

**CAMBRIDGE ENGLISH  
QUALIFICATIONS**

# **Practice Tests A1 Movers**

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• PETRINA CLIFF •

**Teacher's Guide**



**OXFORD**  
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published in 2018

2022 2021 2020 2019 2018

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 404262 8

### ACKNOWLEDGEMENTS

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*Illustrations by:*

IFA Design Ltd. (main illustrator Steve Evans) pp.4, 18, 23, 28

Peter Stevenson / Linden Artists title page

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# Introduction

The Cambridge English Qualifications tests are designed to test the English of primary school learners between the ages of 7 and 12. There are three levels: Pre A1 Starters, A1 Movers and A2 Flyers. The three tests are designed to take young learners of English as a foreign language from beginner to Waystage. There are no pass or fail grades for these tests. All students taking the tests receive between one and five shields in each component to show how they have performed.

A1 Movers, the second level, is aimed at students aged between 8 and 11.

## An overview of A1 Movers

### Listening

25 minutes/25 items

	Main skill focus	Input	Expected response/item type	Number of items
1	Listening for names and descriptions	Picture and dialogue	Match names to figures in a picture by drawing a line	5
2	Listening for names, spelling and other information	Gapped text and dialogue	Record words or numbers	5
3	Listening for specific information	Picture sets and dialogue	Match pictures with information by writing letters in a box	5
4	Listening for specific information	Picture sets and dialogues	Select one of three pictures by ticking box	5
5	Listening for words, colours and specific information	Picture and dialogue	Colour and write	5

### Reading & Writing

30 minutes/40 items

	Main skill focus	Input	Expected response/item type	Number of items
1	Understanding definitions	Labelled pictures and definitions	Match definitions to picture by copying word	5
2	Identifying appropriate utterances	Short dialogue with multiple responses	Select best response by circling a letter	6
3	Reading for specific information and gist	Gapped text with picture clues	Write words in gaps; choose the best title for the story from a choice of three	6
4	Completing gapped text with one word (grammatical)	Gapped text and word sets	Complete text by selecting the best word and copying	5
5	Understanding short texts and completing gapped sentences	Text in three parts with pictures and sentences with gaps	Complete gaps by writing a word or phrase (three words maximum)	7
6	Completing sentences and responding to questions	Picture with questions and sentences	Complete sentences, answer questions and write sentences about a picture	6

## Speaking

5-7 minutes/4 parts

	Main skill focus	Expected response/item type
1	Greeting and name check (unassessed); two similar pictures	Identify four differences between pictures
2	Picture sequence	Describe each picture in turn to tell a story
3	Picture sets	Identify the odd one out and give reason
4	Open-ended questions	Answer personal questions

## Wordlist

You may notice that there are some words that appear in these tests that are not in the Vocabulary List at the back of the Student's Book. These are words that are commonly used in coursebooks at this level and that students will be familiar with.

# Tips

## Listening

Each part is heard twice.

Part 1	Tips
<p>Students look at a picture with seven different names around it. They listen to a dialogue about the different people in the picture and draw a line from the names to the appropriate people. There is one name they do not need.</p> <p>Test focus: listening for lexical items and phrases</p>	<p><i>Teaching tip</i></p> <p>Give students a set of different pictures and read out descriptions containing two pieces of information about a person in one of the pictures: one sentence is correct, the other incorrect. Students must listen to the two pieces of information, guess which person you are talking about and say which piece of information is correct and which is incorrect.</p> <p><i>Tips for the test</i></p> <ul style="list-style-type: none"><li>• Listen carefully for the clues telling you which person matches which name, e.g. there may be two people doing the same thing but only one has short hair. There are two clues to help you.</li><li>• Make sure that the line you draw clearly links the name with the correct person in the picture.</li></ul>
Part 2	Tips
<p>Students complete a form, e.g. a shopping list or an invitation, by listening to a dialogue and filling in missing words.</p> <p>Test focus: basic information e.g. lexical items, personal information, making arrangements.</p>	<p><i>Teaching tip</i></p> <p>Write lists of names of people and places on the board. Number the words 1–20, then quickly spell the different words at random. Students must guess which word you are spelling. Now play the phone messages game. Give students copies of messages with some words missing. Read out short passages pretending to be different people leaving messages on an answerphone and ask students to use the words on the board to fill in the missing information.</p> <p><i>Tips for the test</i></p> <ul style="list-style-type: none"><li>• Look at the text carefully before you listen so that you know what information to listen for, then listen to the whole conversation before you write your answer.</li><li>• There will be no more than one number or name. The name tests spelling and does not come from the vocabulary list so listen carefully.</li></ul>
Part 3	Tips
<p>Students listen to a dialogue which is mainly led by one speaker. They match a list of illustrated words or names with a set of pictures by writing the letter of the correct picture in a box.</p> <p>Test focus: listening for specific information</p>	<p><i>Teaching tips</i></p> <p>Write the names of six people you know on the board. Then read out information about each of these people, e.g. what they did last weekend or what they bought when they went shopping. The information should not follow the order of the list of people. Students listen without making notes and then discuss the information in groups. The first group to match the people with the correct information wins.</p>

### *Tips for the test*

- Look carefully at the pictures and try to work out what is happening before you listen to the tape. If two pictures have similar things in them, think about what is different about the pictures.

## Part 4

### Tips

Five short dialogues between a variety of paired speakers. Students have to answer five questions which are printed in their books and heard on the recording. For each question students look at three pictures and as they listen, tick the correct box A, B or C.

Test focus: listening for detailed information

### *Teaching tip*

Give students sets of three pictures and read out two descriptions for each set. Students have to decide which picture you have not described. Now see if students can write one sentence to describe each picture, in order to show the differences between the pictures, e.g. The woman is wearing a red hat. The woman is wearing a red jacket. The woman is wearing a red sweater.

### *Tips for the test*

- Before you listen, read the questions, then look carefully at all three pictures and try to work out what is different about each picture.
- Make sure that your tick is clear. Check that it is in the right box on the second listening.

## Part 5

### Tips

Students look at a black and white picture and listen to instructions in the form of a conversation between an adult and a child. Students have to locate and colour in four things in the picture. They also have to write something on the picture.

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

### *Teaching tip*

Students work in pairs. Give each pair a different black and white picture. They colour in their picture without showing it to their partner. Then give the students a black and white copy of their partner's picture. They give each other instructions as to how to colour the picture in so that it looks the same as the one they have coloured themselves. When they have finished, they can compare the picture with their partner's original to see how well they have done. As students get better they can try to tell each other what to write on the picture and where it should be written.

### *Tips for the test*

- Look at the picture carefully. If there are two similar things in the picture, think about what is different about them, e.g. There are two fish. What is different about them? Is one bigger? Where are the fish in relation to other things in the picture?
- Remember that the colour you are asked to use may be different from the colour you expect the object to be, e.g. the fish might be purple.

## Reading & Writing

Part 1	Tips
<p>Students look at eight labelled pictures and match them to five definitions by writing the appropriate words. There is one example and two pictures are not needed.</p> <p>Test focus: understanding definitions of words from the vocabulary list</p>	<p><i>Teaching tip</i></p> <p>Give students cards with ten pictures on them from similar lexical areas. Students' cards will have some overlap but will be different from each other (as in a game of Bingo). Read aloud a definition or description of one picture at a time. Students cross their pictures out as you describe them and the first student with all the pictures correctly crossed out is the winner. As students become more confident they could be responsible for giving their own definitions of the pictures.</p> <p><i>Tips for the test</i></p> <ul style="list-style-type: none"><li>• Before you read the sentences, look carefully at the pictures to find the differences between them and to make sure you know what the words mean.</li><li>• Read each sentence carefully, underlining the key words before trying to match it to a picture.</li></ul>
Part 2	Tips
<p>Students read a written dialogue consisting of six questions and choose the most appropriate answer from three options by circling a letter.</p> <p>Test focus: identifying appropriate utterances and functional language</p>	<p><i>Teaching tip</i></p> <p>Prepare a set of flashcards with the answers to a set of questions on them. Divide students into groups and give each group a set of answers. Write questions on the board and ask students to match the answers to the correct question. The questions should focus on the difference between singular and plural, present simple and present continuous, and functional language, e.g. making offers and suggestions, preferences, etc.</p> <p><i>Tips for the test</i></p> <ul style="list-style-type: none"><li>• Look carefully at the question and underline the key words. Think about how you might answer the question before you look at the possible answers.</li><li>• Look at the possible answers and ask yourself what is different about them, e.g. Is one singular and another plural? Are the tenses different? Then look at the question again before choosing the appropriate answer.</li></ul>
Part 3	Tips
<p>Students fill in five gaps in a story. They choose from nine words which are illustrated to help. One provides an example and there are three extra options that the students will not need to use. Gaps may be nouns, adjectives or verbs. Students also choose an appropriate name for the story from three options.</p> <p>Test focus: putting nouns, verbs and adjectives into a context</p>	<p><i>Teaching tips</i></p> <p>Photocopy simple stories and blank out target nouns, adjectives and verbs. Put the vocabulary on the board and see if students can fit the words into the correct place in the story.</p> <p>Divide the class into two groups. Give each group a different story with eight target verbs, adjectives or nouns blanked out. Put all the missing words on the board. Students have to decide which words are missing from their story, then find a partner from the other group and read out their stories to each other. They could then try to come up with a name for their different stories.</p>



### *Tips for the test*

- Read the whole story first, then read each sentence and look at each picture carefully before writing your answer. Decide whether you need a verb, an adjective or a noun. Check that you have the right form of the word.
- When you have written all the missing words, read the story again before you decide which story name you think is best.

## **Part 4**

### **Tips**

Students read a gapped text in the style of an encyclopaedia entry.

For each gap, they choose the appropriate word from three possible options which form a set, e.g. prepositions, nouns, verbs, etc.

Test focus: choosing correct grammatical forms

### *Teaching tip*

Write three gapped sentences on the board but don't insert the gaps so that students do not know where the missing word should be. Write the three missing words under the sentences and see if students can decide which sentence the words fit into and where they might come. This can be repeated for prepositions, nouns, verbs, etc.

e.g. She's lunch now.

She a party yesterday.

She long hair.

\* had \* has \* having

### *Tips for the test*

- Read the text, taking no notice of the gaps, to find out what it is about. Then read again trying to imagine what the missing word is.
- For each missing word, think about what the possible answers mean, e.g. *had*, *has*, *having*. What's the difference between them? When do we use them? Then try all three in the gap before you choose your answer.

## **Part 5**

### **Tips**

Students are given the title of a story and look at three illustrated texts which tell the story. They fill in gapped sentences which give information about the text using between one and three words.

Test focus: comprehension at text level, demonstrating comprehension by completing gapped sentences

### *Teaching tip*

Divide the class into two groups and give each group a different short paragraph with five sentences. Ask students to blank out different words or short phrases in their paragraphs using a black felt pen or tippex. Students exchange paragraphs with the other group and they try to guess the missing words. The group guessing the most correct words wins.

### *Tips for the test*

- Read the story carefully before looking at the sentences.
- Sometimes the sentences are written using the same information but with different words or in a different order. Read that part of the story again and check your sentence. Remember, you don't need to write more than three words in a gap.

## **Part 6**

### **Tips**

Students look at a picture and complete sentences, answer questions and write complete sentences about the picture.

Text focus: completing sentences and responding to questions

### *Teaching tip*

Show the class a picture and ask the children to write five questions about the picture. Then, divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look at the picture and answer, or try to answer from memory. Award one point for each correct answer. The team with the most points wins.

### *Tips for the test*

- Read the sentences very carefully. Look at prepositions and comparative and superlative forms to make sure you understand exactly what you need to look for.

## Speaking

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

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

### Part 1

#### Tips

The examiner shows the student two pictures on a card and asks the student to describe four differences between the pictures, e.g. *The girl's wearing a skirt. The girl's wearing a dress.*

##### Teaching tip

Describe a picture to students without telling them exactly where things are or what colour they are, e.g. *In my picture I can see the sky and the sun and some grass. There's a tree, a cat and a house. There's a little girl and a bike.* Once students have drawn their interpretation of the picture and coloured it in, ask them to compare their picture with their partner's or with the original. They should talk about the differences.

##### Tips for the test

- Look carefully at both pictures and you will find some differences.
- If you don't know a word in one of the pictures, describe what is different about the other picture.

### Part 2

#### Tips

The examiner tells the student the title of the story then shows the student the story cards and begins to tell the story using the first story card, e.g. *These pictures show a story. It's called 'Sally goes to the park'. Just look at the pictures first. Sally and her mother are in the park. They're having a picnic. Now you tell the story.* The examiner then points to the other three pictures and asks the student to carry on with the story.

##### Teaching tip

Make a four-picture story – this could just be stick drawings and a very simple story which could be told using vocabulary from the Movers vocabulary list. Copy the picture story for the students but cut the pictures up so that students have to put the story in order when you tell it. Students then draw their own picture story, cutting out the pictures. In pairs, they swap pictures and try to tell the story to each other. The stories may not be ordered correctly or may be different from what was intended, but that isn't important, the practice is.

##### Tips for the test

- Remember to use the present continuous tense to describe what the people are doing in each picture.
- If you're having problems, just talk about everything you can see, e.g. what colour things are, where things are, and the story will come.

### Part 3

### Tips

The examiner shows the student a page with sixteen pictures on it in four sets. The student has to say which picture in each set is different from the other three and why, e.g. *These are all yellow but this sweater is pink.*

#### Teaching tip

Encourage students to draw pictures of new words and keep these pictures in a box in the classroom. Put students into pairs and using these picture cards get students, in turn, to group sets of four pictures where one is different in some way from the others. The other student guesses what the difference is.

#### Tips for the test

- Look carefully at the set of pictures. Think about what is in each picture, what the people are doing, where things are and what colour they are, to find the differences.
- It doesn't matter what difference you find as long as you find one. There isn't a wrong answer.

### Part 4

### Tips

The examiner asks the student four personal questions, e.g. *Where do you like going with your family? What games do you play with your friends?*

#### Teaching tip

Give students the chance to talk in small groups for a few minutes at the end of the lesson about themselves. Choose a different thing to talk about each day, e.g. their friends, what they do at school, their bedroom, what they like to eat, what they do at the weekends. These areas can be tied in with what they've been learning about during the lesson that day. Give them feedback on their mistakes afterwards but allow them to say what they want to, regardless of errors, for this short time.

#### Tips for the test

- Listen carefully for the question word, e.g. *where, what, how many*, so that you know what answer to give. The last question is always *Tell me about ...*. Try to say two things here.
- Remember that the answers can be short, so just try to say something.

## Revision tips

Make sure your students:

- know their colours (black, blue, brown, green, grey, orange, pink, purple, red, yellow).
- know the days of the week and can hear the difference e.g. between *Tuesday* and *Thursday*.
- are confident about counting and recognising numbers from 1 to 100 and can recognise the difference, e.g. between *14* and *40*.
- have learnt prepositions carefully, particularly prepositions of place, and are confident about the difference between them. Many questions rely on their knowledge of these prepositions.
- have had plenty of practice of spelling out words and recognising all the letters of the alphabet. They should pay particular attention to the sound of vowels, e.g. the difference between the letters *e* and *a*.
- know the meaning of the word *double*, e.g. *double t*.
- look at pictures carefully, paying attention to details of where things are, what colour they are, what people and animals are doing, etc.
- revise lexical items using pictures of objects and verbs from the Starters and Movers Vocabulary Lists, where possible arranged into lexical sets. The Movers list is provided in the Student's Book.
- are familiar with the English names in the Vocabulary List.
- are able to distinguish between different question words, e.g. *who*, *where*, *which*, *what*, *how*, *how many*, etc.
- are able to talk about themselves and answer questions about their everyday lives.
- revise grammar areas thoroughly (see the Structure List in the YLE handbook) paying particular attention to the following:
  - verb forms: positive, negative, interrogative, imperative and contracted forms
  - tenses: present simple / present continuous / past simple for regular and irregular verbs
  - words taking *-ing* or the infinitive
  - simple conjunctions and the difference between them
  - comparative and superlative forms of adjectives

## Practical tips for test day

Tell your students to:

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

Remind students to:

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

# Key

## Test 1

### Listening

**Please note:** when using the CD for the Listening paper teachers will have to replay the CD for Parts 1–4. In the actual test, students would hear each part twice.

#### Part 1 Tracks 2 and 3



#### Transcript

##### Example

A: Hello. That's a nice picture.  
B: It's a picture of the street in my village.  
A: It's very good. Can you tell me the names of all the people?  
B: Yes OK. Well the woman who works in the flower shop is Daisy.  
A: Oh yes – she's picking up some flowers.

1 B: Can you see the man in the car?  
A: Yes.  
B: Well that's my Dad! His name's Paul.  
A: What the man who's waving?  
B: Yes that's him!  
A: He looks nice.

2 B: And do you know the person who works in the book shop?  
A: No I don't. What's her name?  
B: She's Ann.

A: Is she standing next to the door?  
B: Yes, that's right. She's the one holding the books.

3 B: And Jill's my aunt. She's got a dog. Can you see her?  
A: There are two women with dogs ...  
B: Yes, well Jill's the one running, her dog's very strong!  
A: Oh yes, she's got curly hair.  
B: Yes that's her.

4 A: What's the name of the woman in the cake shop?  
B: The one with the orange dress?  
A: Yes, she's the one.  
B: Oh – she's Jane.  
A: Right.

5 A: And who's the man coming out of the cake shop?  
B: You mean the man carrying a very big cake?  
A: Yes.  
B: His name's Sam.  
A: Thank you.

#### Part 2 Tracks 4 and 5

1 tennis 2 Lewis 3 Park 4 sandwiches  
5 towel

#### Transcript

##### Example

A: So Tom, you want to do the sports class after school. I need to write one or two things here ...  
B: OK.  
A: Now, first of all, you need to be 8 or more to do this class. How old are you Tom?  
B: Well, it was my birthday yesterday – I was nine!  
A: OK. Thanks.

1 A: What sport do you want to try? Do you like hockey?  
B: Yes, but I like tennis best.  
A: That's nice. Do you play at school?  
B: No I don't, but my friend does and he loves it.  
A: OK, so that's tennis then.

2 A: And you're in class 5 H Tom?  
B: Yes that's right.  
A: And your teacher's name is Mr. ...  
B: Mr. Lewis.  
A: Is that L-O-U-I-S?  
B: No, it isn't, it's L-E-W-I-S.  
A: Oh thanks.

- 3 A: Now ..... can you tell me your address Tom?  
 B: Yes, it's number 3 ...  
 A: Number 3.  
 B: High Street.  
 A: High Street. OK, and that's in Green Park?  
 B: Green Park, yes.  
 A: Right. Good.
- 4 A: Now then, this part is for your Mum OK?  
 B: OK.  
 A: It tells you what to bring to class with you.  
 B: Do I need to bring sandwiches?  
 A: Yes you do – sandwiches and a drink of water of course.  
 B: OK.
- 5 A: And you need to bring a sweater to put on after class.  
 B: My school sweater?  
 A: Yes that's fine, and one more thing – bring a towel for after the game because it's very hot in the sports centre.  
 B: OK.  
 A: Enjoy the class Tom!  
 B: Thank you.

### Part 3 Tracks 6 and 7

Lily - C (example) her sister - A  
 her brother - B her dad - E her cousin - F  
 Charlie - D

#### Transcript

##### Example

- A: Hi Lily. Tell me about your homework.  
 B: Hello Mr Black. Well I wrote about lots of different people I know and their favourite places.  
 A: Well done Lily, that's really good. But what's your favourite place?  
 B: Oh, well I really love going to the playground. I go there with my friends every weekend.

- 1 B: Look. This is a picture of my cousin – he's really clever! I don't see him very often.  
 A: Oh, why not?  
 B: Well, he goes to the library every day after school and at the weekend too. It's a nice building and it's very quiet inside so he really likes working there.  
 A: Oh, I see.
- 2 A: Now, who's that boy there?  
 B: Oh, that's my brother's friend Charlie.  
 A: So, what's his favourite place?  
 B: Well, he enjoys going to the shopping with friends on Saturdays. There's a really nice café where they go because it

does great milkshakes, and there's also a cinema there.

A: That's good.

- 3 A: So ... you've got a brother then, Lily?  
 B: Yes, but he's older than me and he isn't at home very often. He's always at the sports centre. He plays different games there and practices scoring goals and things like that.  
 A: Wouldn't you like to go there with him?  
 B: No, I think that's boring. I go to dance lessons.
- 4 A: There's a photo of your little sister here Lily. Tell me about her.  
 B: Oh, well she loves penguins. Mum and Dad take us to the zoo sometimes so she can see them – and the man there says she can feed them too.  
 A: So do you like going there?  
 B: I do, yes, but there are other places I like better.
- 5 A: So, what's your Dad's favourite place?  
 B: Well, he goes to work by train. He says he loves the train station because it isn't too busy at seven o'clock in the morning. He takes his e-book with him and reads it there, or does some work on his laptop.  
 A: Well, I wouldn't like to do that every day.

### Part 4 Tracks 8 and 9

1 B 2 A 3 C 4 C 5 C

#### Transcript

##### Example

Which is Daisy's sister?

- A: Look there's my sister!  
 B: Which one is she Daisy?  
 A: She's got long blonde hair.  
 B: Oh yes I see. And she's wearing a blue sweater?  
 A: Yes, and jeans.

- 1 How does Jack go to school?  
 A: How do you go to school Jack – do you go by bus?  
 B: No, I go by train.  
 A: Right, and you walk to the station?  
 B: Well no, I take my bike, to be quick.  
 A: That's good.
- 2 What did Sally do at the weekend?  
 A: Did you have a nice weekend Sally?  
 B: Yes, I went out with my friend.  
 A: Did you go to the shops?  
 B: No, we went to a cafe.



A: Oh, did you enjoy your lunch?  
B: Well, we only had a drink but we enjoyed it!

3 Which book does Mary want to find?

A: Can I help you?  
B: Yes, I need a book. It's called Cold Mountain.  
A: Cold Mountain? Oh yes, it's there, can you see it?  
B: No, has it got a picture of a mountain on it?  
A: No, it's a forest, and there's a man and a two women in the picture.  
B: Oh I see it. Thanks!

4 What can Peter see from his window?

A: So, how's your new house Peter?  
B: Great – and I can see the river from my window.  
A: And the trees?  
B: Well no, the village shops, but there is a waterfall and that's nice.

5 Where does Jane want to go?

A: Shall we go to the park today Jane?  
B: The park? But it's raining, it's wet. I want to go to the cinema!  
A: Not the cinema again!! How about the supermarket – there are some things I need to buy ...  
B: The supermarket!! You always want to go there!

## Part 5 Tracks 10 and 11

baby giraffe's head - orange  
fish above water - purple  
writing under rainbow - *island*  
(written by student)  
woman's hat - red  
small dolphin - blue

## Transcript

### Example

A: Hello Paul. Do you like this picture?  
B: Yes, shall I colour it?  
A: OK. Can you see the two trees?  
B: Yes, one's bigger than the other.  
A: Yes, well colour the leaves on the little tree green.  
B: OK.

1 A: Now there are two giraffes in the picture.

B: Yes, I really like the baby one.  
A: OK, well can you colour its head?  
B: Yes – what colour shall I do it?  
A: Do it orange.  
B: OK then.

2 A: Now, can you see some little fish Paul?  
B: Yes, there are two small fish near some water.

A: That's right.

B: Can I colour the one that's above the water?

A: Yes, colour that one purple.

B: I like that colour.

3 A: Now, I'd like you to write something.  
B: OK, but what shall I write?

A: Well, can you see the box under the rainbow?

B: Yes.

A: Well, there's a space for writing a word in that box. Can you write the word 'island' there?

B: OK, I'm writing 'island' in that box.

4 A: Can you see some people in the picture?

B: Yes I can.

A: Can you colour the woman's hat?

B: OK, can I do it red?

A: Yes, that's a good colour – do that.

5 B: Oh, I like that dolphin!

A: Which dolphin?

B: The smaller one. Can I colour it?

A: Yes colour it blue.

B: OK – I'm doing that!

A: That's a great picture now, Paul.

## Reading & Writing

### Part 1

1 stars 2 a bowl 3 penguins 4 toothpaste  
5 snails

### Part 2

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

### Part 3

1 sunny 2 laughed 3 big 4 vegetables  
5 write 6 Going to the farm

### Part 4

1 something 2 take 3 because 4 not  
5 like

### Part 5

1 helmet 2 a laptop 3 three friends  
4 didn't want 5 shower 6 pancakes  
7 a huge party

### Part 6

1 water 2 net 3 in the tree 4 brown  
5 and 6 students' own answers

## Speaking

Words in *italics* are possible answers only.

In Part 2 students are only expected to produce one or two basic sentences for each picture. We have included more here to give examples about different things students could say.

	To do	To say	Response (by student)	Back-up
	Usher brings candidate in.	Usher to examiner: 'Hello. This is <i>(child's name)*</i> .  Examiner: Hello, *. My name's <i>Jane / Ms Smith</i> .  How old are you, *?	<i>Hello</i>  9	Are you 9? 10?
1	Point at Find the Difference card.	Look at these pictures. They look the same, but some things are different.  This is a lion but this is a hippo.  What other different things can you see?	Describes four other differences:  <ul style="list-style-type: none"> <li>• 1 parrot / 2 parrots</li> <li>• brown monkey / orange monkey</li> <li>• bear wearing a scarf / bear not wearing a scarf</li> <li>• monkey with hat off / monkey with hat on</li> </ul>	Point to other differences the candidate does not mention.  Give first half of response: 'Here there's one parrot but...'
2	Point to Story card	These pictures show a story. It's called 'The Rabbit and the Treasure'. Just look at the pictures first.  Two pirates are on an island with their map. They're very happy because they've got some treasure.  Now you tell the story. (pointing at the other pictures)	(Many variations possible)  <i>Now the pirates are sleeping. A rabbit is taking the box of treasure.</i>  <i>The pirates are looking for their treasure. They don't understand where it is because they can't see the rabbit.</i>  <i>The pirates can see the rabbit now. They're not happy because the rabbit is throwing their treasure in the sea. There are a lot of carrots in the box.</i>	Questions to prompt other parts of the story:  What are the pirates doing now? What's the rabbit doing?  Now what are the pirates doing? Do they know where the treasure is? Can they see the rabbit?  Can the pirates see the rabbit now? Are they happy? Why not? (What's the rabbit doing?) And what's in the box?



	To do	To say	Response (by student)	Back-up
3	Point to Find the Different Ones card.	Now look at these four pictures. One is different. The kite is different. The sweater, the flower and the toothbrush are all purple but the kite isn't.		
	Point to the second, third and fourth sets of pictures in turn.	Now you tell me about these pictures. Which one is different? (Why?)	Candidate suggests a difference (any plausible difference is acceptable).	Where are these children? (school) And these? (home) These things are all ...? (round) but this window is .....? (square) What are these people doing? (dancing) And these? (climbing)
4	Put away all pictures	Now let's talk about the things you do when you're not at school.  Where do you do your homework?  What games do you play after school?  What do you do with your family in the evening?  Tell me about your weekends.	  <i>(in my) bedroom</i>  <i>football</i>  <i>watch TV</i>  <i>go to park</i> <i>play with friends</i>	  Do you do your homework <i>in your bedroom</i> ?  Do you <i>play football</i> ?  Do you <i>watch TV</i> ?  Do you like <i>going to the park</i> ? Do you <i>play with your friends</i> ?
		OK, thank you, *.  Goodbye.	  Goodbye.	

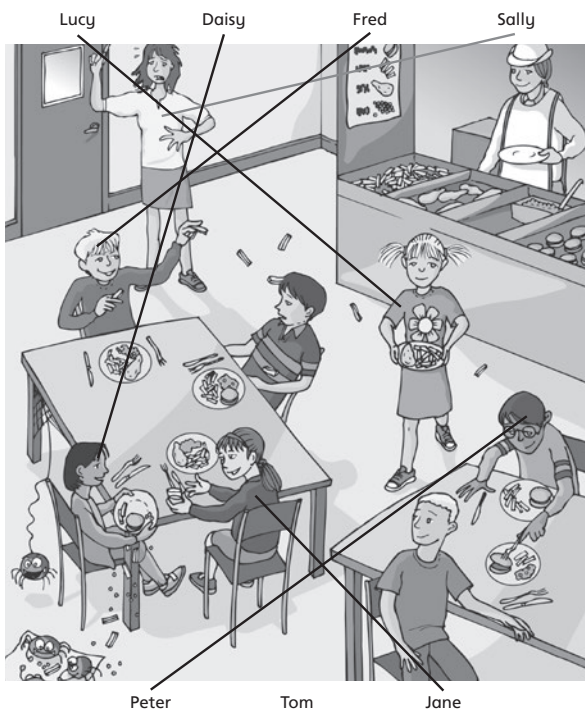
\* Remember to use the child's name throughout the test.

## Test 2

### Listening

**Please note:** when using the CD for the Listening paper teachers will have to replay the CD for Parts 1–4. In the actual test, students would hear each part twice.

#### Part 1 Tracks 12 and 13



#### Transcript

##### Example

A: Hello. Can you help me? I need to know the names of all these children! ... And the teacher too!

B: Oh ... Well our teacher is standing by the door. Her name's Sally!

A: Right ... good ... standing by the door you say?

B: Yes, that's right.

- 1 B And can you see the girl carrying the fish and chips?

A: Yes.

B: Well that's my best friend. Her name's Lucy.

A: What ... the one with the blonde hair?

B: Yes.

A: She looks nice.

- 2 B: And do you see the girl who's talking?

A: Well there are two girls talking and not eating their lunch!

B: Oh yes – well the one holding the glass. She's Jane.

A: Jane – with the glass?

B: That's right!

- 3 A: Now then! That boy throwing chips!  
B: Oh yes – he's very naughty – his name's Fred!  
A: OK. And he's the one with the red sweater?  
B: Yes that's him!  
A: Right!
- 4 B: And you see the girl with the green skirt?  
A: You mean the one dropping her food on the floor?  
B: Oh yes! Well, she's Daisy.  
A: Thank you.
- 5 A: Now who's that boy?  
B: Which boy?  
A: That one there with the glasses. Look, taking the burger!  
B: Oh, his name's Peter. He likes burgers!  
A: I can see that! OK. Thank you. Now you go and have your lunch.  
B: OK. Bye then!

#### Part 2 Tracks 14 and 15

1 Wednesday 2 pirate 3 noodles 4 Dean  
5 4 / four (o'clock)

#### Transcript

##### Example

A: Hello Clare. So you went with your classmates to that funfair in town. Did you go on lots of rides?

B: Yes, it was brilliant!

A: That's great. Can I ask you some questions about it?

B: Ok

A: Well, first, how old are you Clare?

B: I'm eleven.

A: Eleven?

B: Yes, that's right.

- 1 A: So what day did you go to the funfair Clare?

B: Oh ...er.. last Wednesday.

A: Well it was a nice sunny day last Wednesday.

B: That was the day!

- 2 A: Now – which ride did you like best?

B: Well, I liked the train ride but the pirate boat was my favourite. It was dangerous I thought!

A: Oh! So shall I put the pirate boat ride then?

B: Yes

A: OK. Good.

- 3 A: Now, did you and your friends go to the café at the funfair?

B: Yes, we did.

A: OK. so what did you all have in the café?

B: Oh, well my friends had burgers but I had noodles!  
 A: Really?  
 B: Yes, I love them!

- 4 A: And what was the name of the teacher who went with you?  
 B: It was Mr Dean.  
 A: How do you spell that?  
 B: It's D-E-A-N ... Mr Dean.
- 5 A: And one last question ... what time did you leave?  
 B: Well, the funfair closed at five o'clock but we left at 4.  
 A: Four o'clock?  
 B: Yes. We had a great day! But I was sick when I got home.  
 A: Oh dear. Well, thanks for your help Clare.

### Part 3 Tracks 16 and 17

Zoe - D (example) her brother - C  
 her father - G her mother - B  
 her grandfather - F her grandmother - A

#### Transcript

##### Example

A: Hello Zoe. Are you happy it's Friday afternoon?  
 B: Yes, Mr Cage – I love the weekends!  
 A: So, what do you do with your family?  
 B: Oh well, we're all very busy at the weekend – we do different things. I love painting. I do that every weekend, you know!

- 1 A: What does your Dad do at the weekend?  
 B: Dad? Well he's very busy at work in the week so at the weekend he likes doing things at home. He always washes his car, because it's new and he loves it.  
 A: And do you help him?  
 B: No, I really don't like getting dirty and wet!
- 2 B: My grandpa's really cool.  
 A: Does he enjoy the weekends?  
 B: Yes he does. There's a bus stop outside his house, and he's really happy about that because he can go to a different town every weekend. He likes to look at all the buildings and visit museums.
- 3 A: You've got a brother, haven't you Zoe? What does he do?  
 B: Well, when he was younger he loved playing football. And he was very good at it too, because he practised a lot and played every Sunday morning.

A: That's great.  
 B: I know, but he doesn't do that now, because he goes to parties with his friends on Saturday nights.

- 4 A: And what about your mother? What does she do at the weekend?  
 B: Well she does a lot of cooking for the family in the week, so she likes to do something different at the weekend. She really enjoys going to the swimming pool near our house on Saturday afternoons.  
 A: That's very nice.  
 B: Yes – but I can't go with her because I'm too busy.  
 A: Oh, right.
- 5 A: So, is that everyone?  
 B: Well, we didn't talk about my grandma. She really likes going to the cinema at the weekend. They have films every Saturday afternoon for older people, starting at three o'clock.  
 A: And do you like going there with her?  
 B: No not really, because I don't like the films she likes.

### Part 4 Tracks 18 and 19

1 B 2 A 3 B 4 C 5 B

#### Transcript

##### Example

Which is Vicky's teacher?

A: That's my teacher – look ... there!  
 B: Which one is she Vicky? The one with the skirt and jacket on?  
 A: Yes ... and she's got short black hair. See her?  
 B: Oh yes! I can now.

- 1 What hasn't Jim got with him?  
 A: Are you going swimming Jim?  
 B: Yes.  
 A: Have you got your towel?  
 B: Yes, in my bag.  
 A: And a drink?  
 B: Yes, yes. Oh wait! I haven't got my swimming hat!
- 2 Where's the station?  
 A: Where's the station please?  
 B: Oh it's easy to find. It's up the road by that new café.  
 A: Oh yes – I know now – and it's opposite the hospital.  
 B: No, opposite the supermarket!  
 A: Oh OK, thanks!

- 3 What did Jack do last night?  
 A: What did you do last night Jack?  
 B: I went to that cinema near the park.  
 A: What, with friends?  
 B: No, with my little brother. We saw a film about sharks!  
 A: That's nice.
- 4 Which is Sue's homework?  
 A: Can you help me with my homework Dad? I've got to draw a map.  
 B: What – a map of the world?  
 A: No Dad! You know, of my town, but not only the roads. We have to draw pictures of the shops and things.  
 B: Oh right.
- 5 Which is Nick's book?  
 A: I'm reading a very good book. It's a story about a boy who goes to the moon!  
 B: Wow! Great!  
 A: Yes, and he sees a monster on the moon!  
 B: Only one monster?  
 A: Yes.  
 B: Oh.

## Part 5 Tracks 20 and 21

rabbit's bag = blue

writing above the fruit = *fruit* (written by student)

woman who is holding the pear, her hair = brown

baby rabbit's ears = pink

elephants on girl's sweater = red

## Transcript

### Example

- A: Hello Lily.  
 B: Oh, hello. That's a nice picture.  
 A: Yes, it is. Would you like to colour it?  
 B: Yes please. Can I colour the carrot?  
 A: Which carrot?  
 B: The one that's in the road.  
 A: OK, colour it orange.

- 1 A: Now can you colour that bag for me please?  
 B: But there are two bags in the picture.  
 A: Oh yes. Sorry. Well the taller rabbit's carrying one. Can you colour that one blue?  
 B: OK, I'm doing that now.
- 2 A: Now can you write something for me?  
 B: I think I can.  
 A: Well can you see that there's a place to write a word in the box at the top of the picture?

B: Yes, what word shall I write?

A: Write the word 'fruit' there.

- 3 A: Now, Lily. Can you see the woman there?  
 B: Is she pointing to the pears?  
 A: No, she's holding a pear.  
 B: Oh yes, shall I colour her hair?  
 A: Yes – that's a good idea.  
 B: Can I colour it brown?  
 A: Yes, do that.
- 4 A: Right good ... now ...  
 B: Can I colour the baby rabbit?  
 A: Well you can colour its ears.  
 B: The baby rabbit's ears? OK.  
 A: Colour its ears pink.  
 B: OK then ... they look nice now!
- 5 A: Now, there are two little girls in the picture.  
 B: I can see them. One of them is wearing a really cool sweater.  
 A: Yes, she is.  
 B: Can I colour it?  
 A: Well colour the elephants on it. Do them red.  
 B: OK..... There!  
 A: Brilliant Lily!

## Reading & Writing

### Part 1

- 1 a temperature 2 pancakes 3 a rainbow  
 4 a library 5 clouds

### Part 2

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

### Part 3

- 1 cold 2 scarves 3 camera 4 village 5 ate  
 6 A great day with my family

### Part 4

- 1 their 2 eats 3 which 4 but 5 older

### Part 5

- 1 milkshakes 2 went 3 a walk 4 frightened  
 5 waited 6 a café 7 a huge pancake

### Part 6

- 1 door 2 table 3 three 4 walking  
 5 and 6 students' own answers

## Speaking

Words in italics are possible answers only.

In Part 2 students are only expected to produce one or two basic sentences for each picture. We have included more here to give examples about different things students could say.

	To do	To say	Response (by student)	Back-up
	Usher brings candidate in.	Usher to examiner: 'Hello. This is <i>(child's name)*</i> .  Examiner: Hello, *. My name's <i>Jane / Ms Smith</i> .  How old are you, *?	<i>Hello</i>  9	Are you 9? 10?
1	Point at Find the Difference card.	Look at these pictures. They look the same, but some things are different.  Here it's a sunny day but here it's a cloudy day. What other different things can you see?	Describe four other differences:  <ul style="list-style-type: none"> <li>• 4 mice / 5 mice</li> <li>• rabbits not taking pictures / rabbits taking pictures</li> <li>• giraffe with long tail / giraffe with short tail</li> <li>• orange and green snake / orange and blue snake</li> </ul>	Point to other differences the candidate does not mention.  Give first half of response: 'Here there are 4 mice but ...'
2	Point to Story card	These pictures show a story. It's called 'Daisy helps her mum'. Just look at the pictures first.  Daisy's Mum is shopping today. She's buying vegetables. Daisy thinks shopping for vegetables is boring.  Now you tell the story. (pointing at the other pictures)	(Many variations possible)  <i>Daisy and her Mum are going home now but the vegetables aren't in the bag. Daisy is picking them up and putting them in her bag but her Mum isn't looking.</i>  <i>Now Daisy's Mum is at home in the kitchen. She's surprised that there's nothing in the bag.</i>  <i>Now Daisy is giving the vegetables to her Mum. Daisy's Mum is very happy.</i>	Questions to prompt other parts of the story:  Where are Daisy and her Mum going now? (home) Where are the vegetables now? (on the ground) What's Daisy doing? (picking up the vegetables / putting the vegetables in her bag) Is her Mum looking? (no)  Where's Daisy's Mum now? (at home/in the kitchen) Is Daisy's Mum surprised? (yes) Why? (there's nothing in the bag)  What's Daisy doing now? (giving the vegetables to her Mum) Is Daisy's Mum happy? (yes)

	To do	To say	Response (by student)	Back-up
3	<p>Point to Find the Different Ones card.</p> <p>Point to the second, third and fourth sets of pictures in turn.</p>	<p>Now look at these four pictures. One is different. The chicken is different. It's thin. The other animals are all fat.</p> <p>Now you tell me about these pictures. Which one is different? (Why?)</p>	<p>Candidate suggests a difference (any plausible difference is acceptable).</p>	<p>Where are these things? (on the table) And this book? (on the floor) These are all ... ? (bottles) And this is a ...? (glass) What are these children doing? (swimming) And these children? (playing tennis)</p>
4	Put away all pictures	<p>Now let's talk about the things you like doing.</p> <p>What do you like doing at school.</p> <p>What do you like watching on TV?</p> <p>What do you do at the weekend?</p> <p>Tell me about your favourite place.</p> <p>OK, thank you, *.</p> <p>Goodbye.</p>	<p><i>lessons</i></p> <p><i>sport</i></p> <p><i>cinema</i></p> <p><i>It's the park.</i> <i>I play games there.</i></p> <p>Goodbye.</p>	<p>Do you like your <i>lessons</i>?</p> <p>Do you like watching <i>sport</i> on TV?</p> <p>Do you go to the <i>cinema</i> at the weekend?</p> <p>Is <i>the park</i> your favourite place?</p>

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



# Test 3

## Listening

**Please note:** when using the CD for the Listening paper teachers will have to replay the CD for Parts 1–4. In the actual test, students would hear each part twice.

### Part 1 Tracks 22 and 23



### Transcript

#### Example

- A: So these are all your friends from football then?  
 B: Yes Mum. You see that man there ...  
 A: Where?  
 B: There! The one who's shouting. Well he tells us how to play football better. His name's Tony.  
 A: The man who's running and waving his arms you mean?  
 B: Yes, that's him!

- 1 B: And look! The one who's got the ball! He plays for us!  
 A: Oh yes. He looks very dirty!  
 B: Oh Mum, listen ... his name's Tom.  
 A: So he's the dirty one.  
 B: Yes Mum!
- 2 B: And there's Tom's sister, Vicky.  
 A: Where dear?  
 B: There, look, sitting on the grass with her doll.

A: Oh now she looks bored, very bored. So she doesn't play football then?

B: No Mum.

- 3 B: And that's Tom's Dad there.

A: Where?

B: He's taking a picture of Tom.

A: Oh you mean with the blue sweater?

B: Yes. Well he's Bill.

A: That's nice.

- 4 A: Now look at that boy, he's standing there and he isn't playing.

B: Well he isn't very happy Mum.

A: But he's got his hands on his head!

B: Yes .... well his name's John.

A: I see.

- 5 A: Now who's that woman there? She looks very nice. She's showing some photos to her friend.

B: The one with the scarf you mean?

A: Yes.

B: Oh, she's John's Mum. Her name's Kim.

A: Oh, now I'd like to talk to her.

B: Oh Mum!

### Part 2 Tracks 24 and 25

- 1 Clarke 2 Sunday 3 25 4 burger  
 5 lemonade

### Transcript

#### Example

- A: Good morning. New Start Sports Centre. Can I help you?  
 B: Hello. I'm phoning because I'd like to have a party at your sports centre. It's for my son Ben.  
 A: Right, now, what kind of party do you want – there's our swimming party or games in the sports hall?  
 B: Oh, games in the hall please.  
 A: OK.

- 1 A: Right. Now then, can I have your name please?  
 B: Yes, it's Mrs. Clarke.  
 A: How do you spell that please?  
 B: C-L-A-R-K-E  
 A: Thank you.

- 2 A: So when do you want to have the party?  
 B: Well, this Saturday?  
 A: This Saturday – no sorry we can't do Saturday.  
 B: Sunday then?  
 A: Well, let's see ... we can do Sunday at 4.  
 B: That sounds great!

- 3 A: Now then, how many children are there?  
 B: Well let's see ... all the class – that's twenty eight.  
 A: Twenty eight children! Oh no, you can't have more than twenty five here.  
 B: OK then twenty five.
- 4 A: Now what do all these children want to eat?  
 B: Well, what is there?  
 A: There's burger and chips or chicken and chips.  
 B: Oh, burger and chips please.  
 A: So that's burger and chips then.  
 B: Yes please.
- 5 A: And what about drinks? We can give them orange juice ...  
 B: Oh, do you have lemonade?  
 A: We do.  
 B: Can we have lemonade then?  
 A: OK. I've got all that then. Now, what about ...

### Part 3 Tracks 26 and 27

Jack - E (example)      his cousin - C  
 his best friend - F      Paul - A  
 his teacher - G      Clare - B

#### Transcript

##### Example

- A: So Jack, you enjoyed your school trip, then?  
 B: Yes mum, it was really cool!  
 A: And you were away for three days! So, what did you like most?  
 B: I loved most things, but the party on the last night was great fun! We sang and danced and we were all really happy.

- 1 A: And did your cousin enjoy it?  
 B: Yes, I think she did. I didn't see her much because she did a lot of sports with her friends at the sports centre.  
 A: Didn't you go there?  
 B: Sometimes, but there was a huge lake outside, and I wanted to learn to sail so I did that.
- 2 A: And what about your best friend, Jim?  
 B: Well his mum bought him a new comic for the trip so he sat in the room and read that. He said it was really good.  
 A: What? He didn't do things with you?  
 B: Not really, no. Well, we went horse riding. But when he tried to get on the horse, he fell, and then he said it was dangerous and he wouldn't try again.

- 3 A: And what about the food?  
 B: The food was OK. One night we had pancakes – but we had to make them!  
 A: Did you like doing that?  
 B: Well no, because I couldn't do it very well, but one of my classmates, Clare – she made some brilliant ones – so she really enjoyed doing it.
- 4 B: We went to the countryside – well it was a big field really – next to a farm. The farmer we met grows strawberries there. He gave us some strawberries for our dinner.  
 A: Really?  
 B: Yes, and he had a huge tractor – we all went for a ride on it. Paul had a brilliant day because he drove it!
- 5 A: So, what did your teacher think about the trip?  
 B: Well, he said he was very tired when we got back to school at the end. But the first day we climbed a really tall mountain. He thought that was great.  
 A: And did you like doing that?  
 B: No, not really, it was a long day. We went to bed at eleven o'clock that night.

### Part 4 Tracks 28 and 29

1 A 2 B 3 A 4 B 5 C

#### Transcript

##### Example

Which is Bill's uncle?

- A: What does your uncle look like Bill?  
 B: Well he's got long hair ...  
 A: And has he got a beard?  
 B: Yes, and glasses.

- 1 Which is Sally's baby cousin?  
 A: So, you've got a new baby cousin Sally?  
 B: Yes.  
 A: A boy or a girl?  
 B: A baby girl.  
 A: And does she cry a lot?  
 B: No, she's always laughing!
- 2 What's Fred doing after school?  
 A: What are you doing after school today, Fred?  
 B: I've got my music lesson.  
 A: What are you doing – playing the piano?  
 B: Yes, and singing.  
 A: Oh dear!



- 3 What did Paul do in the holidays?  
 A: What did you do in the holidays Paul?  
 B: I went with my family to the mountains.  
 A: Did you go by boat?  
 B: No, Mum doesn't like boats ... so we went on the train again.
- 4 Which clowns did Anna see?  
 A: I saw some clowns on TV last night.  
 B: Were they funny?  
 A: Yes, one was very fat and one was very thin!  
 B: And they had balls?  
 A: Yes, and they were on bikes.
- 5 Where's Jim's DVD game?  
 A: Where did you put my new DVD game?  
 B: Oh, upstairs I think, on the table ...  
 A: No you didn't ... look here it is!  
 B: Where?  
 A: It's downstairs on the floor and it's under the table.  
 A: Oh sorry!

### Part 5 Tracks 30 and 31

little panda's cup = yellow  
 writing on balcony = *water* (written by student)  
 fish jumping out of small waterfall = green  
 bat next to the moon = purple  
 girl who is pointing to the sharks, her hair = brown

### Transcript

#### Example

- A: Hello Jack, do you like this picture?  
 B: Yes, there are sharks in it! Can I colour them?  
 A: Well can you see the shark that's in front of the big mountain?  
 B: Yes.  
 A: Well, colour its tail blue.  
 B: OK.
- 1 B: Look at the pandas. They're having hot drinks!  
 A: Yes, can you colour the big panda's cup?  
 B: Oh, but I like the little one better!  
 A: OK, colour the little panda's cup.  
 B: Can I do it yellow?  
 A: OK.
- 2 B: There are some words on the picture too.  
 A: Yes, there are. Could you write a word for me?  
 B: Yes, I'm good at writing.  
 A: Well, can you write 'water'?  
 B: Yes, that's easy. But where shall I write it?

A: Well, there's a place for writing a word on the balcony.  
 B: OK, so I'm writing the word 'water' now.

- 3 A: Now, Jack, can you see the small fish?  
 B: Well, there are two small fish.  
 A: That's right.  
 B: Shall I colour them?  
 A: Well, colour the one that's jumping out of the small waterfall.  
 B: Can I colour it green?  
 A: OK, green is a nice colour.
- 4 B: Look! There's a bat next to the moon ... can I colour that now?  
 A: Yes, OK.  
 B: What colour shall I do it?  
 A: Well, do you want to colour it black?  
 B: But that's a boring colour. Can I do it purple?  
 A: Oh, all right then!
- 5 A: Now, there are two girls in the picture. Can you see the little one?  
 B: Is she pointing at something?  
 A: Yes she is. Can you colour her hair brown, please?  
 B: OK, I'm doing that now.  
 A: That's brilliant Jack! Well done!

## Reading & Writing

### Part 1

1 a dentist 2 a stomach-ache 3 a circus  
 4 a building 5 a cook

### Part 2

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

### Part 3

1 jackets 2 windy 3 sandwiches  
 4 pointed 5 small 6 An exciting afternoon

### Part 4

1 What 2 can 3 there 4 these 5 where

### Part 5

1 pop star 2 two o'clock 3 couldn't see  
 4 bought 5 famous 6 sat behind  
 7 milkshakes

### Part 6

1 sweater 2 shower 3 two 4 a towel  
 5 and 6 students' own answers

## Speaking

Words in *italics* are possible answers only.

In Part 2 students are only expected to produce one or two basic sentences for each picture. We have included more here to give examples about different things students could say.

	To do	To say	Response (by student)	Back-up
	Usher brings candidate in.	Usher to examiner: 'Hello. This is <i>(child's name)*</i> .  Examiner: Hello, *. My name's <i>Jane / Ms Smith</i> .  How old are you, *?	<i>Hello</i>  <i>9</i>	<i>Are you 9? 10?</i>
1	Point at Find the Difference card.	Look at these pictures. They look the same, but some things are different.  Here the teacher's wearing a jacket but here she's wearing a sweater.  What other different things can you see?	Describes four other differences:  <ul style="list-style-type: none"> <li>• radio / computer</li> <li>• girl drawing bus / plane</li> <li>• girl with hand (arm) up / down</li> <li>• 1 bag / 2 bags</li> </ul>	Point to other differences the candidate does not mention.  Give first half of response: 'This is a radio but here ...
2	Point to Story card	These pictures show a story. It's called 'The Night Monster'. Just look at the pictures first.  It's 9 o'clock at night. Lucy and Fred are in bed. They're trying to sleep but they can't.  Now you tell the story. (pointing at the other pictures)	(Many variations possible)  <i>Lucy and Fred can see a monster. It's standing in front of the window. The children are afraid.</i>  <i>Fred's isn't in bed now. He's putting on the light. Lucy's hiding under the bed.</i>  <i>The children can see now. It isn't a monster – it's a kite and some shoes! The children are laughing.</i>	Questions to prompt other parts of the story:  What can Lucy and Fred see? (a monster) Where's the monster? (in front of the window) Are the children afraid? (yes)  Is Fred in bed now? (no) What's he doing? (putting on the light) And what's Lucy doing? (hiding (under the bed))  Can the children see a monster? (no) What can they see? (a kite and some shoes) What are the children doing? (laughing)

	To do	To say	Response (by student)	Back-up
3	Point to Find the Different Ones card.  Point to the second, third and fourth sets of pictures in turn.	Now look at these four pictures. One is different. In these pictures it's sunny but in this picture it's raining.  Now you tell me about these pictures. Which one is different? (Why?)	Candidate suggests a difference (any plausible difference is acceptable).	These people are all ...? (young) And this man is ...? (old) What are these people doing? (carrying things) And this boy? (sleeping) These are ...? (vegetables) And what's this? (a cake)
4	Put away all pictures	Now let's talk about your family and friends  How many people are there in your family?  Where do you like going with your family?  What games do you play with your friends?  Tell me about your best friend.	<i>four</i>  <i>shops</i>  <i>tennis</i>  <i>He/she's got brown hair.</i> <i>He/she's tall.</i>	Are there <i>four</i> people in your family?  Do you go to the <i>shops</i> with your family?  Do you play <i>tennis</i> with your friends?  Has he/she got <i>brown hair</i> ? Is he/she <i>tall</i> ?
		OK, thank you, *. Goodbye.	Goodbye.	

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

# Test 4

## Listening

**Please note:** when using the CD for the Listening paper teachers will have to replay the CD for Parts 1–4. In the actual test, students would hear each part twice.

### Part 1 Tracks 32 and 33



### Transcript

#### Example

A: Hello. How are you?  
 B: Oh well, it's my bad leg again ...  
 A: Oh dear!  
 B: Yes. Is that the new doctor there ... behind the door? He looks nice ...  
 A: Oh yes, the one with the pen and paper. Yes he's a very nice young man. His name's Paul.

- 1 B: Oh, he doesn't look very well.  
 A: Who!  
 B: The boy there ... with his Mum.  
 A: Oh yes. He looks very sad ... his name's Tom.  
 B: Oh.
- 2 B: So what's her name then? The Mum I mean.  
 A: She's Sally. She works in the bank.  
 B: Oh yes, she looks very nice in that jacket!  
 A: Yes, and nice blonde hair.

- 3 A: Oh, listen to that boy. He's got a terrible cough!  
 B: Which boy?  
 A: There look, with the glasses, sitting with his Dad.  
 B: Oh yes, his name's Alex. He wasn't at school yesterday.
- 4 B: Ah, look at that baby on the floor.  
 A: Which one?  
 B: The one sitting up and reading. Isn't she clever?  
 A: Oh yes, her name's Mary. She's Alex's sister.  
 B: Oh!
- 5 A: And look at those two women!  
 B: Yes, they talk a lot don't they!  
 A: I think I know her ...  
 B: What the one with the brown scarf?  
 A: Yes, and the dog. What's her name again?  
 B: Oh she's Lucy and she's sitting with her sister.

### Part 2 Tracks 34 and 35

- 1 80 2 holiday 3 weekend 4 Mason  
 5 animals

### Transcript

#### Example

A: What's the matter Vicky?  
 B: I don't know what I have to do for homework.  
 A: Oh that's easy. Have you got a pen? Write this in your book.  
 B: OK.  
 A: Well you have to write a story in English ...  
 B: A story. OK.

- 1 A: How many words shall I write?  
 B: Oh ... er ... 100 words.  
 A: Oh that's a lot!  
 B: OK then, 80 words. Is that OK?  
 A: Yes, so 80 words.
- 2 B: So, what shall I write about?  
 A: Well you can write about a great party you went to or ...  
 B: ... or can I write about my very best holiday?  
 A: Oh, yes. OK then.
- 3 B: Now then Vicky. You need to give me your homework on Friday.  
 A: But that's today!  
 B: Oh yes! Sorry! Well, you can do it at the weekend and give it to me after that.  
 A: So I give it to you after the weekend?  
 B: Yes that's right!

- 4 B: And Vicky ...  
A: Yes?  
B: Don't forget to put your name at the top. Oh and my name.  
A: Mr. Mason, just one more thing. How do you spell your name?  
B: Well Mr and then M-A-S-O-N.  
OK Vicky?  
A: Yes, thank you.
- 5 A: Oh, and you must learn what we did in the lesson yesterday.  
B: What was that?  
A: You know, the lesson about animals.  
B: So, I've got to read what we did yesterday about animals.  
A: Yes, for the test on Monday.

### Part 3 Tracks 36 and 37

Sally - E (example)      her mother - G  
her father - F            her brother - C  
her aunt - H              her grandfather - D

#### Transcript

##### Example

A: Hi Sally. Nice to see you. Did you have a great holiday with all the family?  
B: Yes, Uncle Fred. We went ice-skating and skiing, and one day we went to a funfair. And we did some shopping too. And I bought lots of chocolate!

- 1 A: Your Aunt Mary bought a very nice present for me.  
B: So you like your lamp, Uncle Fred? She didn't know what to get for you.  
A: Well it looks very nice on my desk, next to my computer. And I can see when I have to work at night!
- 2 A: And what did your Dad buy?  
B: Well, on the first day he found he didn't have his toothbrush with him, so he did get one of those. But he doesn't like shopping. He sat by the pool and read his book when we went shopping.  
A: Well, he'd enjoy doing that.
- 3 A: Did your brother buy anything nice?  
B: Not really. He bought a blanket, because Dad said he could.  
A: Really?  
B: Yes – well, it was cold where we were – I mean, there was snow on top of the mountains and ice on the lake.
- 4 A: OK, well did your grandma buy some nice things?  
B: No, not really ... but grandpa bought a model of a toy helicopter, you know –

one you buy in a box and then you can make it. He made it for my little brother – for his birthday.

A: I need to see it!

- 5 B: Mum made a friend when we were there.  
A: That's nice.  
B: Yes, but then her new friend hurt her leg badly. She skied down the mountain too quickly. Mum bought a plant for her because she couldn't really enjoy her holiday or do anything after that – she sat in her room all day.  
A: Oh no!

### Part 4 Tracks 38 and 39

1 B 2 C 3 A 4 C 5 A

#### Transcript

##### Example

Which animals did Kim see at the zoo?

A: So you went to the zoo yesterday Kim?  
B: Yes ... with grandpa ... and I saw some pandas – they were very nice.  
A: Did you go to the bird house to see the parrots?  
B: No ... I don't like birds ... but I saw the giraffes!

- 1 Which cake did Lucy buy for her Dad?  
A: It's Dad's birthday tomorrow.  
B: I know.  
A: I've got him a cake.  
B: What? That big square one with cars on the top?  
A: No, the round one with the nice pink flowers on the top.  
B: Oh no!
- 2 Which boy is Alex?  
A: What did you do this morning Alex?  
B: I went for a walk to the shops.  
A: With your sister?  
B: Yes.  
A: And what did you buy?  
B: Oh only a comic.
- 3 What did Ben wear for the party?  
A: So, did you like the party Ben?  
B: Yes it was great. I was a clown. I wore big trousers and a clowns hat!  
A: So you looked great then?  
B: Well yes, but I didn't have a red nose.

- 4 What did Fred see in the park?  
 A: I saw a monster in the park last night!  
 B: No you didn't! It was only a dog.  
 A: But it wasn't a small dog ...  
 B: Well yes, OK. It was a big dog.
- 5 What's Mary doing?  
 A: Mary, what are you doing! We've got to go to school ... now!  
 B: I'm in the bathroom.  
 A: What, brushing your hair?  
 B: No, I'm cleaning my teeth.  
 A: Well come quickly please, we're going!

### Part 5 Tracks 40 and 41

robot who is waving, his face = purple  
 woman wearing a coat at the bus stop, her hair = brown  
 writing on bus = *town* (written by student)  
 sad cat with its hands on its head, its tail = pink  
 girl who is standing in the rain, her skirt = green

### Transcript

#### Example

- A: Sally, do you like this picture?  
 B: Yes I do. Can I colour it?  
 A: OK then. Can you see the mice?  
 B: Yes they've got school bags!  
 A: Oh yes. Well you see the mouse jumping in the water?  
 B: Yes, shall I colour its bag blue?  
 A: Yes, do that.

- 1 B: Can you see the robots?  
 A: Yes, they're running because they're late and they want to catch the bus.  
 B: Well, one robot's waving.  
 A: That's right. Well, can you colour the face of that robot?  
 B: Yes, what colour?  
 A: Do it purple please.  
 B: OK, I'm doing that.
- 2 A: Now, there are two women who are waiting for the bus. Can you see them?  
 B: Yes, one woman has got a coat on.  
 A: Oh, yes – I can see her.  
 B: Shall I colour her hair brown?  
 A: OK then.
- 3 A: Now look at the bus. I'd like you to write something under the number 16.  
 B: OK, but what shall I write?  
 A: Write the word town.  
 B: OK, so I'm writing the word town now.  
 A: Well done, Sally.

- 4 A: And you see the cat?  
 B: Which cat? There are two.  
 A: Oh, the one with its hands on its head.  
 B: Oh yes.  
 A: Well can you colour its tail pink?  
 B: That's a funny colour! Oh, OK then. There!
- 5 B: And there are two girls in the picture.  
 A: Yes, but one of the girls is getting wet.  
 B: Oh yes, she is. Can I colour her skirt green?  
 A: Yes, that's a nice colour.  
 B: OK, I'm doing that now.  
 A: Great!

## Reading & Writing

### Part 1

- 1 a lift 2 a flat 3 a balcony 4 vegetables  
 5 a basement

### Part 2

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

### Part 3

- 1 music 2 face 3 ran 4 bus station  
 5 smiled 6 A good day

### Part 4

- 1 It 2 in 3 when 4 where 5 something

### Part 5

- 1 excited 2 best friend 3 3 / three boxes  
 4 cried 5 ran upstairs 6 at the top  
 7 a swimming pool

### Part 6

- 1 a tree 2 roller skating 3 two  
 4 a yellow dress 5 and 6 students' own answers



## Speaking

Words in italics are possible answers only.

In Part 2 students are only expected to produce one or two basic sentences for each picture. We have included more here to give examples about different things students could say.

	To do	To say	Response (by student)	Back-up
	Usher brings candidate in.	Usher to examiner: 'Hello. This is <i>(child's name)*</i> .  Examiner: Hello, *. My name's <i>Jane / Ms Smith</i> .  How old are you, *?	<i>Hello</i>  <i>9</i>	<i>Are you 9? 10?</i>
1	Point at Find the Difference card.	Look at these pictures. They look the same, but some things are different.  Here the man under the tree doesn't have a beard but here he does have a beard.  What other different things can you see?	Describes four other differences:  <ul style="list-style-type: none"> <li>• 3 flies / 4 flies</li> <li>• snake (on rocks) / lizard (on rocks)</li> <li>• hat isn't on the man on the horse / hat is on the the man on the horse</li> <li>• man under the tree is drinking / man under the tree is sleeping</li> </ul>	Point to other differences the candidate does not mention.  Give first half of response: 'Here there are 3 flies but ...'
2	Point to Story card	These pictures show a story. It's called 'Tom plays football again'. Just look at the pictures first.  Tom's very dirty. Tom's Mum is angry. She's shouting 'Go and have a bath Tom! Now!'  Now you tell the story. (pointing at the other pictures)	(Many variations possible)  <i>Tom's having a bath now but he isn't very happy. His dirty clothes are on the floor.</i>  <i>Tom's Mum is happy now. Tom's very clean. He's talking to his friend. His friend is saying 'Come out and play with me'.</i>	Questions to prompt other parts of the story.  What's Tom doing now? (having a bath) Is he happy? (no) Where are his dirty clothes? (on the floor)  Is Tom's Mum happy? (yes) Why? (Tom is clean) What's Tom doing? (talking to his friend) What's Tom's friend saying? (come and play)

	To do	To say	Response (by student)	Back-up
			<i>Tom and his friend are playing football. The children are very dirty but they're happy. Tom's Mum is angry!</i>	What are Tom and his friend doing? (playing football) Are they clean? (no) But are they happy? (yes) And is Tom's Mum happy? (no)
3	Point to Find the Different Ones card.  Point to the second, third and fourth sets of pictures in turn.	Now look at these four pictures. One is different. The glasses are different. The train, the robot and the doll are toys. You play with them. You don't play with glasses. You read with them.  Now you tell me about these pictures. Which one is different? (Why?)	Candidate suggests a difference (any plausible difference is acceptable).	What colour are these things? (pink) And this towel? (blue) Where are these animals? (behind the tree) And this dog? (in front of the tree) What are these people doing? (shopping) And this man? (washing the car)
4	Put away all pictures	Now let's talk about your home.  Where do you live *?  Where do you eat your dinner?  What do you do at home in the evening?  Tell me about your bedroom.	<i>(name of town or street)</i>  <i>kitchen</i>  <i>watch TV</i>  <i>It's blue.</i> <i>It's got pictures (on the walls).</i>	Do you live in <i>(name of town or street)</i> ?  Do you eat your dinner in the <i>kitchen</i> ?  Do you <i>watch TV</i> in the evening?  What colour is it? Has it got <i>pictures on the walls</i> ?
		OK, thank you, *. Goodbye.	Goodbye.	

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