suki was a little Chinese girl who had lived in the city all her life so that her cheeks were pale; she wore her black hair in a pony tail held by a band with scarlet beads. Her eyes were black and bright; she would have had a pretty mouth if it had not so often been pouting. She was big and strong and quick and always got her own way until, 'We are going to England,' Papa and Mama told her – England is very far from China. 'We can't take you with us so we are sending you to spend three months with your grandparents in the country.'

'I won't go,' said Suki and she slapped their hands away, kicked the furniture and cried.

'Perhaps your grandmother will teach you some manners,' said Papa.

'I don't want to learn any manners,' sobbed Suki.

'Manners,' grandmother used to say, 'are like the oil put into engines to make their wheels go round without trouble; otherwise they jar and grind.'

To get there she had to go on a train, then across the sea on a ferryboat, then by car along a winding road for a long, long time. When she got there she was so tired she went straight to sleep. It was in the morning that she first heard the reed pipe.

'You won't be lonely,' Suki's Papa and Mama had told her. 'Your little cousin Chan will be there.'

'I don't like my little cousin Chan,' said Suki who had never met him.

She met him now. Suki was seven, Chan was six, but he was such a small boy he looked more like a four-year-old, with a snub nose, black hair cut in a fringe, and big dark eyes that were as quick as a moth's antennae.

'You are little!' Suki said as soon as she saw him.

3 seconds pause

Listen to the questions again. You may finish off any remaining questions as you listen.

Number one:

True, False or No Information Given? Tick the correct box.

- a. Suki was going to spend one year with her grandparents in the country.

Tick the correct box now.

4 seconds pause

- b. When Suki got to her grandparents' house she was so tired.

Tick the correct box now.

4 seconds pause

- c. Suki's cousin was called Chan.

Tick the correct box now.

4 seconds pause

- d. Chan was older than Suki.

Tick the correct box now.

4 seconds pause

Number two:

Write the correct number in the box to show the order in which Suki used these means of transport to get to her grandparents' house. Write number 1 near the means of transport she used first, number 2 near what she used next and number 3 near the last means of transport she used.

ferryboat _____

train _____

car _____

4 seconds pause

Number three:

Multiple choice. Tick the best answer.

- a. Suki had
 - i. brown hair
 - ii. black hair
 - iii. fair hair

4 seconds pause

- b. Papa and Mama said that they were going to
 - i. Australia
 - ii. China
 - iii. England

4 seconds pause

Number four:

Fill in the blanks in the following sentences. You should only write one word in each space.

- a. Papa thought that grandmother may teach Suki some _____.

4 seconds pause

- b. Suki first heard the reed pipe in the _____.

4 seconds pause

Number five:

Answer the following question:

How old was Suki?

10 seconds pause

You have some time to check your answers.

Thank you. This is the end of Test Number One.

Test Number Two

During this session you are going to listen to two texts.

Listen carefully. You will listen to each text and each exercise twice.

Now look at exercises A and B on page 8 of the book.

15 seconds pause

Task One

Now listen to the text. If you wish you may start working the exercises as you listen.

Hi children,

I am going to read you a poem which is called 'My Dog'

3 seconds pause

Have you seen a little dog anywhere about?

A raggy dog, a shaggy dog, who's always looking out
For some fresh mischief which he thinks he really ought to do.
He's very likely, at this minute, biting someone's shoe.

If you see that little dog, his tail up in the air,
A whirly tail, a curly tail, a dog who doesn't care
For any other dog he meets, not even for himself;
Then hide your mats, and put your meat upon the topmost shelf.

If you see a little dog, barking at the cars,
A raggy dog, a shaggy dog, with eyes like twinkling stars,
Just let me know, for though he's bad, as bad as bad can be;
I wouldn't change that dog for all the treasures of the sea.

Listen to exercise A.

Fill in this table by writing down words from the poem which describe the words in Column A.
The first one is done for you.

Number one:

shelf: Word Number one – topmost

Now I am going to read the other two words and you may fill in the table as you listen.

Number two:

dog: Word Number one. Word Number two. Word Number three.

15 seconds pause

Number three:

tail: Word Number one. Word Number two.

10 seconds pause

Now listen to exercise B

Fill in the blanks in the following sentences. You should only write one word in each space.

The first one is done for you.

Number one:

The poem is about a little dog.

Now I am going to read the rest of the sentences and you may fill in the blanks as you listen.

3 seconds pause

Number two:

The dog is likely to be biting someone's _____.

3 seconds pause

Number three:

The dog may be barking at the _____.

3 seconds pause

Number four:

His eyes are like twinkling _____.

3 seconds pause

Number five:

The dog doesn't care for any other _____ he meets.

3 seconds pause

Number six:

The poet wouldn't change the dog for all the _____ of the sea.

3 seconds pause

Now listen to the text again.

Hi children,

I am going to read you a poem which is called 'My Dog'

3 seconds pause

Have you seen a little dog anywhere about?

A raggy dog, a shaggy dog, who's always looking out

For some fresh mischief which he thinks he really ought to do.

He's very likely, at this minute, biting someone's shoe.

If you see that little dog, his tail up in the air,

A whirly tail, a curly tail, a dog who doesn't care

For any other dog he meets, not even for himself;

Then hide your mats, and put your meat upon the topmost shelf.

If you see a little dog, barking at the cars,
A raggy dog, a shaggy dog, with eyes like twinkling stars,
Just let me know, for though he's bad, as bad as bad can be;
I wouldn't change that dog for all the treasures of the sea.

Listen to exercise A again. You may continue answering the questions as you listen.

Fill in this table by writing down words from the poem which describe the words in Column A.
The first one is done for you.

Number one:

shelf: Word Number one – topmost

Now I am going to read the other two words and you may fill in the table as you listen.

Number two:

dog: Word Number one. Word Number two. Word Number three.

15 seconds pause

Number three:

tail: Word Number one. Word Number two.

10 seconds pause

Now listen to exercise B again. You may continue answering the questions as you listen.

Fill in the blanks in the following sentences. You should only write one word in each space.
The first one is done for you.

Number one:

The poem is about a little dog.

Now I am going to read the rest of the sentences and you may fill in the blanks as you listen.

3 seconds pause

Number two:

The dog is likely to be biting someone's _____.

3 seconds pause

Number three:

The dog may be barking at the _____.

3 seconds pause

Number four:

His eyes are like twinkling _____.

3 seconds pause

Number five:

The dog doesn't care for any other _____ he meets.

3 seconds pause

Number six:

The poet wouldn't change the dog for all the _____ of the sea.

3 seconds pause

You now have some time to check your answers.

30 seconds pause

This is the end of Task One.

30 seconds pause

Task Two

Look at the questions on page 9 and page 10 of the book.

50 seconds pause

Listen carefully. You will listen to the text and questions twice.

Now listen to the text. If you wish you may start working out the exercises as you listen.

The Gift from Sandybeach had come into the lives of the Jones family like a shooting star, brushed their lives with magic, and vanished. He had hatched out of what they had thought was an egg-shaped stone. It was a bluish green, and mounted on a cockleshell pedestal. Matthew and Sarah had brought it back from a day at Sandybeach as a gift for their mother.

The odd, sleek grey little creature that had hatched out of it had turned out to be a gift for the whole family. He had ended up, in fact, as one of the family.

Now that he had gone, they spent hours talking about him. They certainly could not sit down to a fish-and-chips supper without doing so. They were doing this one night about a month after the Gift's disappearance when Uncle Tom called round.

'Don't you remember the actual night he hatched out?' said Sarah. 'While we were having our fish and chips?'

'On the mantelpiece it was,' said Mrs Jones. 'Between the clock and the green glass cat.'

'And he scooted straight behind the clock,' said Matthew. 'And then peered out at us.'

'Frightened to death, poor little lamb!' cried Mrs Jones.

'Ah, but we soon tamed him, mother,' Mr Jones reminded her. 'It was the chips that did it. My idea to give him a chip, I seem to remember.'

'I gave it to him!' said Matthew jealously. 'I gave him dozens.'

'And don't you remember the way his little mouth opened and shut like clockwork?' said Sarah. 'Oh, he was so sweet!'

'He was certainly a good little eater,' her mother agreed.

'Best little eater in the history of the world, I shouldn't wonder,' said Mr Jones. 'And not so much of the little, either, by the time he'd done.'

3 seconds pause

Listen to the questions and answer them.

Number one:

Match the parts of the sentences in Column A with those in Column B to form a complete sentence and write the correct number in the box.

I am going to read Column A and Column B. While I am reading you may match the parts of the sentences.

Column A:

- Number one: **The creature hatched out ...**
Number two: **Matthew and Sarah brought the egg-shaped stone ...**
Number three: **On the night the creature hatched ...**
Number four: **The creature ended up being ...**

Now I am going to read **Column B:**

- ... as a gift for their mother.**
... they were eating fish and chips.
... one of the family.
... of what they thought was an egg-shaped stone.

3 seconds pause

Number two:

True, False or No Information Given? Tick the correct box.

- a. Uncle Tom called round about a week after the creature's disappearance.

Tick the correct box now.

4 seconds pause

- b. A grey little creature hatched out of the egg-shaped stone.

Tick the correct box now.

4 seconds pause

Number three:

Put the following sentences in order by writing the numbers 1 to 4 in the boxes next to them.

I am going to read the sentences for you. You may fill in the numbers as you listen.

The members of the family gave it some chips.

The creature hatched.

Now the creature disappeared.

It scooted straight behind the clock.

10 seconds pause

Listen to the text again.

The Gift from Sandybeach had come into the lives of the Jones family like a shooting star, brushed their lives with magic, and vanished. He had hatched out of what they had thought was an egg-shaped stone. It was a bluish green, and mounted on a cockleshell pedestal. Matthew and Sarah had brought it back from a day at Sandybeach as a gift for their mother.

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Now that he had gone, they spent hours talking about him. They certainly could not sit down to a fish-and-chips supper without doing so. They were doing this one night about a month after the Gift's disappearance when Uncle Tom called round.

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'And he scooted straight behind the clock,' said Matthew. 'And then peered out at us.'

'Frightened to death, poor little lamb!' cried Mrs Jones.

'Ah, but we soon tamed him, mother,' Mr Jones reminded her. 'It was the chips that did it. My idea to give him a chip, I seem to remember.'

'I gave it to him!' said Matthew jealously. 'I gave him dozens.'

'And don't you remember the way his little mouth opened and shut like clockwork?' said Sarah. 'Oh, he was so sweet!'

'He was certainly a good little eater,' her mother agreed.

'Best little eater in the history of the world, I shouldn't wonder,' said Mr Jones. 'And not so much of the little, either, by the time he'd done.'

3 seconds pause

Listen to the questions again. You may finish off any remaining questions as you listen.

Number one:

Match the parts of the sentences in Column A with those in Column B to form a complete sentence and write the correct number in the box.

I am going to read Column A and Column B. While I am reading you may match the parts of the sentences.

Column A:

Number one: **The creature hatched out ...**

Number two: **Matthew and Sarah brought the egg-shaped stone ...**

Number three: **On the night the creature hatched ...**

Number four: **The creature ended up being ...**

Now I am going to read **Column B:**

... as a gift for their mother.

... they were eating fish and chips.

... one of the family.

... of what they thought was an egg-shaped stone.

3 seconds pause

Number two:

True, False or No Information Given? Tick the correct box.

- a. Uncle Tom called round about a week after the creature's disappearance.

Tick the correct box now.

4 seconds pause

- b. A grey little creature hatched out of the egg-shaped stone.

Tick the correct box now.

4 seconds pause

Number three:

Put the following sentences in order by writing the numbers 1 to 4 in the boxes next to them.

I am going to read the sentences for you. You may fill in the numbers as you listen.

The members of the family gave it some chips.

The creature hatched.

Now the creature disappeared.

It scooted straight behind the clock.

10 seconds pause

You have some time to check your answers.

Thank you. This is the end of Test Number Two.

Test Number Three

During this session you are going to listen to two texts.

Listen carefully. You will listen to each test and each exercise twice.

Now look at exercise A on page 11 and exercise B on page 12 of the book.

15 seconds pause

Task One

Now listen to the text. If you wish you may start working out the exercises as you listen.

Hello kids.

Today I am going to tell you some interesting and fantastic facts which you may not know. Here they are:

3 seconds pause

Birds do not have teeth. Their body must be light. Strong jaw bones and teeth would add weight to a bird's skull and this would make it difficult for a bird to fly. This means that birds do not have to visit the dentist!!

We lose between 30 to 60 hairs daily. Don't worry about this, you will still have about 100,000 hairs left and new hairs growing all the time. Each hair lasts for about six months before the hair root withers and the hair drops out.

The first man to go to space was the Russian Major Yuri Alexeyevitch Gagarin.

On April 12th 1961, he became the first man to fly to space. His spaceship Vostock spent 108 minutes orbiting the Earth before returning. Unfortunately, he died at the age of 34 in 1968 when the jet trainer he was flying crashed.

Trees take in carbon dioxide from the air to make their own food. While doing this, they also release oxygen into the air. One large, healthy tree gives out enough oxygen for 70 people to breathe. To provide the paper Britain uses in a year, trees that make up a forest the size of Wales are cut down every year. If we had to recycle paper we could save the trees.

Will Keith Kellogg discovered cornflakes by accident in 1894. Kellogg's brother was a doctor and he was looking for a type of food that was easy for patients to digest. He boiled a pan of wheat and the idea of cornflakes came to his mind.

Listen to exercise A.

Look at the following pictures and write a short sentence under each one according to the text which you have just listened to.

The first one is an example.

Picture Number one.

Under this picture I wrote this sentence:

If we recycle paper we save trees.

Now let's look at the other pictures and you may write a sentence under each one.

Picture Number two.

10 seconds pause

Picture Number three.

10 seconds pause

Picture Number four.

10 seconds pause

Picture Number five.

10 seconds pause

Picture Number six.

10 seconds pause

Now listen to exercise B.

True, False or No Information Given? Tick the correct box.

1. Birds have a very heavy body.

Tick the correct box now.

4 seconds pause

2. We have new hairs growing all the time.

Tick the correct box now.

4 seconds pause

3. An English astronaut is planning to go to space.

Tick the correct box now.

4 seconds pause

4. Trees absorb oxygen from the air.

Tick the correct box now.

4 seconds pause

5. Cornflakes were discovered in 1794.

Tick the correct box now.

4 seconds pause

Now listen to the text again.

Hello kids.

Today I am going to tell you some interesting and fantastic facts which you may not know. Here they are:

3 seconds pause

Birds do not have teeth. Their body must be light. Strong jaw bones and teeth would add weight to a bird's skull and this would make it difficult for a bird to fly. This means that birds do not have to visit the dentist!!

We lose between 30 to 60 hairs daily. Don't worry about this, you will still have about 100,000 hairs left and new hairs growing all the time. Each hair lasts for about six months before the hair root withers and the hair drops out.

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Will Keith Kellogg discovered cornflakes by accident in 1894. Kellogg's brother was a doctor and he was looking for a type of food that was easy for patients to digest. He boiled a pan of wheat and the idea of cornflakes came to his mind.

Listen to exercise A again. You may continue answering the questions as you listen.

Look at the following pictures and write a short sentence under each one according to the text which you have just listened to.

The first one is an example.

Picture Number one.

Under this picture I wrote this sentence:

If we recycle paper we save trees.

Now let's look at the other pictures and you may write a sentence under each one.

Picture Number two.

10 seconds pause

Picture Number three.

10 seconds pause

Picture Number four.

10 seconds pause

Picture Number five.

10 seconds pause

Picture Number six.

10 seconds pause

Now listen to exercise B again. You may continue answering the questions as you listen.

True, False or No Information Given? Tick the correct box.

1. Birds have a very heavy body.

Tick the correct box now.

4 seconds pause

2. We have new hairs growing all the time.

Tick the correct box now.

4 seconds pause

3. An English astronaut is planning to go to space.

Tick the correct box now.

4 seconds pause

4. Trees absorb oxygen from the air.

Tick the correct box now.

4 seconds pause

5. Cornflakes were discovered in 1794.

Tick the correct box now.

4 seconds pause

You now have some time to check your answers.

30 seconds pause

This is the end of Task One.

30 seconds pause

Task Two

Look at the questions on page 13 and page 14 of the book.

50 seconds pause

Listen carefully. You will listen to the text and questions twice.

Now listen to the text. If you wish you may start working out the exercises as you listen.

Once upon a time there was a wizard who had three sons and one daughter. The daughter was the youngest, and no one thought very much about her. All day long she washed the clothes and cooked the meals and cleaned the house, and every evening she ran up to the apple orchard to talk to the bees in their hives. When she came back to the house she sat and stitched and sewed in a corner of the kitchen and said almost nothing at all. Her brothers called her Little Beekeeper, and the wizard fell into the habit of doing the same.

The wizard's sons were fine and strong and handsome, but they hadn't an ounce of wizardry between them. They could cut down a tree with one swing of an axe, but they couldn't send thunderbolts hurling across the sky. They could carry enough logs on one shoulder to keep a grandmother warm all

winter, but they couldn't turn the smallest prince into a toad or a toad into a prince. They could split branches into matchsticks with one hand tied behind their back, but they couldn't see faraway places in a bowl of magic water – all they could see were their own reflections, and very good-looking they thought themselves.

'Oh, dear, dear me!' said the wizard, and he looked at his three fine sons in despair. 'Whatever will you do for a living? I'm a wizard, and my father was a wizard ... and I don't know anything about anything else!' And he went up into his tall tower room to think. Little Beekeeper ran up to the apple orchard where the beehives were, and whispered and whispered at the door of each hive.

*'My brothers are so strong and tall,
My father can't see me at all.
Bees, dear bees, I beg of you,
Tell me now what I must do!'*

'Zzzzz! Zzzzz! Zzzzz!' buzzed the bees, and Little Beekeeper nodded and ran back home. She picked up her broom and began sweeping the hallway.

3 seconds pause

Listen to the questions and answer them.

Number one:

Multiple choice. Tick the best answer.

- a. The wizard had
- i. four sons
 - ii. three sons
 - iii. two sons

4 second pause

- b. The brothers called their sister
- i. The Little Maid
 - ii. The Little Witch
 - iii. Little Beekeeper.

4 seconds pause

- c. In a bowl of magic water the brothers could only see
- i. faraway places
 - ii. their own reflections
 - iii. bees in their beehives

4 seconds pause

- d. The wizard went to think
- i. in the tall tower room
 - ii. in the hall
 - iii. in the kitchen

4 seconds pause

Number two:

Answer the following questions:

- a. Who was the youngest child of the wizard?

10 seconds pause

- b. Why did the girl run up to the apple orchard every evening?

10 seconds pause

Number three:

Match the parts of the sentences in Column A with those in Column B to form a complete sentence and write the correct number in the box.

I am going to read Column A and Column B. While I am reading you may match the parts of the sentences.

Column A:

Number one: **The daughter did the housework ...**

Number two: **The brothers could cut down a tree ...**

Number three: **They could split branches ...**

Number four: **The brothers thought they were ...**

Now I am going to read **Column B:**

... into matchsticks.

... with one swing of an axe.

... very good-looking.

... all day long.

4 seconds pause

Listen to the text again.

Once upon a time there was a wizard who had three sons and one daughter. The daughter was the youngest, and no one thought very much about her. All day long she washed the clothes and cooked the meals and cleaned the house, and every evening she ran up to the apple orchard to talk to the bees in their hives. When she came back to the house she sat and stitched and sewed in a corner of the kitchen and said almost nothing at all. Her brothers called her Little Beekeeper, and the wizard fell into the habit of doing the same.

The wizard's sons were fine and strong and handsome, but they hadn't an ounce of wizardry between them. They could cut down a tree with one swing of an axe, but they couldn't send thunderbolts hurling across the sky. They could carry enough logs on one shoulder to keep a grandmother warm all winter, but they couldn't turn the smallest prince into a toad or a toad into a prince. They could split branches into matchsticks with one hand tied behind their back, but they couldn't see faraway places in a bowl of magic water – all they could see were their own reflections, and very good-looking they thought themselves.

'Oh, dear, dear me!' said the wizard, and he looked at his three fine sons in despair. 'Whatever will you do for a living? I'm a wizard, and my father was a wizard ... and I don't know anything about anything else!' And he went up into his tall tower room to think. Little Beekeeper ran up to the apple orchard where the beehives were, and whispered and whispered at the door of each hive.

*'My brothers are so strong and tall,
My father can't see me at all.
Bees, dear bees, I beg of you,
Tell me now what I must do!'*

'Zzzzz! Zzzzz! Zzzzz!' buzzed the bees, and Little Beekeeper nodded and ran back home. She picked up her broom and began sweeping the hallway.

3 seconds pause

Listen to the questions again. You may finish off any remaining questions as you listen.

Number one:

Multiple choice. Tick the best answer.

- a. The wizard had
- i. four sons
 - ii. three sons
 - iii. two sons

4 second pause

- b. The brothers called their sister
- i. The Little Maid
 - ii. The Little Witch
 - iii. Little Beekeeper.

4 seconds pause

- c. In a bowl of magic water the brothers could only see
- i. faraway places
 - ii. their own reflections
 - iii. bees in their beehives

4 seconds pause

- d. The wizard went to think
- i. in the tall tower room
 - ii. in the hall
 - iii. in the kitchen

4 seconds pause

Number two:

Answer the following questions:

- a. Who was the youngest child of the wizard?

10 seconds pause

- b. Why did the girl run up to the apple orchard every evening?

10 seconds pause

Number three:

Match the parts of the sentences in Column A with those in Column B to form a complete sentence and write the correct number in the box.

I am going to read Column A and Column B. While I am reading you may match the parts of the sentences.

Column A:

Number one: **The daughter did the housework ...**

Number two: **The brothers could cut down a tree ...**

Number three: **They could split branches ...**

Number four: **The brothers thought they were ...**

Now I am going to read **Column B:**

... into matchsticks.

... with one swing of an axe.

... very good-looking.

... all day long.

4 seconds pause

You have some time to check your answers.

Thank you. This is the end of Test Number Three.

Test Number Four

During this session you are going to listen to two texts.

Listen carefully. You will listen to each text and each exercise twice.

Now look at exercise A on page 15 and exercise B on page 16 of the book.

15 seconds pause

Task One

Now listen to the text. If you wish you may start working out the exercises as you listen.

Sam is a twelve-year-old boy who lives in Sliema. His grandma lives in a big house in Mdina, the old capital city of Malta. Sam likes to go to Mdina to visit his grandma and to explore this magnificent city. Sam always passes through the Main Gate on his way to his grandma's house. One day, whilst he was admiring the rich stone carvings on the Main Gate, a tourist stopped him.

Tourist: Excuse me young man, would you tell me the way to the cathedral please?

Sam: Sure, if you walk straight into the city through the Main Gate, going past this small square in front of us, you will get to the Main Street of this city. There are a number of large palaces on either side of the street and you will soon get to a much larger square on your right where you will find the cathedral.

It's no longer than a five-minute walk.

Tourist: Oh! Thank you and can you indicate where the old medieval quarter is?

Sam: Yes, on your way to the cathedral you will realise that the buildings on your right are grand and majestic and date back to when the knights of Malta were on the island. If you take a side street to your left, you will note that the houses there are much older and belong to the medieval period before the arrival of the knights. That's where you should go. The streets are much narrower there.

Tourist: You are such a clever boy! How do you know all this?

Sam: My grandma lives here and I visit Mdina often. History is also one of my favourite subjects at school. Many times I stop to hear what the tourist guides are saying.

Tourist: Thank you for your kind assistance. Have a nice day!

Sam: Enjoy your visit, goodbye!

Listen to exercise A.

Multiple choice. Tick the best answer.

The first one is done for you.

1. Sam is
 - a. a nine-year-old boy
 - b. a ten-year-old boy
 - c. a twelve-year-old boy

The correct answer is **c**, so I ticked the box near the phrase

a twelve-year-old boy.

Now I am going to read number 2 to number 6 and you may tick the best answers as you listen.

2. His grandmother lives in

- a. a flat
- b. a big house
- c. a small house

4 seconds pause

3. One day

- a. a tourist stopped him
- b. a lost Maltese man stopped him
- c. his uncle stopped him

4 seconds pause

4. On either side of the Main Street of the city there are

- a. many apartments
- b. a lot of shops
- c. a lot of large palaces

4 seconds pause

5. In the old medieval quarter, the streets are

- a. much wider
- b. much narrower
- c. much more populated

4 seconds pause

6. The boy

- a. never visits his grandmother
- b. rarely visits his grandmother
- c. visits his grandmother often

4 seconds pause

Now listen to exercise B.

Fill in the blanks in the following sentences. You should only write one word in each space.

The first one is done for you.

Number one:

Sam's grandmother lives in Mdina.

Now I am going to read the rest of the sentences and you may fill in the blanks as you listen.

3 seconds pause

Number two:

When the tourist stopped Sam, the boy was at the Main _____ of the old city.

3 seconds pause

Number three:

The tourist wanted to know the way to the _____.

3 seconds pause

Number four:

The boy describes the buildings which date back to when the knights of Malta were on the island as _____ and _____.

3 seconds pause

Number five:

History is one of Sam's favourite _____ at school.

3 seconds pause

Now listen to the text again.

Sam is a twelve-year-old boy who lives in Sliema. His grandma lives in a big house in Mdina, the old capital city of Malta. Sam likes to go to Mdina to visit his grandma and to explore this magnificent city. Sam always passes through the Main Gate on his way to his grandma's house. One day, whilst he was admiring the rich stone carvings on the Main Gate, a tourist stopped him.

Tourist: Excuse me young man, would you tell me the way to the cathedral please?

Sam: Sure, if you walk straight into the city through the Main Gate, going past this small square in front of us, you will get to the Main Street of this city. There are a number of large palaces on either side of the street and you will soon get to a much larger square on your right where you will find the cathedral.

It's no longer than a five-minute walk.

Tourist: Oh! Thank you and can you indicate where the old medieval quarter is?

Sam: Yes, on your way to the cathedral you will realise that the buildings on your right are grand and majestic and date back to when the knights of Malta were on the island. If you take a side street to your left, you will note that the houses there are much older and belong to the medieval period before the arrival of the knights. That's where you should go. The streets are much narrower there.

Tourist: You are such a clever boy! How do you know all this?

Sam: My grandma lives here and I visit Mdina often. History is also one of my favourite subjects at school. Many times I stop to hear what the tourist guides are saying.

Tourist: Thank you for your kind assistance. Have a nice day!

Sam: Enjoy your visit, goodbye!

Listen to exercise A again. You may continue answering the questions as you listen.

Multiple choice. Tick the best answer.

The first one is done for you.

1. Sam is
 - a. a nine-year-old boy
 - b. a ten-year-old boy
 - c. a twelve-year-old boy

The correct answer is c, so I ticked the box near the phrase

a twelve-year-old boy.

Now I am going to read number 2 to number 6 and you may tick the best answers as you listen.

2. His grandmother lives in

- a. a flat
- b. a big house
- c. a small house

4 seconds pause

3. One day

- a. a tourist stopped him
- b. a lost Maltese man stopped him
- c. his uncle stopped him

4 seconds pause

4. On either side of the Main Street of the city there are

- a. many apartments
- b. a lot of shops
- c. a lot of large palaces

4 seconds pause

5. In the old medieval quarter, the streets are

- a. much wider
- b. much narrower
- c. much more populated

4 seconds pause

6. The boy

- a. never visits his grandmother
- b. rarely visits his grandmother
- c. visits his grandmother often

4 seconds pause

Now listen to exercise B again. You may continue answering the questions as you listen.

Fill in the blanks in the following sentences. You should only write one word in each space.

The first one is done for you.

Number one:

Sam's grandmother lives in Mdina.

Now I am going to read the rest of the sentences and you may fill in the blanks as you listen.

3 seconds pause

Number two:

When the tourist stopped Sam, the boy was at the Main _____ of the old city.

3 seconds pause

Number three:

The tourist wanted to know the way to the _____.

3 seconds pause

Number four:

The boy describes the buildings which date back to when the knights of Malta were on the island as _____ and _____.

3 seconds pause

Number five:

History is one of Sam's favourite _____ at school.

3 seconds pause

You now have some time to check your answers.

30 seconds pause

This is the end of Task One.

30 seconds pause

Task Two

Look at the questions on page 17 and page 18 of the book.

50 seconds pause

Listen carefully. You will listen to the text and questions twice.

Now listen to the text. If you wish you may start working out the exercises as you listen.

One morning when the squirrel was out running he noticed that everyone seemed very busy. As he passed the rabbit burrow all the little rabbits were outside, tying up little bunches of holly with pieces of grass, and then helping to wrap four late blackberries in a leaf.

'Why are you doing that?' asked the squirrel. 'What is it for?'

'It's for our mum,' said little rabbit shyly. 'For Christmas.'

Now the squirrel didn't know about Christmas, but didn't like to say so. Instead he said, 'Oh yes. Christmas!' and went on his way, pulling his coat around him. It wasn't as warm a coat as it had been, because the crow had made holes in it and sometimes the squirrel had caught it on hedges and thistles when he was running and jumping. The wind that day was cold, ruffling the feathers of the crow as he pecked at the hard ground. The squirrel shrank back when he saw him, but the crow called out, 'Haven't time to catch you today, squirrel!' And he pecked harder, gathering seeds and grubs to take back to his nest. Of course, the squirrel still didn't know what he meant. But he nodded and said, 'Oh yes. Christmas!' once again, just as if he did.

The squirrel went on his way. Soon he came to the tall brown winter grass where the harvest mice lived. Mr and Mrs Mouse were rushing to and fro and all the baby mice were running after them, crying, 'Is it now mum? Is it tonight dad? What will I get?' Mr and Mrs Mouse hardly noticed the squirrel, as they rushed this way and that saying to one another, 'How will we ever be done before Christmas? Hurry dear, hurry!'

3 seconds pause

Listen to the questions and answer them.

Number one:

True, False or No Information Given? Tick the correct box.

- a. That morning everyone was still asleep.

Tick the correct box now.

4 seconds pause

- b. The squirrel didn't know about Christmas.

Tick the correct box now.

4 seconds pause

- c. That day it was not windy.

Tick the correct box now.

4 seconds pause

- d. Mr. and Mrs. Mouse had three baby mice

Tick the correct box now.

4 seconds pause

Number two:

Write the correct number in the boxes to show the order in which the squirrel met the other animals. Write number one near the animal/s which he met first, number two near the animal/s which he met next, and number three near the animal/s which he met last.

mice _____

rabbits _____

crow _____

4 seconds pause

Number three:

Answer the following questions:

- a. Who made the holes in the squirrel's coat?

10 seconds pause

- b. For whom were all the little rabbits tying up little bunches of holly with pieces of grass?

10 seconds pause

- c. What did the squirrel do when he saw the crow?

10 seconds pause

Listen to the text again.

One morning when the squirrel was out running he noticed that everyone seemed very busy. As he passed the rabbit burrow all the little rabbits were outside, tying up little bunches of holly with pieces of grass, and then helping to wrap four late blackberries in a leaf.

‘Why are you doing that?’ asked the squirrel. ‘What is it for?’

‘It’s for our mum,’ said little rabbit shyly. ‘For Christmas.’

Now the squirrel didn’t know about Christmas, but didn’t like to say so. Instead he said, ‘Oh yes. Christmas!’ and went on his way, pulling his coat around him. It wasn’t as warm a coat as it had been, because the crow had made holes in it and sometimes the squirrel had caught it on hedges and thistles when he was running and jumping. The wind that day was cold, ruffling the feathers of the crow as he pecked at the hard ground. The squirrel shrank back when he saw him, but the crow called out, ‘Haven’t time to catch you today, squirrel!’ And he pecked harder, gathering seeds and grubs to take back to his nest. Of course, the squirrel still didn’t know what he meant. But he nodded and said, ‘Oh yes. Christmas!’ once again, just as if he did.

The squirrel went on his way. Soon he came to the tall brown winter grass where the harvest mice lived. Mr and Mrs Mouse were rushing to and fro and all the baby mice were running after them, crying, ‘Is it now mum? Is it tonight dad? What will I get?’ Mr and Mrs Mouse hardly noticed the squirrel, as they rushed this way and that saying to one another, ‘How will we ever be done before Christmas? Hurry dear, hurry!’

3 seconds pause

Listen to the questions again. You may finish off any remaining questions as you listen.

Number one:

True, False or No Information Given? Tick the correct box.

- a. That morning everyone was still asleep.

Tick the correct box now.

4 seconds pause

- b. The squirrel didn’t know about Christmas.

Tick the correct box now.

4 seconds pause

- c. That day it was not windy.

Tick the correct box now.

4 seconds pause

- d. Mr. and Mrs. Mouse had three baby mice

Tick the correct box now.

4 seconds pause

Number two:

Write the correct number in the boxes to show the order in which the squirrel met the other animals. Write number one near the animal/s which he met first, number two near the animal/s which he met next, and number three near the animal/s which he met last.

mice _____

rabbits _____

crow _____

4 seconds pause

Number three:

Answer the following questions:

- a. Who made the holes in the squirrel's coat?

10 seconds pause

- b. For whom were all the little rabbits tying up little bunches of holly with pieces of grass?

10 seconds pause

- c. What did the squirrel do when he saw the crow?

10 seconds pause

You have some time to check your answers.

Thank you. This is the end of Test Number Four.

Test Number Five

During this session you are going to listen to two texts.

Listen carefully. You will listen to each text and each exercise twice.

Now look at exercise A and exercise B on page 19 of the book.

15 seconds pause

Task One

Now listen to the text. If you wish you may start working out the exercises as you listen.

Here is an easy recipe to make Coconut Mice which one can carry out at home.

Always make sure that there is an adult supervising you when you are cooking.

Ingredients:

- 250g icing sugar
- 200g condensed milk
- 175g desiccated coconuts
- Red food dye
- Silver cake decorating balls (for eyes)
- Liquorice (for tail)
- White chocolate buttons (for ears)

3 seconds pause

Place icing sugar and condensed milk in a mixing bowl. Mix these ingredients with a wooden spoon.

When the mixing is done, add the coconuts. Mix well.

Share the mixture in two bowls. In this way you can make pink and red mice.

Put one drop of food dye in the first bowl to make pink mice.

Put two drops of food dye in the second bowl to make red mice.

Wet a tablespoon and let it drip.

Take some of the mixture and smooth the top, this will give you the mouse's body.

Add the white milky buttons to make the ears, the silver cake decorating balls for the eyes, and the liquorice for the tail.

Put them in a dish and place them in the refrigerator to harden.

Enjoy eating your mice!

Make sure you clear up the mess in the kitchen when you are done.

Listen to exercise A.

Match, using arrows the measures and words in Column A to the ingredients in Column B according to the recipe which you have just listened to.

Now I am going to read Column A and Column B. While I am reading, you may match the measures and words to the ingredients.

Column A:

Number one: **250 grams**

Number two: **200 grams**

Number three: **175 grams**

Number four: **Silver**

Number five: **White**

Now I am going to read **Column B:**

condensed milk

cake decorating balls

icing sugar

chocolate buttons

desiccated coconuts

4 seconds pause

Now listen to exercise B.

Put the following sentences in order by writing the numbers 1 to 6 next to them.

The first one is done for you so you should use numbers 2 to 6.

The sentence next to which I have put number one is:

Mix the ingredients with a wooden spoon.

The other sentences are:

Add white milky buttons, silver cake balls, and liquorice for ears, eyes, and tails respectively

Share the mixture in two bowls.

Put the 'mice' in a dish and place them in a refrigerator.

Mix the ingredients with a wooden spoon.

Take some of the mixture and smooth the top for the mouse's body.

Put drops of food dye to make pink and red mice.

5 seconds pause

Now listen to the text again.

Here is an easy recipe to make Coconut Mice which one can carry out at home. Always make sure that there is an adult supervising you when you are cooking.

Ingredients:

- 250g icing sugar
- 200g condensed milk
- 175g desiccated coconuts
- Red food dye
- Silver cake decorating balls (for eyes)
- Liquorice (for tail)
- White chocolate buttons (for ears)

3 seconds pause

Place icing sugar and condensed milk in a mixing bowl. Mix these ingredients with a wooden spoon. When the mixing is done, add the coconuts. Mix well.

Share the mixture in two bowls. In this way you can make pink and red mice.

Put one drop of food dye in the first bowl to make pink mice.

Put two drops of food dye in the second bowl to make red mice.

Wet a tablespoon and let it drip.

Take some of the mixture and smooth the top, this will give you the mouse's body.

Add the white milky buttons to make the ears, the silver cake decorating balls for the eyes, and the liquorice for the tail.

Put them in a dish and place them in the refrigerator to harden.

Enjoy eating your mice!

Make sure you clear up the mess in the kitchen when you are done.

Listen to exercise A again. You may continue answering the questions as you listen.

Match, using arrows, the measures and words in Column A to the ingredients in Column B according to the recipe which you have just listened to.

Now I am going to read Column A and Column B. While I am reading, you may match the measures and words to the ingredients.

Column A:

Number one: **250 grams**

Number two: **200 grams**

Number three: **175 grams**

Number four: **Silver**

Number five: **White**

Now I am going to read **Column B:**

condensed milk

cake decorating balls

icing sugar

chocolate buttons

desiccated coconuts

4 seconds pause

Now listen to exercise B.

Put the following sentences in order by writing the numbers 1 to 6 next to them.

The first one is done for you so you should use numbers 2 to 6.

The sentence next to which I have put number one is:

Mix the ingredients with a wooden spoon.

The other sentences are:

Add white milky buttons, silver cake balls, and liquorice for ears, eyes, and tails respectively

Share the mixture in two bowls.

Put the 'mice' in a dish and place them in a refrigerator.

Mix the ingredients with a wooden spoon.

Take some of the mixture and smooth the top for the mouse's body.

Put drops of food dye to make pink and red mice.

5 seconds pause

You have some time to check your answers.

30 seconds pause

This is the end of Task One.

30 seconds pause

Task Two

Look at the questions on page 20 and page 21 of the book.

50 seconds pause

Listen carefully. You will listen to the text and questions twice.

Now listen to the text. If you wish you may start working out the exercises as you listen.

After lunch Ms Peterson pointed to a picture. 'This is Sir Robert Peel,' she said. Susan looked at Sir Robert Peel. He had on a big black hat.

'He was a prime minister,' Jade Brown said.

'That's right,' said Ms Peterson. 'His birthday is February the fifth.' Susan could see that her friend Rueben was drawing a picture of Sir Robert Peel.

'Who can tell us more?' Ms Peterson asked.

'He founded the London police, and they were called 'Bobbies' after him,' William Wright said.

'What about his life?' asked Ms Peterson.

Jake Jefferson put his hand up.

Susan wished she could put her hand up too. But she didn't know one thing about Sir Robert Peel. Just then the door opened.

It was Mr. Cooper, the headteacher. 'May I see you for a minute?' he asked Ms Peterson.

'Finish your work,' Ms Peterson told the class.

Everyone sat up straight. Susan tried to sit up straighter than everyone else. She hoped Ms Peterson

would call her to be the monitor. Ms Peterson looked around. ‘Susan,’ she said.

Susan rushed up to the front of the room. Ms Peterson pointed to the chalk on her desk. ‘If anyone is not doing their work,’ she said, ‘write the name down.’

Ms Peterson went outside. Susan looked around at everyone. The whole class was working. All except Peter Turner. He was playing with his pencil. He dropped it on the floor. Peter leaned out of his seat to get it. Susan thought about putting his name on the board. But Peter wasn’t really fooling around. Susan sat down at Ms Peterson’s desk. It was a wonderful feeling to be sitting there. She picked up Ms Peterson’s pen. She made a little tick on a piece of paper. Maybe she’d be a teacher when she grew up. It was probably a lot of fun. Easy too. She looked back at the library corner. If she were a teacher she’d have lots of good books in the classroom. She spotted a big brown book. It had a picture of Sir Robert Peel on the cover. Maybe it would tell her about Sir Robert Peel’s life. She stood up. She’d look through the book. She’d know all about Sir Robert Peel by the time Ms Peterson came back.

3 seconds pause

Listen to the questions and answer them.

Number one:

Multiple Choice. Tick the best answer.

- a. Sir Robert Peel’s birthday is on
- i. February the tenth
 - ii. February the first
 - iii. February the fifth

4 seconds pause

- b. The headteacher went into the class
- i. to talk to all the pupils
 - ii. to talk to Ms Peterson
 - iii. to talk to Susan

4 seconds pause

- c. Peter was playing with his
- i. pen
 - ii. ruler
 - iii. pencil

4 seconds pause

- d. On the cover the big book had
- i. no pictures
 - ii. a picture of Ms Peterson
 - iii. a picture of Sir Robert Peel

4 seconds pause

Number two:

Fill in the blanks in the following sentences. You should only write one word in each space.

- a. Sir Robert Peel was wearing a big black _____.

3 seconds pause

- b. When Ms Peterson went outside the classroom, all the students were working except _____.

3 seconds pause

- c. Susan picked up Ms Peterson's pen and made a little _____ on a piece of paper.

3 seconds pause

- d. Susan spotted a big _____ book.

3 seconds pause

Number three:

Answer the following questions:

- a. What did Susan know about Sir Robert Peel?

10 seconds pause

- b. What did all the students do when the headteacher entered the class?

10 seconds pause

Listen to the text again.

After lunch Ms Peterson pointed to a picture. 'This is Sir Robert Peel,' she said. Susan looked at Sir Robert Peel. He had on a big black hat.

'He was a prime minister,' Jade Brown said.

'That's right,' said Ms Peterson. 'His birthday is February the fifth.' Susan could see that her friend Rueben was drawing a picture of Sir Robert Peel.

'Who can tell us more?' Ms Peterson asked.

'He founded the London police, and they were called 'Bobbies' after him,' William Wright said.

'What about his life?' asked Ms Peterson.

Jake Jefferson put his hand up.

Susan wished she could put her hand up too. But she didn't know one thing about Sir Robert Peel. Just then the door opened.

It was Mr. Cooper, the headteacher. 'May I see you for a minute?' he asked Ms Peterson.

'Finish your work,' Ms Peterson told the class.

Everyone sat up straight. Susan tried to sit up straighter than everyone else. She hoped Ms Peterson would call her to be the monitor. Ms Peterson looked around. 'Susan,' she said.

Susan rushed up to the front of the room. Ms Peterson pointed to the chalk on her desk. 'If anyone is not doing their work,' she said, 'write the name down.'

Ms Peterson went outside. Susan looked around at everyone. The whole class was working. All except Peter Turner. He was playing with his pencil. He dropped it on the floor. Peter leaned out of his seat to get it. Susan thought about putting his name on the board. But Peter wasn't really fooling around. Susan sat down at Ms Peterson's desk. It was a wonderful feeling to be sitting there. She picked up Ms

Peterson's pen. She made a little tick on a piece of paper. Maybe she'd be a teacher when she grew up. It was probably a lot of fun. Easy too. She looked back at the library corner. If she were a teacher she'd have lots of good books in the classroom. She spotted a big brown book. It had a picture of Sir Robert Peel on the cover. Maybe it would tell her about Sir Robert Peel's life. She stood up. She'd look through the book. She'd know all about Sir Robert Peel by the time Ms Peterson came back.

3 seconds pause

Listen to the questions again. You may finish off any remaining questions as you listen.

Number one:

Multiple Choice. Tick the best answer.

- a. Sir Robert Peel's birthday is on
- i. February the tenth
 - ii. February the first
 - iii. February the fifth

4 seconds pause

- b. The headteacher went into the class
- i. to talk to all the pupils
 - ii. to talk to Ms Peterson
 - iii. to talk to Susan

4 seconds pause

- c. Peter was playing with his
- i. pen
 - ii. ruler
 - iii. pencil

4 seconds pause

- d. On the cover the big book had
- i. no pictures
 - ii. a picture of Ms Peterson
 - iii. a picture of Sir Robert Peel

4 seconds pause

Number two:

Fill in the blanks in the following sentences. You should only write one word in each space.

- a. Sir Robert Peel was wearing a big black _____.

3 seconds pause

- b. When Ms Peterson went outside the classroom, all the students were working except _____.

3 seconds pause

- c. Susan picked up Ms Peterson's pen and made a little _____ on a piece of paper.

3 seconds pause

- d. Susan spotted a big _____ book.

3 seconds pause

Number three:

Answer the following questions:

- a. What did Susan know about Sir Robert Peel?

10 seconds pause

- b. What did all the students do when the headteacher entered the class?

10 seconds pause

You have some time to check your answers.

Thank you. This is the end of Test Number Five.

Test Number Six

During this session you are going to listen to two texts.

Listen carefully. You will listen to each text and each exercise twice.

Now look at exercise A on page 22 and exercise B on page 23 of the book.

15 seconds pause

Task One

Now listen to the text. If you wish you may start working out the exercises as you listen.

Hello children,

Today I am going to interview Mr. Frank Schembri, a famous illustrator of children's books.

Mr. Schembri, first of all what is the work of an illustrator?

F.S. An illustrator tries to make any book more enjoyable while reading and tries to create enough curiosity in a reluctant child to make him wish to read what the pictures are all about.

Does an illustrator have to be an artist?

F.S. No, he doesn't need to be. But understandably if he is, his pictures are going to be much more attractive.

For how long have you been doing this work?

F.S. I've been doing this work for the last 43 years, since 1968, when for the first time, I made a cover design for a book named 'Wild Spell of Summer' by the late Francis Ebejer.

What medium do you use when you are illustrating story books?

F.S. I use colour pencils, like the ones children use to draw on their colouring books. I never use wax crayons.

Do you only illustrate children's books or other types of books as well?

F.S. Yes, mostly I draw pictures for children's books since those for adults are rarely illustrated. But I have also done cover designs for adult story books and illustrations for adult magazines.

Who decides what pictures should be included in a book?

F.S. Usually the illustrator first reads the script, then he points out which are the best scenes deserving a picture and the author either agrees or suggests otherwise. But the final decision is his.

Have you ever considered writing a book yourself?

F.S. Yes, many times, but since I consider it as a hobby, I never came round to do it.

Listen to exercise A.

Multiple choice. Tick the best answer.

The first one is done for you.

1. Mr. Frank Schembri is
 - a. an author
 - b. an illustrator
 - c. a publisher

The correct answer is **b**, so I ticked the box near the phrase:

an illustrator.

Now I am going to read number 2 to number 6 and you may tick the best answers as you listen.

2. The work of an illustrator is that of
- a. drawing pictures for books
 - b. writing books
 - c. reading books

4 seconds pause

3. Mr. Schembri has been illustrating books for the last
- a. 50 years
 - b. 10 years
 - c. 43 years

4 seconds pause

4. To draw pictures for children's books he uses
- a. crayons
 - b. colour pencils
 - c. pens of different colours

4 seconds pause

5. The final decision about which pictures should be included in the book is that of the
- a. publisher
 - b. author
 - c. illustrator

4 seconds pause

6. Mr. Schembri
- a. has already written many books
 - b. has never considered writing a book
 - c. has considered writing a book himself

4 seconds pause

Now listen to exercise B.

Fill in the blanks in the following sentences. You should only write one word in each space.
The first one is done for you.

Number one:

With his pictures, an illustrator tries to create **curiosity** in children.

Now I am going to read the rest of the sentences and you may fill in the blanks as you listen.

3 seconds pause

Number two:

If an illustrator is an artist his pictures will be much more _____.

3 seconds pause

Number three:

In 1968, Mr. Schembri made a cover design for a book called 'Wild Spell of _____'?

3 seconds pause

Number four:

Mr. Schembri never uses wax _____ when drawing pictures.

3 seconds pause

Number five:

The books for adults are _____ illustrated.

3 seconds pause

Number six:

Before deciding what pictures to draw, usually the illustrator first reads the _____.

3 seconds pause

Now listen to the text again.

Hello children,

Today I am going to interview Mr. Frank Schembri, a famous illustrator of children's books.

Mr. Schembri, first of all what is the work of an illustrator?

F.S. An illustrator tries to make any book more enjoyable while reading and tries to create enough curiosity in a reluctant child to make him wish to read what the pictures are all about.

Does an illustrator have to be an artist?

F.S. No, he doesn't need to be. But understandably if he is, his pictures are going to be much more attractive.

For how long have you been doing this work?

F.S. I've been doing this work for the last 43 years, since 1968, when for the first time, I made a cover design for a book named 'Wild Spell of Summer' by the late Francis Ebejer.

What medium do you use when you are illustrating story books?

F.S. I use colour pencils, like the ones children use to draw on their colouring books. I never use wax crayons.

Do you only illustrate children's books or other types of books as well?

F.S. Yes, mostly I draw pictures for children's books since those for adults are rarely illustrated. But I have also done cover designs for adult story books and illustrations for adult magazines.

Who decides what pictures should be included in a book?

F.S. Usually the illustrator first reads the script, then he points out which are the best scenes deserving a picture and the author either agrees or suggests otherwise. But the final decision is his.

Have you ever considered writing a book yourself?

F.S. Yes, many times, but since I consider it as a hobby, I never came round to do it.

Listen to exercise A again. You may continue answering the questions as you listen.

Multiple choice. Tick the best answer.

The first one is done for you.

1. Mr. Frank Schembri is
 - a. an author
 - b. an illustrator
 - c. a publisher

The correct answer is **ii**, so I ticked the box near the phrase:

an illustrator.

Now I am going to read number 2 to number 6 and you may tick the best answers as you listen.

2. The work of an illustrator is that of
 - a. drawing pictures for books
 - b. writing books
 - c. reading books

4 seconds pause

3. Mr. Schembri has been illustrating books for the last
 - a. 50 years
 - b. 10 years
 - c. 43 years

4 seconds pause

4. To draw pictures for children's books he uses
 - a. crayons
 - b. colour pencils
 - c. pens of different colours

4 seconds pause

5. The final decision about which pictures should be included in the book is that of the
 - a. publisher
 - b. author
 - c. illustrator

4 seconds pause

6. Mr. Schembri
 - a. has already written many books
 - b. has never considered writing a book
 - c. has considered writing a book himself

4 seconds pause

Now listen to exercise B again. You may continue answering the questions as you listen.

Fill in the blanks in the following sentences. You should only write one word in each space.

The first one is done for you.

Number one:

With his pictures, an illustrator tries to create **curiosity** in children.

Now I am going to read the rest of the sentences and you may fill in the blanks as you listen.

3 seconds pause

Number two:

If an illustrator is an artist his pictures will be much more _____.

3 seconds pause

Number three:

In 1968, Mr. Schembri made a cover design for a book called 'Wild Spell of _____'.

3 seconds pause

Number four:

Mr. Schembri never uses wax _____ when drawing pictures.

3 seconds pause

Number five:

The books for adults are _____ illustrated.

3 seconds pause

Number six:

Before deciding what pictures to draw, usually the illustrator first reads the _____.

3 seconds pause

You now have some time to check your answers.

30 seconds pause

This is the end of Task One.

30 seconds pause

Task Two

Look at the questions on page 24 and page 25 of the book.

50 seconds pause

Listen carefully. You will listen to the text and questions twice.

Now listen to the text. If you wish you may start working out the exercises as you listen.

It isn't even my real name, that's what gets me. I can see that if I'd been *born* with a name like Steve Darling, if it was written in great curly letters across my *birth* certificate or something, then I might have to put up with it. But it isn't even my proper name!

I had trouble from my first day at school. I was in more fights than anyone Mrs Jackson could remember, and she'd been teaching for twenty years. It took weeks for some of the people in my class to realise that

when they sidled up and whispered, 'Hello, Steve Darling,' I was going to turn round and biff them. I don't like being teased myself, and I certainly don't like to hear people teasing my father.

Mind you, it's his own fault. He started it off. I'm sure he didn't mean to cause me any trouble. It just worked out that way. You see, my father's terribly old. His hair's all silver, he gets arthritis in damp weather, and he uses huge spotted cotton handkerchiefs, not paper tissues, to blow his nose when he gets a cold. (He makes the most extraordinary trumpeting noise which makes people look round.) He had another family, all grown up, before he even thought of marrying my mother and starting on me. They drop in every now and again, and it's so odd to think that they're my half-brothers. They look old enough to be my father. And my father looks old enough to be my grandpa.

And he's old-fashioned, too. He likes things like starched sheets and fountain pens you fill from glass ink bottles, and mealtimes are so late that Mum and I have practically starved to death before the food is even on the table.

And he calls me Steve Darling.

He doesn't mean anything by it, I know. He doesn't *want* to make my life difficult. It's just he's too set in his ways to change.

3 seconds pause

Listen to questions and answer them.

Number one:

Match the parts of the sentences in Column A with those in Column B to form a complete sentence and write the correct number in the box.

I am going to read Column A and Column B. While I am reading you may match the parts of the sentences.

Column A:

- a. Steve Darling ...
- b. The boy ...
- c. Mrs Jackson ...
- d. The boy's father ...

Now I am going to read **Column B:**

... is old-fashioned.

... doesn't like to hear people teasing his father.

... is not the child's proper name.

... had been teaching for twenty years.

Number two:

Answer the following questions:

- a. What does the boy's father get in damp weather?

10 seconds pause

- b. Whose fault is it that the boy is teased by his classmates?

10 seconds pause

Number three:

True, False or No Information Given? Tick the correct box.

- a. The boy's father uses paper tissues when he blows his nose.

Tick the correct box now.

4 seconds pause

- b. When he blows his nose, the boy's father makes a trumpeting sound.

Tick the correct box now.

4 seconds pause

- c. The boy's father is called Jack.

Tick the correct box now.

4 seconds pause

- d. The boy's father is quite young.

Tick the correct box now.

4 seconds pause

Listen to the text again.

It isn't even my real name, that's what gets me. I can see that if I'd been *born* with a name like Steve Darling, if it was written in great curly letters across my *birth* certificate or something, then I might have to put up with it. But it isn't even my proper name!

I had trouble from my first day at school. I was in more fights than anyone Mrs Jackson could remember, and she'd been teaching for twenty years. It took weeks for some of the people in my class to realise that when they sidled up and whispered, 'Hello, Steve Darling,' I was going to turn round and biff them. I don't like being teased myself, and I certainly don't like to hear people teasing my father.

Mind you, it's his own fault. He started it off. I'm sure he didn't mean to cause me any trouble. It just worked out that way. You see, my father's terribly old. His hair's all silver, he gets arthritis in damp weather, and he uses huge spotted cotton handkerchiefs, not paper tissues, to blow his nose when he gets a cold. (He makes the most extraordinary trumpeting noise which makes people look round.) He had another family, all grown up, before he even thought of marrying my mother and starting on me. They drop in every now and again, and it's so odd to think that they're my half-brothers. They look old enough to be my father. And my father looks old enough to be my grandpa.

And he's old-fashioned, too. He likes things like starched sheets and fountain pens you fill from glass ink bottles, and mealtimes are so late that Mum and I have practically starved to death before the food is even on the table.

And he calls me Steve Darling.

He doesn't mean anything by it, I know. He doesn't *want* to make my life difficult. It's just he's too set in his ways to change.

3 seconds pause

Listen to the questions again. You may finish off any remaining questions as you listen.

Number one:

Match the parts of the sentences in Column A with those in Column B to form a complete sentence and write the correct number in the box.

I am going to read Column A and Column B. While I am reading you may match the parts of the sentences.

Column A:

- a. Steve Darling ...
- b. The boy ...
- c. Mrs. Jackson ...
- d. The boy's father ...

Now I am going to read Column B:

... is old-fashioned.

... doesn't like to hear people teasing his father.

... is not the child's proper name.

... had been teaching for twenty years.

Number two:

Answer the following questions:

- a. What does the boy's father get in damp weather?

10 seconds pause

- b. Whose fault is it that the boy is teased by his classmates?

10 seconds pause

Number three:

True, False or No Information Given? Tick the correct box.

- a. The boy's father uses paper tissues when he blows his nose.

Tick the correct box now.

4 seconds pause

- b. When he blows his nose, the boy's father makes a trumpeting sound.

Tick the correct box now.

4 seconds pause

- c. The boy's father is called Jack.

Tick the correct box now.

4 seconds pause

- d. The boy's father is quite young.

Tick the correct box now.

4 seconds pause

You have some time to check your answers.

Thank you. This is the end of Test Number Six.

Test Number Seven

During this session you are going to listen to two texts.

Listen carefully. You will listen to each text and each exercise twice.

Now look at exercise A on page 26 and exercise B on page 27 of the book.

15 seconds pause

Task One

Now listen to the text. If you wish you may start working out the exercises as you listen.

Zach is the president of the Children's School Council. He keeps record of all the activities that go on at school during the year. These are some extracts taken from his diary.

Animal Awareness Day – October

This event kicks off our activities at school. On 4th October we celebrate the feast of St Francis of Assisi, the patron saint of animals and the environment.

This year the 4th October happened to be a Monday. The children who have pets at home were asked to bring them to school. The parish priest came to our school and blessed the animals amidst barking, mewing, and chirping!

Christmas Concert – December

This is the first major event of the year. All the children in the school take part in a concert. On the day the school is full of santas, elves, snowmen, and reindeer. This year we had a play called 'Santa's Toyshop'. The parents packed the hall and enjoyed this wonderful event. Merry Christmas everybody, ho ho ho!

Carnival – February

February is a popular month with us children as we await Carnival eagerly. All the children came to school in fancy dress costumes. There were pirates, fairies, princesses, cowboys, action heroes, and many other different characters. We had a party in class and fun games in the school hall. The music was loud and we all danced to the music. Three cheers for Carnival!

Sports Day – April

Sports Day was held in April. We left school for the sports ground. There were all the children who attend the schools in our college. We took part in games and fun activities such as Bouncy Castle. We were all winners at the end of the day and we were all awarded a medal. Sports day is great fun!

Ice-cream Day – June

The children of the school council organised this event. We put up a stall in the school yard and sold ice-creams at very cheap prices. All children ate vanilla, strawberry, and chocolate ice-creams on this hot summer day. The proceeds of this event were donated to a children's orphanage close to our school. Ice-cream is yummy!

Listen to exercise A.

Look at the following pictures and write a short sentence under each one according to the text which you have just listened to.

The first one is an example.

Picture Number One.

Under this picture I wrote this sentence:

Zach writes about all the activities that go on at school in his diary.

Now let's look at the other pictures and you may write a sentence under each one.

Picture Number Two.

10 seconds pause

Picture Number Three.

10 seconds pause

Picture Number Four.

10 seconds pause

Picture Number Five.

10 seconds pause

Picture Number Six.

10 seconds pause

Now listen to exercise B.

Put the following sentences in order by writing the numbers 1 to 6 next to them.

The first one is done for you so you should use numbers 2 to 6.

The sentence next to which I have put number one is:

The children were asked to bring their pets to school.

The other sentences are:

The children had a party in class and fun games in the school hall.

All children ate vanilla, strawberry, and chocolate ice-cream.

The children were asked to bring their pets to school.

The children put on a play called 'Santa's Toyshop'.

The children went to the sports ground.

The parish priest went to school and blessed the animals.

5 seconds pause

Now listen to the text again.

Zach is the president of the Children's School Council. He keeps record of all the activities that go on at school during the year. These are some extracts taken from his diary.

Animal Awareness Day – October

This event kicks off our activities at school. On 4th October we celebrate the feast of St Francis of Assisi, the patron saint of animals and the environment.

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Listen to exercise A again. You may continue answering the questions as you listen.

Look at the following pictures and write a short sentence under each one according to the text which you have just listened to.

The first one is an example.

Picture Number One.

Under this picture I wrote this sentence:

Zach writes about all the activities that go on at school in his diary.

Now let's look at the other pictures and you may write a sentence under each one.

Picture Number Two.

10 seconds pause

Picture Number Three.

10 seconds pause

Picture Number Four.

10 seconds pause

Picture Number Five.

10 seconds pause

Picture Number Six.

10 seconds pause

Now listen to exercise B again. You may continue answering the questions as you listen.

Put the following sentences in order by writing the numbers 1 to 6 next to them.

The first one is done for you so you should use numbers 2 to 6.

The sentence next to which I have put number one is:

The children were asked to bring their pets to school.

The other sentences are:

The children had a party in class and fun games in the school hall.

All children ate vanilla, strawberry, and chocolate ice-cream.

The children were asked to bring their pets to school.

The children put on a play called ‘Santa’s Toyshop’.

The children went to the sports ground.

The parish priest went to school and blessed the animals.

5 seconds pause

You now have some time to check your answers.

30 seconds pause

This is the end of Task One.

30 seconds pause

Task Two

Look at the questions on page 28 and page 29 of the book.

50 seconds pause

Listen carefully. You will listen to the text and questions twice.

Now listen to the text. If you wish you may start working out the exercises as you listen.

For me, the wedding came at the perfect time. I’d been nervous about asking my parents if I could go to Orlando, and I had been *shocked* when they agreed immediately. But the fact was that they were probably just relieved to know that I had somewhere to go that weekend, so that they wouldn’t have to work out what to do with me. Anyway, once I had a place to go, the rest was easy. Victoria’s parents had invited Carol to stay at their house. I suppose it doesn’t make much difference to them if another kid is in the house, since Victoria has *seven* brothers and sisters!

‘But why do I have to stay with the Pikes?’ asked Carol, sounding a little whiny. ‘If I have to be abandoned, I want to stay with Joan.’ Joan Robertson is Carol’s best friend.

‘Carol,’ I said, trying to be patient. ‘Joan and her parents are going away this weekend, too. You know that.’

‘Everybody’s going away,’ she wailed. ‘Everybody but me. Even Tyke gets to go! It’s not fair.’ She buried her face in my pillow.

‘Tyke is only going because he’s too little to be away from Mum and Dad,’ I said, rubbing her back. ‘And he’s *not* going to the wedding. He’s going to stay with a babysitter, at the hotel.’

Tyke’s real name, in case you’re wondering is Roy James Charleston. A big name for a baby, right? That’s what the nurses thought when he was born. He was the smallest baby in the hospital’s nursery, so they nicknamed him Tyke, and the name has stuck. He’s learning to walk and talk and feed himself, and he’s incredibly cute.

Tyke was born in Abilene, Kansas, which was where Carol and I were also born. We lived there until the beginning of this school year, when my father’s company transferred him to a branch office in Sheffield. Sometimes I miss Abilene – or at least I miss certain things about it. For one thing, back in Abilene we lived on the same street as my grandparents, two of my uncles, three aunts, and a lot of cousins.

3 seconds pause

Listen to the questions and answer them.

Number one:

Multiple Choice. Tick the best answer.

- a. Carol's best friend is
- i. Victoria
 - ii. Joan Robertson
 - iii. Roy James Charleston

4 seconds pause

- b. Tyke is going to stay at the hotel with
- i. his grandmother
 - ii. his brother
 - iii. a babysitter

4 seconds pause

- c. Tyke was born in
- i. Kansas
 - ii. Los Angeles
 - iii. New York

4 seconds pause

- d. The children's father was transferred to Sheffield at
- i. the beginning of the school year
 - ii. Christmas
 - iii. Easter

4 seconds pause

Number two:

Answer the following questions

- a. How was the child feeling about asking his parents to go to Orlando?

10 seconds pause

- b. What is Tyke's real name?

10 seconds pause

Number three:

Fill in the blanks in the following sentences. You should only write one word in each space.

- a. Victoria has _____ brothers and sisters.

5 seconds pause

- a. Tyke is too _____ to be away from mum and dad.

5 seconds pause

b. Tyke was the _____ baby in the hospital's nursery.

5 seconds pause

c. The _____ nicknamed the baby Tyke.

5 seconds pause

Listen to the text again.

For me, the wedding came at the perfect time. I'd been nervous about asking my parents if I could go to Orlando, and I had been *shocked* when they agreed immediately. But the fact was that they were probably just relieved to know that I had somewhere to go that weekend, so that they wouldn't have to work out what to do with me. Anyway, once I had a place to go, the rest was easy. Victoria's parents had invited Carol to stay at their house. I suppose it doesn't make much difference to them if another kid is in the house, since Victoria has *seven* brothers and sisters!

'But why do I have to stay with the Pikes?' asked Carol, sounding a little whiny. 'If I have to be abandoned, I want to stay with Joan.' Joan Robertson is Carol's best friend.

'Carol,' I said, trying to be patient. 'Joan and her parents are going away this weekend, too. You know that.'

'Everybody's going away,' she wailed. 'Everybody but me. Even Tyke gets to go! It's not fair.' She buried her face in my pillow.

'Tyke is only going because he's too little to be away from Mum and Dad,' I said, rubbing her back. 'And he's *not* going to the wedding. He's going to stay with a babysitter, at the hotel.'

Tyke's real name, in case you're wondering is Roy James Charleston. A big name for a baby, right? That's what the nurses thought when he was born. He was the smallest baby in the hospital's nursery, so they nicknamed him Tyke, and the name has stuck. He's learning to walk and talk and feed himself, and he's incredibly cute.

Tyke was born in Abilene, Kansas, which was where Carol and I were also born. We lived there until the beginning of this school year, when my father's company transferred him to a branch office in Sheffield. Sometimes I miss Abilene – or at least I miss certain things about it. For one thing, back in Abilene we lived on the same street as my grandparents, two of my uncles, three aunts, and a lot of cousins.

3 seconds pause

Listen to the questions again. You may finish off any remaining questions as you listen.

Number one:

Multiple Choice. Tick the best answer.

- a. Carol's best friend is
- i. Victoria
 - ii. Joan Robertson
 - iii. Roy James Charleston

4 seconds pause

- b. Tyke is going to stay at the hotel with
- i. his grandmother
 - ii. his brother
 - iii. a babysitter

4 seconds pause

- c. Tyke was born in
 - i. Kansas
 - ii. Los Angeles
 - iii. New York

4 seconds pause

- d. The children's father was transferred to Sheffield at
 - i. the beginning of the school year
 - ii. Christmas
 - iii. Easter

4 seconds pause

Number two:

Answer the following questions

- a. How was the child feeling about asking his parents to go to Orlando?

10 seconds pause

- b. What is Tyke's real name?

10 seconds pause

Number three:

Fill in the blanks in the following sentences. You should only write one word in each space.

- a. Victoria has _____ brothers and sisters.

5 seconds pause

- a. Tyke is too _____ to be away from mum and dad.

5 seconds pause

- b. Tyke was the _____ baby in the hospital's nursery.

5 seconds pause

- c. The _____ nicknamed the baby Tyke.

5 seconds pause

You have some time to check your answers.

Thank you. This is the end of Test Number Seven.

Test Number Eight

During this session you are going to listen to two texts.

Listen carefully. You will listen to each text and each exercise twice.

Now look at exercise A on page 30 and exercise B on page 31 of the book.

15 seconds pause

Task One

Now listen to the text. If you wish you may start working out the exercises as you listen.

The word 'weather' means the conditions of the air around us. These conditions often change from place to place and from hour to hour. During the day we can experience different kinds of weather such as sunny, rainy, windy, warm or cold weather. The weather influences our activities. It controls the food we grow and eat, the clothes we wear and the places we frequent. The weather forecast which is broadcast daily, is of interest to everybody particularly to fishermen, sailors, pilots and farmers.

Meteorologists forecast the weather. To forecast means to say beforehand what type of weather is likely to occur during a particular day. At the meteorological office, meteorologists have a number of instruments which help them in their work. They use the thermometer to measure air temperature which is measured in degrees Celsius, the wind vane which shows from where the wind is blowing, the anemometer which measures the force of the wind, the barometer which measures the atmospheric pressure and the rain gauge which shows the amount of rain that falls during every twenty-four hours. The amount of rain is measured in millimetres.

In Malta we have a Mediterranean sort of climate, which means warm to hot, dry summers and mild to cool, wet winters. Hereunder is a typical weather forecast for a hot summer's day:

Forecast: Sunny

Visibility: Good

Wind: Moderate west northwest

Sea: Moderate becoming slight to moderate

Swell: Low northwest becoming negligible

Maximum Temperature: 30°C

Minimum Temperature: 20°C

UV Index: 11+

Listen to exercise A.

Multiple choice. Tick the best answer.

The first one is done for you.

1. The weather forecast is broadcast
 - a. weekly
 - b. monthly
 - c. daily

The correct answer is **c**, so I ticked the box near the phrase:

daily.

Now I am going to read number 2 to number 6 and you may tick the best answers as you listen.

2. The people who forecast the weather are called

- a. sailors
- b. farmers
- c. meteorologists

4 seconds pause

3. The air temperature is measured by

- a. a ruler
- b. a thermometer
- c. a barometer

4 seconds pause

4. The wind vane shows

- a. from where the wind is blowing
- b. the force of the wind
- c. the visibility

4 seconds pause

5. The amount of rain which falls is measured in

- a. centimetres
- b. millimetres
- c. litres

4 seconds pause

6. The weather forecast is of interest to

- a. nobody
- b. children only
- c. everybody

4 seconds pause

Now listen to exercise B.

Fill in the blanks in the following sentences. You should only write one word in each space.

The first one is done for you.

Number one:

The word 'weather' means the conditions of the **air** around us.

Now I am going to read the rest of the sentences and you may fill in the blanks as you listen.

3 seconds pause

Number two:

During the same day we can experience _____ kinds of weather.

3 seconds pause

Number three:

The weather influences our _____.

3 seconds pause

Number four:

The meteorologists have a number of _____ which help them in their work.

3 seconds pause

Number five:

To 'forecast' means to say beforehand what type of _____ is likely to occur during a particular day.

3 seconds pause

Number six:

In Malta we have a Mediterranean sort of _____.

3 seconds pause

Now listen to the text again.

The word 'weather' means the conditions of the air around us. These conditions often change from place to place and from hour to hour. During the day we can experience different kinds of weather such as sunny, rainy, windy, warm or cold weather. The weather influences our activities. It controls the food we grow and eat, the clothes we wear and the places we frequent. The weather forecast which is broadcast daily, is of interest to everybody particularly to fishermen, sailors, pilots and farmers.

Meteorologists forecast the weather. To forecast means to say beforehand what type of weather is likely to occur during a particular day. At the meteorological office, meteorologists have a number of instruments which help them in their work. They use the thermometer to measure air temperature which is measured in degrees Celsius, the wind vane which shows from where the wind is blowing, the anemometer which measures the force of the wind, the barometer which measures the atmospheric pressure and the rain gauge which shows the amount of rain that falls during every twenty-four hours. The amount of rain is measured in millimetres.

In Malta we have a Mediterranean sort of climate, which means warm to hot, dry summers and mild to cool, wet winters. Hereunder is a typical weather forecast for a hot summer's day:

Forecast: Sunny

Visibility: Good

Wind: Moderate west northwest

Sea: Moderate becoming slight to moderate

Swell: Low northwest becoming negligible

Maximum Temperature: 30°C

Minimum Temperature: 20°C

UV Index: 11+

Listen to exercise A again. You may continue answering the questions as you listen.

Multiple choice. Tick the best answer.

The first one is done for you.

1. The weather forecast is broadcast
 - a. weekly
 - b. monthly
 - c. daily

The correct answer is **c**, so I ticked the box near the phrase:

daily.

Now I am going to read number 2 to number 6 and you may tick the best answers as you listen.

2. The people who forecast the weather are called
 - a. sailors
 - b. farmers
 - c. meteorologists

4 seconds pause

3. The air temperature is measured by
 - a. a ruler
 - b. a thermometer
 - c. a barometer

4 seconds pause

4. The wind vane shows
 - a. from where the wind is blowing
 - b. the force of the wind
 - c. the visibility

4 seconds pause

5. The amount of rain which falls is measured in
 - a. centimetres
 - b. millimetres
 - c. litres

4 seconds pause

6. The weather forecast is of interest to
 - a. nobody
 - b. children only
 - c. everybody

4 seconds pause

Now listen to exercise B again. You may continue answering the questions as you listen.

Fill in the blanks in the following sentences. You should only write one word in each space.

The first one is done for you.

Number one:

The word 'weather' means the conditions of the **air** around us.

Now I am going to read the rest of the sentences and you may fill in the blanks as you listen.

3 seconds pause

Number two:

During the same day we can experience _____ kinds of weather.

3 seconds pause

Number three:

The weather influences our _____.

3 seconds pause

Number four:

The meteorologists have a number of _____ which help them in their work.

3 seconds pause

Number five:

To 'forecast' means to say beforehand what type of _____ is likely to occur during a particular day.

3 seconds pause

Number six:

In Malta we have a Mediterranean sort of _____.

3 seconds pause

You now have some time to check your answers.

30 seconds pause

This is the end of Task One.

30 seconds pause

Task Two

Look at the questions on page 32 and page 33 of the book.

50 seconds pause

Listen carefully. You will listen to the text and questions twice.

Now listen to the text. If you wish you may start working out the exercises as you listen.

Peter and his family often came from London to Holland during the summer holidays to visit his father's family. There were, it seemed to Peter, hundreds of these relatives, but Peter's favourite was his Aunt Mary.

'You're not really my aunt,' he used to say to her, 'but my great-aunt. It's my dad who's your nephew, not me.'

'An expert on the family tree!' Aunt Mary would say. 'You're quite right, of course. Joan, my mother, and Carmen, your grandmother, were sisters.'

One of the best things about visiting Aunt Mary was looking at the photographs. Peter had never seen so many in one place before. Aunt Mary had a drawer in the bottom of her cupboard that was full of big, brown envelopes, and each envelope was crammed with pictures: small black and white snapshots, sepia studio portraits from long ago, and coloured photographs in which he recognised himself and his sisters, and Dutch cousins of his own generation.

'Why don't you put them all into albums, Aunt Mary? All our photos back home in London are in albums. It makes them easier to look at.'

'But not so much of an adventure,' said Aunt Mary, tipping the contents of one brown envelope over the carpet, so that they made a pattern of their own on a rich background of scarlet, black, and gold. 'This way you never know whom you will find. Look at this, for example.'

She had picked out one of the brown photographs. Peter sighed. He preferred the more recent ones where at least there was a chance that he would see a face he recognised. He looked at the children in the old-fashioned clothes. They were grouped neatly on a sofa which had a huge vase next to it. There were three boys in high collars and uncomfortable-looking jackets, and four girls in frilly, lacy dresses with bows in their hair. The youngest was just a toddler. Aunt Mary pointed at her.

3 seconds pause

Listen to the questions and answer them.

Number one:

True, False or No Information Given? Tick the correct box.

- a. Peter's favourite relative was Aunt Mary.

Tick the correct box now.

4 seconds pause

- b. Peter was ten years old.

Tick the correct box now.

4 seconds pause

- c. Peter and his family went to Holland during the Easter holidays.

Tick the correct box now.

4 seconds pause

d. The children in the photo were grouped neatly on a sofa.

Tick the correct box now.

4 seconds pause

Number two:

Match the parts of the sentences in Column A with those in Column B to form a complete sentence and write the correct number in the box.

I am going to read Column A and Column B. While I am reading you may match the parts of the sentences.

Column A:

- a. One of the best things Peter liked about visiting Aunt Mary ...
- b. Aunt Mary tipped the contents of one brown envelope ...
- c. The children in the photo ...

Now I am going to read **Column B:**

... were wearing old-fashioned clothes.

... was looking at the photographs.

... over the carpet.

Number three:

Fill in the blanks in the following sentences. You should only write one word in each space.

- a. Peter and his family lived in _____.

3 seconds pause

- b. Joan and _____ were sisters.

3 seconds pause

- c. Aunt Mary had a drawer in the _____ of her cupboard.

3 seconds pause

Listen to the text again.

Peter and his family often came from London to Holland during the summer holidays to visit his father's family. There were, it seemed to Peter, hundreds of these relatives, but Peter's favourite was his Aunt Mary.

'You're not really my aunt,' he used to say to her, 'but my great-aunt. It's my dad who's your nephew, not me.'

'An expert on the family tree!' Aunt Mary would say. 'You're quite right, of course. Joan, my mother, and Carmen, your grandmother, were sisters.'

One of the best things about visiting Aunt Mary was looking at the photographs. Peter had never seen so many in one place before. Aunt Mary had a drawer in the bottom of her cupboard that was full of big, brown envelopes, and each envelope was crammed with pictures: small black and white snapshots, sepia studio portraits from long ago, and coloured photographs in which he recognised himself and his sisters, and Dutch cousins of his own generation.

'Why don't you put them all into albums, Aunt Mary? All our photos back home in London are in albums. It makes them easier to look at.'

‘But not so much of an adventure,’ said Aunt Mary, tipping the contents of one brown envelope over the carpet, so that they made a pattern of their own on a rich background of scarlet, black, and gold. ‘This way you never know whom you will find. Look at this, for example.’

She had picked out one of the brown photographs. Peter sighed. He preferred the more recent ones where at least there was a chance that he would see a face he recognised. He looked at the children in the old-fashioned clothes. They were grouped neatly on a sofa which had a huge vase next to it. There were three boys in high collars and uncomfortable-looking jackets, and four girls in frilly, lacy dresses with bows in their hair. The youngest was just a toddler. Aunt Mary pointed at her.

3 seconds pause

Listen to the questions again. You may finish off any remaining questions as you listen.

Number one:

True, False or No Information Given? Tick the correct box.

- a. Peter’s favourite relative was Aunt Mary.

Tick the correct box now.

4 seconds pause

- b. Peter was ten years old.

Tick the correct box now.

4 seconds pause

- c. Peter and his family went to Holland during the Easter holidays.

Tick the correct box now.

4 seconds pause

- d. The children in the photo were grouped neatly on a sofa.

Tick the correct box now.

4 seconds pause

Number two:

Match the parts of the sentences in Column A with those in Column B to form a complete sentence and write the correct number in the box.

I am going to read Column A and Column B. While I am reading you may match the parts of the sentences.

Column A:

- a. One of the best things Peter liked about visiting Aunt Mary ...
- b. Aunt Mary tipped the contents of one brown envelope ...
- c. The children in the photo ...

Now I am going to read **Column B:**

... were wearing old-fashioned clothes.

... was looking at the photographs.

... over the carpet.

Number three:

Fill in the blanks in the following sentences. You should only write one word in each space.

a. Peter and his family lived in _____.

3 seconds pause

b. Joan and _____ were sisters.

3 seconds pause

c. Aunt Mary had a drawer in the _____ of her cupboard.

3 seconds pause

You have some time to check your answers.

Thank you. This is the end of Test Number Eight.