

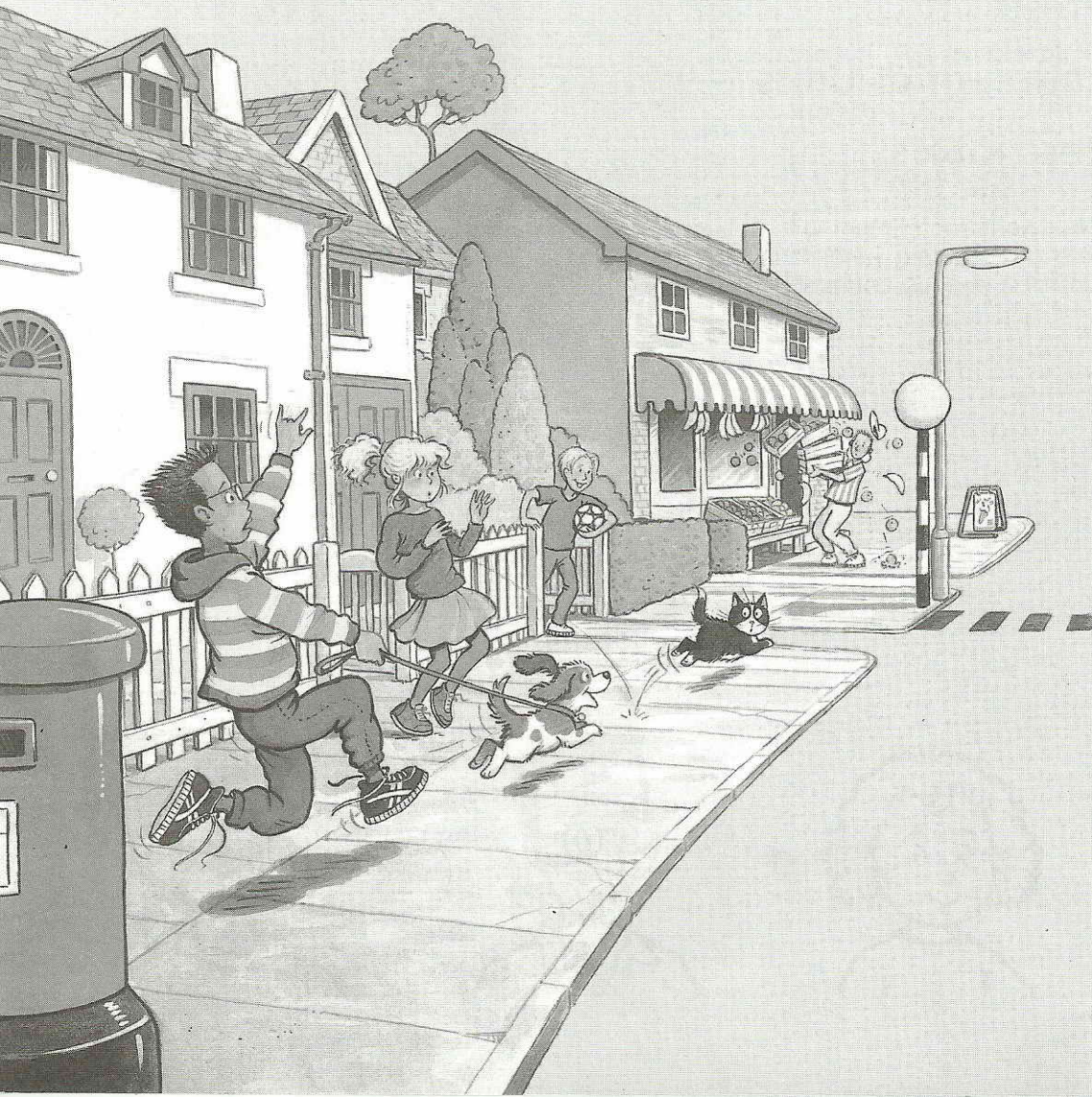
Stella Maidment and Lorena Roberts

Happy Street

New Edition

Evaluation Book

1



OXFORD

Happy Street 1

New Edition

Evaluation Book

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Introduction

The *Happy Street Evaluation Book 1* provides different ways of evaluating children's progress, through ongoing assessment (the evaluation grids and the unit tests) and end of term general assessment (the skills tests).

There are also Common European Framework descriptors for this level if required. These can be found on page 26.

In addition to these objective assessments, there are self-assessment activities at the end of every unit in the Activity Book, and written activities in the Teacher's Resource Book which are suitable for the children's portfolios. We would also recommend continuous classroom assessment through monitoring and pupil feedback.

It is important that pupils understand testing is not only a way of assessing their progress, but that it allows you to provide more support where needed. Mistakes should be considered a positive stage in the learning process, as they help you to guide pupils toward success.

The Evaluation Grids

There are nine unit-specific evaluation grids (pages 22–26) that allow you to check pupils' knowledge of the vocabulary and structures of a unit.

From this information you can plan further consolidation activities for those children who are having difficulties, or extension activities for children who have mastered the material easily.

These grids are a useful record for you or for parents as you can see at a glance what has been learnt and what needs to be reinforced before the more formal unit test.

The Unit Tests

There are nine one-page unit tests which cover the core vocabulary and structures presented in each unit. They do not cover material from the *Sophie's World* or *Cross-curricular links* pages. These tests are written tests only and do not assess listening or speaking skills.

They should be administered at the end of each unit, after pupils have completed the Lesson 9 self-assessment activities in the Activity Book.

The Skills Tests

There are three skills tests. They are two pages each and contain sections to test listening, reading, and writing skills.

These tests are to be administered at the end of each term, or after every three units.

Administering tests

While testing is an important part of the teaching and learning process, pupils can become anxious about tests so it is essential that a calm and supportive environment is created at test time.

We recommend having a quick warm-up session on the material to be tested just before administering the test. This can give pupils confidence and it shows that you want them to do their very best and to succeed.

Further reading

For more information and ideas on evaluating children, please see *Assessing Young Learners* (Ioannou-Georgiou & Pavlou, Oxford, 2003).

Answer key for unit tests

Each test has a maximum score of 25. The point value of each section is indicated on the test itself.

If there is more than one possible correct answer for an item, this has been indicated by providing answer A / answer B in this style.

Test 1

① Read and match.

- | | |
|--------------|---------------|
| 1 I'm Daisy. | 2 I'm Flossy. |
| 4 I'm Jack. | 5 I'm Greg. |
| 6 I'm Polly. | |

② Choose and write.

- | | |
|----------------------|----------------------|
| 1 Hi! | 2 My name's Jack. |
| 3 It's Polly / Otto. | 4 It's Otto / Polly. |
| 5 Goodbye! | |

Test 2

② Read and write.

- | | |
|-----------------------|-----------------|
| 2 It's a rubber. | 3 It's a ruler. |
| 4 It's a pencil-case. | 5 It's a pen. |
| 6 It's a pencil. | |

③ Find and write.

- | | | |
|----------------|---------------|---------------|
| 2 It's yellow. | 3 It's red. | 4 It's green. |
| 5 It's blue. | 6 It's black. | |

Test 3

① Read and write: *Yes, it is* or *No, it isn't*.

- | | |
|-----------------------------|-----------------------------|
| 2 Yes, it is. No, it isn't. | 3 Yes, it is. No, it isn't. |
| 4 No, it isn't. Yes, it is. | 5 No, it isn't. Yes, it is. |
| 6 No, it isn't. Yes, it is. | |

③ Choose and write.

- | | | |
|--------|----------|------|
| 1 your | 2 rocket | 3 up |
| 4 this | 5 it | |

Test 4

① Choose and write: *a* or *an*.

- | | |
|----------------|-------------|
| 3 a pizza | 4 an orange |
| 5 a cake | 6 a pear |
| 7 an ice cream | |

② Choose and write.

- | | |
|-----------------|--------------------|
| 2 nine cakes | 3 four pears |
| 4 seven oranges | 5 three ice creams |
| 6 eight bananas | |

③ Write sentences with *I like* or *I don't like*.

- | | |
|-----------------------|------------------------|
| 3 I like biscuits. | 4 I don't like olives. |
| 5 I like mushrooms. | 6 I like pizza. |
| 7 I don't like pasta. | |

Test 5

③ Make sentences.

- | |
|------------------------------------|
| 2 I've got a small black dog, too. |
| 3 I haven't got a skateboard. |
| 4 Have you got a bike? |
| 5 Yes, I have. |
| 6 No, I haven't. |

Test 6

① Read and circle.

- | | |
|-------------------|-------------------|
| 2 in the cupboard | 3 under the bed |
| 4 on the bed | 5 under the table |
| 6 on the cupboard | |

② Choose and write.

- | |
|---|
| 2 Flossy isn't in the sitting room. She's in the kitchen. |
| 3 Otto isn't in the kitchen. He's in the sitting room. |
| 4 Jack isn't in the bathroom. He's in the bedroom. |
| 5 Polly isn't in the sitting room. She's in the kitchen. |
| 6 Daisy isn't in the kitchen. She's in the sitting room. |

Test 7

① Read and circle.

- | | |
|-------------|--------------|
| 2 fat boy | 3 tall girl |
| 4 fat man | 5 thin woman |
| 6 young man | |

② Look, read, and match.

- | |
|--|
| 2 He's got black / short hair. |
| 3 She's got long / blond hair. |
| 4 She's got blond / long hair. |
| 5 He's got short / black hair. |
| 6 He hasn't got brown / blond / red / long hair. |

③ Read and match. Write sentences.

- | |
|------------------------------|
| 2 Have they got brown eyes? |
| 3 He hasn't got long hair. |
| 4 She's got long blond hair. |
| 5 Has she got blue eyes? |
| 6 I haven't got brown hair. |

Test 8

② Find and write.

- | | |
|--------------------------|-----------------------|
| 2 It's Jack's banana. | 3 It's Polly's pizza. |
| 4 It's Jack's ice cream. | 5 It's Polly's cake. |
| 6 It's Greg's steak. | |

Test 9

② Write sentences with *can* or *can't*.

- | |
|--------------------------------|
| 3 She can swim. |
| 4 She can't play tennis. |
| 5 He can dive. |
| 6 She can bend (to the right). |
| 7 She can kick (to the left). |

③ Read and circle the correct words.

- | | |
|----------------------|---------------------|
| 2 Arms down. | 3 Hands on hips. |
| 4 Bend to the right. | 5 Kick to the left. |
| 6 Bend to the left. | |

Happy Street 1

Test 1

Name _____

① Read and match.

5 marks

I'm Otto. I'm Jack. I'm Flossy. I'm Greg. I'm Polly. I'm Daisy.

1 2 3 4 5 6

② Choose and write.

10 marks

It's Otto. Goodbye! Hi! It's Polly. My name's Jack.

1 Hello!

2 What's your name?

3 Who's this?

4 And who's this?

5 Oh no! It's Flossy! Goodbye!

③ Choose and write.

10 marks

seven ten nine six four one eight five three two

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

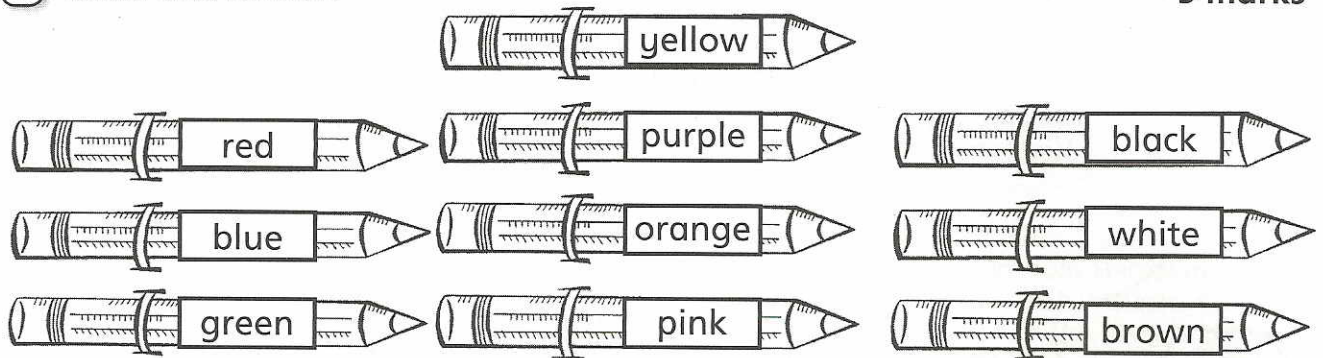
Happy Street 1

Test 2

Name _____

① Read and colour.

5 marks



② Read and write.

10 marks

1 What's this?



It's a book.

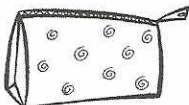
2 What's this?



3 What's this?



4 What's this?



5 What's this?

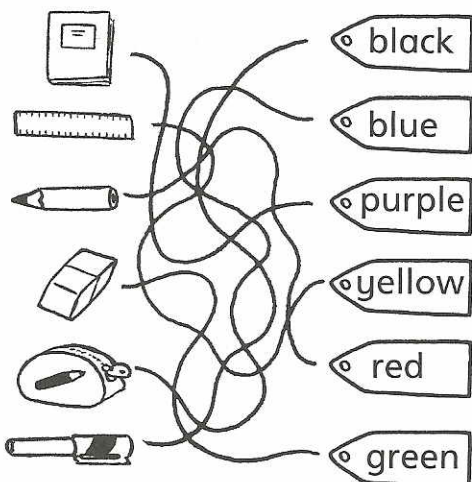


6 What's this?



③ Find and write.

10 marks



1 What colour is the book?

It's purple.

2 What colour is the ruler?

3 What colour is the pencil?

4 What colour is the rubber?

5 What colour is the pencil-case?

6 What colour is the pen?

Happy Street 1

Test 3

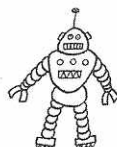
Name _____

① Read and write: Yes, it is or No, it isn't.

10 marks



- 1 Is it a robot? No, it isn't.
Is it a doll? Yes, it is.



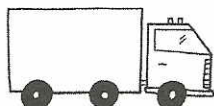
- 2 Is it a robot? _____
Is it a doll? _____



- 3 Is it a dinosaur? _____
Is it a lorry? _____



- 4 Is it a train? _____
Is it a car? _____



- 5 Is it a car? _____
Is it a lorry? _____

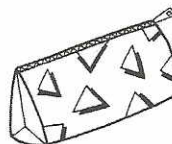
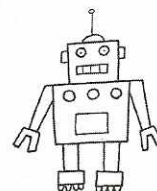
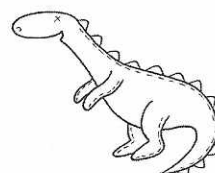
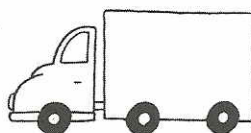


- 6 Is it a car? _____
Is it a train? _____

② Read and colour.

10 marks

- 1 It's a black and green pencil-case.
- 2 It's a purple and blue robot.
- 3 It's a pink and white car.
- 4 It's a green and red dinosaur.
- 5 It's a yellow and orange lorry.



③ Choose and write.

5 marks

this up your it rocket

- 1 What's _____ favourite toy?
- 2 This is my _____.

- 3 Stand _____!
- 4 What's _____?
- 5 Is _____ a dinosaur?

Happy Street 1

Test 4

Name _____

① Choose and write: *a* or *an*.

5 marks

pear cake apple pizza orange banana ice cream

1  a banana

2  an apple

3  _____

4  _____

5  _____

6  _____

7  _____

② Choose and write.

10 marks

three nine seven eight four six

1       six apples

2         _____

3     _____

4        _____

5    _____

6         _____

③ Write sentences with *I like* or *I don't like*.

10 marks

olives pizza
chocolate
steak pasta
biscuits mushrooms

1   I like chocolate.

2   I don't like steak.

3   _____

4   _____

5   _____

6   _____

7   _____

Happy Street 1

Test 5

Name _____

① Read and circle.

5 marks

1 a boat



4 a plane



2 a skateboard



5 a ball



3 a kite



6 a bike



② Choose and write.

10 marks

thirteen

twenty

twelve

seventeen

fourteen

nineteen

eleven

fifteen

eighteen

sixteen

11 _____

16 _____

12 _____

17 _____

13 _____

18 _____

14 _____

19 _____

15 _____

20 _____

③ Read and match.

10 marks

1 I've got

got a skateboard.

I've got a big white cat.

2 I've got

a bike?

3 I haven't

I have.

4 Have you got

a small black dog, too.

5 Yes,

I haven't.

6 No,

a big white cat.

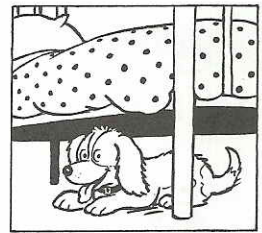
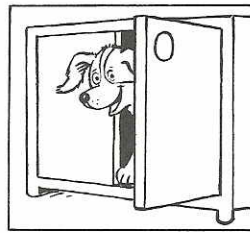
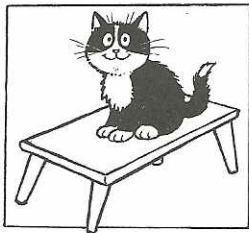
Happy Street 1

Test 6

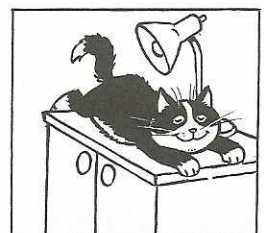
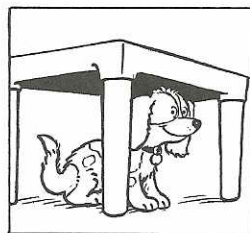
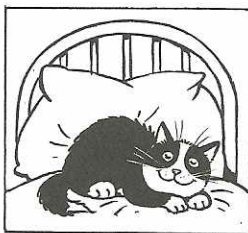
Name _____

① Read and circle.

5 marks



1 in on under the table 2 in on under the cupboard 3 in on under the bed



4 in on under the bed 5 in on under the table 6 in on under the cupboard

② Choose and write.

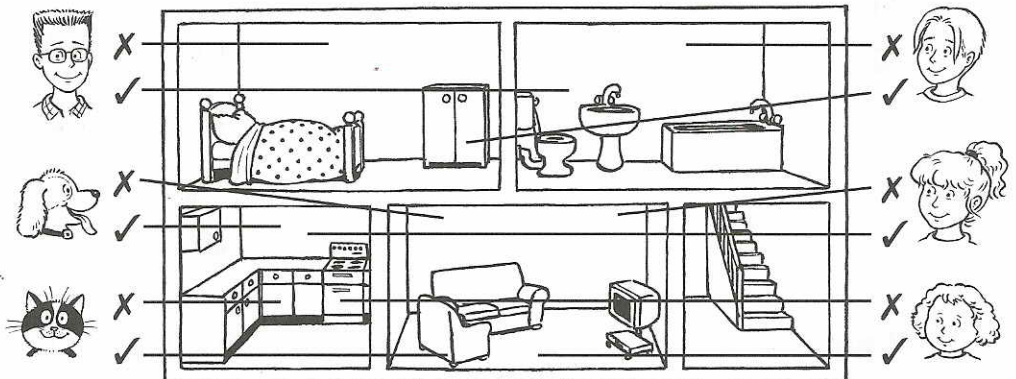
20 marks

bedroom

kitchen

sitting room

bathroom



1 Greg isn't in the bedroom. He's in the bathroom.

2 Flossy _____

3 Otto _____

4 Jack _____

5 Polly _____

6 Daisy _____

Happy Street 1

Test 7

Name _____

① Read and circle.

5 marks



1 fat young old
man woman girl



2 thin fat short
baby girl boy



3 tall old fat
man boy girl



4 young thin fat
baby man girl



5 thin fat old
boy man woman



6 old young fat
baby man girl

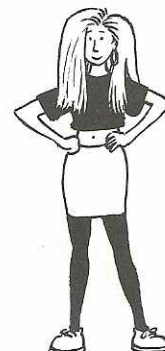
② Look, read, and match.

10 marks



- 1 She hasn't got
- 2 He's got
- 3 She's got
- 4 She's got
- 5 He's got
- 6 He hasn't got

- blond hair.
- long hair.
- short hair.
- red hair.
- brown hair.
- black hair.



③ Read and match. Write sentences.

10 marks

- 1 We've _____ hasn't got long hair.
- 2 Have _____ blond hair.
- 3 He _____ she got blue eyes?
- 4 She's got long _____ they got brown eyes?
- 5 Has _____ haven't got brown hair.
- 6 I _____ got short hair.

We've got short hair.

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Test 8

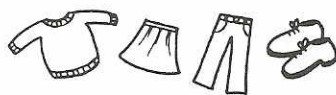
Name _____

1 Read and circle.

5 marks



1 socks



2 a skirt



3 trousers



4 a T-shirt



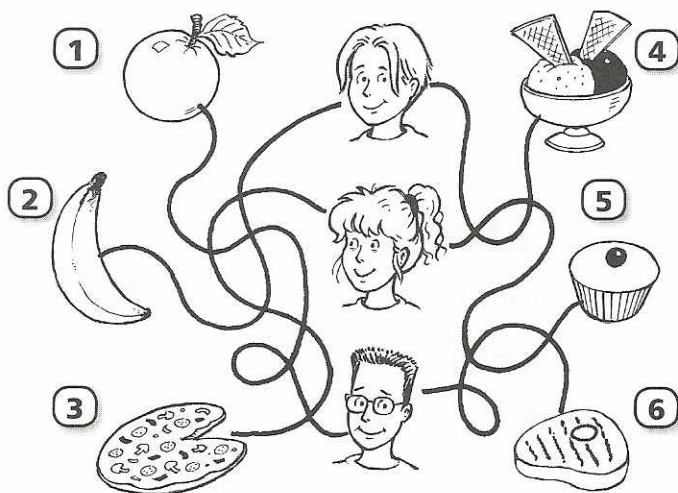
5 a jumper



6 shoes

2 Find and write.

10 marks



- 1 It's Greg's apple.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

3 Read and match.

10 marks

1 My legs are too short.



2 My shoes are too big.



3 My jumper's too long. ☐

1

☐

4 This hat's too big.



5 This bike's too small.

☐

☐

☐

6 My hat's too small.

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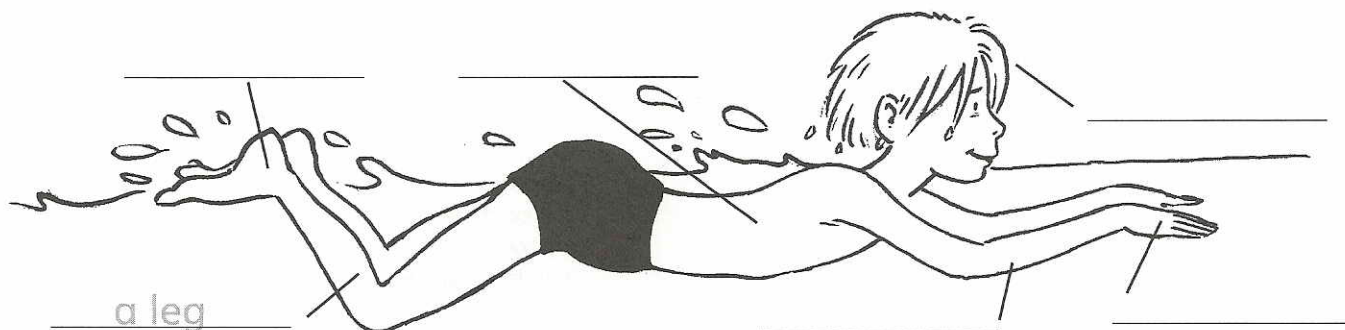
Test 9

Name _____

① Choose and write.

5 marks

a hand a head a leg an arm a foot a body



② Write sentences with *can* or *can't*.

10 marks



1 He can play football.

5 _____

2 He can't ski.

6 _____

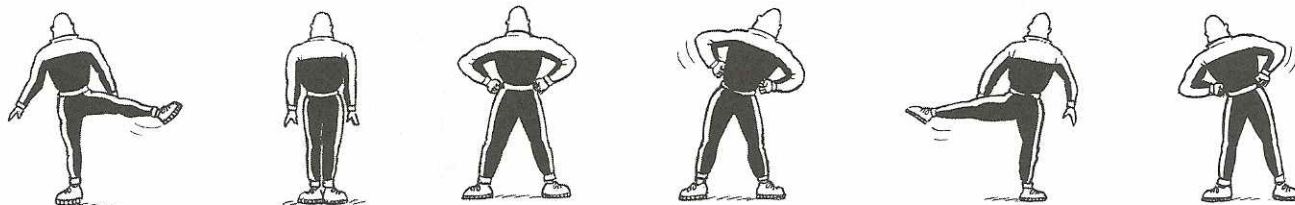
3 _____

7 _____

4 _____

③ Read and circle the correct words.

10 marks



1 Kick / Bend to the right / left.

4 Bend / Jump to the left / right.

2 Legs / Arms up / down.

5 Jump / Kick to the right / left.

3 Feet / Hands on body / hips.

6 Run / Bend to the left / right.

Answer key for skills tests

Each test consists of two pages; the first page is a listening test and the second page is a reading and writing test. There is a total of 25 for each of these, giving a maximum score of 50 for the whole skills test.

Test 1 Units 1–3

Listening test

- ① ③⁴¹ Listen and write the numbers.

7 4 10 6 2 9 1 8 3 5

- ② ③⁴² Listen and circle.

- 1 a pencil
- 2 a car
- 3 a rubber
- 4 a dinosaur
- 5 a ruler
- 6 a train
- 7 a book
- 8 a robot
- 9 a pen
- 10 a doll

- ③ ③⁴³ Listen and circle Yes or No.

- 1 Yes.
- 2 No.
- 3 No.
- 4 Yes.
- 5 No.

Reading and writing test

- ① Read and colour.

Give 2 marks for each object coloured correctly.

- ② Read and match.

- 1 Hello! Hi!
- 2 What's your name? I'm Jack.
- 3 Can I borrow your pen? Yes. Here you are!
- 4 What's this? It's a robot.
- 5 Goodbye. Bye!

- ③ Read and write.

Toys: (doll) dinosaur robot
School things: (book) pencil-case ruler
Colours: blue green yellow
Numbers: five two eight

Test 2 Units 4–6

Listening test

- ① ③⁴⁴ Listen, find, and number.

- a cake 5
- an orange 1
- a plane 2
- an apple 9
- a boat 8
- an ice cream 3
- a bike 4
- a skateboard 6
- a pear 7
- a ball 10

- ② ③⁴⁵ Listen and number.

- The car is in the cupboard. 3
- The car is on the chair. 5
- The car is under the table. 1
- The plane is under the table. 4
- The plane is on the chair. 2

- ③ ③⁴⁶ Listen and write the numbers.

12, 15, 20, 18, 13, 11, 19,
14, 17, 16

Reading and writing test

- ① Read and write the numbers.

a bike 2; a wardrobe 1; a kite 5;
a bookcase 3; a skateboard 4

- ② Look, read, and write. *Where's Polly?*

- 1 In the kitchen.
- 2 In the bathroom.
- 3 In the sitting room.
- 4 In the bedroom, on the bed.

- ③ Write sentences with *I like* or *I don't like*.

- 1 I like apples.
- 2 I don't like steak.
- 3 I don't like mushrooms.
- 4 I like chocolate.
- 5 I like pears.

Test 3 Units 7–9

Listening test

1 ⁴⁷ Listen, find, and number.

a man 6
a T-shirt 10
a woman 5
a jumper 8
a girl 1
a dog 2
a shoe 9
a baby 3
a boy 4
a sock 7

2 ⁴⁸ Listen and write *A, B, C, or D*.

1 A; 2 D; 3 A; 4 C; 5 D; 6 B; 7 A; 8 B;
9 A; 10 D

3 ⁴⁹ Listen and number.

Jump to the left! 3
Hands on hips! 5
Kick to the left! 4
Arms up! 1
Bend to the right! 2

Reading and writing test

1 Look, read, and match.

1 He's tall.
2 She's got long hair.
3 He's got blond / short hair.
4 She's got black hair.
5 He's got short / blond hair.

2 Look, read, and write.

1 It's too short.
2 It's too small.
3 It's too small.
4 It's too long.
5 It's too big.
6 It's too big.

3 Write.

Give 2 marks for each correctly labelled answer:
foot, leg, arm, head, hand

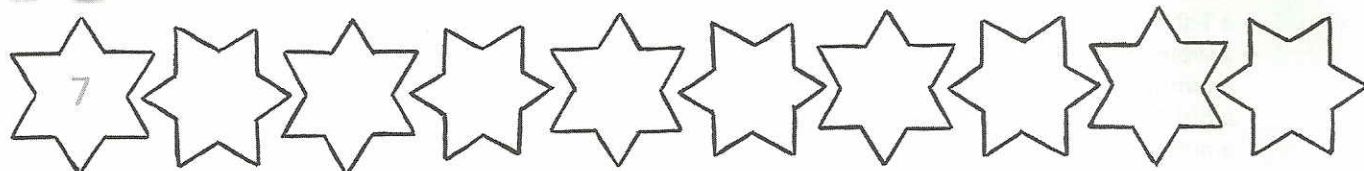
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Units 1-3

Listening test

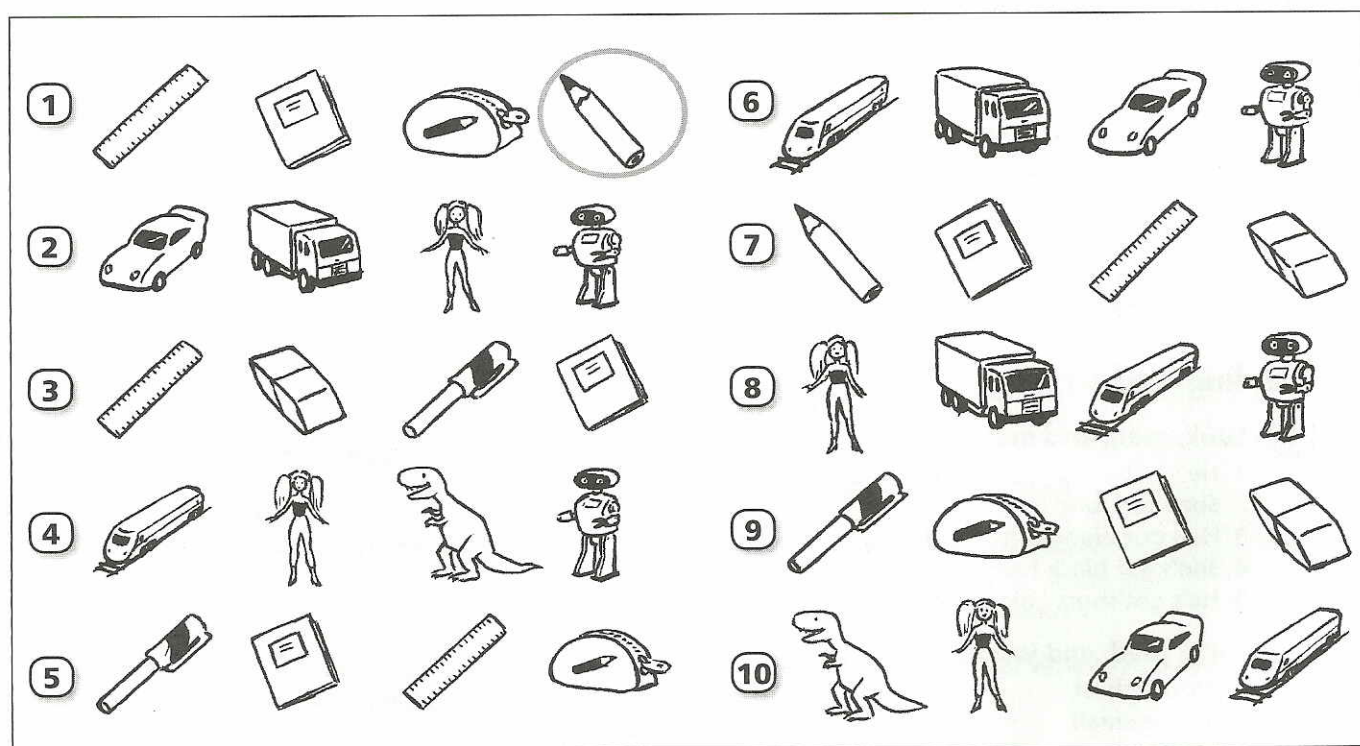
1 ³⁴¹ Listen and write the numbers.

10 marks



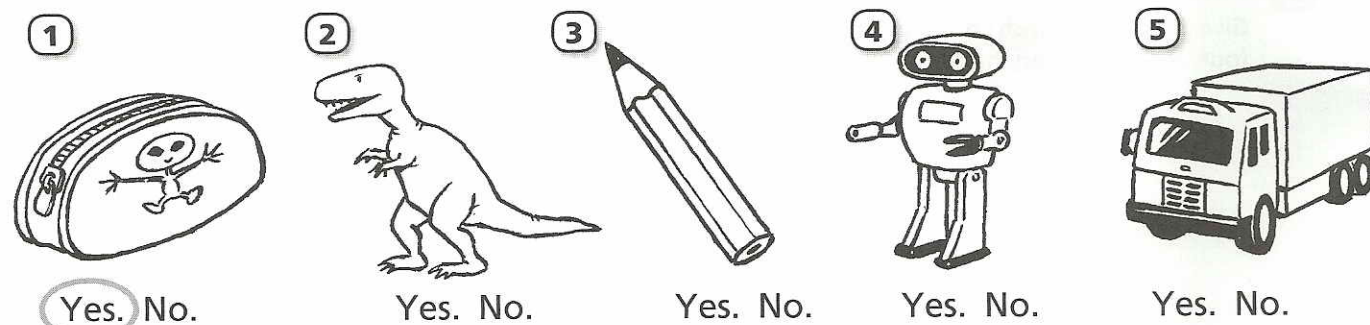
2 ³⁴² Listen and circle.

10 marks



3 ³⁴³ Listen and circle Yes or No.

5 marks



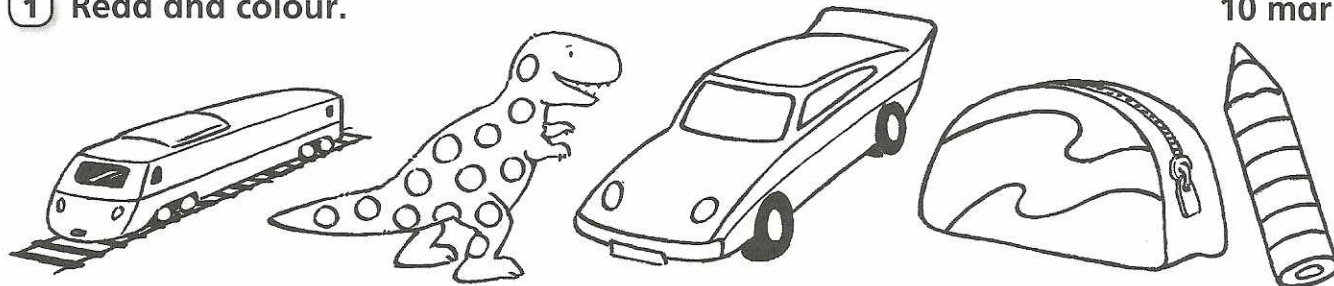
Happy Street 1

Units 1-3

Reading and writing test

① Read and colour.

10 marks



A black and red train.

A pink and purple pencil.

A yellow and green pencil-case.

A green and brown dinosaur.

A blue and white car.

② Read and match.

5 marks



- 1 Hello!
- 2 What's your name?
- 3 Can I borrow your pen?
- 4 What's this?
- 5 Goodbye.

- Yes. Here you are!
- Bye!
- Hi!
- I'm Jack.
- It's a robot.



③ Read and write.

10 marks

doll book yellow five blue dinosaur
ruler two pencil-case robot eight green

Toys	School things	Colours	Numbers
doll	book		

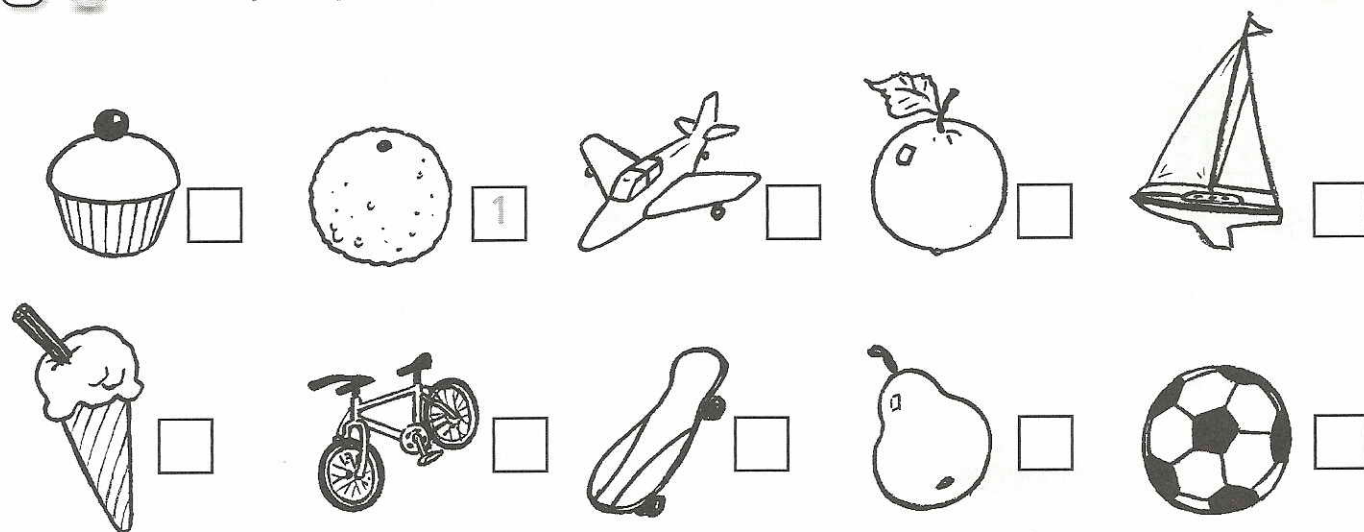
Happy Street 1

Units 4-6

Listening test

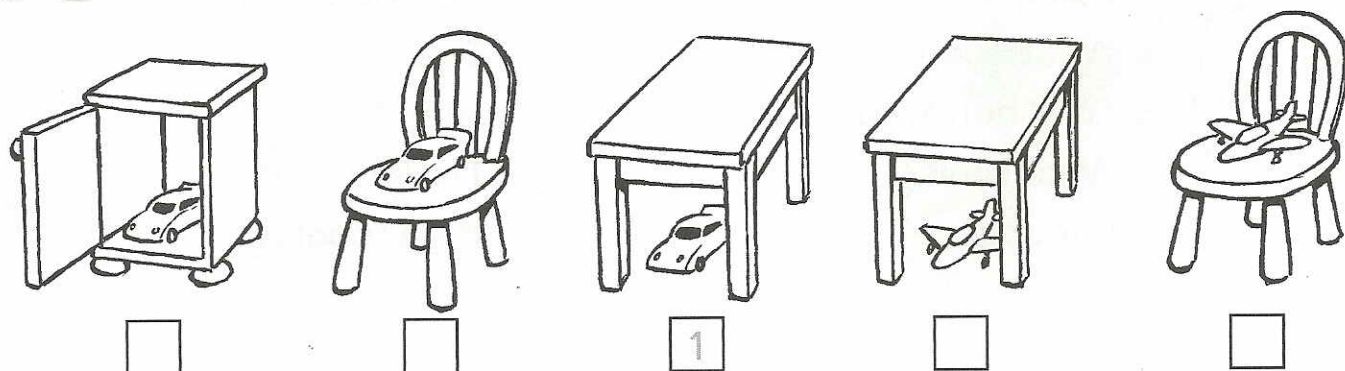
① 3⁴⁴ Listen, find, and number.

10 marks



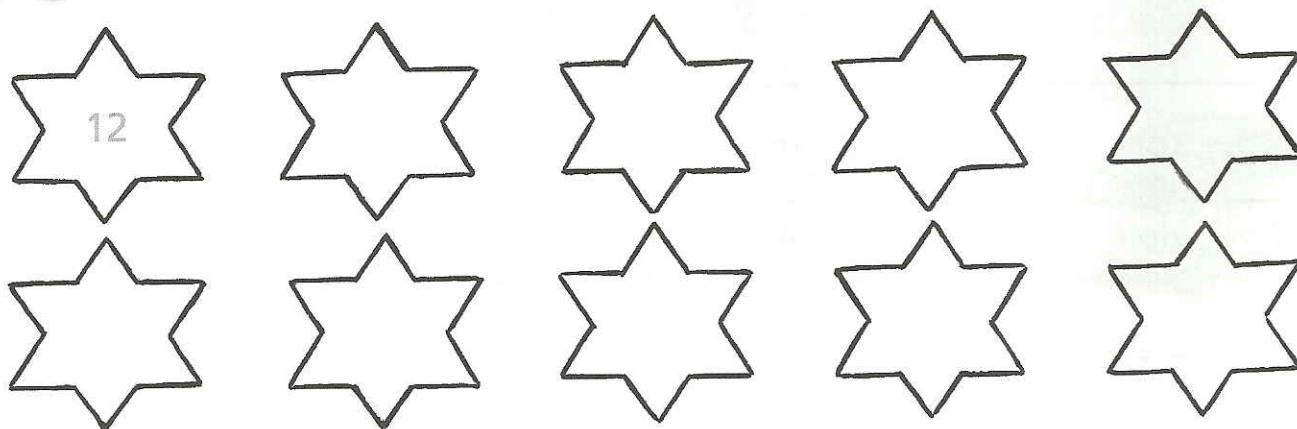
② 3⁴⁵ Listen and number.

5 marks



③ 3⁴⁶ Listen and write the numbers.

10 marks



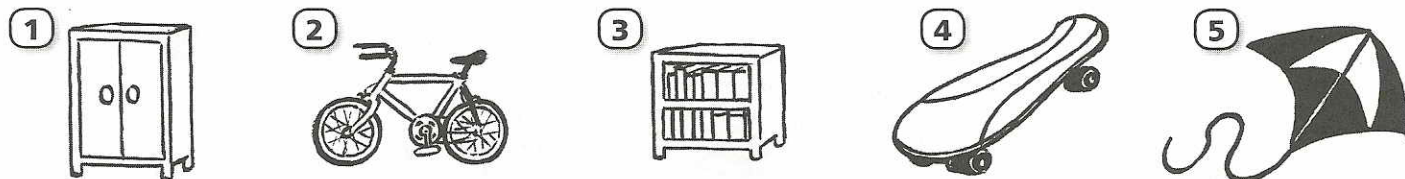
Happy Street 1

Units 4-6

Reading and writing test

① Read and write the numbers.

5 marks



a bike a wardrobe a kite a bookcase a skateboard

② Look, read, and write. *Where's Polly?*

10 marks

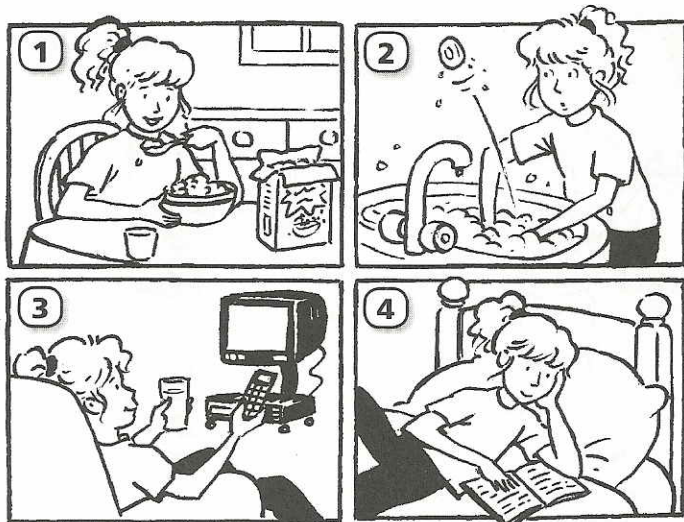
sitting room

bed

bathroom

bedroom

kitchen



1 In the _____.

2 In the _____.

3 In the _____.

4 In the _____.

on the _____.

③ Write sentences with *I like* or *I don't like*.

10 marks

apples

chocolate

pears

mushrooms

steak

1

2

3

4

5

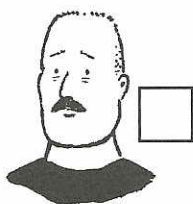
Happy Street 1

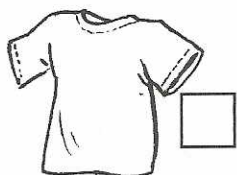
Units 7-9

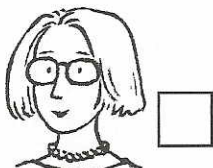
Listening test

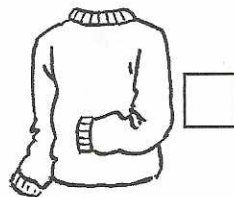
① 3⁴⁷ Listen, find, and number.

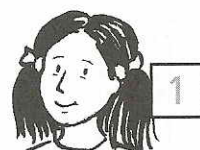
10 marks



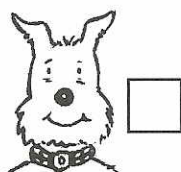


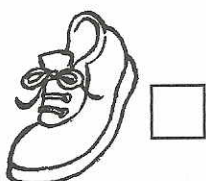


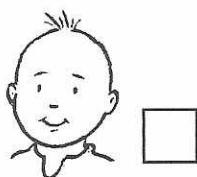


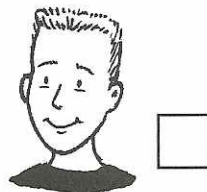


1





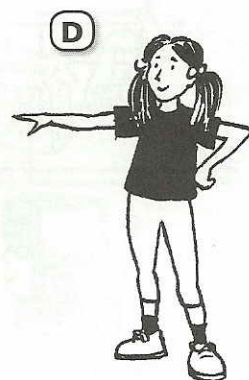
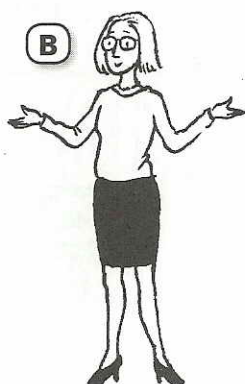
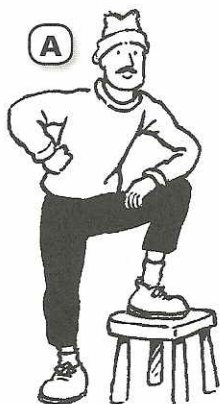






② 3⁴⁸ Listen and write A, B, C, or D.

10 marks

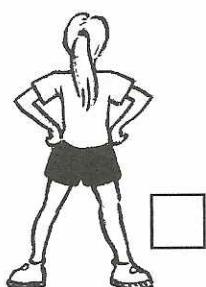


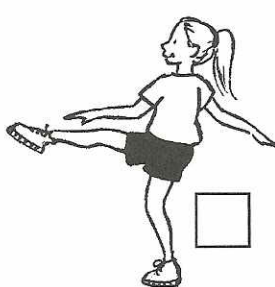
1 2 3 4 5 6 7 8 9 10

③ 3⁴⁹ Listen and number.

5 marks









1



Happy Street 1

Units 7-9

Reading and writing test

① Look, read, and match.

5 marks



- 1 He's
- 2 She's got
- 3 He's got
- 4 She's got
- 5 He's got

- blond hair.
- black hair.
- tall.
- short hair.
- long hair.



② Look, read, and write.

10 marks

big

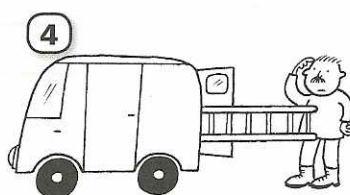
small

big

long

small

short



1 It's too short

4 _____

2 _____

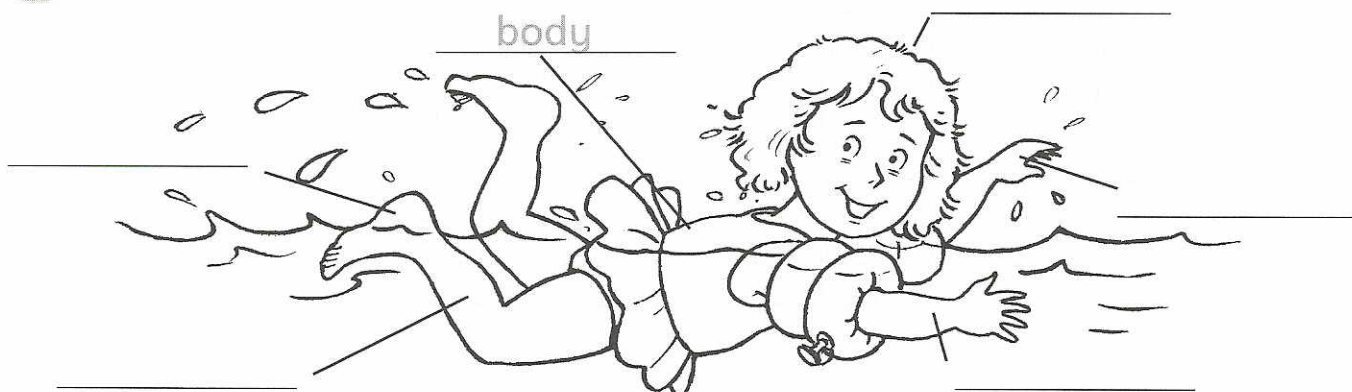
5 _____

3 _____

6 _____

③ Write.

10 marks



Evaluation grids

[illegible][illegible]

Evaluation grids

Unit 3 At Happy House		Vocabulary						Structures						C-C links	
		a car	a dinosaur	a doll	a lorry	a robot	a train	Is it a (car)?	Yes, it is. / No, it isn't.	It isn't a (robot).	Hands up! / Hands down!	Stand up! / Sit down!	Turn around!	Touch your head!	It's made from (cardboard boxes).
Pupils															

Unit 4 At the shop	Vocabulary						Structures				C-C links	
	an apple	a banana	a cake	an ice cream	an orange	a pear	Can I have (two pears), please?	Do you like (apples)?	I like (pears).	I don't like (apples).	How much is it?	Can (Polly) buy (the book)?
Pupils												

Evaluation grids

Unit 5		Vocabulary					Structures				C-C links		
At the park													
Pupils		a ball	a bike	a boat	a kite	a plane	a skateboard	Have you got a (ball)?	Yes, I have. / No, I haven't.	I've got a (bike).	I haven't got a (kite).	Is it safe to cross?	Stop, look, and listen.

Unit 6 Greg's flat		Vocabulary										Structures			C-C links	
		a bed	a bookcase	a chair	a cupboard	a table	a wardrobe	bathroom	bedroom	sitting room	kitchen	Where's the (book)?	Is it in / on / under / (the table)?	It's in the (kitchen).	It isn't in the (bedroom).	There's a (rug) in this room.
Pupils																

Evaluation grids

Unit 7 In the street	Vocabulary											Structures	C-C links
	a baby	a boy	a girl	a man	a woman	a dog	long / short	blond / black / brown / red	fat / thin	tall / short	young / old	He's / She's got (short, black) hair.	She's / He's (young).
Pupils													Look at this picture.

Unit 8 In the playground	Vocabulary						Structures				C-C links	
	a jumper	a shoe	a skirt	a sock	trousers	a T-shirt	Whose (shoe) is this?	It's (Greg's).	This (jumper) is too (big / small).	I'm wearing a (red skirt).	How long is (the pencil)?	Can you guess?
Pupils												I think it's (three) centimetres / metres long.

Evaluation grids

Unit 9		Vocabulary						Structures								C-C links	
At the sports centre																	
Pupils		an arm	a body	a hand	a head	a leg	a foot (feet)	Arms up! / Arms down!	Jump (to the left)!	Kick (to the right)!	Bend (to the left)!	Can you (swim)?	Yes, I can. / No, I can't.	I can (swim).	I can't (dive) yet.	I have lots of (exercise).	Do you have lots of (fruit)?

UNDERSTANDING

A1 Listening
Pupil can recognize familiar words and very basic phrases concerning him / herself, his or her family and immediate concrete surroundings when people speak slowly and clearly.

Reading
Pupil can understand familiar names, words, and very simple sentences, for example on notices and posters or in catalogues.

SPEAKING

Spoken Interaction
Pupil can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech. Pupil can ask and answer simple questions in areas of immediate need or on very familiar topics.

Spoken Production
Pupil can use simple phrases and sentences to describe where he or she lives and people he or she knows.

WRITING

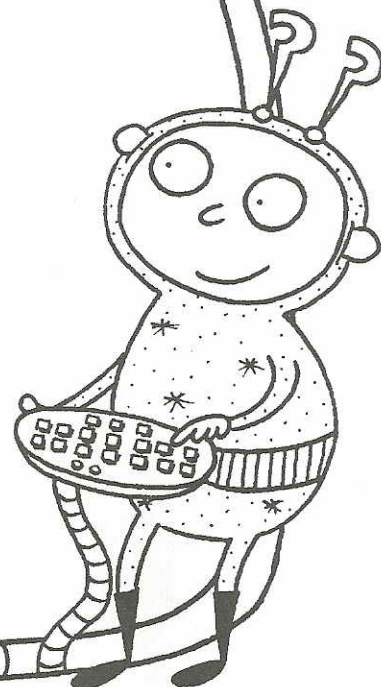
Writing
Pupil can write a short, simple postcard, for example sending holiday greetings. Pupil can fill in forms with personal details, for example entering his or her name, nationality, and address on a form.

My Language Portfolio

Name: _____

Class: _____

Age: _____



Happy Street Portfolio

Happy Street

New Edition

The *Happy Street 1* Evaluation Book offers a range of testing materials to enable teachers to undertake regular progress checks and to make testing easy.

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- Answer keys
- Evaluation grids to record pupils' achievements
- Common European Framework descriptors at A1 level
- Support for Language Portfolios

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