

Young Learners English

Movers

PRACTICE TESTS

Teacher's Notes

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Exam information

Cambridge ESOL (English for Speakers of Other Languages) have three levels of *Young Learners English* (YLE) tests designed for the 7 – 12 age group.

Starters	100 hours of English approx.	all ages but typically from age 7
Movers	175 hours of English approx.	all ages but typically from 8 – 11
Flyers	250 hours of English approx.	all ages but typically ages 9 – 12

The exam experience

For many young children a Cambridge ESOL YLE test may be their first experience of doing an exam. It is possibly the first time they have had to travel to a different venue to sit a test. They might be distracted by unfamiliar surroundings and emotional. In some cases it is even a big day out together with a trip to the city on the train. If we give our students lots of practice of the test format, they will feel confident about what is expected of them in the test, and what they will have to do.

The exam

Listening is normally the first paper and Reading and Writing the second, followed by Speaking, but the candidates may sit the three papers in any order depending on the organisation of the centre running the exam.

For more information including complete vocabulary and grammar structures lists for all three exams, please refer to the Cambridge ESOL YLE Handbook for teachers.

Movers Practice Tests

The Practice Tests book contains four full practice tests. The layout is similar to what the students will see in the Movers exam where they are given individual A4 booklets with coloured illustrations – one for Reading and Writing and another for the Listening paper.

These practice tests provide an introduction as to how the Movers exam is structured: giving exam practice, it can be used to train students in how to approach each task, to recognise what kind of answers are required in each part and then to put these sections together to practice progressing from one exercise type to another.

In addition to preparing for task types, these four practice tests utilise language – both grammatical structures and vocabulary – from the Cambridge ESOL Movers syllabus. This book consolidates this familiar language with Movers style usage. Grammar and vocabulary lists can be found in the back of the Student's Book.

Many courses present and practice language topic by topic. In the tests, students will find the themes and language structures mixed together and need to jump from one to another in their recall. You can guide your class into the tasks and the target language using the practice tests in the book.

As you look at each section, ask questions about the illustrations, use the words on the page to elicit what topics are being used and talk about the examples and even the layout on the various pages. Double check that students know what they have to do to complete each task.

As young learners in particular need constant recycling of language studied, there are some additional activities outlined below in these Teacher's Notes that can consolidate language from their course and help directly prepare for the tests.

Some detailed guidelines for using Test 1 as a 'test that teaches' are on pages 8–12. These can provide a link between course material and the test format.

Activities

Using the vocabulary list in the *Young Learners English Movers Student's Book*

Encourage students to refer to the vocabulary lists at the back of their books as a useful resource.

Brainstorm / Memory Warmer (whole class)

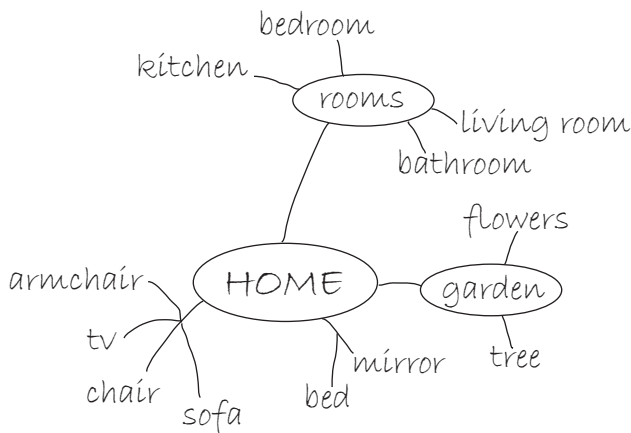
Students look at one of the categories in the vocabulary list, e.g. transport, for one minute, then turn their books over.

Ask e.g. *Hands up. How many / What (transport words) can you remember from the list?*

Racing List (pairs / teams of students) Choose a category, e.g. animals. Students write down as many animals as they can in a minute. Check the spelling against the list on page 93 and give one point for each correctly spelt animal. Accept animals that are not on the list.

Categories (teams / individually) Give students category titles, e.g. hobbies, food, clothes, then read out lists of words that students have to write under the correct categories. This is useful for revision and can follow on nicely from Word Tennis. They could refer to the list to look up words they are unsure about.

Organising vocabulary (whole class or small groups) Make spidergrams of words on topics such as transport, school, hobbies and sports, or the home. Elicit the words from open class brainstorming or using the vocabulary list. This is also useful for verb-noun collocation if a verb is in the centre of the diagram, e.g. *have* (a drink, a meal, a headache, supper); *play* (a guitar, hockey ...).



US versus GB lexis

Some words appear in the syllabus in both American and British English. Although the Movers Practice Tests book uses the British words in the text, it is necessary to create awareness of the other words because they may need to understand them in any of the three papers.

Give students a list of British words and ask them to look in the vocabulary list to find the American equivalent. They also need to recognise the structures *Have you got ...?* and *Do you have ...?* (In the syllabus, note the British use of *basement* meaning under the ground level, and *first floor* as one above the ground.)

British word	American word
lorry	truck
lift	elevator
rubber	eraser
chips	fries
grey	gray
football	soccer
shop	store
film	movie

Bingo (whole class) Regular and irregular verbs: each student chooses any six verbs from the vocabulary list and writes them down in their base form. Call out the past simple form of the verbs from the list in random order, repeat each word twice and leave time for students to check their six words. They cross off the base form when you say the past form until someone has crossed off all six verbs and calls 'Bingo'.

Revision activities

Draw / Mime / Write (whole class) To cover words that haven't been covered in the course. Select some words from the list that were not covered by your course and ask students to draw, mime or write translations of them. Words might come from a mixture of topics, e.g. *bus station, table tennis, truck, rock, present, to jump, kite, shell*.

Word Tennis Revision Game (two teams) Divide the class into two teams and sit them in two lines facing each other. Say a category, e.g. *houses*. The 'ball' (= turn to speak) is hit between the teams as they say a lexis item from that category (*kitchen, mirror, mat, ...*). The teacher walks along the lines pointing to the student whose turn it is to speak.

Overlong hesitation or repetition of a word and the point goes to the opposite team. Students can confer with teammates but they must say a word quite quickly.

Change the lexis category when you feel students have exhausted their knowledge of words in the topic. Keep the score.

I went to the shops ... (whole class / small groups) Students tell a chain story round the whole class. Start the memory game by saying the first line then students repeat that line and add to it.

T: *I went to the shops and I bought some beans.*

S1: *I went to the shop and I bought some beans and a computer game.*

S2: *I went to the shops and I bought some beans, a computer game and a t-shirt.*

Variation: substitute *shops* with *supermarket* and use only food and drink lexis.

Matching pairs (whole class) Write two lists of words, e.g. adjectives and their opposites (*slow/quick, clean/dirty*); adjectives and their comparative forms (*good/better, wet/wetter*); singular nouns and their plurals (*mouse/mice, man/men*) or verb base forms and their past simple form (*buy/bought; eat/ate, like/liked*) and get students to match them. Alternatively, play:

Pelmanism / Pairs (small groups) Write the words on cards and students take it in turns to turn two cards over (one from each group). Tip: use different coloured card for the sets. If the words match, they win those cards.

To practise spoken English, write questions or comments on one set of cards and the appropriate response on the other set of cards. (*Are you hungry? / Yes, I am; Would you like a burger? / Yes, please.*) This is useful for the dialogue in Part 3 of the Reading and Writing paper.

Modal verbs (teams) Revise modal verbs including their past and negative forms: *can, can't, could, couldn't, must, had to, mustn't, didn't have to, need, don't need to, needed, didn't need to, have to, don't have to*. On the board, write sentences about yourself using these modal verbs and ask your students to decide if they are true or false, e.g.

At school, we mustn't throw things in the classroom.

I can't swim.

When I was little, I couldn't eat long pasta.

I have to go to the bank today.

Last week, I had to take my book back to the library.

I need a new pen.

Instructions

Make sure that students are familiar with all the rubrics used in the tests. Say instructions and ask students to demonstrate on the board. For example:

Listen and write a letter in each box.

Listen and draw lines.

Listen and tick the box.

Listen and colour and write and draw.

Whispering Lines (teams) Use any suitable pictures in the Practice Tests book to play a team game which also prepares well for Part 2 of the Reading and Writing paper. Divide the class into equal-sized groups – for example five teams of five children each. It is best to demonstrate with just one team while the others sit and watch. The team members stand in a line, as if forming a queue facing the front. At the front of the class, place the book open – onto page 26 for example. Whisper a sentence about the picture, either true, *The little boy is sad*, or false, *A girl is picking up sausages*, to the person at the back of the line and tell them to 'pass it on' – to whisper to the person in front of them. The sentence continues down the line to the front where it must be said aloud by the front person who looks at the scene and then quickly says *yes* or *no* depending on whether

the sentence about the picture is true or false. The first team to do so wins the point. Points are deducted for jumping the queue but they can ask *Pardon?* of the person behind them if they want to hear the sentence again. They can only speak to the person directly in front of, or behind them.

Take the front team members to the back of the queue and all take a step forwards for the next Whisper.

Tip: Ask the back team members to repeat the words to you before you say "Ready, steady, go!"

Variations are numerous and may include:

1 Pass along the line verbs/adjectives from the vocabulary list and the front person mimes the word.

2 Pass along the line vocabulary to revise from the list and the front person has to touch the appropriate flashcard on the board or table at the front of the class – one identical set for each team.

Instructions

You can use TPR (total physical response) activities to consolidate comprehension of the instructions students need to be familiar with in the exam: ask students to mime or actually do the actions. They need to be able to respond to the written form as well as when hearing it.

Here are the key instructions students need to understand:

<i>stand up</i>	<i>sit down</i>	<i>put it (on the table)</i>	<i>understand</i>	<i>draw</i>
<i>colour</i>	<i>write</i>	<i>answer</i>	<i>spell</i>	<i>ask</i>
<i>tick</i>	<i>tell</i>	<i>look at</i>	<i>pick up</i>	<i>start</i>
<i>stop</i>	<i>don't talk</i>	<i>listen</i>		

People in Movers

All the names come from the Movers vocabulary list and it is useful for the children to recognise these.

Names

Tell students to look at the list of names on page 96 and put them into the correct columns.

Boys' names	Girls' names	Girls' or Boys' names
Bill	Ann	Kim
Ben	Anna	Alex
Nick	Jill	Pat
Tom	Lucy	Sam
Tony	May	
Fred	Sue	
Jack	Daisy	
Jim	Jane	
John	Mary	
Paul	Sally	
Peter	Vicky	

Titles

Characters' surnames are also taken from the vocabulary list and students should recognise titles – Ms, Miss and Mr.

Ask, for example, *There are three teachers in the classroom. Miss White, Mr Green and Mrs Brown. How many are men and how many are women?* Make sure students also know the pronunciation.

Family words

Get students to group family words with the same meaning, e.g. mother/mum/mummy.

<i>mother</i>	<i>mum</i>	<i>mummy</i>
<i>father</i>	<i>dad</i>	<i>daddy</i>
<i>grandfather</i>	<i>grandpa</i>	
<i>grandmother</i>	<i>grandma</i>	

Draw a family tree diagram with names inserted, to show aunt, parents, granddaughter, etc., and ask questions about it, e.g. *Who is Vicky's son?*

Personalise the topic

Ask questions about the students' families and friends.

What's your mum called? And your dad?

Do you visit your aunts and uncles?

How many grown-ups live in your house?

Who is the oldest in your family?

Who do you play with in the playground?

Who do you sit next to at school?

Preparation for Speaking

Whilst using this book, take every opportunity to prepare for the Speaking paper by personalising the topics whenever possible. Asking questions about the student's own house, eating habits, school, family, etc. not only warms them up to the relevant topic in an exercise, it also familiarises them with questions they might hear in the Speaking paper. If they are practised in responding to these questions regularly, they will be more comfortable in the one-to-one situation of the exam. Candidates are always asked, *How old are you?* at the start of the Speaking paper. In most examining centres they will be introduced to the examiner by an usher who accompanies them into the room.

Comparing pictures (Pairs) To prepare for Part 1 of the Speaking paper (Find the differences). Select suitable pictures and ask students to describe what they can see. Alternatively, use the Practice Test Book as a resource, e.g. page 63. (*Two women are talking. The older one is wearing glasses. A boy is looking at a cat. They are in the market. A cat is next to the flowers. This man sells vegetables.*) Teach useful language for comparisons like: *Here I can see / There are ... and here In this picture there's ... but in this one it's* Play **Matching Pairs** (see page 3) with comparative adjectives. Show the class the picture on page 44 for one minute and ask them to look at it carefully.

Remove the scene and show them page 45. In pairs they must say what is different about the second picture.

Story telling (whole class / small groups) To prepare for Part 2 of the Speaking paper. Use simple storybooks and show four or five illustrations that could be put together to create a story and ask the class to say what happens in the story. Choose a traditional story and elicit basic sentences that tell what happens. Select four words from the syllabus and ask each group to link them in a short story, e.g. *pirate, parrot, supermarket, toothache*. Groups compare stories.

When students are less sure of what to say, remind them to think about questions such as *Is the boy / girl / person happy / angry / tired ...? Is the weather nice / windy / sunny / cold ...? Where are they here? What are they doing now?* Encourage them to link together the parts of the story using *then, and, after,* and say one or two appropriate sentences per picture.

The odd one out (whole class / pairs) To prepare for Part 3 of the Speaking paper. Take words from the vocabulary list and prepare questions.

Ask *Which word is different and why?* E.g.

1 mangoes lemons oranges milk

Milk is different because mangoes, lemons and oranges are fruit but milk is a drink.

2 rubber beach desk pencil

3 wall rice cheese cake

4 head talk leg mouth

5 armchair kitchen table sofa

Do the activity again using flashcards or photos.

Mingling (whole class) To prepare for Part 4 of the Speaking paper. Students stand and circulate round the class asking each other given questions. They ask a different question of each of their classmates then move on to ask someone else, something else. To make a list of questions for this activity you could take questions from the last section of the four Speaking paper rubrics on pages 36–43.

Noughts and crosses (pairs) To prepare for the last question in the Speaking paper. Write nine topics onto separate cards, such as *your house, your teacher, a friend, your bedroom, your favourite meal, your breakfast, your school, your weekend, your family,* and lay the cards face down into three rows of three as a grid. Students draw Os and Xs on small pieces of paper. To put their O or X in any square, the students must turn over the card and tell their partner one, two or three things about the topic (the extent of their response depends on their individual ability), e.g. *I have my breakfast in the kitchen. I eat before I get dressed. I drink milk and eat bread.* If they give an appropriate response they can put down their O or X. The first player to win three squares in a row (vertical, horizontal or diagonal) wins the game.

Useful tools

Candidates should avoid using their mother tongue so it is useful to remind your students of strategies for the Speaking test. Teach sentences like *I don't understand, Can you repeat it, please?, I don't know and Pardon?*

Using the illustrations

The *Young Learners English Movers Practice Tests* contain numerous large pictures which can be used to practise speaking. Utilise these pictures by asking questions about them and eliciting relevant language. This can be used to warm up to the relevant Practice Speaking Test or to revise. Once students are confident, they can work in pairs and ask and answer their own questions.

Follow up general questions by asking questions that personalise the topic. For example, in Test 2, page 31, the picture is about a farm, so you could ask:

- Do you like farms?*
- Do you visit farms sometimes?*
- Would you like to visit a farm?*
- What is your favourite farm animal?*
- Can you ride a horse?*
- Do you think it is better to live in the country or the town?*

Correction

Learning from mistakes is a vital part of learning and using the mistakes of students as they complete these practice tests is valid preparation for all parts of the exam itself.

Write down some of the mistakes your students are making and ask them to correct the mistakes either in pairs or by eliciting the answer from the open class. Discuss why they were wrong, e.g. *How old are you? Fine, thanks; This pictures have water. This no water.*

Play **Team noughts and crosses** (whole class)
The game objective is as described above. Choose nine mistakes your students have made, or typically make. Draw a three-by-three grid on the board and write the numbers 1–9 in the squares. Divide the class into two teams, with a captain in each. The teams take turns to choose a square. Write on the board the corresponding mistake for them to correct. The team must confer to decide their answer but the captain says it aloud to the teacher or corrects it on the board. If it is right they put their O or X in the chosen square.

Using the complete tests

The Practice Test Book contains four complete practice tests. If your students are confident and familiar with the exam format, you can do all four under 'mock' exam conditions. If, however, you think your students would benefit from more support, you could use them for teaching and revision first.

The lesson plans below for Test 1 shows how you can support students step-by-step before asking them to do the test itself. They can be used to introduce students to the task types in each part.

For Test 2, set the papers part-by-part, reminding the students at each stage what is expected of them in each task. Remind them of strategies like looking at the pictures to anticipate language, reading all of the text in each exercise before starting to answer the questions, reading the instructions carefully and reading back to check. The class could work in pairs. For those students who still need more guidance, elicit language from the pictures and guide each stage as in Test 1.

Students could then try Tests 3 and 4 independently, without support. If you feel that an element of support would still be beneficial for some students, follow some of the Test 1 activity instructions.

Test 1 Lesson Plan

Listening Part 1 (page 4)

- Students listen to a dialogue between two people about a picture of a sports centre. They have to draw lines from the people in the picture to the names round the edge. There is one extra name.

Warmer (whole class / teams) Revise verbs in their present continuous form by miming actions. Write verbs on pieces of paper and give them to four students. Ask them to mime the action on their piece of paper at the same time. In pairs, the other students must say who is doing what, e.g. John is running. Margaret is picking up a bag. Omar is making a sandwich. Include verbs from the scene – skating, bouncing, etc.

Preparation Say *I don't know ...* (name a student in your class). *Which boy/girl is ...?* Elicit, or give the example answer yourself. (*She's the girl by the window wearing a blue t-shirt.*) Ask your students to ask each other about their classmates and to describe them, what they are wearing, where they are or what they are doing, e.g. *Where's Jane? There. She's holding a pen and talking to Pablo. She's got brown hair.*

Task Explain to the students that they will be listening for present continuous verbs, descriptions of people and their clothes and prepositions of place.

Students should be able to anticipate some of the language they will hear by thinking about what they can see in the scene: people's actions, descriptions and where they are in the picture.

Ask students specific questions about the picture on page 4: *Where are these people? What are they all doing? What is this boy carrying and what is he wearing? (a box, a scarf) Is this girl happy? (no) Is she laughing? (no, she's crying) Is this girl happy? What about this girl? (she's happy) What is she trying to do? (skate / stand up) Is he helping her? (yes).*

Explain that they must match the names to the people in the picture by drawing a line from the person to the name. One name is not used. Tell them that they will hear the recording twice in the exam but play it more if necessary. Play the example first and check their understanding of the task.

Listening Part 2 (page 5)

- Students listen to a dialogue between two people and fill in details on a form.
- There is often a question which involves listening to the spelling and writing it down.
- There is an example in which one of the answers is given.

Warmer (whole class / teams) Play a spelling game in which you start to spell any word from the vocabulary list. Students try to guess the word and the one who recognises first is the winner. They can then play this in small groups taking it in turns to choose a word from the list.

Preparation Look at page 5 and together decide what type of information is wanted in each question (1 the actor's surname; 2 Treasure something – the name of a film; 3 a day of the week; 4 what the boy would like; 5 the surname of the boy). Remind students of when to use capital letters at the start of names (including film names).

Task Tell students they will hear the conversation twice and have to write their answers in the spaces. Tell them to listen carefully for any spellings given.

Before the conversation starts, students should quickly read the page and think about what type of information they are expected to write in the spaces.

Listening Part 3 (page 6)

- This part always practices recognition of past simple verb forms as the recording talks about what they did on various days last week.
- Candidates will need to listen carefully to the whole of each dialogue to decide what the boy or girl did each day as occasionally the speaker corrects him/herself or changes his/her mind and changes the day they are talking about.

Warmer (whole class) Revise past simple verb forms by playing verb *Bingo* or *Pairs* (see page 3).

Preparation (pairs) Students think of one thing they did each day last week and note down the day and the action (e.g. library – Tuesday; football – Wednesday; supermarket with Mum

– Saturday). They then ask their partner *What did you do on Tuesday?* and tell each other about their week, using full sentences.

Task Students read the instructions then look at the six pictures on page 6. Elicit ideas about what Tom did in each of them. Explain that they will hear the recording twice and must decide what Tom did on each day. Play the example and pause to check understanding of the task. One day will not be used.

Listening Part 4 (pages 7 & 8)

- Students look at the three pictures in each row, listen to the CD and tick the correct box.

Warmer (whole class) Revise shapes, colours, items from the house, sports, and other categories by playing *Word Tennis* or another word categorising activity (see page 3).

Preparation Look at the three pictures in the example and elicit the main differences in them: there are the numbers 26, 60 and 6. Play the example on the CD and ask them why A is the answer. Discuss the pictures in the five questions and encourage students to mention the key words that they will hear, e.g. in question 1: a long scarf, a scarf with stars on, a scarf under a coat. The question is also said on the recording. They will hear the recording twice.

Remind students that they will probably hear language for each of the pictures but only one will be the answer to the question so they must read the question carefully and listen to the whole dialogue before writing their answers.

Listening Part 5 (page 9)

- Students listen to a dialogue between a child and an adult about a picture.
- Students have to colour various parts of the picture.

Warmer (whole class) Open books. Talk about the picture on page 9 but include some false statements about it. The students have to stand up whenever you say something that is not true about the picture. They correct the sentence, e.g. *A woman is wearing a long coat; A girl is going up the stairs (no, a boy); The bus is number 13 (no, 12); The mum isn't happy; A little boy is playing with a toy car (no, a lorry); The bags are on the floor; The bus is green (no,*

orange); There are three kangaroos in the picture (no, two); It's raining; They are in a supermarket (no, a bus station).

Preparation (pairs) Ask students to work in pairs. They take turns to describe one of the people in the picture to his/her partner. The partner tries to guess the person, e.g. *She is sitting down. She has got long hair. She doesn't look happy* (woman on seat).

Task Listen and colour as told to on the recording. They will hear it twice. In one of the questions, students will be asked to draw or write something in a specific place on the scene.

Reading and Writing Part 1 (pages 10–11)

- In this section students have to match written definitions to the words.

Warmer (whole class) Describe some items in the classroom for students to guess what you are thinking of, e.g. *It's at the front of the class and I write on it* (a board).

(pairs) Give students selected vocabulary from the list on page 93 on cards and ask them to describe each one to their partner who has to guess the word, e.g. *I've got one in my living room and I like watching it* (a TV).

Preparation Look at the pictures on page 10 and ask students to describe one to you so that you can guess which it is.

Task Read the example on page 11 together and check comprehension of the task. One picture/word will not be used in the six questions. Students could compare answers in pairs and make any changes before you mark it.

Remind students to copy the spelling of the answers carefully. They will lose marks for incorrect spelling.

Reading and Writing Part 2 (pages 12–13)

- Students look at a picture and read six sentences about it. They write 'Yes' or 'No' to indicate if the sentences are true or false.

Warmer (whole class) Vocabulary. Write eight words on the board: *jungle, fan, meat, potatoes, climbing, below* and *spiders*. Leave one minute for the students to look at them then rub them off and tell them to write down as many as

they can remember. Ask how many they were able to write then elicit what they were and write them on the board again. Teach any that they are unfamiliar with.

Preparation (teams) Play *Whispering Lines* (see page 4) using the picture and the sentences from pages 12 and 13.

Task Students read the examples to confirm what they should do, then complete the questions, reading them very carefully. Check together in pairs before you mark it to allow them to correct any mistakes. Discuss any incorrect answers.

Reading and Writing Part 3 (pages 14–15)

- In this part the children must recognise the appropriate answer to what someone says or asks in a single dialogue.
- Spoken English and functions (*How are you? Fine, thanks*) as well as knowledge of grammar (*Have you got a headache? Yes, I have*) is tested.
- It is useful to consolidate their knowledge of questions and possible answers before they do this part.

Warmer (whole class) On the board give the class a list of five or six questions and a separate list of answers for them to match together. (*I like ice-cream. So do I; Did you go to the zoo? Yes, I did; Can I help you? Yes, please; I have to go home now. Oh no.*)

Preparation (small groups) Play a game of *Pairs* (see page 3); Variation (whole class) Use the same *Pairs* cards in a *Mingling* activity (see pages 3 and 6). Give a question on a card to each child and a separate card with a response written on it which is not right for their question. By asking their question around the room they must find the person who responds appropriately when reading their answer card. The activity finishes when all have found their answer.

Task Look at the picture on page 14. Ask *Where are they? What do you think they are talking about?* Read the example. Look at pages 14 and 15 and explain that only one of the answers can be right for each of the questions. Students work in pairs to decide which option is correct. Feedback the answers in class and discuss why any mistakes are wrong.

Students should read back the whole conversation once finished to check it in context.

Reading and Writing Part 4 (pages 16–17)

- Students read a story with six missing words. They have to choose the correct words from a selection.
- Finally they have to choose a name for the story from a choice of three.

Warmer (small groups) Ask students to look at the pictures on page 17 and think of a story that includes as many of these words as possible. (This can also be useful practice towards the Speaking paper.) Compare the stories.

Preparation (whole class) Tell students they are going to read a story about a boy who isn't so happy. Write two or three general comprehension questions on the board such as *Why does Tom hide from his mum? Is it a good haircut? Why is he happier at the end?* Ask them to quickly read the story on page 16 in silence to find the answers and not to worry about the spaces yet. Feedback the answers orally (he doesn't want his hair cut; no; he has the hat he wanted). Draw attention to the pictures on page 17 and the example. Ask *How many pictures are there? (9) And how many spaces are there? (6)*. Tell them *Two are not used, one is the example*.

Task (pairs or individually) Ask students to read the text again and to write the words in the spaces as they go, reading sentence by sentence. Then they read it a third time to check it back and make any changes they think necessary before you elicit the answers. Draw attention to question 7 and discuss the best name for the story and why.

Train students to skim read the text before attempting to fill in the spaces: to read it first to understand the story, then look at the pictures and words opposite then read it again sentence by sentence and fill in the spaces. Always read it again after to check it. Remind students not to forget question 7 which is always at the end of Part 4.

Reading and Writing Part 5 (pages 18–20)

- Students read a story and then complete ten statements about it with one, two or three words.
- This task is quite demanding and requires preparation for students to perform well. Students must complete sentences so that they have the same meaning as the information in the story. Practice at understanding and summarising stories can help. It is necessary to recognise past simple forms of verbs and to use various structures from the Movers syllabus including modal verbs.

Warmer Revise verbs forms using *past simple pairs*, *bingo*, or *modal verbs* (see page 3).

Preparation (whole class) Introduce the idea of saying the same thing in different ways: randomly write some pairs of sentences on the board for students to match the sentences that have the same information, e.g. *The teacher said 'I am hungry' = The teacher told us she was hungry; It was too cold to go swimming = They couldn't go swimming because it was cold; She must close the door = She has to close the door.*

Give your students practice at writing things in other ways. Write an example on the board and elicit how to complete it, e.g. *Last Saturday it was very hot = It was a very _____ last Saturday (hot day); John and Sally's mum and dad wanted to go for a picnic = The children's parents _____ (wanted to go for a picnic); They thought the mountain was very beautiful = They thought it was a _____ (very beautiful mountain).*

Task (whole class) Look at the pictures on pages 18, 19 and 20 and ask the class what is happening in this story. Ask them to tell you this again using the past. Tell them that the stories in Movers Parts 4 and 5 will be in the past. Point out that the story is in three parts and that under each part are the questions relating to the passage above. Students read the first passage and the examples then, in pairs, decide how to complete the sentences with 1, 2 or maximum 3 words in each space. Once checked that they have understood they proceed with pages 19 and 20. Discuss why any wrong answers are incorrect.

Use the pictures to anticipate the language and aid comprehension of the story.

Reading and Writing Part 6 (Page 21)

- Students choose missing words from a multiple-choice selection to complete a text.
- Prepositions, tenses, articles and singular/plurals are often tested.

Warmer Ask students if they like reading books. Ask them other questions about books: *What do you read?; When do you read?; Where do you read?* Finish the warmer by asking *Why do you read?* and elicit some suggestions from the students.

Preparation Tell students to look carefully at the pictures and to read the example sentence to get clues about the content of the text.

Task Students read the text and try to understand as much as possible. In pairs, they read through the answer options and choose the best answer for each gap. Warn them that when choosing an answer they must check that the word fits grammatically. Students then decide on the correct option as a class. Discuss the answers and any unknown vocabulary.

Speaking Part 1 (Pages 22–23)

Use the teacher's rubric on page 36 of these notes. Introduce yourself and ask the student's age.

Throughout the test, minimum answers are indicated in the teachers' grid but encourage your students to give their best performance by extending their answers whenever they can and as their ability permits.

Warmer Do either a prepositions or comparative adjectives matching activity.

Preparation (Pairs) Tell one student in each pair to look at page 22 and the other to look at page 23. Ask them to say a sentence about their picture, e.g. *A woman is outside the window.* Each second student then says whether this is the same for their picture or different. By speaking, and not looking at the other scene, they should find five differences.

Finally, let them look at both pictures and comment on any further differences.

Task Read the rubric out and elicit the five differences from the class. Encourage them to give extended answers like *Here the tea's on the table but here it's on the bookcase. This is a bear and this a panda. I can see a fat puppy, but in this picture the puppy is thin.*

Speaking Part 2 (Page 24)

Warmer (whole class) Ask the open class, or students to do a *mingling* activity asking each other about pets. Give them the questions: *Have you got a pet? (if yes) What is it? Where did you get your pet? What is it called? (if no) Would you like to have a pet? Would you like to have a dog? What's your favourite animal?*

Preparation (whole class) Look at the pictures on page 24 and elicit ideas about the story. If necessary ask questions to guide them such as *Where are they going? What does she want? What does she see? What is she trying to do? Who is in the water? What is in her glass? Is she happy?* As you add to the story, loop back and in chorus repeat the story so far after each picture including the full story at the end.

Option: Write it up on the board and ask where you could insert the words *then* or *because ...* to make it better or leave gaps for them to come and fill in. Read the rubric on page 37 of these notes and start the story for them. Put students in pairs and ask them to tell each other the rest of the story again. It does not have to be exactly the same as the earlier group version.

Task Tell students they must look at the four pictures for a moment before they start to tell the story and that the examiner will then always use the first picture to start the story for them. It does not matter if they forget the names of the people in the story but if they want they can ask *What is his/her name?* They can tell the story in the present or the past tense.

Speaking Part 3 (page 25)

Warmer *The odd one out* (see page 6).

Task Focus on the first row of four pictures on page 25 and ask the class which is different. In this example they might find the bat different because it is not a bird or the duck different because it can also swim. Point out that in the Test any plausible difference is accepted if they can explain what it is. The first row of pictures will always be given as an example by the examiner. Again, although there is a minimum answer, (*fruit, not fruit*) encourage your students to expand as much as their individual ability permits, e.g. *The onion, because these three are fruit and this is a vegetable.* Read out the rubric and example on page 40 of these notes. In pairs, students tell their partners which one is different and why.

Speaking Part 4

- These last questions do not have a visual prompt and are not in the Practice Test Book.

Warmer Play *noughts and crosses, tell me about ...* or do a *mingling* activity (see page 6) with students asking questions about each other.

Task Read the teacher's rubric on page 42 and ask your students the four questions about their school. Write up the varying lengths of answers (*Saturday, it's Saturday, My favourite day is Saturday*) and remind them that they should try to answer as fully as they can. Tell them they can talk about any one teacher (or friend) when asked *Tell me about your teacher (friend).* They should try to respond with two or three sentences to this prompt. Remind them of expressions like *I don't understand* and *Pardon?*

Speaking tests

Preparation

Follow the directions from the **second** column and read the rubrics from the **third** column titled **Examiner / Teacher says this**. If the student is unable to answer or answers incorrectly repeat the question. If he/she still fails to respond, use the back-up question. Leave enough time for the student to think.

Test 1

	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
	Usher brings candidate in	Hello, (student's name). My name's ... How old are you, (student's name)?	Hello. Ten.	<i>Are you nine/ten?</i>
1	Points to Find the difference cards (pages 22 and 23)	Look at these pictures. They look the same but some things are different. Here the woman's coat is green but here it's red. What other different things can you see?	Describe four other differences: • a bear / a panda • tea on the bookcase / on the table • the puppy is fat / thin • three / four toy cars	Point to other differences the candidate does not mention. Give first half of response: <i>Here there is a bear...</i>
2	Points to story card (page 24) (pointing at the other pictures)	Now look at these pictures. They show a story. It's called 'Mary gets a pet'. Look at the pictures first. (pause) Mary hasn't got a pet and she wants to have one. She is walking to the lake with her mother. Now you tell the story.	(many variations possible) Mary sees a frog and wants to catch it. The frog wants to eat the fly and jumps on the leaf. Mary is holding a glass and jumping. She is in the water, wet. She's got a fish in her glass. She's happy.	<i>What is Mary looking at?</i> <i>What does she want to do?</i> <i>What is the frog doing?</i> <i>Where is Mary?</i> <i>What has she got?</i>

3	Points to Find the different ones card (page 25)	<p>Now look at these four pictures. One is different. The bat is different. The parrot, bird and duck are birds. The bat isn't a bird.</p> <p>Now you tell me about these pictures.</p> <p>Which one is different? (Why?)</p>	Candidate suggests a difference (any plausible difference is acceptable).	<p>What is this? (<i>fruit</i>) And this? (<i>vegetable</i>)</p> <p>What is this? (<i>weather</i>) And this? (<i>a kite</i>)</p> <p>Where can you find this? (<i>on a face</i>) And this? (<i>a foot</i>)</p>
4	Put away all pictures	<p>Now let's talk about your school.</p> <p>What's your favourite day?</p> <p>How do you go to school?</p> <p>Who do you sit next to at school?</p> <p>Tell me about your teacher.</p>	<p>(<i>Monday</i>)</p> <p>(<i>by bus</i>)</p> <p>(<i>my friend</i>)</p> <p>(<i>she is tall</i>)</p>	<p><i>Is your favourite day Monday?</i></p> <p><i>Do you walk to school?</i></p> <p><i>Do you sit next to your friend?</i></p> <p><i>Is your teacher a man or a woman?</i></p> <p><i>Is your teacher tall?</i></p>
		OK, thank you, (student's name). Goodbye.	Goodbye.	

Test 2

	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
	Usher brings candidate in	Hello, (student's name). My name's ... How old are you, (student's name)?	Hello. Ten.	<i>Are you nine/ten?</i>
1	Points to Find the difference cards (pages 44 and 45)	Look at these pictures. They look the same but some things are different. Here this is a watch but this is a clock. What other different things can you see?	Describe four other differences: <ul style="list-style-type: none">• pink / purple rubber• the jeans are under / on the bed• glasses / cups• a rabbit / a dog	Point to other differences the candidate does not mention. Give first half of response: <i>Here the rubber is pink ...</i>
2	Points to story card (page 46) (pointing at the other pictures)	Now look at these pictures. They show a story. It's called 'The lion's lunch'. Look at the pictures first. (pause) Ben and Jack are brothers. They are in the jungle and have got a picnic in their bags. Now you tell the story.	(many variations possible) They have got salad. They haven't got the bread and cheese. A lion is watching them. The boys are hiding. The lion is hungry. The lion finds the bread and cheese. He's eating it. The boys are not happy.	<i>What have Ben and Jack got to eat?</i> <i>Who is watching them?</i> <i>Where are the boys now?</i> <i>Is the lion hungry?</i> <i>What is the lion doing?</i> <i>Are the brothers happy?</i>
3	Points to Find the different ones card (page 47)	Now look at these four pictures. One is different. The chips are different. The tea, orange juice and water are drinks. Chips are food. Now you tell me about these pictures. Which one is different? (Why?)	Candidate suggests a difference (any plausible difference is acceptable).	Where is this? (<i>outside</i>) And this? (<i>inside</i>) What colour is this? (<i>many</i>) And this? (<i>white</i>) Is this animal small? (<i>yes</i>) And this? (<i>big</i>)

4	Put away all pictures	<p>Now let's talk about your home.</p> <p>Do you live in a house or a flat?</p> <p>How many rooms are there in your house?</p> <p>What's your favourite room?</p> <p>Tell me about your (bedroom) <i>the candidate's favourite room.</i></p>	<p><i>(a flat)</i></p> <p><i>(four)</i></p> <p><i>(my bedroom)</i></p> <p><i>(it is small)</i></p>	<p>Do you live in a flat?</p> <p>Are there three rooms in your house?</p> <p>Is your favourite room the living-room?</p> <p>Is your bedroom big?</p> <p>Have you got a cupboard in your bedroom?</p>
		OK, thank you, (student's name). Goodbye.	Goodbye.	

Test 3

	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
	Usher brings candidate in	Hello, (student's name). My name's ... How old are you, (student's name)?	Hello. Ten.	<i>Are you nine/ten?</i>
1	Points to Find the difference cards (pages 66 and 67)	Look at these pictures. They look the same but some things are different. Here the cow's tail is long. Here it's short. What other different things can you see?	Describe four other differences: • black / blue door • sun / clouds • eating a burger / sandwich • open / closed window	Point to other differences the candidate does not mention. Give first half of response: <i>Here the door is black ...</i>
2	Points to story card (page 68) (pointing at the other pictures)	Now look at these pictures. They show a story. It's called 'A hungry goat'. Look at the pictures first. (pause) Look at the first one. Paul is walking home from school. The grass next to the road is long and green. Now you tell the story.	(many variations possible) Paul sees a goat and stops. The grass by the goat is short. Paul puts down his bag and gets some grass. Then Paul looks. The goat is eating his school bag.	<i>What does Paul see?</i> <i>Where is Paul's bag?</i> <i>What is he doing?</i> <i>What is the goat doing?</i>
3	Points to Find the different ones card (page 69)	Now look at these four pictures. One is different. The DVD is different. You listen to the radio, CD and singing but you watch the DVD. Now you tell me about these pictures. Which one is different? (Why?)	Candidate suggests a difference (any plausible difference is acceptable).	Is this meat? (<i>yes</i>) And this? (<i>no</i>) What colour is this? (<i>green</i>) And this? (<i>red</i>) Where can you find this? (<i>the bathroom</i>) And this? (<i>the living room</i>)

<p>4</p>	<p>Put away all pictures</p>	<p>Now let's talk about food.</p> <p>What's your favourite fruit?</p> <p>Who cooks in your house?</p> <p>Where do you eat your breakfast?</p> <p>Tell me about your favourite dinner.</p>	<p><i>(apples)</i></p> <p><i>(my mum)</i></p> <p><i>(the kitchen)</i></p> <p><i>(I like fish and chips.)</i></p>	<p><i>Do you like apples?</i></p> <p><i>Does your father cook in your house?</i></p> <p><i>Do you eat breakfast in the kitchen?</i></p> <p><i>Is your favourite dinner fish and chips?</i></p> <p><i>Do you eat at school or at home?</i></p>
		<p>OK, thank you, (student's name). Goodbye.</p>	<p>Goodbye.</p>	

Test 4

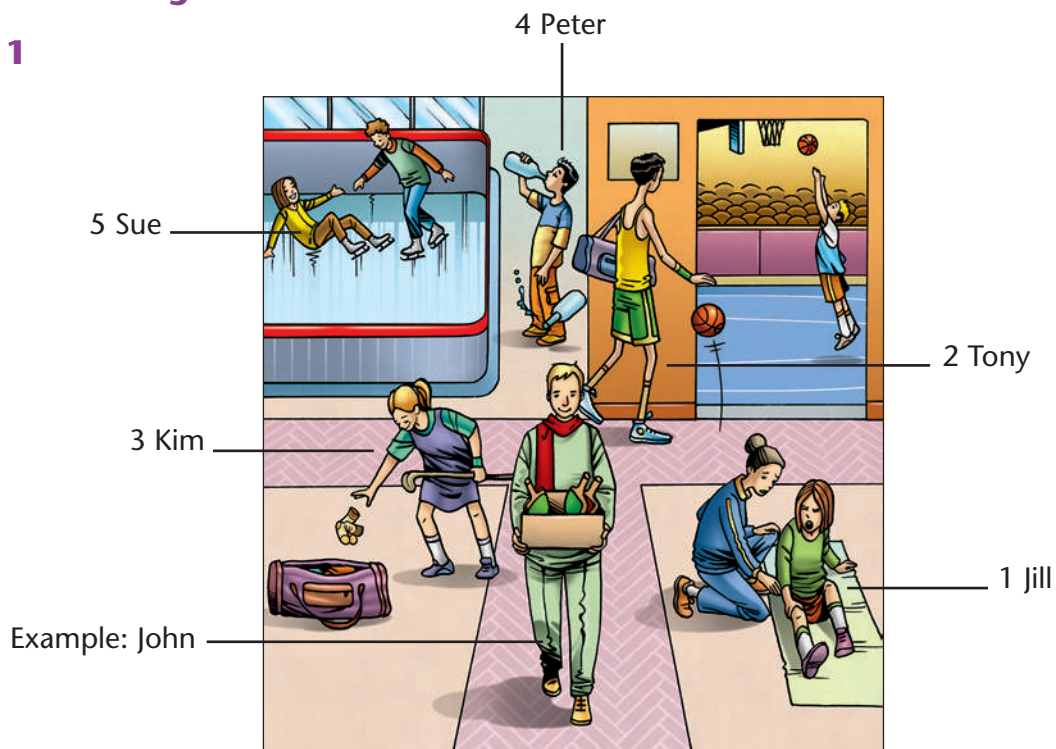
	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Question
	Usher brings candidate in	Hello, (student's name). My name's ... How old are you, (student's name)?	Hello. Ten.	<i>Are you nine/ten?</i>
1	Points to Find the difference cards (pages 88 and 89)	Look at these pictures. They look the same but some things are different. Here the baby is crying but here it's laughing. What other different things can you see?	Describe four other differences: <ul style="list-style-type: none">• the woman's hair is curly / straight• four / three arms• the woman is buying a toy plane / helicopter• the robot is inside / outside the shop	Point to other differences the candidate does not mention. Give first half of response: <i>Here the woman's hair is curly ...</i>
2	Points to story card (page 90) (pointing at the other pictures)	Now look at these pictures. They show a story. It's called 'The wrong bag'. Look at the pictures first. (pause). Jim's going out. His brother is arriving home from the sports centre. He's carrying a blue bag. Now you tell the story.	(many variations possible) Jim is saying goodbye to his father and leaving the house. He is at the sports centre. Jim has got the wrong bag. The clothes are dirty. He isn't happy.	<i>What is Jim doing?</i> <i>Where is he?</i> <i>Has Jim got the right bag?</i> <i>Are the clothes clean?</i> <i>Is he happy?</i>
3	Points to Find the different ones card (page 91)	Now look at these four pictures. One is different. Running is different. The table tennis, hockey and baseball are all sports with a ball. Running doesn't need a ball. Now you tell me about these pictures. Which one is different? (Why?)	Candidate suggests a difference (any plausible difference is acceptable).	What do you do with this? (<i>eat it</i>) And this? (<i>drink it</i>) Is there water in this place? (<i>yes</i>) And here? (<i>no</i>) What do you do with this? (<i>wear it</i>) And this? (<i>carry it</i>)

4	Put away all pictures	<p>Now let's talk about your weekend.</p> <p>Where do you go with your family at the weekend?</p> <p>What games do you play at the weekend?</p> <p>What are your hobbies ?</p> <p>Tell me about your weekend.</p>	<p><i>(the park)</i></p> <p><i>(football)</i></p> <p><i>(drawing)</i></p> <p><i>(I watch TV at home.)</i></p>	<p><i>Do you go to the park?</i></p> <p><i>Do you play football at the weekend?</i></p> <p><i>Do you like drawing?</i></p> <p><i>What do you do at the weekend?</i></p> <p><i>Who do you see at the weekend?</i></p>
		OK, thank you, (student's name). Goodbye.	Goodbye.	

Young Learners English Movers Teacher's Notes Answer Key

Test 1 Listening

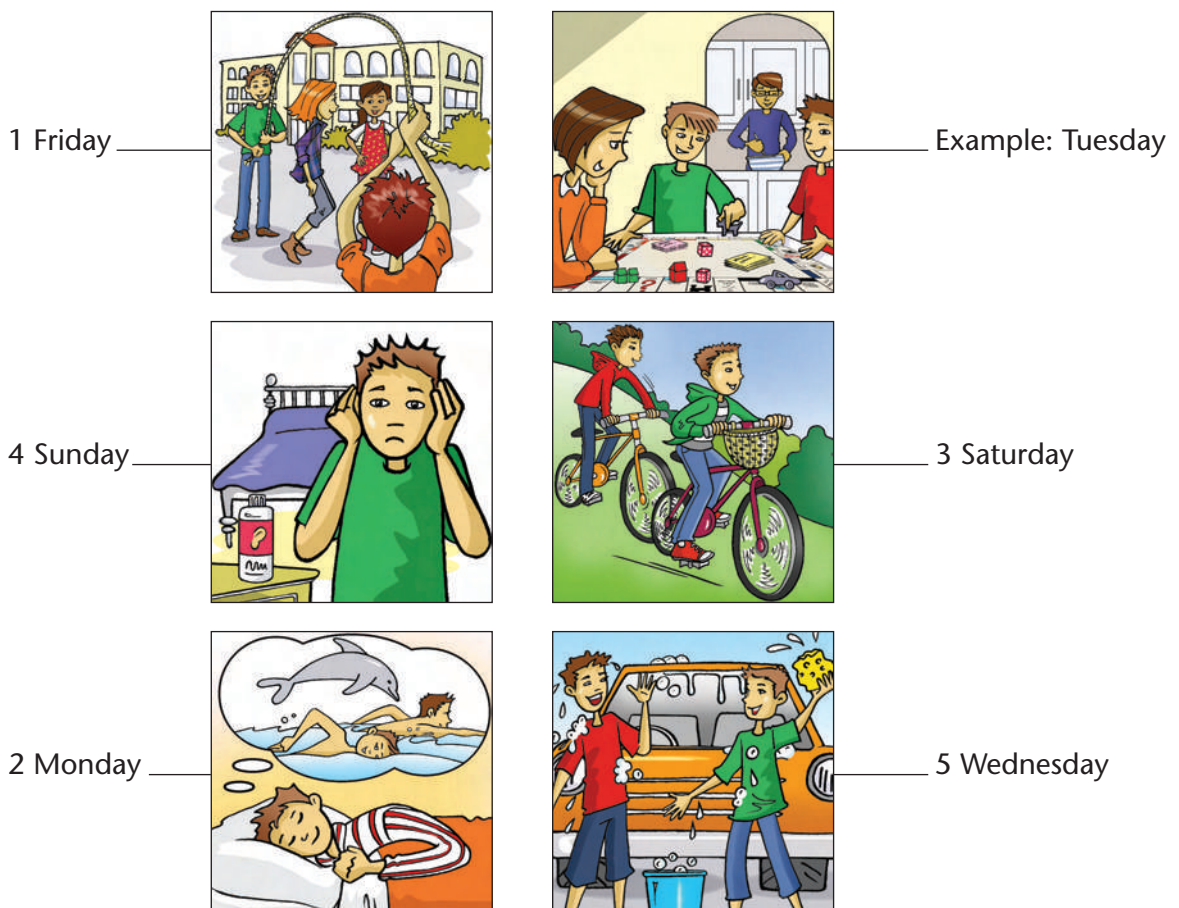
Part 1



Part 2

1 Red 2 World 3 Wednesday 4 DVD 5 Bat

Part 3



Part 4

1 A 2 B 3 B 4 A 5 C

Part 5



Test 1 Reading and Writing

Part 1

- 1 baseball
- 2 a shell
- 3 a kitchen
- 4 a road
- 5 awake
- 6 a clown

Part 2

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

Part 3

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

Part 4

- 1 long
- 2 hid
- 3 angry
- 4 mirror
- 5 laugh
- 6 Grandma
- 7 A hat to hide Tom's hair

Part 5

- 1 sandwiches, fruit, lemonade/a picnic
- 2 mountain
- 3 train (ride)
- 4 fields
- 5 the cows / them
- 6 rained
- 7 in the forest / under the trees
- 8 a rainbow
- 9 (some / the) goats
- 10 beautiful

Part 6

- 1 Do
- 2 have
- 3 them
- 4 of
- 5 when

Test 2 Listening

Part 1



Part 2

- 1 eleven / 11
- 2 three / 3
- 3 River
- 4 Wall
- 5 Saturday

Part 3

2 Wednesday



3 Thursday

1 Saturday



5 Friday

Example: Sunday

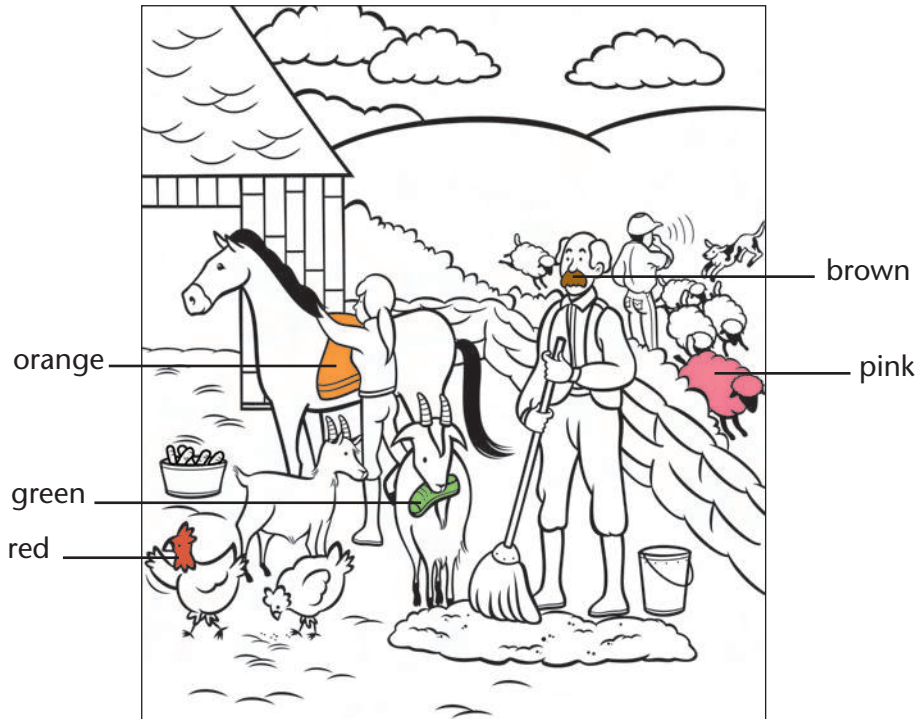


4 Tuesday

Part 4

1 A 2 C 3 B 4 A 5 C

Part 5



Test 2 Reading and Writing

Part 1

- 1 a hippo
- 2 a nurse
- 3 hockey
- 4 a towel
- 5 a helicopter
- 6 a city

Part 2

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

Part 3

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

Part 4

- 1 tickets

Part 1

Part 2

- 2 waterfall
- 3 rocks
- 4 singing
- 5 wrong
- 6 moon
- 7 A long day out

Part 5

- 1 the (her) t-shirt
- 2 (old) (light) (blue) trousers
- 3 dance
- 4 of (pineapple) juice
- 5 the last
- 6 first
- 7 the living room
- 8 the treasure
- 9 (some) (little) (beautiful) (white) stars
- 10 danced

Part 6

- 1 much
- 2 have
- 3 it
- 4 find
- 5 their

Test 3 Listening



1 catching 2 basketball 3 Young 4 Tuesday (and) 5 (the right) shoes

Part 3

1 Saturday			Example: Monday
5 Sunday			4 Friday
3 Wednesday			2 Thursday

Part 4

1 C 2 A 3 B 4 A 5 A

Part 5

green

pink

orange

blue

red

Test 3 Reading and Writing

Part 1

- 1 toothache
- 2 a doll
- 3 the alphabet
- 4 coffee
- 5 a monkey
- 6 a watermelon

Part 2

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

Part 3

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

Part 4

- 1 biggest

Part 1

Part 2

- 2 fields
- 3 smiling
- 4 stronger
- 5 mouths
- 6 climbed
- 7 Kite in the wind

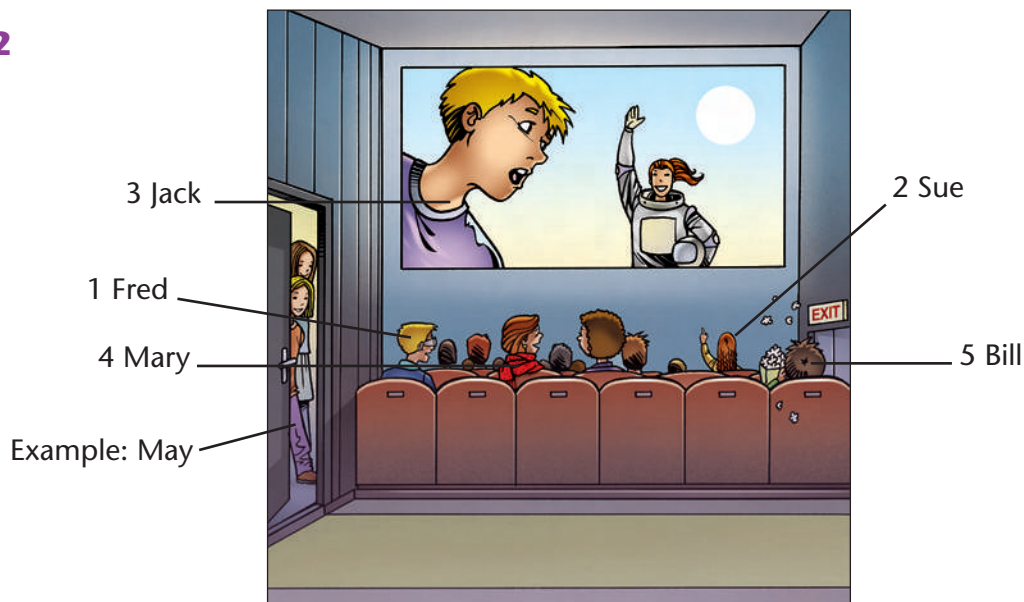
Part 5

- 1 of people
- 2 café
- 3 to leave
- 4 buy (some) vegetables
- 5 saw
- 6 pushing the plant
- 7 boy on a
- 8 best
- 9 touch it
- 10 go to bed

Part 6






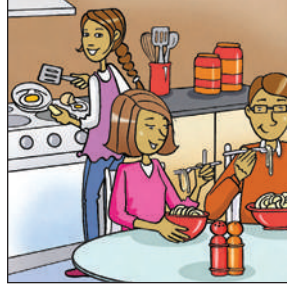
- 1 a
- 2 quickly
- 3 wear
- 4 don't
- 5 can

Test 4 Listening



1 two 2 toothbrush 3 comic 4 present 5 breakfast

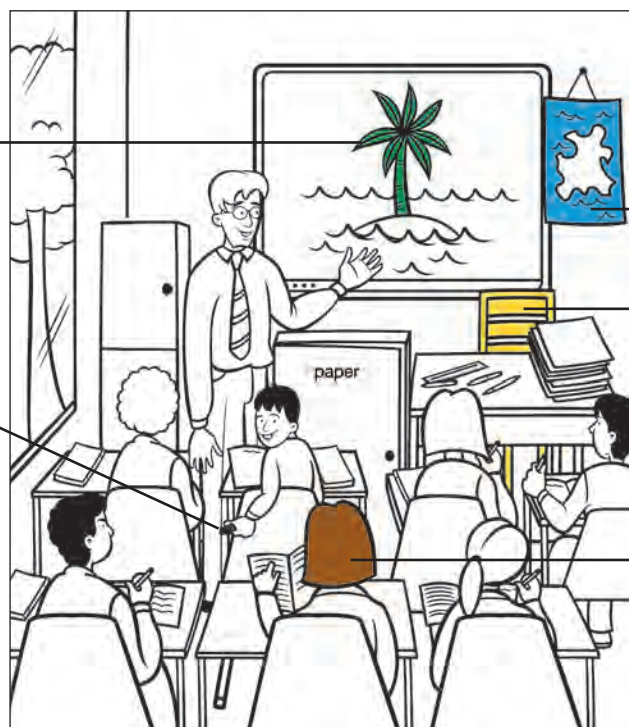
Part 3

2 Monday			Example: Wednesday
3 Friday			5 Saturday
4 Tuesday			1 Thursday

Part 4

1 A 2 C 3 C 4 A 5 B

Part 5



green

blue

yellow

black

brown

Test 4 Reading and Writing

Part 1

- 1 juice
- 2 a supermarket
- 3 a mistake
- 4 a watch
- 5 tired
- 6 a shoulder

Part 2

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

Part 3

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

Part 4

- 1 floor
- 2 ate
- 3 between
- 4 teacher
- 5 angry
- 6 bed
- 7 Ben's lost homework

Part 5

- 1 tired
- 2 a bird
- 3 sleep
- 4 water
- 5 a dream
- 6 beautiful
- 7 angry
- 8 opened
- 9 (bedroom) window
- 10 every morning / every day

Part 6

- 1 drink
- 2 aren't
- 3 need
- 4 much
- 5 there

Audioscript

R = Rubric

B = Boy

G = Girl

M = Man

W = Woman

R: Hello. This is the Young Learners Movers Listening Test. Look at Part One. Now look at the picture. Listen and look. There is one example.

M: We're late. Can you see John?

B: No. Oh wait, yes. There he is. He's carrying a box.

M: Ah, with the long red scarf on.

B: Yes, he loves that. His grandma made it for him.

R: Can you see the line? This is an example. Now you listen and draw lines.

One

B: What's the matter with Jill?

M: Where?

B: There on the mat. She's crying.

B: Oh, I think her leg's hurting.

R: Two

B: Oh good. My new friend Tony's here.

M: Which one?

B: He's bouncing the ball.

M: Ah. He likes basketball then.

B: Yes. He's very tall. He's the tallest in my class you know.

R: Three

M: Is Kim coming today?

B: She said yes when I asked her. There she is.

M: She's throwing some socks into her bag.

B: Yes. She plays hockey very well.

M: Mmm. I know she can run very quickly.

R: Four

M: Who is that thirsty boy?

B: That's Peter.

M: He's drinking a lot of water.

B: Yes and he's dropping a bottle.

M: He needs to drink more slowly.

R: Five

M: Look! There's a girl laughing there.

B: She is learning to skate and falling down a lot.

M: What's she called?

B: That's Sue.

M: Does she go to your school?

B: No. She's younger than me.

R: Now listen to Part One again. That is the end of Part One.

R: Part Two.

Listen and write. There is one example.

B: Hello. Can you help me?

M: Yes, I can try.

B: I can't find the film I want.

M: Which film?

B: It's about pirates but I don't know the name of it.

R: Can you see the answer? Now you listen and write.

One

M: Tell me about it.

B: It's an old film but it's in colour with famous actors in it.

M: Who, for example?

B: One actor is Tom Red.

M: Hmm. Red ...

R: Two

B: In the film, they all go on an island and look for treasure.

M: Oh, I know which film you mean. It's called Treasure World.

B: Yes! That's it! Treasure World. W-o-r-l-d.

M: A very exciting film that. But you're right it is old.

R: Three

M: Hmm. Let me look on the computer.
B: All right.
M: Ah, we haven't got it now but I can get it for you on Wednesday afternoon.
B: Oh good. Please do.

R: Four

M: You can have that film on DVD or video. Which do you want?
B: I don't know. The video is older.
M: I think the DVD is better.
B: Yes, DVD, please.

R: Five

M: Shall I telephone you when it arrives?
B: No, I can come back on Thursday morning to see if it's here.
M: OK, so see you on Thursday.
B: Right. Bye.
M: Oh, excuse me, one more thing. What's your name?
B: It's Mike Bat.

**R: Now listen to Part Two again.
That is the end of Part Two.**

R: Part Three.

Look at the pictures. What did Tom do last week?

Listen and look. There is one example.

W: Hi Tom. How are you and how was last week?
B: I'm fine, thanks. Last week was good and bad.
W: Were you with your brother?
B: Yes. He came to see us. That was good. When he arrived on Tuesday it was late so we played a game inside then had dinner.

R: Can you see the line from the word Tuesday? On Tuesday Tom played a game with his brother. Now you listen and draw lines.

One

W: Did you see your brother every day?
B: I didn't see him much on Friday because he was busy.
W: Oh, so what did you do that day?

B: I went to the playground and skipped with my friends there. We all laughed when I fell and sat down on the ground. I was very surprised! I'm trying to get better but I'm not very good at skipping.

R: Two

W: What about before your brother came? What did you do on Monday?
B: I was tired and went to bed after my shower but I had an exciting dream.
W: Did you? What was it about?
B: I dreamed I was in the sea, swimming with my brother and some dolphins.
W: Wow, what a nice dream!
B: Yes. They're my favourite animal and I'd like to do that.

R: Three

W: Did you do anything nice on Sunday?
B: Yes. We went for a long bike ride in the countryside. Oh no, sorry that was on Saturday.
W: Saturday?
B: Yes, it was windy but sunny and we took a picnic.
W: What a great thing to do.

R: Four

B: But Sunday wasn't good.
W: Oh? Why not?
B: I had a terrible earache all day because of the wind the day before.
W: I'm sorry to hear that.
B: Hmm. It hurt more in the morning but then my brother found some old photos and we looked at them together, so I got a little better.

R: Five

B: I didn't tell you about Wednesday.
W: What did you do on Wednesday?
B: Well, that was the best day. We washed the car.
W: And that was the best day?
B: Yes. It was so funny. Mike threw water at me and we both got very wet.
W: Ah, I see.

**R: Now listen to Part Three again.
That is the end of Part Three.**

**R: Part Four. Look at the pictures. Listen and look.
There is one example.**

How many children went to visit the city?

- G: The children in class six visited the city last week with their teacher.
W: Oh yes. Did they learn about the roads?
G: Yes. They all had a map and had to find the streets.
W: Did a lot of children go?
G: Twenty-six.

R: Can you see the tick? Now you listen and tick the box.

R: One. Which is Jim's scarf?

- M: Is that your scarf there?
B: Where? Under the coat?
M: No, the one with stars on, there.
B: No. Mine's longer than that. Look here it is.

R: Two. Where do they have lunch?

- M: Do you sometimes eat lunch in front of the TV in the living room?
B: You mean on the sofa? No, Mum says we can't do that.
M: Do you usually eat in the kitchen then?
B: Yes, we haven't got a dining room.

R: Three. Which man is their teacher?

- W: Is your teacher Mr Driver?
B: Yes, that's him, there. See. He's blond and got a moustache.
W: So he hasn't got a beard?
B: Not now. He had one when we were in the second class.

R: Four. What did Daisy do this morning?

- W: Did you enjoy this morning?
G: Yes. I was happy I didn't fall in the water because it's too cold to swim.

W: You're right. When I was younger I skated on that lake. So, was your boat easy to sail today?

G: Yes.

R: Five. What's the matter with Jane's aunt?

- G: What's the matter, Aunt Lucy?
W: Oh I'm angry about my sweater.
G: Why?
W: Your uncle had a bad idea and washed it.
G: Why was that bad?
W: Look. The water was too hot and now this is so small your doll can wear it.

**R: Now listen to Part Four again.
That is the end of Part Four.**

**R: Part Five. Look at the picture. Listen and look.
There is one example.**

- M: Look at this picture of a bus station.
G: Yes, it's raining outside.
M: Can you see the bus arriving?
G: The one with twelve on the front?
M: That's right. Colour that bus orange.
G: OK.

R: Can you see the orange bus? This is an example. Now you listen and colour and draw.

One

- G: Can I do some colouring now?
M: Yes. Can you see the old woman waiting for the number 12 bus?
G: With curly hair?
M: Yes. That's her. Colour her hair grey.
G: OK. I'm doing that now.

R: Two

- G: There are two toy kangaroos!
M: Yes. One is new and in a box.
G: The one the young man behind the bus is carrying?
M: That's right.
G: Can I colour it brown?

M: Yes. That's a good colour for a kangaroo.
Don't colour the box.

R: Three

M: Now, Look inside the bus that's in the station.

G: I can see two people.

M: Yes. One is going upstairs.

G: Can I draw something?

M: Yes. Draw a hat on the boy going up to the top of the bus.

G: Oh good.

R: Four

M: Now. Let's look over here.

G: Yes. That mum has a lot of shopping.

M: Hmm. She looks tired.

G: Shall I colour something here?

M: Yes. Colour her round bag pink.

G: The round one. OK.

R: Five

G: Do you think the little boy is the woman's son?

M: Yes. I think so.

G: Can I colour his lorry red?

M: Well. Yes, you can.

G: The picture looks good.

M: Yes. Well done.

**R: Now listen to Part Five again.
That is the end of the Movers
Listening Test 1.**

Test 2

**R: Hello. This is the Young Learners
Movers Practice Listening Test.
Look at Part One. Look at the
picture.
Listen and look. There is one
example.**

W: The supermarket is open and some people are in there now.

B: Yes I know some of them from our village.

W: Do you know the girl who is buying the toothbrush?

B: Yes that's Jane. She's getting her shopping now.

**R: Can you see the line? This is an
example. Now you listen and draw
lines.**

R: One

B: Can you see Vicky? She's the girl who wants potatoes.

W: Ah yes, she's holding some paper.

B: That's right. She lived opposite us before.

W: Oh yes. You played in the snow with her.

B: (Laugh). That was a good day.

R: Two

B: And look, there's Tony shopping with his mum.

W: Oh yes he's with his little brother who doesn't like shopping.

B: No his brother is angry.

W: He is. You did that when you were younger.

B: Hmm. Sorry, Mum.

R: Three

W: Who is the boy looking at the comic?

B: Which boy?

W: The one with *Pirates and Puppies*.

B: Oh that's Alex. And that is very funny to read you know.

W: Yes, I know you sometimes buy it.

R: Four

W: Do you know the boy with the green hat.

B: Where is he?

W: There. The boy waiting behind Jane.

B: Oh yes. I didn't see him there. That's Paul. He's in my class and he takes the school bus with me.

R: Five

B: I can also see Daisy.

W: Which girl is she?

B: She's near the door, coming out.

W: Ah! She's got a red coat on.

B: That's her.

**R: Now listen to Part One again.
That is the end of Part One.**

**R: Part Two.
Listen and look. There is one
example.**

B: Hello.
W: Hello there. Can I help you?
B: I'd like to take out books from your library.
What do I have to do?
W: I have to ask you some questions before
you can take books home.
B: OK.

**R: Can you see the answer? Now you
listen and write.**

R: One
W: How old are you?
B: I'm eleven.
W: You must be ten to take books, so that's all
right.
W: Do you like reading?
B: Oh, yes.

R: Two
W: How many people are in your family?
B: There are five of us. My sister, brother,
Mum and Dad.
W: So three children and two grown-ups.
B: No, three grown-ups. My brother is
nineteen!

R: Three
W: Does your family come here sometimes?
B: My dad does.
W: All the family can come now but can you
give me your address?
B: It's 82 River Street.
W: Ah, you live by the playground.
B: Yes. Opposite it!

R: Four
W: Which is your favourite kind of book?
B: I love all books with exciting stories. I like it
when you don't want to stop reading!

W: You read a lot I think.
B: Every day.
W: Did you tell me your name? No you didn't.
B: It's Jack Wall. W-A-L-L.

R: Five
B: Another thing. Sometimes I need a
computer to do my homework.
W: There is a computer room here but you
must come in the mornings.
B: Oh, I have school in the mornings.
W: What about Saturdays? We're open all day.
B: I can come with my father.
W: It's best to come early. It's very busy at the
weekend.

**R: Now listen to Part Two again.
That is the end of Part Two.**

**R: Part Three.
Look at the pictures. What did Jack
do last week? Listen and look.
There is one example.**

B: Hello Mrs Long.
W: Good morning Jack. Did you have a nice
time with your grandparents?
B: Yes, thank you. My grandmother has lots of
old books and she read an exciting one to
me.
W: Did you read them too?
B: Oh yes, most days, but on Sunday, she
read me her favourite story about a man
who rode round the world on an elephant.

**R: Can you see the line from the
word Sunday? On Sunday, Jack's
grandmother read him a story.
Now you listen and draw lines.**

R: One
W: What else did you do last week?
B: Well, we went for three walks in the forest.
W: All of you?
B: Two of the walks were long and I went
with Grandpa but on Saturday my sister
and grandmother came too because it was
a shorter walk and they get tired.

W: Yes, your sister is small and has short legs!
B: Hmm.

R: Two

W: Did you do any other sports or try anything new?
B: Yes, I did. Grandpa took me in his boat on the river on Wednesday.
W: Great! Does your grandpa fish?
B: Yes and he showed me how to fish too. My sister didn't come because she was afraid of the flies.
W: Yes, there are a lot of them near the water!

R: Three

W: Did you speak to your parents every day?
B: We phoned them most days but on Thursday I wrote them an email telling them about my week.
W: They were happy to know how much you loved your visit.
B: Yes.

R: Four

W: Are your grandparents very old?
B: Quite old, but they are well. You know Grandma can't see and has to wear glasses.
W: Oh?
B: And on Tuesday she lost them. We had to look all round the house for them. We shouted when Grandpa nearly stood on them in the garden.
W: Was he surprised?
B: Yes, he jumped!

R: Five

W: What did you do on Friday?
B: Oh, on Friday we picked up all the leaves outside.
W: Was your grandfather tired after?
B: Well he's very strong you know but I think his back hurt.

R: Now listen to Part Three again. That is the end of Part Three.

Part Four. Look at the pictures. Listen and look. There is one example.

R: What did they see?

W: Did you see that film about a cat with no home?
B: Yes, I did. I want to get the DVD because it was very funny.
W: Oh yes. I laughed a lot when he took the fish from the shop. Who took you to the cinema?
B: My parents.

R: Can you see the tick? Now you listen and tick the box.

R: One. What's the matter with Tom?

W: Are you all right? Have you got a stomach-ache again?
B: No. I've got a headache.
W: You aren't hot. You haven't got a temperature.
B: No, but I want to go home and sit quietly.

R: Two. Which is Fred's drawing?

M: That's a nice drawing.
B: Hmm, I'm not good at drawing straight lines.
M: But you drew this round thing very carefully.
B: I did it slowly.
M: The colours are great.
B: Thank you.

R: Three. Where was the lost watch?

M: You're wearing your watch now. Where did you find it?
B: It was in the bathroom.
M: But I looked in the cupboard opposite the window.
B: It wasn't there, Mum. It was between the glass and the toothbrushes.
M: You must put it in the box next to your lamp when you take it off!

R: Four. How many people watched Lucy sing?

M: Were you afraid to sing in front of your friends' parents?
G: A little but then I enjoyed it.
M: How many people came to watch you?
G: There were 56 people I know because there were only 4 empty chairs.
M: Wow!

R: Five. What do they want to buy?

W: We have to buy a present for Jill.
G: What about a toy bear?
W: Well. I'd like to get her a dress for the party.
G: Yes. I know she wants a purple dress.
W: Let's get that.
G: All right.

**R: Now listen to Part Four again.
That is the end of Part Four.**

**R: Part Five.
Look at the pictures. Listen and look.
There is one example.**

M: Can you see the two chickens in this farm?
G: Yes. One's trying to fly.
M: That's right. I would like you to colour him red.
G: All of him?
M: No, just his head please.
G: OK. Only his head.
M: That's right.

**R: Can you see the chicken's red head?
This is an example. Now you listen
and colour and draw.**

One

M: Isn't the horse lovely?
G: Yes. But too big to colour.
M: Hmm. The girl is putting a blanket on its back.
G: Yes, she is. Can I colour that?
M: Yes. Colour it orange.
G: OK.

R: Two

G: Now what can I do?
M: Would you like to draw something?
G: Yes. What shall I draw?
M: Can you see the empty bowl in front of the horse?
G: OK. Can I draw some carrots for the horse?
M: Yes. Draw some in the bowl.
G: Great. The horse is happy now.

R: Three

M: Now. Look at the goats.
G: The big one's got a beard.
M: He has, and he's eating a shoe!
G: I'd like to colour the shoe, but what colour?
M: You choose.
G: OK. I'm colouring it green.

R: Four

M: There are some other animals.
G: Yes, I can see some sheep in the field.
M: Can you colour one of them pink?
G: A nice colour for a sheep! Which one?
M: Colour the first one.
G: OK. The one nearest us.

R: Five

G: What about the farmer washing the floor?
M: Would you like to colour something here?
G: Yes.
M: OK then. Colour his moustache brown.
G: I'm doing that. Do you think the farm is his?
M: I think so.

**R: Now listen to Part Five again.
That is the end of Movers Practice
Listening Test 2.**

Test 3

R: Hello. This is the Young Learners Movers Practice Listening Test.

Look at Part One. Look at the picture. Listen and look.

There is one example.

- W: Hello. What are you all doing here?
G: Well, we're visiting the library with our teacher this morning.
W: Is that your teacher?
G: Yes. He's showing Ann a book about cities.
W: She's the girl with blonde hair?
G: That's right. She's the cleverest girl in the class.

R: Can you see the line? This is an example. Now you listen and draw lines.

One

- W: Do you know the woman who works here?
G: Yes, I do. She's called Lucy.
W: Right. She isn't very happy.
G: No, I think she's angry with those small children who are being loud.
W: Are they with you?
G: No. They aren't in our class.

R: Two

- W: Is that girl doing homework at the table?
G: No, she's writing down the names of books.
W: Who is she?
G: That's Sally.
W: I like her dress. Blue is a nice colour.

R: Three

- W: Do you talk to the boys in your class much?
G: Oh yes. The boy opposite Ann is very nice.
W: The one with green trousers?
G: Yes. He's called Nick. He's never angry.

R: Four

- W: What's that boy in the jacket looking for?
G: That's Tom and he's looking for a book about sharks. He loves the sea.

- W: You do too, I think.
G: Yes but I like whales and dolphins best.

R: Five

- W: Oh no. That boy's eating a sandwich in here.
G: Our teacher can't see him but he has to stop now.
W: Who is he?
G: That's Paul. People always shout at him.
W: Those books are dirty now.

R: Now listen to Part One again. That is the end of Part One.

R: Part Two. Listen and look. There is one example.

- B: I'd like to do a sport.
M: What would you like to do?
B: Well my father had a good idea and told me to try something new but I don't know what.
M: Well let's think of some ideas to help you choose.

R: Can you see the answer? Now you listen and write.

One

- M: Do you enjoy ball games?
B: Yes. Very much.
M: Are you good at throwing and catching a ball?
B: I'm OK I think.
M: What about hitting one?
B: No, I can't do that well.

R: Two

- M: You're nice and tall.
B: I'm strong and tall now but I was weaker when I was little.
M: Would you like to try basketball?
B: Yes, but I don't know how to bounce a ball when running.
M: You can learn! I'm the teacher!

R: Three

M: What are you called?

B: My name's Fred Young.

M: Is that Y-O-U-N-G?

B: Yes. I'm twelve.

R: Four

B: When can I come?

M: For your age, the evening classes are on Tuesday and Friday, or Monday and Thursday. Which days are OK for you?

B: I can't come on Thursdays.

M: So Tuesday and Friday lessons are OK?

B: Yes. That's better for me.

R: Five

B: When can I start?

M: All our classes start the same week as school.

B: Oh good. Now I need to buy the right shoes.

M: You do. Shall I show you where we play?

B: I'd like to see that, yes.

M: Come on then.

**R: Now listen to Part Two again.
That is the end of Part Two.**

R: Part Three.

Look at the pictures. What did Sam do last week? Listen and look. There is one example.

M: Hello Sam. Did you finish that painting last Monday after I left?

B: Yes, I did. Would you like to see it?

M: Wow. What beautiful colours Sam.

B: Yes. I enjoyed doing it.

**R: Can you see the line from the word Monday? On Monday Sam painted a picture. Now you listen and draw lines.
One**

M: Was it your birthday on Thursday?

B: Yes.

M: Did you have a party?

B: Yes, but on Saturday afternoon so there was no school and my friends could come.

M: How many of you were there?

B: Eight of us children and my parents.

R: Two

M: What did you do on Thursday then?

B: Well, we had a cake after we came home from school.

M: Did you stay at home?

B: Yes, we played quietly because Mum had a headache.

M: I see.

R: Three

M: Mum got her headache when we went shopping on Wednesday.

B: Oh dear.

M: We went to buy a present for my sister.

B: Oh yes. She is the same age as you.

M: That's right. We have the same birthday. I bought her a big doll.

R: Four

B: On Friday, we played some new computer games.

M: I thought you had football on Fridays?

B: Yes, I do. But after I got home I wanted to try my present.

M: Hmm, I see.

R: Five

M: Did you do anything exciting on Sunday?

B: Well, yes, we went to the zoo. Look I took these photos.

M: Did someone give you a camera for your birthday?

B: Yes, my grandparents. Do you like my pictures of the animals?

M: They're very good.

**R: Now listen to Part Three again.
That is the end of Part Three.**

R: Part Four.

**Look at the pictures. Listen and look.
There is one example.**

Where did they go by bus?

- M: Did you go home after school today?
G: No. Mum couldn't get us because she was at work.
M: Where did you go?
G: We caught the bus and went shopping.
M: Ah.
G: Yes.

R: One. Which is Kim?

- W: Is that Kim in that photo? There, carrying the brown handbag.
G: No, that's my sister.
W: Which of these photos is of Kim?
G: She's there cooking, holding a brown bowl.
W: Oh right. Ah, this girl in the trousers is you when you were younger.

R: Two. What is May's homework?

- W: Have you got lots of homework to do this evening?
G: No, only for Mr Rice.
W: What do you need to do?
G: I have to look at this map and draw it.
W: Oh, is it difficult to understand?
G: No, this is a road and this a town, look.

R: Three. Which is their new flat?

- G: Is your new flat nice?
W: Yes, but I loved my old one.
G: Did you live above the bank?
W: Yes, I could walk to the town square when I wanted because it was so near.
G: Why did you move house then?
W: We moved because it's quieter opposite the park.

R: Four. What did Alex dream about?

- B: Oh, I had a terrible dream.
W: Why was it so bad?
B: Because I dreamed a shark wanted to eat me.

- W: Oh no! Were you in the sea?
B: Yes, looking for dolphins but none came.

R: What is John's favourite meal?

- W: John, would you like sausages and potatoes for dinner?
B: OK, but can we have fish and chips on Friday?
W: Hmm. You like that.
B: It's my favourite and I like it best with peas.
W: OK, we can have that then.

**R: Now listen to Part Four again.
That is the end of Part Four.**

R: Part Five.

**Look at the picture. Listen and look.
There is one example.**

- M: Do you like this picture?
B: Yes I do but can I colour some of it?
M: Why not? Can you see the man holding two tickets in his hand?
B: Yes.
M: Well, colour those tickets green.
B: OK. I'm colouring both tickets green.

R: Can you see the green tickets? This is an example. Now you listen and colour and draw.

One

- B: Now what shall I colour?
M: Look at the man's daughter.
B: The little girl. She's very happy.
M: I think so. I'd like you to colour her face pink.
B: Pink because she's happy!
M: Yes.

R: Two

- M: Now. Hmm. Let me think!
B: Can I colour the tiger?
M: The tiger? Oh yes, but not all of him. Colour his ears.
B: OK. His ears are ... orange.
M: Good.

R: Three

- M: Right. Can you see the two children in front of the cage?
B: They're laughing.
M: That's right.
B: Shall I colour something?
M: No. I want you to draw a flower next to the bigger child.
B: So. I'm drawing a flower next to him.

R: Four

- M: Now. Look at the clown.
B: He's on the picture.
M: Would you like to colour his nose?
B: Yes. What colour?
M: You can choose.
B: OK. Blue!

R: Five

- B: The little boy looking at the clown isn't wearing a coat.
M: No and I think it's cold.
B: He's got a scarf on.
M: Yes and a warm sweater. Why don't you colour the star on it red?
B: Right. A nice warm colour. I like the picture more now.
M: Yes. It looks good.

**R: Now listen to Part Five again.
That is the end of Movers Listening
Test 3.**

Test 4

**R: Hello. This is the Young Learners
Movers Practice Listening Test.**

**Look at Part One. Look at the
picture. Listen and look.**

There is one example.

- M: Lots of people want to see this film. We had to wait a lot to buy tickets for this evening.
B: It's an exciting film. Oh look, May is arriving now.
M: Where?

- B: She's just coming in with her mum.
M: Oh yes. Wave to her. She can come and sit next to us.

**R: Can you see the line? This is an
example. Now you listen and draw
lines.**

One

- B: Fred is very happy.
M: Which one is he?
B: He's wearing big glasses. Look ... in front of us with the blond hair.
M: Oh. I see him. I heard he is naughty sometimes.
B: Well, yes, and he tells funny stories.

R: Two

- M: I think that's Sue sitting at the front.
B: Where? Oh yes, you can see her long curly hair.
M: She's pointing at the film.
B: She loves films. She wants to be in them when she is bigger.

R: Three

- M: Does she like the boy in the film?
B: We all like him. He's very famous in our town because he comes from here.
M: I didn't know that! What's he called?
B: Jack Driver.
M: He is very surprised to see the girl in the film.
B: Yes. He thought she was on the moon.

R: Four

- M: I think it is warm in here but that girl is wearing a scarf.
B: Oh yes. I can see her. Laughing with her friend.
M: Do you know her?
B: Not well, but her name's Mary.
M: I think she has a cold.

R: Five

- M: Is that Bill sitting there eating?
B: You're right, it is him.

M: He's dropping more than he's putting in his mouth.

B: He's enjoying the film too much to be careful.

**R: Now listen to Part One again.
That is the end of Part One**

R: Part Two. Listen and look. There is one example.

W: Daisy, what did your mother say? Are you coming with us to visit Mary's grandparents?

G: Yes. I can come with you Mrs Green. Thank you for asking me.

W: We're happy you can come. Can I talk to your mother about it this afternoon?

G: Yes. She's home today. Going on a plane is very exciting!

R: Can you see the answer? Now you listen and write.

R: One

W: Don't bring too many clothes because we mustn't take lots of bags.

G: And it's difficult for me to carry a big bag.

W: That's right. We can only take two bags: one big and one small. We have the small one with us in the plane.

G: Right.

R: Two

G: What shall I put in the smaller bag?

W: Bring your toothbrush in that because we are on the plane most of the day.

G: OK. I can clean my teeth in the sky!

W: Sometimes you have to wait and then it's boring. You need something to do.

G: I can play games or talk to Mary.

R: Three

W: Choose a comic each to take, too.

G: OK, but I don't want to read on the plane.

W: Why not? I thought you like reading.

G: This is my first time flying so I'd like to look out of the window.

W: It's nice being up in the clouds looking down at the small cars and houses.

R: Four

G: Shall I get a present?

W: Who for?

G: Well for Mary's grandma and grandpa.

W: I think that would be a nice idea.

R: Five

W: Go to bed early the night before because we must leave the house after breakfast.

G: Are you coming to get me?

W: Yes or you can sleep here that night.

G: Yes please.

**R: Now listen to Part Two again.
That is the end of Part Two.**

R: Look at Part Three. Look at the pictures. What did Vicky do last week?

Listen and look. There is one example.

W: Hello Vicky. How are you?

G: Fine, thank you. Hello Miss Rock.

W: Did you finish planting those flowers you told me about last week?

G: Well Mum and Dad did. I wanted to make a film so I videoed them working in the garden on Wednesday.

R: Can you see the line from the word Wednesday? On Wednesday, Vicky videoed her mum and dad planting flowers in the garden.

**Now you listen and draw lines.
One**

W: Did you go to your friend's house on Thursday after lessons?

G: Kim's parents invited me to dinner but I couldn't go because I had school the next day and Mum didn't want me to.

W: So what did you do?

G: I cooked pasta and eggs for my mum and dad.

R: Two

G: Monday was terrible.

W: Why?

G: I woke up but was tired and got dressed quickly so I put the wrong trousers on.

W: What did you do?

G: I had to get undressed again then I didn't have time for breakfast, only a drink. I didn't catch the bus so I ran to school.

R: Three

W: Did you go out on Friday?

G: I went to Kim's house for supper and slept at hers.

W: That's nice.

G: Her mum is really good at cooking and it was the best food. The next day, I gave her mum some flowers from the garden to say thank you.

W: That was nice of you. Were you both awake all night?

G: Well ... we talked a lot but then we got tired and slept.

R: Four

W: Was school good on Tuesday?

G: It was great! My friend brought her frogs to class.

W: Oh!

G: There were three of them and they hopped all around the classroom!

W: Was it funny?

G: Very. We all touched them and I held one.

R: Five

W: What did you do on Saturday?

G: Well, at the weekend I watched a DVD with my dad but was it on Saturday or Sunday?

W: Where was your mum?

G: Ah! That's right. It was Saturday because Mum was out buying some new shoes. We didn't go because it was boring at the shops.

**R: Now listen to Part Three again.
That is the end of Part Three.**

R: Part Four.

**Look at the pictures. Listen and look.
There is one example.**

Where are they going?

W: Shall we go to the sports centre?

B: I'm too tired to do sports this morning. My legs hurt from running yesterday. What about the library?

W: Hmm, nice idea. Or do you want to go to the shops?

B: No, not again! Let's go to the library and choose some books.

R: One. Why wasn't Jane at school yesterday?

M: Why didn't you come to school yesterday?

G: I wasn't well.

M: Did you have a cough?

G: No, but I had a cold all weekend and yesterday. Look at my red nose!

M: Hmm.

R: Two. What did they eat for dinner?

G: That was very good. Thank you. I can't eat any more.

W: I'm happy you liked it. Some children don't eat vegetables.

G: I know. My brother only likes peas but I love beans.

W: These sausages were from our friend's farm.

G: Do they have chicken too? I love that!

R: Three. How did they go to the village?

G: My aunt and uncle took us to that beautiful village you told us about.

M: How did you go there?

G: Well Uncle Pat couldn't start the car so we had to catch a bus.

M: Why didn't you go by train, it's quicker?

G: You can't go there by train. There isn't a station in the village now.

R: Four. Where is Paul?

G: Shall I open the window?
M: No, please don't. I'm not hot. Are you all right?
G: Well, this room is very small. I don't like small places.
M: Let's go outside then.

R: Five. What did Mary and her father wash?

W: Hello Mary. That window is very clean.
B: Oh, hello Mum. Dad and I washed it before lunch.
W: Well done! You did it well.
B: The car is dirty and I need to help Dad do that now.
W: OK, but have a glass of juice first.
B: Thanks.

**R: Now listen to Part Four again.
That is the end of the Part Four.**

**R: Part Five.
Look at the picture. Listen and look.
There is an example.**

M: Is this classroom bigger than yours?
G: Yes. They are having a lesson in it.
M: Can you see the map on the wall?
G: Yes.
M: Colour the sea on the map blue.
G: Oh. Right.

**R: Can you see the blue sea on the map?
This is an example. Now you listen
and colour or write.
One**

G: What do you think they are learning about?
W: I think the teacher is telling the class about living on an island.
G: Oh yes. Look at the board.
W: That's right.
G: Can I colour something?
W: The tree on the island. Colour it green.

R: Two

W: There's a boy giving a rubber to his friend behind him. Can you see it?
G: Yes. Shall I colour it?
W: Yes.
G: What colour?
W: What colour would you like?
G: Black! The rubber is black.

R: Three

W: Now what? The children don't think the lesson is boring.
G: No. They are all listening and writing.
W: Ah. But one isn't. I know. Colour her hair brown.
G: Is that the girl who's reading her book?
W: Yes. Colour her hair.

R: Four

W: Now, would you like to write something?
G: But not something long?
W: No. Only one word. Write, *paper*.
G: Oh, OK. Where?
W: On the cupboard door. The one opposite the windows with the door open.
G: P-A-P-E-R.

R: Five

G: Shall I do some more colouring now?
W: One more thing. Can you see the teacher's chair?
G: It's between the wall and his desk.
W: Well, colour it yellow.
G: All of it?
W: Why not! The picture is nice. Well done!

**R: Now listen to Part Five again.
That is the end of Movers Listening
Test 4.**

Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited
Companies and representatives throughout the world

ISBN 978-0-230-40708-4

Text © Sandra Fox 2011

Design and illustration © Macmillan Publishers Limited 2011

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Page layout by xen
Illustrated by Aleksandar Sotirovski, Jo Taylor, Theresa Tibbetts.
Cover illustration by Aleksandar Sotirovski