

**1. Fill in the blanks with A, AN, THE**

- a. My mother is (1) an English teacher. I am (2) a student. When I get home from school, I watch programs on TV. That's (3) \_\_\_\_\_ best part of my day. (4) \_\_\_\_\_ programs I watch are for children. I am (5) \_\_\_\_\_ child, so I think they are funny.
- b. I'm (6) \_\_\_\_\_ little excited because it's Friday. There are (7) \_\_\_\_\_ lot of good shows on TV today. (8) \_\_\_\_\_ one I usually watch is at 3:30. It's about animals. Also, I'm excited today because my mother is making rice for dinner.
- c. Later, after eating dinner and doing my homework, I go to my room and read (9) \_\_\_\_\_ book for 30 minutes. Then I turn off (10) \_\_\_\_\_ light and go to bed.

**2. Fill in the blanks with AM, IS, ARE, WAS, WERE**

- a. On Christmas last year, my family and 1. was in the mountains. There 2. were not many people because the weather 3. \_\_\_\_\_ bad. However, it 4. \_\_\_\_\_ still a lot of fun because there 5. \_\_\_\_\_ a lot of interesting things to do.
- b. This year, we 6. \_\_\_\_\_ at home. It 7. \_\_\_\_\_ cold outside but warm inside. We, the children 8. \_\_\_\_\_ in the bedroom playing board games. Mother 9. \_\_\_\_\_ in the kitchen preparing dinner.
- c. She went to the supermarket this morning. She 10. \_\_\_\_\_ shopping for a long time because there 11. \_\_\_\_\_ so many things on sale. It 12. \_\_\_\_\_ really hard to decide what to buy and what not.
- d. At the moment, Father 13. \_\_\_\_\_ in the living room. He 14. \_\_\_\_\_ busy decorating the Christmas tree. He 15. \_\_\_\_\_ at the market earlier this morning buying Christmas tree decorations. The whole town 16. \_\_\_\_\_ very busy this morning, but now it 17. \_\_\_\_\_ empty. Everybody 18. \_\_\_\_\_ at home celebrating Christmas.

### 3. Circle the correct answer

Mary: I'm hungry. Are there (1) ~~a~~ / **some** / **any** crisps?

Mom: No, there aren't (2) **some** / **any** but there are (3) **some** / **any** sandwiches in the fridge.

Mary: Great! I'll have (4) **a** / **an** / **some** sandwich with cheese and tomato and then I'll drink (5) **a** / **an** / **some** orange juice. Is there (6) **some** / **any** chocolate cake left?

Mom: No, there isn't (7) **a** / **an** / **some** / **any** cake. I'll go to the supermarket later. (8) **How many** / **how much** tomatoes are left?

Mary: There aren't (9) **a** / **some** / **any** tomatoes here. I can see only four.

Mom: Oh! We eat (10) **a** / **a lot of** / **any** tomatoes every day. (11) **How many** / **how much** butter is there?

Mary: There is (12) **a** / **a lot of** / **some** / **any** butter, mom. We have fifteen packets of butter. Don't buy more!

Mom: Ok then, would you like (13) **a lot of** / **some** / **any** tea from the supermarket?

Mary: Yes, I'd like (14) **a** / **lots of** / **some** / **any** please but don't buy a lot of tea.

## SPEAKING

<b>Part 1 (If time is limited, pick at least 4)</b>	
<b>Questions</b>	<b>Teacher's comment</b>
1. What's the difference between volunteer work and regular jobs?	
2. What kind of volunteer work do you want to do? Why?	
3. What do you think is the most important job? What do they do? Why?	
4. What do people do in a (kitchen / bathroom / bedroom / living room / garage / garden)?	
5. What's your favorite place at home? Why?	
6. What do you like about your house? What don't you like about it? Why?	
<b>Part 2 (If students cannot answer on their own, ask the prompts below)</b>	
<b>Describe your best friend</b> - <i>Is it a boy or a girl?</i> - <i>What's your friend's name?</i> - <i>How old is your friend?</i> - <i>What does your friend look like? (body, hair, eyes, ...)</i> - <i>How did you become friends?</i> - <i>What do you usually do with your best friend?</i> - <i>What do you like best about your best friend?</i> - <i>What is the difference between you and your best friend?</i>	

### Assessment

<b>Grammar And Vocabulary</b>	<b>Comment</b>	<b>Score</b>
Does student use correct sentence structures?		/5
Does student use relevant vocabulary?		/5
<b>Pronunciation</b>	<b>Comment</b>	<b>Score</b>
Can student be easily understood?		/5
Are individual sounds clear?		/5
<b>Fluency</b>	<b>Comment</b>	<b>Score</b>
Does student need any prompting or support?		/5
Can student extend their answers using relevant ideas?		/5
<b>Total score</b>		<b>/30</b>