

Young Learners English

Starters

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 emotional and distracted by unfamiliar surroundings. In some cases, it is even a big day out together with a trip to the city on the bus or train. If we give our students lots of practice, they will feel confident about what is expected of them in the test, and what they will have to do.

It should not be taken for granted that students will know how to behave in an exam. Explain that no talking is permitted and that they must not communicate with other students by any means in the exam room. They should have pencil cases ready on the desk and must make no noise with their papers when the recording is playing.

The exam

Listening is normally the first paper, Reading and Writing the second and Speaking the third 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 further vocabulary and grammar structures lists for all three exams, please refer to the Cambridge ESOL YLE Handbook.

Starters Practice Tests

This book contains four full practice tests. The layout is similar to what the students will see in the real exam where they are given individual A4 booklets with coloured illustrations.

These tests provide an introduction to the structure of the Starters exam. They can be used to train students in how to approach each task, to recognise what kind of answers are required, and to use this knowledge to progress from one exercise type to another.

In addition to preparing for the task types, these four practice tests utilise language – both grammatical structures and vocabulary – from the Starters syllabus. This book consolidates this familiar language with Starters-style usage.

As young learners need constant recycling of the language studied, there are some additional activities outlined below to consolidate language from the course and help prepare for the tests.

Many courses present and practise language topic by topic. Here students will find the themes and language structures mixed together and find they need to jump from one to another in their recall, reflecting the exam. Extra instructions for gradual test preparation can be found on pages 2–12.

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

Some detailed guidelines for using Test 1 as a 'test that teaches' are given on pages 8–12.

Activities

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

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

Brainstorm warmer (whole class) Students look at one of the categories, e.g. colours, for one minute then turn their books over.

Ask: *Hands up. How many / What (colours) can you remember from the list?*

Racing list (groups / 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 and give one point for each correctly spelt animal. Accept animals that are not on the list!

Word tennis (two teams) Divide the class into two teams and sit them in two lines facing each other. Name a category e.g. houses. The 'ball' is hit between the teams as they say a word from that category. The teacher walks along the lines pointing to the student whose turn it is to speak.

If students hesitate for too long or repeat a word, the point goes to the opposite team. Students can confer with team-mates 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.

Categories (teams / individually) Give students several category titles, e.g. animals, food, clothes. Read out lists of words that students have to write in the correct categories. This is useful for revision and can follow on from word tennis.

Draw/mime/write (whole class) This is a good way to cover words that have not been revised 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. kite, shell, onions, table tennis, truck, box, lizard, jump.

Matching pairs (whole class) Write two lists of words, e.g. adjectives and their opposites (big/small, clean/dirty), or singular nouns and their plurals (mouse/mice, man/men), and get students to match them. Alternatively, with small groups write the words on cards and students take it in turns to turn two cards over. If the words match, they win those cards.

Revision

Instructions

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 perform the actions. They need to be able to respond to the written form as well as spoken instructions. Here are the key instructions students need to understand.

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

American versus British lexis

Some words appear in the syllabus in both American and British English. Although the Practice Test Book uses British words in the text, it is necessary to make students aware 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 ...?'

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

People in Starters

Names

Tell students to look at the list of names on page 62 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	
	Sue	

Titles

Say: *There are three teachers in the classroom: Miss White, Mr Green and Mrs Brown. How many teachers are men and how many are women? Check students' pronunciation of the titles.*

Family words

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

mother mum mummy
 father dad daddy
 grandfather grandpa
 grandmother grandma

Personalise the topic

Ask questions about the students' families and friends.

What's your mum called? And your dad?
Have you got any brothers? And any sisters?
Who do you play with in the playground?
Who do you sit next to at school?

Using the Speaking cards

The students cut out the cards in the back of the book. They should stick an envelope inside the front cover of their books and keep their cards in the envelope. They should write their names or initials on the back of each card.

Each test uses a different set of cards – the different colours make it easy to find the relevant set when doing a particular test.

Note that sports are illustrated with typical equipment from the sport. Students are not expected to know words like racket, net, bat.

Dice game (small groups) Play a dice game by laying one full set of Speaking cards out on the table in rows and columns. Give each group a dice and counters and demonstrate that when they throw a number, they move that number of cards towards the last one, saying the name of the object they land on (e.g. *watermelon* or *It's a watermelon*.) **Variations:** (i) the player asks their companions *What is it?* and they all answer. (ii) They must say full sentences about the objects (e.g. *I don't like watermelon*.) Encourage the students to give fuller responses according to their individual ability.

Bingo (whole class) This practises recognition of vocabulary. Students select any six of the Speaking cards from their envelopes and lay them on their desks. The teacher selects a card at random from their own full set of cards and says the word aloud at least twice. Students who have that card on their desks turn it over. The first student to turn over all six of their cards shouts *Bingo* and has won.

Pelmanism (pairs) Students turn their two sets of the cards face down, mix them up and spread them over the table. They then take turns choosing cards, one from each set, and name the picture.



The object is to find identical cards. The winner is the player with the most pairs at the end.

What? (pairs) Students take turns picking up a card and asking *What is it/are they?* Their partner has to respond with the correct answer or lose the round. This activity can be extended by encouraging students to ask further, personalised questions about the cards e.g. *Can you ...? Do you like ...?*

Noughts and crosses (whole class) Select nine of the cards to revise and play noughts and crosses (called tic tac toe in American English). Draw a noughts and crosses grid on the board, as shown.

1	2	3
4	5	6
7	8	9

Write the numbers 1–9 in the squares. Lay out a 3 x 3 grid of Speaking cards on your desk, face down. Divide the class into two teams, with a captain in each. The teams take turns to choose a square. Show them the corresponding card for them to name and ask *What is it?* The team must confer to decide on their answer but the captain says it aloud to the teacher. If it is correct they put their O or X in the chosen square on the board.

Variations: (i) (in pairs) students randomly select nine of the cards, and position them face down on the desk. The number in the noughts and crosses grid corresponds to the position of the card so they can play independently of the teacher. (ii) see Correction on page 7.

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 or family not only warms them up to the relevant topic, 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.

Use the Speaking cards and ask questions about them as appropriate:

<i>Specific questions:</i>	<i>General questions:</i>
<i>Can you ... ?</i>	<i>What ... do you like?</i>
<i>Have you got ... ?</i>	<i>Is your ... old / new, red / blue... dirty / clear big / small?</i>
<i>Do you like ... ?</i>	<i>What's your favourite ... ?</i>
<i>Are you ... ?</i>	<i>What do you ... ?</i>
<i>Do you ... ?</i>	<i>Where do you ... / Who do you ... with?</i>

Ask more personal questions for practice:

Where do you play?

Do you play in your bedroom / the park / the playground?

Where do you eat dinner / breakfast?

Do you eat breakfast in the kitchen / in the dining room?

Mingle activities

Students stand and circulate the class, asking each other given questions. They ask different questions of each of their classmates and then move on to ask someone else a new question.

Take additional questions from the last sections of the Speaking paper rubrics.

Present continuous practice

Use the pictures in the tests and ask questions about them. For example, pages 30–31, *What is the woman carrying? What is the bird doing? What are the children doing?* This prepares students for the Speaking paper and Part 5 of the Reading and Writing paper.

Prepositions revision (whole class) Tell the students to place objects, or cards, around

the room, e.g. *Put the tiger under my desk. Which is the shell? Put it in front of the window.* Teach them *Here?* if they need to check the instructions. Students can also work in pairs and give each other similar instructions.

Using the illustrations

The Starters Practice Test Book contains four large pictures for the Speaking paper. Utilise these scenes in class by asking questions about them and eliciting relevant language. This can be done to revise language or can be used to warm up to the relevant Practice Speaking Test.

For example, Test 3 (pages 44–45):

Which room are they in? (the kitchen)

Who is in the picture? (mum, dad, three children)

What can you see in / What do we know from the picture? (It's a boy's birthday and his mum is holding a cake.)

Follow up general questions by asking questions to personalise the topic. For example, Test 3 (pages 44–45) can be used to ask about birthdays and kitchens.

Do your mum and dad take photos at your birthday party?

Do you have a cake for your birthday?

When is your birthday? (non-syllabus but useful!)

Is your kitchen big or small?

Have you got a table in your kitchen?

How many chairs are there?

Do you eat breakfast in your kitchen?

What can you see out of your kitchen window?

Likewise use other pictures throughout the book to prepare for the Speaking paper. Personalise by asking about:-

page 4 – bedrooms

page 5 – families

page 11 – food likes and dislikes, where they eat meals

page 13 – their classroom

pages 16–17 – toys

Whispering lines (teams) Use the pictures to play a team game which also prepares well for the Reading paper Part 2. 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 at e.g. pages 44–45.

Whisper a sentence about the picture, either true or false, to the student at the back of the line and tell them to *pass it on* – to whisper to the student in front of them. The sentence continues down the line to the front where it must be said aloud by the last student, who also looks at the scene and says *yes* or *no* depending on whether the sentence about the picture is true or false.

Points are deducted for jumping the queue but they can ask *Pardon?* of the student behind them if they do not hear the sentence clearly. They can only speak to the student directly in front of, or behind them.

Variations are numerous and may include:-

1. Pass along the line verbs from the vocabulary list. The front student mimes the verb.
2. Pass along the line vocabulary to revise from the list. The front student has to touch the appropriate Speaking card from a set spread out at the front of the class (one identical set for each team).

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 the exam itself.

Play a variation on noughts and crosses (page 4). Instead of using pictures for each square, write out nine mistakes your students often make for the teams to correct, in order to win the O or X in the chosen square. For example, Square 1. *How old are you? Fine thanks.* Square 2. giraff.

At the end of a lesson, write up mistakes on the board and encourage children to work in small groups to correct them.

Using the complete tests

The book contains four complete practice tests. If your students are confident and familiar with the exam format, you can conduct all four under exam conditions. If, however, you think your students would benefit from more support, you could use them for teaching and revision first. On page 8 is a lesson plan for Test 1, using the material to teach as well as test. For Test 2, set the papers part by part, reminding the students at each stage of what is expected of them in each task. Remind them of strategies they have been taught, such as 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. 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.

Test 1 Lesson Plan

Listening 1 (page 4)

This part tests recognition of vocabulary and prepositions.

Warmer Prepositions revision (see page 5).

Preparation for the language Students should have their books closed. Draw a house on the board and ask *What is it?* (a house) *What rooms can we find in a house?* (living room, bedroom, kitchen, bathroom etc.) *What rooms have you got in your house?* Focus on bedrooms by asking *What's in your bedroom?* (bed, lamp, desk, toys, books etc.) Ask about specific objects if some items are not mentioned. *Have you got a window in your bedroom? Is it big or small?*

Tell students to open their books at page 4. Ask them questions about the picture:

What's this? (pointing to the bed) *What can you see in the toy box?* (a toy snake) *What colour is the toy box?* (yellow) *Where's the doll?* (on the bed) *How many windows are there?* (one) *What is this?* (a mat)

'Mat' is used for various small carpets and covers on the ground in these tests.

Preparation for the task Draw attention to the separate small pictures along the top and bottom of the scene and elicit what they are called. *What's this?* (a monster) *And this?* (a fish, a hippo, a cake, a burger, lemonade) *And these?* (glasses) Indicate the line from the fish to the big picture and say *The fish is between the window and the doll. Can you see the line?* Indicate the CD player and gesture. *Listen. Listen and draw a line.*

If necessary, give other examples using your finger to draw the lines: *The monster is next to the window; the monster is on the mat; the monster is in front of the bed.*

Tell the class they will hear the conversations twice. They should have their pencils ready and be quiet. The example is not repeated. Questions 1–5 will be played twice in the exam but you might want the class to hear them more times if they are not used to listening to CDs.

When they show 'behind' tell the students not to worry about drawing behind a picture but to show the place as best they can with their lines.

Tell students to look at the pictures around the big picture and ask themselves *What are they in English?*

Tell them to look at the big picture and think about where it is and what they can see in the picture.

Remind them that prepositions are extremely important in this exercise, as they are in other sections.

Listening 2 (pages 5–6)

- This part tests recognition of numbers and letters of the alphabet.
- Pupils will hear a dialogue in which an adult asks a student questions about names and numbers such as age, house or room number. Numbers may be from 1 to 20.
- There are always two examples – a number and a name.
- Any name, including surnames or animals' names, should be a word from the vocabulary list. The spelling of names is given on the recording and the students have to write the correct letters to get the answer right.

Warmer Choose an activity to practise numbers and spelling: play traditional numbers Bingo; spell out words from the vocabulary list for students to write them; students spell the names of various classmates as their partners write them down as dictation; play simplified Battleships. To play Battleships, each student should make a grid, 8 x 8 squares, with numbers across the top of the columns and letters labelling the rows – choose letters and numbers that cause difficulty (e.g. h, k, vowels, 11, 12). Students put crosses in any eight of the boxes. They then take it in turns to try to find their partner's 'ships' by saying the coordinates (e.g. H9). The reply is 'Hit' when they find a cross, 'Miss' when they don't.

Preparation for the language Direct students to look at page 5 and ask what they know about this boy from looking at the picture and

the two written examples (his name's Alex, A-L-E-X, he's eight years old, there's a baby with him and he's got some / he likes toy robots).

Preparation for the task Look at the questions on page 6. Read them and discuss whether students will have to write names (questions 1 and 5) or numbers (2, 3 and 4). Tell them they will hear the recording a second time after question 5. They should complete any unanswered questions then and check those they have already completed. Make sure they have a pen or pencil ready.

Task Play the recording straight through. If you prefer, ask them to compare answers before the second listening. This helps them to focus on any problem areas which they need to listen out for.

Follow up Students ask each other about the names of their brothers and sisters, the number of their house, their toys and who they play with.

Listening 3 (pages 7–8)

- In this part they will listen to six short dialogues, each between two speakers: an adult and a child.
- They will have to read a question for each dialogue and decide which picture, A, B or C, best answers the question. The question is also asked by the rubric on the recording after the number. The first is an example.
- They will need to recognise language from a mixture of topics and to know if a positive or negative structure has been used – for example: *She isn't going by train. They aren't playing badminton.*
- The present continuous tense will frequently be used, as will the present simple for routine actions, likes and dislikes.
- Vocabulary about places, methods of transport, particular sports, and food or drink is likely to be used.

Warmer Use any mixed vocabulary activity, e.g. Categories (page 2) or Present continuous practice (page 5).

Preparation for the language Focus attention on the pictures in the example on page 7 and

ask *What is the girl doing in picture A?* (she's writing or doing homework) *And B?* (she's painting a picture) *And C?* (she's reading a book) Play the example on the CD and ask *Did you hear the words reading, writing and painting?* (yes) *How do you know B is the answer then?* (They said 'is she reading her book?' 'no', and 'she isn't writing now'.)

Preparation for the task Elicit some of the language they are likely to hear in the dialogues before playing the recording. Ask:

Q1 – *Where is the ball here?* (in the park or playground) *Here?* (on the beach, the sand) *And here?* (in the water, sea)

Q2 – *What sport are they playing in these pictures?* (badminton, football, table tennis)

Q3 – *What is Mum riding in A?* (a bike) *Where is she in B?* (sitting on a train) *And what is she doing in C?* (she's driving a car)

Q4 – *What are the differences in these pictures?* (the boy is happy / smiling / sad; he's wearing a green / red T-shirt; his hair is short / long / straight / curly / red / brown)

Q5 – *Are these radios the same?* (no, one is big, these are small, this is black) *Are the people the same?* (no this is a boy, this a girl and this a man) and, if 'whose' has been used little in the course, you could ask in their own language *What does the question 'whose' want to know?*

Task Play the recording twice. If necessary, pause after each dialogue and let students compare answers. If any are incorrect return to the dialogue, play it again and discuss the answer.

Listening 4 (page 9)

Warmer (whole class) Play brainstorm with prepositions and colours (see page 2).

Preparation for the language Tell students to look at the scene on page 9. Ask *Where are they?*, *What can you see?*, *Which object is there more than one of?*, *Where are the boats?* and *Which boat is blue?*

Task Tell them to listen and colour the boats. There is one example and they will hear the recording twice. One boat will remain uncoloured. There is plenty of time to colour but if they haven't finished they must stop and listen to the next question. Tell them they can colour part of the boat and finish it after if they are worried about this.

Reading and Writing Part 1 (page 10)

- This exercise tests recognition of vocabulary from a variety of lexis sets. Students have to switch from one topic area to another.

Warmer Play word tennis (see page 2) using lexis categories: furniture, the body, clothes, objects and fruit. Alternatively, students each select six words to copy from these categories in the vocabulary list and play word Bingo.

Preparation for the task Point out to your classes that ✕ is often used in English to mean that something is wrong and not to indicate the correct answer. In this exercise it is important that they realise the tick (✓) means yes, right or true and the cross (✕) means it is wrong, false or no.

Task Look at the examples and check that students understand what they have to do. Students complete the five questions and then compare answers. Elicit what the pictures in 3 and 4 show.

Reading and Writing Part 2 (page 11)

Warmer Talk about the picture:

Where are these people? (in a school dining room / canteen)

Is it lunchtime? / Are they having lunch? (yes)

What is the boy eating? (chips)

What food and drink can you see in this picture? (milk, water, vegetables)

What colour is the woman's food? (green)

What can it be? (beans, peas)

Personalise the topic, e.g. *Do you eat lunch at school? What food do you have for lunch in our/ your school?*

Preparation for the task Set up the task by making some statements about the picture (e.g. *They are eating. There is a dog.*) and elicit yes/no answers.

Task Indicate the examples and why they have yes and no written on the dotted lines. Point to the instructions at the top of the page. Ask the students to continue by reading the sentences, looking at the picture and then writing yes or no after each one. Compare answers in pairs.

Follow up To maximise language practice, ask them to tell you the correct versions (*a woman is carrying her food; there's some milk on the table; she's got some peas or beans*). For further practice at this exercise, use the other scene pictures in this book and play whispering lines (see page 6) or other true/false activities.

Reading and Writing Part 3 (page 12)

- The anagrams in this exercise are all of words from the same lexis group and as such it is an opportunity to revise a specific topic.
- Although the answers must be spelt correctly, students are guided by the number of spaces on which to write the word, the picture and the jumbled up letters.

Warmer Students brainstorm items of clothing. Use the vocabulary list to see which items have been missed and focus them on spelling. To practise recognition of the written forms, play matching pairs (see page 2) with pictures on one set of cards and words on the other.

Task Students look at the pictures and write the words correctly. They should use all the letters given in the shape and write one letter on each line. This should help with double letters and silent letters. Encourage students to learn the habit of checking for any mistakes once finished. Ask them to check that they have used all of the letters from the shape and that the word looks right to them.

Follow up Extra practice can be made using the vocabulary list at the back of the book. This also encourages the students to use the list as a reference resource and to think about spelling. Students can work in pairs and make anagrams for other pairs to solve, selecting words from a given topic.

Reading and Writing Part 4 (page 13)

- This reading activity requires the students to cope with a block of text rather than individual sentences.
- Students need to understand the whole text and complete it with appropriate words from the box. One is given as an example, one will not be used.

Warmer Ask questions about the topic – in this case a desk. Use the pictures and then personalise the topic, e.g. *How many desks are in this classroom? What do you do at your desk?* (read, write, listen).

It is natural for many students to start writing in the spaces as soon as they get to them, but it is a wise reading strategy to read the whole text quickly for general understanding first.

Preparation Tell students to read the text without looking at the words in the box. Ask *How many spaces are there?* (six including the example) and *How many words are in the word box? So how many will we not use?* (one/two).

Task Read the text a second time and put the words into the spaces. If they're not sure about one, tell them to continue and go back to it at the end. Students can compare answers.

Reading and Writing Part 5 (pages 14–15)

- Students need to recognise what information the question requires, so interrogatives (how many, what, who, where) are important here.
- Some of the answers have a word or two provided which can also help the students to decide what is required.
- The present continuous form is often used here and it helps if students realise that when it is used in the question, they will need to use the –ing form in the answer if it is a verb, e.g. *What are the ducks doing? Swimming.*

Warmer (groups of three) Copy verbs from the vocabulary list onto slips of paper. Give each student in the group a different action to mime in turn. The rest of the group use the present continuous to ask each other questions, e.g. *What is Marco doing? He's eating.* etc.

Preparation Ask questions about the first picture on page 14, e.g. *Where are they?* (on a farm) and *What's the man doing?* (sleeping). Look at the second picture and ask them *What is the same and what is different in this picture?* Elicit answers: *the boys are looking at the goats; there are two ducks; the woman is taking the eggs.* Repeat with the third picture: *there's a girl*

on a horse; there's no woman and there are no chickens; the man isn't sleeping now; the boys are sitting down and talking.

Task Point out that the questions are about the picture above them – question 1 is about the first, 2 and 3 about the second, and 4 and 5 are about the third picture. Students have to write a word for each answer. Spelling must be correct.

Speaking paper

To introduce what happens in the Speaking paper to your students, use Test 1 with the whole class.

Vocabulary warmer Students take out their eight blue Speaking cards from page 65. In groups of four they revise the lexis shell, jeans, grapes, basketball, rice, fishing, banana and hat by playing pairs (see page 2).

Language warmer Show the class the scene on pages 16–17. Ask:

Where are these people? (in a toy shop)

What animals can you see? (a spider, giraffe, monkey, mice)

What's this? (a kite / a helicopter / a plane / a lorry)

What's the boy pointing to? (a giraffe)

Is the man wearing glasses? (yes)

What's under the mice? (a ball and a monkey)

Is the boy smiling? (yes)

Is he happy? (yes)

Warmer Personalise the topic by asking:

What's your favourite toy?

Have you got a toy lorry / giraffe / monkey?

Do you play with toy cars?

Where do you play with your toys?

Who do you play with at home?

Task Everyone places their books on their desks, open to the scene on pages 16–17 with the eight Speaking cards face up next to it.

Step 1: Show the whole class your copy of the toyshop scene and say the rubric from the grid on page 14. Read from *Look at this* up to *I'm putting the shell next to the handbag*, and demonstrate with the shell card.

Step 2: Tell students that they should now use the scene in their own book and their Speaking cards. Continue reading the rubric, leaving time for them to think. Walk around the class to check that they are all following your instructions as you speak.

Tell them to put aside the cards after they have put the rice between the monkey and the ball.

Steps 3, 4 and 5: Ask the class the questions from Step 3. Select specific students to answer the personal questions about each object and those in Step 5.

For extra practice, write the questions from Step 5 on the board. In pairs, students can ask and answer them as you walk around and help those in difficulty.

Follow up Elicit strategies by asking *If you do not understand, what can you say? (Pardon? Can you repeat, please?) What can you say if you don't know? (I don't know.)* Students should practise these in pairs.

General guidance for Test 2

Training towards the exam

- Complete the full listening paper with the four parts played twice each. Ask *What words do you need to listen for?*
- Show each part of the Reading and Writing paper and ask students what they have to do in each section.
- To remind students of strategies, tell them to look at the pictures first. Elicit the vocabulary in the pictures from the open class.
- Students attempt the tasks one after the other, independently of the teacher. Students work in pairs and remind each other of what they have to do in each section, and decide the answers together. Alternatively, students work alone and compare answers at the end. They should make any changes they think necessary – this encourages them to look back for mistakes.

Learning from any mistakes is a vital part of the learning process. Take notes of any mistakes your students make and talk about them in class, or do a correction activity with them such as noughts and crosses.

General guidance for Tests 3 and 4

Simulating exam conditions

- For authentic exam practice, students must work alone and not discuss their answers. Make them complete the Reading and Writing paper in the time limit of 20 minutes.
- To create mock exam conditions, separate the desks and have only their pencil case on the top. Make sure there is no outside noise that can interfere with the listening, which lasts about 20 minutes.
- Whilst it is difficult to organise speaking practice with one student at a time, it can be done whilst other pupils are completing other work. Each student should have the experience of at least one mock Speaking paper, one-to-one with a teacher.
- Emphasise that students should use only English.

Speaking tests

Preparation

- Cut the relevant eight Speaking cards from page 65 (Test 1, blue); page 67 (Test 2, pink); page 69 (Test 3, yellow); or page 71 (Test 4, green). If the cards are all together in an envelope, select the coloured cards relevant to the test being used.
- Put the eight cards face up on the table.
- Next to them, place the student's book on the table, open at the big picture or scene.
- Test 1: pages 16–17; Test 2: pages 30–31; Test 3: pages 44–45; Test 4: pages 58–59.

Instructions

- Turn to the table on pages 14–21.
- Follow the instructions in the first column. Indicate the appropriate picture and ask the questions as shown in the second column.
- Allow time for the student to follow instructions or to answer the question.
- If necessary, repeat the question and again allow time for them to respond.
- If students answer incorrectly or give no response, ask them the back-up question in the final column.
- There is no actual time limit but the test usually lasts between three and five minutes.
- Use the student's name frequently throughout. Smile and nod encouragingly. Use comments like *Good* and *OK*.

Maximising performance

Because a certificate is awarded to all candidates completing the three papers, there is room for students of varying levels to sit the Starters Test. Students should be encouraged to give their best individually so that their performance reflects their true ability. Give your students strategies for the Speaking test that will help them to demonstrate their skills.

Teach sentences such as *I don't understand, Can you repeat please? I don't know and Pardon?* Knowing these phrases can be reassuring for anxious candidates.

Explain to your students that in the exam they will probably be introduced to the examiner as they go into the room. They will sit down and will then be on their own with the examiner. They should not use their mother tongue.

In Part 1 they are asked about the scene. Responses progress through varying degrees of expansion depending on the ability of the candidate:

Silently points to the (pencils);

Says 'Here' and points to the (pencils);

Says 'It's / They're here' and points to the (pencils);

Says 'It's/ They're (under) the (window)' possibly also pointing.

Stronger students should be encouraged to expand with answers of more than one word when they can and to demonstrate what they are capable of communicating.

Speaking tests – mock exams

Find a quiet place where you cannot be overheard. This will ensure that the individual student will not be intimidated by other students overhearing their answers and that others cannot prepare answers for their own turn. If you have not yet used them for individual practice, you can use Speaking test papers from any of the four tests so that the students will not be able to predict what you might ask them.

Test 1

	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Back-up question
	Explain to them they will probably be introduced by an usher in the exam.	<i>Hello. Come in. sit down.</i> <i>My name is (teacher's name).</i> <i>What's your name?</i>	<i>hello</i> <i>(name)</i>	
1	Show the scene on pages 16–17 to the student.	<i>Look at this.</i> <i>This is a toy shop.</i> <i>The boy is pointing.</i>		
		Where's the giraffe? Where are the mice?	points to the giraffe behind the boy points to the mice under the cash register	<i>Is this the giraffe?</i> <i>Are these the mice?</i>
2	Indicate the eight Speaking cards. Put the shell card next to the woman's handbag.	<i>Now look at these.</i> <i>Which is the shell?</i> <i>I'm putting the shell next to the handbag.</i> <i>Now you put the shell under the clock.</i> <i>Which are the grapes?</i> <i>Put the grapes in front of the helicopter.</i> <i>Which is the rice?</i> <i>Put the rice between the monkey and the ball.</i>	points to the shell card puts the card under the clock points to or picks up the grapes card and puts the card in front of the helicopter picks up the rice puts the rice between the monkey and the ball	<i>Is this the shell?</i> <i>Where's the clock?</i> <i>Under the clock.</i> <i>Are these the grapes?</i> <i>Where's the helicopter?</i> <i>In front of the helicopter.</i> <i>Is this the rice?</i> <i>Where's the monkey? And the ball?</i> <i>Between the monkey and the ball.</i>
3	Remove all Speaking cards. Point to the red toy car in the scene. Point to the man.	<i>Now, (student's name), what's this?</i> <i>What colour is it?</i> <i>How many cars are there?</i> <i>What's the man doing?</i>	<i>a car</i> <i>red</i> <i>four</i> <i>reading</i>	<i>Is it a car?</i> <i>Is it blue? Red?</i> <i>Are there two? Four?</i> <i>Is he reading?</i>

4	<p>Put away the scene card. Show the banana card.</p> <p>Show the basketball card.</p> <p>Show the jeans card.</p>	<p><i>What is it?</i> <i>Do you eat bananas?</i> <i>What's your favourite fruit?</i></p> <p><i>What is it?</i> <i>Can you play (basketball)?</i> <i>What sport do you play?</i></p> <p><i>What are they?</i> <i>Are you wearing jeans?</i> <i>What do you wear to school?</i></p>	<p><i>banana</i> <i>yes / no</i> <i>(apple)</i></p> <p><i>basketball</i> <i>yes / no</i> <i>(football)</i></p> <p><i>jeans</i> <i>yes / no</i> <i>(trousers)</i></p>	<p><i>Is it a banana?</i></p> <p><i>Do you like apples?</i></p> <p><i>Is it basketball? Football?</i></p> <p><i>Do you play football?</i></p> <p><i>Are they jeans?</i></p> <p><i>Do you wear trousers?</i></p>
5	<p>Remove the Speaking cards and face the student.</p>	<p><i>Now, (student's name).</i> <i>Is your school big or small?</i></p> <p><i>What's your teacher's name?</i></p> <p><i>Who do you play with at school?</i></p> <p><i>OK. Thank you, (student's name). Goodbye.</i></p>	<p><i>(big / small)</i></p> <p><i>(Mrs White)</i></p> <p><i>(my friends)</i></p> <p><i>(goodbye)</i> <i>leaves</i></p>	<p><i>Is it big?</i></p> <p><i>Is your teacher's name Mrs White?</i></p> <p><i>Do you play with your friends?</i></p>

Test 2

	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Back-up question
	Explain to them they will probably be introduced by an usher in the exam.	<i>Hello. Come in. Sit down. My name is (teacher's name). What's your name?</i>	<i>hello</i> <i>(name)</i>	
1	Show the scene on pages 30–31 to the student.	<i>This is a street. The woman is shopping.</i>		
		<i>Where's the sun? Where are the pencils?</i>	points to the sun points to the pencils in the shop window	<i>Is this the sun? Are these the pencils?</i>
2	Indicate the eight Speaking cards. Put the kite card between the boys.	<i>Now look at these. Which is the kite? I'm putting the kite between the boys. Now you put the kite next to the wall. Which is the hand? Put the hand under the robot. Which is the skirt? Put the skirt next to the elephant.</i>	picks up the kite card puts the card behind the elephant picks up the hand card puts the card under the robot picks up the skirt puts the skirt next to the wall.	<i>Is this the kite? Where's the elephant? Behind the elephant. Is this the hand? Under the robot. Is this the skirt? Next to the wall.</i>
3	Remove all of the Speaking cards. Point to the blue ruler in the shop window in the scene. Point to the rulers.	<i>Now, (student's name), what's this? What colour is it? How many rulers are there? What's the bird doing?</i>	<i>a ruler</i> <i>blue</i> <i>three</i> <i>flying</i>	<i>Is it a ruler? Is it blue? Red? Are there two? Four? Is it flying?</i>

<p>4</p>	<p>Put away the scene card. Show the guitar card.</p> <p>Show the peas card.</p> <p>Show the telephone card.</p>	<p><i>What is it?</i></p> <p><i>Can you play the guitar?</i></p> <p><i>What colour is this guitar?</i></p> <p><i>What are they?</i> <i>Do you like peas?</i> <i>What do you eat for lunch?</i></p> <p><i>What is it?</i> <i>Have you got a telephone in your house?</i> <i>How many telephones are there in your house?</i></p>	<p><i>a guitar</i></p> <p><i>yes / no</i></p> <p><i>brown</i></p> <p><i>peas</i> <i>yes / no</i> <i>(meat etc.)</i></p> <p><i>a telephone</i> <i>yes / no</i></p> <p><i>(two)</i></p>	<p><i>Is it a guitar?</i></p> <p><i>Is this guitar brown?</i></p> <p><i>Are they peas?</i> <i>Do you eat meat?</i></p> <p><i>Is it a telephone?</i></p> <p><i>Are there two telephones in your house?</i></p>
<p>5</p>	<p>Remove the Speaking cards and face the student.</p>	<p><i>Now, (student's name), where do you live?</i></p> <p><i>Which is your favourite room?</i></p> <p><i>Is (your bedroom) big or small?</i></p> <p><i>OK. Thank you, (student's name). Goodbye.</i></p>	<p><i>(student's town or country)</i></p> <p><i>(my bedroom)</i></p> <p><i>(small)</i></p> <p><i>goodbye</i></p>	<p><i>Do you live in (city)?</i></p> <p><i>Is it your bedroom?</i></p> <p><i>Is it small?</i></p>

Test 3

	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Back-up question
	Explain to them they will probably be introduced by an usher in the exam.	<i>Hello. Come in. Sit down. My name is (teacher's name). What's your name?</i>	<i>hello</i> <i>(name)</i>	
1	Show the scene on pages 44–45 to the student.	<i>This is a kitchen. It is evening.</i>		
		<i>Where's the cake? Where are the grapes?</i>	points to the cake points to the grapes on the plate	<i>Is this the cake? Are these the grapes?</i>
2	Indicate the eight Speaking cards. Put the ice cream under the window.	<i>Now look at these. Which is the ice cream? I'm putting the ice cream under the window. Now you put the ice cream between the fruit and the monster. Which are the glasses? Put the glasses in front of the lamp. Which is the shirt? Put the shirt behind the phone.</i>	picks up the ice cream card puts the ice cream between the fruit and the monster puts the glasses in front of the lamp picks up the shirt puts the shirt behind the phone	<i>Is this the ice cream? Between the fruit and the monster. Are these the glasses? In front of the lamp. Is this the shirt? Behind the phone.</i>
3	Remove all of the Speaking cards and point to a pear in the fruit bowl in the scene. Point to the pears.	<i>Now, (student's name), what's this? What colour is it? How many pears are there? What's the dad doing?</i>	<i>a pear yellow two taking a photo</i>	<i>Is it a pear? Is it yellow? Are there two? Three? Is he taking a photo?</i>

4	Put away the scene card. Show the TV card.	<i>What is it?</i>	<i>a TV / television</i>	<i>Is it a TV / television?</i>
		<i>Do you watch TV?</i> <i>Where is the TV in your house?</i>	<i>yes / no</i> <i>(living room)</i>	<i>Is it in the living room?</i>
	Show the table tennis card.	<i>What is it?</i> <i>Do you play table tennis?</i> <i>What sport do you like?</i>	<i>table tennis</i> <i>yes / no</i> <i>(basketball etc.)</i>	<i>Is it table tennis?</i> <i>Do you like basketball?</i>
	Put down the horse card.	<i>What is it?</i> <i>Can you ride a horse?</i>	<i>a horse</i> <i>yes / no</i>	<i>Is it a horse?</i>
5	Remove the Speaking cards and face the student.	<i>Now, (student's name), how many rooms has your house got?</i>	<i>(five)</i>	<i>Has it got five rooms?</i>
		<i>Where do you have your breakfast?</i>	<i>(in the kitchen)</i>	<i>Do you have breakfast in the kitchen?</i>
		<i>What do you eat for dinner?</i>	<i>(chicken)</i>	<i>Do you eat chicken (for dinner)?</i>
		<i>OK. Thank you, (student's name). Goodbye.</i>	<i>(goodbye)</i>	

Test 4

	Examiner / Teacher does this	Examiner / Teacher says this	Minimum response expected from student	Back-up question
	Explain to them they will probably be introduced by an usher in the exam.	<i>Hello. Come in. Sit down. My name is (teacher's name). What's your name?</i>	<i>hello (name)</i>	
1	Show the scene on pages 58–59 to the student.	<i>Look at this. This is a zoo. It is a beautiful day.</i>		
		<i>Where's the fish? Where are the tigers?</i>	points to the fish points to the tigers	<i>Is this the fish? Are these the tigers?</i>
2	Indicate the eight Speaking cards. Put the potato in front of the lemonade.	<i>Now look at these. Which is the potato? I'm putting the potato in front of the lemonade. Now you put the potato on the burger. Which is the computer? Put the computer next to the baby hippo. Which is the football? Put the football between the crocodiles.</i>	picks up the potato card puts the potato on the burger picks up the computer puts the computer next to the baby hippo picks up the football puts the football between the crocodiles	<i>Is this the potato? On the burger. Is this the computer? Next to the baby hippo. Is this the football? Between the crocodiles.</i>
3	Remove all of the Speaking cards and point to the green bird in the scene. Point to the giraffes.	<i>Now, (student's name), what's this? What colour is it? How many birds are there? What are the giraffes doing?</i>	<i>a bird green two eating</i>	<i>Is it a bird? Is it green? Point to the birds. Are they eating?</i>

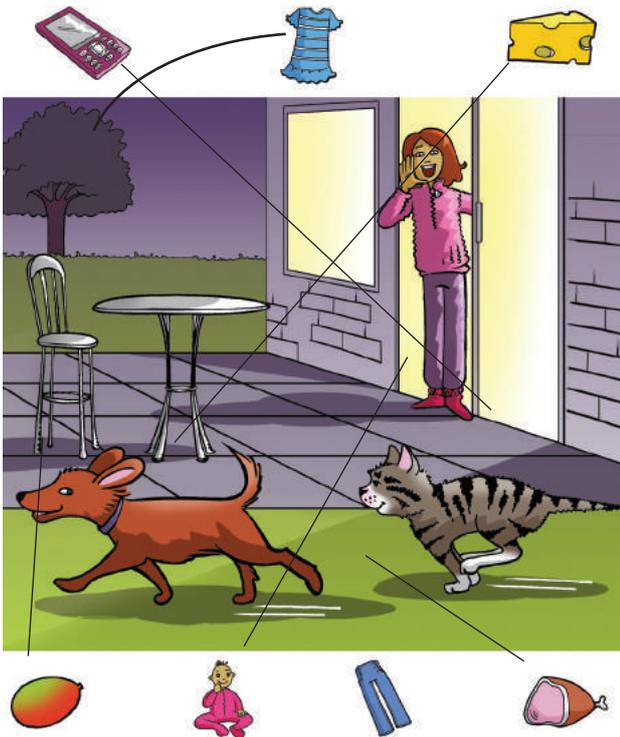
<p>4</p>	<p>Put away the scene card. Show the watermelon card.</p> <p>Show the shoe card.</p> <p>Show the bike card.</p>	<p><i>What is it?</i></p> <p><i>Do you eat watermelon?</i> <i>What is your favourite fruit?</i></p> <p><i>What is it?</i> <i>Are you wearing shoes?</i> <i>What colour are your shoes?</i></p> <p><i>What is it?</i> <i>Have you got a bike?</i> <i>Is your bike old or new?</i></p>	<p><i>a watermelon</i></p> <p><i>yes / no</i> <i>(watermelon etc.)</i></p> <p><i>shoe</i> <i>yes / no</i> <i>(black etc.)</i></p> <p><i>a bike</i> <i>yes/ no</i> <i>old/new</i></p>	<p><i>Is it a watermelon?</i></p> <p><i>Is your favourite fruit watermelon?</i></p> <p><i>Is it a shoe?</i> <i>Are they black?</i></p> <p><i>Is it a bike?</i> <i>Have you got a bike?</i></p>
<p>5</p>	<p>Remove the Speaking cards and face the student.</p>	<p><i>Now, (student's name), what do you do at school?</i></p> <p><i>Who do you sit next to in class?</i></p> <p><i>How old is your friend?</i></p> <p><i>OK. Thank you (student's name). Goodbye.</i></p>	<p><i>(write)</i></p> <p><i>(my friend)</i></p> <p><i>(ten etc.)</i></p> <p><i>(goodbye)</i></p>	<p><i>Do you write?</i></p> <p><i>Do you sit next to your friend?</i></p> <p><i>Is your friend ten years old?</i></p>

Part 5

- 1 three / 3
- 2 eggs
- 3 goats
- 4 horse
- 5 swimming

Test 2 Listening

Part 1



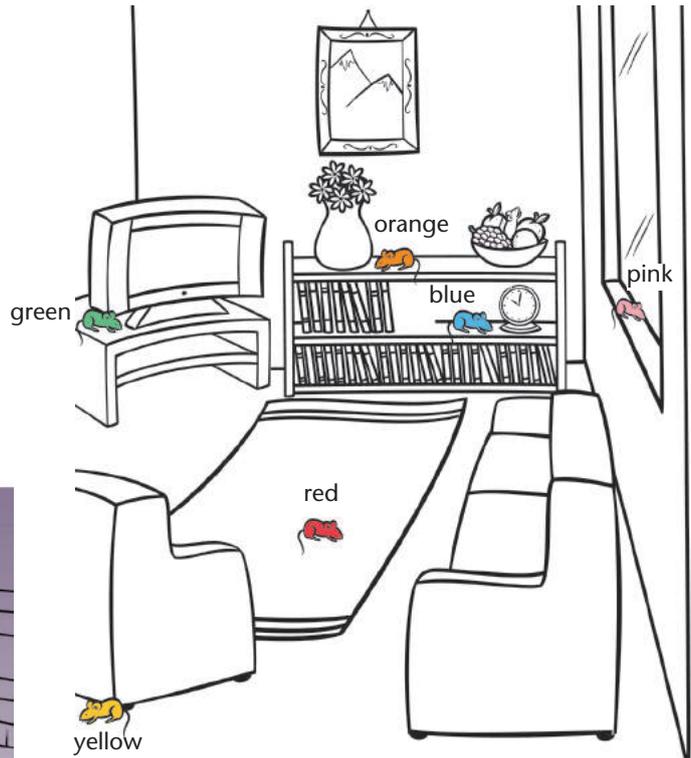
Part 2

- 1 Lucy / LUCY
- 2 two / 2
- 3 brown / BROWN
- 4 zoo / ZOO
- 5 eight / 8

Part 3

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

Part 4



Test 2 Reading and Writing

Part 1

- 1
- 2
- 3
- 4
- 5

Part 2

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

Part 3

- 1 sofa
- 2 door
- 3 mirror
- 4 bedroom
- 5 armchair

Part 4

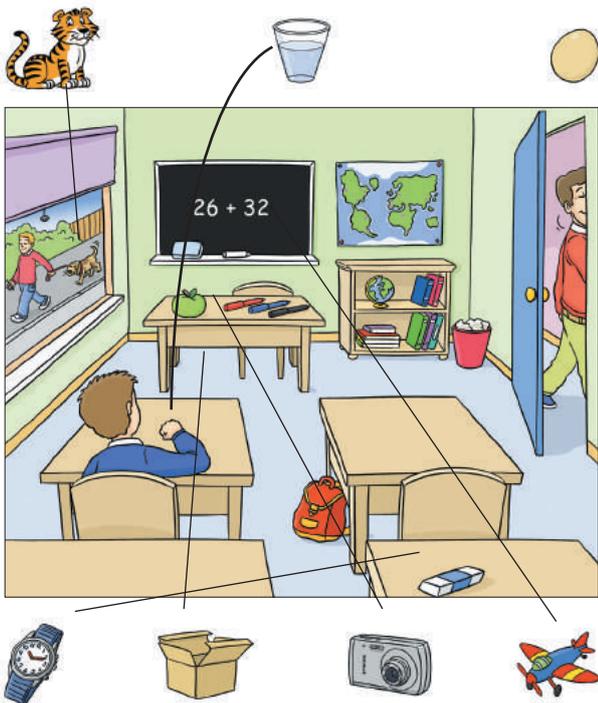
- 1 throw
- 2 white
- 3 colours
- 4 children
- 5 games

Part 5

- 1 jumping
- 2 bread
- 3 plane
- 4 apple
- 5 teacher / man

Test 3 Listening

Part 1



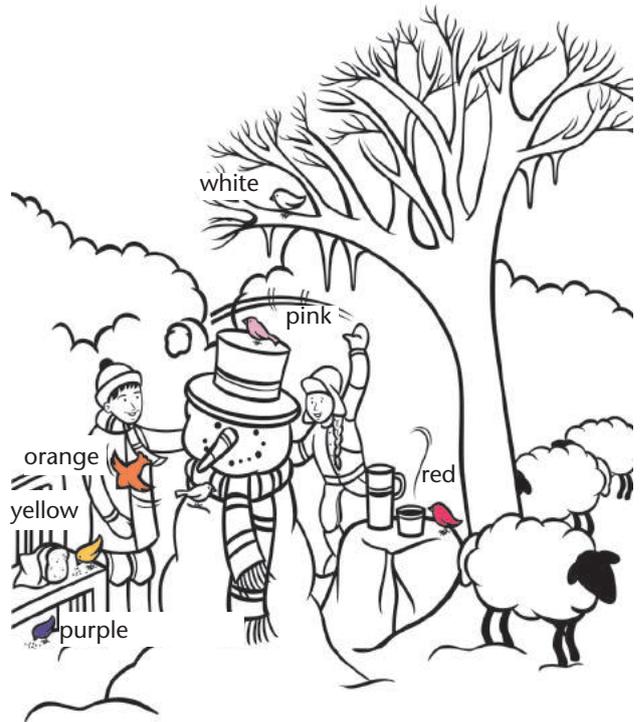
Part 2

- 1 three / 3
- 2 May / MAY
- 3 Ben / BEN
- 4 eighteen / 18
- 5 Pat / PAT

Part 3

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

Part 4



Test 3 Reading and Writing

Part 1

- 1
- 2
- 3
- 4
- 5

Part 2

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

Part 3

- 1 lemon
- 2 potato
- 3 carrot
- 4 pineapple
- 5 watermelon

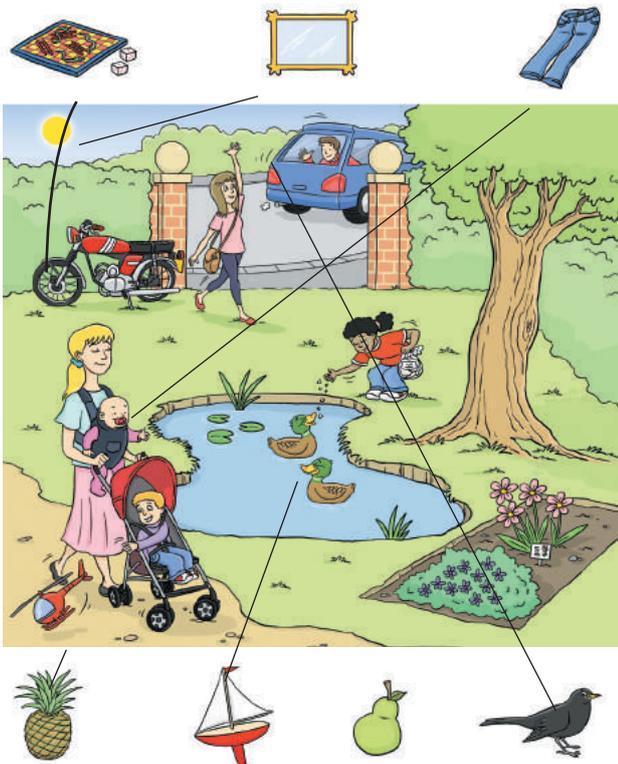
Part 4

- 1 animals
- 2 snakes
- 3 short
- 4 goats
- 5 wave

Part 5

- 1 no
- 2 closing
- 3 shoe
- 4 bag
- 5 five / 5

Test 4 Listening



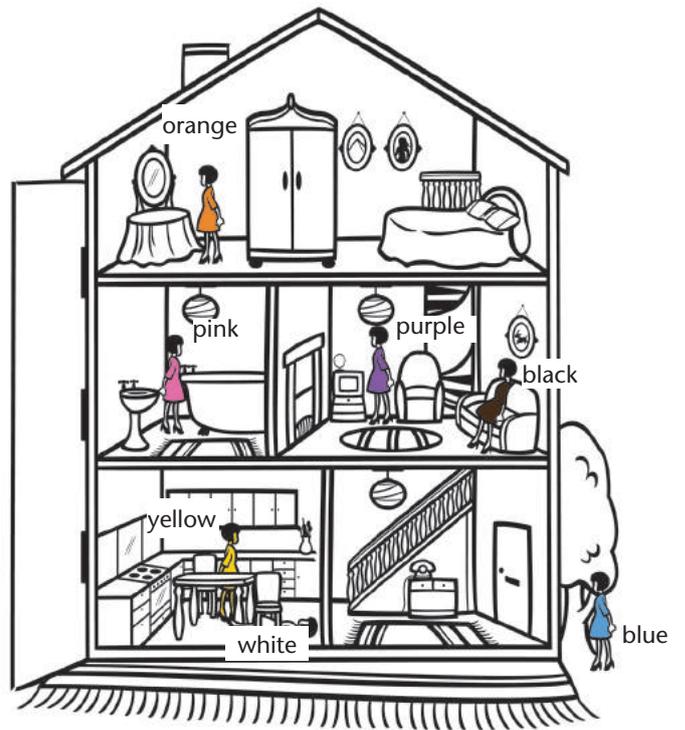
Part 2

- 1 Nick / NICK
- 2 six / 6
- 3 three / 3
- 4 lemon / LEMON
- 5 nine / 9

Part 3

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

Part 4



Test 4 Reading and Writing

Part 1

- 1
- 2
- 3
- 4
- 5

Part 2

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

Part 3

- 1 cow
- 2 horse
- 3 sheep
- 4 giraffe
- 5 crocodile

Part 4

- 1 ear
- 2 talk
- 3 handbag
- 4 house
- 5 questions

Part 5

- 1 coats
- 2 two / 2
- 3 man
- 4 long
- 5 banana

Audioscript

R = Rubric

B = Boy

G = Girl

M = Man

W = Woman

TEST 1

R: Hello. This is the Young Learners English Starters Listening Test.

Look at Part One. Now look at the picture.

Listen and look. There is one example.

M: Put the fish between the window and the doll.

G: Pardon? Put the fish where?

M: Between the window and the doll.

G: OK.

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

One

M: Put the monster under the bed.

G: Where do I put the monster? Sorry?

M: Under the bed.

G: All right. I'm doing it now.

R: Two

M: Now put the lemonade next to the lamp.

G: Pardon? The lemonade?

M: Yes. Put it next to the lamp.

G: OK.

R: Three

M: Can you see the cake?

G: The cake? Yes.

M: Put it on the mat.

G: On the mat?

M: That's right.

R: Four

M: Now, put the glasses in front of the clock.

G: Where do I put the glasses?

M: Put them in front of the clock.

G: I can do that.

R: Five

M: And now, please put the hippo in the toy box.

G: Sorry?

M: The hippo.

G: Yes?

M: Put it in the toy box.

G: Right. OK.

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

R: Part Two.

Look at the picture. Listen and write a name or a number.

There are two examples.

W: Hello. Is this you with the baby?

B: Yes. That's me.

W: What's your name?

B: My name's Alex.

W: How do you spell that?

B: A-L-E-X.

W: And how old are you Alex?

B: I'm eight.

W: You're eight?

B: That's right.

R: Can you see the answers? Now listen and write a name or a number.

One

W: Your baby sister is very small.

B: Yes, she is.

W: What's her name?

B: Her name's Sue.

W: How do you spell that?

B: S-U-E.

R: Two

W: Does your sister sleep in your bedroom?

B: No. She's got her bedroom.

W: I see. How many bedrooms has your house got?

B: Three. We've got three bedrooms.

R: Three

W: Ah. Is your house number four or six Wall Street?

B: Ours is number four.

W: Ah. Four. With the red door!

B: Yes. That's the one.

R: Four

W: You've got some toy robots, I see.

B: Yes. They're my favourite toys. I've got seven, you know.

W: Seven?

B: Yes!

R: Five

W: Does your sister play with your robots?

B: No. She's a baby. My friend Nick plays with me and my robots. He likes them too.

W: Nick?

B: Yes. N-I-C-K.

W: I like that name.

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

R: Part Three.

Look at the pictures. Now listen and look.

There is one example. What's Anna doing?

W: Where's Anna?

B: She's in the house.

W: Ah. Is she reading her book?

B: No, and she isn't writing now. She's painting a picture.

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

One. Where is Tony playing ball?

M: Is Tony playing ball in the playground?

G: No, he's playing ball at the beach.

M: Oh. Is he in the sea?

G: No, now he's playing on the sand.

R: Two. What are Kim and Dad doing?

G: Mum, is Kim with Dad?

W: Yes, they're playing sport in the garden.

G: Oh, are they playing football?

W: No, they're playing badminton.

R: Three. How is Mum going there?

B: Is Mum going by train?

M: No, there isn't a train.

B: Is she driving?

M: No. She's going by bike.

B: That's good.

R: Four. Which is Sam?

W: Is that Sam I can see there?

M: Yes, he's wearing a green T-shirt.

W: I see, not his red T-shirt. But he isn't smiling.

M: No, he isn't.

R: Five. Whose is that radio?

G: Is that small radio yours?

B: No. I haven't got a radio. Is it yours?

G: No mine is black. Dad has got a grey radio.

B: Ah. It's his.

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

R: Part Four.

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

M: Look at the toy boat on the table.

G: OK. I can see it. On the table.

M: Right. Colour it blue.

G: A blue boat. OK.

R: Can you see the blue boat on the table?

This is an example. Now you listen and colour.

One

M: Can you see the boat in the tree?

G: In the tree? Yes. Next to the coconut?

M: Yes. That one. Colour it green.

G: OK. I'm colouring that one green now.
(laughs)

M: Good.

R: Two

G: Now what can I colour?

M: There's a boat behind the boy.

G: Which boy?

M: The one running.

G: Ah, yes. Behind the boy who is running.
What colour?

M: Colour it pink.

G: OK. It's pink.

R: Three

M: Now colour the boat in front of the food
yellow.

G: Pardon?

M: The boat in front of the food. Colour it
yellow.

G: Oh yes. I can see it.

R: Four

M: There's a boat between the woman and
the drink.

G: Yes. I can see one between the woman and
the drink.

M: Good. Well, colour it brown.

G: All right. That's brown now.

M: Well done!

R: Five

M: Now. Can you see the boat under the tree?

G: Sorry? Which boat?

M: The one under the tree. Can you colour it
red?

G: Yes. I like red. Do you like the picture?

M: Yes. That's nice.

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

TEST 2

**R: Hello. This is the Young Learners
English Starters Listening Test.**

**Look at Part One. Now look at the
picture.**

**Listen and look. There is one
example.**

M: Can you see the dress?

B: The dress. Yes.

M: Well, put it on the tree.

B: (laughs) On the tree?

M: Yes, please. Good.

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

One

M: Now put the cheese under the table.

B: Where do I put the cheese? Sorry?

M: Under the table.

B: OK. I'm doing that now.

R: Two

M: And now put the mango in front of the
chair.

B: Pardon? The mango?

M: Yes. Put it in front of the chair.

B: Right.

R: Three

M: OK, can you see the meat?

B: The meat? Yes.

M: Well, put it between the cat and the dog.

B: Between the cat and the dog?

M: That's right.

R: Four

M: Now, put the phone next to the door.

B: Sorry?

M: Put the phone next to the door.

B: I can do that.

R: Five

M: And now please put the baby in the house.

B: Where do I put the baby?

M: In the house.

B: Yes. OK.

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

R: Part Two.

Look at the picture. Listen and write a name or a number.

There are two examples.

W: Hello. That is a nice photo of you.

G: Thank you.

W: What's your name?

G: My name's Jill .

W: And how do you spell Jill?

G: J-I-double L.

W: Now, how old are you Jill?

G: I'm seven.

W: Pardon?

G: Seven.

**R: Can you see the answers? Now listen and write a name or a number.
One**

W: Who is this with you in the photo?

G: That's my friend.

W: What's her name?

G: Lucy.

W: How do you spell Lucy?

G: L-U-C-Y.

R: Two

W: Does she go to your school?

G: Yes. She's in my class.

W: Which class is that?

G: Class two.

W: Two?

G: Yes.

R: Three

W: And who is your teacher?

G: Mrs Brown.

W: Mrs Brown. Is that B-R-O-W-N?

G: That's right. She's nice.

R: Four

W: Which school is it?

G: The one in Zoo Street.

W: Is that Z double O?

G: Yes.

R: Five

W: Is it a small school?

G: Yes it is. There are eight classes.

W: Eight?

G: Yes.

W: What a small school!

G: Yes, and we like it.

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

R: Part Three.

Look at the pictures. Now listen and look.

There is one example. What's Pat wearing?

W: Is Pat wearing a skirt today?

G: Yes. She is. A pink one.

W: With her favourite grey T-shirt?

G: No. She's wearing a blue T-shirt today.

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

One. Which is Ann?

M: Is Ann in her bedroom?

G: Yes. She's listening to music.

M: And is she dancing?

G: No. She isn't dancing.

R: Two. Where is Mrs Long going?

M: I can see Mrs Long.

G: Is she going swimming this morning?

M: No. It's cold. And she isn't going to the park.

G: Oh.

M: She's going to the shops.

R: Three. What is Tom doing?

B: Is Tom in the house?

M: Yes, he's eating dinner now.

B: Is he having fish and chips?

M: No. He's eating chicken and peas this evening.

R: Four. Whose is that computer?

B: Is that computer the teacher's?

W: No. Hers is black. This is a white one.

B: Is it Dad's?

W: Yes. Dad's computer is the white one.

R: Five. What is Grandpa's favourite animal?

G: Does Grandpa like dogs?

B: No, he doesn't but he likes all cats.

G: Tigers too?

B: Yes, but his favourite animals are small cats.

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

R: Part Four.

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

M: Look at the mouse under the picture.

B: OK. I can see it. It's under the picture.

M: Yes. Well, colour it orange.

B: That mouse is orange. OK.

R: Can you see the orange mouse under the picture?

This is an example. Now you listen and colour.

One

M: Can you see the mouse on the mat, in front of the sofa?

B: In front of the sofa. Yes, it's on the mat. What colour is it?

M: Colour it red.

B: OK. That mouse is red.

M: Good.

R: Two

M: There's a mouse behind the armchair.

B: Which mouse?

M: The one behind the armchair.

B: Ah, yes. What colour?

M: Colour it yellow.

B: OK. I'm colouring it yellow.

R: Three

M: Now colour the mouse in front of the window pink.

B: Sorry?

M: The mouse in front of the window. Colour it pink.

B: Oh yes. I can do that.

R: Four

M: Can you see the mouse next to the TV?

B: Yes. Next to the TV.

M: Good. Well, colour it green.

B: All right. That's green now.

M: Well done!

R: Five

M: Now. Can you see the mouse between the clock and the books?

B: Pardon?

M: The mouse between the clock and the books. Can you colour it blue?

B: Yes. I like blue. The picture looks nice now.

M: Yes. Well done.

R: Now listen to Part Four again.

That is the end of Starters Listening Test 2.

Test 3

R: Hello. This is the Young Learners English Starters Listening Test. Look at Part One. Now look at the picture.

Listen and look. There is one example.

W: Look at this classroom.

B: OK.

W: Now, can you see the water?

B: Yes.

W: Put the water in the boy's hand.

B: In the boy's hand. OK.

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

One

W: Now put the watch next to the rubber.

B: Sorry? Where is the watch?

W: On the desk, next to the rubber.

B: There!

R: Two

W: Put the plane in front of the board.

B: Pardon?

W: The plane. Put it in front of the board, in front of the numbers.

B: Right!

R: Three

B: Now the tiger?

W: OK.

B: Can I put the tiger behind the dog?

W: Yes. That's nice. Put it behind the dog.

R: Four

B: Where can I put the camera?

W: Put the camera between the apple and the pens.

B: I'm putting it between the apple and the pens.

W: That's right.

R: Five

W: Now. Put the box under the teacher's desk.

B: Put the box under the teacher's desk?

W: That's right. Well done.

B: It looks good.

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

R: Part Two.

Look at the picture. Listen and write a name or a number.

There are two examples.

W: Is this your family in this photo?

B: Yes, it is.

W: What's your family name?

B: It's Page.

W: How do you spell that?

B: P-A-G-E.

W: OK. You have a big family.

B: Yes. I've got four brothers and one sister.

W: Four brothers?

B: Yes.

R: One

B: My family has got three lorries, my dad, my brother and my grandpa drive them.

W: How many lorries?

B: Three. They are all blue.

W: Wow!

R: Two

W: Is this your mum?

B: Yes. Mum writes at the computer and answers the phone. Her name's May.

W: May. M-A-Y?

B: Yes.

R: Three

B: I answer the phone for my mum.

W: And what's your name?

B: Ben.

W: B-E-N. Right.

R: Four

W Your big brother drives a lorry.
B Oh yes.
W How old is he?
B He's eighteen.
W Eighteen. Right.

R: Five

B: Do you want to know his name?
W: Yes, please.
B: My big brother, who drives, is Pat.
W: Is that P-A-T?
B: Yes, Pat.

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

**R: Part Three.
Look at the pictures. Now listen and
look.
There is one example. What's the
bird learning?**

B: Hi, Dad. What are you looking at in the garden?
M: I'm watching that bird.
B: The one eating?
M: No, the baby bird there. It's learning to fly.
B: Ah!

**R: Can you see the tick? Now listen and
tick the box.
One. How is Tom?**

M: Is Tom all right now?
B: Yes, the story is funny. He's enjoying it.
M: He isn't angry?
B: No. He likes the story.

R: Two. What can the children do?

G: Are we there now?
W: Yes. Here we are.
G: Wow.
W: Now, be quiet. Walk this way and don't run!
G: Can we take photos?
W: Not here, sorry. Stop and we can look at this.

R: Three. Which is Pat?

G: Is that Pat there, opening the cupboard?
B: No he's coming in the room.
G: Oh. There? Opening the door?
B: Yes. That's him.

**R: Four. What would Ann and her mum
like to do?**

W: Would you like to go to the park, Ann?
G: No, thanks. I don't want to go out.
W: OK, but you can't watch TV.
G: No, I don't want to. Let's play a game in the living room.
W: OK. I'd like that.

R: Five. What is Sam's hobby?

G: Does Sam play baseball with you?
B: No, he doesn't like that sport.
G: He's got a beautiful kite. Does he like flying it?
B: Oh yes. He loves it. It's his favourite hobby.

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

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

W: Can you see the bird on the hat?
G: The bird on the hat? Yes, I can.
W: Well, colour it pink.
G: Pink. OK.

**R: Can you see the pink bird on the hat?
This is an example. Now you listen
and colour.
One**

W: Now, find the bird between the drink and the sheep.
G: Sorry? Which bird?
W: The one between the drink and the sheep.
G: OK. What colour is it?
W: Colour it red.
G: Red.

R: Two

W: Now, there's a bird under the chair.

G: Under the chair. I can see it.

W: Can you colour it purple?

G: It's purple.

W: Good.

R: Three

W: Now colour the bird in the tree white.

G: Pardon?

W: The bird in the tree. Can you colour it white?

G: Oh yes.

R: Four

W: Can you see the bird flying in front of the boy?

G: Where?

W: In front of the boy.

G: I can see it.

W: Well, colour it orange.

G: All right. I'm colouring it orange now.

M: Good!

R: Five

M: Now. There's a bird next to the bread.

G: Yes. (laughing) It's next to the bread.

M: Can you colour it yellow?

G: Yellow.

M: Well done. The picture looks nice.

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

Test 4

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

W: Please put the game in front of the motorbike.

G: Put the game where? Sorry?

W: In front of the motorbike.

G: Right.

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

One

W: Put the jeans on the baby.

G: Pardon? Where do I put the jeans?

W: On the baby.

G: (laughing) OK.

R: Two

W: Now the boat. Can you put it between the ducks?

G: The boat. Between the ducks?

W: That's right.

G: All right. I'm doing it now.

R: Three

W: And now the bird.

G: The bird?

W: Yes. Please put it behind the car.

G: OK. I'm putting it behind the car.

R: Four

G: What now?

W: The pineapple. Now put the pineapple under the helicopter.

G: Put it under the helicopter?

W: Yes. That's right.

R: Five

W: Put the mirror next to the sun.

G: Pardon?

W: Put the mirror next to the sun.

G: OK. I'm drawing that line now.

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

**R: Part Two
Look at the picture. Listen and write
a name or a number.
There are two examples.**

W: Hello. This is a nice photo. Is it you with all these animals?

B: Yes, that's me.

W: And what's your name?

B: I'm Tony.

W: Is that Tony, T-O-N-Y?
B: Yes.
W: And are these all your animals?
B: Yes, they are.
W: How many animals have you got?
B: I've got these three.
W: Three? Wow.

R: Can you see the answers? Now listen and write a name or a number.

One

W: Which is your favourite animal, Tony?
B: Well I love them all but my monkey is funny.
W: And what's your monkey's name?
B: It's Nick.
W: Do you spell it N-I-C-K?
B: That's right.

R: Two

W: Does your monkey eat a lot of fruit?
B: Oh yes. He loves bananas and oranges.
W: How many oranges does he eat in a day?
B: He eats six oranges a day you know.
W: Wow, six.

R: Three

W: And you've got a goat.
B: Yes. I have.
W: Is it old?
B: Not very. She's three years old.
W: Three. I see.

R: Four

W: And what's your goat's name?
B: Her name's Lemon.
W: Right. How do you spell Lemon?
B: L-E-M-O-N.
W: Thanks.

R: Five

W: And what about you, Tony? How old are you?
B: Well, I'm nine today.
W: Oh, happy birthday Tony. Nine!

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

R: Part Three

Look at the pictures. Now listen and look.

There is one example. What do the children want to eat?

W: Are May and Alex hungry?
G: Yes, they want to eat something nice.
W: Would they like grapes?
G: No, thank you. They would like some coconut, please.

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

One. Whose are those toys?

W: What a lot of toys!
B: Yes.
W: Are they all yours?
B: No, they aren't all mine. Some are my sister's too.

R: Two. Who is Tom?

M: Is this Tom?
G: No, that is my grandfather. (laughs) That is Tom there. My little brother.
M: He is young.
G: Yes, he's only two years old.

R: Three. What is dirty?

W: Go and clean your face.
B: I am painting a black spider!
W: Yes. I can see. Your nose is dirty.

R: Four. What are the sisters doing?

W: Are the girls making a cake?
B: No, they're looking at the cat.
W: Where?
B: By the kitchen window. They're pointing at it.

R: Five. Which is the Brown family's house?

M: Where do the Browns live?

B: It is on this street.

M: Have they got flowers in front of the house?

B: Yes. And a blue door.

M: Ah, yes. Number four then.

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

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

M: Can you see the doll behind the kitchen table?

G: The doll behind the kitchen table? Yes.

M: Well. Colour that doll yellow.

G: Yellow? OK.

M: Good.

**R: Can you see the yellow doll behind the kitchen table?
This is an example. Now you listen and colour.
One**

M: Now. Look at the doll in the garden

G: Which doll?

M: The doll in the garden, not in the house.

G: OK.

M: Colour it blue.

G: I'm colouring it blue now.

R: Two

M: Now. Find the doll next to the bath.

G: I can see it, in the bathroom, next to the bath.

M: Good. Now colour that doll pink.

G: Pink?

M: That's right.

R: Three

M: Now colour the doll in front of the mirror orange.

G: Pardon?

M: Colour the doll in front of the mirror orange.

G: All right.

R: Four

W: Can you see the doll on the sofa?

G: Which doll, sorry?

W: The one on the sofa.

G: Oh, yes.

W: Well, colour it brown.

G: This one is brown.

W: Right!

R: Five

M: Can you see the doll between the armchair and the television?

G: Between the armchair and the television, yes.

M: Good.

G: Can I colour it purple?

M: OK. Colour it purple.

G: The picture looks good now.

M: Yes. Well done.

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

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