

Paper 1:

About 20 mins

Pre A1 Starters

Listening tasks

| Part | Number of questions | Number of marks | Task types | What do candidates have to do? |
|--------------|---------------------|-----------------|--------------------------|--|
| 1 | 5 | 5 | Matching | Draw lines to match names to people in a picture. |
| 2 | 5 | 5 | Note-taking | Write numbers and names in gaps. |
| 3 | 5 | 5 | 3-option multiple choice | Tick correct box under pictures. |
| 4 | 5 | 5 | Colouring | Carry out instructions, locate objects, and colour correctly. (Range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow) |
| Total | 20 | 20 | | |

Advice by task

Listening Part 1

Listen and draw lines. There is one example.



THE TASK

- ▶ In this task, candidates look at a picture which shows people doing different things. Above and below are people's names. Candidates listen to a dialogue between an adult and a child and draw lines from the names to the correct person in the picture.

HOW TO APPROACH THE TASK

- ▶ Do plenty of practice with describing people in pictures: their hair, their clothes and what they are doing.
- ▶ Make sure that candidates know which first names on the vocabulary lists are male and which are female. Note that Alex, Kim, Pat and Sam may be used to refer either to a boy or to a girl.
- ▶ Tell candidates to draw straight lines from each name to its person – this will be much less confusing for them when they are checking their work during the second hearing of the recording. It doesn't matter if their lines cross over each other and cross other people in the picture as long as it is clear which person each line leads to.
- ▶ Make sure children understand that there is one extra name which they do not have to use. They should not assume that that name is the name of the extra person in the picture and should only draw lines according to the instructions that they hear.
- ▶ Encourage candidates to read the names round the picture before they hear the recording so that they know which names they are listening for.

ASSESSMENT

- ▶ This part tests the candidate's ability to listen for names and descriptions.

Listening Part 2

Read the question. Listen and write a name or a number.

There are two examples.



Examples

What is the new girl's name? Kim

How old is the new girl? 8

THE TASK

- ▶ This is a simple note-taking exercise, in which candidates hear a conversation between a child and an adult. There is one picture to set the context, and a comprehension question for each item. Each answer is either a name or a number. The numbers dictated can be written as digits or words. All names are spelled out letter by letter, and must be spelled correctly for the mark to be awarded.

HOW TO APPROACH THE TASK

- ▶ Make sure that learners know what is expected of them in this task. They should appreciate that they only need to write a name or a number in answer to each question. Anything candidates have to write will be clearly heard twice.
- ▶ Names which candidates are required to write will be spelled out for them. All the names come from the Pre A1 Starters vocabulary list. Candidates therefore need plenty of practice in the letters of the alphabet, paying particular attention to the vowels and the 'difficult' consonants, such as G and J.
- ▶ Where a number is required, candidates should be encouraged to write numbers as digits rather than words to avoid spelling mistakes. Candidates will only hear numbers 1–20 so they need plenty of practice in hearing and recognising each of those numbers.

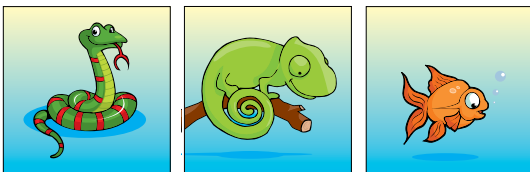
ASSESSMENT

- ▶ This part tests the candidate's ability to listen for numbers and spellings.

Listening Part 3

Listen and tick (✓) the box. There is one example.

What animal has Alex got in his bedroom?



A

B

C

1 Which picture are May and Sam looking at?

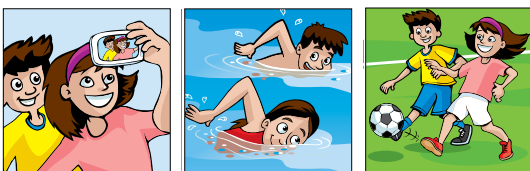


A

B

C

2 What are Mrs Good's class doing this afternoon?



A

B

C

THE TASK

- ▶ This task consists of five questions, each a 3-option multiple choice with pictures. Candidates listen to the information conveyed in five separate dialogues in which the speakers are clearly differentiated by age or gender. Candidates listen and tick the correct picture.

HOW TO APPROACH THE TASK

- ▶ Candidates are allowed time to look at the pictures before they hear the dialogues. Encourage them to look carefully at the pictures and to think about what they are illustrating.
- ▶ Train candidates to listen to the whole of each dialogue as the answer may well be provided in several parts of the dialogue rather than just one turn.

ASSESSMENT

- ▶ This part tests the candidate's ability to listen for specific information of various kinds.

Listening Part 4

Listen and colour. There is one example.



THE TASK

- ▶ This is a test of lexis, particularly names of colours, and prepositions of place. There is one large picture, and in it there are a number of examples of the same object. The candidate has to identify a certain object by listening to details of its position, and then colour it in correctly. The information is given in a dialogue between an adult and a child.

HOW TO APPROACH THE TASK

- ▶ Ensure that candidates know they should bring coloured pencils or pens to the test. Make sure that candidates are familiar with the names of the colours that they are expected to know at this level.
- ▶ Make sure candidates understand what is expected of them in this part of the test. They have to identify which one of the seven similar objects in the picture is being described and colour that object in the right way. They should not colour anything else in the picture except the objects that they are told to colour.
- ▶ Reassure them that this is an English test and not a test of their colouring skills. They should focus on what they hear rather than worrying about how well they are colouring.

ASSESSMENT

- ▶ The part tests the candidate's ability to listen for words, colours and prepositions.

Paper 2:

20 mins

Pre A1 Starters

Reading and Writing tasks

| Part | Number of questions | Number of marks | Task types | What do candidates have to do? |
|--------------|---------------------|-----------------|---|---|
| 1 | 5 | 5 | True/false vocabulary recognition | Tick or cross to show if sentence is true or false. |
| 2 | 5 | 5 | Reading comprehension based on a picture | Write 'yes'/'no' to show if sentence is correct or not. |
| 3 | 5 | 5 | Spelling | Write words by unscrambling the letters. |
| 4 | 5 | 5 | Multiple-choice cloze | Choose and copy missing words. |
| 5 | 5 | 5 | Answer questions based on a picture story | Write one-word answers to questions. |
| Total | 25 | 25 | | |

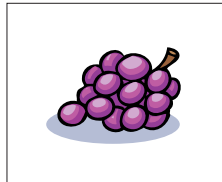
Advice by task

Candidates should practise these exam strategies regularly in class.

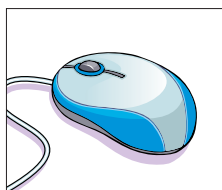
Reading and Writing Part 1

Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.

Examples

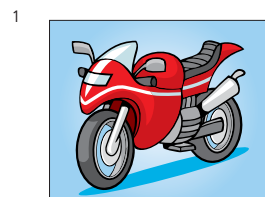


These are grapes.



This is a house.

Questions



This is a helicopter.

THE TASK

- ▶ In this task the candidate reads sentences. There are five statements, each accompanied by a picture, and the candidate has to place a tick in a box if the statement matches the picture, and a cross if it does not. The pictures show either singular or plural objects.

HOW TO APPROACH THE TASK

- ▶ Encourage candidates to read the sentences and look at the pictures very carefully (at least twice), and make sure they know that the mark they put in the box must be an unambiguous tick or a cross – if it looks as if it could be either, they will lose the mark.
- ▶ When introducing new words to candidates, make sure they can distinguish between related words that are commonly confused (e.g. *sock/shoe*).
- ▶ Give candidates practice in marking sentences with ticks or crosses to indicate whether they are true or false.

ASSESSMENT

- ▶ This part tests the candidate's ability to recognise the meaning of words, by relating them to visuals.

Reading and Writing Part 2

Look and read. Write **yes** or **no**.



Examples

There are two armchairs in the living room. yes

The big window is open. no

Questions

- 1 The man has got black hair and glasses.
- 2 There is a lamp on the bookcase.
- 3 Some of the children are singing.
- 4 The woman is holding some drinks.
- 5 The cat is sleeping under an armchair.

THE TASK

- ▶ Candidates look at a picture and five statements, some of which correctly describe the picture and some which do not. Candidates write 'yes' or 'no' as appropriate.

HOW TO APPROACH THE TASK

- ▶ Make sure that candidates are very familiar with action verbs that they are likely to come across in this section (*run, ride, walk, play, throw, sing, etc.*).
- ▶ Make sure they realise that if any element of the sentence is false, then they must write 'no', even if there is an element which is true, for example: *The woman is throwing the ball to the girl.* The woman must be both throwing the ball and throwing it to the girl for a 'yes' answer.

ASSESSMENT

- ▶ This part tests the candidate's ability to read and comprehend text at sentence level.

Reading and Writing Part 3

Look at the pictures. Look at the letters. Write the words.

Example



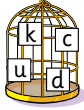
s n a k e



Questions

1





2





3





4





5





THE TASK

- ▶ This is a test of knowledge of words and spelling. There are five pictures of objects, each accompanied by the word for the object given as jumbled letters. The candidate must write the word for each object. Dashes indicate the number of letters in the answer.

HOW TO APPROACH THE TASK

- ▶ Children should have practice in writing all the words in the Pre A1 Starters vocabulary list.
- ▶ Give children plenty of spelling exercises, using words from the list.
- ▶ Remind candidates that they must only use the letters provided when doing this part.
- ▶ Practise by doing anagram puzzles with children in class.

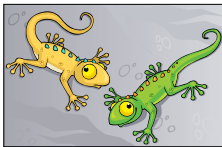
ASSESSMENT

- ▶ This part tests the candidate's ability to produce vocabulary at single-item level, with the support of visuals and scrambled letters.

Reading and Writing Part 4

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

Lizards



Lots of lizards are very small animals but some are really big.
 Many lizards are green, grey or yellow. Some like eating (1) and some like eating fruit.
 A lizard can run on its four (2) and it has a long (3) at the end of its body.
 Many lizards live in (4) but, at the beach, you can find some lizards on the (5) Lizards love sleeping in the sun!

Example



animals



tail



balloon



trees



legs



spiders



teacher



sand

THE TASK

- ▶ Candidates read a factual or semi-factual text and look at the words with pictures in a box below the text. They copy the correct words into each of the five gaps. All missing words are singular or plural nouns. There are two extra words which candidates should not use.

HOW TO APPROACH THE TASK

- ▶ Candidates should be encouraged to read holistically to get a sense of the text before trying to answer questions.
- ▶ Practice in guessing which word could go into each gap would be extremely useful. Candidates can then confirm their guesses by seeing, and choosing from, the options underneath the text.
- ▶ Remind children that each answer is only one word, and must make sense in the story. It must also fit grammatically. Therefore, give candidates plenty of practice matching pictures and words and mixing up plurals and singulars to encourage them to be alert to these distinctions. Also, help them to identify words or grammatical forms that will indicate whether an answer should be plural or not, e.g. if a gap is preceded by a.

ASSESSMENT

- ▶ This part tests the candidate's ability to comprehend a short text. It also tests their receptive lexical knowledge.

Reading and Writing Part 5

Look at the pictures and read the questions. Write one-word answers.



Examples

Where are the people? in the kitchen

How many children are there? two

Questions

1 What are the children playing with? some toy

THE TASK

- ▶ A story is told through three pictures, with five questions, each of which requires a one-word answer. The correct word may be a noun, verb or number.

HOW TO APPROACH THE TASK

- ▶ Train candidates to learn the correct spelling of Pre A1 Starters words.
- ▶ Do exercises which encourage careful reading.
- ▶ Frequent question words like *where* and *when* are often misinterpreted or confused in Part 5, so do exercises which encourage quick, accurate reading so that question words are correctly identified and understood.
- ▶ Candidates should practise answering questions with single words, with the emphasis on selecting key information.

ASSESSMENT

- ▶ This part tests the candidate's ability to answer questions summarising a picture story. It also tests their productive lexical knowledge.

Paper 3:

About 3–5 mins

Pre A1 Starters

Speaking tasks

| Part | Interaction | Task types | What do candidates have to do? |
|----------|------------------------|--------------------------------|---|
| 1 | Interlocutor–candidate | Scene picture and object cards | Point to correct part of picture. Place object cards on the scene picture as directed. |
| 2 | Interlocutor–candidate | Scene picture | Answer questions with short answers including a 'Tell me about ...' question. |
| 3 | Interlocutor–candidate | Object cards | Answer questions with short answers. |
| 4 | Interlocutor–candidate | Personal questions | Answer questions with short answers. |

Advice by task

Speaking Part 1



THE TASK

- ▶ The examiner greets the candidate and checks the candidate's name. This part is unassessed.
- ▶ The examiner starts the test by demonstrating what is required and then asks the child to point to objects on the scene picture.
- ▶ The examiner asks the candidate to point to two object cards and gives instructions to place them in different locations on the scene picture.

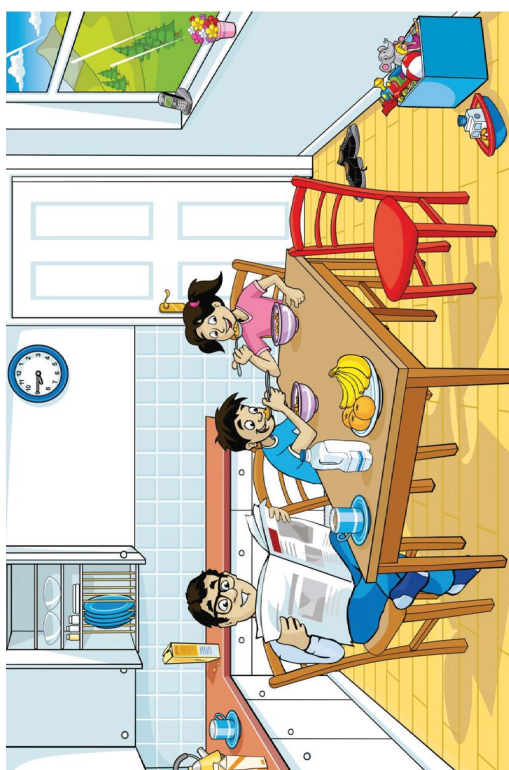
HOW TO APPROACH THE TASK

- ▶ Children should practise identifying people, animals and things in different pictures by pointing in response to questions such as: *Where's the chair? Where are the bananas?*
- ▶ Candidates should also practise placing smaller pictures in different positions on a larger picture in response to instructions such as: *Put the robot next to the chair. Put the carrot on the table.*
- ▶ Candidates should not worry if the required position (of, for example, the cake) does not seem to be a very appropriate one!

ASSESSMENT

- ▶ This part tests understanding and following spoken instructions.

Speaking Part 2



THE TASK

- ▶ The examiner asks the candidate some questions about the scene picture.

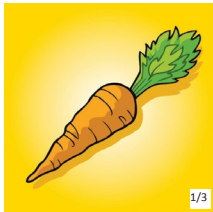
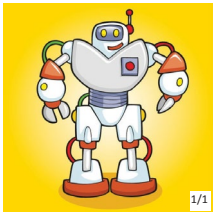
HOW TO APPROACH THE TASK

- ▶ Candidates should practise answering simple questions about a picture (with one-word answers). For example: *What's this? (plate) How many plates are there? (four)*
- ▶ Candidates should also practise responding to 'Tell me about' questions with simple sentences, such as *What's the man doing? (reading) Tell me about the boat. (it's blue/red. It's on the floor.)*
- ▶ Practise with both large pictures showing scenes and single pictures showing one object or person.

ASSESSMENT

- ▶ This part tests understanding and following spoken instructions.

Speaking Part 3



THE TASK

- ▶ The examiner asks the candidate questions about four of the object cards.

HOW TO APPROACH THE TASK

- ▶ Candidates should practise answering simple questions about a picture (with one-word answers). For example:
What's this? (crocodile) *What colour is it?* (green) *What's your favourite animal?* (cat)
- ▶ Practise with both large pictures showing scenes and single pictures showing one object or person.

ASSESSMENT

- ▶ This part tests understanding and following spoken questions.

Speaking Part 4

THE TASK

- ▶ The examiner asks the candidate some personal questions on topics such as age, family, school and friends.

HOW TO APPROACH THE TASK

- ▶ In Part 4, candidates need to feel confident that they can give basic information about themselves and can answer questions such as:
How old are you? What's your friend's name? Is your house/apartment big or small? Can you play table tennis? What's your favourite colour/animal/sport/food?

ASSESSMENT

- ▶ This part tests understanding and responding to personal questions.