

### Question A

**Aim:** For students to show that they can place words into the correct part of speech.

**Method:** Go through the examples. Elicit the reason for writing each example in the particular column.  
Set a time limit of five minutes.

**Marking guide:** ½ mark for each correct placement.

**Total marks:** 5

### Answers

Nouns	Verbs
desk	listen
book	begin
pen	write
teacher	ask
students	speak
board	read

### Question B

**Aim:** For students to show that they recognize target questions and respond appropriately.

**Method:** Go through the first question as if it were an example. Get each student to write the answer.  
Point out that they do not need to use full answer. Set a time limit of five minutes.

**Marking guide:** ½ mark for each suitable response.

**Total marks:** 3.5

### Answers

Depends on students.

### Question C

**Aim:** For students to show that they can make simple sentences about themselves with the verb 'be'.

**Method:** Elicit possible sentences, pens down. Set a time limit of ten minutes.

**Marking guide:** 1 mark for each suitable sentence.

**Total marks:** 4

### Answers

Depends on students.

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## Question D

**Aim:** For students to show that they can make copy information appropriately and, in the process, recognize the importance of capital letters.

**Method:** Work through the first identity card, pens down. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each correctly filled-in card.

**Total marks:** 14

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### Answers

<b>A</b>	
<b>First name:</b>	Karli
<b>Family name:</b>	Bulent
<b>Nationality:</b>	Turkish
<b>Hometown:</b>	Ankara

<b>E</b>	
<b>First name:</b>	Ahmed
<b>Family name:</b>	Al Shaabi
<b>Nationality:</b>	Emirati
<b>Hometown:</b>	Abu Dhabi

<b>B</b>	
<b>First name:</b>	Carla
<b>Family name:</b>	Rodriguez
<b>Nationality:</b>	Spanish
<b>Hometown:</b>	Barcelona

<b>F</b>	
<b>First name:</b>	Xiu Xiu
<b>Family name:</b>	Li
<b>Nationality:</b>	Chinese
<b>Hometown:</b>	Beijing

<b>C</b>	
<b>First name:</b>	Mario
<b>Family name:</b>	Dionisi
<b>Nationality:</b>	Italian
<b>Hometown:</b>	Rome

<b>G</b>	
<b>First name:</b>	Chieko
<b>Family name:</b>	Adachi
<b>Nationality:</b>	Japanese
<b>Hometown:</b>	Tokyo

<b>D</b>	
<b>First name:</b>	Esteban
<b>Family name:</b>	Cortes
<b>Nationality:</b>	Spanish
<b>Hometown:</b>	Madrid

### Question E

**Aim:** For students to show that they can identify the word set and add an additional item.

**Method:** Work through the first one as an example, pens down. Point out that, in this case, there are several correct answers.

**Marking guide:** ½ mark for each correct identification.

**Total marks:** 4.5

### Answers

- |                         |                      |
|-------------------------|----------------------|
| 1 any month of the year | 6 week, year         |
| 2 any day of the week   | 7 write              |
| 3 any -teen             | 8 any education word |
| 4 any ordinal           | 9 any nationality    |
| 5 night                 |                      |

### Question F

**Aim:** For students to show that they can identify the key information and copy it into the table, converting where necessary, e.g., full month names to abbreviations, numbers in words to numbers in figures, morning to a.m.

**Method:** Point out that the notes in the *Gunter* column will help them to decide what sort of information to put in each space and what form it should be in. Set a time limit of ten minutes.

**Marking guide:** ½ mark for each correct note.

**Total marks:** 4

### Methodology note

This is a basic question type from this point on in the course. It is called TEXT to NOTE to TEXT. There is often also a TRANSFER writing activity at the end. Because this type of question recurs throughout the course, you can usefully spend considerable time on it at this point, taking students through the stages step by step, in order to ensure that they understand exactly what is required of them.

### Answers

Target words underlined:

name	Carla
nationality	<u>Spanish</u>
hometown	<u>Barcelona</u>
age	<u>17</u>
school	<u>Redlands School</u>
class	<u>3B</u>
school week	<u>M, W, F</u>
lessons each day	<u>2</u>
school day	<u>4 p.m. - 8 p.m.</u>

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### Question G

- Aim:** For students to show that they can use notes to construct a new text with a model to work from.
- Method:** Make sure students realize that they have to write about Gunter. Set a time limit of ten minutes.
- Marking guide:** Give a total of 2 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.
- Total marks:** 2

#### Answer

Model answer:

*My name is Gunter. I am German. I am from Munich. I am 18. I am at Bridge Lane School. I am in 1B. I have school on Monday, Tuesday, Thursday and Friday. We have four lessons each day. Lessons begin at 9.30 in the morning. They end at 3.30 in the afternoon.*

### Question H

- Aim:** For students to show that they can construct a personal text with a model to work from.
- Method:** Make sure students realize that this time they have to write about themselves. Set a time limit of ten minutes.
- Marking guide:** Give a total of 2 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.
- Total marks:** 2

#### Answers

Answers depend on students.

### Question I

- Aim:** For students to show that they can find key information in a text, reading for an established purpose.
- Method:** Explain that all the information they need is in the text. Set a time limit of two minutes. This is a relatively short time but it should force them to use real reading strategies to find the answers.
- Marking guide:** Give 1 mark for each section. Take ½ mark off for any mistake.
- Total marks:** 4

#### Answers

Target words in italics:

<b>Grade</b>	<i>7</i>
<b>First day</b>	<i>29<sup>th</sup> August</i>
<b>English</b>	<i>8.00 – 9.00</i>
<b>Room</b>	<i>M, W, F = 5; T, Th = 7</i>

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## Question J

**Aim:** For students to show that they can find key information in a text, reading for an established purpose.

**Method:** Explain that all the information they need is in the text. Set a time limit of two minutes. This is a relatively short time but it should force them to use real reading strategies to find the answers.

**Marking guide:** Give 1 mark for each section. Take ½ mark off for any mistake.

**Total marks:** 4

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### Answers

Target words in italics:

<b>Grade</b>	9
<b>First day</b>	<i>30<sup>th</sup> August</i>
<b>English</b>	<i>8.00 – 9.00</i>
<b>Room</b>	6

### Handwriting

Give up to 3 marks for handwriting in the test as a whole. Look at regularity of height, spacing and letter shapes.

## Question A

**Aim:** For students to show that they can identify:

- a) the correct preposition for use with each item
- b) the word set which each word belongs to.

**Method:** Work through the two parts of the question with the example. Set a time limit of five minutes.

**Marking guide:** ½ mark for each correct preposition; ½ mark for each correct word set.

**Total marks:** 9

## Answers

Target words underlined:

	prep.	item	a time	a day	a date	a month	a year	a period of time
1	at	12.00 p.m.	✓					
2	<u>on</u>	Monday		✓				
3	<u>in</u>	January				✓		
4	<u>on</u>	31 <sup>st</sup> August			✓			
5	<u>in</u>	2007					✓	
6	<u>at</u>	4.30 a.m.	✓					
7	<u>on</u>	Saturday		✓				
8	<u>in</u>	1994					✓	
9	<u>in</u>	February				✓		
10	<u>in</u>	the afternoon						✓

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## Question B

**Aim:** For students to show that they can identify the key information and copy it into the table.

**Method:** Point out that the notes in the *Aung San* column will help them to decide what sort of information to put in each space and what form it should be in. Set a time limit of five minutes.

**Notes:** 1: The word *owner* may be new to the students but follows the pattern of verb + er = job.  
2: \* change the age according to when you teach the course.

**Marking guide:** 1 mark for each correct note. Take ½ mark for any mistake in copying.

**Total marks:** 4

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### Methodology note

This should be very easy. However, there is a testing task here. Successful completion involves recognizing the role of information in a sentence. But the main point of this question is setting up the next writing question.

### Answers

Target words in italics:

	Bill Gates
<b>Age</b>	50*
<b>Nationality</b>	<i>American</i>
<b>Home town</b>	<i>Seattle</i>
<b>Job</b>	<i>computer programmer</i>

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## Question C

**Aim:** For students to show that they can use notes to construct a new text with a model to work from.

**Method:** Make sure students realize that they have to write about Aung San. Set a time limit of ten minutes.

**Marking guide:** Give a total of 5 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 5

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### Answer

Model answer:

*She is 60\*. She is Burmese. She comes from Rangoon. She is a politician.*

**Note:** \* change the age according to when you teach the course.

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### Question D

**Aim:** For students to show that they can construct a personal text with a model to work from.

**Method:** Make sure students realize that this time they have to write about a parent, or another adult if they prefer. They do not have to give the name. You may have to help students choose the best word for the job name.  
Set a time limit of ten minutes.

**Marking guide:** Give a total of 5 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 5

### Answers

Answers depend on students.

### Question E

**Aim:** For students to show that they can find key information in a text.

**Method:** Explain that all the information they need is in the text. Point out that they do not need to use full sentences. Set a time limit of two minutes. This is a relatively short time but it should force them to use real reading strategies to find the answers.

**Marking guide:** Give 2 marks for each item.

**Total marks:** 12

### Answers

- 1 Andrew
- 2 Western Bank
- 3 27 North Street, Easton
- 4 Receptionist
- 5 No
- 6 10 p.m.

### Question F

**Aim:** For students to show that they can find key information in a text, reading for an established purpose.

**Method:** Explain that all the information they need is in the text. Point out that they do not have to use full sentences. Set a time limit of two minutes. This is a relatively short time but it should force them to use real reading strategies to find the answers.

**Marking guide:** Give 2 marks for each section.

**Total marks:** 10

### Answers

- 1 West Street Primary School
- 2 September 10<sup>th</sup>
- 3 December 22<sup>nd</sup>
- 4 40 (35 after lunch hours)
- 5 email jobs@weststprim.ac.uk

### Handwriting

Give up to 5 marks for handwriting in the test as a whole. Look at regularity of height, spacing and letter shapes.



## Question A

**Aim:** For students to show that they can recognize areas of information and give a reasonable example of each.

**Method:** Work through the example, showing how the target item is a good example of the area of information. Point out that, in this case, there are often several correct answers. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct example.

**Total marks:** 9

## Answers

Model answers:

- 1 We can write morning times with a.m., for example *4.00 a.m.* is four in the morning.
- 2 We can write the days of the week with the first three letters, for example *Tue* is Tuesday.
- 3 We can write the months of the year with the first letter, for instance *F* is February
- 4 The numbers from 13 to 19 end in *teen*, for instance (any teen number)
- 5 Some months have 30 days, for example ... (Sep, Apr, Jun, or Nov)
- 6 Some months have 31 days, for instance ... (the rest, except February!)
- 7 Some years have 366 days, for instance ... (2004)\*
- 8 He wants a job with computers, for example ... (accountant or programmer)
- 9 Many things in nature are green, for example, ... (grass)
- 10 There are many grey things in this room, for instance ... (depends on the room)

**\*Note:** The rules for deciding if a year will be a leap year (i.e. have 366 days) are quite complex but basically if you can divide a year by 4 with no remainder, it is a leap year. So 2000 was a leap year ( $2000 / 4 = 50$ ) and so was 2004. The next leap years will be 2008 and 2012. Some 00 years are not leap years but we won't go into that!

## Question B

**Aim:** For students to show that they can identify the key information and copy it into the table.

**Method:** Point out that the notes in the *Woman* column will help them to decide what sort of information to put in each space and what form it should be in. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct note. Take 1 mark for any mistake in copying.

**Total marks:** 8

## Answers

Target words underlined:

<b>live?</b>	<u>house</u>
<b>where?</b>	<u>small town</u>
<b>rooms + colour?</b>	<u>blue kitchen; green living room;</u>
<b>my bedroom</b>	<u>upstairs; red and white</u>

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### Methodology note

As the students are false beginners, it is likely that they will know basic rooms vocabulary. However, if you sense that this is not the case, do quick revision before setting the question.

### Question C

- Aim:** For students to show that they can use notes to construct a new text with a model to work from.  
**Method:** Make sure students realize that they have to write about the man. Set a time limit of ten minutes.  
**Marking guide:** Give a total of 8 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.  
**Total marks:** 8

### Answer

Model answer:

*I live in a flat. It is in a large city. There is a green kitchen and a white living room. OR There is a kitchen. It is green etc. My bedroom is at the back. It is blue.*

### Question D

- Aim:** For students to show that they can construct a personal text with a model to work from.  
**Method:** Make sure students realize that this time they have to write about their own house. Set a time limit of ten minutes.  
**Marking guide:** Give a total of 8 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.  
**Total marks:** 8

### Answers

Answers depend on students.

### Question E

- Aim:** For students to show that they can find relate written descriptions of shapes and colours to pictures of the same information.  
**Method:** Explain that all the information they need is in the text. Point out that they only need to write the number of the picture in each case. Set a time limit of four minutes. This is a relatively short time but it should force them to use real reading strategies to find the answers.  
**Marking guide:** Give 3 marks for each item.  
**Total marks:** 12

### Answers

The correct order is:

Picture: 4  
Picture: 2  
Picture: 1  
Picture: 3

### Handwriting

Give up to 5 marks for handwriting in the test as a whole. Look at regularity of height, spacing and letter shapes.

## Question A

**Aim:** For students to show that they can remember key information from the theme.

**Method:** Work through the first one as an example. Point out that, in this case, they have to actually remember what the names refer to, e.g., Australia = *country*. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct piece of information. Take ½ mark off for one spelling mistake.

**Total marks:** 6

## Answers

Target words underlined:

- 1 Australia is a very large country.
- 2 The capital is Canberra.
- 3 The main mountains are called the Australian Alps and the Great Dividing Range.
- 4 There are two main rivers in Australia, the Murray and the Darling.
- 5 There is a large lake in the centre of the country called Eyre.
- 6 There is a large island called Tasmania in the southeast.

## Question B

**Aim:** For students to show that they can identify the key information and copy it into the table.

**Method:** Point out that the notes in the *India* column will help them to decide what sort of information to put in each space and what form it should be in. Set a time limit of five minutes.

**Marking guide:** 2 marks for each correct note. Take 1 mark for any mistake in copying.

**Total marks:** 10

## Answers

Model notes:

	<i><b>The UAE</b></i>
<i><b>capital</b></i>	<i>Abu Dhabi; coast - W</i>
<i><b>mountains</b></i>	<i>east; Hajar</i>
<i><b>rivers</b></i>	<i>no</i>
<i><b>lakes</b></i>	<i>no; oasis at Liwa (S)</i>
<i><b>islands</b></i>	<i>many small; Gulf</i>

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### Question C

**Aim:** For students to show that they can use notes to construct a new text with a model to work from.

**Method:** Make sure students realize that they have to write about India. Set a time limit of ten minutes.

**Marking guide:** Give a total of 10 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 10

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### Answer

Model answer:

*The capital of India is New Delhi. It is in the north of the country.*

*There are mountains in the north of the country. They are called the Himalayas.*

*There is a very large river in India. It is called the Ganges. It starts in the Himalayas and flows to the east coast.*

*There are small islands in the Indian Ocean.*

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### Question D

**Aim:** For students to show that they can find key information in a text and use it to label a map.

**Method:** Explain that all the information they need is in the text. Set a time limit of five minutes. This is a relatively short time but it should force them to use real reading strategies to find the answers.

**Marking guide:** Give 2 marks for each item. Take ½ mark off for any mistakes in copying the name.

**Total marks:** 20

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### Answers



### Handwriting

Give up to 4 marks for handwriting in the test as a whole. Look at regularity of height, spacing and letter shapes.

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### Question A

- Aim:** For students to show that they can
- recognize the type of information missing from common structures
  - give an appropriate example
  - name the correct colour of specific items

**Method:** Work through the first one as an example. Point out that, in this case, there are many possible words which would fit. Set a time limit of five minutes.

**Marking guide:** 1 mark for each appropriate word.

**Total marks:** 8

### Answers

- They speak *Spanish* in *Spain*.
- any suitable combination of town/city and country
- any suitable combination of workplace and job
- one of: January, March, July, August, October, December.
- Sand is ... Snow is ... Clouds are ... = anything suitable

### Question B

**Aim:** For students to show that they can identify the key information and copy it into the table.

**Method:** Point out that the notes in the *Julie* column will help them to decide what sort of information to put in each space and what form it should be in. Set a time limit of five minutes.

**Marking guide:** Give 1 mark for each note.

**Total marks:** 8

### Answers

<b>First name</b>	<b>Alan</b>
<b>Family name</b>	<u>Jones</u>
<b>Nationality</b>	<u>British</u>
<b>Hometown</b>	<u>Manchester n. UK</u>
<b>Date of birth</b>	<u>30.04.93</u>
<b>School</b>	<u>Greenhill, London</u>
<b>Working week</b>	<u>M-F</u>
<b>Working day</b>	<u>9 - 4</u>
<b>Favourite colour</b>	<u>green</u>

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### Question C

- Aim:** For students to show that they can use notes to construct a new text with a model to work from.
- Method:** Make sure students realize that they have to write about Julie. Set a time limit of ten minutes.
- Marking guide:** Give a total of 6 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.
- Total marks:** 6
- 

#### Answer

Model answer:

*My name is Julie Artaud. I am French. I come from Lyons in the south of France. I am 14 years old. My birthday is May 2<sup>nd</sup>. I go to Evremont School in Paris. We have lessons on Monday, Tuesday, Thursday and Friday. Lessons start at 9 a.m. They end at 4.30 p.m. My favourite colour is red.*

### Question D

- Aim:** For students to show that they can use notes to construct a personal text with a model to work from.
- Method:** Make sure students realize that they have to write about themselves. Set a time limit of ten minutes.
- Marking guide:** Give a total of 6 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.
- Total marks:** 6
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#### Answers

Answers depend on students.

### Question E

- Aim:** For students to show that they can relate written descriptions of shapes to pictures.
- Method:** Explain that all the information they need is in the text. Set a time limit of five minutes.
- Marking guide:** Give 2 marks for each item.
- Total marks:** 8
- 

#### Answers

The correct order is:

This is Picture 4  
This is Picture 2  
This is Picture 1  
This is Picture 3

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## Question F

**Aim:** For students to show that they can relate written descriptions of shapes to pictures.

**Method:** Explain that all the information they need is in the text. Set a time limit of five minutes.

**Marking guide:** Give 2 marks for each item.

**Total marks:** 8

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### Answers

You think ...	Picture
The left line is shorter than the right line.	4
The two long lines are not straight.	3
The line on the top left joins to the line on the bottom right.	1
The bottom line is shorter than the top line.	2

### Handwriting

Give up to 6 marks for handwriting in the test as a whole. Look at regularity of height, spacing and letter shapes.

## Question A

**Aim:** For students to show that they can recognize key structures and the items which can fill particular spaces.

**Method:** Point out that students have to think of their own information for each space. Set a time limit of five minutes.

**Marking guide:** 1 mark for each suitable word.

**Total marks:** 12

## Answers

Possible answers

Target items underlined – but anything suitable could fit.

- 1 She is a teacher at Greenhill School.
- 2 My birthday is the first of March.
- 3 The bank opens at 10 o'clock and closes at 4 o'clock.
- 4 Red ink and yellow ink make the colour orange.
- 5 The capital of Egypt is Cairo.

## Question B

**Aim:** For students to show that they can identify the key information and copy it into the table.

**Method:** Point out that the notes in the *India* column will help them to decide what sort of information to put in each space and what form it should be in. Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct note. Note there are two elements to the third note.

**Total marks:** 6 marks

## Answers

Model notes:

	Algeria
get a job	16
leave school	16
marry	21 (M)
	18 (F)
drive	18
vote	18



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### Question C

**Aim:** For students to show that they can join sentences with *and/but*.

**Method:** Set a time limit of ten minutes.

**Marking guide:** 1 mark for each perfect answer.

**Total marks:** 2

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#### Answer

Model answers:

- 1 Teenagers can get a job and leave school at 16.
- 2 Male teenagers can marry at 21 but female teenagers can marry at 18.

### Question D

**Aim:** For students to show that they can use notes to construct a new text with a model to work from.

**Method:** Make sure students realize that they have to write about Turkey. Note that they cannot simply rewrite the first text substituting different ages because the relationship between pieces of information is different. Set a time limit of ten minutes.

**Marking guide:** Give a total of 10 marks for a perfect answer. Take marks off for mistakes in structure, punctuation and spelling.

**Total marks:** 10

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#### Answer

Model text:

*In Turkey, children can get a job at 14 and leave school at 14. Male teenagers can marry at 17 but female teenagers can marry at 15. People can drive and vote at 18.*

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## Question E

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**Aim:** For students to show that they can make a pictorial representation of written text, thus proving comprehension.

**Method:** Explain that all the information they need is in the text. Point out that the drawing can be terrible and they will still get the marks if it is recognizable. Remind them about the use of speech bubbles in this kind of cartoon drawing. Set a time limit of ten minutes.

**Marking guide:** Give 2 marks for each item.

**Total marks:** 16

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### Answers

Anything suitable drawing to portray the points given as follows:

- 1 they can smile.
- 2 they can laugh.
- 3 they can sit up.
- 4 they can say 'mama' and 'dada'. They can move on hands and feet.
- 5 they can stand. They can nod to say 'yes' and they can say two or three words.
- 6 they can walk . They can drink from a cup, if someone holds it. They can use four or five words.
- 7 they can run a little way. They can climb up or down one stair. They can use five to ten words.
- 8 they can kick large ball. They can turn the pages in a book. They can use two or three words together, for example 'give bottle'.

### Handwriting

Give up to 4 marks for handwriting in the test as a whole. Look at regularity of height, spacing and letter shapes.

## Question A

**Aim:** For students to show that they can recognize key structures and the items which can fill particular spaces.

**Method:** Remind students that we use the pattern *An A is a kind of B* to define things. Point out that students have to think of their own information for each space. Set a time limit of five minutes.

**Marking guide:** 2 marks for each suitable word.

**Total marks:** 12

If you think your students will struggle with these, work through them first orally, pens down, then get the students to write answers.

## Answers

Model answers underlined:

- 1 The underground is a kind of train.
- 2 A tram is a kind of bus.
- 3 A moped is a kind of motorcycle.
- 4 A (any kind of vehicle) is a kind of vehicle.
- 5 A jet/jumbo is a kind of plane.
- 6 A street/land/avenue is a kind of road.

## Question B

**Aim:** For students to show that they can identify the relationship between prose and supporting graphics and tables.

**Method:** Point out that this is a new kind of test. Students should be able to complete most of the gaps with information from the supporting information. However, they also have to add the correct additional words, e.g., *over*, *nearly*, *by*. Set a time limit of five minutes.

**Marking guide:** See marking guide in Answers.

**Total marks:** 17 marks

## Answers

Target words underlined:

Text	Marks
In the USA it takes over <u>25 minutes</u> for most people to get to work.	2
Many Americans travel <u>nearly 20 kilometres</u> to work.	2
Most people go to work <u>by car</u> .	1
Over <u>105 million</u> Americans	2
( <u>87</u> percent) drive to work	1
<u>Public transport</u> is in second place	1
but only <u>5</u> percent of Americans go to work	1
by bus, streetcar or <u>subway</u> .	1
A streetcar <u>is</u> a kind of bus.	½

It <u>goes</u> on tracks on the road.	½
A subway <u>is a kind of</u> train.	½
It <u>goes</u> on tracks under the ground.	½
A few people (3 percent) walk to work.	1
Nearly <u>100,000</u> ride a bicycle or <u>motorbike</u> to work.	1 ½
<u>Over 1 million</u> people use other methods – ferries, <u>trains</u> etc	1 ½
<b>Total</b>	<b>17</b>

### Question C

**Aim:** For students to show that they can relate information in a text to supporting graphics.

**Method:** Explain that all the information they need is in the text. Point out that they must complete the table and add percentages to the pie chart. Set a time limit of ten minutes.

**Marking guide:** 1 3 marks  
2 6 marks  
3 3 marks  
See Answers for detailed marking information

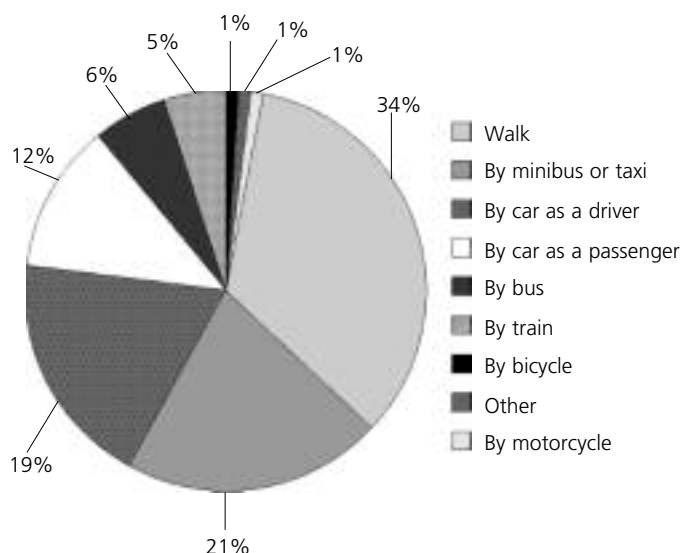
**Total marks:** 15

### Answers

**1** Target items underlined:

	Item	Marks
By bicycle	52,009	
By bus	307,748	
By car as a driver	<u>926,556</u>	1
By car as a passenger	<u>611,047</u>	1
By motorcycle	27,747	
By minibus or taxi	<u>1,031,622</u>	1
By train	266,819	
Walk	<u>1,723,185</u>	
Other	32,435	

**2** One mark for each correct percentage attribution.



**3** Three marks for anything suitable, e.g., *underground, tram, plane!*

### Handwriting

Give up to 6 marks for handwriting in the test as a whole. Look at regularity of height, spacing and letter shapes.

## Question A

**Aim:** For students to show that they can recognize key defining structure and the items which can fill particular spaces.

**Method:** Remind students that we use the pattern *An A is a kind of B* to define things. Point out that students have to think of their own information for each space. Set a time limit of five minutes.

**Marking guide:** 2 marks for each suitable word.

**Total marks:** 14

## Answers

Target words underlined:

- 1 Seascapes, landscapes, portraits and still lifes are kinds of painting.
- 2 Portraits are paintings of people.
- 3 A self-portrait is a painting of the painter.
- 4 A statue is a kind of sculpture.
- 5 A biography is the story of a person's life.
- 6 An autobiography is the story of the writer's life.

## Question B

**Aim:** For students to show that they can produce a short biography from a timeline.

**Method:** Point out that this is a new kind of test. Students have seen in the theme all the patterns which would enable them to make a good attempt at a biography of Shakespeare. Remind them of the work they did in Reading and Writing and in Lessons 1 and 2 of Vocabulary and Grammar. Set a time limit of five minutes.

**Marking guide:** Give up to 14 marks for accuracy and variety of structure.

**Total marks:** 14

## Answers

Model answer:

*He was born in Stratford in the centre of England on April 23<sup>rd</sup>, 1564. He married Anne Hathaway at the age of 18. A year later, his first child, Susanna, was born. In 1585, he moved to London. In the same year, his twins, Judith and Hamnet, were\* born. Between 1589 and 1592, Shakespeare wrote his first play, 'Henry VI'. In 1592, there was a plague in London and Shakespeare left the capital for a short time. Two years later, he joined a group of actors. From 1595 to 1611, he wrote about 36 plays. In 1611, he stopped writing plays. Five years later in 1616, he died, on the same day as his birth.*

\*were has not been specifically presented in this theme.

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## Question C

**Aim:** For students to show that they can extract key information for a time line from a short biography.

**Method:** Explain that all the information they need is in the text. Point out that they must complete the table with a date and notes on important information for each date.

**Marking guide:** 2 marks for each line of information.

**Total marks:** 18

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## Answers

Model answers:

<b>1452</b>	<i>born</i>
<b>1466</b>	left home
<b>1466-1476</b>	studied painting and sculpture with Verrocchio
<b>1482</b>	moved to Milan
<b>1503</b>	started Mona Lisa
<b>1506</b>	finished Mona Lisa
<b>1510</b>	cut up bodies
<b>1513</b>	moved to Rome
<b>1516</b>	moved to France
<b>1519</b>	died

## Handwriting

Give up to 4 marks for handwriting in the test as a whole. Look at regularity of height, spacing and letter shapes.

## Question A

**Aim:** For students to show that they can recognize common collocations with verbs.

**Method:** Point out that students have to think of their own information for each space. They must think of three nouns to go with each verb. Set a time limit of ten minutes.

**Marking guide:** 2 marks for three suitable words for each verb. ½ mark for two words.

**Total marks:** 18

## Answers

Model answer words underlined:

1 You can play	<u>football</u>	<u>tennis</u>	<u>chess</u>
2 You can go	<u>swimming</u>	<u>skiing</u>	<u>walking</u>
3 You can paint	<u>a landscape</u>	<u>a portrait</u>	<u>a still life</u>
4 You can drive	<u>a car</u>	<u>a bus</u>	<u>a lorry</u>
5 You can ride	<u>a bicycle</u>	<u>a motorcycle</u>	<u>a moped</u>
6 You can read	<u>a novel</u>	<u>a biography</u>	<u>a poem</u>
7 You can work in	<u>a shop</u>	<u>a factory</u>	<u>a hospital</u>
8 You can be	<u>a doctor</u>	<u>an engineer</u>	<u>a lawyer</u>
9 You can listen to	<u>a radio</u>	<u>music</u>	<u>a Walkman</u>
10 You can live in	<u>a village</u>	<u>a town</u>	<u>a city</u>

## Question B

**Aim:** For students to show that they can produce a short explanatory text on a sport from notes.

**Method:** Point out that this is a new kind of test. Students have seen in the theme all the patterns which would enable them to make a good attempt at the text. Remind them of the work they did in Reading and Writing and in this theme so far. Set a time limit of ten minutes.

**Marking guide:** Give up to 9 marks for accuracy and variety of structure. Give up to another 3 marks for spelling and punctuation.

**Total marks:** 12

## Answers

Model answer:

*Volleyball is a ball game for two groups of six players. It is popular with men and women.*

*The name comes from two English words, volley and ball. Volley means to hit a ball in the air.*

*William G. Morgan, an American, wrote the rules in 1895. People played the first game on 9<sup>th</sup> February that year.*

*Over 30 million people play the game worldwide.*

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## Question C

**Aim:** For students to show that they can extract key information to complete a table.

**Method:** Explain that all the information they need is in the text. Point out that they must complete the table notes.

**Marking guide:** 4 marks for each line of notes.

**Total marks:** 16

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### Answers

<b>name</b>	<i>French solitaire</i>
<b>definition</b>	a game for one player
<b>origins of the name</b>	Fr for patience
<b>history</b>	started in France? = French mathematician or ancient Egypt – Arab brought to Spain 8 <sup>th</sup> century
<b>the present day</b>	diff. boards – square, circle, triangle

### Handwriting

Give up to 4 marks for handwriting in the test as a whole. Look at regularity of height, spacing and letter shapes.



### Question A

**Aim:** For students to show that they can correctly spell the common ending schwa in a variety of ways.

**Method:** Model the sound and remind students that you can spell it in a variety of ways. Work through the example. Set a time limit of ten minutes.

**Marking guide:** 1 mark for each correct spelling.

**Total marks:** 17

### Answers

writer	col <u>our</u>	river
answer	computer	sculptor
architecture	doctor	sugar
butter	lawyer	teenager
centre	letter	theatre
cinema*	literature	water

\* some people would pronounce the ending as /a:/ not /schwa/

### Question B

**Aim:** For students to show that they can produce a short explanatory text on a sport from notes.

**Method:** Students have seen in the theme all the patterns which would enable them to make a good attempt at the text. Remind them of the work they did in Reading and Writing and in this theme so far. Set a time limit of ten minutes.

**Marking guide:** Give up to 10 marks for accuracy and variety of structure. Take marks off for spelling and punctuation mistakes.

**Total marks:** 10

### Answers

Model answer:

*Pepsi-Cola is a kind of cold drink.*

*The name comes from the kola bush.*

*In 1893, an American, Caleb Bradham, made a new soft drink with water, sugar and kola fruit. He called it Brad's drink.*

*In 1898, he gave the drink a new name – Pepsi-Cola.*

*He sold 30,000 litres of Pepsi in the first year.*

*There were some bad times for the Pepsi-Cola company in the 1920s and 1930s.*

*Finally, the drink became a success in America and around the world.*

*Pepsi-Cola is second only to Coca-Cola in worldwide sales.*

*The company sells over 7.5 million litres every year.*

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### Question C

**Aim:** For students to show that they can scan text for capitalised items and numbers.

**Method:** Set a time limit of five minutes.

**Marking guide:** 1 mark for each correct set of items.

**Total marks:** 5

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#### Answers

- 1 Greeks, Chinese
- 2 China, Italy, The USA
- 3 Marco Polo
- 4 4<sup>th</sup> C BCE, 13<sup>th</sup> C, 19<sup>th</sup> C, 2004
- 5 \$21.4 billion

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### Question D

**Aim:** For students to show that they can recognize change of topic.

**Method:** Explain that this is the first time students have seen this kind of test. They have to draw a line under each section then name the topic on the right of the text. Set a time limit of five minutes.

**Note:** Only four marks have been allocated for this activity. Point this out to students and explain that they should not worry about it if they find it difficult,

**Marking guide:** 4 marks for drawing lines in the correct place, 4 marks for reasonable naming.

**Total marks:** 8

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#### Answers

Possible answer:

Olives are a healthy fruit that grow mainly in Greece and Spain. They are a popular food, but most of olives are made into olive oil. The word first appeared in English in the 12th century.	introduction to olives
The history of olives goes back to the Greeks. They were a very important part of the economy. Other countries followed the Greeks, particularly Spain. We use the oil from olives for cooking and soap as well as for lighting.  There are many stories about the origins of the olive. One story is that Greek soldiers ate olives to keep up their strength when they were away from home. Some people say olives come from Africa, but we are not sure. We do know that the Spanish started growing them in the USA in 1769.	Origins of the olive
Olive trees must have cold nights with warm days in winter. This is why not all countries can grow this crop. The Mediterranean is very good for growing olives. This includes Southern Europe and North Africa. California is another good place for growing olives.	Where olives grow
There are over 750 million olive trees in the world and Spain has over 30% of them. World production of olive oil in 2006-2007 was more than 2.5 million tonnes. The biggest producer in Europe is Spain with 32%. In the Arab world it is Tunisia with 7%.	Numbers and quantities

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## Question E

**Aim:** For students to show that they can relate information from two sources – text and chart.

**Method:** Point out that students have to work out each answer by using information from the text and information from the chart. Set a time limit of ten minutes.

**Marking guide:** 2 marks for each answer.

**Total marks:** 6

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### Answers

Correct answers are ticked:

- 1 Spain has:
  - a more than 225 million trees ✓
  - b nearly 225 million trees
  - c we have no idea how many
  
- 2 Olives were grown in the USA in:
  - a The sixteenth century
  - b The seventeenth century
  - c The eighteenth century ✓
  
- 3 Spain produces:
  - a 32% of the olive oil in the world ✓
  - b 30% of the olive oil in the world
  - c 7% of the olive oil in the world

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