



# COURSE PLANNING

1. FIRST SESSION: MONDAY 24<sup>th</sup> SEPTEMBER

**LISTENING AND READING ACTIVITIES CAN BE FUN!**

2. SECOND SESSION: WEDNESDAY 26<sup>th</sup> SEPTEMBER

**COMMUNICATING IN REAL LIFE SITUATIONS...  
THE FLOOR IS YOURS!**

3. THIRD SESSION: MONDAY 1<sup>st</sup> OCTOBER

**YOU CAN GROW YOUR INTELLIGENCE WITH EFFORT!**

4. FOURTH SESSION: MONDAY 3<sup>rd</sup> OCTOBER

**INTERCULTURAL AWARENESS**

5. FIFTH SESSION: MONDAY 8<sup>th</sup> OCTOBER

**SHARING ICT RESOURCES AMONG TEACHERS**

# COURSE TIMETABLE

17.00-19.00

**19.00-19.15: BREAK**

19.20-20.30

# TOPICS FOR TODAY

1. INTRODUCING EACH OTHER
2. REFLECTION ABOUT TEACHING
3. BRIEF INTRODUCTION TO PET AND KET
4. READING
5. LISTENING
6. PRACTICAL ACTIVITIES TO PRACTICE READING AND LISTENING
7. NEW AREAS OF UNDERSTANDING AND “AHA” MOMENTS

# INTRODUCING EACH OTHER



**Name &  
school**

**Subjects &  
age groups  
you teach**

**Years as a  
bilingual  
teacher**

Bilingual coordinator

Teaching experience in UK & Spain

Deputy Head teacher

Teacher training courses on leadership and methodology

LUCÍA  
ÁBALOS  
ÁLVAREZ

English teacher training  
Educational Psychology

University and master professor



**ALL THE RESOURCES ARE HERE:**

<http://luciaabalos.weebly.com/pet--ket-course.html>

<https://padlet.com/LuciaAbalos/bbvyo474i032>

<https://view.genial.ly/5b802d11beed686dced6bd6a/prep-pet-and-ket-course>

# LUCIA ABALOS

TEACHING & LEARNING

UK TRAINING COURSES

LEADERSHIP COURSE

MULTIPLE INTELLIGENCES COURSE

PET & KET COURSE

BILINGUAL CONFERENCES

SCHOOL

1. LISTENING AND  
READING

2. SPEAKING AND WRITING

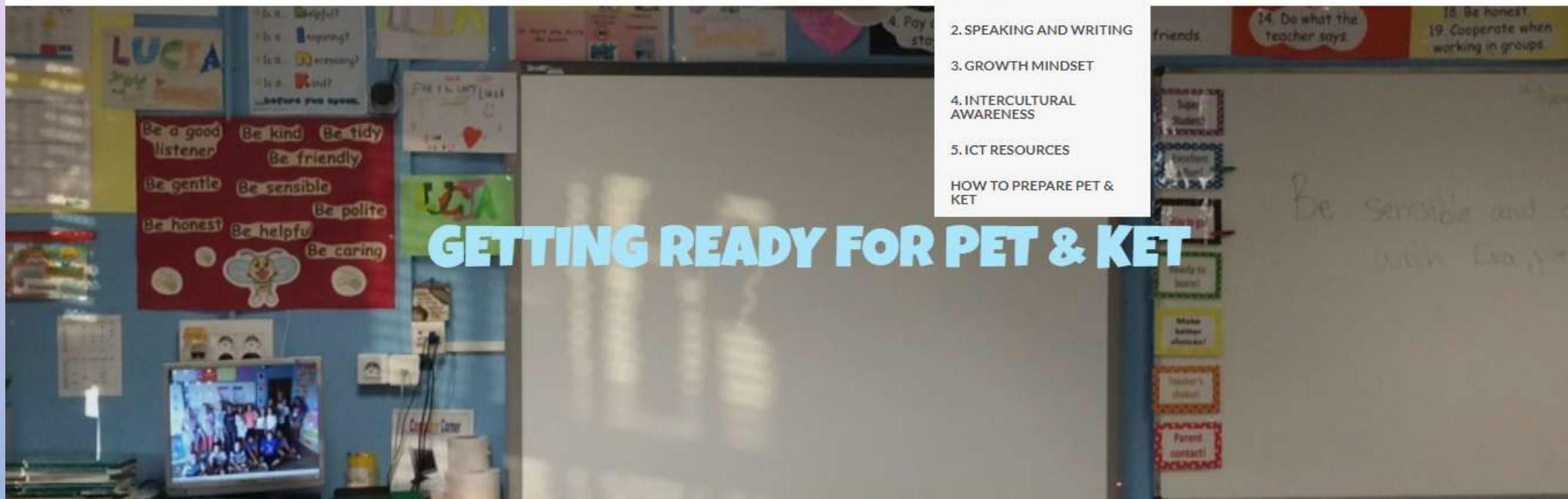
3. GROWTH MINDSET

4. INTERCULTURAL  
AWARENESS

5. ICT RESOURCES

HOW TO PREPARE PET &  
KET

## GETTING READY FOR PET & KET



LUCIA ABALOS 41m  
**LUCIA ABALOS**  
 ICT resources to practice KET and PET

LUCIA ABALOS 45m  
**Picture description for speaking practice**



speaking practice picture description | Med...  
 speaking practice picture description  
 madrid

LUCIA ABALOS 2d  
**WRITING WORKSHOP TO IMPROVE CREATIVE WRITING**



writing workshop to motivate and guide stu...  
 writing workshop to motivate and guide stu...  
 madrid

LUCIA ABALOS 2d  
**RIDDLES TO PRACTICE READING**



203 Fun Riddles for Kids with Answers - Ice...  
 Kids love riddles. Riddles not only provide fu...  
 icebreaker ideas

LUCIA ABALOS 2d  
**PERSUASIVE WRITING CARDS**



TeachStarter-Persuasive-Topic-Cards-Uppe...  
 PDF document  
 padlet drive

LUCIA ABALOS 2d  
**WRITING PROMPTS**



Choose a line from a previous journal entry and explain more about it.

Choose a subject and list as many three-word phrases as you can in 3 minutes.

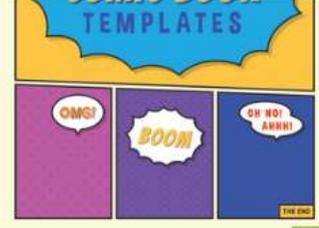
TeachStarter-Writers-Notebook-Writing-Pro...  
 PDF document  
 padlet drive

LUCIA ABALOS 2d  
**CREATIVE WRITING WHEELS**



TeachStarter-Imaginative-Writing-Stimulus-...  
 PDF document  
 padlet drive

LUCIA ABALOS 2d  
**COMIC STRIPS TEMPLATES**



TeachStarter-Comic-Strip-Templates\_13666  
 PDF document  
 padlet drive

LUCIA ABALOS 2d  
**EDITING AND FIXING MISTAKES**

**1 Coco's Kennel**

granda used dads new paintbrush to paint our dogs old kenal a brite blue to make it extra comferble, he then put one of grandmas old quilts on the floor he placed a wind dile on the kennels roof for a bit of extra charm

Find & spelling mistakes. Add & capital letters, & full stops and & apostrophes of punctuation.

TeachStarter-Editing-Passage-Task-Cards-...  
 PDF document  
 padlet drive

LUCIA ABALOS 2d  
**STORY STARTERS**

Emily couldn't believe her eyes.	Suddenly, it turned around and looked right at Jake.
The dog growled and ran towards her.	Everything just stopped.

storystarters2.pdf  
 PDF document  
 www.teachingideas.co.uk

LUCIA ABALOS 2d  
**STORY SETTINGS WITH ADJECTIVES**

**Forest**

dark gloomy quiet trees  
 deep quiet silent calm wet  
 tranquil misty spooky cluttered  
 cramped alive busy peaceful  
 extra humid green spiky  
 rough ghostly sinister dim  
 shadowy wooden slippy murky

Write some sentences about the setting.

sb10392.pdf  
 PDF document  
 resources.mysparklebox.co.uk

LUCIA ABALOS 2d  
**LISTENING AND READING PRACTICE\_ EVERYTHING!**



**Infer:** Use Clues and what I know to make sense of my reading

**Question:** Ask questions while reading

1. LISTENING AND READING  
 Great reading resources in these websites: ...  
 lucia abalos

LUCIA ABALOS 2d  
**SPEAKING AND WRITING \_EVERYTHING!**



2. SPEAKING AND WRITING  
 Writing resources to use in the classroom: h...  
 lucia abalos

LUCIA ABALOS 3d  
**ABSTRACT ART TO PRACTICE SPEAKING**



ABSTRACT ART TO DESCRIBE  
 luciaabalos

LUCIA ABALOS 3d  
**SAMPLE TESTS FOR STARTERS, MOVERS AND FLYERS**

Cambridge Assessment English

Cambridge English Qualifications  
 Pre A1 Starters, A1 Movers and A2 Flyers

**Sample papers**  
 For exams from 2018

young-learners-sample-papers-2018-vol1.p...  
 PDF document  
 www.cambridgeenglish.org

LUCIA ABALOS 3d  
**MOVERS VOCABULARY REVIEW**

LUCIA ABALOS 3d  
**MOVERS VOCABULARY REVIEW**

LUCIA ABALOS 3d  
**MOVERS VOCABULARY REVIEW**

LUCIA ABALOS 3d  
**FLYERS VOCABULARY REVIEW**

LUCIA ABALOS 3d  
**KET CAMBRIDGE WEBSITE**

LUCIA ABALOS 3d  
**STARTERS VOCABULARY**

LUCIA ABALOS 3d  
**STARTERS VOCABULARY**

# GRAMMAR



1. VERBS



2. VERB FORMS



7. CONNECTIVES



8. CLAUSE TYPES



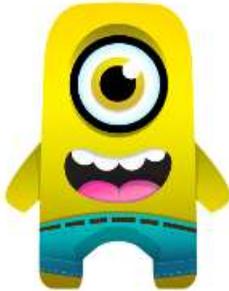
11. ADVERBS



12. MODALS



3. NOUNS



4. PRONOUNS



13. CONDITIONALS



5. PREPOSITIONS



6. PHRASAL VERBS



9. INTERROGATIVES



10. ADJECTIVES

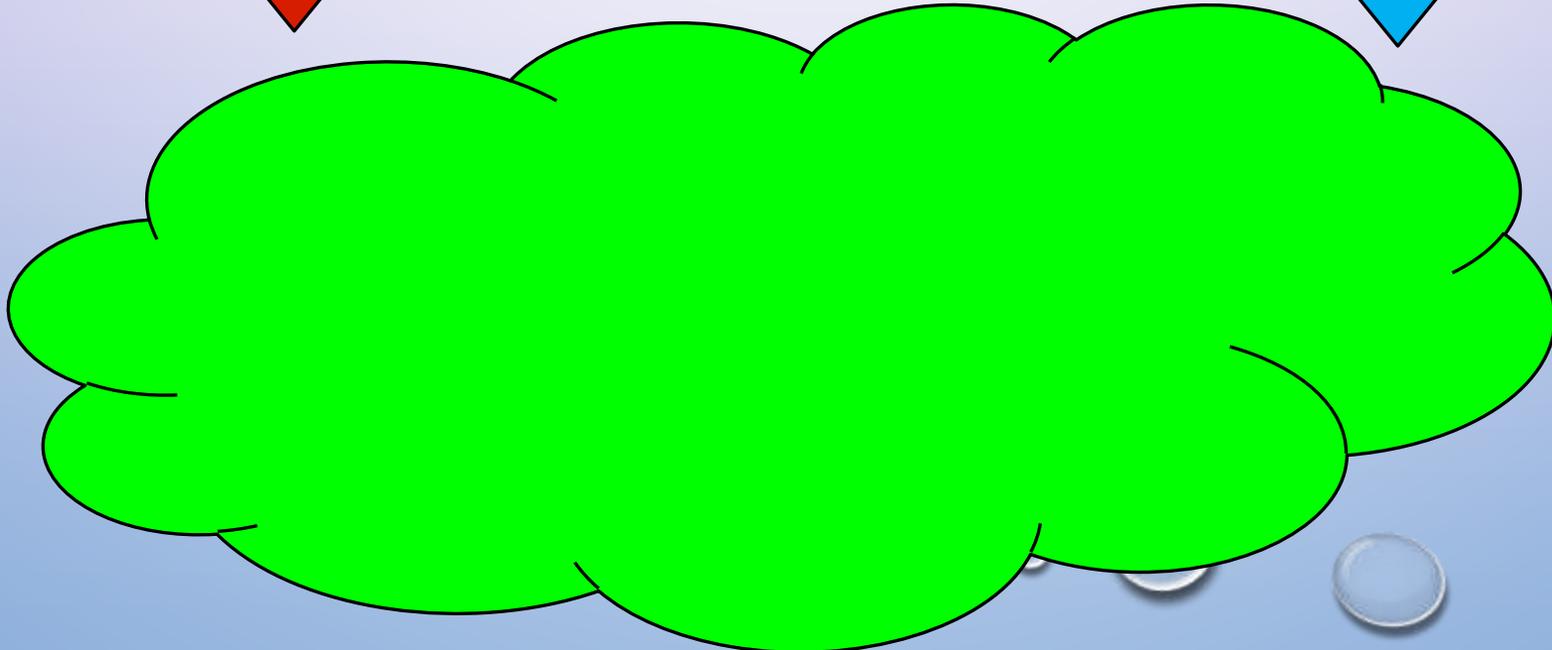
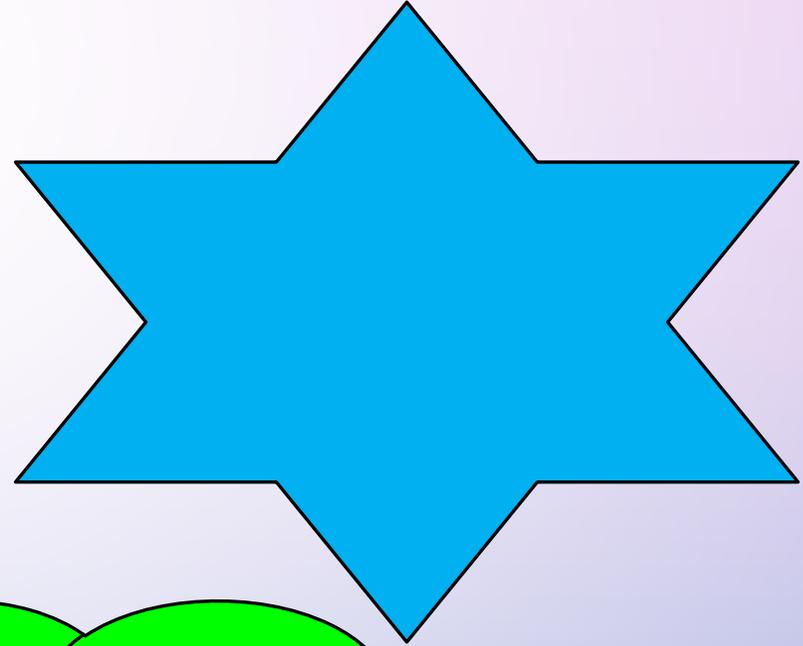
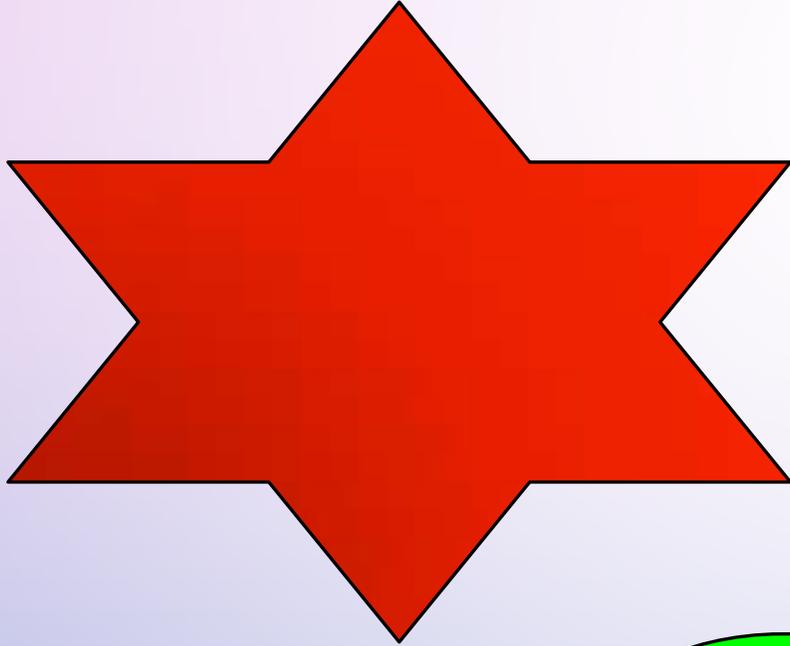


14. REPORTED  
SPEECH



# **TWO STARS AND A WISH ACTIVITY**

# Two stars and a wish



1. LET'S START WITH A LITTLE  
REFLECTION ABOUT TEACHING...

## See-Think-Wonder

What do you  
see?

What are you  
thinking?

What are you  
wondering  
about?

# OBSERVE THE PICTURES



# HOSPITALS



## See-Think-Wonder

What do you see?

What are you thinking?

What are you wondering about?

# SCHOOLS



## See-Think-Wonder

What do you see?

What are you thinking?

What are you wondering about?

# CHANGING WORLD

We want to walk into classrooms where students are engaged, collaborating with one another, using their critical and creative thinking skills, and in our case communicating in the target language.

We need to prepare students for the future and equipped them with the necessary tools that match with what is expected of them in the real world.



## 2. CHALLENGES WE FACE



WHAT IS THE GREATEST CHALLENGE  
YOU FACE AS A TEACHER TODAY?

The word "BRAINSTORMING" is written in a large, bold, red, bubbly font with a blue outline and a white drop shadow. Above the letters 'A', 'I', 'N', 'S', 'T', 'O', 'R', 'M', and 'I' are clusters of colorful confetti, including small circles, squares, and wavy lines in shades of red, purple, green, yellow, and blue. The entire graphic is set against a white background.

**BRAINSTORMING**

# CHALLENGES WE FACE

Student Apathy, Motivation, and Behaviour/Discipline

Lack of Time

Lack of Parental Involvement or Support

Multiple and Conflicting Pressures Including Technology

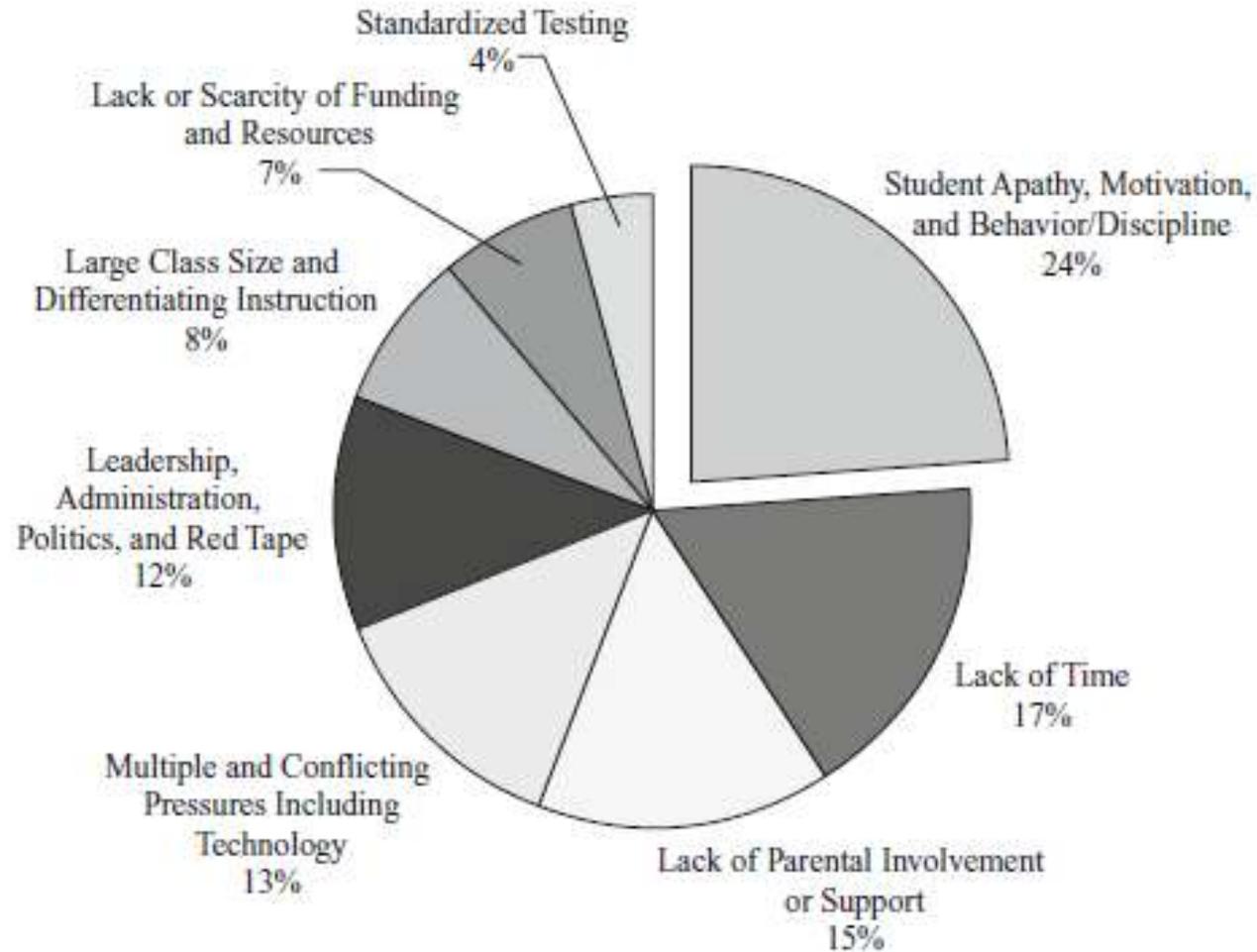
Leadership, Administration, Politics...

Large Class Size and Differentiating Instruction

Lack of Scarcity of Funding and Resources

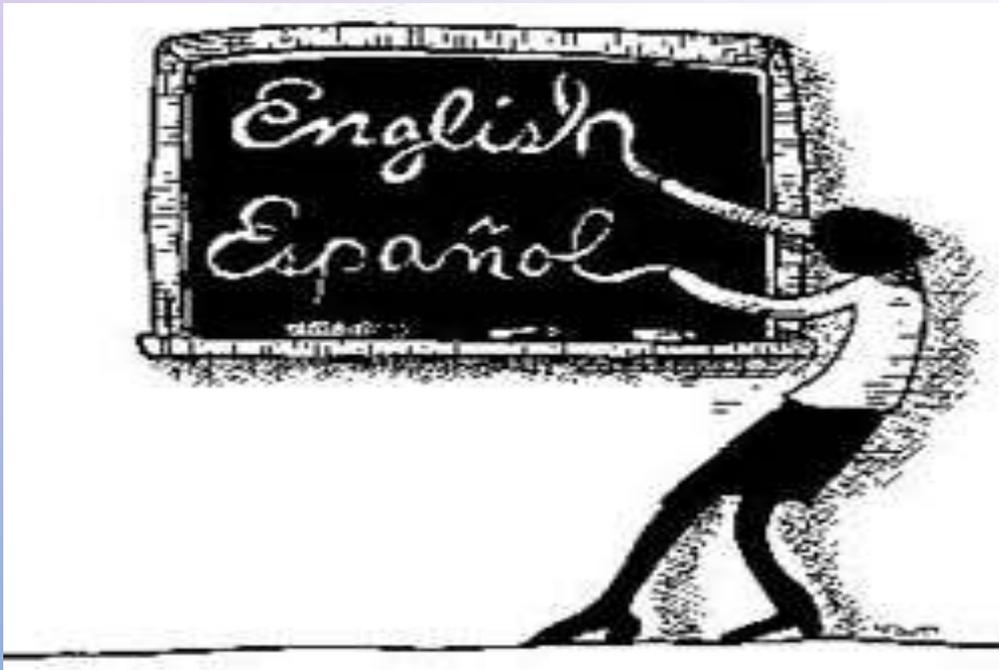
External Testing

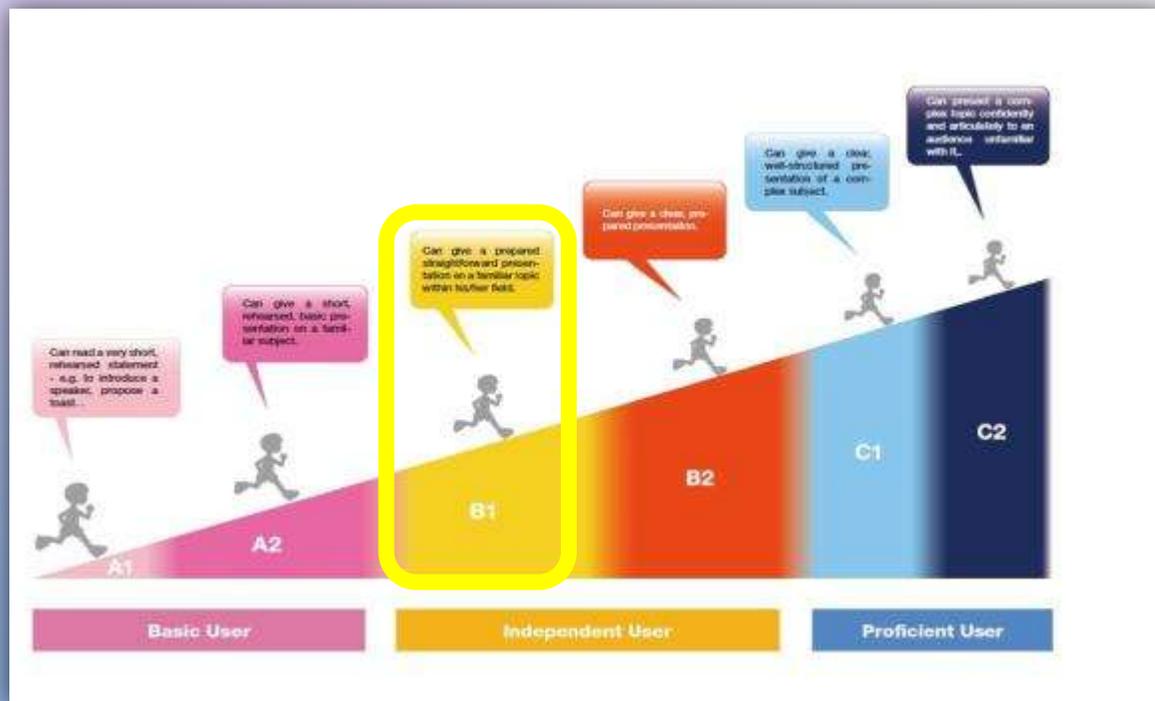
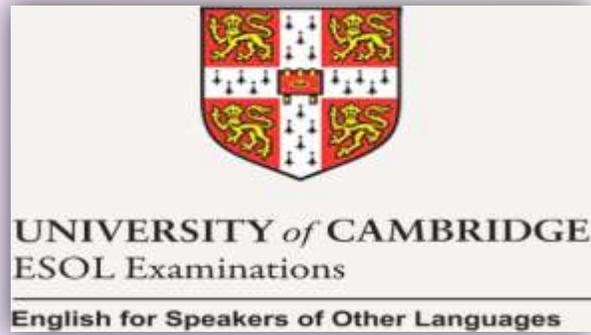
**FIGURE 1.1** *Survey Results—“What is the Greatest Challenge You Face as a Teacher Today?”*



### 3. BRIEF INTRODUCTION TO PET AND KET

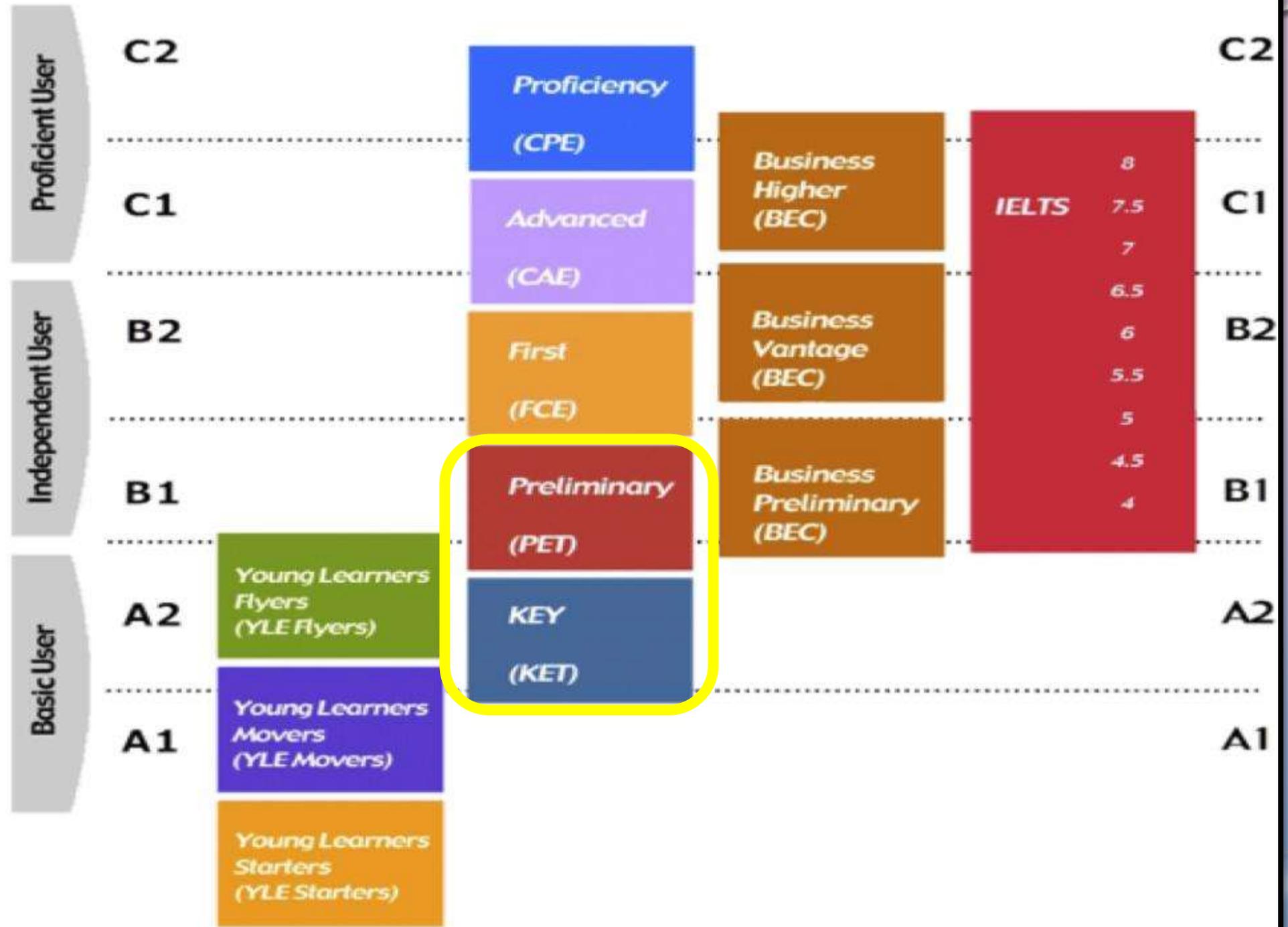
## EXTERNAL EXAMINATIONS: Cambridge





**Reading, writing,  
speaking and  
listening**

# Common European Framework of Reference (CEFR)



Queda a criterio del centro presentar a la prueba a los alumnos con alguna necesidad específica:

- Deficiencia visual.
- Deficiencia auditiva.
- Deficiencia motórica.
- Disfemia.
- Dislexia.
- Dispraxia.
- TDAH, TEA, TGD.
- Introversión, timidez, excesivo nerviosismo ante la prueba.

**Participación del maestro/coordinador presente en el aula.**

**YEAR 6  
ENGLISH  
MARKS**

**DIAGNOSTIC  
TEST**

**PET /  
KET  
RESULTS**



***BILINGUAL SECONDARY SCHOOLS***

# BILINGUAL SECONDARY SCHOOLS

-**PET** certificate: BILINGUAL SECTION  
(mark higher than 140 in PET, B1).

-**KET** certificate: BILINGUAL SECTION  
(mark higher than 133 in KET, A2).

-**PET**: mark between 120-139: level A2 (BILINGUAL PROGRAMME).

-**KET**: mark between 120-132: level A2 (BILINGUAL PROGRAMME).

-**KET**: mark below 119: level A1 (BILINGUAL PROGRAMMES).

# KET

## Results

## Score

**Pass with Distinction**

140 — 150

**Pass with Merit**

133 — 139

**Pass**

120 — 132

**Level A1**

100 — 119

Candidates who take Key and score between 82 and 99 on the Cambridge English Scale do not receive a result, CEFR level or certificate.

Cambridge English Scale scores below 82 are not reported for this examination.

## Other

**X** - the candidate was absent from part of the examination

**Z** - the candidate was absent from all parts of the examination

**Pending** - a result cannot be issued at present, but will follow in due course

**Withheld** - the candidate should contact their centre for information

**Exempt** - the candidate was not required to sit this part of the examination

Result

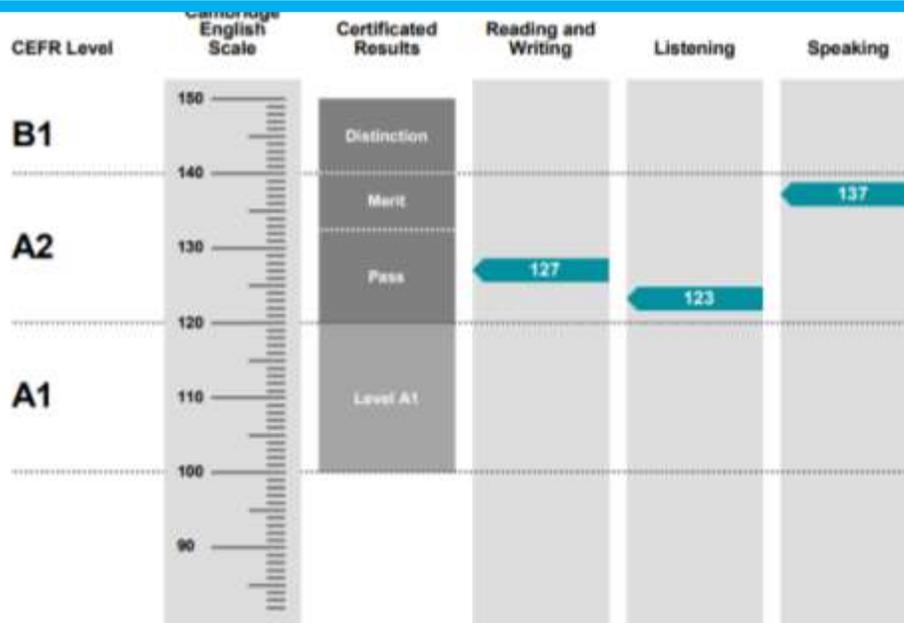
Pass

Overall Score

129

CEFR Level

A2



Key is an examination targeted at Level A2 in the Council of Europe's Common European Framework of Reference.

Candidates achieving a Pass with Distinction (between 140 and 150 on the Cambridge English Scale) receive a certificate stating that they have demonstrated ability at Level B1. Candidates achieving Pass with Merit or Pass (between 120 and 139 on the Cambridge English Scale) receive a certificate at Level A2.

Candidates whose performance is below Level A2, but falls within Level A1 (between 100 and 119 on the Cambridge English Scale), receive a certificate stating that they have demonstrated ability at Level A1.

Examination results can be quickly and securely verified online at: [www.cambridgeenglish.org/verifiers](http://www.cambridgeenglish.org/verifiers)

#### THIS IS NOT A CERTIFICATE

Cambridge Assessment English reserves the right to amend the information given before the issue of certificates to successful candidates.

#### Results

#### Score

<b>Pass with Distinction</b>	140 — 150
<b>Pass with Merit</b>	133 — 139
<b>Pass</b>	120 — 132
<b>Level A1</b>	100 — 119

Candidates who take Key and score between 82 and 99 on the Cambridge English Scale do not receive a result, CEFR level or certificate.

Cambridge English Scale scores below 82 are not reported for this examination.

#### Other

**X** - the candidate was absent from part of the examination

**Z** - the candidate was absent from all parts of the examination

**Pending** - a result cannot be issued at present, but will follow in due course

**Withheld** - the candidate should contact their centre for information

**Exempt** - the candidate was not required to sit this part of the examination

# PET

## Results

## Score

**Pass with Distinction**

160 — 170

**Pass with Merit**

153 — 159

**Pass**

140 — 152

**Level A2**

120 — 139

Candidates who take Preliminary and score between 102 and 119 on the Cambridge English Scale do not receive a result, CEFR level or certificate.

Cambridge English Scale scores below 102 are not reported for this examination.

## Other

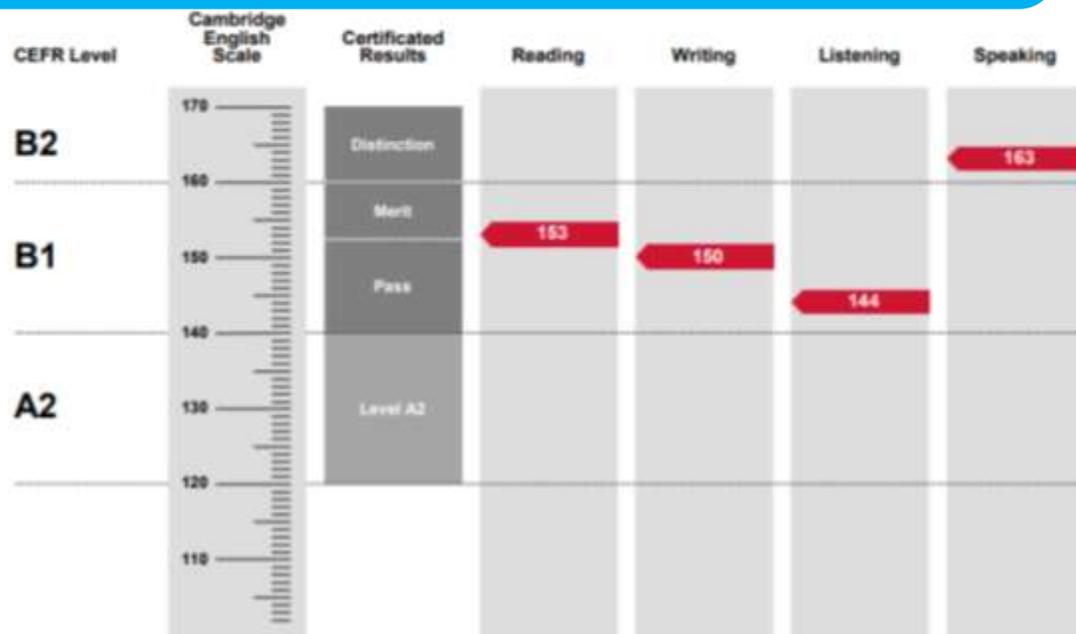
**X** - the candidate was absent from part of the examination

**Z** - the candidate was absent from all parts of the examination

**Pending** - a result cannot be issued at present, but will follow in due course

**Withheld** - the candidate should contact their centre for information

**Exempt** - the candidate was not required to sit this part of the examination

**Result****Pass with Merit****Overall Score****153****CEFR Level****B1**

Preliminary is an examination targeted at Level B1 in the Council of Europe's Common European Framework of Reference.

Candidates achieving a Pass with Distinction (between 160 and 170 on the Cambridge English Scale) receive a certificate stating that they have demonstrated ability at Level B2. Candidates achieving Pass with Merit or Pass (between 140 and 159 on the Cambridge English Scale) receive a certificate at Level B1.

Candidates whose performance is below Level B1, but falls within Level A2 (between 120 and 139 on the Cambridge English Scale), receive a certificate stating that they have demonstrated ability at Level A2.

Examination results can be quickly and securely verified online at: [www.cambridgeenglish.org/verifiers](http://www.cambridgeenglish.org/verifiers)

#### THIS IS NOT A CERTIFICATE

Cambridge Assessment English reserves the right to amend the information given before the issue of certificates to successful candidates.

Results	Score
<b>Pass with Distinction</b>	160 — 170
<b>Pass with Merit</b>	153 — 159
<b>Pass</b>	140 — 152
<b>Level A2</b>	120 — 139

Candidates who take Preliminary and score between 102 and 119 on the Cambridge English Scale do not receive a result, CEFR level or certificate.

Cambridge English Scale scores below 102 are not reported for this examination.

#### Other

**X** - the candidate was absent from part of the examination

**Z** - the candidate was absent from all parts of the examination

**Pending** - a result cannot be issued at present, but will follow in due course

**Withheld** - the candidate should contact their centre for information

**Exempt** - the candidate was not required to sit this part of the examination

# BILINGUAL SECONDARY SCHOOLS

## Bilingual programme

- 1 hour of English everyday
- Some subjects can be taught in English
- Flexible groups according to the students' levels
- Field trips in English



## Bilingual section

- 1 hour of English everyday
- In the 1st year of secondary school social science, geography, history and natural science will be taught in English.
- All the subjects can be in English except for: *Matemáticas, Lengua Castellana y Literatura*, and second language.

Aumento de horas lectivas de la asignatura Primera Lengua Extranjera: Inglés.

1/3 de enseñanzas en Inglés (Sección bilingüe)

Materias que se imparten en inglés:

## PROGRAMA

**1º- 3º E.S.O.** Al menos una materia entre:  
**Asignaturas específicas obligatorias** (Ed. Física, Ed. Plástica y Visual, Música, Ed. para la Ciudadanía(LOE) , Valores Éticos)  
**Asignaturas de libre configuración Autonómica:**  
Tecnología, Programación y Robótica.  
**Específicas Opcionales** a excepción de la segunda lengua extranjera.  
**4º E.S.O:** Una entre las siguientes materias:  
Economía, Ciencias Aplicadas a la Actividad Profesional, Iniciación a la Actividad Emprendedora y Empresarial, Tecnología, cualquiera de entre las materias específicas obligatorias o de libre configuración autonómica

## SECCIÓN

### Asignaturas Troncales:

**1º y 3º E.S.O:** Biología y Geología y Geografía e Historia.  
**2º y 4º E.S.O:** Geografía e Historia  
**2º E.S.O:** Física y Química si hay disponibilidad de profesorado habilitado en el Centro.  
**4º E.S.O:** Además de Geografía e Historia una materia más elegida entre las troncales académicas de opción o troncales aplicadas de opción.  
**Al menos un tercio del horario lectivo semanal**  
**Cualquier materia excepto Matemáticas, Lengua Castellana y Literatura, Latín y Segunda Lengua Extranjera.**  
**Hora de tutoría en inglés en los 4 cursos de E.S.O.**



Paper/timing	Content	Test Focus
<b>1</b> <b>READING &amp; WRITING</b> 1 hour 10 minutes	Nine parts: Five parts (Parts 1-5) test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts. Parts 6-9 concentrate on testing basic writing skills.	Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level. Assessment of candidates' ability to produce simple written English, ranging from one-word answers to short pieces of continuous text.
<b>2</b> <b>LISTENING</b> Approx. 30 minutes (including 8 minutes transfer time)	Five parts ranging from short exchanges to longer dialogues and monologues.	Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.
<b>3</b> <b>SPEAKING</b> 8-10 minutes per pair of candidates	Two parts: in Part 1, candidates interact with an examiner; in Part 2, they interact with another candidate.	Assessment of candidates' ability to answer questions about themselves and to ask/answer questions about factual non-personal information.

# GRADING

1. Reading and writing: 50% of the total mark
2. Listening: 25% of the total mark
3. Speaking: 25% of the total mark

# CERTIFICATES

Pass with distinction: level B1

Pass with merit or pass: level A2

Fail but falls within level A1: level A1

## **READING & WRITING**

1 hour and 10 minutes

## **LISTENING**

30 minutes + 8 minutes to transfer answers

## **SPEAKING**

8-10 minutes per pair of students

# READING & WRITING

1 hour and 10 minutes

Reading: 5 parts and 35 questions

Writing: 4 parts and 21 questions

# PET

Paper/timing	Content	Test focus
<b>1</b> <b>READING &amp; WRITING</b> 1 hour 30 minutes	<b>Reading</b> Five parts test a range of reading skills with a variety of texts, ranging from very short notices to longer continuous texts.  <b>Writing</b> Three parts test a range of writing skills.	Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level.  Assessment of candidates' ability to produce straightforward written English, ranging from producing variations on simple sentences to pieces of continuous text.
<b>2</b> <b>LISTENING</b> Approx. 36 minutes (including 6 minutes transfer time)	Four parts ranging from short exchanges to longer dialogues and monologues.	Assessment of candidates' ability to understand dialogues and monologues in both informal and neutral settings on a range of everyday topics.
<b>3</b> <b>SPEAKING</b> 10-12 minutes per pair of candidates	Four parts: in Part 1, candidates interact with an examiner; in Parts 2 and 4, they interact with another candidate; in Part 3, they have an extended individual long turn.	Assessment of candidates' ability to express themselves in order to carry out functions at CEFR Level B1. To ask and to understand questions and make appropriate responses. To talk freely on matters of personal interest.

# GRADING

1. Reading and writing: 50% of the total mark
2. Listening: 25% of the total mark
3. Speaking: 25% of the total mark

# CERTIFICATES

Pass with distinction: level B2

Pass with merit or pass: level B1

Fail but falls within level A2: level A2

## **READING & WRITING**

1 hour and 30 minutes

## **LISTENING**

30 minutes + 6 minutes to transfer answers

## **SPEAKING**

10-12 minutes per pair of students

# READING & WRITING

1 hour and 30 minutes

Reading: 5 parts and 35 questions

Writing: 3 parts and 7 questions

PET	KET
Clothes	Clothes
Daily life	Daily life
Entertainment and media	Entertainment and media
Environment	
Food and drink	Food and drink
Free time	
Health, medicine and exercise	Health, medicine and exercise
Hobbies and leisure	Hobbies and leisure
House and home	House and home
Language	Language
People	People
Personal feelings, opinions and experiences	Personal feelings, opinions and experiences
Personal identification	Personal identification
Places and buildings	Places and buildings
Relations with other people	
	School and study
Services	Services
Shopping	Shopping
Social interaction	Social interaction
Sport	Sport
The natural world	The natural world
Transport	Transport
Travel and holidays	Travel and holidays
Weather	Weather
Work and jobs	Work and jobs

# VOCABULARY

PET	KET
Regular and irregular verbs Modals Tenses Verb forms	
	Clause types
Phrasal verbs	
Conditional sentences	
Simple reported speech	
Determiners Adjectives Adverbs Prepositions Connectives Interrogatives Nouns Pronoun	

**GRAMMAR**

## GRAMMATICAL AREAS KET

### • Verbs

Regular and irregular forms

### • Modals

can (ability; requests; permission) could (ability; polite requests) would (polite requests)  
will (future)  
shall (suggestion; offer) should (advice)  
may (possibility)  
have (got) to (obligation) must (obligation) mustn't (prohibition) need (necessity)  
needn't (lack of necessity)

### • Tenses

Present simple: states, habits, systems and processes and with future meaning (and verbs not used in the continuous form)  
Present continuous: present actions and future meaning  
Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since  
Past simple: past events  
Past continuous: parallel past actions, continuous actions interrupted  
by the past simple tense  
Future with going to  
Future with will and shall: offers, promises, predictions, etc.

### • Verb forms

Affirmative, interrogative, negative  
Imperatives  
Infinitives (with and without to) after verbs and adjectives Gerunds (-ing form) after verbs and prepositions Gerunds as subjects and objects  
Passive forms: present and past simple  
Short questions (Can you?) and answers (No, he doesn't)

### • Clause types

Main clause: Carlos is Spanish.  
Co-ordinate clause: Carlos is Spanish and his wife is English. Subordinate clause following sure, certain: I'm sure (that) she's a doctor.  
Subordinate clause following know, think, believe, hope:  
I hope you're well.  
Subordinate clause following say, tell: She says (that) she's his sister. Subordinate clause following if, when, where, because:  
I'll leave if you do that again. He'll come when you call. He'll follow where you go.  
I came because you asked me.

### • Interrogatives

What; What (+ noun)  
Where; When  
Who; Whose; Which  
How; How much; How many; How often; How long; etc. Why  
(including the interrogative forms of all tenses and modals listed)

### • Nouns

Singular and plural (regular and irregular forms) Countable and uncountable nouns with some and any Abstract nouns  
Compound nouns  
Noun phrases  
Genitive: 's & 's  
Double genitive: a friend of theirs

### • Pronouns

Personal (subject, object, possessive) Impersonal: it, there  
Demonstrative: this, that, these, those Quantitative: one, something, everybody, etc. Indefinite: some, any, something, one, etc. Relative: who, which, that

### • Determiners

a + countable nouns  
the + countable/uncountable nouns

### • Adjectives

Colour, size, shape, quality, nationality  
Predicative and attributive  
Cardinal and ordinal numbers  
Possessive: my, your, his, her, etc.  
Demonstrative: this, that, these, those  
Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.  
Comparative and superlative forms (regular and irregular) Order of adjectives  
Participles as adjectives

### • Adverbs

Regular and irregular forms  
Manner: quickly, carefully, etc.  
Frequency: often, never, twice a day, etc.  
Definite time: now, last week, etc.  
Indefinite time: already, just, yet, etc.  
Degree: very, too, rather, etc.  
Place: here, there, etc.  
Direction: left, right, etc.  
Sequence: first, next, etc.  
Pre-verbal, post-verbal and end-position adverbs Comparative and superlative forms (regular and irregular)

### • Prepositions

Location: to, on, inside, next to, at (home), etc. Time: at, on, in, during, etc.  
Direction: to, into, out of, from, etc. Instrument: by, with  
Miscellaneous: like, about, etc.  
Prepositional phrases: at the end of, in front of, etc. Prepositions preceding nouns and adjectives: by car, for sale, on holiday, etc.

### • Connectives

and, but, or  
when, where, because, if



GRAMMATICAL AREAS PET
<ul style="list-style-type: none"> <li>Verbs Regular and irregular forms</li> <li>Modals</li> </ul> <p>can (ability; requests; permission)  could (ability; possibility; polite requests) would (polite requests)  will (offer)  shall (suggestion; offer)  should (advice)  may (possibility)  might (possibility)  have (got) to (obligation)  ought to (obligation)  must (obligation)  mustn't (prohibition)  need (necessity)  needn't (lack of necessity)  used to + infinitive (past habits)</p>
<ul style="list-style-type: none"> <li>Tenses</li> </ul> <p>Present simple: states, habits, systems and processes (and verbs not used in the continuous form)  Present continuous: future plans and activities, present actions  Present perfect simple: just, yet, already, never, ever; for and since  Past simple: past events  Past continuous: parallel past actions, continuous actions interrupted by the past simple tense  Past perfect simple: narrative, reported speech Future with going to  Future with present continuous and present simple  Future with will and shall: offers, promises, predictions, etc.</p>
<ul style="list-style-type: none"> <li>Verb forms</li> </ul> <p>Affirmative, interrogative, negative  Imperatives  Infinitives (with and without to) after verbs and adjectives Gerunds (-ing form) after verbs and prepositions  Gerunds as subjects and objects  Passive forms: present and past simple  Verb + object + infinitive give/take/send/bring/show + direct/indirect object Causative have/get So/nor with auxiliaries</p>
<ul style="list-style-type: none"> <li>Compound verb patterns</li> </ul> <p>Phrasal verbs/verbs with prepositions</p>
<ul style="list-style-type: none"> <li>Conditional sentences</li> </ul> <p>Type 0: Type 1: Type 2:  An iron bar expands if/when you heat it. If you do that again, I'll leave.  I would tell you the answer if I knew it. If I were you, I wouldn't do that again.</p>
<ul style="list-style-type: none"> <li>Determiners</li> </ul> <p>a + countable nouns  the + countable/uncountable nouns</p>
<ul style="list-style-type: none"> <li>Adjectives</li> </ul> <p>Colour, size, shape, quality, nationality  Predicative and attributive  Cardinal and ordinal numbers  Possessive: my, your, his, her, etc.  Demonstrative: this, that, these, those  Quantitative: some, any, many, much, a few, a lot of, all, other, every...  Comparative and superlative forms (regular and irregular):  (not) as ... as, not ... enough to, too ... to Order of adjectives  Participles as adjectives  Compound adjectives</p>
<ul style="list-style-type: none"> <li>Adverbs</li> </ul> <p>Regular and irregular forms</p>

<p>Manner: quickly, carefully, etc.  Frequency: often, never, twice a day, etc.  Definite time: now, last week, etc.  Indefinite time: already, just, yet, etc.  Degree: very, too, rather, etc.  Place: here, there, etc.  Direction: left, right, along, etc.  Sequence: first, next, etc.  Sentence adverbs: too, either, etc.  Comparative and superlative forms (regular and irregular)</p>
<ul style="list-style-type: none"> <li>Prepositions</li> </ul> <p>Location: to, on, inside, next to, at (home), etc. Time: at, on, in, during, etc.  Direction: to, into, out of, from, etc. Instrument: by, with  Miscellaneous: like, as, due to, owing to, etc.  Prepositional phrases: at the beginning of, by means of, etc. Prepositions preceding nouns and adjectives: by car, for sale, at last...  Prepositions following (i) nouns and adjectives: advice on, afraid of... (ii) verbs: laugh at, ask for, etc.</p>
<ul style="list-style-type: none"> <li>Connectives</li> </ul> <p>and, but, or, either ... or  when, while, until, before, after, as soon as where  because, since, as, for  so that, (in order) to  so, so ... that, such ... that  if, unless  although, while, whereas</p>
<ul style="list-style-type: none"> <li>Simple reported speech</li> </ul> <p>Statements, questions and commands: say, ask, tell He said that he felt ill.  I asked her if I could leave.  No one told me what to do.  Indirect and embedded questions: I wonder Do you know what he said?  I wondered what he would do next.</p>
<ul style="list-style-type: none"> <li>Interrogatives</li> </ul> <p>What, What (+ noun)  Where; When  Who; Whose; Which  How; How much; How many; How often; How long; etc. Why  (including the interrogative forms of all tenses and modals listed)</p>
<ul style="list-style-type: none"> <li>Nouns</li> </ul> <p>Singular and plural (regular and irregular forms) Countable and uncountable nouns with some and any  Abstract nouns  Compound nouns  Complex noun phrases  Genitive: 's &amp; s'</p>
<ul style="list-style-type: none"> <li>Pronouns</li> </ul> <p>Personal (subject, object, possessive) Reflexive and emphatic: myself, etc. Impersonal: it, there  Demonstrative: this, that, these, those Quantitative: one, something, everybody, etc. Indefinite: some, any, something, one, etc. Relative: who, which, that, whom, whose</p>



## INFORMATION AND SAMPLE PAPERS

PET: <http://www.cambridgeenglish.org/exams-and-qualifications/preliminary-for-schools/how-to-prepare/>

KET: <http://www.cambridgeenglish.org/exams-and-qualifications/key-for-schools/how-to-prepare/>

## HANDBOOK

PET: [https://www.teachers.cambridgeesol.org/ts/digitalAssets/117582\\_Preliminary\\_for\\_Schools\\_Handbook.pdf](https://www.teachers.cambridgeesol.org/ts/digitalAssets/117582_Preliminary_for_Schools_Handbook.pdf)

KET: [https://www.teachers.cambridgeesol.org/ts/digitalAssets/117394\\_Cambridge\\_English\\_Key\\_KET\\_for\\_Schools\\_Handbook.pdf](https://www.teachers.cambridgeesol.org/ts/digitalAssets/117394_Cambridge_English_Key_KET_for_Schools_Handbook.pdf)

## VOCABULARY LIST

PET: <http://www.cambridgeenglish.org/images/84669-vocabulary-list.pdf>

KET: <http://www.cambridgeenglish.org/images/22105-ket-vocabulary-list.pdf>

## **PRESENTATION FOR FAMILIES**

<http://luciaabalos.blogspot.com.es/2015/09/paso-primaria-secundaria-bilingue.html?q=ket+pet>

## **PRESENTATION FOR STUDENTS**

<http://luciaabalos.blogspot.com.es/2014/02/homework-1822014.html?q=ket+pet>

## **LISTENING PRACTICE TESTS**

<http://luciaabalos.blogspot.com.es/2014/03/listening-training-for-pet-and-ket.html?q=ket+pet>

**VOCABULARY, WORD LISTS, GRAMMAR,  
INFORMATION AND SAMPLE PAPERS,  
HANDBOOKS...**

**FOR PET AND KET**

<http://luciaabalos.weebly.com/how-to-prepare-pet--ket.html>

# HOW TO ORGANISE OUR WEEKLY SESSIONS

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SKILL	WRITING	SPEAKING	LISTENING	READING	FOUR SKILLS
TOPIC	Grammar explanation	Picture descriptions, picture maps, conversations...	Listening comprehension	Reading comprehension (silent reading)	Star of the day
GROUPING	Whole class	Small groups with assistant	In pairs/ groups/ individual	In pairs/ groups/ individual	Whole class with assistant

## 4. READING

# READING KET



# READING & WRITING PREPARATION

- Students should be exposed to a variety of texts (newspapers, magazines, advertisement, leaflets, brochures, websites, recipes...)
- Students should practice reading and writing short communicative messages (notes, cards, emails, invitations, arrangements for meeting, apologies for missing a class, notices about lost property...)
- Students should read the instructions carefully, check the given example and be able to mark their separate answer sheet (no extra time for the transfer of answers)
- Students should use interpretation strategies if they encounter unfamiliar lexis or structures (ability to extract the main message from a text).

# UNDERSTANDING OF SHORT TEXTS

## PART 1

<b>TASK TYPE AND FORMAT</b>	Matching. Matching five prompt sentences to eight notices, plus one example.
<b>TASK FOCUS</b>	Gist understanding of real-world notices. Reading for main message.
<b>NO. OF QS</b>	5

**Communicative texts  
(signs, notice, short texts...)**

## INSTRUCTIONS:

1st: read the texts

2nd: read the sentences

3rd: match 5 sentences to the appropriate sign or notice.



# KNOWLEDGE OF VOCABULARY

## PART 2

<b>TASK TYPE AND FORMAT</b>	Three-option multiple-choice sentences. Five sentences (plus an integrated example) with connecting link of topic or story line.
<b>TASK FOCUS</b>	Reading and identifying appropriate vocabulary.
<b>NO. OF QS</b>	5

## INSTRUCTIONS:

1st: read the 6 sentences

2nd: think about suitable words to fill in the gaps

3rd: 3 options provided for each gap

## Reading and Writing • Part 2

### Questions 6 – 10

Read the sentences about an internet café.  
Choose the best word (**A**, **B** or **C**) for each space.  
For questions **6 – 10**, mark **A**, **B** or **C** on your answer sheet.



#### Example:

**0** Last month an internet café ..... near Ivan's house.

**A** opened      **B** began      **C** arrived

Answer:

**0**

<b>A</b>	<b>B</b>	<b>C</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 6** The internet café quickly became ..... with Ivan and his friends.  
**A** favourite      **B** popular      **C** excellent
- 7** It only ..... Ivan five minutes to get to the café.  
**A** takes      **B** has      **C** gets
- 8** Ivan often ..... his friends there after school.  
**A** waits      **B** meets      **C** goes
- 9** The café has different ..... of computer games that they can play.  
**A** things      **B** ways      **C** kinds
- 10** Ivan thinks there is a lot of ..... information on the internet.  
**A** certain      **B** sure      **C** useful

# UNDERSTAND DAILY ROUTINES

**Study and social situations in a daily life.**

## **PART 3**

### **TASK TYPE AND FORMAT**

Three-option multiple choice.  
Five discrete 3-option multiple-choice items (plus an example) focusing on verbal exchange patterns

### **AND**

Matching.  
Five matching items (plus an integrated example) in a continuous dialogue, selecting from eight possible responses.

### **TASK FOCUS**

Functional language. Reading and identifying appropriate response.

### **NO. OF QS**

10

## INSTRUCTIONS:

1st: read 10 questions

2nd: complete 5 conversations (3 options multiple choice)

3rd: complete a dialogue (8 options)

## Reading and Writing • Part 3

### Questions 11 – 15

Complete the five conversations.  
For questions 11 – 15, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Where do you come from?



**A** New York

**B** School

**C** Home

Answer:

0

**A**

**B**

**C**

**11** Why didn't you come to the pool yesterday?

**A** I didn't see them there.

**B** It was a great time.

**C** I was doing something else.

**12** I have to go home now.

**A** Have you been before?

**B** It's still quite early.

**C** How long was it for?

**13** Whose phone is that?

**A** It's not there.

**B** Wasn't it?

**C** I'm not sure.

**14** There weren't any more tickets for the match.

**A** That's a pity.

**B** It isn't enough.

**C** I hope so.

**15** Shall we play that new computer game?

**A** It's all right.

**B** Yes, it is.

**C** If you'd like to.

### Questions 16 – 20

Complete the telephone conversation between two friends.  
What does Josh say to Matt?  
For questions **16 – 20**, mark the correct letter **A – H** on your answer sheet.

#### Example:

*Matt:* Hi, Josh. It's Matt.

*Josh:* **O** ..... **C**

*Answer:*

<b>O</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

*Matt:* Oh, sorry. I'm phoning about the skateboarding competition this afternoon.

*Josh:* **16** .....

*Matt:* Really? There was some information about it in our club magazine.

*Josh:* **17** .....

*Matt:* Just from 2.30 till 5 pm. They give out the prizes at 6 pm.

*Josh:* **18** .....

*Matt:* The prizes are better this time. The top prize is a skateboard.

*Josh:* **19** .....

*Matt:* You're much better than you were last year!

*Josh:* **20** .....

*Matt:* Great! See you then.

**A** I'd like a new one but I don't think I'm good enough to win.

**B** I didn't see it. Is the competition on all afternoon?

**C** Hi. You're calling early!

**D** Do the winners get CDs like last year?

**E** I wasn't very good then.

**F** I didn't know that was today.

**G** I haven't got one of those.

**H** Maybe, we'll see. Shall we meet in the park at 2.00?

# UNDERSTAND THE MAIN IDEA AND SOME DETAILS OF LONGER TEXTS

## PART 4

<b>TASK TYPE AND FORMAT</b>	Right/Wrong/Doesn't say <b>OR</b> 3-option multiple choice. One long text or three short texts adapted from authentic newspaper and magazine articles. Seven 3-option multiple-choice items or seven Right/Wrong/Doesn't say items, plus an integrated example.
<b>TASK FOCUS</b>	Reading for detailed understanding and main idea(s).
<b>NO. OF QS</b>	7

**Newspapers, magazines, short stories...**

## INSTRUCTIONS:

1st: read the text

2<sup>nd</sup>: read the questions about the text

3rd: answer the questions (3 multiple choice).

## Reading and Writing • Part 4

### Questions 21 – 27

Read the article about a young swimmer.

Are sentences **21 – 27** 'Right' (**A**) or 'Wrong' (**B**)?

If there is not enough information to answer 'Right' (**A**) or 'Wrong' (**B**), choose 'Doesn't say' (**C**).

For questions **21 – 27**, mark **A**, **B** or **C** on your answer sheet.

### Ana Johnson

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics.

She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'



#### Example:

**0** Ana's home is in Melbourne.

**A** Right    **B** Wrong    **C** Doesn't say

Answer:

<b>0</b>	<b>A</b>	<b>B</b>	<b>C</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**21** Ana hopes she will become an Olympic swimmer.

**A** Right    **B** Wrong    **C** Doesn't say

**22** Ana knows that she is better at short races than long ones.

**A** Right    **B** Wrong    **C** Doesn't say

**23** Ana has won a lot of swimming competitions.

**A** Right    **B** Wrong    **C** Doesn't say

**24** It is difficult for Ana to make friends with other people who swim.

**A** Right    **B** Wrong    **C** Doesn't say

**25** Ana likes doing the same things as other teenagers.

**A** Right    **B** Wrong    **C** Doesn't say

**26** Ana has met people from different countries at swimming competitions.

**A** Right    **B** Wrong    **C** Doesn't say

**27** Ana prefers speaking to journalists to being on television.

**A** Right    **B** Wrong    **C** Doesn't say

# KNOWLEDGE OF GRAMMATICAL STRUCTURES

## PART 5

<b>TASK TYPE AND FORMAT</b>	Multiple-choice cloze. A text adapted from an original source, for example encyclopaedia entries, newspaper and magazine articles. Eight 3-option multiple-choice items, plus an integrated example.
<b>TASK FOCUS</b>	Reading and identifying appropriate structural word (auxiliary verbs, modal verbs, determiners, pronouns, prepositions, conjunctions etc.).
<b>NO. OF QS</b>	8

**Newspapers, magazines, short stories, encyclopedias...**

## INSTRUCTIONS:

1st: read the text

2nd: complete the text by choosing the appropriate words (3 options)

3rd: verb forms, determiners, pronouns, prepositions and conjunctions

# Reading and Writing • Part 5

## Questions 28 – 35

Read the article about a circus.

Choose the best word (**A**, **B** or **C**) for each space.

For questions **28 – 35**, mark **A**, **B** or **C** on your answer sheet.

### A famous circus

The circus, Cirque du Soleil, began **(0)** ..... Montreal, Canada.

It was started **(28)** ..... the Canadian Guy Laliberté in 1984.

When he left college, Laliberté travelled around Europe and earned money **(29)** ..... music in the streets. Not long after he returned home, he started Cirque with **(30)** ..... friend, Daniel Gauthier. During the 1990s, Cirque grew quickly. It now does shows **(31)** ..... over the world and the number of people working for it has grown from 73 to **(32)** ..... than 3,500.

The Cirque does not have any animals, but **(33)** ..... is music and dance and each show tells a story. **(34)** ..... show, which is called Varian, is about a man who could fly. The show starts with him falling from the sky and tells the story of how he **(35)** ..... to learn to fly again.



Example:

**0**   **A**   in                      **B**   at                      **C**   to

Answer:

<b>0</b>	<b>A</b>	<b>B</b>	<b>C</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 28**   **A**   from                      **B**   by                      **C**   of
- 29**   **A**   played                      **B**   plays                      **C**   playing
- 30**   **A**   their                      **B**   his                      **C**   its
- 31**   **A**   some                      **B**   all                      **C**   enough
- 32**   **A**   more                      **B**   much                      **C**   most
- 33**   **A**   this                      **B**   it                      **C**   there
- 34**   **A**   One                      **B**   Each                      **C**   Both
- 35**   **A**   need                      **B**   must                      **C**   has



UNIVERSITY *of* CAMBRIDGE  
ESOL Examinations

**KEY ENGLISH TEST  
for Schools**

**PAPER 1**    **Reading and Writing**

**Sample Paper**

**Time**            1 hour 10 minutes

**INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

**Write your name, Centre number and candidate number on your answer sheet if they are not already there.**

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet in the time allowed.

**INFORMATION FOR CANDIDATES**

There are nine parts to the test.

Questions **1 – 55** carry one mark.

Question **56** carries five marks.

**ANSWER  
SHEETS**



For Parts 6, 7 and 8:

Write your answers in the spaces next to the numbers (36 to 55) like this:

0 example 

Part 6	Do not write here
36	1 36 0
37	1 37 0
38	1 38 0
39	1 39 0
40	1 40 0

Part 7	Do not write here
41	1 41 0
42	1 42 0
43	1 43 0
44	1 44 0
45	1 45 0
46	1 46 0
47	1 47 0
48	1 48 0
49	1 49 0
50	1 50 0

Part 8	Do not write here
51	1 51 0
52	1 52 0
53	1 53 0
54	1 54 0
55	1 55 0

Part 9 (Question 56): Write your answer below.


Do not write below (do not write below)

0	1	2	3	4	5
0000	0001	0010	0011	0100	0101

# ANSWER SHEET WRITING

## 4. READING

# READING PET



# READING & WRITING PREPARATION

- Students should be exposed to a variety of texts (newsletters, magazines, non-fiction books, leaflets, brochures, websites...)
- Students should practice reading and writing short communicative messages (notes, cards, emails...)
- Students should be able to do skimming (global understanding) and scanning (specific information)
- Students should read the instructions carefully, check the given example and be able to mark their separate answer sheet (no extra time for the transfer of answers)
- Students should divide up the time (50 minutes on the Reading and 40 minutes on the Writing)

# UNDERSTANDING OF VARIOUS TEXTS

## PART 1

<b>TASK TYPE AND FORMAT</b>	Three-option multiple choice. Five very short discrete texts: signs and messages, postcards, notes, emails, labels etc.
<b>TASK FOCUS</b>	Reading real-world notices and other short texts for the main message.
<b>NO. OF QS</b>	5

**Communicative texts (emails, notes, cards, postcards...), notices, signs, packing information (food package)...**

## INSTRUCTIONS:

1st: read the text

2nd: read the answers

3rd: reread both the text and the choice of answer

# Reading • Part 1

## Questions 1 – 5

Look at the text in each question.  
What does it say?  
Mark the correct letter **A**, **B** or **C** on your answer sheet.

0

**FOR SALE**

*Rainforest Computer Game*  
2-4 players  
Bought last month  
Played once – works perfectly  
Phone Tom: 255324

The advert says the computer game

- A is almost new and in good condition.
- B does not work on the seller's computer.
- C is only suitable for younger players.

Answer:

0	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
---	----------------------------	----------------------------	----------------------------

1

Message 1

Peter,  
We're outside the cinema. Text if you're going to be late and we'll wait and watch the next film. If you're not coming, we'll go in now.  
Stefan

Options Back

What should Peter do?

- A let Stefan know if he is delayed
- B tell Stefan which film he wants to watch
- C wait for Stefan inside the cinema

2

Natasha,

Lina rang. She's lost the notes she took in class about the history homework and wants to borrow yours. She can come here later for them if that's OK.

Mum

- A Lina would like to know if Natasha is going to do her history homework later this evening.
- B Lina wants to compare the notes she wrote about the history homework with Natasha's.
- C Lina hopes she can look at the information Natasha has for the history homework.

3

From: **Monica**

To: **Anna**

Hi. Have you remembered about the youth club camping trip?

We have to tell the organiser tomorrow if we're interested and I wanted to know if you are going.

Why has Monica written the email?

- A to check if Anna is going on the trip
- B to ask Anna to book places on the trip
- C to remind Anna about the date of the trip

4

**Swimming Club**

Saturday's competition starts at 6.30 pm.  
Arrive one hour before for a practice swim.

- A The swimming competition will last for one hour.
- B All swimmers should get some practice before Saturday.
- C There is an opportunity to swim before the competition starts.

5

Zoe

I won't be back in time to take you to dance class. I have arranged for Emily's mum to collect you at 5. Please be ready and remember your things.

Mum

What must Zoe do?

- A Get ready for the dance class before Emily's mother arrives.
- B Ask Emily's mother for a lift to the dance class.
- C Collect her things for the dance class from Emily's mother.

# DETAILED COMPREHENSION OF FACTUAL TEXTS

## PART 2

<b>TASK TYPE AND FORMAT</b>	Matching. Five items in the form of descriptions of people to match to eight short adapted-authentic texts.
<b>TASK FOCUS</b>	Reading multiple texts for specific information and detailed comprehension.
<b>NO. OF QS</b>	5

**Goods or services (purchasing books, visiting museums, choosing activities...)**

## INSTRUCTIONS:

1st: read the 5 descriptions of people

2nd: read the 8 texts carefully (underlining matches)

3rd: No word spotting! (quick word matches)

## Reading • Part 2

### Questions 6 – 10

The teenagers below are all looking for a magazine to read. On the opposite page there are descriptions of eight magazines for young people. Decide which magazine would be the most suitable for the following teenagers. For questions **6-10**, mark the correct letter (**A-H**) on your answer sheet.



6

Olaf would like to read stories that people his own age have written. He is also keen on music and would like some recommendations on the best bands to listen to.



7

Becca wants to know more about the lives of famous people who frequently appear in the news. She is also interested in clothes and would like recommendations on what to wear.



8

Hiro is interested in learning more about the latest international events. He is also keen on the cinema and would like to read different opinions on what to see.



9

Gina is interested in geography and the natural world. She would also like to read articles that tell her about the lives of people from other countries.



10

Chris enjoys going to concerts and wants to find out more about the people in his favourite bands. He is also keen to read articles written by other teenagers.

### Teen Magazines

- A** **Youth World** is an entertainment magazine full of ideas on what to do. It provides details of all the latest films, concerts, exhibitions and fashion shows. If you are someone who prefers to stay in, it also recommends the best DVDs to watch.
- B** **Teens Now** is a successful music magazine for teenagers that lists who is playing, where and when and how to get tickets. Interviews with well-known singers and groups as well as detailed biographies are included. It also gives its readers the chance to send in their own articles.
- C** **NS Teens** magazine is well-known for its wildlife and environmental content but it also has articles on the history and culture of people from around the world. Some of the articles are long and detailed but the magazine is also famous for its fantastic photo-journalism. There are also letters from readers as well as maps and fact sheets.
- D** Some leading journalists write for **Teen People**, a music magazine aimed at the teen market. There are interviews with new bands as well as the latest news on recordings, tours and festivals. A popular feature is the annual reader's vote for the best new band.
- E** **Top Teens** is easy to read and full of colour photographs. There are a range of different sections including those offering fashion and beauty advice. But the majority of its pages are devoted to interviews with the popular, well-known stars of cinema, music and sport.
- F** The only environmental magazine written by teenagers for teenagers is **Young WB**. Readers are invited to send their articles and photographs to the magazine's offices and material is chosen for the next issue. As well as articles about the natural world, the magazine also has many special offers and competitions.
- G** **Teenplus** is very different from the average teen magazine that simply offers articles on pop stars and fashion. This exciting new magazine informs readers about what is happening in the world through its in-depth articles on current affairs, politics and science. It also offers a variety of reviews on recent books, films and music CDs.
- H** No journalists write for **Teen Voice**. This magazine depends completely on articles sent in by its teenage readers. It gives young people the opportunity to publish their creative work, such as poems or short works of fiction or to voice their opinions on important issues. They can also write reviews of the latest music CDs.

# DETAILED INFORMATION ON A LONG FACTUAL TEXT

## PART 3

<b>TASK TYPE AND FORMAT</b>	True/false. Ten items with an adapted-authentic long text.
<b>TASK FOCUS</b>	Processing a factual text. Scanning for specific information while disregarding redundant material.
<b>NO. OF QS</b>	10

**Brochures, advertisements on magazines, websites information...**

## INSTRUCTIONS:

1st: read 10 questions about the text

2nd: read the text carefully (looking for the answers)

3rd: don't be put off by unfamiliar vocabulary!

## Reading • Part 3

### Questions 11 – 20

Look at the sentences below about a comedy club for young people, called *Comedy Kids*. Read the text on the opposite page to decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

- 11 *Comedy Kids* operates a number of internationally-based clubs for young people.
- 12 *Comedy Kids* comedians have had as much experience working with children as with adults.
- 13 According to John Winterton, he is the first ever young people's stand-up comedian.
- 14 John looks like most people's idea of a typical entertainer for young people.
- 15 *Comedy Kids* will hold special parties at their clubs for young people if requested.
- 16 A lot of *Comedy Kids* comedians have the right qualities for performing at young people's parties.
- 17 Guests at *Comedy Kids* parties are invited to perform if they wish.
- 18 *Comedy Kids* have discovered lots of good young comedians who have not been trained.
- 19 In a year's time there'll be more classes available for young people wanting to be comedians.
- 20 *Comedy Kids* prefer it if the young people who join them are already quite confident.

### Comedy Kids



Do you enjoy watching comedy? Do all your friends at school think you tell great jokes? Then why not come and see what's happening at *Comedy Kids*?

*Comedy Kids* own comedy clubs in several countries that are run just for young people aged 10-15. They're real clubs with real comedians, who are just as familiar with working in adult comedy clubs as they are working with children. But don't take our word for it – come and see for yourself!

The *Comedy Kids* company was set up by John Winterton, who says that no-one had thought of being a stand-up comedian for young people until he came along. In fact, his act quickly became so popular that he soon found lots of other comedians who wanted to join his company and perform for families and young people. And if you think, as many others do, that a young people's comedian leaps on stage in a brightly-coloured costume and big red nose – think again. John usually appears dressed in a cool black jacket and trousers – more like a Hollywood movie star than a circus clown!

If you're having a party at home *Comedy Kids* can come and perform for you there at your party – just ask! Of course, it's not the same as performing on stage, so we're always looking for comedians in the clubs who are good at working with small numbers of young people – and we've discovered there aren't many of them about! But the ones we have found are brilliant. Your very own comedian will also help you to tell your guests some jokes and silly stories – and they can join in too, if they want! It'll be fun – and very different from any party you've ever had before!

Here at *Comedy Kids*, it's not just about the adults telling the jokes. We also have very short 'open spots' where young people get the chance to perform. But we've yet to find someone who can do that without preparation, so we've set up the world's first 'Comedy Classes' to teach young people how to tell jokes on stage. At the moment our classes are only monthly, but we're planning to start a number of others over the coming year. So if you want to be a comedian but don't want to wait until you grow up, this is where you can do it. And if you're creative but feel you're lacking in the confidence to speak up, we can certainly help. We'll listen to what you want to do, and try to make it happen.

So what are you waiting for? Come and join *Comedy Kids*!

# DETAILED INFORMATION ABOUT AN OPINION OR ATTITUDE TEXT

## PART 4

<b>TASK TYPE AND FORMAT</b>	Four-option multiple choice. Five items with an adapted-authentic long text.
<b>TASK FOCUS</b>	Reading for detailed comprehension; understanding attitude, opinion and writer purpose. Reading for gist, inference and global meaning.
<b>NO. OF QS</b>	5

**Opinion or attitude of the writer  
in a long text.**

## INSTRUCTIONS:

1st: read 5 multiple choice questions about the text

2nd: read the text carefully (looking for the answers)

3rd: answer the questions checking the text.

## Questions 21 – 25

Read the text and questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.



### Underwater research

*Fourteen-year-old Miguel Diaz talks about an exciting science project*

Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers, led by the scientist Dr. Matt Phillips, was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat.

The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

However, the thing I enjoyed most was diving into the water. At first, I was quite frightened – mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 metres down.

I will never forget the Flower Gardens. The trip was like a holiday but I also learnt new things about science and research projects. The team was very friendly and everyone was happy to explain what they knew about the sea. It was a great opportunity and it has made me think about my goals in life. The experience will definitely help me work harder to become a scientist.

- 21 What is Miguel Diaz doing in the text?
- A describing the part he played in a science project
  - B explaining how to apply for a place on a science trip
  - C giving advice on understanding difficult areas of science
  - D persuading others to organise their own science projects
- 22 What does Miguel say about the ROV?
- A It was difficult to operate.
  - B It could only go so far under water.
  - C It was an expensive piece of equipment.
  - D It recorded what was happening under water.
- 23 What was Miguel's attitude towards diving?
- A His main worry was losing sight of the boat.
  - B He enjoyed it less than other parts of the trip.
  - C His feelings changed once he was in the water.
  - D He was quite disappointed by the variety of fish.
- 24 What effect has the trip had on Miguel?
- A It has changed his opinion of science.
  - B It has improved the way he works in a team.
  - C It has made him a lot more interested in the sea.
  - D It has encouraged him to work towards his goals.

25 What might Miguel write in his diary about the trip?

A It was very interesting working with Dr Phillips and his team but I wish someone else my age had been on the trip.

B Going to the Flower Gardens was great fun. I now know much more about science but I realise there's still a lot more to learn.

C The trip was like a holiday and I saw some amazing fish. The only thing I disliked was collecting information about the sea.

D The Flower Gardens is a beautiful place but scientists are worried that pollution levels there will increase.

# SELECT THE CORRECT WORDS TO FIT IN SPACES IN A TEXT

## PART 5

<b>TASK TYPE AND FORMAT</b>	Four-option multiple-choice cloze. Ten items, with an adapted-authentic text drawn from a variety of sources. The text is of a factual or narrative nature.
<b>TASK FOCUS</b>	Understanding of vocabulary and grammar in a short text, and understanding the lexicographical patterns in the text.
<b>NO. OF QS</b>	10

**Vocabulary, grammar  
(connectives, pronouns, modals,  
preposition...)**

## INSTRUCTIONS:

1st: read the text

2nd: consider the given example

3rd: answer the 10 questions (4 multiple choice)





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ESOL Examinations

## PRELIMINARY ENGLISH TEST for Schools

PAPER 1 Reading and Writing

Sample Paper

Time 1 hour 30 minutes

### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name, Centre number and candidate number on your answer sheet if they are not already there.**

Read ALL the instructions carefully.

Answer all the questions.

Read the instructions on the answer sheets.

Write your answers on the answer sheets. Use a pencil.

You **must** complete the answer sheets within the time limit.

### INFORMATION FOR CANDIDATES

#### READING

Questions **1 – 35** carry one mark.

#### WRITING

Questions **1 – 5** carry one mark.

Part 2 (Question **6**) carries five marks.

Part 3 (Question **7** or **8**) carries fifteen marks.

# ANSWER SHEETS

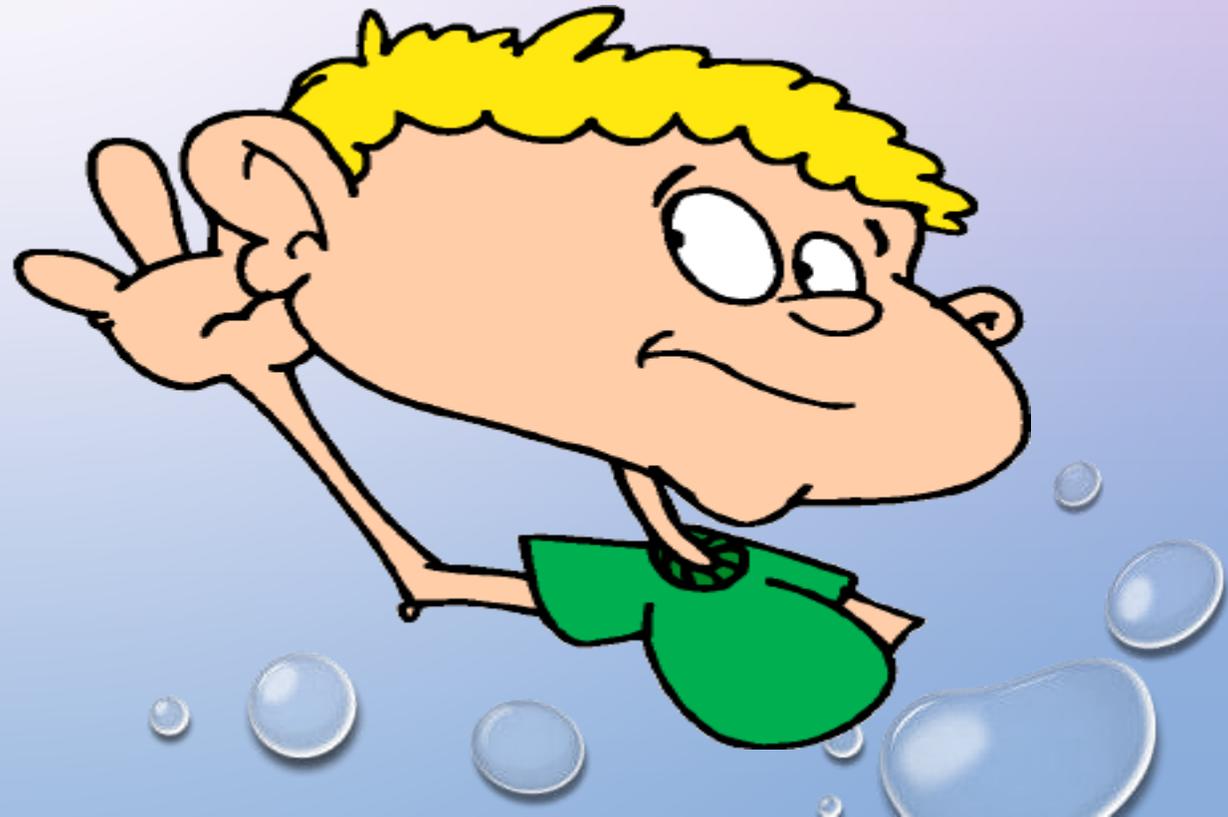
## (READING)





## 5. LISTENING

# LISTENING KET



# LISTENING PREPARATION

- Authentic spoken English in the classroom.
- Students should listen to films, television, videos, DVDs, internet, British Council website, tourists...
- Information is about prices, numbers, times, dates, prices, locations, directions, sizes, weather, descriptions of people, current actions, personal interests, experiences, daily life, free-time activities...

# IDENTIFY SIMPLE FACTS IN SHORT LISTENING TEXTS

## **PART 1**

<b>TASK TYPE AND FORMAT</b>	Three-option multiple choice. Short neutral or informal dialogues. Five discrete 3-option multiple-choice items with visuals, plus one example.
<b>TASK FOCUS</b>	Listening to identify key information (times, prices, days of week, numbers, etc.).
<b>NO. OF QS</b>	5

## **INSTRUCTIONS:**

**1st: listen to 5 short conversations**

**2nd: information is about prices, numbers, times, dates, locations, directions, sizes, weather, descriptions of people, correct actions...**

**3rd: choose the right visual image**

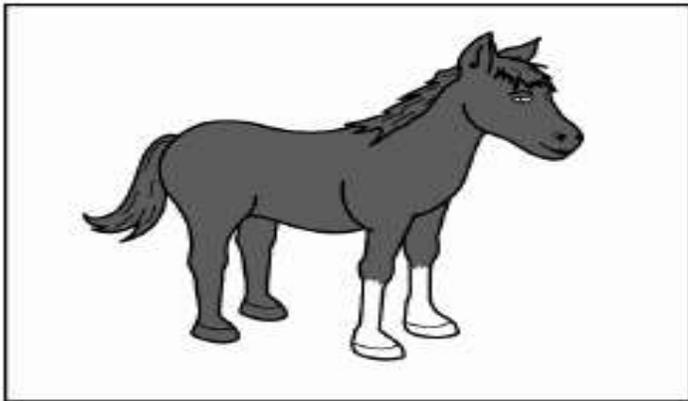
## Listening • Part 1

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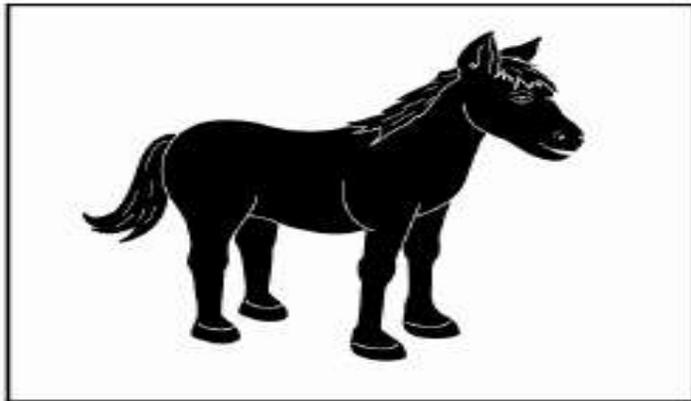
### Questions 1 – 5

You will hear five short conversations.  
You will hear each conversation twice.  
There is one question for each conversation.  
For each question, choose the right answer (A, B or C).

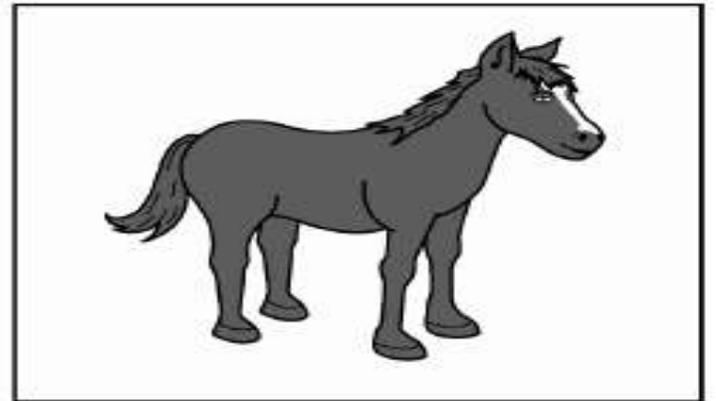
**Example:** Which is the girl's horse?



A



B



C

1 How many children went on the school trip?

**6**

A

**12**

B

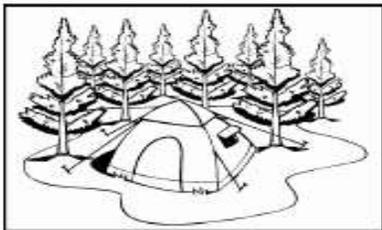
**18**

C

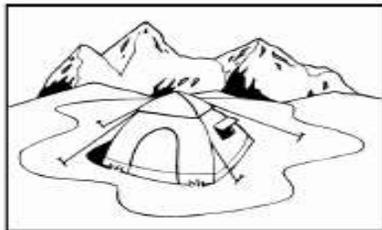
2 Which campsite did Josh stay at last year?



A



B



C

3 How much is the skirt?

**£15**

A

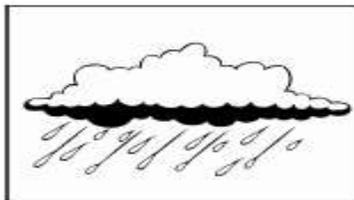
**£20**

B

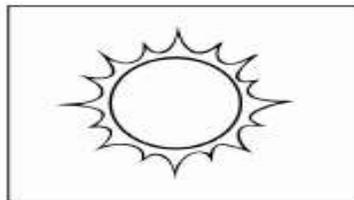
**£25**

C

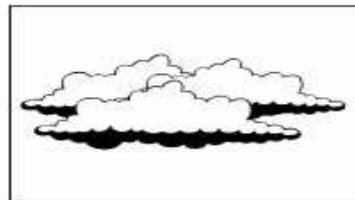
4 What's the weather like now?



A



B

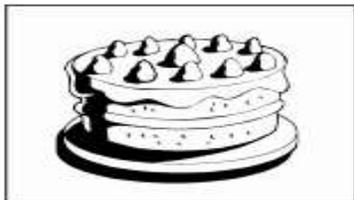


C

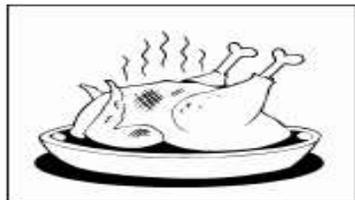
5 What will the girl cook?



A



B



C

# IDENTIFY SIMPLE FACTS IN A LONG CONVERSATION

## **PART 2**

<b>TASK TYPE AND FORMAT</b>	Matching. Longer informal dialogue. Five items (plus one integrated example) and eight options.
<b>TASK FOCUS</b>	Listening to identify key information.
<b>NO. OF QS</b>	5

## **INSTRUCTIONS:**

**1st: listen to the conversation**

**2nd: information about personal interests, experiences, daily life, free-time activities...**

**3rd: match two lists of items**

## Listening • Part 2

### Questions 6 – 10

Listen to Nick talking to a friend about his birthday presents.

What present did each person give him?

For questions **6 – 10**, write a letter **A – H** next to each person.

You will hear the conversation twice.

#### Example:

**0** Cousin

**B**

#### PEOPLE

**6** Mum

**7** Brother

**8** Aunt

**9** Uncle

**10** Grandmother

#### PRESENTS

**A** bike

**B** book

**C** cinema tickets

**D** clothes

**E** computer game

**F** mobile phone

**G** money

**H** music CD

# IDENTIFY SIMPLE FACTS IN A LONG CONVERSATION

## PART 3

<b>TASK TYPE AND FORMAT</b>	Three-option multiple choice. Longer informal or neutral dialogue. Five 3-option multiple-choice items (plus an integrated example).
<b>TASK FOCUS</b>	Taking the 'role' of one of the speakers and listening to identify key information.
<b>NO. OF QS</b>	5

## INSTRUCTIONS:

**1st: listen to the informal conversation (personal interests)**

**2nd: answer 5 multiple-choice questions**

**3rd: 3 options in each question**

## Listening • Part 3

---

### Questions 11 – 15

Listen to Susie talking to her friend Matt about going to the cinema.  
For each question, choose the right answer (**A**, **B** or **C**).  
You will hear the conversation twice.

#### Example:

**0** Who is going to the cinema with Susie?

- A** Jane
  - B** Sam
  - C** Pete
- 

- 11** Which film will they see?
- A** Sunny Day
  - B** Field of Green
  - C** Heart of Gold
- 12** They are going to the cinema
- A** by the market.
  - B** in the shopping centre.
  - C** opposite the park.
- 13** How will they get there?
- A** by car
  - B** on foot
  - C** by bus
- 14** Matt should meet Susie at
- A** 3.45.
  - B** 4.15.
  - C** 4.20.
- 15** The cinema tickets will cost
- A** £5.50.
  - B** £6.20.
  - C** £8.00.

# EXTRACT SPECIFIC FACTS

## PART 4

<b>TASK TYPE AND FORMAT</b>	Gap-fill. Longer neutral or informal dialogue. Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high-frequency words, e.g. 'bus', 'red', or if spelling is dictated.
<b>TASK FOCUS</b>	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).
<b>NO. OF QS</b>	5

## INSTRUCTIONS:

1st: listen to the dialogue/ monologue (shops, schools...)

2nd: extract information and write it down

3rd: write numbers, times, dates, prices, spellings and words

## Listening • Part 4

---

### Questions 16 – 20

You will hear a girl, Milly, asking a friend about guitar lessons.  
Listen and complete each question.  
You will hear the conversation twice.

---

### Guitar lessons

Day: *Saturday*

Teacher's name: **(16)** .....

Price per hour: **(17)** £ .....

Place of lesson: *34 Purley Lane, near the*  
**(18)** .....

Teacher's phone number: **(19)** .....

Must call before: **(20)** ..... p.m.

# EXTRACT SPECIFIC FACTS

## PART 5

<b>TASK TYPE AND FORMAT</b>	Gap-fill. Longer neutral or informal monologue. Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high-frequency words e.g. 'bus', 'red', or if spelling is dictated.
<b>TASK FOCUS</b>	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).
<b>NO. OF QS</b>	5

## INSTRUCTIONS:

1st: listen to the dialogue/ monologue (shops, schools...)

2nd: extract information and write it down

3rd: write numbers, times, dates, prices, spellings and words

## Listening • Part 5

---

### Questions 21 – 25

You will hear a man on the radio talking about a new TV quiz show.  
Listen and complete each question.  
You will hear the information twice.

---

### New quiz show

Name:	<i>Answer That!</i>
Day:	<b>(21)</b> .....
Number of teams:	<b>(22)</b> .....
Questions will be about:	<i>Films, TV and</i> <b>(23)</b> .....
This week's prize:	<b>(24)</b> .....
To be on the show, phone:	<b>(25)</b> .....

**You now have 8 minutes to write your answers on the answer sheet.**



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

Candidate Name \_\_\_\_\_

Centre Number

Candidate Number

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## KEY ENGLISH TEST for Schools

**PAPER 2**    **Listening**

**Sample Paper**

**Time**            Approximately 30 minutes (including 8 minutes' transfer time)

### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name, Centre number and candidate number in the spaces at the top of this page and on your answer sheet if they are not already there.**

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have eight minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

### INFORMATION FOR CANDIDATES

There are five parts to the test.

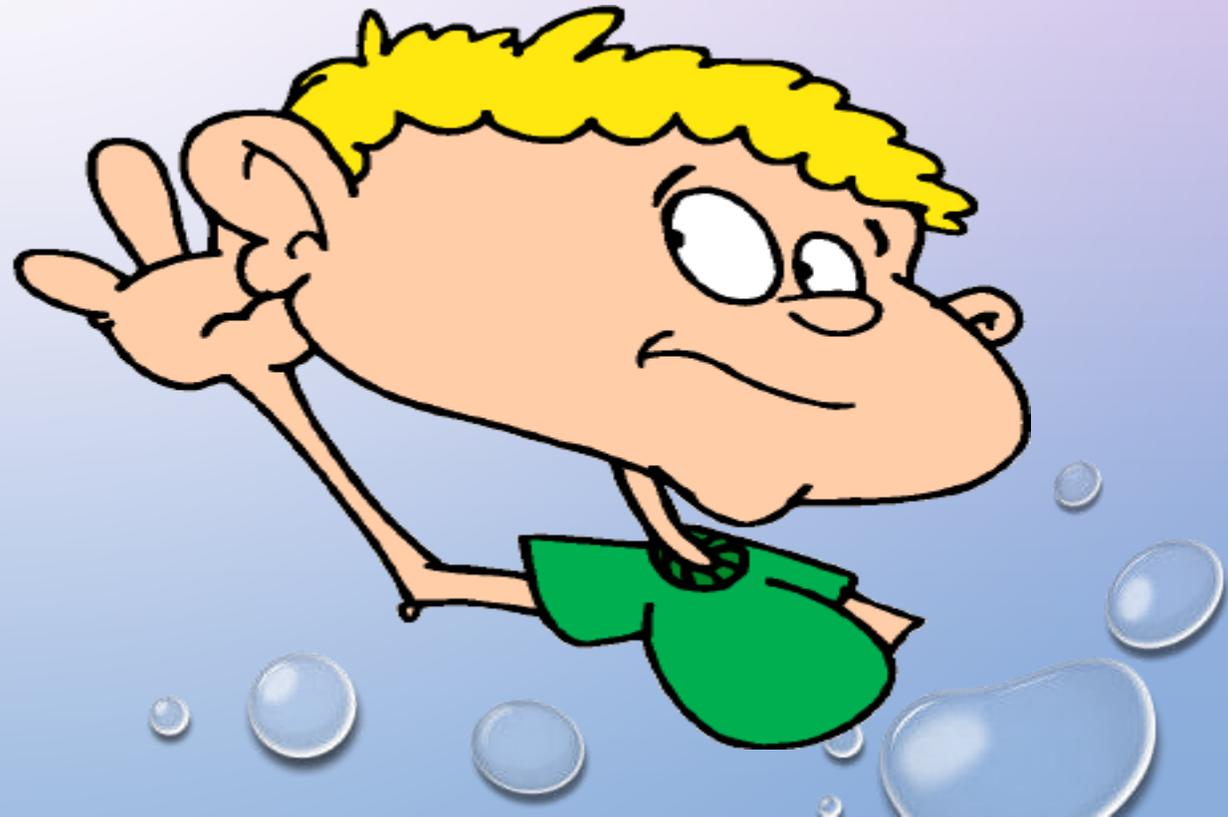
Each question carries one mark.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.



## 5. LISTENING

# LISTENING PET



# LISTENING PREPARATION

- Students should be exposed to a variety of recorded listenings and authentic spoken English in the classroom (the teacher's voice is the most powerful auditory aid).
- Students should practice to identify and understand the type of text and the purpose of the task.
- Students should listen to the instructions carefully, check the given example and be able to mark their separate answer sheet.
- Students should listen to the instructions and read the texts when there is a pause.
- Information about places or events, lives, interests, experiences...

# 7 LISTENING TEXTS

## **PART 1**

<b>TASK TYPE AND FORMAT</b>	Multiple choice (discrete). Short neutral or informal monologues or dialogues. Seven discrete 3-option multiple-choice items with visuals.
<b>TASK FOCUS</b>	Listening to identify key information from short exchanges.
<b>NO. OF QS</b>	7

## **INSTRUCTIONS:**

**1st: listen to the texts (monologue or dialogue)**

**2nd: choose the right visual image**

**3rd: the text is heard twice.**

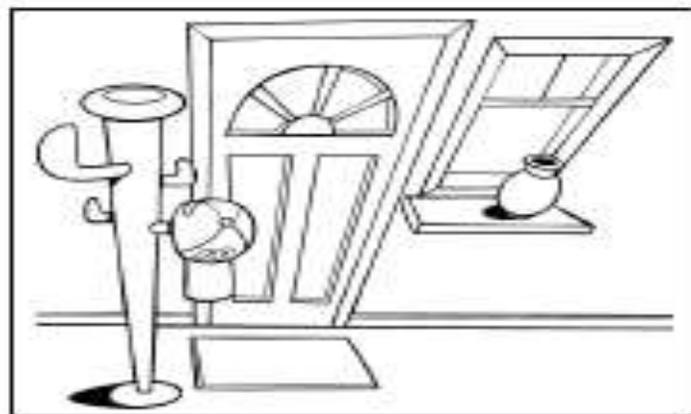
## Listening • Part 1

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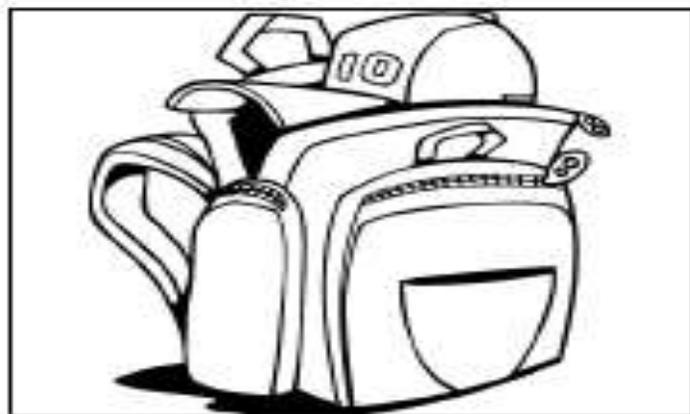
### Questions 1 – 7

There are seven questions in this part.  
For each question, choose the correct answer (A, B or C)

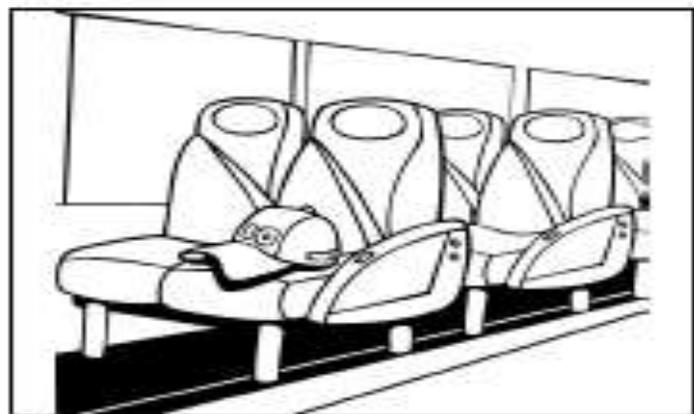
**Example:** Where is the girl's hat?



A



B



C

1 What does the boy want from the shops?



A

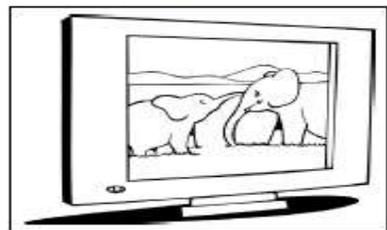


B

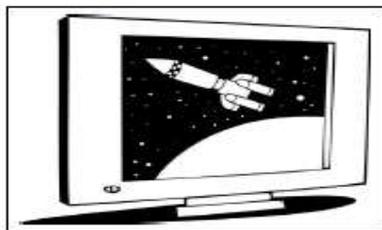


C

2 Which programme is on first this evening?



A

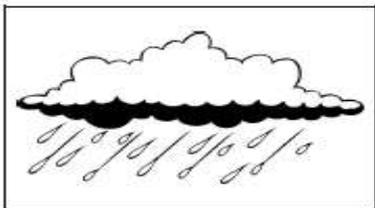


B

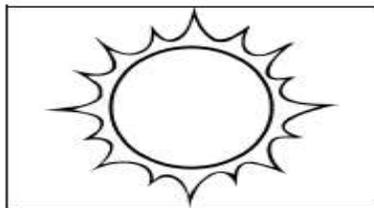


C

5 What will the weather be like for sports day tomorrow?



A

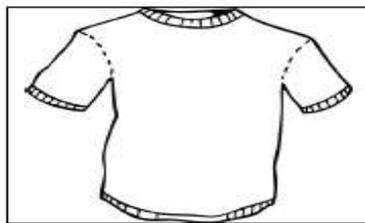


B



C

3 What present will the girl give Luisa?



A



B

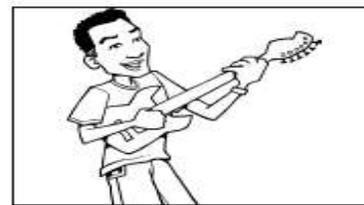


C

4 Which instrument does the boy play now?



A



B



C

6 Who is the boy phoning?



A



B

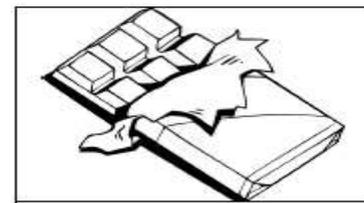


C

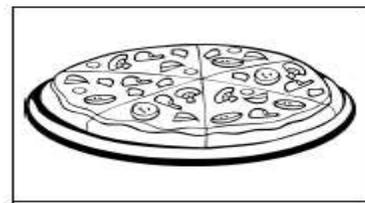
7 What food will the boy's mother buy?



A



B



C

# LONG LISTENING TEXT

## PART 2

<b>TASK TYPE AND FORMAT</b>	Multiple choice. Longer monologue or interview (with one main speaker). Six 3-option multiple-choice items.
<b>TASK FOCUS</b>	Listening to identify specific information and detailed meaning.
<b>NO. OF QS</b>	6

## INSTRUCTIONS:

**1st: listen to the text (information about places or events, lives, interests, experiences...)**

**2nd: answer 6 multiple choice questions**

**3rd: the text is heard twice.**

## Listening • Part 2

---

### Questions 8 – 13

You will hear part of an interview with a girl called Sally Myers whose first book has recently been published. For each question, choose the correct answer **A**, **B**, or **C**.

---

- 8** Why did Sally decide to write her first book?
- A** people said her stories were good
  - B** her family bought her a diary
  - C** her penfriend suggested it
- 9** Why didn't Sally's Dad want her to send her book to a publisher?
- A** He didn't like it very much.
  - B** He had given her help to write it.
  - C** He was worried that they wouldn't be interested.
- 10** Sally sent her book to a company which
- A** published books only on the internet.
  - B** published her favourite stories.
  - C** published books of a similar type.
- 11** How did Sally feel when the company phoned her Mum?
- A** very excited
  - B** extremely surprised
  - C** anxious about the future
- 12** Sally says that, as a result of her book,
- A** she now has more money.
  - B** she has lost some of her friends.
  - C** she is in contact with new people.
- 13** What does Sally say about her next book?
- A** It will be quite different from her first one.
  - B** It will be written for older readers.
  - C** It will be about something all children experience.

# INFORMATIONAL MONOLOGUE

## PART 3

<b>TASK TYPE AND FORMAT</b>	Gap-fill. Longer monologue. Six gaps to fill in. Candidates need to write one or more words in each space.
<b>TASK FOCUS</b>	Listening to identify, understand and interpret information.
<b>NO. OF QS</b>	6

## INSTRUCTIONS:

**1st: listen to the monologue**

**2nd: fill in the gaps with the missing information (words, numbers or short sentences)**

**3rd: the text is heard twice.**

## Listening • Part 3

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### Questions 14 – 19

You will hear some information about a film-making competition.  
For each question, fill in the missing information in the numbered space.

---

#### FILM-MAKING COMPETITION

Maximum length of film: (14) .....

Type of film: (15) .....

Subject this year: The (16) .....

#### JUDGES:

Martha Fernando, presenter of the programme called 'Film (17) .....

Mark Matthews, director

#### PRIZES:

First prize: visit to a film school

Other prizes: books and modern (18) .....

Where the best films will be shown: (19) .....

# INFORMAL DIALOGUE

<b>PART 4</b>	
<b>TASK TYPE AND FORMAT</b>	True/false. Longer informal dialogue. Candidates need to decide whether six statements are correct or incorrect.
<b>TASK FOCUS</b>	Listening for detailed meaning, and to identify the attitudes and opinions of the speakers.
<b>NO. OF QS</b>	6

## INSTRUCTIONS:

1st: listen to the dialogue (everyday concerns)

2nd: read the statements and write true or false

3rd: the text is heard twice.

## Listening • Part 4

---

### Questions 20 – 25

Look at the six sentences for this part.

You will hear a conversation between a girl, Michelle, and a boy, Antony, about a television programme called 'Pop Choice' in which teenage singers compete for a prize.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

---

	YES	NO
20 Antony enjoyed watching last night's 'Pop Choice'.	A	B
21 Michelle believes the first prize would be a good career opportunity.	A	B
22 Antony thinks that Michelle sings well enough to appear on TV.	A	B
23 Michelle thinks the singers should wear more fashionable clothes.	A	B
24 Antony often disagrees with the opinions of the judges in the programme.	A	B
25 Antony tells Michelle that he would prefer to watch the programme alone.	A	B



UNIVERSITY *of* CAMBRIDGE  
ESOL Examinations

## PRELIMINARY ENGLISH TEST for Schools

**PAPER 2**    **Listening**

**Sample Paper**

**Time**            Approximately 35 minutes (including 6 minutes' transfer time)

### **INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

**Write your name, Centre number and candidate number in the spaces at the top of this page and on your answer sheet if they are not already there.**

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 6 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

### **INFORMATION FOR CANDIDATES**

There are four parts to the test.

Each question carries one mark.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.



**TIME** 😊  
FOR A  
**BREAK**



# ACTIVITIES TO PRACTICE LISTENING AND READING SKILLS

<http://luciaabalos.weebly.com/1-listening-and-reading.html>



# READING COMPREHENSION

Name: \_\_\_\_\_



A tornado in Oklahoma

## Extreme Weather

Severe storms happen in low-pressure weather systems. Warm, wet air begins rising into the air. The higher it rises, the cooler it becomes. Water vapor in the air forms drops, a process called condensation. The drops join together to form clouds, and then precipitation of some kind (rain, sleet, snow, or hail) will fall down to Earth's surface.

Although conditions must be very specific for a thunderstorm to develop, thunderstorms remain the most common kind of extreme weather. Before a thunderstorm can develop, there have

to be three conditions present: the air has to be full of moisture, there must be either an intensely heated portion of Earth's surface sending warm air up quickly or an approaching cold front, and the warm air that is rising must be warm enough to stay warmer than the air it passes through as it rises. The moisture in the rising air condenses, clouds form and a storm begins.

A cold front happens when cold air is moving near the surface of Earth, and it pushes warm air up very quickly. This is often the beginning of a thunderstorm. Clouds form, and heavy rains begin falling. Opposite electrical charges inside storm clouds separate, causing lightning to flash towards Earth. Lightning has enough energy to heat the air all around it. This sudden burst of heat is what causes the noise we know as thunder. Thunderstorms often bring disasters with them, including floods, fires caused by lightning, damage from hailstones or strong winds, and even tornadoes. A tornado is a spinning mass of air over land that can destroy virtually everything in its path.

A blizzard is a combination of strong winds and extremely low temperatures. Snowfall increases until it is so heavy it is difficult or impossible to see. People can become lost in the snow and freeze to death. Homes can be covered over with snow, trapping people indoors.

A hurricane is the most powerful storm known on Earth. Forming over warm ocean waters off the coast of the tropics, they can become gigantic swirling mixtures of air and water between 100 and 900 miles wide. Wind speeds can average about 75 miles per hour. Hurricanes do the worst damage to coastal cities because they quickly lose their strength when they move over land. Hurricanes are so large and powerful that their swirling clouds can be seen from space.

Organizations like FEMA (the Federal Emergency Management Agency) and the American Red Cross help victims of severe weather to deal with its aftermath.

### What Does It Mean?

According to the text, what is thunder?

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## Ecosystems

Cross-Curricular Focus: Life Science



An ecosystem is all the things that interact in a specific area, whether they are living or non-living. Some examples of non-living things that support life in an ecosystem are light, air, soil and water. Living things are the plants and animals, called **organisms**, that use those resources.

Each of the specific ecosystems in the world has its own conditions created by the non-living things. These conditions determine what kinds of living things will be able to thrive there. Organisms can only thrive where their needs are being met. Everything in an organism's environment has an effect on it. One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never become too hot or too cold.

All the living things in an ecosystem are called a **community**. All of one specific kind of organism living in a community is called a population. All the tree frogs in a rainforest community are one population within the community. All the white birch trees are another population within the same community. All the jaguars are yet another rainforest community population.

All living organisms perform certain life processes. They take in nutrients like air, sunlight, water, and food. They use energy from those nutrients to grow and develop. They release energy by doing work and moving. They release waste products. They react to things in their environment. They reproduce, producing offspring, or babies, that are similar to themselves.

Name: \_\_\_\_\_

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is one example of a non-living thing in an ecosystem? \_\_\_\_\_

2) What are three of the life processes that living organisms do? \_\_\_\_\_

3) What does population mean in a community? \_\_\_\_\_

4) When does an organism thrive?r. \_\_\_\_\_

5) Why does a temperate zone support many varieties of organisms? \_\_\_\_\_

# BOOK REPORTS

## Book Report: Fiction



title: \_\_\_\_\_

author: \_\_\_\_\_

This story was \_\_\_\_\_ number of pages: \_\_\_\_\_  
(easy, just right, hard)

Describe what happened in the beginning of the story.

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---

Describe what happened in the middle of the story.

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---

---

Describe what happened at the end of the story.

---

---

A book review by \_\_\_\_\_

Title:

Author:

What was the story about?

---

---

---

---

Who were the characters?

---

---

---

---

What was your favourite part?

Draw a picture from the book:

---

---

---

---

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---

Your star rating for this book:



# BOOK REPORTS IN GROUPS

Literature Circle Role

## Summarizer

**Your job:**

Write a summary that describes what happened in this section of the book. Be sure you write in complete sentences and include lots of details. Your writing should fill most (or all) of the lines below. If you need more space, continue on the back.

**When you meet with your group:**

You will read the summary to the group. Ask them to tell you about other important parts you may have missed. Have each person tell you about their favorite part.

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# RIDDLES



## Which Day of the Week?

I always start the school week,  
I'm very proud to say.  
I start with *M* like *monkey* does.  
I'm quite a special day.

Which day am I? \_\_\_\_\_

I'm the very last one  
of the school days.  
I come just before the weekend  
when there's lots of time to play!

Which day am I? \_\_\_\_\_

My name begins like *thirsty*  
and *thirty* and *thumb* and *third*.  
Wednesday comes before me  
and Friday's afterward.

Which day am I? \_\_\_\_\_



## Which Sport?

Dribble and pass. Dribble and pass.  
Kick a black and white ball.  
Boot it straight into the goal.  
Watch for mud—don't fall!  
Which sport? \_\_\_\_\_

A cartwheel here.  
A back flip there.  
You're flipping  
and turning  
in the air!



Which sport? \_\_\_\_\_

Dribble, dribble.  
Shoot the ball.  
Watch it soaring high.  
If it missed the basket,  
give it another try!

Which sport? \_\_\_\_\_

Dive from the side.  
Hold your breath.  
The water is very cool.  
Arms turn, legs kick  
in the lovely light-blue pool.  
Which sport? \_\_\_\_\_

You smack the ball.  
You run, run, run.  
You touch every base  
for your first homerun!  
Which sport? \_\_\_\_\_



## FIND YOUR TREASURE

### Challenge:

Imagine you find a treasure map hidden in an old dusty book that belongs to your grandmother. What do you think would be on the map? What would you do with it?



## FIND YOUR TREASURE

### Challenge:

Imagine you find a treasure chest on a deserted island. Inside the chest are three of your favourite books. What are they? Why are they your favourite?



teachstarter

# CHALLENGE CARDS

## FIND YOUR TREASURE

### Challenge:

Choose one of your favourite books. Create a scavenger hunt of words and pictures from the book for your friends to find.



teachstarter

## FIND YOUR TREASURE

### Challenge:

Imagine you have a treasure chest in your bedroom. Invent a way to keep your treasure safe. Draw a picture of your idea and write a paragraph about it.



teachstarter

## FIND YOUR TREASURE

### Challenge:

Imagine you are a pirate. Your treasure is your favourite book. Create a hiding place for your treasure. Draw a treasure map for your pirate friends to follow.



## FIND YOUR TREASURE

### Challenge:

Imagine the desk is your ship and the floor is the ocean. Create a pulley to lift your treasure out of the ocean and onto your ship.



## FIND YOUR TREASURE

### Challenge:

Go on a scavenger hunt in the library to find as many books about treasure as you can. Choose one of the books to read. Write a book report about the story.



## FIND YOUR TREASURE

### Challenge:

Imagine you find Aladdin's magic lamp. You rub the lamp and the genie inside grants you three wishes! What do you wish for?



# FIND YOUR TREASURE

## Challenge:

Using old magazines, create a collage of the things that you treasure. Write a paragraph about your collage.



# FIND YOUR TREASURE

## Challenge:

Everyone's treasure might be a little different. Think about things that are really important to you. Create a poster that represents all of these items.



# FIND YOUR TREASURE

## Challenge:

Choose your favourite book in the classroom. Write three clues that describe the book. Give your clues to a friend and see if they can guess the book.



# FIND YOUR TREASURE

## Challenge:

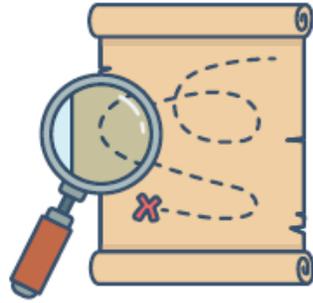
Write a secret message with a white crayon on a piece of white paper. Swap your message with a partner. Use watercolour paint to reveal the secret message.



## FIND YOUR TREASURE

### Challenge:

Choose a story that you know well. Draw a treasure map of the setting. Choose an item from the book to hide as the treasure.



## FIND YOUR TREASURE

### Challenge:

Explain this quote in your own words:

'What is a bookshelf other than a treasure chest for the curious mind.'



## FIND YOUR TREASURE

### Challenge:

Write an acrostic poem about your favourite book using the word 'treasure'.



## FIND YOUR TREASURE

### Challenge:

Write a short story with the title 'The Lost Treasure'. Your story must include a talking parrot and a magical coin.



# TONGUE TWISTERS!



# PETER PIPER



- PETER PIPER PICKED A PECK OF PICKLED PEPPERS.
- A PECK OF PICKLED PEPPERS PETER PIPER PICKED.
- IF PETER PIPER PICKED A PECK OF PICKLED PEPPERS,
- WHERE'S THE PECK OF PICKLED PEPPERS PETER PIPER PICKED?

# SUSIE AND THE SHOE SHOP



- I SAW SUSIE SITTING IN A SHOE SHINE SHOP.
- WHERE SHE SITS SHE SHINES, AND WHERE SHE SHINES SHE SITS.

# THE MONGOL HORDES



- HOW MANY BOARDS
- COULD THE MONGOLS HOARD
- IF THE MONGOL HORDES GOT BORED?

# THE CLAM CRAM



- HOW CAN A CLAM CRAM IN A CLEAN CREAM CAN?

# DENISE AND THE FLEECE



- DENISE SEES THE FLEECE,
- DENISE SEES THE FLEAS.
- AT LEAST DENISE COULD SNEEZE
- AND FEED AND FREEZE THE FLEAS.

# THE CANNER AND THE CAN



CAN YOU CAN A CAN AS A CANNER CAN  
CAN A CAN?

# THE HICKS AND THE STICKS



SIX SICK HICKS NICK SIX SLICK BRICKS  
WITH PICKS AND STICKS.

# THE WISH OF THE WITCH



I WISH TO WISH THE WISH YOU WISH  
TO WISH, BUT IF YOU WISH THE WISH  
THE WITCH WISHES, I WON'T WISH THE  
WISH YOU WISH TO WISH.

# LUKE AND THE DUCK

LUKE LUCK LIKES LAKES.

LUKE'S DUCK LIKES LAKES.

LUKE LUCK LICKS LAKES.

LUCK'S DUCK LICKS LAKES.

DUCK TAKES LICKS IN LAKES LUKE LUCK LIKES.

LUKE LUCK TAKES LICKS IN LAKES DUCK LIKES.



# EDITING WRITING

## 6 Yachting

for the first time in my life, i went sayling on a yacht my dad and I drov to the marina, where we met my unkle and his majestic boat a short while later, we were on our way out to sea during the trip, my uncle even let me have a turn riseing the sails



Find 4 spelling mistakes.  
Add 5 capital letters, 3 full stops and 1 exclamation mark.

## 7 Under the Bridge

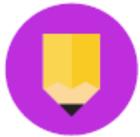
under the villige bridge there lived an unfriendly troll every time a villager tryed to cross the bridge the troll would stop them there was no other way to get to the other side so the villagers had to cross the bridg as soon as they got close to him the troll would reqwest payment for crossing his bridge



Find 4 spelling mistakes.  
Add 4 capital letters, 4 full stops and 4 commas.

## 1 Coco's Kennel

grandpa used dads new paintbrush to paint our dogs old kenal a brite blue to make it extra comfterble, he then put one of grandmas old quilts on the floor he placed a wind dille on the kennels roof for a bit of extra charm



Find 4 spelling mistakes.  
Add 5 capital letters, 3 full stops and 4 apostrophes of possession.



## 2 Bobby's Brother

bobbys new baby brother arived home on the weekend they calld him errol, arfter their mothers grandfartha bobbys name came from his fathers grandfather his name was robert, but they called him bobby for short



Find 4 spelling mistakes.  
Add 7 capital letters, 4 full stops and 4 apostrophes of possession.



## 3 Maggie's Surprise

maggies parents serprised her with a trip to the snow in the morning, maggie waited eagily inside her dads car soon they were on their way to her uncles caburn in the mountains maggie was so exited that she was finally old enough to use her mums skis



Find 4 spelling mistakes.  
Add 5 capital letters, 4 full stops and 4 apostrophes of possession.



## 4 Ryan's Present

for his birthday, ryans parents took him to swim with sharks at the aquaireum. when they arrived, the aquariums gide told ryan all about the shark he would be swimming with. the sharks name was mighty. ryans hart beat faster and faster. he hoped that he could be brave during his adventure



Find 4 spelling mistakes.  
Add 8 capital letters, 4 apostrophes of possession and 1 exclamation mark.



## 5 Don't Forget the Plants

before we leave, i must rememba to water the plants dispite the fact that ive been watering them every day, i dont thnk they will stay alive in this heat i wouldnt want to come home to druping plants after a fun weekend away



Find 4 spelling mistakes.  
Add 6 capital letters, 3 full stops and 3 apostrophes of contraction.



## 6 Yachting

for the first time in my life, i went sayling on a yacht my dad and I drov to the marina, where we met my unkle and his majestic boat a short while later, we were on our way out to sea during the trip, my uncle even let me have a turn riseing the sails



Find 4 spelling mistakes.  
Add 5 capital letters, 3 full stops and 1 exclamation mark.



## 7 Under the Bridge

under the villige bridge there lived an unfriendly troll every time a villager tryed to cross the bridge the troll would stop them there was no other way to get to the other side so the villagers had to cross the bridg as soon as they got close to him the troll would request payment for crossing his bridge



Find 4 spelling mistakes.  
Add 4 capital letters, 4 full stops and 4 commas.



## 8 Little Red Riding Hood

if little red riding hood stayed on the path she would be late for lunch at her grandma's house if she took a shortcut threw the woods she would arive just in time after pondring which path to take Little Red Riding Hood decided to skip through the woods little did she know a hungri wolf was watching her



Find 4 spelling mistakes.  
Add 8 capital letters, 4 full stops and 4 commas.



## 9 In the Library

with a look of disgust on his face mr. Books disgussed with the class that they were not alowed to read books aloud in the liberry he said that they mite be able to read to each other if they were as quiet as mites so henry went to see if he could find any books about the sea



Find 4 spelling mistakes.  
Add 5 capital letters, 3 full stops and 2 commas.



## 10 Belle the Ewe

belle was an old ewe who couldnt keep up with the other sheep. you wouldnt beleive it, but she got locked out of the paddick one day she tried calling out, but her hoarse voice was drownd out by the loud horses. she ate some grass and waited for the farmer. it was eight o'clock befor he found her



Find 4 spelling mistakes.  
Add 5 capital letters, 2 apostrophes of contraction and 2 exclamation marks.



## 11 Dad's New Car

i knew today was the day dad was getting his new car the add only showed picters of the bass model, so he decided to add some extrars i couldn't wait to see it only one more hour until he was coming home then he could take our family for a ride



Find 4 spelling mistakes.  
Add 6 capital letters, 3 full stops and 2 exclamation marks.



## 12 The New House

i dont know why we leased my least favourite house its like being in a prisn cell im going to have to sell sum of my things just so i can fit evrything in the cuboards some of the other houses were much nicer, but i think this one costs the smallest sum of money



Find 4 spelling mistakes.  
Add 6 capital letters, 4 full stops and 3 apostrophes of contraction.



### 13 So Many Choices

there are so many countrys in the world  
that i would love to visit if my bags were  
packt i could jump on an aircraft and  
leave tomorow i could visit mountains  
vallies islands deserts and oases



Find 4 spelling mistakes.  
Add 5 capital letters, 3 full stops and 4 commas.



### 15 The Silly Thieves

a bunch of silly thieves stole some  
tellyvisions from the local electronics  
store they walked the streets in their  
black clothes with the stolen itums some  
policemen saw the thieves and arrested  
them instantly



Find 4 spelling mistakes.  
Add 3 capital letters, 2 full stops and 1 exclamation  
mark.



### 14 The Hungry Foxes

a group of foxers were hunting mice by  
the warfs near the bay they quietly  
tip-toed and krept up behind them the  
mice saw the foxes and ran into their  
hiding spots between the woodon posts  
the foxes returned back into the bushes.



Find 4 spelling mistakes.  
Add 4 capital letters and 4 full stops.



### 16 The Clever Detectives

the detechtives were looking carefully for  
clews in the streets of the town there was  
still no sign of the dogs from the pound  
someone had unlocked the gates and let  
the dogs out. a siries of clues was finally  
found near the cactus in Mr. Greens  
garden



Find 4 spelling mistakes.  
Add 4 capital letters, 4 full stops and 1 apostrophe of  
possession.



## 17 What Should I Write?

you have thirty minites to write your storey,  
said the teacher. what was I going to write  
about how was I going to write an entira  
story in firty minutes should I write about  
a scary dragon or a hungry dinosaur would  
a story about a dragon and a dinosaur who  
are friends make sense



Find 4 spelling mistakes.  
Add 5 capital letters, 4 question marks and 1 set of  
quotation marks.



## 19 The Best Bath

i culd hear Gran calling to me she was  
teling me to get out of the bath how long  
had i been in here for had it been more  
than an hour it was one of the best baths  
i had evar had if i got out now, would  
Gran let me have another bath tomoro



Find 4 spelling mistakes.  
Add 9 capital letters, 3 full stops and 3 question marks.



## 18 Sky Diving

you did what? screammed Marco  
i jumpt out of a plane! i replied  
no way! i don't beleive it. with who? he said in  
disbelief  
with my brother. it was so much fun! i explained  
would you do it again? Marco asked  
for sure! i said excitidly



Find 4 spelling mistakes.  
Add 12 capital letters, 6 full stops and 6 sets of  
quotation marks.



## 20 Where's My Lizard?

where is he he couldn't have wondered  
that far. oh no who left the back door  
open now he could be aniwwhere i wonder  
if he went into the gardon i found my pet  
lizard hiding queitly under a rock. i  
wonder why he went under there



Find 4 spelling mistakes.  
Add 8 capital letters, 4 question marks and 2  
exclamation marks.



# Year 5 Editing Passages - Answers

## 1. Coco's Kennel

Grandpa used Dad's new paintbrush to paint our dog's old **kennel** a **bright** blue. To make it extra **comfortable**, he then put one of Grandma's old quilts on the floor. He placed a wind **dial** on the kennel's roof for a bit of extra charm.

## 2. Bobby's Brother

Bobby's new baby brother **arrived** home on the weekend. They **called** him **Errol**, **after** their mother's **grandfather**. Bobby's name came from his father's grandfather. His name was **Robert**, but they called him **Bobby** for short.

## 3. Maggie's Surprise

Maggie's parents **surprised** her with a trip to the snow. In the morning, Maggie waited **eagerly** inside her dad's car. **Soon** they were on their way to her uncle's **cabin** in the mountains. Maggie was so **excited** that she was finally old enough to use her mum's skis.

## 4. Ryan's Present

For his birthday, Ryan's parents took him to swim with sharks at the **aquarium**. When they arrived, the aquarium's **guide** told Ryan all about the shark he would be **swimming** with. The shark's name was **Mighty**. Ryan's **heart** beat faster and faster. He hoped that he could be brave during his adventure!

## 5. Don't Forget the Plants!

Before we leave, I must **remember** to water the plants. **Despite** the fact that I've been watering them every day, I don't **think** they will stay alive in this heat. I wouldn't want to come home to **drooping** plants after a fun weekend away.

## 6. Yachting

For the first time in my life, I went **sailing** on a yacht. My dad and I **drove** to the marina, where we met my **uncle** and his majestic boat. **A** short while later, we were on our way out to sea. **During** the trip, my uncle even let me have a turn **raising** the sails!

## 7. Under the Bridge

Under the **village** bridge, there lived an unfriendly troll. **Every** time a villager **tried** to cross the bridge, the troll would stop them. There was no other way to get to the other side, so the villagers had to cross the **bridge**. **As** soon as they got close to him, the troll would **request** payment for crossing his bridge.

## 8. Little Red Riding Hood

If **Little Red Riding Hood** stayed on the path, she would be late for lunch at her grandma's house. If she took a shortcut **through** the woods, she would **arrive** just in time. **After** **pondering** which path to take, Little Red Riding Hood decided to skip through the woods. Little did she know, a **hungry** wolf was watching her.

## 9. In the Library

With a look of disgust on his face, **Mr. Books** **discussed** with the class that they were not **allowed** to read books aloud in the **library**. He said that they **might** be able to read to each other if they were as quiet as mites. **So**, **Henry** went to see if he could find any books about the sea.

## 10. Belle the Ewe

Belle was an old ewe who couldn't keep up with the other sheep. You wouldn't **believe** it, but she got locked out of the **paddock** one day! She tried calling out, but her hoarse voice was **drowned** out by the loud horses. She ate some grass and waited for the farmer. It was eight o'clock **before** he found her!

## 11. Dad's New Car

I knew today was the day **Dad** was getting his new car. The **ad** only showed **pictures** of the **base** model, so he decided to add some **extras**. I couldn't wait to see it! **Only** one more hour until he was coming home. **Then** he could take our family for a ride!

## 12. The New House

I don't know why we leased my least favourite house. It's like being in a **prison** cell. I'm going to have to sell **some** of my things just so I can fit **everything** in the **cupboards**. Some of the other houses were much nicer, but I think this one costs the smallest sum of money.

## 13. So Many Choices

There are so many **countries** in the world that I would love to visit. If my bags were **packed**, I could jump on an aircraft and leave **tomorrow**. I could visit mountains, **valleys**, islands, deserts and oases.

## 14. The Hungry Foxes

A group of **foxes** were hunting mice by the **wharfs** near the bay. They quietly tip-toed and **crept** up behind them. The mice saw the foxes and ran into their hiding spots between the **wooden** posts. The foxes returned back into the bushes.

### 15. The Silly Thieves

A bunch of silly **thieves** stole some **televisions** from the local **electronics** store. They walked the streets in their black clothes with the stolen **items**. Some policemen saw the thieves and arrested them instantly!

### 16. The Clever Detectives

The **detectives** were looking carefully for **clues** in the streets of the town. There was still no sign of the dogs from the pound. Someone had unlocked the gates and let the dogs out. A **series** of clues was finally found near the **cacti** in Mr. Green's garden.

### 17. What Should I Write?

"You have thirty **minutes** to write your **story**," said the teacher. What was I going to write about? How was I going to write an **entire** story in **thirty** minutes? Should I write about a scary dragon or a hungry dinosaur? Would a story about a dragon and a dinosaur who are friends make sense?

### 18. Sky Diving

"You did what?" **screamed** Marco.

"I **jumped** out of a plane!" I replied.

"No way! I don't **believe** it. With who?" he said in disbelief.

"With my brother. It was so much fun!" I explained.

"Would you do it again?" Marco asked.

"For sure!" I said **excitedly**.

### 19. The Best Bath

I **could** hear Gran calling to me. She was **telling** me to get out of the bath. How long had I been in here for? Had it been more than an hour? It was one of the best baths I had **ever** had. If I got out now, would Gran let me have another bath **tomorrow**?

### 20. Where's My Lizard?

Where is he? He couldn't have **wandered** that far. Oh no! Who left the back door open? Now he could be **anywhere**! I wonder if he went into the **garden**? I found my pet lizard hiding **quietly** under a rock. I wonder why he went under there?

# HOW DO THE FOLLOWING PICTURES MAKE YOU FEEL?



HAPPY



SAD



MAD



BRAVE



EMBARRASSED



FRIENDLY



SORRY



DISAPPOINTED



FRUSTRATED



SILLY



HOPEFUL



LEFT OUT



EXCITED



JEALOUS



CURIOUS



CRANKY



SENSITIVE



PROUD



INSECURE



GRATEFUL



LOVED



GUILTY



UNCOMFORTABLE



SHY



HURT



SURPRISED



SCARED

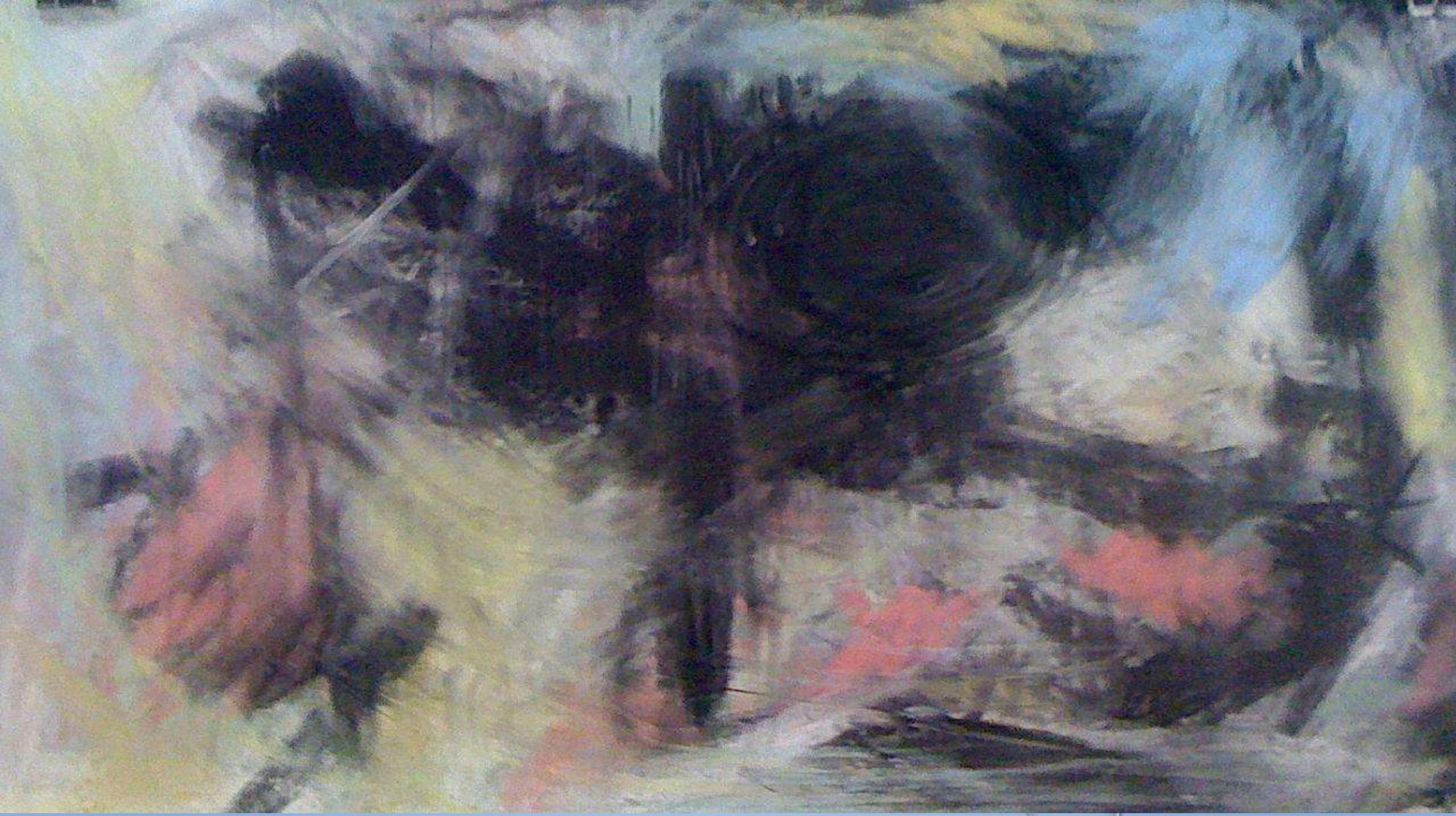


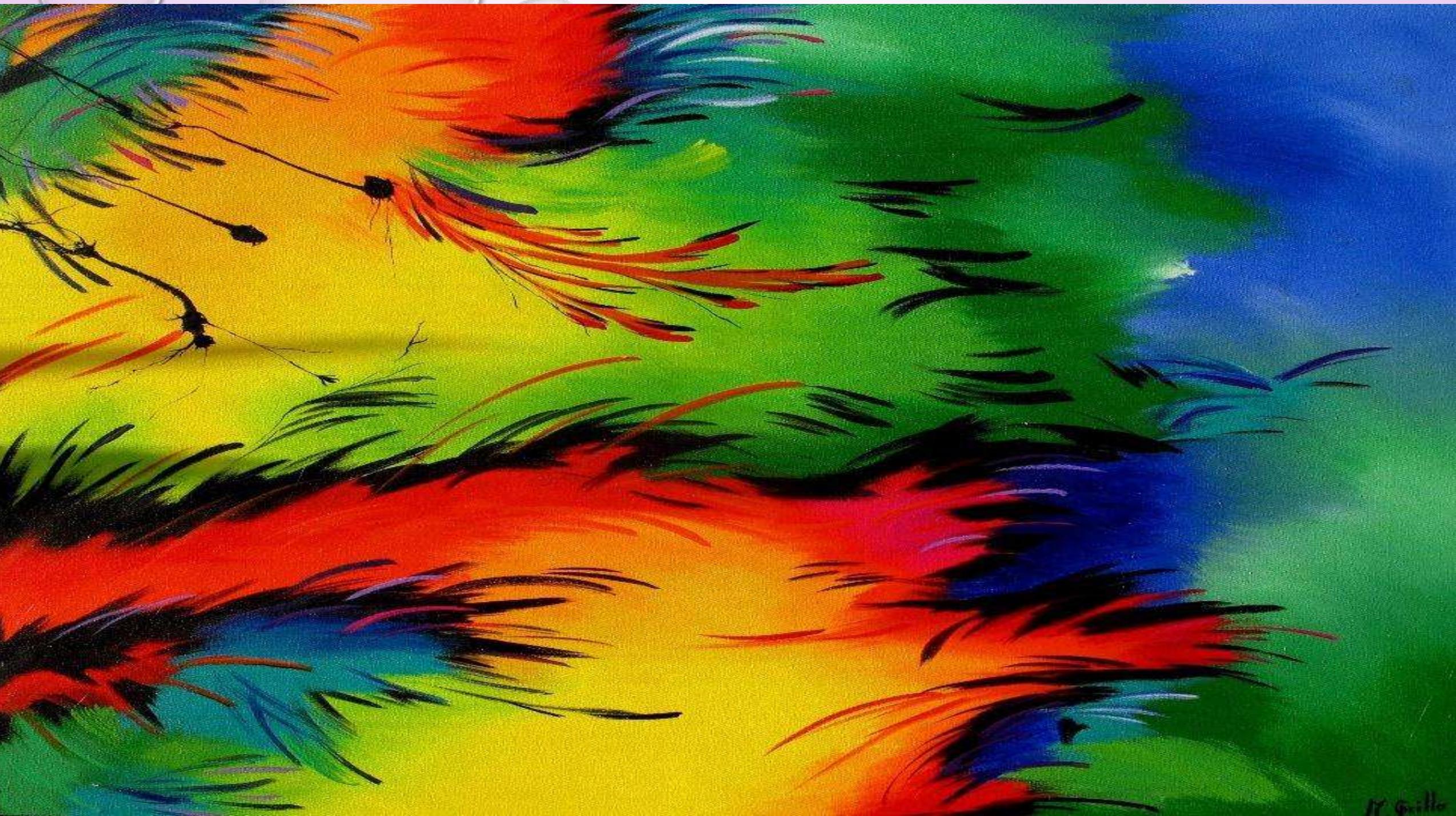
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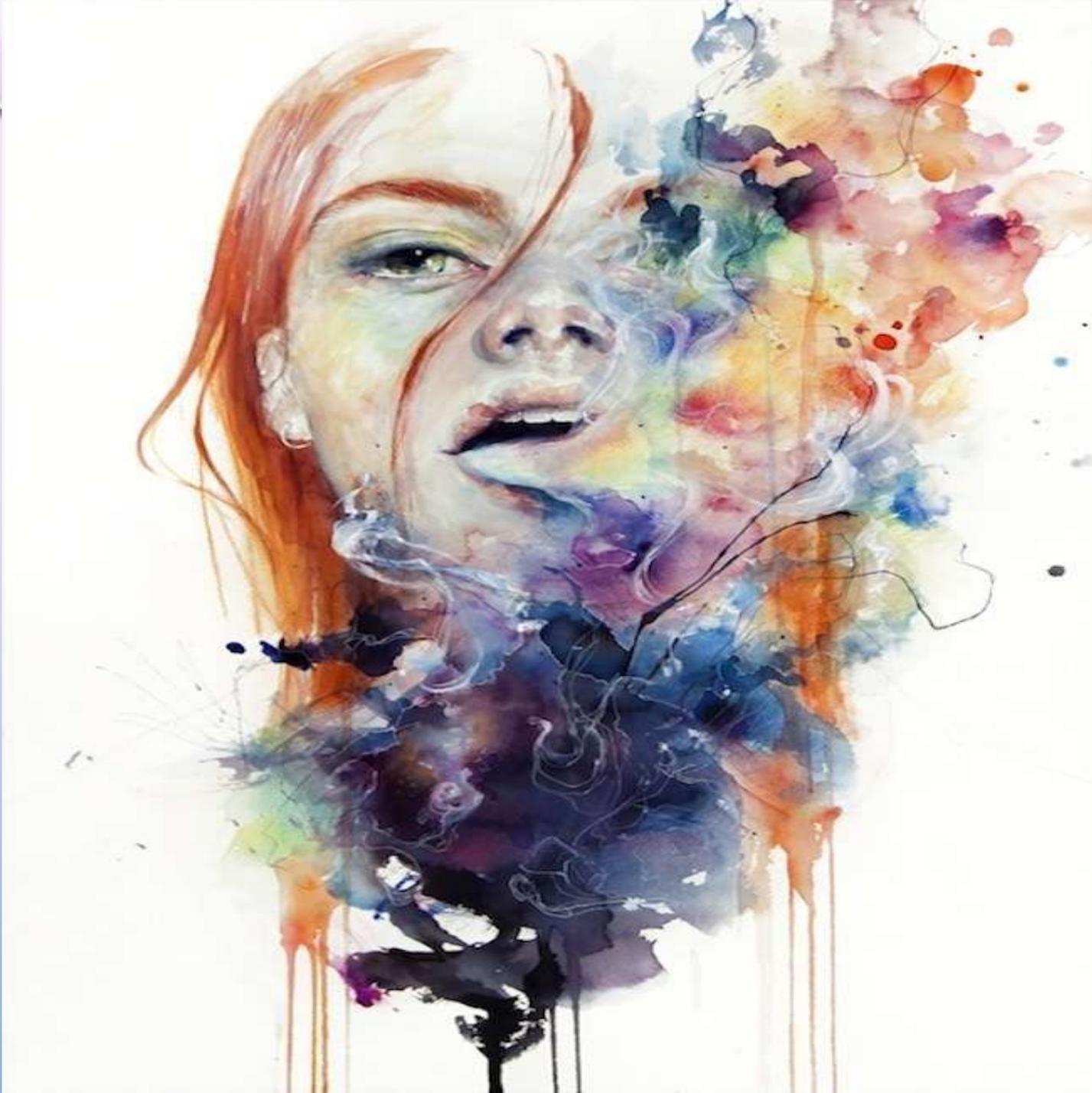






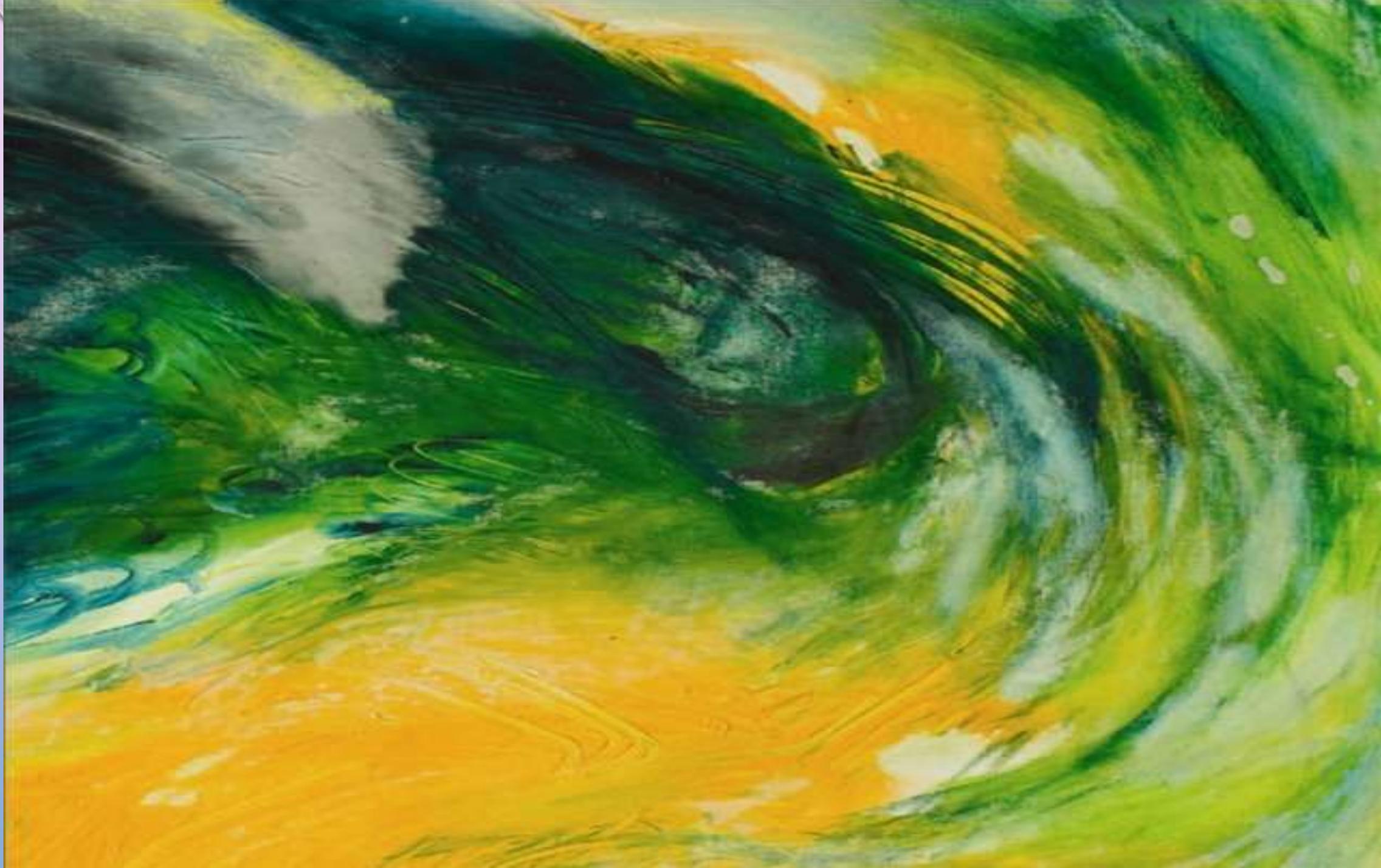




















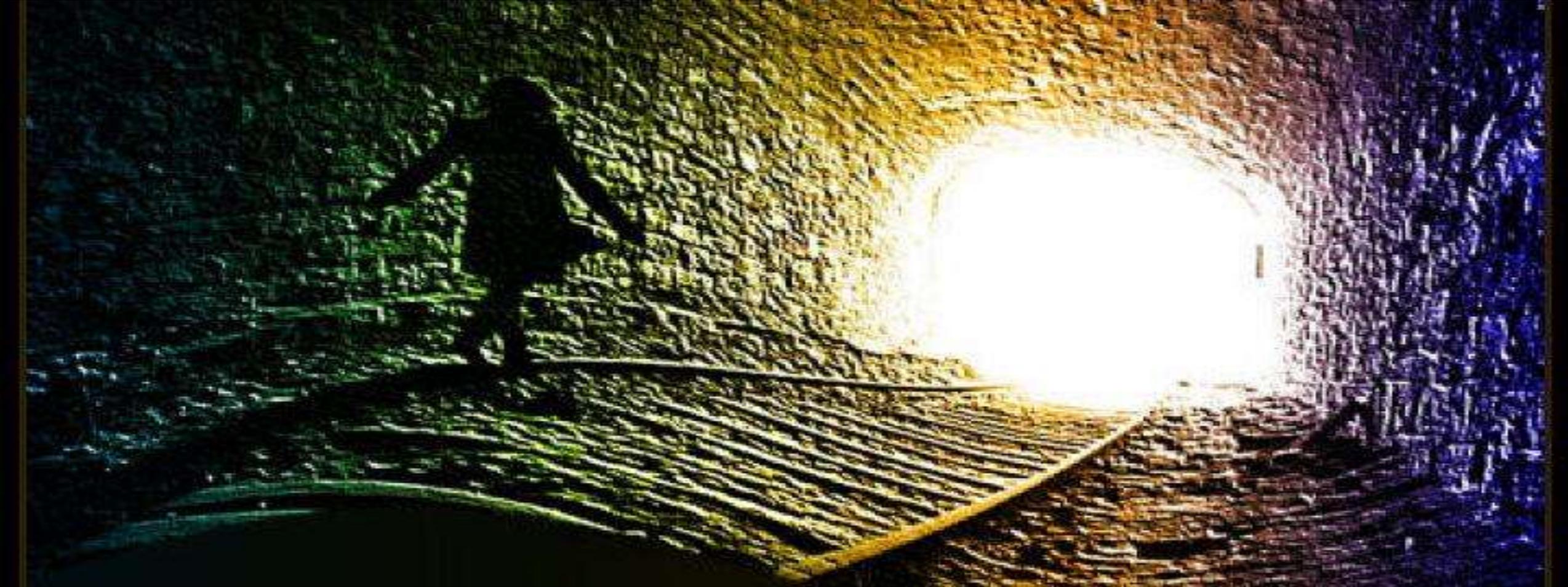


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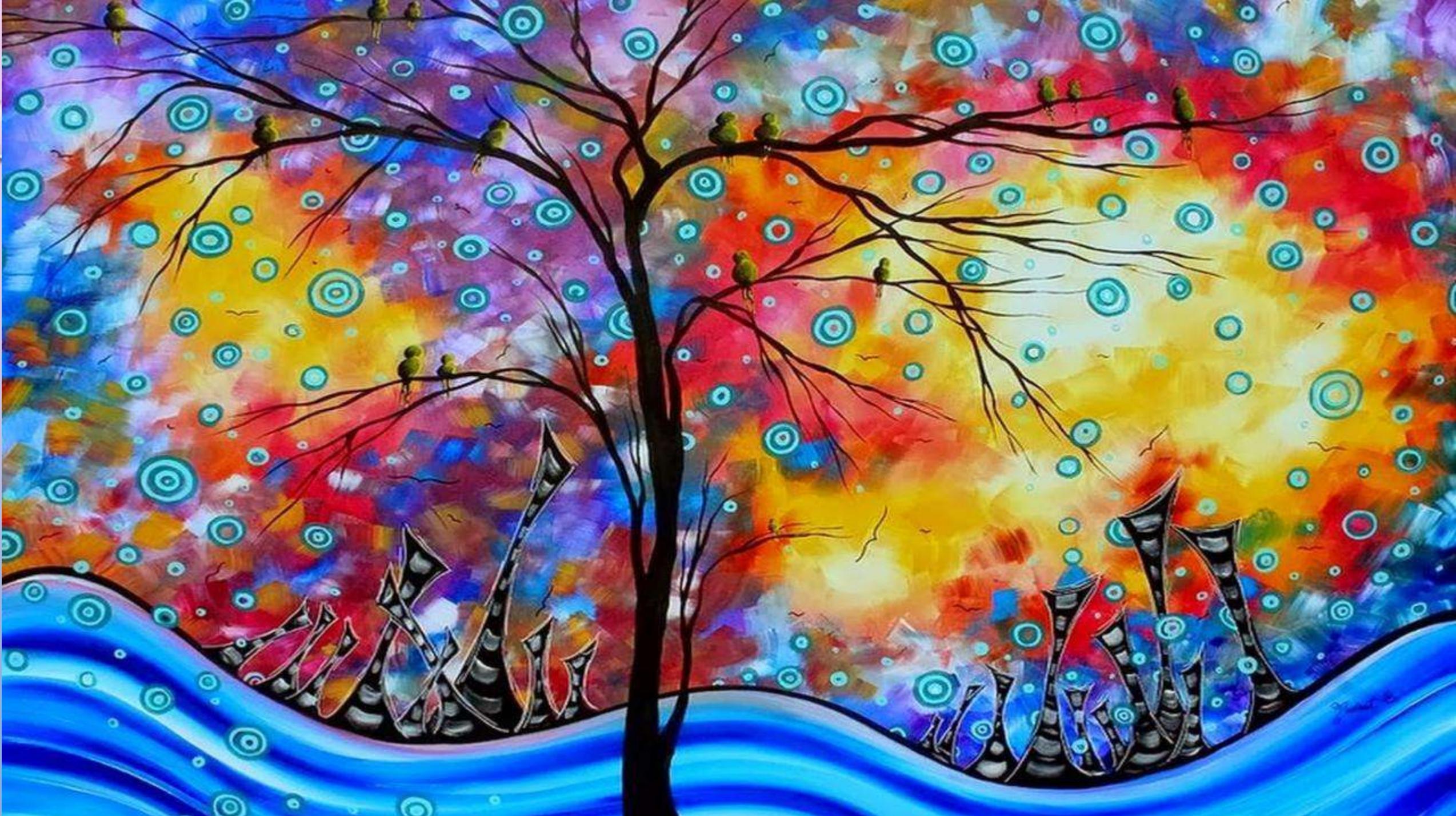


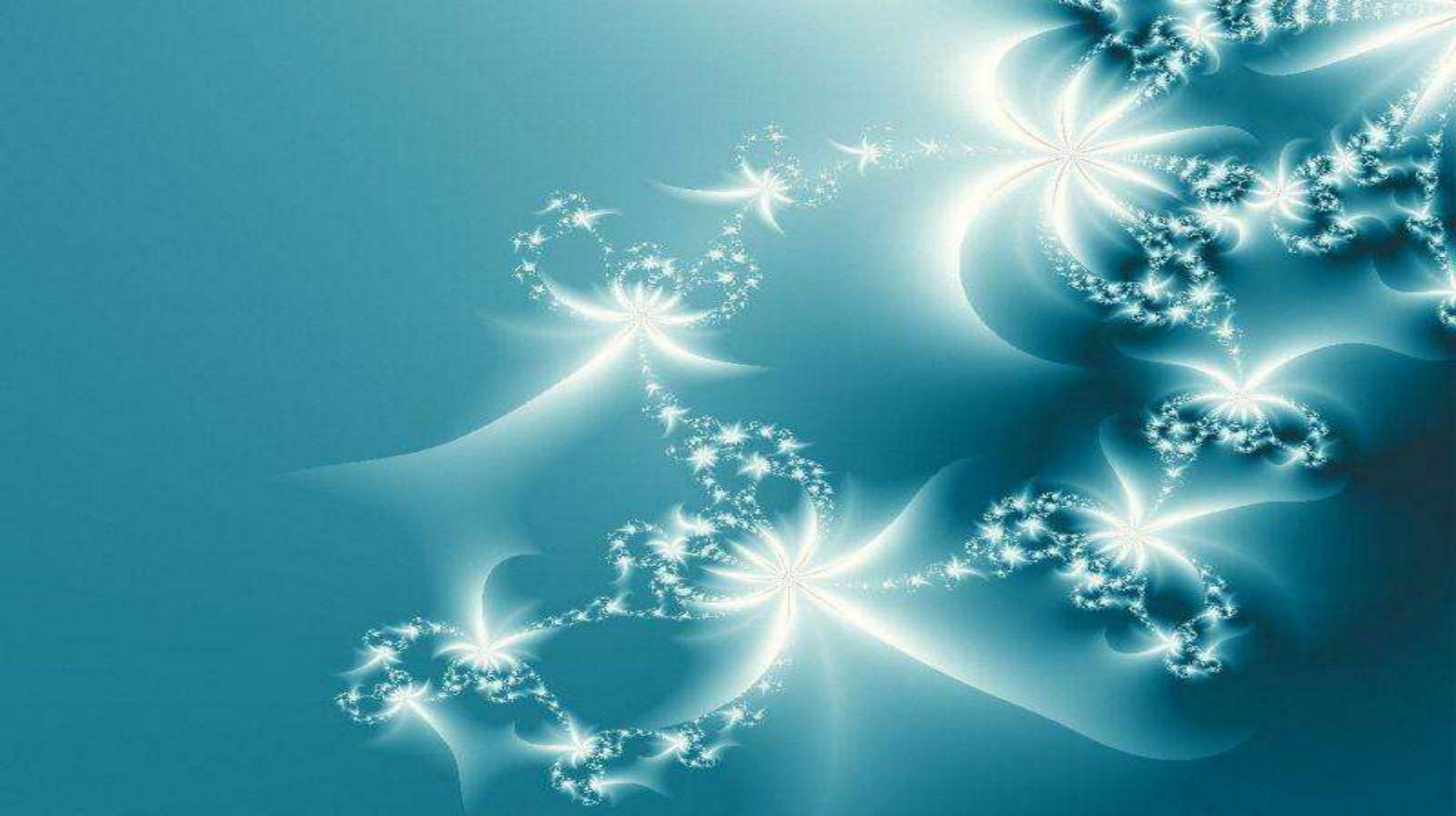






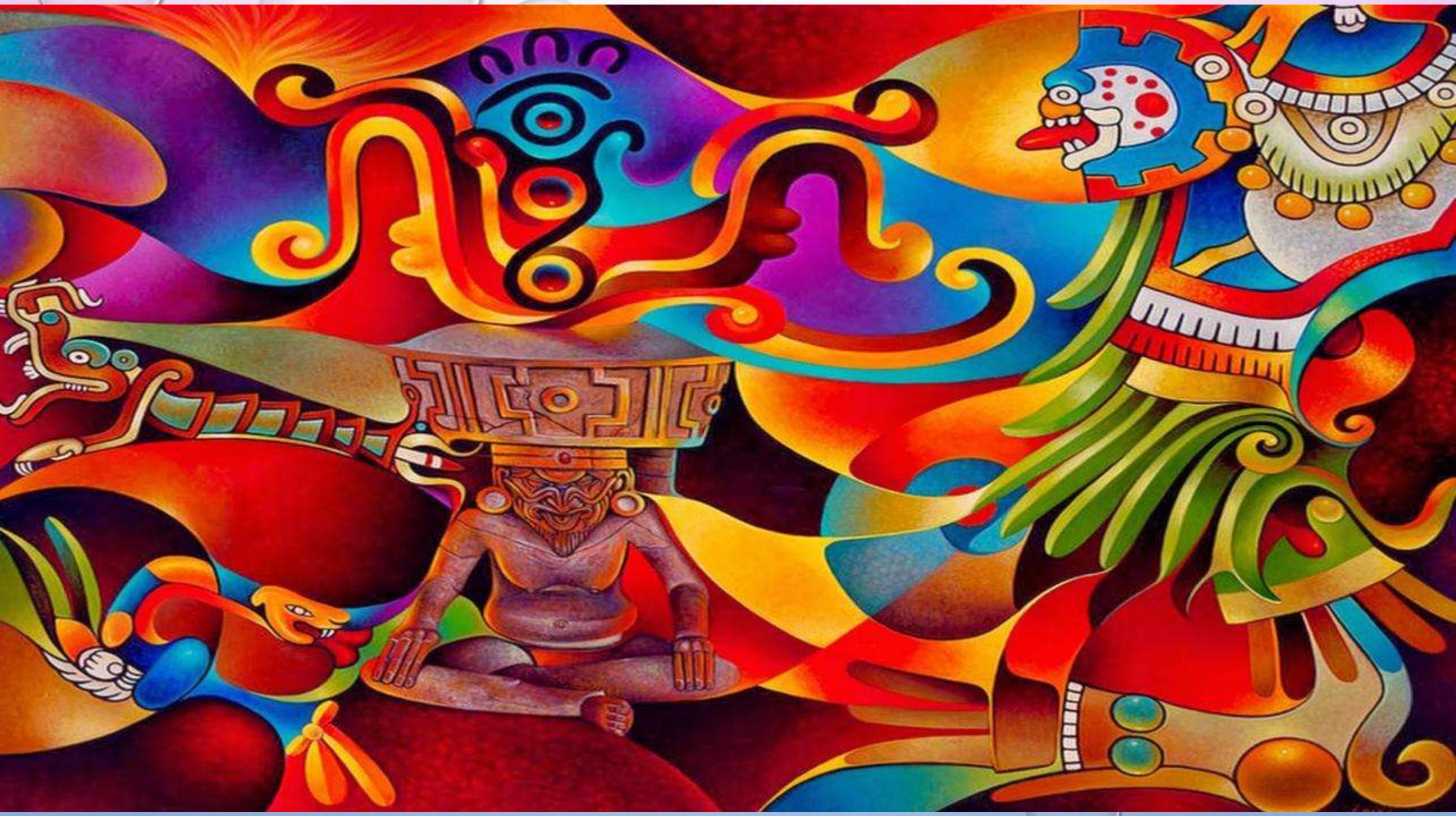












# REFLECTION ACTIVITIES



**WRITE ONE  
THING**

Participant A

Participant A

Participant B

Participant B

Collective response

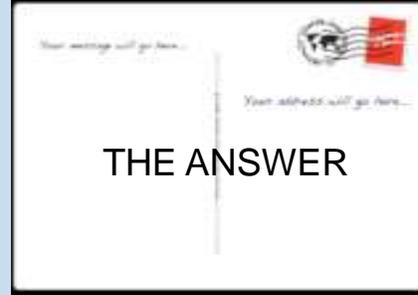
THE ANSWER

Participant C

Participant C

Participant D

Participant D



1. WHAT **IMPRESSED** THE MOST ABOUT THIS SESSION?

2. WHAT **SURPRISED** YOU DURING THIS SESSION?

3. WHAT **QUESTION** DO YOU HAVE AFTER THIS SESSION?

4. IS THERE A **SPECIFIC FOCUS** YOU WANT TO EXPLORE NEXT TIME?

# LEGO SERIOUS PLAY

LET'S  
PLAY  
SERIOUSLY



## LEGO® SERIOUS PLAY® - Etiquette

Your model is your answer to the question/challenge.

There are no wrong answers.

Think with your hands. Trust your hands.

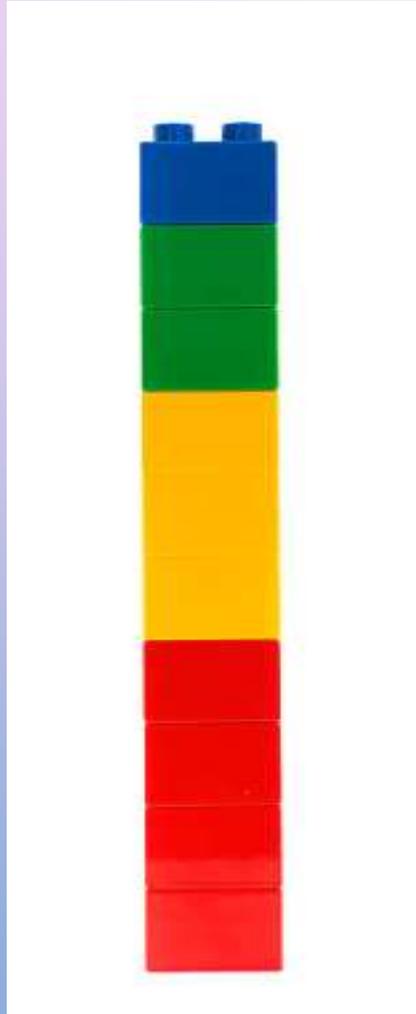
Listen with your eyes, as well as your ears.

Everyone builds, everyone tells.

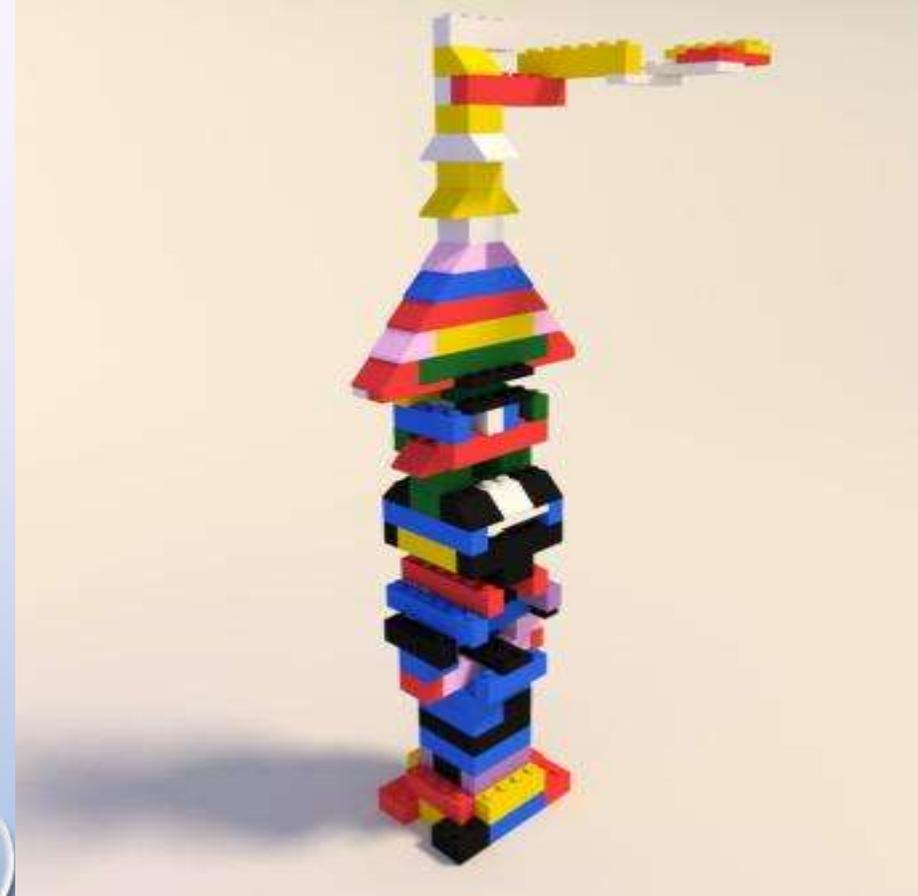
# EXPLORE and EXPLAIN



# 1. BUILD A TOWER



1. Use only your bricks
2. Start with a base
3. End with a mini-figure
4. As high as you can
5. In 5 minutes

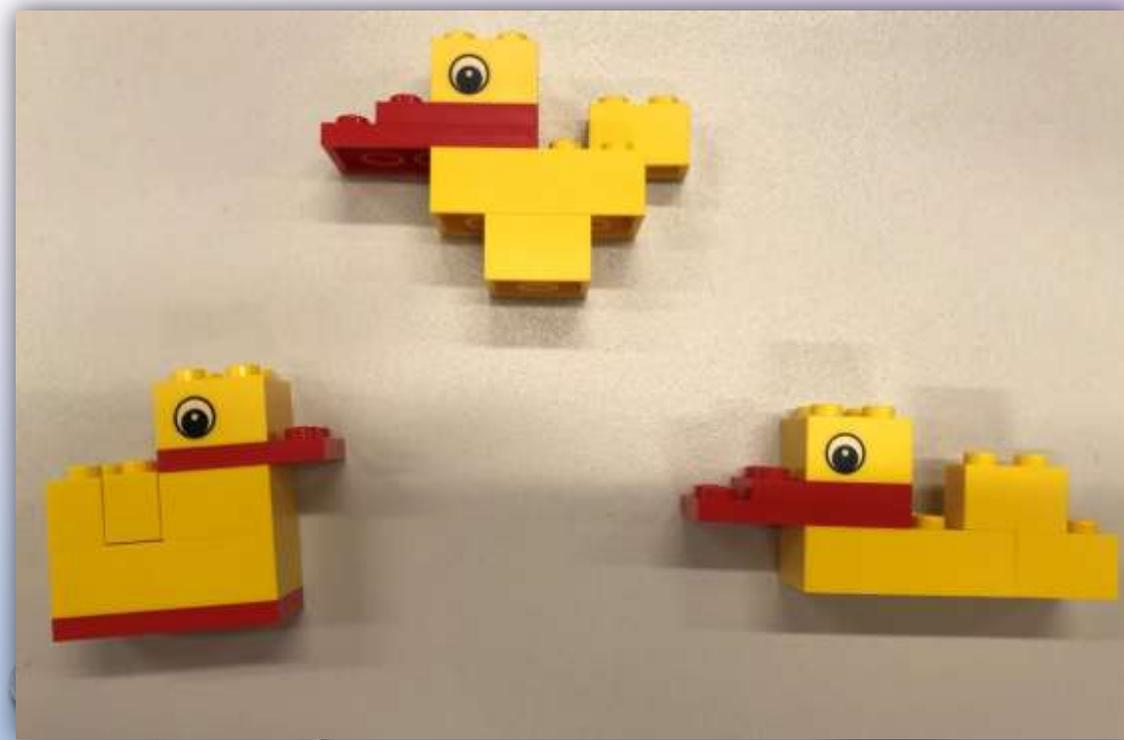
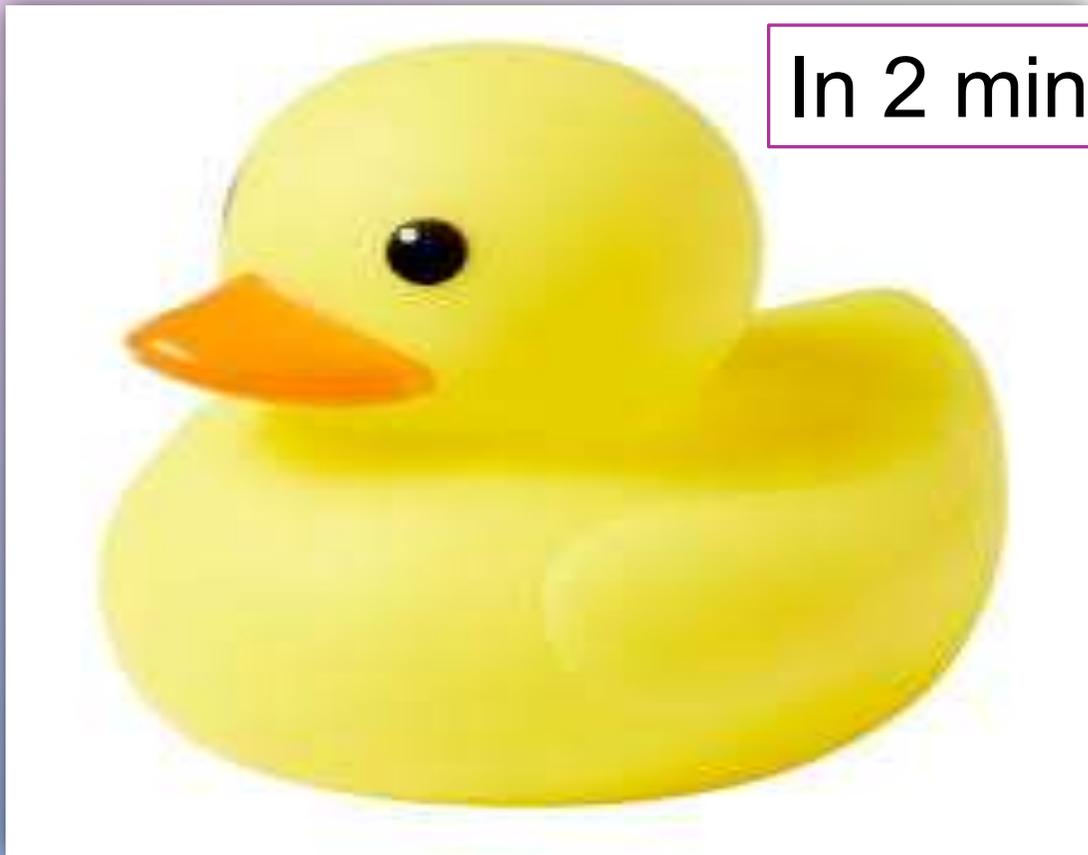


# EXPLORE and EXPLAIN

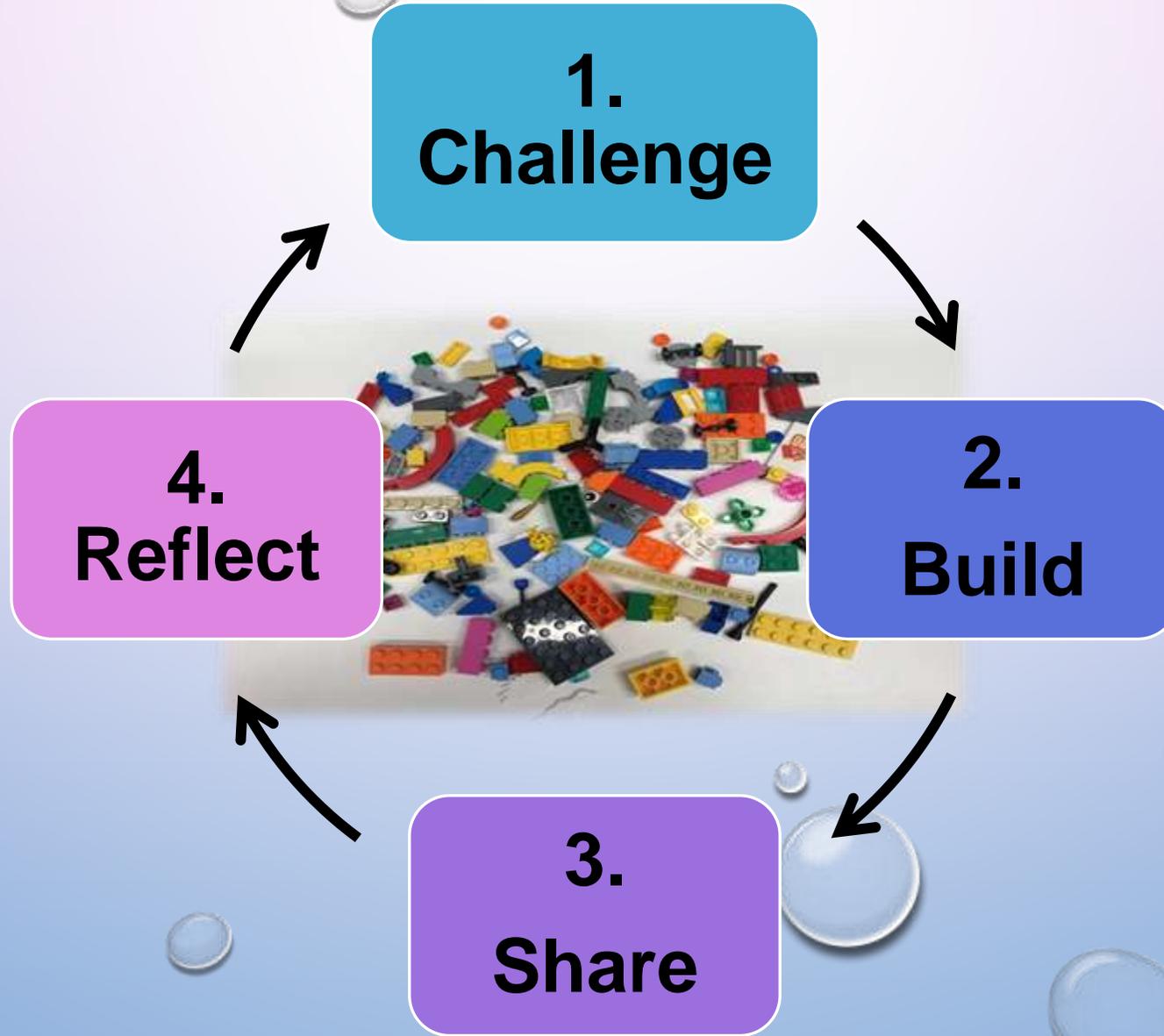


## 2. BUILD A DUCK

In 2 minutes...

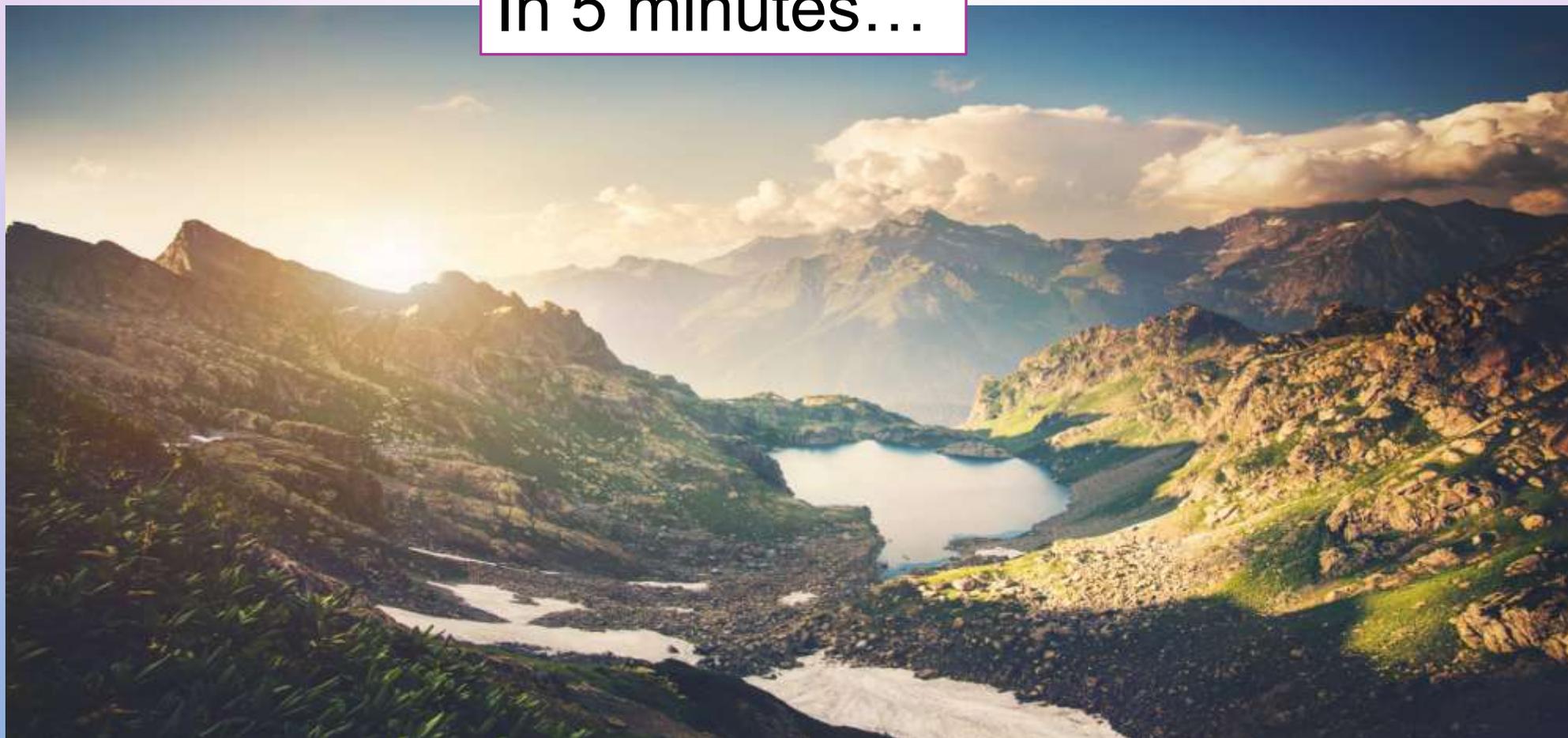


# EXPLORE and EXPLAIN

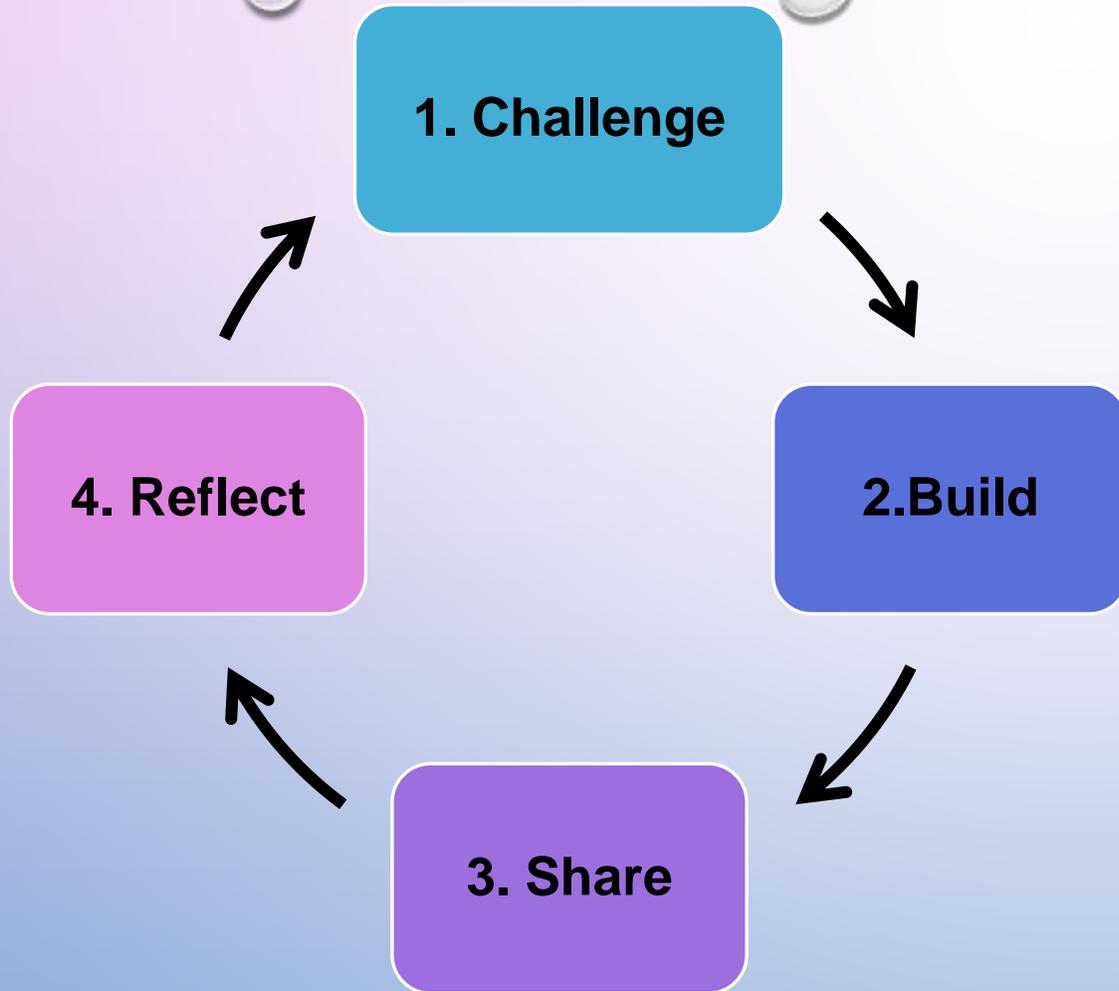


# 3. CREATE A LANDSCAPE

In 5 minutes...



# EXPLORE and EXPLAIN



Cluster your models together.

Look for similarities and differences.

## 4. BUILD A MODEL WHICH ...

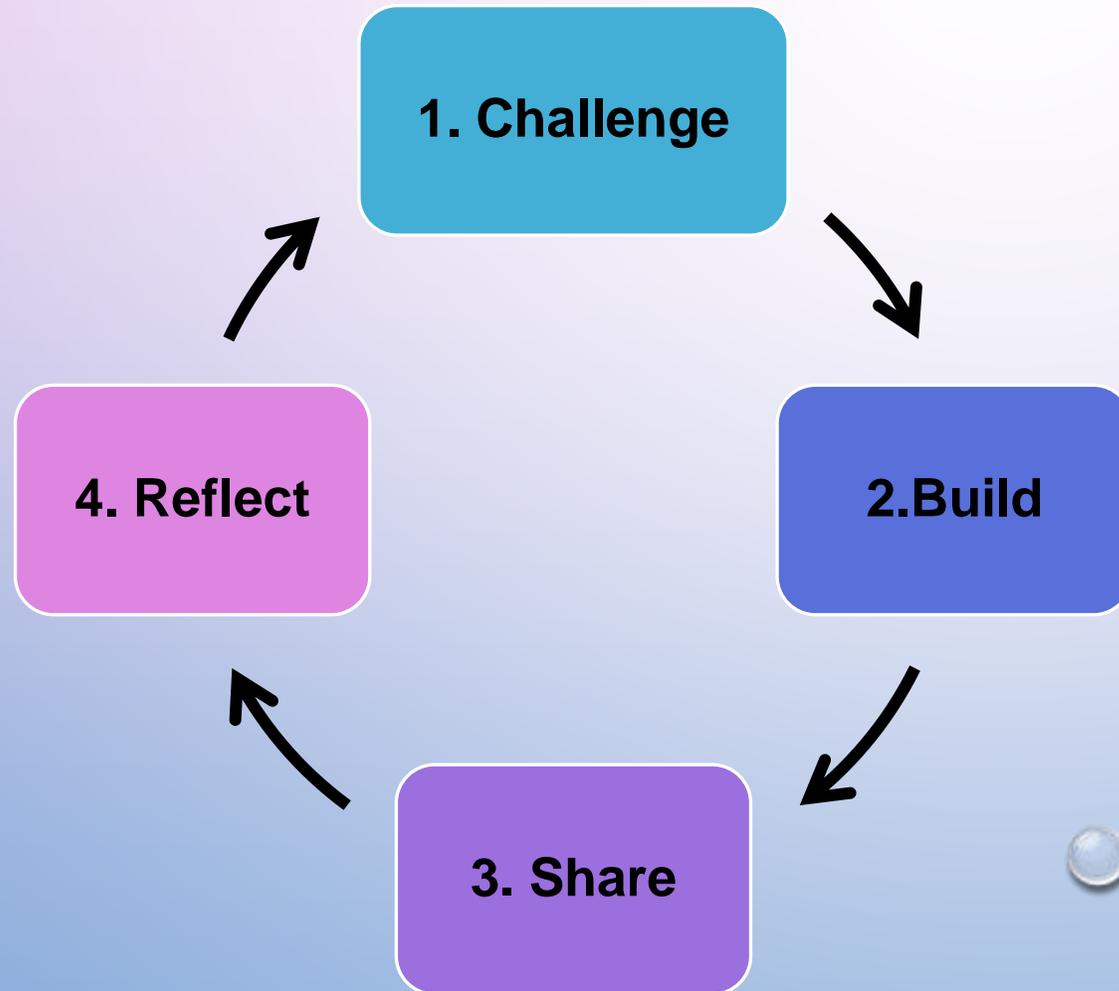
In 5 minutes...



Captures the kinds of pedagogy you want to adopt.

This model represents your future aspirations.

# EXPLORE and EXPLAIN



Build a SHARED model which connects your aspirations together – join and adapt them.

Tell the story of how you want to improve your pedagogy.

# READING AND LISTENING



**REFLECTIONS AND  
“AHA” MOMENTS**

