

Introduction

The Cambridge Young Learners English Tests are designed to test the English of primary school learners between the ages of 7 and 12. There are three levels: *Starters*, *Movers* and *Flyers*. The three tests are designed to take young learners of English as a foreign language from beginner to Waystage. There are no pass or fail grades for these tests. All students taking the tests receive between one and five shields in each component to show how they have performed.

Starters, the first level, is aimed at students aged 7+.

An overview of Starters

Listening

20 minutes/20 items

There are four parts. Each part begins with a clear example. All the texts are heard twice.

	Main skill focus	Input	Expected response/item type	Number of items
Part 1	Listening for lexical items and prepositions	Picture and dialogue	Carry out instructions and positioning things correctly on a picture	5
Part 2	Listening for numbers and spelling	Illustrated dialogue	Write down numbers and names	5
Part 3	Listening for information (present tenses)	Pictures and dialogue	3-option multiple-choice (pictures; tick the correct picture)	5
Part 4	Listening for lexis and relative position	Picture and dialogue	Carry out instructions, locating, and colouring correctly	5

Reading & Writing

20 minutes/25 items

There are five parts, each starting with a clear example.

	Main skill focus	Input	Expected response/item type	Number of items
Part 1	Reading for recognition of lexis	5 lexical items with pictures	Indicate <i>true</i> with a tick or <i>false</i> with a cross	5
Part 2	Reading for recognition of lexis, number, location and grammar	1 picture 5 sentences	Write <i>yes/no</i> next to the sentences	5
Part 3	Spelling Writing (vocabulary)	5 pictures 5 sets of jumbled letters	Write words	5
Part 4	Reading Writing	Riddle-cloze with picture prompts	Gap-filling (prompted); one-word answers	5
Part 5	Reading Writing	Story presented through 3 pictures with 5 questions	Write one-word answers to questions	5

Speaking

3–5 minutes/5 parts

This takes the form of a one-to-one exchange. The language used by the examiner is based on and controlled by a script (there are examples of this in the Key).

	Input	Expected response/item type
Part 1	Greeting and name check (unassessed); scene card and questions about objects in this picture	Carry out instructions; point to the correct part of the picture
Part 2	Scene card and 8 small object cards; instructions to place object cards on the scene card	Carry out instructions; place the object cards in various places on the scene card
Part 3	Questions about the scene card	Answer questions with one-word answers and/or short phrases
Part 4	Questions about the object cards	Answer questions with one-word answers and/or short phrases
Part 5	Questions from interlocutor on topics such as name, age, family, school, likes, dislikes	Answer questions with one-word answers and/or short phrases

Wordlist

You may notice that there are some words that appear in these tests that are not in the Vocabulary List at the back of the Student's Book. These are words that are commonly used in coursebooks at this level and that students will be familiar with. Cambridge ESOL are currently in the process of amending the Vocabulary Lists and further information about these changes will be made available to teachers and institutions in 2005. The words included in the tests reflect the changes Cambridge ESOL are planning to make. For further updates about Young Learners Tests see the OUP Exams website www.oup.com/elt/teacher/exams

Tips

Listening

All the information students need to answer the questions is repeated on the recording in each part, and each part is heard twice.

Part 1

Tips

Students look at a picture surrounded by objects, then listen to instructions about where the objects go. Students have to place the objects in the picture by drawing lines from the objects to the appropriate place in the scene. All key information is heard twice.

Test focus: listening for lexical items and understanding prepositions of place

Teaching tip

For each new word students learn, ask one student to draw and colour in a small picture of it on a card, e.g. an apple, a tiger, a bus. Group pictures into theme-related topics. Use the groups of pictures for a classroom game in which students are asked to place between 10–15 pictures in different parts of the classroom, e.g. *Put the banana on the floor, Put the apple next to the banana.*

Alternatively, turn the pictures over so students cannot see what is on them. In groups, students then have to try to remember where the objects are, e.g. *The banana is next to the apple.*

Tips for the test

- Tell students to listen carefully for prepositions so that they know where to draw their line.
- It's important that the line they draw shows clearly where the object should be.

Part 2

Tips

Students listen to a conversation between a child and adult that contains a name or number relating to each of the five pictures. They write the name, which is spelt out, or the number next to the picture.

Test focus: recognising numbers, names and letters of the alphabet

Teaching tip

Whenever students learn a new item of vocabulary, make sure they can spell the word aloud. Practice spelling sounds which are sometimes confusing, e.g. *a* and *e*, *g* and *j*.

Give students a list of recently learned words. In pairs, one spells out the words and the other writes the word down. They then compare their lists and reverse roles.

Read, or get students to read, prepared conversations or short texts. Tell them to listen for names to spell (the letters will be spelt out for them), and numbers from 1–20, and to write them down. Prepare conversations which are similar to those students will hear on the recording and read them out twice.

Tips for the test

- Tell students to listen carefully to make sure that they are looking at the right picture when they listen to the recording. Tell them however, that the picture is only a prompt and that they will not find the answer to the question in the picture.
- Encourage students to learn easy boys' and girls' English names such as Sue, Kim, Pat, Ben, Nick, Tom, and to recognise titles e.g. Mr., Mrs., Miss. Colours are also used for names, e.g. Mr. Brown, Miss Green. Other words from the list can be used for names of roads, e.g. Park Street.
- Tell students to listen very carefully for names and numbers. If they need to put a name, it will be spelt out on the recording. If it isn't spelt out, the answer will be a number.

Part 3

Tips

Five short dialogues between a variety of paired speakers. Students have to answer five questions that are printed in their books and are heard on the recording. For each question the students look at three pictures and as they listen, tick the appropriate picture by deciding how the pictures differ from each other.

Test focus: listening for detailed information

Teaching tip

Using sets of pictures from past papers, read out a simple description of one of the pictures in each set. Students have to say which picture you are describing. Once students get the hang of this they can then work in pairs to describe and identify pictures for each other.

Using pictures, e.g. cut from magazines, read out some statements about the pictures. Some of the statements are correct, others are not. Students call out *No* when the statement is incorrect, and *Yes* when it is. Again, more confident students could go on to try this as a pairwork activity.

Tips for the test

- Tell students to look carefully at the pictures and try to work out what the differences are before they listen.
- Tell them to listen to the whole conversation before they decide and not to decide on an answer too quickly. Remind them that they will get the opportunity to hear the conversation again. They should be encouraged to listen to check their answer even if they have managed to tick a picture on the first listening.

Part 4

Tips

Students look at a black and white picture and listen to instructions in the form of a conversation between an adult and a child. Students have to locate and colour in five objects in the picture. At this level the objects are the same, e.g. five books. There will be an extra object that they do not need to colour. Students can write the colour if they prefer.

Test focus: following instructions, recognising colours, lexical items and understanding prepositions of place

Teaching tip

Photocopy black and white pictures suitable for the level, e.g. a kitchen scene, a garden scene. Give each student a copy of the same picture. Read out instructions, e.g. *Colour the flower pink*, quite slowly to begin with. Read each instruction twice. The student who produces the best, accurately coloured picture wins. As students gain in confidence, make the instructions more difficult, e.g. *Colour one flower pink and the other yellow*, and read out the instructions more quickly.

Tips for the test

- Tell students to make sure that they have the full range of coloured pencils for the test (listed in the Revision section).
- Encourage students to listen carefully for the preposition telling them *where* the object is and *what colour* to use.

Students should be told that this is not a test of their colouring skills and that they should move on from one question to the next, without worrying whether they have completely finished colouring every part of the object.

Reading & Writing

Part 1

Tips

Students look at five individual pictures and read a sentence attached to each picture. They indicate with a tick or cross whether the sentence is true or false.

Test focus: understanding lexical items

Teaching tips

Prepare a set of flashcards on a specific topic, e.g. animals, clothes, places, and for each set prepare separate cards with sentences which describe the pictures, e.g. *This is a snake*, *This is a shirt*, *This is a station*. These can then be used for various games.

Divide students into groups. Each group of students matches their sentences to the pictures as quickly as they can.

Students can play *snap* in small groups. One student has the pictures and puts one down on the table. The other students share the sentences and shout *snap* when the picture matches one of their sentences.

Tips for the test

- Tell students to underline the important word in each sentence and look at the pictures carefully before they decide.
- It's important that they make sure their ticks (✓) or crosses (✗) are very clear.

Part 2

Tips

Students look at a picture, read five short sentences and indicate with *yes* or *no* whether the information is correct or not.

Test focus: understanding of verbs in present continuous, lexical items, prepositions of place

Teaching tip

Find pictures in children's books that are suitable for the level, e.g. the home, the classroom, the farm, the park. Prepare a set of cards containing different sentence halves that describe each picture, e.g. to describe a scene in a park:

- | | |
|----------------------------|------------------|
| 1 There are birds | a) with a kite. |
| 2 The children are playing | b) on a chair. |
| 3 The man is sitting | c) in the trees. |

Divide students into groups and give one picture and one set of sentence halves to each group. Students match the sentence halves to describe the picture. They then exchange pictures and sentences with another group.

Tips for the test

- Tell the students to underline the nouns, prepositions and verbs in each sentence. Tell them to read each sentence carefully and ask themselves questions to find out if all the information is correct. E.g. *Are there five fish? Are the birds in the trees? Is the boy between the two girls?*
- Ensure students are familiar with action verbs, e.g. *run, walk, ride, throw, hold*, etc.

Part 3

Tips

Students look at five pictures accompanied by five anagrams. They need to arrange the letters correctly to spell the word. Dashes represent the number of letters in the target lexical item.

Test focus: names of lexical items and spelling

Teaching tip

As a follow-up to a lesson on a particular vocabulary topic, e.g. Food and Drink, make cards containing letters of the alphabet. Prepare more copies of the high frequency letters e.g. vowels, and consonants like *s, b, r*. Spread the cards out on a table. Allow two or three minutes for students, working in pairs, to make as many words as they can on the vocabulary topic using the letters on the table. Give students a mark for each word that is spelt correctly.

The letters could also be used for other simple vocabulary games such as scrabble, where students are given seven letters and have to use their letters to make or build up a grid of words on the table.

Tips for the test

- Tell students that if they know the word for the object, they should circle the first and last letter of the word, then try to arrange the other letters correctly.
- Tell them to cross the letters out as they use them to check that they have used all the letters and have not missed, e.g. double letters, or the letter e on the end of a word.

Part 4

Tips

Students fill in four gaps in a text with singular or plural nouns, helped by a picture stimulus for each one, in order to solve the riddle and answer the question *What am I?*

Test focus: reading, names of lexical items and spelling

Teaching tip

Play guessing games to encourage students to find the answers to riddles. Tell students that you are pretending to be an animal and give them clues to help them guess which animal you are, e.g. *I am small. I have four legs. I drink milk. I catch mice. I watch the birds in the garden. What am I?* In small groups students could then be given cards showing lexical items from the Starters wordlist and take it in turns to talk about pictures in a similar way while other members of the group guess what the picture is.

Tips for the test

- Tell students to read the sentences and look at the objects carefully to fill in the gaps.
- Remind them that nouns can be plural as well as singular and not to forget the *s* if they are plural. Tell them to learn the irregular plurals from the wordlist, e.g. *children, men*.
- There are dashes to indicate how many letters are in the answer.

Part 5

Tips

Students look at three pictures which tell a simple story and are asked to produce one-word answers to five *wh-* questions.

Test focus: understanding and spelling of, e.g. numbers, verbs in present continuous tense, lexical items

Teaching tips

Show students one of the pictures you prepared for Part 2. Read out 10 statements about the picture. Tell students that some of the sentences are correct, others are not. In groups, students decide how many sentences they think are correct. Give each group a point for each correct sentence. At the end ask the class if they can correct the sentences which are wrong, e.g. *There are five children in the park. This is wrong because there are four.* As in other parts of the test, activities that encourage accurate spelling will be helpful.

Tips for the test

- Tell students to read the question words very carefully so that they know what they are looking for, e.g. *Where? Who? How many?*
- Ensure they know how to spell colours and the numbers from 1–20, and tell them to count carefully.

Speaking

Before the test starts the student is introduced to the examiner by an usher, for example, their teacher. The examiner then greets the student.

Throughout the test the examiner will ask back-up questions if the student has difficulty in responding.

Part 1

Tips

Students are shown a large picture of a scene that the examiner makes comments about, e.g. *Look at this. This is a street. The children are going to school.* The students are then asked two questions about the picture, e.g. *Where's the bus? Where are the flowers?* They point to the appropriate items in the picture.

Test focus: identifying lexical items

Tips for the test

- Tell students not to worry as it will be easy to see where the things are in the scene. All they are expected to do in this part of the test is to point to them.

Part 2

Tips

The examiner lays out a set of cards showing pictures of different objects. Students point to one of the cards and put it in a particular place on the scene card, e.g. *Which is the bird? Put the bird on the house.* Students are then asked to place two further object cards on the scene card.

Test focus: identifying lexical items, prepositions of place

Please note: the object cards are in the Student's Book and will need to be cut out before use.

Tips for the test

- Tell students not to worry if they are asked to put things in what they consider to be the wrong place, e.g. the giraffe in the bedroom, but just to do what the examiner asks them to.
- Tell them to have a good look at the scene and to listen for the preposition and objects mentioned by the examiner.

Part 3

Tips

Students are asked four *wh*-questions about the scene card. These questions test vocabulary, colour, number and verbs in present continuous tense.

e.g. *What's this?* (a) parrot
How many parrots are there? five
What's the girl doing?
(She's) writing.

Test focus: understanding lexical items, colour, number, present continuous tense

Tips for the test

- Tell students to have a go even if they're not quite sure of the answer. A one-word answer is enough.
- Ensure students know and can use the following expression:
Sorry, I don't understand.

Students are shown three object cards that haven't been talked about. The examiner asks three questions about each card. The first question asks about the object on the card, e.g. *What's this?*

The second question is more personal and requires a yes/no answer, e.g. *Have you got a cat?*

The third question is also personal but requires the student to produce a short lexical response, e.g. *What's your favourite animal?*

Test focus: understanding lexical information and giving personal information

Teaching tip

For the scene activity

Divide students into pairs. Give student A a picture, (e.g. of a park scene) and a set of simple sentences describing the picture, (e.g. *The girl is playing with a kite. The duck is on the water. There are five birds in the tree. The dog is next to the tree.*) Tell student A not to show student B the picture.

Give student B a piece of paper showing a basic outline of the complete picture, e.g. a lake, a tree. Student A then reads out the set of sentences, and student B draws the objects in the correct place on the outline picture. Students could then be asked questions about the picture, e.g. *Where is the dog? Where are the birds?* Students compare pictures at the end.

For the object cards

Prepare pairs of pictures showing nouns from the wordlist and divide students into groups. Give each group a set of 10 pairs of pictures for each group of students. Mix the pictures and place them face down on a table. Students take it in turn to turn over two pictures and say what they can see on the cards. If the two pictures are the same, the student keeps the pair of pictures. If they are different, students then replace the pictures in their *original* position. The student with the most pairs of pictures at the end wins.

Tips for the test

- Tell students to listen carefully to the question words the examiner uses, e.g. *Which is ...? What colour is ...? How many ...? Where is ...?* and try to answer all the questions (one word is enough).

The examiner asks the student three questions not related to any pictures that require one-word answers. E.g. *What's your friend's name? How old are you? What's your favourite lesson?*

The examiner then thanks the student and says good-bye.

Test focus: giving personal information

Teaching tip

Give students plenty of practice of introducing themselves and talking about their life within the limitations of the wordlist. They should be able to say:

- what their name is.
- how old they are.
- where they live.
- what their best friend is called.
- what their favourite school subject is.
- what they like doing at home after school / at the weekend.

Tips for the test

- Tell students not to worry about giving the right answer to the questions (it is unlikely at this level that they will be able to communicate all they would like to and this can be frustrating), but just to say something. So if the examiner asks them *What's your favourite lesson?* they should answer with a word they know, e.g. Reading, even if it's really Geography!

Revision tips

Make sure your students:

- know their colours (black, blue, brown, green, grey, orange, pink, purple, red, yellow).
- are confident about counting and recognising the numbers from 1 to 20 and can recognise the difference, e.g. between 7 and 17.
- have learnt prepositions of place very carefully and are confident about the difference between them. Many questions rely on their knowledge of these prepositions.
- have had plenty of practice of spelling out words and recognising all letters of the alphabet. They should pay particular attention to the sound of vowels, e.g. the difference between the letters *e* and *a*.
- know the meaning of the word *double*, e.g. *double t*.
- look at pictures carefully, paying attention to details of where things are, what colour they are, what people and animals are doing, etc.
- revise lexical items using pictures of objects and verbs from the Starters vocabulary list, where possible arranged into lexical sets. This list is provided in the Student's Book.

Practical tips for test day

Tell your students to:

- arrive in good time for their tests.
- have several sharp pencils with them.
- write in pencil so that they can make changes neatly.
- take a rubber with them.
- make sure they have all the coloured pencils (ready sharpened) they will require for Listening Part 4.

Remind students to:

- look at the words and pictures very carefully.
- underline the important words in sentences.
- check carefully before deciding on an answer.
- make changes clearly.
- only put one word if the answer is written.
- stay calm if they miss something on the tape during the listening test as they will get another chance to hear key information.

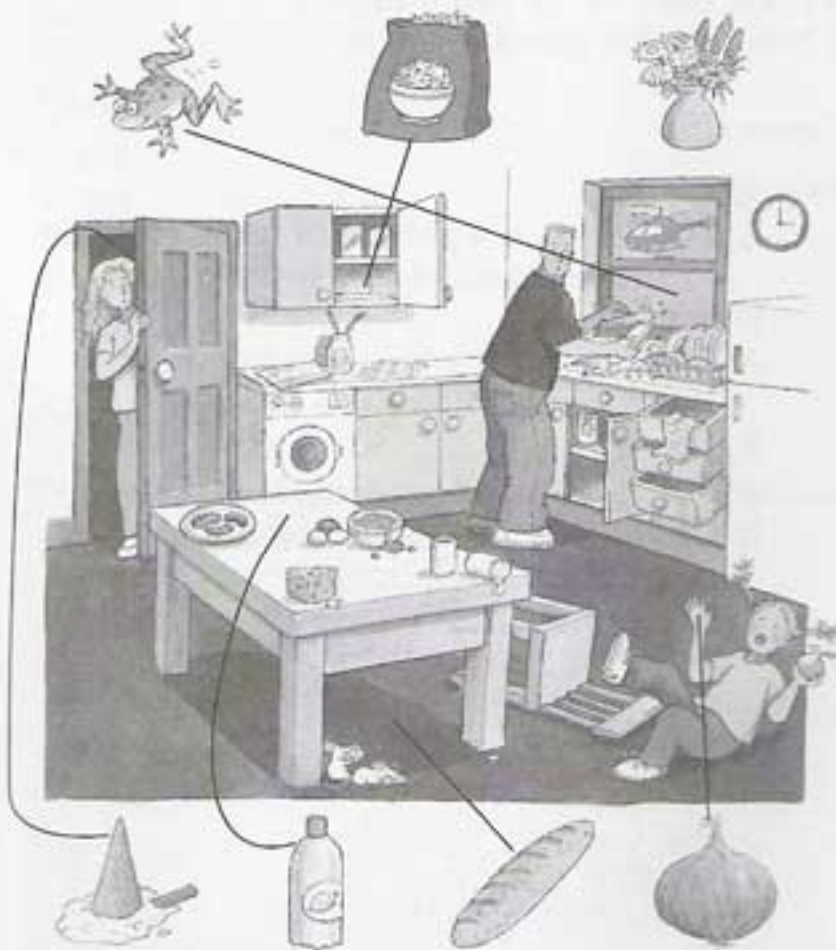
Key

Test 1

Listening

Please note: when using the CD for the Listening paper teachers will have to replay the CD for Parts 1-4. It might be helpful to take note of the track number at the beginning of each Part. In the actual test students would hear each Part twice.

Part 1



Transcript

Example

A: Can you see the onion?
B: Yes, can I put it in the girl's hand?
A: OK, put the onion in the girl's hand then.
B: Right.

1 A: Put the ice-cream on the woman's head.
B: Sorry. What?
A: Can you put the ice-cream on the woman's head?
B: Right.

2 B: What now?
A: The rice. Can you put it in the cupboard?
B: The rice?
A: Yes. Put it in the cupboard under the carrots.
B: Under the carrots. OK.

3 A: Now, the bread, put it under the table.
B: Where?
A: Well, can you see the mice?
B: Yes.
A: Put the bread under the table next to the mice.
B: Next to the mice. OK.

4 A: And now, can you put the lemonade between the sausages and the eggs.
B: OK. The lemonade ...
A: Between the sausages and the eggs.
B: Right!

5 A: Do you like the frog?
B: Yes, it's nice.
A: Can you put the frog under the helicopter?
B: OK, I'm putting it under the helicopter ... there!
A: Thank you.

Part 2

1 Sue
2 6
3 7
4 9
5 Sammy

Transcript

Examples

A: Hello Mary. That's a good picture. Who is it?

B: It's my brother.

A: What's his name?

B: Tom.

A: Is that T-O-M?

B: Yes, that's right - Tom.

A: How old's Tom?

B: He's five.

A: Five?

B: Yes.

1 A: Who's with Tom in this picture?
B: It's my sister, Sue.
A: How do you spell Sue?
B: S-U-E.
A: I like that name!

2 A: Is this your Mum and Dad?
B: Yes.
A: So how many are there in your family?
B: There's Mum, Dad, Tom, Sue and me ... and the baby so that's six!
A: Six?
B: Yes, that's right!

- 3 A: And how many rooms are there in your house?
B: Well, let's see, ummm, 7.
A: Seven rooms in your house?
B: Yes, it's a big house.
- 4 A: Tell me about your room.
B: Well ... I've got pictures on the walls.
A: How many pictures?
B: Er ... nine.
A: Nine?
B: Yes.
A: Wow!
- 5 A: Now then, what's this?
B: It's my favourite toy. He's a robot!
A: What's his name?
B: Sammy! S-A- double M-Y. Sammy.

Part 3

- 1 A
2 B
3 C
4 B
5 B

Transcript

Example Which is Kim?

- A: Is Kim in the kitchen?
B: No. That's Kim's sister. Kim's in the living room.
A: Oh yes! Is she eating a banana?
B: No she isn't. She's eating an orange.
- 1 What's Bill doing?
A: What's Bill doing?
B: He's playing ball in the garden.
A: And is he kicking the ball?
B: No he isn't - he's throwing it.
- 2 Which is Mrs. White?
A: Is Mrs. White in her house today?
B: No she isn't. She's in the street.
A: Is she wearing her blue hat or her red hat?
B: She's wearing her red hat today.
- 3 What's Pat doing today?
A: Pat's going to see a friend today - is she going on the bus?
B: No, she's going on the train.
A: Oh. And is she reading her book?
B: No - look - she's got a pen - she's writing in her book.
- 4 What are Ben and Tom doing?
A: What are Ben and Tom doing? Are they at school?

- B: No they're not - they're in the park.
A: Yes, I see. Are they running in the park?
B: No, they're riding their bikes.

5 What's Nick's hobby?

- A: Have you got a hobby Nick?
B: Yes - I like taking photographs.
A: That's nice! And do you like taking photographs of animals or people?
B: Oh, animals.

Part 4

- 1 book held by boy wearing glasses = blue
2 book on the table between two pens = green
3 book held by girl under the table = pink
4 book next to the ball = brown
5 book on the board = yellow

Transcript

Example

- A: Look. This is a picture of some children in their classroom. Do you like it?
B: Yes.
A: Can you see the boy standing next to the box? He's holding a book.
B: Yes.
A: Good. Well, can you colour his book red?
B: OK! So - the boy standing next to the box has got a red book.

- 1 A: Now can you see the boy with the glasses?
B: Who?
A: The boy with the glasses. Can you see him?
B: Oh yes.
A: Well, colour his book blue.
B: So ... I'm colouring his book blue.
A: Good.
- 2 A: Now, look at the book between the two pens.
B: Where?
A: There ... between the two pens.
B: Oh yes.
A: Colour it green. Colour that book green.
B: OK.
- 3 A: Now, find the girl under the table.
B: The girl under the table ... I can see her.
A: Right. Well colour her book pink.
B: OK ... it's pink now.
- 4 A: Now, can you see a book next to the ball?
B: Next to the ball? Oh yes, I can see it.
A: Well, colour it brown.
B: OK. I'm colouring it brown. There!

- 5 A: And you see the girl standing on the chair? She's drawing a book on the board.
 B: The girl on the chair ... drawing a book ... yes. Can I colour her book yellow?
 A: OK. Colour it yellow.
 B: Right.

Part 3

- 1 lamp
- 2 radio
- 3 window
- 4 bookcase
- 5 armchair

Part 4

arms, tail, ball, elephants
 monkey

Part 5

- 1 (a) duck/bird
- 2 beach
- 3 sleeping
- 4 badminton
- 5 ball

Reading & Writing

Part 1

- 1 ✓
- 2 ✓
- 3 X
- 4 ✓
- 5 X

Part 2

- 1 no
- 2 yes
- 3 no
- 4 no
- 5 yes

Speaking

Please note: in the actual test the scene card will be A3 in size and there will be more space for students to place the object cards in.

Words in italics are possible answers only.

	To do	To say	Response (by student)	Back-up
	Usher brings candidate in.	Usher to examiner: 'Hello. This is (child's name*).' Examiner: 'Hello, *. My name's ...'	<i>Hello</i>	
1	Point to Scene card. Point to cat in in scene card.	Look at this picture. The mother's saying goodbye to her child. Here's the cat. * Where's the snake? Where are the birds?	Points to items in picture.	Is this the snake? Are these the birds?
2	Point to Object cards.	Now look at these. Which is the hippo/giraffe? I'm putting the hippo/giraffe next to the door. Now you put the hippo/giraffe between the tiger and the boy. Which is the picture?	Points to Object card. Puts Object card in place. Points to Object card.	Is this the hippo/giraffe? (pointing to hippo/giraffe) Where's the hippo/giraffe? <u>Between</u> the tiger and the boy. Is this the picture? (pointing to picture)

To do	To say	Response (by student)	Back-up
	Put the picture under the clock.	Puts Object card in place.	Where's the picture? <u>Under</u> the clock.
	Which are the flowers/shoes?	Points to Object card.	Are these the flowers/shoes? (pointing to flowers/shoes)
	Put the flowers/shoes behind the woman.	Puts Object card in place.	Where are the flowers/shoes? <u>Behind</u> the woman.
3	Remove Object cards and point to bag in Scene card.	bag	Is it a bag?
	What colour is it?	red (pointing to red bag)	Is it yellow? red?
	How many bags are there?	three	Are there two? three?
	Point to man.	reading	Is the man reading?
4	Put Scene card away and pick out 3 Object cards.		
4.1	Show milk card.	milk <i>yes/no</i>	Is it milk?
	What's this? Do you like milk? What do you eat for breakfast?	egg	Do you eat <i>egg</i> for breakfast? Are they trousers?
4.2	Show trousers card.	trousers <i>yes/no</i>	Are these/your trousers <i>brown</i> ?
	What are these? Are you wearing trousers today? What colour are these/your trousers?	<i>brown</i>	Is it a pencil? Do you draw <i>pictures</i> ?
4.3	Show pencil card.	pencil <i>yes/no</i> <i>pictures</i>	
5	Put away all cards.	9	Are you 8, 9?
	Now, *, how old are you?	<i>young</i>	Is your teacher <i>young</i> ?
	Is your teacher old or young?	<i>tennis</i>	Do you play <i>tennis</i> at school?
	What games do you play at school?	<i>Goodbye</i>	
	OK. Thank you,*. Goodbye.		

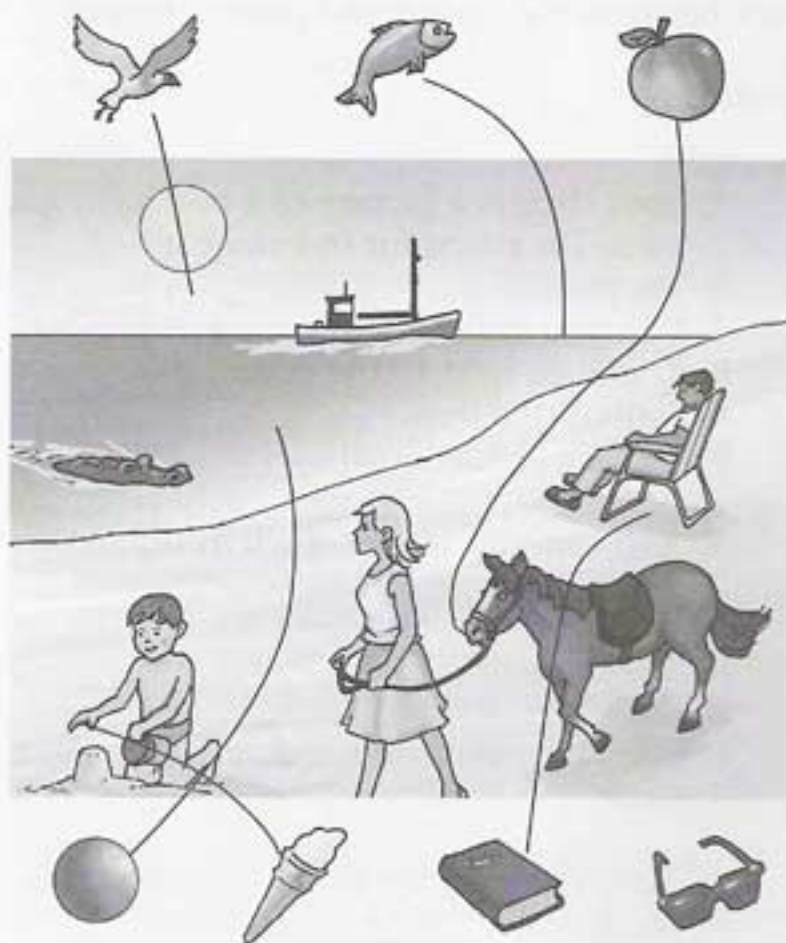
* Remember to use the child's name throughout the test.

Test 2

Listening

Part 1

Please note: when using the CD for the Listening paper teachers will have to replay the CD for Parts 1-4. It might be helpful to take note of the track number at the beginning of each Part. In the actual test students would hear each Part twice.



Transcript

Example

A: Put the fish next to the boat.
B: Sorry, what?
A: The fish. Put it next to the boat.
B: OK.

- 1 A: Now, put the book under the man's chair.
B: Pardon?
A: Can you put the book under the man's chair?
B: Yes, OK.
- 2 B: What now?
A: Put the ball in the sea between the boat and the crocodile.
B: Sorry, the ball, where?
A: In the sea between the boat and the crocodile ... that's right!

- 3 B: What can I do now?
A: Well, can you see the ice-cream?
B: Yes. Can I put it in the boy's hand?
A: Yes, OK. Put the ice-cream in the boy's hand.
- 4 A: And now, can you put the apple on the horse's nose.
B: Sorry, where?
A: The apple, put it on the horse's nose.
B: Right!
- 5 A: Look at the bird.
B: Yes, I see it. Can I put it under the sun?
A: Yes, OK. Put the bird under the sun.
B: There!

Part 2

- 1 small
2 19
3 Nick
4 5
5 May

Transcript

Examples

A: Hello. What's your name?
B: I'm Tony.
A: How do you spell Tony?
B: T-O-N-Y.
A: Well done!

A: And how old are you?
B: I'm seven.
A: Seven?
B: Yes.

- 1 A: Now - what's this?
B: It's my toy mouse.
A: What's his name?
B: His name's *Small Mouse*!
A: And can you spell small?
B: Yes - S-M-A-L-L.
- 2 A: Now then - who's this?
B: Oh, it's my bird. He can say *hello*!
A: And how old is he?
B: He's nineteen.
A: Nineteen? Wow!
B: Yes, he's very old!
- 3 A: And who's this?
B: Oh that's Dad. His name's Nick.
A: Is that N-I-C-K?
B: Yes, and he's very very old!!

- 4 A: So, how many brothers and sisters have you got?
 B: Well I've got two brothers and three sisters so that's five!
 A: Five brothers and sisters ... a big family!
 B: Yes!
- 5 A: Is this your Mum?
 B: No! It's my grandma!
 A: Oh! Sorry! What's her name then?
 B: Grandma May.
 A: Can you spell May?
 B: Yes. M-A-Y.

Part 3

- 1 A
 2 C
 3 A
 4 B
 5 C

Transcript

Example Where's the handbag?

- A: I can't find my handbag.
 B: It's on the floor Mum.
 A: Where? In the kitchen?
 B: No, in the living room ... look ... there by the table!

- 1 What are Tony and Lucy doing?
 A: Are Tony and Lucy at home today?
 B: No, they're at school.
 A: Are they having lessons or are they playing now?
 B: They're playing in the playground.
- 2 Which is Nick's picture?
 A: Are you drawing a hippo Nick?
 B: No! It's a monkey!
 A: And is the monkey in the zoo?
 B: No, it's playing in a tree.
- 3 Where does Anna live?
 A: Do you live in a house or flat Anna?
 B: In a flat.
 A: That's nice. Is it next to that big park?
 B: No, it's next to the sea.
- 4 How does Alex go to school?
 A: Does your mother drive you to school Alex?
 B: She's got a car but she doesn't drive me - no.
 A: Do you go on the bus or on your bike then?
 B: On a big green bus with two doors.

- 5 What does Bill eat for breakfast?
 A: What do you eat for breakfast Bill? Do you like eggs?
 B: I do like eggs, but not for breakfast.
 A: Well, sausages then?
 B: Sausages for breakfast? No! I eat burgers!

Part 4

- duck in the bath = red
 duck on the mat = blue
 duck under the chair = pink
 duck in the picture on the wall = orange
 duck between the T-shirt and jeans = brown

Transcript

Example

- A: Look, this is a picture of a boy having a bath. Do you want to colour it?
 B: Yes please.
 A: Can you see the duck next to the boat.
 B: The duck next to the boat ... yes.
 A: Colour it yellow.
 B: OK. It's yellow now!

- 1 A: And can you see the duck in the bath?
 B: Yes.
 A: Well, colour it red.
 B: The duck in the bath?
 A: Yes.
 B: OK, I'm colouring it red.
 A: Good.
- 2 A: Now. Look on the floor. There's a duck on the mat. Can you see it?
 B: Where?
 A: On the mat.
 B: Oh yes.
 A: Right, colour it blue. Colour that duck blue.
- 3 B: And I can see a duck under the chair!
 A: Under the chair? Oh yes. Do you want to colour it?
 B: Yes ... can I colour it pink?
 A: OK, pink's a good colour.
- 4 A: Now there's a duck in the picture on the wall.
 B: Is there?
 A: Yes ... look ... in the picture.
 B: Oh yes. And can I colour it orange?
 A: Yes, colour it orange. That's nice!
- 5 A: Now, can you see the duck on the floor, between the T-shirt and the jeans?
 B: Between the T-shirt and the jeans? Yes.
 A: Good. Do you want to colour it brown?
 B: Brown?! OK then.

Reading and Writing

Part 1

- 1 X
- 2 ✓
- 3 X
- 4 X
- 5 ✓

Part 2

- 1 no
- 2 yes
- 3 no
- 4 yes
- 5 yes

Part 3

- 1 bean
- 2 onion
- 3 carrot
- 4 tomato
- 5 potato

Part 4

water, mirror, mat, toys
bath

Part 5

- 1 reading
- 2 box
- 3 three
- 4 painting
- 5 wall

Speaking

Please note: in the actual test the scene card will be A3 in size and there will be more space for students to place the object cards in.

Words in italics are possible answers only.

	To do	To say	Response (by student)	Back-up
	Usher brings candidate in.	Usher to examiner: 'Hello. This is (child's name*).' Examiner: 'Hello, *. My name's'	<i>Hello</i>	
1	Point to Scene card. Point to robot in Scene card.	Look at this. This is a bedroom. The children are in bed. Here's the robot. *. Where's the guitar? Where are the books?	Points to items in picture.	Is this the guitar? Are these the books?
2	Point to Object cards.	Now look at these. Which is the camera? I'm putting the camera under the lamp. Now you put the camera next to the picture. Which is the dress/flower? Put the dress/flower between the beds.	Points to Object card. Puts Object card in place. Points to Object card. Puts Object card in place.	Is this the camera? (pointing to camera) Where's the camera? <u>Under</u> the picture. Is this the dress/flower? (pointing to dress/flower) Where's the dress/flower? <u>Between</u> the beds.

	To do	To say	Response (by student)	Back-up
		Which is the radio/clock?	Points to Object card.	Is this the radio/clock? (pointing to radio/clock)
		Put the radio/clock behind the tiger.	Puts Object card in place.	Where's the radio/clock? <u>Behind</u> the tiger.
3	Remove Object cards and point to a plane in Scene card. Point to boy.	Now, *, what's this? What colour is it? How many planes are there? What's the boy doing?	plane yellow three sleeping	Is it a plane? Is it red? yellow? Are there two? three? Is he sleeping?
4	Put Scene card away and pick out 3 Object cards.			
4.1	Show hair card.	What's this? Is your hair long or short? What colour is it?	hair long brown	Is it hair? Is it <i>brown</i> ?
4.2	Show chicken card.	What's this? Do you like chicken? What's your favourite food?	chicken <i>yes/no</i> <i>rice</i>	Is it chicken? Do you like <i>rice</i> ?
4.3	Show dog card.	What's this? Have you got a dog? What animals do you like?	dog <i>yes/no</i> <i>cats</i>	Is it a dog? Do you like <i>cats</i> ?
5	Put away all cards.	How do you go to school in the morning? What do you do at school? What's your favourite lesson? OK. Thank you,*. Goodbye.	(I) <i>walk</i> <i>lessons</i> <i>English</i> <i>Goodbye</i>	Do you <i>walk</i> to school? Do you <i>have lessons</i> at school? Do you like <i>English</i> ?

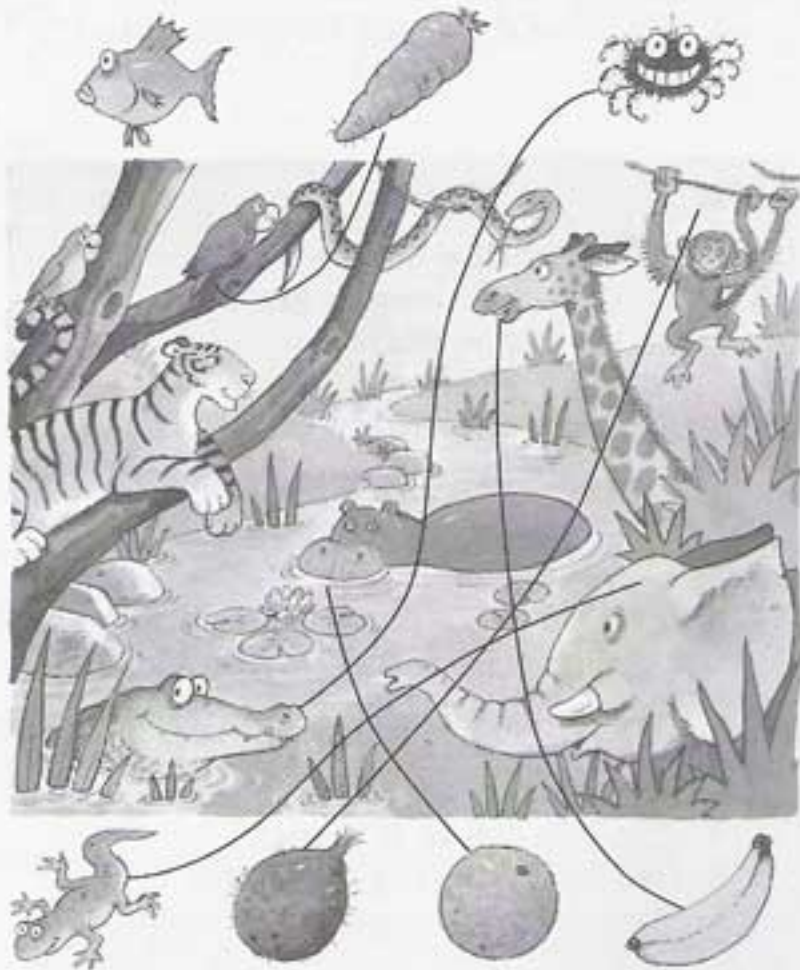
* Remember to use the child's name throughout the test.

Test 3

Listening

Part 1

Please note: when using the CD for the Listening paper teachers will have to replay the CD for Parts 1-4. It might be helpful to take note of the track number at the beginning of each Part. In the actual test students would hear each Part twice.



Transcript

Example

A: Put the orange in the water.
B: Sorry, where?
A: The orange, put it in the water in front of the hippo.
B: In front of the hippo. OK.

- 1 A: Now, put the spider on the crocodile's nose.
B: What?
A: Can you put the spider on the crocodile's nose?
B: Right.
- 2 B: Now what?
A: Put the carrot under the red bird.
B: Sorry, what?
A: The carrot. Put it under the red bird.
B: Right.

- 3 A: What can I do now?
B: Can you see the banana?
A: Yes, can I put it in the giraffe's mouth?
B: Yes, OK. Put the banana in the giraffe's mouth.
- 4 A: And now the coconut. Can you see it?
B: Yes.
A: Well, put the coconut between the monkey's arms.
B: Where?
A: Between the monkey's arms.
B: OK, then.
- 5 B: That's a nice lizard.
A: Yes, put it on the elephant's head.
B: So ... I'm putting the lizard on the elephant's head.
A: Well done!

Part 2

- 1 4
2 16
3 green
4 3
5 happy

Transcript

Examples

A: Anna - who's that in the picture you're drawing?
B: It's my friend Lucy.
A: Lucy. How do you spell that?
B: L-U-C-Y.
A: Right.

A: How old's Lucy?
B: Oh, she's nine like me.
A: Nine?
B: Yes, that's right.

- 1 A: Now what's that?
B: That's our school bus.
A: Right. And who do you go to school with?
B: Lucy and my brothers ... Tom and Bill.
A: So, there are four of you on the bus?
B: Yes that's right, four of us.
- 2 A: Is this your school?
B: Yes, it's great!
A: How many children are in your class?
B: Sixteen.
A: Sixteen? A big class!
B: Yes.

- 3 A: And is that your teacher?
B: Yes.
A: What's his name?
B: Mr. Green.
A: Can you spell green?
B: G-R-double E-N.
A: Well done!
- 4 A: How many lessons do you have in the morning Anna?
B: Well ... we have English, sport and drawing.
A: So that's three then?
B: Three. That's right.
- 5 A: Now, what's this?
B: Oh, that's my cat. Her name's Happy because she's always nice and happy!
A: Can you spell her name?
B: Yes. H-A-P-P-Y.
A: Well done!

Part 3

- 1 C
2 B
3 A
4 A
5 C

Transcript

Example What does Ben want for his birthday?

- A: What do you want for your birthday Ben?
B: Oh ... a big bike!
A: What - a blue bike like your brother?
B: No - a big red bike.

1 Where's the bread?

- A: Where's the bread? I can't find it!
B: Well it isn't here on the table ...
A: No, and it isn't in the cupboard.
B: Look it's on the chair! Who put it there?

2 Who's got the school book?

- A: Where's your school book Pat?
B: I don't know. Has Kim got it?
A: No, and Tom hasn't got it ... he doesn't like books.
B: I know that! Oh no! Look! The baby's got it again!

3 What's Nick doing?

- A: What's Nick doing? Is he watching TV again?
B: No he isn't, he's in his bedroom.
A: Oh good. Is he working?

B: No, he's sleeping.

4 Which girl is Alex's sister?

- A: Which one's your sister Alex?
B: Well she's got long hair. Can you see her?
A: Is she wearing a blue or a pink dress?
B: A blue one ... look ... that's her waving!

5 What's Kim's favourite animal?

- A: So what's your favourite animal then Kim?
B: Well, I've got a dog, he's really nice ...
A: But ... do you like crocodiles?
B: No I don't! No, my favourite animal's a horse.

Part 4

- fish behind the ball = blue
fish in the monster's hand = green
fish under the hat = purple
fish on the boat = yellow
fish between the two frogs = pink

Transcript

Example

- A: Look. This is a picture of a monster and a girl under the sea. Do you like it?
B: Yes.
A: Can you see a fish between the girl's feet?
B: Between the girl's feet ... yes.
A: Can you colour it orange?
B: OK! I'm colouring it orange.
A: That's good.

1 A: Now, there's a fish behind the ball. Can you see it?

- B: Where?
A: Behind the ball?
B: Oh yes. Can I colour it blue?
A: Yes, blue's a good colour.

2 A: Can you see a fish in the monster's hand?

- B: In the monster's hand? Yes.
A: Can you colour it green?
B: What colour?
A: Green please!
B: OK.

3 A: Now find the fish under the hat.

- B: Under the hat? Oh yes! I can see it.
A: Good. Well can you colour it purple?
B: Purple? OK then.

4 A: And there's a fish on the boat.

- B: Is there? On the boat? Oh yes, I see it!
A: Well colour it yellow.

B: OK. I'm colouring it yellow.

A: Good.

5 A: And now, the fish between the two frogs
... can you see it?

B: Between the two frogs? Yes I can.

A: OK. Colour it pink.

B: That's a nice colour. It's pink now.

A: Great!

Part 3

1 boat

2 plane

3 truck

4 train

5 motorbike

Part 4

bed, socks, school, park

shoe

Part 5

1 3

2 reading

3 bag

4 elephant

5 sleeping

Reading and Writing

Part 1

1 X

2 ✓

3 X

4 X

5 X

Part 2

1 no

2 yes

3 no

4 yes

5 no

Speaking

Please note: in the actual test the scene card will be A3 in size and there will be more space for students to place the object cards in.

Words in italics are possible answers only.

	To do	To say	Response (by student)	Back-up
	Usher brings candidate in.	Usher to examiner: 'Hello. This is (child's name*).' Examiner: 'Hello, *. My name's'	<i>Hello</i>	
1	Point to scene card. Point to table in Scene card.	Look at this. The children are painting the house. Here's the table. *. Where's the door? Where are the spiders?	Points to items in picture.	Is this the door? Are these the spiders?
2	Point to Object cards.	Now look at these. Which is the apple? I'm putting the apple in the tree. Now you put the apple under the dog.	Points to Object card. Puts Object card in place.	Is this the apple? (pointing to apple) Where's the apple? <u>Under</u> the dog.

	To do	To say	Response (by student)	Back-up
		Which is the cat/frog?	Points to Object card.	Is this the cat/frog? (pointing to cat/frog)
		Put the cat/frog between the houses.	Puts Object card in place.	Where's the cat/frog? <u>Between</u> the houses.
		Which is the chair/handbag?	Points to Object card.	Is this the chair/handbag? (pointing to chair/handbag)
		Put the chair/handbag next to the ball.	Puts Object card in place.	Where's the chair/handbag? <u>Next to</u> the ball.
3	Remove Object cards and point to a window in Scene card. Point to birds.	Now, *, what's this? What colour is it? How many windows can you see? What are the birds doing?	window blue six singing	Is it a window? Is it yellow? blue? Are there five? six? Are they singing?
4	Put Scene card away and pick out 3 Object cards.			
4.1	Show shirt card.	What is this? Are you wearing a shirt today? What clothes do you like?	shirt <i>yes/no</i> <i>T-shirts</i>	Is it a ice-cream? Do you like <i>T-shirts</i> ?
4.2	Show ice-cream card.	What's this? Do you like ice-cream? What do like to drink?	ice-cream <i>yes/no</i> <i>milk</i>	Is it ice-cream? Do you like <i>milk</i> ?
4.3	Show computer card.	What's this? Do you play on the computer? What games do you like?	computer <i>yes/no</i> <i>football</i>	Is it a computer? Do you like <i>football</i> ?
5	Put away all cards.	Now, *, do you live in a house or a flat? Where do you have your dinner? What's your favourite room? OK. Thank you,*. Goodbye.	<i>flat</i> <i>kitchen</i> <i>(my) bedroom</i> <i>Goodbye</i>	Do you live in a <i>flat</i> ? Do you have your dinner in the <i>kitchen</i> ? Do you like your <i>bedroom</i> ?

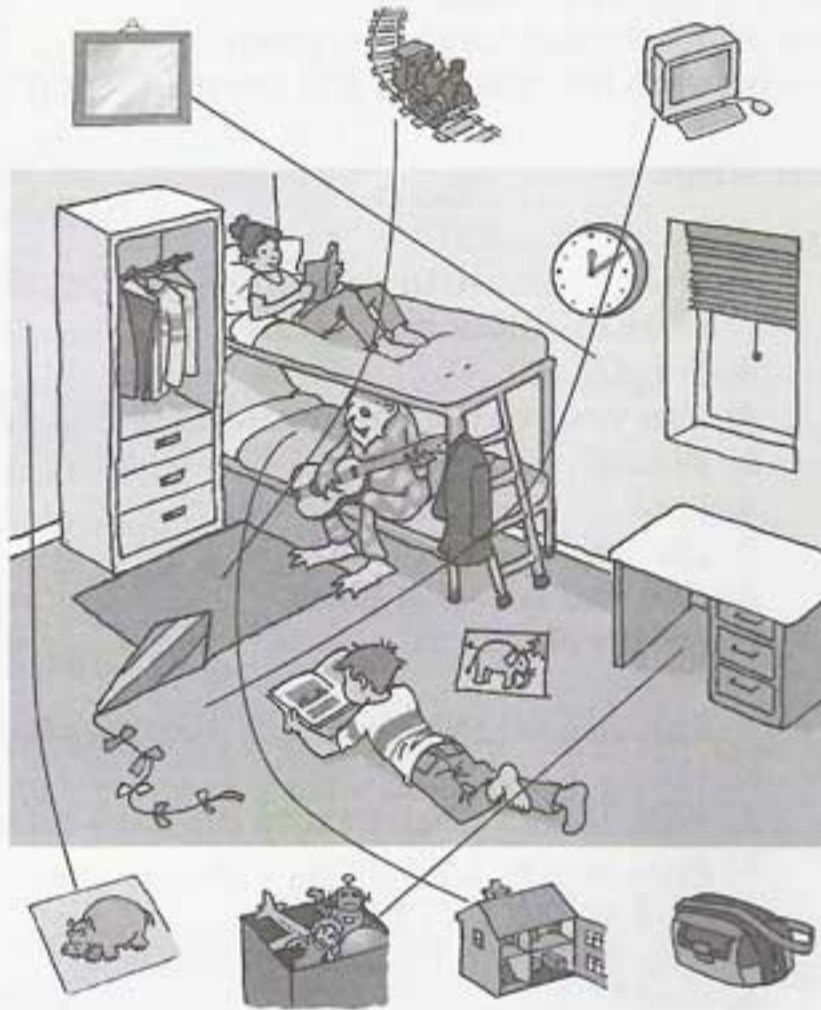
* Remember to use the child's name throughout the test.

Test 4

Listening

Part 1

Please note: when using the CD for the Listening paper teachers will have to replay the CD for Parts 1–4. It might be helpful to take note of the track number at the beginning of each Part. In the actual test students would hear each Part twice.



Transcript

Example

A: Put the mirror under the clock.
B: Sorry, what?
A: Can you put the mirror under the clock please?
B: OK.

1 A: Now, put the box under the desk.
B: Pardon?
A: Can you see the box of toys?
B: Yes.
A: OK then. Put it under the desk.
B: Right.

2 A: Now, can you see the house?
B: Yes, where can I put it?
A: Put it on the bed next to the monster.
B: Right ... I'm putting the house on the bed next to the monster.

- 3 B: What now?
A: Can you see the painting?
B: Yes.
A: Well put it on the wall next to the cupboard.
B: So ... I'm putting the painting on the wall next to the cupboard.
B: Good. Well done.
- 4 B: I like the train.
A: Me too!
B: Can I put it on the mat?
A: OK then. Put the train on the mat.
- 5 A: Now the computer. Put it on the floor between the boy and the kite.
B: On the floor!
A: That's right. Between the boy and the kite.
B: Right!
A: Thank you.

Part 2

- 1 May
2 5
3 monster
4 11
5 12

Transcript

Examples

A: Hello Ben. How old are you?
B: It's my birthday today - I'm seven.
A: ??
B: Yes.
A: That's old!

A: And this is ...
B: My grandpa. His name's Sam.
A: Is that S-A-M?
B: Yes, that's right. And he's very old!

1 A: Now you're drawing pictures ...
B: Yes and this a house ... grandma lives here with grandpa. Her name's May.
A: Is that M-A-Y?
B: Yes - that's right.

2 A: And what's this?
B: It's a cow. Grandpa's got five cows.
A: Five cows!
B: Yes!

3 A: And is this his horse?
B: Yes - he's very big you know. His name's Monster.
A: What? M-O-N-S-T-E-R?
B: Yes.
A: That's a great name!

- 4 A: And he's eleven years old.
B: Eleven!
A: Yes, and you know, I can ride him!
B: That's great!

- 5 A: And this is a sheep.
B: Yes, I can see that.
A: Grandpa has 12 baby sheep!
B: 12! Wow!

Part 3

- 1 A
2 C
3 B
4 B
5 C

Transcript

Example Which is Sam's bedroom?

- A: Are there two beds in Sam's bedroom?
B: No, that's my bedroom. There's one bed in Sam's bedroom.
A: Oh, OK. And is there a snake on the bed in Sam's bedroom?
B: No. The snake's under the bed.

1 What's Sue drawing?

- A: What are you doing Sue?
B: I'm drawing an animal ...
A: Oh yes. Is it a cat?
B: No it's a mouse - a brown mouse!

2 Which is Anna's house?

- A: Which is your house then Anna?
B: It's got five windows - see it?
A: Does it have a garden?
B: No, but it has got a tree next to it.

3 What's Ben's Mum doing today?

- A: Ben, is your Mum teaching at school today?
B: No! It's Sunday! She's in the garden - she's painting.
A: Painting the house or the wall?
B: She's painting the wall.

4 What does Bill want to eat?

- A: What do you want to eat Bill? An apple?
B: No, I don't like apples!
A: OK, a nice ice-cream then?
B: No, I don't want an ice-cream. I want chips ... please!

5 Where's Tom's Dad?

- A: Where's Dad?
B: I don't know Tom ... is he in the garden?
A: I can't see him ... and he isn't in the kitchen ...
B: Listen, he's in the bathroom and he's singing again!

Part 4

- ball next to the dog's nose = red
ball between the flowers = yellow
ball on the wall = black
ball under the big window = green
ball between the small dog and the man = purple

Transcript

Example

- A: The people are in the garden. Do you want to colour the picture?
B: Yes please.
A: Can you see the ball in the water?
B: Where?
A: Look ... there ... in the water.
B: Oh yes.
A: Can you colour it blue?
B: OK it's blue now.

1 A: Can you see the big dog ... he's sleeping.
B: Yes.
A: Well, there's a ball next to the dog's nose.
B: Next to the dog's nose yes.
A: Well colour that ball red.
B: OK, it's red!
A: Good.

2 A: Now. Can you see a ball between the flowers?
B: Where?
A: There ... between the flowers.
B: Oh yes.
A: Good. Well colour it yellow. Colour that ball yellow.
B: OK.

3 A: Now find the ball on the wall.
B: On the wall ... yes ... I can see it.
A: Right. Well colour it black.
B: OK, it's black now.

4 A: And can you see a ball under the big window?
B: Where?
A: Under the big window.
B: Oh yes. Can I colour it green?
A: OK then. Colour it green!

- 5 A: Right. Now find the ball between the small dog and the man.
 B: Between the small dog and the man ... yes.
 A: Do you want to colour it purple?
 B: OK, I'm colouring it purple.
 A: That's very good.

- Part 3**
 1 jeans
 2 dress
 3 shirt
 4 jacket
 5 trousers

Reading and Writing

Part 1

- 1 ✓
 2 X
 3 X
 4 ✓
 5 X

Part 2

- 1 no
 2 no
 3 yes
 4 no
 5 no

Part 4

desks, classroom, rulers, book
 pencil

Part 5

- 1 yellow
 2 (the) girl
 3 table
 4 (a) box
 5 water

Speaking

Please note: in the actual test the scene card will be A3 in size and there will be more space for students to place the object cards in.

Words in italics are possible answers only.

	To do	To say	Response (by student)	Back-up
	Usher brings candidate in.	Usher to examiner: 'Hello. This is (child's name*).' Examiner: 'Hello, *. My name's ...'	<i>Hello</i>	
1	Point to Scene card. Point to sun in Scene card.	Look at this. The people are having a nice day. Here's the sun. *. Where's the camera? Where are the birds?	Points to items in picture.	Is this the camera? Are these the birds?
2	Point to Object cards.	Now look at these. Which is the hat/kite? I'm putting the hat /kite next to the man. Now you put the hat/kite under the boat. Which is the mouse?	Points to Object card. Puts Object card in place. Points to Object card.	Is this the hat/kite? (pointing to hat) Where's the hat/kite? <u>Under</u> the boat. Is this the mouse? (pointing to mouse)

	To do	To say	Response (by student)	Back-up
		Put the mouse on the wall.	Puts Object card in place.	Where's the mouse? <u>On</u> the wall.
		Which is the goat/truck?	Points to Object card.	Is this the goat/truck? (pointing to goat/truck)
		Put the goat/truck between the sheep and the cow.	Puts Object card in place.	Where's goat/truck? <u>Between</u> the sheep and the cow.
3	Remove Object cards and point to a house in Scene card. Point to boy.	Now, *, what's this? How many houses are there? What's the boy doing?	house three riding (a horse)	Is it a house? Are there two? three? Is he riding a horse?
4	Put Scene card away and pick out 3 Object cards.			
4.1	Show television card.	What's this? Do you have a television in your bedroom? What do you watch on television?	television <i>yes/no</i> <i>football</i>	Is it a television? Do you watch <i>football</i> ?
4.2	Show carrot card.	What's this? Do you eat carrots? What's your favourite food?	carrot <i>yes/no</i> <i>burger</i>	Is it a carrot? Do you like <i>burgers</i> ?
4.3	Show pen card.	What's this? Do you like writing? What do you write at school?	pen <i>yes/no</i> <i>stories</i>	Is it a pen? Do you write <i>stories</i> ?
5	Put away all cards.	Now, *, where do you live? Is your house big or small? What do you do in the evening? OK. Thank you,*. Goodbye.	<i>Paris</i> <i>big</i> <i>play games</i> <i>Goodbye</i>	Do you live in <i>Paris</i> ? Is your house <i>big</i> ? Do you <i>play games</i> in the evening?

* Remember to use the child's name throughout the test.