



**Unit 3 Test | Higher**


**Total score: \_\_\_ /40**

**Listening**

**1**  Listen and tick (✓) or cross (X). Then write.

**Score: \_\_\_ /5**


**1**    
Anna

**2**    
Ben

**1** | can catch.

**2** | \_\_\_\_\_ sing.

**3**    
Pat

**4**    
Tom

**3** | \_\_\_\_\_ jump.

**4** | \_\_\_\_\_ dance.

**5**    
Lucy

**6**    
Paul

**5** | \_\_\_\_\_ throw.

**6** | \_\_\_\_\_ run.

**2**  Listen and number. Who can do it? Circle.

**Score: \_\_\_ /5**

**a**    
Eve / Nick

**b**    
Eve / Nick

**c**   1  
Eve / Nick

**d**    
Eve / Nick

**e**    
Eve / Nick

**f**    
Eve / Nick

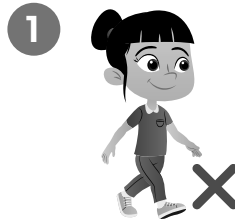
**Unit 3** Test | Higher

**Reading and Writing**

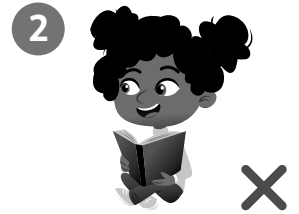
**3 Read and write.**

Score: \_\_\_ /5

1 | can't walk.



2 | \_\_\_\_\_ read.



3 | \_\_\_\_\_ jump.



4 | \_\_\_\_\_ talk.



5 | \_\_\_\_\_ sing.

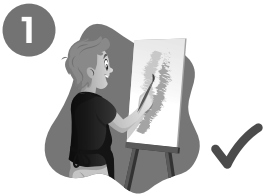


6 | \_\_\_\_\_ run.



**4 Look, read and write.**

Score: \_\_\_ /5



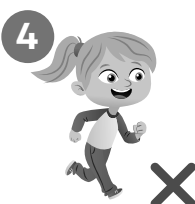
1 Can you paint? Yes, I can.



2 Can you draw? \_\_\_\_\_



3 Can you \_\_\_\_\_?



4 \_\_\_\_\_?

No, I can't.



5 \_\_\_\_\_?

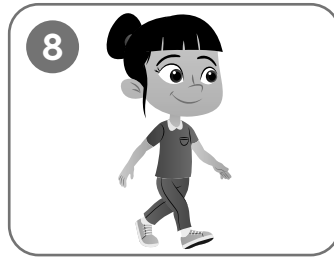
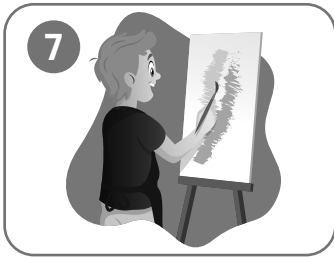
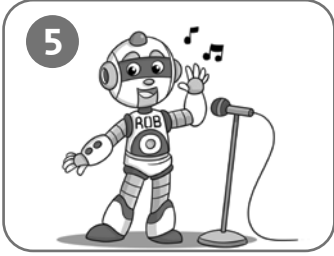
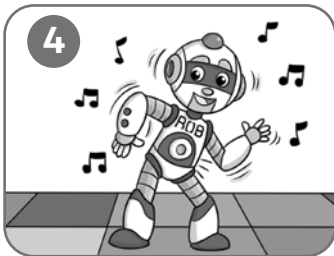
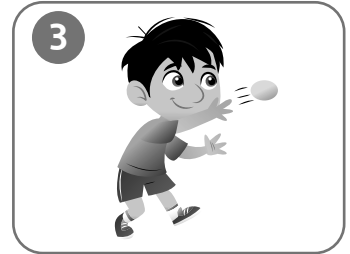
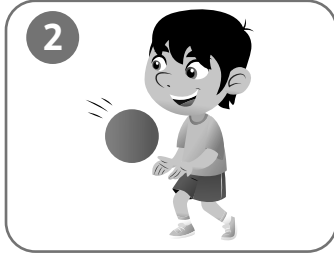
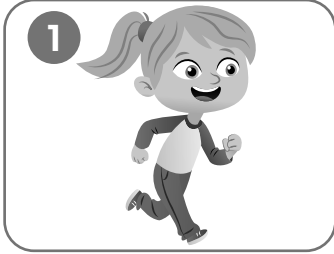
Yes, I can.

**Unit 3 Test | Higher**

**Speaking**

**5 What can/can't you do? Point and say.**

Score:     /10



**6 Say a number. Then ask and answer.**

Score:     /10

Number six.

Can you ...?

Yes, ...

## Unit 3 | Higher

### Listening

#### Teaching notes

Activities 1 and 2 test ability to identify the activities vocabulary and comprehension of grammar structures *I can / can't ... Can you ...? Yes, I can. No, I can't.* Award one point for each correct answer.

1 Listen and tick (✓) or cross (✗). Then write.

- 1 **Boy:** Hello, Anna.  
**Girl:** Hi! Look! I can catch a ball.  
 2 **Boy:** My name's Ben. I can't sing.  
 3 **Girl:** Hi. I'm Pat. I can jump.  
 4 **Girl:** Hello, Tom.  
**Boy:** Hello! Look at me! I can dance.  
 5 **Girl:** I'm Lucy. I can't throw.  
 6 **Boy:** My name is Paul. I can run!

**Answers:** 2 ✗; can't 3 ✓; can 4 ✓; can  
 5 ✗; can't 6 ✓; can

2 Listen and number. Who can do it? Then circle.

- 1 **Girl:** Hello, Nick.  
**Boy:** Hi, Eve.  
**Girl:** Nick, can you catch?  
**Boy:** Yes, I can. Can you catch?  
**Girl:** No, I can't.  
 2 **Boy:** I can't run. Can you run, Eve?  
**Girl:** Yes, I can. Look!  
 3 **Girl:** Can you clap, Nick?  
**Boy:** Yes, I can.  
**Girl:** I can't clap.  
 4 **Girl:** I can paint. Can you paint, Nick?  
**Boy:** No, I can't, Eve.  
 5 **Boy:** I can walk. Can you walk, Eve?  
**Girl:** No, I can't.  
 6 **Girl:** Can you draw?  
**Boy:** No, I can't. Can you draw, Eve?  
**Girl:** Yes, I can.

**Answers:** 2 e; Eve 3 d; Nick 4 a; Eve 5 f; Nick  
 6 b; Eve

### Reading and Writing

#### Teaching notes

Activity 3 tests identification of activities vocabulary and comprehension of *I can / can't ...* Award a point for each correct answer.

Activity 4 tests ability to complete grammar structures *Can you ...? Yes, I can. No, I can't.*

Award one point for each correctly filled space.

3 Read and write.

**Answers:** 2 can't 3 can 4 can 5 can't 6 can

4 Look, read and write.

**Answers:** 2 No, I can't. 3 throw; Yes, I can.  
 4 Can you run 5 Can you talk

### Speaking

#### Teaching notes

Award one point per item for accuracy and one point for ability to communicate well.

Activity 5 asks pupils to produce activities vocabulary and talk about abilities using *I can / can't ...*

Point to a picture, e.g. a child drawing and say *I can draw*. Point to another picture, e.g. a robot dancing and say *I can't dance*. Point to another picture and encourage a pupil to answer. Put pupils in pairs and ask them to take it in turns pointing at the activities and saying what they can or can't do.

Activity 6 asks pupils to talk about abilities using *Can you ...?*

#### Number six. Can you ...? Yes, ...

Read the example dialogue and ask pupils to repeat. Say a number and ask a question linked to that number, e.g. *Number 4. Can you dance?* Let a pupil answer. Pupils work in pairs. Each pupil says different numbers and asks and answers questions.

5 What can/can't you do? Point and say.

**Example answers:** I can / can't read a book / walk / paint / talk / sing / throw / draw / run / catch / jump / clap / dance.

6 Say a number. Then ask and answer.

**Example answers:** Can you read a book / walk / paint / talk / sing / throw / run / catch / clap / draw / dance?

Yes, I can. No, I can't.