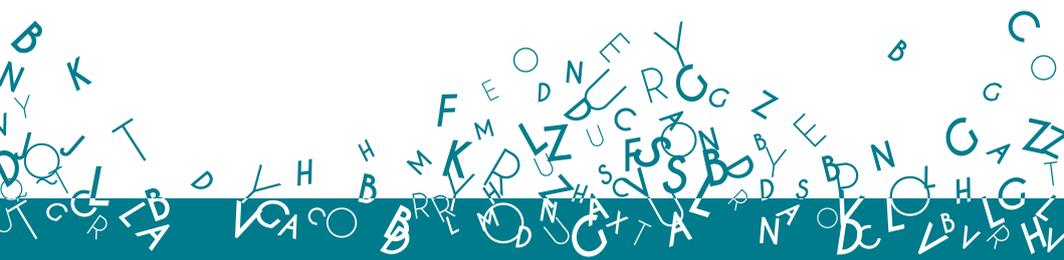


THE  HINDU

**STEP**



**LEARNER'S HANDBOOK**



**Grades 5 & 6**



THE  HINDU

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**ENGLISH  
OLYMPIAD**

**LEARNER'S HANDBOOK**



STEP (Standardised Test of English Proficiency) is a digital education startup, chartered by The Hindu Group. Our mission is to solve one of the most challenging problems of our time – closing India's skills gap. English language communication skills, in particular are a leading cause of unemployment and underemployment. STEP helps bridge the English skill gap by providing online tools to assess and improve their reading, writing, listening and speaking proficiency. STEP was publicly launched on Aug 15, 2016 with free assessment for reading, writing and listening skills. More than 400,000 users have already joined STEP to assess and improve their English proficiency.

# CONTENTS

(i) Exam Preparation	-	3
(ii) Understanding Listening	-	3
(iii) Understanding Reading	-	13
(iv) Practice Tests	-	23





## ***Dear Parent,***

Congratulations! You have taken the right step to help your children benchmark their English to global standards.

Welcome to your guide to The Hindu STEP English Olympiad – India’s first and most comprehensive English Olympiad.

Research shows that children develop language in stages. Children at the same age often have very different levels of language ability. Even more importantly, children learn best when given challenging tasks near or just above their current ability level. While the content of each Olympiad test is different and finely graded, we have grouped examples from two years in this book so that students of varying ability across two grade levels can access both foundational and challenge materials. Students with advanced abilities will find some examples useful for review, as well as examples included from more difficult material to push them to explore further. Children at grade level, especially in the lower grade bound, will find material in their zone of proximal learning as well as useful preparation for further study.

The goal of these guides is to review, confirm, and challenge young learners across the range of language ability observed and benchmarked by our research with tens of thousands of Indian students.

## EXAM PREPARATION

Performance in exams to some extent depends on exam preparation. Preparing specifically for an exam includes familiarising yourself with the format of the exam. By taking practice tests, your child can get a feel for the test pattern and know what to expect, as well as how to manage their strengths and weaknesses towards success in the exam.

1. Log in to [www.steptest.in](http://www.steptest.in)
2. Click on Login at the top right corner of the site
3. Enter your email address, or registered phone number and your PIN
4. Click Submit
5. You will now be able to access the Olympiad test.

### Improving language skills

The Olympiad is a test of communicative language and focuses specifically on listening, reading and use of English. Your child can improve their performance in the Olympiad by building general reading and listening skills as well as the ability to use English effectively. Over the next few pages, we'll look at each of these in detail.

## UNDERSTANDING LISTENING

Listening is the key to all effective communication. Listening is the ability to accurately receive and interpret messages in the communication process. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated, or lose important points.

Listening is an active process. Listening requires us to be able to grasp, understand and judge the meaning of information inputs. While hearing is a passive process and takes place automatically, listening is a conscious choice that demands your attention and concentration.

For students, good listening is extremely important. Listening is how you understand, learn and grow. Students are taught how to read and write in school, but often we don't teach how to 'listen', even though it is such an important thing. The Olympiad focuses on this skill from an early age as it is proven that children who begin learning language skills young achieve higher levels of proficiency.

## What are Listening sub-skills?

Listening is one of the four language macro skills (the others are reading, speaking and writing). The language skills of speaking, listening, writing and reading are often divided into sub-skills, which are specific behaviours that language users do in order to be effective in each of the skills.

It's important to understand that in real life there's no such thing as just 'listening' or 'reading'. In fact, there are several different kinds of listening, which we call sub-skills. There are several categories of sub-skills for listening such as deducing meaning from context, inferring attitude and feeling, predicting etc. Let's look at some of the basic listening sub-skills which young children can easily develop:

- **Listening for gist:** This is when we listen to something to get a general idea of what it's about, of what's being said. We don't want or need to understand every word, just the main idea. Example: listening to a summary of the day's news on the radio.
- **Listening for specific information:** This is when we listen to something because we want to discover a piece of information. We know in advance what we're hoping to find out. We can ignore other information which doesn't interest us. Example: listening to a weather report to find out about the weather in your city.
- **Listening in detail:** This is when we listen we listen very closely, paying attention to all the words and trying to understand as much information as possible. Example: listening to directions when driving.

To get a better understanding, think about these listening situations.

<b>Situation</b>	<b>Reading sub-skill</b>	<b>Reasons</b>
You're at the airport, listening for information about your flight.	Listening for specific information, then listening in detail	You're only interested in your own flight. Then, when your flight is mentioned, you listen carefully for information about the boarding gate, possible delays, etc.
You're driving to a place you are unfamiliar with. You are using Google maps to help direct you.	Listening in detail	You can't afford to miss any of the information given as every detail i.e. road, landmark etc. are important to you.
Your friend has already watched a movie and is giving you a review on it. Based on what your friend says you will decide whether to watch it or not.	Listening for gist	Here you only need to understand the core or the essence of what your friend is saying in order to make a decision.

*Note: More than one reason may be possible. Sometimes different people might listen in different ways, or they might start listening using one sub-skill and then switch to another.*

## Which listening sub-skills are tested in the Olympiad?

The primary listening sub-skills tested include listening for specific/key information and listening for detailed meaning and listening for opinion/feelings attitude.

## How can I support my child's listening skills?

To support the development of your child's listening skills, you need to give them opportunities to practice 'active listening'. Active listening is hearing information, processing it, and then doing something about it, for example, answering a question.

In the Olympiad test, students need to listen to information, process it, and perform an action (i.e. complete a question) based on what they have heard and processed.

Let's look at each of the sub-skills covered in the Olympiad tests and some simple activities that can be done to develop each of these sub-skills.

## Listening for specific information

Specific information is often factual in nature, for example, a name, a place, a profession, an object, a number or a quantity. When you listen for specific information, you need to have some idea of what you're listening for before you listen and while you're listening.

In an exam situation, children will need to predict and anticipate the kind of information that will answer the question, while also being aware that the idea that they are listening for could be expressed in the recording in a number of different ways.

Given below is an example of an Olympiad question which focuses on the sub-skill listening for specific information. Please read the script below aloud to your learner and ask them to answer the question.

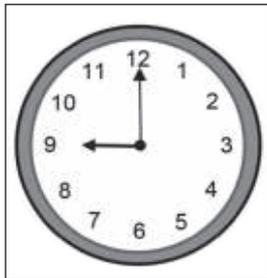
*Girl : Oh no, we're too early. The café is still closed.*

*Boy : That's strange. My mother said it opens at 9.*

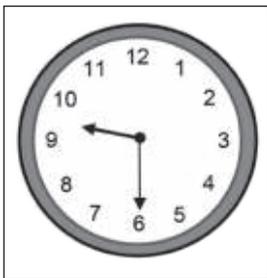
*Girl : Yes but its Sunday today and they open at 10.  
Look at this notice.*

Boy : Well its half past nine now. Let's cycle to the park first and then come back.

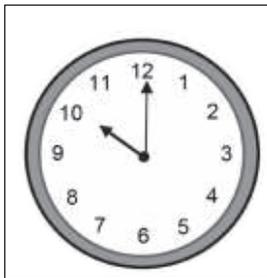
### 1. What time does the cafe open today?



A



B



C

### Listening in detail

Listening in detail is the ability to listen with attention to all the details. In this listening situation, the emphasis is on the various elements of what is heard and not just facts.

Given below is an example of an Olympiad question which focuses on the sub-skill listening in details.

Please read the script below aloud to your learner and ask them to answer the questions.

Listen to Joe talking to his mother about his day at school.

Joe : Hi Mum

Mum : Joe, You're home late. It's 4 o'clock.

Joe : The bus was 15 minutes late. We only left at a quarter to 4.

Mum : How was school today?

Joe : Football practice was great. We used the sports hall because it was too wet to play on the school field or in the park.

Mum : *Do your football clothes need washing?*

Joe : *My shorts are fine but the t-shirt's dirty. And the socks too.*

Mum : *Give them to me then. Is your next match soon?*

Joe : *Yes, it was on the 18th of March but they've changed it to the 15th. Oh and I have to pay the teacher by the 12th.*

Mum : *More money? I've already give you £4.50p.*

Joe : *That was just for the bus. I also want to get the photo of my team. And that's £2.25p.*

Mum : *Okay, but that's £6.75p for everything and it's quite a lot.*

Joe : *Not really mom. Anyhow can I go and do my homework now?*

Mum : *You've got history to do, haven't you?*

Joe : *I did that yesterday. But I have to do Maths homework by tomorrow.*

Mum : *What about science?*

Joe : *That's ok, that's next week.*

**1. Where did Joe play football?**

- a. in the park
- b. in the sports hall
- b. on the school field

**2. When is Joe's next football match?**

- a. 12 March
- b. 15 March
- c. 18 March

## Developing Good Listening Habits

Developing the active listening habit is simple. You can do this with your child while listening to the radio or watching TV. Here are some ideas on how this could be done:

- **Listening:** Ask your child to listen to advertisements, news announcements, or an interview or conversation between people on the TV or radio. If on the TV, ask them not to look at the screen so that they only hear the audio.
- **Post-listening activity:** Once your child listens to any of the above, ask him/her questions which focus on:
  - *Listening for specific information:* You can do this by asking direct and indirect questions about a name, a place, a profession, an object, a number or a quantity mentioned in what they heard. For example, 'What was the price of the product in the advertisement?', or, 'What was the occupation of the person being interviewed?'
  - *Listening in detail:* You can do this by asking probing questions about some of the details from the audio such as descriptions, narration of incidents etc. For example, 'How did the sports person react to getting a gold medal match at the Olympics?' or 'What happened during the match?'

Let's see a real example. Suppose you and your child hear this news announcement:

*44-year-old Jamie's Snack Shack started off with 30 varieties then went on to offer 50 varieties and now offers the largest variety of snacks in the entire country. We offer 108 different varieties of finger-size snacks. The tiny donuts can be plain or cream-filled with a variety of toppings from sprinkles to cream cheese. The small quiches are available in a range of flavours from spicy chicken to tangy tomato. The cream puffs are scrumptious and available in a range of fillings from the basics like vanilla and butterscotch to the exotic like tender coconut and jackfruit. The bite-size brownies are available in many variations from walnuts to*

*cinnamon. The sizes may be small but considering what you need to pay, the value is big. We guarantee that you will fall in love with our treats. If you don't, we are happy to give you your money back!*

You can ask different post-listening questions to focus on the different subskills.

For listening for specific information, you could ask:

- 1. How old is Jamie's Snack Shack?**
- 2. How many varieties does Jamie's Snack Shack provide now?**

For listening in detail, you could ask:

- 1. What kind of brownies do they offer?**
- 2. What kind of donuts do they sell?**

## **What else can I do to improve my child's listening on the Olympiad?**

The Olympiad is a test of real-life listening skills and as your child's listening skills improve so will their performance in the tests. However, in order to prepare your child for the exam, you could familiarise your child with the Olympiad test format. The best way to do is by using the practice test papers provided.

The question format or task types used in the Olympiad are quite unusual and it may be useful to ensure that they understand each task type. Here are some of the task types that your child may encounter in the Listening portion of the test:

### **Comprehension With Pictures**

In the listening part of the Olympiad test, your child may need to comprehend a situation using pictures. Your child will listen to a series of short neutral or informal dialogues. For each of the dialogues, there will be one question to be answered. The question is a 3-option multiple choice where each answer option will be a picture. There are 5 short audios with 1 question each. Please find below a sample of this type of question.

Please find below a sample of this type of question.

Please read the script below aloud to your learner and ask them to answer the question.

*Girl : Has Adrien invited you to his 14th birthday party? It's in July.*

*Boy : Yes he has. But it's in August isn't it?*

*Girl : Oh yes sorry. On the 3rd.*

*Boy : That's right. It's the day after mine. But I'll be 15.*

### 1. What's the date of Adrian's birthday party?



A



B



C

### Longer Monologue

In the listening part of the Olympiad test, your child will listen to a longer monologue or interview (with one main speaker) and answer 3-option multiple-choice questions based on the information they heard.

Please find below a sample of this type of question.

Please read the script below aloud to your learner and ask them to answer the question.

*Joe : Hi Mum*

*Mum : Joe, you're home late. It's 4 o'clock.*

*Joe : The bus was 15 minutes late. We only left at a quarter to 4.*

*Mum : How was school today?*

*Joe : Football practice was great. We used the sports hall because it was too wet to play on the school field or in the park.*

Mum : *Do your football clothes need washing?*

Joe : *My shorts are fine but the t-shirt's dirty.  
And the socks too.*

Mum : *Give them to me then. Is your next match soon?*

Joe : *Yes, it was on the 18th of March but they've changed  
it to the 15th. Oh and I have to pay the teacher by the  
12th.*

Mum : *More money? I've already give you £4.50p.*

Joe : *That was just for the bus. I also want to get the photo  
of my team. And that's £2.25p.*

Mum : *Okay, but that's £6.75p for everything and it's  
quite a lot.*

Joe : *Not really mom. Anyhow can I go and do  
my homework now?*

Mum : *You've got history to do, haven't you?*

Joe : *I did that yesterday. But I have to do Maths homework  
by tomorrow.*

Mum : *What about science?*

Joe : *That's ok, that's next week.*

### **1. What homework must Joe do for tomorrow?**

- a. science
- b. history
- c. maths

## UNDERSTANDING READING

Reading refers to the ability to understand written text. The development of reading skills is vital to children's development.

When we comprehend or understand written text, and combine our understanding with prior knowledge, we can identify simple facts presented in written text (literal comprehension), make judgments about the written text's content (evaluative comprehension) and connect the text to other written passages and situations (inferential comprehension).

It is advisable to develop reading fluency at an early age as this skill has implications both on performance in academics and later in the workplace.

### What are Reading sub-skills?

As with listening, reading is also one of the four language macro skills which are often divided into sub-skills, which are specific behaviours that language users do in order to be effective in each of the skills.

Becoming a proficient reader requires mastery of several skills that need to be applied simultaneously. These basic skills should be learned first in isolation. As readers become more adept at each one, they can progress and combine skills until they can read independently with full comprehension of what they read.

There are several categorisations of sub-skills such as *reading for detail, deducing meaning from context, note-taking, skimming, proofreading, editing, reading for gist, inferring attitude, feeling, predicting mood, scanning etc.* Let's look at some of the basic reading sub-skills which young people can easily develop:

- **Reading for main meaning:** This represents reading for the essential point that the author is trying to convey. The main idea is usually reinforced by a series of other points or details which support the premise of the main idea. These are called supporting ideas and may also be stated or implied.

- **Skimming/reading for gist:** Skimming is reading a text quickly to get a general idea of meaning. Skimming is a specific reading skill which is common in reading newspapers, messages and e-mails, the key factor being that there is no need to read every word while skimming, as long as the general idea is understood.
- **Scanning/reading for specific information:** Reading in order to find specific information, e.g. figures or names. When we read a train timetable, we would use this subskill as we look for specific information like times and places.
- **Reading to understand attitude, opinion and writer purpose:** This is the ability to pick up the nuances and understand why the writer is writing what he is writing and what the writer feels about the topic he is writing about. When we read an editorial, we would use this subskill to understand what the writer is conveying often in a subtle way.
- **Inferring meaning:** This means either guessing the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious.

To get a better understanding about these, think about the following reading situations:

Situation	Reading sub-skill	Reasons
You're at the bus stand, trying to determine if the 1A bus stops here	Reading for specific information	You're only interested in your bus.
You're reading an article about the Indian cricket team's performance in last night's T20	Skimming for gist	You're interested, but the exact number of runs scored is less important than the big ideas, such as "who one?" and "who played well?"

You're reading a movie review online that mentions that the Film Board may not allow the release because of 'excessive profanity'	Inferring meaning	You're not sure what 'excessive profanity' means, but you can make an educated guess based on the fact that the movie might not be allowed to be screened.
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*Note: As with listening, more than one reason may be possible, and readers will switch between sub-skills as needed or desired.*

## **Which reading sub-skills are tested in the Olympiad?**

The primary reading sub-skills tested include *reading for main meaning, reading for gist, reading for specific information, reading to understand attitude, opinion and purpose, and inferring meaning.*

## **How can I support my child's reading skills?**

To support the development of your child's reading skills, you need to give them opportunities to practice reading. While students may be used to reading their regular textbooks, the Olympiad contains reading contexts that students may not be exposed to if their main text is their textbook. Exposure to real-life reading content will help in developing reading skills.

Let's look at some of the sub-skills covered in the Olympiad test and some simple activities that can be done to develop each of these sub-skills.

### **Reading for main meaning**

Reading for main meaning is simply understanding the main message from what you read. In most passages, an author will have a central idea or main point that they want to make. For example, a political poster may want to convey that this particular politician is trustworthy and not corrupt. The main point often appears near the beginning of a passage, and is the idea that is reinforced or supported by the other details in the body of text. When you're trying to read for main meaning, ask yourself, "what is the key or main idea?"

## Darcey Bussell, world-famous ballet dancer, talks to Anna Magee

I came to ballet quite late. At 11, I started at Arts Educational School where we did acting, singing, ballet and modern dance. Then, at 13, I was lucky enough to get a place at the Royal Ballet School. This meant giving up acting and singing, and concentrating on ballet. However, I'd missed two years, and I was not nearly as good as my classmates. My jumps were fine, but I couldn't turn or balance properly and, although I could bend and stretch well, I wasn't nearly strong enough. I remember thinking I'd never be a ballerina.



At 19, I became a principal dancer. The choreographer Kenneth MacMillan saw me at school and pushed me straight into the big roles. At the time, the only dancer to have been made principal that young had been Margot Fonteyn in 1936, when she was 17. For a time, it upset people in the company because I was taking the roles of well-known dancers. But as they got to know me, they believed in me.

I got married and had children in my early thirties. I've got two daughters, called Phoebe and Zoë. Most dancers stop after they have children but for me there was never any doubt that I would continue.

But I know I won't be able to dance forever. Since I was 17, I've been working without a real break and it is hard to stay at top standard after having children. So, although I don't think I'll ever leave the theatre, I am beginning to think about my future. I can't imagine being a choreographer or director but I quite like the idea of teaching ballet to the next generation.

Given below is an example of an Olympiad question which focuses on the sub-skill of reading for main meaning.

Ask your learner to read the passage and answer the questions.

**1. What is the purpose of the text?**

- a. to explain why Darcey Bussell chose a particular career
- b. to present Darcey Bussell's advice on how to become a dancer
- c. to explain how Darcey Bussell brings up her children
- d. to give information about Darcey Bussell's life and career

**2. Which of the following would make a good introduction to this article?**

a

A principal dancer while still a teenager, Darcey Bussell has had a great career but feels it may soon be time to slow down.

b

Darcey Bussell, the youngest person ever to have been made a principal dancer, talks to us about family, career and the future.

c

The famous Darcey Bussell is at the top of her profession now, but for many years she had to be happy playing small parts.

d

After a long break, Darcey Bussell is returning to the stage. Here, she tells us all about her childhood and education.

## Reading for specific information

Whether listening or reading, specific information is typically factual, for example, a name, a place, a profession, an object, a number or a quantity. When you read for specific information, you should have some idea of what you're looking for before you read and while you're reading. In an exam situation, children will need to predict and anticipate the kind of information that will answer the question, while also being aware that information can be presented in a passage in a variety of different ways.

Given below is an example of an Olympiad question which focuses on the sub-skill reading for specific information.

*Refer to the Darcey Bussell passage in the previous section*

**1. At what age did Darcey Bussell join the Royal Ballet School?**

- a. 11
- b. 13
- c. 17

**Reading to understand attitude, opinion and purpose**

Most writers have a point of view. This point of view or opinion informs how they write. For example, when someone who is an animal activists writes a review about a circus which includes performances by animals, his/her opinions and attitude will be come across in the way he/she writes even if this is not explicitly stated. Understanding attitude, opinion, and purpose is a vital part of critically evaluating information, as the purpose and point of view also affect the way we respond to writing. This often means looking deeper than just the words, towards thinking about motivation and goals of the author.

Given below is an example of an Olympiad question which focuses on the sub-skill reading to understand attitude, opinion and writer purpose.

*Refer to the Darcey Bussell passage in the previous section*

**1. How does Darcey Bussell feel about her future?**

- a. She intends to continue dancing for many years.
- b. She worries about what job she will do next.
- c. She would enjoy helping other dancers.
- d. She hopes to spend more time with her children.

**Developing Good Reading Habits**

Developing good reading habits is simple. Encourage your child to read with you and to also read independently. You can do this by reading stories to your child at night, or by asking them to read along with you

while you read a newspaper or magazine. Here are some ideas on how this could be done, noting that, as with active listening, all reading should be followed by questioning:

➤ **Reading activity:** When choosing reading material, keep the following in mind:

- real life contexts e.g. such as interviews, songs, speeches etc.
- correct length and level for the students for e.g. if a speech, interview etc. is too long, shortening it will help make it the right level for students

The texts used in the Olympiad are mostly adapted from authentic reading texts. Therefore, in order to develop your child's reading skills in a real environment as well as to prepare them effectively for the Olympiad, you could use following kinds of texts for practice:

- notices and signs
- packaging information
- notes, emails, cards, text messages, postcards
- newspapers and magazines
- simplified encyclopedias and other non-fiction books
- brochures and leaflets
- websites

You can ask your child to read aloud road signs as you travel, or find details in advertisements you receive in the post.

➤ **Post-reading activity:** Once your child reads any of the above, ask him/her questions which focus on the:

- specific information that they have read e.g. on numbers, names, places etc. from the text
- detailed information that they have read such as descriptions etc.
- understanding of the main message from what they read
- meaning that needs to be inferred from what they read

Let's see a real example. Suppose you and your child read this email together:

*Dear Priya,*

*I'm really excited to hear that you are finally going to visit India. It has been many years since our college days, and I really miss London. But I am glad that we will get to meet each other soon.*

*When you think of India, I know that the first thing that comes to your mind is probably the Taj Mahal. But I must warn you- India is a large country and can't be categorized as speaking a language or having a particular culture. It has 29 states, 7 union territories and 22 major languages. People who visit India and talk about it, seem to forget that. I live in a state called Kerala, which is far away from the state of Uttar Pradesh, where the Taj is situated in. The people here speak Malayalam and our state is famous for our coconut oil, banana chips, Onam and brown rice. It may not have the Taj Mahal but it's still a great sight to see. So please don't get disappointed if you don't hear Hindi or see world wonders in my state.*

*But I'm sure you will have a great time here. The weather here is pleasant with frequent rains, there are backwaters where you can stay in a houseboat (which is actually a large boat that looks like a traditional Kerala style house), and the food is very tasty. I am happy to show you around. Don't worry, I'm sure this will be a trip you remember.*

You can ask different post-reading questions to focus on the different subskills.

For reading for specific information, you could ask:

- 1. Where does the writer of the email live?**
- 2. What is the writer's state famous for?**

For understanding writer's opinion, attitude and purpose, you could ask:

- 1. What does the writer mean by 'a great sight to see'?**
- 2. What does the writer's opinion about what people often think about India? Does he/she agree with this view?**

## What else can I do to improve my child's reading on the Olympiad?

The Olympiad is a test of real-life reading skills and as your child's reading skills improve so will their performance in the tests. However, in order to prepare your child for the exam, you should familiarise your child with the Olympiad test format. The best way to do is by using the practice test paper provided.

The question format or task types used in the Olympiad are quite distinctive and it may be useful to ensure that they understand each task type. Here are some of the task types that your child may encounter in the Reading portion of the test:

### Comprehension

Your child is tested on reading for detailed comprehension including understanding attitude, opinion and writer purpose as well as reading for gist and global understanding. The child reads an adapted longer authentic text and then answers four-option multiple choice items.

Please find below a sample of this type of question.

*Refer to the Darcey Bussell passage in the previous section*

#### 1. What does Darcey Bussell say about becoming a principal dancer?

- a. She felt she was too young to do the roles.
- b. Some of her colleagues were jealous of her at first.
- c. There was nothing very unusual about it.
- d. It led to her meeting several famous people.

### Notices and signs

Your child is tested on understanding the main message from real-world notices and other short texts for the main message. Candidates read very short discrete texts: signs and messages, postcards, notes, emails, labels etc. and answer short question with three-option multiple choice or choose from three-option sentences about the main message.

### Conversational language:

The child is tested on their understanding of conversations and identifying appropriate responses. Candidates do a matching task with discrete 3-option multiple-choice items focusing on verbal exchange patterns.

1.	What did you do last night, Daisy?	a. I watched television b. I'm watching television c. I don't watch television
----	------------------------------------	--

### A Final Note

Thank you for carefully reading this Olympiad guide. Remember, the best way to help your child prepare is to give them rich opportunities to read and listen. Encourage their reading with plenty of newspapers, books, and magazines at home. Encourage their active listening by involving them in your conversations and (gently) quizzing them on their understanding. But most of all, keep in mind that the Olympiad should be a fun experience.

No matter how your child performs, your Olympiad report will give you valuable insight into their current skills, and opportunity to compare their skills with children across India.

# LISTENING (Practice Test)

## Part 1 4 questions

You will hear people talking in different situations.

For each question, listen and choose the correct answer.

(Instructor notes: Read the transcript aloud to your learner.)

### 1. Where is Charlie's jacket?

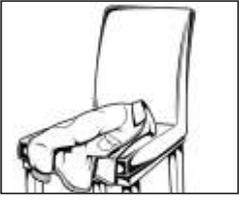
Transcript:

Charlie : Where's my jacket mum I thought it was on my bed?

Mum : Yes Charlie, it was but I brought it downstairs and put it in the cupboard.

Charlie : Are you sure? I looked there but didn't see it. Did you leave it in the chair in the hall?

Mum : No Charlie I didn't. Go and look again.

		
A	B	C

### 2. What time will they meet at George's house?

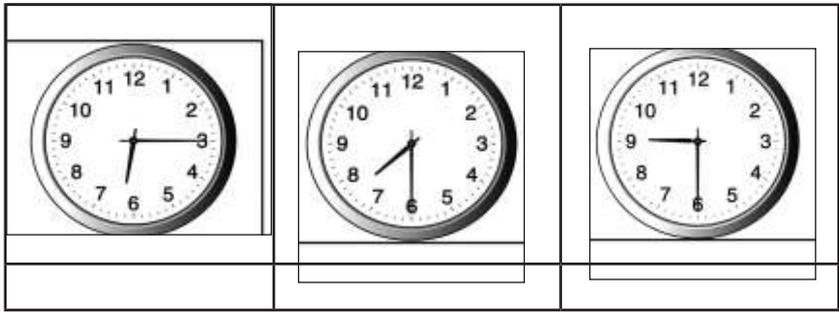
Transcript:

Emma : Hi George, I can help you with your homework tonight. What time shall I come to your house?

George : That's great! Thanks Emma. Well, we usually have dinner at 6.15 so you can come at half past 7.

Emma : That's fine. I need to be back at home by 9.30.

George : No problem. I'll see you later.



A

B

C

### 3. What job does James want to do?

Transcript:

*Sister : My brother James is really enjoying his university course.*

*Guy : He wants to be a doctor, doesn't he? Is he studying medicine?*

*Sister : Well, his teacher told him it's a difficult job. So, he decided to do something different. He's going to be a photographer now.*

*Guy : Oh, that's a pity.*



A

B

C

#### 4. What was the subject of the picture that won?

Transcript:

*Girl : Did you have a picture in the painting competition?*

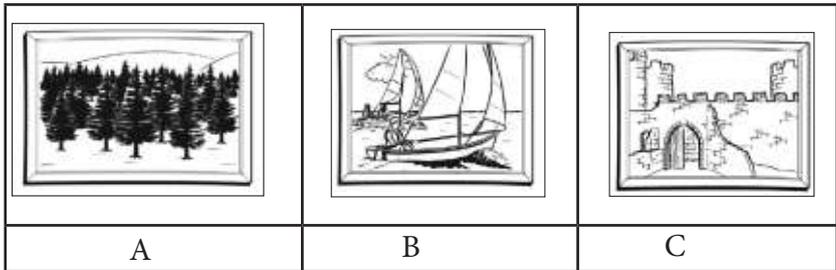
*Boy : Yes, I did a picture of boats after a sailing holiday I went on. Everyone said it was good, but it wasn't good enough to win.*

*Girl : The picture that got first prize was a landscape with a forest. I think it deserved to win.*

*Boy : Hmm did you send anything in?*

*Girl : I tried to do a painting of an amazing castle I visited. But I didn't finish it in time. I'll send it in next year.*

*Boy : Hmm sounds great.*



## Part 2

### 5 questions

Listen to a boy, Ralph, telling his classmate, Julia, about some homework.

For each question, choose the correct answer.

**(Instructor notes: Read the transcript aloud to your learner.)**

*Ralph : Hi Julia, it's Ralph, are you feeling better?*

*Julia : Yes thanks. Did we get any homework today?*

*Ralph : Yes, a history project. Nothing for English or Geography.*

*Julia : A project, how long does it need to be?*

*Ralph : Well, the teacher said two or three pages is not enough. He wants between five and ten pages.*

*Julia : Last time some people wrote 15 pages. That's too many.*

*Julia : Okay.*

*Ralph : Listen, I'll come to your home with my notes from the lesson. You've got your course book and a dictionary, haven't you?*

*Julia : Yes, will I need any extra information?*

*Ralph : You need to look at a few websites about the history of newspapers. You don't need to get any library books.*

*Julia : Is the homework for next Monday's lesson?*

*Ralph : The teacher doesn't want it until Wednesday. There's no lesson on Tuesday because it's sports day.*

*Julia : Oh yes. What time are you coming to my house?*

*Ralph : I won't be home until about a quarter to four. So, I'll see you at quarter past, if that's okay. I need to be home again at half past 5.*

*Julia : That's fine.*

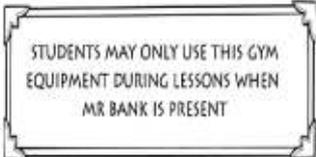
5.	How long must the project be?	a. 2-3 pages b. 5-10 pages c. 10-15 pages
6.	What will Ralph take to Julia's house?	a. a dictionary b. the course book c. his lesson notes
7.	For the project, Julia can find extra information:	a. on the internet. b. in a newspaper. c. in a library book.
8.	Julia must give the homework to the teacher on:	a. Monday. b. Tuesday. c. Wednesday.
9.	Ralph will go to Julia's house at:	a. 3.45. b. 4.15. c. 5.30.

# READING (Practice Test)

## Part 1

### 5 questions

For each question, read and choose the correct answer.

1	 <p>STUDENTS MAY ONLY USE THIS GYM EQUIPMENT DURING LESSONS WHEN MR BANK IS PRESENT</p>	<p>a. This equipment must be put away at the end of Mr Bank's class.</p> <p>b. Only Mr Bank's students can practise on this equipment before each gym lesson.</p> <p>c. Mr Bank must be in the class with students when they use the equipment.</p>
2	 <p>Mum, don't pick me up outside the school tonight! Ella's aunt will bring me home. Please text me to tell me you have read this. Maria xxx</p>	<p>a. Ella's aunt will give Maria a lift home tonight.</p> <p>b. Maria will text Ella's aunt to ask for a lift home.</p> <p>c. Maria's mother will tell her if she can meet her.</p>
3	 <p><b>Wildlife Centre</b> Picnics can be taken inside the Centre on wet days.</p>	<p>a. You can collect your picnic at the Centre.</p> <p>b. You can always use the Centre for a picnic.</p> <p>c. You can have a picnic in the Centre if it rains.</p>

4		<ul style="list-style-type: none"> <li>a. Martha is asking Stuart to get back as soon as he can on Sunday.</li> <li>b. Martha is inviting Stuart to come to a party before he goes on holiday.</li> <li>c. Martha wants Stuart to come to the party at whatever time he can.</li> </ul>
5		<ul style="list-style-type: none"> <li>a. Find out what our animal keepers do by taking our free half-day tour.</li> <li>b. Visitors to the zoo today can try the work of the animal keepers.</li> <li>c. By paying to spend some time with our animal keepers, you can help the zoo.</li> </ul>

## Part 2

### 5 questions

Read the text.

For each question, choose the correct answer.

#### My Favourite Place by actor Joe McGann

Two years ago, some friends and I had the best holiday we've ever had, walking and climbing in the mountains of Peru. It was unforgettable, with wonderful scenery and magnificent brightly coloured birds circling in the sky above. What made the holiday really special for me was that we hired a local expert who showed us the hidden green and fertile valley sides. There were lots of narrow paths, all with a long, steep drop off the side. I loved that – it was dangerous but exciting.

The local people, the Quechua, are very friendly. They don't often meet English people but fortunately they nearly all speak Spanish as well as their own language. As my Spanish isn't bad, we chatted quite easily. I loved the food, too – their corn is delicious and the local fish which is caught in the lakes is the best in the world.

I remember one guy who had an enormous dangerous-looking bird sitting on his shoulder. He asked me if I'd like to hold it, which I did. I was with my friend, who was wearing a hat. I couldn't believe my eyes when suddenly the bird flew off my arm and sat calmly on her head. It was an extraordinary sight.

I intend to go back to the area next year, and I will drive south all the way to Patagonia, right to the Pacific Ocean. It will take about six weeks. It really was magical, and just thinking about it today makes me want to go back there right now.

**6. In this text the writer is:**

- a. talking about his experiences in Peru.
- b. explaining why he has decided to live in Peru.
- c. advising tourists what to do in Peru.
- d. describing the animal and bird life in Peru.

**7. What did Joe like about walking in the mountains?**

- a. being with friends for company
- b. finding his own way through the mountains
- c. having a guide who knew the area well
- d. knowing that the mountain paths were wide and safe

**8. Joe was able to communicate with the local people because:**

- a. he spoke to them in Spanish.
- b. most of them spoke English.
- c. his guide translated.
- d. he spoke their language.

**9. How did Joe react to what the bird did?**

- a. He was afraid.
- b. He was surprised.
- c. He was amused.
- d. He was annoyed.

**10. How might Joe describe his feelings to one of his friends?**

- a. 'It was wonderful to meet the Quechua people and go fishing with them.'
- b. 'The peaceful, safe and relaxing environment makes me feel warm and happy inside.'
- c. 'I know that everything I do there is preparing me for living in Peru one day.'
- d. 'The amazing natural scenery, exciting walks and friendly people are my idea of a perfect place.'

## Part 3

### 10 questions

Read the text.

For each space, choose the correct answer.

#### Flight

The Wright brothers, Orville and Wilbur, came from Ohio in the U.S.A. They were interested in flying from a (11) \_\_\_\_\_ young age. They used to (12) \_\_\_\_\_ a bicycle shop but, during the 1890s, they spent their spare time making small aeroplanes. They (13) \_\_\_\_\_ that when birds fly they (14) \_\_\_\_\_ changing the position of their wings (15) \_\_\_\_\_ they tried to use this idea on their planes. In 1903, their plane, the Flyer, flew for 12 seconds.

In 1928, the first commercial plane, the 12-passenger Model 80, was produced by the Boeing company, (16) \_\_\_\_\_ was based in Seattle.

Later, Boeing's Stratocruiser travelled (17) \_\_\_\_\_ both the Pacific and the Atlantic Oceans. It even (18) \_\_\_\_\_ beds for passengers.

As more people wanted to travel, the size of Boeing's planes (19) \_\_\_\_\_ and, in 1969, the company developed the world's largest passenger jet – the 747, also

(20) \_\_\_\_\_ as the 'jumbo jet'. Since then planes have become even larger.

- 11 a. much b. Too c. very d. such
- 12 a. direct b. Run c. lead d. control
- 13 a. watched b. looked c. informed d. noticed
- 14 a. keep b. Hold c. repeat d. remain
- 15 a. but b. since c. so d. while
- 16 a. who b. when c. where d. which
- 17 a. through b. across c. in d. between
- 18 a. served b. consisted c. applied d. provided
- 19 a. continued b. raised c. increased d. added
20. a. known b. called c. told d. named

## Part 4

### 5 questions

Read the text.

For each question, choose the correct answer.

#### Changes at Kingsmeadow School

By Tyler Watson, aged 14

My mum, like lots of parents, always used to complain about getting me up in time for school in the morning. Our head teacher, Mr Murphy, was worried too, because so many students were arriving late and not concentrating during lessons.

Mr Murphy had read some research that showed that teenagers are not lazy, but compared to adults and children, they need to sleep longer in the mornings and often want to go to bed later at night. He and his staff decided to do an experiment to test this idea and try to improve the situation at our school.

We had to take a series of memory tests. Some we did as soon as we arrived at nine in the morning, then after lunch we did some more. When the scores of the morning tests were compared with those taken later, they found that we had scored more highly in the afternoon tests. Our teachers had expected it to be the other way round. They could hardly believe that although we seem to be better behaved in the morning, we actually remember more in the afternoon.

As a result of this experiment, Mr Murphy has made some changes to the school day. Kingsmeadow school is still open from 8 am to 5pm, but lessons now start at 11 am. The time before that is used for meetings and preparing lessons.

All my classmates think the new timetable is cool. We don't feel tired in lessons any more and the teachers say our grades are improving. Soon there's going to be a meeting with parents, teachers and school governors about the new timetable. We all hope they decide to keep it forever.

**21. What is the writer's aim in this text?**

- a. To explain the benefits of starting school early
- b. To encourage students to attend school regularly
- c. To describe an experiment in teenage behaviour
- d. To advise parents bringing up teenage children

**22. The headteacher had a problem because:**

- a. Students were not paying attention in class
- b. Parents did not support the school
- c. Staff were sometimes late for lessons
- d. Students did not show enough respect

**23. How did the teachers feel about the tests the students took?**

- a. Annoyed that it took so long to mark the tests
- b. Surprised that the results were better after lunch
- c. Proud of the results the students achieved
- d. Disappointed that so few wanted to take part

**24. How has the school day changed at Kingsmeadow?**

- a. The school is open longer
- b. Students spend more time learning
- c. Staff must attend more meetings
- d. Classes begin later in the day

**25. What might one of Tyler's classmates say?**

a

Nobody made any effort in those memory tests. They were a waste of time because we still fall asleep during lessons.

b

I wish I could get into the school before lessons start. I get bored hanging around outside the building.

c

Mr Murphy is right. We're not lazy and this new timetable is going to help us learn more.

d

Lots of my friends still don't show up for lessons but no-one seems to be worried about it.



## ANSWER KEY

### LISTENING

- 1 B
- 2 B
- 3 A
- 4 A
- 5 B
- 6 C
- 7 A
- 8 C
- 9 B

### READING

- 1 C
- 2 A
- 3 C
- 4 C
- 5 C
- 6 A
- 7 C

- 8 A
- 9 B
- 10 D
- 11 C
- 12 B
- 13 D
- 14 A
- 15 C
- 16 D
- 17 B
- 18 D
- 19 C
- 20 A
- 21 C
- 22 A
- 23 B
- 24 D
- 25 C





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