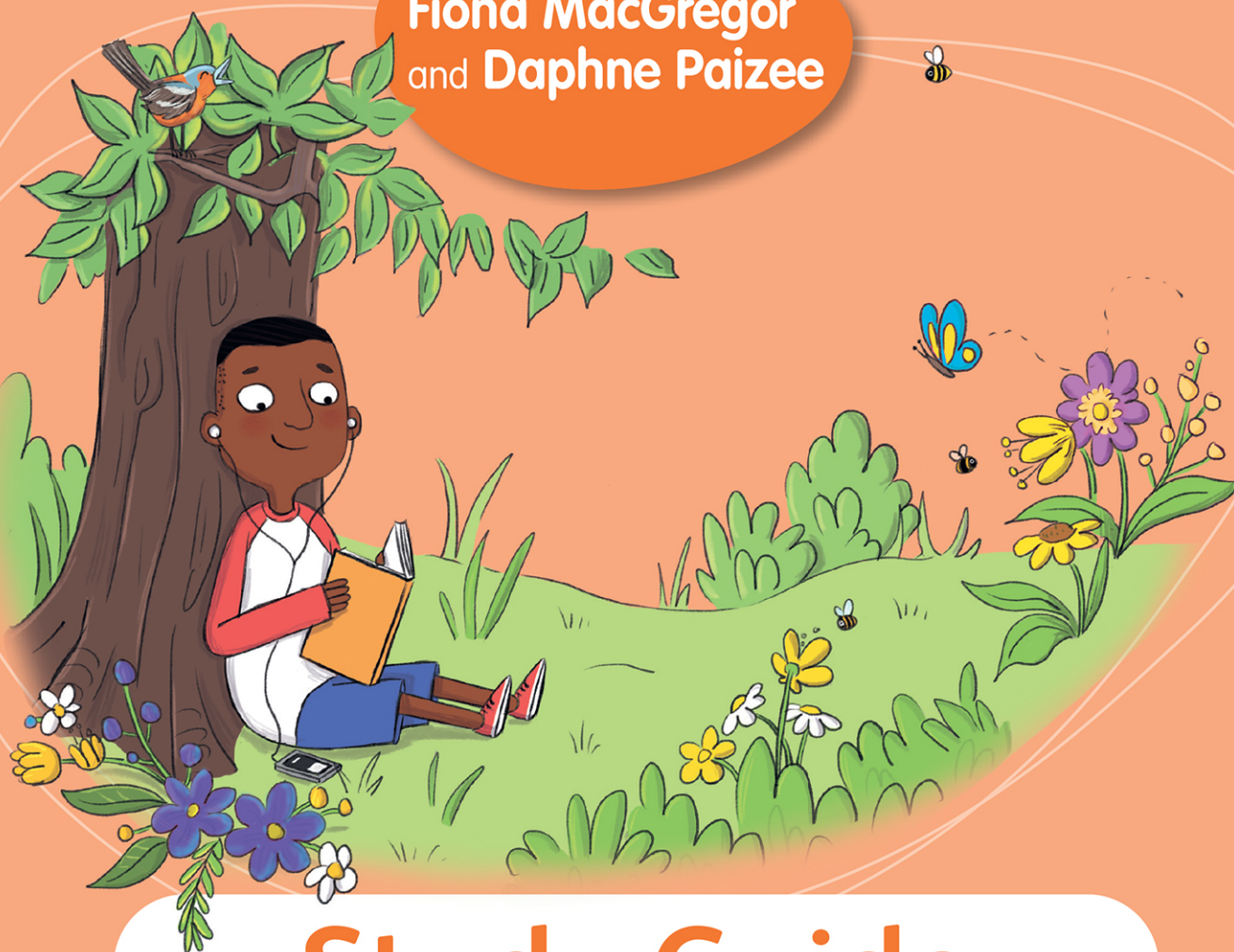


Cambridge Primary
Revise for Primary Checkpoint

World English

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and Daphne Paizee



Study Guide

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What is this book about?

This Study Guide helps you to recall key information and ideas, and build your understanding of the World English topics that you have been learning during Stage 6. It will also help you to remember what you have learned for a long time.

As you work through this book, think about which approaches help you to:

- access your memory and remember ideas and words
- remember the most ideas or information
- organise what you know
- spot gaps in your learning and understanding
- enjoy doing revision.

Also think about which approaches you enjoy using. If you enjoy using an approach in revision, it can make revising a topic more interesting and easier to learn and remember.

Different approaches suit different learners, so work out which ones suit you best, and then you can make your brain work and grow!

This Study Guide helps you to revise the language skills you have learned this year in preparation for your examination. It also helps you to remember useful language skills for life!

The Study Guide is organised into four sections, focusing on the language skills you will be tested on: *Listening and Speaking*, *Writing*, *Reading* and *Use of English*.

Each section revises an aspect of the curriculum, and then gives you the opportunity to practise, test and extend your skills.

The **Learn** boxes revise important language skills in an easy-to-remember way. They provide useful information and model the way language should be used.

Do you remember? boxes remind you about concepts that you have already learned about.

Let's talk activities give you practice in speaking and listening to English.

Hint boxes provide extra information that you may need to do a particular activity.

Practise activities do exactly that – they help you to practise the language skill.

Try this activities push your understanding a little further – they present you with a small challenge to see if you can extend what you have learned to a different context.

Check your understanding at the end of each section tests to see how much of the knowledge and skills you have retained. These pages also give you practice with exam-type questions.

Learn

When do we use c or k or ck or ch? How do we choose the correct spelling?

How do I spell words with the sound kuh? With a c, k or ck?

Say the words aloud and think about the sound you need to write.

Follow these rules to remember the correct spelling to use.

Spelling	Rules	Examples
Use c	<ul style="list-style-type: none">to write the sound sbefore consonants and the vowels a, o and u	<ul style="list-style-type: none">city, cycle, race, bicyclepicture, car, copy, cut
Use k	<ul style="list-style-type: none">before the vowels e and iat the end of words with one syllable	<ul style="list-style-type: none">kettle, make, kitchen, kindbook, milk, look
Use ck or ch	<ul style="list-style-type: none">Learn these words with ck.Learn these words with ch.	<ul style="list-style-type: none">duck, chicken, cricket, jacket, rocket, stickschool, chemist, stomach, mechanic, choir, cholera

Do you remember?

Revise these features of a story.

A story has a **start**, a **middle** and an **ending**.

Traditional stories often have a **moral** or a message at the end.

A story has **characters**, like the fox and the crow. They are the 'actors' in the story.

We use the **past simple tense** for stories, for example: **walked, ran**.

Let's talk

Work with a partner or in small groups. Role-play a conversation on a school bus trip. Describe the places you are visiting. Say what you find interesting (or not interesting) about them.

Hint

Remember to use the correct verb tenses. Use the present simple tense to describe a place and to say what you think about it.

This is the old police. My mum **thinks** it's beautiful, but I **think** it is very cold inside!

Practise

Circle the words that are spelled correctly.

1 crayon	krayon	2 climb	klimb
3 computer	komputer	4 citten	kitten
5 cick	kick	6 cucumber	kucumber
7 poket	pocket	8 clok	clock
9 kameleon	chameleon	10 ache	ake

Try this

1 Read this tongue twister aloud. The sound kuh is repeated.

Cindy climbed up on the kitchen cupboard!

Section 1 Personal information

Key words and question words

Learn

Listen for the **main points**:

- Key words give the main points of the text. Write these main points.
- Question words can help you to identify the main points. Ask:

Who is speaking?

What do they want to do?

Where will this happen?

When will they do it?

Why?

Listen for key words.

Use question words.



Try this



Listen to a conversation between two people. As you listen, make notes in this table.

Question	Answer
Who is speaking?	
What do they want to do?	
When will this happen?	
Where will this happen?	
Why do they want to do it?	
What other information did you hear?	

Practise

Circle the correct answer: A, B or C. Read all the answers carefully before you make your choice.

- How old is Sesh?
A 12 years old
B Over 12 years old
C Under 12 years old
- What is the name of the race Sesh is entering?
A The Mellow Bridge race
B The Meadow Bridge Race
C The Mallow Bridge Race
- Where did Sesh get the money to enter the race?
A From his parents
B From his bank account
C From money he saved up
- What time does Sesh get up every morning?
A At 8 a.m.
B When he wakes up
C At 6 a.m.
- Why does Sesh want to enter the race?
A To show he's as good as an adult
B To show he's as fast as an adult
C To show the adults what he can do

Hint

Listen for the main points. Don't get distracted by the details.



Let's talk

Talk with a partner. Practise asking and answering questions politely. Add your own endings to the sentences.

Here's an example to help you.

Hello, is this where the sale is?

Yes, it is. How can I help you?

Please tell me where the computer section is.

Yes, of course. It's on the first floor.

Thank you very much.

Hello, is this _____?

Yes, it is. How can I help you?

Please _____?

Yes, of course. _____.

Thank you very much.

Practise

Practise giving detailed information about yourself. Tell a partner about yourself, and then listen to them giving you the same information. Use this template to help you plan your talk.

My name is _____. I am _____ years old.

I live at _____.

My favourite thing to do is _____.

An interesting fact about me is _____.

Practise



Listen to two people, Mariama and Jenna, talking about their lives.
Circle the correct answer: A, B or C.

- 1 Where was Mariama born?
 - A Paris
 - B Cameroon
 - C Senegal
- 2 What language(s) does Mariama speak at home?
 - A French and Wolof
 - B Senegalese
 - C German
- 3 Where is Jenna from?
 - A France
 - B India
 - C Germany
- 4 Where did Jenna live for a while?
 - A Cameroon
 - B Mumbai
 - C Ngondo
- 5 Why does Mariama like Cameroon so much?
 - A She loves the festivals and celebrations.
 - B She enjoyed living there.
 - C The people speak many different languages.

Hint

Listen for names of people and places.
Read all the answers and don't guess them. Listen to the audio again.

Try this

- 1 Find out information about one of your favourite sports or music personalities. Use this table to make your notes.

Questions	Notes
Which country does this person come from?	
Which languages does this person speak?	
What type of sport or music does this person play?	
Why do you like this person?	
Other interesting facts	

- 2 Use the information in the table to give a short talk about this person.

Section 2 Instructions and directions

Giving and following instructions and directions

Learn

What are **instructions**, and how do you follow them? Instructions:

- tell you how to do or make something, or how to get somewhere
- have different steps placed in the order you need to do them
- use the **present simple tense**
- have connecting words that tell you the order of the instructions.



Examples of the present simple tense are: **walk**, **pass**, **go**, **find**.

Listen for connecting words such as: **first**, **then**, **next**, **until**, **finally**.



Try this



Listen to Pia giving instructions about how to get from the station to her house. As you listen, trace the route on the map.



Practise

Circle the correct answer: A, B or C. Read all the answers carefully before you make your choice.

- | | |
|--|---|
| <p>1 What is the first building you pass on the right after leaving the station?</p> <p>A The hospital</p> <p>B The garage</p> <p>C The bank</p> | <p>2 What happens if you turn left at the first set of traffic lights?</p> <p>A You get to the bank.</p> <p>B You reach the railway line.</p> <p>C You pass the hospital.</p> |
| <p>3 Why can't you miss Pia's house?</p> <p>A It's at the end of the road.</p> <p>B It's bright yellow.</p> <p>C It's bright blue.</p> | <p>4 How many sets of traffic lights do you go through?</p> <p>A One</p> <p>B Two</p> <p>C Three</p> |

Practise

- 1 Circle the correct connecting word for each sentence.
- a Walk down the road (since / until) you get to the traffic lights.
- b (Then / when) you get there, turn right.
- c My house is (next to / before) a double-storey house.

- 2 Fill in the missing words to complete the instructions. Choose from these connecting words:

first

then

next

until

_____, walk straight down

the road _____ you come to a set of traffic lights.

_____ turn right at the traffic lights.

_____ carry straight on through the next set of traffic lights.

Hint

Instructions that tell you how to get to a place are called **directions**.

Let's talk

You are going to tell someone how to get from your school to your home.

- Remember to use connecting words like **first**, **then**, **next** and **until**.
- Keep your directions short, with one direction in each sentence.
- Use the present simple tense.

- 1 Plan your talk here. Continue on a separate sheet of paper if you need more space.

- 2 Practise your talk with a partner before you present it to the class.

Learn

Listen for the **main points**.



You do not need to understand every word you hear to understand a text.

The secret is to understand what to listen for!



Practise



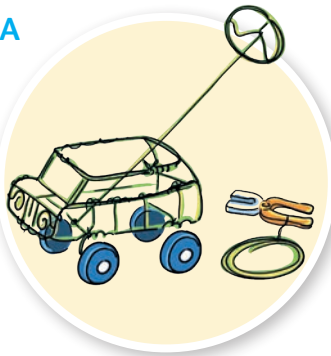
Listen to details about a competition that you can enter. Circle the correct answer (A, B or C) to make sure you understand what to do.

Hint

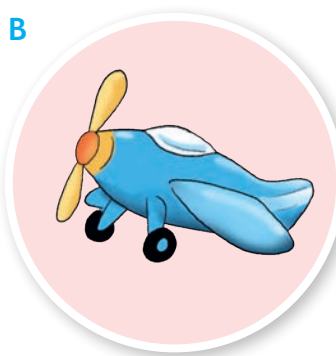
The instructions give you clues about the audio text and what to listen for. Read the instructions carefully before you listen.

- 1 To enter the competition, you need to make this:

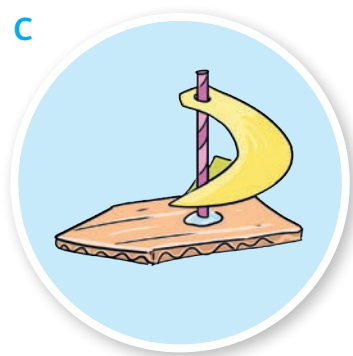
A



B



C

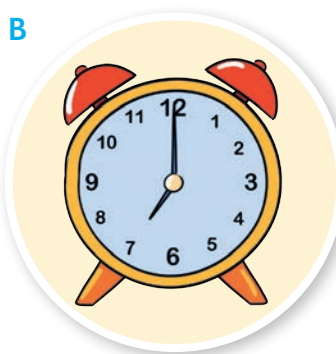


- 2 The race will start at this time:

A



B



C

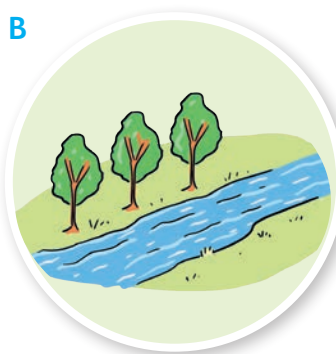


- 3 The race will start at this place:

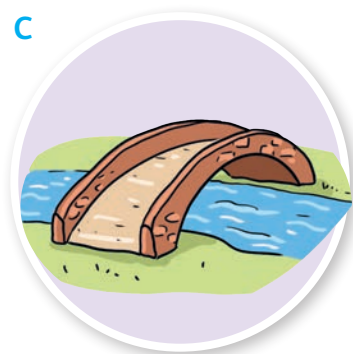
A



B



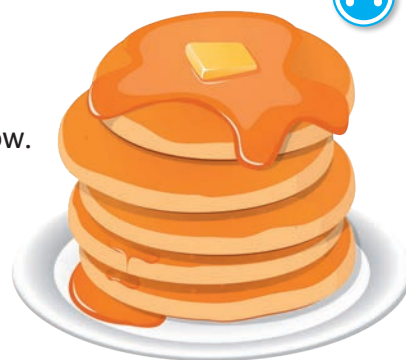
C



Try this



- 1 Listen to a recipe that tells you how to make about pancakes. Listen carefully to the names of the ingredients that you will need.
- 2 Find the names of seven ingredients in the word search puzzle below.
- 3 Work with a partner. Take turns to explain how to make pancakes.



s	r	t	e	z	x	k	l	w	y	n	e
u	a	c	m	l	p	f	x	e	n	w	m
g	k	l	v	k	f	l	o	u	r	s	i
a	o	u	t	w	x	z	r	i	m	n	l
r	k	c	b	p	e	o	g	k	l	q	k
n	y	w	l	k	g	x	z	e	t	r	s
b	a	k	i	n	g	p	o	w	d	e	r
i	s	r	z	o	b	w	k	v	l	k	g



Hint

The words in the puzzle go from left to right, from top to bottom and diagonally. Listen for the first letters in each word. One ingredient has two parts.



Section 3 People, places and happenings

Listening for the main points

Learn

How can we identify the **main points** in an audio recording?

Pay attention to the names and verbs used in an audio recording. These will help you to identify the main points quickly.



Practise

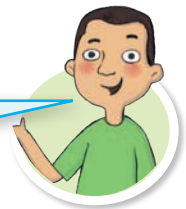


You will hear Ali talking to his friend Ben. They are on a school trip. For each question, circle the correct answer: A, B or C.

- 1 Where are Ali and Ben?
A In class
B At an art exhibition
C On a bus
- 2 Which place will they visit first?
A An art factory
B A shoe factory
C A clothing shop
- 3 Where will they go after that?
A To an art exhibition
B To a science exhibition
C To an art museum
- 4 Which place does Ali think will be the most interesting?
A The science museum
B The art exhibition
C The shoe factory



Listen for words that tell us about the sequence of events, such as 'before', 'after', 'then' and 'first'.



Let's talk

Work with a partner or in small groups. Role-play a conversation on a school bus trip. Describe the places you are visiting. Say what you find interesting (or not interesting) about them.

Hint

Remember to use the correct verb tenses. Use the present simple tense to describe a place and to say what you think about it.

This is the old palace. My mum **thinks it's** beautiful, but I **think it is** very cold inside!



Listening for detail

Learn

When you listen for detail, you listen for **specific information**.

Listen for these details in the traditional story about the fox and the crow: Who is speaking and what are they like? What happens? What is the message of the story?



Hint

Traditional stories are about the world around us. Sometimes they tell us why something is, for example: *Why the stars shine at night*. Sometimes they are about the way people behave. Often the stories use animal characters rather than people, for example: *The clever fox and the greedy crow*.

Try this



Listen to this traditional story. As you listen, make notes of these details.

1 Who are the characters in the story?

3 What is the main action of the story?

4 Is there a message, or moral, to the story?



Practise

Circle the correct answer: A, B or C. Read all the answers carefully before you make your choice.

- 1 Who stole a piece of cheese?
 - A The crow
 - B The fox
 - C They both did
- 2 Where was the crow sitting?
 - A On the window sill
 - B In a tall tree
 - C On a piece of cheese
- 3 What did the fox see?
 - A The crow stealing some cheese
 - B The crow in a short tree
 - C A ring in the crow's mouth
- 4 Why did the fox flatter the crow?
 - A He thought she was beautiful.
 - B He thought she was stupid.
 - C He wanted her to drop the cheese.
- 5 What is the moral of the story?
 - A Don't be fooled by false praise.
 - B Don't be flattered.
 - C Don't open your mouth.

Hint

The word **flattery** means giving lots of false praise, often to get the other person to do something you want.

Practise

- 1 Circle the correct answer in each sentence.
 - a The fox is (greedy / clever / beautiful).
 - b The crow is (greedy / clever / beautiful).
 - c The fox says the crow's wings are (graceful as a swan's / shiny in the light / strong and beautiful).
 - d Fox says the crow's voice is (lovely and true / as sweet as a songbird's / strong and beautiful).
 - e The fox says the crow is (greedy / brainy / stupid).
- 2 Say these words aloud to a partner. Make sure you put the stress in the correct place.

greedy
clever
lovely
graceful
beautiful
stupid
- 3 Now use each word in a sentence of your own.

Telling a story

Do you remember?

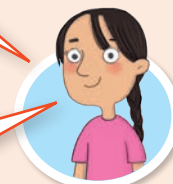
Revise these features of a story.



A story has a **start**, a **middle** and an **ending**.

Traditional stories often have a **moral** or a message at the end.

A story has **characters**, like the fox and the crow. They are the 'actors' in the story.



We use the **past simple tense** for stories, for example: **walked**, **ran**.

Let's talk

You are going to use these pictures to tell the traditional story of *The Tortoise and the Hare*.

1 First plan your story.

a Write the names of the characters.

b Where does the story take place?

c How does the story start? What happens in the middle?

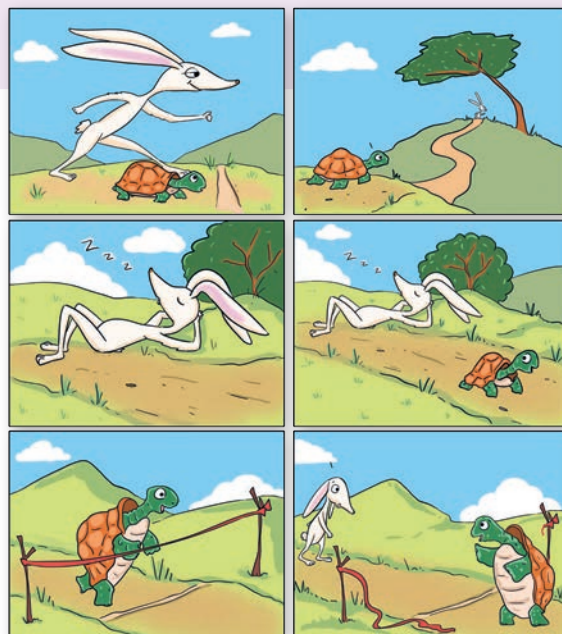
d How does the story end?

e Is there a moral, or a message in this story? Write down your ideas.

Hint

These adverbs may be useful: **fast**, **faster than**, **slow**, **slower than**.

2 Now, using your notes and the pictures above, tell the story of *The Tortoise and The Hare* to your partner.



Cambridge Primary Revise for Primary Checkpoint **World English** Study Guide

Build, reinforce and assess knowledge with additional practice and revision activities for all strands of the Cambridge Primary curriculum frameworks.

- Boost confidence and check students' progress with review tests and practice questions.
- Improve technique with a range of engaging activities and worked examples.
- Consolidate knowledge with key content presented in a manageable and focussed format.

The Cambridge Primary Revise for Study Guides can be used independently for homework or additional practice, or alongside the Teacher's Guides in the classroom.