



Cambridge Assessment  
English

C2

C1

B2

B1

A2

A1

Pre A1

**Cambridge** English Qualifications

Pre A1 Starters, A1 Movers and A2 Flyers

# Handbook for teachers



# Motivate children to learn

Fun and colourful exams  
for young learners



A2

A1

Pre A1

# Make the most of your handbook

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The best way to get the most from your handbook is to use the digital version which is updated more regularly.

The digital version contains links which take you straight to related pages if you want to find out more. For example, you can read about Part 1 of the Reading and Writing paper in the Tasks section, then click on the link to take you straight to a sample Part 1 task. There are also links which take you to useful websites and resources.

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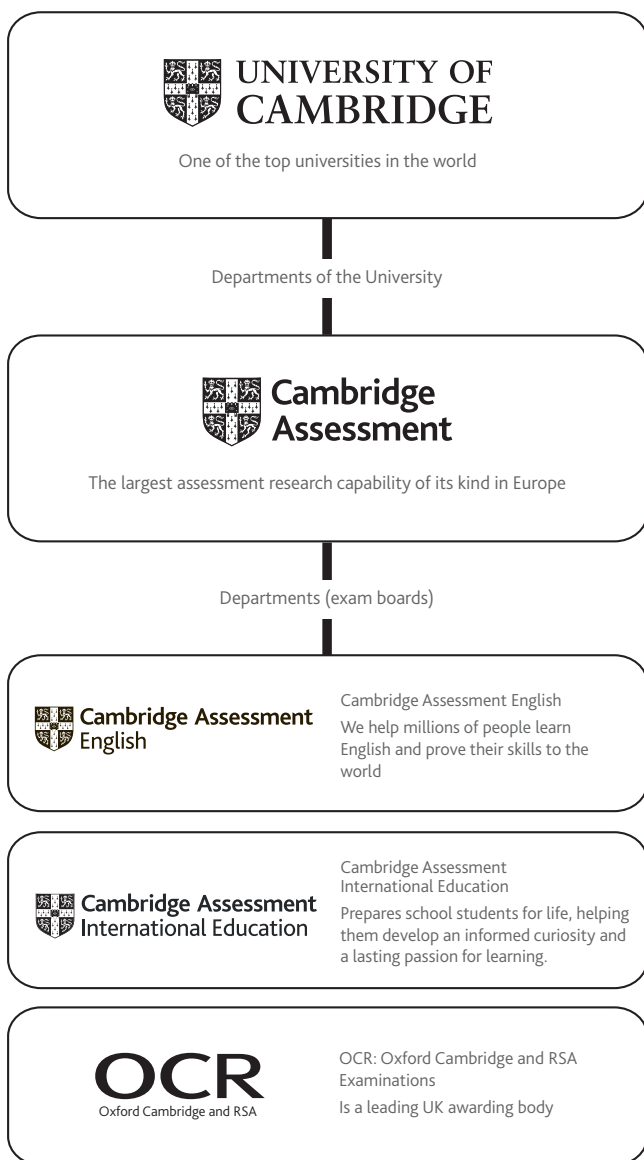
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# About Cambridge Assessment English

We are Cambridge Assessment English. Part of the University of Cambridge, we help millions of people learn English and prove their skills to the world.

For us, learning English is more than just exams and grades. It's about having the confidence to communicate and access a lifetime of enriching experiences and opportunities.

We deliver qualifications and tests in over 130 countries to over 5.5 million people every year.



## Cambridge

### English Qualifications

Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding.

Our unique approach encourages continuous progression with a clear path to improving language skills. Each of our qualifications focuses on a level of the Common European Framework of Reference (CEFR), enabling learners to develop and build speaking, writing, reading and listening skills.

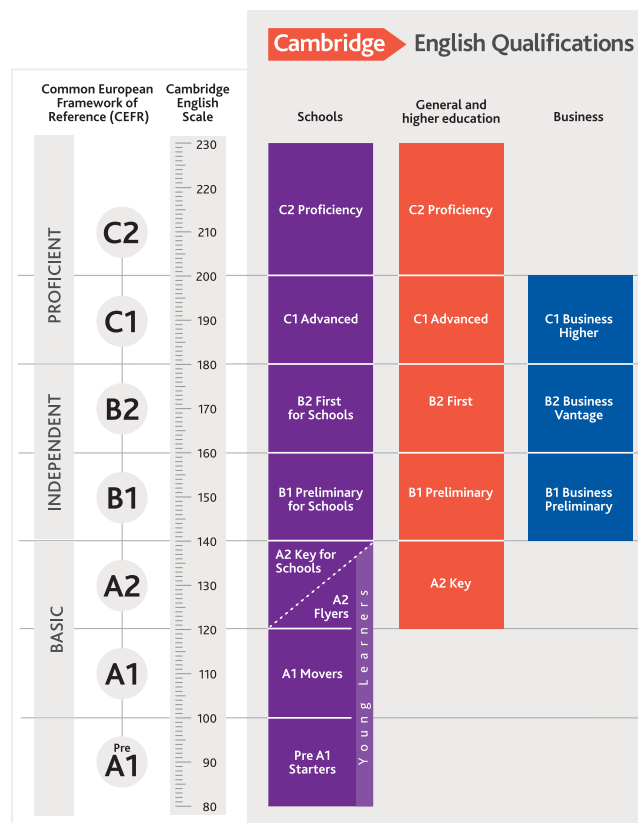
Our qualifications are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world.

We have Cambridge English Qualifications for:

- Schools
- General and higher education
- Business

Whether learners are planning to live, work or study in their own country or abroad, our qualifications prove they have the English language skills to succeed.

To find out more about Cambridge English Qualifications and the CEFR, go to [cambridgeenglish.org/cefr](http://cambridgeenglish.org/cefr).



# Pre A1 Starters, A1 Movers and A2 Flyers – an overview

Pre A1 Starters, A1 Movers and A2 Flyers, designed for young learners, provide a reliable and consistent measure of how well a child is doing in learning English.

The exams are designed to make learning fun. Children are motivated by working towards certificates and earning the 'shields' that record their progress.

Pre A1 Starters, A1 Movers and A2 Flyers lead on to other Cambridge English Qualifications designed for young people, for example A2 Key for Schools, B1 Preliminary for Schools and B2 First for Schools.

The exams take account of relevant research in a number of areas and the specific needs of prospective users (children, parents and teachers).

In producing the exams, particular attention is paid to the educational consequences of using a language test with young learners, and the following areas are carefully considered:

- current approaches to curriculum design and pedagogy for young learners, including recent coursebooks and other resource materials
- children's cognitive and first language development
- the potential influence of test methods, including the familiarity and appropriacy of different task types, question formats, typography and layout
- probable variation between different first language groups and cultures.

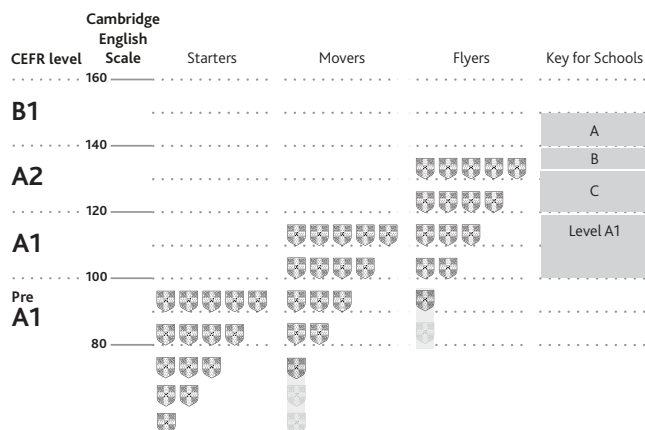
Above all, it is essential for the testing experience to have a positive impact on the children's language learning.

## Who are these exams for?

Pre A1 Starters, A1 Movers and A2 Flyers are designed to offer a comprehensive approach to testing the English of learners in primary and lower secondary education.

## What level are the exams?

The exams are aligned with the CEFR. Pre A1 Starters is targeted at Pre A1. A1 Movers is targeted at Pre A1 and A1, with a strong performance indicating A1. A2 Flyers is targeted at A1 and A2, with a strong performance indicating A2. The table above right shows how these qualifications are linked to the CEFR as well as their relationship to A2 Key for Schools. Results are also aligned to the Cambridge English Scale. The Cambridge English Scale is designed to complement the CEFR.



## Marks and results

In the Reading and Writing papers in Pre A1 Starters, A1 Movers and A2 Flyers correct spelling is required. In Part 2 of the Listening paper some misspellings are allowed. Candidates must follow the instructions carefully and keep within the word limits. The completed question papers are returned to Cambridge to be marked.

Results are reported in a way designed to provide positive encouragement to learners. There is no pass or fail, and all candidates who complete their exam receive a Statement of Results and certificate showing what they can do. Candidates are awarded shields (out of a maximum of five) for each part of the test. The Statement of Results also gives information on their strengths, areas to improve and ideas on how to improve.

The exams are designed to ensure that most candidates do very well. In order to equate different test versions, the shield score boundaries are set so that all candidates' results relate to the same scale of achievement. This means, for example, that the shield 4 boundary may be set at a slightly different raw score across versions.

For more information about Statements of Results go to [cambridgeenglish.org/exams-and-tests/exam-results-for-young-learners/](https://cambridgeenglish.org/exams-and-tests/exam-results-for-young-learners/).

## Special requirements

Cambridge English exams are designed to be fair to all participants.

For more information about special requirements go to [cambridgeenglish.org/help](https://cambridgeenglish.org/help).

# Exam support

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## Official Cambridge English exam preparation materials

To support teachers and help learners prepare for their exams, Cambridge English and Cambridge University Press have developed a range of official support materials including coursebooks and practice tests. These official materials are available in both print and digital formats.

[cambridge.org/elt](http://cambridge.org/elt)

## Support for teachers

The Teaching English section of our website provides user-friendly, free resources for all teachers preparing for our exams. It includes:

**General information** – handbooks for teachers, sample papers.

**Detailed exam information** – format, timing, number of questions, task types, mark scheme of each paper.

**Advice for teachers** – developing students' skills and preparing them for the exam.

**Downloadable lessons** – a lesson for every part of every paper.

**Teaching qualifications** – a comprehensive range of qualifications for new teachers and career development for more experienced teachers.

**Seminars and webinars** – a wide range of exam-specific seminars and live and recorded webinars for both new and experienced teachers.

**Teacher development** – resources to support teachers in their Continuing Professional Development.

[cambridgeenglish.org/teaching-english](http://cambridgeenglish.org/teaching-english)

## Support for candidates

We provide learners and parents with a wealth of resources and preparation materials throughout our website, including exam advice, sample papers, candidate guides, games and online learning resources.

[cambridgeenglish.org/learning-english](http://cambridgeenglish.org/learning-english)

## Exam sessions

The exams are available on paper (on demand). Talk to your centre to find out more.

Candidates must be entered through an authorised Cambridge English exam centre. Find your nearest centre at [cambridgeenglish.org/centresearch](http://cambridgeenglish.org/centresearch)

## Registering candidates for an exam

Exam entries must be made through an authorised Cambridge English exam centre.

Centre staff have all the latest information about our exams, and can provide you with:

- details of entry procedures
- copies of the exam regulations
- exam dates
- current fees
- more information about Pre A1 Starters, A1 Movers and A2 Flyers and other Cambridge English Qualifications.

We have more than 2,800 centres in over 130 countries – all are required to meet our high standards of exam administration, integrity, security and customer service. Find your nearest centre at

[cambridgeenglish.org/centresearch](http://cambridgeenglish.org/centresearch)

## Further information

If your local authorised exam centre is unable to answer your question, please contact our helpdesk:

[cambridgeenglish.org/help](http://cambridgeenglish.org/help)

# About the exam

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## The three syllabuses

The syllabuses for the three levels follow. They describe the topics, the grammar and structures, the lexis and the tasks on which the exams are based.

Considerable care has been taken to reflect the language covered in a wide range of Primary English courses and materials.

A guiding principle for the exams is a desire to close the distance between the children's experiences of learning and of testing. Tasks are intended to test the meaningful use of language in clear, relevant, accessible contexts. Children must know what to expect when they sit down to take the exams, so we publish the full vocabulary list, and grammar and structures lists. Teachers should familiarise children with the exam format whilst continuing their normal teaching programmes, and concentrate on teaching through a focus on meaning and context.

In general, the language input to the exams is likely to be of a standard British English variety, although care is taken to avoid terms which might cause confusion for learners of American English. Some American English terms are included in the vocabulary lists. Versions of the Listening test contain both British and American accents. In terms of a candidate's output, both standard British English and standard American English are equally acceptable.

## The three levels

The aims of the Pre A1 Starters, A1 Movers and A2 Flyers exams are to:

- sample relevant and meaningful language use
- measure accurately and fairly
- present a positive first impression of international exams
- promote effective learning and teaching
- encourage future learning and teaching.

The three exams together form a bridge to take children learning English as a second language from beginner to basic user level (A2). They are fun, colourful and activity based, motivating children to learn.

A wide range of textbooks and teaching materials which are used in classrooms with young learners throughout the world are reviewed as part of the ongoing exam development process.

The table on the next page indicates the common characteristics and variations in the different levels.

	Overall length	Number of tasks/parts	Number of items
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### Pre A1 Starters

Listening	approx 20 mins	4	20
Reading and Writing	20 mins	5	25
Speaking	3–5 mins	4	–
Total	total approx 45 mins		

### A1 Movers

Listening	approx 25 mins	5	25
Reading and Writing	30 mins	6	35
Speaking	5–7 mins	4	–
Total	total approx 1 hour 2 mins		

### A2 Flyers

Listening	approx 25 mins	5	25
Reading and Writing	40 mins	7	44
Speaking	7–9 mins	4	–
Total	total approx 1 hour 14 mins		



## Can Do summary

The tables below give some examples at each level of typical general ability. These statements are linked to the CEFR.

### Pre A1 Starters

Listening and Speaking	Reading and Writing
<p>CAN understand letters of the English alphabet when heard</p> <p>CAN understand some simple spoken instructions given in short, simple phrases</p> <p>CAN understand some simple spoken questions about self – such as name, age, favourite things or daily routine</p> <p>CAN understand some very simple spoken descriptions of people – such as name, gender, age, mood, appearance or what they are doing</p> <p>CAN understand some very simple spoken descriptions of everyday objects – such as how many, colour, size or location</p> <p>CAN understand some very short conversations that use familiar questions and answers</p> <p>CAN name some familiar people or things – such as family, animals, and school or household objects</p> <p>CAN give very basic descriptions of some objects and animals – such as how many, colour, size or location</p> <p>CAN respond to very simple questions with single words or a 'yes/no' response</p>	<p>CAN read and understand some simple sentences, including questions</p> <p>CAN follow some very short stories written in very simple language</p> <p>CAN write the letters of the English alphabet</p> <p>CAN write name using the English alphabet</p> <p>CAN copy words, phrases and short sentences</p> <p>CAN spell some very simple words correctly</p>

### A1 Movers

Listening and Speaking	Reading and Writing
<p>CAN understand very simple spoken dialogues about familiar topics with the help of pictures</p> <p>CAN understand very simple spoken descriptions about people and objects</p> <p>CAN express agreement or disagreement with someone using short, simple phrases</p> <p>CAN respond to questions on familiar topics with simple phrases and sentences</p> <p>CAN give simple descriptions of objects, pictures and actions</p> <p>CAN tell a very simple story with the help of pictures</p> <p>CAN ask someone how they are and ask simple questions about habits and preferences</p>	<p>CAN understand some simple signs and notices</p> <p>CAN read and understand some short factual texts with the help of pictures</p> <p>CAN read and understand some short, simple stories about familiar topics with the help of pictures</p> <p>CAN write short, simple phrases and sentences about pictures and familiar topics</p> <p>CAN write simple sentences giving personal details</p> <p>CAN write short, simple sentences about likes and dislikes</p>

## A2 Flyers

Listening and Speaking	Reading and Writing
<p>CAN understand instructions given in more than one sentence</p> <p>CAN understand simple spoken descriptions of objects, people and events</p> <p>CAN understand simple conversations on everyday topics</p> <p>CAN ask basic questions about everyday topics</p> <p>CAN tell short, simple stories using pictures or own ideas</p> <p>CAN give simple descriptions of objects, pictures and actions</p> <p>CAN talk briefly about activities done in the past</p>	<p>CAN understand simple written descriptions of objects, people and events</p> <p>CAN understand simple, short stories containing narrative tenses</p> <p>CAN read and understand short texts, even if some words are unknown</p> <p>CAN link phrases or sentences with connectors like 'and', 'because' and 'then'</p> <p>CAN write simple descriptions of objects, pictures and actions</p> <p>CAN write a short, simple story using pictures or own ideas</p>

# Pre A1 Starters

## Tasks

The Tasks pages give information about the exam format and what is tested in each part of the paper.

## Preparing learners

The Preparing learners pages give information and advice about what teachers can do to prepare their learners. There are also links to useful websites to find additional materials. You'll find suggested strategies to help learners perform to the best of their ability on the day.

## Grammar and structures list

Grammar and structures list	
see the vocabulary list for a comprehensive list of words in each category	
<b>Nouns</b> Singular and plural including regular plural forms, countable and uncountable nouns	<b>Examples</b> The cat sat on the mat. Sandra, my friend. The box is under the door for lunch. There are three beds.
<b>Adjectives</b> Including comparative adjectives	It's a small box. The cat is fat.
<b>Determiners</b>	It's a book. The cat is under the box. Put the box on the boy's head. There are three beds. There is a small box.
<b>Pronouns</b> Including demonstrative, personal, and possessive (including possessive and case)	This is my box. The cat is under the box. It's a book. The cat is under the box. This is a book. It's my box.
<b>Verbs</b> Infinitive, negative, question, imperative and short answer forms, including contractions	Put the box on the boy's head. The cat is under the box. This is my box. The cat is under the box. This is a book. It's my box.
<b>Present simple</b>	Put the box on the boy's head. The cat is under the box. This is my box. The cat is under the box. This is a book. It's my box.
<b>Present continuous (not with future reference)</b>	Put the box on the boy's head. The cat is under the box. This is my box. The cat is under the box. This is a book. It's my box.
<b>Can for ability</b>	Put the box on the boy's head. The cat is under the box. This is my box. The cat is under the box. This is a book. It's my box.
<b>Can for request/permission</b>	Put the box on the boy's head. The cat is under the box. This is my box. The cat is under the box. This is a book. It's my box.
<b>Have (got) for possession</b>	Put the box on the boy's head. The cat is under the box. This is my box. The cat is under the box. This is a book. It's my box.
<b>Adverbs</b>	Put the box on the boy's head. The cat is under the box. This is my box. The cat is under the box. This is a book. It's my box.
<b>Comparatives</b>	Put the box on the boy's head. The cat is under the box. This is my box. The cat is under the box. This is a book. It's my box.
<b>Prepositions of place and time</b>	Put the box on the boy's head. The cat is under the box. This is my box. The cat is under the box. This is a book. It's my box.

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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?
<b>1</b>	5	5	Matching	Draw lines to match names to people in a picture.
<b>2</b>	5	5	Note-taking	Write numbers and names in gaps.
<b>3</b>	5	5	3-option multiple choice	Tick correct box under pictures.
<b>4</b>	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)
<b>Total</b>	<b>20</b>	<b>20</b>		

## Tips for preparing learners for the Listening paper

- ✓ It is important to make sure that children can understand the spoken and written forms of all the words on the Pre A1 Starters wordlist. When preparing tasks, test writers keep strictly to the vocabulary and grammatical structures so that children who have been carefully prepared will be familiar with all the language they hear or read on the day of their test. The vocabulary to be tested was selected with young learners in mind and focuses on words relevant to young children's experiences of the world, such as animals, toys, home, school and children's leisure activities.
- ✓ Familiarise the children with spoken forms of British and American English. The recordings use a range of adults and children speaking clearly in standard British and American English. At Pre A1 Starters level speakers speak moderately slowly.
- ✓ Encourage the children to look carefully at the pictures and to think about what they are illustrating.
- ✓ Make sure that children know that they will hear each recording twice.

### Quick links to resources

#### Parents

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[cambridgeenglish.org/parents](https://cambridgeenglish.org/parents)

- Information for parents

#### Teachers

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[cambridgeenglish.org/starters/prepare](https://cambridgeenglish.org/starters/prepare)

[cambridgeenglish.org/resources-for-teachers](https://cambridgeenglish.org/resources-for-teachers)

- Vocabulary list (including topics list)
- Free teaching resources
- Lesson plans

## 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.

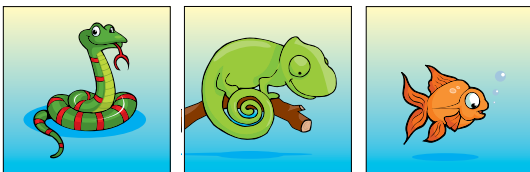
### ASSESSMENT

- ▶ 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?

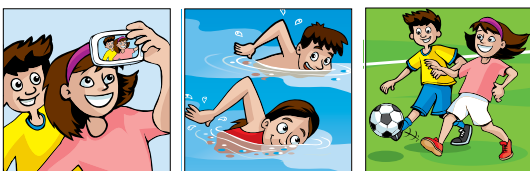


A

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?
<b>1</b>	5	5	True/false vocabulary recognition	Tick or cross to show if sentence is true or false.
<b>2</b>	5	5	Reading comprehension based on a picture	Write 'yes'/'no' to show if sentence is correct or not.
<b>3</b>	5	5	Spelling	Write words by unscrambling the letters.
<b>4</b>	5	5	Multiple-choice cloze	Choose and copy missing words.
<b>5</b>	5	5	Answer questions based on a picture story	Write one-word answers to questions.
<b>Total</b>	<b>25</b>	<b>25</b>		

## Tips for preparing learners for the Reading and Writing paper

- ✓ As is appropriate for young learners, Pre A1 Starters Reading and Writing tasks are supported by pictures. It is therefore useful to make plenty of use of pictures when preparing candidates for the test. Give candidates practice in matching words for lexical items to pictures. It is also helpful to practise matching sentences to pictures. You could, for example, ask learners to read texts which describe scenes and then to draw the picture according to the information in the text.
- ✓ It is similarly useful to do exercises comparing and contrasting different structures and vocabulary related to pictures, for example, prepositions such as *in* and *on*, the present continuous tense, different sports, etc. Concentrate on words which are likely to be confused, e.g. *photo/camera*, or which have 'false friends' in the candidates' first language.
- ✓ Longer tasks are mainly based on simple stories. Give children as much opportunity as possible to read and enjoy stories at their level.
- ✓ Test writers keep to the Pre A1 Starters word and structure lists when preparing tasks. Make sure children learn the vocabulary, grammar and structures in the Pre A1 Starters syllabus. In this way all the language that they see in the test will be known to them. Write difficult or less common words up on the classroom walls so that candidates become very familiar with them.
- ✓ Vocabulary can be revised and reinforced in a way that children will find fun by using language puzzles and simple word games.
- ✓ Children often lose marks because they do not write letters and/or words clearly enough. Remind candidates to check that what they have written is legible for someone who is not familiar with their handwriting. It is often better not to use joined-up writing, as letters can become confused and unclear.
- ✓ Candidates should be told to write only as much as they need to. Children often lose marks because they attempt long answers which provide more opportunities for making mistakes.
- ✓ Children should be encouraged to spell correctly. Reinforce candidates' knowledge of common letter patterns in English – *ea, ck, ight, ou, er*, etc.
- ✓ Because young candidates are unlikely to have had much experience managing their time in an exam, it can be helpful when doing classroom tasks to give them a time limit, both to improve concentration and to prevent them being distracted by other things.

### Quick links to resources

#### Parents

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[cambridgeenglish.org/parents](https://cambridgeenglish.org/parents)

- Information for parents

#### Teachers

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[cambridgeenglish.org/starters/prepare](https://cambridgeenglish.org/starters/prepare)

[cambridgeenglish.org/resources-for-teachers](https://cambridgeenglish.org/resources-for-teachers)

- Vocabulary list
- Free teaching resources
- Lesson plans

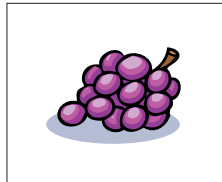
## Advice by task

Candidates should practise these exam strategies regularly in class.

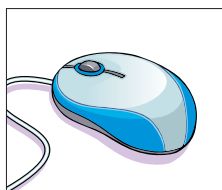
### Reading and Writing Part 1

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

**Examples**

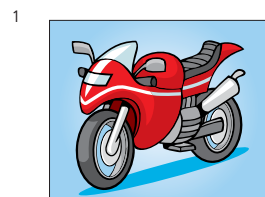


These are grapes.



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

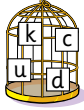


Questions

1



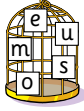
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2



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3



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4



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5



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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.

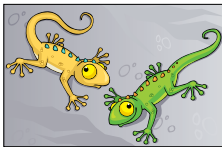
ASSESSMENT

- ▶ 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?
<b>1</b>	Interlocutor–candidate	Scene picture and object cards	Point to correct part of picture. Place object cards on the scene picture as directed.
<b>2</b>	Interlocutor–candidate	Scene picture	Answer questions with short answers including a 'Tell me about ...' question.
<b>3</b>	Interlocutor–candidate	Object cards	Answer questions with short answers.
<b>4</b>	Interlocutor–candidate	Personal questions	Answer questions with short answers.

## Tips for preparing learners for the Speaking paper

- ✓ One way of making the test as stress free as possible is that the child is first met by an usher who explains the format of the test in the child's first language before taking him or her into the test room to meet the examiner.
- ✓ The standard format for the Speaking test is one child and one examiner.
- ✓ The pictures and questions used in the test are all based on the vocabulary and structures in the Pre A1 Starters lists. This means that children who have been taught using the lists will be familiar with all the language they need in order to do well.
- ✓ The format of the test always follows the same pattern so that children who are well prepared will not receive any surprises.
- ✓ Use English to give everyday classroom instructions so that children become very familiar with instructions like *Look at ...*, *Give ...*, *Put ...*, *Find ...*, *Tell me ...*
- ✓ Children create a good impression when they use greetings and other social formulae confidently. Make sure they are happy using *Hello*, *Goodbye* and *Thank you*, and that they have plenty of practice at using *Sorry*, or *I don't understand* whenever this is appropriate.

### Quick links to resources

#### Parents

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[cambridgeenglish.org/parents](https://cambridgeenglish.org/parents)

- Information for parents

#### Teachers

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[cambridgeenglish.org/starters/prepare](https://cambridgeenglish.org/starters/prepare)

- Vocabulary list

[cambridgeenglish.org/resources-for-teachers](https://cambridgeenglish.org/resources-for-teachers)

- Free teaching resources
- Lesson plans

## 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

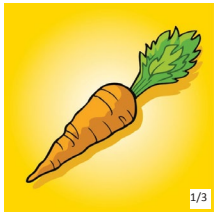
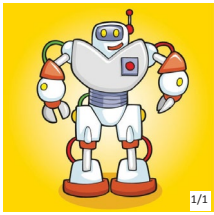
- ▶ Candidates should practise answering simple questions about a picture (with one-word answers). For example: *What's this? (plate) How many plates are there? (four)*
- ▶ Candidates should also practise responding to 'Tell me about' questions with simple sentences, such as *What's the man doing? (reading) 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

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### 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

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### 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.

# Grammar and structures list

See the **thematic vocabulary lists** for a comprehensive list of words in each category.

	Examples
<p><b>Nouns</b> Singular and plural including irregular plural forms, countable and uncountable and names</p>	<p>Would you like an <b>orange</b>? <b>Lemons</b> are yellow. Pat has six <b>mice</b>. I eat <b>rice</b> for lunch. <b>Anna</b> is my friend.</p>
<p><b>Adjectives</b> Including possessive adjectives</p>	<p>He's a <b>small</b> boy. <b>His</b> name is Bill.</p>
<p><b>Determiners</b></p>	<p>It's a <b>a</b> banana. This is <b>an</b> apple. Put <b>the</b> hat on <b>the</b> boy's head. I want <b>some</b> milk. <b>These</b> books are blue.</p>
<p><b>Pronouns</b> Including demonstrative, personal, and possessive interrogative pronouns and 'one'</p>	<p><b>This</b> is my car. Can <b>you</b> see <b>me</b>? <b>Which</b> is Anna? Yes, please. I'd like <b>one</b>. This is <b>mine</b>! Is that <b>yours</b>?</p>
<p><b>Verbs</b> (Positive, negative, question, imperative and short-answer forms, including contractions)</p> <p><b>Present simple</b></p> <p><b>Present continuous (not with future reference)</b></p> <p><b>Can for ability</b></p> <p><b>Can for requests/permission</b></p> <p><b>Have (got) for possession</b></p>	<p>Nick <b>is</b> happy. I <b>don't like</b> eggs. <b>Eat</b> your lunch! <b>Is</b> that your sister? Yes, it is.</p> <p>What <b>are</b> you <b>doing</b>? The cat's <b>sleeping</b>.</p> <p>The baby <b>can</b> wave.</p> <p><b>Can</b> I <b>have</b> some birthday cake?</p> <p><b>Have</b> you <b>got</b> a pen? She <b>hasn't got</b> a dog.</p>
<p><b>Adverbs</b></p>	<p>I'm colouring it <b>now</b>. My grandma lives <b>here</b>. She lives here <b>too</b>.</p>
<p><b>Conjunctions</b></p>	<p>I've got a pen <b>and</b> a pencil.</p>
<p><b>Prepositions of place and time</b></p>	<p>Put the clock <b>next to</b> the picture. We go to school <b>in</b> the morning.</p>

	Examples
<b>Question words</b>	Who is that man? Where is Alex?
<b>Impersonal you</b>	How do <b>you</b> spell that?
<b>Have + obj + inf</b>	Lucy <b>has a book to read</b> .
<b>ing forms as nouns</b>	<b>Swimming</b> is good.
<b>Let's</b>	<b>Let's</b> go to the zoo!
<b>Like + v + ing</b>	I <b>like swimming</b> .
<b>There is/There are</b>	<b>There is</b> a monkey in the tree. <b>There are</b> some books on the table.
<b>Would like + n or v</b>	I <b>would like some grapes</b> . <b>Would you like to colour</b> that ball?
<b>Happy Birthday</b>	You're eight today! <b>Happy Birthday!</b>
<b>Here you are</b>	Would you like an apple? Yes, please. <b>Here you are.</b>
<b>Me too</b>	I like football. <b>Me too.</b>
<b>So do I</b>	I love hippos. <b>So do I.</b>
<b>story about + ing</b>	This is a <b>story about playing</b> football.
<b>What (a/an) + adj + n</b>	<b>What a good dog!</b> <b>What beautiful fish!</b>
<b>What now?</b>	Put the egg in the box. OK! The egg is in the box. <b>What now?</b>

# A1 Movers

## Tasks

The Tasks pages give information about the exam format and what is tested in each part of the paper.

## Preparing learners

The Preparing learners pages give information and advice about what teachers can do to prepare their learners. There are also links to useful websites to find additional materials. You'll find suggested strategies to help learners perform to the best of their ability on the day.

## Grammar and structures list

Grammar and structures list	
	Example
Indirect objects	Can I sit <b>at</b> the window?
Comparative and superlative adjectives	Your house is <b>bigger</b> than mine. It's <b>the best</b> hotel I've had.
Verbs	
Present, negative, questions, imperative and short answer forms, including continuous	He <b>seems to go</b> to the park yesterday. He <b>wasn't coming</b> back on Friday. Did you <b>go</b> to the concert? Yes, I <b>did</b> . We <b>shouldn't have</b> done that on the party.
First singular negative and imperative forms	I <b>don't want to go</b> home. He <b>wasn't to</b> bring it.
Verb + infinitive	I <b>want to go</b> home. He <b>wasn't to</b> bring it.
Verb + ing	I <b>wasn't sitting</b> on Saturday.
Infinitive of purpose	She <b>wants to</b> come to buy a notebook.
Infinitive of purpose to do something	He <b>wants to</b> travel to visit a city.
Must for obligation	He <b>must do</b> his homework. He <b>mustn't go</b> for a cold drink. Must I <b>get</b> up now?
Have (got) to do so	He <b>has to</b> get up. She <b>has to</b> go to bed now? He <b>has to</b> take his medicine for his stomach.
Should for advice	She <b>should</b> visit her mother. He <b>shouldn't</b> visit his mother.
Could (can) form of can	She <b>could</b> visit her mother. He <b>couldn't</b> visit his mother.
Adverbs	She <b>wasn't</b> sitting on Saturday. He <b>wasn't</b> coming back on Friday. Did you <b>go</b> to the concert? Yes, I <b>did</b> . We <b>shouldn't</b> have done that on the party.
Comparative and superlative adjectives	Your house is <b>bigger</b> than mine. It's <b>the best</b> hotel I've had.
Comparatives	I <b>want to go</b> home. He <b>wasn't to</b> bring it.
Prepositions of time	He <b>wasn't sitting</b> on Saturday. He <b>wasn't coming</b> back on Friday. Did you <b>go</b> to the concert? Yes, I <b>did</b> . We <b>shouldn't have</b> done that on the party.
Question words	Can I sit <b>at</b> the window? Your house is <b>bigger</b> than mine. It's <b>the best</b> hotel I've had.

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Paper 1:

About 25 mins

# A1 Movers

## Listening

### tasks

Part	Number of questions	Number of marks	Task types	What do candidates have to do?
<b>1</b>	5	5	Matching	Draw lines to match names to people in a picture.
<b>2</b>	5	5	Note-taking	Write words or numbers in gaps.
<b>3</b>	5	5	Matching	Match pictures with illustrated word or name by writing letter in box.
<b>4</b>	5	5	3-option multiple choice	Tick boxes under correct pictures.
<b>5</b>	5	5	Colouring and writing	Carry out instructions, locate objects, colour correctly and write. (Range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow)
<b>Total</b>	<b>25</b>	<b>25</b>		

## Tips for preparing learners for the Listening paper

- ✓ It is important to make sure that children can understand the spoken and written forms of all the words on the Pre A1 Starters and A1 Movers wordlists. When preparing tasks, test writers keep strictly to the vocabulary and grammatical structures so that children who have been carefully prepared will be familiar with all the language they hear or read on the day of their test. The vocabulary to be tested was selected with young learners in mind and focuses on words relevant to young children's experiences of the world, such as animals, toys, home, school and children's leisure activities.
- ✓ Familiarise the children with spoken forms of British and American English. The recordings use a range of adults and children speaking clearly in standard British and American English.
- ✓ Encourage the children to look carefully at the pictures in the test and to think about what they are illustrating.
- ✓ Make sure that children know that they will hear each recording twice.

### Quick links to resources

#### Parents

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[cambridgeenglish.org/parents](https://cambridgeenglish.org/parents)

- Information for parents

#### Teachers

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[cambridgeenglish.org/movers/prepare](https://cambridgeenglish.org/movers/prepare)

[cambridgeenglish.org/resources-for-teachers](https://cambridgeenglish.org/resources-for-teachers)

- Vocabulary list (including topics list)
- Free teaching resources
- Lesson plans

# 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

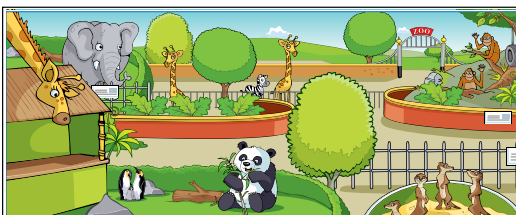
- ▶ Ensure that candidates realise that there is one extra name on the page which will not be mentioned. They should not aim to connect all seven names to a person in the picture.
- ▶ Make sure that candidates know which first names on the vocabulary lists are male and which are female. Note that Alex, Kim, Pat and Sam may be used to refer either to a boy or to a girl.
- ▶ Train candidates to listen for all the information that they are given about a particular person. They should not jump to conclusions after hearing one piece of information, as usually some further information will be required in order to identify the correct person.

### ASSESSMENT

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

## Listening Part 2

Listen and write. There is one example.



### Going to the zoo

Going to zoo today by: ..... train .....

1 Name of zoo: Jungle .....

2 Number of different kinds of animals: .....

3 Can give food to: .....

4 Animal food in store next to: .....

5 Food on train: ..... and lemonade

### THE TASK

- ▶ This is a note-taking exercise in which candidates listen to a conversation between an adult and a child and write a word or a number next to five short prompts on a form or page of a notepad. Some misspellings will be allowed for words which are not spelled out on the recording.

### HOW TO APPROACH THE TASK

- ▶ Children often find this part of the A1 Movers Listening test challenging. Practise by doing similar productive tasks in the classroom.
- ▶ Encourage candidates to be as accurate as possible in their spelling of the words on the Pre A1 Starters and A1 Movers vocabulary lists.
- ▶ Ensure that candidates realise that they have to write responses which make sense, given the prompts on the question paper. They should look at these prompts carefully and think about what they mean before listening to the recording.
- ▶ One of the questions may involve them writing a word that is spelled for them, so carry on practising spelling in English. There is often – though not always – a question where the answer is a number, so make sure children are confident with numbers up to 100 in English.

### ASSESSMENT

- ▶ This part tests the candidate's ability to listen for names, spellings and other information.

## Listening Part 3

Mrs Castle is telling Sally, about the people in her family and about their different hobbies. Which is each person's favourite hobby?

Listen and write a letter in each box. There is one example.



her parents



her uncle



her son



her cousin



her brother



her daughter

### THE TASK

- ▶ Candidates listen to a conversation 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.

### HOW TO APPROACH THE TASK

- ▶ Children have to match a picture from the right-hand page with one on the left-hand page. For example, they may have to match a picture to the person who took that picture or an activity to the place where someone did that activity. Reading the introductory question above the pictures on the left-hand page before listening to the recording will help children to understand what the specific task is about.
- ▶ Make sure children realise that they will not hear information about the pictures in the order in which they appear on the page. Pictures on both the left and right-hand pages will be mentioned in random order.
- ▶ There are two extra pictures on the right-hand page. These pictures will be referred to in the dialogues but do not answer the question. It is important, therefore, to listen and understand the whole of the dialogue rather than just identifying individual words.

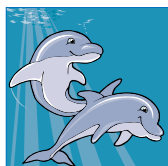
### ASSESSMENT

- ▶ This part tests the candidate's ability to listen for words, names and detailed information.

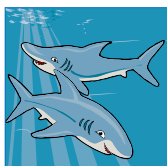
## Listening Part 4

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

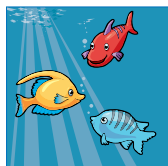
What is the DVD about?



A



B

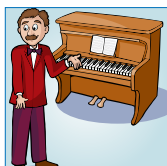


C

1 Who is Vicky's piano teacher?



A



B



C

2 What clothes does Nick want to wear at school today?



A



B



C

### THE TASK

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

### HOW TO APPROACH THE TASK

- ▶ Make sure that candidates appreciate that they must listen to the whole dialogue, before deciding on their answer.
- ▶ Often quite a wide range of vocabulary is covered in this part of the test. Candidates must be familiar with all the words in the Pre A1 Starters and A1 Movers vocabulary lists, in order to be sure of achieving full marks.

### ASSESSMENT

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

## Listening Part 5

Listen and colour and write. There is one example.



## THE TASK

- ▶ This task consists of a dialogue in which an adult asks a child to colour different things in a picture, and write a simple word. Candidates listen to the dialogue and follow the instructions.

## HOW TO APPROACH THE TASK

- ▶ Make sure that children know exactly what they have to do. In Part 5, they will have to colour various objects and write one word in the space indicated. They will not be expected to colour particularly well. They simply have to show that they have understood the instructions correctly. This includes not doing anything that they are not asked to do. So make sure children know they should only colour what they are told to colour.
- ▶ Ensure that candidates understand that they do not only have to colour at A1 Movers level; they will also have to write something for one of the questions in this part of the test. It will not be a difficult word and there will be something in the picture that makes it a logical word to write.
- ▶ Train candidates to listen carefully for prepositional phrases which describe exactly where something is (e.g. the bag behind the chair or the towel under the desk).

## ASSESSMENT

- ▶ This part tests the candidate's ability to listen for words, colours and specific information.



Paper 2:

30 mins

# A1 Movers Reading and Writing tasks

Part	Number of questions	Number of marks	Task types	What do candidates have to do?
<b>1</b>	5	5	Matching words to definitions	Candidates read short definitions and match them to the correct words. Each word is represented by a labelled picture. Candidates are required to copy the correct word next to the definition.
<b>2</b>	6	6	Short dialogue with multiple-choice responses	Candidates read a short dialogue and complete it by choosing the correct responses. They must choose from three options (A, B and C) for each question.
<b>3</b>	6	6	Gapped text	Candidates read a short narrative and choose the correct word to complete the gaps. Candidates are also asked to choose the best title for the story from a choice of three options.
<b>4</b>	5	5	Multiple-choice cloze	Candidates read and understand a gapped factual text. They are asked to choose the correct word from a choice of three to complete each gap.
<b>5</b>	7	7	Sentence completion based on a story	Candidates read a story and complete sentences about it by writing one, two or three words.
<b>6</b>	6	10	Productive writing	Candidates complete sentences, provide a written response to questions and write sentences about a picture.
<b>Total</b>	<b>35</b>	<b>39</b>		

## Tips for preparing learners for the Reading and Writing paper

- ✓ As is appropriate for young learners, A1 Movers Reading and Writing tasks are supported by pictures. It is therefore useful to make plenty of use of pictures when preparing candidates for the exam. Give candidates practice in matching lexical items to pictures. It is also helpful to practise matching sentences to pictures. You could, for example, ask learners to read texts which describe scenes and then to draw the picture according to the information in the text.
- ✓ It is similarly useful to do exercises comparing and contrasting different structures and vocabulary related to pictures, for example, prepositions such as *in* and *on*, the present continuous tense, different sports, etc. Concentrate on words which are likely to be confused, e.g. *photo/camera*, or which have 'false friends' in the candidates' first language.
- ✓ Longer tasks are mainly based on simple stories. Give children as much opportunity as possible to read and enjoy stories at their level.
- ✓ Test writers keep to the Pre A1 Starters and A1 Movers word and structure lists when preparing tasks. Make sure children learn the vocabulary, grammar and structures in the Pre A1 Starters and A1 Movers syllabuses. In this way all the language that they see in the exam will be known to them. Write difficult or less common words up on the classroom walls so that candidates become very familiar with them.
- ✓ Vocabulary can be revised and reinforced in a way that children will find fun by using language puzzles and simple word games.
- ✓ Children often lose marks because they do not write letters and/or words clearly enough. Remind candidates to check that what they have written is legible for someone who is not familiar with their handwriting. It is often better not to use joined-up writing, as letters can become confused and unclear.
- ✓ Candidates should be told to write only as much as they need to. Children often lose marks because they attempt long answers which provide more opportunities for making mistakes.
- ✓ Children should be encouraged to spell correctly. Reinforce candidates' knowledge of common letter patterns in English – *ea, ck, ight, ou, er*, etc.
- ✓ Because young candidates are unlikely to have had much experience managing their time in an exam, it can be helpful when doing classroom tasks to give them a time limit, both to improve concentration and to prevent them being distracted by other things.

### Quick links to resources

#### Parents

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[cambridgeenglish.org/parents](https://cambridgeenglish.org/parents)

- Information for parents

#### Teachers

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[cambridgeenglish.org/movers/prepare](https://cambridgeenglish.org/movers/prepare)

[cambridgeenglish.org/resources-for-teachers](https://cambridgeenglish.org/resources-for-teachers)

- Vocabulary list
- Free teaching resources
- Lesson plans

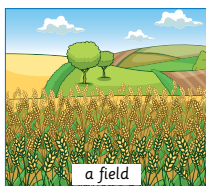
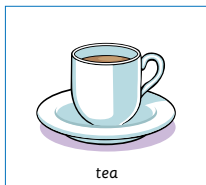
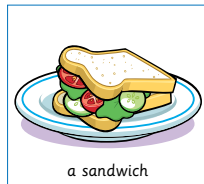
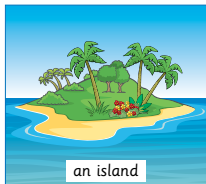


## Advice by task

Candidates should practise these exam strategies regularly in class.

### Reading and Writing Part 1

Look and read. Choose the correct words and write them on the lines. There is one example.



#### THE TASK

- ▶ In this task, candidates match words and definitions. There are eight pictures, each with the words that they illustrate written under them, and five definitions (refer to page 43 of the Sample papers volume 1). Candidates copy the correct words next to the definitions. There is one example.

#### HOW TO APPROACH THE TASK

- ▶ Give children practice in reading and writing definitions of items from the Pre A1 Starters and A1 Movers vocabulary list. Ensure candidates are familiar with the structures and vocabulary commonly used in defining things, such as *you* with general reference (e.g. You can find books or do your homework in this place), relative pronouns and infinitives used to express purpose.
- ▶ Candidates should practise accurate copying, but remind them to copy the whole option and not to add anything extra. This means including the article if there is one, and not adding one if there isn't one. Once they have written the answer, they should check that they have spelled the word correctly.

#### ASSESSMENT

- ▶ This part tests the candidate's ability to match words to their meaning.

### Reading and Writing Part 2

Read the text and choose the best answer.



#### Example

**Paul:** What did you do last night, Daisy?

- Daisy:** (A) I watched television.  
 B I'm watching television.  
 C I don't watch television.

#### Questions

1 **Paul:** Did you see the film about pirates?

- Daisy:** A Yes, so do I.  
 B Yes, it was great.  
 C Yes, that's him.

#### THE TASK

- ▶ In this task, candidates read a short written dialogue, for which three different responses are given for what the second speaker says in their turn. Candidates choose the correct response by circling letters.

#### HOW TO APPROACH THE TASK

- ▶ Remind candidates to read all the options before choosing the best and most appropriate one. Practise appropriate responses, not just to questions, but also to statements.
- ▶ Give plenty of practice with the use of set (formulaic) expressions and with short 'yes' or 'no' answers.
- ▶ Give plenty of practice, too, with multiple-choice questions to encourage candidates to understand the differences between the options in meaning, grammar, sense and appropriacy.

#### ASSESSMENT

- ▶ This part tests the candidate's knowledge of functional language.

## Reading and Writing Part 3

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

Jane loves reading about different animals in her school ..... library .....

Last Friday, Jane's teacher told the class to find pictures of animals.

'Look on the (1) ..... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2) ..... first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3) ..... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4) ..... ! Their back legs are the strongest, too.' Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5) ..... girl in the class!'

### THE TASK

- ▶ Candidates read a text with five gaps, and look at nine words and pictures in a box (refer to page 47 of the Sample papers volume 1). They then copy the correct words into each of the five gaps. The missing words are nouns, adjectives or verbs (present and past tense). There are four extra words which candidates should not use.
- ▶ Candidates choose the best title for the story from a choice of three.

### HOW TO APPROACH THE TASK

- ▶ Candidates should be encouraged to read the whole text to get a general idea of what it is about before trying to complete the first gap. Make sure candidates realise that they need to read the text surrounding the question to be able to correctly fill the gap. Practice in guessing which word could go into each gap without looking at the options is also useful. Candidates can then confirm their guesses by seeing, and choosing from, the options on the facing page.
- ▶ Also, practise choosing the right form of words (plural/singular nouns, adjectives, verbs) within sentences and texts. Help candidates to identify words or structures that will indicate what form of word the answer should be.

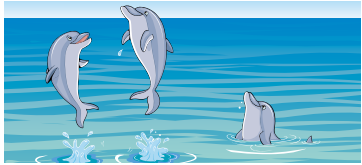
### ASSESSMENT

- ▶ This part tests the candidate's ability to read for specific information and for gist.

## Reading and Writing Part 4

Read the text. Choose the right words and write them on the lines.

**Dolphins**



**Example** Dolphins are part ..... of ..... the whale family. They  
1 are smaller ..... most whales and they have  
small teeth.

Dolphins are very clever animals. They learn things very  
2 ..... and a dolphin can make noises to 'talk'  
to another dolphin.

Dolphins live with their families. They like to play in the water and  
3 to jump ..... of the water and back in again.

4 A lot of people ..... sail boats say that  
dolphins like to be near people. They come very near to boats and  
5 sometimes they ..... with the boats for days.

### THE TASK

- ▶ In this task, candidates read a factual text which contains five gaps (refer to page 49 of the Sample papers volume 1).
- ▶ They choose the correct word from a choice of three and copy the correct words into the gaps (refer to page 49 of the Sample papers volume 1). This task has a grammatical focus.

### HOW TO APPROACH THE TASK

- ▶ As with Part 3, children should practise choosing and forming the correct type of word (nouns, adjectives, verbs) to fit into sentences and texts.
- ▶ Show candidates that they do not need to think of a word for each gap themselves – they must just choose from the three options given. Remind them to be careful to check that they have chosen a word from the correct set of options.

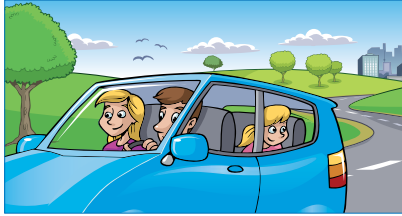
### ASSESSMENT

- ▶ This part tests the candidate's ability to read and understand a factual text. It also tests their lexical and grammatical knowledge.

## Reading and Writing Part 5

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

### Daisy at the farm



Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.

'It's so quiet there!' Daisy's mum said.

'I like working outside!' her father said.

'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

#### Examples

Daisy's home was in ..... the city .....

Daisy's family went to the ..... countryside ..... by car every weekend.

#### Questions

- 1 Daisy's mother liked the farm because it was a ..... place.
- 2 Daisy enjoyed working with ..... on the farm.

#### THE TASK

- ▶ Candidates read a story and complete sentences about it, using one, two or three words. The story is divided into three sections, each with an illustration. The pictures do not provide answers to the questions.

#### HOW TO APPROACH THE TASK

- ▶ Remind candidates that the pictures are there to support the story, although they do not provide the answers to the questions. Useful practice can be gained from predicting an outline of the story from the three pictures and the title. However, it must be remembered that the answers should always be found in the texts. Practice in reading for gist is useful, as are tasks aimed at understanding whole texts, for example, selecting titles for paragraphs or complete stories.
- ▶ Give candidates practice in finding synonyms/alternatives for nouns, identifying what is being referred to in a text, how nouns can be replaced with pronouns, and how sentences can be turned around whilst retaining their meaning (e.g. *On Friday the family ate breakfast in the garden* can become *The family ate breakfast in the garden on Friday*). Children do not have to produce vocabulary or grammatical structures that are not in the text, but must ensure that the words they choose to complete the sentence frames are grammatically correct.

#### ASSESSMENT

- ▶ This part tests the candidate's ability to read and understand a story. It also tests their ability to recognise different words and phrases with similar meanings.

## Reading and Writing Part 6

Look and read and write.



#### Examples

The dog is playing in some ..... water .....

What's the mother wearing? ..... a purple shirt .....

#### THE TASK

- ▶ Candidates complete sentences, answer questions and write full sentences about a picture.

#### HOW TO APPROACH THE TASK

- ▶ In Questions 1 and 2, candidates are asked to complete the sentences by writing a word or short phrase. In Questions 3, 4, 5 and 6 they are asked to produce longer chunks of text; phrases or sentences in Questions 3 and 4; and sentences in Questions 5 and 6.
- ▶ Children should try to write as carefully and clearly as possible.
- ▶ Children should write different sentences for Questions 5 and 6. Two identical or virtually identical sentences here will result in a maximum score of 1 (rather than 2) for Question 6.
- ▶ Children should check their answers carefully. If they want to make corrections, they should do so as neatly and clearly as they can.

#### ASSESSMENT

- ▶ This part tests the candidate's productive writing skills and their ability to communicate meaning through written English.

Movers Part 6, sample answers with marks and commentaries

**Part 6**  
- 6 questions -

Look and read and write.



**Examples**

- The dog is playing in some ..... water .....
- What's the mother wearing? ..... a purple shirt .....

A total of 10 marks are available for this part.

Question	Score
1 and 2	<ul style="list-style-type: none"> <li>Candidates can score a maximum of 1 mark for each of Questions 1 and 2.</li> <li>1 mark is awarded for a response that provides an accurate representation of the picture.</li> </ul>
3-6	<ul style="list-style-type: none"> <li>Candidates can score a maximum of 2 marks for each of Questions 3-6.</li> <li>1 mark is available for a response which is comprehensible.</li> <li>1 mark is available for a response which is an accurate representation of the picture.</li> <li>Candidates are expected to write two different sentences for Questions 5 and 6.</li> </ul>

## Sample answers

### Question 1

---

#### Complete the sentence

The boy on the bike is wearing grey ~~table~~.

**Examiner comments** **0 marks**

This response scores zero since it is not an accurate representation of the picture.

### Question 2

---

#### Complete the sentence

One dog is brown and one dog is ~~black and white~~.

**Examiner comments** **1 mark**

This response scores 1 mark since it is an accurate reflection of what is shown in the picture.

### Question 3

---

#### What's the girl in the black skirt doing?

*Riding a bike*

**Examiner comments** **1 mark**

This response is awarded 1 mark since it is comprehensible but it does not provide an accurate representation of the picture.

### Question 4

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#### Where are the flowers?

*The flowers are under the tree*

**Examiner comments** **2 marks**

This response is awarded 2 marks since it is both comprehensible and it accurately reflects what's happening in the picture.

### Questions 5 and 6

---

#### Now write two sentences about the picture.

5. *The brown dog are playing in the water.*

6. *There is a table and chair in the garden.*

**Examiner comments** **2 marks**

Responses to Questions 5 and 6 would each be awarded a score of 2 marks since they are both comprehensible and true to the picture. The focus is on communicative success, and therefore grammatical errors, such as verb agreement, which do not impede communication (see response to Question 5), will not affect a candidate's score in A1 Movers Part 6.



Paper 3:

About 5–7 mins

# A1 Movers Speaking tasks

Part	Interaction	Task types	What do candidates have to do?
<b>1</b>	Interlocutor–candidate	Two similar pictures	Identify four differences between pictures.
<b>2</b>	Interlocutor–candidate	Picture sequence	Describe each picture in turn.
<b>3</b>	Interlocutor–candidate	Picture sets	Identify odd one out and give reason.
<b>4</b>	Interlocutor–candidate	Open-ended questions about candidate	Answer personal questions.

## Tips for preparing learners for the Speaking paper

- ✓ One way of making the test as stress free as possible is that the child is first met by an usher who explains the format of the test in the child's first language before taking him or her into the test room to meet the examiner.
- ✓ The standard format for the Speaking test is one child and one examiner.
- ✓ The pictures and questions used in the test are all based on the vocabulary and structures in the Pre A1 Starters and A1 Movers lists. This means that children who have been taught using the lists will be familiar with all the language they need in order to do well.
- ✓ The format of the test always follows the same pattern so that children who are well prepared will not receive any surprises.
- ✓ Use English to give everyday classroom instructions so that children become very familiar with instructions like *Look at ...*, *Tell ...*, *Give ...*, *Put ...*, *Find ...*
- ✓ Children create a good impression when they use greetings and other social formulae confidently. Make sure they are happy using *Hello*, *Goodbye* and *Thank you*, and that they have plenty of practice at using *Sorry*, or *I don't understand* whenever this is appropriate.

### Quick links to resources

#### Parents

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[cambridgeenglish.org/parents](https://cambridgeenglish.org/parents)

- Information for parents

#### Teachers

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[cambridgeenglish.org/movers/prepare](https://cambridgeenglish.org/movers/prepare)

[cambridgeenglish.org/resources-for-teachers](https://cambridgeenglish.org/resources-for-teachers)

- Vocabulary list
- Free teaching resources
- Lesson plans



## Advice by task

### Speaking Part 1



MOVERS SPEAKING: Find the Differences

#### THE TASK

- ▶ The examiner greets the candidate and asks the candidate for their name and age.
- ▶ The examiner then demonstrates what is required and shows the candidate two pictures which look similar, but have some differences. The examiner then asks the candidate to describe four differences.

#### HOW TO APPROACH THE TASK

- ▶ For Part 1, candidates should practise describing differences between two similar pictures. The differences may be related to colour, size, number, position, appearance, activity, etc. For example: *Here it is sunny, but here it is cloudy. Here there are four fish, but here there are five. The bottles are behind the rock here, but in front of the rock here. The girl is playing with a ball in this picture, but in this one she is playing with a boat.* Although the above represent examples of ideal responses, something much simpler is acceptable. For example: *Here red and here yellow. This is boy and this is girl.*

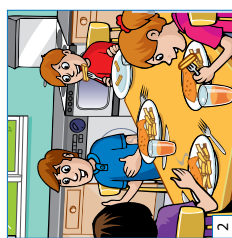
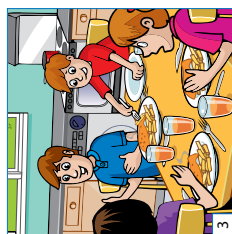
#### ASSESSMENT

- ▶ This part tests describing pictures.

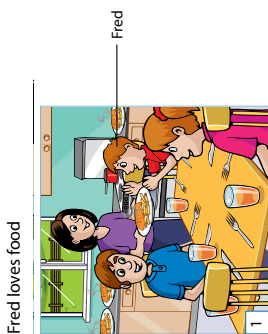
### Speaking Part 2



TEST ONE



MOVERS SPEAKING: Picture Story



Fred loves food

#### THE TASK

- ▶ The examiner shows the candidate a sequence of four pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. They then ask the candidate to describe the other three pictures. The title of the story and the name(s) of the main character(s) are shown on the story.

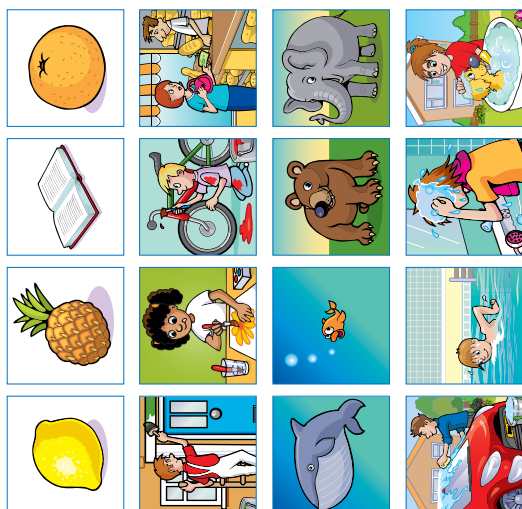
#### HOW TO APPROACH THE TASK

- ▶ Part 2 in the A1 Movers Speaking test requires candidates to tell a simple story based on four pictures. Candidates will benefit from practice in telling simple picture stories. Note that examiners are not looking for evidence of storytelling skills. Candidates are only expected to say a few words about each picture in the sequence without necessarily developing these comments into a narrative.
- ▶ Before asking candidates to tell the story, the examiner says, 'Look at the pictures first.' Advise candidates to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence. The examiner will prompt by asking a question if a candidate needs help.
- ▶ The structures candidates will need most frequently in this task are *There is/are*, the present tense of the verbs *be* and *have (got)*, the modals *can/can't* and *must/mustn't* and the present continuous tense of some action verbs (for example: *play, read, look at, write, laugh, go*). They should be able to say things like *The man is talking. The children are eating.* Candidates should also be able to describe simple feelings, for example: *The boy is/isn't happy.* The examiner will prompt by asking a question if a candidate needs help.

#### ASSESSMENT

- ▶ This part tests describing things and events.

## Speaking Part 3



### THE TASK

- ▶ The examiner shows the candidate four sets of four pictures where one picture in each set is the 'odd one out'. The candidate has to identify which picture is the odd one out in the remaining three sets and say why.

### HOW TO APPROACH THE TASK

- ▶ For Part 3, children should practise identifying the different one in a set of four pictures – for example, a picture of a book among three pictures of people painting, a picture of a girl buying something among three pictures of animals and a picture of a boy swimming among three pictures of people washing things. Candidates are only expected to give simple reasons for choosing a picture as the different one. For example: *These are fruit, this isn't. These people are painting, but this girl is buying bread. This fish is small, but these are all big. This boy is swimming, but these people are washing.*
- ▶ There may be many different ways of expressing the same difference. Candidates may also find an alternative difference to the one intended. This is perfectly acceptable provided they give a reason for their choice.

### ASSESSMENT

- ▶ This part tests describing pictures.

## Speaking Part 4

### THE TASK

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

### HOW TO APPROACH THE TASK

- ▶ Finally, for Part 4, make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes. They should be able to answer questions such as: *Who do you play with at school? What games do you play at school? What do you have for lunch?*
- ▶ Only simple answers of between one and four words are expected. Questions will normally be in the present tense, but candidates should also be prepared to use the past tense and answer questions about, for example, what they did last weekend.

### ASSESSMENT

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

# Grammar and structures list

The list below details what is new at A1 Movers level. Candidates will be expected to know everything on this list in addition to the list at Pre A1 Starters level. See the **thematic vocabulary lists** for a comprehensive list of words in each category.

	Examples
<b>Indirect objects</b>	Give it to <b>the teacher!</b>
<b>Comparative and superlative adjectives</b>	Your house is <b>bigger</b> than mine. Anna is my <b>best</b> friend.
<b>Verbs</b> (Positive, negative, question, imperative and short-answer forms, including contractions)  <b>Past simple regular and irregular forms</b>	We <b>went</b> to the park yesterday. Her father <b>cooked</b> lunch on Friday. <b>Did</b> you <b>go</b> to the cinema? Yes, I <b>did</b> . We <b>didn't</b> see the pirate at the party.
<b>Verb + infinitive</b>	I <b>want to go</b> home. He <b>started to laugh</b> .
<b>Verb + ing</b>	I <b>went riding</b> on Saturday.
<b>Infinitive of purpose</b>	She went to town <b>to buy</b> a toothbrush.
<b>Want/ask someone to do something</b>	He <b>wants the teacher to tell</b> a story.
<b>Must for obligation</b>	He <b>must</b> do his homework. You <b>mustn't</b> give the rabbit cheese. <b>Must</b> I get up now?
<b>Have (got) to/had to</b>	I've <b>got to</b> go. Do I <b>have to</b> go to bed now? He <b>had to</b> draw a whale for homework
<b>Shall for offers</b>	<b>Shall</b> I help you wash the car, Mum?
<b>Could (past form of can)</b>	I <b>could</b> see some birds in the tree.
<b>Adverbs</b>	She <b>never</b> eats meat. He sang <b>loudly</b> . My mother talks <b>a lot</b> .
<b>Comparative and superlative adverbs</b>	My brother reads <b>more quickly</b> than my sister. I like ice cream <b>best</b> .
<b>Conjunctions</b>	I went home <b>because</b> I was tired.
<b>Prepositions of time</b>	She plays with her friends <b>after</b> school. He plays badminton <b>on</b> Saturdays.
<b>Question words</b>	<b>Why</b> is he talking to her? <b>When</b> does school start?

	Examples
<b>Relative clauses</b>	Vicky is the girl <b>who is riding a bike</b> . That is the DVD <b>which my friend gave me</b> . This is the house <b>where my friend lives</b> .
<b>What is/was the weather like?</b>	<b>What was the weather like</b> last weekend?
<b>What's the matter?</b>	<b>What's the matter</b> , Daisy? Have you got a stomach-ache?
<b>How/What about + n or ing</b>	<b>How about going</b> to the cinema on Wednesday afternoon?
<b>When clauses</b> (not with future meaning)	<b>When</b> he got home, he had his dinner.
<b>Go for a + n</b>	Yesterday we <b>went for a drive</b> in my brother's new car.
<b>Be called + n</b>	A baby cat <b>is called</b> a kitten.
<b>Be good at + n</b>	She's <b>very good at</b> basketball.
<b>I think/know ...</b>	<b>I think he's</b> very nice.

# A2 Flyers

## Tasks

The Tasks pages give information about the exam format and what is tested in each part of the paper.

## Preparing learners

The Preparing learners pages give information and advice about what teachers can do to prepare their learners. There are also links to useful websites to find additional materials. You'll find suggested strategies to help learners perform to the best of their ability on the day.

## Grammar and structures list

	Examples
<b>Verbs</b>	
Present simple (regular questions, irregular and short answer forms, including continuous)	What's the weather like today? It's sunny and hot. What time does the train arrive? It arrives at 10.30.
Present perfect	I have finished my homework. Have you seen the new film? Yes, I have.
Be going to	I'm going to visit my grandparents. What are you going to do this weekend? I'm going to the beach.
Will	Will you help me with my homework? I won't help you if you don't try. I'll be there at 7.00 because I don't like to be late.
May	The bus may not come today because there's a lot of snow. May I see your bag? Yes, you may.
Should for suggestions	Should we have a picnic in the park? Yes, you should.
Could	Could we take a taxi to the swimming pool? Yes, we could.
Tag questions	That's your book, isn't it? Yes, it is.
Adverbs	How often do you go to the gym? I go there every two days.
Comparatives	I don't want to walk home as soon as the bus. This is a better idea than the first one.
Relative clauses	The girl who lives next door is my friend. The book that I bought is very interesting.
Infinitive phrases (used with to and without to)	To finish my homework, I need to go to bed. To see the new film, I need to buy a ticket.
Backlink phrases (used with to and without to)	After finishing my homework, I went to bed. After seeing the film, I went to the beach.
Make somebody/something + adj	That coat makes me hungry. The music makes me feel happy.
Wh- questions	What time does the train arrive? Where does she live? How often do you go to the gym? Why do you like that film? How often do you go to the gym?
See you soon/ later/ tomorrow etc.	See you next week, bye-bye!
Remember to	Remember to bring your bag!

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Paper 1:

About 25 mins

# A2 Flyers Listening tasks

Part	Number of questions	Number of marks	Task types	What do candidates have to do?
<b>1</b>	5	5	Matching	Draw lines to match names to people in a picture.
<b>2</b>	5	5	Note-taking	Write words or numbers in gaps.
<b>3</b>	5	5	Matching	Match pictures with illustrated word or name by writing letter in box.
<b>4</b>	5	5	3-option multiple choice	Tick boxes under correct pictures.
<b>5</b>	5	5	Colouring and writing	Carry out instructions to locate objects, colour correctly and write. (Range of colours is: black, blue, brown, green, grey, orange, pink, purple, red, yellow)
<b>Total</b>	<b>25</b>	<b>25</b>		

## Tips for preparing learners for the Listening paper

- ✓ It is important to make sure that children can understand the spoken and written forms of all the words on the Pre A1 Starters, A1 Movers and A2 Flyers wordlists. When preparing tasks, test writers keep strictly to the vocabulary and grammatical structures so that children who have been carefully prepared will be familiar with all the language they hear or read on the day of their test. The vocabulary to be tested was selected with young learners in mind and focuses on words relevant to young children's experiences of the world, such as animals, toys, home, school and children's leisure activities.
- ✓ Familiarise the children with spoken forms of British and American English. The recordings use a range of adults and children speaking clearly in standard British and American English.
- ✓ Encourage the children to look carefully at the pictures in the test and to think about what they are illustrating.
- ✓ Make sure that children know that they will hear each recording twice.

### Quick links to resources

#### Parents

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[cambridgeenglish.org/parents](https://cambridgeenglish.org/parents)

- Information for parents

#### Teachers

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[cambridgeenglish.org/flyers/prepare](https://cambridgeenglish.org/flyers/prepare)

[cambridgeenglish.org/resources-for-teachers](https://cambridgeenglish.org/resources-for-teachers)

- Vocabulary list (including topics list)
- Free teaching resources
- Lesson plans



# 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 speakers clearly differentiated by age or gender and draw lines from the names to the correct person in the picture.

### HOW TO APPROACH THE TASK

- ▶ Encourage candidates to spend the time they are given to look at the picture before the questions and to start by thinking about how each of the characters might be described. They should be aware that they will have to focus on language that points to the differences between two similar people in the picture.
- ▶ 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.
- ▶ The language that candidates need for this task is that which is used not only for describing people's clothes and physical appearance, but also for commenting on what they are doing. Practice in describing a range of pictures and photos containing people is, therefore, likely to help candidates do well in this part of the test.

### ASSESSMENT

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

## Listening Part 2

Listen and write. There is one example.



### The Space Club

Meetings at: ..... 6.30 pm ..... on Tuesdays

1 Children learn about: the .....

2 Sometimes they look at: the .....

3 Children should bring: a .....

4 If it's cloudy, children watch: .....

5 Person who sometimes talks to club: Mr .....

### THE TASK

- ▶ This is a note-taking exercise in which candidates listen to a conversation between two speakers and write a word or a number next to five short prompts on a form or page of a notepad. Some misspellings will be allowed for words which are not spelled out on the recording.

### HOW TO APPROACH THE TASK

- ▶ Give candidates as much practice as possible with this kind of productive task, as candidates sometimes find note-taking difficult.
- ▶ Make sure that candidates understand the meanings of, and are also able to spell correctly, the words in the Pre A1 Starters, A1 Movers and A2 Flyers vocabulary lists.
- ▶ Even at A2 Flyers level, candidates often seem uncertain about the names of some letters of the alphabet in English. Clearly the more practice that can be given here the better.

### ASSESSMENT

- ▶ The part tests the candidate's ability to listen for names, spellings and other information.

## Listening Part 3

Where did Uncle Robert get each of these things?

Listen and write a letter in each box. There is one example.



Painting

E



Drums



Swan



Fan



Chocolates



Gloves

### THE TASK

- ▶ Candidates listen to a conversation 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.

### HOW TO APPROACH THE TASK

- ▶ Make sure candidates read the introductory question at the head of the task, which sets the context, and gives the instructions. This should help them to understand what they are being asked to do.
- ▶ Encourage candidates to listen carefully to the dialogue and understand exactly what is said. They should remember that speakers will talk about the two pictures on the right-hand page which are not correct, as well as those that are. Candidates should therefore not assume that the first picture that is mentioned is the right answer.

### ASSESSMENT

- ▶ This part tests the candidate's ability to listen for words, names and detailed information.

## Listening Part 4

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

What was Grandma's favourite job?



A



B

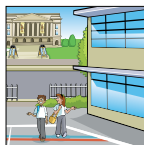


C

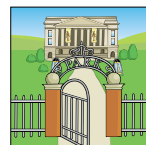
1 Which museum is Jack's grandma going to work in?



A



B



C

2 What does Jack enjoy doing most in museums?



A



B



C

### THE TASK

- ▶ This task consists of five questions, each a 3-option multiple choice with pictures. Candidates listen to 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

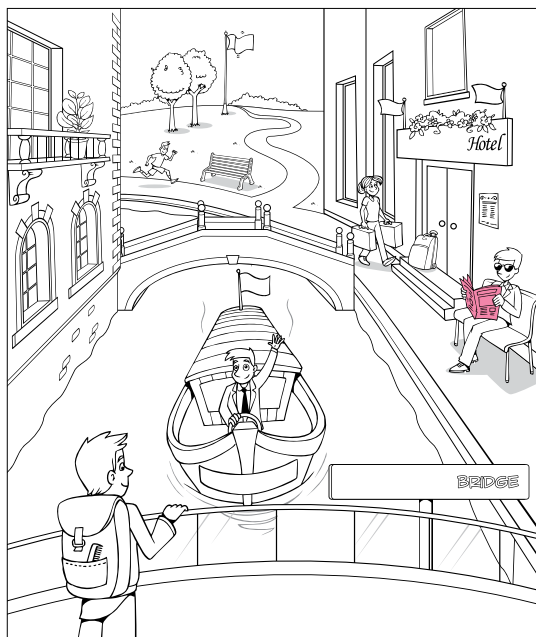
- ▶ This part of the test covers a wide range of the grammar and vocabulary appropriate to this level. Teachers should make sure that the structures and vocabulary listed in the syllabus have been well covered in class.
- ▶ It is also very important that candidates listen to the whole of the dialogue before choosing their answer. They should be aware that the correct answer to each individual question may be given at any point in the dialogue and is not necessarily the last thing mentioned.

### ASSESSMENT

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

## Listening Part 5

Listen and colour and write. There is one example.



## THE TASK

- ▶ This task consists of a dialogue in which an adult asks a child to colour different things in a picture and write two simple words. Candidates listen to the dialogue and follow the instructions.

## HOW TO APPROACH THE TASK

- ▶ As with all parts of this test, make sure that children know exactly what they have to do. In Part 5, they will have to write two words in the places they are told as well as to colour various objects. They will not be expected to colour particularly well. They simply have to show that they have understood the instructions correctly. This includes not doing anything that they are not asked to do. So make sure children know they should only colour what they are told to colour.
- ▶ For this task, children will need to demonstrate that they can understand language which distinguishes between two similar but slightly different objects or people. This may be a matter of understanding language which explains precisely where someone or something is, or it may be a matter of understanding language explaining how two people or things differ from one another. Practice in handling this sort of descriptive language will therefore help candidates to deal with this part of the test.
- ▶ Candidates should be aware that this task is perhaps more challenging than it appears and should ensure that they listen to the instructions very carefully.

## ASSESSMENT

- ▶ This part tests the candidate's ability to listen for words, colours and specific information.



Paper 2:

40 mins

# A2 Flyers Reading and Writing tasks

Part	Number of questions	Number of marks	Task types	What do candidates have to do?
<b>1</b>	10	10	Matching words to definitions	Candidates read definitions and choose and copy the correct word next to them.
<b>2</b>	5	5	Continuous dialogue with multiple-choice responses	Candidates must complete a continuous dialogue by choosing the correct response (A–H) for the second speaker.
<b>3</b>	6	6	Gapped text	Candidates read a short narrative and choose the correct word to complete the gaps. Candidates are also asked to choose the best title for the story from a choice of three options.
<b>4</b>	10	10	Multiple-choice cloze	Candidates read and understand a gapped factual text. They are asked to choose the correct word from a choice of three to complete each gap.
<b>5</b>	7	7	Sentence completion based on a story	Candidates read a story and complete sentences about it by writing one, two, three or four words.
<b>6</b>	5	5	Open cloze	Candidates read a short text (e.g. a page from a diary or an email) and complete the gaps with their own words. No answer options are given.
<b>7</b>	1	5	Productive writing	Candidates write a short story based on three pictures.
<b>Total</b>	<b>44</b>	<b>48</b>		

## Tips for preparing learners for the Reading and Writing paper

- ✓ As is appropriate for young learners, A2 Flyers Reading and Writing tasks are supported by pictures. It is therefore useful to make plenty of use of pictures when preparing candidates for the test. Give candidates practice in matching lexical items to pictures.
- ✓ It is similarly useful to do exercises comparing and contrasting different structures and vocabulary related to pictures, for example, prepositions such as *in* and *on*, the present continuous tense, different sports, etc. Concentrate on words which are likely to be confused, e.g. *photo/camera*, or which have 'false friends' in the candidates' first language.
- ✓ Longer tasks are mainly based on stories. Give children as much opportunity as possible to read and enjoy stories at their level.
- ✓ Test writers keep to the Pre A1 Starters, A1 Movers and A2 Flyers word and structure lists when preparing tasks. Make sure children learn the vocabulary, grammar and structures for all Pre A1 Starters, A1 Movers and A2 Flyers syllabuses. In this way all the language that they see in the test will be known to them. Write difficult or less common words up on the classroom walls so that candidates become very familiar with them. Occasionally there may be words in texts which do not appear on the wordlist, but these will be glossed and are never tested.
- ✓ Vocabulary can be revised and reinforced in a way that children will find fun by using language puzzles and simple word games.
- ✓ Children often lose marks because they do not write letters and/or words clearly enough. Remind candidates to check that what they have written is legible for someone who is not familiar with their handwriting. It is often better not to use joined-up writing, as letters can become confused and unclear.
- ✓ Candidates should be told to write only as much as they need to. Children often lose marks because they attempt long answers which provide more opportunities for making mistakes.
- ✓ Children should be encouraged to spell correctly. Reinforce candidates' knowledge of common letter patterns in English – *ea, ck, ight, ou, er*, etc.
- ✓ Because young candidates are unlikely to have had much experience managing their time in an exam, it can be helpful when doing classroom tasks to give them a time limit, both to improve concentration and to prevent them being distracted by other things.

### Quick links to resources

#### Parents

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[cambridgeenglish.org/parents](https://cambridgeenglish.org/parents)

- Information for parents

#### Teachers

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[cambridgeenglish.org/flyers/prepare](https://cambridgeenglish.org/flyers/prepare)

[cambridgeenglish.org/resources-for-teachers](https://cambridgeenglish.org/resources-for-teachers)

- Vocabulary list
- Free teaching resources
- Lesson plans

## Advice by task

Candidates should practise these exam strategies regularly in class.

### Reading and Writing Part 1

Look and read. Choose the correct words and write them on the lines. There is one example.

an astronaut	a pilot	golf	sugar
This person can fly to the moon in a rocket. <u>an astronaut</u>			
basketball			hockey
salt			magazines
jam			baseball
stamps			postcards
a journalist	letters	a photographer	

#### THE TASK

- ▶ In this task there are 15 words and 10 definitions. The words are not illustrated. Candidates match words to the corresponding definition by writing the correct words.

#### HOW TO APPROACH THE TASK

- ▶ Help candidates become familiar with vocabulary in a particular area of lexis (see thematic vocabulary lists at the back of this handbook) and practise distinguishing between words on the vocabulary list that are similar, or commonly confused.
- ▶ Encourage candidates to read all the options before they answer the questions, so that they become aware of all the different related words.
- ▶ Tell candidates to make sure they read the whole sentence carefully before answering.
- ▶ Remind them to be careful when copying their answers; many candidates lose marks by leaving out articles, adding unnecessary articles, or by misspelling them.

#### ASSESSMENT

- ▶ This part tests the candidate's ability to match words to their meaning.

### Reading and Writing Part 2



Katy is going to go with her Aunt Emma to her office today. Katy is asking Emma some questions about her work. What does Emma say?

Read the conversation and choose the best answer.

Write a letter (A–H) for each answer.

You do not need to use all the letters. There is one example.

#### Example

	<b>Katy:</b> Emma, is it time to go to your office?
	<b>Emma:</b> ..... E .....

#### Questions

-  **Katy:** Do you always walk to work?

 **Emma:** .....
-  **Katy:** How many people work there?

 **Emma:** .....
-  **Katy:** Where do you eat your lunch?

 **Emma:** .....
-  **Katy:** Can I play on the computer in your office?

 **Emma:** .....
-  **Katy:** What time do you come home?

 **Emma:** .....

#### THE TASK

- ▶ Candidates read a dialogue in which the second speaker's responses are missing. There is a list of possible responses for the second speaker, lettered A–H (refer to page 79 of the Sample papers volume 1). Candidates select the appropriate response in each case and write the letter in the gap. There are two responses which do not fit the dialogue.

#### HOW TO APPROACH THE TASK

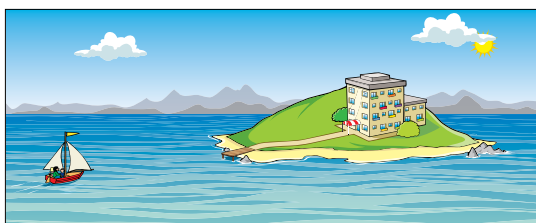
- ▶ Remind candidates to read all the alternatives before choosing the correct one. There may initially appear to be more than one correct alternative, but an understanding of discourse features and referencing will provide the correct answer.
- ▶ Practise appropriate responses, not just to questions, but also to statements.
- ▶ Give candidates plenty of practice in using the set (formulaic) expressions in the vocabulary lists, and with short 'yes' or 'no' answers.
- ▶ Give candidates practice in choosing appropriate responses, by giving them prompts or questions of the kind found in this part and asking them to predict responses, before giving them the options.
- ▶ Spend plenty of time establishing which words in the response refer back to the first speaker's words and therefore indicate a correct answer.

#### ASSESSMENT

- ▶ This part tests the candidate's knowledge of functional language.

## Reading and Writing Part 3

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



**example**

island	fridge	pushed	restaurant	missing
ready	pepper	sky	storm	cut

Last weekend, Harry and his parents went to a small hotel on an island in a lake. On Saturday afternoon the hotel cook went by boat to the town to see a friend. But then suddenly a (1) came, with rain and strong winds, and he couldn't sail back to the hotel.

At six o'clock everyone in the hotel went to the (2) to have dinner, but it was closed. 'What's the matter?' Harry's mum asked the waiter. 'The dinner isn't (3) ,' he said, 'because there is no-one to cook.'

### THE TASK

- ▶ Candidates read a gapped text and look at words in a box above the text. They then copy the correct word into each of the five gaps. The missing words are nouns, adjectives and verbs (present and past tense).
- ▶ Candidates choose the best title for the story from a choice of three (refer to page 81 of the Sample papers volume 1).

### HOW TO APPROACH THE TASK

- ▶ Candidates should be encouraged to read the whole text to get a general idea of what it is about before trying to complete the first gap. Lexical and grammatical competence is being tested, so make sure candidates realise that they need to read the text surrounding the question to be able to correctly fill the gap. Practice in guessing which word, and which kind of word, could go into each gap before looking at the options is extremely useful. Candidates can then confirm their guesses by seeing, and choosing from, the options provided.
- ▶ Give candidates practice in choosing the right form of words (plural/singular nouns, adjectives, verbs) within sentences and texts. Help them to identify words or structures that will indicate what kind of word the answer is likely to be, e.g. if the gap is preceded by *some*, the answer cannot be a countable singular noun.
- ▶ Make sure candidates realise that they must copy the options they choose correctly.

### ASSESSMENT

- ▶ This part tests the candidate's ability to read for specific information and for gist.

## Reading and Writing Part 4

Read the text. Choose the right words and write them on the lines.

**The Seasons**

**Example** In ..... many ..... countries there are four seasons in the year. These are called spring, summer, autumn and winter. .... season is about three months long and then a new season comes.

1 In the north of our planet summer usually ..... in June. It is the warmest time of the year and it sometimes does not get dark ..... 10 o'clock at night. In September it gets colder and the trees ..... their leaves. This season is called autumn. Winter comes in December ..... it is usually very cold and a lot of countries have snow. On some winter days, it gets dark at about 4 o'clock ..... the afternoon so the days are very ..... and the nights are long.

In March the weather gets warmer and plants and flowers start to grow ..... . This season is called spring.

8 In the south of the planet the countries have the ..... seasons, but they happen at different times ..... the year. They have summer in December and winter in June.

### THE TASK

- ▶ In this task candidates read a factual text which contains 10 gaps. They choose the correct word from a choice of three and copy the correct words into the gaps (refer to page 83 of the Sample papers volume 1). This task has a grammatical focus.

### HOW TO APPROACH THE TASK

- ▶ As with Part 3 above, candidates should practise forming and choosing the correct type of word (nouns, adjectives, verbs, etc.) to fit into sentences or texts.
- ▶ Remind candidates that the options are given, so it is not necessary to think of a word to fit the space.
- ▶ Make sure candidates are familiar with past forms of regular and irregular verbs in the A2 Flyers vocabulary list.

### ASSESSMENT

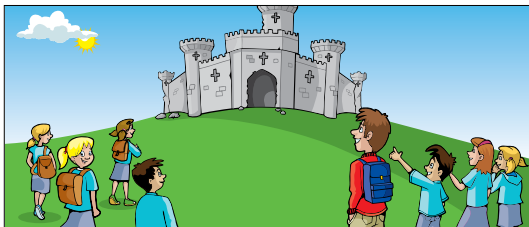
- ▶ This part tests the candidate's ability to read and understand a factual text. It also tests their lexical and grammatical knowledge.



## Reading and Writing Part 5

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

## Mr Park's class visit a castle



Paul's class at school are studying castles in history. So last week their history teacher, Mr Park, took them to visit an old castle on a hill next to the sea. They went by bus and stopped at the bottom of the hill.

Mr Park pointed to the castle at the top of the hill and said, 'There is no road up there so we have to walk.'

The children were tired and thirsty when they arrived at the castle. But Mr Park had juice for all of them. It was very interesting because Mr Park showed them all the different parts of the castle and explained its history.

On the way down the hill Paul's friends said, 'Let's have a race.' So Paul and his friends started to run.

'Stop running!' shouted Mr Park. But the boys ran faster and faster and then Paul fell over and hurt his leg. It wasn't broken, but he couldn't walk very well.

Mr Park saw a farmer on his horse in a field. He went to speak to him and the farmer let Paul ride his big brown horse down the hill to the bus.

'Sorry we didn't listen to you on the hill,' Paul said to Mr Park, 'but we listened in the castle. It was great! Can we come again?'

## THE TASK

- ▶ Candidates read a story and complete sentences about it, using one, two, three or four words (refer to page 85 of the Sample papers volume 1). There is one text and one picture. The picture provides context for the story but does not provide answers to the questions.

## HOW TO APPROACH THE TASK

- ▶ Useful practice for candidates can be gained from identifying lexis in, and establishing what is happening in, a picture. Candidates can then be given longer texts to read based around the picture.
- ▶ In order to understand the story, give candidates practice in identifying different ways of referring to people or objects (e.g. *John, he, him, Paul's brother*), and how sentences can be turned around whilst retaining their meaning (e.g. *Last Sunday, our family went to the park to have a picnic* can become *Our family had a picnic in the park last Sunday*). Also, practice in identifying what is being referred to in a text, especially the meaning of pronouns and adverbs such as *here* and *there*, will be useful.
- ▶ Remind candidates to copy the spelling correctly when taking words from the text.

## ASSESSMENT

- ▶ This part tests the candidate's ability to read and understand a story. It also tests their ability to recognise different words and phrases with similar meanings.

## Reading and Writing Part 6

Read the diary and write the missing words. Write one word on each line.



## Example

We are having a great time on this holiday. Today  
 1 we've been ..... visit the pyramids. My teacher told  
 2 me about them in our Geography ..... and she  
 showed us some pictures of them, but in the pictures they  
 3 looked much smaller ..... they are. We went inside  
 4 one and I ..... lots of photos with my camera.  
 We are going to go and see some camels tomorrow. I am very  
 5 excited ..... I have always wanted to ride one. Mum  
 doesn't want to go near them. She says camels are usually not  
 very friendly.

## THE TASK

- ▶ Candidates read a gapped text in the form of, for example, a diary or a letter. Candidates write one word in each of the five gaps. There is no list of words for candidates to choose from. Both lexis and grammar are tested in this task.

## HOW TO APPROACH THE TASK

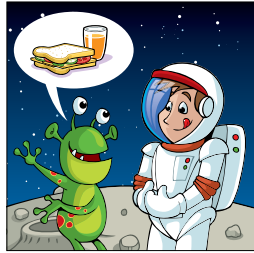
- ▶ Give candidates plenty of practice in using common collocations such as *ask a question, do some homework*, etc.
- ▶ Most learners find it helpful to read the whole text to get a sense of what it is about before attempting to write anything in the gaps.
- ▶ As with all gap-fill tasks, candidates should practise choosing words which fit the surrounding text both lexically and grammatically. Make sure they do not just consider the text immediately before and/or after the gap. Their choice of a correct answer may depend on something said further back or further ahead in the text.
- ▶ Encourage candidates to self-edit, making sure they re-read the whole text through to check their answers.

## ASSESSMENT

- ▶ This part tests the candidate's ability to read and understand a short text, and to produce appropriate words to complete each gap. It tests their knowledge of both structures and lexis, including collocations and fixed expressions.

## Reading and Writing Part 7

Look at the three pictures. Write about this story. Write 20 or more words.



.....

.....

.....

.....

### THE TASK

- ▶ Candidates write a short story based on three pictures.

### HOW TO APPROACH THE TASK

- ▶ They should write more than 20 words, but they should be discouraged from writing too many words, i.e. going on to the next page, as writing more means they are more likely to make language mistakes. Candidates can write below the lines, if they need to, but quality should be encouraged over quantity.
- ▶ Children should spend time looking at the pictures first in order to understand the story. They should then write one or two sentences about each picture and consider how they can connect the events happening in picture 1 to those happening in pictures 2 and 3.
- ▶ Children can write their stories using past tenses. For example: *An astronaut arrived on a strange planet. He talked to an alien.* Alternatively, they can use present continuous forms as if they are describing the picture. For example: *An astronaut is arriving on a strange planet. He is talking to an alien.*
- ▶ Tell children to check their sentences carefully after they have written them. If they want to make corrections, they should do so as neatly as possible.
- ▶ A total of 5 marks are available for this part.

### ASSESSMENT

- ▶ This tests the candidate's ability to communicate ideas and to link those ideas, in written English.

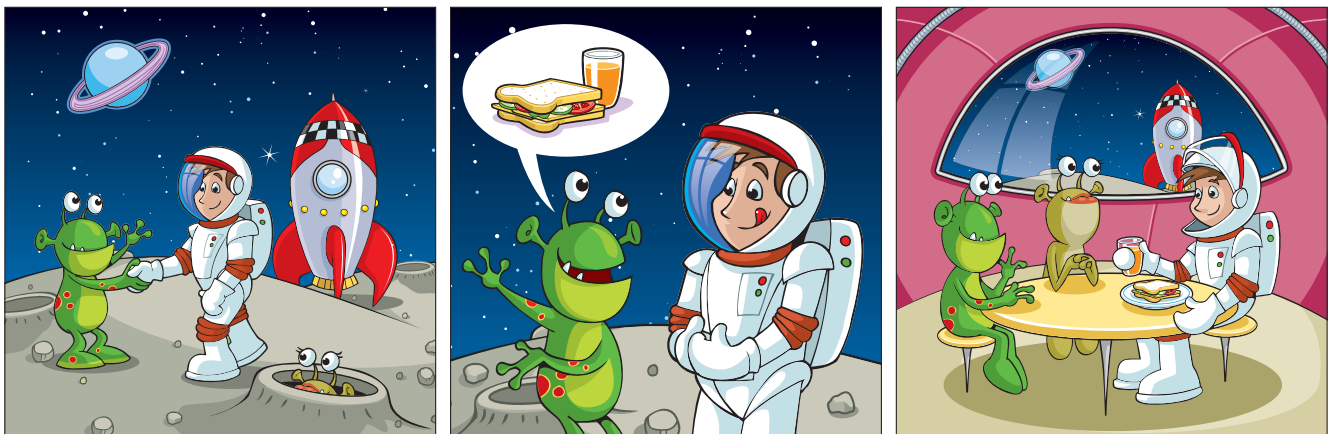
## A2 Flyers Part 7, sample answers with marks and commentaries

Look at these three pictures. Write about this story. Write 20 or more words.

## Beach images



## Space images



Score	Criteria
5	<ul style="list-style-type: none"> <li>Response describes a progression of events which are explicitly connected to each other <b>and</b></li> <li>Response is based on all three pictures <b>and</b></li> <li>Minimal effort is required on the part of the reader to make sense of the response</li> </ul>
4	<ul style="list-style-type: none"> <li>Response describes a progression of events, some of which are explicitly connected to each other <b>and</b></li> <li>Response is based on all three pictures <b>and</b></li> <li>Some effort is required on the part of the reader to make sense of the response</li> </ul>
3	<ul style="list-style-type: none"> <li>Response describes a progression of events <b>and</b> response addresses at least one of the pictures</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Response describes a progression of events <b>and</b> addresses all three pictures <b>but</b> imposes a significant strain on the reader, who may be required to read it more than once in order to make sense of it</li> </ul>
2	<ul style="list-style-type: none"> <li>Response includes at least one phrase that is clearly comprehensible</li> </ul>
1	<ul style="list-style-type: none"> <li>Response includes some English words discernible by the reader</li> </ul>
0	<ul style="list-style-type: none"> <li>Question unattempted or totally incomprehensible response</li> </ul>

## Sample answers

### Response A (beach images)

in Jack is go to in is Jack is father go ball is and doll and shaker  
Haper stay words in is and china jack is ball is backfast

**Examiner comments** 1 mark

The response includes some English words that the reader is able to understand.

### Response B (space images)

Once upon a time in the space une astronaut come to the  
Equestria planet and one

**Examiner comments** 2 marks

The candidate has produced phrases that are comprehensible to the reader (*once upon a time; une astronaut come to the Equestria planet*). However, without having demonstrated an ability to communicate a progression of events, he/she cannot score higher than 2 marks.

### Response C (beach images)

One day a girly and a boy on the beath play ball. A white whale  
in the sea. girly and boy it very happy. But the ball throw in the  
sea, but the white whale

**Examiner comments** 3 marks

This response successfully describes a progression of events and includes some phrases that are understandable to the reader, but it does not address all three pictures.

### Response D (beach images)

One day Jack and Mary are play bell. Oh! no Jake take the bell  
into the sea. Great! a fish take the bell to the Mary!

**Examiner comments** 3 marks

This response successfully describes a progression of events, and it does address all three pictures, but it imposes a significant strain on the reader, who is likely to have to read the text more than once in order to make sense of it.

### Response E (beach images)

There are children's. They playing voleyball but the boy kick the  
ball to dolphin but friendly dolphin kick the ball back.

**Examiner comments** 4 marks

This response successfully describes a progression of events, and addresses all three of the pictures despite requiring some effort on the part of the reader.

### Response F (space images)

One day there was an astronaut who visited moon he meet an  
alien. The astronaut was very hungry so he asked the alien for  
food the alien agreed and he had food with the alien and lived  
happily ever after.

**Examiner comments** 5 marks

The candidate has described a progression of events and included all three pictures in their response. Minimal strain is imposed on the reader, who would be able to understand the text on first reading.

Paper 3:

About 7–9 mins

# A2 Flyers Speaking tasks

Part	Interaction	Task types	What do candidates have to do?
<b>1</b>	Interlocutor–candidate	Two similar pictures (one is the examiner's) Oral statements about examiner's picture	Identify six differences in candidate's picture from statements about examiner's picture.
<b>2</b>	Interlocutor–candidate	One set of facts and one set of question cues	Answer and ask questions about two people, objects or situations.
<b>3</b>	Interlocutor–candidate	Picture sequence	Describe each picture in turn.
<b>4</b>	Interlocutor–candidate	Open-ended questions about candidate	Answer personal questions.

## Tips for preparing learners for the Speaking paper

- ✓ One way of making the test as stress free as possible is that the child is first met by an usher who explains the format of the test in the child's first language before taking him or her into the test room to meet the examiner.
- ✓ The standard format for the Speaking test is one child and one examiner.
- ✓ The pictures and questions used in the test are all based on the vocabulary and structures in the Pre A1 Starters, A1 Movers and A2 Flyers lists. This means that children who have been taught using the lists will be familiar with all the language they need in order to do well.
- ✓ The format of the test always follows the same pattern so that children who are well prepared will not receive any surprises.
- ✓ Use English to give everyday classroom instructions so that children become very familiar with instructions like *Look at ...*, *Ask ...*, *Give ...*, *Put ...*, *Find ...*
- ✓ Children create a good impression when they use greetings and other social formulae confidently. Make sure they are happy using *Hello*, *Goodbye* and *Thank you*, and that they have plenty of practice at using *Sorry*, or *I don't understand* whenever this is appropriate.

### Quick links to resources

#### Parents

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[cambridgeenglish.org/parents](https://cambridgeenglish.org/parents)

- Information for parents

#### Teachers

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[cambridgeenglish.org/flyers/prepare](https://cambridgeenglish.org/flyers/prepare)

[cambridgeenglish.org/resources-for-teachers](https://cambridgeenglish.org/resources-for-teachers)

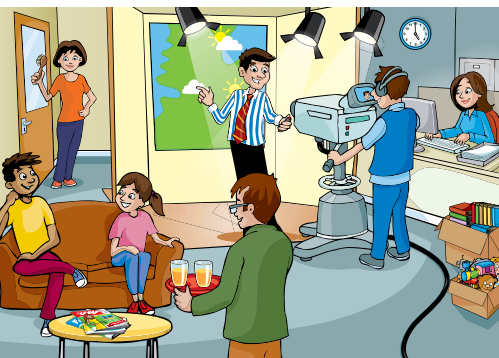
- Vocabulary list
- Free teaching resources
- Lesson plans

# Advice by task

## Speaking Part 1



FLYERS SPEAKING: Find the Differences



FLYERS SPEAKING: Find the Differences

### THE TASK

- ▶ The examiner greets the candidate and asks for name, surname and age.
- ▶ The examiner demonstrates what is required and shows the candidate two pictures which are similar but have some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different.

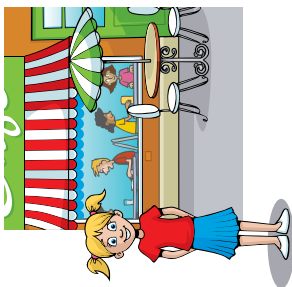
### HOW TO APPROACH THE TASK

- ▶ For Part 1, candidates should practise listening to the teacher make a statement about a picture (for example: *in my picture, there is a cake*), relating that to a picture in front of them, and commenting on the difference: *in your picture there are magazines*.
- ▶ In the test, differences between the examiner's statements and the candidate's picture will relate to things like number, colour, position, appearance, activity, shape, and relative size, etc. For example: *In my picture the clock is square but in your picture the clock is round*.

### ASSESSMENT

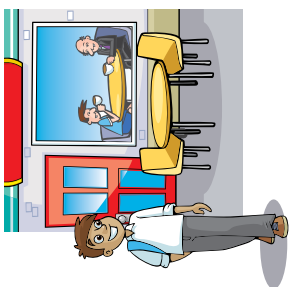
- ▶ This part tests understanding statements and responding with differences.

## Speaking Part 2



Sarah's favourite restaurant

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?



Robert's favourite restaurant

Name	The Black Cat
Like eating	pasta
Where	North Street
Time / open	12 o'clock
Cheap / expensive	expensive

FLYERS SPEAKING: Information Exchange

### THE TASK

- ▶ The examiner asks the candidate questions about a person, place or object, based on a set of question cues. The candidate responds, using a set of information cues. The candidate then asks the examiner questions based on a set of different question cues.

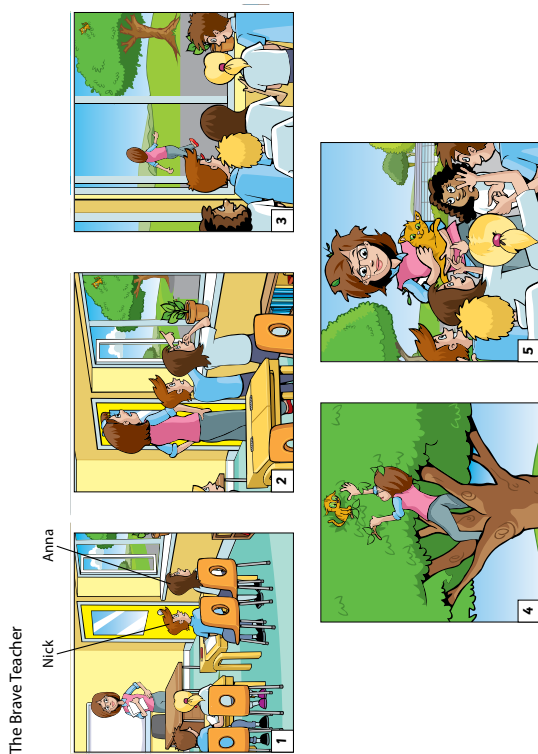
### HOW TO APPROACH THE TASK

- ▶ Children should practise asking and answering questions. For example, in Part 2, they should be able to form simple questions to ask for information about people, things and situations. This will include information about time, place, age, appearance, etc.
- ▶ Candidates should be able to ask 'question-word questions' using *Who, What, When, Where, How old, How many*, etc. For example: *What is the name of Robert's favourite restaurant?*
- ▶ They should also be able to ask 'Yes/No questions', for example: *Has Harry's teacher got a car?*
- ▶ Additionally, they need to be comfortable asking questions with two options. For example: *Is the restaurant cheap or expensive?*

### ASSESSMENT

- ▶ This part tests responding to and forming questions.

## Speaking Part 3



### THE TASK

- ▶ The examiner shows the candidate a sequence of five pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. They then ask the candidate to describe the other four pictures. The title of the story and the name(s) of the main character(s) are shown on the story.

### HOW TO APPROACH THE TASK

- ▶ The Part 3 task involves candidates telling a simple story based on five pictures, and candidates will benefit from practice in telling similar simple picture stories. However, examiners are not looking for evidence of storytelling skills. Candidates are only expected to say a few words about each picture in the sequence, without necessarily developing these comments into a narrative.
- ▶ Before asking candidates to tell the story, the examiner says, 'Just look at the pictures first'. Advise candidates to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence without developing these comments into a story. The examiner will prompt by asking a question if a candidate needs help.
- ▶ The structures candidates will need most frequently are *there is/are*, the present tense of the verbs *be* and *have (got)*, the modals *can/can't* and *must/mustn't* and the present continuous tense of some action verbs (for example: *come, go, buy, put on, carry, open, laugh*). They may also need to use the present perfect tense or *going to*. They should be able to say things like: *Nick and Anne are in the classroom. They are looking out the window.*
- ▶ Candidates should also be able to describe simple feelings, for example: *The teacher is happy.*

### ASSESSMENT

- ▶ This part tests describing things and events.



## Speaking Part 4

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### THE TASK

- ▶ The examiner asks the candidate some personal questions on topics such as school, holidays, birthdays, family and hobbies.

### HOW TO APPROACH THE TASK

- ▶ Make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes and other topics related to their everyday lives. They should be able to answer questions such as: *What time do you get up on Saturday? What do you do on Saturday afternoon?*
- ▶ Simple answers of a phrase or one or two short sentences are all that is required.
- ▶ Questions will normally be in the present tense but candidates should also be prepared to use the past and present perfect tenses and *going to*, and to answer questions about, for example, what they did yesterday or are going to do at the weekend.

### ASSESSMENT

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

# Grammar and structures list

The list below details what is new at A2 Flyers level. Candidates will be expected to know everything on this list in addition to the lists at Pre A1 Starters and A1 Movers levels. See the **thematic vocabulary lists** for a comprehensive list of words in each category.

	Examples
<b>Verbs</b> (Positive, negative, question, imperative and short-answer forms, including contractions)	
<b>Past continuous</b> (for interrupted actions and background setting)	I <b>was walking</b> down the road when I saw her. It was a very cold day and snow <b>was falling</b> .
<b>Present perfect</b>	<b>Have you ever been</b> to the circus? He's just <b>eaten</b> his dinner.
<b>Be going to</b>	It <b>isn't going to</b> rain today.
<b>Will</b>	<b>Will you do</b> your homework this evening? I <b>won't buy</b> her a CD because she doesn't like music.
<b>Might</b>	Vicky <b>might come</b> to the party.
<b>May</b>	The bus <b>may not come</b> today because there is a lot of snow.
<b>Shall for suggestions</b>	<b>Shall we have</b> a picnic in the park?
<b>Could</b>	You <b>could invite</b> Robert to the football game.
<b>Should</b>	<b>Should we take</b> a towel to the swimming pool?
<b>Tag questions</b>	That's John's book, <b>isn't it?</b>
<b>Adverbs</b>	I haven't bought my brother's birthday present <b>yet</b> .
<b>Conjunctions</b>	I didn't want to walk home <b>so</b> I went on the bus.
<b>If clauses</b> (in zero conditionals)	<b>If it's sunny</b> , we go swimming.
<b>Where clauses</b>	My grandmother has forgotten <b>where she put her glasses</b> .
<b>Before/after clauses</b> (not with future reference)	I finished my homework <b>before I played football</b> .
<b>Be/look/sound/feel/taste/smell like</b>	<b>What's your new teacher like?</b> <b>That sounds like</b> the baby upstairs. I think he's crying.
<b>Make somebody/something + adj</b>	That smell <b>makes me hungry!</b>
<b>What time ...?</b>	<b>What time</b> does the film start?
<b>What else/next?</b>	<b>What else</b> shall I draw?
<b>See you soon/later/tomorrow etc.</b>	<b>See you next week</b> , Mrs Ball!
<b>Be made of</b>	The toy <b>is made of</b> wood.

# Pre A1 Starters, A1 Movers and A2 Flyers thematic vocabulary lists

For the alphabetic list for each exam, visit [cambridgeenglish.org/young-learners-word-list](https://www.cambridgeenglish.org/young-learners-word-list)

	Pre A1 Starters		A1 Movers		A2 Flyers
<b>Animals</b>	animal bear bee bird cat chicken cow crocodile dog donkey duck elephant fish frog giraffe goat	hippo horse jellyfish lizard monkey mouse/mice pet polar bear sheep snake spider tail tiger zebra zoo	bat cage dolphin fly kangaroo kitten lion panda parrot penguin puppy rabbit shark snail whale		beetle butterfly camel creature dinosaur eagle extinct fur insect nest octopus swan tortoise wild wing
<b>The body and the face</b>	arm body ear eye face foot/feet hair	hand head leg mouth nose smile	back beard blond(e) curly fair fat moustache	neck shoulder stomach thin tooth/teeth	elbow finger knee toe
<b>Clothes</b>	bag baseball cap boots clothes dress glasses handbag hat jacket jeans shirt	shoe shorts skirt sock trousers T-shirt wear	coat helmet scarf sweater swimsuit		belt bracelet costume crown glove necklace pajamas (UK pyjamas) pocket pyjamas (US pajamas) ring spot spotted stripe striped sunglasses trainers umbrella uniform
<b>Colours</b>	black blue brown colour (US color) gray (UK grey) green grey (US gray)	orange pink purple red white yellow			gold silver spot spotted stripe striped

	Pre A1 Starters		A1 Movers		A2 Flyers
<b>Family &amp; friends</b>	baby boy brother child/children classmate cousin dad family father friend girl grandfather grandma	grandmother grandpa kid live man/men mother mum old person/people sister woman/women young	aunt daughter granddaughter grandparent grandson grown-up parent son uncle		husband married surname wife
<b>Food &amp; drink</b>	apple banana bean bread breakfast burger cake candy (UK sweet(s)) carrot chicken chips (US fries) chocolate coconut dinner drink eat egg fish food fries (UK chips) fruit grape ice cream	juice kiwi lemon lemonade lime lunch mango meat meatballs milk onion orange pea pear pie pineapple potato rice sausage sweet(s) (US candy) tomato water watermelon	bottle bowl cheese coffee cup glass hungry milkshake noodles pancake pasta picnic plate salad sandwich sauce soup tea thirsty vegetable		biscuit (US cookie) butter cereal chopsticks cookie (UK biscuit) flour fork honey jam knife meal olives pepper piece pizza salt smell snack spoon strawberry sugar taste yoghurt
<b>Health</b>			cold cough cry dentist doctor earache fall fine headache	hospital ill matter nurse sick stomach-ache temperature tired toothache	bandage chemist('s) cut fall over medicine x-ray

	Pre A1 Starters		A1 Movers		A2 Flyers	
<b>The home</b>	apartment (UK flat) armchair bath bathroom bed bedroom bookcase box camera chair clock computer cupboard desk dining room doll door flat (US apartment) flower garden hall home	house kitchen lamp living room mat mirror phone picture radio room rug sleep sofa table television/TV toy tree TV/television wall watch window	address balcony basement blanket downstairs dream elevator (UK lift) floor (e.g. ground, 1st, etc.) internet lift (US elevator) message seat shower stair(s) toothbrush toothpaste towel upstairs wash		brush comb cooker cushion diary entrance envelope fridge gate key letter (as in mail) oven screen shampoo shelf soap stamp step swing telephone	
<b>Materials</b>	paper				card glass gold metal	plastic silver wood wool
<b>Names</b>	Alex Alice Ann/Anna Ben Bill Dan Eva Grace Hugo Jill Kim	Lucy Mark Matt May Nick Pat Sam Sue Tom	Charlie Clare Daisy Fred Jack Jane Jim Julia Lily Mary Paul	Peter Sally Vicky Zoe	Betty David Emma Frank George Harry Helen Holly Katy Michael Oliver	Richard Robert Sarah Sophia William
<b>Numbers</b>	1–20		21–100 1st–20th	hundred pair	101–1,000 21st–31st million	several thousand

	Pre A1 Starters	A1 Movers	A2 Flyers		
<b>Places &amp; directions</b>	behind between bookshop end here in in front of on park playground shop (US store) store (UK shop) street there under zoo	above below building bus station bus stop café car park centre (US center) cinema circle circus city/town centre (US center) farm funfair hospital library map market	near opposite place shopping centre (US center) sports centre (US center) square station straight supermarket swimming pool town/city centre (US center)	airport bank bridge castle chemist('s) club college corner east factory fire station front get to hotel kilometre (US kilometer) left (as in direction) London middle	museum north over path police station post office restaurant right right (as in direction) skyscraper south stadium straight on theatre (US theater) university way west
<b>School</b>	alphabet answer ask board book bookcase class classroom close colour (US color) computer correct crayon cross cupboard desk door draw English eraser (UK rubber) example find floor keyboard (computer) learn lesson letter (as in alphabet) line listen look	mouse (computer) music number open page painting paper part pen pencil picture playground poster question read right (as in correct) rubber (US eraser) ruler school sentence sit spell stand story teacher tell tick understand wall window word write	break homework mistake teach text website	art backpack (UK rucksack) bin club college competition dictionary flag geography glue group gym history language maths (US math) online project rucksack (US backpack) science scissors screen shelf student study subject timetable university	

	Pre A1 Starters		A1 Movers		A2 Flyers	
<b>Sports &amp; leisure</b>	badminton ball baseball basketball bat (as sports equipment) beach bike boat book bounce camera catch (e.g. a ball) doll draw drawing drive enjoy favourite (US favorite) fishing fly football (US soccer) game guitar hobby hockey jump kick kite	listen music photo piano picture play radio read ride run sing skateboard skateboarding soccer (UK football) song sport story swim table tennis take a photo/picture television/TV tennis tennis racket throw toy TV/television walk watch	band (music) CD cinema comic comic book dance drive DVD email film (US movie) fish go shopping goal holiday hop ice skates ice skating kick movie (UK film) net party player pool practice practise present ride roller skates roller skating sail score	skate skip sports centre (US center) swim swimming pool text towel video walk	backpack (UK rucksack) cartoon channel chess collect concert diary drum festival flashlight (UK torch) golf hotel instrument invitation join (a club) magazine match (football) meet member online pop music prize programme (US program) puzzle pyramid quiz race rock music	rucksack (US backpack) score ski sledge snowball snowboard snowboarding snowman stage (theatre) suitcase swing team tent torch (US flashlight) tune tyre (US tire) umbrella violin volleyball winner
<b>Time</b>	afternoon birthday clock day evening in morning night today watch year		after always before every never o'clock sometimes week weekend yesterday	<b>The days of the week:</b> Monday Tuesday Wednesday Thursday Friday Saturday Sunday	a.m. (for time) after ago autumn (US fall) before calendar century date (as in time) early end fall (UK autumn) future hour how long late later midday midnight minute month p.m. (for time) past	quarter spring summer time tomorrow tonight winter <b>The months of the year:</b> January February March April May June July August September October November December

	Pre A1 Starters		A1 Movers		A2 Flyers	
<b>Toys</b>	alien ball balloon baseball basketball bike board game boat car doll football (US soccer) game	helicopter lorry (US truck) monster motorbike plane robot soccer (UK football) teddy (bear) toy train truck (UK lorry)	model			
<b>Transport</b>	bike boat bus car drive fly go helicopter lorry (US truck)	motorbike plane ride run ship swim train truck (UK lorry)	bus station bus stop drive driver ride station ticket tractor trip		ambulance bicycle fire engine (US fire truck) journey lift (ride) motorway passenger platform	racing (car; bike) railway rocket spaceship taxi tour traffic wheel
<b>Weather</b>	sun		cloud cloudy ice rain rainbow sky	snow sunny weather wind windy	fog foggy storm	
<b>Work</b>	teacher		circus clown cook dentist doctor driver farmer film (US movie) star hospital nurse pirate pop star work		actor airport ambulance artist astronaut business businessman/ woman designer engineer factory fire engine (US fire truck) fire fighter job journalist	manager mechanic meeting news newspaper office photographer pilot police officer police station queen rocket singer taxi waiter
<b>The world around us</b>	beach sand sea shell street sun tree water		building city country countryside field forest grass ground island lake leaf/leaves moon	mountain plant river road rock sky star town village waterfall wave world	air bridge castle cave desert Earth entrance environment exit fire future hill	land ocean planet pond space stone stream view wood



# Speaking assessment

## Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge English for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure,

followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

## Assessment scales

Throughout the test the candidate is assessed by one examiner using the assessment criteria. The assessment for all levels is based on three criteria, each with a six-point scale (0 to 5) which is defined in terms of candidate behaviour. The scale descriptors are reproduced for Pre A1 Starters, A1 Movers and A2 Flyers below.

## Pre A1 Starters

	<b>Vocabulary</b> Range Control Extent	<b>Pronunciation</b> Individual sounds Word stress	<b>Interaction</b> Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with all test tasks.</li> <li>• Produces simple utterances but makes occasional mistakes.</li> <li>• Generally responds at word or phrase level but may also produce some longer utterances.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally intelligible, although some sounds may be unclear.</li> <li>• Has limited control of word stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally responds appropriately to instructions, questions and visual prompts, although some support may be required.</li> <li>• Is able to ask for support if required.</li> <li>• Often responds promptly, although there may be hesitation.</li> </ul>
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with most test tasks.</li> <li>• Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.</li> <li>• Generally responds at word level but may also produce phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes intelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to instructions, questions and visual prompts, although frequent support may be required.</li> <li>• May attempt to ask for support if required.</li> <li>• There is hesitation and responses may be delayed or halting.</li> </ul>
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> <li>• Has the vocabulary required to attempt some test tasks.</li> <li>• May attempt a few simple utterances but basic mistakes and lack of language prevent communication.</li> <li>• Responds only at single word level, or does not respond.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to produce the sounds of the language but is often difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires support throughout and often may not respond to instructions, questions and visual prompts.</li> <li>• Hesitation requires a great deal of patience of a listener.</li> </ul>
0	Performance does not satisfy the Band 1 descriptor.		

## A1 Movers

	<b>Vocabulary and grammar</b> Range Control Extent Cohesion	<b>Pronunciation</b> Individual sounds Stress Intonation	<b>Interaction</b> Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with all test tasks.</li> <li>• Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.</li> <li>• Responds at word, phrase or longer utterance level.</li> <li>• Can join ideas with some simple linkers (e.g. <i>and, but, then, when</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible.</li> <li>• Has limited control of word stress and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to instructions, questions and visual prompts, and very little support is required.</li> <li>• Is able to ask for support if required.</li> <li>• Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.</li> </ul>
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with most test tasks.</li> <li>• Produces some simple structures but makes some basic mistakes which may obscure meaning.</li> <li>• Generally responds at word or phrase level but may also produce some longer utterances.</li> <li>• Can join ideas with a few simple linkers (e.g. <i>and</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible, although some sounds may be unclear.</li> <li>• Has limited control of word stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to instructions, questions and visual prompts, although some support is required.</li> <li>• Is able to ask for support if required.</li> <li>• Often responds promptly, although there may be hesitation and pausing mid-utterance.</li> </ul>
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to attempt some test tasks.</li> <li>• Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.</li> <li>• Generally responds at word level but may also produce phrases.</li> <li>• Can join words with simple linkers (e.g. <i>and</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes may be difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required.</li> <li>• May attempt to ask for support if required.</li> <li>• There is hesitation and pausing mid-utterance; responses may be delayed or halting.</li> </ul>
0	Performance does not satisfy the Band 1 descriptor.		
Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.			

A2 Flyers

	<b>Vocabulary and grammar</b> Range Control Extent Cohesion	<b>Pronunciation</b> Individual sounds Stress Intonation	<b>Interaction</b> Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> <li>• Uses a range of vocabulary to deal with all test tasks.</li> <li>• Uses a range of simple structures and, although there are some mistakes, meaning is clear.</li> <li>• Responds at word, phrase or longer utterance level.</li> <li>• Can join ideas with a range of simple linkers (e.g. <i>and, but, when, then, because</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible.</li> <li>• Has some control of stress and intonation at both word and longer utterance levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to all instructions, questions and visual prompts, and very little support is required.</li> <li>• Is able to ask for support if required.</li> <li>• Responds promptly with only natural hesitation and pausing.</li> </ul>
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with most test tasks.</li> <li>• Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.</li> <li>• Responds at word, phrase or longer utterance level.</li> <li>• Can join ideas with some simple linkers (e.g. <i>and, but, when, then</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible.</li> <li>• Has limited control of word stress and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to almost all instructions, questions and visual prompts, and little support is required.</li> <li>• Is able to ask for support if required.</li> <li>• Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.</li> </ul>
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> <li>• Uses the vocabulary required to deal with some test tasks.</li> <li>• Attempts some simple structures but makes some basic mistakes which may obscure meaning.</li> <li>• Generally responds at word or phrase level but may also produce longer utterances.</li> <li>• Can join ideas with a few simple linkers (e.g. <i>and</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly intelligible, although some sounds may be unclear.</li> <li>• Has limited control of word stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to some instructions, questions and visual prompts with some support.</li> <li>• May attempt to ask for support if required.</li> <li>• Often responds promptly, although there may be hesitation and pausing mid-utterance.</li> </ul>
0	Performance does not satisfy the Band 1 descriptor.		
<p>Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.</p>			

# Glossary of Speaking Scales terms

## 1. Vocabulary and grammar

### Range

refers to the degree to which candidates have the vocabulary to deal with the test tasks. As candidates progress from Pre A1 Starters to A2 Flyers they will make increasing use of a greater variety of words and grammatical forms.

### Control

refers to the degree to which candidates can (attempt to) use the simple structures which are in the syllabus for the three levels. Complete accuracy, even to score a 5 at A2 Flyers, is not expected, but how far errors may or may not obscure meaning is considered.

### Extent

refers to the length of a candidate's utterances. This ranges from mostly one-word responses at Pre A1 Starters, extending to short, simple sentences at A1 Movers, and slightly longer and slightly more complex sentence responses at the upper A2 Flyers level.

### Cohesion

refers to a candidate's ability to join ideas using simple linkers: starting with *and* at A1 Movers, and rising to, for example, *then* and *because* at A2 Flyers.

## 2. Pronunciation

### Individual sounds

refers to the candidate's ability to pronounce vowels, diphthongs and consonants. Generally, the candidate should be intelligible to non-EFL/ESOL specialists even if the candidate has a strong or unfamiliar accent.

### Stress

refers to the emphasis laid on a syllable or word. The limited sample of language required at Pre A1 Starters means that candidates only have a few opportunities to demonstrate control of a limited number of phonological features. For this reason, the Pre A1 Starters pronunciation descriptors only refer to intelligibility, although word stress is included as an aspect of this.

### Intonation

refers to the way the voice rises and falls to convey the candidate's mood, or to support meaning. The aim is to give examiners an indication of the type of phonological features expected. In particular, some A2 Flyers tasks require candidates to ask questions, which is why a reference to question intonation in the 3.0 and 5.0 descriptors is included in the scales. A1 Movers 5.0 descriptors also include intonation, as candidates will be beginning to make use of this feature at this stage.

## 3. Interaction

### Reception/Responding

refers to replying or reacting to what the examiner has said. The reception and responding scale is designed to assess the candidate's ability to understand the examiner and to respond appropriately.

### Support required

refers to the degree of support from the examiner needed by the candidate at each level and for each band.

### Fluency/Promptness

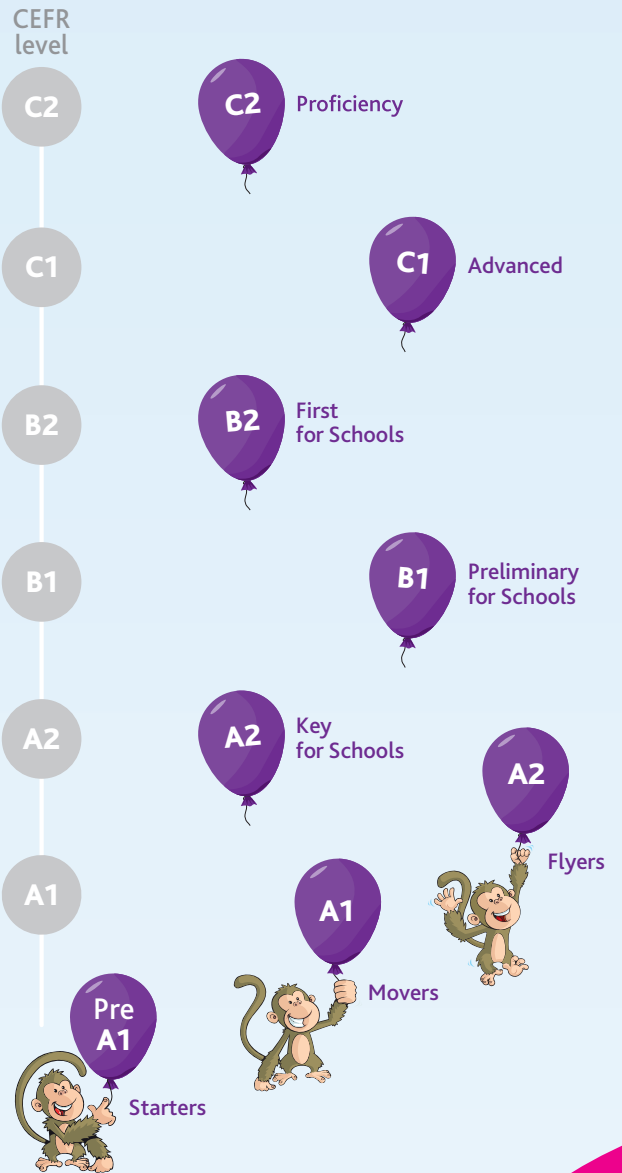
refers to aspects of interaction which are relevant and appropriate to the task, ranging between overall fluidity of expression and generally unable to sustain speech. The scales account for the fact that typical performances at all three levels are characterised by hesitation and pauses.

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